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

WEEKLY HOMEWORK LETTER

YEAR GROUP	One	NO.	5	DATE:	04.05.20
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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 history-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!	
ENGLISH TASK 1	<p>Phonics Mapping and Sorting Phase 5: split digraphs: a-e, e-e, i-e, o-e, u-e (these 2 letters make one sound but must be split up by another letter).</p> <p>Remind your child that we do not say the 'e' sound but we are not ignoring it because it helps the other letter make the sound.</p> <p>E.g – 'a-e' as in cake</p> <ul style="list-style-type: none"> - 'e-e' as in these - 'i-e' as in decide - 'o-e' as in suppose - 'u-e' as in amuse <p>Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – I can't decide what costume to wear.</p> <ul style="list-style-type: none"> - That cake was delicious! 	<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 – c a k e 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>Phonics play – Select phase 5 and then choose a split digraph to practise.</p> <p>OBB and BOB game</p>	
TASK 3	<p>The prefix 'un'.</p> <p>'Un' is a prefix. It goes at the start of a word to give it the opposite meaning.</p> <p>E.g. – Tidy + Un = untidy - Kind + Un = unkind</p>	<p>Share the words with your child. Can they tell you what the original word means and then again give you a definition once the prefix 'un' is added.</p> <p>You could make this activity more practical by creating word cards and an 'Un' card. Your child could then physically put the word together.</p> <p>It may also be useful to make some cards where the prefix 'un' could not be added as the word would not make sense – E.g Unscared/uncried. Can they identify</p>

		the words that still make sense when 'un' is added and those that don't.
TASK 4	<p>Cracking Comprehension: Our Team</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 question carefully. • think about the information you will need to find. • think about where in the text you will look for it. • look for the sentences in the text. • Do not rely on personal experience. • reread the text to check you are right.
TASK 5	<p>Re-watch the video of the story of The Three Little Pigs.</p> <p>Stop when the big bad wolf can't blow down the brick house.</p> <p>How else could the story of ended? Think of your own alternative ending – E.g The big bad wolf realises he was being mean all along and apologises/The three little pigs mummy comes to save the day.</p> <p>There is a storyboard for you to plan out your alternative ending with drawings.</p> <p>Write out your alternative ending. Remember you do not need to start from the very beginning but just from where the wolf can't get into the brick house.</p>	<p>Write down as many different possibilities for an ending as you and your child can think of. They can be as imaginative as possible. This may be something they find hard to start with as they are so used to the 'expected' ending. You may need to share some examples. You could also role-play the story or use toys to play it out to help them imagine different ways the story could go next.</p> <ul style="list-style-type: none"> • Remember this is a traditional tale so we end with 'they lived happily ever after'. • Use capital letters for the start of sentences and names of any characters. • Use a range of punctuation (!/?/.) • Use adjectives (describing words) to add more description, E.g The small, round pig.
SPELLINGS	<p>Spellings.</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	<p>Helicopter Rescue - One more/less Ten more/less</p>	<p>This helicopter game will give you a number. Your child then has to select the answer on the hundred square.</p>

		<p>Once they have completed one more/less can they find ten more/less?</p> <p>Support can be given with this by noticing the pattern on the hundred square. Give them a number and ask them to physically count 10 more on the square. They will end up directly underneath the number they started on. Repeat again – can they spot the pattern. The ‘ones’ stay the same and the ‘tens’ go up or down depending if adding or subtracting. They should then start to be able to find the answer without physically counting (they may find this tricky!).</p> <p>If your child struggles to correctly answer numbers up to 100 you can shorten the amount of numbers given from the menu.</p>
<p>TASK 2</p>	<p>Multiplication problems with arrays.</p> <p>EXTRA ACTIVITY: my maths multiplication.</p>	<p>Multiplication is making sets of a certain amount and then counting up your total.</p> <p>Your child has done this before but may need a little reminder of the process.</p> <p>The pictures have all been put into arrays (this is just a grid like version of the amount shown to make it easy to visualise and work with).</p> <p>When counting up a total, children should remember that they may not need to count them one-by-one but can use their knowledge of 2,5,10 and see if they can count using these jumps.</p> <p>Here is a video to help you understand arrays in multiplication.</p>
<p>TASK 3</p>	<p>Make arrays to solve multiplication problems.</p>	<p>Here is a video to help you understand arrays in multiplication.</p> <p>The key thing to remember with this task is that if as in the first question they are making 4 lots of 5 marbles they show 5 marbles 4 times and not just put 4 ‘jars’ and share the 5.</p> <p>E.G. It should look like this:</p> <p>Jar: 1 2 3 4</p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p>NOT this:</p>

		<p>Jar: 1 2 3 4</p> <p>. . . .</p> <p>.</p>
TASK 4	<p>Division problems with arrays.</p> <p>EXTRA ACTIVITY: my maths division.</p>	<p>In this activity children are sharing out the items that they have. It may be helpful to remind them that if they are sharing 10 marbles between 5 jars that they ONLY have those 10 marbles.</p>
TASK 5	<p>Division problems with arrays.</p>	<p>Again here it will be really useful to use arrays to work out these questions.</p> <p>In question 1 you have 10 cars. 2 boys share them evenly so the cars are divided by 2. For the array it may help your child to draw 2 smiley faces at the top to show the 2 boys and then 'share' the cars between them. Again remind them that they only have 10 cars. The answer here is 5 as they only need to know how much 1 boy (or group) has.</p> <p>E.G. ☺ ☺</p> <p> . .</p> <p> . .</p> <p> . .</p> <p> . .</p> <p> . .</p>
R.E.	<p>Watch this video showing the story of Easter (until 2:26).</p> <p>Think about why Jesus sacrificed himself. Why were the women shocked when they opened the tomb? How do you think his disciples felt when he died on the cross and then again when they realised his body was no longer in the tomb?</p> <p>Look at the pictures below, cut them out and stick them in the correct order. Then use the lines next to the picture to caption what is happening.</p>	<p>You can also read the story of Easter here:</p> <p>Mark 15:42-47</p> <p>Mark 16:1-20</p>
RESEARCH	<p><u>History Task</u></p> <p>On Friday 8th May it is the 75th Anniversary of VE day, celebrating the end of World War 2. This is a very important celebration!</p> <p>Attached below is some information on VE day and why we celebrate it.</p> <p>Here are a couple of clips showing how it was celebrated in 1945!</p> <p>Clip 1 Clip 2 – Can you spot OUR Queen?</p>	<p>Your children will have some knowledge of WW1 from our history topic in September.</p> <p>You may need to remind them that VE day celebrations are to commemorate WW2.</p> <p>https://www.bbc.co.uk/programmes/articles/4TrqYDyf4PMdLypxzyTwGDg/great-british-bunting</p>

Think about why it is important we remember the war.

Why do you think people still like to commemorate the event?

Who is it important that we remember during this time?

As special commemorative events are no longer taking place [BBC radios](#) have created a bunting template for people to get involved at home and still remembering this special day.

Your task is to create your own bunting to hang in your window at home on Friday! Make it as creative as you can and as long as you want!

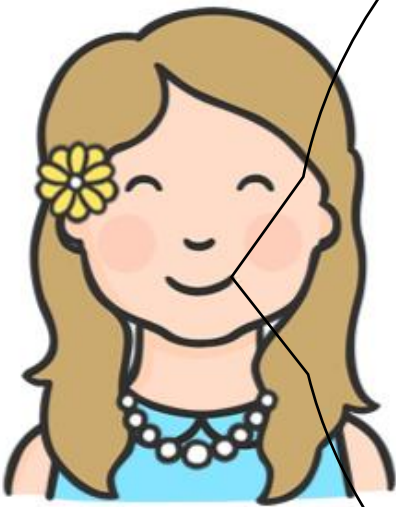
Attached is a link to BBC radios page to give you some ideas on what to put on each piece (E.g a soldier, a flag, hearts).

It would be nice if you could have some pictures taken of your amazing celebration bunting so that when we return to school we can look at what each other created! (don't forget to keep your creations and you can bring those in to show everyone too!)

Dear Year One,

I hope you have had a lovely week at home and are staying safe! Keep up the hard work! Me and Miss McNally can't wait to see and hear all about the things you have been up to at home. This week your special challenge is to do 3 jobs around the house! You might tidy your room, help wash up or ask your mummies and daddies what they need help with!

Miss Rackham



I can change words using the prefix 'un'. 1



'Un' is a prefix which gives the root word the opposite meaning.

Write the prefix 'un' at the beginning of the underlined words to complete the sentences.



1 The caterpillar is happy.



The caterpillar is



2 The caterpillar is well.



The caterpillar is



3 The sleeping bag is zipped.



The sleeping bag is



4 The door is locked.



The door is



I can change words using the prefix 'un'. 2



Put the correct word in the box in the sentences below.

unfair unzip unusual unable unsafe



1 Mum and dad think the garden is for Tommy.



2 Is it to make him stay in the house?

3 Tommy wants the caterpillar to the sleeping bag.



4 The caterpillar is to get out on his own.

5 "You're an looking caterpillar," says Tommy.



Our Team by Simon Mugford

School sports

At our school, we play lots of sports. We keep fit by running, jumping and catching.

There are five players in our football team. We work together to play the game.



Training

We work as a team to practise our skills – this is called training.

Before we start training, we stretch our arms and legs. This stops us getting hurt.

If we do get hurt, we must stop playing and get help.

Our coach makes us take breaks and drink lots of water too.

How we play

We kick the ball to each other.

Players score by getting the ball into the other team's net. Our goalkeeper tries to stop the ball going in our net.

The team that scores the most goals wins.



The big match

Our football team is playing in a big match today.

We've trained hard.

We've warmed up.

We'll work together to stop the other team scoring goals.

We have a lot of fun playing in a team.

Our Team

Use the story and pictures to answer the questions.

1 How many players are in the football team?

Write a word from the text.

2 Tick one.

At school, we:

play lots of sports.

play some sports.

never play sports.

3 Tick one.

When we train, we:

eat lots of food.

practise our skills.

run very fast.

4 What does our coach make us do when we are training?

Tick **two**.

Drink water.

Get hurt.

Stretch our arms and legs.

Kick the ball hard.

5 How do you win a game?

Tick **two**.

Drink water.

Shout loudly.

Score goals.

Stop the other team scoring goals.

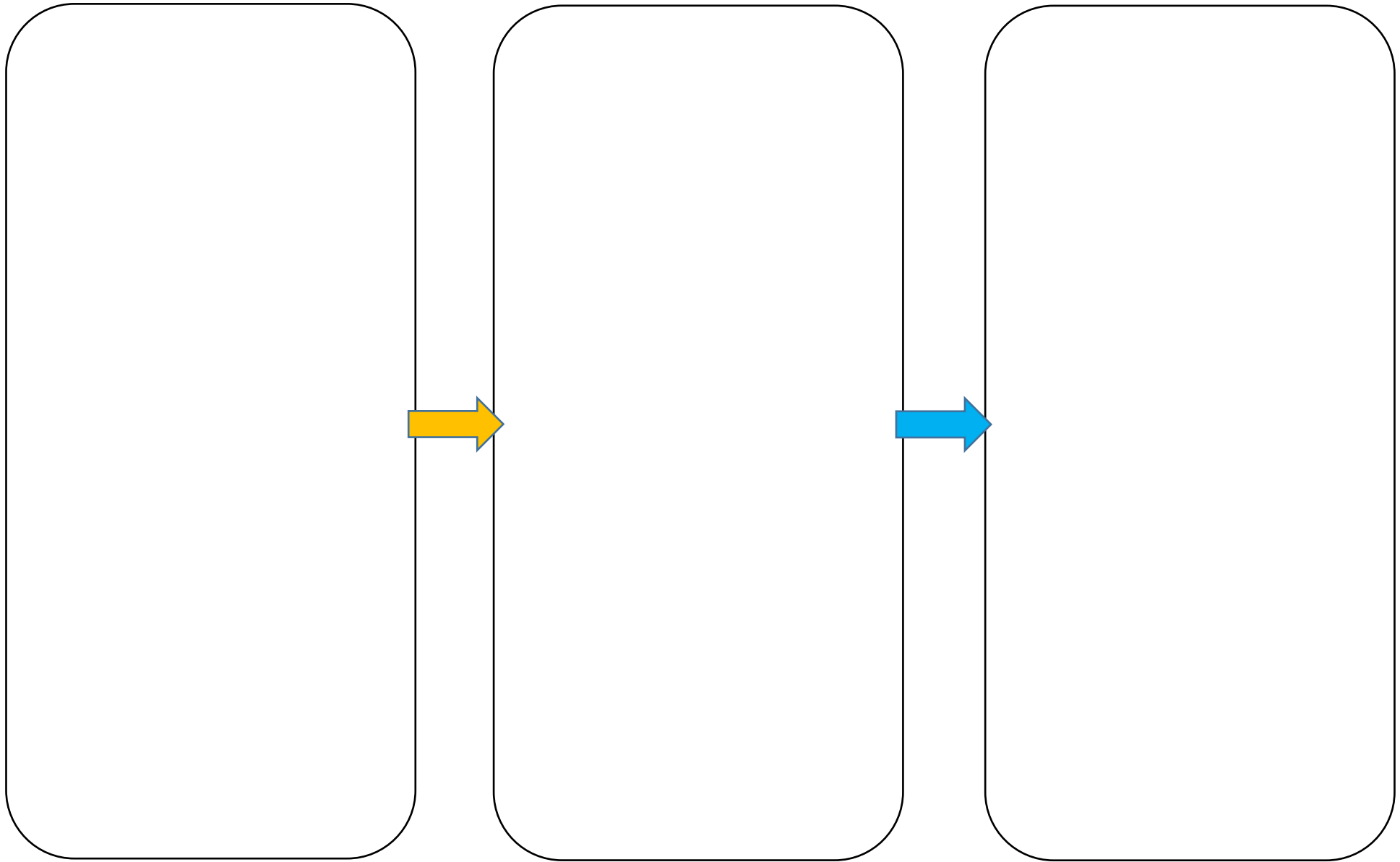
6 Write **one** thing that is good about playing in a team.

Practice text: Our Team

Cracking the questions

Question	Answer	Focus	Strategy
<p>1. How many players are in the football team? Write a word from the text.</p>	five	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look for the sentence in the text. Do not rely on personal experience. • copy the word from the text.
<p>2. Tick one. At school, we:</p> <p><input type="checkbox"/> play lots of sports. <input type="checkbox"/> play some sports. <input type="checkbox"/> never play sports.</p>	play lots of sports. ✓	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience.
<p>3. Tick one. When we train, we:</p> <p><input type="checkbox"/> eat lots of food. <input type="checkbox"/> practise our skills <input type="checkbox"/> run very fast.</p>	practise our skills. ✓	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells them. • tick the information that matches the text. Do not rely on personal experience.
<p>4. What does our coach make us do when we are training? Tick two.</p> <p><input type="checkbox"/> Drink water. <input type="checkbox"/> Get hurt. <input type="checkbox"/> Stretch our arms and legs <input type="checkbox"/> Kick the ball hard.</p>	Drink water. ✓ Stretch our arms and legs. ✓	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience. • remember to tick two.
<p>5. How do you win a game? Tick two.</p> <p><input type="checkbox"/> Drink water. <input type="checkbox"/> Score goals. <input type="checkbox"/> Shout loudly. <input type="checkbox"/> Stop the other team scoring goals.</p>	Score goals. ✓ Stop the other team scoring goals. ✓	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text and think about what it tells you. • tick the information that matches the text. Do not rely on personal experience. • remember to tick two.
<p>6. Write one thing that is good about playing in a team.</p>	Accept: • You work together. • You have a lot of fun.	1b	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • think about the information you will need to find. Think about where in the text you will look for it. • look at the text for information. Do not rely on personal experience.

ENGLISH – TASK 5 (picture plan)

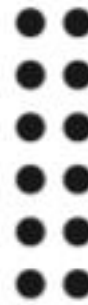


Solve one-step multiplication problems using arrays

1 There are rows of dots.

There are dots in each row.

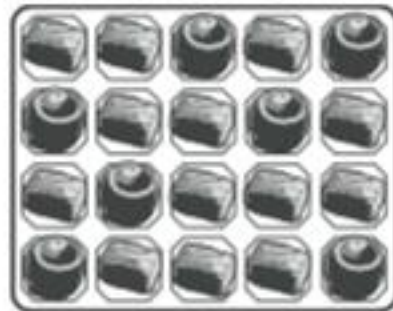
How many dots are there altogether?



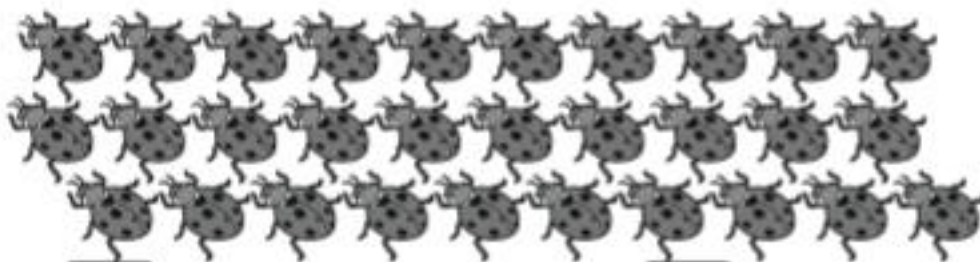
2 There are chocolates in each row.

There are rows.

How many chocolates are there altogether?



3



There are rows of ladybirds. There are ladybirds in each row.

How many ladybirds are there in total?

4 Look carefully at how many ice-cream vans are in each row, and how many rows there are.

How many ice-cream vans are there altogether?



5



How many squares are there altogether?

6



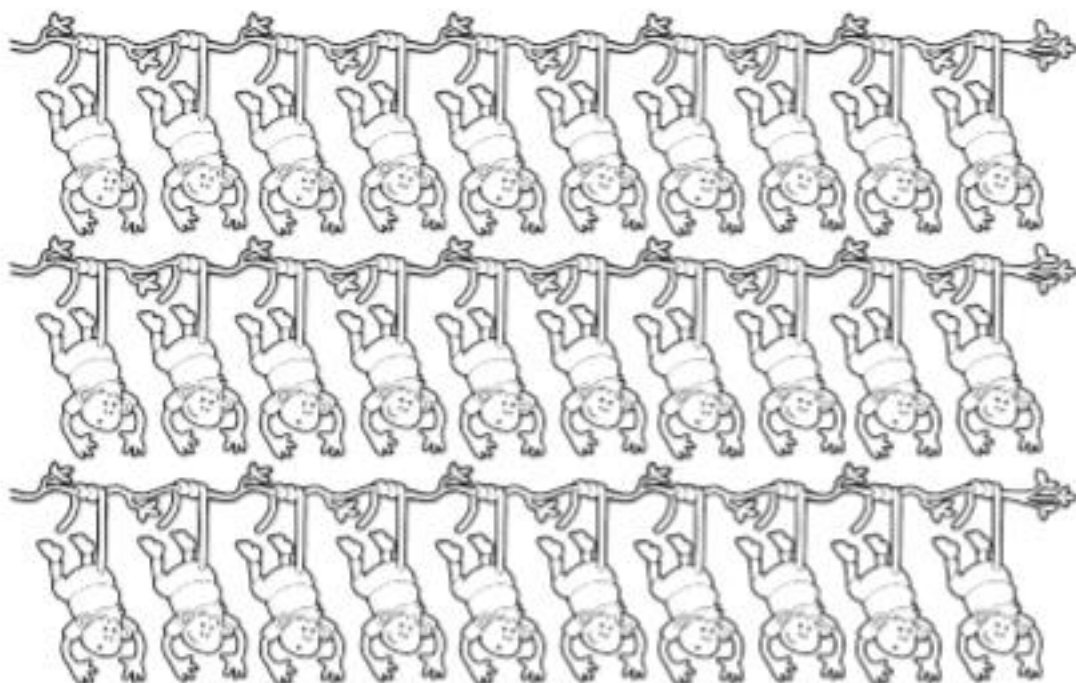
How many footballs are there?

7



How many birds can you see?

8



How many monkeys are hanging from the branches in total?

Solve one-step multiplication word problems

You can use diagrams or arrays to help you solve these problems.

- 1** There were **6** drums. Each drum had **2** drumsticks.

What was the total number of drumsticks?



- 2** There were **10** toy boxes. Each toy box had **5** toys.

How many toys were there altogether?



- 3** Anna, Freddie and Samir each had **5** sweets.

How many sweets did they have altogether?



- 4** A café had **10** tables. There were **4** chairs at each table.

How many chairs were in the café in total?



- 5 A purse contained **seven 2 pence** coins.

How much money was there altogether?



- 6 There were **8** washing lines. **5** sweaters were drying on each line.



How many sweaters were drying altogether?

- 7 There were **12** bicycles in the shop.

What was the total number of wheels?



- 8 Mrs Egg, the baker, made **10** cakes. Look at the ingredients for **1** cake. Use them to complete the ingredients for **10** cakes.

To make 1 cake

3 eggs



1 glass of milk

4 spoonfuls of sugar



2 cups of flour



To make 10 cakes

eggs

glasses of milk



spoonfuls of sugar

cups of flour



**Solve one-step division problems using pictorial representations.
Identify the grouping**

Fill in the missing numbers in the sentences.

1



10 teddies shared between equal teddies in each group.

2



12 sweets shared between bags give sweets in each bag.

3

20 straws put into milk bottles give straws in each bottle.



4



9 toy boats shared between groups equal toy boats in each group.

For the following, use the objects to complete all the numbers in the sentences.

5



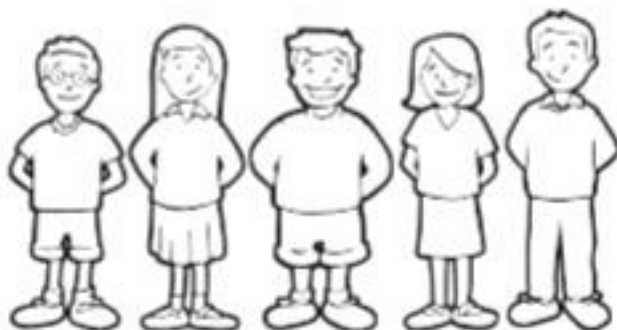
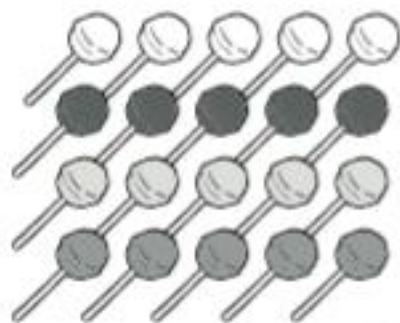
coins divided into purses give coins in each purse.

6



candles shared between cakes give candles on each cake.

7



shared by equals .

8



shared by equals .

Solve one-step division word problems

You can use diagrams or arrays to help you solve these problems.

- 1 Dylan and Ali shared the cars evenly.



How many did they each get?

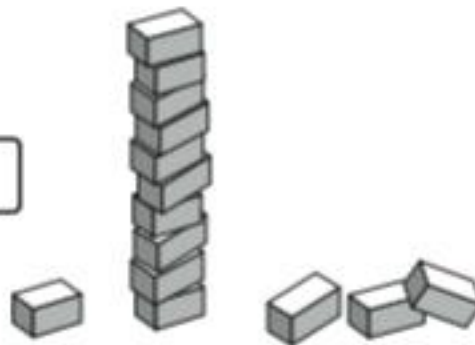
- 2 Jon had 20 stickers. He put them into 5 even groups.

How many stickers were in each group?



- 3 There are 70 bricks.

How many towers of 10 bricks can be made?



- 4 Year 1 get 28 new books. They divide them evenly between 4 shelves.

How many books do they put on each shelf?



- 5 There are **30** children in Year 1. They are divided into **5** even groups.

How many children are in each group?



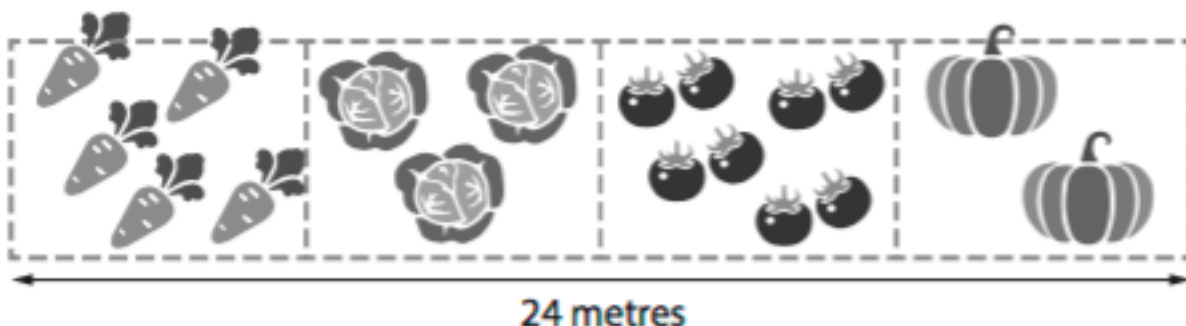
- 6 **3** sweets cost **18p** altogether. Each sweet costs the same amount.

How much does one sweet cost? p



- 7 The school garden was divided evenly into **4** sections.

How long was each section? metres

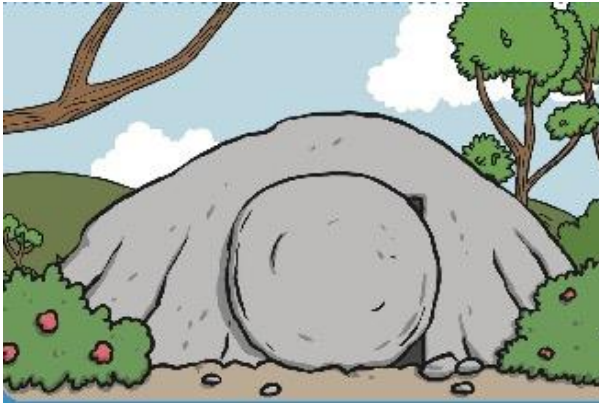


- 8 Ryan saved the same amount every day for **3** days. He saved **24p** altogether.

How much did he save each day? p



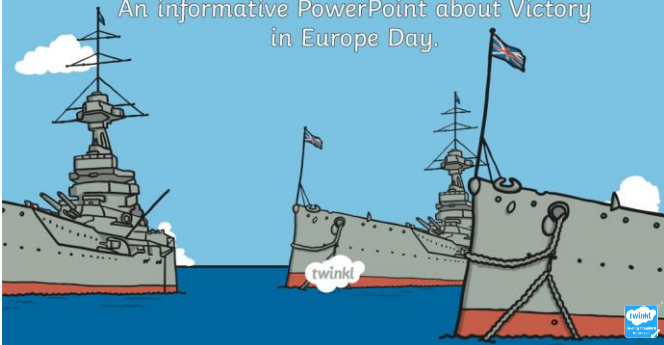
R.E – Easter



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VE Day Victory

An informative PowerPoint about Victory in Europe Day.



Victory in Europe



Victory in Europe Day/VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in Second World War.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.

Discuss It! How do you think it felt when the war finally ended?

Time to Celebrate



- People ran out on to the streets, hanging bunting and banners and dancing.
- Church bells pealed across the country to share the news: peace in Europe!
- Everyone brought out food to share at street parties.
- Tuesday May 8th was to be a national day of celebration: Victory in Europe Day.



Time to Celebrate



- The capital city, London, was the place to be on VE Day.
- Anyone who could reach the city did so.
- The centre of London was full of people wearing red, white and blue, waving flags, dancing and singing.
- Fireworks filled the sky with flashes of light.

“The German war is therefore at an end.”



- On VE Day, everyone, both in London and at home sitting by their wireless sets, wanted to hear just one man: Winston Churchill.
- At 3pm the Prime Minister broadcast to the nation: the war was over.

“The German war is therefore at an end.”



- Crowds gathered in Trafalgar Square and up The Mall.
- They were waiting for Winston Churchill and King George VI to make an appearance on the balcony of Buckingham Palace.

“This is your victory!”



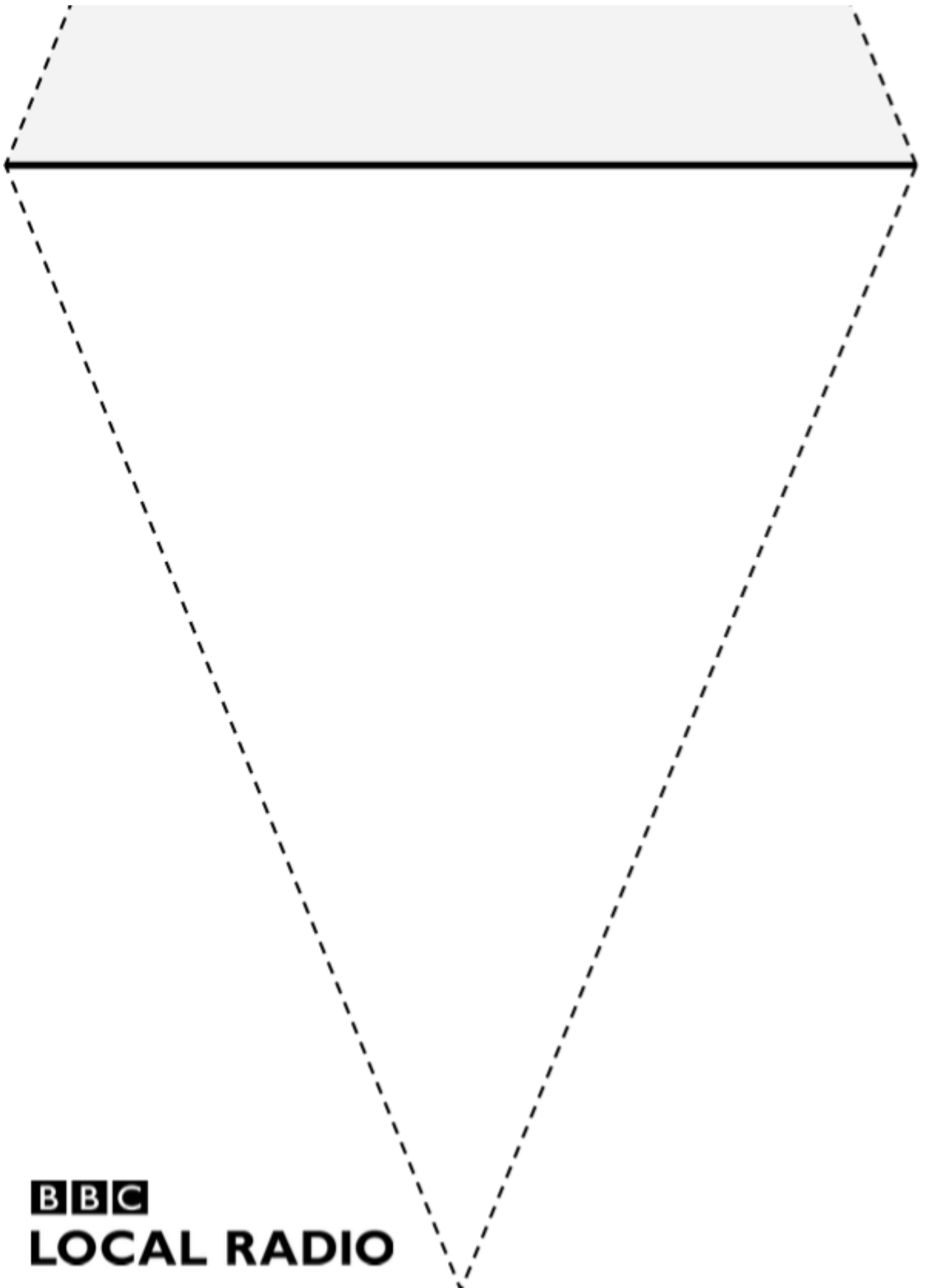
- It was to be the first of eight appearances by the King and Queen on VE Day.

- Shortly after Churchill's speech, King George VI, Queen Elizabeth and the two princesses came out onto the balcony at Buckingham Palace.

- Churchill told the crowds: "This is your victory!"



HISTORY – VE day bunting template



BBC
LOCAL RADIO

HISTORY – bunting example

