

Owl Class Year 1 home learning pack Monday 1st March




Please see page 2 onwards for resources to support this learning.
You do not need to print the sheets, you can use any pieces of paper to complete the work—the attached are for guidance.

Email

Please email all questions **and finished work** (scans or photographs) to this address:

owlhomework@corvuseducation.com



Phonics/ handwriting	 English	 Maths	Music
<p>For phonics today I would like you to find one of your books from home, or a school reading book and your phase 3 and 5 sound mat. Search through the book and see how many of the sounds from the book you can find. See if you can find a word for each sound on the phase 3 mat and write them down.</p> <p>Handwriting see page 2</p>	<p>Listen to the next part of the core story video.</p> <p>Look at the image on page 3. What does the image tell you about the storm? How do you know?</p> <p>What would Anna and Crocodile have seen and heard as they went into the storm? Do you think they both thought the same thing?</p> <p>Look at the extract about the storm on page 3. What words tell you about the storm?</p> <p>Now listen to Benjamin Britten's Sea Interlude (Storm) from Peter Grimes—start at 11:55mins)</p> <p>Our story book does not have an image of Crocodile and Anna in the storm. What do you think it would have looked like?</p> <p>Using the music, the words from the story and the clues in the first image, draw the picture that you think would have been in the book to show Anna and Crocodile in the storm.</p>	<p>Watch Compare lengths activity and compare heights activity videos.</p> <p>Choose an object of a reasonable length from your house.</p> <p>Use the language</p> <p>Shorter, longer, taller, shorter and the same as you go around the house measuring other objects against your measuring object.</p> <p>Make a chart to record what you find out.</p> <p>Extension challenge:</p> <p>Compare the vehicles using the words to help you.</p>  <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Maths Board</p> <p>Feeling wobbly: Side A, Number 4</p> <p>Feeling confident: Side B, Number 4</p> </div>	<p>Listen again to the sea shanty from last week, can you remember the words? Can you learn some more words? version to sing along to</p> <p>Can you remember why sailors and fishermen sang these songs?</p> <p>Watch this video of the jobs that would need to be done on a ship, can you see how they all need to work together to pull up the sails? Can you see how they need to keep in time with each other?</p> <p>Southampton sail raising 1933</p> <p>A shanty –man would have sung the verses of the songs to keep them in time. Have a look at these children pulling up a sail while a shanty-man keeps them in time: Hauling a sail</p> <p>Listen to either of the versions we have used of John Kanaka and see if you can clap in time with the music. John Kanaka</p> <p>What jobs could you do in time to the music? Is there another song you know that you could keep in time to as you work?</p>

fear

fair

pure

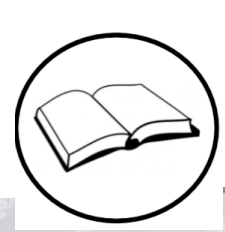
night

near

airy

manure

tight



“Ha!” said Crocodile. “How about over there, where the sea is boiling and the clouds are like a tower and the fish are in the air?”

“A great storm!” said Anna. “There will be gold!”

“Hold on tight,” said Crocodile.