

Reading / Phonics

Please continue to read with your child, daily if possible. It doesn't have to be for a long period of time, 5 minutes a day will have a great impact on your child's development. 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. 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. Please learn the [Year One Common Exception words](#) and the [100 High Frequency Words](#).
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.
3. **IMPORTANT DAILY PHONICS TASK** - Ruth Miskin Training will be restarting their free [Read Write Inc. Phonics lessons on YouTube](#) for children to watch at home during the school closures. Practise Set 1, 2 and 3 sounds in Speed Sounds Lessons to suit your child's needs; learn to read [Red Words](#) and practise reading and writing using [Hold a Sentence](#). All lessons will show at **9.30am each day** and will be available for 24 hours.  
[Ruth Miskin Training - YouTube](#) <https://www.ruthmiskin.com/en/find-out-more/parents/>  
<https://bit.ly/354kYpF>(<https://bit.ly/354kYpF>)  
You can make your own activities to suit the sound you choose to do each day. You can find ideas on [www.Twinkl.co.uk](http://www.Twinkl.co.uk).  
Alongside this, you could use chalk outside, rainbow writing or make your own games.
4. **Green 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 for your child. I advise short blasts of practise, lasting around 5 minutes and following on from/ linking with your Read Write Inc YouTube lesson.
5. ...and of course, please continue to encourage your child to read their own books to suit their interests.

Writing



**Top tips / Writing support**

1. A sentence is one idea.
2. A conjunction can join two ideas together in a sentence.  
E.g. **J**oe went to the park **and** he saw his cousin.
3. Think about what you want to write.
4. Say it
5. FRED it (sound it out)
6. Write it
7. **Read it back**
8. Check your sentence has a **capital letter**, finger spaces and a **full stop**.
9. Check your letters are sitting on the line and formed well (cursive) all cursive letters start and end on the line.
10. Have you used a question?
11. Have you used a **conjunction** to join two ideas in a sentence together?
12. Have you used the personal pronoun I?
13. Check your spelling for **red words** / common exception words that you are now spelling correctly such as 'the' 'was' 'of' 'there'
14. Remember, you must be able to read your own writing. Have a go at reading it back to an adult.

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  
?

! and because

I

Spelling

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, beer	"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

This half term was supposed to be our Great Fire of London topic, however I have decided to save this topic for our return to school to ensure all children get the opportunity to experience all this topic has to offer in school. This half term our new topic will be Growing and Beans.

**Task 1**

Jack and the Beanstalk – Please read this story with your child. Using the structure -beginning, middle and end, discuss what happens at each part with your child. Write the beginning of the story and draw an accompanying picture. (You can find an online version of this story on YouTube.

**Task 2**

Write the middle of the story Jack and the Beanstalk and draw an accompanying picture.

**Task 3**

Write the end of the story Jack and the Beanstalk and draw an accompanying picture.

**Task 4**

Can you do some research on our topic Growing and Beans? What does a seed need to grow? You can draw pictures, label and write about your findings.

**Task 5**

Write a set of instructions of how to plant a seed using time conjunctions (First, Then, Next, After that and Finally) Write at least two consecutive instructions. You could also draw pictures to go with each step. If you're unable to grow something of your own then you can watch some videos online. You can grow herbs, greens, peppers and other things in colder weather. You could put it on your windowsill.



**Task 6**

The children should be writing for a range of purposes. You could help your family write the food shop in a list.

You can write a recount of your day/weekend. Use the time conjunctions below to help you sequence the events in your day in the correct order

(first, then, next, after that, finally)

**Challenge** – Can you use adjectives to make your writing more interesting? An adjective is a describing word.

Can you use a conjunction to join two ideas in a sentence together (because, and, so)

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 (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)

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 your child is secure with numbers 20 and below only then would you use bigger numbers.
- Always make links with real life problems

**Task 1**

Practise counting forwards and backwards from any given number to 100.

**Task 2**

Practise counting in 2's and 10's.

**Task 3**

Practise your number bonds to 10 (and within 20) using drawings or practical objects (addition)

**Task 4**

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?

For example, how many ways can you make 5?

5 + 0    1 + 4    2 + 3    3 + 2    4 + 1    0 + 5

**Task 5**

Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. E.g. there are 10 bananas in the bowl. You and I have one with our breakfast. How many bananas are left? You could draw the story and cross out 2 bananas and count how many are left. . Remember stick with numbers under 20 until you are confident and quick with this. For example –  $10 - 2 = ?$  Can you find the answer by counting back in your head?

**Task 6**

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

$3 + 6 = ?$  We would start with 6 in our heads and add on 3 by counting on in our head to find out the answer.

Practise this whenever you can.

**Task 7**

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.

	<p><b>Challenge</b> – Can you have a go at solving equations in your head by counting on or counting backwards?</p> <ul style="list-style-type: none"> <li>- How quick can you recall all the number bonds within 20? Can you family time you?</li> <li>- Can you find related facts? For example, if you know <math>4 + 6 = 10</math>, what else do you know?</li> </ul> <p>Can you find 2 addition and 2 subtraction equations?</p> <p>4 + 6 = 10    6 + 4 = 10    10 – 4 = 6    10 – 6 = 4</p>
RE	<p style="text-align: center;"><b>Task 1</b></p> <p>Families belong together. They share meals and have fun together. Can you think about what it means to belong to a family?</p>
<p>Science</p> 	<p>In Science this week we have started our new topic 'Plants'. The children have been able to identify and name a variety of common plants including garden plants, wild plants, and trees.</p> <p style="text-align: center;"><b>Task 1</b></p> <p>We have been observing and asking questions about the plants. Have you got any plants around the house? Is there anything you would like to find out about plants? Ask some questions such as 'What does a plant need to grow?' 'How many different types of trees are there?' With support from an adult, can you find out the answer to some of the questions?</p>  <p style="text-align: center;"><b>Task 2</b></p> <p>Can you find out the names of some plants/flowers/trees in your garden or in a local park?</p> <p style="text-align: center;"><b>Task 3</b></p> <p>Can you plant a seed and take photos of your plant/vegetable as it grows? We listened to the story Sam's Seeds. This was all about a little boy who grew a sunflower and a cress head! Maybe you could grow your own 'cress head'. He grows and eats his own cress in a sandwich... could you grow something and eat it?</p>
Geography	<p>Our topic this half term is seasonal weather. We have learnt about seasons in our science topic so ask your child what they already know.</p> <p style="text-align: center;"><b>Task 1</b></p> <p>You can follow changes across the season. What happens in spring? Remember you can show this in any way you wish such as a piece of artwork or photos.</p> <p style="text-align: center;"><b>Task 2</b></p> <p>Each day you can go outside and look at the weather. What is the weather like today? Is it raining? Is it sunny? Is it both?</p> <p style="text-align: center;"><b>Task 3</b></p> <p>You can watch the BBC weather forecast with an adult. Can you be the weather girl or boy and get an adult to record you doing your own weather report?</p>
Art	<p>Our topic this half term in art is – collages including nature collages</p> <p style="text-align: center;"><b>Task 1</b></p> <p>Can you go on a walk and collect some 'treasures' for a collage?</p> <p>You could draw a picture of a plant and collage it, is using a range of materials.</p> <p style="text-align: center;"><b>Task 2</b></p> <p>We are becoming more confident with our cutting skills. Can you use paper to cut out shapes or pictures? You could ask an adult to draw wiggly lines on a piece of paper. Can you cut along the wiggly line?</p>  
PSHE	<p>What have you learnt about the following topics? What else can you find out?</p> <p style="text-align: center;"><b>Task 1</b></p> <p>Fairtrade – we have been looking at current age-appropriate issues relating to human rights. What is Fairtrade? Would you buy Fairtrade items? Why?</p> <p style="text-align: center;"><b>Task 2</b></p> <p>Police – We have been learning all about the police and their role in helping us to follow rules.</p>