



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.holynamesprimary.co.uk

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

WEEKLY HOMEWORK LETTER

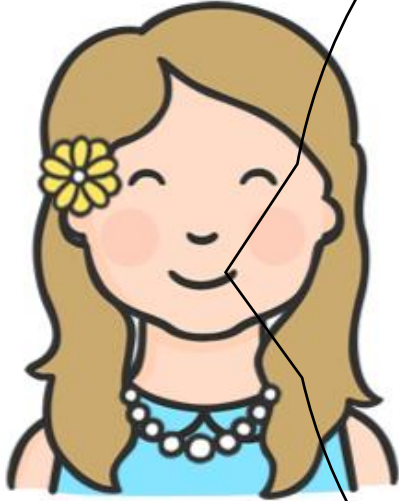
YEAR GROUP	One	NO.	8	DATE:	01.06.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English Tasks, a Spelling task, 5 Maths tasks, an R.E task and a science-based task. Aim to complete one English and maths daily. I have also added some extra reading onto purple mash if you're looking for some different books to explore!	
READING	Your reading tasks this week are on purple mash. The story is called Sky-scraping Sunflowers! There is a chapter a day for you to read and then a mini quiz to go with it!	
ENGLISH TASK 1	<p>Phonics Mapping and Sorting Phase 5: ee/ea/ey/e-e</p> <p>E.g – 'ee' as in feel</p> <ul style="list-style-type: none"> - 'ea' as in treat - 'ey' as in honey - 'e-e' as in complete <p>Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – I am going to complete my work. You have earned a treat.</p>	<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 – h o n ey 6. Discuss how many sounds are in the word – get your child to add rainbows, beans and sausages to the word. 7. Questions why it might be 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	<p>Active Phonics: ee</p> <p>Watch this active phonics video.</p> <p>If the word on screen uses an e you need to jump. If the word uses and ee you need to sit. If the word uses and ea you need to hop! If the word uses ey you need to do a starjump. If the word uses e-e you need to stretch.</p> <p>Don't worry about pausing the video if you need some more time to sound out the word.</p>	
TASK 3	<p>Adjective, Verbs and Nouns.</p> <p>What do each of these words mean? An adjective is a describing word – e.g. That meal was delicious!</p> <p>A verb is a word that tells us what we are doing – e.g. The girl was running up the hill.</p> <p>A noun is a word that tells us what a thing is (a name) – The spoon is on the table.</p> <p>Sort the words into the correct part of the table.</p>	<p>These videos will help show the difference between a verb, noun and adjective.</p> <p>Video 1 Video 2</p> <p>If your child is struggling, try putting the word into a sentence to help your child see what the word is doing. Is it describing another</p>

		word/is it telling you what is going on/ is it naming something.
TASK 4	<p>Cracking Comprehension: Minibeasts in the Garden.</p> <p>Answers are provided (find them attached after the question sheet).</p>	<p>Strategy to support understanding and answering Cracking Comprehension questions:</p> <ul style="list-style-type: none"> • read the text and look at the pictures carefully. Think about what it tells you. • read the question carefully. • think about the information you will need to find. • think about where in the text you will look for it. • Scan the text to look for the information you need. • reread the text to check you are right.
TASK 5	<p>Watch the video of The Gingerbread Man.</p> <p>Imagine you are the Gingerbread Man trapped in the oven! What can you see out of the oven window?</p> <p>On the sheet below draw what you can see in the kitchen, there might be a sofa in the corner, a table in the middle, some curtains on the wall. Add as much detail and colour as you can!</p> <p>Your task is to then write a setting description for the kitchen the gingerbread man is being baked in.</p>	<p>Think about what type of information you will need to include: Item/where it is/what it looks like/size/colour.</p> <p>Try to use adjectives (describing words) and link words using conjunctions.</p> <p>E.g – There is a tall, brown cupboard in the corner of the room and on its shelves are lots of round, yellow plates. At the side of the room the curtains hang to hit the dirty, grey floor but are held open by a beautiful yellow ribbon that brightens up the room.</p>
SPELLINGS	<p>Spellings. – ee</p> <p>EXTRA CHALLENGE – can you add these new words your own mini-dictionary? Write the word down and try to explain what the word is/means. You could even draw a picture next to your sentence to help the reader understand!</p>	<ul style="list-style-type: none"> • Say the word and say what you hear. Look at the sounds you recognise. • Say out loud again with ‘flashy fingers’. • Add beans and sausages to help. • Practise the word until it is fixed in your memory. • Use your knowledge of spelling rules and patterns. • Cover the word and write it. Does it look right when you write it down.
MATHS TASK 1	2/5/10 snakes games on purple mash.	<p>You can find this on purple mash by clicking on the 2do red tick at the top of the page.</p> <p>It may be helpful to watch these videos with your child to remind them of the multiples in 2/5/10. We use these in class and so your child should recognise them:</p>

		<p>Multiples of 2</p> <p>Multiples of 5</p> <p>Multiples of 10</p>
TASK 2	2/5/10 – can you count in multiples?	<p>Each page is split into 2/5/10 to make it clear to your child what they should be counting in.</p> <p>Point out to your child that they do not need to count each small picture individually but in multiples, e.g. as socks and shoes come in pairs they can count them in 2's.</p> <p>If they are struggling, you could make groups of the correct amount with real items from around the house.</p> <p>Your child should notice that multiples of 2 always end in a 2,4,6,8 or a 0 (a ten).</p> <p>Multiples of 5 always end in a 5 or 0 Multiples of 10 always end in a 0 (a ten).</p>
TASK 3	Odd and Even.	<p>Here are some videos to support your child in understanding odd and even numbers.</p> <p>Video 1</p> <p>Video 2</p> <p>You can help your child understand by discussing that if a number is a multiple of 2 then it is even. If it is not then it is odd.</p> <p>You can further support your child by gathering the number needed in practical items, e.g 14 pencils. If they can split the pencils into 2 groups (1 for you, one for me) that both have the same amount then it is even, as it has been shared evenly. If there is a different amount in each group, then it is odd.</p>
TASK 4	<p>Odd and even worksheet.</p> <p>Extra Challenge – my maths activity.</p>	
TASK 5	Wrong Patterns	<p>Look at each pattern one at a time. Get your child to start from the end with the smallest number and work out the pattern from that direction. A good way to spot the pattern that it is going up in is to write the number of each jump in on top of the numbers like a number line. E.g. between the number 6 and 8 there is a jump of 2 so draw a jump and +2 above.</p>

<p>R.E.</p>	<p>Re-watch the video that shows us Jesus ascending into heaven and promising to send the Holy Spirit.</p> <p>Think about how the disciples would have felt knowing Jesus was now in heaven but had still promised to send the love and support of the holy spirit.</p> <p>Now watch this video showing the story of Pentecost when Jesus kept his promise and sent the Holy Spirit to his disciples.</p> <p>You can also read the events of Pentecost here in Acts 2.</p> <p>Your task is to re-write the story of Pentecost starting with the disciples seeing Jesus going up to heaven and waiting for his promise of the Holy Spirit.</p> <p>There are some page borders attached that you can use to write on.</p>	<p>Talk through why Jesus ascended up to heaven and how his disciples were still on earth.</p> <p>Then talk about how Jesus had kept his promise and sent the Holy Spirit to them.</p>
<p>RESEARCH</p>	<p><u><i>Science-based Task</i></u></p> <p>This week we are going to be looking at plants. Attached below are pictures of flowering plants, you can use this or you could go out into the garden or to the park and look at some flowers there. You need to recreate what you see in any way you want! You could draw/paint/chalk.</p> <p>Then look at the list of plant parts and which part of your picture they match up to. You need to label your plant using the names below. Can you also write a little sentence for what you think each part of the plant is for? E.g The roots are to help the plant get water.</p> <p>EXTRA ACTIVITY – after talking to you on the phone this week I heard that lots of you have been getting in the garden and planting lots of flowers! As an extra activity you could keep a plant diary over the next few weeks to record how your plant changes as it grows! I have attached a template you could use for this. If you do not have access to a garden to do this don't worry!</p>	<p>You can use this video of parts of a plant before looking at the labels. Your child may know some or all of the parts beforehand, but this is just to support any gaps.</p>



Dear Year One,
I hope you had a lovely weeks holiday! I loved talking to you all on the phone last week and hearing about all the amazing things you have been doing at home! I can't wait to see you all soon! This week your special challenge is to write down 1 thing you have done to help someone at home each day. Keep them all together and then on Sunday you can see how kind and fantastic you have been!

Miss Rackham

ENGLISH – TASK 3

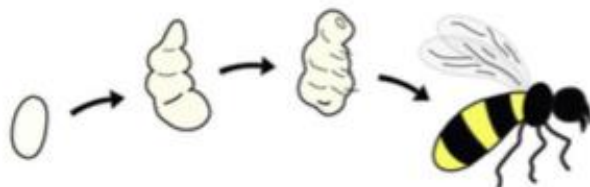
Adjective	Noun	Verb

big	blue	tiny	scary
terrifying	sleepy	brown	creepy
beautiful	noisy	smelly	hungry
ancient	calm	smooth	delicious

train	table	pond	boy
girl	bear	lion	cat
Africa	London	India	America

jumping	hopping	running	sleeping
crying	laughing	eating	shouting
swimming	gliding	rolling	travelling

Minibeasts in the Garden or Park



Minibeasts are very small animals. You can find them outside in a garden, a park, a wood or a pond. There are many different kinds of minibeasts.

Insects

Insects all have six legs. Ants, flies, bees, butterflies and ladybirds are all insects. All of these insects are born from eggs. They are larvae when they hatch, then the larva turns into a pupa and finally out comes an adult.

Spiders

Spiders have eight legs, so they are not insects. Spiders are born from eggs. When the eggs hatch, tiny little spiders come out. Most spiders spin sticky webs. Other minibeasts fly into their webs and can't get off again so the spiders can eat them.



Slugs and snails

Slugs and snails have no legs, but the bottom side of the body is called the foot. Slugs and snails eat plants. Sometimes, they eat dead plants but they also eat young plants and often kill them. Slugs and snails make a sticky slime. This helps them to slide over rough ground without hurting their foot.

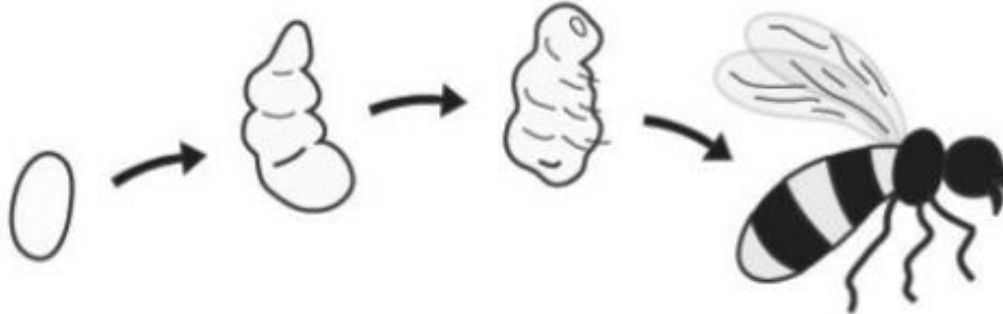
Remember to have an adult nearby if you want to look for minibeasts in a garden or park because some minibeasts sting. After you have looked at the minibeast, you should always let it go.

ENGLISH – TASK 4 (QUESTIONS)

1 Write the names of three insects that live in gardens and parks.

1b

2 Label these pictures to show how an insect grows.



1c

3 Find the spider.



4 How do most spiders catch their food?

1a


5 What is the bottom side of a slug called?

1b

6 What helps slugs and snails to slide over rough ground?

1b

1b

Teaching text: Minibeasts in the Garden or Park 

Cracking the questions

Question	Answer	Focus	Strategy
1. Write the names of three insects that live in gardens and parks.	Any three of ants, flies, bees, butterflies, ladybirds.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. scan the text, looking for the names of three insects. copy the names of the insects.
2. Label these pictures to show how an insect grows.	larva, pupa (correctly labelled)	1c	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> carefully read the question. look at the pictures. scan the text for words that name each stage in how an insect grows. write the words in the spaces.
3. Find the spider.	spider picture (with eight legs) ticked	1a	<p><i>Question focus: 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. use the headings to decide where to look for information. find information in the text that will help you to choose the right picture.
4. How do most spiders catch their food?	They spin sticky webs/in webs.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
5. What is the bottom side of a slug called?	the foot	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.
6. What helps slugs and snails to slide over rough ground?	They make a sticky slime.	1b	<p><i>Question focus: identify/explain key aspects of non-fiction, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. use the headings to decide where to look for information. find information in the text that will help you to answer the question. write the answer.

ENGLISH TASK 5 – draw your kitchen



SPELLINGS

Please note that this sheet should remain at home for your child to practise.

To practise these words say each sound aloud as you write it.

Any sounds which are spelt using two or more letters are in bold print.

Each sound should be said aloud for the whole time that it is being written.

When writing two 'chunk' words (e.g. ve-ry) say each sound in the 'first chunk' (as it is being written) then say the first chunk. Then move onto the second chunk.

After the word has been written, 'sound check' the spelling of each sound in the word by dotting each sound spelt using a single letter and underlining any sounds spelt using two or more letters - each sound should be said aloud as it is being dotted or underlined.

e.g. d r ea m p! ea se r e - p! ea t

th <u>e</u> <u>s</u> <u>e</u>				
th <u>e</u> <u>m</u> <u>e</u>				
<u>e</u> <u>v</u> <u>e</u> <u>n</u>				
<u>g</u> <u>e</u> <u>n</u> <u>e</u>				
com-ple <u>e</u>				
ex-tr <u>e</u> <u>m</u> <u>e</u>				

High Frequency Words:

ea t				
s ea				
ea ch				
p l ea se				

Count in twos

1 Count in **twos** to find the answer.

a How many socks can you see?



b How many shoes are there altogether?



c How many ties are there in total?



2 Now count in **twos** and write the missing numbers on the shapes.



Count in fives

1 Count in **fives** to find the answers.

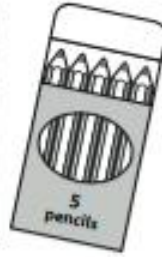
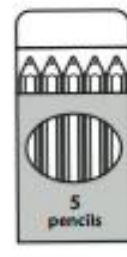
a How many balls are there altogether?



b How many rockets can you see?



c How many pencils are there in total?



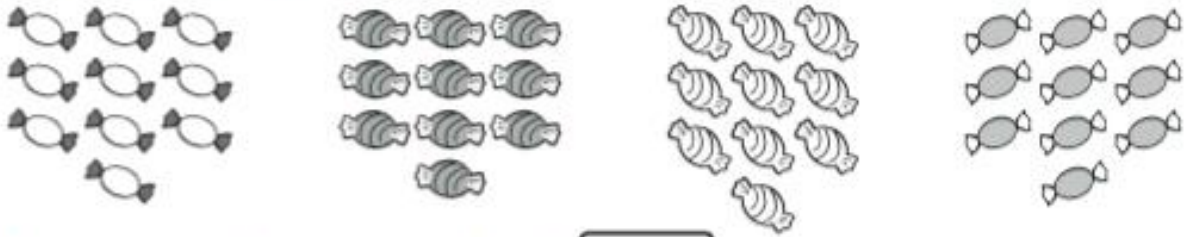
2 Now count in **fives** and write the missing numbers on the shapes.



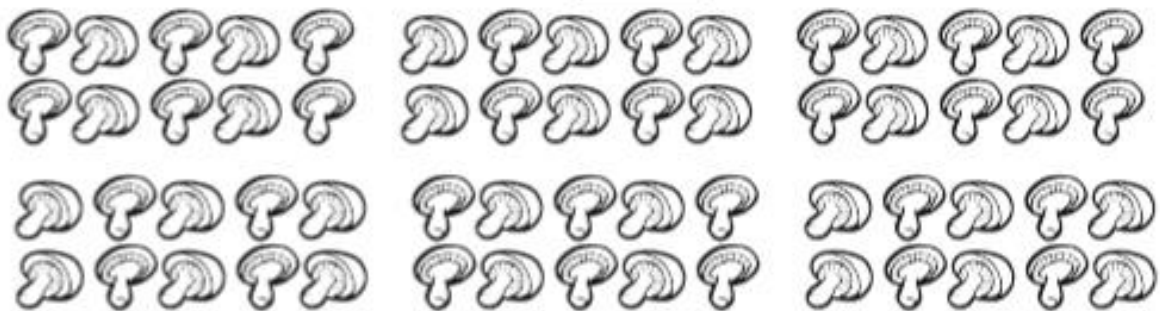
Count in tens

1 Count in **tens** to find the answer.

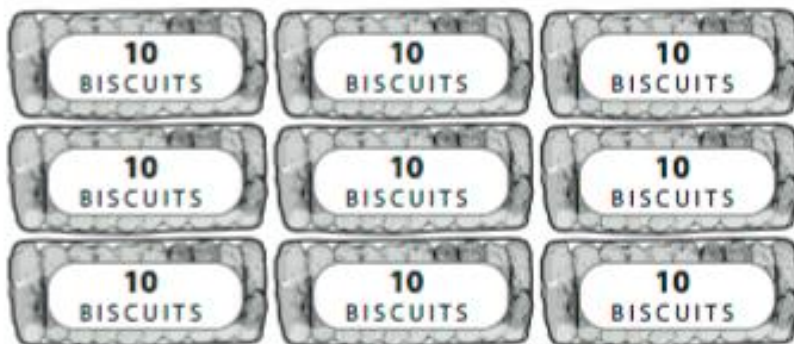
a How many sweets can you see?



b How many mushrooms are there?



c How many biscuits are there?

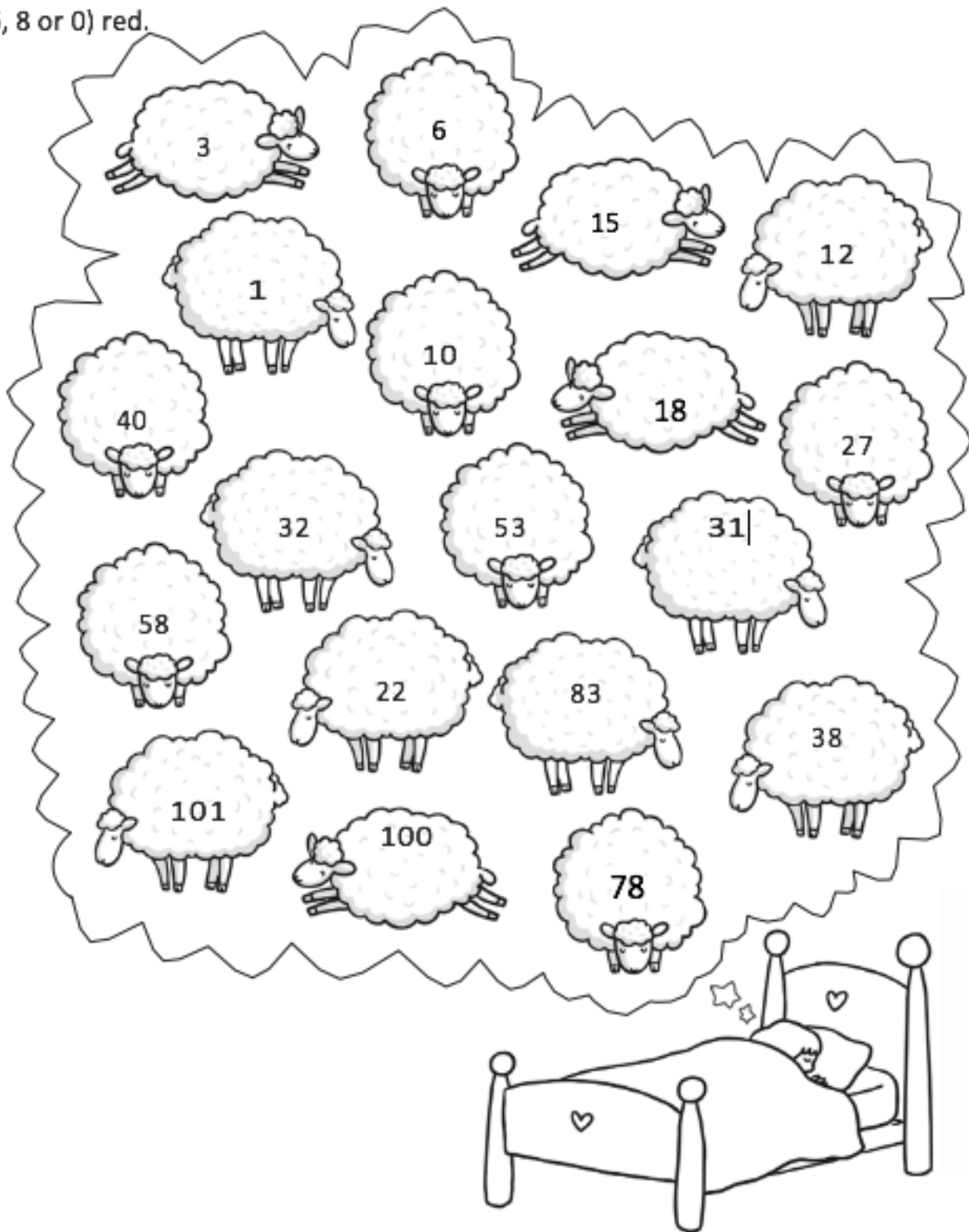


2 Now count in **10s** and write the missing numbers in the boxes.

a	0	10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b	40	50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c	65	<input type="text"/>	85	<input type="text"/>	<input type="text"/>	<input type="text"/>
d	33	<input type="text"/>	53	<input type="text"/>	<input type="text"/>	<input type="text"/>

Recognising Odd and Even Numbers

Look at the sheep being counted below – colour in the odd numbered sheep (ending in 1, 3, 5, 7 or 9) blue and the even numbered sheep (ending in 2, 4, 6, 8 or 0) red.



Recognise odd and even numbers when counting

1 Draw rings around the odd numbers.

12 17 8 4 3 9

2 Count from 0 to 20 and write down all the even numbers.

0

 20

3 Now count from 20 to 40 and write down all the odd numbers.

.....

4 Start from 5 and count in **fives** to 100. Write down all the even numbers.

.....

5 a Write all the odd numbers in the correct place on the number grid.



70	71	72	73	74	75
76					

b What did you notice?

.....

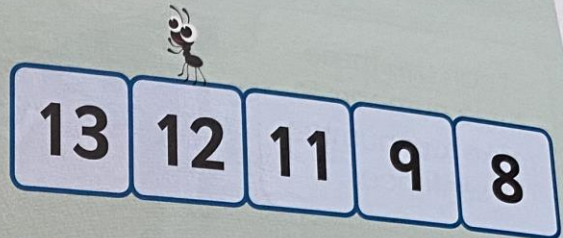
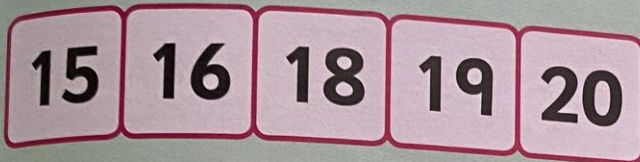
Wrong Patterns

Challenge

place value

Reasoning mathematically

What is the mistake in each pattern?



What should the correct patterns be?

Think about ...

What is the rule in each pattern?

What would each pattern look like as jumps on a number line?



What if?

If you count on from 16, will you say the number 12? Explain why.

If you count on in twos from 6, will you say the number 20? Explain why.

When you've finished, turn to page 80.







Flower	Petal	Stem
Roots	Leaves	

SCIENCE EXTRA-ACTIVITY *draw a picture of what you plant looks like each week and write a sentence to describe the changes.*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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