

W.b. 27.04.2020

Hello everyone,

I have really enjoyed catching up with all of you and your children's work via Class Dojo. Thank you for all of your hard work supporting the children's learning at home – it is great to see them enjoying the tasks and achieving lots!

We know this is a busy time for everyone and understand it is hard to fit everything in! The most important thing right now is that your child/children are happy and healthy at home with you!

I will be uploading new topic projects each week to the website however please keep in mind these are just that, PROJECTS. This means I do not intend for you to complete all of this very quickly, the projects are designed to be carried out as and when you can, over the coming weeks. Different subjects will be uploaded each Monday however this does not mean these subjects/projects need to be completed by the end of that week. All work given are on-going projects.

Also, feel free to be creative and come up with your own ideas, you are not limited to these tasks. I would love to see anything you come up with yourselves too!

With that in mind, please utilise Class Dojo. As I have last week, on Class Dojo, I will be posting updates and little challenges/prompts related to the projects and work uploaded here. These will be a small task that is something different and fun each day to keep you going!

I will also post on here about English/Maths tasks to do throughout the week!

**If you have not already registered with your code on Class Dojo please do so, that way we can start sharing your child's learning and I can give them feedback and points to help keep them motivated.

I will notify you of a weekly story for your children's writing task every week via Class Dojo. This week's will be: Three Little Pigs.

I will keep you updated with activities for this book on Class Dojo:

I have set the book up available for you to read/watch on Twinkl Go using the code that I will post on Monday morning on Class Dojo below if you do not have the book at home!

I hope you are all well and children, I hope you are enjoying showing off all of the skills and knowledge you learn at school with your grown-ups!

Keep in touch, stay safe and keep smiling!

Miss Charlton

English

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I will update Class Dojo each week with a suggested book for that week (some of these may be the same for two weeks dependent on the book). Once given the suggested book you can complete some of these suggested tasks using the week's book. I would usually do these tasks in school with the children in the order they are written below so this may be a useful structure to follow. However, these are only suggestions please feel free to write your own ideas, follow your child's interests, do your own writing tasks etc, any writing practice will help!!

Read it and discuss what is happening in each part, whilst you are reading try and make predictions about what might happen next, or what else the characters could do if they were in a different time or place.

In all writing we expect Year 1 children to be using capital letters, finger spaces and full stops. In story writing and description work we ask children to make their sentences as exciting as possible by using adjectives, verbs etc. We also encourage children to join simple sentences together using 'and' to make longer sentences.

Suggested writing activities for story books:

Before reading or opening the book write your predictions about what might happen based on the title and the front cover images.

Character description. In this we would expect to see simple sentences including adjectives. You could write about what the character looks like, what they wear, where they live, what they like to do etc.

Setting description. Pick your favourite or the main setting in the book and describe it. It often helps to use your five senses to imagine you are in that setting and describe using each one for example 'All around me I can see fluffy clouds, there are bright white' and so on.

Planning a re-tell. Using pictures or words/notes list the key events in the story in the order that they happen.

Re-tell the story. Writing in full sentences, use the plan/list of events you have recorded. Re-tell the story ensuring you include key events, all of the characters, the settings and the key things that the characters said and did.

Creating your own character. Think about the story that you have read. Be creative and think about a new character you could add in to the story! Draw a picture of your character and write a description to tell people what they are like and what they would do in the story.

Create your own new setting. Think about the characters in the book, be creative and imagine a new setting you could take them all too. Write a setting description of your new setting.

Create a different ending. Get creative and think about something different that the characters could do in the story. Write your own alternative version.

Maths

In school for Maths we have been following 'White Rose Maths'. The scheme is now producing daily lessons, tips, videos and resources. These will be very useful in supporting your child's learning.

You can access these on the following website:

<https://whiterosemaths.com/homelearning/year-1/>.

I will keep setting little prompts for here and your new work books via Class Dojo, so keep an eye out and message if you have any questions!





Music.



In Year 1 for Music children should :

- ◇ *Use their vocals expressively and creatively by singing songs and speaking chants and rhymes*
- ◇ *Listen with concentration and understanding to a range of music*
- ◇ *Play tuned and detuned instruments musically*
- ◇ *Experiment with, create, select and combine sounds.*

(National Curriculum, 2014)



BBC Bitesize has music lessons available that you can access at home that you may find useful. Available on this link:

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-lessons/1>

Additionally, the following link has Music resources and clips:

<https://www.bbc.co.uk/bitesize/topics/zw2ntv4/resources/1>

<https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p>

When listening to the clips/songs you can do the following tasks

- * *Listen for the beat/pulse. Can you move with the pulse bouncing up and down, do actions to the pulse e.g clapping, patting your knees etc.*
- * *Can you identify any parts of the song e.g the chorus*
- * *Listen carefully, what instruments can you hear? This link may help you to identify them*
https://www.classicsforkids.com/music/instruments_orchestra.php
- * *Listen carefully, how many vocals can you hear?*
- * *Compare music types and discuss what you liked/disliked about a piece of music?*
- * *Listen to and learn the words and sing along to the new songs!*

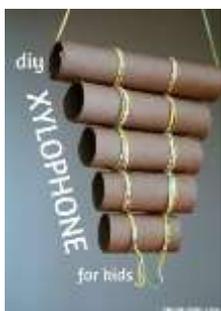
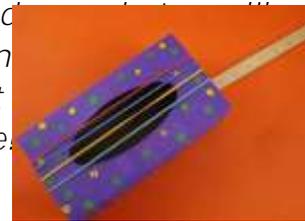
Art/Design and Technology



Project 3

Create your own musical instruments. Using materials and junk (for example old cereal boxes, cartons, tubes etc) that you have at home, your job is to create some musical instruments. You will have seen on your Music task that it says you could perform using your instruments in songs. Therefore, we need to make them first! Below are some pictures to give you some ideas. Remember to think carefully about the design process as follows.

- ⇒ Research - During your music time look up different types of musical instruments and their names. Look closely at their structure and how they make sound.
- ⇒ Design – Draw and label a design of the instrument you would like to make, in this step think carefully about the materials, their purpose and the overall structure and how you will build/join items together.
- ⇒ Make – Follow your design plan to join all of your materials together. Think carefully in this stage about the construction and if it is fit for purpose e.g won't break apart when played with.
- ⇒ Evaluate – Take a look at your finished product. Write down what you think about it and what you think went really well in the design and what you think you would do differently/better next time. Write down your produce and enjoying using them in your music time.



Computing

Project 1

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I expect you will be developing your computing skills daily using games such as Lexia and Numbots. It is very important that you remember to stay safe online. Think about everything we learnt on Safer Internet Day and make sure you always ask a grownup before using anything on the internet, and make sure your grown up knows what you are doing at all times online!

To develop your coding and programming skills I would like to direct you to the following website.

https://www.barefootcomputing.org/homelearning?mc_cid=b8b438bf50&mc_eid=168dca3dbb

On here there are a range of 'Learning Together Activities', 'Mini Missions' and 'Interactive Games'. All of these will support you in developing your coding and programming skills.

Remember coding and programming is what we have done in school with BeeBots!

You can access these tasks/missions/games as and when you like online as part of your home learning. Keep an eye on Class Dojo and I will set you challenges from this Website to keep you going!

Remember if you are worried about your child online:

At St Joseph's Catholic Primary School we advise the following websites, based on Government guidelines (02/04/2020) for reporting concerns and advice.

Reporting routes for children during school closures (age appropriate) :

◇ CEOP-<https://www.ceop.police.uk/safety-centre/>

◇ Child Line

[https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE](https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclid=EAlaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE)

◇ UK Safer Internet Centre <https://reportharmfulcontent.com/>

Reporting routes and advice for parents/carers:

◇ CEOP-<https://www.ceop.police.uk/safety-centre/>

◇ Internet Matters

https://www.internetmatters.org/?gclid=EAlaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE

◇ London Grid for Learning <https://www.lgfl.net/online-safety/default.aspx>

◇ Net Aware <https://www.net-aware.org.uk/>

Art

Project 4



As part of your History work, you are researching life in the past and how times have changed. For Art, I would like you to use the images of Murton provided. I would like you to create two drawings of Murton. For the drawing in the past you can only use a writing pencil, you will notice this picture in black and white. Therefore, use your writing pencil to sketch Murton, and add detail by pressing on harder or lighter with your pencil. You may want to have a practice doing this to see what different affects you can create using your pencil before you do it on your picture of Murton!

Next look at the photo of modern day Murton. I would like you to compare this to the older image you have just drawn. Think about the differences, and all of the colours you can see in the modern day Murton. Using your pencil and colours, sketch Murton today! I look forward to





Woods Terrace,
Murton. 1907



Church Street,
Murton. 1910.

Murton St c 1910