

Year 1

Home Learning Pack

Week Beginning

8.06.20



Contents Page

1. Message from us	3
2. Weekly maths tasks	4
3. Weekly reading and writing task	5, 6
4. Grammar Hammer & Spellings	6
5. Spelling	7
6. Daily Phonics	8
7. Science	9
8. RE	10
9. Geography	11
10. Art	12, 13
11. Music	14
12. PE	15

Dear Year 1 Families,

It has been another week of lovely weather. We do hope you have been out in your garden or to the park to enjoy the warm sunshine and to have fun. I am sure you will be excited to be able to see family members or friends in your gardens too.

There are lots of activities for you to do this week which we know you will enjoy completing. We are sure you will all have a routine for when you do your home learning which suits your family. We hope you are still reading, and doing phonics and spelling practice every day. Did you enjoy last week' challenges? We hope you are enjoying learning about Australia.

It seems so long since we were at St James's in our classes together but we are so proud that you are working so hard at home. Thank you again to all our parents who are supporting their children at home with their learning.

We think about you all the time and really look forward to the day when we are all back together in school. Please keep safe until then.

With very best wishes,

Year 1 staff.

Weekly maths tasks

White Rose online lessons

St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the Summer term maths topics that your child would be learning at school. You don't have to do one a day or complete the lesson on the date shown, but it is important that you complete them in order as the learning builds on the previous lessons. So whenever you start, start at **Summer term - week 1, (w/c 20 April)** for the special 12 week course (the previous tabs labelled simply week 1, week 2 can be ignored).

Here is a link to the White Rose home learning page <https://whiterosemaths.com/>

Before each lesson make sure your child has something to write on and with, and you may want to have printed the lesson worksheets out in advance. These worksheets and answers are available to download from the St James's school website using this link <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

On the White Rose site, there is a video for pupils to watch which begins with a Flashback 4. This first slide recaps previous learning. Each video then goes on to introduce new learning. After the video pupils can have a go at the worksheets. The worksheets and answers are available to download from the St James's website

If you have any questions about the White Rose website and lessons on offer please direct them to info@st-james.dudley.sch.uk and we will get back to you as soon as possible.

Quick maths daily challenges:

As last week, we have included a daily maths challenge mat in your home learning pack.

You can also complete maths activities on Sumdog

https://www.sumdog.com/user/sign_in

Weekly Reading and Writing Tasks

Writing Tasks

Full instructions for Writing activities are given in the separate files labelled for each day. This week the activities should be completed in order.

Day 1—Listen to and engage with a fiction text: Listen to an online reading of the story *Super Daisy and the Peril of Planet Pea* by Kes Gray and Nick Sharratt. Explore spelling rules related to past tense verbs : Convert verbs into the past tense by adding an -ed suffix to root verbs. Write sentences containing comparative phrases: Write comparative phrases to describe characters in the story.

Day 2—Listen and respond to a story: Listen to a reading of *Dear Greenpeace* by Simon James and discuss the layout and language features of letters. Read and comment on a set of letters: Read letters from the story and decide the purpose of each letter. Identify the key features of a particular text type (letters).

Day 3—Listen and respond for a final time to the familiar fiction text: Listen to *Dear Greenpeace* for the last time. Recall details from the story: List and describe the kind things Emily does for Arthur the whale in the story. Write a thank you letter from Arthur to Emily.

Remember to take care and pride in your work. Please use pencils to write, rather than biros or felt pens, and always write in Kinetic Letters.

Reading Comprehension

This week we have included three short, more challenging reading activity cards, two about animals and one about plants. We recommend that you try to complete each activity. Each card comprises a text to read, showing the word count for each line of text, followed by a set of questions to answer, with the appropriate reading friend illustrated next to each question. Correct answers for each set of questions is also included. Choose and complete any **three** reading comprehensions from the collection.

Week beginning 8.6.20

Weekly reading & writing tasks—continued

This week's stories focus on some of our school values.

Be Kind

What exactly is kindness? What is it to be kind? Is it being helpful? Being polite? Does it have to be a big act to be more kind? Well maybe the smallest act is the most powerful. Let's have a look at this meaningful book BE KIND by author Pat Zietlow Miler and illustrator Jen Hill.

<https://www.youtube.com/watch?v=kAo4-2UzgPo>

Be Brave

Join us as we read about a little penguin who overcomes his greatest fear...swimming! How will he do it? Find out in Be Brave, Little Penguin by author Rachel Elliot, illustrated by Karen Sapp.

<https://www.youtube.com/watch?v=f4TnDma78Oo>

Stuck by Oliver Jeffers

Delightful chaos ensues when a young boy gets his kite stuck up a tree in this laugh-out-loud new picture book from award-winning, internationally best-selling author-illustrator Oliver Jeffers! Watch this fantastic video reading by Oliver himself.

<https://www.youtube.com/watch?v=hipx6HJs4XQ>

The Berenstain Bears Show Some Respect

The Berenstain Bears decide to go for a picnic. But they have trouble deciding between them where to stop for their treat.

<https://www.youtube.com/watch?v=jPK6OaHy5bk>

My Friend Bear

Eddy's feeling sad and so is the Bear. They both wish they had a friend to talk to. All they've got is their teddies, and teddies can't talk. Or can they?

<https://www.youtube.com/watch?v=Xfg2hWMI33A>

- **Grammar Hammer Check 12.**

As usual, be led by your child; They may need to be supported to read parts of the check, but should be able to explain their answers and the choices they make.

Weekly reading & writing tasks—continued

Spellings this week:
Check and revise Set 3 of our word lists.

they was all your my are her
 of push today by says



Tic-Tac-Toe Spelling Homework



Directions: You may choose any 3 spelling activities to do for homework that make a tic-tac-toe line: across, down, or diagonal. Please circle the 3 activities you completed and staple them to this page. Have fun! ☺

ABC Order	Write a Poem	Fun with Words
Write your spelling words in alphabetical order.	Write a poem using at least 5 of your words. Underline the spelling words used in your poem. Share with a family member.	Spray a small amount of shaving cream or whipped cream on top of a countertop. Write your spelling words with your finger.
Add Them Up	Free Choice	Rainbow Writing
Figure out how much each word is worth. Vowels = 5 p Consonants = 10 p	Think of a creative activity to do with your spelling words.	Rainbow write your words. Use a different color crayon for each letter.
Sentence Writing	Tracing Letters	Computer Fun
Choose 5 of your spelling words and write a sentence using each one.	Write your words. Trace over the vowels with a yellow colored pencil and trace over the consonants with a blue colored pencil.	Type your spelling words. Use a different font for each word.

Online phonics lessons for Letters and Sounds

We are pleased to announce, from Monday 27 April, online phonics lessons have been made available from [Letters and Sounds for home and school](#)



Written and presented by phonics experts and funded by the Department for Education, the online lessons are designed to cover new phonics teaching that children would have received over the summer term had they been in school. This resource is for use by teachers and parents who will find planning and teaching phonics challenging when schools are closed due to Covid-19.

The 10.30 am Summer Term Lessons for Year 1 are based on where our children are expected to be in their learning by the summer term. An additional set of lessons aims to reach the children in Reception and Year 1 who may need more practise with their blending. A guidance film explains the basics of Phonics and how you, as parents can support your child is also available.

From Monday 27 April, a new lesson will be uploaded Monday to Friday at the times below during the summer term. ***After upload, each lesson will then be available to watch throughout the summer term.**

	<u>Learning to blend</u>	<u>For children in Reception and Year 1 who need extra practice sounding and reading words such as 'tap' 'cap' 'mat' 'pat'</u>
11 am*	<u>Phase 2 recap</u>	
10:30 am*	<u>Year 1 Summer term</u> <u>Phase 5</u>	<u>For Year 1 children who can confidently blend and read words such as 'stamp' 'chair' and 'green'</u>

Additional Phonics games and activities -

Focus on alternative pronunciation: i, o, c, g, u_ow, ie, ea, er a, y, ch, ou

Remember that access to Phonicsplay website is free to use at present : <https://www.phonicsplay.co.uk/>



Coronavirus Update

As a result of the U.K. government decision to formally close schools, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details:

Username: march20 Password: home

We are currently very close to completing a new version of the PhonicsPlay site that is accessible on all phones and tablets. We will therefore also ensure that it is possible for users to freely access this new version of the site (with apologies in advance for any areas of the site that are not yet fully finished or double checked). The site can be accessed here: new.phonicsplay.co.uk.

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription.

If you haven't already discovered www.phonicsplaycomics.co.uk you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

We wish you good health and all the very best at this stressful time.



All About Animals

Learning Objectives this week are:

- * To be able to identify common animals.
- * To sort animals into groups.

By the end of the activities children will be able to:

- tell you about some animals that they know.
- tell you the names of animals in pictures.
- say something that is the same about two animals.
- say something that is different about two animals.
- say a way that the animals could be sorted into groups.

For our BBQ's this week: Follow the presentation 'Science Resource—Grouping Animals', to compare pairs of animals which are similar, and pairs of animals which are very different from each other by identifying features which are the same, and different about each pair. You will then look at some animals which have already been sorted into sets, trying to spot what is the same about each animal in any one set—why have they been put into the same set? Answers are given on the pages following each grouping.

You will then sort some animals into sets using your own 'rules'.

We introduce the scientific headings for grouping animals: reptiles, amphibians, fish, birds, and mammals. Examples of animals, and descriptions for each category are given.

There are three 'what am I?' riddle questions—adults should read the set of questions for children to answer each riddle. *NB: Children should not be in view of the riddle pages, as the answers are given on the same page as the questions. (pages 44, 45, 46).*

Finally, our **challenging question (CQ)** asks for children to consider where humans would

In RE this half term we shall be exploring the faith of Islam.

Watch the video on the life of Muhammad, up to 10 mins in.

https://www.youtube.com/watch?v=x_7K9da5Yqg



Retell the parts of the story shown by the pictures.

Muhammad showed many great qualities when he did as Allah asked.

I wonder...

Which of these qualities could you use to describe Muhammad at these parts of the story?

brave obedient trusting hard working humble perseverant

Geography

Lo: Identify and name human and physical features

This week we explore famous Australian Landmarks. Our learning resource 'Geography Resource-Famous Australian Landmarks' introduces some of the best known landmarks. We learn the names, as well as a brief history of a few of them.

- Are any of the landmarks already familiar to you?
- Are any of them similar to landmarks in the United Kingdom

The first activity after sharing the presentation, is to list the names of some of the features you have just discovered. By looking back through the presentation, you will be able to list the names of some mountains, cities, bridges, beaches etc. Then list them names of similar features in the United Kingdom. We have done two as examples for you.

Australia: Mountains - Bungle Bungles

United Kingdom: Mountains - Snowdonia

Next, referring back to previous learning about physical features (natural, made by God) and human features (man-made), sort a given list of features into sets according to whether they are physical or human.

You are encouraged to carry out some your own research to find out more information on a landmark chosen from the presentation.

Finally, through further research, answer the True or False statement.

True or False? More than a quarter of Australia is made up of desert.

Art and / or DT activities

Aboriginal Art

Lesson 2—Boomerang designs

How boomerangs are made and used:

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

- In this lesson we use what we styles of Aboriginal art to create.
- The method of teaching this lesson is broken down into the various stages of its development to help you follow the activity, instructions here, or into another means of a slideshow.



Is, Dreaming stories and different merangs.

broken down into the various stages
It up.

ext page, rather than copy the
ugh the process step by step, by

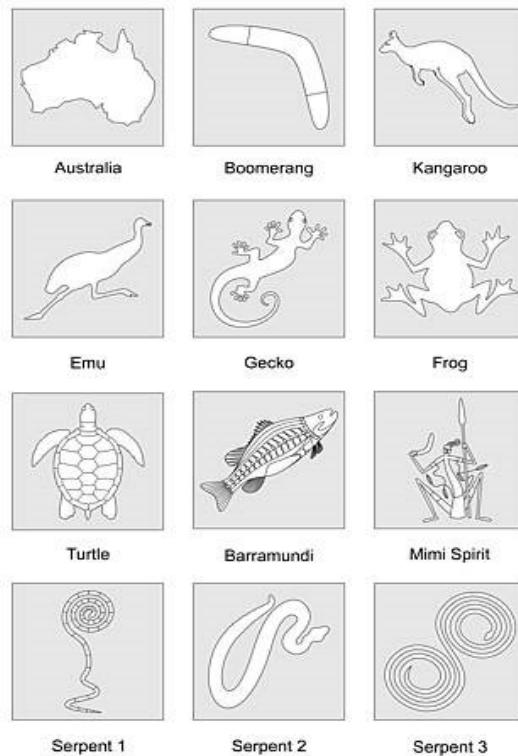
Art and / or DT activities

ABORIGINAL ART LESSON - HAND STENCIL PAINTING

ABORIGINAL ART SYMBOLS



ABORIGINAL ART IMAGES



The symbols and images used to create our paintings are taken from the two pages above.

Step by Step Stages of an Aboriginal Boomerang Design:

<https://www.artfactory.com/aboriginal-art/aboriginal-art-lesson-boomerang-designs.html>

In the model, the artist uses chalk on black paper or card to create the design. Alternatively, you can use paints or felt pens on white paper, chalk on card, wood, stone or even on your patio. If you use paint, you might find cotton wool buds are effective in creating the 'dots'. Be sure to dab each mark, rather than brush.

Next week we shall do the next activity in the sequence, the boomerang designs.

Music

Australian songs for children

Learn the song 'If you go into the Bush' by Roberts Brown. Join in with the actions and sounds for each animal. What is your favourite animal?

https://www.youtube.com/watch?v=zsO_XLmInlM

Can you find any other traditional Australian songs for children?

Look for: 'A sailor went to sea' and 'Aiken Drum'

https://www.youtube.com/watch?v=g6_DeRE6068

Can you find any other songs?

Australian songs for children

Learn the song 'If you go into the Bush' by Roberts Brown. Join in with the actions and sounds for each animal. What is your favourite animal?

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Can you find any other traditional Australian songs for children?

Look for: 'A sailor went to sea' and 'Aiken Drum'

https://www.youtube.com/watch?v=g6_DeRE6068

Can you find any other songs?

Remember to complete Joe Wicks daily PE lesson, shown live at 9.00 am each morning.

Outdoor Physical Games

Follow the Leader

Choose a leader and follow where the leader goes: Under a table, over a tree stump, around the shed, along the wall across the grass. Take it in turns to be the leader.

Variations – This physical activity can easily go along with Simon Says, and instead of the children just following, they also have to do exactly what the leader does. Jumping jacks, dance, crawl across the grass, hop across the patio etc.

Simon Says

First, choose someone to be “Simon”. Simon either begins a command with “Simon Says do this” or just “Do this”. To stay in the game, children/family members only must follow the commands that begin with “Simon Says”. If you want to make the game difficult, simply issue commands faster and faster, and make the needed actions more and more difficult to complete.

Additional staying active ideas can be found on:

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

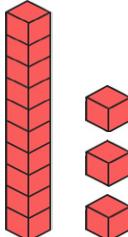
BBC super movers <https://www.bbc.co.uk/teach/supermovers>

Year 1 Maths Activity Mat

⑥

Section 1

How many blocks are there?



Section 2



Can I buy the ice cream?

Section 3

What numbers come next?

5	10	15			
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Section 6

Order these numbers from smallest to largest.

3 1 9 5

--	--	--	--

Section 5

There are 2 paintbrush pots.



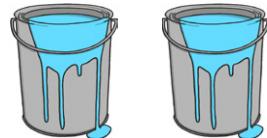
There are 10 brushes.



Share the brushes equally in to the pots.



How many brushes into each pot?



Section 7

Complete these statements:

6 is 1 more than

8 is 1 more than

Section 4

How many wheels are there altogether?



Section 8

How many chocolate buttons are there altogether?

Write a number sentence to show this:

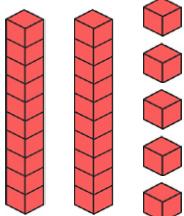


Year 1 Maths Activity Mat

⑥

Section 1

How many blocks are there?



Section 2



Can I buy the ice cream?

Section 3

What numbers come next?

19	17	15			
----	----	----	--	--	--

Section 6

Order these numbers from smallest to largest.

11 4 19 25

--	--	--	--

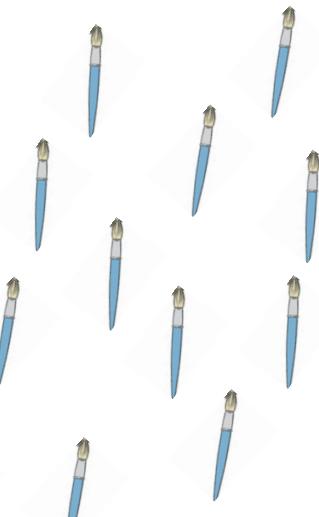
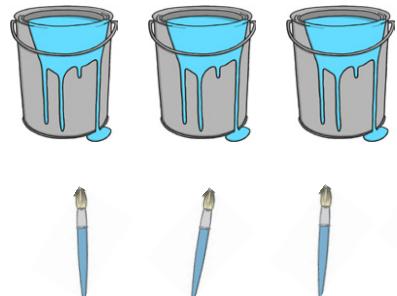
Section 5

There are 3 paintbrush pots.

There are 15 brushes.

share them equally in to the pots.

How many brushes in each pot?



Section 4

How many wheels are there altogether?

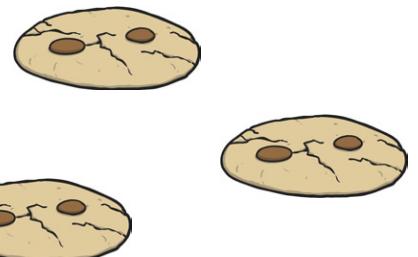


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Section 8

How many chocolate buttons are there altogether?

Write a number sentence to show this:



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Section 7

Complete these statements:

9 is 1 more than

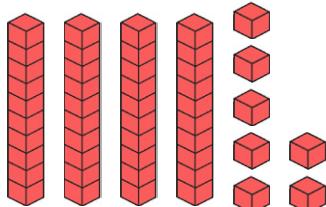
17 is 1 more than

Year 1 Maths Activity Mat

⑥

Section 1

How many blocks are there?



Section 2



Can I buy the ice cream?

Section 3

What numbers come next?

87	77	67	<input type="text"/>	<input type="text"/>	<input type="text"/>
----	----	----	----------------------	----------------------	----------------------

Section 6

Order these numbers from smallest to largest.

32 18 27 81

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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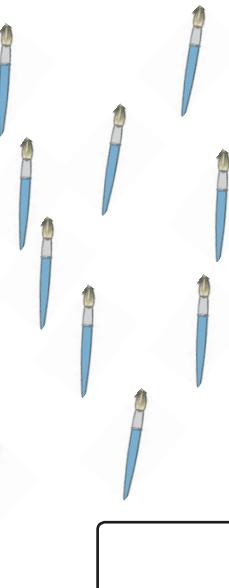
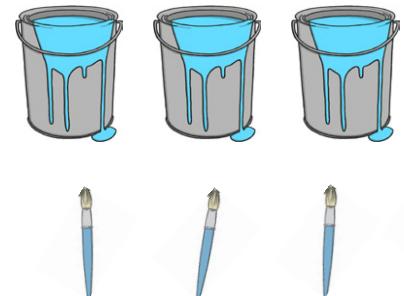
Section 5

There are 3 paintbrush pots.

There are 15 brushes.

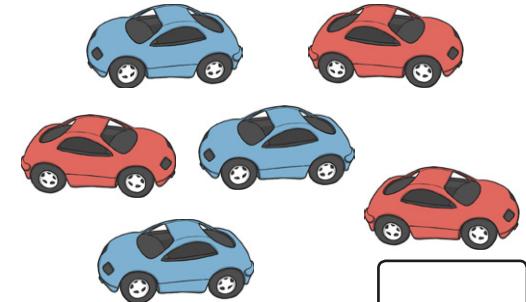
Share the brushes equally between the pots.

How many brushes in each pot?



Section 4

How many wheels are there altogether?



Section 7

Complete these statements:

19 is 1 more than

<input type="text"/>

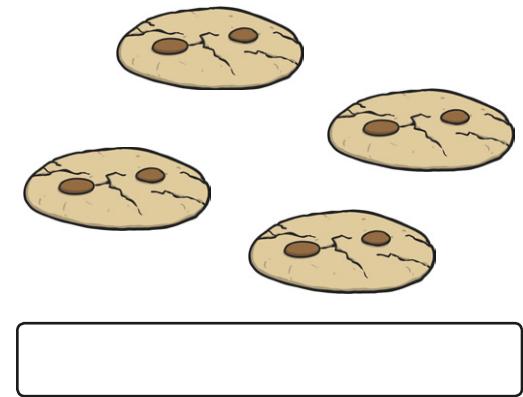
12 is 1 more than

<input type="text"/>

Section 8

How many chocolate buttons are there altogether?

Write a number sentence to show this:



What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Story time

Go to <https://www.youtube.com/watch?v=hNdKEz6p9Qg&t=2s> and listen to the author Kes Gray reading his book *Super Daisy and the Peril of Planet Pea*.

2. Verbs

- Read *Super Daisy's Day*.
- Now read *Hunting for the Verbs*. Make sure you remember what a verb is and how to recognise it.
- Highlight the verbs in each sentence in *Super Daisy's Day*.
- Check with the *Answers* which are at the end of this document.
- Turn each of the verbs on *Daisy's Verbs* into the past tense by adding -ed to them.
- Write a superhero sentence using a past tense verb.

3. Comparisons

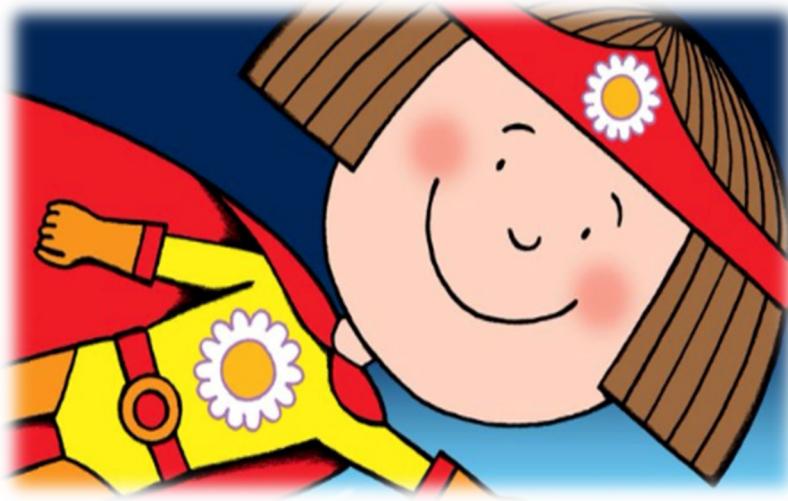
Re-watch the section of the story which make ‘Super Daisy comparisons’ (2:36 to 3.14): *Super Daisy is faster than an astro rocket*, etc.

- Think of a superhero you love and draw them on *Comparisons*.
- Write comparison sentences like Super Daisy’s for your superhero: *is faster than, stronger than, fiercer than, smarter than...*
- Add some other comparisons of your own, e.g. braver than, kinder than, tougher than.

Now try this Fun-Time Extra

- Create your own made up numbers like Daisy’s *gazillionpillionkillion*.
- Write them down on *BIG Numbers*!

Super Daisy's Day



Daisy filled up her water bottle (with Super lemonade of course!) and tucked it into her special backpack. She pushed open the door of her house and climbed over the fence into the garden of her friends, Dylan and Gaby. They rushed over to meet her. Together, the three children planned what they were going to do with their day. They decided it was time for a race across the rooftops between Super Daisy and her arch-enemy, Cabbage Man! Daisy changed into her Super Daisy costume. She called Cabbage Man on her phone and arranged the challenge. At 10 o'clock the race started. Cabbage Man charged ahead and bounced from roof to roof but Super Daisy leaped over him with a mighty jump and shoved the limp Cabbage to the ground. The sun had steamed him into a mush! The children celebrated and glugged down the super lemonade. Hooray for Super Daisy!

Hunting for the Verbs

Verbs are ‘doing’ or ‘feeling’ or ‘being’ words.

filled

glugged

believed

wondered

Often verbs have one of these in front of them

She

He

We

I

They

You

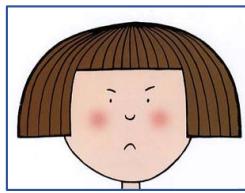
The name of a person, animal or thing

So now go on a Verb Hunt in Daisy’s day.

There are 18 to be found!

- Check with the *Answers* at the bottom of this document.
What two letters do all the verbs end in? -ed.
This is because they are in the past tense – describing something that has already happened, in the past.
- Turn each of the verbs on *Daisy’s Verbs* below into the past tense by adding -ed to them.
The last two are a bit different. In the past tense for these verbs you don’t just add -ed. What are they in the past tense?
- Write a superhero sentence using one of the past tense verbs you have written: *Daisy soared over the massive wall.* Challenge: try doing the same for some of the other past tense verbs you have written.

Daisy's Verbs



*Uh oh! Daisy is cross because her verbs are not in the past tense.
Help her by rewriting her verbs in the past tense.*

lift	
kick	
soar	
chuck	
shout	
run	
think	

Comparisons



faster

stronger

fiercer

smarter

BIG Numbers



Super Daisy's Day – the answers!



Daisy filled up her water bottle (with Super lemonade!) and tucked it into her special backpack. She pushed open the door of her house and climbed over the fence into the garden of her friends, Dylan and Gaby. They rushed over to meet her. Together, the three children planned what they were going to do with their day. They decided it was time for a race across the rooftops between Super Daisy and her arch-enemy, Cabbage Man! Daisy changed into her Super Daisy costume. She called Cabbage Man on her phone and arranged the challenge. At 10 o'clock the race started. Cabbage Man charged ahead and bounced from roof to roof but Super Daisy leaped over him with a mighty jump and shoved the limp Cabbage to the ground. The sun had steamed him into a mush! The children celebrated and glugged down the super lemonade. Hooray for Super Daisy!

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Communicating with relatives who are far away

How can you communicate with relatives that you can't meet up with?

- On *Getting in Touch*, list as many different ways as you can think of to communicate with family and friends: letters, emails, postcards, phone calls, FaceTime, text messages, Skype calls, Zoom, etc.

2. Story time

Go to <https://www.youtube.com/watch?v=OBfh37jRpU> and listen to the reading of the story *Dear Greenpeace*, written by Simon James.

- Which form of communication is the story all about? Letters!
- Read the information on *Emily's First Letter* and highlight the letter features you are asked to find.

3. Reading letters

You are going to re-read some of the letters from *Dear Greenpeace* and then say why you think they were sent.

- Read the information on *Why were the letters written?*
- Follow the instructions to match the letters to their descriptions.

Now try this Fun-Time Extra

- Look at all the ways to communicate with people that you listed on *Getting in Touch*.
- See how many of these forms of communication you can use in one week. Which was the one you used most often?

Getting in Touch



How many different ways are there to get in touch with relatives who you can't meet up with?

Draw pictures of each way you can think of and write down their names.

Emily's First Letter

Dear Greenpeace,

I love whales very much and I think I saw one in my pond today. Please send me some information on whales, as I think he might be hurt.

Love
Emily

Four things to highlight in Emily's letter

1. Highlight *Dear*.

Most letters begin with *Dear*. It always has a capital letter and is written on the top, left hand side of the paper.

2. Highlight the *comma (,)* after *Greenpeace*.

You always put a comma after the person's name at the beginning of a letter.

3. Highlight the *little space before I love* (below *Dear*). This is an indentation.

Often in letters the first line of a paragraph starts after a little gap like this.

4. Highlight *Love* and *Emily*.

These are the 'sign off' lines in the letter. Often in letters the sign off lines are in the middle of the paper, underneath the last line of the letter.

Why was the letter written?

- Carefully re-read each of *The First Six Letters*.
- Think about why each letter was sent.
- Cut out the jumbled-up description boxes on this page.
- Match the descriptions to the correct letters.
- One letter doesn't have a description. Write a description in the empty box saying why that letter was written

<i>To ask whether the whale is lost</i>	<i>To ask if the whale could be a blue whale and what they eat</i>	
<i>To explain where whales live</i>	<i>To give information about whales</i>	<i>To ask for information about whales</i>

The First Six Letters



Dear Greenpeace,

I love whales very much and I think I saw one in my pond today. Please send me some information on whales, as I think he might be hurt.

Love

Emily

Dear Emily,

Here is some information about whales. I don't think you'll find it was a whale you saw, because whales don't live in ponds, but in salt water.

Yours sincerely,
Greenpeace

Dear Greenpeace,

I am now putting salt in the pond every day before school and last night I saw my whale smile. I think he is feeling better.
Do you think he might be lost?

Love
Emily

Dear Emily,

Please don't put any more salt in the pond, I'm sure your parents won't be pleased.

I'm afraid there can't be a whale in your pond, because whales don't get lost, they always know where they are in the oceans.

Yours sincerely,
Greenpeace

Dear Greenpeace,

Tonight I am very happy because I saw my whale jump up and spurt lots of water. He looked blue.

Does this mean he might be a blue whale?

Love

Emily

P.S. What can I feed him?

Dear Emily,

Blue whales are blue and they eat tiny shrimp-like creatures that live in the sea. However, I must tell you that a blue whale is much too big to live in your pond.

Yours sincerely,

Greenpeace

P.S. Perhaps it is a blue goldfish?

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Story time

Go back to <https://www.youtube.com/watch?v=OBfh37iJRpU> and hear *Dear Greenpeace* for the last time.

- Where do you think Arthur, the whale, goes at the end of the story?
- How do you think Arthur feels at the end of the story – sad or happy? Why do you think that?

2. Recalling story details

In the story, what things did Emily do for Arthur that were kind or loving?

- On *Kind things Emily does for Arthur*, list all the things you remember.
- If you get stuck, listen to the story again or read the ideas on the *Suggestions* page.

3. Writing a thank you letter

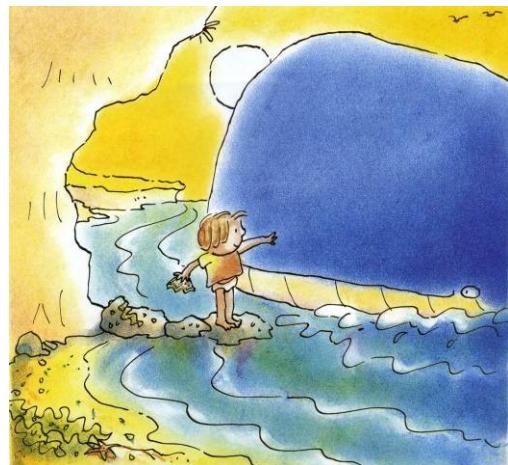
You are going to write a letter from Arthur to Emily, saying thank you for being so kind.

- Print off and fold up the *Thank You Card template* to write your letter.
- Use a proper letter layout for your message on the inside of the card.
- Choose a sign-off from Arthur. Will he use a formal one like *Greenpeace (yours sincerely)* or a friendly, informal one like Emily (*love, Emily*)?

Now try these Fun-Time Extras

- Add a picture to the front cover of your *Thank You Card* from Arthur.
- Use another copy of the template to write a thank you letter to someone else who deserves a nice big thank you!

Kind things Emily does for Arthur in the story



Suggestions



- Gives Arthur salt in the water so it's more like the sea
- Feeds Arthur crunched up corn-flakes and bread-crumbs
 - Calls and smiles to Arthur at the beach
 - Gives Arthur some of her sandwich
 - Strokes Arthur's head
 - Tells Arthur that she loves him
- Asks Greenpeace how she can help Arthur

Thank
You!

Paul the Lucky Octopus

- 10 Over the past few weeks, Paul the Octopus has been
19 predicting the result of the World Cup football games.
23 He's an amazing animal!
- 32 Before each match, the sea creature's owners have been
41 putting some clear, plastic boxes into Paul's tank. Each
51 box is decorated with the flag of a football team.
- 61 Paul has been choosing one of the boxes by crawling
71 towards it and he has correctly guessed the winner of
81 six football games so far in the World Cup competition.
- 92 Is Paul a football expert or just a very lucky octopus?
96 What do you think?



Quick Questions



1. What does Paul predict the results of?



2. Which adjectives has the author used to describe the boxes in Paul's tank?



3. Why do some people think Paul is a football expert?

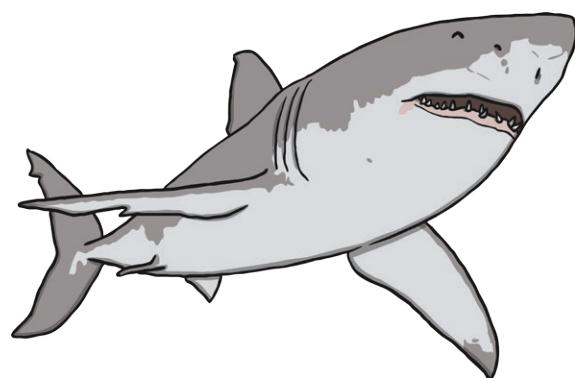


4. What do you think – is Paul just a lucky octopus?

The Great White Shark

11 Great white sharks are the top of the ocean's food chain.
22 They are the biggest fish on our planet which eat other
32 fish and animals. They are known to live between thirty
45 and one hundred years old and can be found in all of the
55 world's oceans, but they are mostly found in cool water
59 close to the coast.

69 Even though they are mostly grey, they get their name
78 from their white underbelly. The great white shark has
89 been known to grow up to six metres long and have
99 up to three hundred sharp teeth, in seven rows. Their
109 amazing sense of smell allows them to hunt for prey,
119 such as seals, rays and small whales from miles away.



Quick Questions



1. Why do you think that the great white shark is at the top of the ocean's food chain?



2. Where are most great white sharks found?



3. Find and copy the adjective that the author uses to describe the shark's sense of smell.



4. Number these facts from 1 to 3 to show the order they appear in the text.

- They live between thirty and one hundred years.
- They can grow up to six metres long.
- They have up to three hundred teeth.

What Plants Need to Grow

6 To grow properly, a plant needs:

7 • air;

8 • light;

9 • water;

10 • nutrients;

11 • warmth.



16 Why does it need them?

27 • If a seed is not warm enough, it will not germinate.

35 Germination is when the seed starts to sprout.

45 • If a plant does not have enough light, it will

56 grow to be tall and flimsy as it tries to search

63 for light. The plant will probably die.

74 • If a plant is not watered enough, its stem will be

85 fragile and it will have very dry leaves. Again, it will

88 probably not survive.

99 So, where is the best place to grow a healthy plant?

Quick Questions



1. What do you think would happen if you planted a seed and put it into a cold, dark cupboard?



2. What is germination?



3. Find and copy the word that means the same as the adjective 'delicate'.



4. Where would be the best place to grow a healthy plant?

Year 1 Summer Term 1 SPaG Mat

(2)

Tick **one** word that can have
'-ed' added at the end to make a
new word.

bell

song

push

Unscramble this sentence.

sat rocks. She the on

Complete the table.

Singular (one)	Plural (more than one)
bag	
boot	



b

Tick the real words and cross the
alien words.

fork

sorf

hurt

pork

short

turb



d

Find the hidden words.

one

w a b d g

like

l h a n a

some

e i e e s

come

n e k n o

when

o n e e m

p c o m e

Help poor Mr Whoops by circling
the correct spelling.

wiv

with

wive



f

Year 1 Summer Term 1 SPaG Mat

(2)

Tick **two** words that can have '-ed' added at the end to make new words.

push

kept

song

start

a

Unscramble this sentence.

standing rocks. were They the on

c

Complete the table.

Singular (one)	Plural (more than one)
bag	
boot	
class	

b



Tick the real words and cross the alien words.

wue

blisrue

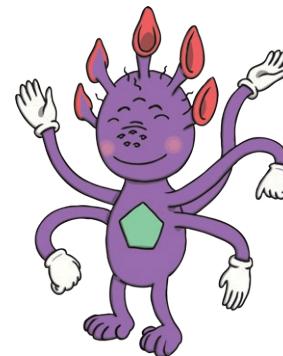
blaw

law

clue

handsaw

gawt



d

Find the hidden words.

house

m t u o b a

about

r c r n u n

Mr

u h o u s e

Mrs

m r s u l a

could

h u n o l m

looked

l o o k e d

e

Help poor Mr Whoops by circling the correct spelling.

haf

have

hav



f

Year 1 Summer Term 1 SPaG Mat

(2)

Tick **two** words that can have
'-ed' added at the end to make
new words.

push

kept

song

bright

start

a

Unscramble this sentence.

at seaside. were They the rocks the on

c

Find the hidden words.

catch h u t c h k

fetch a h c k n i

kitchen v a a o i t

notch e o t t n c

hutch u c c c g h

have h t h u l e

have h c t e f n

e

Complete the table.

b

Singular (one)	Plural (more than one)
bag	
boot	
class	
bike	

Tick the real words and cross the alien words.

nive

nice

like

fine

grike

shaudike

haunted

automatic



d

Help poor Mr Whoops by circling
the correct spelling.

yoor

your

yur



Stage 1

'Grammar Hammer'

Skill Check 12

Name: _____

Date: _____

1. Write in the missing days of the week.

Thursday

Saturday

2. Underline the correct word to use in this sentence.

I didn't (brake / break) the window.

I can't (here / hear) you.

4. Write the plural of this singular noun.

one stick

two _____

one dash

two _____

6. Underline the word which means the same as the word given in bold.

uncover

wrap

find

sleep

7. Underline the correct word missing from this sentence.

Dad _____ me over the gate. lifter lifted lifting

8 and 9. Add 'er' or 'est' to complete the sentences.

Ken is strong.

Carol is even strong_____.

Jen is strong_____ of all.

10. Circle the word with the correct spelling.

cair

care

cear

drore

dror

draw

12. Circle the word with the correct spelling.

13. Circle the word with the correct spelling.

pors

paurs

pause

more

mor

mau

14. Underline the letter which does not belong to this 'letter family'.

X

V

i

z

W

15. Underline the best word to join these sentences.

He made some toast.

(and / but)

He ate it.

16. Underline the best word to join these sentences.

He made a cup of tea.

(and / but)

He didn't drink it.

17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.

Stop

Have you read your book

19. Underline any letters which should be in capitals.

20. Underline any letters which should be in capitals.

can i go to town on saturday?

toby and alfie came to play.

Total:

Red (0 - 7)

Yellow (8 - 15)

Green (16 - 20)