

Morning all!

English -

Let's warm up with some phonics flash cards.

Phase 4 today – these are all constant clusters.

You can use this video or your own flash cards if you have them/have made them.

The phonics sounds we're going to be working on this week are: or as in born, ore as in score, aw and au as in claw and August.

Today – 'or' - how many words can you think of that have the 'or' digraph? [Digraph is a fancy word for a sound that has two letters when written down.]

If it's tricky, try Googling 'or words'. Write down as many as you can in your Everything Book [the blue exercise book we sent home.] As you write them down sound them, putting up a finger for each sound in the word – remember some sounds have more than one letter.

Now – how many of those words can you get in a sentence? Say the sentence you're going to write out loud. Count out each word on fingers, so you know how many words are in the sentence, repeat, but this time place a hand on head for the capital letter the first word in the sentence needs (then remove hand) and a closed fist for the full stop at the end. This is how we run through dictated sentences, hopefully this will make sense to your child. Then – write the sentence down in the Everything Book.

Now for some spellings – what will be really useful for spellings going forward is to work out which of the Year One Common Exception Words your child doesn't already know how to spell from memory – so, time for an old school spelling test!

For this you can use one of the blank sheets we sent you, or this could be another one for the Everything Book. Doing all the words in one go, might be a bit much, so do this over several sessions if needed. Read out each word in turn and give your child as much time as they need to write down the word. Remember – no help, no matter how much they beg! It's really important to know which words they know and which words they don't.

When you've worked your way through the list, tick the ones that are correct and create a list of the words your child doesn't know. These are going to be words you'll need to focus in on over the next few weeks.

If you want to push on with English today, you could write out some of the Common Exception words that weren't correct in the spelling test. Mix it up – first choose a few words to work with – no more than 5. Write out a line of each word (if you're using the Everything Book) then create a sentence that has each word in it, or sentences that have several in it, these can be as silly as you like! Before writing the sentence down, follow the method we do for dictation; say the sentence you're going to write out loud. Count out each word on fingers, so you know how many words are in the sentence, repeat, but this time place a hand on head for the capital letter the first word in the sentence needs (then remove hand) and a closed fist for the full stop at the end.

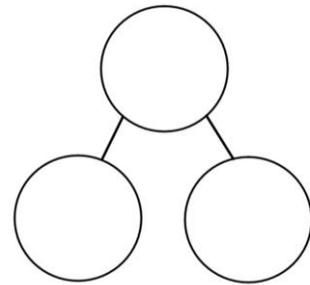
More tomorrow!

Don't forget to get some reading in!

Good Morning 😊

****This Year 1 maths session can be accessed by Reception and Year 2 children as this area of learning will have been touched on to a degree by all year groups.****

We are revisiting **'Finding Number Bonds'** this week. Our focus will be 1,2,3 and 4 today.



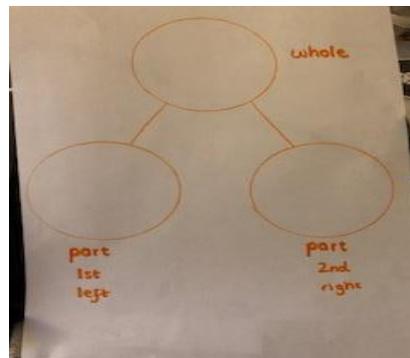
We will be using a Part Whole Model

and **objects** of your choice to support this.

You will need 2 pieces of paper and a pencil for this.

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To start have your child/ children draw their **part whole model** on a piece of paper either free hand or feel free to draw around a **cylinder** if it is easier. I choose a **tin** of my favourite Heinz beans for my 3 **circles** then joined the **top circle** to the **bottom two circles** with 2 lines.

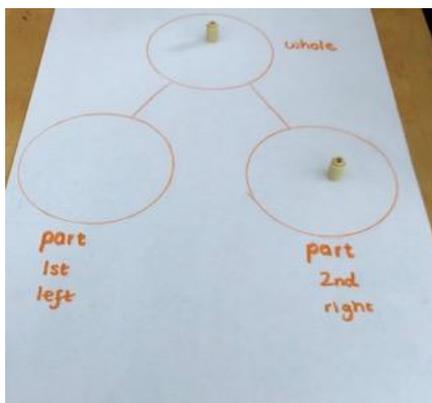


My examples also show how to label the circles correctly to show the whole and the parts. I'll be using small Lego cylinders

as my objects but feel free to use anything you can get your hands on that you have **20 of** like Lego bricks, buttons or even dare I say it pasta! (“,)

The following are the steps to be followed for ‘**Finding Number Bonds**’. They are designed to help you work **systematically**. This a word Year 1 and 2 will know but for Reception, if you choose to do this with them too, it just means **starting from 0** to help ensure **we find all of the number bonds** for any given number. We are **working our number bonds out in order**.

- We are starting with 1 so place **one** object in the **whole** then leave the **1st** part empty and place another object in the **2nd** part.



- On their second piece of paper have your child write down the **digit 1** and then underneath it **0 + 1 = 1**. In doing so they have recorded the **number bond** they have found using the **part whole model**.
- Now place **the object** in the **2nd** part in the **1st** part.
- Write down **1 + 0 = 1** as you have found another number bond of 1.

$$0 + 1 = 1$$

$$1 + 0 = 1$$

This should be what you see on your page for the number bonds of 1.

- Now draw a line under your number bonds for 1 and write the number 2 under the line under your first number bond.
- Place 2 objects in the whole, leave the 1st part empty and place 2 objects in the 2nd part.
- Under the 2 record $0 + 2 = 2$ to **represent the number bond of 2** that has been **found** on the part whole model.
- Now add one object to the 1st part and record $1 + 1 = 2$ to **represent the number bond of 2** that has been **found** on the part whole model.
- Now add the object in the 2nd part to the object in the 1st part and record $2 + 0 = 2$ to **represent the number bond of 2** that has been **found** on the part whole model.

2

$$0 + 2 = 2$$

$$1 + 1 = 2$$

$$2 + 0 = 2$$

This should be what you see on your page for the number bonds of 2.

- Now draw a line under your number bonds for 2 and write the number 3 under the line under your second number bond.

- Using your **objects** and your **part whole model** repeat **the above** for the number bonds of 3.
- Follow it step by step to find them all and write them down carefully under your number bonds for 2.
- Once you finish **check** if you have them all. Were any skipped? Does yours match mine?

3

$$0 + 3 = 3$$

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$0 + 3 = 1$$

- You know what's coming next for 4!
- So have you **drawn that line** and **recorded your 4?**
- Good! Now off you go like you did with 3 **finding** your **number bonds for 4 using your objects** and **part whole model** to find your **number bonds for 4**.
- Remember to follow those initial steps, step by step to **find them all** and **write them** down carefully **under** your **number bonds for 3**.
- Once you finish **check** if you have them all. Were any skipped? Does yours **match mine?**

4

$$0 + 4 = 4$$

$$1 + 3 = 4$$

$$2 + 2 = 4$$

$$3 + 1 = 4$$

$$4 + 0 = 4$$

Good job. Have you noticed anything about the number bonds you've found so far? Feel free to share your thoughts with your adult. 😊 Now keep that page safe as you will need it along with all of the number bonds you record throughout this week. **Feel free to share any pictures of what you're using at home for your objects, how your number bonds are looking or where you are working to do it.** The words in **bold are key words/phrases** used to support the learning. **Number bonds, find, part whole model, represent** for example would be the key words on display in the classroom

That's all for today. See you tomorrow for number bonds 5, 6 and 7.

Take care,

Miss Rice 😊