

# Wednesday April 22<sup>nd</sup> - Home Learning

<p><u><b>Busy Things</b></u>          busythings.co.uk          username: home927           password: blue927           Some great educational games on there (including some parents may enjoy too!).</p>	<p>Twinkl log in: <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a>           You will have to enter <b>your email address</b> and <b>create an 8-character password</b>.           Use this code CVDTWINKLHELPS.</p>	<p>If you would like additional educational games and activities <b>to support the phonics</b> feel free to use Phonics Play.   <b>PhonicsPlay</b> are offering free access.          username: march20          password: home</p>
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## 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!

Wednesday	Teach	Activities
<p><b>Phonics</b>                  Sounds of the week: <b>ay</b> as in play, <b>ou</b> as in cloud, <b>ie</b> as in pie and <b>ea</b> as in bead.   <b>Consonant blends</b></p>	<p>Today's sound is 'ie' as in pie. Write the digraph [fancy word for a sound with 2 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.                   How many words can you think of that have the 'ie' digraph in them?                   You could knock up another table for words that have 'ie' and words that have 'igh'.</p>

<p>If, lk, pt, xt, tr.</p>		<p>Once you've got a few of them, have your child write out the words, sounding out each word before they write it.</p> <p>Extend a finger for each sound (remember it's a finger a sound and not a letter – 'ie' needs one finger not two!) so you know how many sounds are in that word.</p> <p>Fair bit of writing today so don't worry about sentences.</p>
<p><b>English</b></p> <p>Book of the Week: <b>The Lorax</b></p>	<p><b>Book of the Week:</b> The Lorax.</p> <p>Big Write Today! This will need all your child's English skills!</p> <p>Try splitting the writing over two days, so make sure you know where you're going to stop today.</p> <p>You'll need your Word Bank and your Story Map, as the double-sided sound mat and the list of the Year One Common Exception words too!</p>	<p><b>Book of the Week:</b> Start by looking over your story-map and deciding on how much you're going to be writing today – working out a stop point is important if you're going over two days.</p> <p>So – figure out how many pictures you'll be working on today.</p> <p>You child could be writing several sentences for each of those pictures or even sentences about the parts of the book not in the pictures if the mood takes them.</p> <p>The most important thing about the write is – <b>QUALITY NOT QUANTITY.</b></p> <p>It's much better to have a smaller amount of sentences that are all:</p>

- 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; 'sead' for 'seed' 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.

Now; spellings: whenever your child asks you for a spelling, get them to sound out the word, putting out a finger for each sound. 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.

If the word cannot 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 out you can give them the spelling for that word.

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?

**Maths**  
  
**count  
equal  
groups  
share  
equally**

### To Start – Splat Square Counting

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

Using the splat square count up in 1s from 1 to 50 and then backwards 50 to 1. Feel free to choose your own numbers to do the same.

Do try to start in random places so it could be from:

15 up to 31 then 31 back to 15

27 up to 45 then 45 back to 27

43 down to 29 then 29 back up to 43

Feel free to do this about 5 times

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	CLEAR
81	82	83	84	85	86	87	88	89	90	PRINT
91	92	93	94	95	96	97	98	99	100	MAIN

Work through to the last picture you'll be working on today.

### Making Equal Groups

\*\*Do give the additional activity below a go to help consolidate the learning from the video.



**The total is 15**

The activity has been adapted to slightly for the sake a wording as you're at home and not in an classroom. The first two are a repeat of the task in the video but different ones will follow.

Use objects of your choice from around the house to make these groups.

5 equal groups of 3 then jot down the total.

3 equal groups of 5 then jot down the total.

4 equal groups of 6 then jot down the total.

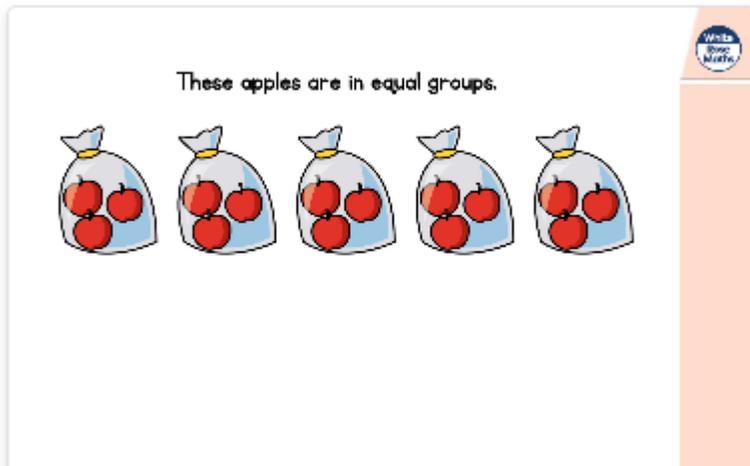
2 equal groups of 10 then jot down the total.

6 equal groups of 2 then jot down the total.

3 equal groups of 4 then jot down the total.

## Making Equal Groups – Week 2

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



We will continue with **Making Equal Groups** today to allow for more thoughts around the way the **same total** can be made with **different groups**.

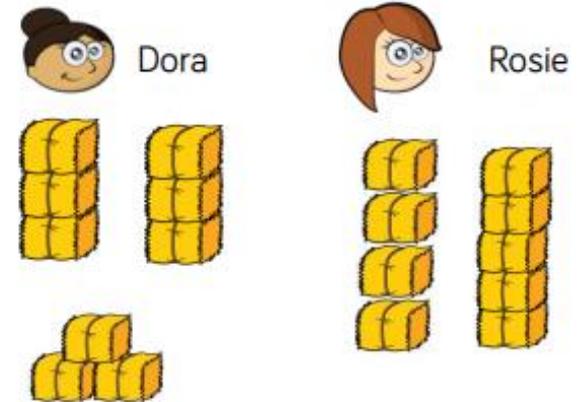
There are **more worked examples** during the remainder of the video today so it may be a nice idea to gather objects you have a lot of, draw circles to represent the plates or the bags and have your child work alongside the video to replicate the groups they are seeing.

**\*\*OR** just follow the video as they will get the chance to do very similar activities later.

Talk about your answers with your adult.  
What do you notice about their totals?

### To finish

Tell your adult what you notice about Dora's hay bundles and what you notice about Rosie's hay bundles using **equal** and **unequal** to help you.



Dora's hay bundles

Rosie's hay bundles

**Start from 04:36 and follow this at your pace.** Then tackle question 5 once the video finishes if you have page 3 printed off. Feel free to use your objects in your house to make the groups suggested in question 5.

\*\*I have provided the examples too if you are not able to print them off.

### Think Global! Act Local!



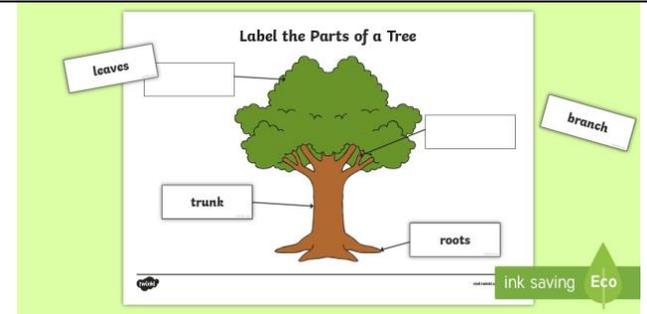
### Science

#### Even more Science!

Well done for successfully labelling your plants from yesterday's lesson. I am sure they look amazing! Today, we will continue to be **Super Scientists** and will be thinking about some of the largest plants of all...TREES!

In your blue books (or on plain paper to stick in), you will draw and label a tree of your choice using these labels; trunk, roots, leaves, branch. To complete this task, you could look a: a nature book, use what you already know or watch the link below to help.

<https://www.bbc.co.uk/bitesize/clips/zn89wmn>



What do you notice about your picture from yesterday and your picture today? Write it in a sentence.

If you have enjoyed learning about plants so far, watch the clips below for more information on plants:

<https://www.bbc.co.uk/bitesize/clips/zyvs34j>

<https://www.bbc.co.uk/bitesize/clips/zthxpv4>

**P.E.**

**Please feel free to give the activities below 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.



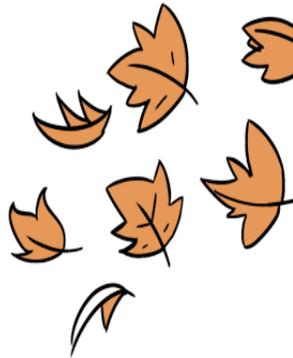
### Alphabet walk



**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?

Oxford Owl eBooks

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

	<p>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.</p>	
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