

Wednesday 25th - Year One Home Learning

Twinkl log in: www.twinkl.co.uk/offer

You will have to enter **your email address** and **create an 8-character password**.

Use this code CVDTWINKLHELPS.

If you would like additional educational games and activities to **support the phonics** feel free to use Phonics Play.

PhonicsPlay are offering free access.

username: march20

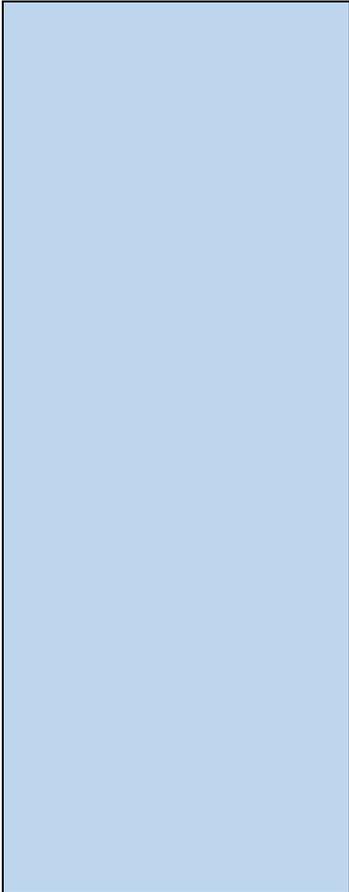
password: home

Websites crashing!

We've heard that educational websites, such as the ones listed above are crashing due to understandably high demand. Keep on trying at different times of the day!

Wednesday	Teach	Activities
<p>Phonics</p> <p>Phonic sounds the week: <u>or</u> as in born, <u>ore</u> as in score, <u>aw</u> as in claw and <u>au</u> as in August.</p>	<p>Today's sound is 'aw' as in saw. Write the digraph [fancy word for a sound with 2 letters] down and say it together a few times, then have your child write down 4 or 5 times (more, if they're in the mood!) and both say it, each time your child writes it.</p>	<p>Warm up with a phonics flash card session from the website.</p> <p>How many words can you think of that have the 'aw' digraph in them?</p> <p>This can be hard for the majority of children, as they're probably not yet able to differentiate between the different ways of spelling that one sound.</p> <p>Try googling 'aw' words to get suggestions.</p> <p>Have your child write out the words, sounding out each word before they write it. Extend a finger for each sound (remember it's a finger a sound and not a letter – 'aw' needs one finger not two!) so you know how many sounds are in that word.</p>

		<p>Once done, if that hasn't taken too long, get some of those words into a sentence! The sillier the better (Mr M often finds it's the sillier things that are remember the most.)</p> <p>For the sentence writing, use the method we use for dictation in school:</p> <p>Say the sentence out loud, then say it again, this time, count the words out on your fingers, (this has the added benefit of making the children realise if the sentence is far too long and really should be two sentences) then say it again, adding the signs for a capital letter at the start (hand on head) and a full stop at the end (fist bump), repeat with gestures a few more times, until your child has the sentence fixed in the head, then write down, repeating the sentence out loud during the writing if you need to.</p>
<p>English</p> <p>Book of the Week: Snail and the Whale</p>	<p>Spellings: Hopefully you've had a chance to figure out which spellings your child doesn't know from the Year One Common Exception word list, if you haven't, work through that list finding out which ones they don't know.</p> <p>Book of the Week: If you're lucky enough to have a copy of the book, read through it, if not, use this link: https://www.youtube.com/watch?v=x887mPO9X9c</p>	<p>Spellings: Choose 5 words that your child can't spell from memory and have them write out a line of those words in their blue 'Everything Books' that we sent home. No need to sound them out before write, these word defy sounding out. Then using the dictation method listed above, create some sentences that have as many of those words in as possible.</p> <p>Book of the Week: Read or watch Snail and the Whale again. Today you'll be making a story map! This will help your child when they write their version of the story. Talk through with your child which are the 6 most important parts of the story, then get a piece of paper and draw a wiggly line:</p>

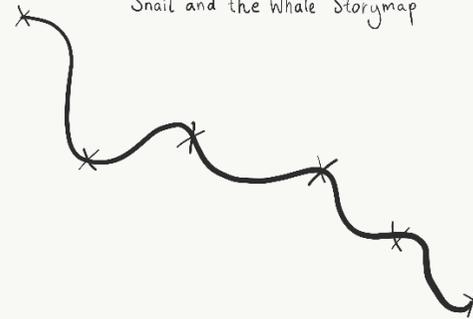


Snail and the Whale Storymap

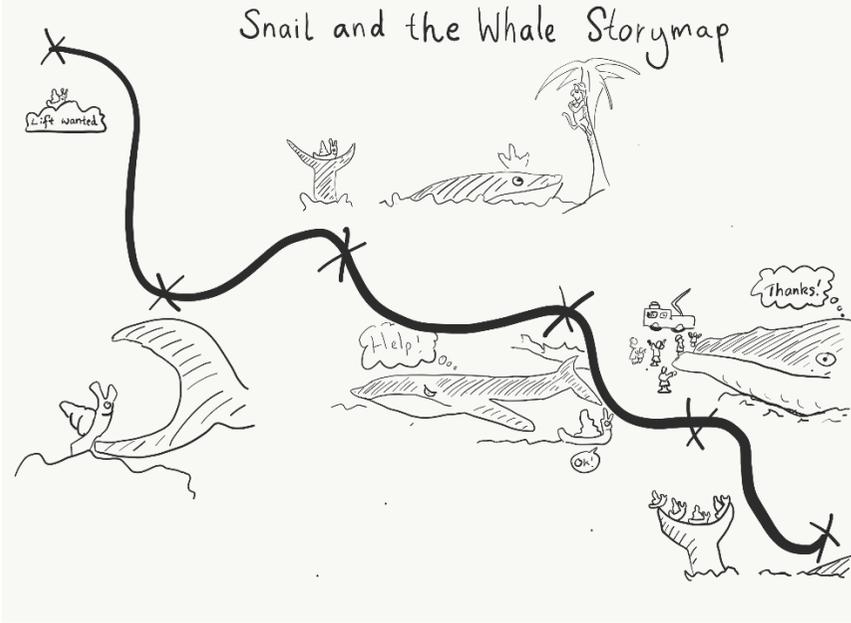
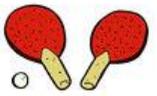


The mark the line with six crosses:

Snail and the Whale Storymap



You'll need your child to draw a small picture on each of the crosses for each important part of the story, like this:

		<p style="text-align: center;">Snail and the Whale Storymap</p>  <p>If you're not sure which parts to use, or you have too many parts your child thinks are important, then start with the first and then the last and work your way to the middle. As you're talking and drawing the story, if any words crop up that you think might be useful for when your child writes their version of the story, then YOU can write it down in the Word Bank from yesterday.</p>
<p>Maths</p> <p>Number bonds</p>	<p>Which number bonds will you have a go at today for ping pong? You've a fair few to choose from now.</p> 	<p>The following is a suggested activity, so feel free to give it a go if you want to.</p>

Please continue **revisiting your number bonds for 8, 9 and 10**. Either use your **blue books** sent home in your Home Learning packs. Or just use the book for the recording of those all-important number bonds that you'll use next week.

If your child knows these number bonds with 'automatic recall' then challenge them with these calculations in their books

$$4 + \dots = 7$$

$$2 + \dots = 6$$

$$5 + \dots = 9$$

$$3 + \dots = 6$$

$$1 + \dots = 5$$

$$7 + \dots = 9$$

$$2 + \dots = 8$$

$$6 + \dots = 9$$

$$3 + \dots = 7$$

$$5 + \dots = 8$$

In your blue book chose your favourite number bond and draw your beads on each string to show the different ways to make it that number bond.



$$0 + 3 = 3$$

$$1 + 2 = 3 \text{ etc.}$$

Science Knowledge

Amphibians	live in water and on land. They have slimy skin.
Birds	have a beak, feathers and wings.
Fish	live and breathe underwater. They have fins to help them swim.
Mammals	have fur or hair and give birth to live young.
Reptiles	have scales on their skin.

Science Vocabulary

hair
 scales
 fur
 gills
 feathers
 fins
 beak
 skeleton
 webbed feet
 moist skin

Go Wild!

Mammals



human mouse dog cow

Birds



penguin chicken seagull robin

Fish



goldfish tuna shark eel

Reptiles



snake tortoise lizard alligator

Amphibians



frog toad newt salamander

Geography Knowledge

Name and locate the world's 7 continents (Asia, Africa, North America, South America, Antarctica, Europe, Australia)

Name the 5 oceans (Atlantic, Arctic, Indian, Pacific, Southern Ocean).

Go Wild

Science:

In class, we have been learning about how animals are grouped into different classifications, e.g. mammals, amphibians, reptiles, birds and fish.

Ask your child to choose their favourite animal and tell you which classification (group) are they in? How do they know? i.e. a mammal is warm-blooded and has hair or fur. A reptile is cold-blooded and usually has scales

Challenge!

Sorting animals! Can you think of some animals and sort them into groups? Using blue books, draw 2 sorting circles which you can label with your choice of classification. Either draw mini pictures of your animals or simply write their names onto bits of paper and stick them into your circles.

Extra Challenge!! (optional)

Can you draw a Venn diagram? (Where some animals could be in both groups).
Get Creative!



P.E.

PE with Joe Wicks (Monday-Friday)
9am Live on YouTube, The Body Coach TV

Own version of the daily mile or feel free to the good old 'beans' on the spot activities: The children will look forward to sharing these with you. So do the runner bean, baked bean, French bean, broad bean and string bean.

Reading and Story time

Read for at least 10 mins. Can you find any words with the phonics focus sounds in your books?

Why not share a virtual story time together?

All being well, one will be uploaded to the Year One page at 3.00pm today – the time we would be having stories in school.

Oxford Owl eBooks

<https://www.oxfordowl.co.uk/for-home/reading/>