



Sandringham Infant and Nursery Academy

Remote Learning



YEAR ONE - OWLS AND SQUIRRELS

Week Beginning: 7/3/22

Topic Theme: The History of Cars

DAY	DAILY ACTIVITIES
Tuesday	<p>Phonics: Refer to the attached template on our alternative spellings this week “igh/ie/i-e/y”</p> <p>English: Introduce the term ‘suffixes’ to describe a group of letters that can be added on to the end of a word to slightly change its meaning e.g. the root word is <u>walk</u> and if we add the suffix ‘ing’ we have a new word; <u>walking</u>. Use the following root words to work out what they would say after adding ‘ing’ - run, cook, swim, jump. Can you put each word into a sentence?</p> <p>Maths: Start with our usual vimeo link (https://vimeo.com/511040266). Recap on last week’s learning about measuring length. Use a piece of string which measures 8 cubes long. Cut it into two pieces so the short piece is 3 cubes. Work out how long is the longer piece? How can we work it out? A teddy is 16 cm long and a doll is 10 cm. How much taller is the doll? Repeat with some household objects.</p> <p>Science: We are looking at the term “Evergreen and Deciduous” trees using the introductory PowerPoint: https://www.twinkl.co.uk/resource/tgv2-sc-7-quick-facts-evergreen-and-deciduous-trees-video. Have a selection of leaves to look at. How can you tell the difference by looking at them? Thin, bumpy, raised veins, has seeds (deciduous) or shiny, waxy, needles and cones (evergreen). What tree do they come from? Sort and record your findings, perhaps using wax crayon rubbings.</p>
Wednesday	<p>Phonics: Refer to the attached template on our alternative spellings this week “igh/ie/i-e/y”</p> <p>English: Continue with suffixes, today learning about adding ‘ed’. This changes the word to something that has happened in the past. Use the following root words to work out what they would say after adding ‘ed’ - look, play, kick, help. Can you put each word into a sentence?</p> <p>Maths: Start with the vimeo (https://vimeo.com/517199752). Have two objects to compare for e.g. a football and a water bottle. Which object is the heaviest? How do I know? How could I find out? Look at two objects – use the term ‘mass’ to describe how much something contains... remembering also size can affect the mass i.e. something could be small but have a greater mass than something tall. Introduce vocab more than, less than, the same as.... Practise weighing objects to compare which is more than, less than, the same as.</p> <p>Topic: Using your family car, complete the template to label the different parts of the car.</p>
Thursday	<p>Phonics: Refer to the attached template on our alternative spellings this week “igh/ie/i-e/y”</p> <p>English: Complete today’s Grammar Hammer - template attached.</p> <p>Maths: Start with the vimeo (https://vimeo.com/516653575). Following on from yesterday’s learning, introduce weighing using non-standard units. Practically measure items around the house using cubes/lego bricks or alternatives.</p> <p>Topic: Use construction/junk modelling to design and create your own car. Use materials to attach parts together. Use post it notes or labels to identify the different parts of your car.</p>
Friday	<p>Phonics: Refer to the attached template on our alternative spellings this week “igh/ie/i-e/y”</p> <p>English: Watch the following link for Magic Grandad to look at the History of Cars (https://www.youtube.com/watch?v=f45bRrLbww) then use the PowerPoint to learn some facts to tell us about how cars have changed over the years. Record your learning in written sentences, typed sentences or a poster... however you like!</p> <p>Maths: Complete today’s Maths Skills - template attached.</p> <p>Topic: With help from an adult and if you are well enough, go outside and help to wash your family car. If not, you could help wash other items around the house.</p>