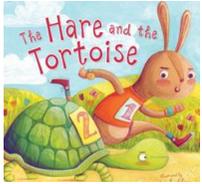




Physical Development	Personal, Social, Emotional Development	Understanding the World	Expressive Art and Design
<p>Ball Run Bonaza!                      Find a ball and make it travel in a fun way (pingpong ball, tennis ball, football etc). Think ramps, obstacles, funnels etc- be creative as you like!</p>  <p>Can the ball travel from start to finish? Will you help the ball move or will it travel on its own?</p>	<p>Watch the story "The Hare and The Tortoise"</p>  <p><a href="https://www.youtube.com/watch?v=SUngzUtFr7Q">https://www.youtube.com/watch?v=SUngzUtFr7Q</a>. This story is known as a "fable"-which means it is a short tale/story to teach a "moral" (teach us a specific lesson).</p> <p>Why do you think the hare teased the tortoise? What do you think the tortoise and the hare were thinking at the beginning of the story? What do you think the tortoise was thinking when he overtook the hare?</p>	<p>Ice Ships!                      Create a boat from ice. Use different containers, add colour and sticks for masts and sails. Once you have done this. Put it in the freezer. Once frozen, put it in a bowl of water and observe what happens. Describe what you can see. How long does it take to melt?</p> 	<p>Touch a Texture!                      Indoor or out, use an old egg box or similar and collect small samples of different materials (Eg, grass, a stick etc). Describe how each one feels.</p> 
<p> Can you make your ball change direction at least once? Can you make your ball travel at two different heights?</p>	<p> What do you think the "moral" of this story is?</p>	<p> What would happen if you put your ice ship in warm water? What do you think would be different?</p>	<p> Is there anything similar about the objects that you have collected? What is different about them?</p>

## Phonics

- Recap all the sounds that you have learnt so far.
- Practise writing these sounds-use your sound mat to help you.
- Practise blending words. Can you read the CVC words and then spy the matching picture in the grid (see additional resource)
- **Red Words**- Please continue to practise reading and spelling all the red words that you now know. Write your red words with large letters on paper or outside with chalk then cover with small objects such as cereal or stones.



## Literacy:

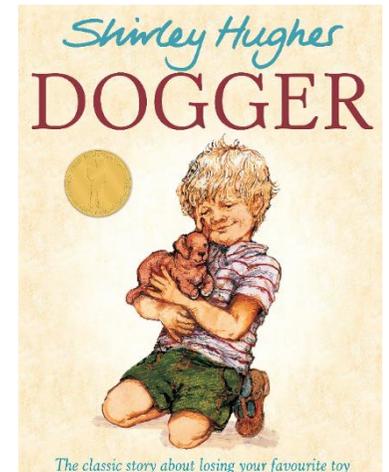
### English

Watch the or read the story "Dogger" By Shirley Hughes <https://www.youtube.com/watch?v=jNOYgRf5jes>

### **Activity One: Comprehension**

We are going to focus on reading comprehension. When you are giving your answers remember to talk in full sentences, giving as much detail as you can.

1. What is Dogger?
2. Who was Dogger's owner?
3. How do we know that Dogger is quite old?
4. Why did Dave suddenly become very quiet?
5. What event was happening at school?
6. Where did Dave find Dogger?
7. Why do you think the lady on the stall didn't believe that Dogger was Dave's?
8. What did Bella (Dave's sister) do that was very kind?



### **Challenge:**

How do you think Dave felt when he lost Dogger in comparison to when he found Dogger?

## Activity Two: Story Map Practise

Create a story map of the “Dogger”, including all the main events. Remember when you have drawn your story map you need to draw arrows to link the pictures-this is to show the reader the order/sequence of your story.

### Challenge:

Add captions and sentences to your story map.

## Activity Three: Adjectives

In the story Dogger is described as “**soft** and **brown**”.

Think of more adjectives/descriptive phrases to describe Dogger.

Eg, silky, smooth fur, cuddly, beautiful, button-like eyes.

You should draw Dogger in the middle of your paper then using your phonics, attempt to write words (and phrases) around your picture.

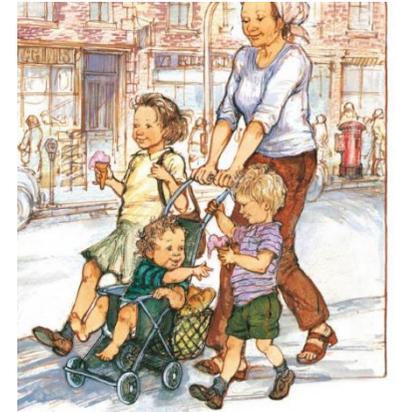
### Challenge:

In the story, Dave lost Dogger for a little while. You need to create a “lost” poster to show people that Dogger is missing.

Remember to include:

- A title e.g. Lost/Missing
- The name of the toy that is lost
- When your toy was last seen
- A description of the toy that is lost (use your work from yesterday to help you do this)
- A picture of what the toy looks like

*There is a printable template (see additional resources) should you wish to use it.*



## **Maths-** Doubling

This week we are going to consolidate our knowledge of “doubling”.

For the activities this week you will need approximately 20 small objects and a dice.

### **Activity One:**

Explain that when a number is doubled you have twice as many. If you put 1 finger up on each hand it shows “double 1 is 2”. What happens when you put up 2 fingers on each hand? How many do you have altogether? What is double 5?

Watch and join in with the Doubles Song on YouTube <https://www.youtube.com/watch?v=8jOzhiACB68>

Roll the dice. Collect the right number of small objects to match the number of dots. What is double that amount? How do you know? Show the double using the objects. Repeat.

### **Challenge:**

Can you record your answers as an addition sentence? Eg  $2 + 2 = 4$

### **Activity Two:**

What does doubling mean? How do you do it?

Complete the doubling activity as a group: <https://whiterosemaths.com/homelearning/year-1/>

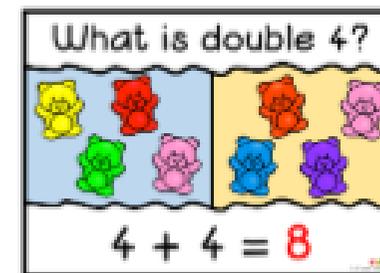
(Summer Term. Week 8. Lesson 2 – Make doubles)

Complete the Match the doubles worksheet. Use your small objects to help you work out the answers (see additional resource)

### **Challenge:**

Can you work out the doubles for 8, 9 and 10?

Can you explain how you did it?



Practise your counting and number recognition by using “Paint the Squares”

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>