

Home Learning, Monday 8th 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 every family each week, 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 – s a t https://www.youtube.com/watch?v=1Qpn2839Kro</p> <ul style="list-style-type: none"> → 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 <p>Reception Sounds – ai, ee, oa, ar, or (see below for a word list)</p> <ul style="list-style-type: none"> → Read the sounds → Write the sounds → Read words containing the sounds → Spell words containing the sounds → Write sentences using words containing the sounds → https://new.phonicsplay.c | <p>Y1 – alternative sound – ai, ay, a-e, ei (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/ai-t-spellings-ai <p><i>Phonics play login</i> Username: march20 Password: home</p> <p>Y2 – adding suffix –ed</p> <ul style="list-style-type: none"> → Explore some verbs in present tense (play, step, walk) → Turn into the past tense by adding –ed → Look at what happens to the root word to add –ed → 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>Rr surprise recent regular reign remember</p> <p>Tt therefore though thought</p> <p>Ss through sentence separate special straight strange strength suppose</p> <p>Ask someone to test you on these words at the end of</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>Rr recognise recommend relevant restaurant rhyme rhythm</p> <p>Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system</p> |

| | | | | |
|----------------|--|--|--|---|
| | o.uk/resources/phase/3 Phonics play login Username: march20 Password: home | | | |
| Reading | https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+7-g&level=&level_select=&book_type=&series=# <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 • Recommend a book to a family member (explain why you are recommending it) • Create a new front cover | | | |
| Writing | https://youtu.be/zgNodgeAYIA - listen to the story being told and complete the activities below <i>if you don't have access to the internet, choose a story you have at home and complete the activities below</i> | | | |
| | Nursery <ul style="list-style-type: none"> • Retell the story using actions (role play) or teddies/figures • Mark making – use a paintbrush and a bucket/cup of water to make marks outside – paint something from the story, write your name, draw facial expression Reception <ul style="list-style-type: none"> • Draw a picture of the main characters • Draw a picture to show the story • Try to write some words/simple sentences/labels to go with the pictures | <ul style="list-style-type: none"> → Draw a story map of the story → Retell the story using your own words → Use capital letters and full stops → Use conjunctions <ul style="list-style-type: none"> ○ and but or ○ if when because that | <ul style="list-style-type: none"> → Create a story map of the story including key vocabulary (you could change parts of the story to make it your own) → Write your version of the story <ul style="list-style-type: none"> ○ Use paragraphs ○ Use a variety of conjunctions (see below) <p><i>While, because, if, although, whilst, when, as, once, so, since, that, and, but, or</i></p> | <ul style="list-style-type: none"> → Innovate the story by changing one or two elements (e.g. characters, time of year, problem) → Plan your story in detail, including key vocabulary → Write your innovated story <ul style="list-style-type: none"> ○ Use paragraphs ○ Use a variety of conjunctions ○ Use a variety of sentence starters |
| Maths | Nursery <ul style="list-style-type: none"> • Orders two items by weight or capacity | <ul style="list-style-type: none"> • Numbots • Times tables Rock stars • Counting in multiples (forwards and backwards) | | |

- Have a selection of containers/bottles/jugs etc. or/and objects
- Predict which container will hold the most/least or weight the most/least
- Fill the containers in a variety of ways (ask which one is empty, half full, full etc.)
- Compare the containers/objects
- <https://www.bbc.co.uk/cbeebies/watch/numberblocks-five-speckled-frogs-song>

Reception

- Counting objects up to 20
- Using objects, how many different ways can you make amounts (e.g. 4), can you make up a number story to go with it (e.g. I went to the shop and bought 2 apples, my sister bought 2 apples and we had 4 apples.)
- Patterns
 - Create different repeating patterns using objects around the house or from the garden
 - Create different length patterns
 - Create different shaped patterns
 - Describe and compare the patterns

- See below for arithmetic questions to practise (change the numbers if you want to practise daily)

<https://whiterosemaths.com/homelearning/>

- Visit the above website
- Select appropriate year group
- Work through the work on **week 1 and 2** (the dates will not match up with the current date)

| | |
|---------------------------------------|---|
| 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.

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

Maths without the computer

Measurement (capacity, mass, length)

- Measure the length of objects around the house– record measurements in a table
- Measure the mass of objects around the house if you have some scales (if you don't have scales compare and order objects based on their mass – heavier lighter)
- Measure the capacity of different containers around the house (measuring how much liquid a container can hold; you'll need a jug to help you)
 - Compare and order objects/containers measured
 - Use appropriate units of measurement
 - Convert between units of measurement
 - Take measurements accurately (decimal points, upper KS2)
- Follow a recipe measuring ingredients accurately

PE

Create an obstacle course in the garden, using objects from the house and garden (don't use objects that will break or are special). See if you

| | |
|--------------------------------------|--|
| | <p>can include jumping, throwing/catching, running, crawling and other ways of moving as well as some balancing. Time how long it takes to complete the obstacle course, you could do it every day and see if you get quicker over the week.</p> |
| Science | <p>Forces Investigate how a toy vehicle moves on different surfaces. You will need:</p> <ol style="list-style-type: none"> 1. A toy car or something with wheels that isn't too big 2. Different surfaces (carpet, tiles, wooden floor, patio, grass, pieces of wood, other materials you would like to test) <p>What you need to do:</p> <ol style="list-style-type: none"> 1. If you can, watch the following video about friction https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs 2. Friction is a force between two surfaces that are sliding, or trying to slide, across each other. For example, when you try to push a book along the floor, friction makes this difficult. 3. Set up a test to see how the vehicle moves on the different surfaces 4. Predict how the vehicle will move on each surface – which surface will it be quickest on? Which surface will there be more friction between the vehicle and surface 5. Test the toy car on each surface 6. Record the surfaces where there is more friction acting between the car and the surface. Comment on what happens for each surface. 7. You could measure how far the vehicle travels on each surface |
| Virtual Field trip | <p>https://kids.sandiegozoo.org/</p> <p>Go to San Diego Zoo on a virtual field trip</p> <ul style="list-style-type: none"> → Visit some of the animals → Find out about an animal you don't know much about → Sketch some of the animals → Create a fact file about the animals → Create a menu for the animals (you could make up some rhymes or use alliteration to make the food appealing to the animals) → Create a suitable habitat for a teddy animal in your garden |
| 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 make the bed, putting clean bedding onto your bed or everyone's bed 2. Learn how to do the washing – sorting it, putting it in the washing machine, turning it on and hanging it up to dry 3. Learn how to make a healthy meal for lunch or tea (it could be a pasta salad, curry, cottage pie etc.) <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"> • Experiment with blocks, colours and marks <ul style="list-style-type: none"> ○ Ask your adult to draw an outline of a butterfly, put blobs of paint on one side and fold over the paper. What do you notice? Now try to draw symmetrical pattern (the same on both sides) on a new butterfly outline. • Tap out simple repeated rhythms <ul style="list-style-type: none"> ○ Using toy musical instruments, or pots, pans, or making your own instruments using junk modelling. Ask your grown up to tap out a repeated rhythm. Can you copy it? Now can you make up your own? |

- Operate simple equipment, Use ICT hardware appropriately, sort shapes
 - Play the Shape Monsters game on a tablet/phone or computer. <https://www.topmarks.co.uk/early-years/shape-monsters>

Arithmetic

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---------------|-----------------------|----------------------------------|------------------------|-------------------------|
| $2 + _ = 10$ | $_ + 9 = 13$ | $89 - 62$ | $\frac{2}{5}$ of 85 | $629 - 60$ | $1024 - 100$ |
| $10 - _ = 4$ | $17 - 6 =$ | $37 + 29$ | $308 - 200 =$ | $96 \div 4 =$ | 68×7 |
| $12 + 5$ | $26 + 10 =$ | $70 - _ = 27$ | $839 + 300 =$ | $1784 + 2773 =$ | $2.6 + 0.5 =$ |
| $20 - 9$ | $15 - 7 =$ | $\frac{3}{4}$ of 36 = | $87 \times 8 =$ | $2.8 + 0.6 =$ | $15 \times 5 =$ |
| Half of 16 | $7 + 3 + 5 =$ | $725 + 100$ | $96 \div 4 =$ | $38 \div 100 =$ | $_ = 4792 + 836$ |
| Double 9 | $43 - 4 =$ | $472 - 100$ | $\frac{4}{8} + \frac{7}{8} =$ | $82\ 934 + 4155 =$ | $6.012 + 0.7 =$ |
| 11 groups of 2 | $62 + 9 =$ | $113 - 40 =$ | $\frac{14}{15} - \frac{7}{15} =$ | $40\ 000 - 900 =$ | $6 \times 3 \times 6 =$ |
| 25 shared between 5 | $37 - 10 =$ | $620 - 50 =$ | $676 + 3000$ | $869\ 325 - 36\ 837 =$ | $70 \times 7 =$ |
| 10, 15, 20, 25, $_, _, _$ | $25 + 17 =$ | $259 + 542 =$ | $2287 - 2200$ | $900 \times 6 =$ | $6^{2+7} =$ |
| $_, 6, 8, _, 12, _, _, _$ | $70 - 50 =$ | $602 - 395 =$ | $6782 + 2461 =$ | 12^2 | $1.3 \times 1000 =$ |
| $3 + 10 =$ | $20 + 40 =$ | $4 \times 12 =$ | $5012 - 456 =$ | $3500 \div 50 =$ | 25% of 1400 = |

| | | | | | |
|----------------------------------|-----------------------|---------------------------------|-------------------------|--------------------------------|------------------------------------|
| $19 + 9 =$ | $10 \times 5 =$ | $64 \div 8 =$ | $7 \times 7 =$ | 7.03×10 | $1210 \div 11 =$ |
| $18 - 9 =$ | $2 \times 7 =$ | $54 \times 4 =$ | $3 \times 9 \times 5 =$ | $\frac{2}{3} + \frac{7}{12} =$ | $\frac{1}{3} \times \frac{1}{5} =$ |
| Half of 20 | $18 \div 2 =$ | $84 \times 3 =$ | $862 \times 7 =$ | $\frac{9}{10} - \frac{1}{2} =$ | 2.15×8 |
| Double 8 | $\frac{1}{4}$ of 24 = | $\frac{4}{6} - \frac{3}{6} =$ | $3.5 + 1.9 =$ | $\frac{7}{8} \times 5 =$ | $4572 \div 6$ |
| 90, 80, 70, 60, _ , _ , _ , _ | $\frac{1}{2}$ of 18 = | $\frac{3}{10} + \frac{7}{10} =$ | $72 \div 100 =$ | $209 \times 34 =$ | 45×19 |

Reception – Sounds ai, ee, oa, ar, or

| ai | ee | oa | ar | or |
|-------|-------|-------|------|-------|
| train | weed | goat | car | for |
| drain | creep | boat | park | torn |
| paid | sheep | toad | far | storm |
| plain | feel | load | star | fort |
| paint | deep | soak | hard | sport |
| waist | seed | coach | bark | torch |

Year 1 – alternative ‘ai’ sound words

| a-e | ai | ay | ei |
|------------|-----------|-----------|-----------|
| snake | train | today | reins |
| bake | drain | stray | vein |
| take | paid | spray | veil |
| plate | plain | clay | |
| flake | paint | tray | |
| spade | waist | Monday | |