



Holy Name

Catholic Primary School

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

## WEEKLY HOMEWORK LETTER

YEAR GROUP

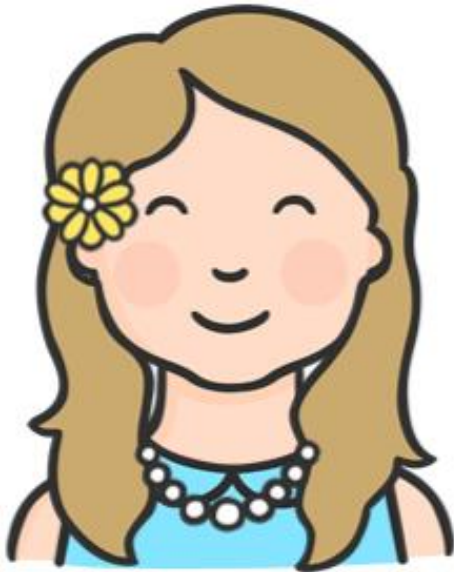
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NO.

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DATE:

22.06.20



### Good morning Year One!

I have changed the layout of the guidance this week but all the same information is on here (e.g. English and maths tasks etc). This week there is also an '**awe and wonder**' activity and PSHE task for you to have a go at!

I have enjoyed seeing some of you in school and speaking to the rest of you on the phone this week! It is really nice to hear that you are doing well at home, working hard but still having fun!

I have also loved seeing the pictures that some of you have sent me to have a look at! It looks like you are having an amazing time 😊 Don't forget you can still send me some pictures of what you have been up to at home on the school website.

Your special challenge this week is to learn how to fold up your own clothes!

I am extremely proud of all of you, so don't forget to keep smiling!

Miss. Rackham

### READING

Your reading tasks this week are on **purple mash**. The story is called Daisy's memory box! There is a chapter a day for you to read and then a mini quiz to go with it!



**ENGLISH**

	Lesson activity	Lesson Guidance
<b>Monday (TASK 1)</b>	Phonics Mapping and Sorting Phase 5:oo/u-e/ew/ue <b>E.g – ‘oo’ as in moon</b> - ‘ew’ as in flew - ‘ue’ as in statue - ‘u-e’ as in flute  Extra Challenge: Can you pick some of these words to put into sentences and write out? E.g – <b>I can stand as still as a statue.</b> <b>He flew a rocket to the moon.</b>	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 t a t u 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.
<b>TUESDAY (TASK 2)</b>	<b>Colour by phonics - oo</b>	
<b>WEDNESDAY (TASK 3)</b>	<b>Cracking Comprehension:</b> The Lion and the Mouse.  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"> <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> </ul> reread the text to check you are right.
<b>THURSDAY (TASK 4)</b>	Add ‘er, ‘ed’ and ‘ing’  Look at the sentences on the worksheet and all of the words to pick from. Can you choose the correct words so that the sentences make sense.	Read through the sentences with your child. If they are finding it a bit tricky you could put each word choice on a card so your child can physically place it into the sentence and read it altogether to see if it makes sense.
<b>FRIDAY (TASK 5)</b>	This week you are going to start creating your own story. It can be about anything you like!  <b>Think about:</b> your main character, where your story is going to take place (the setting), what big problem might happen?! How will the problem be fixed?  Below is a planning sheet you can use to think about all of these things!  <b>Only write the start this week!</b> So introduce you characters where they are and what they are like. Stop just before a big problem occurs! Be as descriptive as you can!	When writing make sure you have: <ul style="list-style-type: none"> <li>• capital letters and full stops</li> <li>• capital letters for names</li> <li>• conjunctions to make sentences longer (and/but/or/so)</li> </ul> There is a short example below.

**Now you have written your story opening you are ready to start thinking about next week when we will write the middle of your story.**

**SPELLINGS** – The grapheme for this week’s spellings is u-e.

**EXTRA CHALLENGE** – can you add these new words to 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!

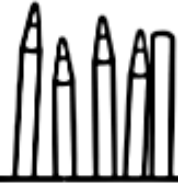


# Phase 5 Alternative Spellings For ew

There are different ways to spell the 'ew' sound.

Can you spot words below with each of the different spellings?

Fill in your key with a different colour for each spelling and then colour in the picture.



Key

ew <input type="checkbox"/>	oo <input type="checkbox"/>	ue <input type="checkbox"/>	u-e <input type="checkbox"/>
-----------------------------	-----------------------------	-----------------------------	------------------------------

 blew	 true	 rule	 clue
 glue	 moon	 chew	 prune
 zoo	 rude	 hoot	 screw
 flute	 blue	 cartoon	 June

grew

## The Lion and the Mouse

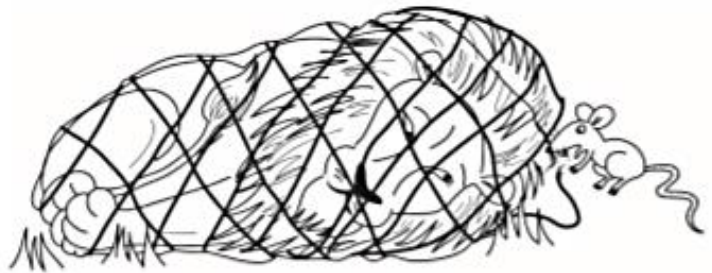
One day, Lion put his big foot down on a mouse. "Now I have got you," he said. "I will have you for my lunch."

"Oh, please don't eat me, Lion," said Mouse. "If you let me go, I will help you."



"How can you help me?" laughed Lion. "I am big and strong, and you are so small." He laughed and laughed. Then he took his paw off the mouse and Mouse ran away.

The next day, Lion was trapped in a hunter's net. He roared and roared, but he couldn't get out. Then he heard a small voice.



"You helped me, Lion," said Mouse. "Now I will help you." Mouse took the net in her sharp little teeth. She bit the net and tore it and chewed it. At last there was a big hole in the net and Lion got out.



"Thank you, Mouse," he said. "Even though you are little, you could help me. You saved my life."

## The Lion and the Mouse

Use the text and pictures to answer the questions.

1 What did Lion catch for his lunch?

---

2 Why did Lion let it go? Tick one.

He wasn't hungry because he had eaten his lunch.

It was too small and he wanted something bigger.

It made him laugh.

3 Why did Lion roar?

---

4 How did Mouse help Lion?

---

5 Why do you think the Lion said "thank you" to Mouse?

---

6 Draw lines to show who did what in the story.

Lion

caught Lion in a net.

Mouse

let Mouse go.

Hunters

helped Lion to get free.

Practice text: The Lion and the Mouse

Cracking the questions

Question	Answer	Focus	Strategy
1. What did Lion catch for his lunch?	a mouse	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. Why did Lion let it go? Tick one.	It made him laugh. ✓	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>• decide which part of the text you will need to reread to find the answer.</li> <li>• reread all the choices in the question again and tick the best answer.</li> </ul>
3. Why did Lion roar?	He was trapped in a hunter's net.	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>
4. How did Mouse help Lion?	She made a hole in the net.	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>
5. Why do you think the Lion said "thank you" to Mouse?	She saved his life.	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 may not be 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. Draw lines to show who did what in the story.	<p>Lion — caught Lion in a net.</p> <p>Mouse — let Mouse go.</p> <p>Hunters — helped Lion to get free.</p>	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"> <li>• read all 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>

# Adding 'er', 'ed' and 'ing'

## 1. Fill in the missing words.

Yesterday I \_\_\_\_\_ football with my friends.

I am \_\_\_\_\_ hard at school today.

Jacob is \_\_\_\_\_ next to Marcus at the table.

Last week I \_\_\_\_\_ on a project with my sister.

My Dad was the best \_\_\_\_\_ at the disco.

We were short of one netball \_\_\_\_\_ for our team.

Last night I \_\_\_\_\_ to a great song.

Holly and James are \_\_\_\_\_ in the pool with Mum.

\_\_\_\_\_ is my favourite hobby.

My brother is a very hard \_\_\_\_\_ at school.

dancer  
danced  
dancing  
player  
played  
playing  
worker  
worked  
working  
sitting

## 2. Can you complete these calculations?

work + ed = \_\_\_\_\_

work + ing = \_\_\_\_\_

work + er = \_\_\_\_\_

play + ing = \_\_\_\_\_

play + er = \_\_\_\_\_

play + ed = \_\_\_\_\_

...but what happens here?

dance + er = \_\_\_\_\_

dance + ed = \_\_\_\_\_

dance + ing = \_\_\_\_\_





# Story Map A

**Character**

**Setting**

**Problem**

**Solution**



One beautiful morning, a small grey rabbit was hopping around the forest. His name was Jump and he liked to jump as high as he could! He jumped all the way to his best friend Daisy's house that was deep underground. He liked travelling through the forest because he could see all of the bright coloured flowers. When he got to Daisy's burrow he hop, hop, hopped above the ground to let her know he was there. Once Daisy finally appeared they bounded off together and thought about where they might go that day. As they got further into the forest they noticed that it was suddenly going dark and started to get very very scared.

**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. J u n e      f l u k e      s a / l u t e

<u>J</u> <u>u</u> <u>n</u> <u>e</u>				
<u>r</u> <u>u</u> <u>d</u> <u>e</u>				
<u>r</u> <u>u</u> <u>l</u> <u>e</u>				
<u>f</u> <u>l</u> <u>u</u> <u>k</u> <u>e</u>				
<u>b</u> <u>r</u> <u>u</u> <u>t</u> <u>e</u>				
<u>s</u> <u>a</u> / <u>l</u> <u>u</u> <u>t</u> <u>e</u>				
<u>c</u> <u>o</u> <u>n</u> / <u>c</u> <u>l</u> <u>u</u> <u>d</u> <u>e</u>				

High Frequency Words:

has						
you						
your						

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

**MATHS**

	<b>Lesson activity</b>	<b>Lesson Guidance</b>
<b>Monday (TASK 1)</b>	<a href="#">Karate cats</a> – select number and place value!	
<b>TUESDAY (TASK 2)</b>	<b>Purple mash</b> – find a half!	Discuss with your child how half is when a shape or number is split into 2 equal groups to make up a whole. Remember to remind them that although we can cut a shape down the middle we cannot chop up a number and so have to find half of the amount.
<b>WEDNESDAY (TASK 3)</b>	<b>Find half of an amount.</b>	The first thing to do is to count how many of the items there are altogether. Ask your child again how many groups we need to make when finding half, and what each group should be (equal). For the first 2 questions your child could either get 2 different coloured pens and put a cross through one at a time as they say, one for you one for me OR you could get the same amount of items and physically have them in front of you for your child to split into 2 groups practically. They then need to remember that 1 half is how many is in 1 group and not counting them all again. They can then use this method again for the rest of the questions.
<b>THURSDAY (TASK 4)</b>	Is it a quarter?  <b>EXTRA CHALLENGE: PIZZA FRACTIONS. Can you label the pizza's to show what fractions each ingredient has?</b>	Discuss with your child how half is when a shape or number is split into 2 equal groups to make up a whole but now a quarter is when a shape or number is split into 4 equal groups to make a whole. Remember to remind them that although we can cut a shape down the middle we cannot chop up a number and so have to find a quarter of the amount. A good way to 'show' them what a quarter looks like is to get them to draw a cookie and then physically cut it in half and half again (making 4 quarters).  An important point to talk to your child about is the fact that 1 quarter is only 1 section of the shape and not all of it.
<b>FRIDAY (TASK 5)</b>	Ladybird - Find a quarter of an amount.  <b>EXTRA CHALLENGE: MyMaths fractions</b>	Ask your child to remind you how many groups we split things into when we find a quarter ( $1/4$ ). Again, ask them what these groups should be (equal).  Use the 4 leaves as the groups and count out the correct amount of ladybirds for each questions. After sharing the ladybirds out remind your child that 1 quarter is only the amount of ladybirds on 1 leaf and not all of them.

## Find a Half



Circle half the footballs.



The whole is \_\_\_\_\_. Half of \_\_\_\_\_ is \_\_\_\_\_.

Circle half the stars.



The whole is \_\_\_\_\_. Half of \_\_\_\_\_ is \_\_\_\_\_.

Find half of these numbers. You could use cubes to help.

$$\frac{1}{2} \text{ of } 2 = \underline{\hspace{2cm}} \qquad \frac{1}{2} \text{ of } 20 = \underline{\hspace{2cm}}$$

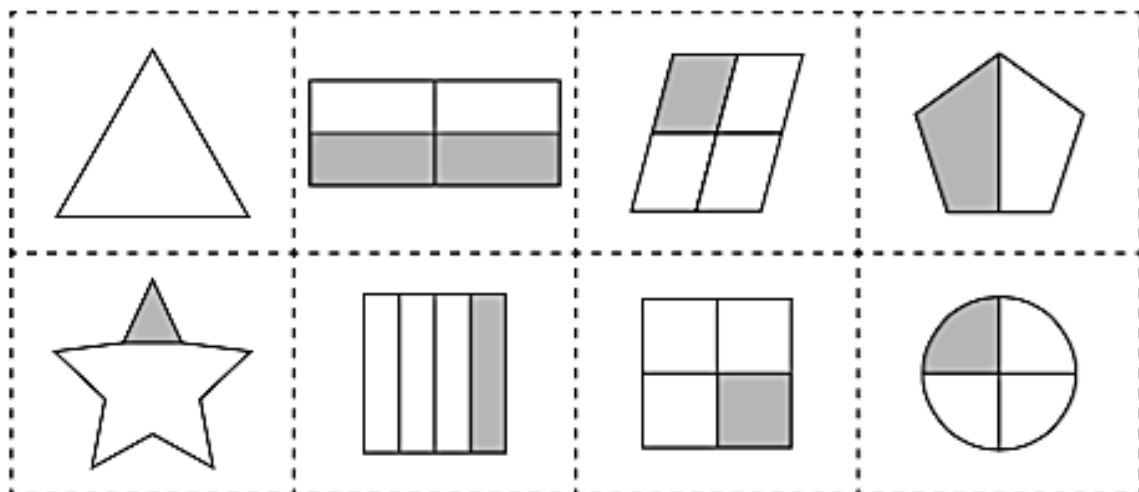
$$\frac{1}{2} \text{ of } 4 = \underline{\hspace{2cm}} \qquad \frac{1}{2} \text{ of } 40 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} \text{ of } 6 = \underline{\hspace{2cm}} \qquad \frac{1}{2} \text{ of } 60 = \underline{\hspace{2cm}}$$


# Is It a Quarter?

Can you sort these shapes into the correct column?


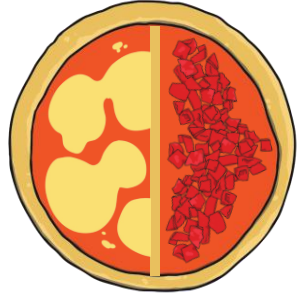
$\frac{1}{4}$	Not $\frac{1}{4}$




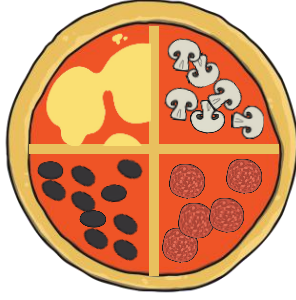
TASK 4 – EXTRA CHALLENGE



This pizza has:


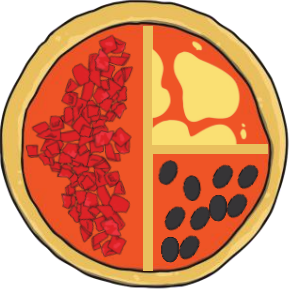




This pizza has:


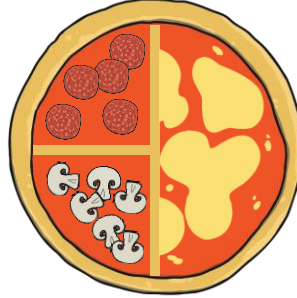
This pizza has:




This pizza has:



























This pizza has:












- $\frac{1}{2}$  cheese 
- $\frac{1}{2}$  mushrooms 
- $\frac{1}{2}$  pepperoni 
- $\frac{1}{4}$  mushrooms 
- $\frac{1}{4}$  cheese 
- $\frac{1}{4}$  pepperoni 
- $\frac{1}{2}$  cheese 

- $\frac{1}{4}$  cheese 
- $\frac{1}{4}$  mushrooms 
- $\frac{1}{4}$  olives 
- $\frac{1}{2}$  pepperoni 
- $\frac{1}{2}$  olives 
- $\frac{1}{4}$  pepperoni 
- $\frac{1}{2}$  mushrooms 

- $\frac{1}{2}$  red peppers 
- $\frac{1}{2}$  cheese 
- $\frac{1}{2}$  green peppers 
- $\frac{1}{4}$  mushrooms 
- $\frac{1}{4}$  cheese 
- $\frac{1}{4}$  pepperoni 
- $\frac{1}{2}$  cheese 

- $\frac{1}{2}$  red peppers 
- $\frac{1}{4}$  mushrooms 
- $\frac{1}{4}$  olives 
- $\frac{1}{2}$  red peppers 
- $\frac{1}{2}$  olives 
- $\frac{1}{4}$  cheese 
- $\frac{1}{2}$  mushrooms 

# Ladybird Fractions

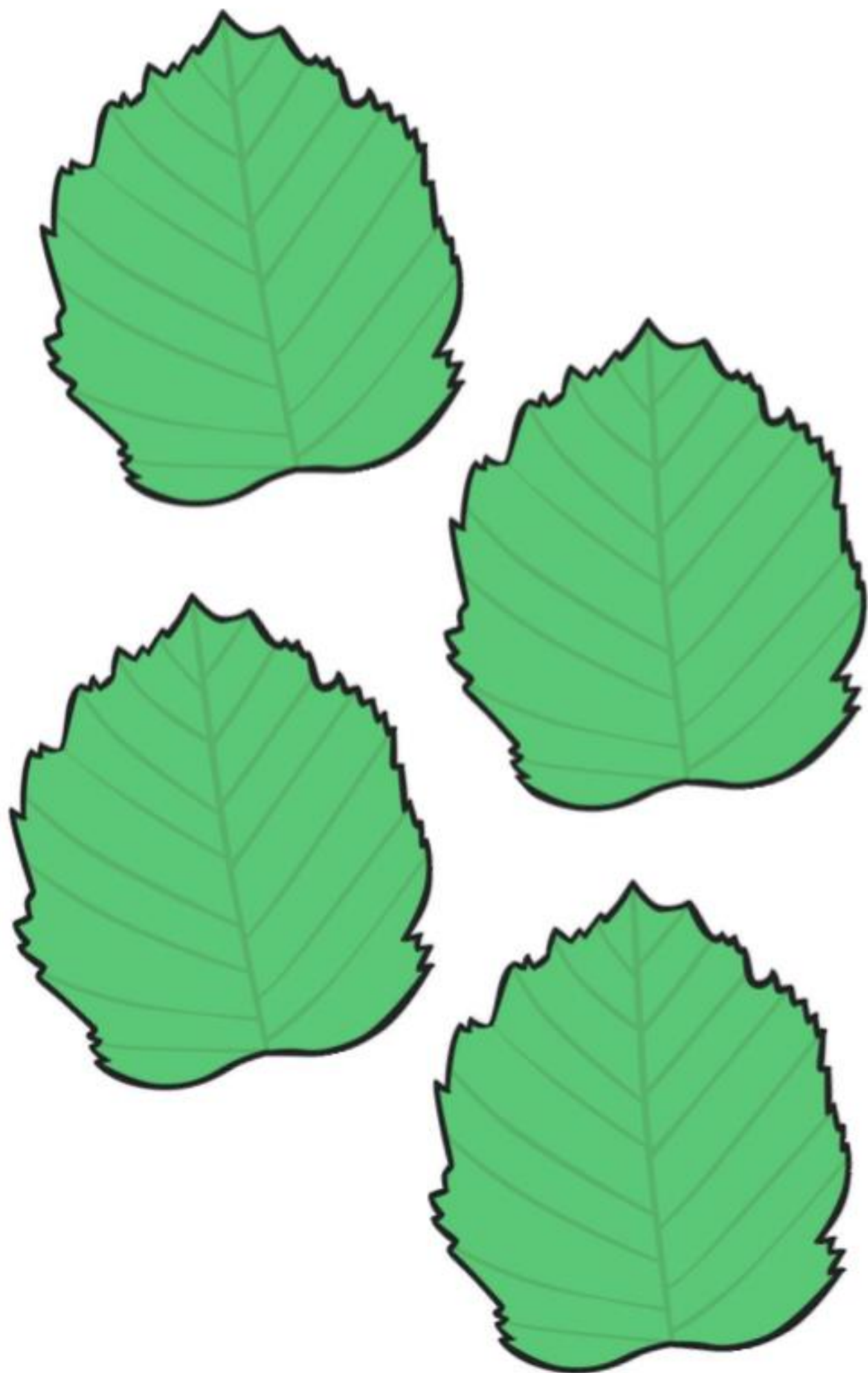
## Finding $\frac{1}{4}$ of a Quantity

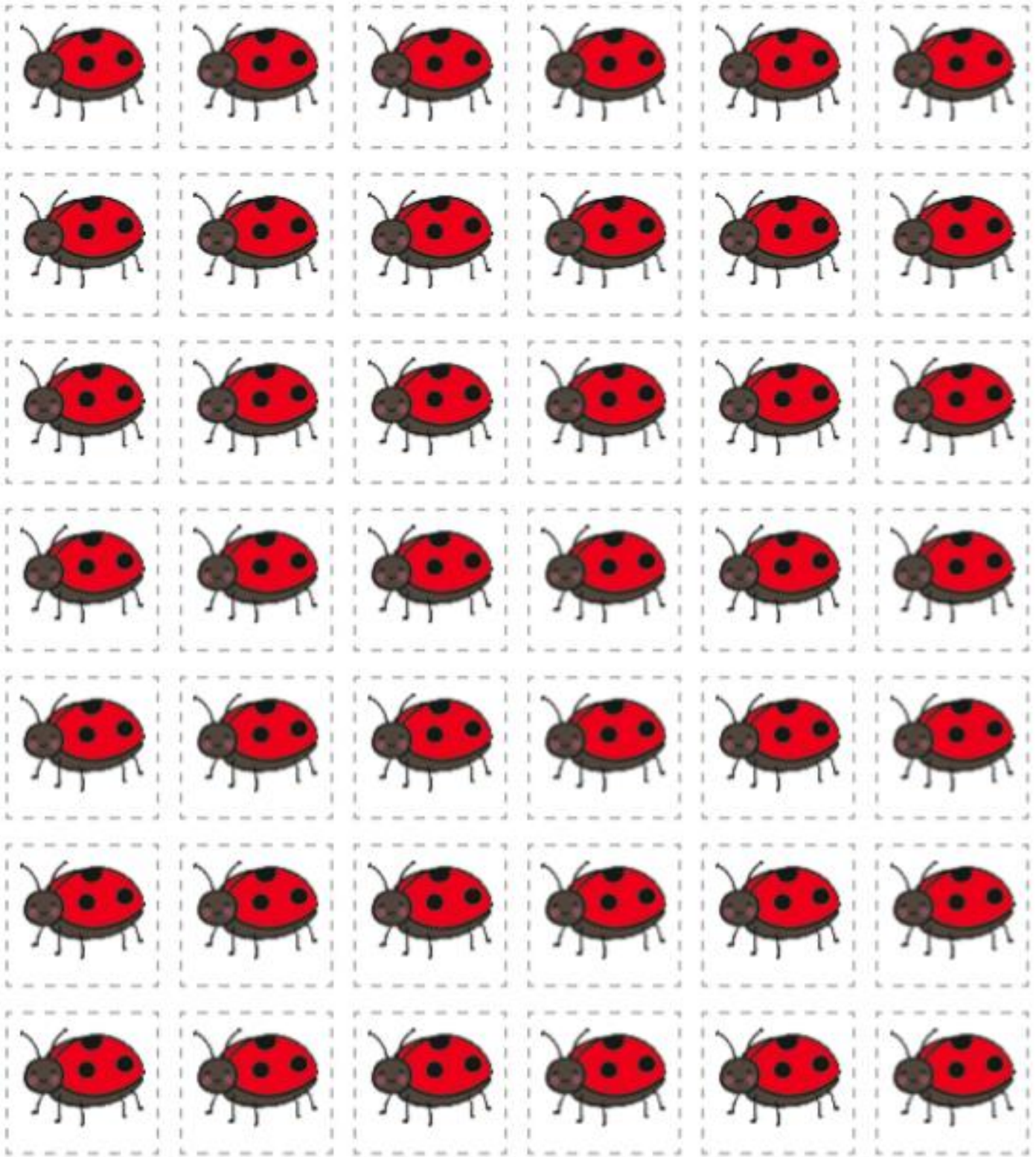
Cut out the ladybirds and the leaves and use them to help you answer the questions below.

1.  $\frac{1}{4}$  of 12 =
2.  $\frac{1}{4}$  of 4 =
3.  $\frac{1}{4}$  of 24 =
4.  $\frac{1}{4}$  of 32 =
5.  $\frac{1}{4}$  of 28 =
6.  $\frac{1}{4}$  of 8 =
7.  $\frac{1}{4}$  of 16 =
8.  $\frac{1}{4}$  of 40 =
9.  $\frac{1}{4}$  of 20 =
10.  $\frac{1}{4}$  of 36 =





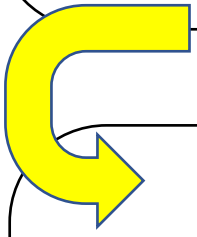




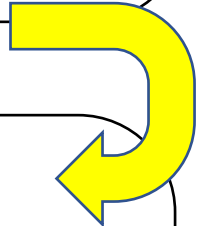
**R.E.**

	Lesson activity	Lesson Guidance
	<p>Watch the story of <a href="#">Jesus calling Peter</a>.</p> <p>You could also read the story here: <a href="#">Luke 5:1-11</a></p> <p>Your task is to create a storyboard of pictures showing Jesus calling Peter as they fished and Jesus telling him they are now 'fishers of men'.</p>	<p>Discuss with your child the way they choose their own friends. What is special about their friends and what do they enjoy doing with them?</p> <p>Talk to them about why Jesus might have picked these people as his friends and followers.</p>

Empty rounded rectangular box for text entry.



Empty rounded rectangular box for text entry.



Empty rounded rectangular box for text entry.

## GEOGRAPHY

### Lesson activity

#### What do we do at the beach?

Look at the photos below that show people at the beach. What things can you see that the people are doing? (paddling/swimming/surfing/camping/exploring sealife etc).

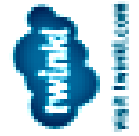
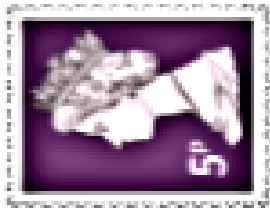
Have you done any of these things?

I want you to imagine that you are in one of these photos. Think about what you are doing, what you can see and smell.

Write a postcard on the template below to a friend telling them about what you are doing at the beach. If you have been to the beach yourself, you might want to add in some of your own experiences. You can then turn this over and add a picture to your postcard (there are some examples attached of what postcards look like).

**If you practised your address as your special challenge last week then you can add this to your postcard!**





Five vertical lines for writing the recipient's address.



Eleven vertical lines for writing the message.



*Many villages from*  
**CORNWALL**

**Activity**

Attached is a fun science experiment for you to do!

Have a go at using air bubbles and paint to make a beautiful piece of artwork!

**What is so special about the washing up liquid and water?**

# Awe and Wonder

## Soap Bubbles Prints

### You will need:



Ready mix paint

Shallow tray



Water



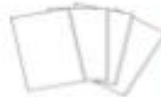
Brushes



Washing-up liquid



Straws



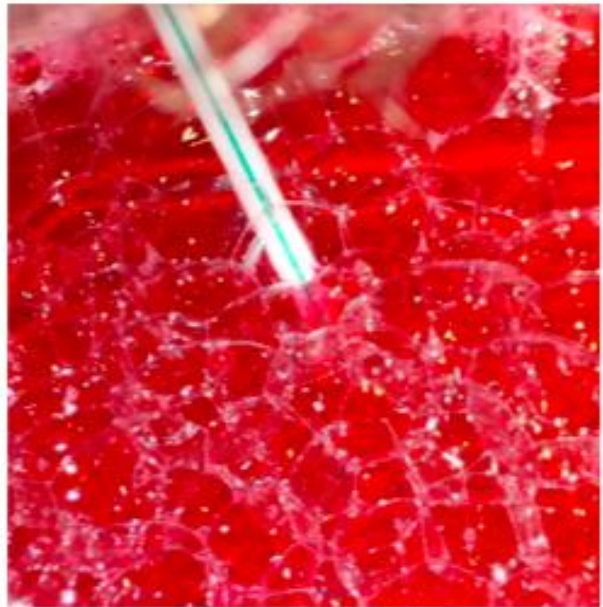
White paper



Paint pots

### Method:

1. Mix together,  $\frac{1}{3}$  ready mix paint,  $\frac{1}{3}$  water and  $\frac{1}{3}$  washing up liquid in a paint pot.
2. Pour into a shallow tray.
3. Take a straw, place into the liquid and begin to blow, make sure not to suck otherwise you'll end up with a mouth full of paint!
4. Move the straw around creating bubbles.
5. Once the tray is full of bubbles take a sheet of paper and lay it carefully on top of the tray pressing down gently.
6. Lift it off and see the print you have created of the bubbles.



### The Science Bit

Because washing up liquid can hold air inside its bubbles when you blow air in to the mixture it stays there creating lots of coloured bubbles. Because there is water in the mixture when you put paper on top of it the water is sucked into the paper, leaving a print.

## Activity

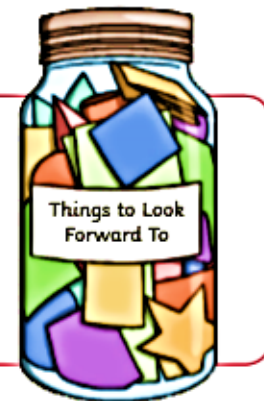
The past few weeks may have been a little bit difficult for some of you having to stay in the house. So to help make us all smile I want you to think about all of the things you are looking forward to doing very soon! It might even be coming back to school!

## Wellbeing Craft - Things to Look Forward To Jar

Use these craft instructions to create your own wellbeing jar. Having things to look forward to can make you feel happier and improve your wellbeing. Each time you think of something you would like to do in the future, write it on a piece of paper and place it inside your decorated jar.

### You will need:

- glass or plastic jar
- scissors
- paintbrush
- white glue
- sticky label or strip of paper
- tissue paper or coloured paper
- pencil
- paper to record the things you are looking forward to



### Instructions



**1** Cut shapes out of the colourful paper or tissue paper.



**4** Write a label for your jar. You could write 'Things to Look Forward To'.



**2** Use the paintbrush to put some glue onto the jar.



**5** You can use white glue to paint over the top of the shapes on your jar and the label. This will give it a nice, shiny effect.



**3** Stick the paper shapes carefully onto the jar.



**6** Once dry, your jar is ready to use. Write things that you are looking forward to on pieces of paper and place them into your decorated jar.



## EXTRA LINKS

**If you are looking for further work here are a couple of places to look:**

- If you are struggling with some of the work you may want to look at Receptions page for some other activities.
  - You could have a look at the year 2 work on the school website.
    - [Oak National Academy](#)
      - [BBC bitesize](#)
      - [Phonics play](#)
      - [Top marks](#)