

# Thursday April 2<sup>nd</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 educational websites, such as the ones listed above are crashing due to understandably high demand.  
Keep on trying at different times of the day!

### Thursday

### Teach

### Activities

#### Phonics

Phonic sounds  
the week: air as in  
hair, are as in  
care, share, ear as  
in hear, dear,  
year.

Consonant blends  
mp, nt, nd, lk, lp

The Big Write takes up a lot of time, so don't worry  
about writing down any of the phonics today,  
just do a warm up from the website.

Warm up with a phonics flash card session from the  
website.

## English

Book of the  
Week:  
Lonely Beast

### Big Write Today!

This will need all your child's English skills!

Also, from the feedback we've got – this is certainly something you could split across several sessions or even several days.

You'll need your Word Bank and your Story Map from the last few days as well as the double sided sound mat and the list of the Year One Common Exception words too!

### Book of the Week:

<https://www.youtube.com/watch?v=1YqzMZQ5i6Q>

Hopefully you and your child are both pretty familiar with the Lonely Beast by now.

If you'd like another read or listen, now's the time.

Your child is now going to write a recount or retell of the book. Now, as you have 6 pictures on your story map, this retell of the book could just be 6 sentences long, but it doesn't need to be. They could be writing several sentences for each picture or even sentences about the parts of the book not in the pictures.

The most important thing about today's write is – QUALITY NOT QUANTITY.

It's much better to have a smaller amount sentences that are all:

- Correctly demarcated with capital letters and full stops.
- Have phonetically plausible spellings; so, even if a word isn't spelt correctly, your child has used their phonics to make the sounds that word has; **beest** for **beast** for example.
- Any of the Year One Common Exception Words that are used are spelt correctly.
- Neat and even handwriting – spaces between words (we call them finger spaces, because a good space is the size of a child's fingertip), letters correctly formed and in the correct proportion to each other, ie; 'a's half way better the lines, 'l's almost touching the line above.

Than to have a large number of sentences that lack any of those elements.

We often find the children that write a large amount often start missing out full stops or capitals about half way through.

To begin, have your child think of their first sentence. Just like we've previously mentioned used the dictation method:

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.

This has many benefits, but particularly for this kind of writing, it stops children running from one sentence to another with lots of 'and's instead of full stops.

You could use this method for the next sentence too, but after a few sentences have your child try to do all this in their head, as that level of independence is what we're trying to foster.

		<p>Now; spellings: whenever your child asks you for a spelling, get them to sound out the word, putting out a finger for each sound.</p> <p>When writing the word, they can then use the sound mat to figure out which digraph or trigraph they need if there's more than one way to write a sound; 'ee', 'ea' 'ey' [and others!] for example.</p> <p>If the word can't be sounded out and it's on the Year One Common Exception Word list, then have them look for it and copy it out, if it cannot be sounded you can give them the spelling for that word.</p> <p>After each sentence have your child check it back; tap each word as they read it with their finger or pencil, that way they can more easily see if a word's missing. Do they have a capital letter where they should? Do they have a full stop? Work through to the end of the story, trying not to help too much.</p> <p>Well done! Was that easier than last week's?</p>
<p><b>Maths</b></p> <p><b>number line</b></p> <p><b>symbol</b></p> <p><b>calculations</b></p> <p><b>adding</b></p>	<p><b>To start</b></p> 	<p>Only if you need a new number line feel free to make one, otherwise do continue to use the ones you have.</p> <p>You have a mixture of <b>addition and subtraction calculations</b> today to solve. Look closely at the <b>symbol</b>. Are you adding or subtracting? Will you jump forwards or back? Will your answer be smaller or bigger if you add? Will it be smaller or bigger if you take away?</p>

**addition  
forwards  
subtracting  
subtraction  
backwards**

**Quick fire 1 more or 1 less** than any number you choose for your child between **1 and 50**.

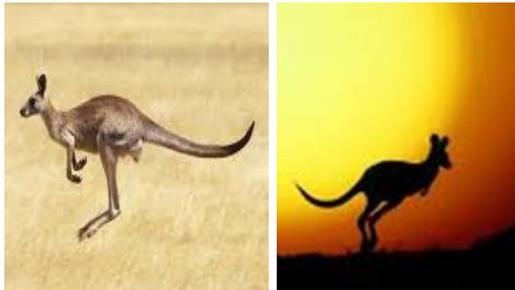
You say '**What is one more than 15?**' they reply **16**

You say '**What is one less than 34?**' they reply **33**

Do this about 5 times for each.

\*\*\*\*\*

We have been **adding** and **subtracting** so far this week. We have been using our number lines to **jump forwards for counting on** and **jumping backwards for counting back** or we have used objects of our choice to help with our adding and subtraction.



\*\*Jot these down in your book and tackle them.

$$15 + 5 =$$

$$17 - 9 =$$

ten add one equals

$$23 - 10 =$$

$$29 - 6 =$$

$$23 + 7 =$$

$$13 + 10 =$$

thirteen minus nine equals

$$30 - 14 =$$

$$14 - 3 =$$

Can you compare your additions and subtractions?

$$12 + 8 \dots\dots 21 - 0$$

$$19 - 5 \dots\dots 17 + 2$$

$$23 - 3 \dots\dots 16 + 3$$

$$30 - 10 \dots\dots 10 + 10$$

>

**greater than**

<

**less than**

=

**equal to**

## 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>Geography:</b>          In class, we have been learning about the 7 continents in the world and some of their physical (natural) features, e.g. In Aisa, we learned about <b>Mount Fuji</b> in Japan and the <b>Rainbow Mountains</b> in China.</p> <p>Today we will be focusing on the physical features of: <b>Australia</b>, e.g. <b>Uluru</b> and the <b>Great barrier Reef</b>. As well as the physical features of the final continent, Antarctica. <b>Antarctica</b> e.g. the <b>South Pole</b>, <b>icebergs</b> and giant <b>glaciers</b>!</p> <p>Write out one or two sentences about one or two of their landmarks. Below, are some you clips you may find useful:</p> <p><a href="https://www.youtube.com/watch?v=t3StWheKtq8">https://www.youtube.com/watch?v=t3StWheKtq8</a>  <a href="https://www.youtube.com/watch?v=mOOVu22iPVE">https://www.youtube.com/watch?v=mOOVu22iPVE</a></p> <p><a href="https://www.youtube.com/watch?v=EgvX00O44u8">https://www.youtube.com/watch?v=EgvX00O44u8</a>  <a href="https://www.youtube.com/watch?v=f0PvMmTAUAQ">https://www.youtube.com/watch?v=f0PvMmTAUAQ</a></p>	<p>Here are some example sentences that you can copy or use to help you write your own.</p> <p>In Australia, you will find a huge natural rock formation called Uluru. It is more than 550 million years old!          You can also find the Great barrier Reef, which is 2,300 km long! It is made up of beautiful coral and attracts lots of sea animals and creatures.</p> <p>Antarctica is the 5<sup>th</sup> largest continent in the world. There you will find the South Pole, huge icebergs and giant glaciers. It is the coldest and driest continent on Earth!          Antarctica is home to different animals and birds but there are no people living there.</p> <p style="text-align: center;"><b>Challenge!</b></p> <p>Can you discover any animals whose natural habitat is in <b>Australia</b> or <b>Antarctica</b>? For example:</p> <p><b>Australia</b> is home to _____ and _____.</p> <p><b>Antarctica</b> is home to _____ 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>

**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 each afternoon.**

Oxford Owl eBooks

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