

Home learning for Week 7 18 - 22nd May

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Good morning,

I hope you are all well and staying safe. You have managed another week of home learning with some wonderful activities with your children, well done 😊

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.

Phase 5 only - please choose one of the words from activity 3 (see attached sheet) and write a sentence.

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 **they, there, here, I, you**

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 5 (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/>

Reading with your children

When reading with your children ask them to answer a few simple questions.

For example:

Who is the main character?

Where is the story set?

What just happened to the main character?

When is the story set?

How does the character feel?
that?

Why does the character feel like
that?

Which character do you like and why?

Encourage your child to highlight how they answered the question by using evidence from the text. For example:

'I know the character is feeling sad because in the picture she is crying and it says she was sobbing.'

Allow the children to use both the text and pictures to find their answers.

English

The Gingerbread Man (the link is audio only)

<https://youtu.be/Eg2OBXuyuoE>

- 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.

Please complete the Thought Bubbles (see attachment). This can be written in your red books if you do not have a printer. Please write the long date and the heading Thought Bubbles and underlined with a ruler.

- Please design a 'Wanted' poster and include the following:

Heading - Wanted

Picture - Gingerbread man

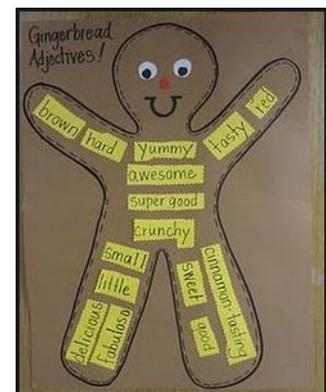
Information - Where was he last seen?

Who saw him last and where did they see him?

Who should they tell and how do they tell them? Contact number/ address?



- Draw around your body on a large sheet of paper/card/ using chalk outside/ using masking tape on the floor inside/ and fill it with words written on cards that you would use to describe the gingerbread man. Use your phonics to help with words you want to write)
- Even better if you are able to make your own gingerbread men first (see recipe below) as you will then have the additional adjectives of smell and taste and touch.
<https://www.cookingwithmykids.co.uk/gingerbread-men/>
- Write out the recipe for your children to follow and measure out (using cups as the measure)



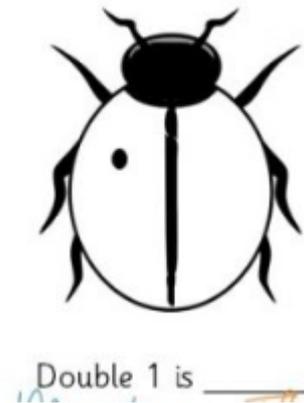
Extension: Make a card for a neighbour/relative/person in your family and deliver it together with a gingerbread man. (Please observe social distancing)

Maths

This week we are looking at multiplication

Working without worksheets:

- **Making Doubles:** Draw a ladybird (see picture) Explain that you are going to be making doubles. Demonstrate putting one object (stone/button/pompom etc) on one side of the ladybird and then put another object on the other side saying double 1 is 2. Write 'double 1 is 2'. Repeat for no.2. Let your child have a go with you putting the next number down (3) on one side and your child can double 3 using objects and then write it too. This can be done with chalk/tape or on a whiteboard (if you have one) or chalkboard, or drawn on a sheet of paper



- Make groups of 2's, 5's, 10's using objects (pepples, matchsticks etc) and then practice counting in these. Try counting forwards and then backwards. Try starting from a number other than 2 for 2's, 5 for 5's, 10 for 10's.
- Using any objects set up an array (see table below). What is the difference between columns and rows? How many counters in each row? How many counters in each column?

Array	Description - columns	Description - rows
	5 columns 2 cookies in each column	2 rows 5 cookies in each row
	___ columns ___ donuts in each column	___ rows ___ donuts in each row
	___ columns ___ fish in each column	___ rows ___ fish in each row

- Equal means to have the same amount. Using small pots and objects make equal and unequal groups. For example: Make 3 equal groups of 2 – your child would then set about putting 2 objects into 3 pots. Alternatively, fill up 2 pencil pots, one with 4 pencils in and one with three pencils in. Are these pencil pots equal or unequal? How could we make them equal?

Please complete the activities on Mathletics – Learn tab – Multiplication and Division

Extension:

There are some reasoning and problem solving questions (see attachment sheet). The answers are written in red. If printing out only give the white section. This can then be glued into their red books using the short date (e.g. 18.05.20) or you can write it out in the red books for your child to have a go at.

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

Continue discovering George Stephenson. I would love to see what you have discovered and where your learning has taken you.

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 😊