

# 22<sup>nd</sup> June 2020 Home Schooling

Phonics – Recapping on Phase 3 digraphs	
Monday	<p>Recap on the digraph <b>ow</b></p> <p>Show children the clip on Espresso of the sound; <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76763/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=ow">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76763/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=ow</a></p> <p>Ask them to write the sound down on the wipe board, make sure they join up the letters if they can.</p> <p>Ask them to write down the following words; <b>cow, owl, how, now, crown, brown, shower, tower.</b></p> <p>Ask them to write down the following sentence; <b>Put on the crown and gown.</b></p>
Tuesday	<p>Recap on the digraph <b>oi</b></p> <p>Show children the clip on Espresso of the sound; <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76738/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=oi">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76738/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=oi</a></p> <p>Ask them to write the sound down on the wipe board, make sure they join up the letters if they can.</p> <p>Ask them to write down the following words; <b>oil, coin, soil, join, point, foil, point.</b></p> <p>Ask them to write down the following sentence; <b>Point at the coin in the soil.</b></p>
Wednesday	<p>Recap on the digraph <b>ear</b></p> <p>Show children the clip on Espresso of the sound; <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76736/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=ear">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item.76736/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=ear</a></p> <p>Ask them to write the sound down on the wipe board, make sure they join up the letters if they can.</p> <p>Ask them to write down the following words; <b>near, beard, hear, fear, clear, dear, gear, tear.</b></p> <p>Ask them to write down the following sentence; <b>I can hear a tear drop nearby.</b></p>

Thursday	<p>Recap on the digraph <b>air</b></p> <p>Show children the clip on Espresso of the sound;  <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item76760/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=air">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item76760/grade/f/module62767/index.html?source=search-all-all-all&amp;source-keywords=air</a></p> <p>Ask them to write the sound down on the wipe board, make sure they join up the letters if they can.</p> <p>Ask them to write down the following words; <b>hair, pair, stairs, lair, fair.</b></p> <p>Ask them to write down the following sentence; <b>A pair of boots are on the stairs.</b></p>
Friday	<p>Recap on Phase 3 Tricky words, concentrating on the harder words; <b>was, you, they, all, are, my</b> and <b>her.</b></p> <p>Ask them to read then write the tricky words.</p> <p>Can they write the following sentence; <b>All my toys are wet.</b></p>

### Reading –

Look in your child's 'Letters and Sounds' book and work from where your child has got to.

If they are struggling then stay on the area/section they need.

If your child has completed all reading tasks in their book then please work on the writing tasks.

Things to check;

Initial letters (pg.5)

Digraphs (pg.11-12)

Phase 2 words including tricky words (pg.7)

Phase 2 captions (pg.9)

Phase 3 words including tricky words (pg.15)

Phase 3 captions (pg.17)

Phase 4 words including tricky words (pg.23)

Phase 4 captions (pg.25)

Phase 5 alternative sounds (pg.29)

Phase 5 words including tricky words (pg.31)

Phase 5 captions (pg.33)

## Writing

### Introduction-

Show your child the [character descriptions PDF](#) (these do not need to be printed off)

Explain that these describing words are called adjectives.

Look at a character that children may be familiar with from Fairy Tales and stories e.g. Prince, Princess. Read some of the words around the character and discuss why they have used these words. Ask if they can think of a good descriptive word for an e.g. Princess would be mean or scary? Why not? What words could we use?

### Activity –

1. Choose a character they would like to write about. Can they firstly draw their character in their big purple books, thinking carefully about the colour of their hair, clothes, what they are wearing, what they look like etc.
2. Write down adjectives around their characters to describe them using the '[character describing PDF](#)'
3. Children to write down at least 1 sentence (aim for 2/3) to describe their character. For example;  
My Princess has beautiful long and wavy red hair.  
The Prince has shiny, silver armour and a brown horse.  
The witch is wicked, rude and smells like bins.

Number	Use green maths books for these activities
Monday	<p>Starter – Count up and down from 0-20 in 1's, 0-100 in 10's, 0-100 in 5's and 0-30 in 2's.</p> <p>Main – Using the addition sheets (<a href="#">numberline addition to 12 and 20</a>)</p> <p>Work through them using the number lines to work out the answers. Remind them to count carefully on the number line to get the correct answer.</p>
Tuesday	<p>Starter – Count around the classroom, children to continue the counting to see how many people are in the class in total. Then count around the class in 10's, 5's and 2's. Can the children continue the counting sequence?</p>

	Main – Children to work through their worksheets <b>subtraction on a numberline.</b>
Wednesday	<p>Starter – Count and clap, count and tap, count and jump, count and hop. Count in 1's, 2's, 5's and 10's.</p> <p>Main – Continuing the work from Monday children will be working out the addition sums by using their own number lines and writing the full sums in their green maths books.</p> <p><b>PDF document additions and subtractions for home.</b></p>
Thursday	<p>Starter – Sing the song – 1 little, 2 little, 3 little fingers, 4 little, 5 little, 6 little fingers, 7 little, 8 little, 9 little fingers, 10 fingers on your hand. Then go back from 10 to 1.</p> <p>Main – Continuing the work from Tuesday children will be working out the subtraction sums by using their own number lines and writing the full sums in their green maths books.</p> <p><b>PDF document additions and subtractions for home.</b></p>
Friday	<p>Starter – Count up and down from 0-20 in 1's, 0-100 in 10's, 0-100 in 5's and 0-30 in 2's.</p> <p>Main – Children to work with a partner (either older brother or sister or parents/Grandparents)</p> <p>One person thinks of a number sentence while the other person works it out. Then swap over.</p> <p>How many can they do in an allotted time?</p>

Topic	
<p>Frog Drawing step by step</p> <p>Show your child the clip and draw step by step with the lady.</p> <p>Can they follow the instructions and draw the frog?</p> <p>Evaluate them afterwards and ask them how they found it. Was it hard? Easy? Did they enjoy it?</p> <p><a href="https://www.youtube.com/watch?v=D12a6_5q7CM">https://www.youtube.com/watch?v=D12a6_5q7CM</a></p>	
<p>Ask your child to imagine they have a castle. Where would the castle be? What would it look like? What colour would it be? Who would live there?</p> <p>Ask them to draw this castle and write a sentence about it.</p>	

Mindfulness/  
Well being

Self Portraits

Show your child the [Self Portraits PowerPoint](#).

As you go through it discuss the questions in it and ask them to look at themselves closely in the mirror and say what they see.

Then ask them to draw their own self portrait by either continuing to follow the PowerPoint or by creating their own way of drawing it (if it is too complicated).

Have a look at them afterwards and ask them to check they have all their features.

Play the story – How do you feel? By Antony Browne

<https://www.youtube.com/watch?v=kllR7wfi-X4>

Discuss their thoughts and feelings afterwards. You may want to pause mid way through to discuss the complex feelings such as guilty, shy...

Draw a picture of their face and write down a word about how they are feeling today.

Handwriting | Purple handwriting book

Ask your child to write down their name in their handwriting book. If they can do their first name ask them to write down their full name.

(They will need to know this for Year 1)

Story/Singing

Sing the Makaton songs – Twinkle, Twinkle Little Star and I can sing a rainbow. The children have seen these at school before so should be familiar with them.

Show the children the song – There was a Princess long ago

<https://www.youtube.com/watch?v=WMLzCy2qM2k>