

29th June 2020 Home Schooling

Phonics – Recapping on Phase 3 digraphs	
Monday	<p>Introduce the consonant cluster bl</p> <p>Show the clip on Espresso which explains consonant clusters; https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item63778/grade6/module63423/index.html</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; blot, blow, bleed, block, blob, black, bloom.</p> <p>Ask your child to write one sentence with help and one sentence unaided; Blow down the blocks. The blob is black.</p>
Tuesday	<p>Introduce the consonant blend br</p> <p>Ask them to think of words that might have this consonant blend in them.</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; brick, brim, brown, brum, broom, brush, brain.</p> <p>Write one sentence with help and one sentence unaided; The brick is big and red. The brush is brown.</p>
Wednesday	<p>Introduce the consonant blend cl</p> <p>Ask them to think of words that might have this consonant blend in them.</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; clown, cloud, clam, clock, click, clop, clatter.</p> <p>Write one sentence with help and one sentence unaided; The feet went clip clop. I can see a clown.</p>

Thursday	<p>Introduce the consonant blend cr</p> <p>Ask them to think of words that might have this consonant blend in them.</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; crown, creep, cross, crop, crib, crab</p> <p>Write one sentence with help and one sentence unaided;</p> <p>The crab can creep.</p> <p>The crown is big.</p>
Friday	<p>Recap on Phase 2 and 3 tricky words;</p> <p>Ask them to write down the words you ask them to, mix them up between phase 2 and 3.</p> <p>The, he, she, I, no, into, we, be, go, was, all, her, to, me, you, her, they, are, my.</p> <p>At the end, how many did they get correct? Which ones did they find hard?</p> <p>Can they think of a sentence to write using these tricky words? See which sentences they come up with.</p>

Reading – continue where you started last week and recap on anything they found hard.

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

Using the dictation/spelling section of the 'Letters and Sounds' book, ask them to write the words/captions appropriate to their level of ability.

Phase 2 words pg.8

Phase 3 words pg.16

Phase 3 captions and sentences pg.18

Phase 4 CVCC and CCVC words pg.22

Phase 4 HFW and Tricky words pg.24

Phase 4 sentences and questions pg.26

Phase 5 more graphemes pg.30

Phase 5 words and tricky words pg.32

Number	Use green maths books for these activities
Monday	<p><i>We can use our fingers to make a double.</i></p> <p>Show them how to hold up both of their thumbs side by side. One add one is two. Ask children to hold up both thumbs and index fingers. Two add two is four. Repeat, showing $3 + 3$, $4 + 4$ and $5 + 5$. Write these calculations on their wipe board. Tell them that these are called doubles. We can say them like this. Hold up your fingers to match saying double one is two, double two is four.....double five is ten. Hold up a number of fingers up to 5, children respond by showing the double, saying total. Repeat.</p>
Tuesday	<p><i>We can record a double addition on our wipe boards.</i></p> <p>Use the online dice https://www.online-stopwatch.com/chance-games/roll-a-dice/</p> <p>As the dice lands on a number ask the children to try and double that number. They can either do this on their fingers or draw dots on their board.</p> <p>Write the additions on a board/paper and ask them to write them on their wipe boards. Repeat until every double is found.</p>

Wednesday	<p><i>We can recognise the pattern when doubling a number. If one side of the butterfly has ... spots the other side needs ... spots too.</i></p> <p>Show the children a butterfly by drawing one on a board/piece of paper.</p> <p>Discuss how they are usually symmetrical so if there are ... spots/stripes on this side how many should be on the other?</p> <p>Count the spots on one side of the butterfly. How many spots do we need to put on the other side to find out what double ... is?</p> <p>Work with them to add the spots on the butterfly and work out what the doubles are. Introduce double 6,7,8,9,10. Record as additions these on their wipe board.</p>
Thursday	<p><i>We can remember some double facts without using our fingers.</i></p> <p>Use the IWB archery game to work on doubles as yesterday. https://www.ictgames.com/mobilePage/archeryDoubles/index.html</p> <p>Use numbers up to double 10.</p> <p>Ask them to record on their wipe boards.</p>
Friday	<p>Ask the children to write down the doubles in their books. They can either write $1 + 1 = 2$ or Double 1 is 2.</p> <p>If they need to work them out allow them to do this in their book by drawing 2 circles and drawing the correct number of spots in each one.</p>

Topic	
<p>Castle Drawing step by step</p> <p>Show your child the clip and draw step by step with the lady. Can they children follow the instructions and draw a castle?</p> <p>Evaluate them afterwards and ask the children how they found it. Was it hard? Easy? Did they enjoy it?</p> <p>https://www.youtube.com/watch?v=HDPTiGlm5CA</p>	
<p>Show your child to two virtual tours. Discuss the pictures, rooms and what they can see. Can they talk about what they think they may be used for? Have they ever been to anywhere like that? Where have they been? What was it like?</p> <p>Virtual tour of Windsor Castle https://www.royal.uk/virtual-tours-windsor-castle</p>	

Virtual tour of Buckingham Palace <https://www.royal.uk/virtual-tours-buckingham-palace>

Mindfulness/
Well being

Play a game of emotions to start – show me a happy face, sad face, angry face, confused face, bored face...

Explain that we are going to try and draw/write the things that make them happy into the thought bubbles.

Discuss that we can have a lot of feelings in our brain that many people might not know about.

Ask your child to draw themselves with 3 different thought bubbles to explain the feelings they may have in their brain when they are happy.

Handwriting | Purple handwriting book

Using the Letters and sounds book pg. 19 ask the children to write down the letters and check for the formations. Are they correct? Which ones do they need to work on? Write these into their purple handwriting book to practice.

Story/Singing

Sing the Makaton songs;

<https://www.youtube.com/watch?v=uKsz-fM3gVVO> Twinkle Twinkle

https://www.youtube.com/watch?v=4RXll_gFimO8 Rainbow

<https://www.youtube.com/watch?v=L2gDWNfjLXO> Happy Birthday

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

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