



# Year 1 Core Task Weekly Overview- WB: 20.04.20

**Differentiation Codes**  
 B-Beginning- Easier Tasks  
 WT-Working Towards- Some level of challenge.  
 S- Secure-Challenging Tasks

Please support your child with completing the following core tasks every week. Where appropriate tasks will be differentiated.  
 If you do not have a printer an alterantive method of how to recording will be given.

### Core Task 1

### Core Task 2

### Core Task 3

**English**

Read Man on the Moon (a day in the life of Bob) up to a given page.  
 Make predictions on what has been read so far.



<https://www.slideshare.net/LouiseVanLaar/man-on-the-moon-powerpoint-book>

Write a character profile/description for an alien/Bob.

Use interesting and appropriate adjectives.

**Maths**

Represent and use number bonds and related subtraction facts to 20.

Watch video  
<https://www.youtube.com/watch?v=ID9tjBUixs0>

Complete the relevant task. If you cannot print then copy task on paper to complete.

Read and write numbers from 1 to 20 in numerals and words.

If you cannot print write the numbers in figures and words on paper.

**Foundation Subjects**

**Science-** Explore the solar system and write interesting facts.



<https://www.youtube.com/watch?v=ASQkz4XaphU>  
<https://spaceplace.nasa.gov/menu/solar-system/>

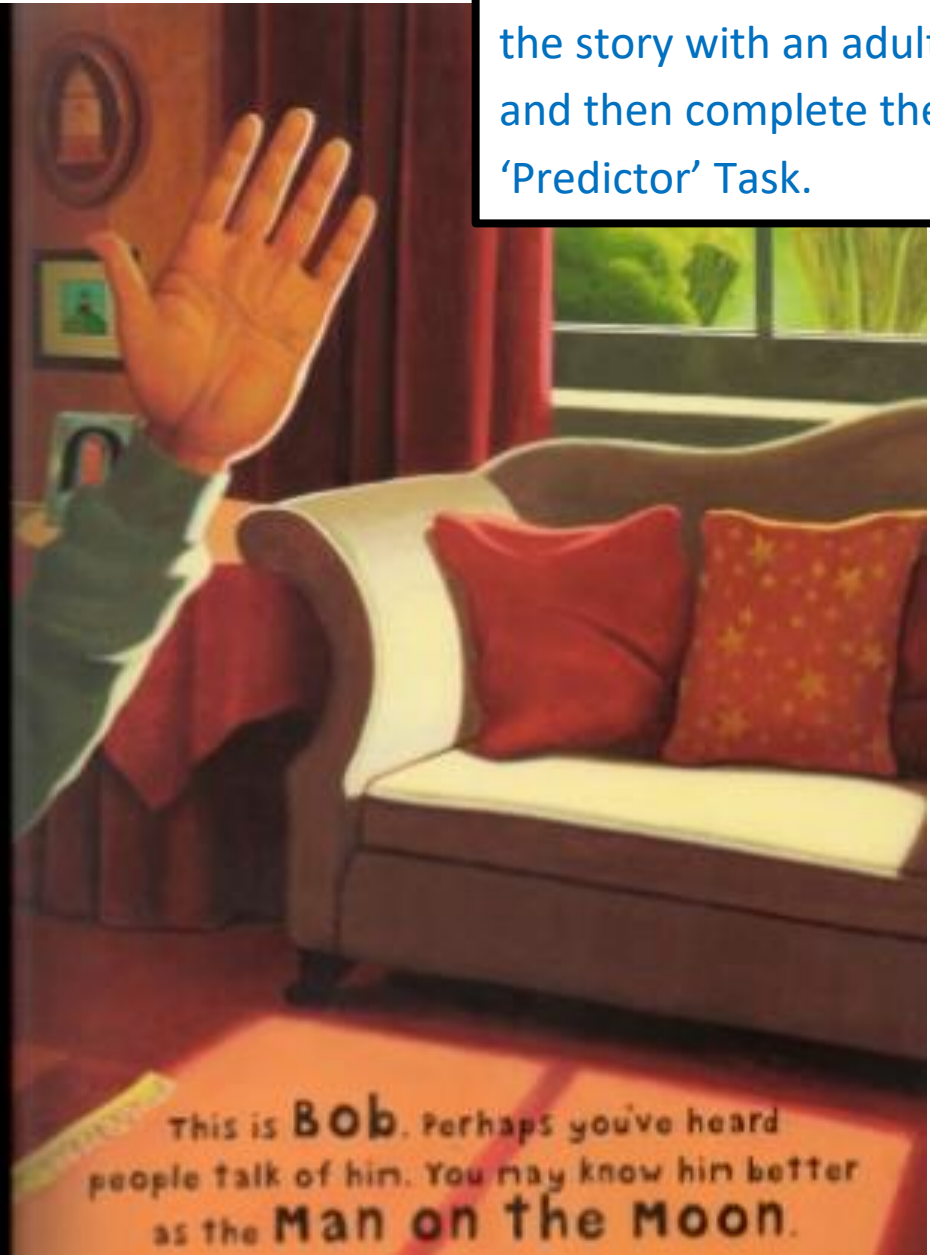
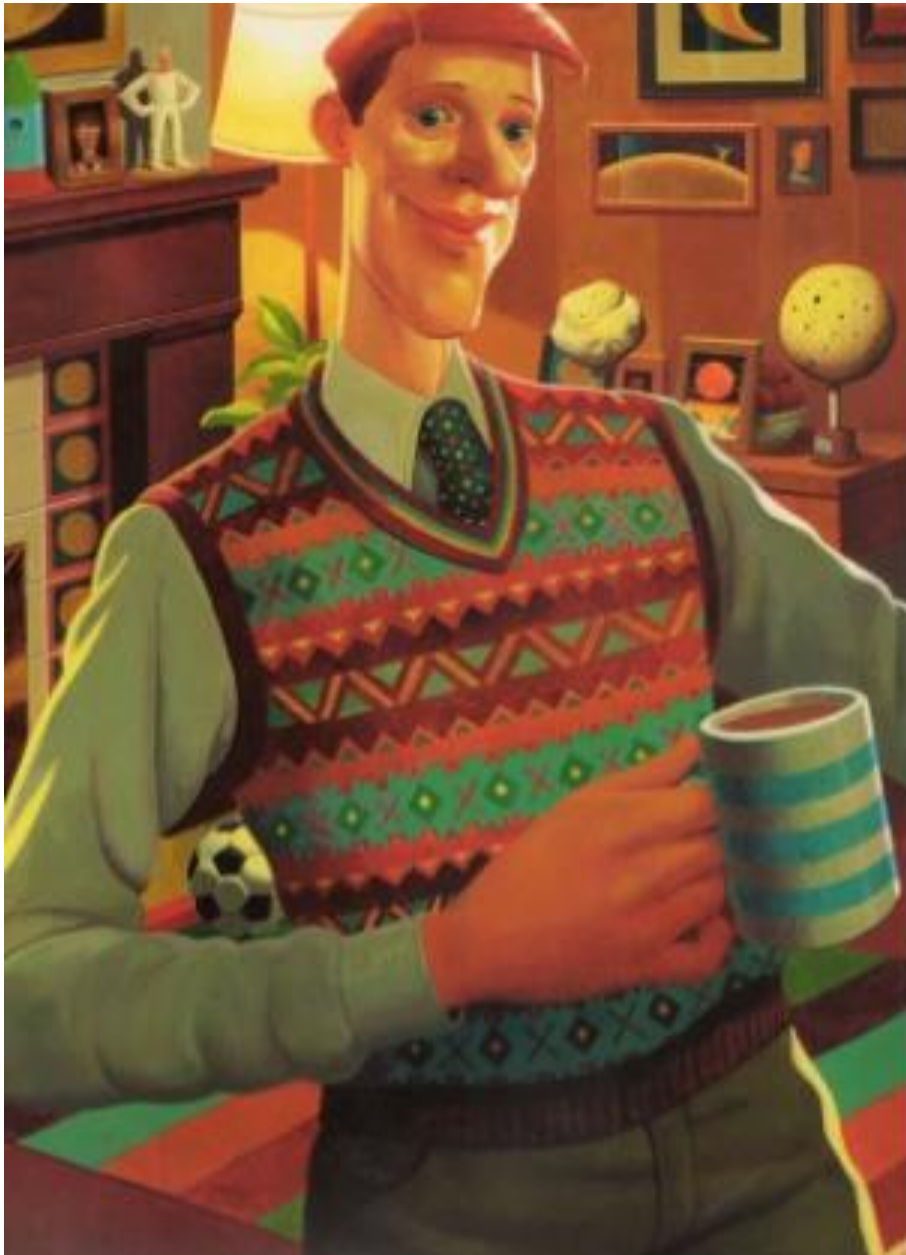
Create your own 3D Solar System.

**Computing** – Drawing and Creating using Purple Mash



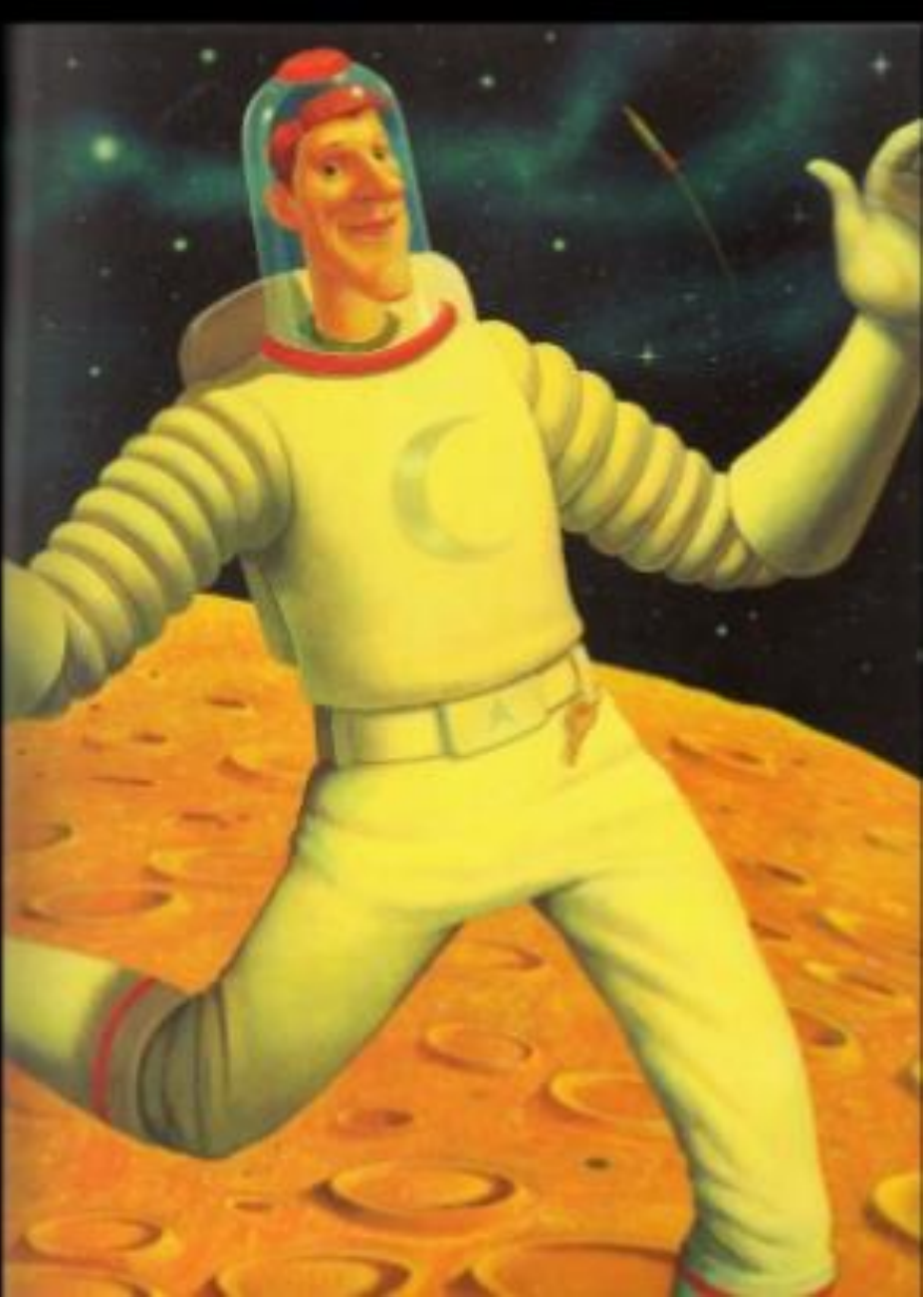
**PSHE-** Washing your hands.  
<https://www.twinkl.co.uk/resource/t-tp-5332-eyfs-all-about-washing-your-hands-powerpoint>

Create a poster.



Read the beginning of the story with an adult and then complete the 'Predictor' Task.

This is **Bob**. Perhaps you've heard people talk of him. You may know him better as the **Man on the Moon**.







*This is where Bob lives. Every morning he rises at six o'clock. He has a cup of tea and two eggs for breakfast, before leaving for the rocket launch-pad. On the way he stops to buy a newspaper and some chocolate toffees. He's on his way to work...*



*...on the MOON!*



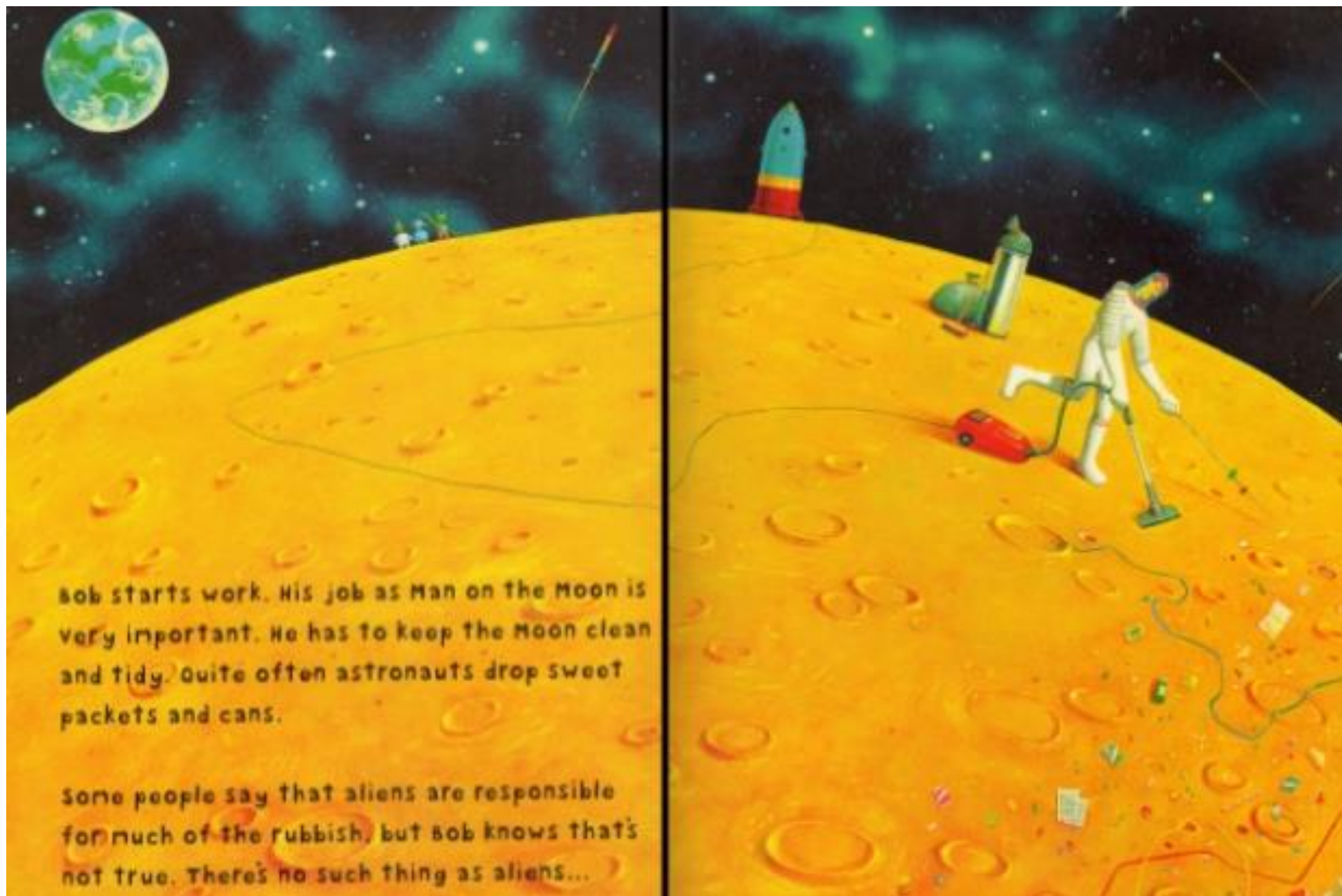
By eight o'clock Bob arrives at the launch-pad, changes into his special Man on the Moon suit and boards his fantastic rocket ship.

He must make sure he leaves by a quarter to nine, otherwise he wouldn't make it to the Moon by nine.

on the way he reads the newspaper and does the crossword.







Bob starts work. His job as Man on the Moon is very important. He has to keep the Moon clean and tidy. Quite often astronauts drop sweet packets and cans.

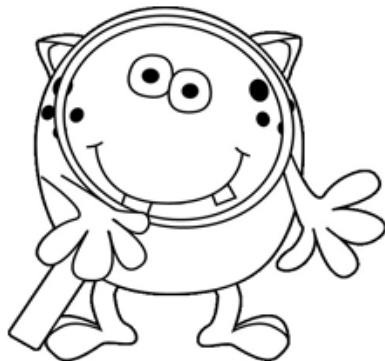
Some people say that aliens are responsible for much of the rubbish, but Bob knows that's not true. There's no such thing as aliens...

# Predictor

Share what you think might happen next.

Draw and write about your prediction in the box.

Start with the words: *I predict.....*



English

Now complete the Predictor task.

If you cannot print then do this on a piece of paper.

Finish reading the rest of the story with an adult and then complete a character profile for an alien.



By twelve-thirty it's time to eat.

Bob goes to his rocket ship to fetch his lunch box. This usually contains two sandwiches (either cheese or peanut butter), an apple and some chocolate covered nuts.

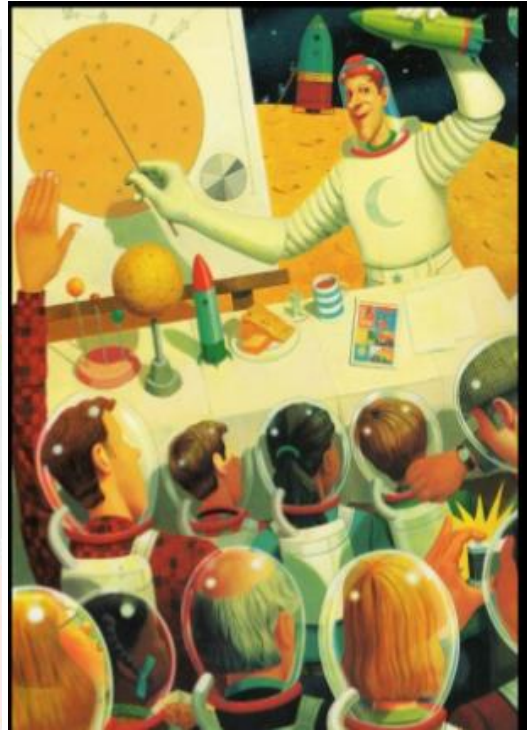
Sometimes he meets his friends for a picnic. His two best friends are Billy, the Man on Mars, and Sam, the Man on Saturn. They talk about the stars, and tell jokes.





After lunch, tourist spaceships start arriving from Earth. It is part of Bob's job to entertain them, and give them something to photograph.

so he does somersaults, handstands and especially high Moon jumps. Sometimes he performs for as long as two hours and is left quite out of puff.



Occasionally, the tourists' spaceships will land on the Moon. When they do, Bob gives them a guided tour, and a speech. He tells them lots of facts, such as how many craters the Moon has, or how long it takes to walk around it on stilts.

Sometimes people ask him about aliens, and Bob explains patiently that there aren't any.

Afterwards, Bob opens a small souvenir stand, selling postcards, pencils, mugs and small plastic Moon models.





By four-thirty all visitors must leave the Moon. Bob looks around to see that everyone has left. He checks inside any big craters in case anyone has fallen in - but there's **never** anyone there.



The working day is nearly over - it is time to check everything is in order before leaving for the night. Bob packs away his equipment and any unsold souvenirs into his rocket.

He switches on the Moon's nightlight before jetting off towards Earth.

By this time he is very tired, but he still has to keep his wits about him while flying the rocket.



As he reaches Earth it's about five o'clock. The rush hour is in full swing with everyone leaving work and going home. Just like Bob.

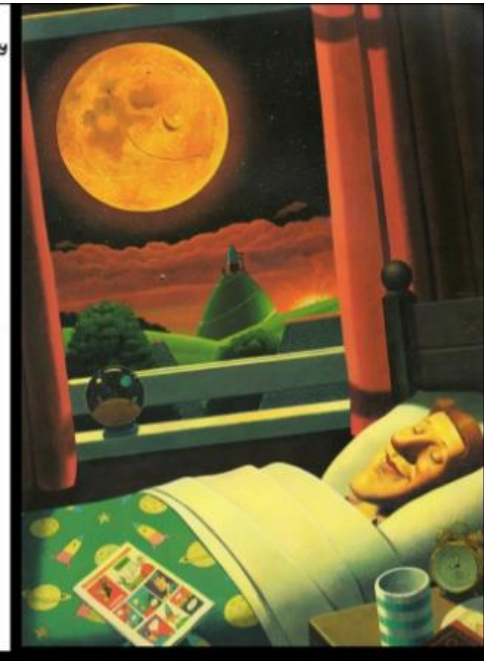


At home Bob is just like anyone else. First he has a long bath. Moon-work can make you very grubby as sometimes the dust can get inside your suit.

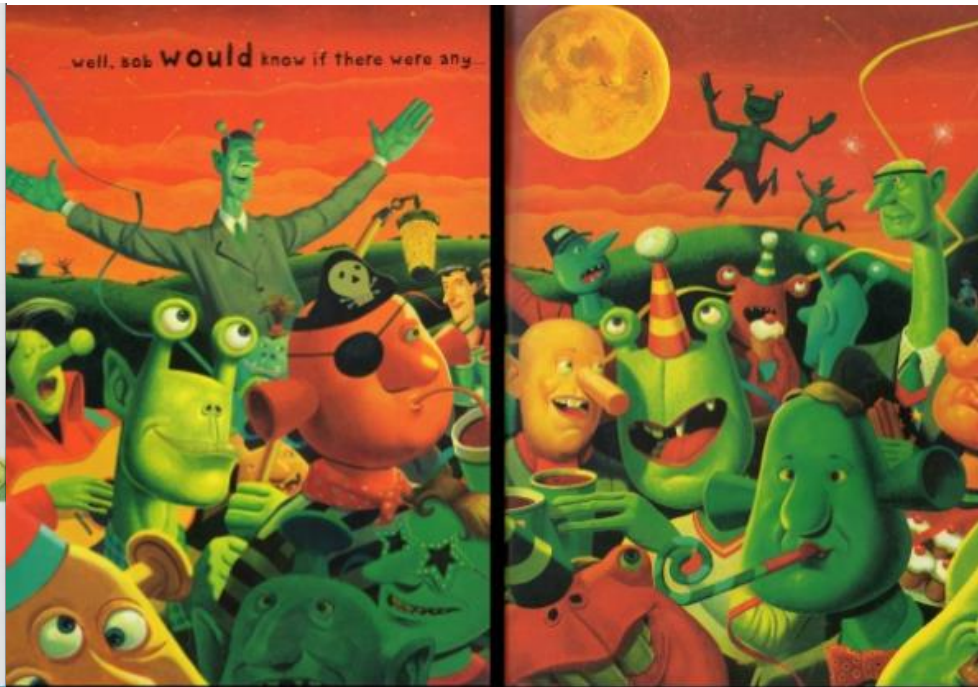
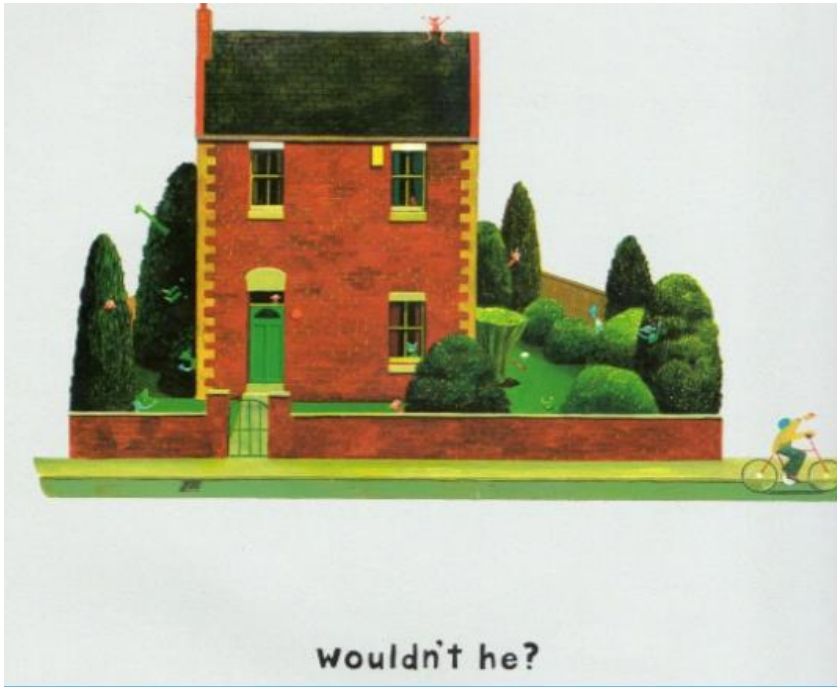
Then he goes to bed with a mug of cocoa. He sleeps soundly, bathed in moonbeams. Very happy to be the Man on the Moon.



And aliens...?









# Character Profile

**Character name**

Appearance:

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Personality:

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**Actions:** What does your character **do** in the story?

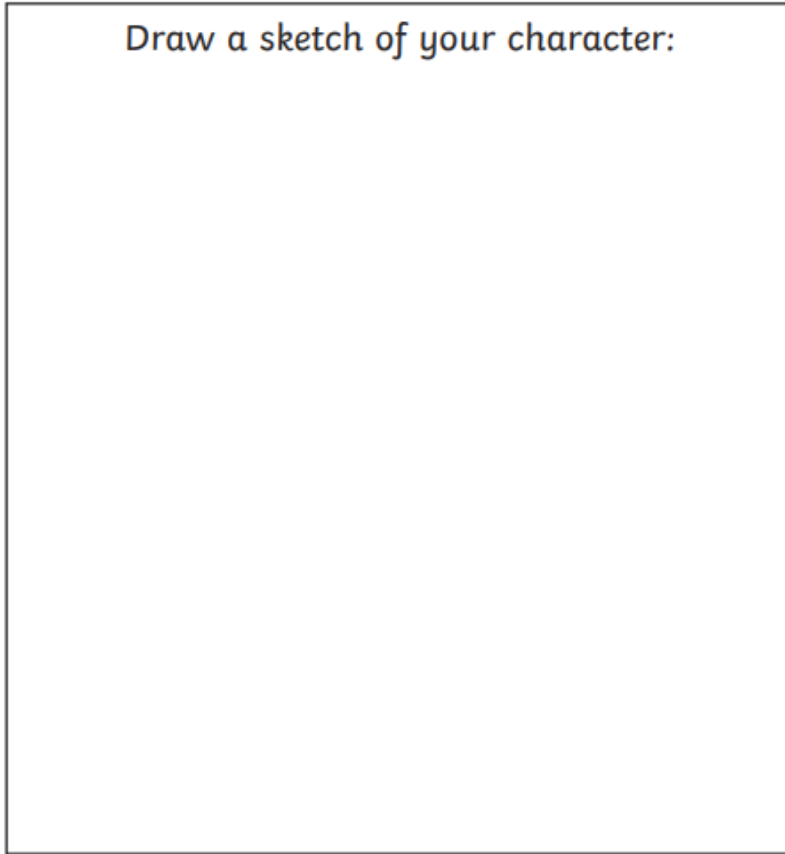
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Draw a sketch of your character:



Complete a character profile for  
wither Bob or an alien.

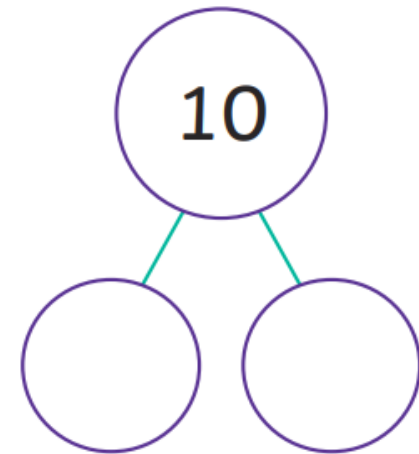
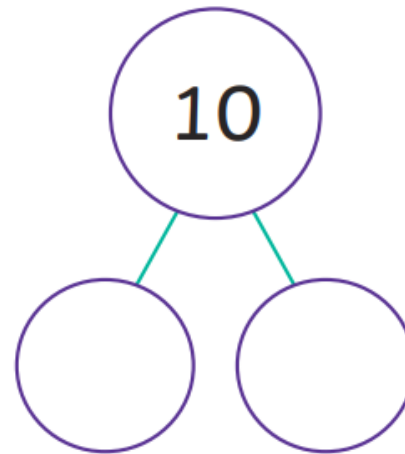
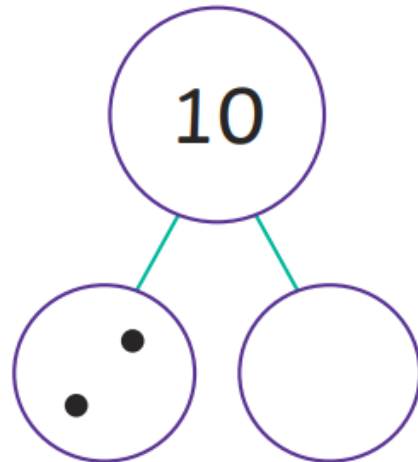
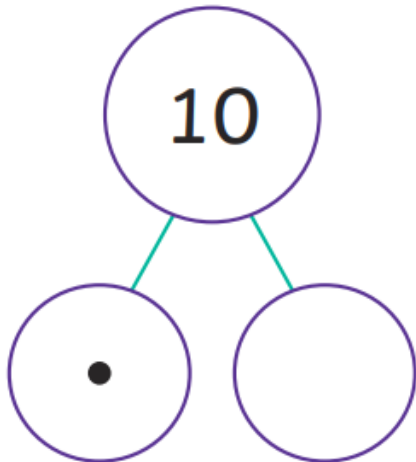
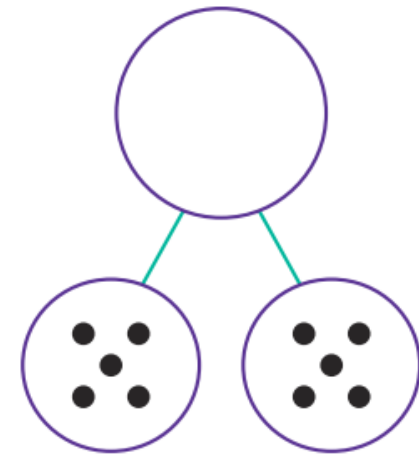
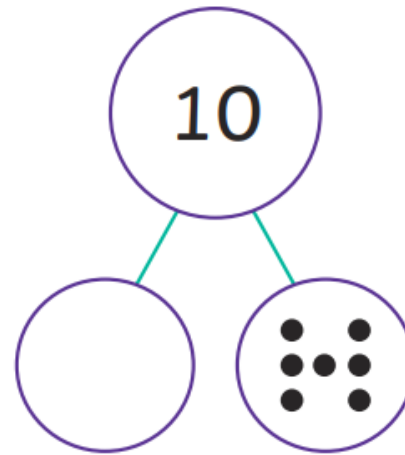
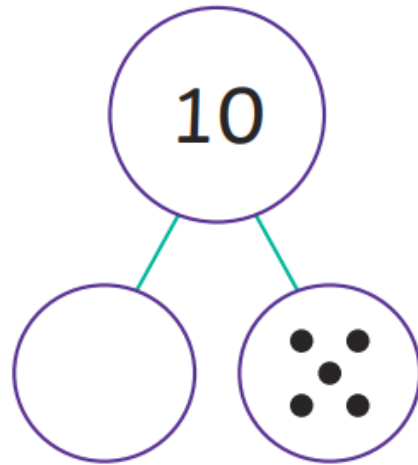
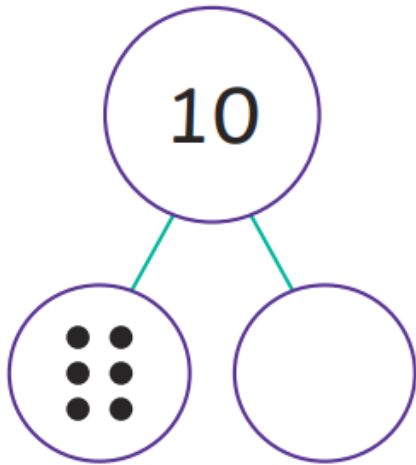
Remember to use interesting  
adjectives.

If you cannot print then complete  
your character profile on paper.

# Adjectives

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

## Part-Whole Number Bonds to 10





Number Bonds to 10/20 and related subtraction facts.

$$6 + 4 = 10 \quad \rightarrow \quad 10 - 4 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 6 = \underline{\quad\quad}$$

$$3 + 7 = 10 \quad \rightarrow \quad 10 - 3 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 7 = \underline{\quad\quad}$$

$$1 + 9 = 10 \quad \rightarrow \quad 10 - 1 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 9 = \underline{\quad\quad}$$

$$8 + 2 = 10 \quad \rightarrow \quad 10 - 8 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 2 = \underline{\quad\quad}$$

$$5 + \underline{\quad\quad} = 10 \quad \rightarrow \quad 10 - 5 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 5 = \underline{\quad\quad}$$

$$10 + \underline{\quad\quad} = 10 \quad \rightarrow \quad 10 - 0 = \underline{\quad\quad} \quad \rightarrow \quad 10 - 10 = \underline{\quad\quad}$$

Challenge:

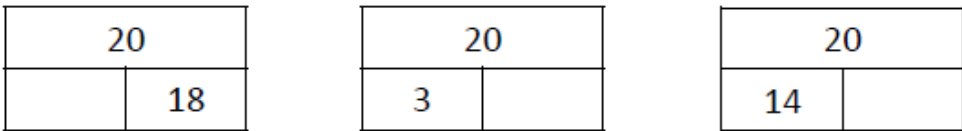
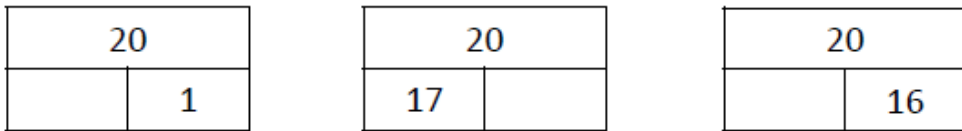
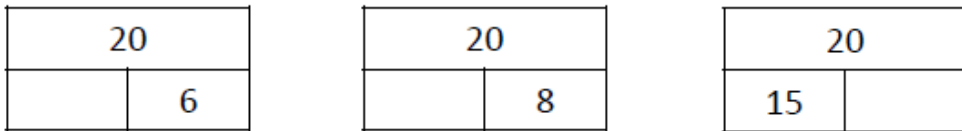
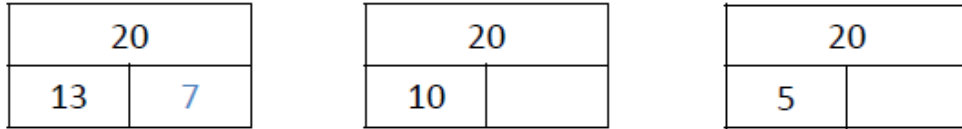
Now list number bonds to 10 and write the related subtraction facts.

e.g.  $11+19=20$      $20-11=19$

## Number Bonds to 20

**Learning Outcome:** To know the number bonds to 20.

➤ Complete the bar models.



➤ Insert the missing numbers in the number sentences.

20	-	13	=	
20	-	11	=	
20	-	3	=	
20	-		=	2
20	-		=	5
20	-	6	=	

20	-	9	=	
20	-	14	=	
20	-		=	16
20	-		=	10
20	-	8	=	
20	-	2	=	

## Fact Families

**Learning Outcome:** To identify the number facts in a fact family for numbers up to 20.



Amy, I think that all of these facts are correct because the numbers are related.

$$8 - 5 = 3$$

$$8 - 3 = 5$$

$$8 = 5 + 3$$

$$3 = 8 - 5$$

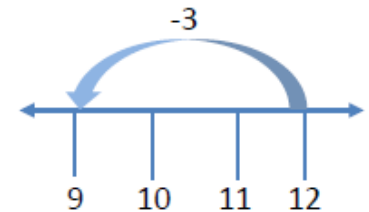
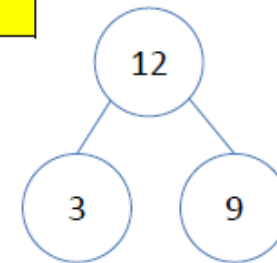
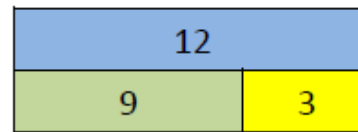
I do not agree Ben.



Who is correct?

Prove it!

➤ Tick  the representations that are equivalent to the bar model?




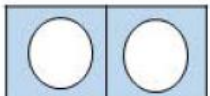
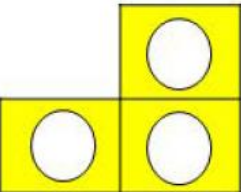
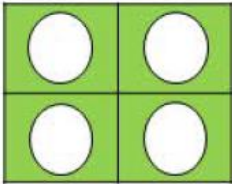
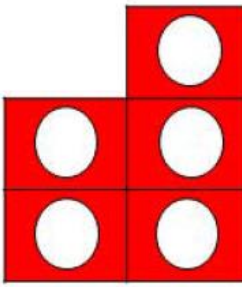
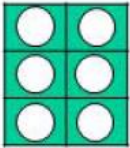
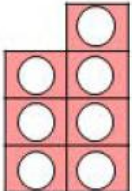
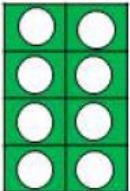
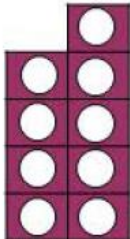
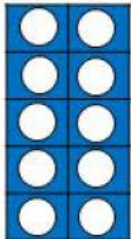
$$12 - 3 = 9$$

$$9 - 3 = 12$$

There were 9 cars in the car park. 3 cars have left.

Maths- Read and write numbers from 1 to 20 in numerals and words.

Can you match the word to the number shapes?

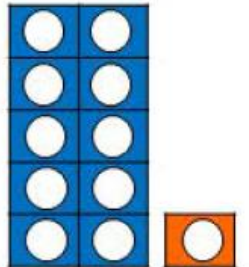
1	2	3	4	5
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	7	8	9	10
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- two
- five
- seven
- one
- six
- eight
- three
- ten
- four
- nine

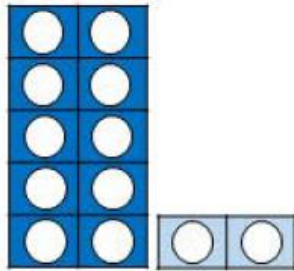


Can you match the word to the number shapes?

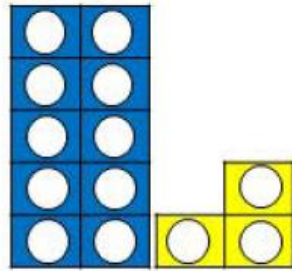
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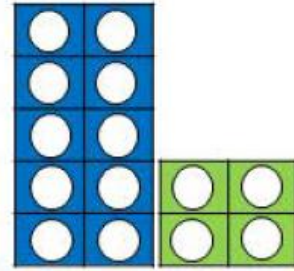
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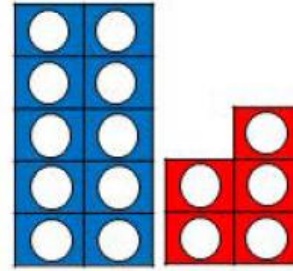
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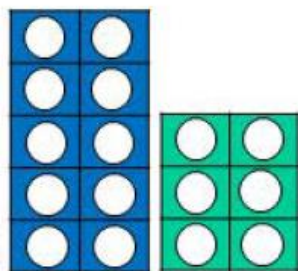
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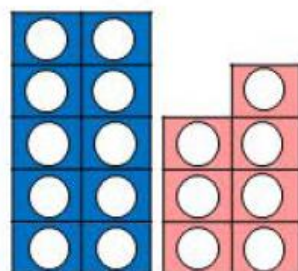
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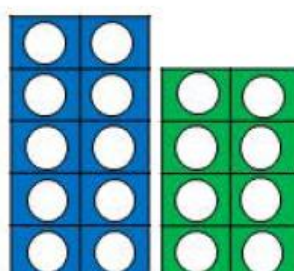
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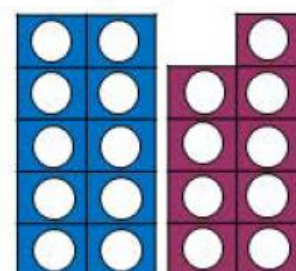
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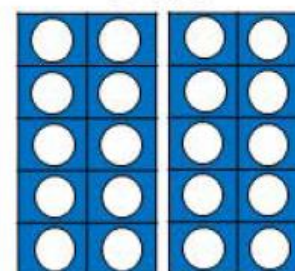
18



19



20



twelve

sixteen

thirteen

twenty

eleven

seventeen

fifteen

nineteen

fourteen

eighteen

# Words and Numerals

Write these numbers as words:

<b>0</b>		<b>11</b>		<b>30</b>	
<b>1</b>		<b>12</b>		<b>40</b>	
<b>2</b>		<b>13</b>		<b>50</b>	
<b>3</b>		<b>14</b>		<b>60</b>	
<b>4</b>		<b>15</b>		<b>70</b>	
<b>5</b>		<b>16</b>		<b>80</b>	
<b>6</b>		<b>17</b>		<b>90</b>	
<b>7</b>		<b>18</b>		<b>100</b>	
<b>8</b>		<b>19</b>			
<b>9</b>		<b>20</b>			
<b>10</b>					

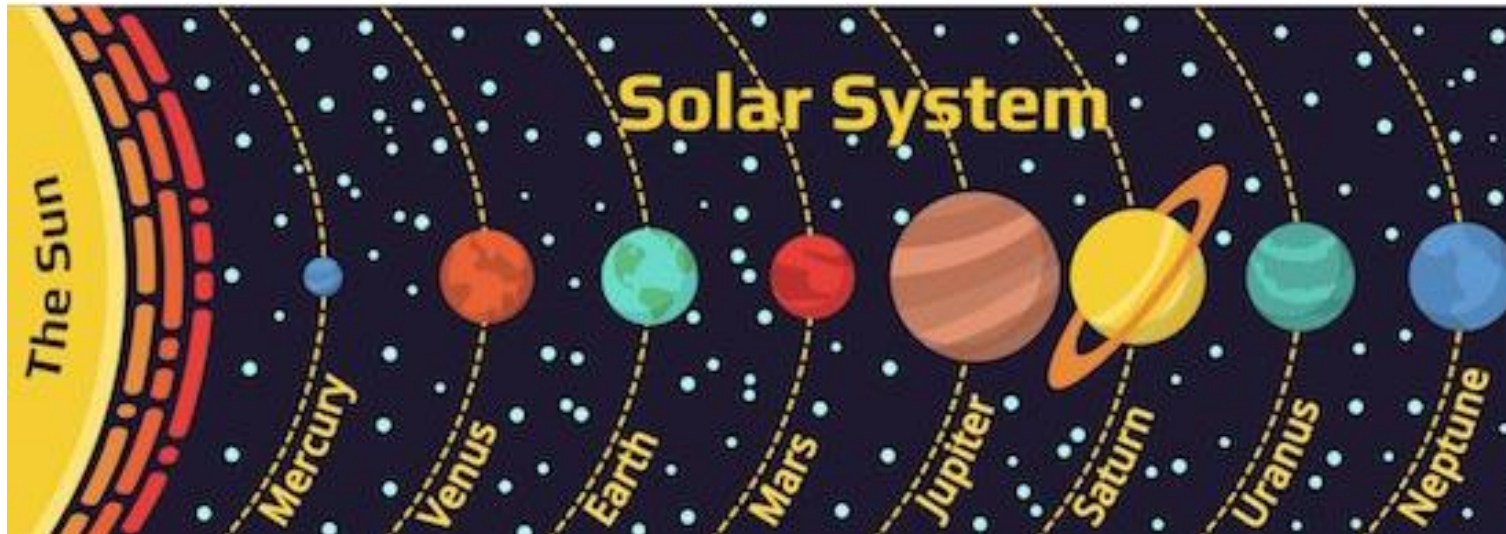
Now try these:

<b>25</b>		<b>81</b>	
<b>46</b>		<b>57</b>	
<b>33</b>		<b>64</b>	

Can you match up the numbers to the words?

Six	26
Ten	42
Twelve	10
Twenty Six	63
Forty Two	99
Sixty Three	6
Eighty Six	99
Ninety Nine	12

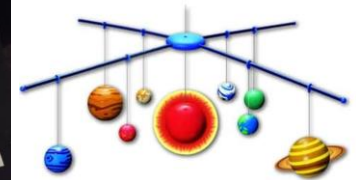
Carry out some research about the Solar System and then list some facts on paper.



<https://www.youtube.com/watch?v=ASQkz4XaphU>

<https://spaceplace.nasa.gov/menu/solar-system/>

**Make your own 3D solar System.**





# Order of the Solar System's Planets



**My Very Easy Method Just Speeds Up Naming Planets!**



## Can you remember them?

## Lesson 1 – Drawing and Creating

### Aims

- To get started with 2Create a Story's My Simple Story level.
- To be aware of the differences between traditional books and e-books.
- To become familiar with the drawing tools.
- To become familiar with the Text tool.
- To save the page they have created.

### Success criteria

- I know the difference between a traditional book and an e-book.
- I can use the different drawing tools to create a picture on the page.
- I can add text to a page and change the colour, font and size of the text.
- I can save my work.

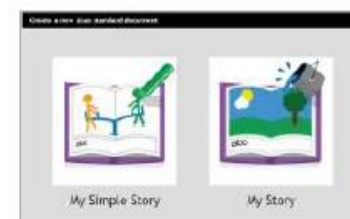
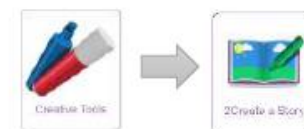
### Resources

- 2Create a Story – available in the Tools section on Purple Mash.
- Some examples of actual paper books with sound buttons or buttons that read the story would be useful but not essential.
- 2Create example – [The Pirate Cat](#)

### Activities

1. Start by talking to the children about how books can be read on the computer as well as the traditional books we usually pick up in the classroom and read. If you have examples of books with sound, show these to the children and discuss how they differ from traditional books.
2. Ask the children if any of them have ever seen a book that they can read on the computer or on a tablet. Tell the children that these books are often called 'electronic books' or 'e-books'.
3. On the whiteboard, show the children the 2Create a Story example book, [The Pirate Cat](#). Press the 'play' button to play the story and use the arrows to move to the next page. Talk to the children about the differences between an e-book and a traditional book. Think about how the animation can make the story more interesting and how the sound effects can help the story to come to life. Talk about all the things we like about e-books and all the things we like about traditional books.
4. Talk to the children about making their own e-book like [The Pirate Cat](#).

5. Open 2Create a Story and go to the My Simple Story level.



6. Tell the children that they are going to create some pictures to make their own e-book.

7. Let the children choose their own picture to draw and try using the pens to make their own character.

8. Let the children explore and create with the different-textured pens.



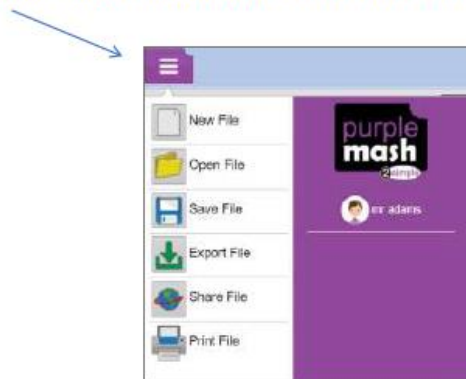
9. Show the children how to add text at the bottom of the page and how to change the text style (font).

If you do not have your login details for Purple Mash please email your class teacher.

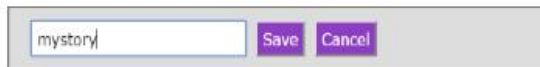


Show the children how to save their work to be able to add to their story in the next lesson.

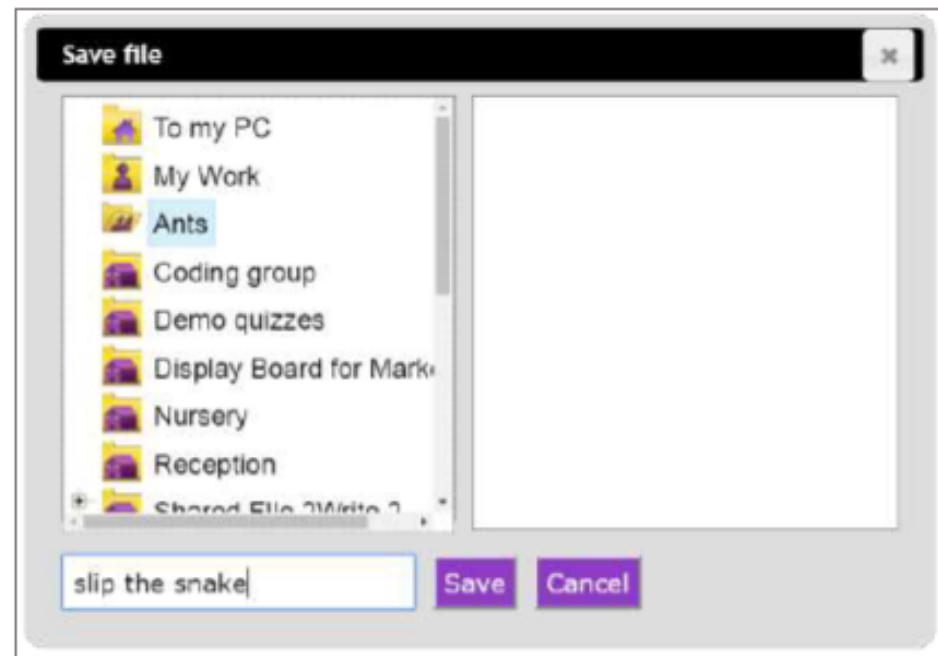
Click on the Menu button. From the drop-down menu, select the Save File option.



Tell the children to give their piece of work a name. They could call it 'My Story'.



Make sure that the children are saving their work in their own My Work folder.





# Six Steps to Washing Your Hands



Create your own 'Washing Your Hands' Poster.

