

Dear Class One,

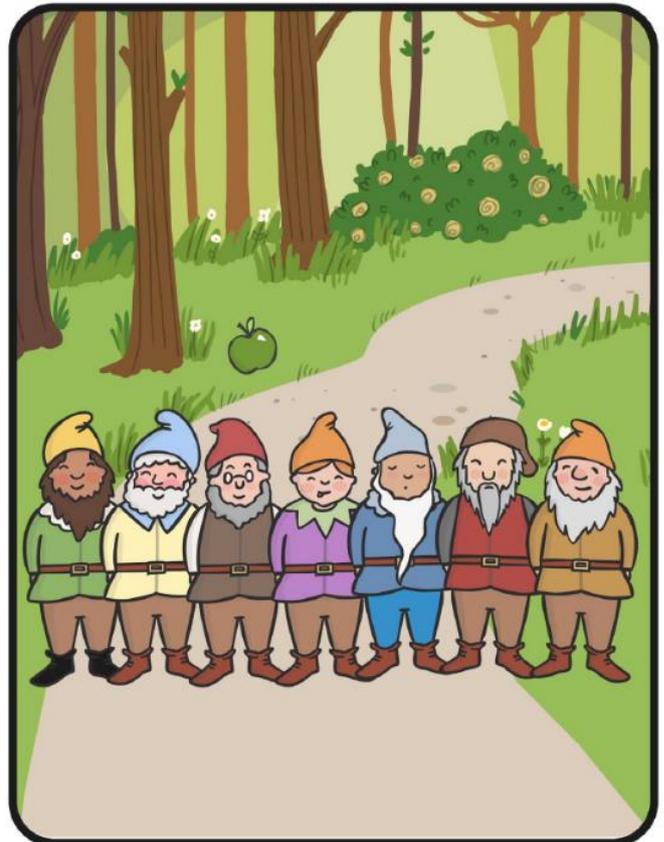
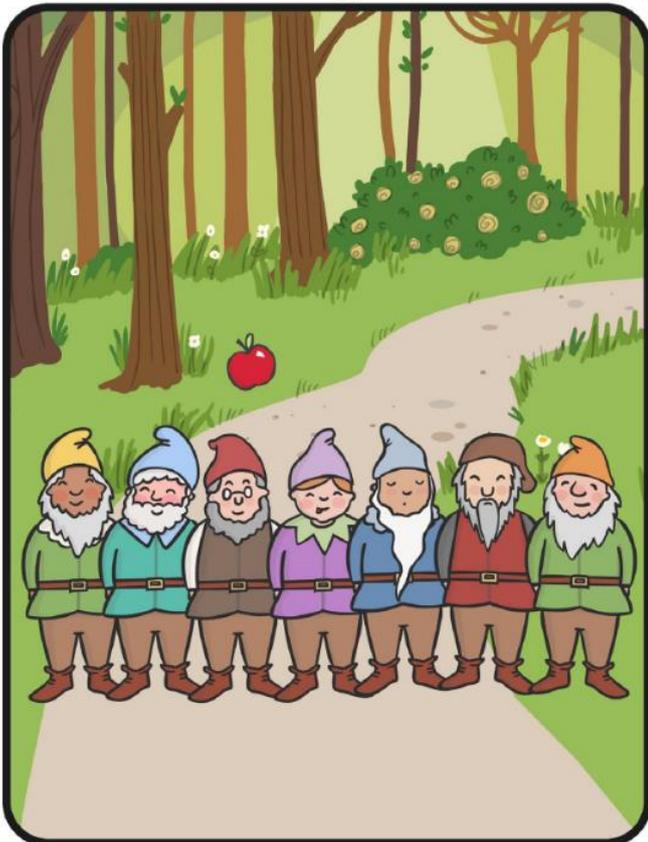
I just wanted to remind you of how special you are to me. I am sure you're all handling this new experience really well and that you're trying really hard to cope with the current changes in your lives.

I know you'll be working really hard, just like you do in school. Keep that positive attitude and willingness to try.

I can't wait to hear all about your time at home. I would love to see some photographs of your home learning so don't forget to send your pictures to: a3357@telford.gov.uk

Lots of love,
Miss Edwards

There are 6 differences in the pictures below, can you find them?



Reading

Please continue to read with your child, I advise daily. It doesn't have to be for a long period of time, 5 minutes a day, 5 times a week, will greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations. Please continue to write a comment in your child's reading diary at least 3 times a week.

I appreciate that you have probably read your school book time and time again at home, so I have a few suggestions below to keep your child engaged:

1. Green word and red word practise I have attached copies of this below and you can add to this to suit your child. Practising this daily will be beneficial to your child. I advise short blasts of practise, lasting around 5 minutes but every day.
2. Please visit Oxford Owl where books can be found to suit your child's reading level for free. You can create a free account. Read Write Inc. phonics resources can also be accessed from this website. Alongside this, I have attached a copy of the phonics sounds below.

3. You can access great resources for free during this home school period from www.twinkl.co.uk/offer by signing up and making your own account.

Enter the code: CVDTWINKLHELPS...The code can change so please visit Twinkl Resources Facebook page for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including not only reading and phonics activities but all other subjects. This will ensure you can keep reading engaging with a range of new and old stories available for download to suit your child's interests.

4. Remember you can continue to read a variety of story books you already have available at home, including magazines and games that encourage reading.
5. Alongside reading daily, pick one task a week from the choices below. This could be on a Friday.

Task 1 – comprehension

Read these sentences and draw what is being described.



My teacher was at the front of the line.

He was wearing a green coat and a blue scarf.

First in the line was a boy in green wellington boots and a blue hat with a white bobble on top of it.

Next in the line was a girl in a red coat.

Last in the line was a girl with a purple hat and scarf.

Don't peek until you've had a go at drawing what is being described...

Did you draw something like this?



Task 2 – inference



1. What do you think that the people on the beach are doing?
2. Why might some people be going in the water?
3. What do you think the buildings in the background are?
4. What do you think the weather is like and why?

Task 3 – comprehension

Read these sentences and draw what is being described.



My mum has made a bright pink cake for me.

It has 8 candles on top.

It is decorated with a colourful design of dots.

Around the bottom, there are yellow circles.

On the sides, there are four stars poking out on sticks.

Did you draw something like this?



Writing



Top tips

- A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.
- Say out loud or in your head the sentence you are going to write about before you write it.
- Reread what you have written to check it makes sense.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task

Writing Checklist

In class we have a writing checklist to support the children in writing a good sentence.

Before I write a sentence I...

Think it (What sentence do I want to write?) say it (remember a sentence is one idea)

Fred it (sound out each word) and write it

Read it and check it makes sense

Check for a capital letter at the start of the sentence

Check for a full stop at the end of the sentence

Finger spaces

Letters are on the line and formed correctly

Check spelling (red words such as 'was' are spelt correctly)

Has the correct punctuation been used? ? !

Sentence structure – Have I used a conjunction 'and' to join two ideas together?

Have I used the personal pronoun 'I' and spelt it correctly?

| Writing Check list A | |
|---|---|
|  |  |
|  |  |
|  | |
| Cc | |
| | ● |
| |  |
| Aa | a |
| spelling | |
| ? ! | |
| and | |
| I | |

Handwriting practise

If your child would like some handwriting practise, you can practise the tasks below. (I must say, this is one of our favourite times of the day, the children really enjoy seeing the progress they make!) You can support your child in the following:

- I can write my full name using and forming capital letters correctly
- I can form digits 0-9 correctly.
- I can form lower case letters in the correct direction, starting and finishing in the correct place. (When your child is confident with pre-cursive only then would we move onto joining letters)
- I can form capital letters (correct size and formation)

sing

sing

Aa Bb Cc Dd

Pre-cursive

joining

E.g. Capital letters and lower case formation

Task 1

Can you find a new story from online or around the house? Ask an adult to read the beginning of the story to you. Can you make a prediction about what will happen at the end of the story?

- Write a prediction about what might happen next in a story.

Task 2

In the summer term we would usually visit Warwick Castle. A full tour is available on YouTube.

<https://www.youtube.com/watch?v=A9pcG3y-NwQ>



Before watching the video tour, write 4 or more questions of things you want to find out about Warwick Castle. Remember to use a question mark. E.g. What is a trebuchet?

Task 3

Can you draw a picture of Warwick Castle and write some facts you have found out from watching the video tour. Can you find the answer to the questions you have wrote yesterday? Remember to use the top tips above. A sentence must have a capital letter, finger spaces and a full stop.



Task 4

SPAG lesson - Can you use the prefix -un to change the meaning of verbs (a verb is a doing word) and adjectives? (an adjective is a describing word), e.g. unkind, undo

What does the prefix 'un' mean?

| | |
|---------|-------------------------------|
| unhappy | Not happy |
| unkind | Not kind |
| uncover | To take a cover off something |



It means 'not' or the opposite of something.

With support from an adult complete the task below.

Add one of these 'un' words to complete each sentence:

unhappy unkind unhealthy unwrap

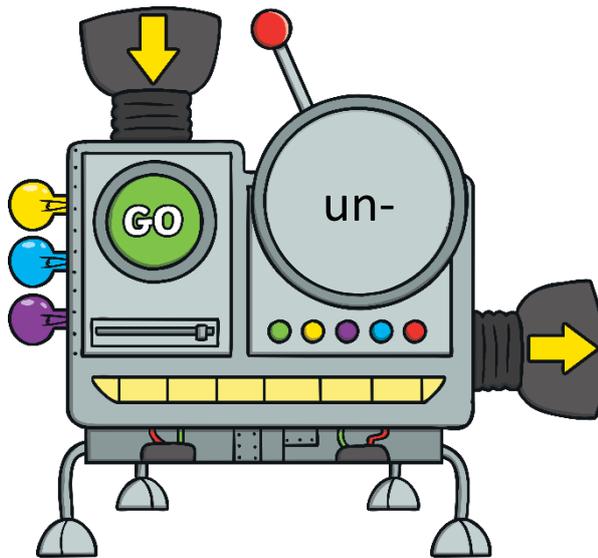
It is _____ to eat too much chocolate.

It is _____ to call people names.

At Christmas, I _____ my presents.

I was very _____ when my friend moved schools.

After that, add the prefix –un to change the meaning of the root words below. Then put the new words into a sentence and draw a picture to go with it.

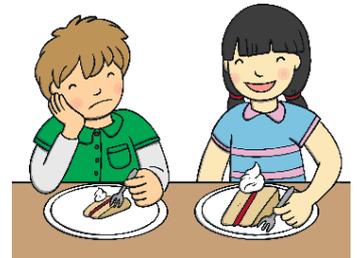


| |
|-------|
| fair |
| well |
| even |
| zip |
| lucky |

e.g. fair

unfair

It is unfair that the girl has more cake than the boy.



Task 5

Below is a story about a man called Mr Un. Ask an adult to read this story to you. Maybe you could jump up or spin around every time you hear an adult say a word with the suffix –un in.

Discuss how the suffix –un is used in the story. How does the suffix –un change a word? Can you write the story 'Mr Un' using the structure beginning, middle and end? Discuss with an adult what happens at each part. You could even draw pictures to go with each part of the story. Can you use the prefix –un when you are writing the story? Can you remember what Mr Un was like at the beginning of the story?

He was a very unkind man!

Mr Un

Once upon a time there was a grumpy man. His name was Mr Un. He lived in an untidy house on an unclean street.



Mr Un was a very unkind man. His neighbours, Mr and Mrs Happy, came around one day to ask him a question.



"Will you help us paint our house?" They asked. Mr Un was unkind. "No, I will not help you. Go away!" He shut the door on them.

Mr and Mrs Happy were very upset. They would help Mr Un if he needed it! What an unhelpful man.

They went back home, unlocked their door and went in.

"What can we do about Mr Un?" Said Mrs Happy. She unzipped her coat and sat down.

"We need to cheer him up!" Mr Happy called from the other room.

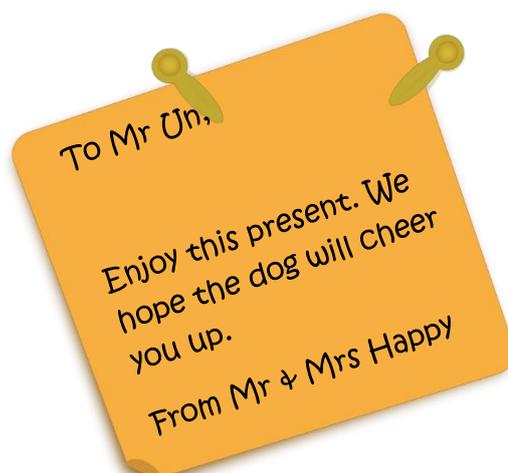
Mr and Mrs Happy planned a surprise. They worked all night making a present for Mr Un. They wanted to give Mr Un a treat that would turn him from an unhappy, unkind and unhelpful man, into a kind and friendly man.

The next morning, they crept over to Mr Un's house.

They put the present on the doorstep, rang the bell and ran back home. Mr Un heard the doorbell and unlocked the door. He saw the gift on the doorstep. He picked it up. "This is unusual." He thought.

Mr Un took the present inside and started to unwrap it. He unpacked the box and looked inside.

It was a big wooden statue of a dog. Mr Un did not like people, but he did like dogs! He unpicked the paper to find a note. He read the note:



Mr Un did not feel unhappy anymore. He did not want to be unkind. Mr Un went to his shed. He found a paintbrush and some cheerful yellow paint. He ran next door to find his neighbours who were out trying to paint their house. "Let me help you!" shouted Mr Un. Everyone painted the house together and they laughed and told stories all day long. From that day on, Mr Un was never unhappy again.

Task 6

This half term, the children are continuing to become familiar with traditional tales. Below are a couple of stories that link in with our topic, however, you could also pick a traditional tale to suit your child's interests. (Remember Twinkl has a range of free stories available)

- The Princess and the Pea
- Rapunzel

Read a story of your choice, use role play to act it out and then write the story using the structure beginning, middle and end. Discuss what happens at each part with your child before they write it. You could even draw pictures to go with each part.

Task 7

The children should be writing for a range of purposes. You could help your family write the food shop in a list. (You can repeat this task each time an adult needs to go shopping).

Task 8

Remember you can freely write for a range of real life purposes.

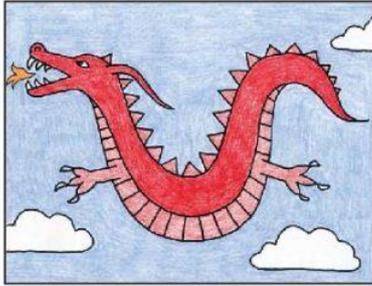
You may have seen the news about Captain Tom Moore. You could send him a birthday card to celebrate his 100th birthday. The address is – Captain Tom Moore, C/O Marston Moretaine Post Office, 67 Bedford Road, Marston Moretaine, Bedford, MK43 0LA

<https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-52303859>

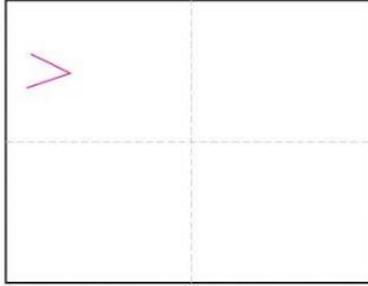
Task 9

Can you write a set of instructions of how to draw a dragon? You can use the step by step guide to help you in the art/D&T section if you don't want to draw the dragon below. There are also endless step by step instructions online for you to check out. Remember to use the time conjunctions below.

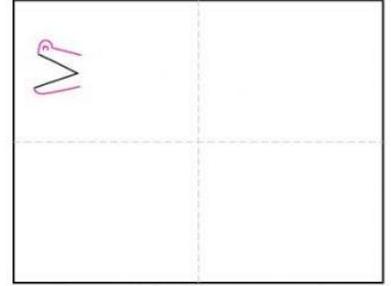
| | | | | |
|-------|------|------|------------|---------|
| First | Then | Next | After that | Finally |
|-------|------|------|------------|---------|



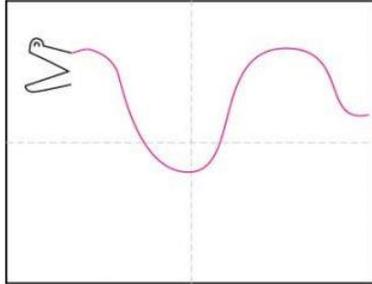
Supplies: Black marker, crayons



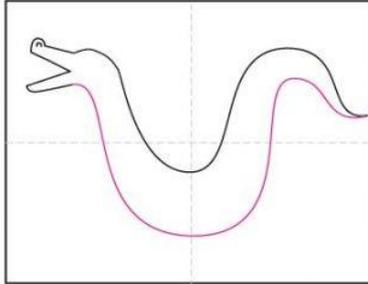
1. Draw a sideways "V" for the open mouth.



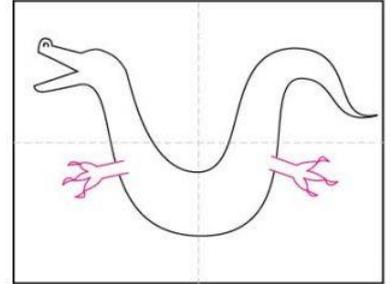
2. Add crocodile-looking jaws around it.



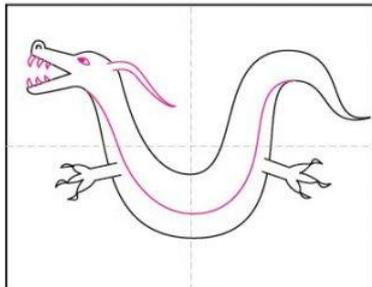
3. Draw the top of the body.



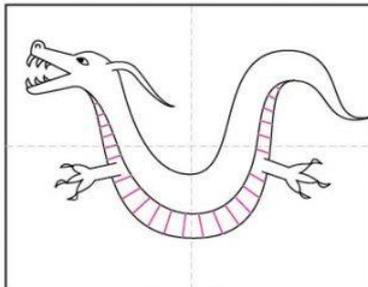
4. Add the bottom of the body.



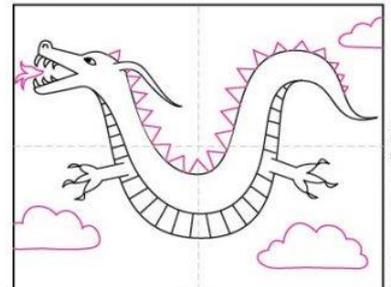
5. Add arm and leg and claws.



6. Draw belly line, horn, teeth and eye.



7. Add belly texture lines.



8. Finish with back spikes and fire. Add clouds.

Challenge

- Can you use adjectives to make your writing more interesting?
- Can you use a conjunction to join two ideas in a sentence together (because, and, so, but)
- Can you check your writing and put in any missing capital letters and full stops.
- You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once

(Please ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge. You may know your child can read the red word 'was' but they spell it wrong, so you ask them to correct this word because you know they can spell it. You can let your child use a pen, rather than a pencil, to make the editing process exciting!)

Year 1 WRITING TARGETS

| | | | | | | |
|--|--|---|---|---|---|---|
| I can use the spelling rule for adding -s or -es for plurals. I understand the change in meaning. | I understand which letters belong to which letter 'families' (letters that are formed in similar ways) and can practise these. | I can write from memory simple sentences dictated to me by my teacher. | I can join words and clauses using 'and'. | I understand how words can combine to form sentences. | I can make some appropriate word choices from word banks, class lists and sentence openers. | I can read my own writing aloud clearly enough to be heard by others. |
| I can add the suffixes -ed, -ing, -er, -est, -ly, -y to root words. | I can form digits 0-9. | I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark. | | | | |
| I can use the prefix un- and I understand how it changes the meaning of verbs and adjectives, e.g. unkind, untie | I can form capital letters. | I can use capital letters for names of people, places, days of the week and the personal pronoun 'I'. | I can communicate basic information and ideas through appropriate word choices. | I can discuss what I have written with my teacher or another pupil. | My writing can be read, without mediating. | |
| I can spell days of the week. | I can name the letters of the alphabet in order. | I can form lower case letters in the correct direction, starting and finishing in the correct place. | I can write more than one sentence about one idea. | I can use some basic descriptive language - colour, size, simple emotions. | I can re-read what I have written to check that it makes sense. | |
| I can spell words with the 40+ phonemes that I know. | I can sit correctly at a table, holding a pencil comfortably and correctly. | I separate my words with spaces. | I can practise my sentence out loud before I write it. | I can use a simple structure in my writing, e.g. beginning middle, end, or instructions written in the right order. | | |
| Spelling | Handwriting | Grammar | Composition (Plan my ideas) | Composition (Draft and Write) | Composition (Draft and Write) | Composition (Evaluate and edit) |

Phonics

The tasks below can be practised time and time again in different ways, with a focus on different sounds and to suit your child's needs. Use your ongoing phonics assessments with your child to find out what sounds they're finding tricky and continue to practise those sounds.

Task 1

You can make an ongoing list of words with not only split digraphs in but any other sounds you many want to practise. You could find words to add to your lists whilst reading your book each day.

a_e - cake i_e - bike o_e - bone u_e - flute e_e - eve

Task 2

You can make your own alien and real word game. You could make a real alien (Bob), a fake alien (Obb) and a selection of word cards. You can put the real words into the real alien's mouth and put the fake words into the fake alien's mouth.

e.g. snail – real word
taig – fake word



A version of 'Buried Treasure'. Blend to read the words on the snacks. Are they real or fake? Great for: Practising blending



Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example the phonics card 'are share and care' you could add the word cards. 'share' 'compare'



Task 4

You could make your own snap game using words using any sound you think your child needs practise with.

Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

Task 6

You can visit the following website to access past phonics screening papers. <https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (You can make your own list and add some new words for your child to read) This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

Task 9

Use online free websites such as www.phonicsplay.co.uk or Purple Mash where your child can access phonics resources or games.

Task 10

You could practise the spellings below daily. You can ask an adult to do a spelling test on a Friday.

| Spelling list | | |
|---------------|--------|--------|
| Week 1 | Week 2 | Week 3 |
| Monday | of | there |
| Tuesday | I | they |
| Wednesday | do | one |
| Thursday | to | once |
| Friday | the | my |
| Saturday | you | come |
| Sunday | was | some |

e.g. suggested layout

Days of the Week Writing Practice

Name: _____

Date: _____


Look and say


Look, say and write


Cover and write

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.

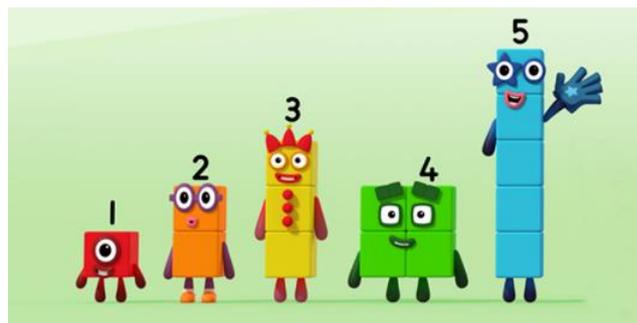
Mathematics



Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers. Using bigger numbers doesn't make it harder.
- Always make links with real life problems
- **Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios**

Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays, alongside many more.



Task 1

Ongoing task - Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. (Additional task in the home learning pack – Can you fill in the missing number in the 100 square? If you were not able to collect your pack from school, you could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Task 2

Ongoing tasks - Practise counting forwards and backwards in **2's, 5's and 10's**.

2's – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5's – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

10's – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

- You could count your pairs of socks.
- You could circle the numbers in the 2 times table on the 100 square using red and the numbers in the 5 times table in blue etc.
- Find counting in 2's, 5's and 10's songs on YouTube
- I will attach a couple of different ideas from Twinkl below.

Counting in 2s Activity

Complete the following sequences:

a) 2 4 6 _____ 10 _____

b) 24 22 _____ 18 _____ 14

c) _____ 26 28 30 _____ 34

d) 46 _____ _____ 40 38 36

e) 28 _____ 32 34 _____ 38

f) _____ 44 42 _____ 38 36

g) 12 14 _____ 18 _____ 22

h) 20 _____ _____ 14 12 10

i) _____ _____ 56 58 60 62

j) 74 72 _____ _____ 66 64

Complete the number square below:

| | | | | | | | | | |
|----|--|----|--|----|--|----|--|----|--|
| 1 | | 3 | | 5 | | 7 | | 9 | |
| 11 | | 13 | | 15 | | 17 | | 19 | |
| 21 | | 23 | | 25 | | 27 | | 29 | |

How Much Money Is in My Jar?





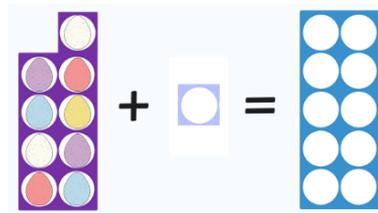




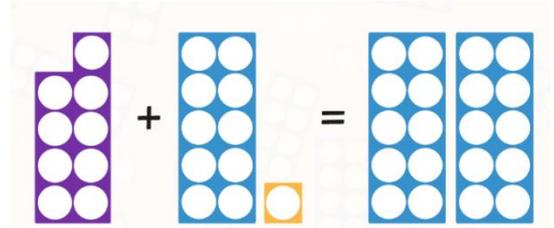
Task 3

Ongoing tasks - Practise your number bonds to 10 and 20 using drawings or practical object (addition) If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?



$$9 + 1 = 10$$



$$9 + \square = 20$$

Task 4

Ongoing tasks all four calculations - How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can record your ideas on paper. Encourage your child to mentally work out the equations, you can then give your child some objects such as pasta shells or you cars to check their equations are correct.

For example, how many ways can you make 6?

e.g.

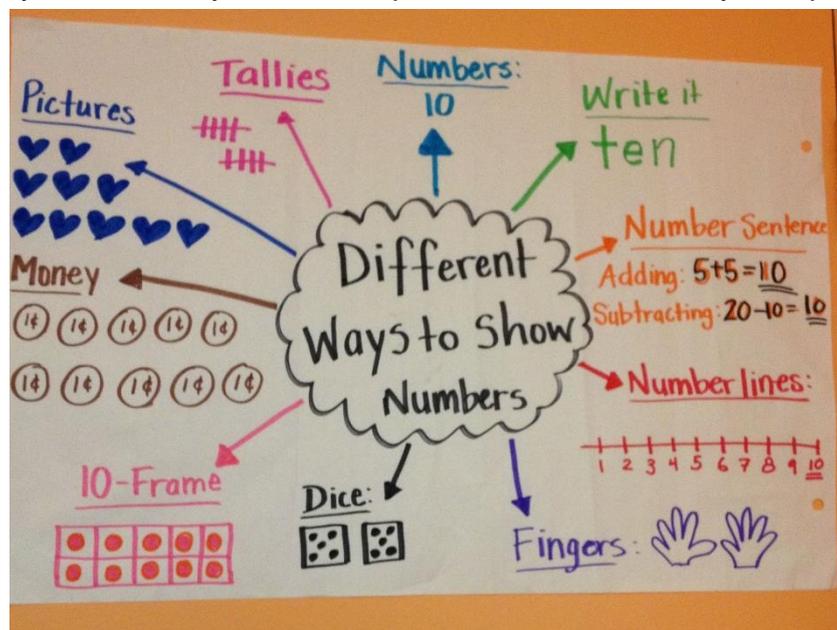
$$\begin{array}{llllll} 0 + 6 = 6 & 1 + 5 = 6 & 2 + 4 = 6 & 3 + 3 = 6 & 8 - 2 = 6 & 7 - 1 = 6 \\ 6 + 0 = 6 & 5 + 1 = 6 & 4 + 2 = 6 & & 10 - 4 = 6 & \end{array}$$

Challenge – Can you think of more ways to make a number than using addition and subtraction? Can you use multiplication or division?

$$2 \times 3 = 6 \quad 12 \div 2 = 6 \quad 3 \times 2 = 6$$

Task 5

There are many different ways we can represent numbers. Can you represent different numbers?



Task 6

Ongoing tasks - Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you.

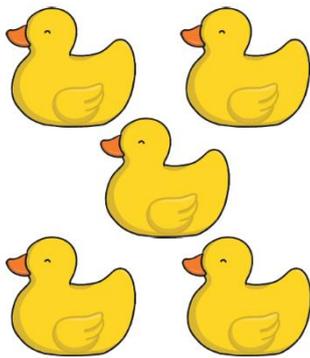
E.g. There were 22 chocolates in the bowl. My sister ate 14 How many are left? You can draw this story. Draw 22 sweets and cross out 14 to find out the answer.

Task 6

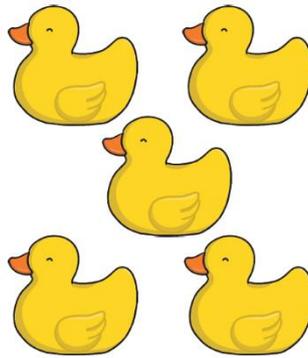
Ongoing tasks

Practise multiplication / lots of / multiples of

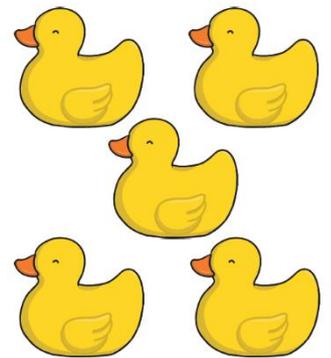
For example – There are 3 ponds. In each pond there was 5 ducks. How many ducks are there altogether? Remember you can count them in 5's.



5



10



15

$$3 \times 5 = 15$$

$$3 \text{ lots of } 5 = 15$$

Task 7

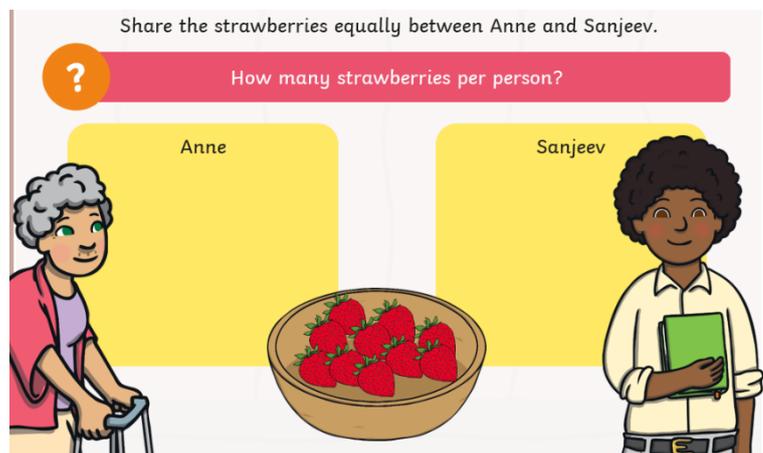
Ongoing tasks

Division – Can you solve division equations? Ask an adult to help write down some word problems / equations for you to work out.

Sharing – e.g. There are 10 strawberries left in the bowl. You can share them between Anne and Sanjeev. How many strawberries will each person have?

Remember – one for you, one for you, one for you, one for you and so on

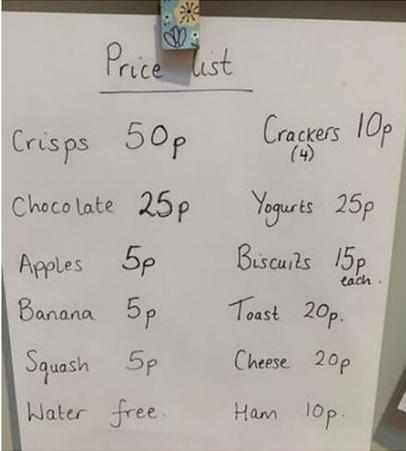
$$10 \div 2 = ?$$



Task 8

Ongoing task

Money – The children have been recognising and beginning to recognise and know the value of different coins and notes. Can you make a shop at home? You can buy snacks from the kitchen or toys. What is worth the most? Can you put coins in the correct order or value?



| Price list | |
|---------------|-----------------------|
| Crisps 50p | Crackers 10p (4) |
| Chocolate 25p | Yogurts 25p |
| Apples 5p | Biscuits 15p each. |
| Banana 5p | Toast 20p. |
| Squash 5p | Cheese 20p |
| Water free. | Ham 10p. |

Task 9

Ongoing task - We also have been adding an equation in our head by putting the largest number first and adding on. For example:

$7 + 8 = ?$ We would start with 8 in our heads and add on 7 by counting on in our head to find out the answer. Practise this whenever you can.

Task 10

Ongoing task - Can you find one more and one less of a number?

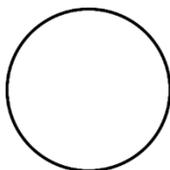
Use the 100 square in your homework packs. Pick a number and find one more and one less.

Task 11

We have been learning all about fractions. A $\frac{1}{2}$ is one out of two equal parts. A $\frac{1}{4}$ is 1 out of 4 equal parts. We have been finding $\frac{1}{2}$ and $\frac{1}{4}$ of real life objects, shapes and amounts. Can you find $\frac{1}{2}$ and a $\frac{1}{4}$ of different objects at home? This could be real life objects such as a cake, a shape or amounts (e.g. sharing out strawberries – links with division above).

Ideas

Can you shade a $\frac{1}{2}$ of each object?



Can

help cut the pizza in half at dinner time?

you



Can you share the chocolate bar into quarters? 4 people will be sharing it. Remember, giving children as many real life mathematical experiences will have the greatest impact in their development and understanding.

Task 12

Ongoing task

Can you practise doubling single digit numbers?


 $6 + 6 =$


 $7 + 7 =$

Task 13

Can you make snap cards using numbers 0-20 in digits and words? If possible, an adult could hide them outside for you to find and match up.

Example – make your own cards as shown below, cut them up and match them

| | |
|----|-----------|
| 17 | seventeen |
| 18 | eighteen |
| 19 | nineteen |
| 20 | twenty |

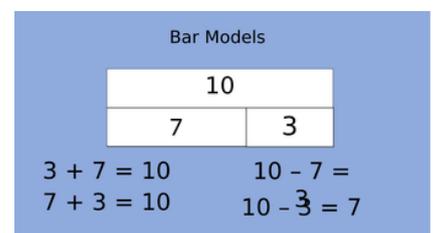
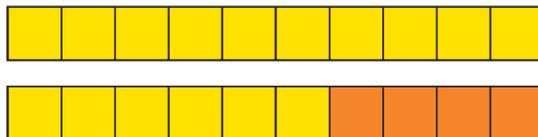
Challenge

- Can you have a go at solving equations in your head by counting on or counting backwards?
- How quick can you recall all the number bonds to 10 or 20?
- Can your family time you? You can try and beat your time each day.
- Can you write your own word problems and show working out to solve it
E.g. There were 16 cars on the car park, 4 cars went home. How many cars were left in the car park?
- Can you find related facts? For example, if you know $4 + 6 = 10$, what else do you know?

Can you find 2 addition and 2 subtraction equations?

$$4 + 16 = 20 \quad 16 + 4 = 20 \quad 20 - 4 = 16 \quad 20 - 16 = 4$$

Example:



RE

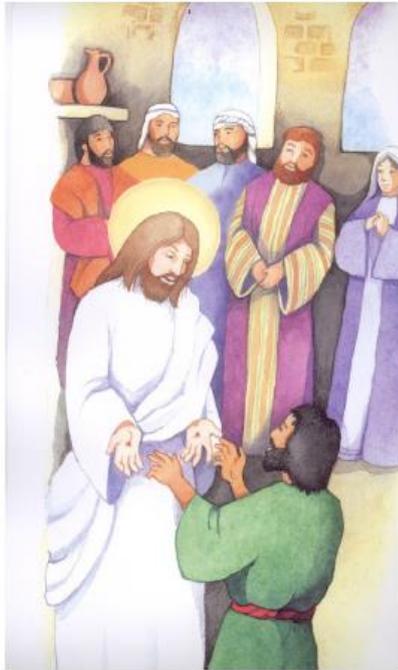
Task 1

This task is all about knowing that Jesus appeared in the Upper Room. The disciples were of course shocked and surprised. Can you think of a time where you have had a big surprise? E.g. A baby sister/brother

Task 2

Can you answer the questions below? This can be verbally, independently written, your answers recorded by an adult writing them down or even drawings.

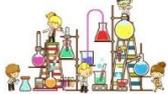
Jesus appears to the disciples



The disciples were together. The door was locked. Suddenly, Jesus appeared among them.

- What do you see happening in the picture?
- Why do you think Jesus is showing one of the disciples his hands?
- What questions do you think the disciples asked Jesus?
- What questions would you want to ask Jesus?
- What answers do you think he would give you?
- Do you think the disciples knew that Jesus was really God? Why or why not?

Science



Here are 3 more ideas of random fun experiments you can do at home.

Task 1 – Can you create a lemon fizzy reaction?

<https://mommypoppins.com/19-easy-science-fair-projects-fifth-grade-school>

Task 2 – Volcano experiment

<https://www.funwithmama.com/volcano-science-experiment/>

Task 3 – SUPERSIZE marshmallow

<https://www.whizzpopbang.com/science-experiments-for-kids/>

History

Task 1

William the Conqueror

After your research. Why do you think William the Conqueror acted in the way he did?

Task 2

Can you describe things that happened in the past (When William the Conqueror was King)? You can research the Battle of Hastings. Use phrases such as long ago and before I was born. You can record your ideas in sentences, drawings, and a painting or in any way you wish!



Music

Task 1

Listen to a different piece of medieval music. Can you accompany the music with a song or chant by clapping the rhythm.

<https://www.youtube.com/watch?v=DEeAN471boQ>

Task 2

This is a song we practised in the autumn term to support children in remembering their number bonds to 10. If your child needs more support with this, practise this song daily alongside practical work.

<https://www.youtube.com/watch?v=OvbWuiYn-Uk>

or / and

Number bonds to 20 song (You can also find a song of your own from YouTube – there are all sorts of versions to suit your child’s interests, including Roblox number bonds to 20)

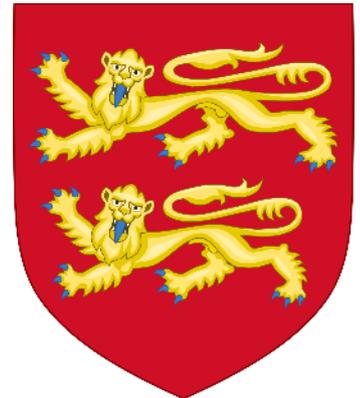
<https://www.youtube.com/watch?v=hTboVxlbXns&list=PLukk739IZzOPhdZYHLXNstVkLx5W24Ahr&index=5>

- There are also many educational songs on YouTube. Example – songs to help your child remember how to count in 5’s. This will be useful especially if you’re wanting a range of ways to support with your child. Mixing up approaches will prevent your child from getting bored.

D&T / ART

Task 1

The Bayeux Tapestry gives us a keen insight into the weapons that were wielded in the Battle of Hastings. William the Conqueror has his own shield design – the flag and coat of arms of Normandy. You can research this design and find out its meaning. After this design your own shield. Why have you designed it in this way? What does it mean to you?



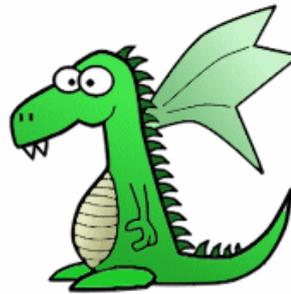
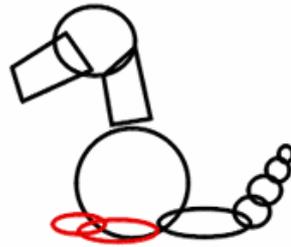
Task 2

The following week, you could make your shield. Experiment with mixing paint and using a range of materials.



Task 3

For a bit of fun, you can practise your drawing. Here are some step by step instructions of how to draw a dragon.



Geography

Task 1

If it is possible for you to go on your daily walk, use directional language such as, let's turn left at the end of the path or look at the bird nest to the right of us.

Task 2

If possible, follow a map. This could be a map from an adult's phone, leading you to a shop.

Task 3

Can you draw a map of your daily walk and plot objects such as trees and paths? Remember to use directional language to plot objects on your map

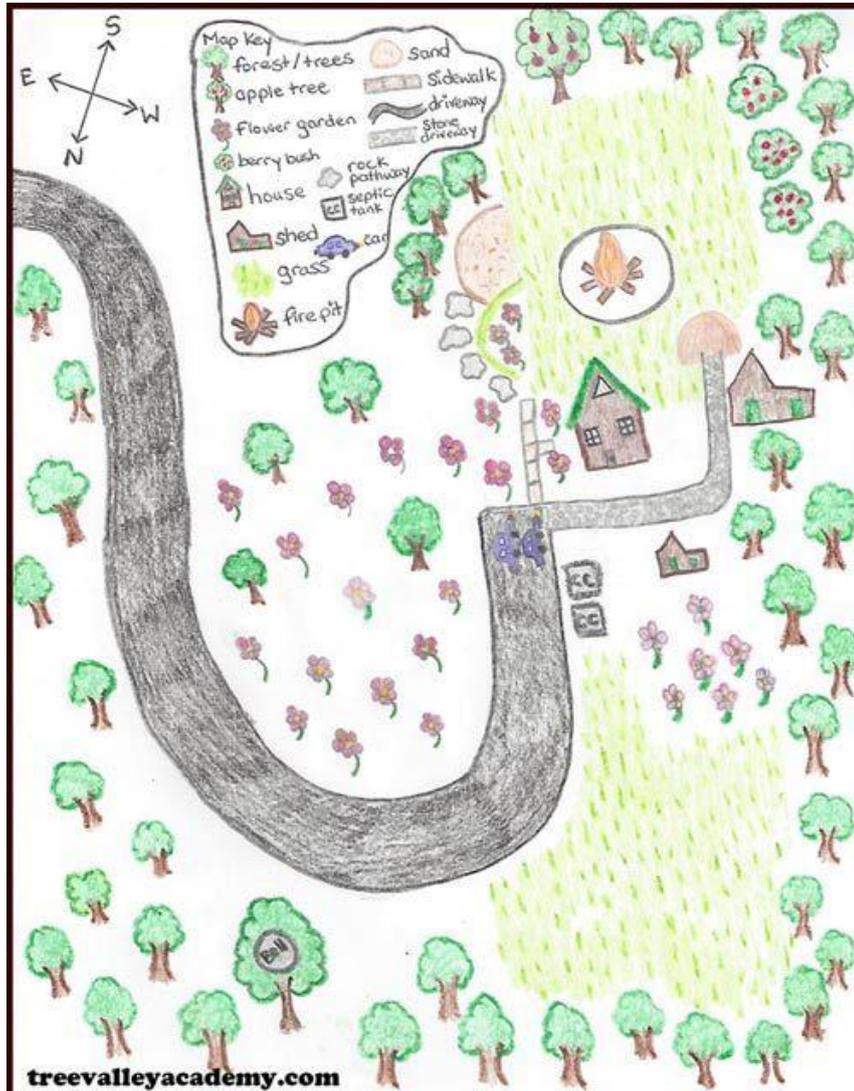
Task 4

Ongoing task - Can you draw a compass and label the points – **North, East, South and West**? Ask an adult to give you some directions to follow. E.g. Take 3 steps north, 1 step left, 1 step west

Task 5 – extra task

On your walk, did you see any litter on the floor? How did this make you feel? Encourage your child to express their views about this.





PSHE

Task 1

Germ activity - Why is it important to wash our hands properly?

<https://thesimpleparent.com/glitter-germs-activity-for-kids/>

Task 2

Do we always wash our hands properly? Learn how with this fun song. Can you cover your hands in glitter (germs) and practise washing your hands for long enough to wash away the germs?

<https://www.youtube.com/watch?v=S9VjeIWLnEq>

Task 3

Attached is a link from Cosmic Kids Mindfulness programme.

<https://www.youtube.com/watch?v=so8QN9an3t8>



PE

Task 1

To stay active you can join in with Joe Wicks' home work outs, every morning at 9am. You can find this on YouTube.

Task 2

Attached is a link to a Knights, Dragons and Castles themed guided exercise from the BBC. It will take you on a trail of a very naughty dragon – inspired by all things medieval!

<https://www.bbc.co.uk/sounds/play/p052fq0z>

Task 3

| | | | | |
|-----------------------------|---|-------------------------|-------------------------------------|--------------------------|
| | Cosmic Kids Yoga is available on YouTube. Perfect for any moments you need 10 minutes of calm. https://www.youtube.com/user/CosmicKidsYoga | | | |
| How do I think I have done? | How much effort have I put in? (Tick one) | I have tried my hardest | I have put some effort into my work | This is not my best work |
| Teacher comment | | | | |

Green word practise

| | | | | | |
|------|-------|-------|-------|-------|-------|
| sh | th | ch | ng | nk | qu |
| ship | thin | chip | thing | think | queen |
| hush | thank | chain | wing | stink | quest |
| cash | sloth | much | sing | thank | quick |

| | | | | | |
|-------|--------|-------|-------|-------|-------|
| ar | or/oor | air | ir | ou | oy |
| start | door | fair | whirl | shout | boy |
| car | for | hair | twirl | out | toy |
| far | short | chair | girl | mount | annoy |

| | | | | | |
|------|------|-------|------|-----|------|
| ay | ee | igh | ow | oo | oo |
| May | keep | high | blow | poo | look |
| play | see | tight | snow | zoo | book |
| say | deep | sight | slow | woo | cook |

| | | | | | |
|------------|------------|------------|-----------|------------|------------|
| <u>a</u> e | i <u>e</u> | <u>o</u> e | <u>ea</u> | u <u>e</u> | <u>e</u> e |
| cake | time | phone | tea | brute | Eve |
| fake | nice | home | sneak | flute | sleeve |
| bake | smile | alone | weak | hute | achieve |

| | | | | | |
|-----------|-----------|-----------|-------|-------|------|
| <u>ai</u> | <u>oa</u> | <u>ew</u> | oi | ire | ear |
| snail | goat | chew | spoil | fire | ear |
| rain | boat | new | coin | tired | hear |
| pain | throat | stew | loin | fired | fear |

| | | | | | |
|--------|------|-------|--------------|-------|-----------|
| er | aw | ow | <u>ure</u> | are | <u>ur</u> |
| better | paw | cow | pure | care | nurse |
| letter | dawn | now | cure | share | purse |
| per | yawn | tower | <u>fu</u> re | pare | turn |

| | | |
|-------------|-------|---------|
| tion | wh | ph |
| addition | whale | phone |
| attention | when | phonics |
| celebration | what | dolphin |

Year One common exception words – Please practise reading and spelling the words below until your child has learnt them.

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Read Write Inc.

My Phonics Speed Sounds (Set 1)

a b c d e f g h i j k l m n o p q r s t u v w x y z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

| | | | | | |
|-----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|------------------------------------|
| <p>th with think thank</p> | <p>sh hush shop posh</p> | <p>ch chip chin church</p> | <p>qu Queen quick quit</p> | <p>ing thing string ring</p> | <p>ink think wink stink</p> |
|-----------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|------------------------------------|

My Phonics Speed Sounds (Set 2) Mat

My Phonics Speed Sounds (Set 3)

| | | | | | |
|---|---|---|--|--|--|
| <p>ay "May I play" play, day</p> | <p>ee three, been</p> | <p>igh high, night</p> | <p>ow "Blow the snow" blow, low</p> | <p>oo "Poo at the zoo" too, zoo</p> | <p>oo "Look at a book" took, look</p> |
| <p>air "That's not fair" fair, stair</p> | <p>ir "Whirl and twirl" girl, bird</p> | <p>ar "Start the car" car, start</p> | <p>or "Shut the door" sort, short</p> | <p>ou "Shout it out" out, shout</p> | <p>oy "Toy for a boy" toy, boy</p> |

| | | |
|--------------------------------------|--|------------------------------------|
| <p>ur nurse, purse, curse</p> | <p>er better, letter, tower</p> | <p>oy toy, boy, annoy</p> |
| <p>oi spoil, coin, voice</p> | <p>ire fire, hire, inspire</p> | <p>ure sure, cure, pure</p> |

| | | | | | | |
|-------------------------------------|-------------------------------------|--------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| <p>ai snail, rain, train</p> | <p>a_e make, late, hate</p> | <p>ea tea, neat, speak</p> | <p>y Mary, fairy, angry</p> | <p>u_e brute, flute, dude</p> | <p>ew chew, few, drew</p> | <p>ow brown, cow, power</p> |
| <p>e he, she, we, me</p> | <p>i_e smile, nice, time</p> | <p>o_e phone, home, alone</p> | <p>oa goat, boat, float</p> | <p>aw yawn, lawn, yawn</p> | <p>are care, share, dare</p> | <p>ear hear, spear, fear</p> |

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you