

# Monday March 30<sup>th</sup> Home Learning

Twinkl log in: [www.twinkl.co.uk/offer](http://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 some of the educational websites as listed above are crashing due to understandably high demand.

Keep on trying at different times of the day!

Tuesday	Teach	Activities
<p><b>Phonics</b></p> <p>Phonic sounds the week: air as in hair, are as in care, share, ear as in hear, dear, year.</p> <p>Consonant blends mp, nt, nd, lk, lp</p>	<p>Today's sound is 'air' as in hair. Write the trigraph [fancy word for a sound with 3 letters down] 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 'air' trigraph 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 'air' 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 – 'air' needs one finger not three!) so you know how many sounds are in that word.</p>

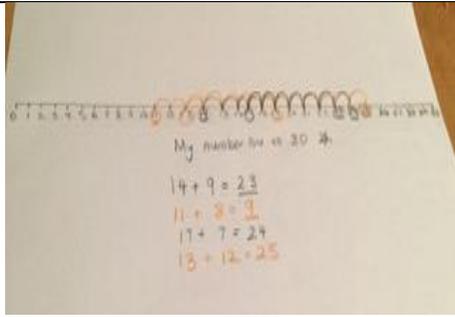
		<p>Once done, if that hasn't taken too long, get some of those words into a sentence! The sillier the better (Mr M often finds it's the sillier things that are remember the most.)</p> <p>For the sentence writing, use the method we use for dictation in school:</p> <p>Say the sentence out loud, say it 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><b>English</b></p> <p>Book of the Week: Lonely Beast</p>	<p><b>Spellings:</b> 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><b>Phonics - consonants blends:</b> mp, nt, nd, lk, lp.</p>	<p><b>Spellings:</b> Revisit the words that your child couldn't spell from memory last week that you were working on together. Can they spell them from memory now? If so, identify another 5 words to work on, if not, carry on with the ones you were working on last week.</p> <p>For the spellings, have your child write the word, say the word, copy the word, cover the word and try to spell it without seeing it. Repeat for each word you're working on.</p> <p>We're going to be working on these Phase 4 consonant blends this week. Can your child think of any words with these blends in them? You could choose a few today and more tomorrow, or just go crazy and do all of them today. If</p>

**Book of the Week:**  
Lonely Beast by Chris Judge  
We won't be working on it today, but if you'd like to have a look at it ahead of time, feel free.  
<https://www.youtube.com/watch?v=1YqzMZQ5i6Q>

you can't google those clusters. Get your child to write down the words, sounding them out as they do so, with a finger extended for each sound. Once they got a few for each cluster you're working on, try to get those words into sentences, sounding out each word as you go, or if they're not soundable, give them the spelling.

**Maths**  
  
number line  
numerals  
numbers  
calculations  
+  
addition  
plus  
add  
counting on  
forwards  
mentally  
number bonds

**To start**  
  
<https://www.topmarks.co.uk/maths-games/mental-maths-train>  
To activate the number bonds to 20 train please click on the + tab and then find and click on the **'Bonds to make 20'** button.  
\*\*\*\*\*  
Today to help with good old **addition** I am going to need your child to draw a number line to 30 in their blue books or on a piece of blank paper. Once they have their numerals **0 to 30** along a

  
Use the same pencil or have two colours. The **circling of the first number** and the **circling of the answer** help along with **clear jumps**.  
Let's get adding using your personal number line like I have done or feel free to **count on** using your fingers. Keep the big number in your head then count on the smaller number. Or why not gather your Lego pieces, pasta shells, buttons or anything you have enough of to help you solve the addition calculations you need to jot down and solve in your books.

straight line, parents please do check it over because we do need all of those numbers for accurate answers.

You could all count up to 30 as they are being formed like the example below

zero one two three four five six seven.....  
0 1 2 3 4 5 6 7

Show your parents the + symbol and the = symbols with your hands. They will be useful as you copy out your calculations today. When you are adding on your number line which direction, do we jump in again? That is it FORWARDS!

Let's get jumping!



$$*6 + 7 =$$

$$10 + 7 =$$

$$13 + 6 =$$

$$*9 + 12 =$$

$$*8 + 7 =$$

$$19 + 6 =$$

$$11 + 9 =$$

$$17 + 6 =$$

$$16 + 11 =$$

$$*7 + 9 =$$

For those of you who just know the answer **mentally** can you show your steps for the calculations with an \*? Which **number bonds** of 10 would help you? Show it in your blue book.

For example

$$*6 + 7 = 13$$

$$6 + \underline{4} = 10$$

$$10 + \underline{3} = 13$$

## 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).

<p><b>Go Wild</b></p>	<p><b>Science:</b> In class, the children have been learning about how to classify animals. Now, let's check and see how much you have remembered!</p> <p>In your blue books, try to describe <b>3</b> animals with different classifications. Below, please find an example of how to present this work. <b>I know that a snake is a reptile because it is cold-blooded and has scales.</b></p> <p>If you need a bit of help, use the link below and sing along. <a href="https://m.youtube.com/watch?v=4VixROiu8Qg">https://m.youtube.com/watch?v=4VixROiu8Qg</a></p> <p><b>Challenge!</b></p> <p><b>Can you write an extra sentence giving even more information about your chosen animal and classification? You can use the example opposite if you like.</b></p>	<p>If more help is needed, please write out the main sentence and have your child fill in the gaps.</p> <p>I know that a _____ is a _____ because it has _____ and _____.</p> <p style="text-align: center;"><b>Challenge!</b></p> <p>I know that a _____ is classified as a _____ because it has _____ and _____. It also _____ and _____.</p>
<p><b>P.E.</b></p>	<p><b>PE with Joe Wicks (Monday-Friday)</b> <b>9am Live on YouTube, The Body Coach TV</b></p>	<p>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.</p>
<p><b>Reading and Story time</b></p>	<p>Read for at least 10 mins. Can you find any words with the focus sounds in your book?</p>	<p>Oxford Owl eBooks <a href="https://www.oxfordowl.co.uk/for-home/reading/">https://www.oxfordowl.co.uk/for-home/reading/</a></p>



Why not share a virtual story time together?

**All being well, one will be uploaded to the Year**

**One page each afternoon.**

