

Home Learning- W/C Monday 13th July

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 – i n m d 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 – oo (/u/), oo, recap ar, or (see below for a word list)</p> <ul style="list-style-type: none"> → Read the sounds → Write the sounds 	<p>Y1 – adding suffix –s or –es (see below for a word list)</p> <ul style="list-style-type: none"> → Read the words → Work out whether you add –s or -es → Work out the rule for adding –s or –es (think about how the word ends) → Practise spelling the words with the suffix –s or -es → Write super sentences <p>https://www.phonicsplay.co.uk/resources/phase/6 Phonics play login Username: march20 Password: home</p> <p>Y2 – /r/ sound spelt wr at the beginning of words</p> <ul style="list-style-type: none"> → write → written → wrote → wrong → wrap → wrist → wrinkle 	<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;">Dd</p> <p>decide describe different difficult disappear</p> <p style="text-align: center;">Ee</p> <p>early earth eight eighth</p> <p>Ask someone to test you at the end of the week</p> <p>Practise spelling the words below (/k/ sounds spelt ch):</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;">Cc</p> <p>category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity</p> <p>Ask someone to test you at the end of the week</p> <p>Practise spelling the words below (-ent, -ence, -ency endings): innocent innocence decent</p>

	<ul style="list-style-type: none"> → Read words containing the sounds → 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 Find other words that follow the spelling pattern Use the words in super sentences</p>	<p>scheme chorus chemist echo character</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>decency frequent frequency confident confidence</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
Reading	<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 • Read a book you have already read but really enjoy • Read a picture book • Write a new blurb for a book you have read • Recommend a book to someone, explain why they should read it • In a book you have read or are reading choose words you are unsure about and find out the meanings of the words 			
Writing	<p>Retelling a story https://www.youtube.com/watch?v=dqoyX799l1l https://www.youtube.com/watch?v=GYV_09Uj2jc Listen to one of the stories above (or both and choose your favourite) or choose a picture book that you have at home. When you have read/listened to the story have a go at retelling the story using your own words. Use the writing mats and word bank mats from previous home learning to help you when writing.</p>			
	<p>Nursery</p> <ul style="list-style-type: none"> • Retell the story using actions (role play) or teddies/figures • Make puppets of the characters from the story to retell the story (you could use lollipop sticks or straws to help) 	<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 	<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 	<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"> • Mark making – use a paintbrush and a bucket/cup of water to make marks outside or paints – paint something from the story, draw facial expressions from the story, paint a dinosaur, create a dinosaur from the Worrysaurus <p>Reception</p> <ul style="list-style-type: none"> • Draw a picture of the main characters • Draw a picture to show the story • Make your own puppet to retell the story (you could use lollipop sticks or straws to help) • Try to write some words/simple sentences/labels to go with the pictures 	<ul style="list-style-type: none"> ○ if when because that 	<ul style="list-style-type: none"> ○ Use a variety of conjunctions (see below) ○ Use capital letters, full stops, commas, exclamation marks, question marks ○ <i>While, because, if, although, whilst, when, as, once, so, since, that, and, but, or</i> <p>→ You could write setting and/or character descriptions</p>	<ul style="list-style-type: none"> ○ Use paragraphs ○ Use a variety of conjunctions ○ Use a variety of sentence starters ○ Use the correct punctuation <p>→ You could write setting and/or character descriptions</p>
<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"> → Match 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) • https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests - have a go at some of the activities on this website (there are SPAG, phonics and maths questions) <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <ul style="list-style-type: none"> → Visit the above website → Select appropriate year group → Work on the date of your choice, try to do the lessons in order <p>If you want extra maths work, Khan Academy is still available.</p>		

- Try counting on from any number up to 10
- Try counting backwards from 10
- Position and direction
 - Describe the position of objects (see below for vocabulary)
 - Learn left and right, practise turning to the left or right

Reception

- Counting objects up to 20
 - Reading and writing numbers up to 20
 - Matching amounts of objects with the number
 - Practise counting on from any number
- Position and direction
 - Describe the position of objects (see below for vocabulary)
 - Learn left and right, practise turning to the left or right
 - Set up a road for toy cars or your bike outside to practise turning left and right

<https://whiterosemaths.com/homelearning/early-years/>

- Visit the above website
- Work through the work on **Summer term – Week 3 (w/c 18th May)** (the dates will not

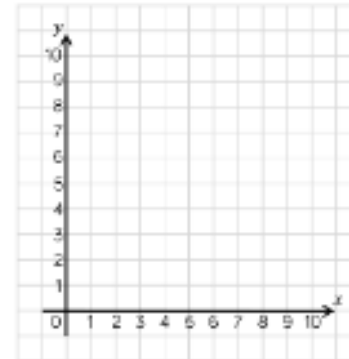
Maths without the computer

Position and direction

- Describe the position of objects (See below for vocabulary list)
- Learn left and right
- Learn clockwise and anti-clockwise (link to left and right, use a clock to help explain)
- Understand turns – whole, half, quarter and three quarter turns (to the left/right or clockwise/anti-clockwise)
- Explore turns as angles – a quarter turn is 1 right angle which is 90°
- For KS2

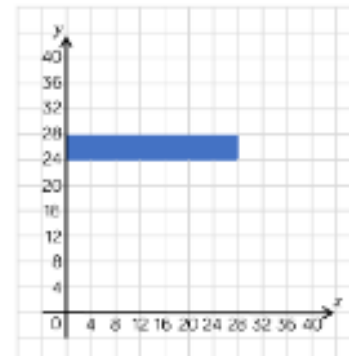
Plot the following points on the grid.

- (3, 5)
- (4, 4)
- (0, 2)
- (4, 0)



What are the coordinates of the vertices of the rectangle?

- (,)
- (,)
- (,)
- (,)



-
- Try the questions above (remember read along the bottom (x) then up the side (y))
- Have a go at creating your own axis
- Create shapes and work out the coordinates
- Give someone else the coordinates for a shape and ask them to plot it using our coordinates

match up with the current date)

Summer Term - Week 10 (w/c 29th June)

Summer Term - Week 9 (w/c 22nd June)

Summer Term - Week 8 (w/c 15th June)

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 27 April)

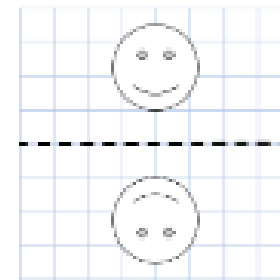
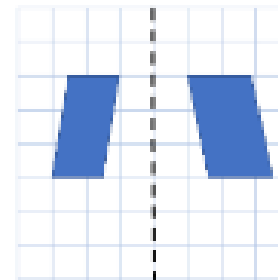
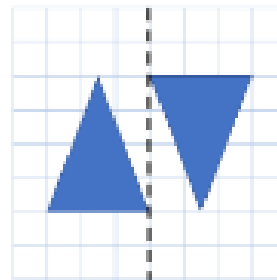
Summer Term - Week 1 (w/c 20 April)

Week 2

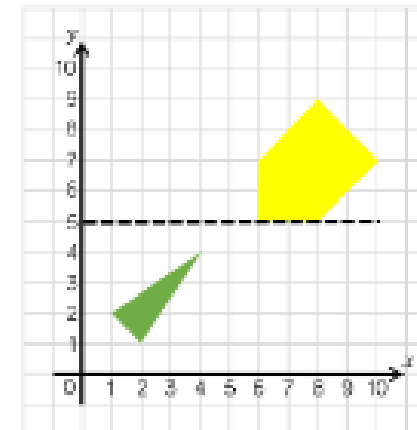
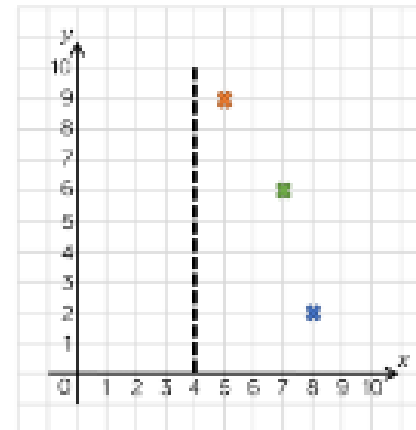
Week 1

- Position and direction
 - Describe the position of objects (see below for vocabulary)
 - Learn left and right, practise turning to the left or right
 - Set up a road for toy cars or your bike outside to practise turning left and right
 - Write some instructions to get from one place to another on your road

Which of the diagrams show reflections in the given mirror line?



Reflect the coordinates and the shapes in the mirror line.



- Have a go at reflecting some shapes/symbols on your own grid – work out the coordinates of the reflected shape

Active maths – activities to incorporate both maths and physical activity

<https://www.teachactive.org/my-account/?code=B116F>

PE

Kicking (football)

This week practise your kicking skills (if you don't have cones, use some other items you have around the house)

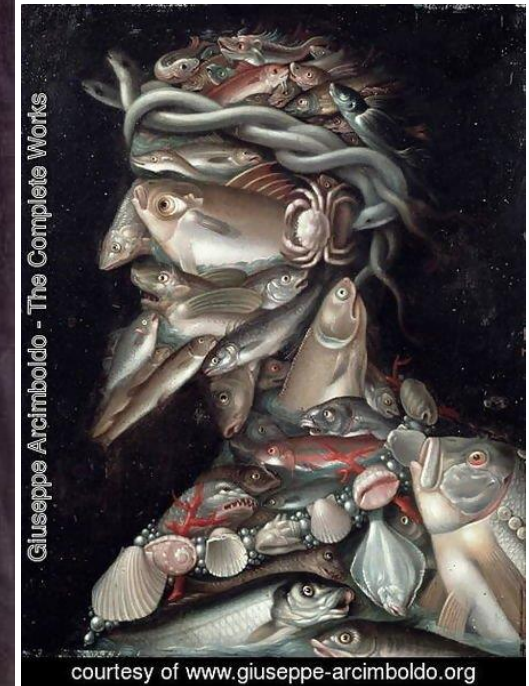
- Practise dribbling the ball – between two cones, in and out of cones, around a space changing direction with the ball
- Practise passing the ball to another person – remember to use the inside of your foot and keep it under control
- Create a goal (if you haven't got one) and practise shooting into the goal – you could shoot from different positions in front of the goals and from different distances from the goal

	<ul style="list-style-type: none"> • Practise being the goal keeper – goal keepers can use their feet and their hands to stop the ball • Set up a game of football with two teams • Football traffic light game <ul style="list-style-type: none"> ○ Red = stop and put one foot on the ball ○ Amber = drag the ball behind you, turn and then keep moving ○ Green = dribble around the space • Football golf – set up different holes (a bit like crazy golf), you could use cones/household objects as obstacles <ul style="list-style-type: none"> ○ Dribble the ball around the obstacles and try to kick a hole in one! <p>Extra games to play</p> <ol style="list-style-type: none"> 1. Washing machine – run around in between calling out the different actions <ol style="list-style-type: none"> a. Dress – standing with legs and arms outstretched b. Trousers – sit on floor with legs outstretched together c. Shorts – sit on floor and hug legs into stomach d. Wash – jump up and down on the spot e. Spin – spinning/turning on the spot 2. Jungle game – running through and jungle away from a terrifying creature (call out commands/actions whilst they are moving) <ol style="list-style-type: none"> a. Logs – jumping over logs as high as can b. Ducking under branches c. High knees to avoid the creepy crawlies d. Sprinting when the animal gets closer e. Tiptoeing past a sleeping animal (choose the animal) f. Swinging through the jungle
<p style="text-align: center;">Science</p>	<p>Solids, liquids and gases Explore how states of matter change.</p> <ul style="list-style-type: none"> • Discuss what a solid is, a liquid is and a gas is <ul style="list-style-type: none"> → A solid has a definite shape that stays the same unless a force is acting upon it → A liquid has no fixed shape but a fixed volume and it takes on the shape of its container → A gas has no fixed shape or volume and will always spread out to fill the container • You could try: <ul style="list-style-type: none"> → Have three identical balloons, the day before fill one with water and freeze. Fill one with water, and blow one up. The best way to fill a balloon with water is to put the end over the tap, turn the tap on and support the balloon underneath as it fills. <ul style="list-style-type: none"> ▪ Undo/cut the top off the 3 balloons. Peel the balloon off the ice. Pour the water one into another container and let down the blown up one. Discuss what happens to each one. ▪ You could time how long it takes for the frozen balloon to melt → Freeze water – test different temperatures that the ice could melt in, time how long it takes for each ice cube to melt → Boiling water (ASK AN ADULT TO HELP) – changing a liquid into a gas, boil water until it evaporates, time how long it takes

- For extra ideas visit:
https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/28373-Solidsliquidsandgases.pdf

Our artist this week creates portraits with a difference, his name is Giuseppe Arcimboldo.

Art



- Study the portraits above, what has he used to create the portraits?
- Have a go at drawing a portrait with a difference – use items in your portrait that appeal to you, think about the shapes and colours you could use
- You might want to draw a portrait of a family member in this style
- Find out more about Giuseppe Arcimboldo.

Virtual field trip

This week's virtual field trip takes you even further than China, you'll need your space boots and space helmet because you are heading off to Mars to explore the surface of the planet

<https://accessmars.withgoogle.com/>

- Visit the website above and start exploring
- Carry out more research to find out about Mars (you could record this as a fact file, a poster or diagrams)
- Create an advert for people to live on Mars (think about what might make it a good place to live, you could use your imagination)

	<ul style="list-style-type: none"> • Design a rocket that will get you to Mars, don't forget to label it and write down the materials you need (you might also want to design a space suit, boots and a helmet) • Build your rocket (cardboard boxes work very well), space suit, boots and helmet • Travel to Mars in your rocket • Draw pictures of what you find when you get to Mars
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. Have a go at doing the hoovering, sweeping up or mopping the floors (be careful not to bump the Hoover into the furniture) 2. Learn about how to stay safe by the water on this website https://rnli.org/youth-education/education-resources/water-safety-wednesdays → There are a range of activities to try and videos to watch <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=u1ajimzuzbg</p>
Additional nursery activities	<ul style="list-style-type: none"> • Read or listen to the story 'Dinosaurs in the Supermarket'. Can you spot the dinosaurs? Use positional language to describe where the dinosaurs are hiding. https://www.youtube.com/watch?v=GouoLn-5WU4 → Can you place your dinosaurs (or other toys) around the house and tell someone where they are so that they can find them (remember to encourage positional language) • Create a dinosaur dance sequence, e.g. stomping your feet like dinosaurs and wagging your bottom like a tail and moving around on your hands and feet. • Have a go at drawing or creating your own dinosaur → You could create footprints for your dinosaur (you could place them out in the house/garden and pretend that a dinosaur has invaded) → Create a home for your dinosaur that you have created (make sure they have something to eat or they might eat you!!) • Listen to some dinosaur raps → https://www.bbc.co.uk/iplayer/episodes/p075jcw/andys-dinosaur-raps → Try and create your own dinosaur rap or song

Arithmetic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
$_ + 13 = 20$	$3 + 6 =$	$304 + 500 =$	$\frac{6}{7}$ of 63	$183 - 90 =$	$39\ 000 + 1000$

$10 - _ = 10$	$19 - 8 =$	$290 - 100$	$468 + 400 =$	$209 \div 8 =$	$154 + 382$
$15 + 3 =$	$20 - _ = 20$	$49 + 130 =$	$308 - 300 =$	$8109 + 1085 =$	$458 \div 0 =$
$17 - 10 =$	$73 + 6 =$	$\frac{3}{8}$ of 40 =	$287 + 90 =$	$9.9 + 0.5 =$	$57 \times 7 =$
Half of 20	$9 + 4 + 6 =$	$283 - 70 =$	$68 \div 4 =$	$208 \div 10 =$	$_ = 5113 + 439$
Double 6	$11 \times 10 =$	$371 + 209$	$\frac{7}{7} + \frac{1}{7} =$	$70\,000 - 7300 =$	$73\,198 + 4390 =$
10 groups of 5	$5 \times 2 =$	$785 - 402 =$	$\frac{1}{11} - \frac{7}{11} =$	$49\,467 - 2894 =$	$70 \times 300 =$
12 shared between 2	$50 + _ = 100$	$12 \times 8 =$	$84 \times 6 =$	$837\,572 - 50\,341 =$	$284 \times 8 =$
15, $_ , _ , 30, 35, _ , _ , _$	$64 - _ = 61$	$509 - 500 =$	$9308 + 1000 =$	$9 \times 12 \times 3 =$	$100 \times 308 =$
$_ , _ , 18, 16, 14, _ , _ , _$	$20 + 30 + 40 =$	$1000 - 209 =$	$3684 + 2008 =$	13^2	$17.3 + 4.06 =$
$10 + 9 =$	$68 - 10 - 10 =$	$73 \times 4 =$	$2982 - 409 =$	$72 \div 8 =$	$25\% \times \pounds 450 =$
$19 + 5 =$	$48 + 29 =$	$56 \div 8 =$	$78 \times 10 =$	9×300	$278 \div 4 =$
$20 - 11 =$	$37 + 40 =$	$59 \times 8 =$	$539 \div 10 =$	$\frac{7}{10} + \frac{3}{5} =$	$4\frac{2}{8} \times \frac{3}{4} =$
Half of 8	$24 \div 2 =$	$36 \div 4 =$	$297 \times 9 =$	$\frac{4}{6} - \frac{3}{12} =$	$9^2 + 300$
Double 11	$\frac{3}{4}$ of 16 =	$\frac{1}{8} + \frac{2}{8} - \frac{5}{8} =$	$3.12 + 0.09 =$	$\frac{5}{6} \times 7 =$	48×72
10, $_ , _ , 40, _ , 60, _ , _$	$\frac{1}{2}$ of 18 =	$\frac{2}{10} + \frac{6}{10} =$	$92 \div 0 =$	$14.03 + 5.09 =$	$903\,278 - 20\,378$

Reception – Sounds ear, air, ure

oo (/u/)	oo	ar	or
cook	spook	farmer	porch
look	zoo	park	sport
foot	too	star	short
wool	moon	hard	torch
wood	boot	charm	port
good	room	start	horn

Year 1 – adding suffix –s or -es

stop	mend	crash
park	dish	match
bunch	thank	bark
night	fizz	room
goal	cross	buzz
melt	boat	stitch

Maths without a computer vocabulary list (position and direction)

left	in front of	far	outside	clockwise	
right	above	up	whole turn	anticlockwise	
top	between	down	half turn		
bottom	around	forwards	quarter turn		
middle	near	backwards	three-quarter turn		
on top of	close	inside	right angle		