


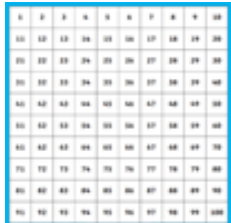






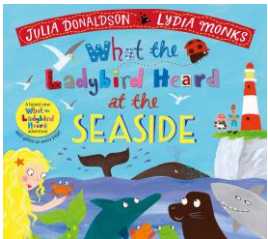
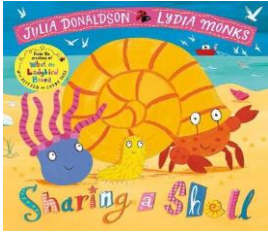
# Charlestown Community Primary School

## Home Learning Grid - Year 1

You do not need to print off any of the challenges. You can complete them on a piece of paper and take a picture of your work to upload it to Twitter or Facebook.

Year 1	English	Phonics	Maths	Wider Curriculum	Well Being																				
Week 5 The Seaside	<p><b>Reading</b></p> <p>Listen to a range of Seaside stories.</p>  <p>Create a book review about your favourite story or record a video telling us all about it.</p> <p><b>Writing</b></p> <p>Write a Seaside Senses Poem.</p> 	<p><b>Phase 4</b></p> <p>Read and write the sentences.</p> <p>Draw a picture to represent the sentence.</p> <div><div>Milk is good for children's teeth.</div></div> <p><b>Phase 5</b></p> <p>Recap the alternate spellings you have learned in previous weeks.</p> <p>Read and sort the words under the correct heading.</p> <table><tr><td>ai, ay, a-e</td><td>ee, ea, e-e</td><td>igh, ie, y, i-e</td><td>oa, ow, oe, o-e</td><td>oo, ew, ue, u-e</td></tr><tr><td>train</td><td>cheese</td><td>night</td><td>goat</td><td>moon</td></tr><tr><td>day</td><td>please</td><td>sky</td><td>throw</td><td>blue</td></tr><tr><td>Jane</td><td>Pete</td><td>bike</td><td>bone</td><td>cute</td></tr></table>	ai, ay, a-e	ee, ea, e-e	igh, ie, y, i-e	oa, ow, oe, o-e	oo, ew, ue, u-e	train	cheese	night	goat	moon	day	please	sky	throw	blue	Jane	Pete	bike	bone	cute	<p><b>Counting to 100</b></p> <p>Can you find numbers from 0-100?</p> <p>See the attached sheet for more details.</p>  <p><b>Telling the time</b></p> <p>Learn to tell the time to the hour and half past the hour.</p> <p>Access 'A Vet's Day' and Bubble Burst on ActiveLearn.</p> 	<p><b>Science</b></p> <p>What animals can be found at the seaside?</p> <p>Watch the video clips to help you learn about some of the animals you can find at the seaside.</p> <p><a href="#">Rockpools</a></p> <p><a href="#">What do you find in a rockpool?</a></p> <p><b>Art</b></p> <p>Now create your own rockpool. Use art materials around your home and the story Sharing a Shell to help you.</p> 	<p><b>Computing</b></p> <p>Play the game <a href="#">Guess the Sound</a></p> <p>Now using a device from around the home, create sound effects to go alongside the story Lucy and Tom at the Seaside.</p>  <p>You could run a tap to record the sound of the sea, squawk like a seagull or make a 'yum, yum' sound as Lucy and Tom eat their ice creams.</p> 
ai, ay, a-e	ee, ea, e-e	igh, ie, y, i-e	oa, ow, oe, o-e	oo, ew, ue, u-e																					
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# Reading



## Seaside Stories

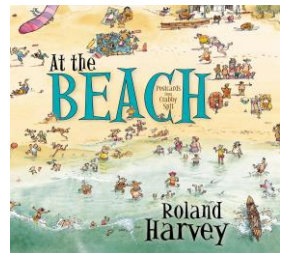
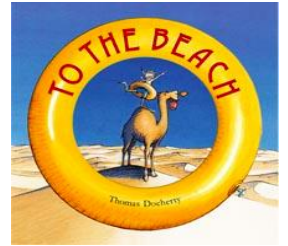
[To the Beach](#)

[Sharing a Shell](#)

[At the Beach](#)

[The Lighthouse Keeper's Lunch](#)

[What the Ladybird Heard at the Seaside](#)



Author: \_\_\_\_\_

Title: \_\_\_\_\_

What was the story about?

Who were the characters?

What did you like about the book?

Draw your favourite picture from the book.

Your rating: \_\_\_\_ / 10

# Writing

Write a Seaside Senses Poem.

Use adjectives in your sentences to make your writing more interesting.

**My Seaside Senses Poem**

I can see \_\_\_\_\_

I can hear \_\_\_\_\_

I can smell \_\_\_\_\_

I can feel \_\_\_\_\_

I can taste \_\_\_\_\_

<b>Red group</b> I can use adjectives	<b>Green Group</b> I can use 2 adjectives in a poem.	<b>Blue and Orange Group</b> I can use 2 adjectives in a poem and the conjunction and.
I can hear loud seagulls.	I can see the deep, blue sea.	I can feel the cold, wet sea and the rough, dry sand.

## Seaside Word Mat



lifebelt



ice cream



deck chair



bucket and spade



seagull



sunglasses



rockpool



beach ball



shells



windmill



lighthouse



waves



beach



sandals



lifeguard



ice cream van



sandcastle



boat

## Seaside Word Mat



sand



beach huts



frisbee



rock



lifeboat



cliff



wind break



inflatable ring



pebbles



flip-flops



pier and wheel



sea



toy boat



cave



sun



t-shirt



sun cream



kite



# Writing

## Adjectives



People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	



### Materials Texture Adjectives



## Phase 4

Read and write the sentences.

Draw a picture to represent the sentence.

**Milk is good  
for children's  
teeth.**



The clown did tricks  
with a chimpanzee.

A crab crept into a  
crack in the rock.

The frog jumps in the  
pond and swims off.

A drip from the tap  
drops in the sink.

I must not tramp on  
the flowers.

I can hear twigs snapping  
in the wind.

## Phase 5

Draw a table with five headings representing the alternative spellings for ai, ee, igh, oa and oo.

ai, ay, a-e	ee, ea, e-e	igh, ie, y, i-e	oa, ow, oe, o-e	oo, ew, ue, u-e
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Read and sort the words under the correct heading.

ai, ay, a-e	ee, ea, e-e	igh, ie, y, i-e	oa, ow, oe, o-e	oo, ew, ue, u-e
train day Jane	cheese please Pete	night sky bike	goat throw bone	moon blue cute

Then write a sentence using a word from each column.

Jane and Pete went on a train to the beach.

# Phase 5

ai, ay, a-e	ee, ea, e-e	igh, ie, y, i-e	oa, ow, oe, o-e	oo, ew, ue, u-e
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might	hoof	June	mistletoe	spike
rule	rope	feet	sail	delete
sale	floated	few	gate	wheat
swede	true	spray	clue	snow
kite	crayon	pie	knight	wait
snake	fly	food	cried	perfume

Remember to spell any tricky words correctly.

## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



# Maths – Numbers to 100

Do you know and recognise the numbers from 0-100?

This week I want you to search for all of the numbers on the 100 square.

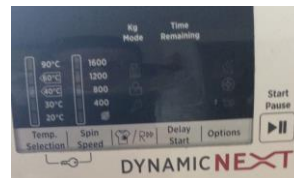
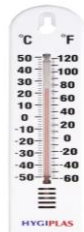
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. Print out the 100 square or write it out. Look at the pattern of the numbers on the grid. From left to right the numbers go up in ones.

Do you recognise any other patterns? Think about the amount of tens and ones in a number.

2. Search around your home for any numbers.

You could look at reading books, the remote control, a clock or an electronic device. Once you start looking, you will be surprised how many numbers you can see.



3. Once you start finding numbers mark them off on your hundred square and then continue to find the rest!

You could also look outside. Look at number plates, door numbers, road signs and post boxes.



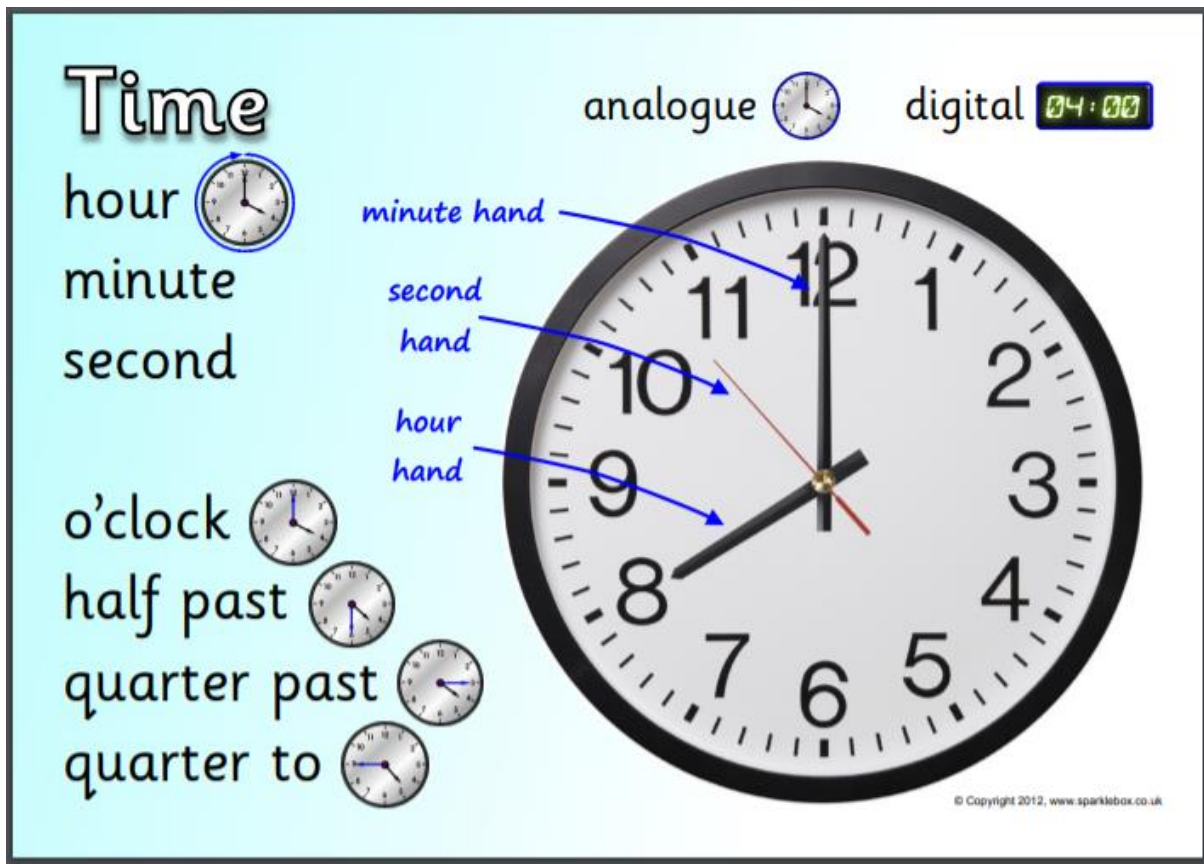
Were there any numbers that you saw more of than others?

Which numbers did you see the least amount of times?

Were the more popular numbers 1-digit or 2-digit numbers?

## Maths – Time

Can you tell the time to the hour and half past the hour?



Do you have a clock in your house?

Is it an analogue clock or a digital clock?

Watch the clips about telling the time.

### [How to tell the Time](#)

Read 'A Vet's Day' on ActiveLearn.

What happens during the different times of the vet's day?

Record times and events that happen during your day.

E.g. At 9 o'clock I have my breakfast.

Play Bubble Burst on ActiveLearn.

