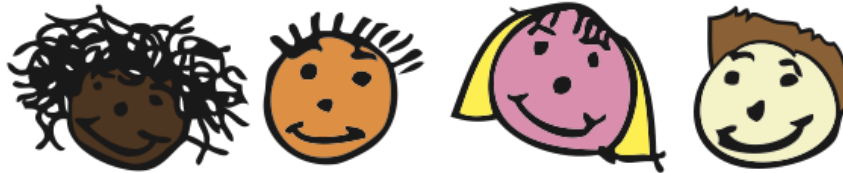


# Bowes Primary School



## Home Learning Pack

### Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

Year group: 1	
Curriculum area	Tasks
Reading	<ul style="list-style-type: none"> <li>Keep practising your speed sounds (in your Speed Sounds booklet).</li> <li>If you have run out of books to read at home, there are lots of free e-books available on Oxford Owl. Ask your adult to set up an account and help you find appropriate books to read. Can you read a new one each week? <a href="https://home.oxfordowl.co.uk/books/free-ebooks/">https://home.oxfordowl.co.uk/books/free-ebooks/</a></li> <li>Answer the reading comprehension about 'Farmer Grows an Enormous Turnip!' <b>See attachment (Page 5)</b></li> <li>Daily children should read for 20 minutes and enjoy a book with an adult. Ask them questions about the book they are reading.</li> <li>When you have finished your book, you can write about your favourite part.</li> <li>Complete the Phonics Activities (see below).</li> </ul>
Writing	<p><b>This week we will be creating our very own adventure story</b></p> <ul style="list-style-type: none"> <li><b>Day 1:</b> Use adjectives to describe the scene. Use attached document: <b>Day 1 (Page 6)</b></li> <li><b>Day 2:</b> Draw and create your own two characters Use attached document: <b>Day 2</b></li> <li><b>Day 3:</b> Create a story map describing the character's adventure. Use attached document: <b>Day 3 (Page 8)</b></li> <li><b>Days 4 &amp; 5:</b> Write an adventure story</li> </ul> <p>Write your own adventure story using the characters you have created and your story map to help you.</p>
Maths	<ul style="list-style-type: none"> <li><b>Day 1:</b> Keep practising your 2, 5 and 10 times-tables. <a href="https://www.topmarks.co.uk/maths-games/mental-maths-train">https://www.topmarks.co.uk/maths-games/mental-maths-train</a></li> <li><b>Day 2:</b> complete comparing lengths and heights activity. <b>Day 2 (Pages 11 &amp; 12) Use your home learning book to write your answers.</b></li> <li><b>Day 3:</b> Ask someone in your family to lay on the floor. Can you measure them using your hands? Draw around your hand and cut it out. You may need to do this lots of times depending on how tall the person is! How many hands tall is the person?</li> </ul> <div data-bbox="384 1240 858 1570" data-label="Image"> </div> <p>Did you know that the height of a horse is measured in hands? <b>Challenge!</b> <b>Ask someone else to lay down and measure them with your hands. Who is the tallest? Who is the shortest? How many hands difference is there between both people?</b></p>
Topic based project based on research	<ul style="list-style-type: none"> <li><b>Day 4:</b> Find some materials you can build a tower with. You could use blocks, Lego, food tins/packets or empty boxes. Ask your adult to help you find some things. How tall can you build it without it falling over? If you have a measuring tape you could try to measure the height of it.</li> <li><b>Learning Quest:</b> How was public transport in London different when your grandparent and great grandparents were little? <b>Use attached document (Pages 14- 18)</b></li> <li><b>Science:</b> Have a go at re-growing some vegetables at home. <b>Use attached document: (Page 13)</b></li> </ul>
Life Skills	<p>Ask your adult if you can make your own cereal or toast for your breakfast. You may need help to use the toaster.</p> <p>Can you make your bed every morning? You might want to fold up your pyjamas and pop them under your pillow ready for bedtime!</p>

## Phonics Activities

Day of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Learn or Revisit	<b>'ai'</b> <i>snail in the rain</i>	<b>'oi'</b> <i>spoil the boy</i>	<b>'ow'</b> <i>brown cow</i>	<b>'ee'</b> <i>what can you see?</i>	Use today as an opportunity to practise any of the digraphs that you feel unsure of. Continue to write some words that use that digraph and then put them into sentences!
Practise	Say the sound and then write these words using the <b>'ai'</b> digraph train rain stain paint snail maid nail	Say the sound and then write these words using the <b>'oi'</b> digraph foil join oil point noise voice choice	Say the sound and then write these words using the <b>'ow'</b> digraph clown town brown howl	Say the sound and then write these words using the <b>'ee'</b> digraph feet deep queen creep sweet freeze speech	
Apply	Parent: Ask or support your child to write one or more of these sentences 1. Look at the train. 2. I like to paint. 3. My friend found a snail in the rain.	Parent: Ask or support your child to write one or more of these sentences 1. It is a coin. 2. This is soil for the garden. 3. Can you boil the pasta for dinner?	Parent: Ask or support your child to write one or more of these sentences 1. The dog is brown. 2. I fell down the stairs. 3. The king and queen have very nice gowns!	Parent: Ask or support your child to write one or more of these sentences 1. I can see the queen. 2. I need to feed the baby. 3. There are green trees in the park.	

### Challenge activity (optional)!

Can you have a go at completing these sentences? Each sentence has a word missing and you have to select which word you think goes there! Read the sentence after you have chosen your word to make sure that it makes sense.

#### **ai** digraph

word choice: snail mail stain

I will \_\_\_\_\_ a letter.

#### **oi** digraph

word choice: join boil foil

I am going to \_\_\_\_\_ you for dinner.

**ow** digraph

word choice: bow clown wow

I will \_\_\_\_\_ to the queen and the king.

**ee** digraph

Word choice: feet feeling week

I am \_\_\_\_\_ very happy today!

If you have enjoyed this activity then try to make up some sentences with words missing for your family members to solve! Good luck!

### **3. Phonics Games**

Play some phonics games on Phonics Play <https://www.phonicsplay.co.uk/#>

**Ask an adult first! Stay safe online!**

## Comprehension Activity

### Fairy Tale Times

## Farmer Grows An Enormous Turnip!

There was a surprise last night at the Fairy Tale town vegetable show. Farmer Fred had brought his enormous turnip to show the judges and it was the size of a car! The farmer had planted his turnip in March. He worked

hard to feed and water it every day. He was shocked by how big it grew.

The farmer needed the help of his wife and his grandchildren and even some of the farm animals to pull up the turnip. Then they had to move it to the show.

Fred used his tractor to pull the turnip.



1. Can you find another word in the text that means 'enormous'?

2. Where does the vegetable show take place?

3. Who is the first character that we meet in the text?

the farm animals. ☐ the farmer's wife. ☐

Farmer Fred ☐ the farmer's grandchildren ☐

4. Which fairy tale do you think this newspaper report is about?

The Gingerbread Man ☐ The Enormous Turnip ☐

Goldilocks and the Three Bears ☐ The Princess and the Pea ☐

**Writing Activity:** This week we will be creating an adventure story using this picture. Use your home learning book for all your writing and drawing.

**Day one:**

Look at the picture, use your imagination.

**What can you see? What can you hear? Use adjectives to describe the scene.**

\_\_\_\_\_ sunshine

\_\_\_\_\_  
leaves



\_\_\_\_\_  
children

\_\_\_\_\_  
bushes

\_\_\_\_\_  
grass

**Word bank**

green, thick, long, brave, cheeky, wavy, buzzing, chirping

**What season do you think it is? (Autumn, Winter, Spring, Summer) Why?**

**Where is this? (in a secret garden, a magical kingdom or a Queen's garden)**

**How are the children in the picture feeling?**

## Day 2: Draw and create your own two characters

### Describe:

- The characters appearance (the way they look, hair, size, eyes)
- The way they behave (kind, mean, friendly)

## Amazing Adjectives! adjectives are words which describe



adorable  
adventurous  
aggressive  
annoying  
beautiful  
clumsy  
confident  
considerate  
excitable  
grumpy  
handsome  
helpful  
important  
obnoxious  
odd  
talented  
thoughtless  
timid  
ugly



beautiful  
bright  
colourful  
dark  
distinct  
dull  
fancy  
filthy  
gleaming  
gorgeous  
light  
long  
magnificent  
old-fashioned  
plain  
precious  
shiny  
sparkling  
strange  
ugly



brave  
calm  
cheerful  
comfortable  
courageous  
determined  
eager  
elated  
encouraged  
energetic  
enthusiastic  
excited  
fantastic  
fine  
healthy  
joyful  
pleasant  
pleased  
relieved  
silly



angry  
annoyed  
anxious  
ashamed  
awful  
bewildered  
bored  
clumsy  
confused  
defeated  
defiant  
depressed  
disgusted  
disturbed  
dizzy  
embarrassed  
envious  
frightened  
hungry  
lonely

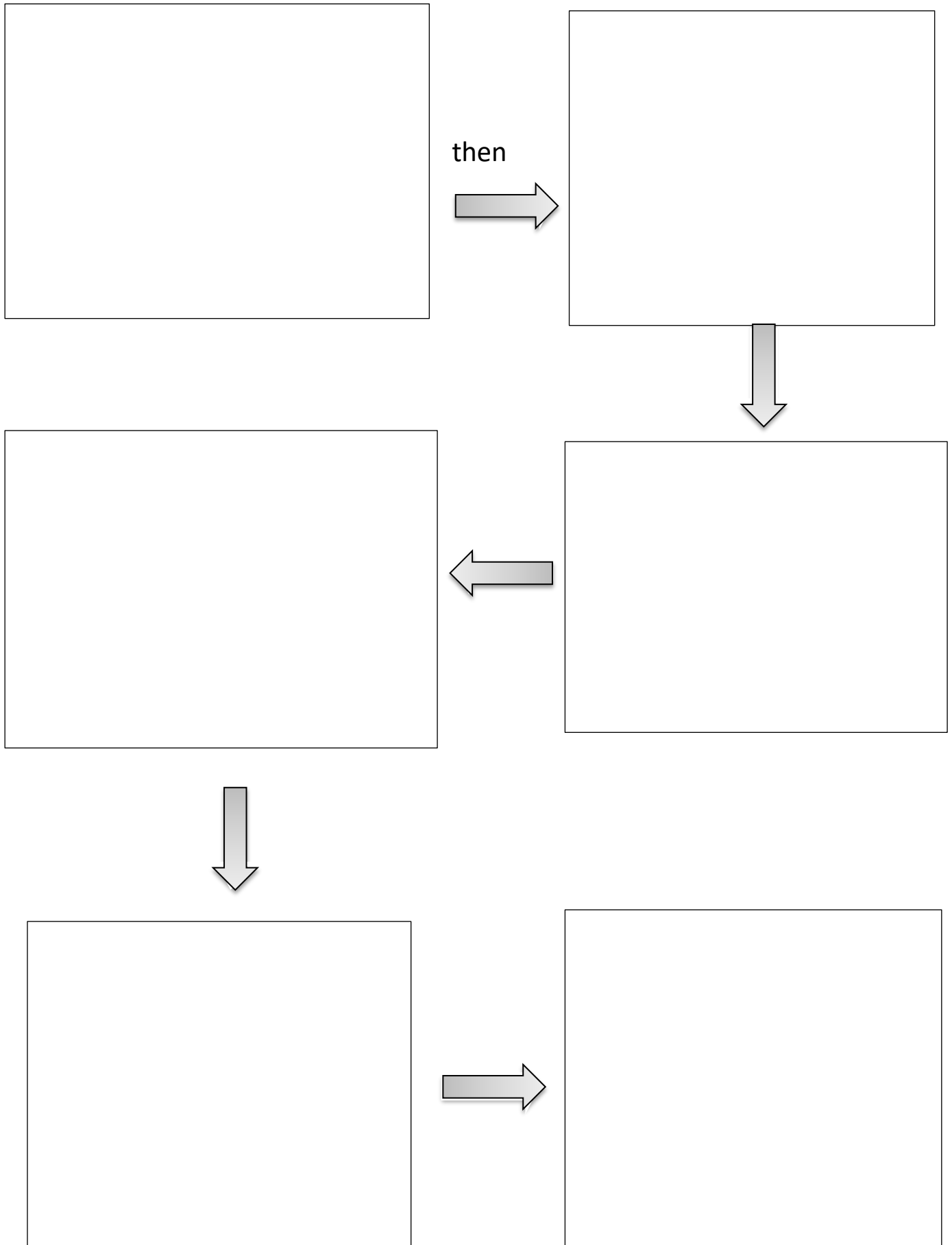


big  
colossal  
enormous  
gigantic  
great  
huge  
immense  
large  
little  
long  
mammoth  
massive  
mini  
minuscule  
puny  
short  
tall  
teeny  
tiny



ancient  
brief  
early  
fast  
late  
modern  
old  
quick  
rapid  
short  
slow  
swift  
young

**Day 3: Draw a story map to show what happens in your adventure story.**  
**(Remember to use conjunctions for each arrow to show the next part of the story) You can draw this in your home learning book.**



# Adventure Story

Adventure stories are about characters going somewhere exciting and dangerous. There is usually a chase or a narrow escape. Use these words to help you write your own adventure story.

pirate dangerous  
captain unknown  
treasure brave  
sword fight chance  
escape outsmarted  
journey suddenly  
voyage terrifying



unexpected deserted  
kidnap marooned  
capture abandoned  
stolen underwater  
battle abruptly  
treacherous swiftly  
traitorous cave



life-threatening swashbuckling  
perilous daring  
escapade heroic  
undertaking survival  
precariously triumph  
thrill  
excitement



## Conjunctions

Conjunctions link clauses or sentences together.

**And...**

and

**Why?**

because

**But...**

although  
but  
despite

since  
yet

**When?**

until  
when  
while



**Days 4 & 5:**

**Write an adventure story in your home learning book**

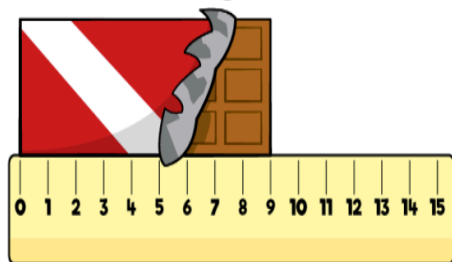
**Use your story map to help you.**

**Remember to include:**

- **full stops at the end of your sentences**
- **capital letters at the start of each sentence**
- **use adjectives in your writing (for example, the wide, long tunnel)**

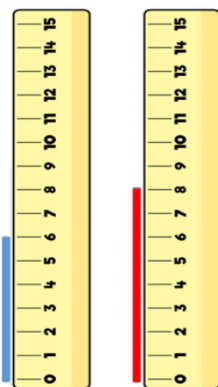
## Day 2 Maths activity

What is the length of the chocolate bar?



The chocolate bar is  cm.

Which straw is the tallest?



The blue straw is  cm tall.

The red straw is  cm tall.

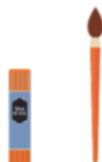
The  straw is the tallest.

The  straw is the shortest.

### Compare Lengths and Heights

### Compare Lengths and Heights

1a. Dan is comparing items at school.



He says,



The glue stick is the shortest.

Do you agree? Explain your answer.



1b. Lola is comparing items at school.



She says,



The paper clip is the tallest.

Do you agree? Explain your answer.



5a. Use the items below to make comparison statements.



bag



shoe



scarf

is shorter than

is longer than

Find 3 possibilities.



PS

5b. Use the items below to make comparison statements.



hammer



torch



spade

is shorter than

is longer than

Find 3 possibilities.



PS

## Compare Lengths and Heights

4a. May is comparing items at school.



She says,



The book is the tallest.  
The pen is the shortest.

Do you agree? Explain your answer.



R

4b. Robin is comparing items at school.



He says,



The paintbrush is the tallest.  
The scissors are the shortest.

Do you agree? Explain your answer.



R

## Compare Lengths and Heights

9a. Alina is thinking of 2 animals.



She says,



My animals are shorter  
than the pig.

Which 2 animals is Alina thinking of?



PS

9b. Adam is thinking of 2 animals.



He says,



My animals are taller  
than the chick.

Which 2 animals is Adam thinking of?

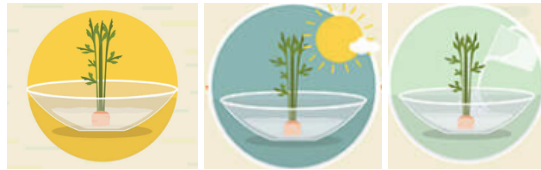


PS

## Science Activity

### Re-Growing Vegetables

During a time when it is not so easy for us to go out to the supermarkets, it is a great idea to have a go at re-growing some vegetables ourselves at home.



You can have a go with any of these vegetables; carrots, celery, romaine lettuce or spring onions. You will need a bowl and some water.

#### *Choose which vegetable you'd like to re-grow*

**Carrot** – With the help of a grown-up, cut off the top end of a carrot and place it in a shallow bowl of water, around 1 of water if you'd like to measure. Keep inside and place in a sunny spot on a windowsill.

**Celery** – With the help of a grown-up, cut off the bottom 8cm of the stalk and place in a small bowl of water. Keep inside and place in a sunny spot on a windowsill.

**Lettuce** – With the help of a grown-up, cut off the bottom of the head of lettuce and place it in a small bowl of water. Keep inside and place in a sunny spot on a windowsill.

**Spring Onion** – With the help of a grown-up cut off and use the white part of the onion, with any roots still intact. Place in a glass with water. Keep inside and place in a sunny spot on a windowsill.

It is a good idea to check your vegetable and change the water in the bowl every day. **Can you see any new growth? What is growing - the shoots, leaves or roots?** Keep a vegetable diary to draw the vegetable/s each day and write about the changes you see.

**Good luck and happy growing!**

**We can't wait to hear what happened.**

## Learning Quest - week 2

This week we're going to learn about what public transport looked like in the past.

As you find out and learn about transport from the past think about: -

- colour
- size
- shape
- material

Let's start with a game to recap on the different transport we know.

I spy with my little eye a vehicle beginning with...

## Transport I Spy and Count



Look at the picture -What vehicles can you see?

Now use the checklist on the next page to count and write all the different types of transport you see.

# Transport I Spy and Count Checklist

Count the number of each type of transport and write the numeral in the box.

helicopters



train



cars



ambulances



bikes



vans



scooters



aeroplanes



buses





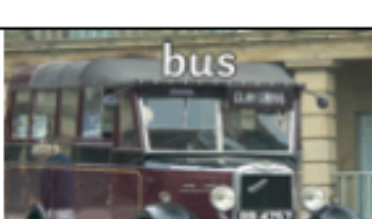

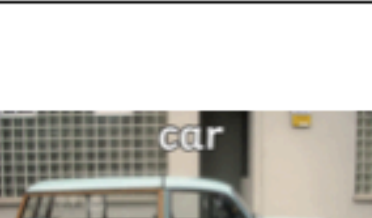



boats



How was public transport in London different when your grandparents and great grandparents were little?

- Discuss with a grown up how vehicles have changed in the way they look.
- Look at the table below of old and new transport and use the words on the next page to help you describe them.
- You can use the table below or draw and write about old and new transport in your home learning book.

Old	New
	
<p>•</p> <p>•</p>	<p>•</p> <p>•</p>
	
<p>•</p> <p>•</p>	<p>•</p> <p>•</p>
	
<p>•</p> <p>•</p>	<p>•</p> <p>•</p>
	
<p>•</p> <p>•</p>	<p>•</p> <p>•</p>

Here are some words to help you describe the old and new transport.

new

past

old

present

wood

manual

string

electric

engine

automatic

rubber

antique

paint

fibre glass

classic

powerful

bright  
colours

Can you design and make your own transport?

Try and be as creative as you can to design and make your own junk model.

We would love to see some of your designs and models.

You can send a photo to [homelearning@bowesprimaryvt.org](mailto:homelearning@bowesprimaryvt.org)

## Transport

