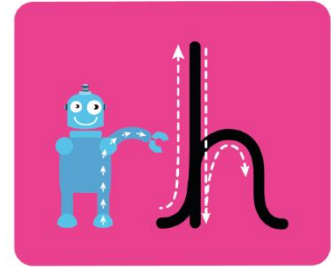


Handwriting
practise

Capital letters / letter name / cursive

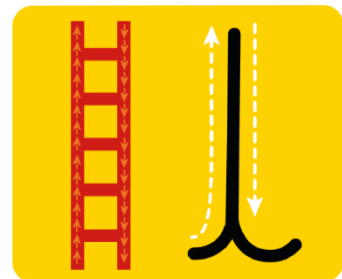
Lower case / cursive letters / letter sound

One-armed Robot Letters



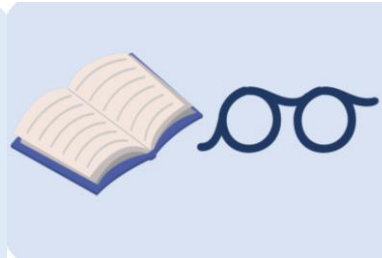
b h k m n p r

Long Ladder Letters



i l t u j y

What do you notice about the sizing of capital letters and lower-case letters? Ascenders and descenders?



Please remember, the joins above are just giving you an idea of what you could do. You can do whichever joins you wish. You could link this with what phonics sound you are learning that day.

and and

to to

in in

is is

you you

You could also have a go at joining some of the high frequency words.

Please continue to read with your child, daily if possible. It does not have to be for a long period of time, 5 minutes a day will have a great impact on your child's development. 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. I have a few suggestions below in addition to reading your book.

1. Please learn the [Year One Common Exception words](#) and the [100 High Frequency Words](#).

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

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

2. **IMPORTANT DAILY PHONICS TASK** - Ruth Miskin Training will be restarting their free [Read Write Inc. Phonics lessons on YouTube](#) for children to watch at home during the school closures. Practise Set 1, 2 and 3 sounds in Speed Sounds Lessons to suit your child's needs; learn to read [Red Words](#) and practise reading and writing using [Hold a Sentence](#). All lessons will show at **9.30am each day** and will be available for 24 hours.
[Ruth Miskin Training - YouTube](#) <https://www.ruthmiskin.com/en/find-out-more/parents/>
[\[https://bit.ly/354kYpF\]](https://bit.ly/354kYpF) (<https://bit.ly/354kYpF>)

You can make your own activities to suit the sound you choose to do each day. You can find ideas on www.Twinkl.co.uk.
 Alongside this, you could use chalk outside, rainbow writing or make your own games.

e.g. You watch the Read Write Inc. YouTube lesson on the sound 'ir' (whirl twirl girl) followed on by the activities below.

Can you read the postcard below and highlight all the words with 'ir' in? You could make a list of the words you have found.

Dear Merlin,

I want to tell you all about my dance class! I think you would love it. All the girls and boys line up and when the music starts to play, we twirl and whirl! You should see the way my skirt swirls around as I dance!

Yesterday, a bird flew into the hall as we were learning our dance! The bird flapped and chirped, and made the hall very dirty. The bird even made the teacher's shirt dirty! "Look at your shirt, sir!" said one of the girls. It was very funny.

I hope you will come and see our swirly dance when it is finished!

Lots of love,

Shirley x



Merlin Curly,
 9 Ladybird Lane,
 York,
 Yorkshire,
 YL6 W72

	thirst	thirteen	first	birth	skirt
	first	girl	third	shirt	thirteen
	third	bird	shirt	girl	first
	shirt	thirst	first	third	skirt
	birth	first	third	thirteen	bird
	skirt	shirt	girl	first	third

Phase 5 Roll and Read - ir

Find and Write the 'ir' Words



Write the words and then colour the ones with an 'ir' sound in them.



















3. **Green 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 for your child. I advise short blasts of practise, lasting around 5 minutes and following on from/ linking with your Read Write Inc YouTube lesson.

Green words are words the children can sound out using their phonics.

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	or/oor	air	ir	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

a_e	i_e	o_e	ea	u_e	e_e
cake	time	phone	tea	brute	Eve
fake	nice	home	sneak	flute	sleeve
bake	smile	alone	weak	hute	achieve

er	aw	ow	ure	are	ur
better	paw	cow	pure	care	nurse
letter	dawn	now	cure	share	purse
per	yawn	tower	fure	pare	turn

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

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

- Please visit [Oxford Owl](#) where [books](#) can be found to suit your child's reading level for free. You can create a free account.
- ...and of course, please continue to encourage your child to read their own books, magazines, signs or labels in everyday life.
- Please have a go at a reading comprehension below. I have put 3 levels of challenge so choose the one that is right for you. Please feel free to email me if you would like more reading comprehension tasks, I can send you some activities that will suit your child's needs.

Challenge 1

Phase 2 Early Reading Comprehension Activity 4

Read the sentence. Add the information to the picture.

Ted has a hat and a cup.
... ..



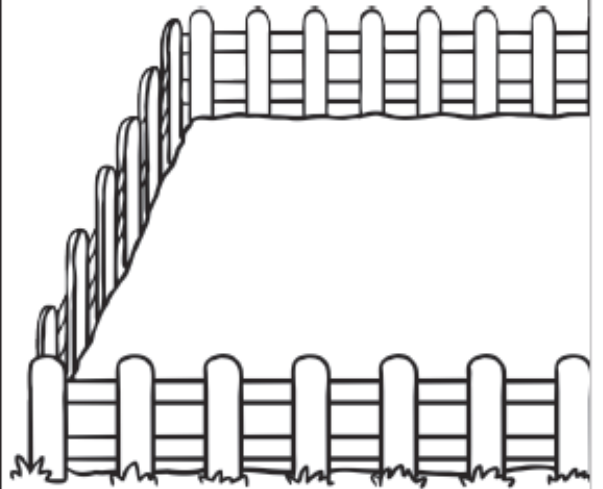
The nut is in the cup.
... ..



The sad man has a big hat.
... ..



The pig can go in the pen.
... ..



Croak! Croak! Croak!

- 7 There were three frogs in a pond.
- 16 The green frog swam under a log and got
- 25 stuck. The next frog crept into a tree and
- 33 got stuck. The brown frog swung on a
- 40 stick and got stuck on some rocks.
- 46 "Croak! Croak! Croak!" said the frogs.
- 57 A stork was in the pond. It had a plan to
- 64 help and soon the frogs were free.



Challenge 2

Read Together Quick Questions



1. Where did the green frog get stuck? Tick one.

☐ in a tree
☐ under a log
☐ on some rocks



2. How did the stork know that the frogs needed help?



3. Which word shows what the brown frog did? Tick one.

☐ swam
☐ crept
☐ swung



4. Do you think that the frogs will get stuck again?

All About Elephants

Elephants can grow up to three metres tall. They can weigh around the same as three large cars!

Elephants Never Forget

Elephants have big brains and they are very clever. They help and love each other. Lots of people say that elephants never forget things.

Did You Know...?

Elephants can get sunburnt!

They have a bath in the mud and throw dirt on their backs to help to keep their skin safe.



Telling Them Apart

There are three ways to check if an elephant is an African elephant or an Asian elephant. You can look at:

- their ears;
- the shape of their head;
- their tusks.



an African elephant



an Asian elephant

African elephants have:

- large ears that look like the shape of Africa;
- rounded heads.

Male and female African elephants can have tusks.



Asian elephants have:

- smaller, rounder ears;
- two bumps on their heads.

Only male Asian elephants can have tusks.

Did You Know...?

A group of elephants is called a herd.

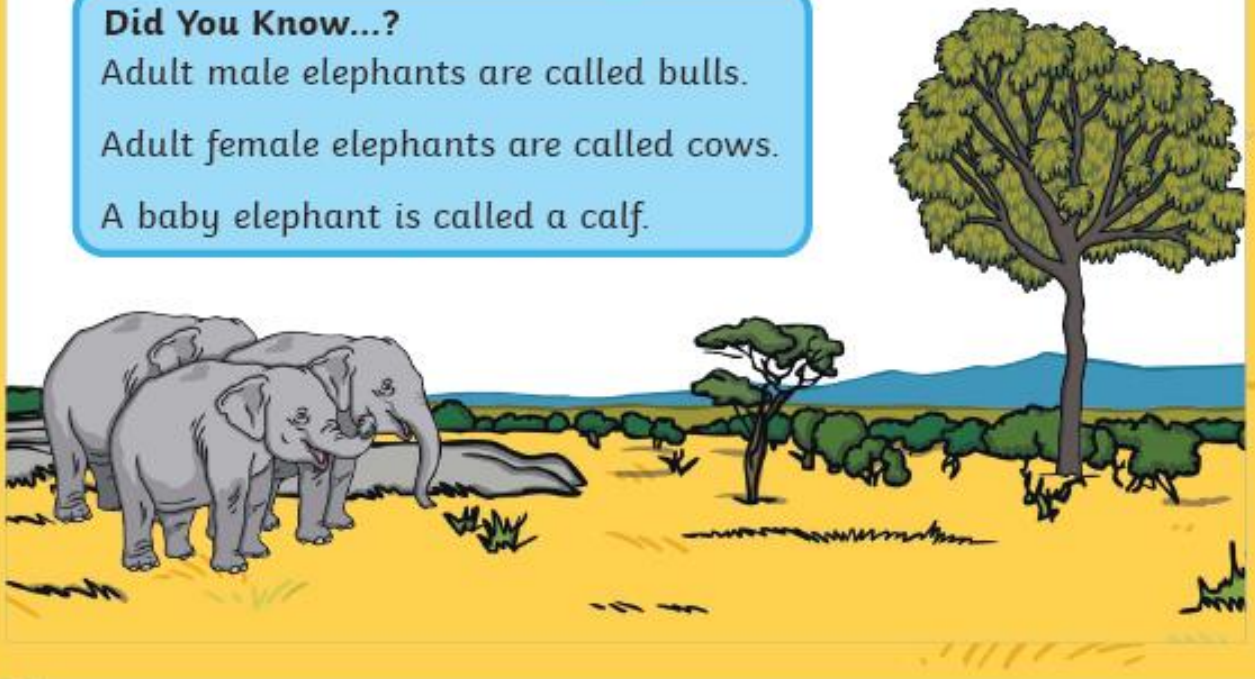
The oldest female elephant is the boss of the herd. She leads the way.

Did You Know...?

Adult male elephants are called bulls.

Adult female elephants are called cows.

A baby elephant is called a calf.



Questions

1. Which elephant has two bumps on its head? Tick one.

- ☐ an African elephant
☐ an Asian elephant
☐ a baby elephant

2. Draw **three** lines and match each elephant to what it is called.

An adult male
elephant is called...

a cow.

An adult female
elephant is called...

a calf.

A baby elephant
is called...

a bull.

3. Number the facts from 1-3 to show the order that they appear in the text.

- ☐ A group of elephants is called a herd.
☐ Elephants have big brains.
☐ Only male Asian elephants have tusks.

4. Fill in the missing word.

The _____ female elephant is the boss of the herd.

5. Why do elephants have a bath in the mud?

Task 2 – inference



1. What do you think is happening?
2. Why are the boys wearing different colour shirts?
3. Why is the man in the blue and grey jumper stood at the back?
4. What do you think the boy in the black shorts is thinking?

Writing



Check list A

Think it
Say it
FRED it
Write it
Read it

CAPITAL letters


Finger
spaces
On the
line
Formed
well

Top tips / Writing support

1. A sentence is one idea.
2. A conjunction can join two ideas together in a sentence.
E.g. Joe went to the park **and** he saw his cousin.
I like the park **because** it has a massive slide.
3. Think about what you want to write.
4. Say it
5. FRED it (sound it out)
6. Write it
7. **Read it back**
8. Check your sentence has a **capital letter**, finger spaces and a **full stop**.
9. Check your letters are sitting on the line and formed well (cursive) all cursive letters start and end on the line.
10. Have you used a **question?**
11. Have you used a **conjunction** to join two ideas in a sentence together?
12. Have you used the personal pronoun I?
13. Check your spelling for **red words** / common exception words that you are now spelling correctly such as 'the' 'was' 'of' 'there'

- 14.** Remember, you must be able to read your own writing. Have a go at reading it back to an adult. Why don't you call a relative and cheer them up by reading the writing you have produced this week?

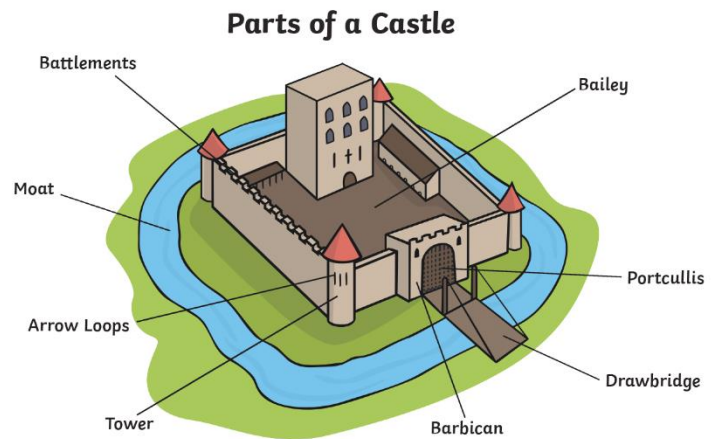
full
stops
?
-
and
because
I
Spelling
Writing



th with, think, thank	sh hush, shop, posh	ch chip, chin, church	qu Queen, quick, quit	thing, string, ring 	think, wink, stink 
ay 	ee 	igh 	ow 	oo 	oy 
air 	ir 	ar 	or 	ow 	oy 
ail 	ale 	ea 	ie 	oe 	oa 
ure 	ule 	ew 	aw 	are 	ow 
ur 	er 	oy 	oi 	ire 	ear 

Task 1

Our new topic this half term is 'Castles'. One of my favourites! Alongside /in order to complete some of the tasks below you may want to do some of your own research about castles and record this in any way you wish. What do you already know about castles? what do you want to find out? Can you draw and label parts of a castle? Your research could include watching a YouTube video or finding a website. Perhaps you've been to a castle and you want to look at some old photos and find out more about it.



Task 2

The stories we are using during the next couple of weeks have a link in some way or another with castles. Over the next couple of weeks, you can keep track of the castles in story books you read. (Most stories are available for free from Twinkl if you do not have a paper copy or YouTube) As you read each story, you could draw a picture of the castle, use adjectives to describe it and put the adjectives into sentences to describe the castle (setting description). Can you name the parts of the castle?

Snow White



Jack & the Beanstalk

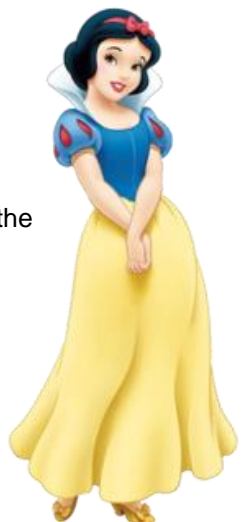


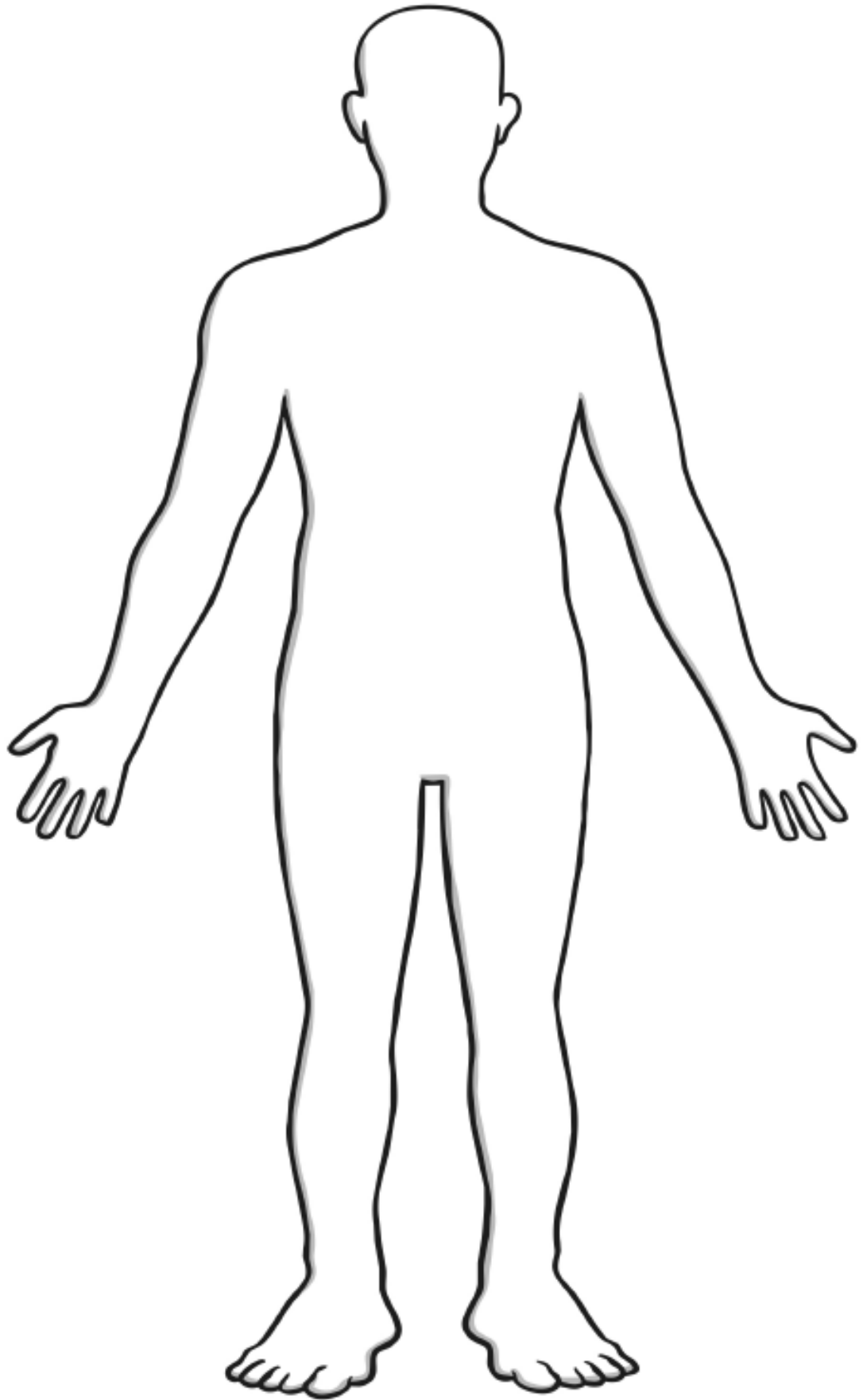
Frog Prince



Task 3

Use role play to act out the story 'Snow White'. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; and begin to use different voices for characters when reading dialogue aloud. Draw a picture of the character and write adjectives around the picture to describe the character. This could be their personality or their appearance. You then can put the adjectives into sentences to describe the character – a character description.





Task 4

Write the story 'Snow White' using the structure beginning, middle and end. Discuss what happens at each part with your child before they write it. You could do a story map to help you write the story.

Task 5

Can you write a poem about Snow White using rhyming words? E.g.
Snow White pursued by a jealous queen!
She hides with dwarfs but is careful not to be seen.
She ate the poisonous apple and the trick she did miss.
Can she be awoken by a prince and a kiss?

Task 6

Find a book you have never read before. This could be from a library, shop, a gift or even a book online. YouTube has story telling videos for children. Discuss the title and the front cover. Read part of the story, get an adult to stop and predict what might happen next. (You can repeat this task using a different book)

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

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). Other ideas - Make a birthday card for a relative or write a letter to an old people's home. Remember you can freely write for a range of real life purposes.

Task 6

Can you write a recount of your favourite day at home so far? Did you play in the garden or go on the paddling pool in the sunshine? Maybe you have a picnic outside and had a rocket ice lolly? Maybe an adult let you paint or make slime even though it was messy! Use the time conjunctions below to help you sequence the events in your day in the correct order
(first, then, next, after that, finally)

Task 7

Write a set of instructions of how to make a castle or a medieval instrument (D&T). This could be using junk model materials from your recycling box.

Task 10

Write a non-chronological report about castles. Include some of the things you have learnt about castles during your home learning topic. A non-chronological report is a non-fiction report which is not written in time order.

You can give your child different questions and titles to help with the structure of their report. For example – 'Famous castles' 'What do castles have?' 'What were castles used for?' 'Fun fact'.

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)

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 (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)

Extension

- You can repeat tasks 3, 4 and 5 with the following stories and of course stories of your own from home. You may find a story on Twinkl that you really enjoy and would like to write about. Maybe you have a story book that links in with our topic castles?
- Sleeping Beauty
- Jack and the Beanstalk
- The Frog Prince

Mathematics



Top tips

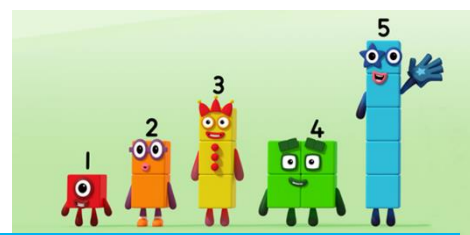
- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When your child is secure with numbers 20 and below only then would you use bigger numbers.
- Always make links with real life problems
- When you are sharing, make sure you say "One for you, one for me, one for you, one for me"

- We are sharing even numbers so you should have equal amounts – it will be fair.

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

Practise counting forwards and backwards from any given number to



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

100. You can use the 100 square to support your child in this task. Can you fill in the missing number in the 100 square? You could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

Task 2

Practise counting in 2's, 5's and 10's.

- E.g. You could count your pairs of socks.

Task 3

Practise your number bonds to 10 and 20 (and any number within 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?

$$\begin{array}{r} 9 + \\ 9 + 11 \\ 9 \end{array}$$

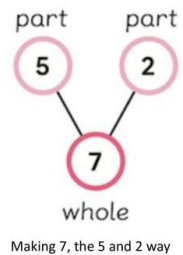
$$\begin{array}{r} 1 = 10 \\ - 20 \\ + 1 = 10 \end{array}$$

Task 4

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 use part and whole model to record your ideas.

For example, how many ways can you make 7?

0 + 7 1 + 6 2 + 5 3 + 4 4 + 3 5 + 2
6 + 1 7 + 0



Task 5

Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. E.g. there are 10 bananas in the bowl. You and I have one with our breakfast. How many bananas are left? You could draw the story and cross out 2 bananas and count how many are left. Remember stick with numbers under 20. For example $10 - 2 = ?$

Task 6

Practise multiplication / lots of / multiples of

For example – There are 2 fields. In each field there are 5 ladybirds. How many ladybirds are there altogether? $2 \times 5 = ?$

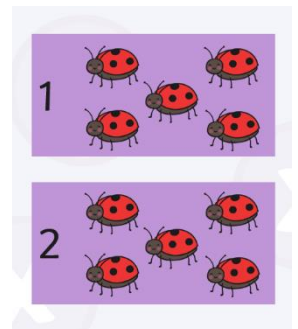
Task 7

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 9 cookies left in the jar. You can share them between me, you and nanny. How many cookies does each person have left?



$$9 \div 3 = ?$$



Task 8

Money – Can you start to recognise and name 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?

Task 9

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

$3 + 6 = ?$ We would start with 6 in our heads and add on 3 by counting on in our head to find out the answer. Practise this whenever you can.


Task 10


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.

Price list	
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 11

 $6 + 6 =$

 $7 + 7 =$

Can you practise doubling single digit numbers?

Task 13

Can you make snap cards using numbers 0-20 in digits and words?

10 – ten 9 – nine

Can you spell the words?

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 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:



Bar Models



$3 + 7 = 10$

$10 - 7 =$

$7 + 3 = 10$

$10 - 3 = 7$