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

WEEKLY HOMEWORK LETTER

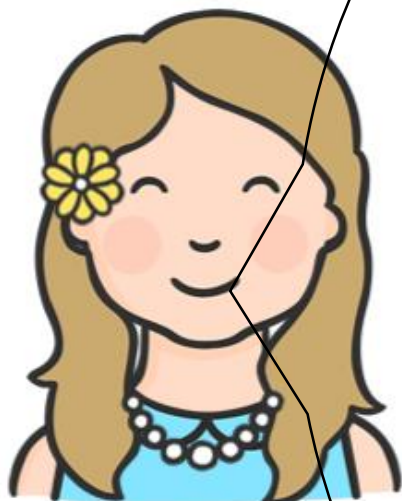
YEAR GROUP	One	NO.	4	DATE:	27.04.20
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FOCUS	TASK(S)	GUIDANCE
	This week there are 5 English Tasks, 5 Maths tasks, an R.E task and a geography-based research task. Aim to complete one English and maths daily. I have also added some extra reading onto purple mash if you're looking for some different books to explore!	
ENGLISH TASK 1	Phonics Mapping and Sorting Phase 5: air : ere/ear/are E.g – ‘air’ as in fair and ‘ere’ as in where, ‘ear’ as in pear and ‘are’ as in share. Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – Can you please share your pear because I am hungry? - I need to brush my hair.	<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 – wh ere 6. Discuss how many sounds are in the word – get your child to add 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	Spellings. EXTRA CHALLENGE – can you start to make your own mini-dictionary? <ul style="list-style-type: none"> • 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.
TASK 3	Butterfly Contractions. Contractions are two words shortened down into 1 with the use of an apostrophe.	Below are some pages to show how we might contract specific words together to make them shorter. Read these together with

		<p>your child. They can write them out with you.</p> <p>With the butterfly worksheet, either get your child to read the butterflies one at a time and then go through the contractions choices for each one or read the words to your child if they are struggling to sound out. Do they recognise parts of any of the words in contractions?</p>
TASK 4	<p>Cracking Comprehension: North Pole, South Pole 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. • reread the text to check you are right.
TASK 5	<p>Watch the video of the story of The Three Little Pigs.</p> <p>What happens in the story?</p> <p>Write the traditional story of the three little pigs</p>	<p>Once you have watched the video, get your child to re-tell the story to you verbally. Can they pick out any repeated phrases? E.g. I'll puff and I'll puff and I'll blow you house down.</p> <ul style="list-style-type: none"> • Remember this is a traditional tale so we can start with 'Once upon a time' and 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.
MATHS TASK 1	<p>Number bonds – bubbles bonds</p>	<p>Number bonds to 10/20. Log in to purple mash and find the 2do called bubble bonds. Children are given a number e.g. – 6, they then have to aim the bubble at the bond it pairs with the make the desired amount (stated on screen). E.g if aiming to make 10 your child should aim at 4. We have played this in school.</p>
TASK 2	<p>Purple mash – coin pairs.</p> <p>Found on the main page under '2do's'</p>	<p>Children are given mixed up cards with either a coin or an amount on. They need to click to turn them over and find the matching pairs.</p>
TASK 3	<p>Recognise and identify coin value.</p>	<p>It may be useful for this activity for children to have real coins in front</p>

		<p>of them to help identify and differentiate.</p> <p>Look at the coins on the page – can they identify the value independently?</p> <p>For question 2 get children to add up each circle and write the amount next to them so they don't forget.</p> <p>For question 3 again it may be supportive to provide real coins.</p>
TASK 4	<p>Penny Lane – solve money problems.</p> <p>EXTRA ACTIVITY: set up a shop in your house. Make a price list for different things and check you mummies and daddies give you the right amount. Do they need change?</p>	<p>It may be useful for this activity for children to have real coins in front of them to help identify and differentiate.</p> <p>Read the question through with your child.</p> <p>If they need support with number then it may be helpful to draw a number line. E.g in number 1 start at 18, jump back to 8, how many jumps did they need to do?</p> <p>For this task you could also set up a mini shop with similar items to help children visualise amounts.</p>
TASK 5	<p>Whose coin?</p> <p>EXTRA ACTIVITY: my maths 'using coins'</p>	<p>It may be useful for this activity for children to have real coins in front of them to help identify and differentiate.</p> <p>Read the statements to your child. Work through them one at a time to figure out how much each child would have.</p> <p>Asking your child to explain their reasoning for an answer is important to show they have understood the questions and help you see where they may have gone wrong.</p> <p>If they are struggling use the 'Think about' section for clues and tips.</p>
R.E.	<p>The stations of the cross.</p> <p>Watch the video showing the story of Easter. Watch up to 4.04 minutes.</p> <p>Think about:</p> <ul style="list-style-type: none"> • why Jesus was arrested? • How he would have felt as he carried the cross. • How Mary and his disciples would have felt as they watched Jesus be taken away. • Why did Jesus know he had to die? <p>Set up a small area in your home to spend some time praying. Say a small prayer of thanks to Jesus for sacrificing himself for our sins.</p> <p>You may want to use some nice cloth (like on our altar in the classroom), hold a cross (maybe one you already have or one you might have made) and</p>	<p>You can also read the stations of the cross at:</p> <p>Mark 14: 53-72</p> <p>Mark 15:21-41</p>

	light a small candle (YOU MUST HAVE YOUR PARENTS HELP WITH THIS).	
RESEARCH	<p><u>Science Task</u> Think about what season we were in at Christmas when it was cold and wet? – Winter. What season are we in now? Spring. Go outside and spot the signs of spring. What has changed since the winter?</p> <p>Now create a beautiful spring picture. This could be a drawing/painting/collage/made from items found outside in nature.</p>	<p>Talk to your child about the things they can see from the garden/on a walk/out the window. This might be:</p> <ul style="list-style-type: none"> • Blossoms on the tree • Flowers growing and showing bright petals • Baby animals • Lots of insects • Buds on the tree • Sunshine. <p>Can they tell you how this is different from what we have experienced in winter? (E.g. there is not as much rain/it is not as dark).</p>



Dear Year One,

I hope you are all keeping a smile on your face and enjoying the sunshine. Me and Miss McNally miss seeing all of your smiling faces every day! I know you will be working hard at home and have lots to tell me when we get back to school! This week your special challenge (if you haven't already) is to create an amazing picture to put in your window at home! They might even get spotted by me or one of your friends! I'll be keeping my eyes on the lookout for some masterpieces!

Miss Rackham

Term 3 Set 1 Week 3 (b)

Spelling patterns **ear, are, compound words**



Did you hear what I said?

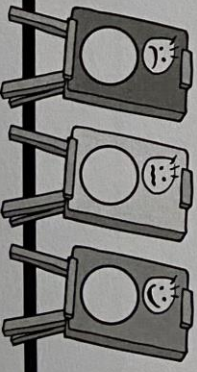
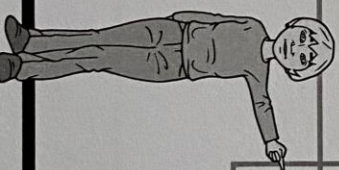


.....

Spellings	Write	Write	Cover and write	Cover and write
hear				
fear				
pear				
care				
share				
handbag				
Total				16



It's good to share.



ENGLISH – TASK 3 SUPPORT.

I am

If 'I' is one of the words in the contraction, the 'I' must be a capital letter.

When shortening 'am' with 'I', remove the 'a' and replace it with an apostrophe.

I am

=

I'm

Is

If 'is' is one of the words in the contraction, remove the 'i' and replace it with an apostrophe.

he is

she is

it is

that is

=

=

=

=

he's

she's

it's

that's

Will

If 'will' is one of the words in the contraction, remove the 'w' and the 'i' and replace them both with an apostrophe.

I will

you will

he will

she will

=

=

=

=

I'll

you'll

he'll

she'll

it will

we will

they will

=

=

=

it'll

we'll

they'll

Had

If 'had' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

I had

you had

she had

=

=

=

I'd

you'd

she'd

he had

they had

we had

=

=

=

he'd

they'd

we'd

Are

If 'are' is one of the words in the contraction, remove the 'a' and replace it with an apostrophe.

we are

you are

they are

=

=

=

we're

you're

they're

Not

If 'not' is one of the words in the contraction, remove the 'o' and replace it with an apostrophe.

could not

do not

does not

had not

=

=

=

=

couldn't

don't

doesn't

hadn't

have not

is not

should not

would not

=

=

=

=

haven't

isn't

shouldn't

wouldn't

But watch out!

can not = can't (remove one n) will not = won't

Match the contractions to the correct word pairs.



didn't

it'll

hasn't

can't

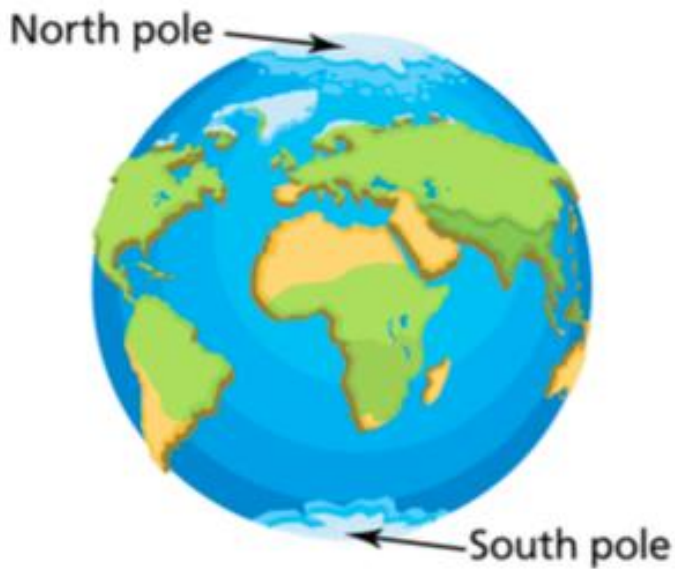
she'll

won't

he'll

don't

North Pole, South Pole by Pip Jones



North Pole, South Pole

The coldest places on Earth are the North Pole and the South Pole.

The North Pole is at the top of the world.

The South Pole is at the bottom of the world.

The North Pole and the South Pole both have lots of ice!



Living at the South Pole

There is nowhere for people to live at the South Pole.

There are no trees there. Birds have to make their nests on rock.



Living at the North Pole

People live in towns and cities near the North Pole.

In summer, lots of Arctic plants grow there. But in the winter, the plants live under a blanket of snow.

This icefish has blood that cannot freeze.



Animals at the South Pole

The sea at the South Pole is full of amazing animals. Seals and whales live in the sea.

Penguins only live near the South Pole.



Animals at the North Pole

In the North Pole, Arctic foxes, reindeer and Arctic hares live in the snow. Seals and whales live in the sea.

Polar bears only live near the North Pole.

ENGLISH – TASK 4 (QUESTIONS)

1 Where are the poles? Complete the sentence using a word from the text.

The North Pole is at the _____ of the world.

The South Pole is at the _____ of the world.

1b

2 Choose **one**.

In the South Pole, birds make nests:

in trees.

under the snow.

on rock.

1b

3 Choose **one**.

In the North Pole, people live:

in towns and cities.

under a blanket of snow.

on boats.

1b

4 Which animals live at the South Pole?

Choose **two**.

Arctic foxes

Penguins

Polar bears

Whales

1b

5 Which animals live at the North Pole?

Choose **two**.

icefish

penguins

polar bears

seals

1b

6 Write **one** thing that is the same at the North Pole and the South Pole.

1b

Teaching text: North Pole, South Pole



Cracking the questions

Question	Answer	Focus	Strategy
<p>1. Where are the poles? Complete the sentence using a word from the text.</p> <p>The North Pole is at the _____ of the world.</p> <p>The South Pole is at the _____ of the world.</p>	<p>The North Pole is at the top of the world.</p> <p>The South Pole is at the bottom of the world.</p>	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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 sentences in the text. • copy the words from the text into the gaps.
<p>2. Choose one.</p> <p>In the South Pole, birds make nests:</p> <p><input type="checkbox"/> in trees.</p> <p><input type="checkbox"/> under the snow.</p> <p><input type="checkbox"/> on rock.</p>	on rock. ✓	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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.
<p>3. Choose one.</p> <p>In the North Pole, people live:</p> <p><input type="checkbox"/> in towns and cities.</p> <p><input type="checkbox"/> under a blanket of snow.</p> <p><input type="checkbox"/> on boats.</p>	In towns and cities. ✓	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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.
<p>4. Which animals live at the South Pole?</p> <p>Choose two.</p> <p><input type="checkbox"/> Arctic foxes</p> <p><input type="checkbox"/> Penguins</p> <p><input type="checkbox"/> Polar bears</p> <p><input type="checkbox"/> Whales</p>	penguins ✓ whales ✓	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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. • remember to tick two.
<p>5. Which animals live at the North Pole?</p> <p>Choose two.</p> <p><input type="checkbox"/> Icefish</p> <p><input type="checkbox"/> penguins</p> <p><input type="checkbox"/> polar bears</p> <p><input type="checkbox"/> seals</p>	polar bears ✓ seals ✓	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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. • remember to tick two.
<p>6. Write one thing that is the same at the North Pole and the South Pole.</p>	<p>Accept:</p> <ul style="list-style-type: none"> • They are the coldest places on Earth. • ice • Seals and whales live in the sea. 	1b	<p>Question focus: identify key aspects of non-fiction texts, such as titles and information.</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 something that is the same at both the North Pole and the South Pole.

Recognise and know the value of different denominations of coins and notes

1 Draw lines to match the money to the value.


£1    £5





10p  5p

1p   50p  £5

£10

2 Put a tick (✓) by the set of coins which could be used to pay for the lollipop.



a **b** **c** **d**

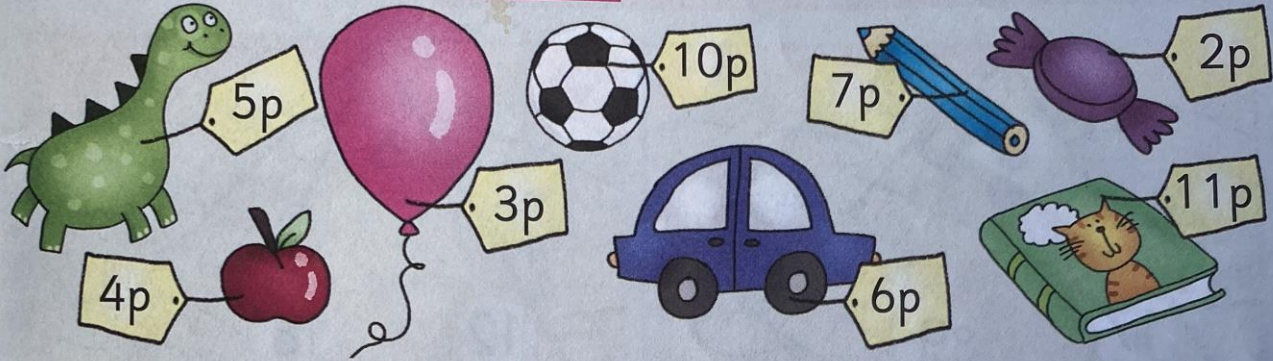
3 Draw 2 different sets of coins which you could use to buy the cake.



Date: _____

Penny Lane

Solve problems involving money



Thea had 18p.
Her change was 8p.



$$\boxed{18} \text{ p} - \boxed{} \text{ p} = \boxed{8} \text{ p}$$

Thea bought:

Ethan bought 2 items.
He spent 14p.



$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Ethan bought:

Max had 20p.
His change was 15p.



$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Max bought:

Ruby bought 2 items.
She spent 17p.



$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Ruby bought:

Teacher's notes

Children complete the addition or subtraction problem to find out which item or items each character buys. They draw the item or items into the space underneath each one.



Whose coins?

Challenge



You will need:
• selection of coins (optional)



I'd like to have all the silver coins.

I wish I had all the round coins.



I'd like to have all the coins that aren't silver.

I wish I could have the two gold coins.



Whose coins would you rather have?
Explain your reasoning.

Think about ...

How much money does each child have?



Can you use counting on in ones, twos, fives and tens to help you?

What if?



On second thoughts, I'd like one of each coin.



I think I'd rather have a £5 note.

Would you prefer Jake's money or Mr Lewis's? Why?

When you've finished, turn to page 80.