



## Home Schooling Daily Plan

Year Group: 1

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Date: Wednesday 3<sup>rd</sup> June 2020

*What do you get when a dinosaur sneezes?*

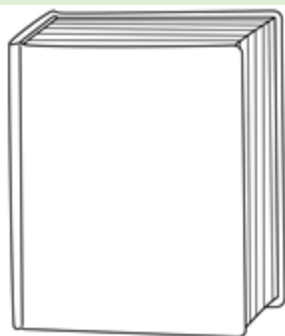
*..... out of the way!!*



**RE WAGBAT: knowing that after Pentecost, the disciples told others about Jesus.**

Look at your list or spider diagram from yesterday. What did Jesus do in his life? What stories about Jesus do you know? What miracles did he perform? How did he teach us to behave?

We know that after Pentecost, the disciples went far and wide to tell everyone about Jesus' life and what he did. In the Bible, the books of Matthew, Mark, Luke and John also tell people about his life.



Imagine you were a disciple and were writing a book all about Jesus' life. What would the front cover look like? Would you include pictures of him performing miracles, teaching crowds, with his friends? What would it look like?

There is a large copy of this book cover template at the end of this plan if you would like to use it.

*Task	**Task	***Task
Design the front cover of a book all about the life of Jesus.	Design the front cover of a book all about the life of Jesus. Try to include some pictures that show some of the amazing things he did in his life.	Design the front cover of a book all about the life of Jesus. Try to include some pictures and <b>symbols</b> that show some of the amazing things he did in his life.

**English**

**Phonics WAGBAT using the alternative spellings of w.**

**Writing WAGBAT understanding the layout of a report.**

**1)Phonics**

What are the two ways to spell the 'w' sound? Can you think of any words with the 'w' sound?



'w' and 'wh'

wimp

who

went

which

wash

wheel

walk

while

Read the postcard below with a grown up. What 'w' and 'wh' words can you find. Circle them with a coloured pencil.

To Mr Whitford,

When I was jogging between Whicham Way and Whiddon last week, I saw an odd thing in the pond.

I didn't spot it until... WHAM! It splashed me. I was soaked! With a huff and a wheeze, I looked in the pond and saw the beast whirl and cartwheel along.

I spotted that it had six long whiskers and it could whistle! It looked thin so I ran to get a wheelbarrow full of wheat as a snack. It munched it all and then swam away.

Can you tell me what the odd thing was?

Thank you,

Whitnee Whitman



Mr Whitford,  
32 Whicham Way,  
Whipton,  
Devon  
EX1 3WH



## 2) Report Writing

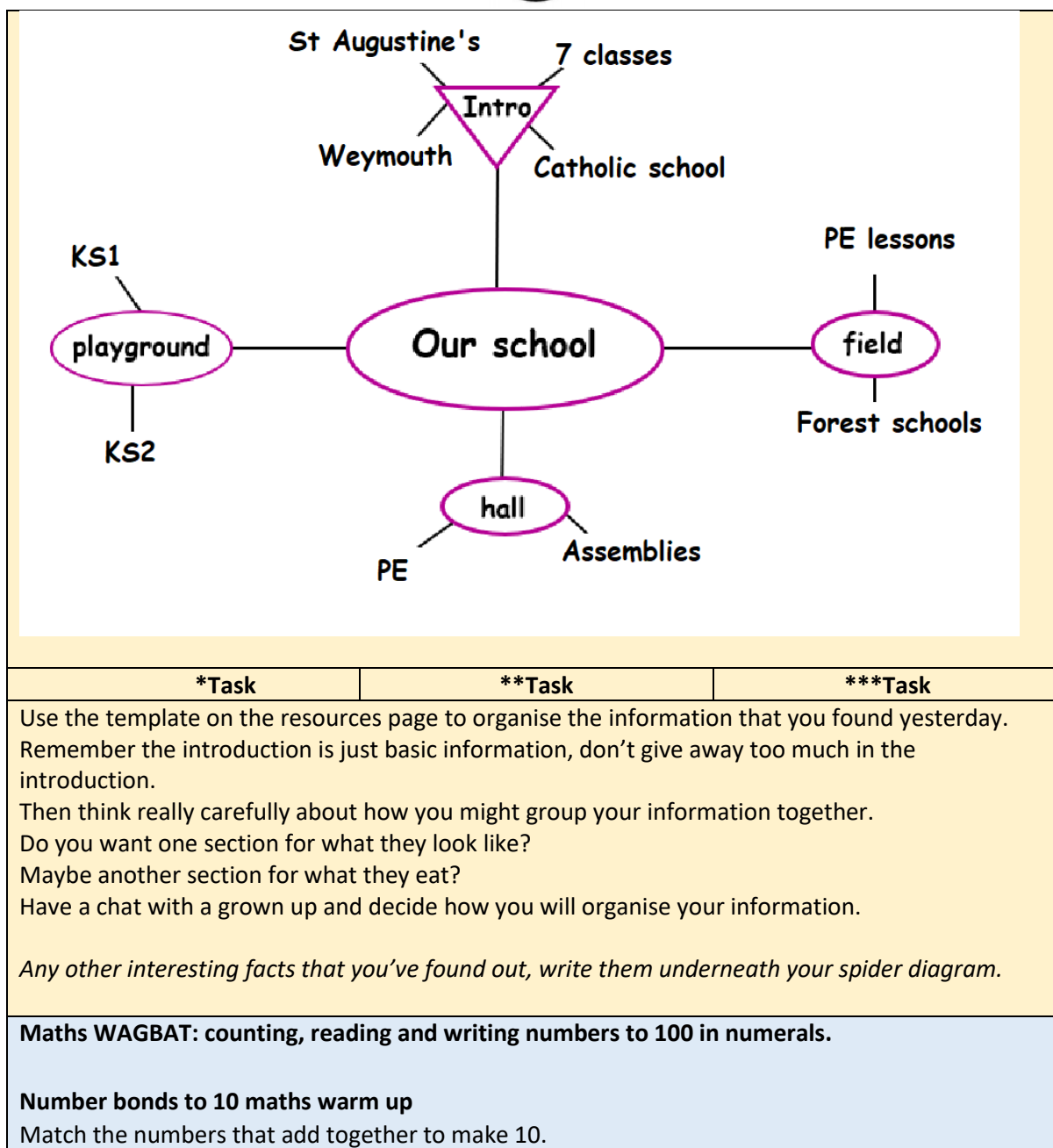
When writing a report, we need to think very carefully about how we will organise our information. Sometimes using a spider diagram like the one below can help.

In the middle, write what the report is about.

Then for the introduction note what the report will be about.

In the outside ovals, think about how you can group your information.

For example, if I was writing a report about our school, I might use a spider diagram to organise my thoughts and research like this...





4

6

1

3

2

5

5

8

7

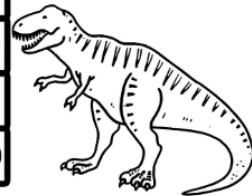
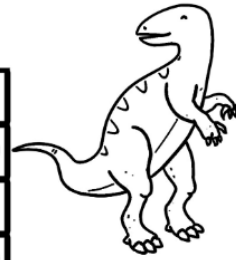
9

Fill in the gaps in the hundred square below

Write in the missing numbers up to 100.



1	2	3	4		6	7	8	9	
11		13	14	15	16	17	18		20
21	22	23		25	26	27	28	29	30
31	32	33			36	37		39	40
	42	43	44	45		47	48	49	50
51	52		54	55	56			59	60
61		63	64		66	67	68	69	
71	72	73	74	75		77		79	80
81	82	83	84	85	86		88	89	90
	92	93	94	95		97	98	99	100

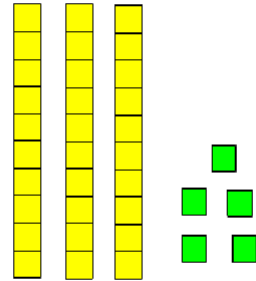
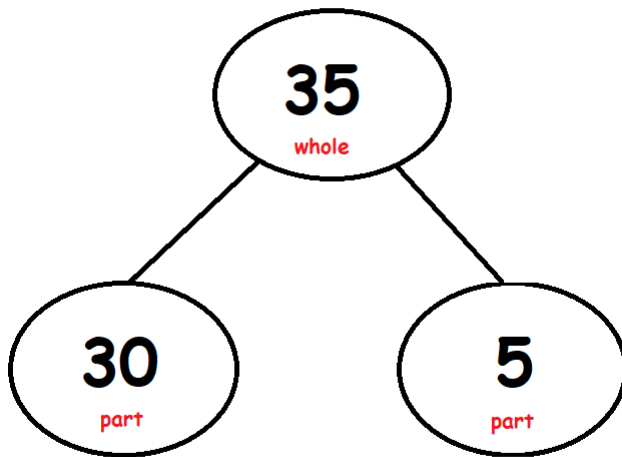


We can use maths equipment and part-part whole diagrams to represent numbers.

For example



# thirty five



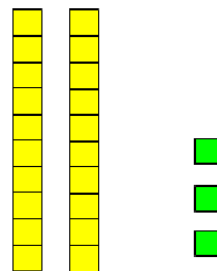
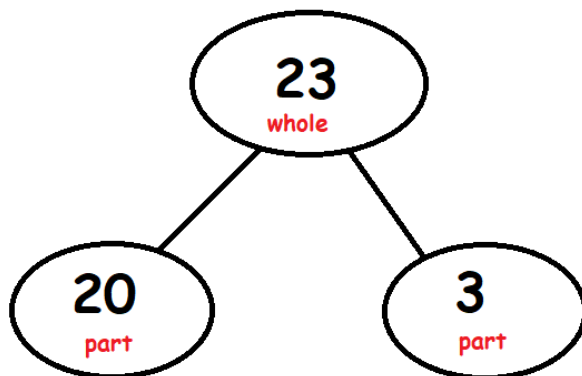
$$30 + 5 = 35$$

Today, your task will be to represent given numbers in different ways.

I would like you to show each number:

- By partitioning into tens and ones using a part part whole diagram (above left)
- Drawing each number using tens and ones with the addition sum to show tens and ones (above right)
- Writing the number using words (above top) *There is a spelling word bank at the end of today's plan to help you.*

e.g. 23



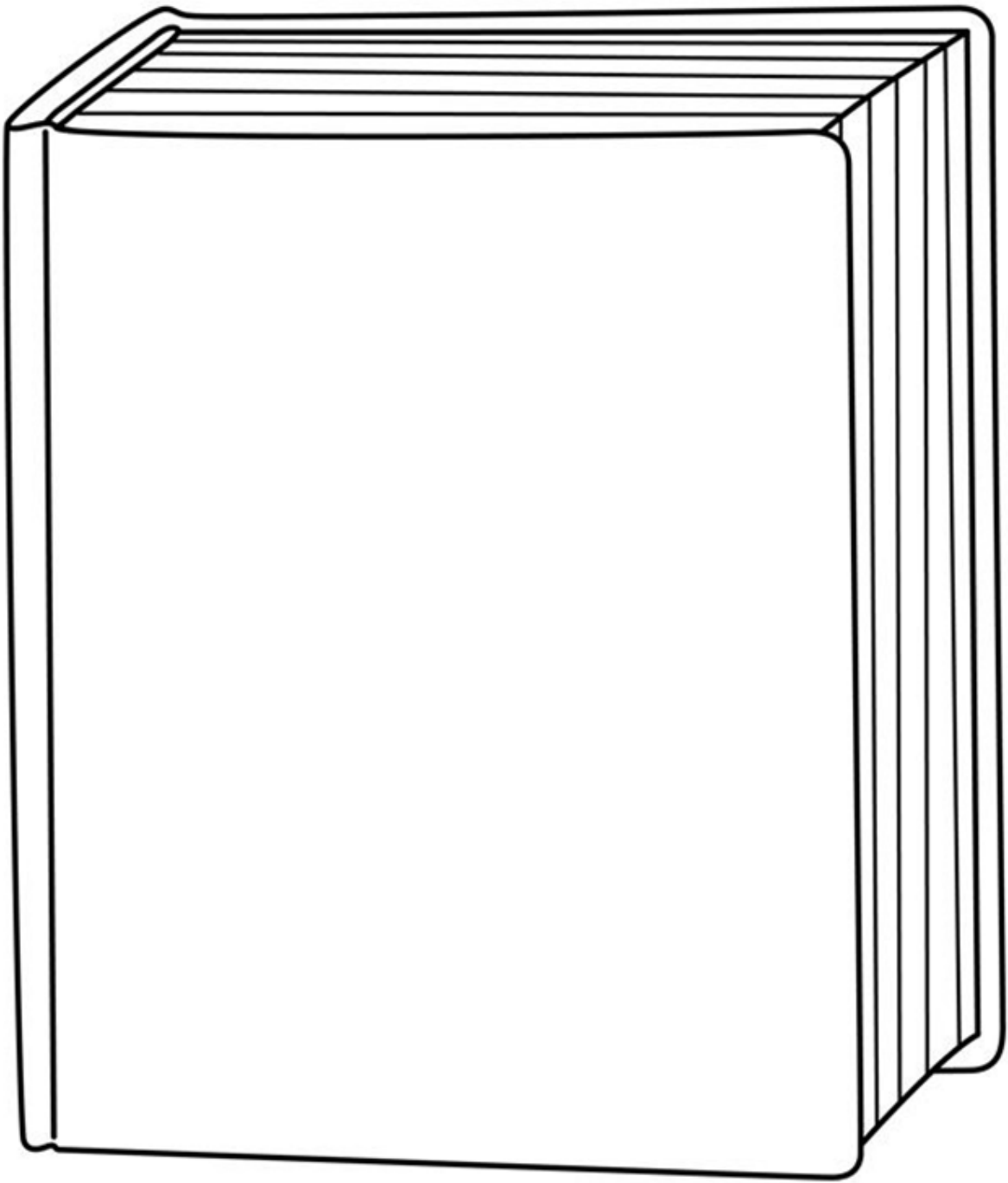
$$20 + 3 = 23$$

# twenty three

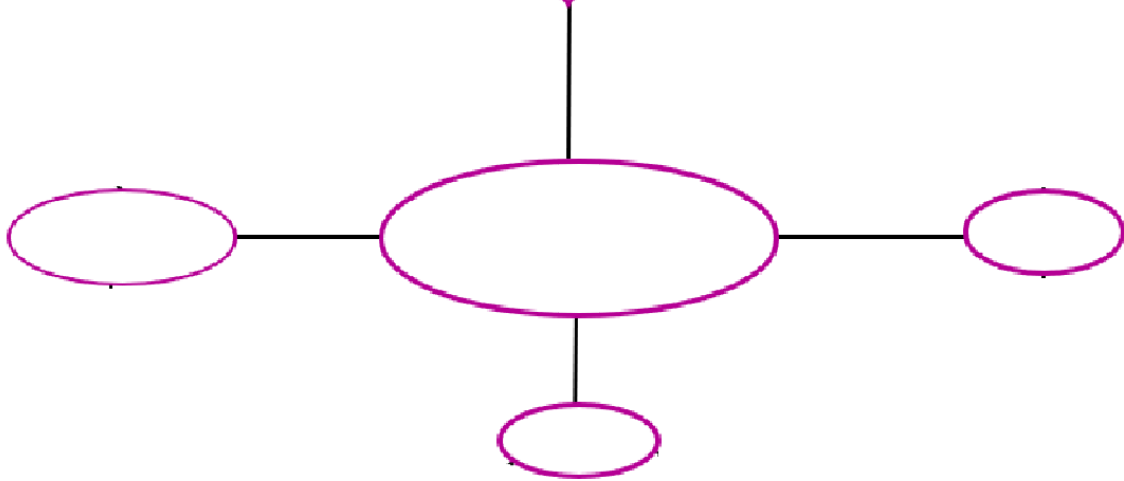
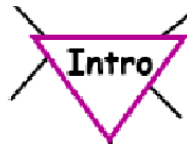
*Task	**Task	***Task
Show each number as a: <ul style="list-style-type: none"><li>• Part part whole</li></ul>	Show each number as a: <ul style="list-style-type: none"><li>• Part part whole</li></ul>	Show each number as a: <ul style="list-style-type: none"><li>• Part part whole</li></ul>



<ul style="list-style-type: none"> <li>Drawing of tens and ones (with addition sum)</li> <li>Written number</li> </ul> <p>1) 24 2) 32 3) 41 4) 26 5) 51</p>	<ul style="list-style-type: none"> <li>Drawing of tens and ones (with addition sum)</li> <li>Written number</li> </ul> <p>1) 32 2) 41 3) 26 4) 63 5) 55 6) 72</p>	<ul style="list-style-type: none"> <li>Drawing of tens and ones (with addition sum)</li> <li>Written number</li> </ul> <p>1) 63 2) 55 3) 72 4) 81 5) 97 6) 50 7) 60 8) 70</p> <p>Why is it important to have a zero on the end of 50, 60 and 70? If we didn't use the zero what would the number say?</p>
<p><b>Topic WAGBAT: Computing</b></p> <p><i>Don't forget that Wednesday is ICT day.</i></p> <p><i>Log into Purple Mash and see what Mr Tuson has set for you to complete this week.</i></p> <p><i>Please remember to 'hand in' your work when you have finished.</i></p> <p><i>Enjoy!</i></p>		
<p><b>Website links</b></p>		



English – Report Planning Template



### Maths spelling word bank

one	ten	twenty
two	eleven	thirty
three	twelve	forty
four	thirteen	fifty
five	fourteen	sixty
six	fifteen	seventy
seven	sixteen	eighty
eight	seventeen	ninety
nine	eighteen	
	nineteen	