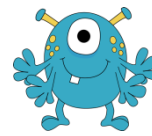




Home Learning



Hello mini-monsters,

This week we will be continuing learning about ourselves and holidays.

We will also be learning about sharing amounts and counting in equal groups in numeracy and for literacy we will be reading the book 'Room on the Broom' again and coming up with our own spells.

Below is this week's home learning and all of the resources that you will need this week will be on our class page on the website.

Hopefully the dry warm weather will come back this week so I hope you have a good week, be good and have some fun outside in the garden!

Love from Miss Smith



Literacy



Please always remind your child to write in 'good' sentences.

When writing sentences please can you help your child to write 'good' sentences.

This means that a 'good' sentence has a capital letter, finger spaces, a full stop, it makes sense and it is written in neat handwriting.

To make the sentence 'even better' they need to write sentences containing more than 5 words, add some simple adjectives and use a conjunction (if appropriate) to extend their sentence. If you can also try to add a verb in your sentences that would make your sentences fantastic.

Day 1 - Each week we will do this first activity but I will change the sound that we focus on. This week the sound is 'ir' (as in 'whirl and twirl'). Use the phonics page for the sound 'ir' that you have in your phonics pack and write some of the 'ir' words at the bottom of the page in sentences. These sentences should be longer than 5 words and include adjectives and a conjunction, if appropriate. If you can think of anymore 'ir' words you could also write some sentences containing these words or write a list.

Day 2 - Today we are going to be looking at verbs again. Recap that a verb is an action word or doing word e.g. walk, run, talk, etc. Explain that today we are going to be learning about another suffix (a suffix is a group of letters that go at the end of a word). This week we will learn about the suffix 'ed'. Look at the resource called '**Verbs ending in 'ed'**' and say that we are going to add the suffix 'ed' to each of these verbs to change them all to 'past tense' verbs which is the grown up way to say that the verb has happened in the past. Change the verbs on the first sheet to past tense verbs by adding the suffix 'ed' and then write some sentences with these verbs in on second sheet on the resource titled '**Verbs ending in 'ed'**'.

There is a short video to explain about adding the suffix 'ed' to the end of a verb.

<https://www.youtube.com/watch?v=jxl28KQOHY4>



Nessy Reading Strategy | Adding 'ed' | Past Tense Verbs

Read

Nessy • 781K views • 5 years ago

The past tense refers to things that have already happened. When talking about have 'ed' on the end of ...

Literacy continued

We will be reading the book 'Room on the Broom' again this week by Julia Donaldson. If you do not have a copy of the book a copy of the book is read out on YouTube and the film is available on BBC IPlayer. The links for these are below.

https://www.youtube.com/watch?v=XRany_OScms



Room on the Broom By Julia Donaldson & Illustrated By Axel Scheffler

MissEmsBookworm Read Aloud • 472K views • 1 year ago

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107 of the Copyright Act of ...

<https://www.bbc.co.uk/iplayer/episode/p0102qfi/room-on-the-broom>



Room on the Broom

Animation. A kind witch invites a surprising collection of animals to sit on her broom.

1 episode available

Day 3 - Read 'Room on the Broom' or listen to the book being read on YouTube. Today we are going to identify some nouns in the book and write a list of the nouns found. Recap that a noun is a person, place or thing. The sheet you will need for today is the first sheet on the resource titled '**Room on the Broom**' called 'Room on the Broom - nouns and adjectives'. Write these nouns that you have found in the box on the sheet and then write some sentences about the nouns. Each sentence must contain at least two adjectives to describe the noun e.g. tree - The tall leafy tree is in the forest.

Day 4 - Today we are going to pretend to be the witch from the book (or you could be a wizard) and write your own spell. The sheet you will need for today is the second sheet on the resource titled '**Room on the Broom**' called 'My Magic Potion'. First think about what you would like to write a spell for and write this on the sheet as the title where it says 'My potion for_____'. Then think about what you will need to put in your potion and write a list where it says 'Ingredients'. Don't forget to put a comma after each word in your list. Then write down your magic spell. Remember the work that you did on writing instructions and write your instructions with a number for each sentence to show the order and don't forget to use an imperative verb 'bossy verb' for the start of each step of your instructions e.g. 1. Get some mud and grass. 2. Put it in your cauldron and mix it together. Etc. Your last instruction should be 'Say the magic words iggety, ziggety, zaggety, zoom!'. You could make your potion and see if it works!

Day 5 - Today we are going to write a DVD review of Room on the Broom. The sheet you will need for today is the third sheet on the resource titled '**Room on the Broom**' called 'DVD Review'. Watch the film of Room on the Broom and complete the 'DVD Review' worksheet. In your review write sentences to say why you liked or disliked the film. Say which parts were your favourite and why. Don't forget to write in sentences with capital letters and full stops. I hope that you enjoy it!



Spellings and Handwriting



This week's spellings are on the resource titled '**Spellings & Handwriting 22.06.20**'

Practise how to spelling each word and at the same time practise their handwriting.

We were really focusing on the formation of letters and that some letters hang under the line and some letters are tall letters.



Reading Comprehension



Read this together with your adult and then answer the comprehension questions that go with it.

There are three sets of questions which start off easy and increase with difficulty. Start with the easy questions and see how far you get answering them.

This week the reading resource is called '**The Town Mouse and the Country Mouse**' and the three sets of questions follow the story.



Phonics and Reading



As well as reading your books that you have at home please use the online books available on the Oxford Owl website to practise your reading www.home.oxfordowl.co.uk

Please continue to use the 'Speed Sounds Set 2 and 3' booklet that was sent home in your pack and read through this each day. There are more resources to access regarding phonics on the following websites: www.home.oxfordowl.co.uk www.twinkl.co.uk www.tpet.co.uk



Numeracy



For a daily maths videos please look at: <https://whiterosemaths.com/homelearning/year-1/>

Parents - At the start of each maths session this week could you please recap on doubles (up to double 12) and halves from last week e.g. 'double 4 is ___ half of 8 is ___'

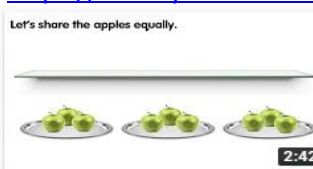
Parents - This week we will be recapping on sharing amounts equally and counting in equal groups. When counting in equal groups we will be recapping on counting in 2's, 5's and 10's. There are two short videos to watch to show sharing equally.

<https://www.youtube.com/watch?v=fgoUVD0Hx5M>

<https://www.youtube.com/watch?v=0b4beyJ4oG4>



How to Share Equally - Introduction to Division.
Learningvids4kids • 256K views • 6 years ago
Learn how to share different amounts equally with Sarah, David : introduction in learning how to ...



Sharing Equally
MatholiaChannel • 43K views
Matholia educational maths v interactive content, visit ...

Day 1 - Today we will recap on sharing amounts into equal groups. In class we usually use plates and cubes or counters to do this. The sheet you need today is the first sheet on the resource titled '**Sharing Equally**' and this sheet is called 'Sharing Equally'. When we share the objects out, we usually say 'one for you and one for you' so that an object goes on each plate one at a time. When we have shared the objects out, we always check that each plate has the same amount of objects on it. Complete 'Sharing Equally' by drawing lines from buns to the plates.

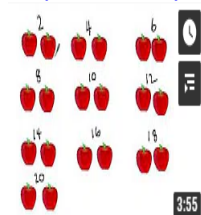
Day 2 - Today we will be sharing mice into equal groups for the amount of owls shown. The sheets you will need for today are the second and third sheets on the resource titled '**Sharing Equally**' called 'Sharing Mice Equally'. Instead of drawing lines to the owls from the mice, you need to write the numbers of mice in the circles (you can still draw the lines though if you need to).

Day 3 - Today we will be drawing equal amounts of apples on some trees. The sheet you will need for today is the fourth sheet on the resource titled '**Sharing Equally**' called 'Sharing Amounts Equally'. When drawing the apples on the trees encourage your child to also keep saying 'one for you and one for you' so that the trees have equal amounts of apples on them.

Day 4 - Recap on counting in 10's to 100, counting in 5's to 100 and counting in 2's to 30.... or 50 if you can! Today we are going to be counting in lots of 2, 5 and 10. Watch the videos below.

<https://www.youtube.com/watch?v=OGRt-XTxqc>

<https://www.youtube.com/watch?v=F-kNxo9iHA>



AdaptedMind Math - Counting by 2's, 5's, 10's Lesson
AdaptedMind • 9.4K views • 4 years ago
Students use skip counting to count by 2's, 5's, and 10's.



Counting in multiples of two, five and ten Maths
BBC Teach • 31K views • 3 years ago
Suitable for ages 5 to 7. Multiplication Boy and Divider Gi competition to count in ...

The sheet you need is the first sheet on the resource titled '**Equal Groups**' and this sheet is

Numeracy (continued)

called 'Counting in Equal Groups'. Complete the sheet by completing the addition sum and then counting in 2's, 5's or 10's to complete the sentence. Encourage counting in groups rather than individual objects.

Day 5 - Look at the sheet completed yesterday as today we will be doing the same type of activity but this time they have to draw the groups of objects. The sheet you need is the second sheet on the resource titled '**Equal Groups**' and this sheet is called 'Equal Groups'. Read the number sentence at the bottom of each box and draw groups of objects in the boxes to show the right amounts. Count the groups by counting in 2's, 5's or 10's and then complete each number sentence.



Topic Work



Our topic for this term is called Holidays.

Last week we looked at how people used to travel to go on holiday and compared these to how we travel to go on holiday today.

This week we will be looking at going for a swim at the seaside. We will be comparing how people used to go for a swim at the seaside around 150 years ago and how we go for a swim at the seaside today. Please look at the first two pages on the resource titled '**Going for a swim**' and talk about what they wore in the past and about a bathing machine. Talk about what we would wear to go in the sea today e.g. shorts, swimming costume, wetsuit, etc. and that we now play with balls, dinghies, snorkels, goggles, etc. when we are in the sea. Discuss that over 100 years ago people didn't show their bodies when they went in the sea and that they covered most of their body up with a long sleeved swimsuit or bathing suit.

Watch the Magic Grandad video about going to the beach and look at what they wore to go in the sea and the bathing machines.

<https://www.youtube.com/watch?v=zWgnpY4L9so>



The Beach - Magic Grandad

wilston12 • 78K views • 5 years ago

Description.

After watching the video and reading the information on the resource titled '**Going for a swim**' complete page three of the resource called 'Going for a swim on holiday'. Draw and label the different ways people used to go swimming now and in the past. When you have drawn your pictures write some sentences to say what people wore and what they did when going in the sea.



Science Work



Our science topic this term is called 'Ourselves'.

Recap on the names of your body parts by playing 'Simon Says' e.g. Simon says touch your nose, etc.

Recap on the five senses that you have - smell, sight, hear, touch, taste.

Last week we learnt about the seven life processes that something needs to have to be classed as being alive which were - 1 Grow, 2 Reproduce, 3 Move, 4 Respire, 5 Senses, 6 Nutrition, 7 Excrete. This week we are going to look at one of these areas. The area that we will be looking at is the area of 'Growth'. We are going to order the stages of a human's growth starting at a baby up to being elderly.

Watch the short video below about human growth.

<https://www.youtube.com/watch?v=B0OhSug65oA>



When you have watched the video complete the first sheet of the resource titled '**Stages of Growth**' and cut out the pictures and put them in order of growth for a human. When you have done this for the boy and the girl complete the second sheet and write some sentences to say what humans can and cannot do at each stage of growth.