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

## WEEKLY HOMEWORK LETTER

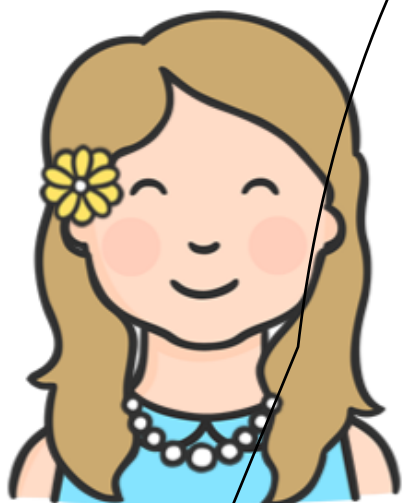
YEAR GROUP	One	NO.	10	DATE:	15.06.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English tasks, a spelling task, 5 maths tasks, an R.E task and a science-based task. Aim to complete one English and maths daily. I have also added some extra reading 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 Percy the Poorly Pony! There is a chapter a day for you to read and then a mini quiz to go with it.	
ENGLISH TASK 1	Phonics Mapping and Sorting Phase 5: <b>oa/o/e-e/ow</b> E.g – 'oa' as in coat - 'o' as in go - 'ow' as in slow - 'o-e' as in those  Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – <b>When I go outside I have to wear a coat.</b> <b>Can I have some of those biscuits?</b>	<ol style="list-style-type: none"> <li>1. Please start each phonics task by saying the sound and showing your child the grapheme.</li> <li>2. Ask your child to repeat the sound back to you.</li> <li>3. Get your child to write the different graphemes down (can they remember them without being shown first?).</li> <li>4. Show your child each version of the sound and repeat together.</li> <li>5. Sound out the first word using 'flashy fingers' e.g – th o s e</li> <li>6. Discuss how many sounds are in the word – get your child to add rainbows, beans and sausages to the word.</li> <li>7. Questions why it might be a sausage (2 letters making 1 sound).</li> <li>8. Let your child decide which grapheme it is and add to the correct side of the table.</li> </ol>
TASK 2	<a href="#">Buried Treasure Game</a>  Select phase 5 for o-e	
TASK 3	<u>Features of a diary.</u>  Below is an example of a diary written by Little Red Riding Hood. Read it all the way through, sounding out any words you find tricky.  Now look at the features of a diary entry and extra features we should be able to use in our writing.  You need to find the different things and colour them in the correct colour when you spot them! The colours you need are below with the diary.	You child may need some support to read the diary example. If they are struggling, remind them to sound out the word using their 'flashy fingers' and add on the beans and sausages to help.
TASK 4	Cracking Comprehension: Lion's Lunch.	
		Strategy to support understanding and answering Cracking Comprehension questions:

	Answers are provided (find them attached after the question sheet).	<ul style="list-style-type: none"> <li>• read the text and look at the pictures carefully. Think about what it tells you.</li> <li>• read the question carefully.</li> <li>• think about the information you will need to find.</li> <li>• think about where in the text you will look for it.</li> <li>• Scan the text to look for the information you need.</li> <li>• reread the text to check you are right.</li> </ul>
<b>TASK 5</b>	<p>This week you are going to write a diary entry about your favourite day during your time at home.</p> <p>You need to recount what you did that day and remember to describe why you enjoyed it so much!</p> <p>I have put an example below.</p> <p>Think about the things you found in Little Red Riding Hood's diary and try to include them in your own!</p>	<p>Think about what type of information you will need to include: What you did/why it was so enjoyable/how you felt/who else was there.</p> <p>When writing make sure you have:</p> <ul style="list-style-type: none"> <li>• capital letters and full stops</li> <li>• capital letters for names</li> <li>• capital letter for I as you are writing as yourself</li> <li>• conjunctions to make sentences longer (and/but/or/so)</li> <li>• Don't forget to start with Dear diary</li> </ul> <p>There is a short example below.</p>
<b>SPELLINGS</b>	<p>Spellings. – o-e</p> <p><b>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!</b></p>	<ul style="list-style-type: none"> <li>• Say the word and say what you hear. Look at the sounds you recognise.</li> <li>• Say out loud again with 'flashy fingers'.</li> <li>• Add beans and sausages to help.</li> <li>• Practise the word until it is fixed in your memory.</li> <li>• Use your knowledge of spelling rules and patterns.</li> <li>• Cover the word and write it. Does it look right when you write it down.</li> </ul>
<b>MATHS TASK 1</b>	<p>Purple Mash Snail Race – can you win the race?</p> <p>Work out the addition and subtraction questions to win the race!</p>	<p>To support with the quick style addition, you could have items next to you to use as a practical way to work out the question or a number line to do jumps.</p> <p>If your child is struggling with questions up to 20 you can find this game from the purple mash front page under games&gt;2race&gt;addition and subtraction where you can choose smaller numbers.</p>

<b>TASK 2</b>	<p>Missing number problems – this worksheet is similar to one last week to recap and practice your missing number problem skills.</p>	<p>Missing number problems show the answer to the question but have part of the number sentence missing.</p> <p>To work these questions out your child can draw pictures to help them. E.G: <math>9 + \underline{\quad} = 12</math></p> <p>You could draw 12 sweets because that is how many you know you have at the end. You also know that someone had 9 of these sweets. So you could cross out 9 of these sweets. Then look how many are left to identify the number missing.</p> <p>Another way to look at this is to first draw 9 sweets under the number nine in one colour. Now in another colour draw the amount of sweets you need to have 12 altogether. How many sweets are in the 2<sup>nd</sup> colour?</p> <p><i>You could also turn them into worded problems to help your child imagine what is happening: e.g. Sally had 12 sweets. John gave her 9 of them, how many did Jo give?</i></p> <p>Here is a video for support.</p> <p><a href="https://www.youtube.com/watch?v=Mvm0y1Qr_JQ">https://www.youtube.com/watch?v=Mvm0y1Qr_JQ</a></p>
<b>TASK 3</b>	<p>Worded problems – addition and subtraction</p> <p>To help you could:</p> <ul style="list-style-type: none"> <li>- draw pictures</li> <li>- Use items from around your house</li> <li>- Use a number line (if you don't have one you could draw your own)</li> </ul>	<p>Some questions have pictures to support calculations, however it is important to remind your children to look/count carefully as some pictures may not always show the correct amount and are only there as a reference.</p> <p>Children should read carefully through the question and then underline any words or numbers they think will be important.</p> <p>The first thing to do is identify if the question wants you to add or take-away.</p>
<b>TASK 4</b>	<p>Worded problems. – addition and subtraction</p>	
<b>TASK 5</b>	<p>Worded problems – addition and subtraction.</p> <p><b>EXTRA CHALLENGE: add or subtract 2 2-digit numbers! This may be very tricky!</b></p>	<ul style="list-style-type: none"> <li>- If your child is finding this difficult you could use physical items and show them what happens in the question (e.g. start with 10 pencils and put 6 more down – have you added or taken away).</li> </ul>

		<p>You child will need reminding that when asked 'what is the difference/how much more than...' the question is asking for you to subtract.</p> <p>When adding, remind your child that we always put the biggest number in our head first.</p> <p>Support may be needed to read through the worded questions.</p>
<b>R.E.</b>	<p>Think about how the Holy Spirit helped Jesus' disciples in their lives and in their work.</p> <p>Now consider how the Holy Spirit could help us today.</p> <p>Create a 5- finger prayer. On each finger think about what you can ask the Holy Spirit to help you with. E.g. Help keep my family safe. Help me to be loving to everyone around me.</p>	<p>Here is the video from last week showing <a href="#">God sending the Holy Spirit</a> to the disciples.</p> <p>Prompt your child to think deeper about what they might need help with to make their own and others' lives better rather than something they may forget next week, e.g. help me watch tv/play my game.</p> <p>Below is a template you could use for your 5-finger prayer. You could also make you own by drawing around your own hand and decorating the back of it!</p>
<b>RESEARCH</b>	<p><u>Science – based</u></p> <p><b>Garden Plants</b></p> <p>Garden plants are plants that we find in places such as our garden or parks. You might be able to name some or see some in your own garden, your neighbours garden, at the park. Below there are some pictures of garden flowers you can look at.</p> <p>Your task is to pick 2 of the flowers and compare them using the sheet attached. Look at the shape of the petals, the colour, whether it has leaves and if it is tall/short.</p> <p>You may decide to use 2 flowers you have in your own garden or that you have seen on your walks.</p> <p><b>EXTRA ACTIVITY:</b> as we have been having some amazing weather, it's a great time to get outdoors. Attached is a plant hunt sheet for you to take with you on one of your walks. Have a look what plants are growing in your local area and tick them off when you see them. How many can you find?</p>	<p>You may need to do some research online if you are using the pictures, but can't see enough detail or if there is a particular plant your child wants to look at.</p> <p>For this you can use Google Junior.</p>



Dear Year One,  
I hope you have all had a lovely week and have been keeping up the hard work. I am very proud of how well you have all been doing 😊. I am missing you all and would love to see some of the things you are getting up to at home! If you would like to send me some pictures you can ask your mummies and daddies to send them on the school website! This week your special challenge is to have a go at writing your own home address.

Miss Rackham

## ENGLISH – TASK 1

## Letters and Sounds 'oa' (oa, o-e, o, ow)

h <u>o</u> m <u>e</u>	c o a t	no	o l d	c l <u>o</u> s <u>e</u>
t o l d	s o	th <u>o</u> s <u>e</u>	b o t h	s o a p
r o a d	c o l d	sh o w	a - l <u>o</u> n <u>e</u>	b o a t
s l o w	s t <u>o</u> n <u>e</u>	g o l d	g r o w	n <u>o</u> t <u>e</u>

[illegible]

Use the word 'I'	
Use time adverbials: first, next, then, after that, finally.	
Use conjunctions: and/but/so	
Use capital letter for names.	
Use adjectives to describe.	
-ed words	

# Diary of Little Red Riding Hood

Saturday 4<sup>th</sup> May

Dear diary,

You are not going to believe the day I have had! First thing this morning, my mum told me I had to take some cakes to my poorly granny. I secretly wanted to stay and play in the garden but I felt bad for poor Granny so, I grumpily agreed. It was such a beautiful day as I walked through the woods, I just had to stop and pick some lovely red flowers.

Then suddenly, a wolf appeared from behind a tree! He was very charming and told me a shortcut to get to granny's house. I thought he seemed very clever so I stupidly believed him.



Finally, I got to Granny's house and I knew at once something strange was going on. Granny didn't look like herself at all. I asked Granny a lot of questions and just in time I worked out it wasn't Granny at all!

Next, a kind woodcutter came and helped me uncover the wolf and rescue poor granny. I felt very scared but I knew I had to be brave.

After that, the woodcutter took me home and Mum couldn't believe the adventure I'd had. Now it's well past my bedtime and I am very tired. I don't think I'll ever trust a wolf again!



Little Red Riding Hood



## Lion's Lunch



Lion wanted some lunch. So, Lioness said, "I will go and get some lunch for you, Lion."

She went out.



Lioness saw Zebra. "Poor Lion is in his cave. He is not feeling very well," said Lioness.

"I will go and see him," said Zebra.

Then Lioness saw Deer. "Poor Lion is feeling sick," said Lioness.

"He might like a visitor, then," said Deer. He went to Lion's cave.



Fox came along. "Will you go and visit Lion?" asked Lioness. "He needs his friends to visit him."

Fox looked at Lion's cave and he asked, "Why are there footprints going into the cave, but no footprints coming out?"



Fox started to run away quickly. "If I go in there, I won't come out!" he shouted. "I will become Lion's Lunch!"

ENGLISH – TASK 4 (QUESTIONS)

1 Who went to get some lunch for Lion?

---

1b

2 Match what Lioness said to each of the animals.

Lion needs his friends to visit him.

Zebra

Lion is feeling sick.

Deer

Lion is not feeling very well.

Fox

3 What did Fox see outside Lion's cave?

What did he *not* see?

---

1b

4 Why did Fox run away?

---

1b

5 Which animal do you think was the cleverest? Why?

---

1d

6 How did Lioness plan to get Lion's lunch? Choose **one**.

She planned to trick the other animals so Lion could eat them. ☐

She planned to ask the other animals to help her find Lion's lunch. ☐

She planned to trick the other animals to make Lion's lunch for him. ☐

1d



# Cracking the questions

Question	Answer	Focus	Strategy
1. Who went to get some lunch for Lion?	Lioness	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question carefully.</li> <li>• find information in the text that will help you to answer the question.</li> <li>• write the answer.</li> </ul>
2. Match what Lioness said to each of the animals.	<p>Zebra — Lion needs his friends to visit him.</p> <p>Deer — Lion is feeling sick.</p> <p>Fox — Lion is not feeling very well.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read all the parts of the question carefully.</li> <li>• scan the text, looking for the answer to each part of the question separately.</li> <li>• when you know each answer, draw a line to join up the information.</li> </ul>
3. What did Fox see outside Lion's cave? What did he not see?	<p>He saw footprints going into the cave.</p> <p>He did not see footprints coming out.</p>	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read both parts of the question carefully.</li> <li>• decide where you will find the answer to the first part of the question. Read that part of the text and write the answer.</li> <li>• decide where you will find the answer to the second part of the question. Read that part of the text and write the answer.</li> </ul>
4. Why did Fox run away?	He did not want to be Lion's lunch./He knew he was being tricked.	1b	<p><i>Question focus: identify/explain key aspects of fiction, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question carefully.</li> <li>• think about where you will find information in the text that will help you to answer the question.</li> <li>• reread that part of the text and write the answer.</li> </ul>
5. Which animal do you think was the cleverest? Why?	<p>Fox.</p> <p>He would not be tricked./He looked before he did anything./He thought about what he knew.</p> <p>Or:</p> <p>Lioness.</p> <p>She knew how to trick some of the animals.</p>	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question carefully. Note that the words 'do you think' mean that the answer is not written in the text. You have to work out what you think.</li> <li>• think about where you will find ideas in the text that will help you to answer the question.</li> <li>• reread that part of the text and write what you think.</li> </ul>
6. How did Lioness plan to get Lion's lunch? Choose one.	She planned to trick the other animals so Lion could eat them. ✓	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read all the parts of the question carefully.</li> <li>• reread the text, thinking about Lioness's plan.</li> <li>• reread all the choices in the question again and tick the best answer.</li> </ul>

Dear Diary,

Today was so amazing! I have been spending a lot of time in my house lately, so it was so good to get outside. First, my mum made me my favourite breakfast. It was egg and soldiers, so it put me in a really good mood for the rest of the day. After this, I went on a walk with my mum and sister because the weather was so sunny. It was very hot and I had to wear sun cream! On our walk, we cut through the park and collected some rocks to take home. I was so excited to paint them! After our walk, mum set up all the paints and let me be artistic. I painted my stones as a rainbow. It was very colourful! Then we heard the ice-cream van and I got to have a delicious ice-cream. I loved it! Me and my sister spent the rest of the day playing in the garden. It was such a good day! I hope the rest of my days at home are this fun!

I will definitely let you know diary!

From,

Miss Rackham

## SPELLINGS

Please note that these sheets 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. h o p e      th o s e      a / l o n e

h <u>o</u> <u>p</u> <u>e</u>				
ch <u>o</u> <u>s</u> <u>e</u>				
th <u>o</u> <u>s</u> <u>e</u>				
c <u>l</u> <u>o</u> <u>s</u> <u>e</u>				
s <u>t</u> <u>r</u> <u>o</u> <u>k</u> <u>e</u>				
a / <u>l</u> <u>o</u> <u>n</u> <u>e</u>				
e x / <u>p</u> <u>l</u> <u>o</u> <u>d</u> <u>e</u>				

High Frequency Words:

was					
is					
his					

**SECTION A**

**1**  $1 + \square = 6$

**2**  $\square - 2 = 6$

**3**  $10 - \square = 7$

**4**  $\square + 5 = 10$

**SECTION B**

**1**  $\square + 1 = 15$

**2**  $\square - 5 = 8$

**3**  $16 - \square = 13$

**4**  $2 + \square = 16$

**SECTION C**

**1**  $\square - 5 = 18$

**2**  $\square + 6 = 14$

**3**  $8 + \square = 15$

**4**  $8 + 5 + \square = 15$



**Solve mixed one-step problems involving addition and subtraction**  
**(Choose the correct operation)**

- 1** There were **14** blue cubes and **3** red cubes.  
 How many cubes were there altogether?



- 2** Ayaan thought of the number **6**. He added **8** to it.

What was his answer?

- 3** What is the difference between the length of the bus and the length of the bicycle?

 metres


11 metres



2 metres

- 4** Jai had **20p**.



Jessica had **2p**.



How much more money did Jai have than Jessica?

 p



- 5** Sky had **18** toy cars. Salma had **14** toy cars.

How many more toy cars did Sky have than Salma?



Sky's cars



Salma's cars

- 
- 6** How much money is there altogether?

 p

If you have 22 rubber ducks and are given another 7, how many rubber ducks would you have?



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If you have 19 flowers and give 8 of them away, how many would you have left?



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If you invite 16 people to a party and 10 of them say they can't come, how many people will be at the party?



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If you find 27 wooden beads under the sofa and then find another 9 in a box, how many beads would you have?



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If you count 15 ladybirds in your garden and 5 fly away, how many ladybirds would be left?



twinkl.com

If you have 17 pennies and you find another 10 in your pocket, how many pennies would you have?



twinkl.com

If you have 27 gobstoppers and eat 5 of them, how many would you have left?



## MATHS – TASK 5

Sammy the giraffe has 16 spots. Timmy the giraffe has 9 spots. How many spots are there in total?



Jim had 22 sweets. Lee gave him 8 more. How many sweets has Jim got



Sam saw 11 rabbits in the field. 7 rabbits hopped away. How many are left in the field?



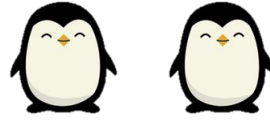
Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside?



Toby catches 13 mice. 7 of the mice escape. How many does Toby have now?



The happy penguin ate 19 fish. His friend ate 5 fish. How many fish did they eat in total?



Tom had 16 cars. Jen gave him 8 more. How many cars has he got now?



Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle?



Ashley had 16 colouring pencils. Joe takes 7 to use. How many does Ashley have left?



The villain caught 14 people. The superhero rescued 8. How many does the villain still have?



## EXTRA CHALLENGE

Sammy the giraffe has 26 spots. Timmy the giraffe has 13 spots. How many spots are there in total?



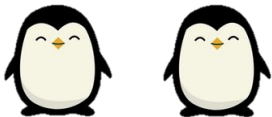
Jim had 22 sweets. Lee gave him 16 more. How many sweets has Jim got



There were 32 stars in space. An alien spaceship zapped 18 away! How many stars were left?



The happy penguin ate 21 fish. His friend ate 25 fish. How many fish did they eat in total?





Flower -		Flower -
	<b>What colour are its petals?</b>	
	<b>What shape is the flower?</b>	
	<b>What shape are its leaves?</b>	
	<b>Does it have a long or short stem?</b>	



Dahlia



Pansy





Sweetpea



Lily



# Garden Plants



lavender



lily



lupin



pansy

Photos courtesy of Khanh Hmoong, Stanley Zimny (Thank You for 13 Million views), PHOTOGRAPHIC (@flickr.com) - granted under creative commons licence - attribution

# Garden Plants



buddleia



clematis



dahlia



fuschia

Here are some garden plants that people grow to look at. Do you recognise any of these plants?

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# Garden Plant Hunt



buddleia



clematis



dahlia



fuschia



heather



hollyhock



honeysuckle



iris



lavender



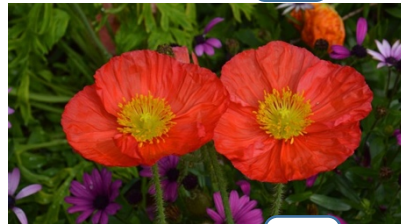
lily



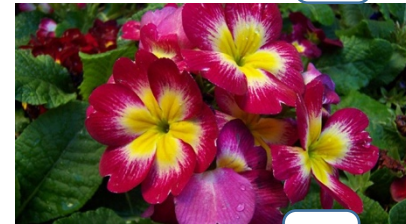
lupin



pansy



poppy



primula



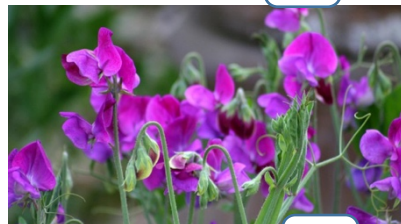
rhododendron



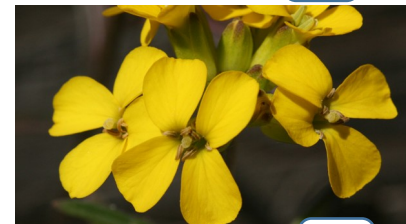
rose



sunflower



sweetpea



wallflower



wisteria

Postcard to write your address for your extra challenge:

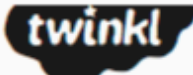


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