



## Hatherleigh Community Primary School

### Home Learning    Week Beginning: 4<sup>th</sup> January 2021    Hawthorns (Year 1)

Please keep the number games and phonic sheets/cards as these resources can be used many times throughout lockdown, to reinforce concepts learnt throughout this week. In some sessions there are three pieces of work. Please choose the one suited to your child's needs \* easier - \*\*\* harder. If you are not sure please email us via the class email.

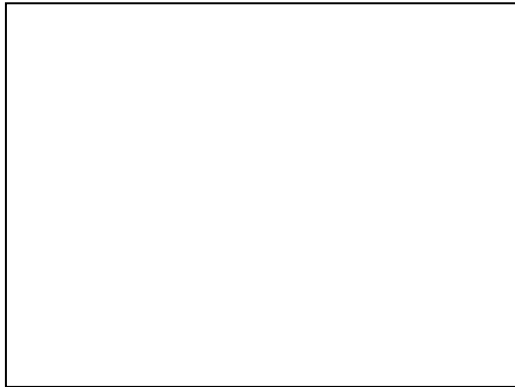
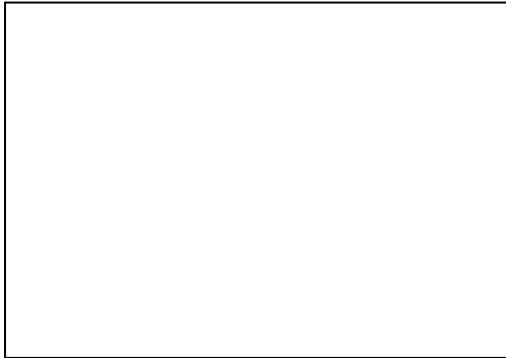
	English	Maths	Science & the wider curriculum
<b>Wednesday 5th</b>	<p><b>Reading</b> Daily reading at least 10 minutes to an adult if possible.</p> <p><b>Spelling/Phonics</b> Revise all graphemes taught so far. Single sounds and qu, oo, or, ar, ur, ow, oi, ear, ch, sh, th, ng, ai, ee, igh, oa, air, ure, er, ay, ie, ea, oy, oi, ue, a-e, e-e, i-e, o-e, u-e, aw, wh, ph, ew, oe, au. (These sounds were all given out in their homework folders before Christmas)</p> <p>Recap the sound i as in find (the children already know i as in fin)</p> <p>Encourage the children to read these words using their robot arms to segment and clap when blending. (The children should be able to show you what this means as we do it in every phonic session) mind, find, wild, pint, blind, child, kind, grind, behind, remind</p> <p>Can the children now try to spell some of these words, segmenting it slowly and then write the graphemes (sounds) adding sound buttons underneath. For example, <b>ch i l d</b></p> <p style="text-align: center;">_ . . .</p> <p>– kind, child, find, behind (two syllables)</p> <p>Practise reading some of these tricky words - are, you, all, was, they, my, said, so, people, oh, looked, called, asked, their, where, who</p> <p>You can play hide and seek with the words or other games to make it fun learning them. Start with a few and then increase through the week.</p> <p><b>Writing</b> <i>Learning Objective</i> - I can use some capital letters and full stops.</p>	<p style="text-align: center;"><b>Place Value (within 20)</b></p> <p><b>Learning Objective</b> – I can count forwards and backwards to 20</p> <p><b>Mental maths</b> – Write a number below 20 and ask the children to read it and practise counting on one more or one less.</p> <p><b>Main</b> –</p> <p>* – Practise writing digits 0-10. Can your children match the visual representation and the number? (Ensure your child can write all numbers accurately as many numbers are often reversed.)</p> <p>* * – Practise writing digits 0-20. Can your children match the visual representation and the number? (Ensure your child can write all numbers accurately as many numbers are often reversed.)</p> <p>* * * – Practise writing digits 0-30. Can your children match the visual representation and the number? (Ensure your child can write all numbers accurately as many numbers are often reversed.)</p> <p><b>Key vocabulary</b> Count on, count back, digit, same,</p> <p><b>Questions</b> – What do you notice about the ends of most of these numbers? What does the teen tell us about the number? How would we write?</p>	<p style="text-align: center;"><b>PE</b></p> <p>Daily exercise – Practise skipping, throwing and catching a ball with a family member.</p>



<p><b>Friday 7th</b></p>	<p><b>Reading</b> Daily reading at least 10 minutes to an adult if possible.</p> <p><b>Spelling/Phonics</b> Use your phonics cards from your homework folders to make some alien words. It is really important that you can spot and use your single sounds, digraphs/trigraphs (2/3 letters making one sound) and blend them within words.</p> <p>Play games on letters and sounds website or phonic play</p> <p><b>Writing</b></p> <p>Use the picture of the bus from yesterday to think about what adventures could the bus go on. You can draw a sequence of pictures showing its adventures and then tell your story to a grown up adding lots of detail to make it exciting.</p>	<p style="text-align: center;"><b>Place Value (within 20)</b></p> <p><b>Learning Objective</b> When you show me a number, I can tell you what is one more and one less.</p> <p><b>Mental maths</b> – Use the tens frames to make a number and the children to work out the number. Try to encourage them not to count from one but from ten as they should see that if a tens frame is full we know that it is worth ten.</p> <p><b>Main</b> – Look at the number sequences and ask the children to decide if the numbers are getting more or less. Then fill in the missing numbers.  * – numbers 0-10  * * – numbers 0-20  * * * – numbers 0-30</p> <p><b>Key vocabulary</b>  Tens, ones, teens, same, difference, more, less  How do you know?</p>	<p style="text-align: center;"><b>PSHE</b></p> <p><b>Healthy me.</b>  LO - Understand that the body gets energy from food, water and air (oxygen);  Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>The resources are on the website for you to discuss with you child. Maybe you could make a healthy snack together.</p> <p style="text-align: center;"><b>PE</b></p> <p>Andy's workout -  <a href="https://www.bbc.co.uk/iplayer/episode/p06tmrxy/andys-wild-workouts-series-1-7-up-in-the-air">https://www.bbc.co.uk/iplayer/episode/p06tmrxy/andys-wild-workouts-series-1-7-up-in-the-air</a></p>
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My holiday news

Wednesday 6<sup>th</sup> January

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