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| Year 1 Home learning plan | Morning | Afternoon |
| Day 1 | English – How Butterflies came to be  <https://classroom.thenational.academy/lessons/to-listen-and-respond-to-a-story-6cr66e>  Maths – Exploring Calculation Strategies  <https://classroom.thenational.academy/lessons/using-number-bonds-when-subtracting-c9h3jd> | Science – The Animal Kingdom (Living Things)  <https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae> |
| Day 2 | English – How Butterflies came to be  <https://classroom.thenational.academy/lessons/to-tell-a-story-from-memory-68v3gc>  Maths – Exploring Calculation Strategies  <https://classroom.thenational.academy/lessons/using-doubles-to-calculate-near-doubles-60rk6t> | Art – Drawing  <https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c> |
| Day 3 | English – How Butterflies came to be  <https://classroom.thenational.academy/lessons/to-describe-using-senses-6dhkcr>  Maths – Exploring Calculation Strategies  <https://classroom.thenational.academy/lessons/using-the-make-ten-strategy-6dj62d> | Science – The Animal Kingdom (vertebrates/invertebrates)  <https://classroom.thenational.academy/lessons/what-is-the-difference-between-an-invertebrate-and-a-vertebrate-71gker> |
| Day 4 | English – How Butterflies came to be  <https://classroom.thenational.academy/lessons/to-use-capital-letters-for-names-cmt3ee>  Maths – Exploring Calculation Strategies  <https://classroom.thenational.academy/lessons/understanding-that-the-symbol-represents-equivalence-6tgk4c> | PSHE – Forever Friends  <https://classroom.thenational.academy/lessons/who-am-i-6hgkjc> |
| Day 5 | English – How Butterflies came to be  <https://classroom.thenational.academy/lessons/to-link-our-reading-to-our-own-experiences-cth68r>  Maths – Exploring Calculation Strategies  <https://classroom.thenational.academy/lessons/choosing-calculation-strategies-to-solve-calculations-cgu3jd> | History – Why do we celebrate Mandela Day?  <https://classroom.thenational.academy/lessons/what-was-apartheid-cnj6cc> |