



HEADTEACHER: Mr A.G. Neenan

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

email: headteacher@holyname.sandwell.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.	2	DATE:	30.03.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English Tasks, 5 Maths tasks, an R.E task and a science-based research task. Aim to complete one English and maths daily. Me and Miss McNally hope that you are all doing well at home and are teaching your mummies and daddies something new! We hope to see you all soon!	
ENGLISH TASK 1	Phonics mapping and sorting. Phase 5: ow: ou Extra challenge: can they put any of these words into sentences and write them out.	Sound out each part of the word before they blend it back together. Make sure they are reading the words in order and not just picking all of the 'ow' out first.
TASK 2	PHONICS PLAY ARE OFFERING FREE SUBSCRIPTIONS FOR A MONTH. Please see a screenshot of the information needed below. Phonics play: ow/ou sound. Buried Treasure	Can they beat their top score from last week?
TASK 3	Cracking comprehension: Night Travels	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. • 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 4	Words and Sentences activity – sheet attached.	Talk to your child about what a sentence is. Think about how it has to make sense when reading it. It begins with a capital letter and ends with a full stop.
TASK 5	Write a letter to an older person in your community to check up on them. If you are looking for somewhere to send your letters, below is an address for a retirement	Discuss who might need someone in your local area to talk to. Things to remember: <ul style="list-style-type: none"> • Say who you are writing to. • Capital letters and full stops.

	home in Kingstanding that has requested letters from the community.	<ul style="list-style-type: none"> • Capital letters for names • Use 'I' when writing a letter • Ask the person some questions about themselves
MATHS	Number: practise counting in 2's, 5's and 10's. This balloon popping game might be helpful!	If your child is not confident counting in 2/5/10 you can use object to supper adding the same amount each time so they can physically see and count the amount.
DAY 1		
DAY 2	Which measure?	You can complete these tasks practically using different jugs and water at home to help your child see the differences in capacity in real life.
DAY 3	Compare, describe and solve problems for volume/capacity.	
DAY 4	Measure and begin to record volume/capacity	
DAY 5	Busy Ants Reasoning – Is it fair?	Talk through the question together – use different sized containers at home that are filled in the same way as the picture. If your child is still struggling to understand refer to the 'Think About' section under the initial question for prompts to give them. If your child needs an extra challenge refer to the 'What If' section at the bottom of the page.
R.E.	<p>The Last Supper Watch the story of The last supper. You can also read this story in Luke 22:7-30 on bible gateway. 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>Find attached a copy of Leonardo da Vinci's famous portrait of the last supper. Can you recreate this picture yourself – you can use crayons/paint/collage/chalk outside. Be as creative as you like!</p>	On biblegateway select international children's bible from the drop down menu and then search Luke 22:7-30
RESEARCH	<p><u>Science</u></p> <p>Our topic this term has been looking at animals. This week think about the types of animals that we keep as pets.</p> <p>Think about which animals are safe to have as pets. Which animals would/would not make good pets and why. What does a pet need? (food/shelter/love) Do you have any pets/know anyone who has a pet?</p> <p>Create a poster on a pet. This could be your own or one you would love to have! Think about the questions above so you can add lots of information on your pet poster!</p>	Draw a picture of your pet/dream pet and add at least 2 sentences around the picture.



Coronavirus Update

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details

Username: **march20** Password: **home**

We are currently very close to completing a new version of the PhonicsPlay site that is accessible on all phones and tablets. We will therefore also ensure that it is possible for users to freely access this new version of the site (with apologies in advance for any areas of the site that are not yet fully finished or double checked). The site can be accessed here: new.phonicsplay.co.uk.

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription.

If you haven't already discovered www.phonicsplaycomics.co.uk you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

We wish you good health and all the very best at this stressful time.

Address for retirement home in Kingstanding

Can you write to us?
Let's be pen pals!

Manor House Residential Home
1 Amblecote Avenue
Kingstanding
Birmingham
B44 9AL

Cracking Comprehension – Night Travels

Night Travels by Joe Berger



This summer, Mum and I visited Earth for our holidays.
Earth people are scared of aliens, so we travelled at night.
Earth has lots of big mountains and seas.



We visited a city during the day.
It was very busy and very exciting.
We did not want to scare the Earth people so we dressed up as cats.



I got chased by a dog. Now I was scared.
I hid up a tree. Now Mum was scared.

Cracking Comprehension – Night Travels (questions)

- 1 Dad and I visited Earth.
Write Yes or No.

1b

- 2 We travelled at night.
Write Yes or No.

1b

- 3 We went to the city at night.
Write Yes or No.

1b

- 4 We liked the city.
Write Yes or No.

1d

- 5 Choose one.
We dressed up as:

cards. carts.

cars. cats.

1b

- 6 "Now Mum was scared."
"scared" means the same as which word?
Choose one.

afraid sad

cross shouting

1a

Teaching text: Night Travels



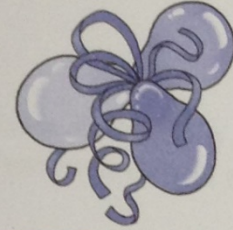
Cracking the questions

Question	Answer	Focus	Strategy
1. Dad and I visited Earth. Write Yes or No .	No	1b	<p><i>Question focus: 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. We travelled at night. Write Yes or No .	Yes	1b	<p><i>Question focus: 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. We went to the city at night. Write Yes or No .	No	1b	<p><i>Question focus: 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. We liked the city. Write Yes or No .	Yes	1d	<p><i>Question focus: 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. Choose one . We dressed up as: <input type="checkbox"/> cards. <input type="checkbox"/> carts. <input type="checkbox"/> cars. <input type="checkbox"/> cats.	cats. ✓	1b	<p><i>Question focus: 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. "Now Mum was scared." "scared" means the same as which word? Choose one . <input type="checkbox"/> afraid <input type="checkbox"/> sad <input type="checkbox"/> cross <input type="checkbox"/> shouting	afraid ✓	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. • find "Now Mum was scared" in the text. • think about what the word "scared" means. • look at the choices in the question. Tick the best one.

Words and sentences

Remember

When you write, you put words in order so they make a sentence.
A sentence makes sense and tells you something.
Jack went to the party.



Try it

1 Do the words make a **sentence**? Put a tick or cross in each box.

Lily sisters

like books

Lily has three sisters.

rain wet

I like books.

Rain is wet.

2 Look at the picture. Write a **word** on each line to complete the sentence.

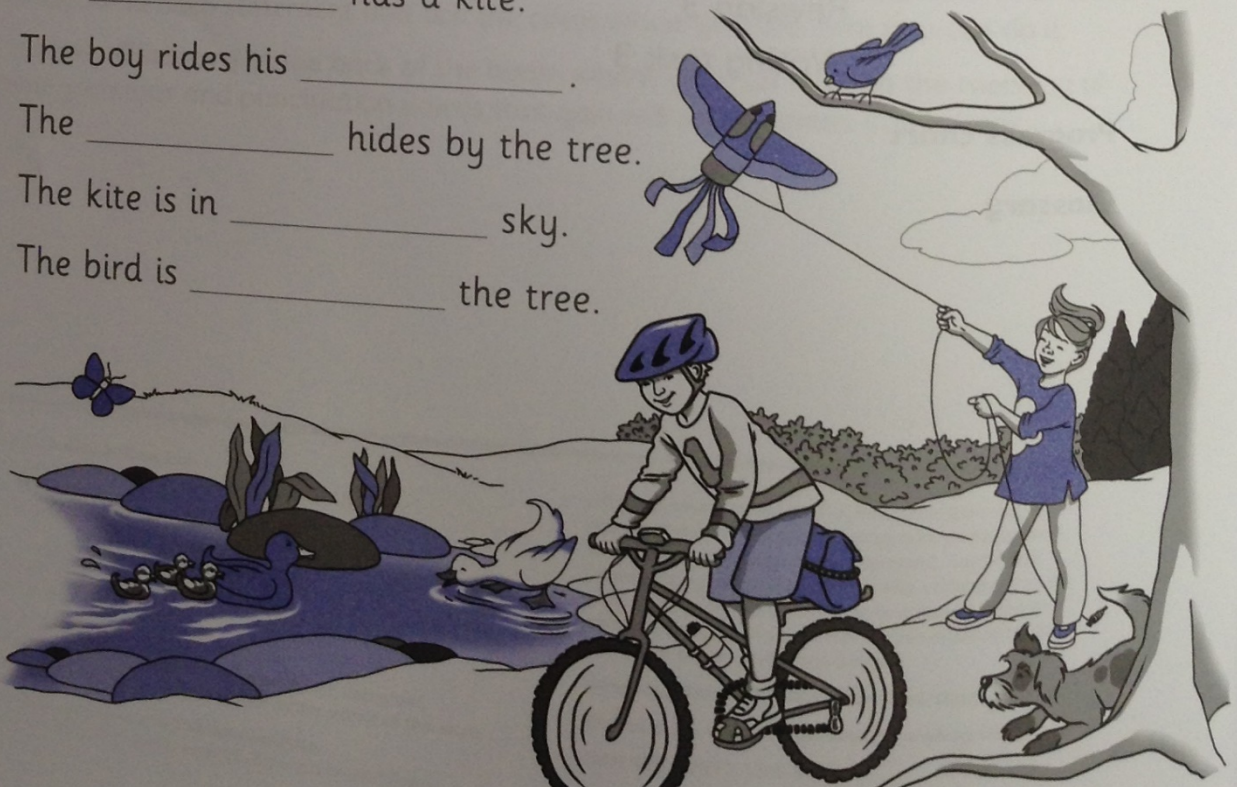
The _____ has a kite.

The boy rides his _____.

The _____ hides by the tree.

The kite is in _____ sky.

The bird is _____ the tree.

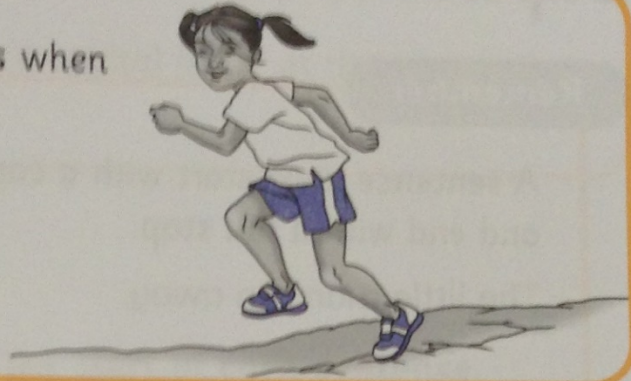


Remember

Leave spaces between the words when you write a sentence.

Iwentforarun. ✗

I went for a run. ✓



More practice

- 1 Put the **words** in order so they make a **sentence**. Write each sentence with spaces between the words.

sad. was Ben _____

have a I dog. _____

sat Gran in chair. her _____

the I to zoo. went _____

the swim in Fish sea. _____

- 2 Complete the **sentences** using your own **words**.

I like to _____.

I have _____.

I can _____.

I go to _____.

Today it is _____.

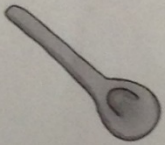
Sentence practice

Complete this sentence.

The bus _____.

Which measure?

Compare capacities



small spoon



cup



jug



big spoon

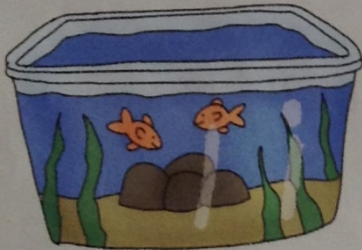


bucket

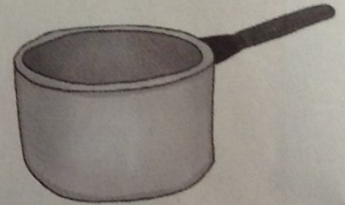
holds least

holds most

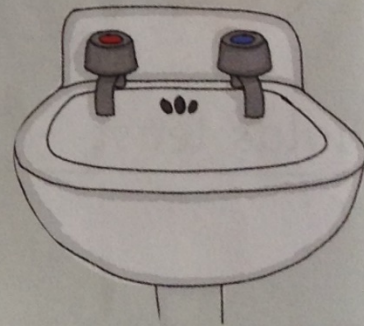
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holds than



holds than



holds than

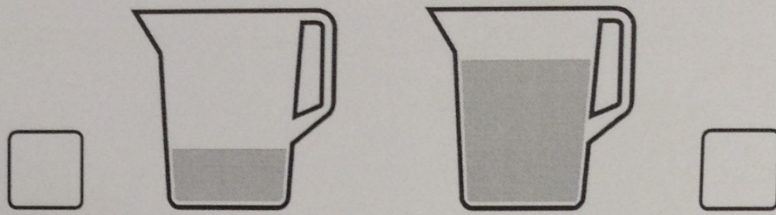


Teacher's notes

Children write the non-standard measures shown at the top of the page in order. They then compare each pair of objects and complete the sentence using the word 'more' or the word 'less'.

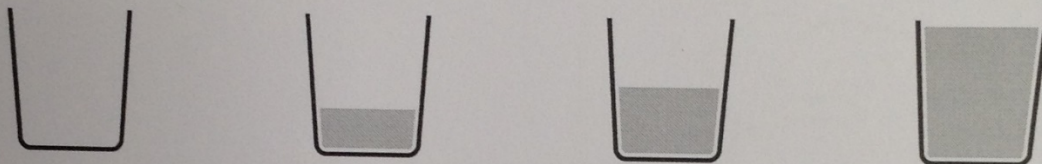
Compare, describe and solve problems for capacity/volume

1 Which jug has more water? Put a tick (✓) by you answer.



2 Draw a line from each glass to the correct word or phrase.

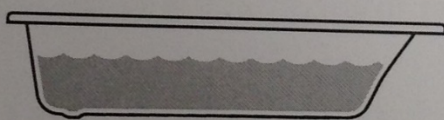
half full full quarter full empty



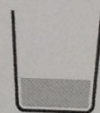
3 Write a word to complete each sentence so that it compares the capacity. Choose from: **more** **less**

a The glass has water than the vase.

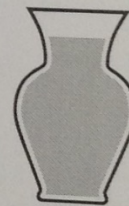
b The bath has water than the glass.



bath

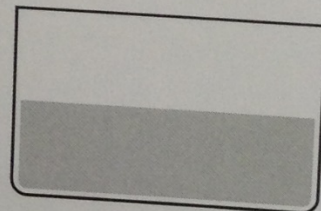
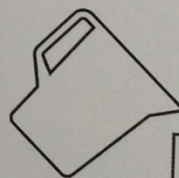


glass



vase

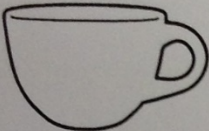
4 The jug was full with water. Then Yannick poured the water into the container. Which has the greater capacity, the jug or the container?

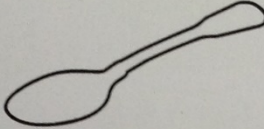


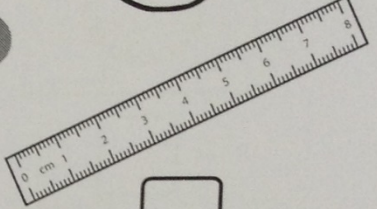
Measure and begin to record capacity/volume

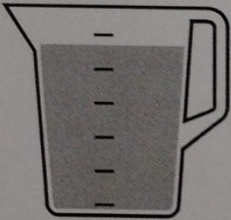


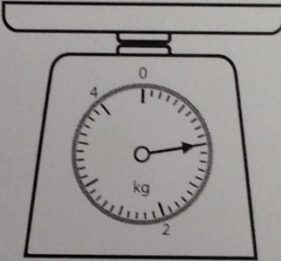
1 Azra was making a jug of fruit punch. Which of the following could she have used to measure the liquid she needed? Tick (✓) the boxes.

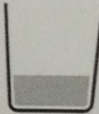
a 

c 

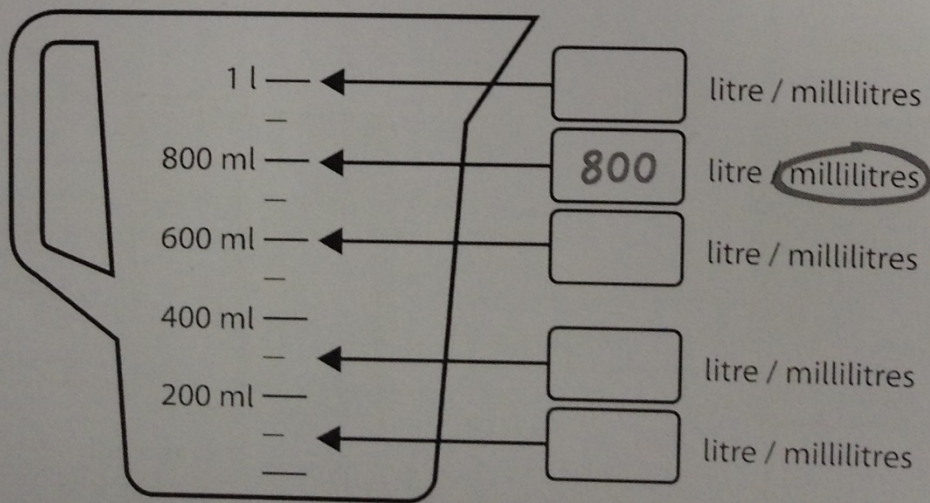
e 

b 

d 

f 

2 Write down the amount shown by each arrow. Circle whether your answer is **millilitres** (ml) or **litres** (l). One is done for you.



1 l	←	<input type="text"/>	litre / millilitres
800 ml	←	800	litre <u>millilitres</u>
600 ml	←	<input type="text"/>	litre / millilitres
400 ml	←	<input type="text"/>	litre / millilitres
200 ml	←	<input type="text"/>	litre / millilitres

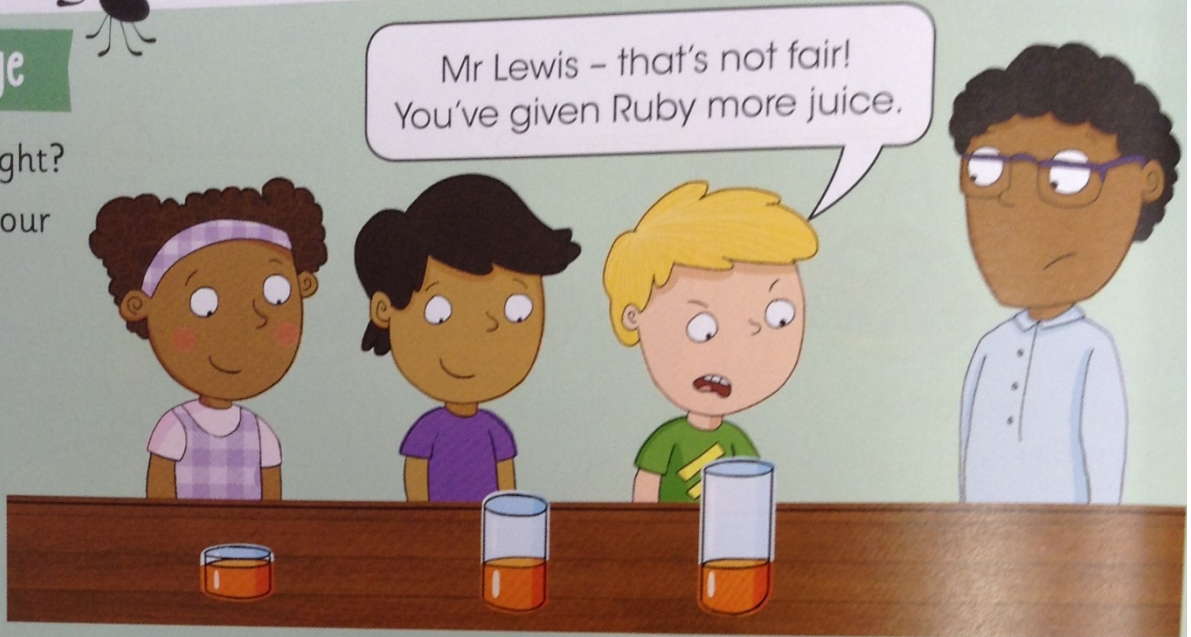
Is it fair?



Challenge

Is Jake right?
Explain your thinking.

Mr Lewis - that's not fair!
You've given Ruby more juice.



Think about ...

What is the same
about the glasses?



What is different?

What if?

Jake - is
this fair?



Explain your thinking.

When you've
finished, turn
to page 80.



R.E – reference picture. Leonardo da Vinci's the last supper.

