

Dear Class One,

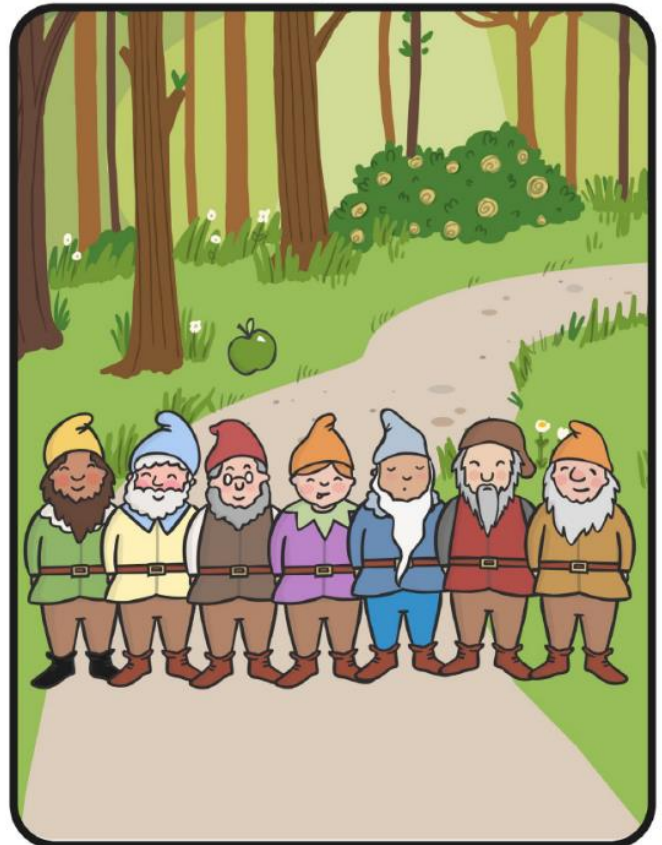
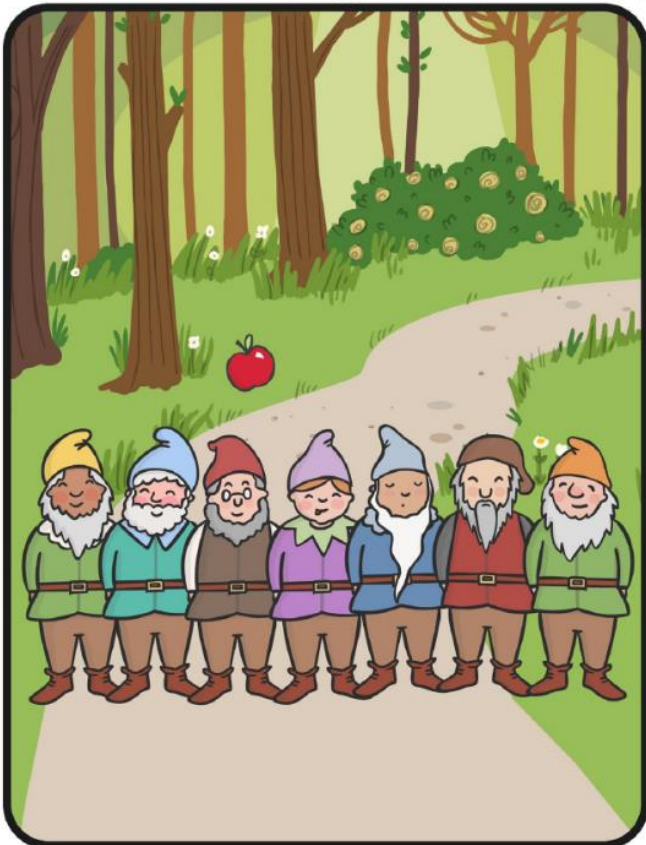
I just wanted to remind you of how special you are to me. I am sure you're all handling this new experience really well and that you're trying really hard to cope with the current changes in your lives.

I know you'll be working really hard, just like you do in school. Keep that positive attitude and willingness to try.

I can't wait to hear all about your time at home. I would love to see some photographs of your home learning so don't forget to send your pictures to: [a3357@telford.gov.uk](mailto:a3357@telford.gov.uk)

Lots of love,  
Miss Edwards

There are 6 differences in the pictures below, can you find them?



## Reading

Please continue to read with your child, I advise daily. It doesn't have to be for a long period of time, 5 minutes a day, 5 times a week, will greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations. Please continue to write a comment in your child's reading diary at least 3 times a week.

I appreciate that you have probably read your school book time and time again at home, so I have a few suggestions below to keep your child engaged:

1. Green word and red word practise I have attached copies of this below and you can add to this to suit your child. Practising this daily will be beneficial to your child. I advise short blasts of practise, lasting around 5 minutes but every day.
2. Please visit Oxford Owl where books can be found to suit your child's reading level for free. You can create a free account. Read Write Inc. phonics resources can also be accessed from this website. Alongside this, I have attached a copy of the phonics sounds below.
3. You can access great resources for free during this home school period from [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) by signing up and making your own account.

Enter the code: CVDTWINKLHELPS...The code can change so please visit Twinkl Resources Facebook page for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including not only reading and phonics activities but all other subjects. This will ensure you can keep reading engaging with a range of new and old stories available for download to suit your child's interests.

4. Remember you can continue to read a variety of story books you already have available at home, including magazines and games that encourage reading.
5. Alongside reading daily, pick one task a week from the choices below. This could be on a Friday.

### Task 1 – comprehension

Read these sentences and draw what is being described.



My teacher was at the front of the line.

He was wearing a green coat and a blue scarf.

First in the line was a boy in green wellington boots and a blue hat with a white bobble on top of it.

Next in the line was a girl in a red coat.

Last in the line was a girl with a purple hat and scarf.

Don't peek until you've had a go at drawing what is being described...

Did you draw something like this?



### Task 2 – inference



1. What do you think that the people on the beach are doing?
2. Why might some people be going in the water?
3. What do you think the buildings in the background are?
4. What do you think the weather is like and why?

### Task 3 – comprehension

Read these sentences and draw what is being described.



My mum has made a bright pink cake for me.

It has 8 candles on top.

It is decorated with a colourful design of dots.

Around the bottom, there are yellow circles.

On the sides, there are four stars poking out on sticks.



Did you draw something like this?



## Writing



### Top tips

- A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.
- Say out loud or in your head the sentence you are going to write about before you write it.
- Reread what you have written to check it makes sense.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task

### Writing Checklist

In class we have a writing checklist to support the children in writing a good sentence.

Before I write a sentence I...

Think it (What sentence do I want to write?) say it (remember a sentence is one idea)

Fred it (sound out each word) and write it

Read it and check it makes sense

Check for a capital letter at the start of the sentence

Check for a full stop at the end of the sentence

Finger spaces

Letters are on the line and formed correctly

Check spelling (red words such as 'was' are spelt correctly)

Has the correct punctuation been used? ? !

Sentence structure – Have I used a conjunction 'and' to join two ideas together?

Have I used the personal pronoun 'I' and spelt it correctly?

Writing Check list A	
Cc	
Aa	a
spelling	
? !	
and	
I	

### Handwriting practise

If your child would like some handwriting practise, you can practise the tasks below. (I must say, this is one of our favourite times of the day, the children really enjoy seeing the progress they make!) You can support your child in the following:

- I can write my full name using and forming capital letters correctly
- I can form digits 0-9 correctly.
- I can form lower case letters in the correct direction, starting and finishing in the correct place. (When your child is confident with pre-cursive only then would we move onto joining letters)
- I can form capital letters (correct size and formation)

*sing*

*sing*

Aa Bb Cc Dd

Pre-cursive

joining

E.g. Capital letters and lower case formation

### Task 1

Can you find a new story from online or around the house? Ask an adult to read the beginning of the story to you. Can you make a prediction about what will happen at the end of the story?

- Write a prediction about what might happen next in a story.

### Task 2

In the summer term we would usually visit Warwick Castle. A full tour is available on YouTube.

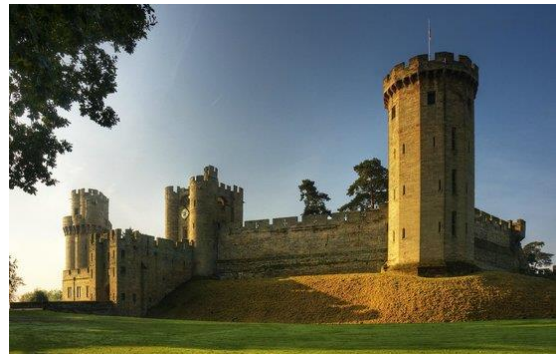
<https://www.youtube.com/watch?v=A9pcG3y-NwQ>



Before watching the video tour, write 4 or more questions of things you want to find out about Warwick Castle. Remember to use a question mark. E.g. What is a trebuchet?

### Task 3

Can you draw a picture of Warwick Castle and write some facts you have found out from watching the video tour. Can you find the answer to the questions you have wrote yesterday? Remember to use the **top tips** above. A sentence must have a capital letter, finger spaces and a full stop.




#### Task 4

**SPAG lesson** - Can you use the prefix -un to change the meaning of verbs (a verb is a doing word) and adjectives? (an adjective is a describing word), e.g. unkind, undo

### What does the prefix 'un' mean?

unhappy	Not happy
unkind	Not kind
uncover	To take a cover off something



It means 'not' or the opposite of something.

With support from an adult complete the task below.

### Add one of these 'un' words to complete each sentence:

unhappy	unkind	unhealthy	unwrap
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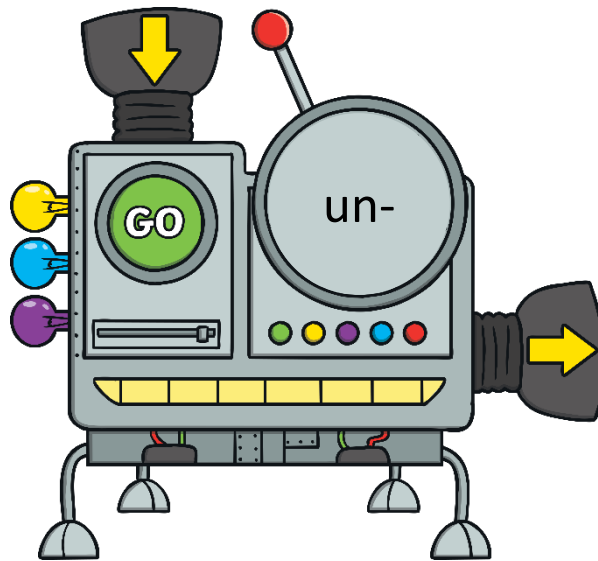
It is \_\_\_\_\_ to eat too much chocolate.

It is \_\_\_\_\_ to call people names.

At Christmas, I \_\_\_\_\_ my presents.

I was very \_\_\_\_\_ when my friend moved schools.

After that, add the prefix –un to change the meaning of the root words below. Then put the new words into a sentence and draw a picture to go with it.

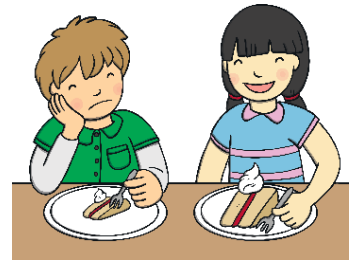


fair
well
even
zip
lucky

e.g. fair

unfair

It is unfair that the girl has more cake than the boy.



### Task 5

Below is a story about a man called Mr Un. Ask an adult to read this story to you. Maybe you could jump up or spin around every time you hear an adult say a word with the suffix –un in.

Discuss how the suffix –un is used in the story. How does the suffix –un change a word? Can you write the story 'Mr Un' using the structure beginning, middle and end? Discuss with an adult what happens at each part. You could even draw pictures to go with each part of the story. Can you use the prefix –un when you are writing the story? Can you remember what Mr Un was like at the beginning of the story?

He was a very unkind man!



## Mr Un

Once upon a time there was a grumpy man. His name was Mr Un. He lived in an untidy house on an unclean street.



Mr Un was a very unkind man. His neighbours, Mr and Mrs Happy, came around one day to ask him a question.



"Will you help us paint our house?" They asked.

Mr Un was unkind. "No, I will not help you. Go away!"

He shut the door on them.

Mr and Mrs Happy were very upset. They would help Mr Un if he needed it! What an unhelpful man.

They went back home, unlocked their door and went in.

"What can we do about Mr Un?" Said Mrs Happy. She unzipped her coat and sat down.

"We need to cheer him up!" Mr Happy called from the other room.

Mr and Mrs Happy planned a surprise. They worked all night making a present for Mr Un. They wanted to give Mr Un a treat that would turn him from an unhappy, unkind and unhelpful man, into a kind and friendly man.

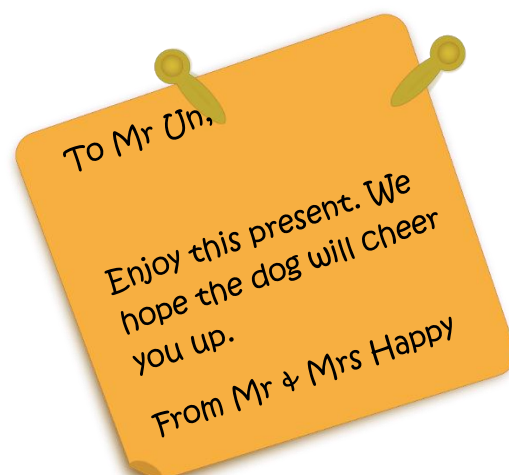
The next morning, they crept over to Mr Un's house.

They put the present on the doorstep, rang the bell and ran back home.

Mr Un heard the doorbell and unlocked the door. He saw the gift on the doorstep. He picked it up. "This is unusual." He thought.

Mr Un took the present inside and started to unwrap it. He unpacked the box and looked inside.

It was a big wooden statue of a dog. Mr Un did not like people, but he did like dogs! He unpicked the paper to find a note. He read the note:





Mr Un did not feel unhappy anymore. He did not want to be unkind. Mr Un went to his shed. He found a paintbrush and some cheerful yellow paint. He ran next door to find his neighbours who were out trying to paint their house. "Let me help you!" shouted Mr Un. Everyone painted the house together and they laughed and told stories all day long. From that day on, Mr Un was never unhappy again.

### Task 6

This half term, the children are continuing to become familiar with traditional tales. Below are a couple of stories that link in with our topic, however, you could also pick a traditional tale to suit your child's interests. (Remember Twinkl has a range of free stories available)

- The Princess and the Pea
- Rapunzel

Read a story of your choice, use role play to act it out and then write the story using the structure beginning, middle and end. Discuss what happens at each part with your child before they write it. You could even draw pictures to go with each part.

### Task 7

The children should be writing for a range of purposes. You could help your family write the food shop in a list. (You can repeat this task each time an adult needs to go shopping).

### Task 8

Remember you can freely write for a range of real life purposes.

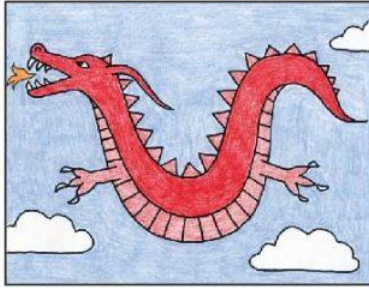
You may have seen the news about Captain Tom Moore. You could send him a birthday card to celebrate his 100<sup>th</sup> birthday. The address is – Captain Tom Moore, C/O Marston Moretaine Post Office, 67 Bedford Road, Marston Moretaine, Bedford, MK43 0LA

<https://www.bbc.co.uk/news/uk-england-beds-bucks-herts-52303859>

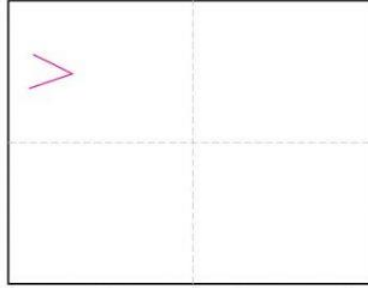
### Task 9

Can you write a set of instructions of how to draw a dragon? You can use the step by step guide to help you in the art/D&T section if you don't want to draw the dragon below. There are also endless step by step instructions online for you to check out. Remember to use the time conjunctions below.

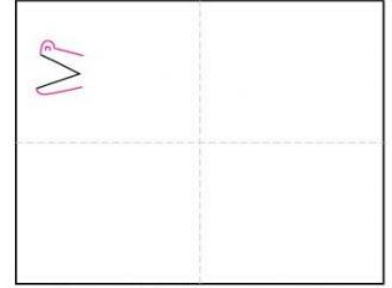
First	Then	Next	After that	Finally
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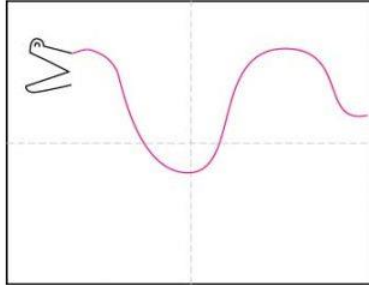
Supplies: Black marker, crayons



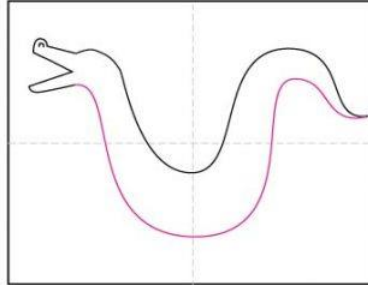
1. Draw a sideways "V" for the open mouth.



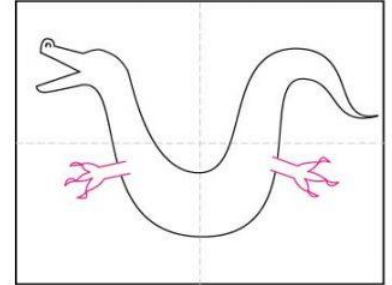
2. Add crocodile-looking jaws around it.



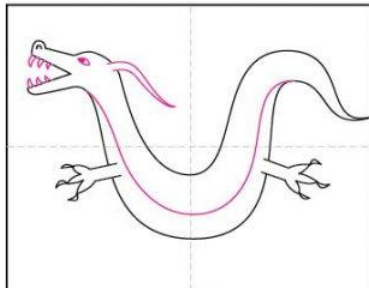
3. Draw the top of the body.



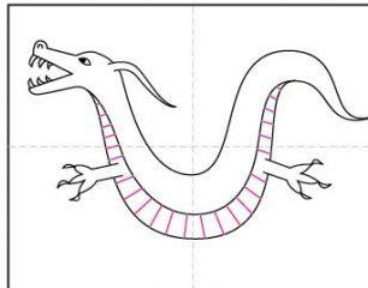
4. Add the bottom of the body.



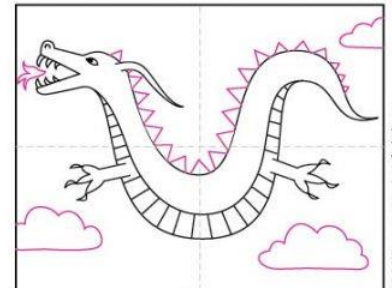
5. Add arm and leg and claws.



6. Draw belly line, horn, teeth and eye.



7. Add belly texture lines.



8. Finish with back spikes and fire. Add clouds.

## Challenge

- Can you use adjectives to make your writing more interesting?
- Can you use a conjunction to join two ideas in a sentence together (because, and, so, but)
- Can you check your writing and put in any missing capital letters and full stops.
- You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once

(Please ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge. You may know your child can read the red word 'was' but they spell it wrong, so you ask them to correct this word because you know they can spell it. You can let your child use a pen, rather than a pencil, to make the editing process exciting!)

Phonics

## Task 1

a\_e - cake    i\_e - bike    o\_e - bone    u\_e - flute    e\_e - eve

e.g. snail – real word  
taig – fake word



### Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example the phonics card 'are share and care' you could add the word cards. 'share' 'compare'



### Task 4

You could make your own snap game using words using any sound you think your child needs practise with.

### Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

### Task 6

**You can visit the following website to access past phonics screening papers.**  
<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

### Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (You can make your own list and add some new words for your child to read) This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

### Task 9

Use online free websites such as [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) or [Purple Mash](#) where your child can access phonics resources or games.

### Task 10

You could practise the spellings below daily. You can ask an adult to do a spelling test on a Friday.

Spelling list		
Week 1	Week 2	Week 3
Monday	of	there
Tuesday	I	they
Wednesday	do	one
Thursday	to	once
Friday	the	my
Saturday	you	come
Sunday	was	some

e.g. suggested layout



## Days of the Week Writing Practice

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Look and say



Look, say and write



Cover and write

Monday

Tuesday

Wednesday

Thursday

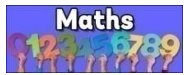
Friday

Saturday

Sunday

Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.

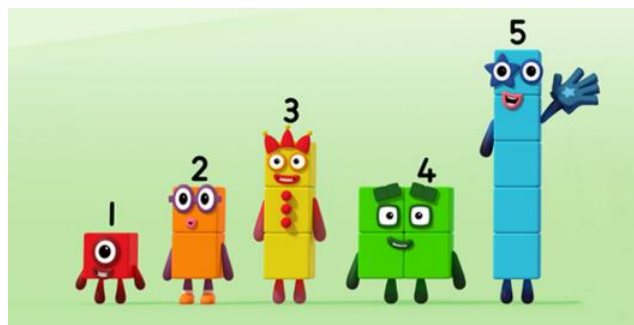
## Mathematics



### Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers. Using bigger numbers doesn't make it harder.
- Always make links with real life problems
- **Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios**

Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays, alongside many more.



### Task 1

**Ongoing task** - Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. (Additional task in the home learning pack – Can you fill in the missing number in the 100 square? If you were not able to collect your pack from school, you could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Task 2

**Ongoing tasks** - Practise counting forwards and backwards in 2's, 5's and 10's.

2's – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5's – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

10's – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

- You could count your pairs of socks.
- You could circle the numbers in the 2 times table on the 100 square using red and the numbers in the 5 times table in blue etc.
- Find counting in 2's, 5's and 10's songs on YouTube
- I will attach a couple of different ideas from Twinkl below.

# Counting in 2s Activity

Complete the following sequences:

a) 2    4    6    \_\_\_\_\_ 10    \_\_\_\_\_

b) 24    22    \_\_\_\_\_ 18    \_\_\_\_\_ 14

c) \_\_\_\_\_ 26    28    30    \_\_\_\_\_ 34

d) 46    \_\_\_\_\_    \_\_\_\_\_ 40    38    36

e) 28    \_\_\_\_\_ 32    34    \_\_\_\_\_ 38

f) \_\_\_\_\_ 44    42    \_\_\_\_\_ 38    36

g) 12    14    \_\_\_\_\_ 18    \_\_\_\_\_ 22

h) 20    \_\_\_\_\_    \_\_\_\_\_ 14    12    10

i) \_\_\_\_\_    \_\_\_\_\_ 56    58    60    62

j) 74    72    \_\_\_\_\_    \_\_\_\_\_ 66    64

Complete the number square below:

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	

## How Much Money Is in My Jar?









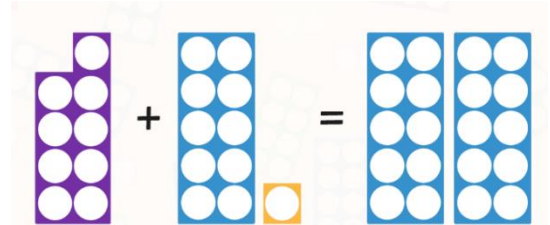
### Task 3

**Ongoing tasks** - Practise your number bonds to 10 and 20 using drawings or practical object (addition) If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

**Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?**



$$9 + 1 = 10$$



$$9 + \square = 20$$

### Task 4

**Ongoing tasks** all four calculations - How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can record your ideas on paper. Encourage your child to mentally work out the equations, you can then give your child some objects such as pasta shells or you cars to check their equations are correct.

For example, how many ways can you make 6?

**e.g.**

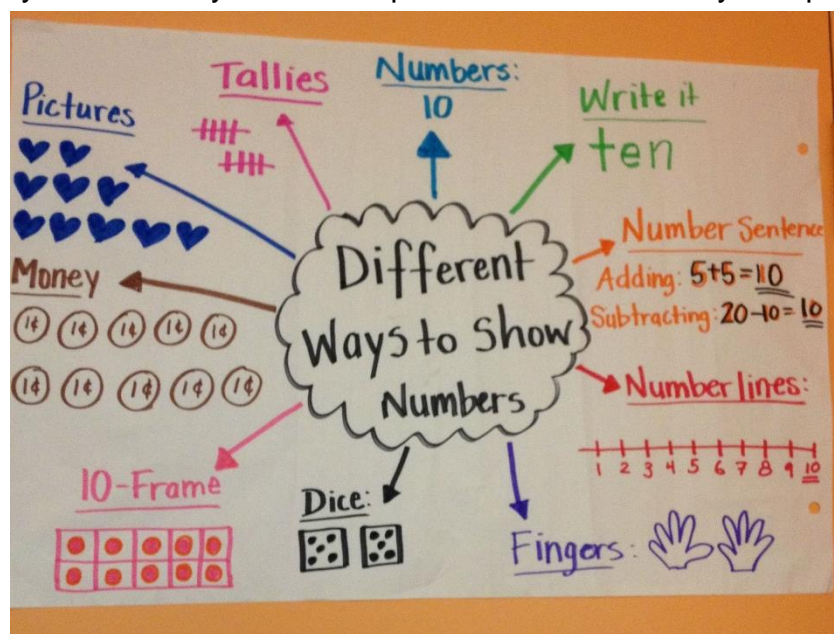
$$\begin{array}{llllll} 0 + 6 = 6 & 1 + 5 = 6 & 2 + 4 = 6 & 3 + 3 = 6 & 8 - 2 = 6 & 7 - 1 = 6 \\ 6 + 0 = 6 & 5 + 1 = 6 & 4 + 2 = 6 & & 10 - 4 = 6 & \end{array}$$

**Challenge** – Can you think of more ways to make a number than using addition and subtraction? Can you use multiplication or division?

$$2 \times 3 = 6 \quad 12 \div 2 = 6 \quad 3 \times 2 = 6$$

### Task 5

There are many different ways we can represent numbers. Can you represent different numbers?





### Task 6

**Ongoing tasks** - Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you.

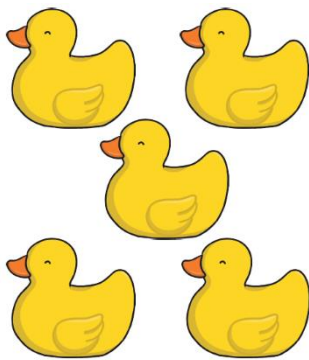
E.g. There were 22 chocolates in the bowl. My sister ate 14 How many are left? You can draw this story. Draw 22 sweets and cross out 14 to find out the answer.

### Task 6

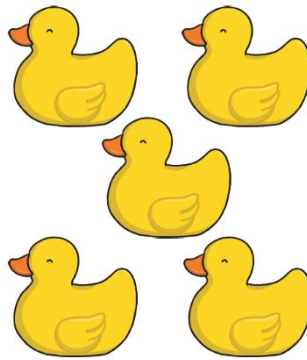
#### Ongoing tasks

Practise multiplication / lots of / multiples of

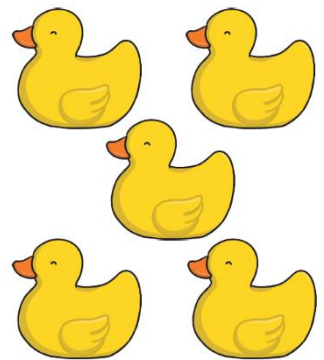
For example – There are 3 ponds. In each pond there was 5 ducks. How many ducks are there altogether? Remember you can count them in 5's.



5



10



15

$$3 \times 5 = 15$$

$$3 \text{ lots of } 5 = 15$$

### Task 7

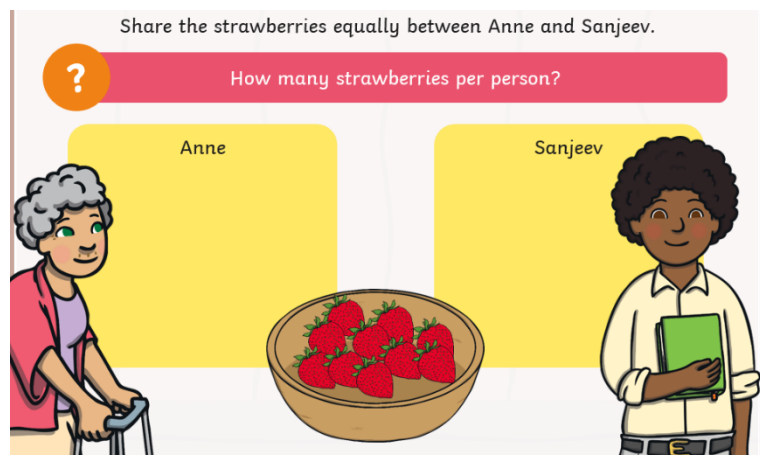
#### Ongoing tasks

Division – Can you solve division equations? Ask an adult to help write down some word problems / equations for you to work out.

**Sharing** – e.g. There are 10 strawberries left in the bowl. You can share them between Anne and Sanjeev. How many strawberries will each person have?

**Remember** – one for you, one for you, one for you, one for you and so on

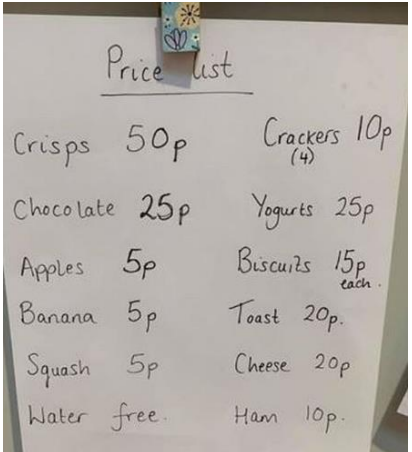
$$10 \div 2 = ?$$



### Task 8

#### Ongoing task

Money – The children have been recognising and beginning to recognise and know the value of different coins and notes. Can you make a shop at home? You can buy snacks from the kitchen or toys. What is worth the most? Can you put coins in the correct order or value?



Crisps	50p	Crackers	10p (4)
Chocolate	25p	Yogurts	25p
Apples	5p	Biscuits	15p each.
Banana	5p	Toast	20p.
Squash	5p	Cheese	20p
Water	free.	Ham	10p.

### Task 9

**Ongoing task** - We also have been adding an equation in our head by putting the largest number first and adding on. For example:

$7 + 8 = ?$  We would start with 8 in our heads and add on 7 by counting on in our head to find out the answer. Practise this whenever you can.

### Task 10

**Ongoing task** - Can you find one more and one less of a number?

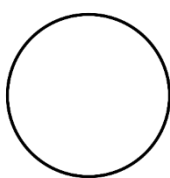
Use the 100 square in your homework packs. Pick a number and find one more and one less.

### Task 11

We have been learning all about fractions. A  $\frac{1}{2}$  is one out of two equal parts. A  $\frac{1}{4}$  is 1 out of 4 equal parts. We have been finding  $\frac{1}{2}$  and  $\frac{1}{4}$  of real life objects, shapes and amounts. Can you find  $\frac{1}{2}$  and a  $\frac{1}{4}$  of different objects at home? This could be real life objects such as a cake, a shape or amounts (e.g. sharing out strawberries – links with division above).

#### Ideas

Can you shade a  $\frac{1}{2}$  of each object?



Can you help cut the pizza in half at dinner time?

you





Can you share the chocolate bar into quarters? 4 people will be sharing it. Remember, giving children as many real life mathematical experiences will have the greatest impact in their development and understanding.

### Task 12

#### Ongoing task

Can you practising doubling single digit numbers?


 $6 + 6 =$


 $7 + 7 =$

### Task 13

Can you make snap cards using numbers 0-20 in digits and words?  
If possible, an adult could hide them outside for you to find and match up.

Example – make your own cards as shown below, cut them up and match them

17	seventeen
18	eighteen
19	nineteen
20	twenty

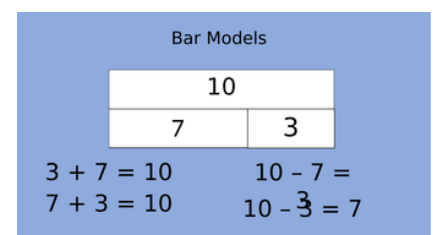
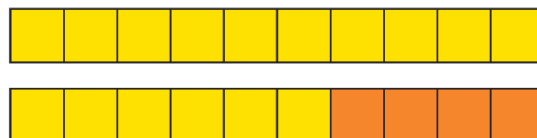
### Challenge

- Can you have a go at solving equations in your head by counting on or counting backwards?
- How quick can you recall all the number bonds to 10 or 20?
- Can your family time you? You can try and beat your time each day.
- Can you write your own word problems and show working out to solve it  
E.g. There were 16 cars on the car park, 4 cars went home. How many cars were left in the car park?
- Can you find related facts? For example, if you know  $4 + 6 = 10$ , what else do you know?

Can you find 2 addition and 2 subtraction equations?

$$4 + 16 = 20 \quad 16 + 4 = 20 \quad 20 - 4 = 16 \quad 20 - 16 = 4$$

Example:



RE

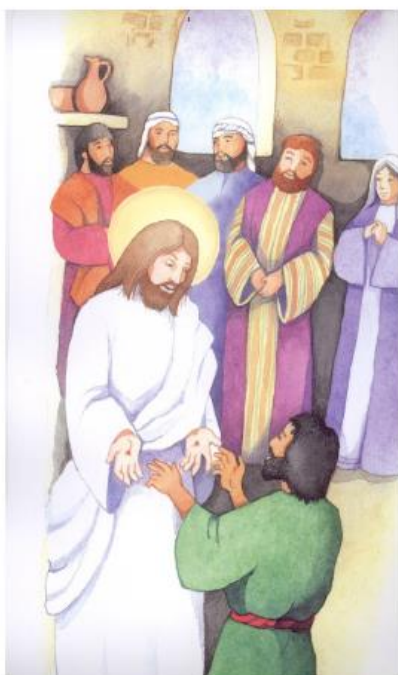
### Task 1

This task is all about knowing that Jesus appeared in the Upper Room. The disciples were of course shocked and surprised. Can you think of a time where you have had a big surprise? E.g. A baby sister/brother

### Task 2

Can you answer the questions below? This can be verbally, independently written, your answers recorded by an adult writing them down or even drawings.

## Jesus appears to the disciples



The disciples were together. The door was locked. Suddenly, Jesus appeared among them.

- What do you see happening in the picture?
- Why do you think Jesus is showing one of the disciples his hands?
- What questions do you think the disciples asked Jesus?
- What questions would you want to ask Jesus?
- What answers do you think he would give you?
- Do you think the disciples knew that Jesus was really God? Why or why not?

Science



Here are 3 more ideas of random fun experiments you can do at home.

**Task 1** – Can you create a lemon fizzy reaction?

<https://mommypoppins.com/19-easy-science-fair-projects-fifth-grade-school>

**Task 2** – Volcano experiment

<https://www.funwithmama.com/volcano-science-experiment/>

**Task 3** – SUPERSIZE marshmallow

<https://www.whizzpopbang.com/science-experiments-for-kids/>

History

### Task 1

#### William the Conqueror



After your research. Why do you think William the Conqueror acted in the way he did?

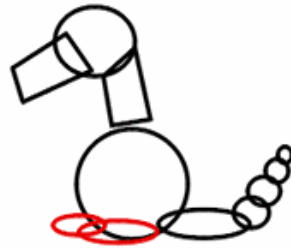
### Task 2

Can you describe things that happened in the past (When William the Conqueror was King)? You can research the Battle of Hastings. Use phrases such as long ago and before I was born. You can record your ideas in sentences, drawings, and a painting or in any way you wish!





Music	<p style="text-align: center;"><b>Task 1</b></p> <p>Listen to a different piece of <u>medieval music</u>. Can you accompany the music with a song or chant by clapping the rhythm.  <a href="https://www.youtube.com/watch?v=DEeAN471boQ">https://www.youtube.com/watch?v=DEeAN471boQ</a></p> <p style="text-align: center;"><b>Task 2</b></p> <p>This is a song we practised in the autumn term to support children in remembering their <u>number bonds to 10</u>. If your child needs more support with this, practise this song daily alongside practical work.  <a href="https://www.youtube.com/watch?v=OvbWuiYn-Uk">https://www.youtube.com/watch?v=OvbWuiYn-Uk</a>  <u>or / and</u>  <u>Number bonds to 20 song</u> (You can also find a song of your own from YouTube – there are all sorts of versions to suit your child’s interests, including Roblox number bonds to 20)  <a href="https://www.youtube.com/watch?v=hTboVxlbXns&amp;list=PLukk739IZzOPhdZYHLXNstVklx5W24Ahr&amp;index=5">https://www.youtube.com/watch?v=hTboVxlbXns&amp;list=PLukk739IZzOPhdZYHLXNstVklx5W24Ahr&amp;index=5</a></p> <ul style="list-style-type: none"> <li>- There are also many educational songs on YouTube. Example – songs to help your child remember how to count in 5’s. This will be useful especially if you’re wanting a range of ways to support with your child. Mixing up approaches will prevent your child from getting bored.</li> </ul>
D&T / ART	<p style="text-align: center;"><b>Task 1</b></p> <p>The Bayeux Tapestry gives us a keen insight into the weapons that were wielded in the Battle of Hastings. William the Conqueror has his own shield design – the flag and coat of arms of Normandy. You can research this design and find out its meaning. After this <u>design your own shield</u>. Why have you designed it in this way? What does it mean to you?</p> <p style="text-align: center;"><b>Task 2</b></p> <p>The following week, you could make your shield. Experiment with mixing paint and using a range of materials.</p> <p style="text-align: center;"><b>Task 3</b></p> <p>For a bit of fun, you can practise your drawing. Here are some step by step instructions of how to draw a dragon.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>



## Geography

### Task 1

If it is possible for you to go on your daily walk, use directional language such as, let's turn left at the end of the path or look at the bird nest to the right of us.

### Task 2

If possible, follow a map. This could be a map from an adult's phone, leading you to a shop.

### Task 3

Can you draw a map of your daily walk and plot objects such as trees and paths? Remember to use directional language to plot objects on your map

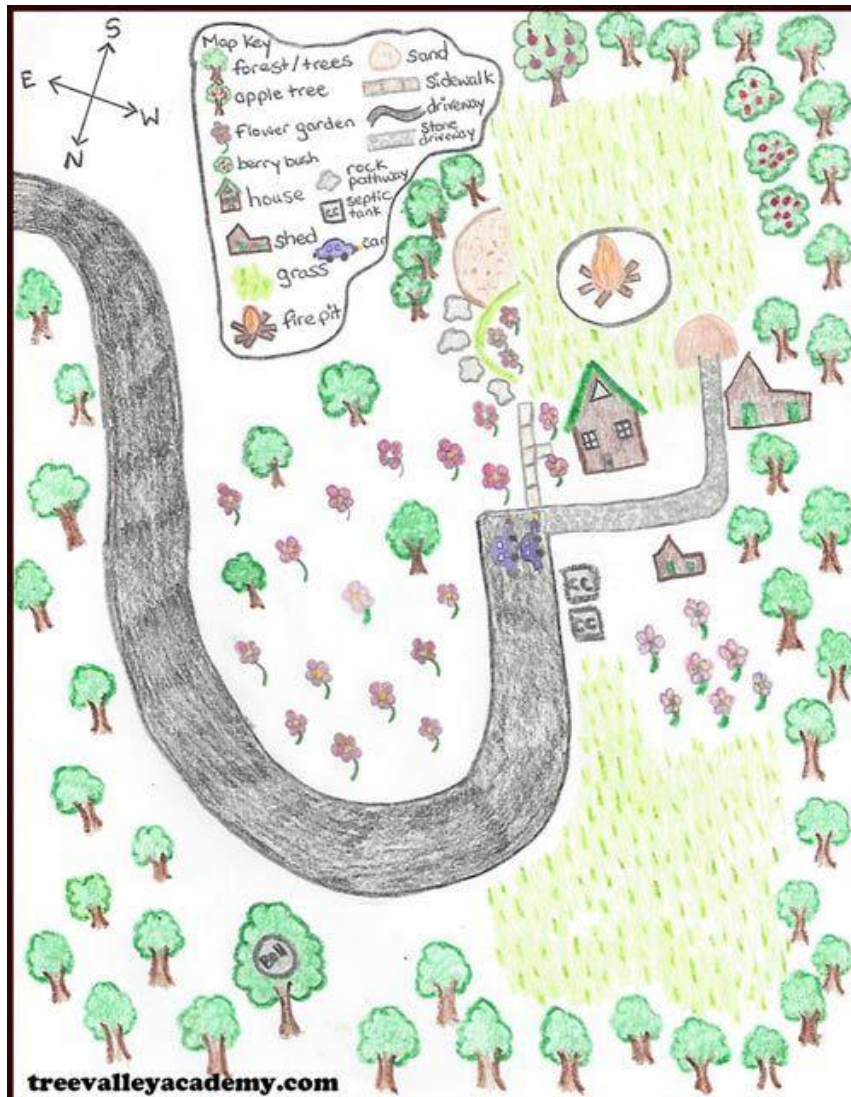
### Task 4

**Ongoing task** - Can you draw a compass and label the points – **North, East, South and West**? Ask an adult to give you some directions to follow. E.g. Take 3 steps north, 1 step left, 1 step west

### Task 5 – extra task

On your walk, did you see any litter on the floor? How did this make you feel? Encourage your child to express their views about this.





PSHE

### Task 1

Germ activity - Why is it important to wash our hands properly?

<https://thesimpleparent.com/glitter-germs-activity-for-kids/>

### Task 2

Do we always wash our hands properly? Learn how with this fun song. Can you cover your hands in glitter (germs) and practise washing your hands for long enough to wash away the germs?

<https://www.youtube.com/watch?v=S9VjelWLnEq>

### Task 3

Attached is a link from Cosmic Kids Mindfulness programme.

<https://www.youtube.com/watch?v=so8QN9an3t8>



PE

### Task 1

To stay active you can join in with Joe Wicks' home work outs, every morning at 9am. You can find this on YouTube.

### Task 2

Attached is a link to a Knights, Dragons and Castles themed guided exercise from the BBC. It will take you on a trail of a very naughty dragon – inspired by all things medieval!

<https://www.bbc.co.uk/sounds/play/p052fq0z>

### Task 3

	Cosmic Kids Yoga is available on YouTube. Perfect for any moments you need 10 minutes of calm. <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>			
How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work
Teacher comment				



Green word practise

sh	th	ch	ng	nk	qu
ship	thin	chip	thing	think	queen
hush	thank	chain	wing	stink	quest
cash	sloth	much	sing	thank	quick

ar	on/oor	air	in	ou	oy
start	door	fair	whirl	shout	boy
car	for	hair	twirl	out	toy
far	short	chair	girl	mount	annoy

ay	ee	igh	ow	oo	oo
May	keep	high	blow	poo	look
play	see	tight	snow	zoo	book
say	deep	sight	slow	woo	cook

<u>a</u> e	i <u>e</u>	<u>o</u> e	<u>ea</u>	u <u>e</u>	<u>e</u> e
cake	time	phone	tea	brute	Eve
fake	nice	home	sneak	flute	sleeve
bake	smile	alone	weak	hute	achieve

<u>ai</u>	<u>oa</u>	<u>ew</u>	oi	ire	ear
snail	goat	chew	spoil	fire	ear
rain	boat	new	coin	tired	hear
pain	throat	stew	loin	fired	fear

er	aw	ow	<u>ure</u>	are	<u>ur</u>
better	paw	cow	pure	care	nurse
letter	dawn	now	cure	share	purse
per	yawn	tower	<u>fu</u> re	pare	turn

tion	wh	ph
addition	whale	phone
attention	when	phonics
celebration	what	dolphin

Year One common exception words – Please practise reading and spelling the words below until your child has learnt them.

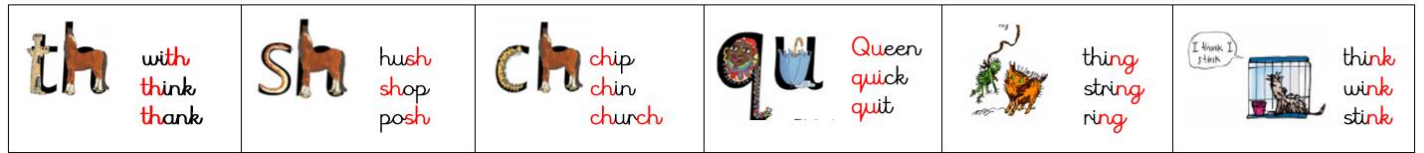
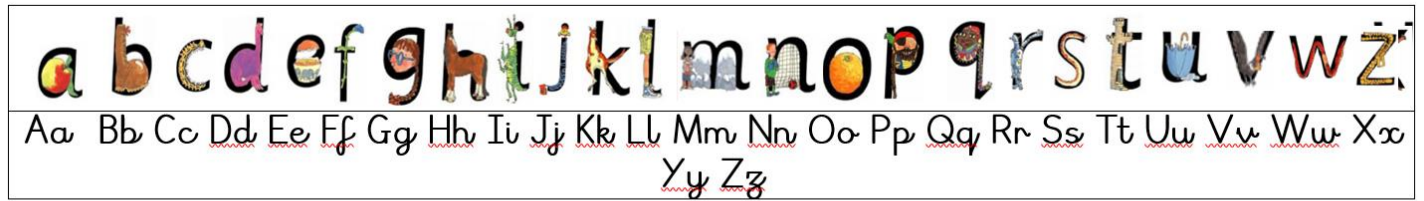
## Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our



# 100 High Frequency Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
be  
big  
but  
by  
called  
came  
can

children  
come  
could  
dad  
day  
do  
don't  
down  
for  
from  
get  
go  
got  
had  
have  
he  
help

her  
here  
him  
his  
house  
I  
I'm  
if  
in  
into  
is  
it  
it's  
just  
like  
little

look  
looked  
made  
make  
me  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
oh  
old

on  
one  
out  
people  
put  
saw  
said  
same  
see  
she  
so  
some  
that  
the  
their  
them  
then

there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
will  
with  
you

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