



HEADTEACHER: Mr A.G. Neenan

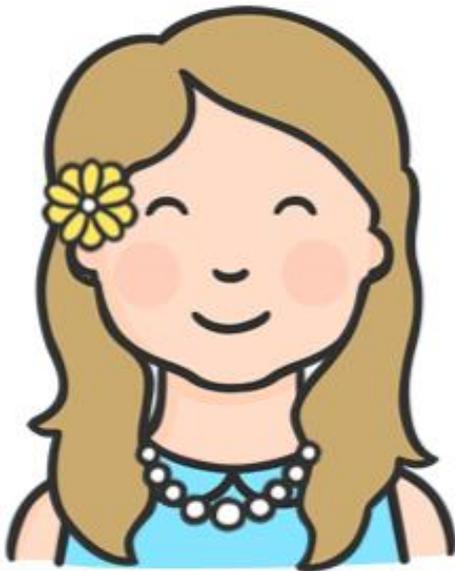
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"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	One	NO.	12	DATE:	29.06.20
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Good morning Year One!

I hope you have been enjoying the amazing weather and getting outside! All of us here at school have definitely been enjoying the sunshine.

I am so happy to know that I will be able to see all of your smiling faces next year as we all move up to Year Two together. I know you will all be as amazing as you have been in Year One!

Don't forget you can still send me some pictures of what you have been up to at home on the school website and see what your friends have been doing too!

Your special challenge this week is to set the table for dinner!

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 Watch Out! River running wild! There is a chapter a day for you to read and then a mini quiz to go with it!



ENGLISH

	Lesson activity	Lesson Guidance
Monday (TASK 1)	Phonics Mapping and Sorting Phase 5:oo/u/oul E.g – ‘oo’ as in book - ‘u’ as in full - ‘oul’ as in could Extra Challenge: Can you pick some of these words to put into sentences and write them out? E.g – This book is fun to read! I wish I could cook.	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 oul d 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.
TUESDAY (TASK 2)	Real or alien? Pick 2 colours – colour in all the real words in colour 1 and the alien words in colour 2.	
WEDNESDAY (TASK 3)	Cracking Comprehension: New Clothes for Alex. 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.
THURSDAY (TASK 4)	Purple Mash Conjunctions! Choose the correct conjunction! Read the sentences in the story and choose the correct conjunction to fit the gap!	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.
FRIDAY (TASK 5)	This week you are going to carry on with your story! Think about the characters you created and what they were doing. Now you need to think about what big problem is going to happen in your story! (I will give you some examples below). Only write the middle this week! Stop just before the problem is fixed! Be as descriptive as you can!	When writing make sure you have: <ul style="list-style-type: none"> • capital letters and full stops • capital letters for names • conjunctions to make sentences longer (and/but/or/so) There is a short example below. Don’t forget to use last week’s story plan to help!
<p>Now you have written the middle of your story you are ready to start thinking about next week when we will write the ending to your story.</p>		

SPELLINGS – This week your spellings focus on the suffix -ed. For most words ‘ed’ is added to show the past tense. It can sound like ‘d’, ‘t’ or ‘id’ when it is spoken. In one syllable words with a ‘short’ vowel sound, double the final consonant before adding an ending beginning with a vowel.

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!

TASK 2

look	zook	hook	woot
vooy	book	drook	slook
hood	goom	cook	shamook
choot	mistook	yoob	mook

pull	desut	nut	put
cetrull	push	ugly	trug
bull	cushion	muss	pudding
awful	lun	playful	bush

could	wesout	fetroutg	youls
shouldn't	moutg	voutd	droul
soulf	couldn't	would	boutg
should	prout	lout	wouldn't

New Clothes for Alex by Mary Dickinson



"I want to go home," Alex said as soon as they reached the shops. "There's too many people here. Someone is sure to tread on me."

"Of course they won't," said his mother. "And we're not going home until I've bought you some new clothes."



"I won't wear them," growled Alex, giving his mother his very fierce monster stare.

To his surprise she growled back!

Alex's mother went over to a shop window.

"Do you like any of those T-shirts or sweaters, Alex?"



"No," said Alex.

They moved to the next window.

"Do you like any of those shoes?"

"No," said Alex.

They moved to another window.



"What about those trousers?"

"Yuk, they're horrible," answered Alex.

"Oh Alex," his mother said sharply. "Where am I going to find something you like?"

TASK 3 – QUESTIONS

1 Alex said he wanted to go home. Why? Choose **one**.

It was too hot.

There were too many people.

He was too dizzy.

2 Alex gave his mother his very fierce monster stare. What did she do next?

3 Which clothes did Mum and Alex look at? Choose **three**.

trousers

hats

t-shirts

gloves

shoes

sweaters

socks

4 What was in the last window they looked at?

5 Did Alex like shopping for clothes? How do you know?

6 Do you think Alex will find clothes he likes?

Explain your answer.

1b

1b

1b

1b

1d

1e

Teaching text: New Clothes for Alex

Cracking the questions

Question	Answer	Focus	Strategy
1. Alex said he wanted to go home. Why? Choose one.	There were too many people. ✓	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"> read all the parts of the question carefully. decide which part of the text you will need to reread to find the answer. reread all the choices in the question again and tick the best answer.
2. Alex gave his mother his very fierce monster stare. What did she do next?	She growled back at him.	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"> read the question carefully. scan the text for the words “very fierce monster stare” and carefully read the next sentences, thinking about the answer.
3. Which clothes did Mum and Alex look at? Choose three.	Any three of T-shirts, sweaters, shoes or trousers.	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"> read all the parts of the question carefully. scan the text, looking for the names of clothes. check whether the clothes are listed in the question.
4. What was in the last window they looked at?	Trousers	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"> read the question carefully. decide which part of the text you will need to read. find information in the text that will help you to answer the question. write the answer.
5. Did Alex like shopping for clothes? How do you know?	No. He wanted to go home./He said he would not wear the clothes./ He said he did not like anything.	1d	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read both parts of the question carefully. write ‘yes’ or ‘no’ to answer the first part of the question. reread the text to find a reason for your answer.
6. Do you think Alex will find clothes he likes? Explain your answer.	Accept an answer with a reasonable explanation. E.g. Yes, because stories have happy endings. No, because he is not even looking at the clothes.	1e	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> read the question carefully. Note that ‘do you think’ means that the answer might not be in the text. think about what you know about Alex reread the text again, thinking about the question. write ‘yes’ or ‘no’ followed by an explanation.

TASK 5 – PROBLEM EXAMPLES

- Your characters get lost
- Someone scares them (like in the Gruffalo)
- They get transported to somewhere strange
- They find a mysterious object
- They run into a creature (such as a dragon)

TASK 5 – EXAMPLE

As the sky became darker and darker Jump and Daisy held each other's hands so they would not get scared. All of a sudden a giant creature flew out from behind a big thick tree and absolutely terrified Jump! It had thick purple skin with sharp blue scales all down its back. Its long tail swished about in the air and Daisy could not take her eyes off of it! It was too dark to see its face but they could see two orange glowing eyes! Jump and Daisy wanted to run home but the creature was blocking the way. Then, Jump realised it was a Dragon! A fire-breathing Dragon and it was standing right in front of them.

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. o/**ver**) say each sound in the 'first chunk' (as it is being written) then say the first chunk. Then move onto the second chunk.

N.B. Suffixes (e.g. 'ed') should be treated as a 'chunk' of sound and be said aloud as the whole 'chunk' 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. **dropped**
•••

Suffix 'ed' (past tense):

For most words 'ed' is added to show the past tense. It can sound like 'd', 't' or 'id' when it is spoken. In one syllable words with a 'short' vowel sound, double the final consonant before adding an ending beginning with a vowel.

h o p + ed	h o pp ed			
sh o p + ed	sh o pp ed			
wh i p + ed	wh i pp ed			
wr a p + ed	wr a pp ed			
c l a p + ed	c l a pp ed			
d r o p + ed	d r o pp ed			
s k i p + ed	s k i pp ed			
s t o p + ed	s t o pp ed			

High Frequency Words:

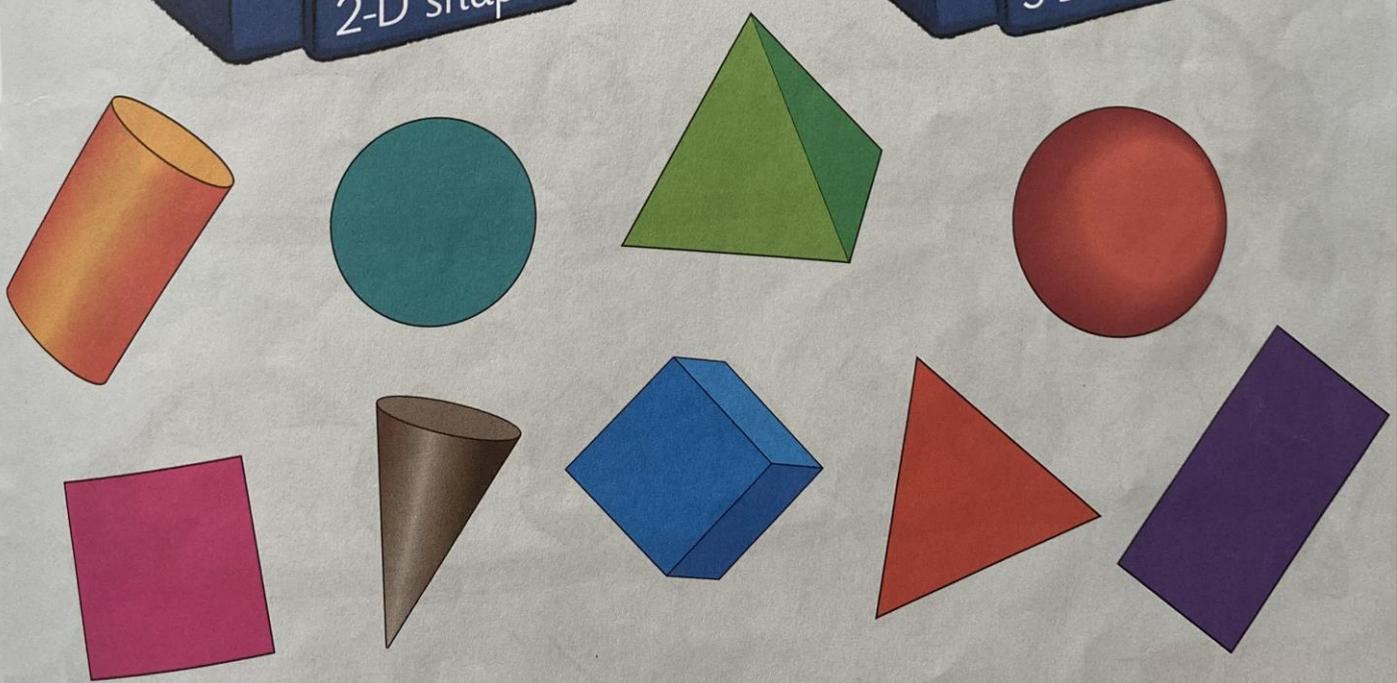
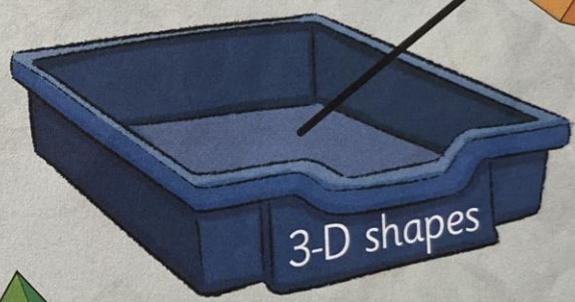
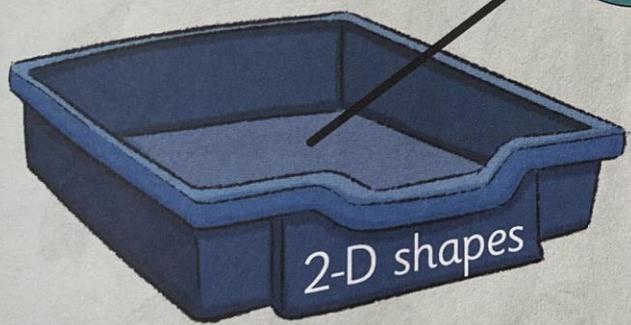
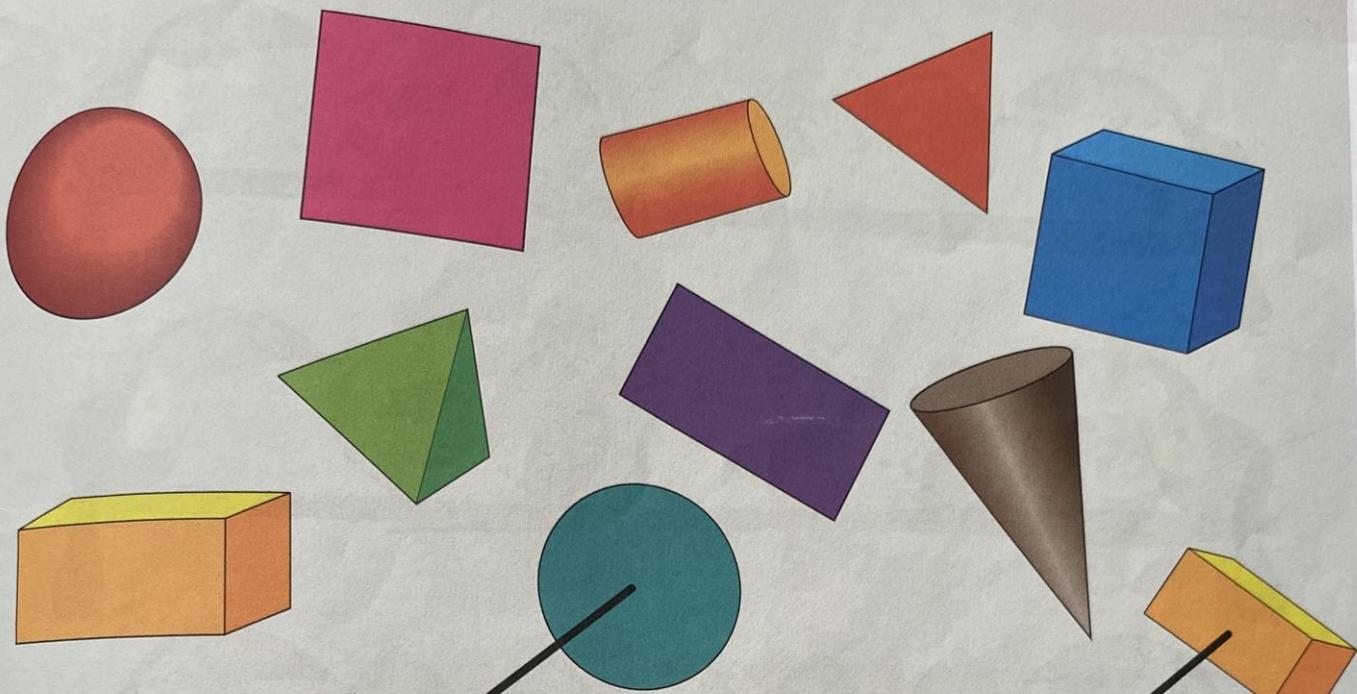
asked					
looked					
called					

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

MATHS

	Lesson activity	Lesson Guidance
Monday (TASK 1)	Karate cats – select fractions and recap your work from last week.	
TUESDAY (TASK 2)	Sort 2D and 3D. Can you sort the shapes into 2D or 3D.	2D shapes are shapes that we cannot pick up. They are completely flat. 3D shapes are those that are all around us that we can pick up and handle. Here is a video to help your child remember. Another great way to do this would be to draw some 2D shapes that are flat and find a variety of 3D shapes from around your house. Then ask your child to sort these into 2 groups physically.
WEDNESDAY (TASK 3)	Name the 3D shape. Use the videos to help you remember the name of the 3D shape. EXTRA ACTIVITY: can you find these shapes around your home? There is a sheet below for you to draw what you find!	Here are some videos to watch to help your child remember the names of different 3D shapes! Video 1 Video 2 Video 3 A key point here when looking at pronunciation is to make sure your child is saying SPHERE and not SOPHIA.
THURSDAY (TASK 4)	Properties of 3D shapes EXTRA ACTIVITY: Karate Cats shapes	The properties of a shape describe what it is like. They tell us about the number of edges/faces/vertices (corners). Here are some videos to help your child identify the different properties. Video 1 Video 2 – you do not need to know about any of the shapes past square-based pyramid! It will be really useful for them if they can handle real life examples of this shape from around the house.
FRIDAY (TASK 5)	Mastery activity. Use your reasoning skills to answer and explain this question. EXTRA ACTIVITY: my maths	If your child is struggling look at the 'Think about' section. They could compare any of the properties such as number of faces/vertices/edges.
EXTRA GAMES:	Karate cats – select shapes Purple mash shape sorting	

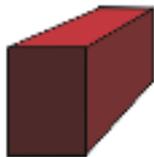
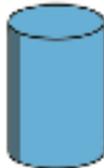
Know 2-D and 3-D shapes



Recognise and Name 3D Shapes



Match the shapes to their names.



cone

cuboid

pyramid

sphere

cylinder

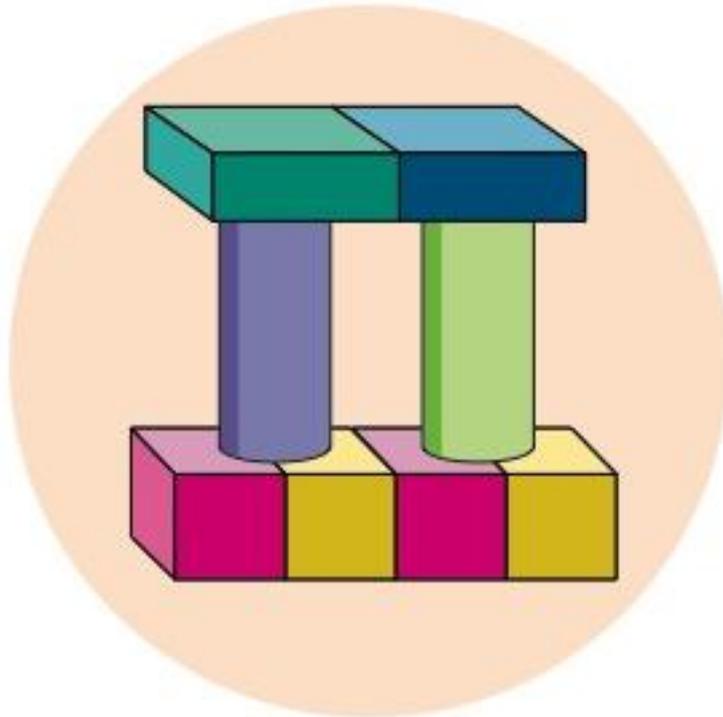
cube

Place a 3D shape behind your partner's back, so they can't see the shape. Ask them to feel the shape and guess what shape it is without looking.

Recognise and Name 3D Shapes



Tom has started to build a tower using 3D shapes.



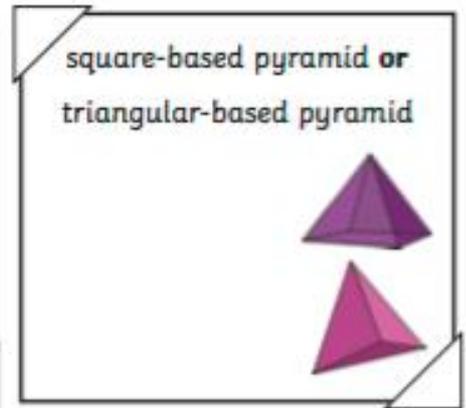
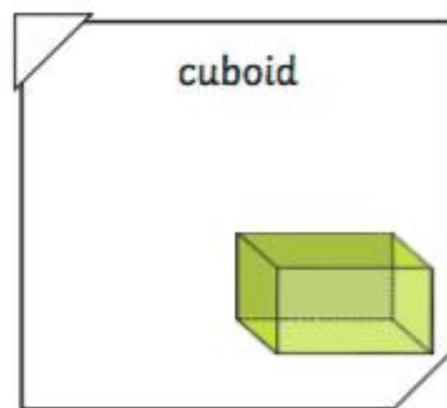
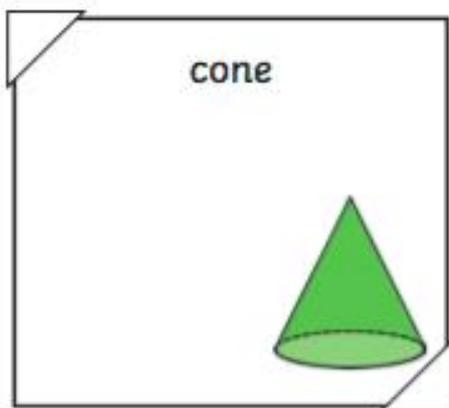
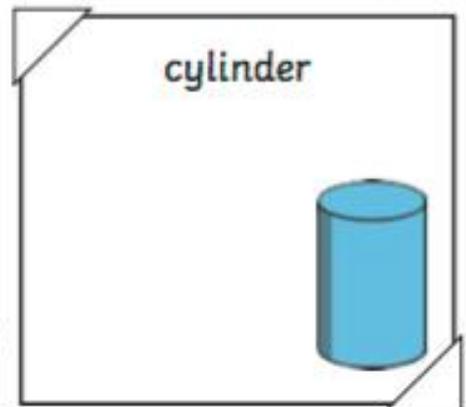
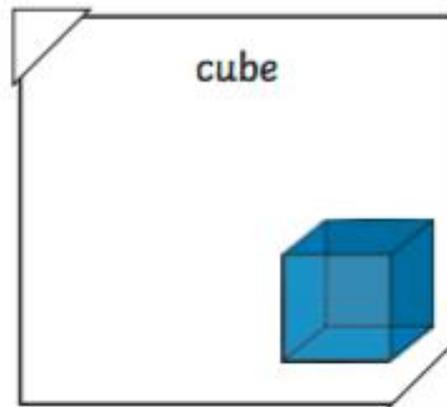
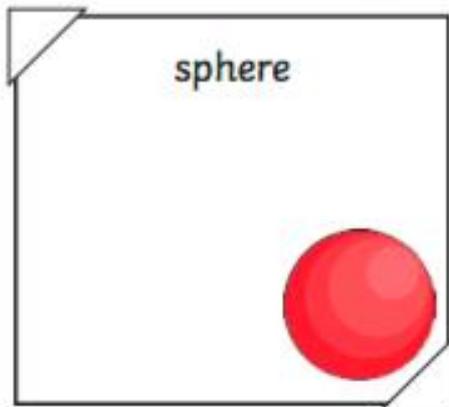
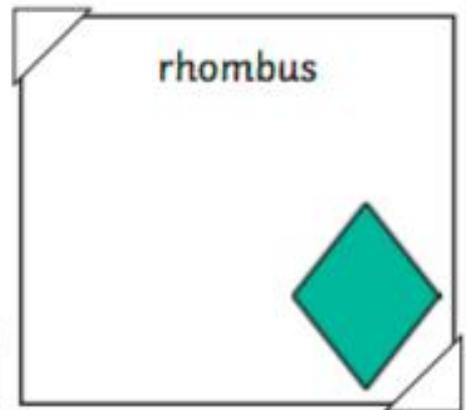
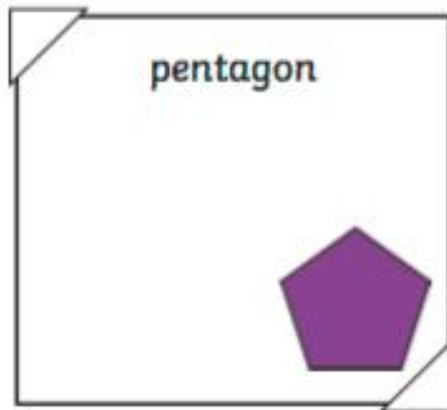
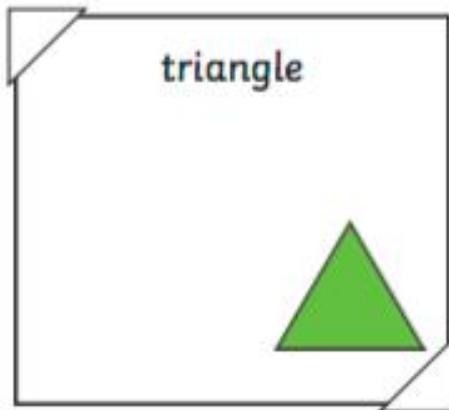
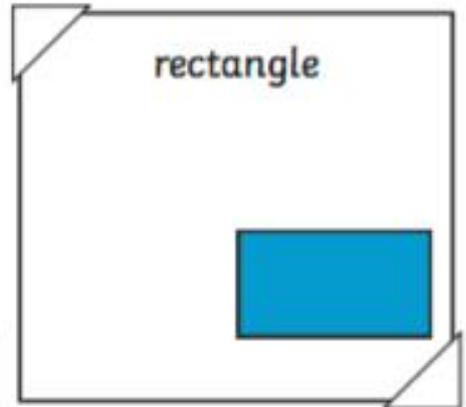
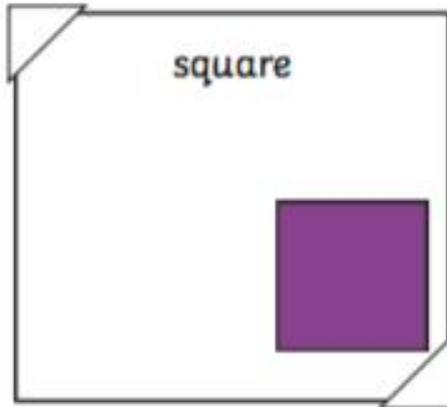
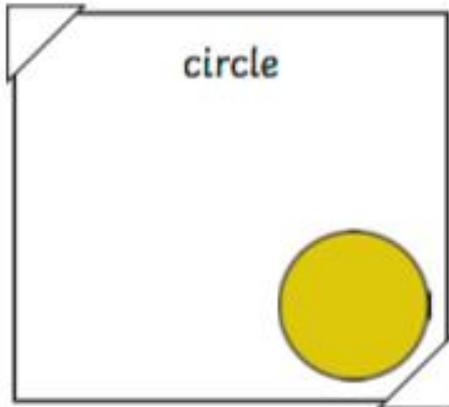
What 3D shapes has Tom used so far to build this tower?

Build the same tower as Tom. Add 2 more layers to the tower.

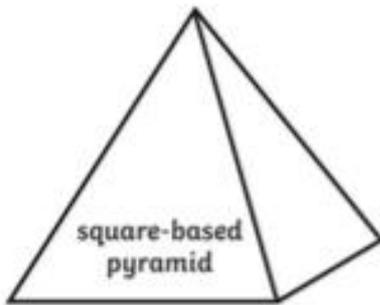
Build your own tower which has 5 layers.

2D and 3D Shapes Scavenger Hunt

Look for the different shapes around you. Draw what you find.



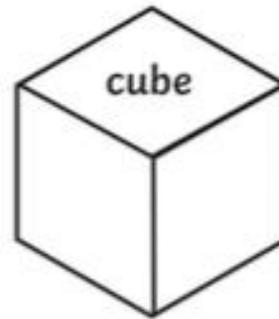
3D Shapes



edges _____

faces/surfaces _____

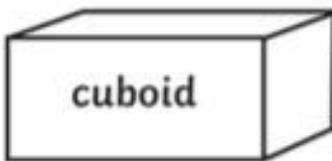
vertices _____



edges _____

faces/surfaces _____

vertices _____



edges _____

faces/surfaces _____

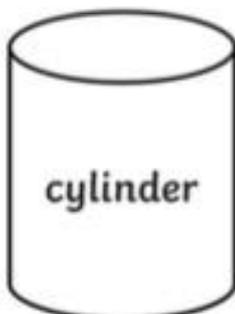
vertices _____



edges _____

faces/surfaces _____

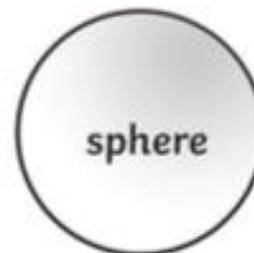
vertices _____



edges _____

faces/surfaces _____

vertices _____



edges _____

faces/surfaces _____

vertices _____

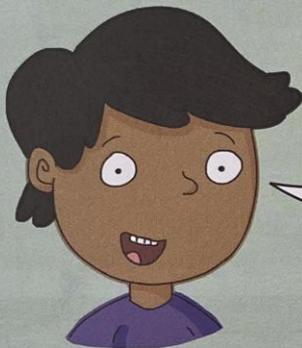
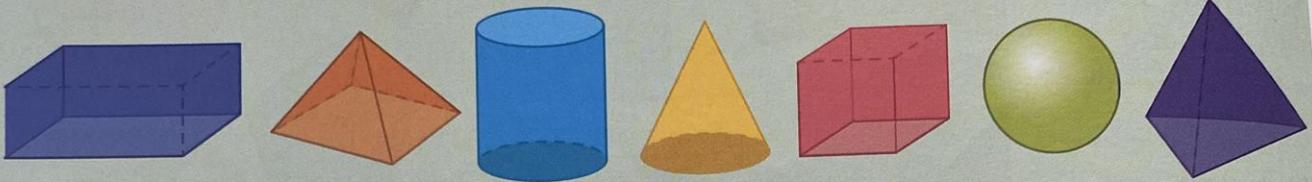
Same and different 3-D shapes



Properties of shapes

Reasoning mathematically

Challenge



The cube and cuboid are the same because they both have 6 faces.

Yes, but they are also different, because unlike a cuboid, all the faces on a cube are squares.



Choose two shapes and describe how they are the same and how they are different.

Think about ...



Think about the number of faces, edges and corners (or vertices) on the shapes.



Use words such as **square, rectangular, triangular, circular, straight** and **curved**.

What if?

Choose three or more shapes and describe how they are the same and how they are different?

When you've finished, turn to page 80.



R.E.

	Lesson activity	Lesson Guidance
	<p>Watch the story of Jesus calling Matthew.</p> <p>You could also read the story here: Matthew 9:9-13</p> <p>Your task is to retell the story of Jesus meeting Matthew and calling him to be one of his disciples.</p> <p>Key Question: What do you think Jesus meant when He said 'Healthy people do not need doctors, sick people do.'?</p> <p>What does this tell you about the people Jesus chose to be his disciples?</p> <p>What do you think this means for you in your life?</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>Discuss how, although lots of people judged Matthew for his position as a tax collector Jesus saw this as a chance so help him and show him the path of love and kindness.</p> <p>Jesus did not judge those around but instead found ways to help them.</p>





















SCIENCE

Lesson activity

Trees

Watch this video on [deciduous and evergreen trees](#). Deciduous trees lose their leaves in autumn but Evergreen trees are never bare!

Can you sort the leaves below into either evergreen or deciduous?

Remember: evergreen leaves are curled up and deciduous leaves are wide and flat!

EXTRA ACTIVITY: attached is a tree hunt for you to take with you on one of your walks! Tick off the different types of trees you see. Can you also look closely at their leaves to decide if they are deciduous or evergreen?

SCIENCE SORTING

Beech



Horse Chestnut



Fir



Oak



Pine



Spruce



Sycamore



Evergreen and Deciduous Trees

Can you sort the trees into the right section?



Evergreen

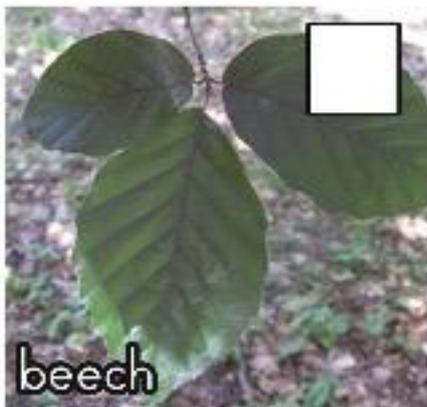
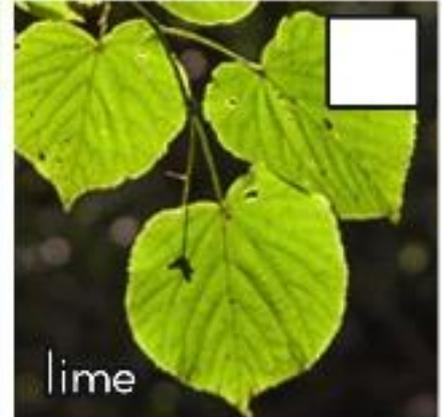
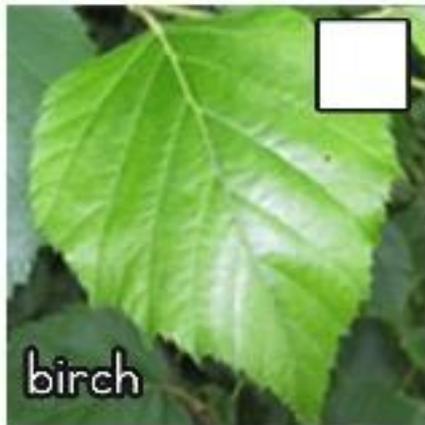
- Have small, needle-like leaves.
- Keep needles **all year round**.



Deciduous

- Have **broad, flat leaves**.
- Drops leaves **seasonally**.

Tree Identification Sheet



Activity

Attached is a fun science experiment for you to do!

Can you make some disgustingly sticky slime?!

When you push the slime down, does it get thicker or runnier?

Awe and Wonder

Cornflour Slime

You will need:



A large bowl



200ml water



200-300g cornflour

Food colouring



Large covered table or area where mess is not a problem

Aprons

Method:

1. Pour the cornflour into the bowl.
2. Pour the water in, mixing slowly as you go. Keep adding more water until the mixture becomes thick (and hardens when you tap on it).
3. Add a few drops of food colouring to make your slime the colour you want it.
4. Put your hands in the slime and experiment with handling it.
5. What happens when you pick the slime up, squeeze it or even punch or slap it?
6. Do you think it is a solid or a liquid?
7. How is it different to water?



The Science

The slime is a non-Newtonian liquid which means it is different to 'normal' liquids. It gets thicker when it is pushed or pressed down. The cornflour is not actually dissolved in the water so when pressure is put on the mixture, the water molecules are pushed away. Other non-Newtonian liquids react in different ways to pressure. Tomato ketchup gets runnier if you shake it. If you whip cream for a long time, it gets thicker and thicker.

Activity

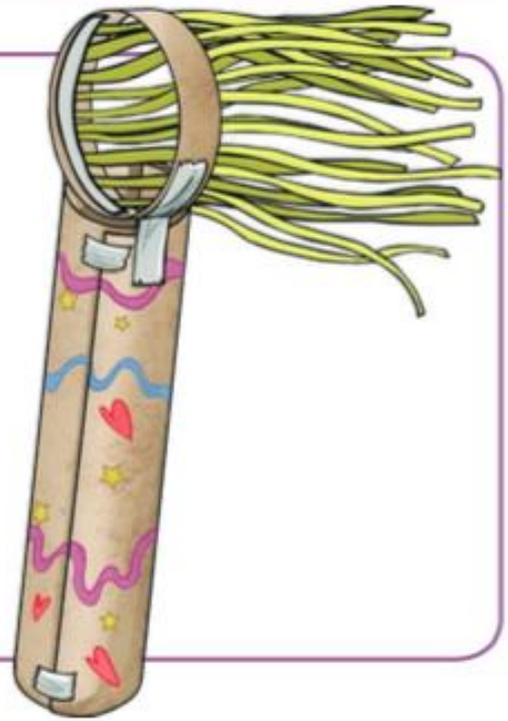
If you are feeling a little worried or scared about anything it is important that you talk to your Mummies and Daddies about it. You can also use this breathing wand to help you spend some time relaxing!

There is some information for parents below about how to use this craft to help your child relax if they are finding this time difficult.

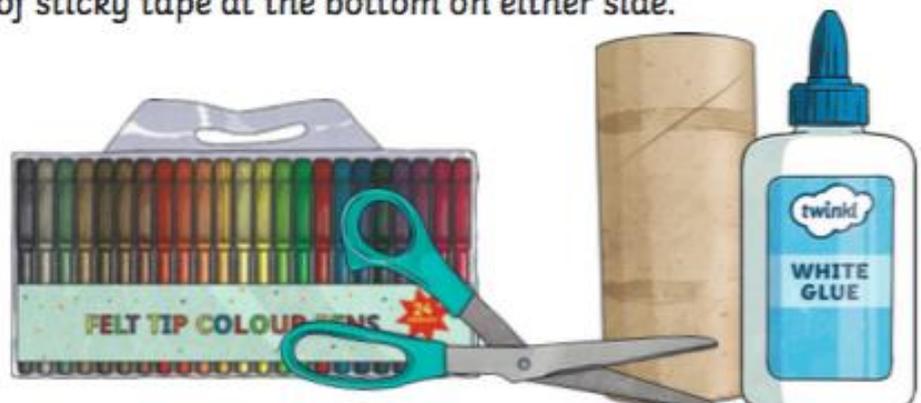
How to Make a Breathing Wand

You will need:

- A kitchen roll tube
- Scissors
- Resources to decorate the tube
- Sticky tape
- White glue
- Lengths of ribbon, streamers, strips of tinsel or strips of tissue paper

**Instructions**

1. Cut a 3cm piece off the end of the kitchen roll tube.
2. Decorate the large part of the kitchen roll tube using felt tips, paint or sequins. You can put on anything you choose!
3. Put glue around the inside of the 3cm piece of the kitchen roll tube.
4. Press the ribbons (or similar) into the glue.
5. Leave it to dry.
6. Attach the small piece of the kitchen roll tube to the large piece using two pieces of sticky tape at the bottom on either side.

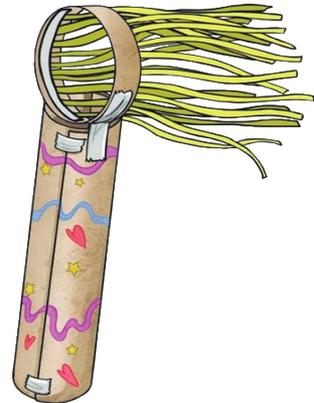


Breathing Wand Adult Guidance

During this pandemic, children may feel a range of uncomfortable emotions. These may include feeling anxious or angry. It is important that children know it is OK to feel these emotions and that, as adults, we are also feeling these. However, they may need strategies to help them to deal with these emotions. One strategy which can help children to feel calmer is the use of a breathing wand; this is also a fun craft activity to do together.

How to Use Your Breathing Wand

- Once you have made your breathing wand, encourage your child to move to a quiet area and put on a piece of calming music.
- Encourage your child to take long, slow breaths with the breathing wand in front of their face to make their ribbons dance.
- Challenge members of your household to see who can take the longest breath.
- Once the music has finished, ask your child to share how they are feeling.
- Remind your child that, when they are experiencing uncomfortable emotions, they can use their breathing wand to help them to feel calmer.



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.
- If you want to take your work further, you could have a look at the year 2 work on the school website.
 - [Oak National Academy](#)
 - [BBC bitesize](#)
 - [Phonics play](#)
 - [Top marks](#)