

**Weekly Maths Tasks**

This week have a look at **bbc bitesize**, **maths links to measuring length/height and weight**.

We can only see lesson titles and are not able to view the lessons prior to the day. The link will give you some maths learning and any is better than nothing, but if you and your child do not understand, please don't pursue, use some of the ICT games for measuring as I have suggested and practise writing the number bond equation and counting in 2, 5, 10 as suggested below.

Have a look bitesize, let the children watch the clips and complete any work you are able to access.

There ICT games available on topmarks: <https://www.topmarks.co.uk/maths-games/5-7-years/measures>

Topmarks games:

- \*Coconut ordering, select mass: (up to 10, 20, 100g) length (up to 10, 20 or 100cm) Capacity (up to 10, 20 or 100ml)
- \*Measuring in cm: level 1
- \*Let's compare
- \*Happy Camel

**BBC Bitesize Daily Home Learning:**

- Monday: Compare length and height
- Tuesday: Measure length and height
- Wednesday: Solve problems involving length and height
- Thursday: Compare mass
- Friday: Challenge of the Week

Continue to practise counting and writing down steps of 2, 5, 10.      2, 4, 6 etc      5, 10, 15 etc      10, 20, 30 etc      up to 100

Continue to practise number bonds to 10 and 20. Do numbers which add together to make 10 or 20 and subtractions from 10 and 20. Can you see the link? For example  $13+7=20$ ,  $7+13=20$ ,  $20-13=7$ ,  $20-7=13$ . How quickly can you write all of these down for 10 and 20?

**Weekly English Tasks**

**Spellings**

Spend 10 mins a day/every other doing something with these words.

The common exception words are key words children are expected to read and spell correctly in the appropriate year group. So, this time at home is a good chance to practise spelling correctly, but most importantly applying them in writing sentences, not just for a test.

**you your says was were where** (you will need to give an example of the difference of were/where)

Encourage the children to learn them by writing in lists, use different colours, draw bubbles around the word to support recalling where tall, small and tail letters are.

Play games with the words as well as writing them, eg: scatter correct and incorrect spellings around the garden; put correctly and incorrectly in sentences for the children to identify the correctly spelling, do this as a hunt around the garden.

Also ensure the children use in their own sentences or dictated sentences from you, in order that they are applying in writing. If you do dictate a sentence try and include some words from last week, in order to reinforce and overlearn, which supports securing in our memory.

Last week's words: **by friend of said they today**

Previous weeks **all, are, one, our, have, with, come, some, there, here, house**

**Writing**



**Two options:**

1. Write some descriptive sentences about the pictures, remember to include adjectives to describe.
2. Use the pictures to write a short story: who arrives in this land, how do they get there, what happens while they are there, do they meet anyone, do they get home again? *It could be Goldilocks or Little Red Riding Hood go into the woods and find this; or it could be Jack climbs the beanstalk and this is what is at the top;*

I would love to see any writing, remember you can send a photo to <https://info@worlabyacademy.org.uk>

When writing, please remind your child to use their best handwriting with cursive upstrokes, sat appropriately on the line; (This modelled writing was stuck in the beginning of the exercise book which came home in your pack.) Remind the children to only use capital letters for names and the beginning of sentences, not randomly in the middle of words and use appropriate punctuation at the end of a sentence.

**Phonics:**  
**Continue** to use the suggested games on the website 'Phonics Play.'  
 This will practise and recap new graphemes learned in Year 1 and how different graphemes can be pronounced in different ways.

<https://www.phonicsplay.co.uk/> There is a free login and password given. (username: march20; password: home)  
 In year 1 we are working on phase 5, so click on the tab down the left side of the page. There are lots of games which we have played at school, the children will recognise them. You may not be sure of all the sounds (phonemes) that the letters represent (graphemes) so I will suggest some games which will be helpful to support their learning which will make sense!  
 Continue with any games I have previously mentioned New games today:  
 \*\*Phase 5a (in the top section of the games, under the red car flashcards): Sentence substitution phase 5b (the green background with a flower with the word menu on it in the top left corner). Click on a sentence, get the children to read it, then read the alternative words at the bottom of the screen. Can the children exchange words so they create a new sentence that still makes sense

**Reading task:**  
 You may complete this in stages or use as one/two day's English work rather than spelling and writing.

If your child needs support with reading the chosen text, please support them, in order that they can complete the answers, but encourage as much fluency practise as possible.  
 In order to keep up their reading skills, please ensure you select other texts, which they can access, to read to you. Additionally you may wish to find further challenging texts to support their reading skills, in order to maintain interest.  
 In the front of many of the books are ideas and questions to share and complete whilst reading. Please ensure you discuss new or unusual vocabulary. (Some of the books are from a scheme called 'Read, Write Inc' which talks about red and green words. We do not use this for teaching phonics, but the books are still fine to read, however your child will not know what red and green words are.)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

You will find it in the free ebooks: age 5-6 section of the website

This week's challenge. Read and answer questions 'Winnie and Wilbur Stay at Home' (I had to zoom in to read this one clearly.)

Your children may need some help reading this book, but I thought it was an appropriate choice at this time. Encourage them to answer the questions.

**Online resources/links:**

<https://www.deltatrust.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabYAcademy/uuwl511rjah0>

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

<https://www.phonicsplay.co.uk/>

**Share your learning with us:**

<https://info@worlabYacademy.org.uk>

Reading Comprehension Questions about 'Winnie and Wilbur Stay at Home.'

1. What had happened to the streets? Pg. 6
2. Why did the scientist say everyone had to stay at home? Pg. 8
3. How did Winnie stop Wilbur licking his paws? Pg. 10-11
4. As Winnie washed her hands, she sang on song. Find the 2 words which rhyme in the song. Pg. 13
5. What was the first fun thing Winnie and Wilbur did? Pg. 14-15
6. What 'yummy' thing did they pick from the garden for lunch? Pg. 16
7. What school work did Winnie do? Pg. 18-19
8. What was the only colour paint Winnie had? Pg. 20
9. Why were Winnie's neighbours making noise outside? Pg. 22
10. What was the last thing they did before going to sleep? Pg. 25
11. What would you do if you had a magic wand right now?

## Year 1: Home-School Learning Menu: Summer Week 5

**Topic Project Menu 2:** These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. You can choose activities which you feel would be appropriate level of challenge for your child. We would love to see photographs of this completed work or examples of work or quotes about this work through our school email address: [info@worlabbyacademy.org.uk](mailto:info@worlabbyacademy.org.uk)

	<b>I like to explore</b>	<b>I like being creative</b>	<b>I like communicating!</b>	<b>Time to get physical!</b>
<b>Strengthen your learning</b>	<p>Play the alphabet game with your grown up, list any plants or minibeasts, which begin with different letters of the alphabet. For example: ant, beetle, carrots, (Find out which letters are tricky to find an answer)</p>	<p>Practise your ICT skills to colour a picture online. Or - click on the puzzles page and complete an online jigsaw Or - click on drawing and draw and colour your own picture Or - click on puzzles and complete the dot to dot <a href="https://www.coloring4all.com/">https://www.coloring4all.com/</a></p>	<p>Telephone or video call a family member or friend. Tell them 5 things you have done this week <b>AND</b> Ask them 5 things they have done.</p>	<p>Learn to tie you shoe laces. If you don't have shoes with laces try this:</p> 
<b>Deepen your learning</b>	<p>Look outside: a micro habitat is somewhere very small which has it's own living things - creatures or plants. It could be a hedgerow, under a rock or log. Watch this clip: <a href="https://www.youtube.com/watch?v=Eul6x1lomns">https://www.youtube.com/watch?v=Eul6x1lomns</a> Tell me the habitat and list the creatures the children find.</p>	<p>Collect bits of cardboard or plastic bottles and create your own musical instruments. Fill bottles or cartons with different small objects like small stones, sand, rice or pasta and make different shakers. What sounds do they make? Use tissue boxes or cut a hole in a cuboid shaped box and cover the hole with string. Can you strum it like a guitar? Does it make a difference if the hole is larger, or there is more string on?</p>	<p>Play charades! Think of books, sports, tv programmes, films, animals or subjects of your choice. Act them out for someone else to guess - but no talking!</p>	<p>Practise your hand eye co-ordination skills. If you have a tennis racket, how many times in 1 minute can you repeatedly hit the ball up off the racket? If you keep dropping it change the ball for a pair of socks. If you don't have a racket, use your hand and a pair of socks!</p>
<b>Take the challenge!</b>	<p>Identify a microhabitat in your garden or when out for a walk with your grown up. Look at the area for a few minutes and make note of what you find. Next, draw the microhabitat and add anything you find in it. Make sure you label your picture.</p>	<p>In your garden or out for a walk, collect any loose twigs, leaves and pebbles/stones. From home collect bits of cardboard instead of putting into your recycling, such as toilet roll tubes, egg boxes, tissue boxes etc. Put them together in your garden to make your own bug hotel. <a href="https://montessorifromtheheart.com/2019/05/06/nature-inspired-tpr-bug-hotel-kids-activity/">https://montessorifromtheheart.com/2019/05/06/nature-inspired-tpr-bug-hotel-kids-activity/</a> <a href="http://www.gardenplotters.org.uk/making-a-simple-bug-hotel">http://www.gardenplotters.org.uk/making-a-simple-bug-hotel</a></p>	<p>Play the game: I'm going to the shop to buy..... The first person states something, the next person has to recall the first person's item and add one of their own; then next person states the 1<sup>st</sup> and 2<sup>nd</sup> items and adds one of their own. Continue until someone forgets - how many items can you do? Can you get more next time? You could do it with family over a video call.</p>	<p>Complete the Active School Challenge mentioned in the newsletter. Challenge yourself to complete more of the activities you like best within this challenge. Can you get your grown-ups to complete some?</p>