

Tuesday March 31st 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 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>Phonics</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 'are' as in care. 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 'are' 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 'are' 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 – 'are' 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>English</p> <p>Book of the Week: Lonely Beast</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>Spellings: Carry on with the words you were working on yesterday. Retention can be a tricky thing at this age and some of this kind of work can seem repetitious, but it's worth it in the long run!</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>

Phonics - consonants blends: mp, nt, nd, lk, lp.

Book of the Week:

Lonely Beast by Chris Judge

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

If you only did some of these clusters yesterday, do the rest today. If your child can't think of words with those clusters in them, google them. 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.

Book of the Week: If you haven't already, watch or read (if you're lucky enough to have a copy of the book) the story. Just like last week first you'll be making a Word Bank to help your child retell the story. To help figure out which words you'll need, talk about the main points of the story (if possible in the order they happened in the book) who are the characters in the book? What are the different settings? For the Word Bank - what are the most important words that are tricky to spell that your child might need when writing about the story in days to come?

Think about what those words might be together and **YOU** write them down a piece of paper for your child to use over the next few days.

Maths

number line
calculations
subtraction
minus
take away
counting back
backwards
mentally
number bonds

To start

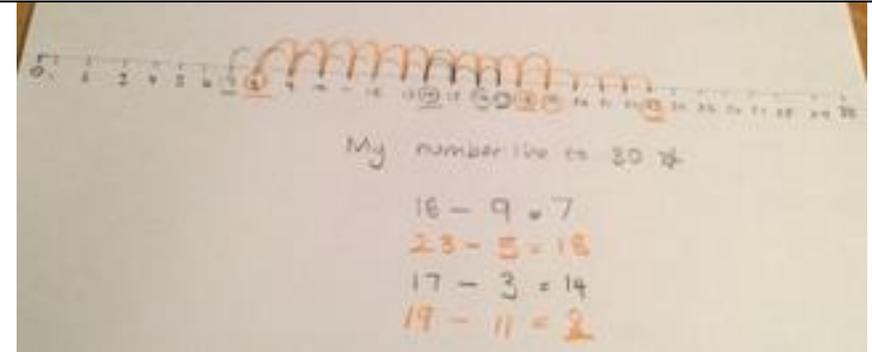


My favourite number bond is 9.
Can you jot down all of them?
Do you think you have them all?
Good they will come in handy! 😊

Today, to help with good old **subtraction like yesterday**, I am going to need your child to draw their number line to 30 on the back of their sheet of paper from yesterday or it is in their book please do another one. Once they have their numerals **0 to 30** and you have had them checked by your adult do start.

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 subtracting on your number line which direction, do we jump in again? That is it **BACKWARDS!**

Let's get jumping



Use the same pencil or have two colours. The **circling of the first number** and the **circling of the answer** along with **clear jumps** help.

Let's start taking away using your personal number line like I have done or feel free to **count back** using your fingers. Keep the **big number in your head** then **count back the smaller number**. Or why not gather your choices from yesterday to help you solve the subtraction calculations you need to jot down and solve in your books.

$$*13 - 9 =$$

$$11 - 7 =$$

$$21 - 9 =$$

$$19 - 7 =$$

$$*18 - 9 =$$

$$29 - 11 =$$

$$*14 - 9 =$$

$$17 - 6 =$$

$$16 - 11 =$$

$$*17 - 9 =$$

Can you show your steps for the calculations with an *? Which **of my favourite '9' number bond** would help you? Show it in your blue book.

For example

$$13 - \underline{9} =$$

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

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

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:

Today we will continue to classify animals. So far this term, we have looked at Birds, Reptiles, Amphibians, Mammals and Fish as well as vertebrates and invertebrates.

In your blue books, choose another two or three animals (different from Monday's work) and tell me which classifications they are. Here is an example for you:

I know that a dog is a mammal because it is warm-blooded and has fur.

If you need a bit of help, use the link below and don't forget to sing along- B.R.A.M.F!

<https://m.youtube.com/watch?v=4VixROiu8Qg>

Here is another clip you make like:

<https://www.youtube.com/watch?v=ITrRMiQB8g4>

Challenge!

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.

If more help is needed, please write out the main sentence and have your child can fill in the gaps.

Science!

I know that a _____ is a _____ because it has _____ and _____.

Challenge!

Science!

I know that a _____ is classified as a _____ because it has _____ and _____. It also _____ and _____.

<p>P.E.</p>	<p>PE with Joe Wicks (Monday-Friday) 9am Live on YouTube, The Body Coach TV</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>Reading and Story time</p>	<p>Read for at least 10 mins. Can you find any words with the focus sounds in your book?</p> <p>Why not share a virtual story time together? All being well, one will be uploaded to the Year One page each afternoon.</p>	<p>Oxford Owl eBooks https://www.oxfordowl.co.uk/for-home/reading/</p>