



# St Bertelina's Church of England Primary School

## Year 1 Home Learning

Week beginning: 13<sup>th</sup> July 2020

Home learning this week was set by Mrs Burton.

Please email [kate.burton@stbertelines.co.uk](mailto:kate.burton@stbertelines.co.uk) if you have any queries relating to the home learning.



Hello everyone, I hope you are all well. Wellness is very important because your busy brains need a break and the best way to do this is with **mindfulness**. When a child is mindful, they are completely absorbed in the present moment not worrying about yesterday or tomorrow and their buzzing minds can relax.

Being mindful helps you to think more clearly and feel less agitated or irritable too. Scientists have proven that mindfulness is one of the best things for emotional well being. Being mindful calms down the amygdala in your brain. This week I would like you all (parents too) to practice being mindful and in return you will all be much more chilled out.

Here are a few ways you can practise being mindful this week: cloud watching, sensory nature walk, blowing bubbles, kite flying, taking nature photos, watching ants, chalk drawing on the pavement, gardening, Yoga in the garden, making lavender bags/wands, and going strawberry picking (local fruit farms are now open) etc...



There are lots of ideas to find online. Here's a good place to start...

<https://www.moshisleep.com/blog/mindfulness-activities-for-kids>

Remember you don't need to complete everything that we set, just choose what you want to do.

Look out for the stars next to each task and choose one which is suitable.

There are 3 differentiated challenges which have been graded with stars. At home, try your best to work your way through the levels when you are ready to:

1  = easy,

2  = medium

3  = hard

## Time

### Objectives:

Sequence events in chronological order using language: before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.

***Your Maths worksheets can be found in the resource section of home learning.***

**Telling the Time** board game – print and play!

**Make a Clock** – print and make! If you don't have a split pin you could use blue tack for the hands.

Play games to help you learn how to tell the time:

<https://www.topmarks.co.uk/Search.aspx?q=telling+time>



Year 1 Time Problem Solving (one star)

(One Star) Tell and Write the Time



Year 1 Time Problem Solving (two stars)

(Two Stars) Tell and Write the Time

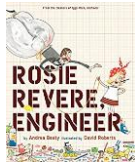


Year 1 Time Problem Solving (three star)

(Three Stars) Tell and Write the Time

**Test Base:** Weekly Arithmetic tests have been uploaded onto the Home Learning Page. There isn't a Year 1 Testbase resources however, please choose appropriate Year 2 questions from the worksheet.

## **English- Reading, Writing and SPaG**



### **Rosie Revere, Engineer (continued...)**

**Reading:** I hope you enjoyed watching Astronaut Kate Rubins reading this book to you from the ISS. Please re-read this book to practice your fluency skills. Can you pick out all of the rhyming words? Video call a relative and read this story to them.

**Reading Comprehension:** Please complete the reading assessment about the World's Famous Landmarks found in the resources section. There is a reading booklet, answer booklet and useful words document.

**Vocabulary:** Collect the rhyming words from the book. Can you write lists of other words that rhyme with the ones you found?

**Punctuation and Grammar:** Please complete SPAG mat 4 and mat 5 in the resources section.

**Spellings:** Please refer to the spelling grid in the resources section of the home learning. What exciting ways will you learn your spellings this week?

### **Writing Tasks:**

#### Objectives:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written
- read their writing aloud, clearly enough to be heard
- leave spaces between words
- join words and join clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Using the picture of Rosie in her Design Department (you will find a larger picture in the resources section.) Can you play eye spy and write down all of the objects you can see?

For example,

In Rosie's Design Department I can see...a pot of glue, a blue paintbrush etc...



Using the picture of Rosie in her Design Department (you will find a larger picture in the resources section.) can you write down all of the objects you can see? Try using *prepositional language* and *adjectives* to extend your sentences. When you place the adjective in front of the noun it becomes a noun phrase.

For example,

In Rosie's Design Department *in front of* the *colourful* snake I can see *three tall* space rockets. *Next to* the *black* radio there is a *small, grey* stapler.



Draw a picture of Rosie Revere working with her hair swooping over one eye. Underneath your picture write sentences to describe this character. Think about her traits, motives and feelings to explain what she does in the story.

## Science –Materials

### Objectives:

#### Materials:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

They should think about the properties of materials that make them suitable or unsuitable for particular purposes.

### Rosie Copter



#### ENGINEERS!

Can you improve the Rosie-Copter? Imagine. Plan. Test. And redesign the Rosie-Copter. Remember, I would like my Copter to go a little bit slower so I don't crash land! Good luck!

### Can you help Rosie make a set of copter blades so she won't crash land?

Your challenge: Change the blades on the copter to make it fall to the ground as slowly as possible.

What to do:

- 1) **Observe** Rosie's original copter in action. First, though, you will have to make it! (Please find the template in the Resources section)
  - Cut along the dotted lines to make the copter blades.
  - Fold the bottom line to make the cockpit.
  - Secure the fold with the paperclip (straight up and down and centred)
  - Fold one blade forward and one blade back perpendicular to the cockpit.
  - Holding the copter at the clip, reach your hand as high as you can and drop it. Observe how fast it falls.
- 2) **Brainstorm.** Think about some changes to the copter blades that you think you might like to make it fall slower. How long or short? What shape? Folds? Holes? What else?

**TIP** Engineers often use familiar things as inspiration. Do you get any ideas if you think of things that fall and glide—like balls, leaves, parachutes, flat paper, birds, or crumpled paper?

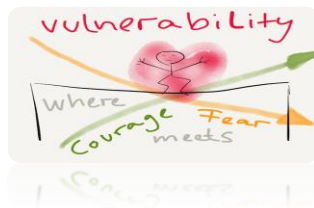
- 3) **Construct** a copter according to your own plan with Your-Copter template (in the resources section.)
- 4) **Test** Your-Copter design by comparing it to the Rosie-Copter in each hand. Reach both arms as high as you can. Drop the copters at the same time. Repeat a few times to be sure of the results. Does Your-Copter faller slower than the Rosie-Copter? Record your results on Rosie's Notebook page (in the resources section)
- 5) **Redesign!** Whether your design passed or failed the performance test, it can probably be improved. Give it a try!

**CHEESY IDEA** Once, Rosie made a heli-o-cheese-copter that used cheese squirted in a circle instead of copter blades!

Do you have a cheesy idea? Give it a try and see if it helps or hurts your copter performance!

- 6) **Share** your engineering ideas on Rosie Revere, Engineer Facebook Page if you like! Please do this with an adult. (Facebook.com/RosieRevereEngineer)

## **RE and Worship:**



**Vulnerability is not weakness! It is not winning or losing, it is having the courage to show up, be seen when you have no control over the outcome. It is about asking for what you need, having hard conversations and talk about how you are feeling.**

Please watch the Church of England's Collective Worship assembly:

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-9>

Christians believe, that being vulnerable means you are honest with who you are and how you feel. It's about being real with God and people you meet. It is hard to be vulnerable, to feel out of control or anxious about situations. Christians are reminded throughout the Bible that God's power and grace is enough, that even in times of vulnerability, He is in control and we will not be left abandoned or alone.

**'What makes you vulnerable makes you beautiful!' Brené Brown**

Think about the times when we have had the courage to be honest to ourselves and others, to show love, ask for help or apologise.

Genuine vulnerability enables you to share your emotions, be honest or say sorry when needed. It allows you to ask for help when you are struggling. This takes courage, as you will have to put yourself in a place where you might get hurt or rejected, but what would you miss out on if you didn't ever take a risk?

Our Bible story this week is: The lady who pours oil on Jesus' feet (Matthew 26: 6-13)



Look at this picture carefully, what do you notice? Who do you think the characters in the image are? How do you think they are feeling?

I wonder what you think about this story. Which phrases or words stand out for you?

Think about the woman in the story, what did she do for Jesus?

In another version of this story, it says that the woman used her hair and tears to wash Jesus' feet. What this tells you about the woman and how she felt about Jesus?

The woman in the story made herself vulnerable, she did something that was different to the normal Jewish custom and culture of the time, which could have resulted in her being rejected, laughed at or thrown out of the house. (Women in Bible times wouldn't have taken their hair down in public, or poured huge amounts of oil on a guest. Guests usually were anointed on arrival at someone's house with a dab of oil, but the oil that the woman used was hugely expensive and precious.)

The woman was willing to share her most precious possession with Jesus and place herself at his feet to show how much she loved and honoured him as Messiah.

How must she have felt when the other disciples started being unkind towards her and what she had done? I wonder if you have ever been in a situation like this, where you have made yourself vulnerable and been told off or laughed at?

Did you say 'I won't be doing that again, it hurt too much.' Or 'Yes that hurt my feelings, but I am willing to have the courage to take a risk like that again.' (Can you draw pictures or act out the occasion this happened to you?) Have ever responded like the disciples to someone, when they have made themselves vulnerable to you?

Look at what Jesus said to the disciples ... **'She has done a beautiful thing to me.'** Jesus recognised the beauty in her gift and vulnerability, he loved her for what she had done and who she was.

Can we follow the example Jesus sets here, by responding in love and kindness when someone makes themselves vulnerable? Jesus also said to his disciples that she would be remembered for what she did, in a good way. The fact that we are reading her story now, means we are remembering her for this loving and generous act.

**Reflection:** How does this story makes you feel? Do you find it hard to find the courage to be vulnerable?

Christians believe that God loves everyone for who they are and He will give them the courage when they ask for it. Being vulnerable means you are honest with yourself, and you don't hide behind anything or anyone.

Listen to this song called 'I am Amazing' by Philippa Hanna

<https://www.youtube.com/watch?v=fVNKjOfbMiU> Listen carefully to the lyrics.

*That I am amazing, in spite of what I can see, When I look at myself wishing I could be anyone other than me  
Cos I was created With everything I could ever need So I'm not gonna change I'm gonna stay just the way God made me.*

Christians believe that God created each person perfectly unique. The Bible tells Christians that God knew each person before they were born, watched as they grew and even knows how many hairs there are on each person's head! (Taken from Psalm 139) This reminds Christians that God knows everything about each person, mistakes, faults, cracks, good deeds, kind thoughts etc. So, it is ok to be vulnerable before God, because he knows and loves each person just the way they are.

**TASK:** I wonder what makes you amazing... draw a picture of yourself in the middle of the page or use a photograph. On strips of torn paper write down all of the things that make you amazing and stick those around the outside of your picture/photo so they stand up and look 3D (do this by just gluing the ends of each strip down.) You could then choose another member of your family to do this task about, what a lovely gift it will be to receive messages about how amazing they are.

**Let us pray... hands together and eyes closed...**

Dear God, as I journey and dance through my life ... help me; to be vulnerable. To know that I am beautifully and wonderfully made. To have courage to be myself. To connect with others. To live a life of joy and thankfulness. To remember that I am enough and loved by you. *Amen*



*"But the people who trust the Lord will become strong again. They will be able to rise up as an eagle in the sky. They will run without needing rest. They will walk without becoming tired."*  
Isaiah 40:31 (ICB)



**History** *To learn about lives of significant individuals in the past who have contributed to national/international achievements – compare aspects of life in different periods.*



**Task 1:** We can do it! Rosie the Riveter was a famous fictional character in American history. She was the poster girl representing the millions of women from Allied nations who went to work during World War II to produce equipment and food for the troops. Some worked in factories, others worked on farms, all jobs traditionally held by men. Why did women start taking these jobs during the war?

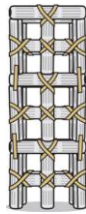
Do you think people's attitudes about what women could accomplish changed as a result of their contributions to the war effort? In what ways? What do you think happened when they returned from war?

**Task 2:** Little People, Big Dreams Zaha Hadid

Zaha Hadid was a Mathematician, artist and architect. By the age of seven, young Zaha was designing her own clothes and bedroom furniture. Fast forward 40 years and Zaha changed the face of architecture, designing buildings that defy gravity, harnessing the power of computer engineering. Take a look at some of them on here [https://kids.kiddle.co/Zaha\\_Hadid](https://kids.kiddle.co/Zaha_Hadid)

Find out all about Zaha Hadid and how her life has contributed to international achievements. Use the Powerpoint resource to help you make a start with your research and make a fact book (Biography) all about her life.

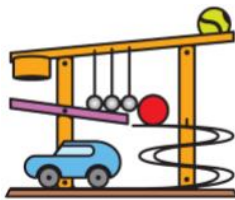
**Design and Technology:**



**Task 1:** Paper Power. Materials: Newspapers and tape.

The first challenge is to make the tallest self-supporting structure possible. Do not tape it to the floor –that is cheating!

The second challenge is to make a structure that holds as much weight as possible. Explain your design and strategies. How were they different for each challenge? Why?



**Task 2:** Rube Goldberg Project. Materials: anything available.

Reuben Goldberg was an American cartoonist, engineer, and inventor. To entertain himself, he liked to create complicated machines to do simple tasks. Now we call these kinds of devices Rube Goldberg machines. Gather recycled supplies such as string, cardboard, plastic containers, springs, lollypop sticks, tubes, etc. and make your own Rube Goldberg machine. Ideas for simple tasks: putting coins in a bank; turning a page; watering a plant; closing/opening a door. Use a notebook to plan and document your results!

A Rube Goldberg machine performs a simple task in a complicated way. (See an example here: <https://www.youtube.com/watch?v=OHwDf8njVfo>) Can you design a machine to do one task, like knock a cup over or turn on the light? Design your machine and then see if you can make it.

**Art:**

Leave a colourful heart print wherever you go.

You can watch videos on how to complete the art work here

<https://www.instagram.com/colormadehappy/>



All you need for this one is paper, a black crayon to draw the heart and patterns, water colours (warm vs cool colours) to paint it.

