

Home Learning- W/C Monday 22nd 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 know.**

	Nursery/Reception	KS1 (Y1 & 2)	Lower KS2 (Y3 & 4)	Upper KS2 (Y5 & 6)
Spelling/Phonics	<p>Nursery Sounds – p i n 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><i>Phonics play login</i> Username: march20 Password: home</p> <p>Reception Sounds – or, ur, ow, oi, er (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 – igh, ie, i-e, 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/all-t-spellings-ai <p><i>Phonics play login</i> Username: march20 Password: home</p> <p>Y2 – ‘or’ sound spelt as ‘al or ‘all’</p> <ul style="list-style-type: none"> → all → ball → call → walk → talk → always <p>Practise spelling the words Find other words that follow the spelling pattern Use the words in super sentences</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;">Kk</p> <p>knowledge</p> <p style="text-align: center;">Ll</p> <p>learn</p> <p>length</p> <p>library</p> <p style="text-align: center;">Mm</p> <p>material</p> <p>medicine</p> <p>mention</p> <p>minute</p> <p>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;">Hh</p> <p>harass</p> <p>hindrance</p> <p style="text-align: center;">Ii</p> <p>identity</p> <p>immediate</p> <p>immediately</p> <p>individual</p> <p>interfere</p> <p>interrupt</p> <p style="text-align: center;">Ll</p> <p>language</p> <p>leisure</p> <p>lightning</p> <p>Ask someone to test you at the end of the week</p> <p>Practise spelling the words below (i before e except after c):</p>

	<p>the 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>Practise spelling the words below (-sion):</p> <p>division invasion confusion decision collision television</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>Deceive Conceive Receive Perceive ceiling</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 → Can you find any exceptions to the rule
<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 • Rewrite the blurb for the book using your own words • Draw pictures of the settings • Read some poems this week - https://www.lovereadings4kids.co.uk/genre/pty/Poetry.html 			
<p>Writing</p>	<p>Creative writing Using the pictures for your year group you could write (it is not necessary to complete every activity):</p> <ul style="list-style-type: none"> → A character description → A setting description → A story → A poem 			



https://www.onceuponapicture.co.uk/portfolio_page/bear-and-cub/

Nursery

- Draw a picture to show what else the bears might do
- Create a story with the bears (use some of your own teddy bears to act out the story)
- Draw a picture of a bear and label it
- Set up a teddy bears picnic
- Go on a bear hunt around the house or garden (you could read *We're Going on a Bear Hunt*)

Reception

- Draw a picture to show what else the bears might do and label the pictures
- Write some sentences to go with your pictures you've drawn
- Create a story using the bears (act it out using your own teddy bears)
- Draw a story map for your story (pictures)
- Have a go at writing some simple sentences to write your story



https://www.onceuponapicture.co.uk/portfolio_page/hut-chicken-legs/

Year 3 and 4 – use the word mats to support you

- Create a word mat of key words you could use within descriptions and story writing (use the word mats to help you and try to come up with your own words that will fit in with the picture)
- Write a setting description (think about the 5 senses, use powerful adjectives, describe the atmosphere and mood)
- Write a character description (think about their looks and personality – what type of character are they, how do they move etc.)
- Create a story to go with the picture
 - Draw a story map or create a plan for your story (use the 5 parts of the story – beginning, build up, problem, resolution, conclusion)
 - Write your story using your plan (don't forget punctuation, conjunctions, adverbs, different sentence

	<p>Year 1 and 2</p> <ul style="list-style-type: none"> • Write a description of the bears (don't forget to use super adjectives and think about what they look like and their personality) • Come up with a story about the two bears – what could they be doing, what might the problem be, how could the problem be solved? • Act out the story and retell it verbally • Create a story map using key words • Write your story using the story map – don't forget <ul style="list-style-type: none"> ○ Capital letters ○ Full stops ○ Conjunctions – and, but, or, because, that, so, when ○ Exciting adjectives ○ Commas for lists 	<p>openers, paragraphs, speech)</p> <ul style="list-style-type: none"> • Have a go at writing a poem <p>Year 5 and 6 – use the word mats to support you)</p> <ul style="list-style-type: none"> • Create a word mat of key words you could use within descriptions and story writing (use the word mats to help you and try to come up with your own words that will fit in with the picture) • Write a setting description (think about the 5 senses, use powerful adjectives, describe the atmosphere and mood) • Write a character description (think about their looks and personality – what type of character are they, how do they move etc.) • Create a story to go with the picture <ul style="list-style-type: none"> ○ Draw a story map or create a plan for your story (use the 5 parts of the story – beginning, build up, problem, resolution, conclusion) ○ Write your story using your plan (don't forget punctuation, conjunctions, adverbs, different sentence openers, paragraphs, speech, modal verbs) ○ Within your story make sure you describe characters, settings and atmosphere as you go along • Have a go at writing a poem
<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 <ul style="list-style-type: none"> → Math amount to the written numeral → Put the numbers in order from smallest to biggest (groups of objects) → Have a go at writing the numbers on paper, in water, in the air, in sand 	<ul style="list-style-type: none"> • Numbots • Times tables Rock stars – Don't forget the TTRS battles • 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 2 (w/c 27th April) (the dates will not match up with the current date)

Time activities

- See below for EYFS time activities

Reception

- Counting objects up to 20
 - Reading and writing numbers up to 20
 - Matching amounts of objects with the number

<https://whiterosemaths.com/home/learning/early-years/>

- Visit the above website
- Work through the work on **Summer term – Week 2 (w/c 27th April)** (the dates will not match up with the current date)

Summer Term - Week 7 (w/c 8th June)
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

Time activities

- See below for EYFS time activities

Summer Term - Week 7 (w/c 8th June)	+
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

Time

- sequence events in chronological order using language, for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
 - Create your own time table of the day using pictures and put them in order
 - Explain your timetable using the words above (you could even create word cards and place them in your time table)
- Learn the days of the week
 - Learn the days of the week in order
 - Find the next day or the day before
 - Learn to spell the days of the week
- Learn the months of the year
 - Learn the months of the year in order
 - Find the next month or the month before
 - Learn how many days in each month
 - Learn how to spell the months of the year
- Learn the time key facts from your facts sheet in your project book (how many days in a week, in a month, in a year etc.)

		<ul style="list-style-type: none"> • Learn/practise to tell the time <ul style="list-style-type: none"> → Make a clock using a paper plate (or card), split pin and card – put the numbers on in the correct place (if it helps, colour each half of the clock a different colour to show past the hour and to the next hour) → O'clock, half past, quarter past and quarter to → Tell the time to 5 minutes (5 minutes past, 10 minutes past etc.) → Tell the time to the minute → Find hours/minutes before and after a time (increase the difficulty of the times and amount of minutes/hours for older children) → For KS2 – plan a journey using train or bus time tables or a homemade one, work out the time it takes to get between two places, work out the total time for the journey. You could even include ticket prices for the journeys. If you were feeling adventurous, you could even use some maps to plan the journeys and look at the distance and time. <p>Active maths – activities to incorporate both maths and physical activity https://www.teachactive.org/my-account/?code=B116F</p>
<p style="text-align: center;">PE</p>	<p>Yoga https://www.youtube.com/user/CosmicKidsYoga Have a go at some yoga each day to calm your minds and improve your flexibility</p> <p>Sports Try playing some different sports this week, you could try:</p>	<ul style="list-style-type: none"> → Netball – throwing and catching, passing, don't move whilst holding the ball and shooting in the net (if you don't have a net mark out an area on the floor) → Football – kicking and passing, dribbling and shooting at the goal (if you don't have a football goal, mark out an area on the floor) → Basketball – bouncing the ball, dribbling (bouncing whilst moving), passing (throwing and catching) and shooting in the net → Tennis – hitting the ball in a straight line, hit it over a middle point (like a net, mark out a centre line)
<p style="text-align: center;">Science</p>	<p>Bridge building challenge The world's longest bridge is in China and is 164.8km long. It would take more than 2 days to walk the length of this bridge!</p>  <p>You Will Need:</p>	<ul style="list-style-type: none"> • Sellotape

	<ul style="list-style-type: none"> • Glue • Cardboard / paper / Lego / card / tissue etc. <p>Task:</p> <ul style="list-style-type: none"> → Can you design a bridge which is strong enough and big enough for your toy car to drive over? You can use any materials that you have at home. → Test your bridge further by testing to see how many cars it can hold. → Can you strengthen your bridge so that it can hold more cars? → Can you research different bridges to find out the strongest shape to use? You could even test the different shapes by making them and seeing how many cars each one holds.
Geography	<p>Map drawing and reading</p> <ul style="list-style-type: none"> • Draw a map of: <ul style="list-style-type: none"> → Your garden → Your house → Your village/town/the area where you live → An imaginary village/town/city → Use google earth or google maps to discover different places around the UK or the world – you could recreate a version of the map you look at → A treasure map for someone in your family to follow to find the treasure <p>When drawing your map think about where things are positioned, the symbols that could be used, using a key on your map and including a compass.</p>
Virtual Field trip	<p>This week take a trip across the world to Yellowstone National Park https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm</p> <ul style="list-style-type: none"> → Enjoy taking the tour, talk about what you can see and explore things → Pause the videos and have a go at sketching some parts of the National Park → Find out more about Yellowstone National park → Create a fact file about Yellowstone National Park → Create an advert to encourage people to visit the National Park
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. If you have access to a computer, practise typing – this is a very important skills for the future. You could practise typing a letter or an email (maybe you could type one and send it to your teacher) 2. Learn or practise road safety, ensure you are able to cross a road safely, walk near or on a road correctly, know what dangers to look out for and also be able to explain to someone else how to stay safe near roads. https://youtu.be/uAgxZ-I5pY8 <p>Always check with an adult before you do any of these and ask them to teach/help you.</p>
Story time	<p>Enjoy listening to a story https://www.youtube.com/watch?v=scmu3NTgqIA</p>
Additional nursery activities	<ul style="list-style-type: none"> → Pretend you or a teddy are going on a trip. What will you need to take? Can you pack your bag? Read ‘Whatever Next’ for some inspiration. https://www.youtube.com/watch?v=Xd8lCWITn3Q → Practise your cutting skills. Using children’s scissors cut out circles and stick them together to make a caterpillar. You could colour/paint or

- collage your caterpillar. Add 2 antennae, eyes, legs and a mouth. Have a go at making a different creepy crawly.
- Make a car using things around the house like cushions, blankets, plastic plates. Go on a journey in your pretend car. You could take some teddies as passengers. Talk about where you are travelling in the car for example to the shop, visit the farm or fairground. Make signs for the places you are visiting. You could make a map for your journey showing what you pass on the way.

Arithmetic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$_ + 8 = 10$	$_ + 4 = 18$	$89 - 58$	$\frac{4}{6}$ of 36	$324 - 50 =$	$5903 - 300$
$10 - _ = 2$	$17 - 6 =$	$35 + 67$	$257 - 200 =$	$73 \div 5 =$	79×9
$13 + 6 =$	$10 + 13 =$	$90 - _ = 45$	$867 + 400 =$	$8473 + 2949 =$	$12.9 + 3.07 =$
$20 - 4 =$	$15 - 5 =$	$\frac{2}{5}$ of 30 =	$97 \times 7 =$	$13.5 + 2.4 =$	$23 \times 6 =$
Half of 8	$9 + 6 + 1 =$	$945 + 100$	$84 \div 6 =$	$1.4 \div 100 =$	$6743 = _ + 375$
Double 11	$43 - 8 =$	$184 - 100$	$\frac{3}{8} + \frac{1}{8} =$	$62467 + 1575 =$	$17.08 + 3.4 =$
7 groups of 5	$4 + 78 =$	$334 - 50 =$	$\frac{4}{11} - \frac{11}{11} =$	$33\ 000 - 300 =$	$9 \times 6 \times 9 =$
18 shared between 2	$79 - 10 =$	$729 - 40 =$	$4000 + 298$	$782\ 467 - 24\ 145 =$	$70 \times 11 =$
50, 45, 40, 35, $_ _ _$	$25 + 45 =$	$583 + 333 =$	$9764 - 3300$	$9 \times 800 =$	$9^2 + 50 =$
$_ 8, 10, _ 14, _ _ _$	$100 - 30 =$	$1029 - 398 =$	$7205 + 2754 =$	10^2	$0.082 \times 1000 =$
$2 + 10 =$	$60 + 30 =$	$8 \times 9 =$	$6206 - 519 =$	$1350 \div 50 =$	$75\% \text{ of } \pounds 830 =$

$12 + 8 =$	$7 \times 10 =$	$48 \div 4 =$	$12 \times 12 =$	0.07×100	$2791 \div 9 =$
$16 - 7 =$	$11 \times 2 =$	$59 \times 8 =$	$8 \times 7 \times 3 =$	$\frac{2}{3} + \frac{5}{12} =$	$\frac{5}{10} \times \frac{6}{15} =$
Half of 12	$20 \div 2 =$	$45 \times 3 =$	$503 \times 7 =$	$\frac{6}{8} - \frac{1}{4} =$	12.28×9
Double 3	$\frac{3}{4}$ of 16 =	$\frac{2}{8} - \frac{2}{8} =$	$2.5 + 8.7 =$	$\frac{6}{7} \times 7 =$	$5743 \div 8$
0, 10, 20, 30, \rightarrow , \rightarrow , \rightarrow	$\frac{1}{2}$ of 14 =	$\frac{4}{10} + \frac{6}{10} =$	$6 \div 10 =$	$83 \times 34 =$	268×58

Reception – Sounds or, ur, ow, oi, er

or	ur	ow	oi	er
torn	turn	cow	coin	better
fork	churn	brown	soil	farmer
for	burn	now	boil	finger
corn	fur	howl	join	flower
storm	church	owl	toilet	river
pork	surf	down	foil	boxer

Year 1 – alternative 'igh' sound words

igh	ie	i-e	y
high	pie	time	cry
right	lie	bike	fry
light	tie	kite	try
might	fried	slide	spy
night	cried	five	dry
flight		slime	

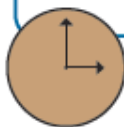
Maths: Talking About Time?

Home Learning Challenges

Make a timetable of a day from the weekend. You could draw pictures for each activity or take photographs to stick on. Write in your meal times and any other activities you do. Underneath each activity, you or an adult could write the time.

Make up a song or rhyme to help you remember the days of the week and which order they come in. You could choose your favourite tune and sing the days of the week to it, or make a mnemonic to help you remember the order of the days e.g. '**Send Me To Water To Find Snakes**'.

Make your own clock using a paper plate or by cutting a circle out of cardboard. Use a real clock to help you to write the numbers correctly and make your own clock hands. You could set the clock to different times to help you know when it is time for something, e.g. if you want to know when bedtime is. Ask an adult to help you set your clock to that time so you can check it against a working clock to know when you need to go upstairs.



Ask your friends and family to play 'What's the Time Mr Wolf?'

One person stands with their back to the group and everyone else asks, "What's the time Mr Wolf?" Mr Wolf says a time, e.g. "4 o'clock" and everyone steps forward 4 steps. Continue with different times, until Mr Wolf says "dinnertime!" and chases everyone back to the start. The person Mr Wolf catches, becomes Mr Wolf next.

Use a paper plate or cut a circle out of cardboard and draw a smaller circle in the middle. Draw 2 lines across the plate so it is split into quarters. On the outer sections, draw more lines so each quarter is split into 3 equal sections. You should have 4 sections in the smaller circle and 12 in the larger circle.

In the small circle, write the name of each of the seasons and draw a picture—winter, spring, summer, autumn. Next, in the outside sections, write each of the months next to the season they belong in. Draw a picture of something special that happens in each month.



Read some books about time, such as 'Jasper's Beanstalk' by Nick Butterworth, 'Oliver's Vegetables' by Vivian French and Alison Bartlett and 'The Bad-Tempered Ladybird' by Eric Carle.