

Home Learning – W/C Monday 15th June

The following learning is to be completed over the week at your own pace. Each day try to do spelling/phonics, reading and maths and select the other learning activities at your own pace.

Mrs Griffin will be contacting families over the coming weeks, so if you do have any concerns about the learning or want to share what has gone well please do so. You can also email Mrs Rowlands in the office and keep sending photos of your fantastic learning at home. **If you don't have access to a computer (e.g. you're using it for work) please let Mrs Griffin or the office know.**

	Nursery/Reception	KS1 (Y1 & 2)	Lower KS2 (Y3 & 4)	Upper KS2 (Y5 & 6)
Spelling/Phonics	<p>Nursery Sounds – s a t https://www.youtube.com/watch?v=1Qpn2839Kro</p> <ul style="list-style-type: none"> → Continue to practise the sounds above → Say the sound → Write the sound in many different places (on paper, in the air, in sand, with a paintbrush and water or paint etc.) → Find objects that begin with the sound or contain the sound → Sing some nursery rhymes → https://www.phonicsplay.co.uk/resources/phase/1 <p>Phonics play login Username: march20 Password: home</p> <p>Reception Sounds – qu, ch, sh, th, ng (see below for a word list)</p> <ul style="list-style-type: none"> → Read the sounds → Write the sounds → Read words containing 	<p>Y1 – alternative sound – ee, ea, e-e, ey, y (see below for a word list)</p> <ul style="list-style-type: none"> → Read the sounds → Write the sounds → Read the sound within words → Spell the words using the correct sound → Write super sentences → https://new.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai <p>Phonics play login Username: march20 Password: home</p> <p>Y2 – adding suffix –ing</p> <ul style="list-style-type: none"> → Explore some verbs (doing words – stop, jump, carry) - create a verb list → Work out how to add the suffix –ing to each word and find the rules → Sort the words into groups based on the rule for adding -ing → Write super sentences 	<p>Learn the spell the words below. Can you find your own ways to remember how to spell them and can you use them in super sentences?</p> <p style="text-align: center;">Oo possession</p> <p style="text-align: center;">occasion possible</p> <p style="text-align: center;">occasionally potatoes</p> <p style="text-align: center;">often pressure</p> <p style="text-align: center;">opposite probably</p> <p style="text-align: center;">ordinary promise</p> <p style="text-align: center;">Pp purpose</p> <p style="text-align: center;">particular Qq</p> <p style="text-align: center;">peculiar quarter</p> <p style="text-align: center;">perhaps question</p> <p style="text-align: center;">Ask someone to test you at the end of the week</p>	<p>Learn the spell the words below. Can you find your own ways to remember how to spell them and can you use them in super sentences?</p> <p style="text-align: center;">Nn</p> <p style="text-align: center;">necessary neighbour nuisance</p> <p style="text-align: center;">Oo</p> <p style="text-align: center;">occupy occur opportunity</p> <p style="text-align: center;">Pp</p> <p style="text-align: center;">parliament persuade physical prejudice privilege profession programme pronunciation</p> <p style="text-align: center;">Qq</p> <p style="text-align: center;">queue</p> <p style="text-align: center;">Ask someone to test you at the end of the week</p>

	<p>he sounds</p> <ul style="list-style-type: none"> → Spell words containing the sounds → Write sentences using words containing the sounds → https://new.phonicsplay.co.uk/resources/phase/3 <p>Phonics play login Username: march20 Password: home</p>	<p>using some of the words you have created</p>	<p>Practise spelling the words below (sure and ture):</p> <p>measure treasure pleasure enclosure creature furniture picture nature adventure</p> <ul style="list-style-type: none"> → Find out the meanings of the words → Use them in sentences → Can you find other words with the same spelling pattern 	<p>Practise spelling the words below (silent letters):</p> <p>Doubt island lamb solemn thistle knight</p> <ul style="list-style-type: none"> → Find out the meanings of the words → Use them in sentences → Can you find other words with the same spelling pattern 														
<p>Reading</p>	<p>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+7-9&level=&level_select=&book_type=&series=#</p> <ul style="list-style-type: none"> • Read to a family member as often as you can • An adult should read to you as often as they can (try a book that is above their reading ability) • Read a new book from the website above • Read a new book that you have at home • Write a review for the books you have read (this might be more than one) • Draw pictures of the characters 																	
<p>Writing</p>	<p>Instructions</p> <p>This week have a go at writing some instructions. Have a go at making something (a cake, a meal, a new toy, a model car, a Lego model, a castle, a den) and then have a go at writing your own version of the instructions. You could write a how to guide, for example how to train a dog (or a unicorn). See below for an example set of instructions.</p> <p>Ideas for making/doing and writing instructions:</p> <table border="1" data-bbox="338 1190 1796 1337"> <tr> <td>Growing plants/ seeds (gardening)</td> <td>Play a game (snakes and ladders)</td> <td>Building</td> <td>Potions or spells</td> <td>How to ride a bike or scooter</td> </tr> <tr> <td>Train an animal</td> <td>Cooking/baking</td> <td>How to get dressed</td> <td>How to capture a creature</td> <td>Load the dishwasher or wash up</td> </tr> </table> <table border="1" data-bbox="338 1337 2103 1485"> <tr> <td data-bbox="338 1337 768 1485"> <p>Nursery</p> <ul style="list-style-type: none"> • Follow some simple instructions • Ask them to explain how they </td> <td data-bbox="768 1337 1211 1485"> <ul style="list-style-type: none"> • Title • List of equipment/ingredients • Method/numbered steps • Bossy verbs (put, bake, cut, </td> <td data-bbox="1211 1337 1655 1485"> <ul style="list-style-type: none"> • Title • Introduction (have you ever..., do you want to...) • Subheadings </td> <td data-bbox="1655 1337 2103 1485"> <ul style="list-style-type: none"> • Title • Introduction (have you ever..., do you want to...) • Subheadings </td> </tr> </table>				Growing plants/ seeds (gardening)	Play a game (snakes and ladders)	Building	Potions or spells	How to ride a bike or scooter	Train an animal	Cooking/baking	How to get dressed	How to capture a creature	Load the dishwasher or wash up	<p>Nursery</p> <ul style="list-style-type: none"> • Follow some simple instructions • Ask them to explain how they 	<ul style="list-style-type: none"> • Title • List of equipment/ingredients • Method/numbered steps • Bossy verbs (put, bake, cut, 	<ul style="list-style-type: none"> • Title • Introduction (have you ever..., do you want to...) • Subheadings 	<ul style="list-style-type: none"> • Title • Introduction (have you ever..., do you want to...) • Subheadings
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	<p>have made/done something</p> <ul style="list-style-type: none"> • Build structures using different materials <p>Reception</p> <ul style="list-style-type: none"> • Follow some instructions to make/do something • Make/do something • Write simple sentences for the instructions. 	<p>chop, stick)</p> <ul style="list-style-type: none"> • Capital letters • Full stop • Use 'and' • Time adverbs (first, then, next, after) 	<ul style="list-style-type: none"> • List of equipment/ingredients • Method/numbered steps • Bossy verbs (put, bake, cut, chop, stick) • Capital letters, full stops, commas, exclamation marks, question marks • Time adverbs (first, after that, following that) • Adverbs for how the action should be done • Diagrams or illustrations with labels 	<ul style="list-style-type: none"> • List of equipment/ingredients • Method/numbered steps – chronological order • Bossy verbs (put, bake, cut, chop, stick) • Technical vocabulary (specific to the task) • Capital letters, full stops, commas, exclamation marks, question marks • Time adverbs (first, after that, following that) • Adverbs for how the action should be done • Diagrams or illustrations with labels • Closing statement (describes what the reader has achieved)
<p>Maths</p>	<p>Nursery</p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/cbeebies/shows/numberblocks - explore some of the number videos on number blocks. • Practise counting up to 10 (counting objects) • Shape <ul style="list-style-type: none"> → Find different 2D shapes around the house – try to learn the names of the shapes → Talk about the shapes → Make the shapes on paper, in sand, water on the floor with a paintbrush, playdough, sticks from 	<ul style="list-style-type: none"> • Numbots • Times tables Rock stars • Counting in multiples (forwards and backwards) • See below for arithmetic questions to practise (change the numbers if you want to practise daily) <p>https://whiterosemaths.com/homelearning/</p> <ul style="list-style-type: none"> → Visit the above website → Select appropriate year group → Work through the work on Summer term – Week 1 (w/c 20th April) (the dates will not match up with the current date) 		

- outside
→ Create patterns with simple 2D shapes

Reception

- Counting objects up to 20
- Finding 1 more and 1 less
 - Choose a number between 0 and 20
 - Make the number (toys, dried pasta, cups etc.)
 - Find 1 more than the number
 - Find 1 less than the number
- Shapes
 - Find and name simple 2D shapes (triangle, square, rectangle, circle) around the house and garden
 - Create patterns with 2D shapes
 - Create a shape collage with 2D shapes



- Find and name simple 3D shapes (cube, cuboid, sphere, pyramid, cylinder)
- Create patterns with 3D shapes
- Build using 3D shapes (e.g. rocket)
- Create 3D shapes (you can use dried spaghetti and marshmallows)

Summer Term - Week 6 (w/c 1st June)	+
Summer Term - Week 5 (w/c 18th May)	+
Summer Term - Week 4 (w/c 11th May)	+
Summer Term - Week 3 (w/c 4th May)	+
Summer Term - Week 2 (w/c 27th April)	+
Summer Term - Week 1 (w/c 20 April)	+
Week 2	+
Week 1	+

IMPORTANT! No need to print out the activities, the answers can be written on paper or in a notebook.

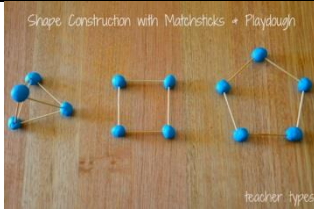
Support for fractions learning - https://thirdspacelearning.com/blog/how-to-teach-fractions-for-kids/?utm_campaign=07_05_2020_Topic_Guides_Blog&utm_medium=email&utm_source=Pardot&utm_content=text

If you want extra maths work, Khan Academy is still available.

Maths without the computer

Shape

- Explore 2D shapes (e.g. triangle, square) – name them, find them around the house and garden, describe the shapes (properties – sides, corners), draw the shapes using a pencil and a ruler, create pictures out of 2D shapes, find lines of symmetry (Y2+), find the perimeter and area of the shapes (Y3+)
- Explore 3D shapes (e.g. cube, sphere) – name them, find them around the house and garden, describe the shapes (properties – edges, corners, faces), draw the shapes using a pencil and a ruler, make the shapes out of playdough, build structures using 3D shapes (e.g. a rocket), create nets for the 3D shapes
- Have a go at using different materials to create 2D and 3D shapes (e.g. lollipop sticks, cocktail sticks, blue-tac)
- Create patterns using 2D and/or 3D shapes
- Go on a shape hunt or make a shape hunt with a map for someone else to discover the shapes
- Make different shaped biscuits or cakes (remember to ask an adult)



PE

Fitness stations
In the garden or in the house set up fitness stations to work at each day. Set a time limit for each station and then move to the next (30 seconds/1 minute) or you could time yourself on each station to see how long it takes to complete a set amount (e.g.20 press-ups)

1. Plank
2. Squats
3. Balance on one leg
4. Sprints
5. Ball bounces
6. Hopping
7. Press-ups

You could create your own station or change them each day.
Complete your fitness stations every day and see if you improve. Also think about how your body feels whilst you are exercising and after you have finished exercising.

Science

Floating and sinking

- Select a collection of objects from around your house (nothing electronic) – check with an adult before using the object
- Test the objects in the bath or a bucket of water to see which objects float and which objects sink
- You could record your results in a table
- Explore types of different materials to see which materials float and which sink
- Time how long it takes for objects of materials to sink (you could have a race)

Art



This is a painting called The Starry Night, painted by Vincent van Gogh in 1889.

	<ul style="list-style-type: none"> • Have a go at recreating this painting yourselves using different art materials (paint, crayons, chalk, pastels, pencil, pen, felt tips) • Create your own painting in the style of Van Gogh • Create a 3D version of the painting • Find out about Vincent van Gogh • Explore other paintings that he has created (you could recreate some of those as well)
Virtual Field trip	<p>https://britishmuseum.withgoogle.com/ https://www.google.co.uk/maps/@51.5192048,-0.1274951,2a,75y,172.87h,89.26t/data=!3m6!1e1!3m4!1sFyBuFtvu6FeVvVvc5—uiw!2e0!7i13312!8i6656?hl=en</p> <p>Go on a field trip to the British Museum and see what you discover. You could record what you find through pictures or writing. You might want to use the internet safely to find out more information.</p>
Life skills	<p>If you have some extra time you could have a go at some of the below skills that are important for the future</p> <ol style="list-style-type: none"> 1. Learn how to do the washing up and/or load the dishwasher and turn it on. 2. Write the weekly shopping list and have a go at checking what you will need (look in the cupboards and fridge). 3. Water the plants every day (unless it has rained). <p>Always check with an adult before you do any of these and ask them to teach/help you.</p>
Additional nursery activities	<ul style="list-style-type: none"> • Use one-handed tools and equipment <ul style="list-style-type: none"> ○ Draw lines or shapes on paper (big and small) ○ Practise using scissors to cut along the lines or cut out the shapes ○ Draw lines and cut out strips of paper and explore how many strips of paper are needed to get from one end of a room to the other • Explore time-based events throughout the day <ul style="list-style-type: none"> ○ Talk about a routine for the day ○ Talk about what is happening now and next ○ Create a time tables for the day (getting up, having breakfast, getting dressed etc.) – you could draw pictures to go with each event • Build stories around toys <ul style="list-style-type: none"> ○ Choose a favourite toy and make it go on an adventure, discuss with a grown up about what you are doing and what happens on your adventure ○ Set up toys to create a story (e.g. farm animals need rescuing from an armchair cliff or teddy bears might need saving from the terrifying dinosaur)

Arithmetic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$4 + _ = 10$	$_ + 7 = 15$	$73 - 45$	$\frac{4}{5}$ of 65	$545 - 70 =$	$3051 - 300$
$10 - _ = 7$	$19 - 7 =$	$29 + 49$	$519 - 200 =$	$88 \div 4 =$	65×8
$11 + 6 =$	$18 + 10 =$	$60 - _ = 43$	$609 + 500 =$	$2674 + 3849 =$	$9.6 + 1.05 =$
$20 - 8 =$	$15 - 7 =$	$\frac{3}{4}$ of 28 =	$69 \times 8 =$	$2.5 + 7.6 =$	$17 \times 6 =$
Half of 14	$2 + 8 + 3 =$	$306 + 100$	$92 \div 4 =$	$69 \div 100 =$	$_ = 7382 + 375$
Double 6	$39 - 4 =$	$643 - 100$	$\frac{2}{9} + \frac{7}{9} =$	$72\,944 + 5194 =$	$7.103 + 0.9 =$
9 groups of 2	$62 + 9 =$	$127 - 50 =$	$\frac{8}{12} - \frac{5}{12} =$	$80\,000 - 3000 =$	$8 \times 4 \times 9 =$
20 shared between 5	$48 - 10 =$	$530 - 60 =$	$738 + 5000$	$364\,734 - 96\,332 =$	$50 \times 9 =$
20, 25, 30, 35, $_ , _ , _$	$25 + 15 =$	$636 + 263 =$	$3462 - 1300$	$700 \times 8 =$	$8^2 + 12 =$
$_ , 4, 6, _ , 10, _ , _ , _$	$70 - 30 =$	$865 - 456 =$	$8374 + 2461 =$	9^2	$0.42 \times 1000 =$
$9 + 10 =$	$30 + 50 =$	$4 \times 9 =$	$4938 - 384 =$	$2750 \div 50 =$	25% of £670 =
$16 + 9 =$	$10 \times 8 =$	$72 \div 8 =$	$12 \times 7 =$	0.14×10	$3419 \div 11 =$

$15 - 9 =$	$2 \times 9 =$	$63 \times 4 =$	$4 \times 7 \times 8 =$	$\frac{3}{4} + \frac{8}{12} =$	$\frac{2}{3} \times \frac{3}{6} =$
Half of 16	$14 \div 2 =$	$79 \times 3 =$	$862 \times 9 =$	$\frac{6}{10} - \frac{1}{5} =$	3.41×9
Double 6	$\frac{1}{4}$ of 16 =	$\frac{4}{6} - \frac{3}{6} =$	$1.7 + 3.9 =$	$\frac{4}{6} \times 8 =$	$2642 \div 7$
20, 30, 40, 50, ↘ ↘ ↘ ↘	$\frac{1}{2}$ of 20 =	$\frac{3}{10} + \frac{7}{10} =$	$34 \div 10 =$	$341 \times 28 =$	56×21

Reception – Sounds qu, ch, th, sh, ng

qu	ch	th	sh	ng
quick	chop	think	ship	thing
quit	much	then	fish	sing
quiz	chin	with	shell	long
quack	bench	thick	shelf	sting
quilt	coach	cloth	shed	strong
	chain	thank	brush	bang

Year 1 – alternative 'ee' sound words

ee	ea	e-e	ey	y
sheep	team	theme	key	tiny
keep	bean	these	donkey	happy
tree	cheap	complete	chimney	jolly
creep	reach	compete	money	twenty
seed	dream		monkey	party
been	squeak		turkey	berry

An example of instructions:

SLIMY WORM AND HOT ICE-CREAM SMOOTHIES

Are you hungry all the time? Are you afraid that you might not be eating enough to grow into a true Gloop? But, do you have access to an electric mixer and these easy ingredients? Then fear not, for I have a solution (literally!). Follow this recipe to make the most scrumptious, disgusting, slimy, nutritious, weird smoothie that will get you looking like Augustus Gloop before you can say "gluttonous"!

This recipe serves 2.

You will need:

- 20-25 slimy worms (the slimier the better)
- 350g kale leaves
- 2 stinky snozzcumpers
- 500g of Wonka's hot ice-cream for a cold day
- a cup of dragon blood
- 4 smashed bananas
- a handful of fresh mosquitoes
- 3/4th of a cup of sugar and a pinch of salt
- strong metal body armour to protect you, in case the food processor explodes.

How to make the smoothie

1. First, dress yourself in your armour, be warned this will feel rather heavy.
2. Next, in the food processor blend together the worms to make a thick, smooth paste. (You might want to pinch your nose with a peg for this, it can get very smelly!)
3. Now add in the kale and the snozzcumpers, bit by bit, blending to maintain the smooth texture.
4. Cut the hot ice-cream for a cold day into little chunks and carefully add these in the top while blending to incorporate.
5. Then, quickly add in the dragon blood and mashed banana, not giving the mixture time to bubble over. Mix for 3 minutes on high speed.
6. Finally, when it is safe to open the lid, add in the fresh mosquitoes for an extra crunch.
7. Season with the sugar and salt.

Pour into a tall glass and your disgusting, satisfying, nutritious drink is ready. This smoothie will keep you warm and keep hunger at bay on even the most disastrous day!