



BROOKE &  
MARSHLAND  
FEDERATION

# Year 1 Home Learning

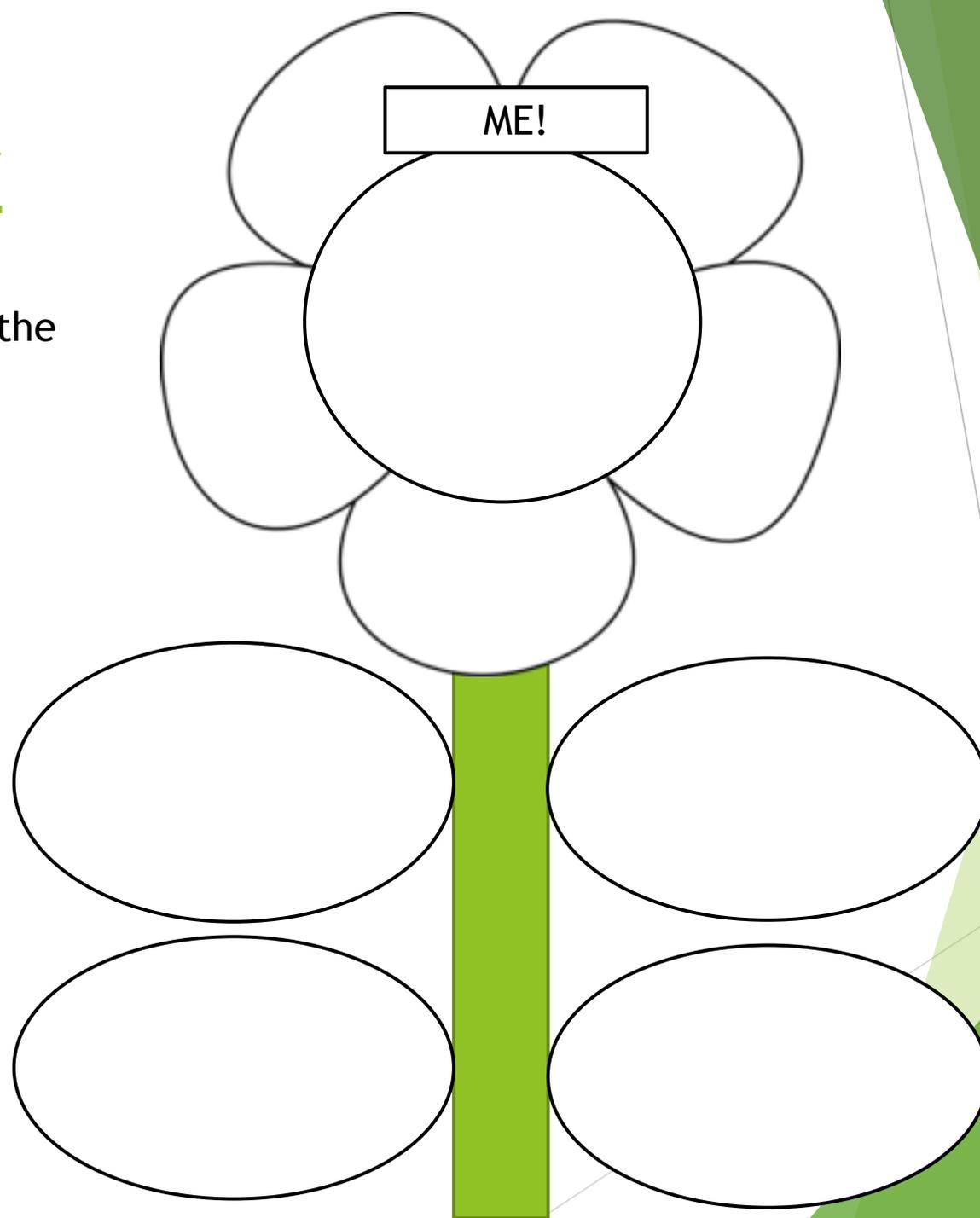
## Theme: Happy and Glorious

### Summer Term 2 Week 6

# Wellness Activity

Draw yourself in the flower

In the leaves draw the people who help you at home and at school.



# English lesson 1

Fill in the labels for the pictures then put the words into sentences.

The illustration shows a park scene with the following elements and labels:

- A man in a suit pointing, labeled with **ie** and a blank box.
- A colorful kite, labeled with **i-e** and a blank box.
- A dog sitting, labeled with **o-e** and a blank box.
- An orange slide, labeled with **ie** and a blank box.
- A hand saw, labeled with **aw** and a blank box.
- A construction worker, labeled with **ew** and a blank box.
- A girl playing a flute, labeled with **u-e** and a blank box.
- A wreath of flowers, labeled with **ea** and a blank box.
- A green snake, labeled with **a-e** and a blank box.

Read the following pages for today's lesson.

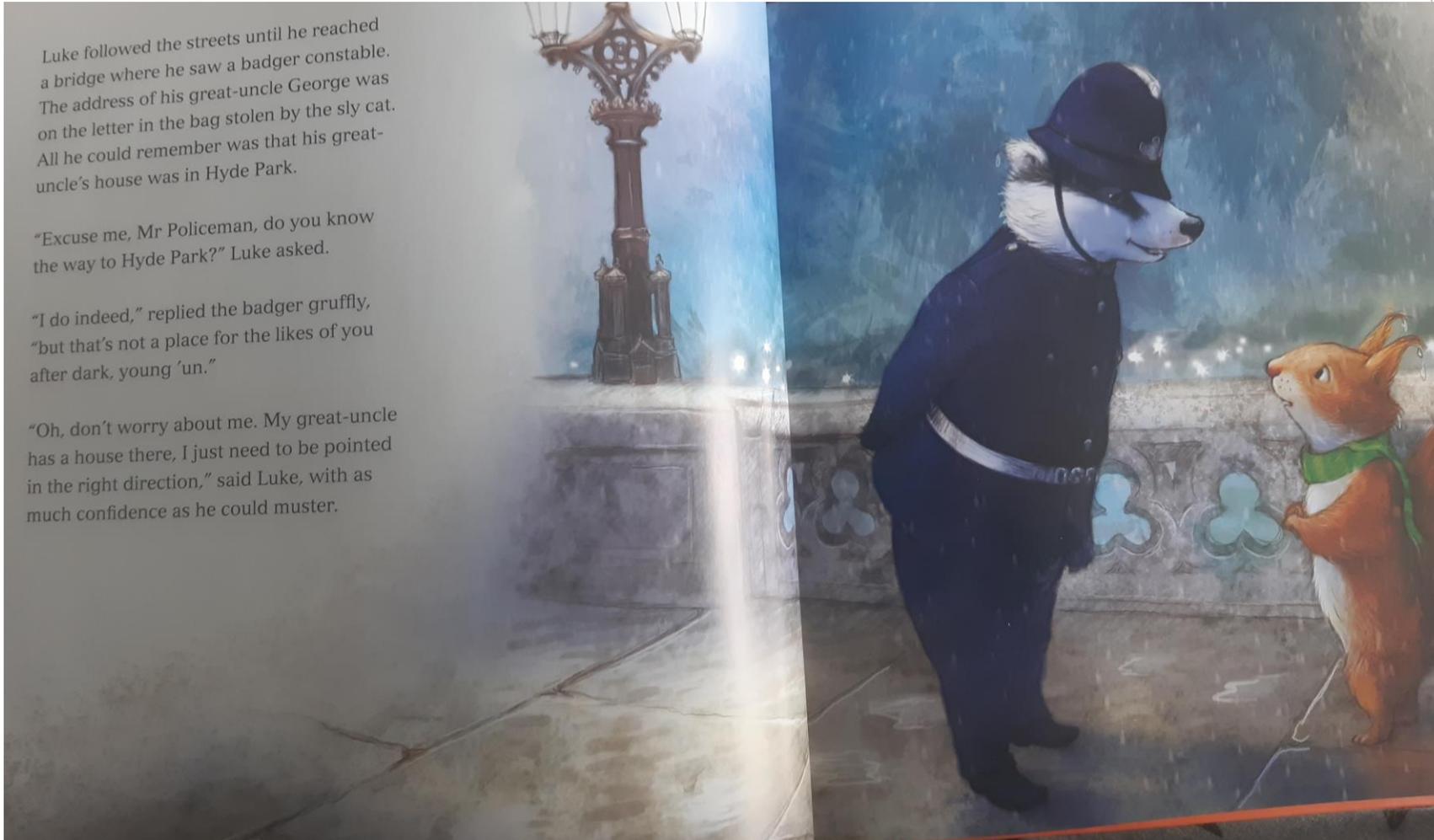
## English lesson 2

Luke followed the streets until he reached a bridge where he saw a badger constable. The address of his great-uncle George was on the letter in the bag stolen by the sly cat. All he could remember was that his great-uncle's house was in Hyde Park.

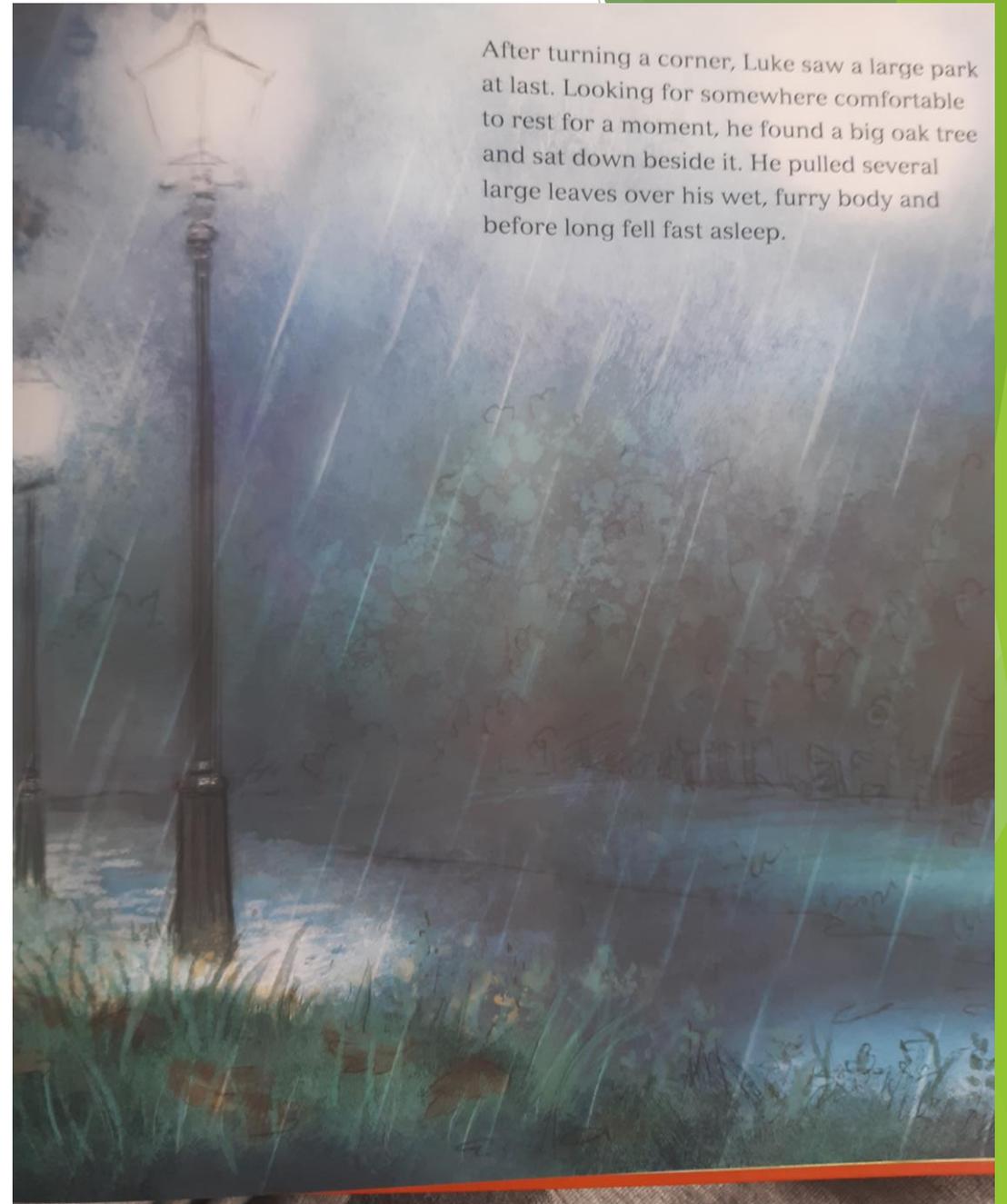
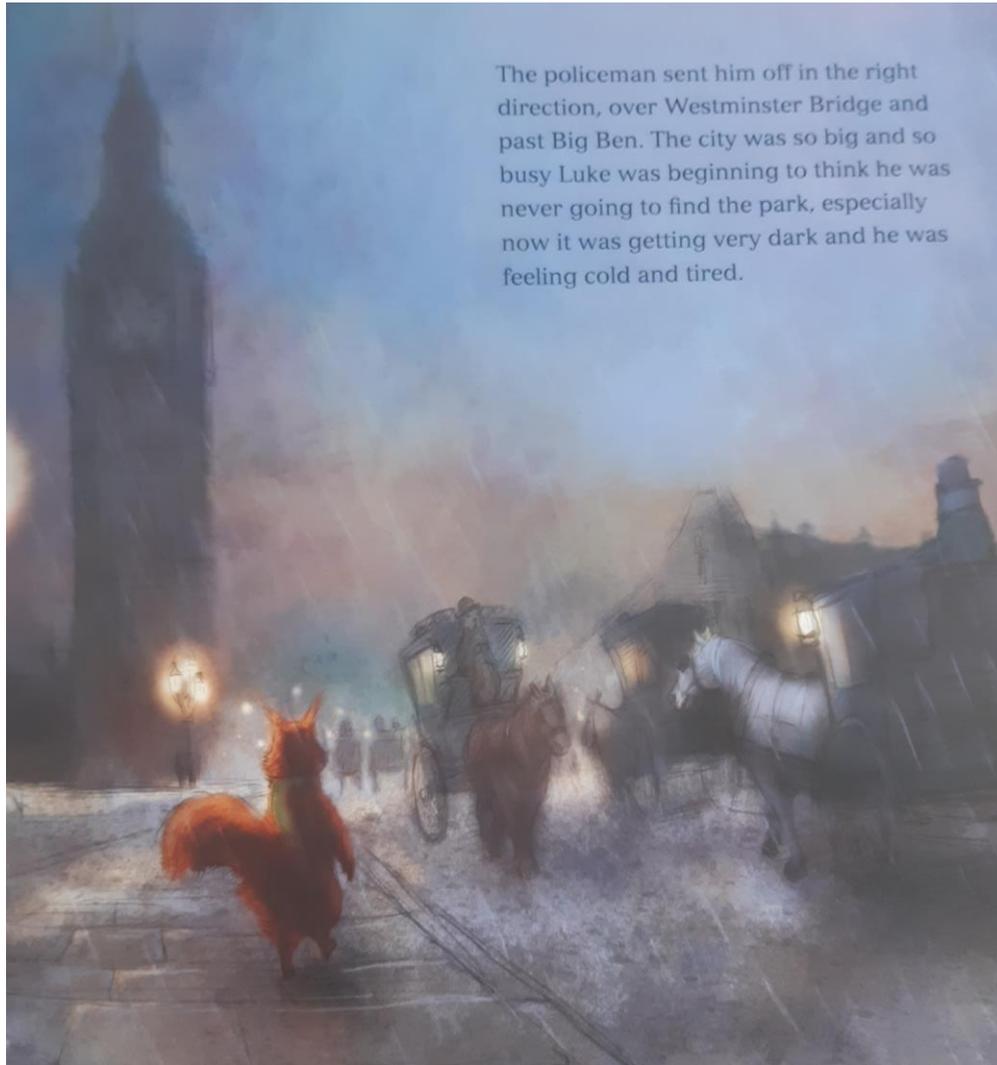
"Excuse me, Mr Policeman, do you know the way to Hyde Park?" Luke asked.

"I do indeed," replied the badger gruffly, "but that's not a place for the likes of you after dark, young 'un."

"Oh, don't worry about me. My great-uncle has a house there, I just need to be pointed in the right direction," said Luke, with as much confidence as he could muster.



## English lesson 2



## English lesson 2

An illustration of a squirrel sitting on the ground, looking up at a fox. The squirrel is wearing a green and yellow striped scarf. The fox is standing and looking down at the squirrel. The background shows a tree trunk and some leaves.

Waking up early the next morning, Luke poked his head from under the leaves and there standing over him was a young fox smiling with the sharpest teeth he had ever seen.

“Good morning,” said the fox, “my name is Jamie. What’s yours?”

An illustration of a fox standing in a field. The fox is wearing a dark green vest and a red bandana with white polka dots. The fox is looking to the left. The background shows a field with some grass and leaves.

“Luke,” he replied. “I was trying to find Hyde Park, but I fell asleep. It became so dark and I was so tired, I couldn’t go any further.”

“Hyde Park?” said the fox cheerfully. “Why it’s just a short walk from here, follow me!”

# English lesson 2



## Task

Look at both of these characters.

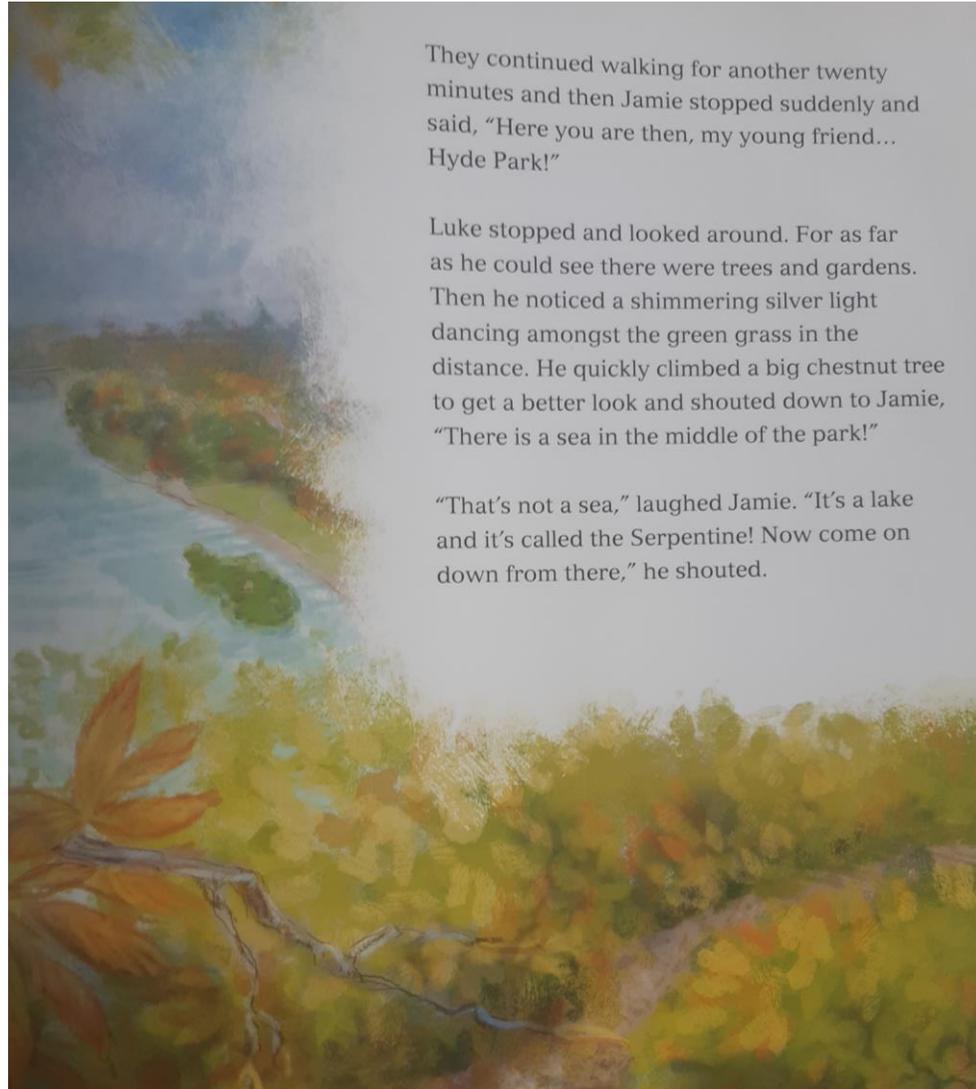
Write 2 or 3 sentences for each character to describe what they look like.

Think about

- Colours
- Sizes
- Clothing
- Body Parts

Read the following pages for today's lesson.

## English lesson 3

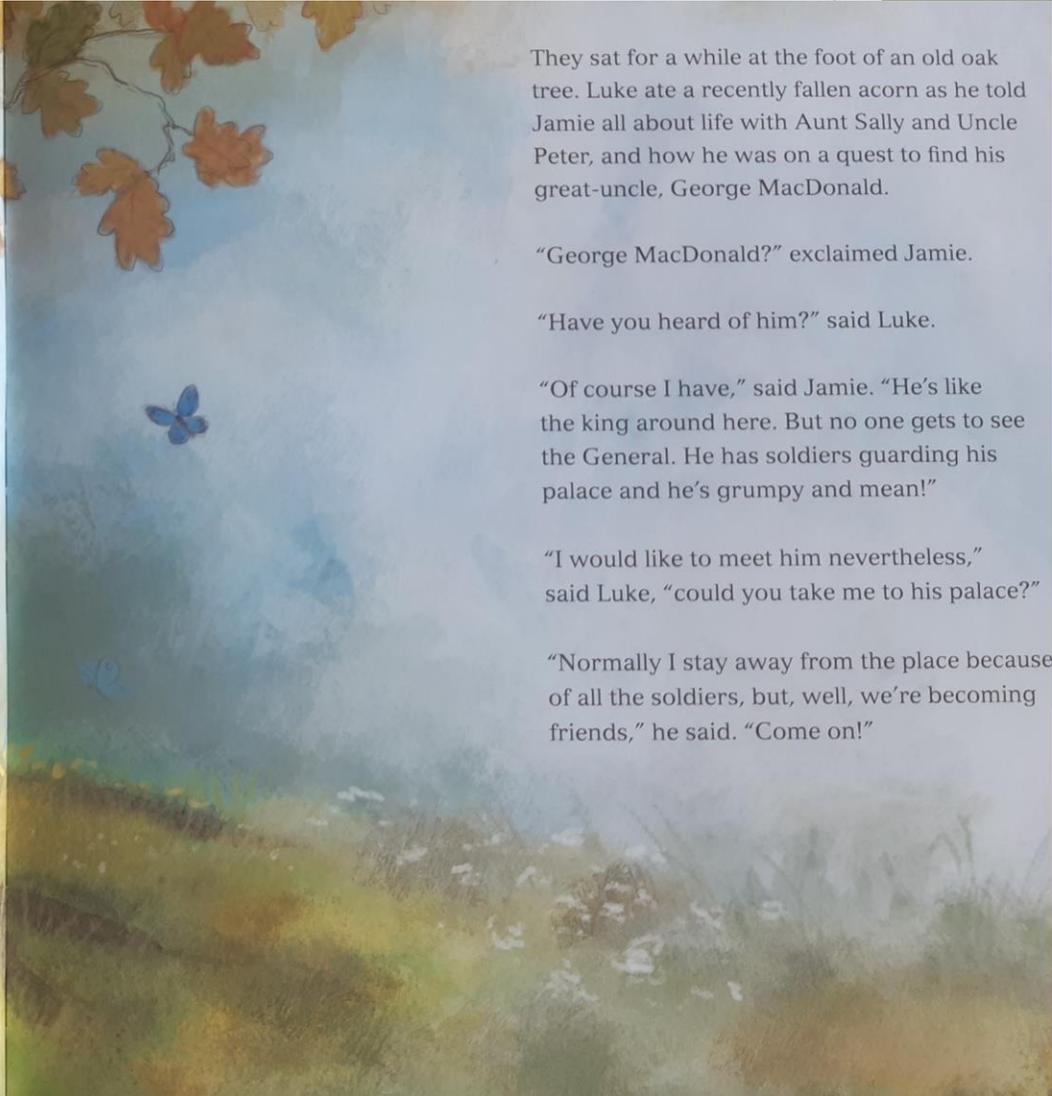


They continued walking for another twenty minutes and then Jamie stopped suddenly and said, "Here you are then, my young friend... Hyde Park!"

Luke stopped and looked around. For as far as he could see there were trees and gardens. Then he noticed a shimmering silver light dancing amongst the green grass in the distance. He quickly climbed a big chestnut tree to get a better look and shouted down to Jamie, "There is a sea in the middle of the park!"

"That's not a sea," laughed Jamie. "It's a lake and it's called the Serpentine! Now come on down from there," he shouted.

# English lesson 3



They sat for a while at the foot of an old oak tree. Luke ate a recently fallen acorn as he told Jamie all about life with Aunt Sally and Uncle Peter, and how he was on a quest to find his great-uncle, George MacDonald.

“George MacDonald?” exclaimed Jamie.

“Have you heard of him?” said Luke.

“Of course I have,” said Jamie. “He’s like the king around here. But no one gets to see the General. He has soldiers guarding his palace and he’s grumpy and mean!”

“I would like to meet him nevertheless,” said Luke, “could you take me to his palace?”

“Normally I stay away from the place because of all the soldiers, but, well, we’re becoming friends,” he said. “Come on!”

# English lesson 3

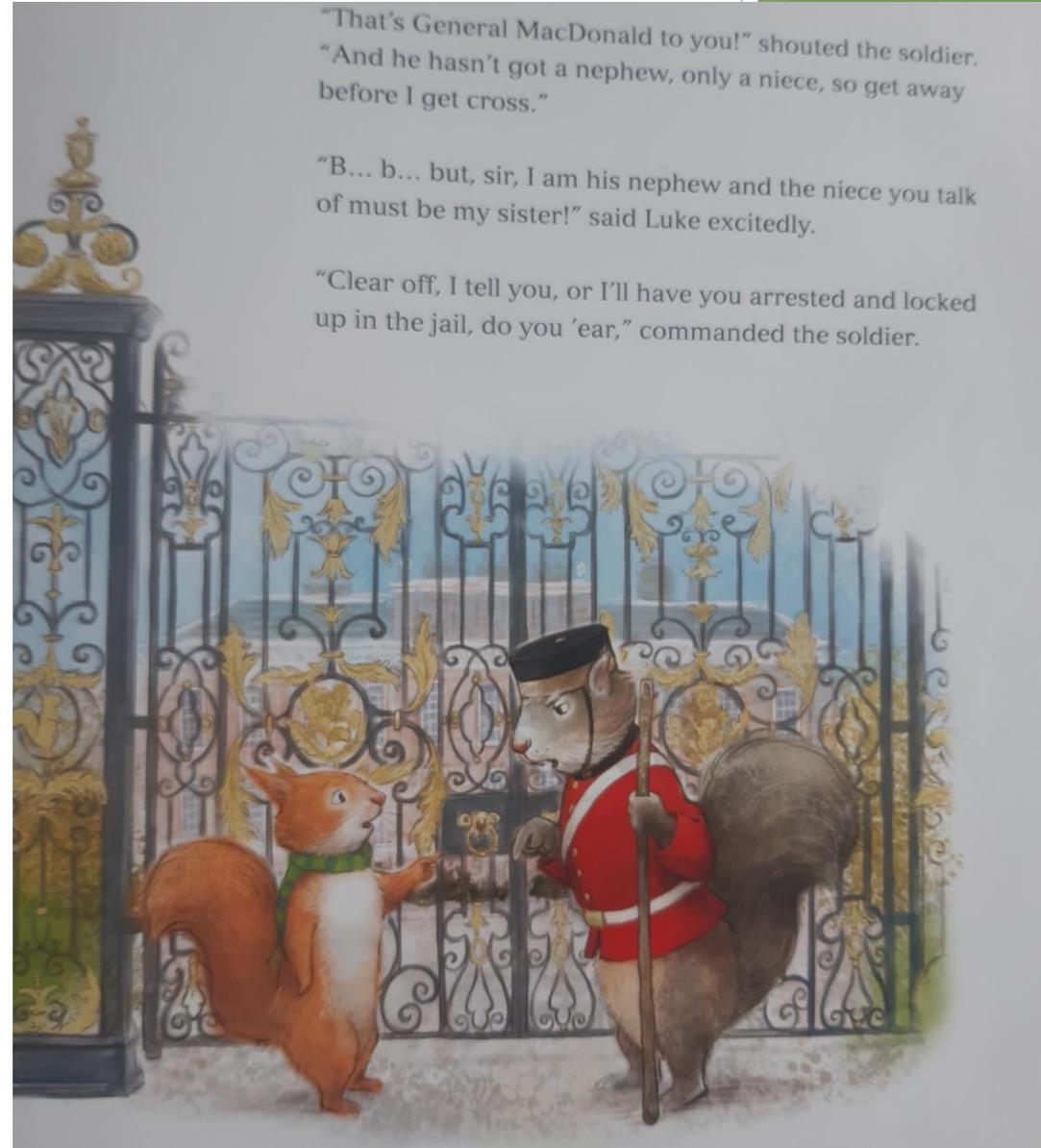


On the way, Luke and Jamie passed all sorts of marvellous sights. They saw beautiful fountains sparkling in the sunlight and a large pond with groups of squirrels in sailing boats.

Finally, they reached a vast gate, behind which was the most wonderful building Luke had ever seen.

Jamie said goodbye and wished Luke luck in meeting his great-uncle. But as Luke approached the main gate of the palace and stepped inside, a voice shouted, "What goes there!" It was one of the soldiers.

"My name is Luke Bushytai s... s... sir," stammered Luke "and I wish to see my great uncle George."



"That's General MacDonald to you!" shouted the soldier. "And he hasn't got a nephew, only a niece, so get away before I get cross."

"B... b... but, sir, I am his nephew and the niece you talk of must be my sister!" said Luke excitedly.

"Clear off, I tell you, or I'll have you arrested and locked up in the jail, do you 'ear," commanded the soldier.

# English lesson 3



## Task

Today we want you to describe this picture from the book of the park.

Think about

- Colours
- Shapes
- Sizes
- Objects
- The water
- The trees

We would like you to write 3 or 4 sentences.

# English lesson 4

This week Luke has made it to the palace to see his Uncle but the guard won't let him in.



## Task - Predictions

What will Luke do now?

Do you think his sister is in the palace?

How will he be able to get into the palace?

Remember to write full sentences

e.g. I think ...

# Maths lesson 1

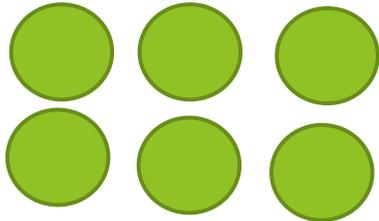
X

*This is the multiplication symbol.*

*Draw or create arrays to solve the multiplication problems.*

$$2 \times 3 =$$

*2 groups of 3*



$$2 \times 5 =$$

$$5 \times 4 =$$

$$7 \times 2 =$$

*Challenge yourself by writing your own multiplication calculations.*

# Maths lesson 2

Find one quarter of these amounts. Remember a quarter is 1 part out of 4.  
Use objects or draw pictures to help you.

12            8            20            16            24

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Find one half of these amounts. Remember a half is 1 part out of 2.  
Use objects or draw pictures to help you.

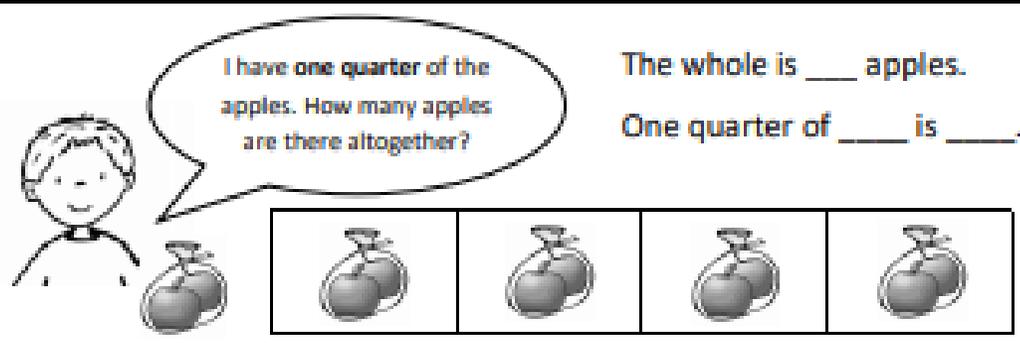
10            8            22            16            6

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## Challenge

I have one quarter of the apples. How many apples are there altogether?

The whole is \_\_\_ apples.  
One quarter of \_\_\_ is \_\_\_.



The challenge section features a cartoon boy on the left with a speech bubble containing the text 'I have one quarter of the apples. How many apples are there altogether?'. To his right are four boxes, each containing two apples. To the right of the boxes are two lines of text: 'The whole is \_\_\_ apples.' and 'One quarter of \_\_\_ is \_\_\_.'

# Maths lesson 3

With help from your adults have a look around your house for containers that you can use to compare capacity.

Capacity means the maximum amount that something can contain.

What have you found that has the largest capacity?

What has the smallest capacity?

Complete the activity sheet.

The activity sheet features three containers at the top: a small cup labeled 'A', a large pitcher labeled 'B', and a medium-sized bottle labeled 'C'. Below these are six comparison sentences, each with a blank box for an answer:

- holds less water than  .
- holds more water than  .
- holds the **most** water.
- holds the **least** water.
- holds more water than  .
-  holds less water than  .

# Maths lesson 4

For this task you will need different sized containers and a bottle top.  
Remember to ask your adults for help.

First, make your predictions.  
How many bottle tops of water will it take to fill each container.

Then, test your predictions. Were your predictions accurate?

<i>Container</i>	<i>Prediction</i>	<i>Actual</i>
1	___ bottle tops	___ bottle tops
2	___ bottle tops	___ bottle tops
3	___ bottle tops	___ bottle tops
4	___ bottle tops	___ bottle tops
5	___ bottle tops	___ bottle tops

# Maths lesson 5

$52 + 3 =$	<i>Think about a cube. How many faces, edges and vertices does it have?</i>	<i>Order these numbers from highest to lowest.</i> 55 65 56 50 60	<i>Continue the number pattern.</i> 80 70 60 50 _ _ _
$20 - 9 =$	$40 + \_ = 47$	$28 - \_ = 24$	<i>Miss Oldknow baked 12 brownies. Miss Hennigan and Mr Moore ate 1 each. How many are left?</i>

# Topic lesson 1

*History - significant historical events*

*Last half term we watched this video about the Great Fire of London*

<https://www.bbc.co.uk/newsround/37222884>

*Use this link to watch this episode of 'Magic Grandad'*

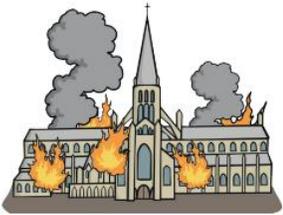
<https://www.youtube.com/watch?v=VarSSAwimU>

*Imagine you are Samuel Pepys.*

*You could write your own diary about the events that are happening at the moment.*

# Topic lesson 1 continued

**Tuesday**



St Paul's Cathedral is destroyed by the fire.

**Sunday morning**



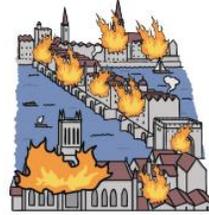
Samuel Pepys starts to record the unfolding events in his diary.

**Late Monday morning**



Carts are banned from going near the fire.

**Early Monday morning**



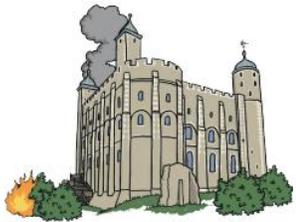
People carry their possessions to safety using boats on the River Thames.

**Early Sunday morning**



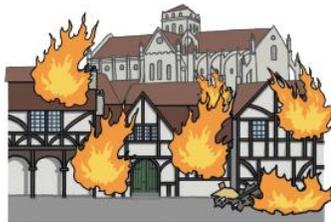
The fire starts at Thomas Farriner's bakery on Pudding lane.

**Monday evening**



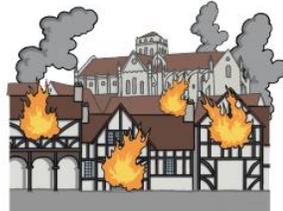
The fire spreads very close to the Tower of London.

**Sunday evening**



Houses are pulled down in an attempt to stop the fire spreading.

**Wednesday**



The fire starts to burn more slowly as the wind dies down.

**Mid Sunday morning**



As news of the fire spreads, people run to escape from its path.

**Thursday**



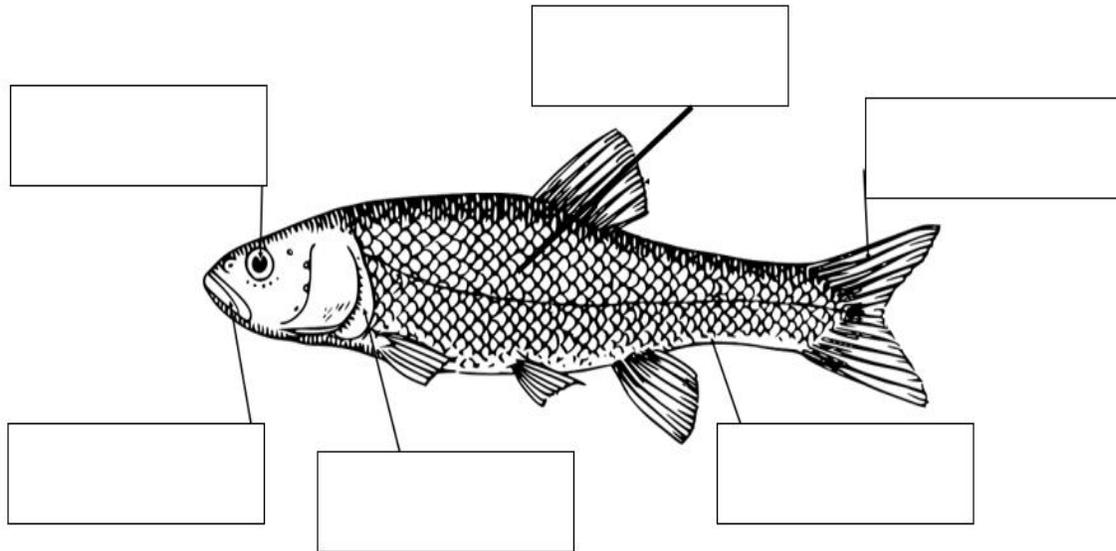
The fire is finally under control and put out.

*Sequence these events in the correct order.*

# Topic lesson 2

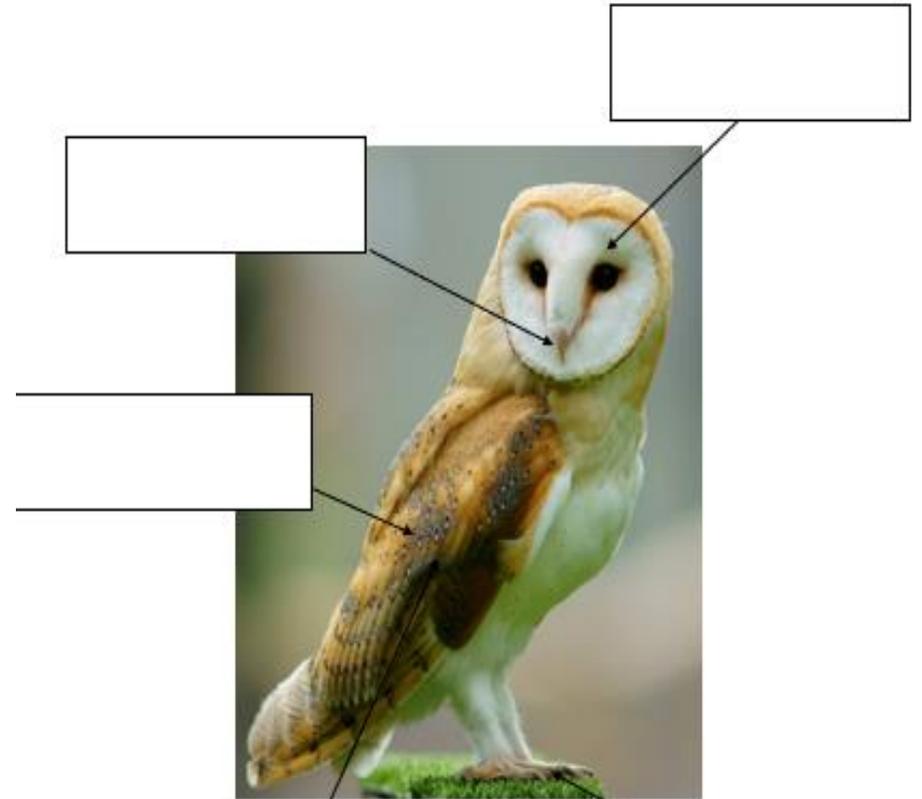
Complete these labels for the Fish and Bird.

*Can you name the body parts of a fish?*



*fin scales gill tail*  
*eye mouth*

Challenge: Can you make a list of birds and fish?



*wing eye beak*  
*claws feathers*

# Topic 3 - Jigsaw lesson

## Questions to consider:

- What changes have already happened to you?
- How do you feel about these?
- What changes might be coming up for you?
- How do you feel about those?
- Why are some changes better than others?
- What feelings might somebody get if the change was a sad one?
- What could they do to make themselves feel better?

Read the story 'All Change for Jack'

1. It was the end of the school year and it seemed to Jack that everything was changing. Two of the children in the class were moving away to go to a different school. Most of the other children were going to be moving up to the next class after the holidays. Jack was staying where he was. This made Jack feel sad. He felt left behind. As the end of term approached, Jack seemed to get more and more upset, and even his friend Abbey Owl wasn't able to cheer him up. "Try not to be sad Jack, things change all the time, some of these changes we might like, and others might not feel so good. There are things we can do to help with the not so good ones." She said. Abbey Owl was clever and usually always said the right things, but even this didn't make Jack feel any better.



2. It was soon the last week of the school term and the classroom seemed busier than usual. There were special assemblies, end of year concerts and performances and all the classwork had to be finished off. Jack watched everything going on and it just made him feel miserable. It was soon time for the children's last Jigsaw lesson of the year. The teacher said that everyone was going to be learning about change. "You see," hooted Abbey Owl excitedly, "this lesson is going to really help Jack. Some of the children are feeling a little bit worried and sad about not being in this class anymore, so it's not just you feeling like this."



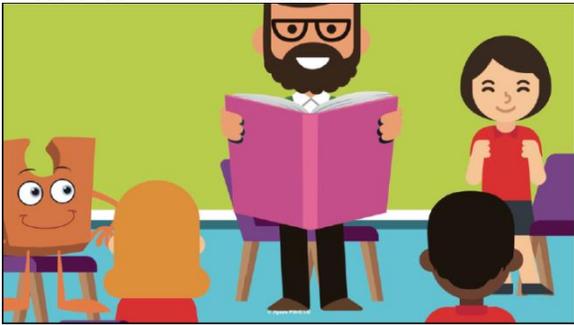
3. Jack hadn't really noticed how some of the children were feeling. He had only really been thinking about himself and how things were going to change.

Jack listened to the lesson carefully hoping it was going to help. Jack practised the *Calm Me* time with the children. It was so relaxing listening to the chime and the teacher's voice, and when everyone opened their eyes Jack thought he felt a little better. Have you just had your Calm me time? How do you feel?



# Jigsaw lesson continued

4. The teacher then read a story all about Jack and how he was worried about things changing? Jack thought this was AMAZING! The children talked about some of the things they were looking forward to about the next school year and some of the things that made them feel anxious. The teacher said that when things change people often can feel worried or scared and that it was perfectly normal. Jack felt better hearing that, because up to this point he thought that it was only him feeling this way. In the next part of the lesson the teacher had some special objects in a bag, and when the children took them out, the teacher played a game, asking the children to guess what sort of 'change' the object might link to. The children were very good at guessing, much better than Jack.



5. Abbey Owl smiled, she knew what was coming next, because she had seen the teacher do the lesson with a different group of children. For each change, the teacher asked the children how they might be able to manage their feelings through the change. At first everyone found this a little bit difficult, but with the teacher's help they soon had a huge list of ideas they could use. Jack felt much better now. At the end of the lesson Jack was passed around the children, he always liked this bit the best, and they each told him one thing they were really looking forward to about changing class. At the end the teacher asked Jack to whisper something that he was looking forward to, and he said, "I will have some new children to meet next year and make friends with and that will be exciting. I won't be sad because the children this year will meet Jigsaw Jo in their next class. so they will still have a very special Jigsaw Friend."



6. The teacher thanked Jack and said to everyone, "Jack is right, it can really help to look at the good things about a change. Sometimes we do leave friends behind but they are in our thoughts, memories and hearts, and that will NEVER change! If we look at a change as a new adventure it doesn't seem so bad does it? Not all changes are bad, some are very exciting!" Everyone, including Jack felt excited about the new adventures and experiences they were going to have in the next school year. Jack felt less worried now and much happier. Abbey owl hooted proudly, she was always right! What a clever owl!



# Jigsaw lesson continued

## Activity:

Think about Year 2.

- ▶ Record one thing you are excited about.
- ▶ Record one worry you have.



# Additional resource links

<https://www.twinkl.co.uk/resource/t-h-200-the-great-fire-of-london-small-sequencing-cards>

Link to the Great Fire of London sequencing cards

# Answers

$52 + 3 = 55$	<p>Think about a cube. How many faces, edges and vertices does it have?</p> <p>6 faces, 12, edges, 8 vertices</p>	<p>Order these numbers from highest to lowest.</p> <p>55 65 56 50 60 65 60 56 55 50</p>	<p>Continue the number pattern.</p> <p>80 70 60 50 40 30 20</p>
$20 - 9 = 11$	$40 + 7 = 47$	$28 - 4 = 24$	<p>Miss Oldknow baked 12 brownies. Miss Hennigan and Mr Moore ate 1 each. How many are left?</p> <p><math>12 - 1 - 1 = 10</math></p>