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

WEEKLY HOMEWORK LETTER

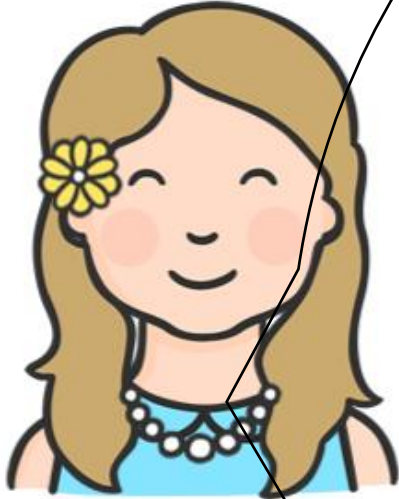
YEAR GROUP	One	NO.	9	DATE:	08.06.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English tasks, a spelling task, 5 maths tasks, an R.E task and a geography-based task. Aim to complete one English and maths daily. I have also added some extra reading 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 The Secret of the Sandcastle. 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: i/ie/igh/y/i-e E.g – 'i' as in mind - 'ie' as in pie - 'igh' as in sight - 'y' as in fly - 'i-e' as in slide</p> <p>Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – I flew down the slide. I tried to bake a cake.</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 – s igh t 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: igh</p> <p>Watch this active phonics video.</p> <p>If the word on screen uses an igh you need to jump. If the word uses and y you need to hop. If the word uses ie you need to do a starjump. If the word uses i-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>Capital letters for 'I'.</p> <p>Follow the attached worksheet to re-write sentences using a capital letter for the personal pronoun 'I'.</p> <p>Remember we use a capital when writing about ourselves (or the character we are being).</p> <p>A capital 'I' should have his hat and shoes on so he can stand up tall.</p>	

	EXTRA CHALLENGE: Can you write some sentences as the Gingerbread man using the personal pronoun 'I'?	
TASK 4	Cracking Comprehension: Minibeasts in the Pond. Answers are provided (find them attached after the question sheet).	Strategy to support understanding and answering Cracking Comprehension questions: <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	Re-Watch the video of The Gingerbread Man . Imagine you are the Gingerbread man and you are writing a letter to a friend. Think about everything that has happened during your day starting with waking up in the oven and ending with meeting a fox at the river. You need to try to make your letter as interesting and exciting as possible, so think about how you might have been feeling at each point of the story!	Think about what type of information you will need to include: What has happened/how you feel/what you were thinking. When writing make sure you have: <ul style="list-style-type: none"> • capital letters and full stops • capital letters for names • capital letter for I as you are writing as the gingerbread man • conjunctions to make sentences longer (and/but/or/so) • different punctuation .!/ (you might even want to ask your friend a question about their day). • Don't forget to start with Dear, and end with from... There is a short (detailed) example below.
SPELLINGS	Spellings. – igh 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!	<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	Hit the button number bonds game.	Number bonds to 10 song Tens friends song

	Start with your number bonds to 10, if you can score more than 10 then have a go at your number bonds to 20!	<p>Number bonds to 20 song</p> <p>Your child should know to use their number bonds to 10 to help them identify the bonds to 20.</p> <p>E.g. if $2 + 8 = 10$ then $12 + 8 = 20$ OR $2 + 18 = 20$</p>
TASK 2	Addition and subtraction missing number problems.	<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: $9 + \underline{\quad} = 12$</p>
TASK 3	Missing number problems.	<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 2nd colour?</p>
TASK 4	My maths missing addition, subtraction and missing number questions.	<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. https://www.youtube.com/watch?v=Mvm0y1Qr_JQ</p>
TASK 5	<p>Purple mash – addition and subtraction cloze</p> <p>EXTRA CHALLENGE: can you write some missing number questions for someone in your house to answer?</p>	<p>Find this activity on purple mash under the 2do red tick at the top of the page.</p> <p>Your child can again use drawings to help them work these questions out or they could have a go at working them out in their head!</p>
R.E.	<p>Re-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>After the Holy Spirit was sent to the disciples, they carried on spreading the word of God and Jesus' message of love. The disciples carried out their own miraculous events and carried out Jesus'</p>

	<p>Think about how the Holy Spirit affected and changed Jesus disciples. How did they act after the holy spirit had been sent? What values did they show?</p> <p>You need to think of different words to show how the disciples changed and then draw a picture to show this.</p>	<p>words with their own actions. Examples of words that could be used are:</p> <ul style="list-style-type: none"> • Generous • Giving • Truthful • Caring • Loving • Eloquent
<p>RESEARCH</p>	<p><u><i>Geography-based Task</i></u></p> <p><i>Beside the seaside</i> – think about what the seaside looks like. What makes it so different from where we live? What do we have in Birmingham that you might not get at the beach?</p> <p>Attached below are some pictures of different places. You need to sort them into 3 different groups based on the type of place they are, e.g pictures of the beach/seaside.</p> <p>Once you have done this think about what the pictures of the different places show us. Can you add some of the different labels to each group?</p> <p>EXTRA CHALLENGE – there are 2 extra pictures attached below. They have features of different locations all in one place. Which group would you put them in?</p>	<p>When looking at the pictures the groups your child will see are beaches/towns or cities/countryside.</p>



Dear Year One,
Well done for working so hard! I hope you have been enjoying the sunny weather. I am missing you all, but I know that you're doing great at home as you are all superstars! Make sure to give yourselves all a great big yee'haa! This week your special challenge is to try and recycle 2 things after you have used them instead of putting them in the rubbish (don't forget to ask your mummies and daddies for help) and remember to keep smiling 😊 I hope to see you soon!
Miss Rackham



Capital Letter for 'I'

I can use a capital letter for the word 'I'.

Remember that:

A capital letter is need for 'I'.

1. Write three sentences telling me about yourself. Each sentence must start with 'I'.

a) _____

b) _____

c) _____

Teacher checks:

Read it again Finger spaces Capital letters for names Full stop

2. Read the sentences below and rewrite them with the correct capital letters.

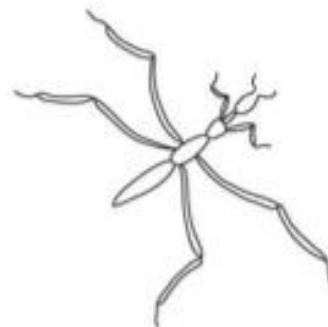
i am six years old and i love sport. i like to play soccer and i am a fast runner. i scored three goals and i felt happy.	_____ _____ _____ _____ _____
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Minibeasts in the Pond

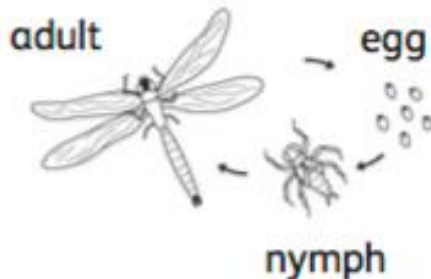
Minibeasts are very small animals. You can find them outside in a garden, a park, a wood or a pond. There are many different kinds of minibeasts.

Insects

Insects all have six legs. Many insects live in ponds. Water boatmen, whirligig beetles and pond skaters are all insects that live in ponds. Some flying insects, like dragonflies, live in ponds when they are larvae.



Life cycle of a pond insect



Frogs and toads

Frogs and toads are minibeasts. Frogs live in ponds. Toads don't live in ponds, but they need to live near ponds to lay their eggs. Frogs and toads both lay their eggs in a sticky jelly in ponds. Tadpoles hatch from the eggs. They grow into frogs or toads.



Pond snails

Some snails live in rivers and ponds. Like land snails, pond snails have hard shells that protect them. They can pull their soft bodies inside their shells if they think danger is near. Pond snails eat tiny plants, called algae, as well as dead plants. They help to keep ponds clean and fresh.

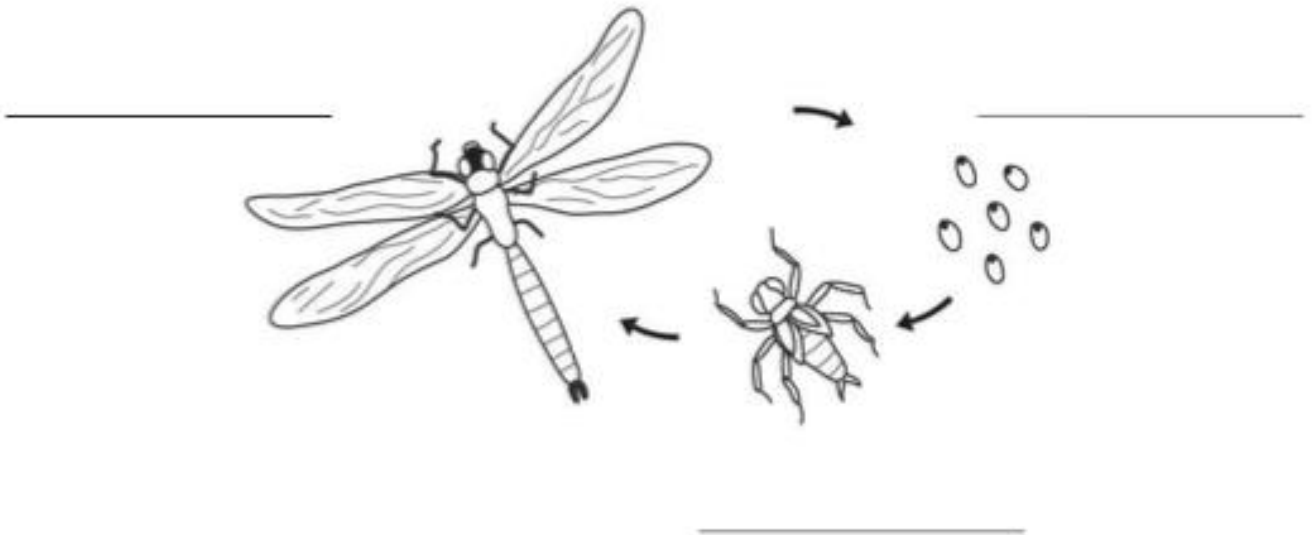


You **must** have an adult with you if you go near a pond to look for minibeasts. If you catch a minibeast, you should always let it go again.

Minibeasts in the Pond

1 Write the names of **three** insects that live in ponds.

2 Label these pictures to show how a pond insect grows.



3 Circle the frog.



4 What hatches from a toad's egg?

5 What does a pond snail do if it thinks danger is near?



6 Why do people like to have pond snails in their ponds?

Practice text: Minibeasts in the Pond

Cracking the questions

Question	Answer	Focus	Strategy
1. Write the names of three insects that live in ponds.	water boatmen, whirligig beetles, pond skaters	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 a pond insect grows.	egg, nymph, adult (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. Circle the frog.	frog (in pond) circled	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. What hatches from a toad's egg?	a tadpole	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 does a pond snail do if it thinks danger is near?	It pulls its body inside its shell.	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. Why do people like to have pond snails in their ponds?	They help to keep ponds clean.	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.

Dear Red Riding Hood,

I hope you are okay and enjoying being at home. You will not believe the day that I have had! It all started when I woke up and felt extremely hot. As I peered about, I realised I was in an oven. I didn't know why, but that's where I was. Out of the glass, I could see a dirty set of brown curtains and red stripy wallpaper. I think it must have been a kitchen.

Suddenly, the oven door opened and I took my chance to escape! I jumped down and ran as fast as I could to get away. It was terrifying, but I did it. I got out of the house.

Unfortunately, a little old lady with grey hair and a little old man with a walking stick started chasing after me! I just wanted to be left alone! As I was running, I came across a round, pink pig. I thought he was going to help me but he just joined in the chase. Why do you think he did that? Then, out of nowhere, I stopped in front of a tall, brown horse. Again, I thought he might help me, but he just wanted to chase after me with the others. I think they all wanted to eat me! Can you believe that? How unkind. At the end of the path, I saw a fox swimming in the river and asked him for his help to escape. It was such a long morning and I was exhausted! I hope nothing like this ever happens to you. I was also wondering if I could come and stay with you for a few days to stay safe?

I hope you reply soon!

Love from,

Mr. Gingerbread Man.

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.

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. high night

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

h igh					
r igh t					
s igh					
l igh t					
b r igh t					
n igh t					
l igh t er					
d e l igh t					
kn igh t					

High Frequency Words:

and					
called					
help					

N.B. Please practise these wordlists once each night - not all in 'one go.'

Solve missing number addition and subtraction problems

SECTION A

1 $3 + \square = 5$

2 $7 + \square = 7$

3 $\square - 2 = 7$

4 $\square - 4 = 2$

SECTION B

1 $3 + \square = 14$

2 $\square + 5 = 18$

3 $\square - 5 = 6$

4 $\square - 8 = 4$

SECTION C

1 $9 + \square = 12$

2 $\square - 2 = 19$

3 $\square + 8 = 17$

4 $8 + \square + 1 = 9$

Solve missing number problems

1 Put the missing numbers in the boxes.

a + 8 = 9

f 8 + = 8

b 4 + = 17

g - 4 = 13

c 19 - = 11

h 16 - = 7

d - 9 = 0

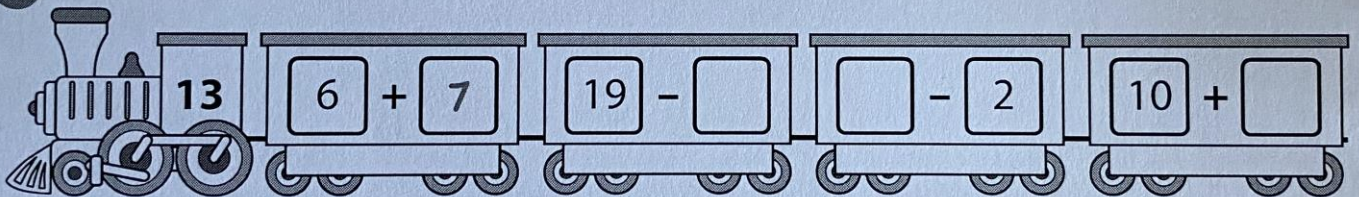
i + 13 = 19

e 6 + = 17

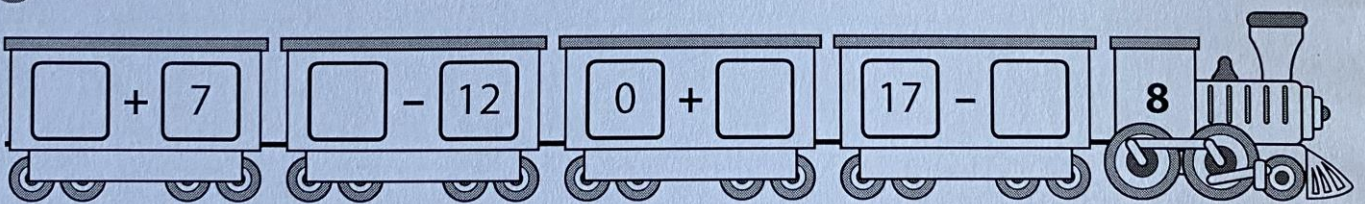
j - 12 = 3

2 Complete the calculations on the carriages so that each answer equals the number on the engine. One is done for you.

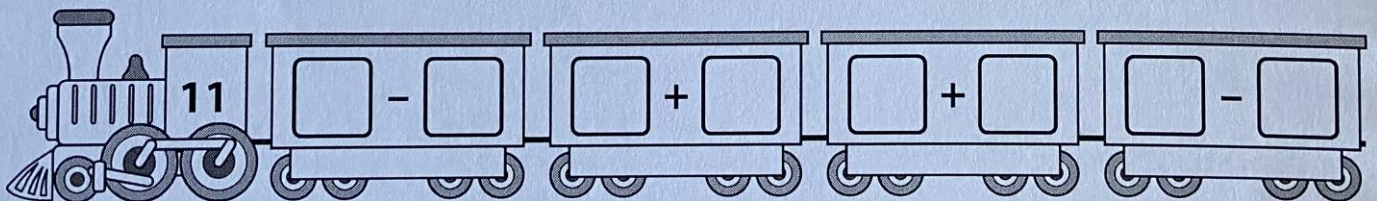
a



b



c Think carefully about this one! Don't write any numbers greater than 20.

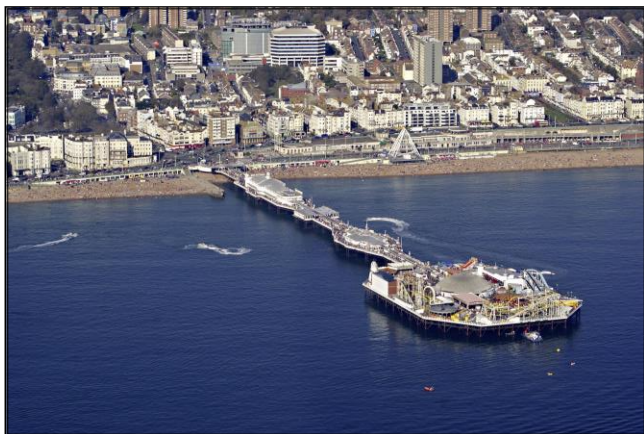


How the disciples changed:	Picture:
The disciples were _____	
The disciples were _____	
The disciples were _____	
The disciples were _____	

GEOGRAPHY – Pictures



Canal: CC BY-SA 4.0 International



Lewis Clarke: CC BY-SA 2.0



Roger Cartford: CC BY-SA 2.0





GEOGRPAHY - labels

Block of flats	Sand
Pebbles	Beach
Mountain	Rocks
Field	High street
Cruiser	Sea

Shops	Road
Heath	Trees
Crop	Cliff
Houses	Hill
Traffic	Crowd

GEOGRAPHY CHALLENGE PICTURES



