

Weekly Creative Home Learning

Week 17: Week beginning 13th July 2020

Year Group: 1

Week beginning; Monday 13th July 2020

Please remember to balance your online home learning with activities that promote your well-being too! Just like you would at school, make sure you take breaks every so often.

Remember to use **Doodle Maths, Doodle Spelling, Doodle English and Doodle times table.**

Every **Tuesday (By 3.30pm)** you will see a new chart of some activities that you can do to keep yourself busy and keep your brain active for the next coming week! We are looking forward to seeing your wonderful work being displayed on our school gallery! Send through your recordings and pictures to apsallstars@alexandra.hounslow.sch.uk. Remember to **write your name and class on your work.** 😊 **Keep up with your fantastic learning!**

Reading	Writing	Maths	PE
<ul style="list-style-type: none"> • Bug Club – Remember to answer the questions for each book! • Oxford Owl (The link is on our website) • Phonics play comics https://phonicsplaycomics.co.uk/comics.html • Sentence substitution (also linked to letters and sounds) https://www.ictgames.com/mobilePage/sentenceSub/index.html • Star Fall reading https://www.starfall.com/h/ltr-classic/ <p>Doodle English – Complete the allocated tasks.</p>	<p><u>Write Your Teacher A Letter</u></p> <p>This week’s English activity is to write your Year 1 teacher a letter.</p> <p><i>Your letter may tell your teacher:</i></p> <ul style="list-style-type: none"> - What you have been doing during the school closure. - How you feel about not being at school. - How and what you have been learning at home. - Is it fun? Is it boring? - Do you miss your friends and teachers? - Do you have any questions for you teacher? <p><i>Or, you may want to write a letter:</i></p> <ul style="list-style-type: none"> - Thanking your Year 1 teacher - Showing your appreciation before moving onto your new class. <p>You can write as much as you like! Mrs Bhatt, Ms Inniss and Miss Crowder look forward to reading your letters 😊</p> <p><i>Can you use the following in your letter?</i></p> <ul style="list-style-type: none"> - Dear... - An address (made up) 	<p><u>This week we are revisiting:</u> <i>Place Value</i></p> <p><u>Below are the web links to a range of relevant activities and resources:</u></p> <p>Oxford Owl - Number: https://www.oxfordowl.co.uk/api/interactives/24442.html</p> <p>Oxford Owl – Compare and order numbers: https://www.oxfordowl.co.uk/api/interactives/24446.html</p> <p>Bitesize – Make the numbers by using the correct number of tens and ones. Then complete the quiz: https://www.bbc.co.uk/bitesize/topics/z8sfr82/articles/zw4q2nb</p> <p>Bitesize – Order numbers from 0 -100: https://www.bbc.co.uk/bitesize/articles/z7m8bqt</p> <p>Demonstrate your understanding of Place Value by answering the problems on the resource pages below.</p>	<ul style="list-style-type: none"> • Joe Wicks PE sessions online – Monday, Wednesday and Saturday • https://www.thebodycoach.com/blog/pe-with-joe-1254.html • Let’s get fit https://www.youtube.com/watch?v=0TgLf3PMOc • Count by 10’s https://www.youtube.com/watch?v=7stosHbZZZg <p>Can you keep up with the different movements?</p>  <p>https://www.youtube.com/watch?v=3oIssULEk0</p>

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Audible books – the link is on our school website.

- Date
 - From...
 - 'and' to extend your sentences
- Challenge**
- Use a question mark (?) in your letter to ask a question.
 - Use 'because' to extend your sentences.

Remember to use your phonics skills for spellings, finger spaces, capital letters, full stops and neat handwriting.

Do not forget to complete the activities on:



Do not forget to complete the activities on:



...and the *Added Extras* allocated for you on Doodle Maths ☺

Art

What is Pop Art

<https://www.youtube.com/watch?v=DhEyoDCTSDQ>

Last week in art we learnt all about the famous pop artist Andy Warhol!



Why do you think he was called a pop artist?

Can you remember where he lived?

What were his prints like?

DT

This week you are going to design your own fruit salad!



Design your fruit salad

Which fruits will you use?
How many different types of fruit will you use?

History/Geography

This week we are continuing to learn all about city and rural areas!



By looking at these pictures, can you spot some differences in living in a city versus living in the countryside?

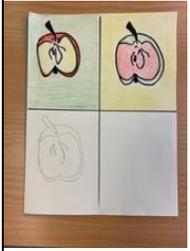
Listen to or read the story of, the city mouse and the country mouse!

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This week we are going to continue our Andy Warhol artwork!



Step 1 – Draw the same fruit in another square

Step 2 – Use a colour wheel to pick some new colours. (colours opposite from each other go well together)



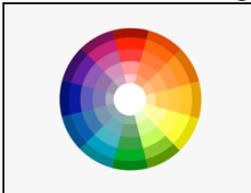
What tools do you need?

What are the steps that you are going to take when making your fruit salad?

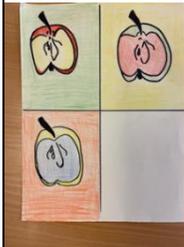
What do you need to remember to do before you make your fruit salad?

Make sure to always have an adult with you when you are chopping fruit.

Enjoy your fruit salad! Make sure to send pictures of your work to the APS online gallery!



Colour your fruit some crazy colours!



Step 3 – Outline your fruit in black pen to make it pop!



Step 4 -Once you have finished that square, do the same with the last square. Choose some new colours!



<https://www.youtube.com/watch?v=2hDKKZrVKm4>

Answer these questions

What is it like where the country mouse lived?

What did it look like?

What was it like where the city mouse lived?

You live in the city of London. What is it like to live in a city?

Activity

Can you spot the differences between living in the country and living in the city? Attached is a diagram for you to sort what it is like in the city and what is like in the country. The space in the middle is for things that are in both cities and the countryside!

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Music	RE	Phonics/Letters and Sounds	Science
<p>Listen to these songs about the end of the year.</p>  <p>https://www.youtube.com/watch?v=UOjuq-1Q4FM</p>  <p>https://www.youtube.com/watch?v=sJVwcbD4sN8</p> <p>How did the songs make you feel?</p> <p>Why do you think they made you feel like that?</p> <p>Can you add some actions to the songs?</p> <p>Here is a song with a message from the teachers in Year 1.</p>	<p>This week we are learning about the Hindu Celebration Raksha Bandhan!</p> <p>What is a celebration? The Raksha Bandhan will be celebrated on the 3rd August this year and is a celebration of love!</p> <p>Watch this story! https://www.youtube.com/watch?v=bcmXC7YIDuI</p> <p>See the story below for a reminder. Activity</p> <p>Make a Raksha Bandhan bracelet to give to a loved one! You can make it using string or even by using paper! https://www.youtube.com/watch?v=0zH-MCuSg6Q</p> <p>Can you design your own bracelet using the template provided?</p> <p>Who are you going to give your bracelet to?</p>	<p>Remember to go onto the videos for the letters and sounds sessions. These are on every day for you to watch.</p> <p>See the links on our website. We hope you are enjoying these sessions. If you missed the session then go to the link on our website or go to www.youtube.co.uk and type 'Letters and sounds home and school learning' into the search engine. You should be able to see the sessions that have already be shown.</p> <p>Go online for</p> <ul style="list-style-type: none"> • Phonics Play • Now use your phonic knowledge for these games. 	<p>Seed Investigation</p> <p>Try this simple and fun investigation to find out how important or unimportant light is to a plant.</p> <p>Plant some seeds and monitor the growth of the seedlings as they sprout from the soil while making sure to take proper care of them.</p> <p><i>The purpose of the investigation: to test how well seeds will grow with varying access to light.</i></p> <p>You could place some of your potted seeds on a windowsill, on a shelf and in a cupboard. Then watch how they grow with varying access to light.</p> <p>You will need:</p> <ul style="list-style-type: none"> - Fresh seeds of your choice such as pumpkins seeds, sunflower seeds, lima beans, or pinto beans. - Soil (loose, aerated, lots of peat moss), if you do not have any potting soil is also fine. - A container (empty yogurt pot or the base of a small water bottle) to hold the soil and your seeds. - Water and good temperature. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Fill the 3 potting containers with soil. 2. Plant the seeds inside the soil. 3. Place 1 container on a windowsill, one on a shelf and one in a cupboard.

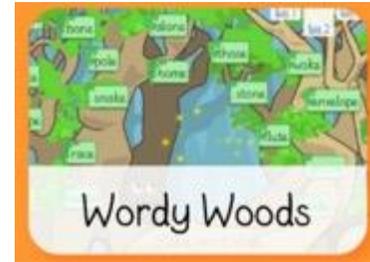
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<https://www.youtube.com/watch?v=IR9YzDRkN-Q>

<https://www.ictgames.com/mobilePage/phonemePatterns/index.html>

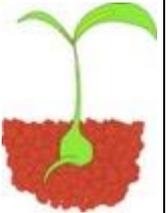


<https://www.ictgames.com/mobilePage/wordyWoods/index.html>

Have a go at the word search.
Remember to use your phonic knowledge to read the words.

Remember to do the activities on Doodle spelling.

4. Keep the soil moist by watering it every day (be careful not to use too much water).
5. Record your observations as the seeds grow and seedlings begin to sprout from the seeds.



What should happen?

Hopefully after a week or so of looking after them, your seedlings will be on their way. For seedlings to grow properly from a seed they need the right conditions. Compare and record how the seeds grow in the light, shade and dark conditions you have placed them. Record your observations on the record sheet on the resource page.

You can include photos, drawings, measure growth and include a description of the seed's development.

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SPAG

This week's Spelling, Punctuation and Grammar activities have been allocated to you via Doodle



Be sure to complete the added extras on the: **Treehouse comprehension**, and the two tasks adding **s and es to words**.

Ensure that you have had completed all the activities that have been allocated to you over the last few weeks.



Calling all children and young people in Hounslow - take part in the Virtual London Youth Games

The LYG Virtual Games **is open to all children and young people from Hounslow**, who can compete in twelve challenges to earn points for Hounslow. A leaderboard with the latest Borough standings will be updated every week.

For details of how to take part visit londonyouthgames.org/virtual-games

PSHE / Well-being

This week's focus is on **Article 23**: *A child with a disability has the right to live a full and decent life with dignity, and as far as possible, and to play an active part in their community.*

Explore the Article to help you understand why it is important for everyone to recognize and respect the needs of those with a disability.

Choose some activities from the *Article of the week* document to aid your understanding of the United Nations Convention on **Article 23**.



You do not have to do all of the activities but we would like you to select one or more to complete and show us your fabulous work on **APS Allstars** so it can be put in pride of place in the gallery!

Here you can familiarise yourself with all of the Articles: [Rights of the Child](#)

Task 1: Watch the following clip entitled *Fair 'n' Square: Making the world better for kids with disabilities*: <https://youtu.be/nlzMD1Kj6KE>



Questions for discussion:

- What was Square given to make it easier for him to get to school?
- What happened when Square arrived at school?
- What happened to Square when the bus arrived, and he attempted to get on? At this point, how would you feel if you were Square?
- What problem did Square face when he tried to get into the Medical Centre?
- What helped Square to enter the building with ease?
- What happened when Square met Dr Circle? What did Dr Circle do to help Square understand?
- Why was Square sad when the others were playing football?
- Who did Square meet at the football pitch? Why did this meeting make him feel better?

Task 2: Design/ draw an inclusive classroom. This would be a classroom design that includes children with disabilities.

- What would you put in your inclusive classroom? How would you set it out?
- How would you make this classroom interesting and fun?

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- What special equipment would you have in the inclusive classroom?

Challenge: How could you make it easy for children to sit, stand and move around?

We've All Got Rights song: https://youtu.be/LN_70HXxd5Y

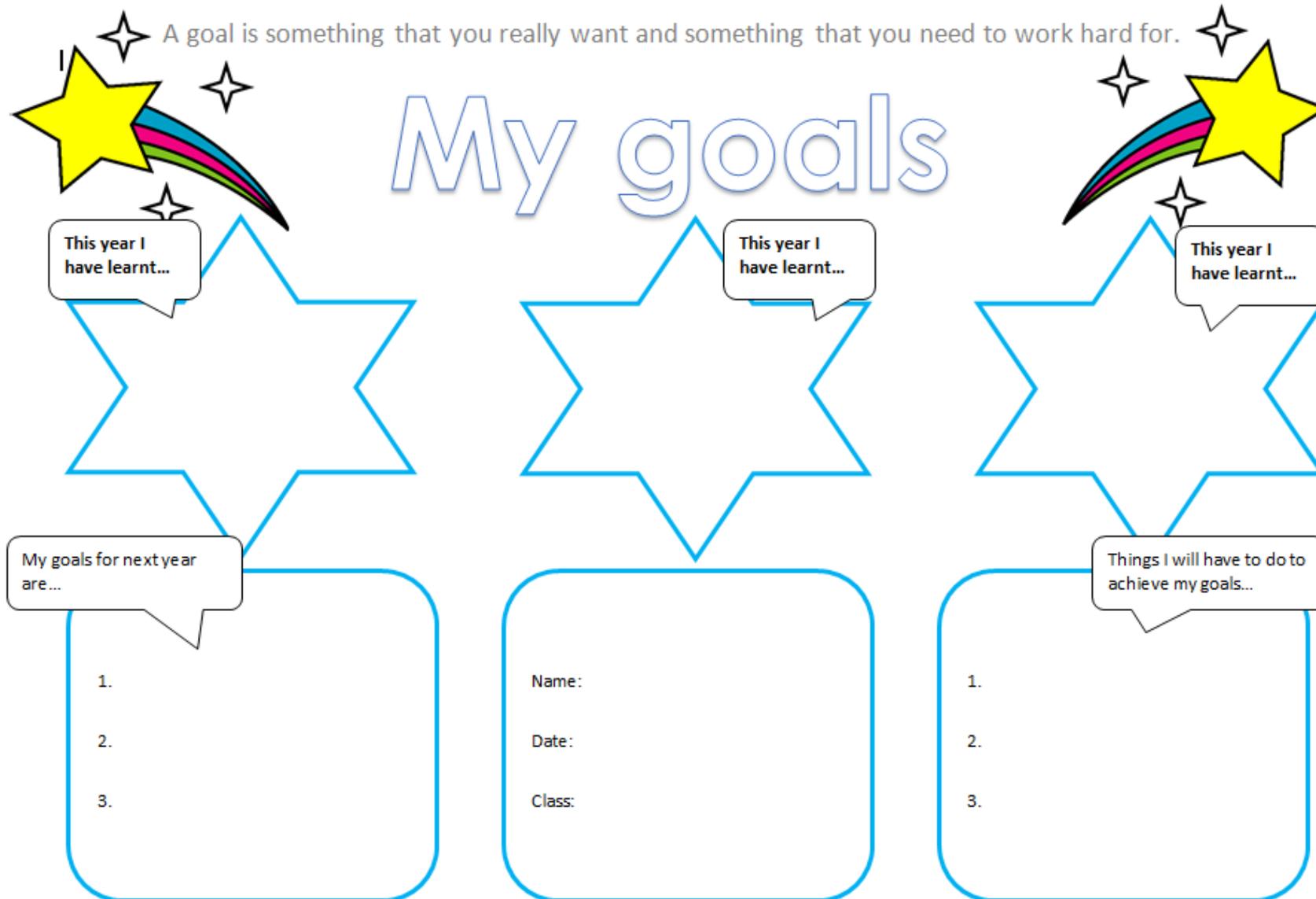
Goals activity: Think about your time in Year 1. What things have you achieved? What can you do now that you were not able to do before?

Using the sheet on the resource page entitled 'My goals' as a guide, write **3** goals you have achieved and **3** that you want to achieve in Year 2 and what you will do to accomplish them.

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A goal is something that you really want and something that you need to work hard for.



My goals

This year I have learnt...

This year I have learnt...

This year I have learnt...

My goals for next year are ...

Things I will have to do to achieve my goals...

1.
2.
3.

Name:
Date:
Class:

1.
2.
3.

What is Raksha Bandhan?

Raksha Bandhan is a Hindu festival, usually celebrated in August.

Raksha Bandhan is also known as Rakhi.



It celebrates and strengthens the bond of love between brothers and sisters.

Traditions of Raksha Bandhan



Brothers and sisters face each other.

The sisters tie a Rakhi (bracelet) made from coloured cotton or silk around their brother's wrist.



The Rakhi symbolises protection from evil.

Red and gold threads are popular Rakhi colours and some bracelets also have beads and jewels on them.

Traditions of Raksha Bandhan

After the Rakhi (bracelet) has been tied, the sisters say a special prayer and sometimes perform an Aarti ceremony. This is where a special tray with a lighted candle or lamp is rotated around the brother's face in an offering, whilst prayers and good wishes are said.



Then the sisters put a tilak (a colourful mark) on their brother's forehead.



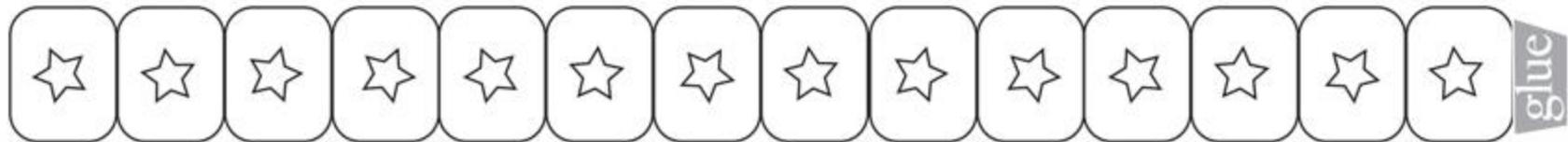
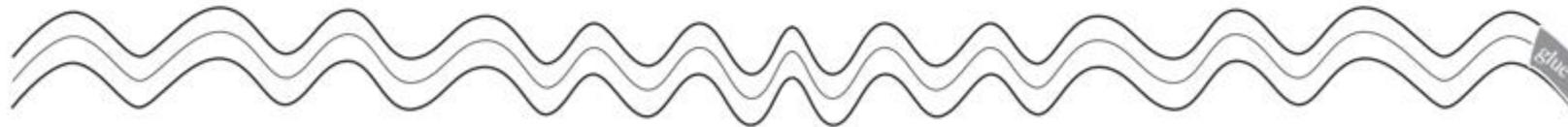
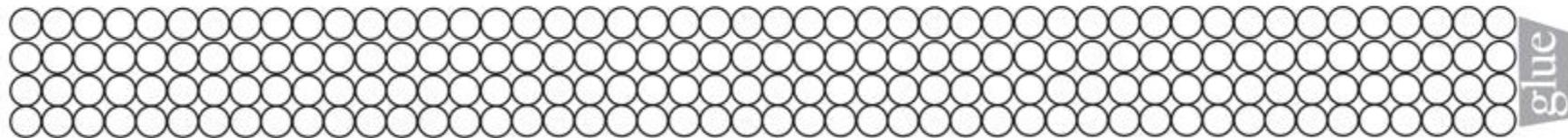
After the tilak, the brothers make a special promise to look after and protect their sisters.

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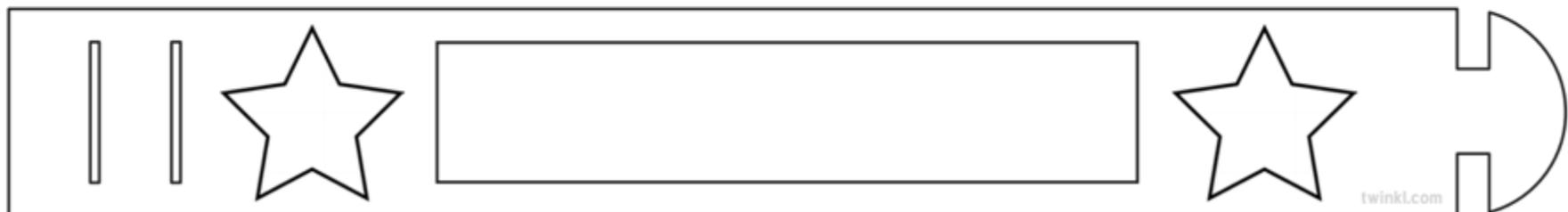
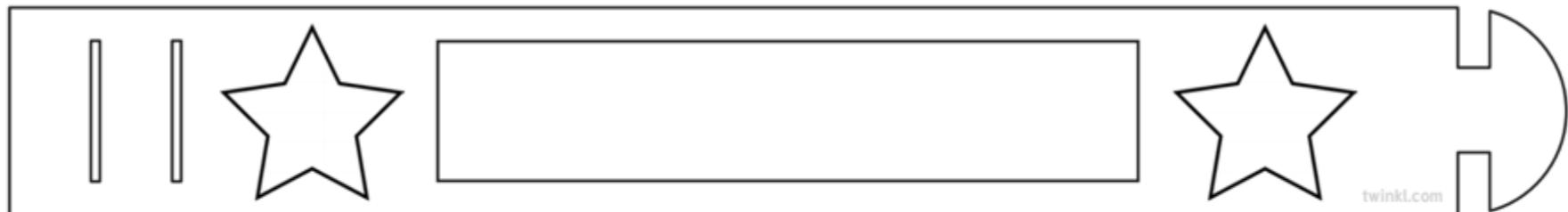
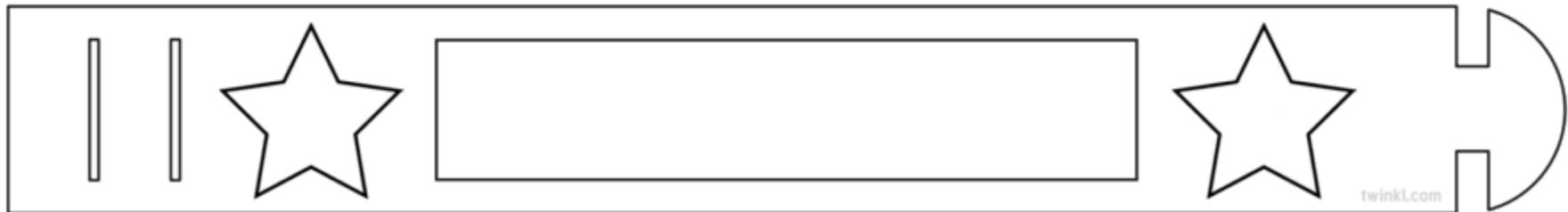
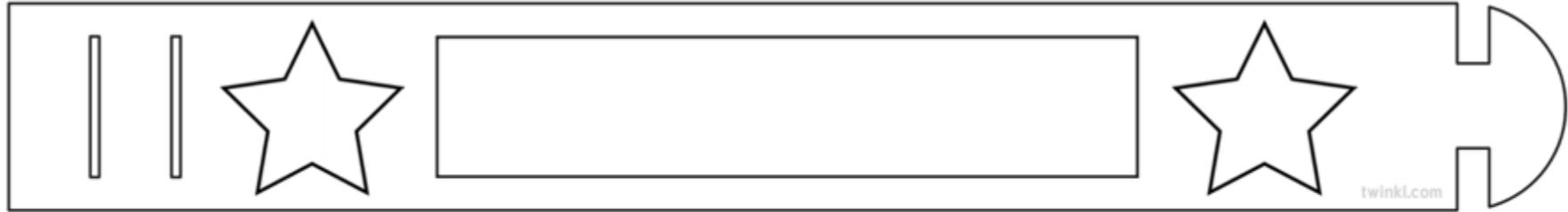
Bracelets

Decorate and color your bracelet. Cut the length from the left side to fit your wrist.
Apply glue or tape to the shaded area.



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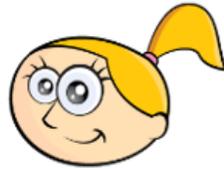
Maths problems:

Eva is counting from 38 to 24

Will she say the number 39?

Will she say the number 29?

Will she say the number 19?



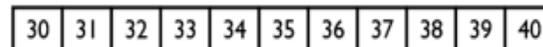
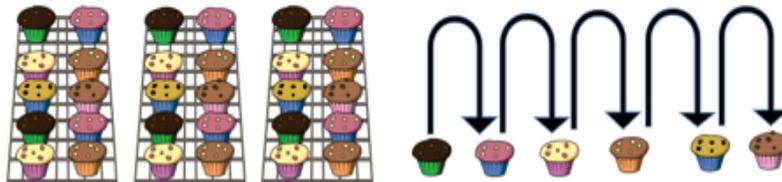
Explain how you know.



Annie counts how many muffins she has.



I have 35 muffins.



Do you agree with Annie?

Explain your answer.

Complete the word search. Remember to tick of the words you have found.

Can you find the tricky parts of the words?

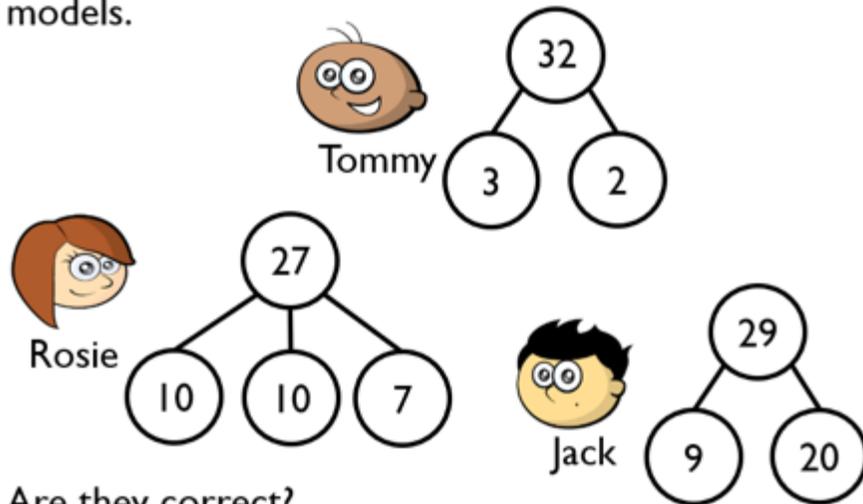
Challenge:

Make your own word search.

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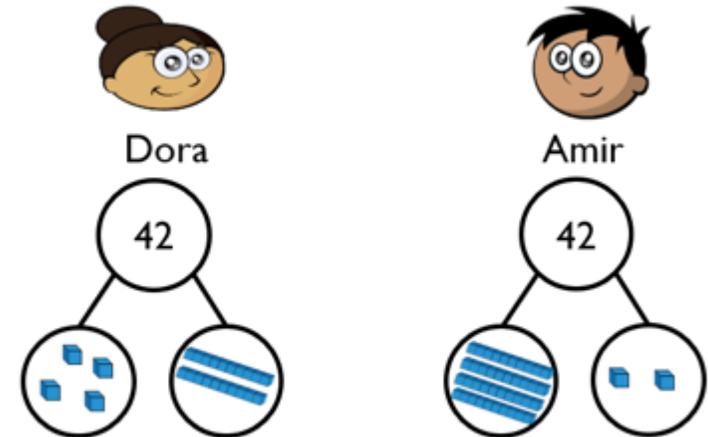
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The children are completing the part whole models.



Are they correct?
Explain why.

Dora and Amir both try to build the same number.



Who is correct?
Can you explain the mistake that has been made?

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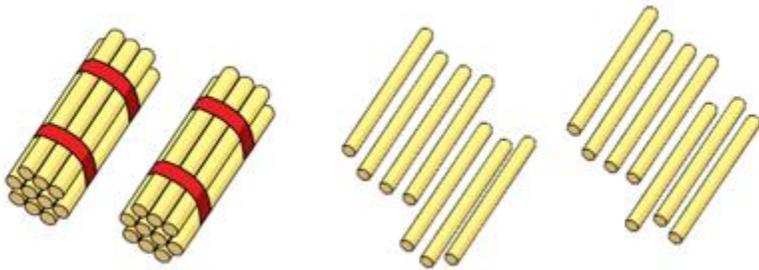
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Whitney says,



I have 2 tens and 14 ones.

How many straws does Whitney have?



Always, Sometimes, Never...



When you find one more than a number, only the ones digit will change.

Convince me using some examples.

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Use the clues to work out the number.

- I have a number with 3 tens.
- One less than my number makes the tens digit change.
- One more than my number has 1 one.

What is my number?

Can you make some clues to describe your secret number?

Dora compares the two values.



23

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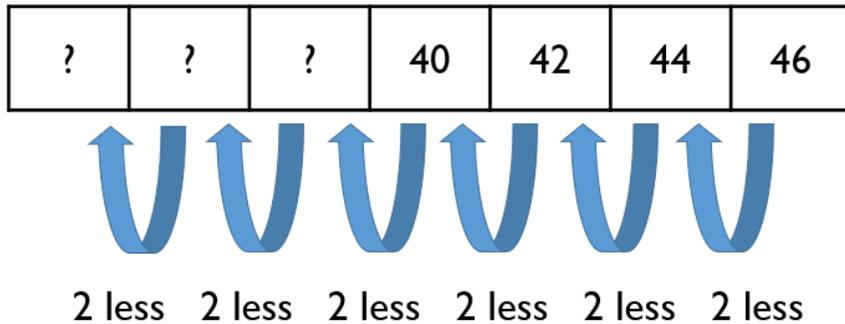
3 tens and 3 ones

Change one thing in the values so they are equal.

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Count in 2s backwards to complete the number track.



If you continue counting, will you say the number 25?

Rosie counts back from 50 in 2s.
Amir counts up from 12 in 2s.



50, 48, 46, 44...

12, 14, 16...



They say their numbers together.
Who will say 30 first.

Plants and Light

You are going to compare plants grown in the light and plants grown in the dark.

In a science experiment, there are things that we can change which may make the results of the experiment different. These are called variables. We will be using variables in our experiment.

Can you put the variables in the right box?

Things I Will Change	Things I Will Keep the Same

type of plant	where the plant is placed
time you leave the plant	how much water the plant has

At the end of the experiment, measure both plants using a ruler and complete the sentences.

The plant kept in a light place is _____ cm.

The plant kept in a dark place is _____ cm.

Draw a picture of what both plants look like after one week.

Plant Kept in a Light Place	Plant Kept in a Dark Place

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Growing a Seed - Investigation

			Observation Write below what you notice happening to the seed each week. Draw and label pictures to show what each plant looks like.		
	Where did I leave my seed to grow?	What did I change?	Week 1	Week 2	Week 3
Plant 1					
Plant 2					
Plant 3					



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ARTICLE OF THE WEEK

GUESS THE ARTICLE

These pictures provide a clue to this week's article.

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

Write down your thoughts or discuss with someone in your home.



Accessible Icon Project



BBC News



Unicef/Dawe

INTRODUCING... ARTICLE 23



Gerry introduces Article 23 - Children with a disability



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

[Watch Gerry on YouTube](#)

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CHILDREN WITH DISABILITIES



What can schools do
to support pupils who
have a disability?

The Convention says: “Children must be supported, included, listened to and involved in decisions about their education.”

“A disability is a physical or mental impairment that has a substantial and long term negative effect on your ability to do daily activities.”

**Note down your thoughts
and compare with the
next slide.**

HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example)
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille)
- Have quiet, calm and relaxing spaces such as a nurture room
- Use special equipment such as a microphone or hearing loop
- Listen to the child and help them to be included – every child is unique
- Work together and create a plan – making sure the child is heard
- Have toilets that are accessible
- Make sure all children can enjoy the playground

ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

What does disability mean to you? Do you know anyone who has a disability? How does your school help people with disabilities? Write down a list and talk to your friends about it.

Winnie has cerebral palsy and she enjoys horse riding. Do you have any hobbies? Write a letter to tell Winnie about the hobbies that you enjoy doing and maybe you have some questions for her. Watch Winnie tell her story [here](#).



Article 23 says that children have the right to live a "full and decent life with dignity". Do you know what dignity is? Ask someone at home or school what they think it means or look it up and talk to someone about it.

Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet. Have a go at [painting this hedgehog \(or anything else\)](#) with either your mouth or feet.

ACTIVITY TIME

How would you feel if you couldn't join in with games in the playground? What should a playground that can be used by everyone look like? Draw a picture and share with your friends. Have a look at [this comic](#).

Find out about a [Paralympic sport](#) that interests you and find a way to show your findings in something like a story, poster, PowerPoint or drawing.

It is important that a child with a disability is included and treated with respect. Watch [this video](#) and listen to Phoebe who has Cerebral Palsy share her story about the importance of being included and involved in everything she wants to do. Think about what you would ask Phoebe or what you would want to talk to Phoebe about.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. Have a look at this website and see if you can learn some [sign language](#). Mr Norton has been greeting everyone on his Vlogs using Makaton. Teach what you learn to a friend or with someone in your household. Maybe even share a video with us on the APS gallery. You could also try this one for [animals/alphabet](#). Can you spell your name? or sign your favourite animal?



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still... then think about these questions...

- What do you do in your own life to respect the rights of disabled children to live a full and decent life with dignity?
- Is your local playpark accessible for children with disabilities? If not, what can you do to help improve things?

Write down your thoughts and if you want, share this back with your teacher, friends or family.



EXTENSION

- Rights are universal and unconditional. Which other articles from the CRC link to rights for disabled children?
- Watch [this video](#) on the Social Model of Disability. Explain the ways could your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?

You can find a summary of the whole Convention [here](#)



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THANK YOU