



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

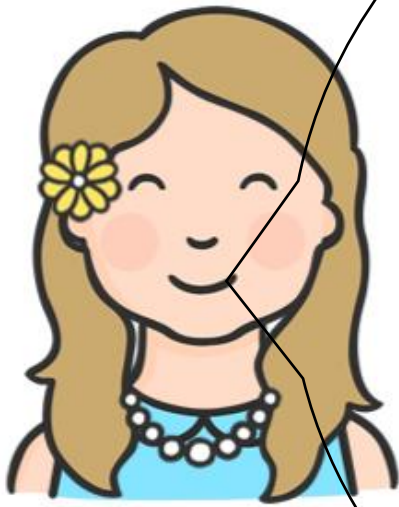
YEAR GROUP	One	NO.	7	DATE:	18.05.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English Tasks, a Spelling task, 5 Maths tasks, an R.E task and a geography-based task. Aim to complete one English and maths daily. I have also added some extra reading 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 Ned the Detective. 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: ai/ay/a-e E.g – 'ai' as in rain - 'ay' as in clay - 'a-e' as in cake</p> <p>Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – I can't wait to go to school. I can learn from my mistake.</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 – c l ay 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: ai</p> <p>Watch this active phonics video.</p> <p>If the word on screen uses an 'ay' you need to wiggle. If the word uses and 'ai' you need to hop. If the word uses and 'a-e' you need to jump!</p> <p>Don't worry about pausing the video if you need some more time to sound out the word.</p>	
TASK 3	<p>Exclamation marks.</p> <p>How do we know when we need an exclamation mark? What does an exclamation mark look like?</p> <p>Why do we use an exclamation mark and not just a full stop?</p> <p>Remind your child that we use exclamation marks when we want to bring attention to our words. It might be because we are:</p> <ul style="list-style-type: none"> • Shouting • Angry 	<p>Watch the videos to help explain why we decide to use exclamation marks.</p> <p>Just note to your child that although it talks about 'periods' we know them as full stops! https://www.youtube.com/watch?v=r4QZG71z96o https://www.youtube.com/watch?v=AHSKFbdYq1U</p>

	<ul style="list-style-type: none"> • Sad • Excited • Shocked 	<p>You child might need help differentiating when a full stop is needed to when an exclamation mark is there. You could help by having someone read the sentence to them. Differences in expression in voice is really helpful here!</p>
<p>TASK 4</p>	<p>Cracking Comprehension: There's a Wise Old Owl</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 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. • look for the word in the poem/title. • reread the text to check you are right.
<p>TASK 5</p>	<p>Instructions:</p> <p>Below is a template for a mask. You can turn this mask into your own character and decorate it however you like!</p> <p>You task is to then write a set of instructions for how you made your mask. Try to make your instructions as detailed as possible by using some conjunctions (and, so, but, or)</p> <p>There is an example below.</p>	<ul style="list-style-type: none"> • Remind your child what kind of words we need when giving instructions. They need to use their 'bossy words and time words'. E.g. First, next, then, after that, now, finally, cut, stick etc. • Remind them that first and finally must go at the start and end if used. • Use capital letters for the start of sentences. • You child may find it easier to first verbally tell you the instruction step by step and then write them down. • They could also make lists of equipment someone would need to make a mask themselves. • Don't forget to draw a picture to go with each instruction and of what the finished mask should look like to help other people following the instructions. • They do not have to use commas but may automatically do so after their first 'time word' (e.g. First,...)
<p>SPELLINGS</p>	<p>Spellings. – split digraph a-e</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.

		<ul style="list-style-type: none"> 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>Go online to this 100 square.</p> <p>Can you count in 2s? –splat these multiples yellow! Can you count in 5s? – splat these multiples red! Can you count in 10s? -splat these multiples blue!</p> <p>What pattern do you notice?</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 if a 5 or 0 Multiples of 10 always end in a 0 (a ten).</p>
TASK 2	<p>My Maths.</p> <p>Show your knowledge of key vocabulary!</p>	<p>Your child may need some support to read the sentences. Keep reminding them to sound out each part of the word.</p>
TASK 3	<p>Can you measure and compare you and your family?</p> <p><i>(worksheet below)</i></p> <p>Using something to measure with (see guidance) measure the height of each of your family members? Who is the TALLEST, SHORTEST, SHORTER, TALLER? List your families name in order from tallest to shortest.</p> <p>Measure the shoe size of each of the people in your house and again put them in order.</p> <p>Measure the hand-span of each of the people in your house and put them in order too!</p>	<p>To measure you could use a ruler or measuring tape but if they are struggling to read a ruler's measurements or you do not have one they could use toy cars or teddies – see images below.</p> <p>https://www.youtube.com/watch?v=VIQg8e0erEE</p>
TASK 4	<p>For this activity you will need a ruler or measuring tape.</p> <p>Find 6 different items from around your house.</p> <p>Your task is to measure each item and write down how many centimetres (cm) it is. You then need to put the items in order from longest to shortest.</p> <p>EXTRA CHALLENGE: can you use your ruler to draw a line the length of each item? Try to get as close to the length as possible!</p>	<p>For this activity your child may need reminding how we hold a ruler and where we start measuring from – we always start at the 0 and the longer line by the number shows us when we have reached a new cm.</p> <p>Remind your child that although the item we are measuring may curve we do not need to go around these curves as we are just measuring end to end.</p>
TASK 5	<p>Which is better challenge.</p> <p>Read what each child says carefully.</p> <p>Try to explain your answer using the word 'because'.</p> <p>Look at the 'What if' question for an extra challenge!</p>	<p>It might be helpful to try out the different ways physically. If you do not have cars or cubes at home you can swap them out for any items that may be similar.</p> <p>If your child is struggling look at the 'think about' section to offer them a bit more guidance and point them in the right direction.</p> <p>- It would be better to measure with cubes because they are all the same shape and size</p>

		<p>but the cars are not and would not be able to line up as close together.</p> <ul style="list-style-type: none"> - The blue piece of wool is longer because it is curled up in the picture but once straightened out it would be longer.
<p>R.E.</p>	<p>Watch the video of Peter being sent to prison.</p> <p>After watching the video think about these questions: Why was Peter put in prison? Why didn't King Herod want people talking about Jesus? How did Peter's friends try to help him? Why do you think they did this? How did God continue to help Peter?</p> <p>Your task is to look at the pictures from the video below and caption what you think Peter and his friends might have been thinking and feeling throughout the events of the story.</p> <p>Remember that Peter didn't believe it was real at first!</p>	<p>Talk through the questions together so your child can really understand what happened in the story.</p> <p>Remind them that before this Jesus has already gone up to heaven.</p>
<p>RESEARCH</p>	<p><u><i>Geography-based Task</i></u></p> <p>We have all been spending a lot of time at home lately so your task is to create a map of your local area!</p> <p>You need to make sure to draw on the roads, any shops, trees, parks, schools and don't forget your house! How much can you label? Do you know the name of any streets?</p> <p>EXTRA CHALLENGE: write a few sentences to tell me where your local area is, (E.g. – My local area is called Great Barr. It is in Birmingham. I live in the country of England which is part of the United Kingdom). This is a very detailed example and any information your child remembers is great!</p>	<p>Look at the examples below for how detailed or simple the map could be.</p> <p>If you are able to go on daily walks it might be useful draw attention to the things around you as you walk. Point out key features of the area and use key vocabulary from last week's maths to help your child remember where things are (e.g. the phone box is NEXT TO the chip shop/ our house is TO THE RIGHT OF a big oak tree).</p>



Dear Year One,
I hope you are all still enjoying your time at home. I will be phoning you all this week and can't wait to hear about what you have been doing! Me and Miss McNally are still missing you all! This week your special challenge is to make a thank you card for someone who is helping keep you safe!

Miss Rackham

Where Does the Exclamation Mark Go?

Put the exclamation mark into these sentences in the correct place.

The concert was amazing

Wow That star is really bright.

What a lovely smile you have

"Sit down and be quiet " the man shouted.

Full stop or exclamation mark?

1. I saw Daniel Radcliffe in a film last night What a brilliant actor he is
2. "Help " shouted the boy
3. The wolf looked at Little Red Riding Hood "What big ears you have " she said nervously
4. Bang The fireworks exploded in the air
5. The woman gave some money to charity How generous she is

Which piece of punctuation?

Draw a line to the correct piece of punctuation.

What time is the next train to London

The old car rattled along the road

What a great footballer you are

Crash

How old are you

Sitting quietly, the boy read his book

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!

?



Using exclamation marks

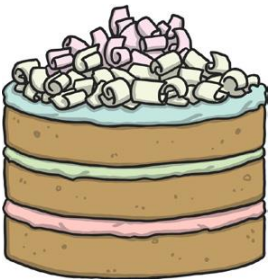
Can you use an exclamation mark in your writing?







Example: What a big city New York is!







There's a Wise Old Owl by Anonymous

	
<p>There's a big-eyed owl With a pointed nose</p>	<p>Two pointed ears And claws for his toes</p>
	
<p>He sits in a tree And looks at you</p>	<p>He flaps his wings And says 'twit-twoo!'</p>

There's a Wise Old Owl

Use the poem and pictures to answer the questions.

1 Tick one.

The owl is:

wax.

wise.

wet.

wooden.

2 Write a word to complete the sentence.

The owl has _____ for his toes.

3 Write a word to complete the sentence.

The owl sits in a _____.

4 Write a word to complete the sentence.

The owl says _____.

5 Which parts of the owl are pointed?

Tick **two**.

ears

nose

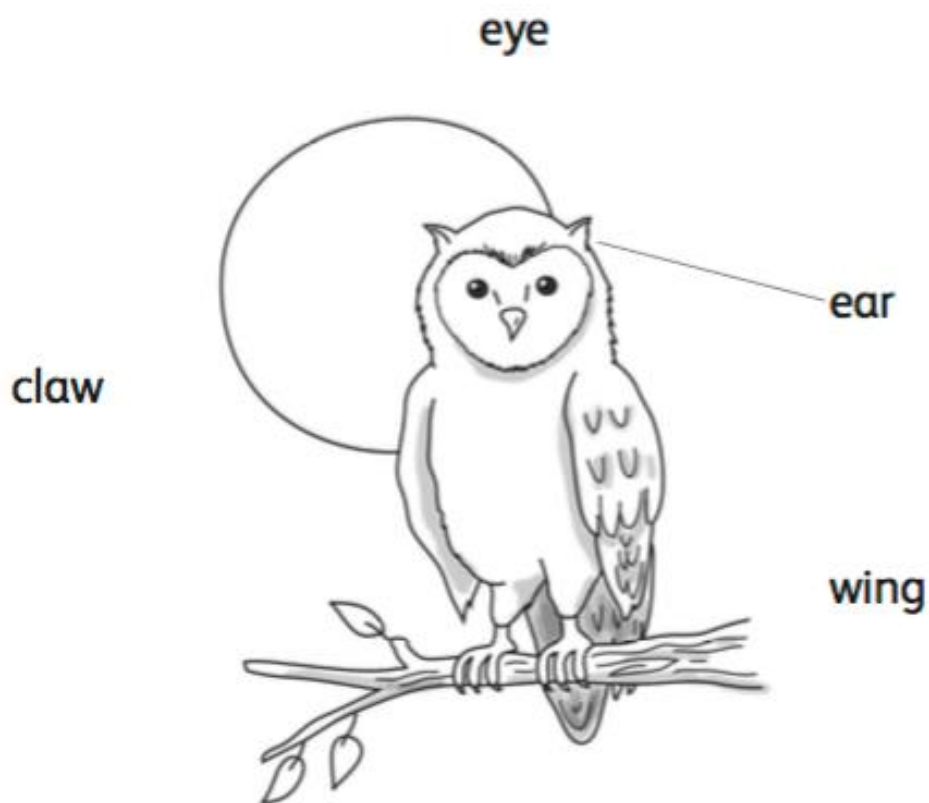
eyes

tail

feet


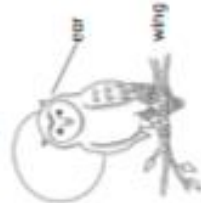
tummy

6 Draw lines to join the words to the owl. One has been done for you.

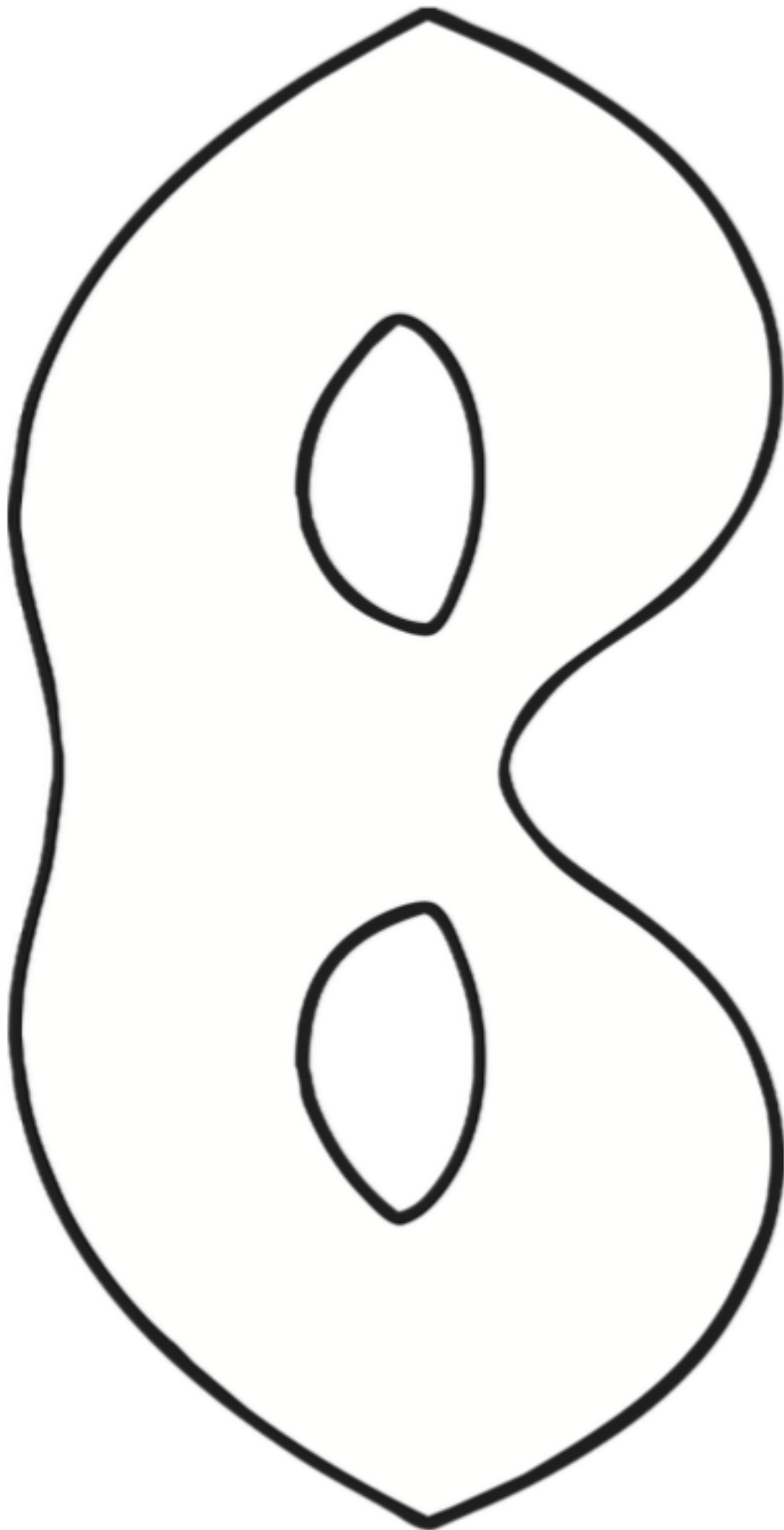


Practice text: There's a Wise Old Owl

Cracking the questions

Question	Answer	Focus	Strategy
<p>1. Tick one.</p> <p>The owl is:</p> <p><input type="checkbox"/> wax. <input type="checkbox"/> wet.</p> <p><input type="checkbox"/> wise. <input type="checkbox"/> wooden.</p>	<p>wise. ✓</p>	1b	<p>Question focus: identify key aspects of fiction, such as characters, events.</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 information in the poem/title. • tick the words you find in the poem/title.
<p>2. Write a word to complete the sentence.</p> <p>The owl has _____ for his toes.</p>	<p>claws</p>	1b	<p>Question focus: identify key aspects of fiction, such as characters, events.</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 poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>3. Write a word to complete the sentence.</p> <p>The owl sits in a _____.</p>	<p>tree</p>	1b	<p>Question focus: identify key aspects of fiction, such as characters, events.</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 poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>4. Write a word to complete the sentence.</p> <p>The owl says _____.</p>	<p>"Twit-two"</p>	1b	<p>Question focus: identify key aspects of fiction, such as characters, events.</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 poem you will look for it. • look for the information in the poem. Fill in the gap using a word from the poem.
<p>5. Which parts of the owl are pointed?</p> <p>Tick two.</p> <p><input type="checkbox"/> ears <input type="checkbox"/> eyes</p> <p><input type="checkbox"/> feet <input type="checkbox"/> nose</p> <p><input type="checkbox"/> tail <input type="checkbox"/> tummy</p>	<p>nose ✓</p> <p>ears ✓</p>	1b	<p>Question focus: identify key aspects of fiction, such as characters, events.</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 poem you will look for it. • read the poem. Think about what it tells you. • tick the information that matches the poem. • remember to tick two.
<p>6. Draw lines to join the words to the owl.</p> <p>One has been done for you.</p> 		1a	<p>Question focus: draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> • read the question carefully. • look at the words around the picture. • scan the poem for each of the words. • draw a line between each word and the owl's body part.

ENGLISH TASK 5 – MASK TEMPLATE



ENGLISH TASK 5 – INSTRUCTION TEMPLATE

<p>Equipment:</p> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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	<p>1.</p> <hr/> <hr/> <hr/>
	<p>2.</p> <hr/> <hr/> <hr/>
	<p>3.</p> <hr/> <hr/> <hr/>
	<p>4.</p> <hr/> <hr/> <hr/>
	<p>5.</p> <hr/> <hr/> <hr/>
	<p>6.</p> <hr/> <hr/> <hr/>

ENGLISH TASK 5 – EXAMPLE

This is just an example of how your child might write their instructions. They do not need to follow these instructions themselves.

Equipment: <ul style="list-style-type: none">• Scissors• Glue• String	<ul style="list-style-type: none">• Glitter• Tissue paper
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	1. First, collect all of your materials to cut out and decorate your mask.
	2. Next, use the scissors to cut around the outline of the mask but make sure you stay on the black line to keep it neat. Don't forget to cut out the eye-holes.
	3. Now, rip up the tissue paper and use the glue to collage the front of the mask completely.
	4. After this, wait for the tissue to dry and then create a wiggly line of glue across the front of the mask. Cover this glue in glitter.
	5. Use the hole-punch to put two holes on each side of the mask. Make sure they are lined up and then thread the string through. Tie a knot so the string is secure.
	6. Finally, put your mask on and become a superhero!

SPELLINGS

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. The slash does not have to be written when practising the word, it is here just to help with sounding out the word.

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. **f** **a** **c** **e** **c** **a** **m** **e** **f** **o** **r** / **g** **a** **v** **e**

N.B. when the letter 'c' is followed by 'e', 'i' or 'y' is usually shows the sound /s/.

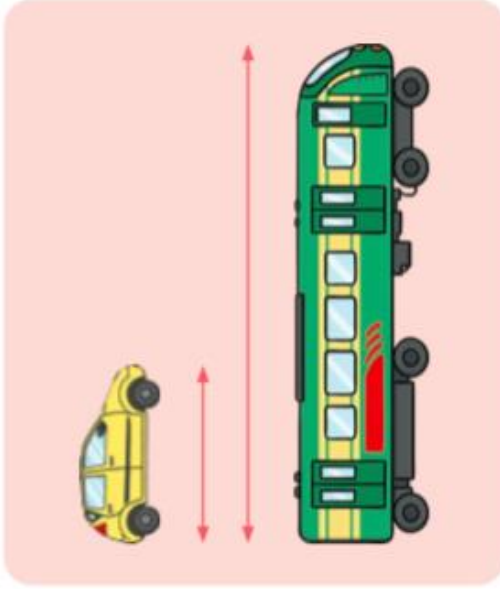
c a m e					
ch a s e					
g r a c e					
p l a c e					
b e / h a v e					
f o r / g a v e					
s a f e / t y					

High Frequency Words:

m a d e					
m a k e					
g a v e					

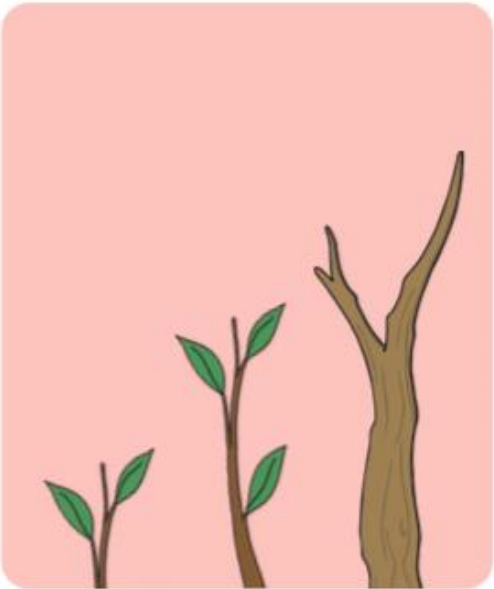
Knowledge Organiser

Length



The car is **shorter** than the train.

The train is **longer** than the car.

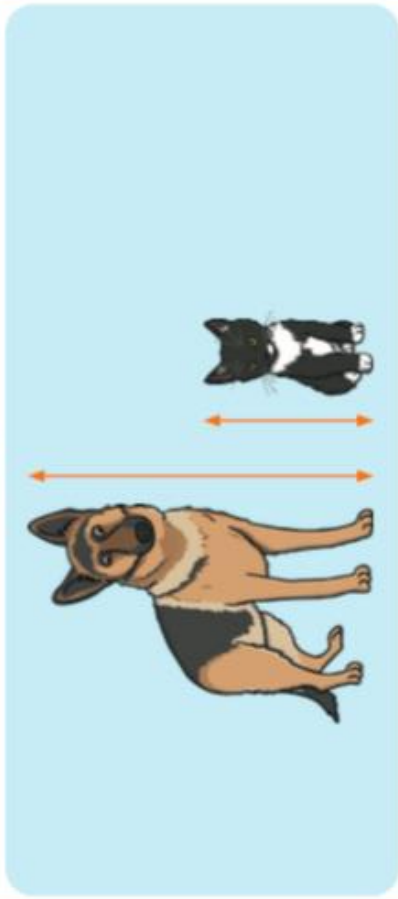


shortest

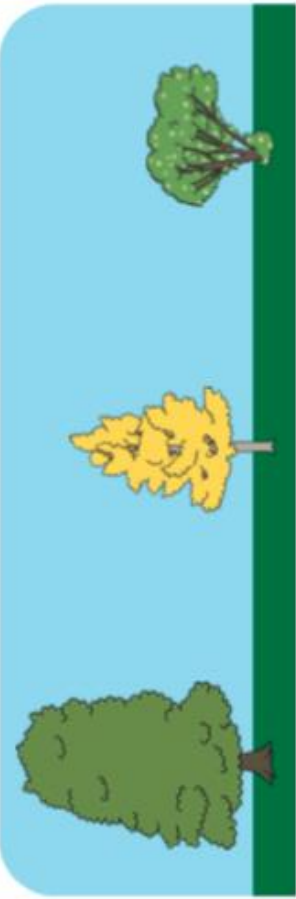
longest

Height

The dog is **taller** than the cat.



The cat is **shorter** than the dog.

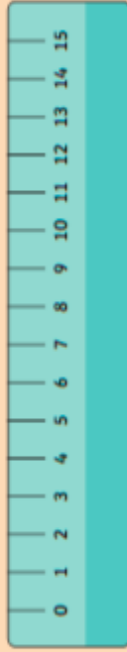
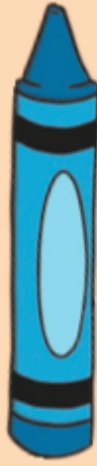
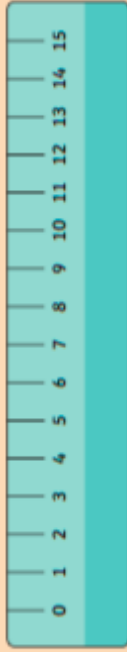


tallest

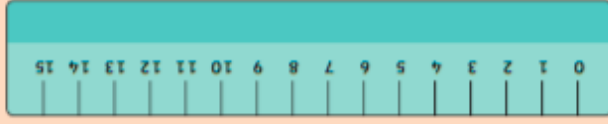
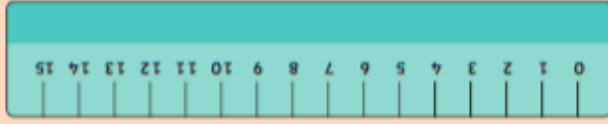
shortest

Length and Height

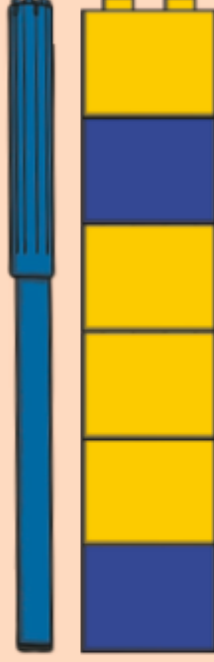
The same length.



The same height.



This pen is 6 cubes long.

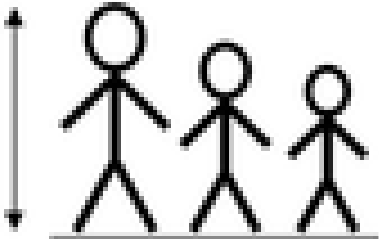

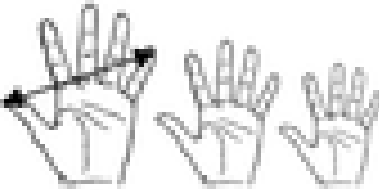


MATHS – TASK 3

Here are some examples from Google of how you could measure without a ruler:



MATHS – TASK 3 WORKSHEET

<p>Height</p>	<p>Our heights are in this order:</p>
	
<p>Shoe size</p>	<p>Our shoe sizes are in this order:</p>
	
<p>Hand span</p>	<p>Our hand spans are in this order:</p>
	

Which is better?



mathematical

Challenge

We can use these toy cars to measure the length of this table.



I think we should use the cubes.

Whose idea do you think is better?
Explain why.
What else could you use to measure the length of the table?

Think about ...



What is the best way to measure the length of the table? Why?



What things do you need to make sure of when you're measuring the length of something?

What if?



Which piece of wool is longer?
Explain your thinking.

When you've finished, turn to page 80.







GEOGRAPHY EXAMPLES

