

Monday April 20th - Home Learning

Busy Things

busythings.co.uk
 username: home927
 password: blue927

Some great educational games on there (including some parents may enjoy too!).

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!

Monday	Teach	Activities
<p>Phonics Sounds of the week: ay as in play, ou as in cloud, ie as in pie and ea as in bead.</p>	<p>Today's sound is 'ay' as in play. Write the digraph [fancy word for a sound with 2 letters when written 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 'ay' digraph in them? This isn't as hard as some of the other rarer sounds we've covered, especially as it most often comes at the ends of words, but if your child is coming up with a lot of words that have the same sound but spelt in a different way, then you could always knock</p>

**Consonant
blends**

lf, lk, pt,
xt, tr.

up a 2 column table. One column with ay words and not ay words as the headings and you could write the words you child comes with down (for speed's sake) under each heading.

Once you've got a few of them, 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 – 'ay' needs one finger not two!) so you know how many sounds are in that word.

Once done, if that hasn't taken too long, get some of those words into a sentence! The sillier the better. There's more dictation coming today, so don't worry about this as much today, unless your child has really whizzed through this part.

For the sentence writing, use the method we use for dictation in school:

		<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).</p> <p>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: The Lorax</p>	<p>Spellings: Depending on how far along with the Year One Common Exception you are, you may not need to teach your child any new words.</p> <p>Dictation: Nothing new to teach, hopefully your child will be familiar with the method.</p>	<p>Spellings: 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>

Book of the Week:

The Lorax by Dr Suess – This will be the Monday storytime on the Year One page.

Or -

<https://www.youtube.com/watch?v=8V06ZOQuo0k&t=375s>

Dictation: The sentences will help with the phase 4 consonants blends we've got this week.

First, say the sentence out loud, then your child repeats it with you, then you both say it again, adding the action for capital letter (hand on head) and for full stop (fist bump the air), do this a few times to get the sentence fixed in your child's head. Then you can sound out any of the longer words – train and drank would be good ones to do this with to make sure the middle sounds are clear in your child's head. Having the sound mats we sent home could be a good idea for new Phase 5 sounds like 'oy'.

Any word in bold is a word that can't be sounded out, so if we were doing it in class we'd have it up on the board (or on the wall if it's a Common Exception Word) for the children to copy, so find a way to display it for them to use as needed.

The elf drank **the** milk next.

A toy train **is** on **the** shelf.

The elf crept past **the** tree.

The troll got on a tram **to** play golf.

The Hulk wept as **he** slept. (Two fist bumps needed for the two capitals.)

The extra text says **do** not sulk.

Once done you or your child can tick or dot each word, each capital and each full stop, giving them a total for each sentence. They can then look at any dots and see if there's a pattern – did they miss their full stops or their capitals for instance? This will help them to start thinking about what they might need to be looking out for when they do their writing later in the week.

Home Learning

Hello there, Parents and Carers!

As schools worldwide close for now in response to COVID-19, you might be wondering how best to help your child or children with their studies at home.

Always happy to help, the White Rose Maths Team has prepared a series of five maths lessons for each year group from Year 1-8. We will be adding five more each week for the next few weeks. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.



This week we will be utilising the free **White Rose Maths Home Learning (WRMHL)** pages to support the learning so I do hope it is useful. How it works:

- There is a video with a starter – **Flashback Four**.
- Tasks to explain the learning along with breaks in between to tackle activities.
- Opportunities to return to the video to work together again.
 - Time to finish off the final task.

The **WRMHL** activities that can be printed off and completed.

If you can not print off the activities that is fine as there are the equivalent tasks to do in your blue books or practically, to match the learning.

<https://whiterosemaths.com/homelearning/year-1/>

<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>

1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	CLEAR
91	92	93	94	95	96	97	98	99	100	PRINT
										MAIN

This is the good old Splat Square that your children are used to seeing so do use it if you need to for helping with any **counting in 10s** we do today or just in general as a resource throughout the week.

Maths
counting

Please do take your time to explore the **WRMHL pages for Week 2** and the splat square as they will play a part in the learning this week. The ***Flashback Four** is a nice activity to see

In your **blue book draw out your questions** or feel free to get some pasta, Lego, beads, buttons or anything you have a lot of to give them a go.

**10s
tens**
**How many
are there?
each
altogether
total**

what the children remember and is optional. Granted anything relating to weight/ measure isn't something touched on recently but again is a good reminder of what they know/ think in general. ("")

Flashback Four – Week 2

<https://whiterosemaths.com/homelearning/year-1/>

1) Complete the sentence using full or empty.
The bottle is _____.

2) Which item is lighter, the doughnut or the beans?

3) Find an object that is shorter than your hand.

4) What is $5 + 7$?

To start instead of OR as well as the *Flashback Four



<https://www.twinkl.co.uk/resource/T-GO-01-number-bonds-1-to-10>

Feel free to give it a few goes to try so you can beat your first score. 😊

Use these **sentences** as you complete each stage for the **muffins, apples** and **counters**.

If you need help with the sentences have your **adult write them out** and you fill them or just say them out aloud with the **answers**.

How many muffins are there altogether?

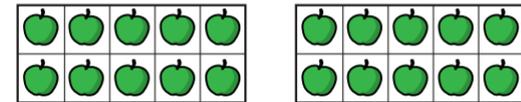


There are _____ on each tray.

There are _____ trays.

There are _____ altogether.

How many apples are there altogether?

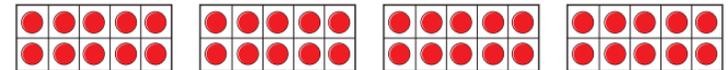


There are _____ on each ten frame.

There are _____ ten frames.

There are _____ altogether.

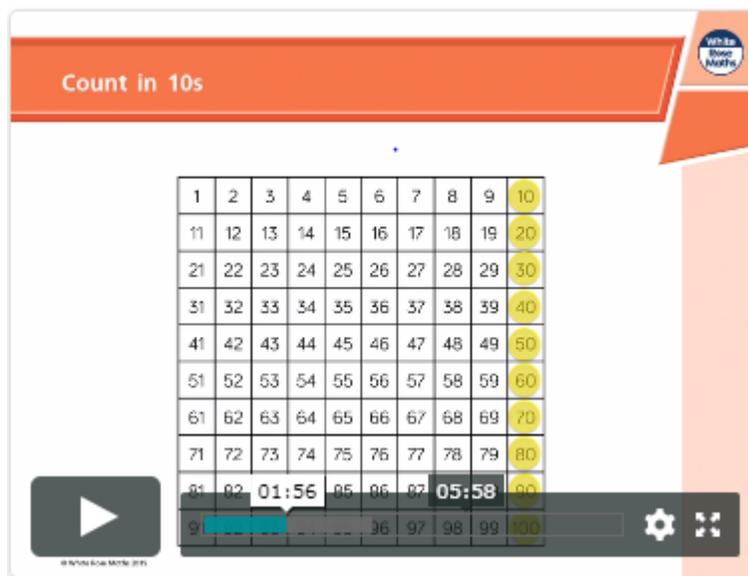
3 How many counters are there altogether?



There are _____ altogether.

Counting in 10s Week 2

<https://whiterosemaths.com/homelearning/year-1/>



We start the week with **counting in 10s** using the video clip to support the task and this begins from 01:38 if the **Flashback Four** isn't used first. There is time to explore counting in tens and examples of what will be tackled today. You then get the chance to do some of your own in your blue book, practically or print them out if you are in a position to do so.

A new task begins at 05:16 so use it when you are ready. We then have another task to do together using the video allowing time for you to then do question 4. Once you've done that the final task to do

After you've completed these tasks revisit the video. A new task to do together begins at **05:16**.

Question 4

Just say out aloud what it is missing then say all the tens in that number track. Feel free to write them out too.

4 Complete the number tracks.

10	20						
----	----	--	--	--	--	--	--

70		50					
----	--	----	--	--	--	--	--

After you've completed these tasks revisit the video. The final activity to do together begins at **08:13**

To finish

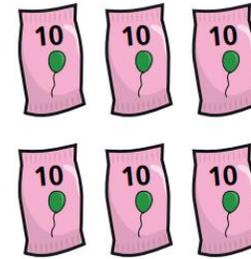
Think about this question and give your reasons for your answer. 😊

together using the video is from **08:13**. After that you have your final task and we've finished for the day.

If you do work in your blue books, or show you tackle things practically do take pictures and send them in if you can.

It's great to see how you're getting on with these tasks or any other Maths and work you are doing. 😊

5 Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons? _____

How do you know?



Think Global! Act Local!



Science

The Summer is almost here and many plants will begin to emerge again. Have you seen any signs that Spring or Summer are on their way? Tell someone what have you seen!

This term we will be learning all about plants and why they are important to our lives and to our planet.

<https://www.bbc.co.uk/bitesize/clips/zfjd7ty>



This week, you will be a **Super Scientist!**

If you can, go out on a nearby nature walk (this could be your garden) or anywhere you may find some plants. Your job will be to explore and investigate the area to see how many different plants you can see (do not forget to include trees and grass). Discuss what you can see that is the same and what is different about some of the plants you have discovered.



If you cannot go outside, here is a useful link to help:

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zw2y34j>

P.E.

Please feel free to give these activities ago throughtout the week at a time to suit you.

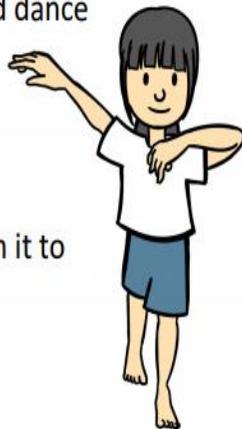
Get dancing!



Put your favourite music on and dance around to it!

OR

Make up a dance and perform it to friends and family!



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

Continue to do your own version of the daily mile.



Alphabet walk



Play: Outside

How to play:

- Head out for a walk.
- On the way, try to spot something beginning with the letter 'A', then the letter 'B' and so on until you get to 'Z'.
- Make this easier if there are some letters that are difficult to find by finding something that contains the letter instead of 'starts with the letter..'



Mindfulness

Feel free to make use of these websites if you and your child wish to partake in any Mindfulness activities.

<https://www.cosmickids.com/tag/zen-den/>

<https://www.circus-house.com/>

Reading and Story time

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

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/>