



HEADTEACHER: Mr A.G. Neenan

Cross Lane, Great Barr, Birmingham, B43 6LN
Tel: 0121 357 3216 Fax: 0121 358 5523

email: headteacher@holynamesandwell.sch.uk
website: www.holynameprimary.co.uk

"With Jesus as our guide; we love, live and learn together."

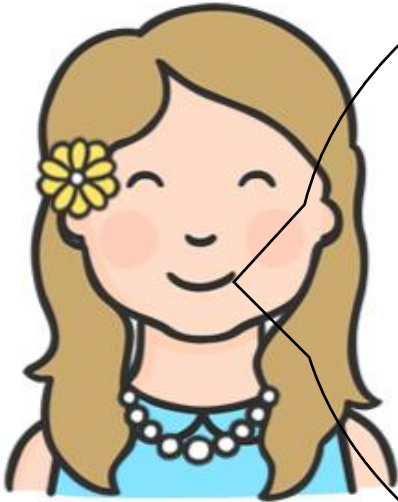
WEEKLY HOMEWORK LETTER

YEAR GROUP	One	NO.	3	DATE:	20.04.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English Tasks, 5 Maths tasks, an R.E task and a geography-based research task. Aim to complete one English and maths daily. I have also added some extra reading onto purple mash if you're looking for some different books to explore!	
ENGLISH TASK 1	Phonics Mapping and Sorting Phase 5: oi/oy E.g – 'oi' as in avoid and 'oy' as in royal Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – The Queen is a member of the royal family. - Next get some wet soil and put it into the pot with the seeds.	<ol style="list-style-type: none"> 1. Please start each phonics task by saying the sound and showing your child the grapheme. 2. Ask your child to repeat the sound back to you. 3. Get your child to write the different graphemes down (can they remember them without being shown first?). 4. Show your child each version of the sound and repeat together. 5. Sound out the first word using 'flashy fingers' e.g – a v oi d 6. Discuss how many sounds are in the word – get your child to add beans and sausages to the word. 7. Question how they know it is a sausage (2 letters making 1 sound). 8. Let your child decide which grapheme it is and add to the correct side of the table.
TASK 2	Dragons den game on phonics play.	Select 'oy' from phase 5 and 'oi' from phase 3 to practise.
TASK 3	Using conjunctions to join sentences. After you have completed this have a go at writing some more of your own sentences using these different conjunctions in your yellow book. E.g. I have enjoyed spending time in the garden <i>and</i> playing with my dog.	Discuss what a conjunction is. This means that it joins two words/phrases or sentences together. Highlight the fact that we do not start a sentence with 'and/but' so it must go in the middle of a sentence. Your child may need some support in reading the sentences. If they are not sure which word should go in the sentence, read the sentence aloud to them with a different conjunction in it each time, can they now choose the correct one after hearing them incorporated into the sentence.

TASK 4	Cracking Comprehension: Goldilocks and the three bears. Answers are provided (find them attached after the question sheet).	Strategy to support understanding and answering Cracking Comprehension questions: <ul style="list-style-type: none"> • Read the questions carefully. • Read the text. Think about what it tells you. • Decide if the sentence in the question tells you the same thing. • Remember for some questions you are not directly given the answer. You have to read the information you are given and decide what you think the answer is. • Reread the text to check you are right. Remind the children that they do not need to reread the whole text to find each answer. They should think about which specific part of the text to revisit.
TASK 5	Watch the story of Goldilocks and the three bears . Can you write a character description for Goldilocks?	Think about what type of information you will need to include: Looks/personality/emotions/likes/scared of. Try to use adjectives (describing words) and link words using conjunctions. E.g – Goldilocks has long, blonde hair and a beautiful red bow tied into it. Her smile is very sweet but she is actually extremely sneaky!
MATHS TASK 1	Number – basketball place value game .	Can your child recognise the number being represented by base 10? How many 'towers of ten' are there? How many 'ones' are there? A 'tower' is worth ten and each individual cube is worth 'one'. (e.g 2 towers and 4 cubes = 24)
TASK 2	Busy ants - fish and chips place value.	Choose each person one at a time. E.g - the person in green is the number 26. This means that they will need 2 tens to make 20 (which are represented by the fish) and 6 ones which are shown by the chips. Your child then needs to colour 20 and 6 in green to match the man. You could replay yesterday's game before this work to remind them how much tens and ones are worth.
TASK 3	Headstart - numerals and words	Discuss the difference between a number (numeral) e.g 5/7/10 and a

		<p>word e.g five, seven, ten. They both show and mean the same value but are just written in a different way. Look at the numbers in the top section, can they match them together?</p> <p>If you child is struggling here, refer back to their phonics skills by sounding out and adding beans and sausages.</p>
TASK 4	Headstart – use ordinal numbers	Again use phonics skills to help sound out and write down. If your child is struggling to write the number in word form you could write a variety of numbers out as words and they have to pick the correct one needed for the answer and copy out themselves.
TASK 5	Headstart – more than, less than, equal to. EXTRA ACTIVITY: my maths number and place value set activity.	<p>First discuss what the words more/less/equal/fewer mean. Can they give an example? Maybe get your child to collect more teddies than you have etc.</p> <p>Highlight these key words on their sheet so they can see them written down.</p> <p>To support your child on the first questions get them to count up the amount of each individual item first and write it down to help them compare quickly.</p>
R.E.	<p>The Last Supper</p> <p>Re-watch the story of The last supper.</p> <p>You can also read this story in Luke 22:7-30 on bible gateway.</p> <p>Look back at the picture you created and think about why Jesus is meeting with his disciples. What happens during the last supper and how do you think Jesus was feeling?</p> <p>Fill the speech bubbles to show what Jesus said to his disciples.</p>	<p>Choose which version of the lined speech bubbles you want and cut out for your child to add onto the scene.</p> <p>Your child can also role play parts of the last supper to support understanding and help them remember Jesus' words.</p>
RESEARCH	<p>Geography Task</p> <p>Think about everything they have learnt about Antarctica.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Where Antarctica is. • What the conditions/surroundings are like in Antarctica. • How penguins are able to survive in Antarctica. • How Antarctica compares to the Sahara Desert. • Why animals such as polar bears do not live there. <p>Use the template provided to create an Antarctica fact file! Fill it with all of the information and amazing facts you have learnt about the frozen wonderland of Antarctica!</p>	<p>To support this task you could first make a list of everything your child knows about Antarctica.</p> <p>Now think about how you could split this up into sections – have they talked about what it looks like/which animals live there/why polar bears don't etc.</p> <p>In each section there is an orange box where your child can put a little title to tell you what each section will be about. E.g in the first orange box they may decide to write about 'What Antarctica looks like.' In the black box underneath, they can then write all of the facts they know in full sentences! Don't forget to add a beautiful picture!</p>



Dear Year One,
me and Miss McNally are missing you
all! We hope that you had a lovely
Easter at home with your family. Your
special challenge this week is to have a
go at learning to tie your own shoe
laces! I can't wait to see how you've
done when I see you all soon!

Miss Rackham

ENGLISH – TASK 3



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

and

but

or

- a) I wanted to go swimming but the swimming pool was closed.
- b) I fell over _____ I bumped my head.
- c) Would you like to go to the park _____ would you rather play on your bike?
- d) I wanted to go to the beach _____ mum said we couldn't go.
- e) I like to watch football _____ I can't play it.
- f) I took my dog for a walk across the field _____ we both got muddy.

2. Write your own sentences using the co-ordinating conjunctions below.

but

or

and

Goldilocks and the Three Bears

by Abigail Flint



Goldilocks saw three bowls of porridge.

The first bowl was too hot.

The second bowl was too cold.

The last bowl was perfect.

Goldilocks ate it all.



Goldilocks saw three chairs.

The first chair was too high.

The second chair was too low.

The third chair was perfect.

The chair broke.



Goldilocks saw three beds.

The first bed was too hard.

The second bed was too soft.

The last bed was perfect.

ENGLISH – TASK 4 (QUESTIONS)

Use the story and pictures to answer the questions.

1 Goldilocks saw three bowls of corn flakes.

Write **Yes** or **No**. _____

2 The first bowl was too hot.

Write **Yes** or **No**. _____

3 Goldilocks saw three chairs.

Write **Yes** or **No**. _____

4 Goldilocks liked the third chair best.

Write **Yes** or **No**. _____

5 Tick **one**.

Goldilocks saw three:

baths. birds.

beds. buds.

6 *“The last bed was perfect.”*

“perfect” means the same as what?

Tick **one**.

awful just right

bad okay

Practice text: Goldilocks and the Three Bears

Cracking the questions

Question	Answer	Focus	Strategy
1. Goldilocks saw three bowls of corn flakes. Write Yes or No .	No	1b	<p>Question focus: <i>identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
2. The first bowl was too hot. Write Yes or No .	Yes	1b	<p>Question focus: <i>identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
3. Goldilocks saw three chairs. Write Yes or No .	Yes	1b	<p>Question focus: <i>identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • decide if the sentence in the question tells you the same thing. If it does, you should write 'Yes'. If not, you should write 'No'.
4. Goldilocks liked the third chair best. Write Yes or No .	Yes	1d	<p>Question focus: <i>make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • remember that you are not told the answer to the question. You have to read the information you are given and decide what you think the answer is.
5. Tick one. Goldilocks saw three: <input type="checkbox"/> baths. <input type="checkbox"/> birds. <input type="checkbox"/> beds. <input type="checkbox"/> buds.	beds. ✓	1b	<p>Question focus: <i>identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • read the text. Think about what it tells you. • tick the word that matches the text.
6. "The last bed was perfect." "perfect" means the same as what? Tick one. <input type="checkbox"/> awful <input type="checkbox"/> just right <input type="checkbox"/> bad <input type="checkbox"/> okay	just right ✓	1a	<p>Question focus: <i>draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • find the sentence "The last bed was perfect" in the text. • think about what the word "perfect" means. • look at the choices in the question. Tick the best one.

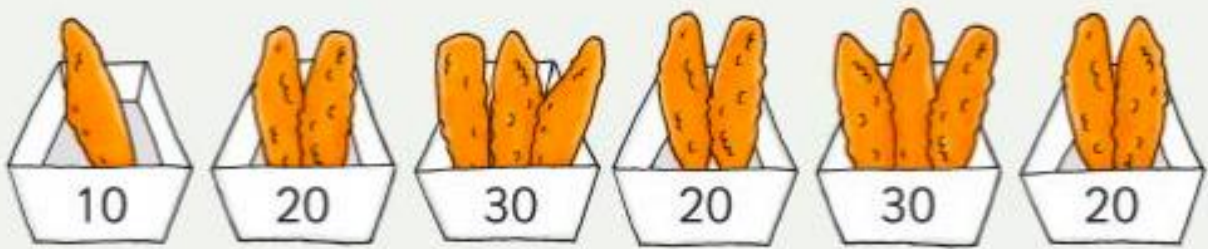
Date: _____

Place value

Recognise place value in numbers to 20



You will need:
• coloured pencils




Teacher's notes

Children colour one portion of fish and one portion of chips to match the shirt of the customer buying them.



Read and write numbers from 1 to 20 in numerals and words

1 Match up the numerals to the words. One is done for you.

	6	15	12	4	20	10
	six		ten		twelve	
fifteen		four		twenty		

2 Write the numerals for the following. One is done for you.

thirteen

a three

d seventeen

b two

e eleven

c eight

f nineteen

3 Now, try and write these numbers in words.

a 7

b 11

c 14

d 16

e 20



Use ordinal numbers

1 The children are lining up at school. Match the ordinal numbers. One is done for you.

2 Write a word to complete the sentences. One is done for you.

The toy is the doll .

a The toy is the teddy .

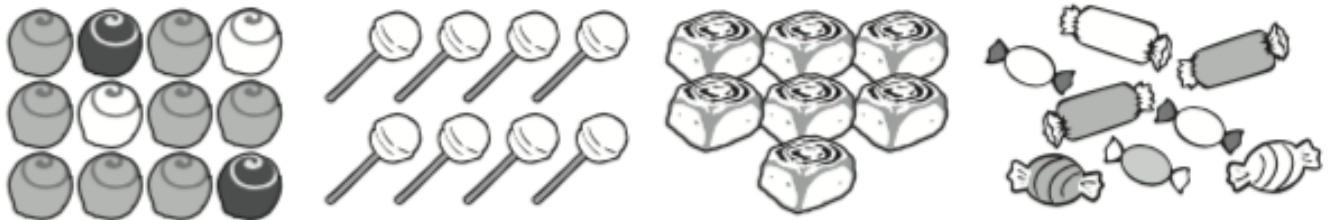
b The toy is the train .









3 Write the ordinal numbers on the stepping stones. Some are done for you.

MATHS – TASK 5

Count and compare numbers up to 100, using the language of: equal, more than, less than (fewer), most, least


1 Write equal, more or fewer in each of the sentences below.



- a There are lollipops  than chocolates .
- b The number of sweets  is than the number of buns .
- c There are buns  than chocolates .
- d The number of lollipops  is to the number of sweets .

2 Write more than, less than or equal to.

a  is 14

b  is 44

c 47 is 52

d 84 is 75

e  is 96



