

## Owl Class Year 1 home learning pack Tuesday 2nd March





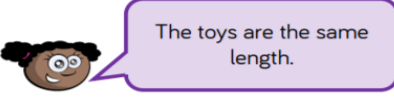
Please see page 2 onwards for resources to support this learning.  
**You do not need to print the sheets, you can use any pieces of paper to complete the work**—the attached are for guidance.

## 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 watch <a href="#">Lesson 8 ie</a> where you will learn how ie can say ee.</p> <p>Practice writing your tricky words from the tricky word wall focusing on the words on the green bricks.</p> <p>Handwriting—write out the tricky words above.</p>	<p><b>Can I use similes to describe?</b>            Look at the sentences on page 2:  <i>As green as grass.</i>  <i>As soft as cotton wool.</i>  <i>As tall as a skyscraper.</i></p> <p>What do they notice about them? – They are all describing by comparing to something that is like that thing.</p> <p>Look through the attached PDF slides—these are all similes, saying something is similar to something else.</p> <p>Take a simile card on page 2. Can you complete all the similes?</p> <p>Can you think of any of your own?</p> <div style="border: 1px dashed black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Maths Board</b></p> <p>Feeling wobbly: Side A, Number 1</p> <p>Feeling confident: Side B, Number 9</p> </div>	<p>Watch both <a href="#">Measure length activity and measure length.</a></p> <p>Then either:</p> <p>Have a go at the worksheet attached</p> <p>Or</p> <p>Find a non-standard unit that you have several of (remember they must be all the same item of the same size such as bricks or identical pieces of pasta) and measure items around your home. Take some photographs of what you discover.</p> <p>Whitney measures the length of two toys.</p> <p>Extension task:</p> <div style="text-align: center;">  </div> <p>She says,</p> <div style="text-align: center;">  </div> <p>Do you agree with Whitney?            Explain your answer.</p>	<p>Today we are going to write our own sea shanties. We are going to use another well known shanty as a starting point. Have a listen to it: <a href="#">What shall we do with the grumpy pirate?</a></p> <p>Have a look on page 3 and read the words through together. The chorus is repeated between each verse and we are going to use the same chorus in our versions. Can you see how there are only 2 lines to the verse, the first line is sung 3 times and then the verse finishes with 'Early in the morning'.</p> <p>Your first step is to decide who your shanty is about. The version we heard is about the 'grumpy pirate' but who is your song going to be about?</p> <p>What are you going to do about your character? Remember to fit the words to the tune.</p> <p>Now try singing your shanty through. You could record it as a video or sound clip and send me it.</p>



As green as grass.

As soft as cotton wool.

As tall as a skyscraper.

**as cold as...**

**as hot as...**

**as fresh as...**

**as hard as...**

**as soft as...**

**as dry as...**

**as straight as...**

**as tall as...**

**as hungry as...**

**as nice as...**

**as small as...**

**as sweet as...**



What shall we do with the grumpy pirate,  
What shall we do with the grumpy pirate,  
What shall we do with the grumpy pirate,  
Early in the morning?

Hooray and up she rises,  
Hooray and up she rises,  
Hooray and up she rises,  
Early in the morning.

Do a little jig to get them dancing,  
Do a little jig to get them dancing,  
Do a little jig to get them dancing,  
Early in the morning.

Hooray and up she rises...



What shall we do with the \_\_\_\_\_

What shall we do with the \_\_\_\_\_

What shall we do with the \_\_\_\_\_

Early in the morning?

Hooray and up she rises,  
Hooray and up she rises,  
Hooray and up she rises,  
Early in the morning.

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Early in the morning?

Hooray and up she rises,  
Hooray and up she rises,  
Hooray and up she rises,  
Early in the morning.