

Home learning for Week 5 4th - 8th May

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Good morning, I hope you are all well and staying safe.

I am sharing a link for reading eggs which a parent sent me and highly recommends. www.readingeggs.com There are some lovely activities and ideas to help with reading, spellings, handwriting etc. For handwriting practice you needn't print out the letter mats. You can fill a baking sheet (or other flat container) with fine sand/ flour and let your child practise their letter formation in this. Please ensure the start positions are correct, if unsure check on the individual letter placemats.

I have added some extension tasks this week. Please only complete these if you feel your child is confident enough with the previous activity set and that you have some time to offer guidance to help them complete the tasks. If you feel your child is not ready for this yet, then it is absolutely fine to not do them.

Please see below for more details on our learning this week.

Phonics

Please continue with daily practice of either Ph3 or Ph5 sounds (both if they are in your pack) and reading common exception words (CEW) (see pack). If you have a pack of tricky words and a fan of sounds please continue with these daily too.

Please see separate sheets for Phase 5 and Phase 3 to do after completing the above.

If you want extra practise you may still play games in Phase 3 and/or Phase 5 according to the sound mat/s sent home in your pack.

Spellings

This week we are going to focus on the words **is, his, has, was, were**

Ideas for writing them each day:

- Write them in chalk outside on the paving as big as you can
- Paint them with water and a brush on paving/fence
- Use one piece of paper for each word, write it large, write it tiny, write it in different colours, write it in bubble writing... how many different ways can you find to write it? (Please send me photos 😊)
- Get a paper plate and write the words all around it. Play with it like a Frisbee, read the word your fingers land on when you catch it. Alternatively, get a second paper plate and cut out a hole that is big enough to see a word through. Secure it to the plate with words with a split pin. Spin it around and then read and write the word it falls on.
- Think of silly sentences for each word

On Fridays, we usually have a little spelling test with the words we have learnt. Please do this and perhaps work out a little treat if they get them all correct.

Please also complete **SPAG Mat 3 (see link)**. Again, go with your child's capabilities as whilst the sheets are repetitive they increase in difficulty. They do not have to complete all 3 mats but if they choose to and are able then please do.

Reading

Please continue reading daily. Have your child read to you and read to your child.

If your child is happy with the books online then please do carry on with the link below as you have been doing.

Oxford Reading Tree

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Writing

The Little Red Hen

<https://www.youtube.com/watch?v=2E72TzyOLNo>

1. Please listen to the story and ask your child to retell it to you. This may require listening to it over and over again, stopping the book and talking through sections as well as the re telling of the story being told in sections. Again, they can be encouraged to set up a role play with the different characters in the story, collect some grass for the wheat, collect some twigs for the fire etc.
2. Write in red books, with the long date and title: The Little Red Hen (underline with a ruler). Please point out that each word has a capital letter because it is a title, you can show some examples of other books you have at home).
 - How many animals are in the story?
 - Which animals are they?
 - What did each animal prefer to do?

They can draw a picture of each animal (Please answer in full sentences).

Extension: Why did the animals become helpful at the end of the story?

3. Using the sentence stems in the following order: 'Once upon a time...'; 'Then...'; 'Next...' and 'Finally' retell the story in the correct sequence using your own words. You may draw a picture for each part of the story.

You may use the red books with the date and title and write the sentence stem. Encourage your children to think about their story first, they could act it out with some of their toys before writing about their story. Encourage children to look at the High Frequency word mat to check their spellings and to have a go at using their phonics for other words. Remember capital letters, finger spaces and full stops.

Maths

We are continuing with geometry - 3D shapes

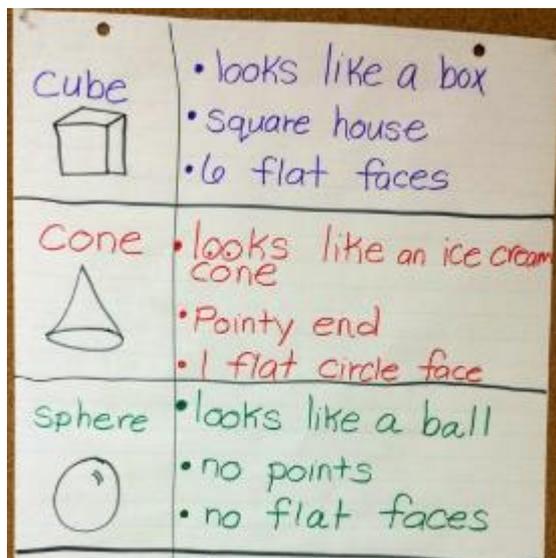
Please complete all the activities on Mathletics - Learn Tab - Properties of shape and position if not yet completed.

Working without worksheets:

- Ensure children know the names of each 3D geometrical shape. Find a cube, a cuboid, a sphere, a pyramid, and a square based pyramid, cone, cylinder and place on a table. Ask your child to touch the shapes he/she knows. Check as you remove them temporarily. Learn the names of the other shapes - 'this is a...,' 'show me a...,' 'what is this?'
- Ask your child to go on a 3D shape hunt around the house and find objects that are the same shape as a cube, sphere etc. Line them up and write a tag naming the 3D shape.
- Please send me through a photo of this activity, I would love to see what you managed to find around the house.

Extension:

Select 3 - 5 3D shapes and describe them in terms of how many faces, sides and corners they may have and what every day object the shape looks like.



Continue with counting in 2's, 10's and 5's

Practice writing your numbers

Log in to Mathletics and Times Tables Rockstars (Log in details on the inside cover of your Home Learning Diary)

<https://login.mathletics.com/>

<https://play.ttrockstars.com/auth/school/student>

Topic

Introduction on George Stephenson

Discuss anything children already know about him- **Who is he? What did he do to impact local life?** etc.

Some question prompts to stimulate curiosity:

Why did he make the train?

Did he have help to make it?

How old was George Stephenson when he made the train?

Why did he make the train?

What was his train called?

How big/long was his train?

What did his train look like? – stick picture on the answer sheet.

Was it in the olden days? (year as answer)

Where did he build the train?

Why did he build passenger trains and how did he build it?

This topic is for the children to investigate for the duration of this half term. Please have fun with this investigation, let the children lead it. What questions do they have? What models would they like to make? If their investigations lead them into other areas/topics this is fine too.

Please remember that if you are unable to complete the work for whatever the reason may be please do not worry. Children learn so much through their play and other activities that they may be doing with you such a walks, pond dipping, baking, den building, crafts etc. (I have seen some fabulous pictures of your activities). It is much better if the children are happy and secure at home doing activities they enjoy with you and when we do come back to school we can pick up our curriculum learning when we return.

Thank you and please don't hesitate to contact me if you have any queries via the above email address.

Stay safe.

Mrs Richards 😊