

Hello Year 1!

We hope you have had a great week and enjoyed the sunshine.

This week we would like you to use the information you gathered regarding the history research sheet.

Guided reading is an observation of a picture, there is no book just the picture to look at.

If your child is finding the White Rose Maths too hard, checkout the Early Years home learning link.

Don't forget to send us your photos, don't be shy in sending pictures of your fancy dress race!


Have a fabulous week!

Miss Greenslade and Miss Cheeseman

Peek at the week

Oak and Beech Class

WB: 29.06.2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Early morning learning	Weekend news	Write a list of words beginning with K	Can you write a sentence to describe the picture. 	Write a list of objectives to describe the baby donkey.	Read a book for pleasure
PE We would have been practising for our sports day this week please continue to do so at home.	Obstacle course	Running races	Walking backwards race	Fancy dress race	Egg and spoon race
Handwriting	This week we would like you to work on writing sentences using consistent letter sizes, capital letters and finger space including capital letters and full stops. Children can copy a sentence or come up with their own.				

Handwriting

When we do handwriting practise in school, we use a handwriting book and pencil. There are 4 lines in their book, when writing lowercase, we encourage them to start on the bottom middle line. Numbers and capital letters at the top line. If your child has good formation and a good size of handwriting, they will be encouraged to join up their writing.

This week we would like you to work on Letter sizes and consistency.

You can either practise lower case letters or write any words. The most important thing is the children's letter sizes are the same size. We try to get them to write small (in between the 2 middle lines). For some children however, they are not developmentally ready, and this is fine!



Spellings

The children need to read and spell these words.

Ladybirds are expected to write each word in a sentence too. This shows they have good understanding of what the word means.

Butterflies	Bees	Ladybirds
one	mad	beach
two	made	each
three	can	peach
four	cane	reach
five	man	teach
six	mane	lead
seven	pan	read
eight	pane	speak
nine	cap	weak
ten	cape	deal

* Extra challenge

Can you write come or said in your sentence.

Websites

If you are looking for extra work or support, please check out these websites:


www.bbc.co.uk/bbc/bitesizedaily

www.thenational.academy

www.stem.org.uk/home-learning

English

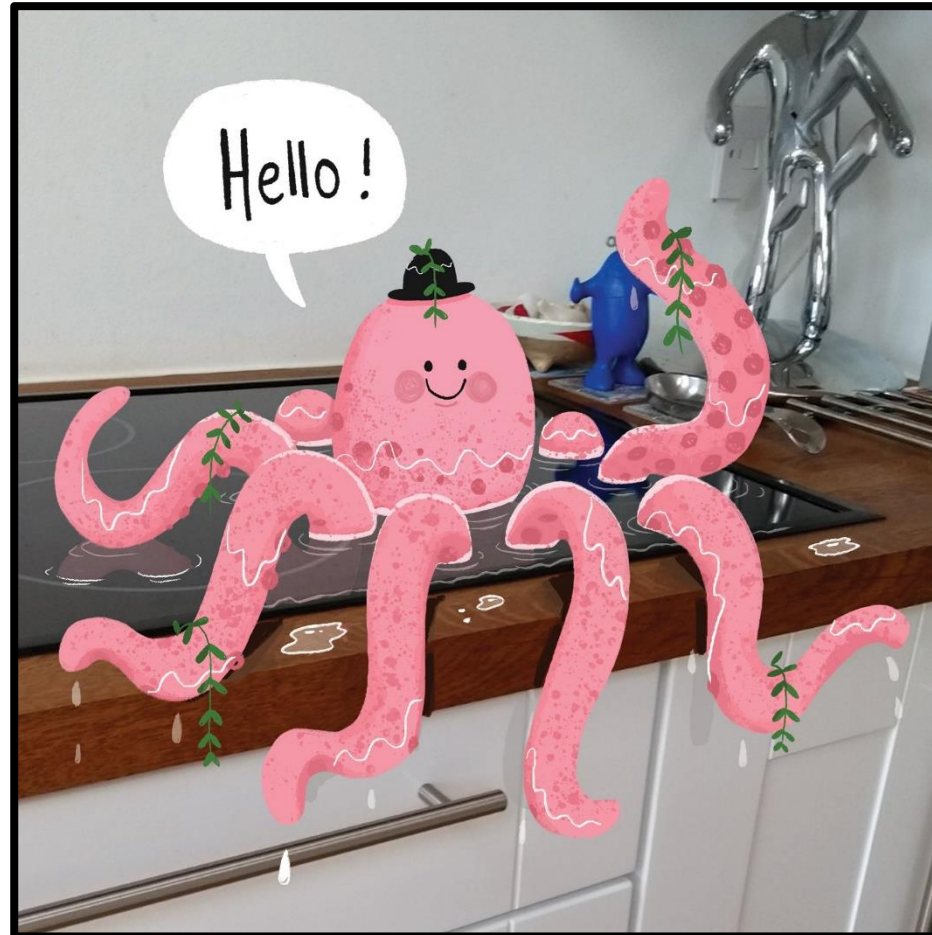
This week in our fairy tale topic, we are looking at the story of *The Billy Goats Gruff*.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>If you have the story of <i>The Billy Goats Gruff</i> read it together otherwise have a look on line there are lots of story teller videos and online books you can look at.</p> <p>Look at the title, why does each word begin with a capital letter?</p> <p>Practise writing the title.</p>	<p>Orally retell the story of <i>The Billy Goats Gruff</i>.</p> <p>Write a list of all the characters from the book.</p>	<p>Read the story <i>Billy Dogs Gruff</i></p> <p>Discuss how it is different to the original.</p>	<p>Read the story of <i>The Billy Goats Gruff</i> again.</p> <p>Look at your characters and scene you created yesterday.</p>	<p>Read your work from yesterday.</p>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	
<p>Look at a picture from the story. Discuss what is happening in the picture. Write a caption to go with the picture.</p> <div style="text-align: center;">  </div> <p><i>The Three Billy Goats Gruff are eating grass in the field.</i></p>	<p>Using the sequencing cards, sequence the story.</p> <p>Write a sentence next to each picture, using story language.</p>	<p>Plan a story based on <i>Billy Goats Gruff</i>. Think of new characters and a new scene where your story takes place.</p> <p>Draw and label your new characters and scene.</p>	<p>Create your own version of <i>Billy Goats Gruff</i> using your characters and new scene.</p> <p>Before you write each scene, orally retell your story.</p> <p>Try and use descriptive language.</p> <p>Use conjoining words and or but.</p> <p>Ensure you re-read each sentence to make sure it makes sense.</p> <p style="text-align: center;">Remember CL, FS and FS.</p>	

Guided reading: Morning Surprise!!!!

Imagine that you have just walked into your kitchen to find this!!!!!!

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Role play the conversation you might have with the octopus. Role play the telephone call you might have with a friend or family member to tell them what you have found.	You can only ask 3 questions to the octopus. What would you ask? Write down your 3 questions.	The next morning you come into your kitchen to find it joined by another creature. What might it be? Draw it! Label it! Write a sentence about it!	Write the story of how the octopus came to be here, and what happens next. It's up to you how you write your story, you could create a story map or write a traditional story.	



Maths

We are now following the home learning that White Rose Maths is providing. This week we will be looking at Money.

We follow WRM in school so children are very familiar with the features and level of questioning.

There are good links on their website to other learning opportunities, such as BBC Bitesize.

Please go to www.whiterosemaths.com/homelearning/year-1

Then go to Summer Term - Week 10 (w/c ^{29th} June)

Monday	Tuesday	Wednesday	Thursday	Friday
Ordering numbers	Recognising coins	Recognising notes	Counting coins	Friday Maths Challenge!

For more activities please visit:

<https://nrich.maths.org/1116>

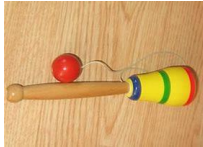
<https://garyhall.org.uk/creative-ways-to-teach-money.html>

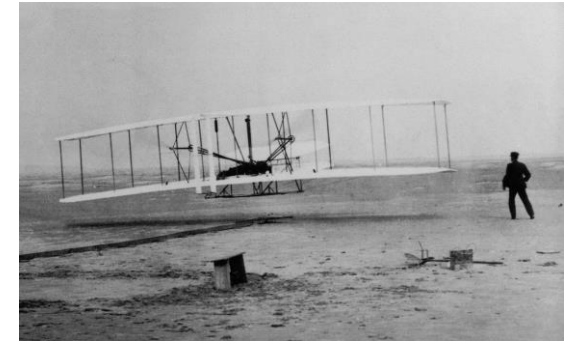
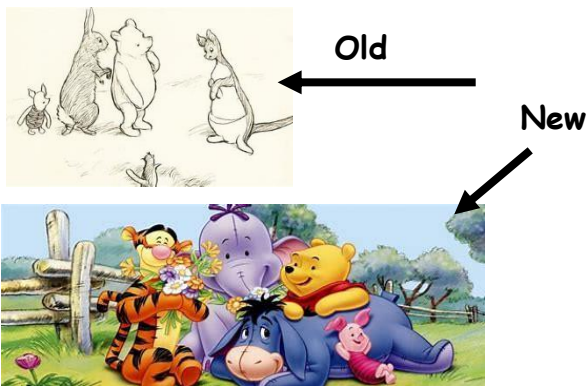
<http://www.mathsphere.co.uk/downloads/sample-worksheets/year-2-1-solve-money-problems.pdf>

<https://www.ncetm.org.uk/self-evaluation/browse/strand/5349> - a good example to demonstrate how to challenge further.

https://nrich.maths.org/public/topic.php?group_id=15&code=7

History: Old and New

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Have a look at some pictures of toys and sort them into old and new.</p> <p>Watch: www.youtube.com/watch?v=EDAPaEVr1HK</p>	<p>Have a go at sorting the toys and words into Old and New</p> <p>www.windowsonwarwickshire.org.uk/spotlights/toysandgames/neworold.htm</p>	<p>Have a look at everyone's favourite books/stories. Are they the same or different?</p> <p>Have you got any old books at home? What do you notice about them?</p> <p>Watch: www.bbc.co.uk/newsround/27676021</p>	<p>Discuss the types of ways you have travelled.</p> <p>Have your Grandparents travelled?</p> <p>Watch: www.bbc.com/bitesize/clips/zdm6n39</p>	<p>Watch: www.dkfindout.com/uk/video/transport/cars-trains-ships-and-planes/</p>
<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>	<u>Activity</u>
<p>Draw a picture of your favourite toy, your parents favourite toy and your Grandparents favourite toy.</p> <p>What do you notice about them all?</p>	<p>Using ONLY newspaper can you create your own <i>OLD</i> toy. We would create a cup and cone game with a newspaper ball to throw in.</p> 	<p>Create a new picture of Winnie the Pooh and an old picture of Winnie the pooh.</p> <p>New Winnie the Pooh - use paints, bright colours etc</p> <p>Old Winnie the Pooh - use charcoal (bbq coals) or pencil.</p>	<p>Research an old way to travel. Draw a picture of it, label it and write a sentence about it.</p> <p>Extra challenge: Research the Wright Brothers - who are they?</p>	<p>Sort the pictures into old and new (sent separately)</p>



Phonics

the next few weeks we will be exploring alternative pronunciation of sounds.

We use Phonics play as a guide for our planning, please use the games and resources available on www.phonicsplay.co.uk it is currently free but you will have to sign up initially. It is a tricky stage to teach and we have tried to simplify it.

You will notice there is lots of repetition and this is key to teaching phonics.

Monday	Tuesday	Wednesday	Thursday	Friday										
Practise tricky words and phase 2/3 sounds.	Practise reading and writing very, I'm by time.	Play quick write, chn write the word and highlight the /igh/ spelling. Kite, high, tie, my, fly, try, fight, might, find.	Practise spelling the tricky words: some, come, who, were.	Spelling test										
<p><i>We are learning alternative spellings for the /igh/ phoneme.</i></p> <p>Play Phoneme Spotter.</p> <p>Sort the words into a table</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">igh</td> <td style="padding: 2px 10px;">i</td> <td style="padding: 2px 10px;">y</td> <td style="padding: 2px 10px;">i_e</td> <td style="padding: 2px 10px;">ie</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Can you add any more words to the table?</p>	igh	i	y	i_e	ie						<p><i>We are learning alternative spellings for the /igh/ phoneme.</i></p> <p>Play Word Sort</p> <p style="text-align: center;">www.phonicsplay.co.uk/resources/ phase/5/alt-spellings-igh</p>	<p><i>We are learning alternative spellings for the /igh/ phoneme.</i></p> <p>Children to write the following sentences, highlight the words with the alternative /igh/ spellings:</p> <p style="text-align: center;">We had a delightful time driving by my home.</p> <p style="text-align: center;">Can tiny mice fly and sky dive?</p> <p style="text-align: center;">Can a tiger be nice and kind?</p>	<p><i>We are learning alternative spellings for the /f/ phoneme.</i></p> <p>Write the words fix, cliff, phone, cough</p> <p>Discuss what sound they all make.</p> <p style="text-align: center;">Children to read the following sentences:</p> <p style="text-align: center;">The dolphin flaps his fins.</p> <p style="text-align: center;">The fox huffs and puffs and coughs.</p> <p style="text-align: center;">Get off the phone!</p> <p style="text-align: center;">Highlight the sounds which make the /f/ sound</p>	
igh	i	y	i_e	ie										