

**St Mary's Catholic Primary School**

Coronation Crescent, Madeley, Telford, Shropshire, TF7 5EJ

Telephone: 01952 388255

Fax: 01952 388244

E-mail: [madeleystmarys@telford.gov.uk](mailto:madeleystmarys@telford.gov.uk)

<http://stmarysmadeley.taw.org.uk>

Headteacher: Samantha Griffiths  
Assistant Headteacher: Helen Lambie

Friday 13<sup>th</sup> November 2020

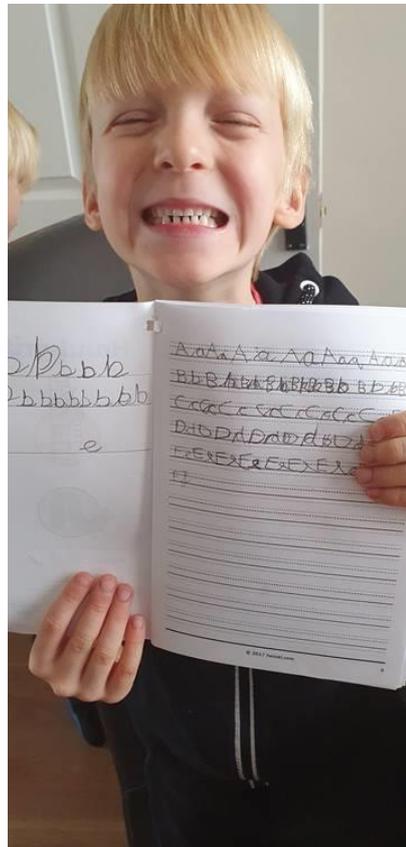
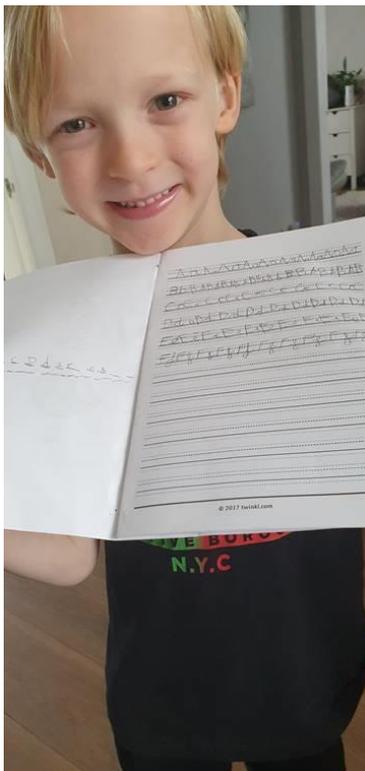
Year One

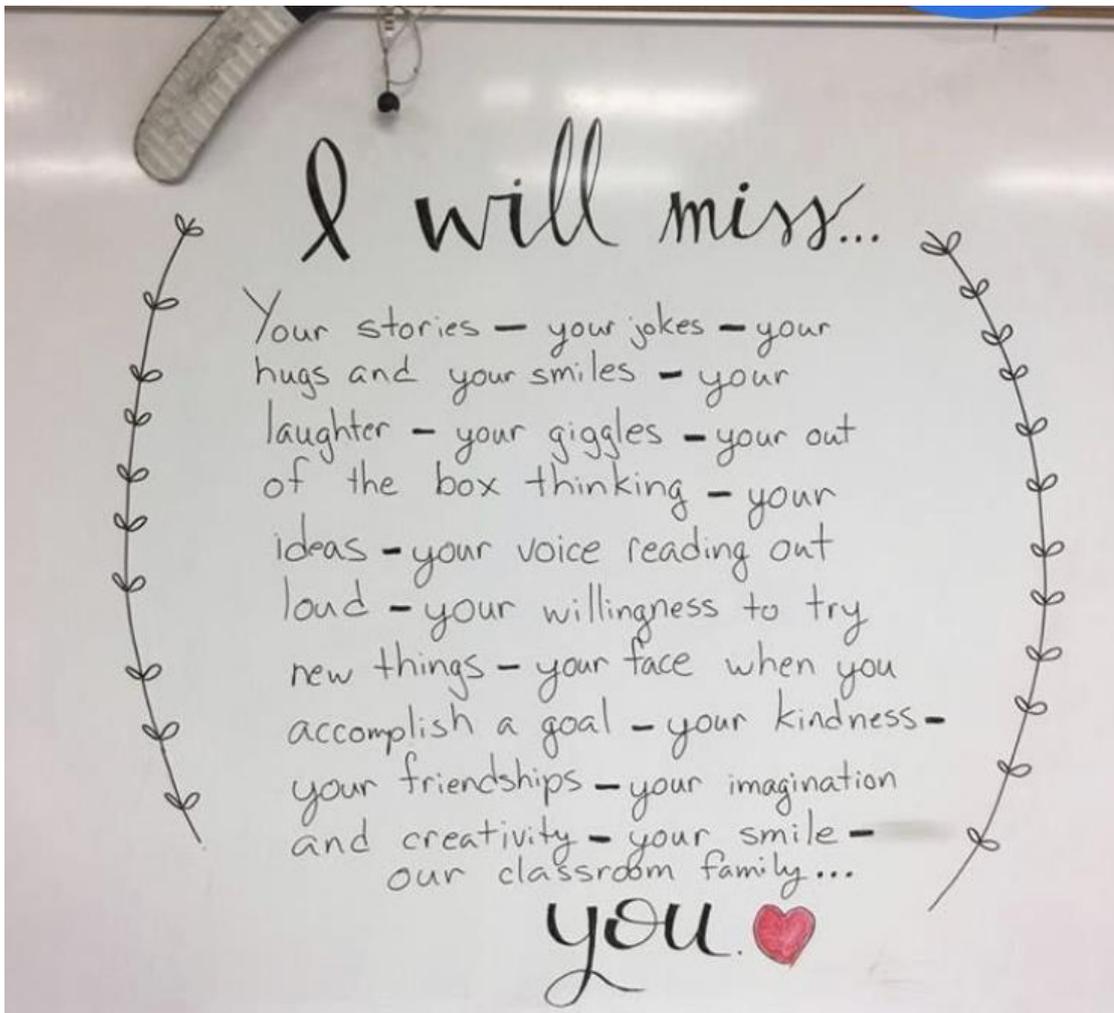
Good morning Class One,

Day 2 in isolation! I am thinking of you all and I hope you're keeping safe and feeling well. I really enjoyed receiving photos of what you had been up to yesterday. I've put the photos below so you can see some of what your friends have been up to. It certainly put a smile on my face!

Lots of love

Miss Edwards xxxx





**PE - 5**

**Minute Move for Kids**

Another day, another workout!

<https://www.youtube.com/watch?v=d3LPrhIOv-w>

**Handwriting Practise**

Over the next 2 weeks, we will be recapping things that have already been taught.

Today can you practise forming the capital letter (letter name) **D** & the lower case cursive letter (letter sound) **d**.

Can you remember what letter family **'d'** comes from?

Remember – Capital letters are NOT cursive



Curly Caterpillar Letters



a d c o f e s g q

Letter-join

- Capital letters are used for names of people, places and personal pronoun I.
- Capital letters are also used at the start of a sentence.
- You can sing the alphabet to help you remember.
- 



You can extend this handwriting task by practising using the capital letter 'D' in the correct place by writing a sentence or thinking of names that begin with 'D'. You can also practise joining words with 'd' in.

For example: You could write a silly sentence. I know you enjoy anything silly!

Do you like carrot hats?  
Hehe!

Dominic Daniel



We also learn how to join a sound each day so let's recap our learning.

Can you practise joining 'th'? You can practise joining the words below (or think of some of your own) when you are confident with joining the digraph 'th'.

thin this thank then

Remember all lower case letters start and finish on the line.



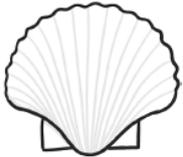
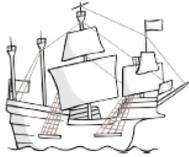
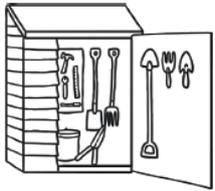
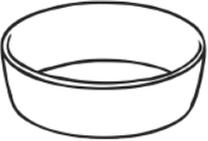
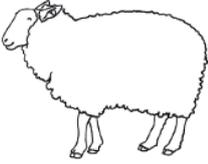
## Phonics

Below is our 'stuck matt'. The children use this when they are writing for support alongside our 'stuck line'. Continue to familiarise yourself with this matt. Can you play a game where an adult says sounds and you have to find them on the matt? In school, lessons are differentiated to ensure all children are making progress and their needs are being met. Pick a sound you feel your child needs to practise. Can you child recognise all of the sounds on the matt?

Examples: You can download a range of activities for each sound from [Twinkl.co.uk](http://www.twinkl.co.uk)

 with think thank	 hush shop posh	 chip chin church	 Queen quick quit	 thing string ring	 think wink stink
 "May I play" play, day, may	 "What can you see?" see, three, been	 "Fly high" high, night	 "Blow the snow" blow, snow, low	 "Poo at the zoo" too, zoo, food	 "Look at a book" took, look, book
 "That's not fair" fair, stair, hair	 "Whirl and twirl" girl, bird, third	 "Start the car" car, start, part	 "Shut the door" sort, short, horse	 "Shout it out" out, shout	 "Toy for a boy" toy, boy, enjoy
 "Snail in the rain" snail, rain, train	 "Make a cake" make, late, hate	 "Cup of tea" tea, neat, speak	 "Nice smile" smile, nice, time	 "Phone home" phone, home, alone	 "Goat in a boat" goat, boat, float
 "Sure its pure" sure, cure, pure	 "Huge brute" brute, flute, dude	 "Chew the stew" chew, few, drew	 "Yawn at dawn" yawn, lawn, yawn	 "Care and share" care, share, dare	 "Brown cow" brown, cow, power
 "Nurse with a purse" nurse, purse, curse	 "Better letter" better, letter, tower	 "Toy for a boy" toy, boy, annoy	 "Spoil the boy" spoil, coin, voice	 "Fire, fire!" fire, hire, inspire	 "Hear with your ear" hear, spear, fear

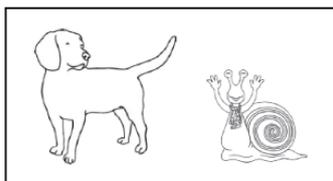
Write the words and colour in the pictures for all of these things that have the 'sh' sound. 

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

 b u sh	 sh o p	 p u sh
 sh e ll	 sh i p	 f i sh
 sh e d	 d i sh	 sh ee p

Can you read the story below and find all the words with 'ai' in them?

### The Snail in the Rain



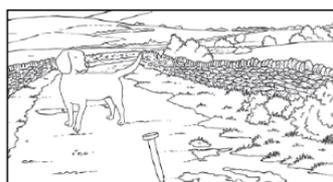
A contest was put on by the Queen, in spring. The snail and the dog with a tail, went to the start mark.



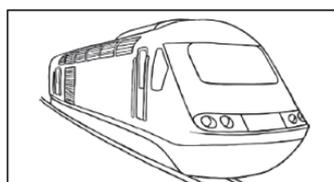
The aim was not to fail but to finish first. The main road was straight but full of bumps.



Then, the rain and hail fell from up high. The road was wet.



The dog fell on a nail stuck in the road. He was hurt and had to stop.



The snail felt bad. He went to pick up the dog. The dog was in pain. The snail put the dog on his shell and went to the train.



The train took them to the end of a rail track. They went to the finish together.

# Alternative Spellings for ai

ai		ay		a-e	
					
					
					
					
					
					
					
					
					

ai	ay	a-e
		
		
		
		
		
		
		
		
		



hear

hure

hair

hur



cear

cair

cure

coar

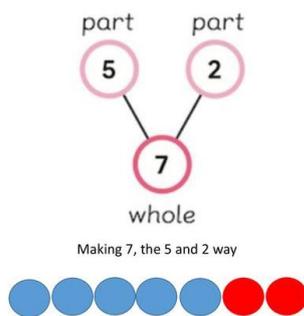
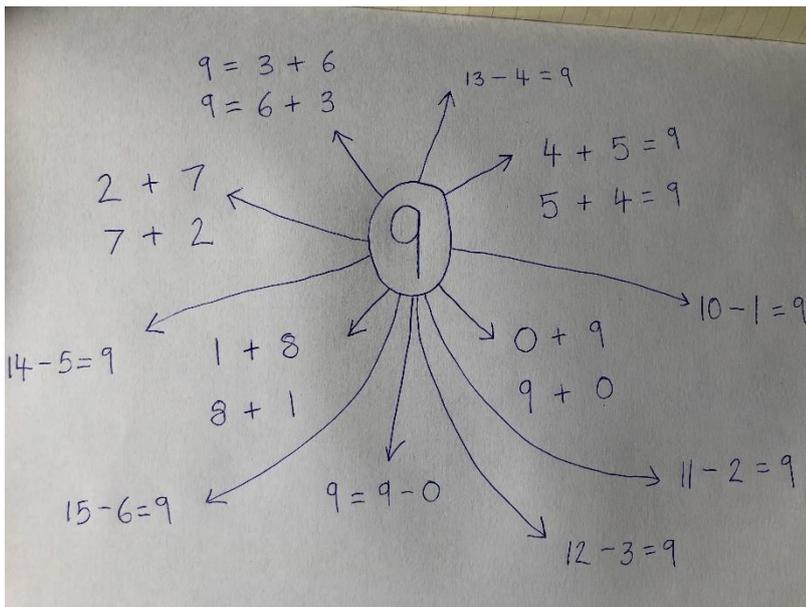
Mental

mathematics

How many ways can you make a 4, 5, 6, 7, 8, 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you work systematically? Can you do it in your head by visualising the amounts? Can you use your fingers? You can count forward and backwards to find addition and subtraction equations where the answer \_\_\_\_\_. In class, we have been writing down as many equations we can think of in 3 minutes. You can try and beat your score. The children really enjoy this activity. We pick a new number each day. We call it 'The Story of 9'

If your child is finding this tricky, give them something to represent the number, such as toy cars.

For example –  $9 = 3 + 3 + 3$        $2 + 2 + 5$



Making 7 using the part whole model to record

Writing Check list A	
	
Think it Say it FRED it Write it Read it	
CAPITAL letters	
Finger spaces	
On the line	
Formed well	
. full stops	
?	

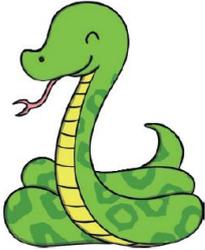
## Writing – Poetry

!
and
because
!
Spelling

So this week, we were building up to write our own poem. We started off by thinking of rhyming words. Rhyming words are words that sound the same such as **meat** and **feet**, or words that have the same pattern of letters, such as **snake** and **make**.

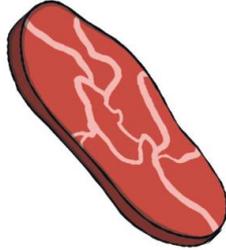
Have a go and finding rhyming words for the words below or make some of your own.

### Snake



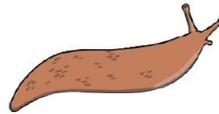
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Meat



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Slug



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Geography –

Can you do some research on the River Severn?

You could make it using junk model materials, draw it or paint it. You could write a fact file about the River Severn. Watch videos online. Find out where the River Severn passes through or even find out about the flooding earlier on in the year. Can you use geographical vocabulary such as hills, near, north, south? What impact did this have on people's lives? What are your thoughts?



## Spelling

Please practise the following spellings. In class we have been focusing on one spelling a week. We have using rainbow colours to practise writing the days to make it fun. You can practise in any way you wish, such as painting.

### 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

### Reading tasks

- You can continue to read story books at home.
- You can have a go at the comprehension task below.
- You can read our class poem for this week. Can you find the rhyming words?

# The River

Valerie Bloom



The River's a hoarder  
And he buries down deep  
Those little treasures  
That he wants to keep,  
The River's a baby,  
He gurgles and hums,  
And sounds like he's happily  
Sucking his thumbs.  
The River's a singer,  
As he dances along,  
The countryside echoes  
The notes of his song,  
The River's a monster,  
Hungry and vexed,  
He's goggled up trees  
And he'll swallow you next.

---

Can you remember the actions to show your family?

# Draw a Picture

Read these sentences and draw what is being described.



My teacher was at the front of the line.

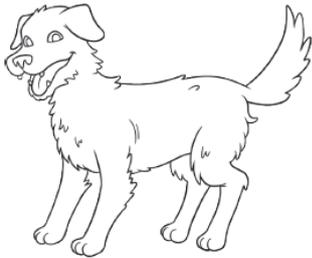
He was wearing a green coat and a blue scarf.

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

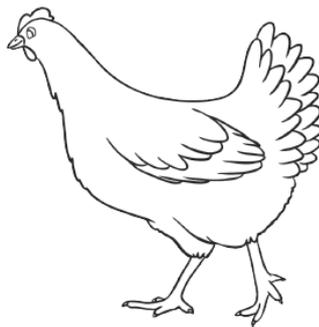
Next in the line was a girl in a red coat.

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

The dog has a pup.  
.....



The hen had an egg.  
.....



The pen is red.  
.....



I am on top of the den.  
.....

