

Dear parents and families,

Please find enclosed some resources to assist with home learning while the school is closed. Contents include:

- A curriculum overview to show the topics we have been covering.
- Year 1 spellings on footprints (practice reading and spelling, challenge to use them correctly in sentences.)
- Phase 2, 3, 4 and 5 sound mats to be used to support sounding out spellings when writing.
- Phase 3 and 5 word cards with sound buttons to read.
- Alien word cards to read (made up words using known sounds)
- In Maths recently we have been measuring length, height, weight and capacity. I have included some sheets to do with this but there may be opportunities at home to extend this learning (measuring ingredients, making potions with food colouring in water, ordering toys by height, making tall towers with lego, finding out the height of different animals etc)
- We have also recapped counting in 2s, 5s and 10s as well as number bonds to 10 e.g.

$1 + 9 = 10$	$9 + 1 = 10$
$10 - 9 = 1$	$10 - 1 = 9$
- Our current topic is explorers. This would be a good opportunity to make an explorers project for example the children can find out information about famous explorers, write about somewhere they would like to explore, paint a picture of themselves exploring the jungle or under the sea. In class we have been learning about Christopher Columbus, Tim Peake and Neil Armstrong.
- The children also have purple mash and education city log ins which they can use to access these websites from home with lots of educational games and resources to use.
 - Education city:
Go to educationcity.com click log in and enter your child's username and password. Once logged in click on subjects, choose a subject, click year 1. In class we use the activities section but feel free to explore the others as well.
 - Purple mash:
Go to purplemash.com/sch/beaupre and enter your child's username and password. Once logged in click on either tools or games and then choose a game. In class we have used the art games so far.

On returning to school please could children bring all completed learning with them, as these will need to be marked and assessed.

*Many thanks,
Miss Brand, Mrs Ward, Mrs Pepper*

School Curriculum Overview

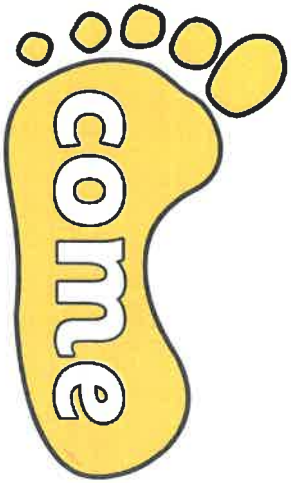
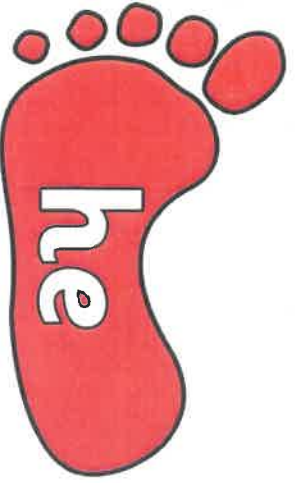
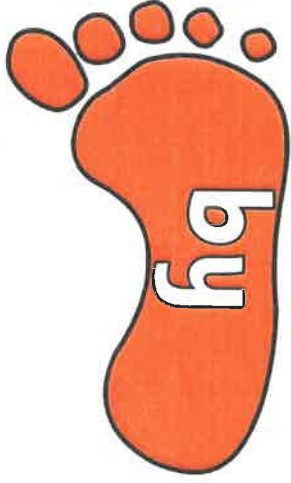
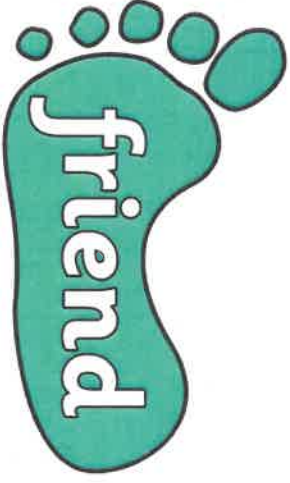
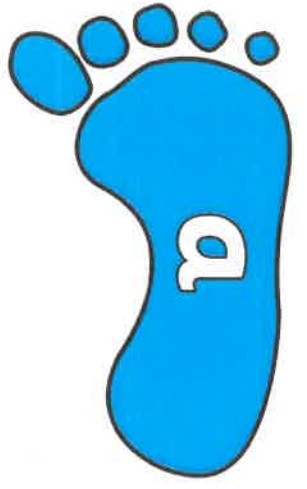
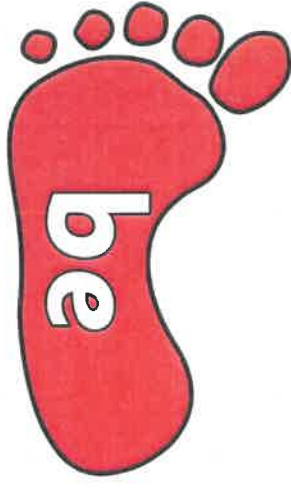
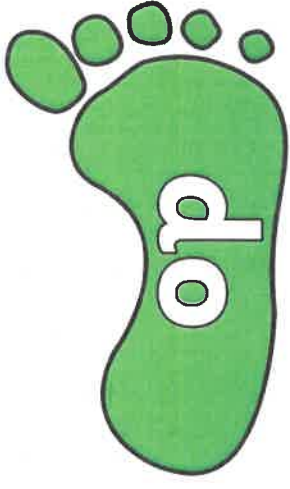
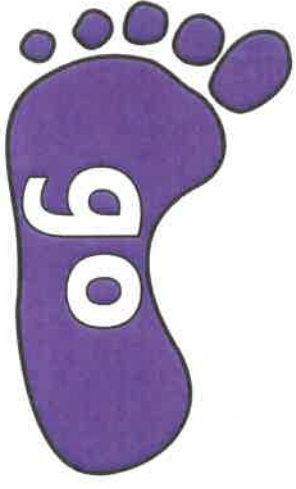
Year 1 2019-20

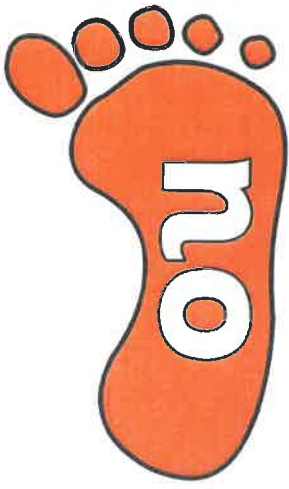
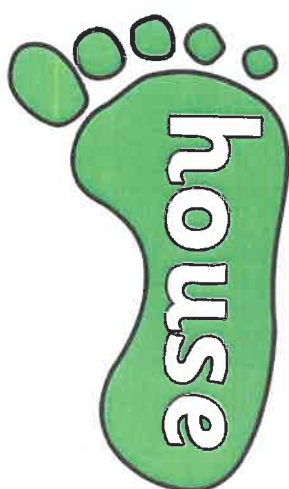
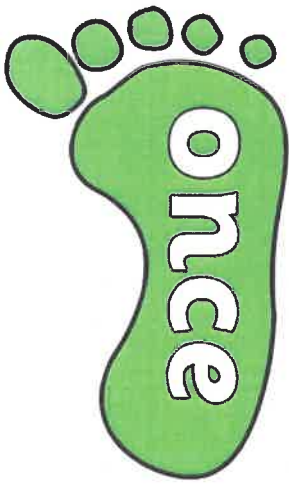
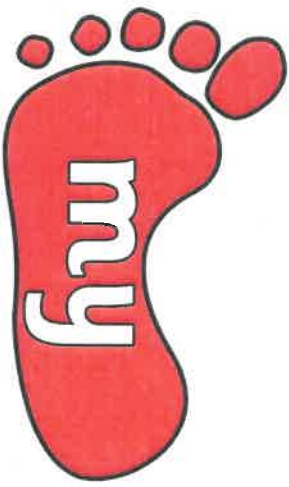
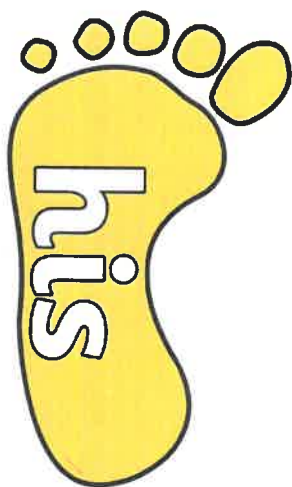
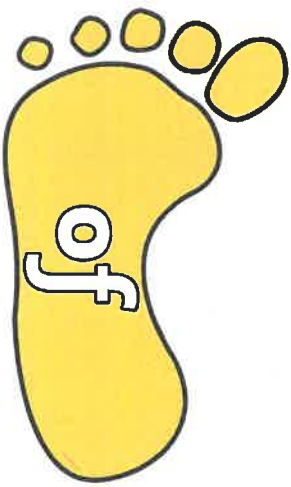
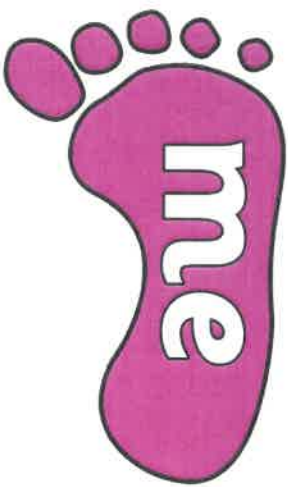
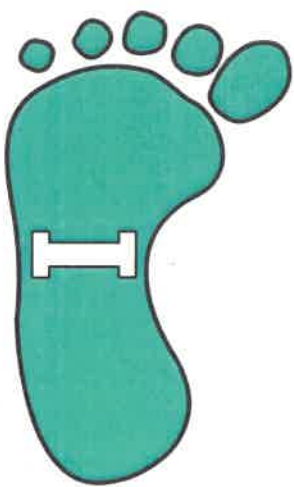
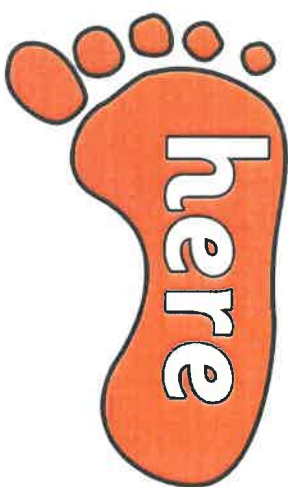
Year 1 Topic	Autumn A Ships and Sailing	Autumn B Toys	Spring A Cities/Fire of London	Spring B Explorers	Summer A In the garden	Summer B Hot and Cold
English	Books with Predictable Phrases (shark in the park, the gingerbread man, the little red hen, the sleepy bumblebee) Poetry and Rhymes including recital (nursery rhymes, a sailor went to sea)	Stories by Significant Authors (Janet and Allan Ahlberg – Funny bones, heard it in the playground; Shirley Hughes – Dogger, Alfie) Letters (books with letters: meerkat mail, the jolly postman, dear Mr Blueberry, dear fairy godmother by Michael Rosen and Nick Sharratt.)	Traditional Tales – The three billy goats gruff, the three little pigs, Goldilocks and the three bears, A chair for baby bear, Goldilocks and the three dinosaurs Poetry – using the senses Five Little Senses – Anon, That's What I Like by Janice Johnston, I Can Hear, Feel, See, Smell – Anon Noisy poems by Jill Bennett	Instructions (linked to explorers topic) Fairy Stories (Cinderella, Snow White, Peter Pan, Gulliver's travels, mixed up fairy tales by Hilary Robinson and Nick Sharratt)	Information texts (including Non-Chronological Reports about flowers and trees) Well-known Tales (including Jack and the Beanstalk)	Stories with Patterned Language (We're going on a Bear Hunt, peace at last, can't you sleep little bear?) – teddy bears picnic Information texts (about animals from hot and cold places)
Mathematics	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20) Consolidation	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)	Number: Place Value (within 50) Measure: Length and Height Measure: Weight and Volume Consolidation	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions	Geometry: position and direction Number: Place Value (within 100) Measurement: money Time Consolidation
Science	Seasonal Change	Materials	Animals (including comparing town and country habitats)	The human body	Garden plants	Animals (including hot and cold environments.)
Art and Design	Seascapes	-	-	-	Nature landscapes	Creating moods with colour

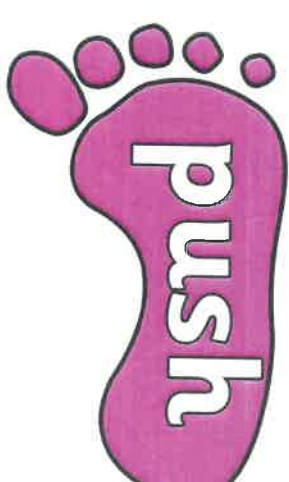
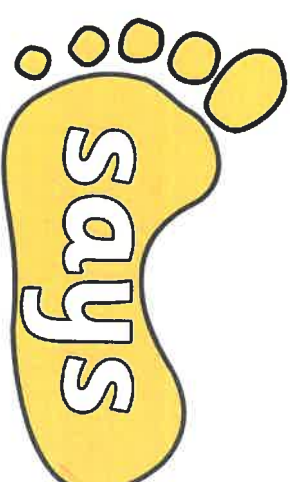
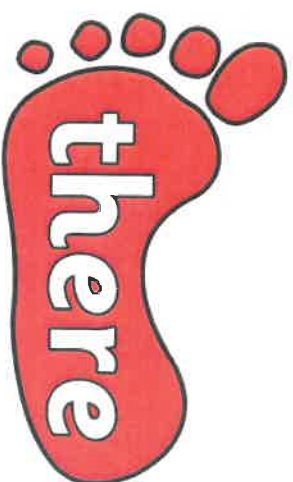
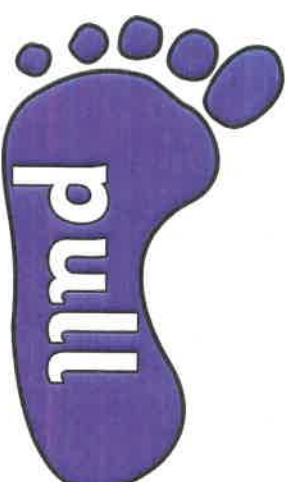
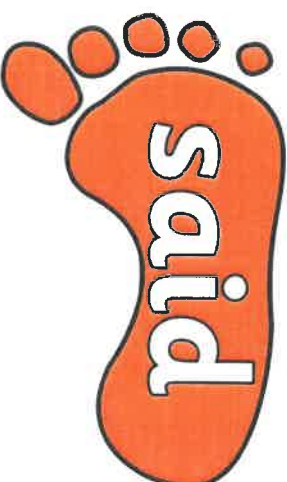
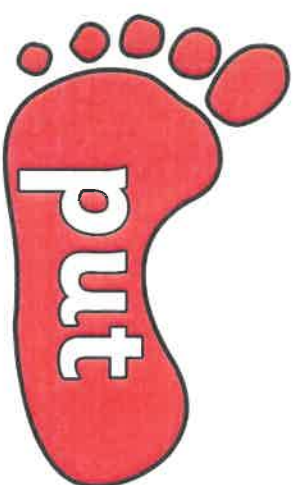
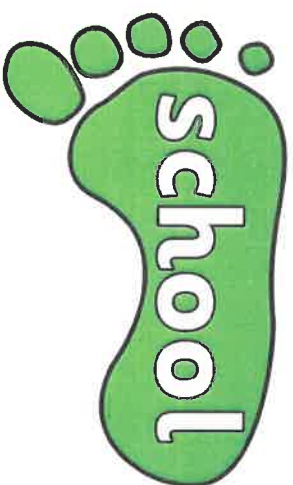
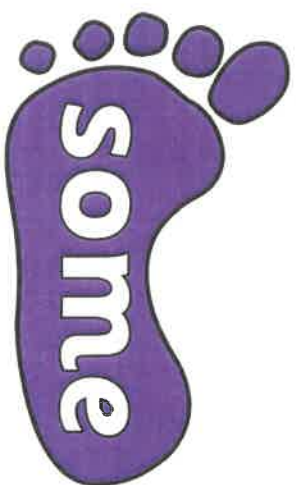
School Curriculum Overview

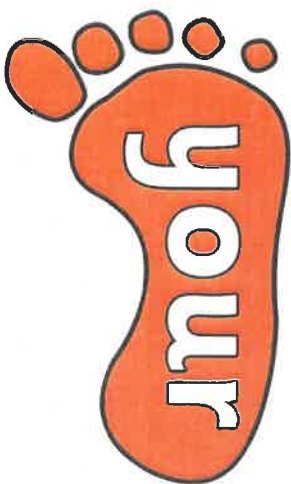
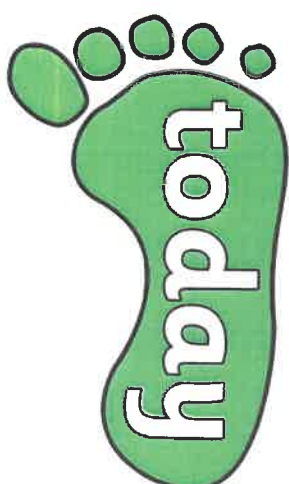
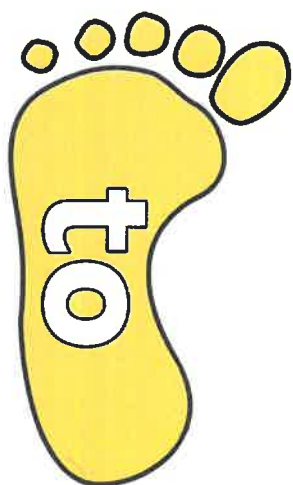
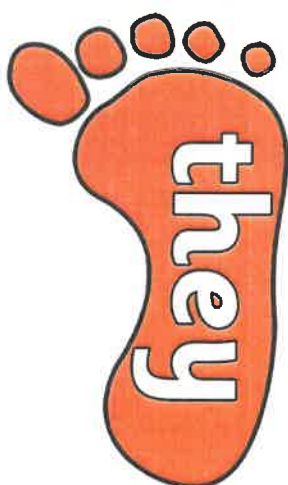
Year 1 2019-20

Computing	Predict outcome of a set of instructions.	Digital literacy	Branching databases	Algorithms	e-safety and use of online resources	Create, organise, store, manipulate and retrieve digital content (Purple mash)
Design and Technology	-	Moving toys	Baking Bread	Make a model rocket	-	-
Geography	-	The United Kingdom and local features including drains	-	-	Compass Directions Maps	Hot and Cold Areas of the World
History	Admiral Nelson	old and new toys	Great fire of London	Explorers	-	-
Music	Traditional Rhymes (including Sea Shanties)	Learn Songs	Listening (including regional Folk Music)	Instruments (Medieval Music)	Learning New Songs	Instruments (Africa)
Physical Education	Games	Gymnastics	Games	Dance	Outdoor Play	Athletics Sports Day
Religious Education Agreed syllabus 2018 (Cambridgeshire county council)	Who is Jesus? A great teacher or a great leader?	How and why do people celebrate Birthdays?	Why is it important to recognise the birth of a baby?	Why is the Bible important?	What makes a church a special place for Christian people?	How do the stories from the Gurus and the concept of seva affect Sikh children?
PSHE	Myself and my Relationships 4 Beginning and Belonging Conflict Resolution	Myself and my Relationships 5 Me and my emotions	Citizenship 4 Diversity and Communities	Healthy and Safer Lifestyles 4 and 5 Managing Risk Safety Contexts	Healthy and Safer Lifestyles 7 and 10 Healthy Lifestyles Relationships Education	Citizenship 3 Working Together
SEAL	New Beginnings (including setting rules and being Ship Shape)	Getting On and Falling Out	Goals	Good to be Me	Relationships	Changes

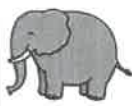








Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

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nest

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tusk

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belt

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help

lf



shelf

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milk

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crab

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blackberry

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printer

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scarf

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skunk

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sniff

nch



bench

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screw

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shrew

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thread

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string

Phase 4 Blends
and Clusters

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crayon

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cloud

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tie

ea



beads

oy



boy

ir



girl

ue



glue

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queue

aw



saw

wh



whistle

ph



elephant

ew



pew

ew



screw

oe



toe

au



haunted

ey



monkey

a-e



snake

e-e



concrete

i-e



slide

o-e



bone

u-e



flute

u-e



cube

Phase 5
Sound Mat

stray ...	clay ..
spray ...	tray ..
bead ..	read ..
meat ..	treat ..
clue ..	blue ..
glue ..	true ..
Christopher	dolphin ...
phantom	elephant

cloud ...	scout ...
found ...	proud ...
boy ..	toy ..
joy ..	oyster ...
cue ..	due ..
hue ..	venue ...
flew ...	threw ...
Andrew	stew ..

cried ...	tried ...
spied ...	fried ...
bird ..	shirt ..
skirt ...	birth ..
raw ..	claw ..
jaw ..	lawn ..
foe ..	woe ..
Joe ..	goes ..

haul

daub

launch

haunted

Steve

even

theme

Eve

flute

prune

rude

rule

cockney

jockey

turkey

monkey

slide

prize

nice

invite

race

same

snake

amaze

alone

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stone

woke

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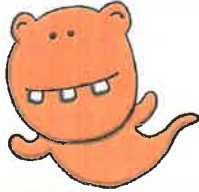
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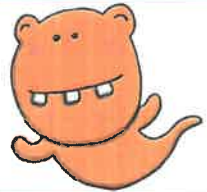
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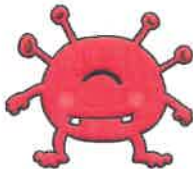
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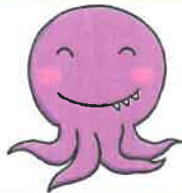
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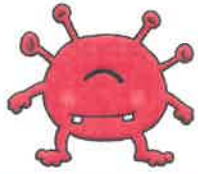
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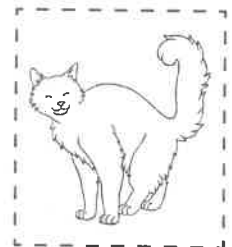
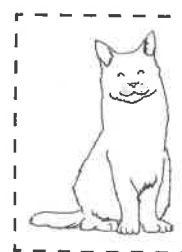
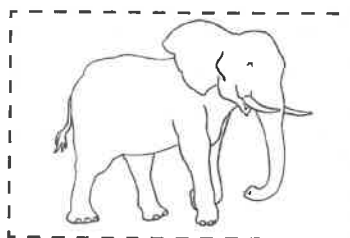
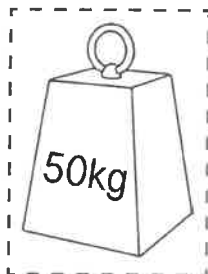
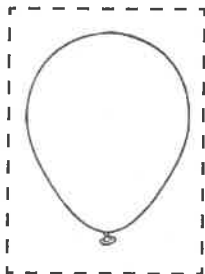
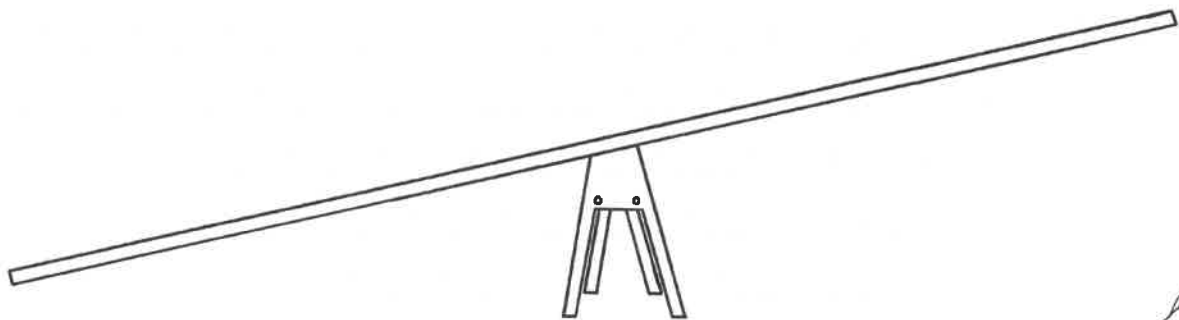
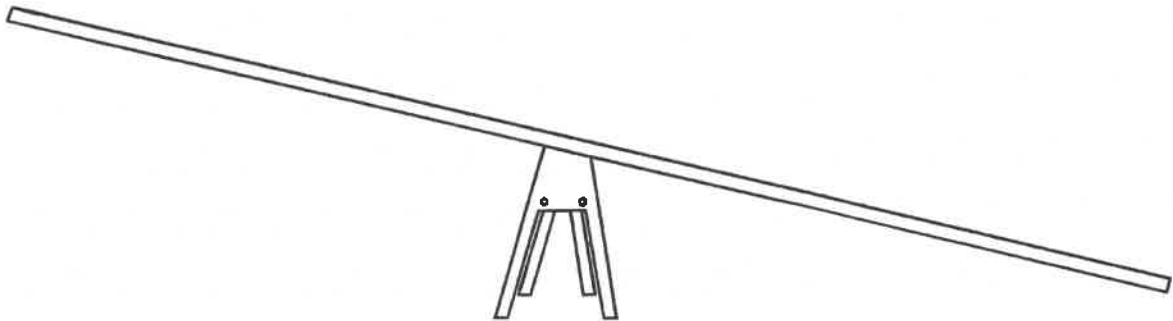
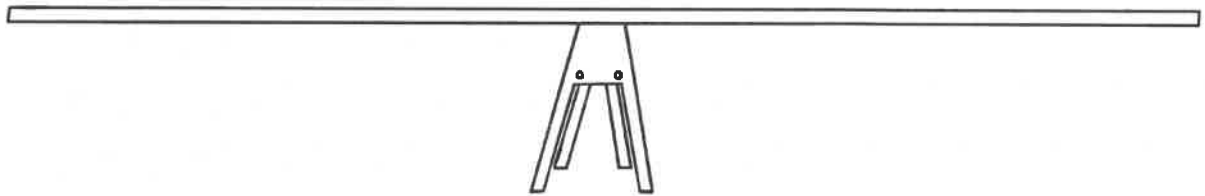


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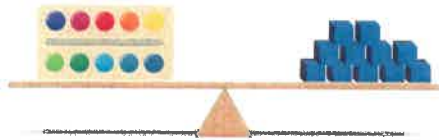
Complete the Scales

Cut out the heavy and light objects and glue them on the correct side of the balance scales to complete the picture.



Measure Mass

1. Complete the sentences to match the scales.



The paint palette weighs cubes.



The glue weighs cubes.



The pencil sharpener weighs cubes.



VF
HW/Ext

2. Tick the correct sentence.



1. The broccoli weighs 8 cubes.

☐


2. The pumpkin is lighter than 5 cubes.

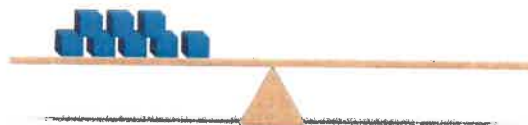
☐


3. The sweetcorn weighs 4 cubes.

☐


VF
HW/Ext

3. Which two items would balance the scales?



3 cubes	4 cubes	5 cubes	6 cubes	7 cubes



RPS
HW/Ext

Measure Mass

4. Complete the sentences to match the scales.



The train weighs blocks.

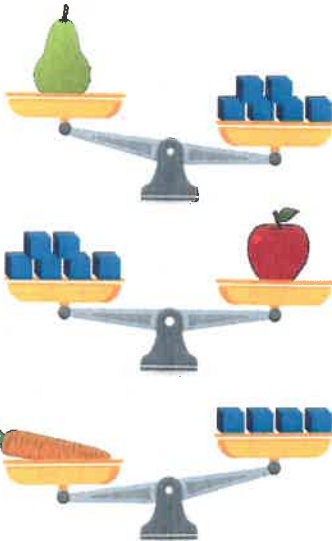
The duck weighs acorns.

The ball weighs cubes.



VF
HW/Ext

5. Tick the correct sentence.



1. The apple weighs 7 cubes.

☐

2. The carrot is lighter than 4 cubes.

☐

3. The pear weighs less than 6 cubes.

☐


VF
HW/Ext

6. Which two items would balance the scales?



3 cubes	4 cubes	5 cubes	6 cubes	7 cubes

Find two possibilities.



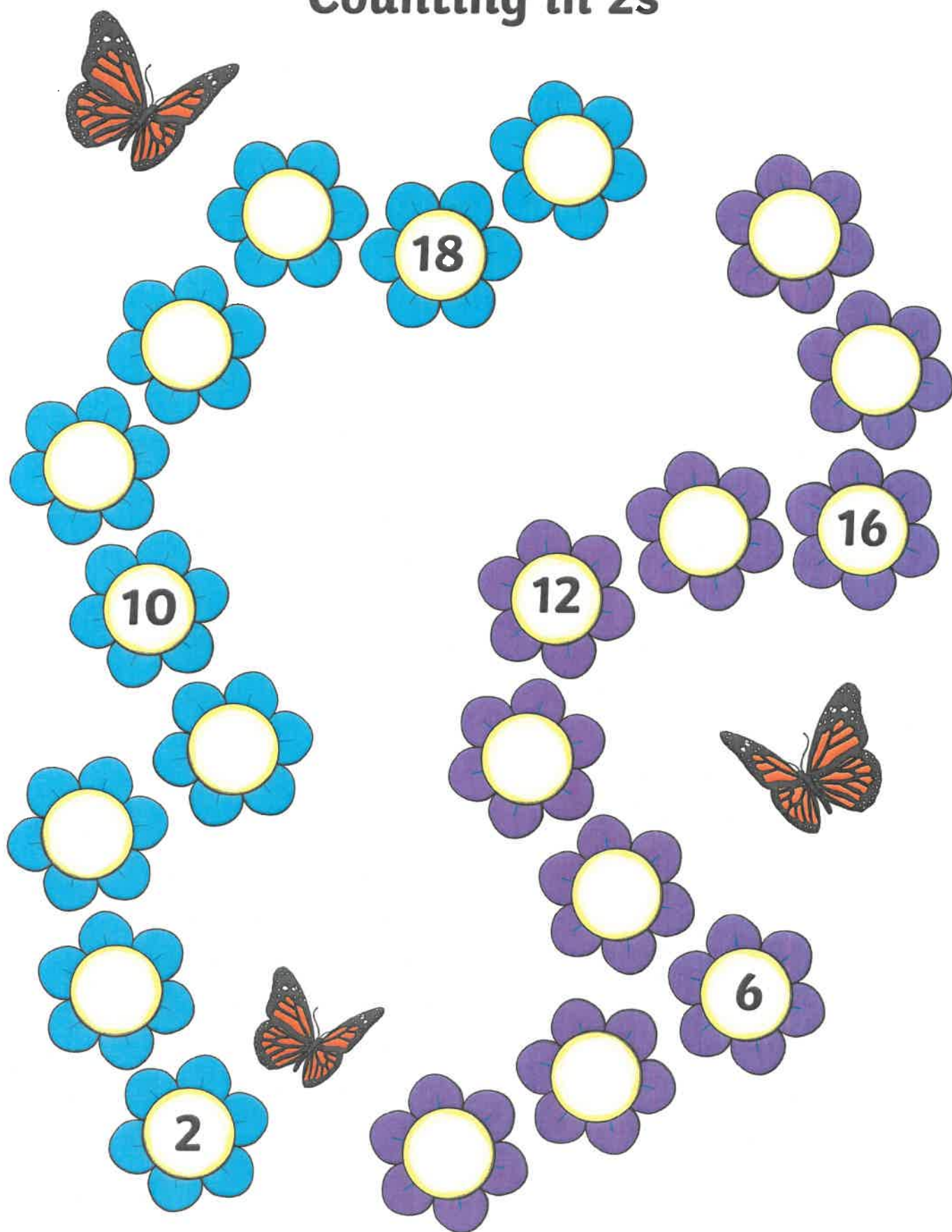
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classroomsecrets.co.uk

Homework/Extension – Measure Mass – Year 1 Expected

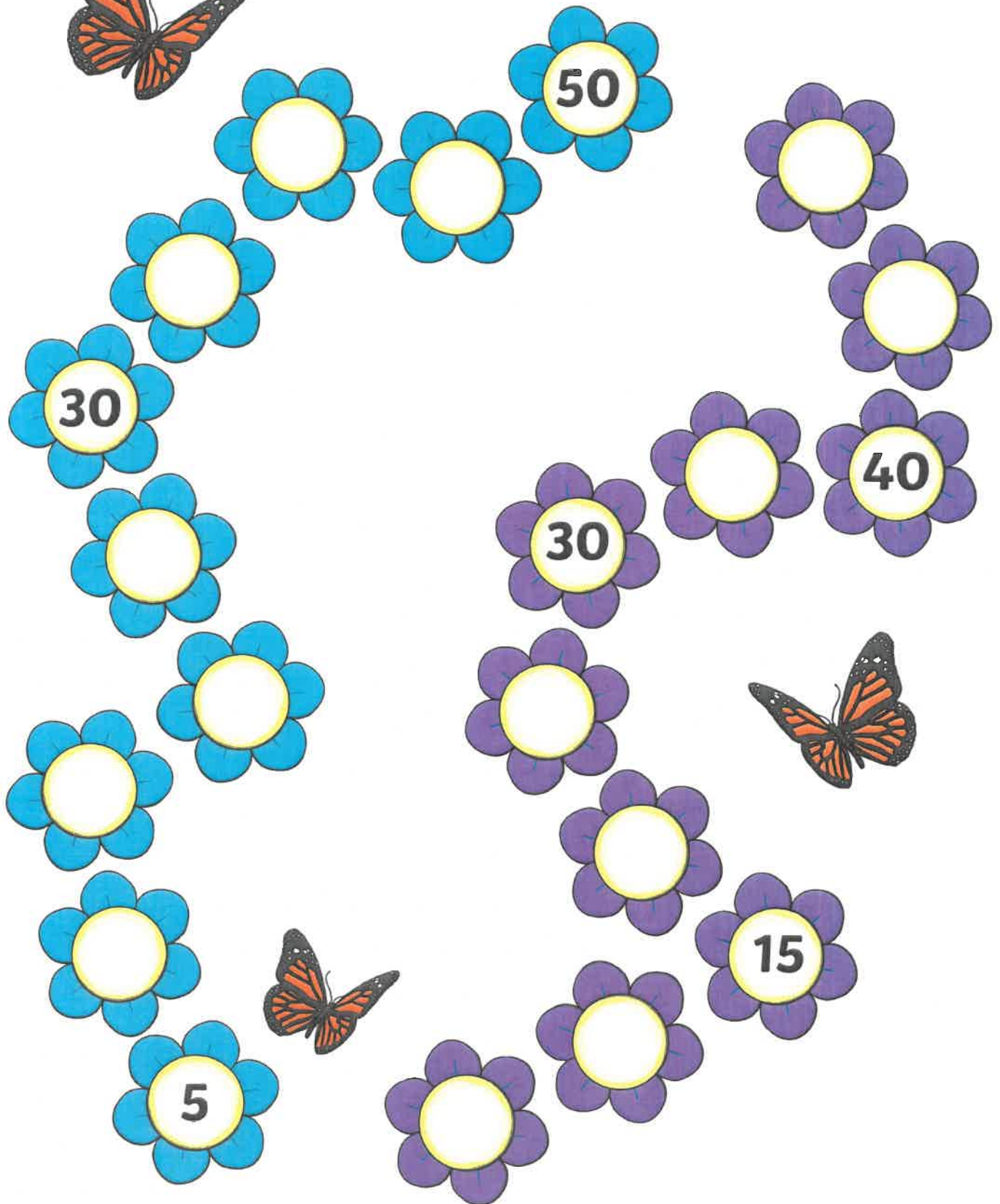
Spring Missing Numbers

Counting in 2s



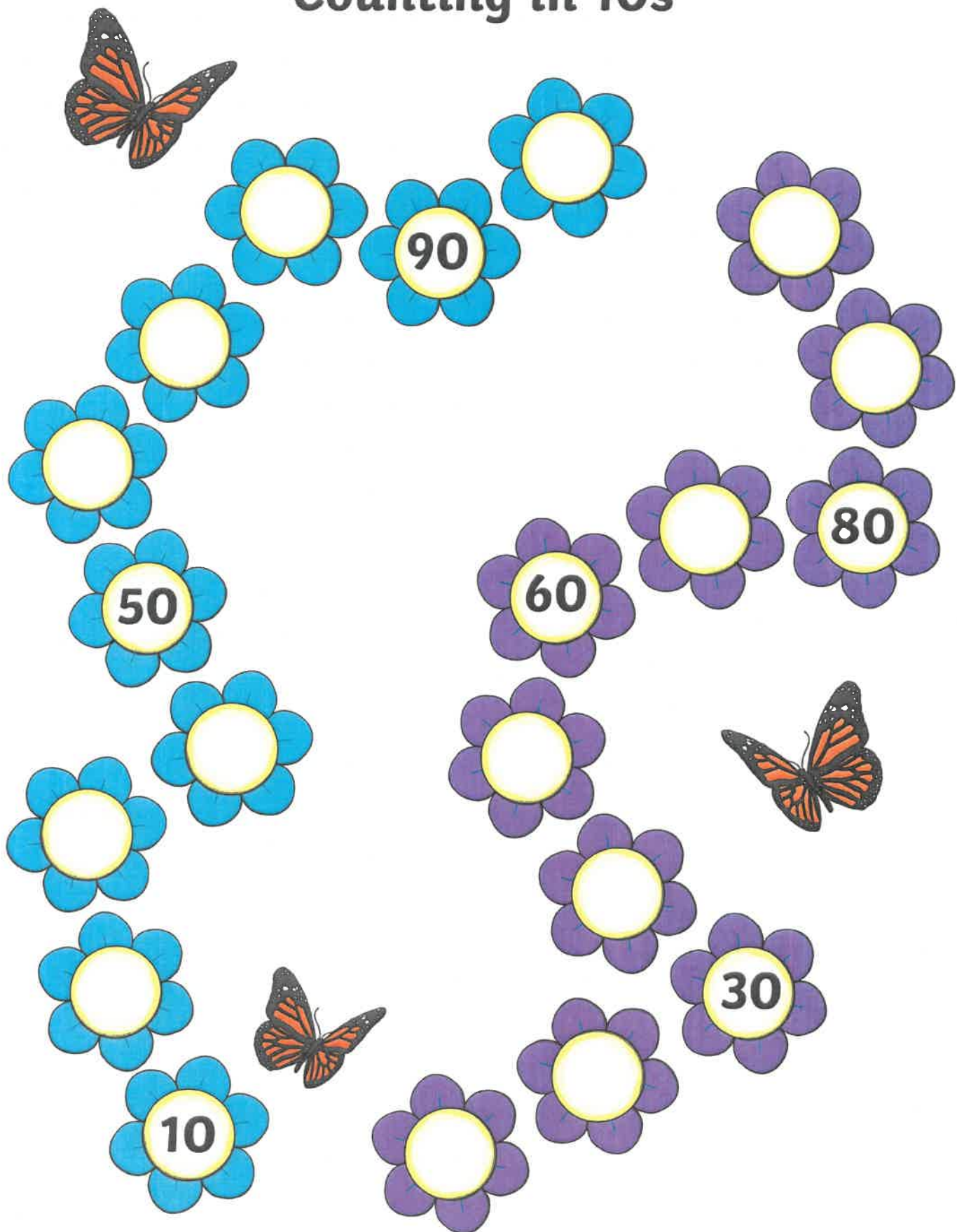
Spring Missing Numbers

Counting in 5s



Spring Missing Numbers

Counting in 10s



Number Bonds to 10

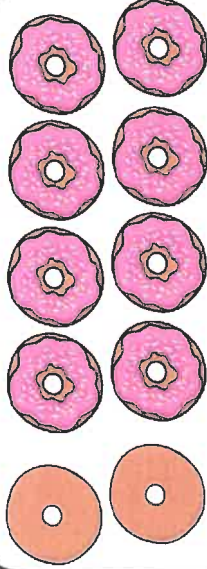
Write the number sentences for each number bonds story.



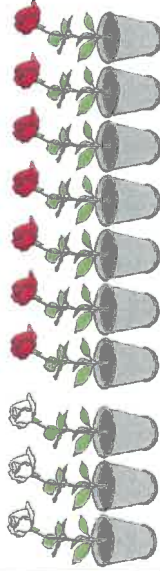
I have 10 socks.
3 are striped but 7 are spotted.



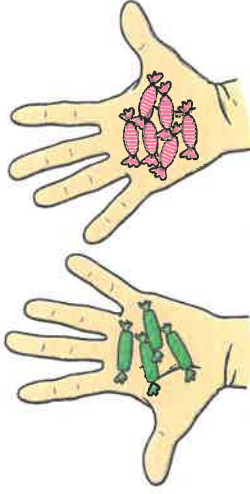
I have 10 toy cars.
1 is blue and 9 are orange.



I have 10 doughnuts.
2 are plain but 8 are iced.



I have 10 roses.
3 are white and 7 are red.

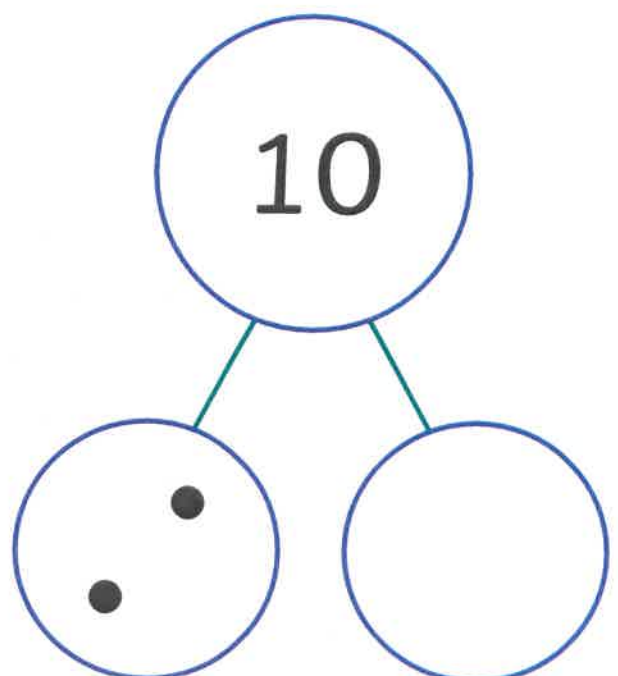
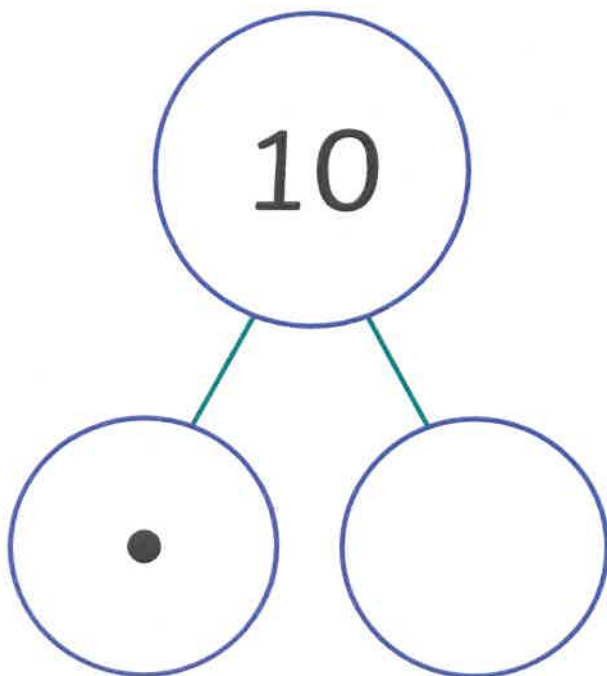
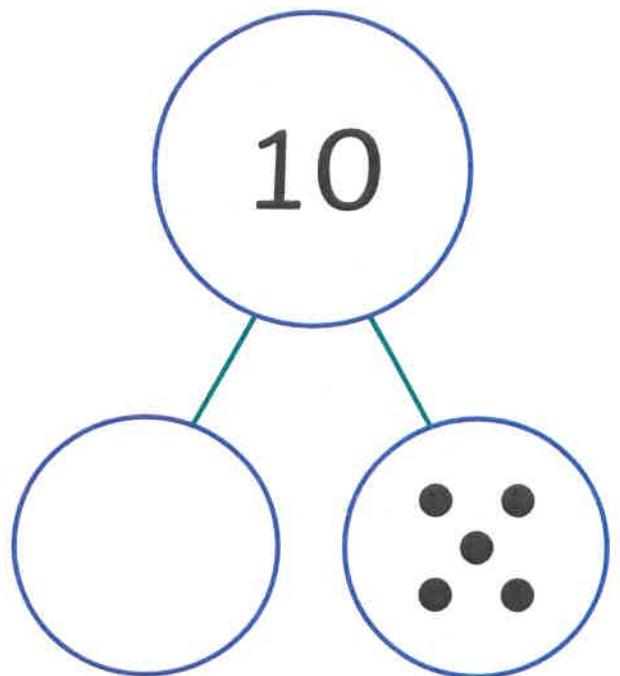
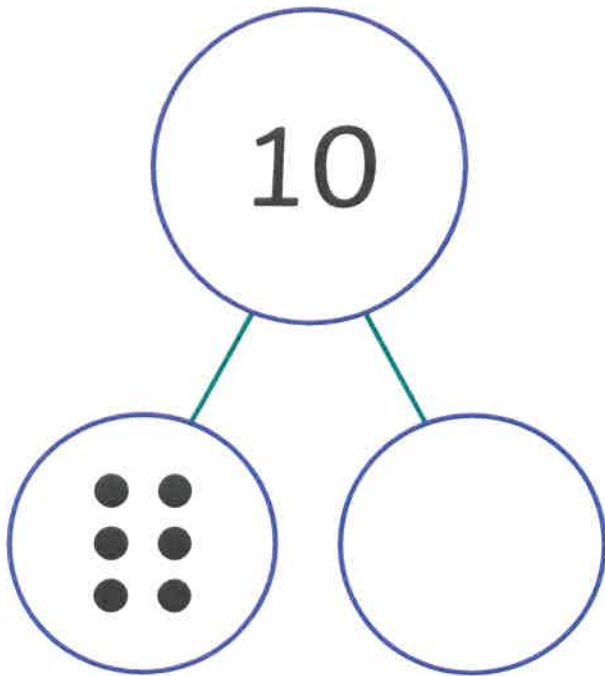


I have 10 sweets.
4 are green and 6 are pink.



I have 10 milkshakes.
5 are banana and 5 are strawberry.

Part-Whole Number Bonds to 10



Part-Whole Number Bonds to 10

