

**Home Learning**

Welcome to your home learning for the week commencing Monday 29th June! This document outlines all the tasks that should be completed for the week. You should complete the tasks in your exercise book or other paper you have available to you. Please write the date at the top of each page in your exercise book. We would love to see the work that you are completing at home and so if you are able, please send photographs of you completing the tasks, or of the completed page in your exercise book, to the office email address (with the subject ‘FAO Miss Frearson’). Thank you to all those who have sent in work so far: we have loved looking at it and are so pleased that you’re working so hard – keep it up! The tasks can be completed in any order but we recommend that you try and do some phonics and some maths every day to keep up the practice of these key skills.

Remember that there are still lots of links to further work and activities, including the government-backed online learning platform (‘The Oak National Academy), on the ‘Pupil Zone’ area of our website. You can use this at your leisure to supplement and extend your child’s home learning where you wish to. As always, we also encourage story writing, drawing, painting, crafting, physical activities, fine motor skills practice or any other educational activity of your choice! We would love to see photographs of any such activities you complete at home: we can’t wait to see what you’re getting up to! Should you run out of space in your exercise book and require a new one, please contact the office to arrange safe collection. We hope that the instructions here are clear in supporting you and your child at home but do not hesitate to contact us if you require any further assistance.

**Home Learning Week Commencing 29.6.20**

**Phonics:** Phase 3 recap.

The five sounds for this week are ow, oi, ear, air, ure. Each day, take one of the sounds and follow the format below to learn the sound. If your child is secure with the phase 3 sounds and can comfortably write words and simple sentences containing the 5 phonemes above, use your phonics slots this week to recap and revise any sounds that your child is less secure on. We recommend informally assessing them by asking them to speed read and write each of the phase 5 sounds you’ve taught (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e) Then, choose the ones they are less secure on and repeat sessions to consolidate these sounds. They should be able to **independently** **read and write** words containing each of the sounds.

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| 1. **Recap** | Practise recall of all other sounds and tricky words using the flashcards you have at home. |
| 1. **Teach** | Introduce the focus sound for today (either ow, oi, ear, air, ure). Say it aloud, say it quietly, say it loudly, say it in a funny voice etc. Look at how the letter should be formed, starting with the whoosh. Write it in the air, on the palm of your hand, on each other’s backs etc. with your “magic finger” (If you’re feeling adventurous, you could write it in shaving foam/the sandpit etc!) |
| 1. **Practise** | Practise writing the sound in your exercise book at least five times (until you can confidently form the letters). Your child may need to start off with tracing your letters before moving on to do their own. |
| 1. **Apply** | Read words with the sound in – you will need to write words for your child to read out. E.g. for ‘ow’, example words would be ‘cow’, ‘owl’, ‘now’, ‘howl’ progressing to ‘growl’, scowl’, ‘clown’, ‘frowned’, ‘drowning’. Write the words with the sound in independently.  Write a sentence with the sound in. E.g. for ‘ow’, it could be “The cow is brown”. Encourage your child to write longer sentences using conjunctions if they are able e.g. “The brown cow can growl and he can scowl”. Encourage your child to come up with their own sentence and repeat it aloud several times before they write it to help them remember what they want to write. Reinforce the idea of starting with a capital letter and ending with a full stop. |

**Maths:**

This week, the focus is adding 1, 2, 3 (or more) to numbers within 20.

Choose from the following activities:

* Discuss vocabulary associated with add. (Addition/greater/plus/larger/altogether/total)
* Find one, two and three more than numbers **practically**: use cubes/lego bricks/counters/marbles/squares of paper to add one, then two and then three more than any given number within 20.
* Find one, two and three more than numbers **pictorially**: encourage children to mark make (e.g draw dots/lines to represent numbers and add one, then two and then three more than any given number within 20. You could use two tens frames (see below) to help organise the marks and make them easier to count.
* Find one, two and three more than numbers **using a number line** (of numbers 0-20): encourage children to find a given number on a number line and then use their finger to jump forwards to find the answer. Add one, then two and then three more than any given number within 20. N.B. you could also do this with the hundred square you looked at last week.
* Encourage children to write the number sentence to go with calculations (e.g. 12 + 3 = 15).
* Play games to reinforce adding 1, 2 and 3.
* E.g. Show a covered car park (upturned box, plastic box or whatever resource you can find). ‘Drive’ 10 cars/cubes into the car park, then show 2 more. *These cars are going to go and park next.* Point to 10 on the number track, and count on 2 more, saying 11, 12. Record: 10 + 2 = 12. Remove box to check the total. Ask a child to drive 2 more cars into the car park. Ask children how many cars are there now. Record the addition, then reveal to check. Repeat until 20 cars are in car park.
* E.g. Draw a large 0 -20 number line on the pavement with chalk/large roll of paper with pens. Shuffle a set of 1 to 17 cards. Children take it in turns to take a card and stand on that number on the track. The child predicts where they will be if they make 1, 2 or 3 jumps, then makes 1, 2 or 3 jumps to check. Were they correct?

**N*.B*** *Adapt these activities to suit the needs of your child. If your child is not yet secure with adding one, focus on just adding one. If your child can add one, two or three confidently, extend to add four, five etc. or go beyond 20 and add one, two or three to numbers to 30.*

If you are looking for content on shape, space and measure or other content to supplement your child’s home learning, we would thoroughly recommend looking at the Oak Academy website. The following link will take you straight to the maths pages where you can find lessons to support/challenge your child as appropriate : <https://www.thenational.academy/online-classroom/reception/maths#subjects> (EYFS) <https://www.thenational.academy/online-classroom/year-1/maths#subjects> (Year 1)

**Other Tasks:**

This week, as part of our ‘Traditional Tales’ topic, we are continuing to study the story of “The Three Little Pigs”. This is a well known story that is widely available but there is a version available on the ‘Pupil Zone’ area of the website should you wish to read this one.

**Writing An Email**. Imagine you are the wolf. How would you be feeling at the end of the story? Perhaps you have been taught a lesson after falling into the hot pot and would be feeling sorry, upset and ashamed. From the perspective of the wolf, write an email to the pigs to apologise for your actions and ask for forgiveness for hurting the pigs’ feelings. Write the email into your book, or, if you wish, type your email on a computer and send your email to your teacher via the New Lubbesthorpe office address.

**Writing Your Own Story**. Using ‘The Three Little Pigs’ as your inspiration, write your own story using similar ideas but change the characters and events slightly. For example, your title could be: ‘The 3 Little Ducks and the Big Bad Fox’ or ‘The 3 Little Fish and the Big Bad Shark’. Plan what the “baddie” character could do to upset the “goodies” and write your story into your book. Illustrate your story.

**Compare The Stories.** Watch the following video:<https://www.youtube.com/watch?v=m75aEhm-BYw> This is the story of the wolf and he thinks he did nothing wrong! Discuss the events of his story and debate which version of events you believe and why – the pigs’ or the wolf’s! Make a table to compare the two versions (the original ‘Three Little Pigs’ vs. the story of the wolf) thinking about what is the same and what is different. For example, a similarity is that the houses are made out of the same materials and a difference is that the wolf had a cold.

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Things that are **different** in the two stories

Things that are **the same** in the two stories

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**Writing A Letter To Your New Teacher**. In your end of year report (posted to your home address on Monday), you will have found out who your new teacher is for next year! Write a letter to your new teacher. Even if your new teacher is Miss Frearson and you already know her, you haven’t seen her in a very long time! So tell her things about things that have happened since you last saw her and ask her any questions that you want to. If your new teacher is Miss Gallagher, introduce yourself to her and tell her all about you: your hobbies, likes and dislikes. Ask her any questions about herself that you would like to know the answer to. We will make sure that Miss Gallagher sees any letters that you send to her **😊**

**Reading.** Remember to keep up the reading on the Oxford Reading Buddy website. We will be reading lots of traditional tales at school this week and discussing their similarities and differences so read stories like “Hansel and Gretel”, “Little Red Riding Hood”, and “The Three Little Pigs” if you can.

Good luck and enjoy your week! 😊

L. Frearson and S. Gittins

