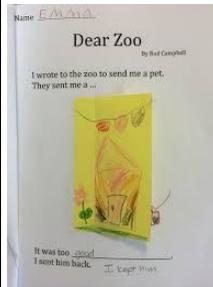


Home Learning Work

Week beginning 18.5.2020

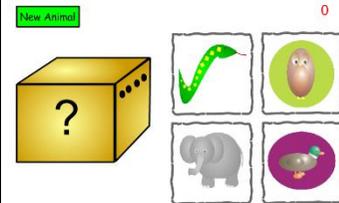
Literacy

Writing Activity: This week we are sharing the story called Dear Zoo. There are many versions of this story of the internet including a simple reading of the story at <https://www.youtube.com/watch?v=rudDGRQ9QGA> or a CBeebies version read by Justin at <https://www.youtube.com/watch?v=UywEnHKTMXk> and even a song of the story at <https://www.youtube.com/watch?v=KsHXDPxozTk>. Share the story together, talking about the different animals that are sent as pets. Have a go at making your own lift the flap book for an animal that your child would like to have sent from the zoo. Use a rectangle of paper to stick in your workbook as a flap and ask your child to decorate the box (flap) and underneath to draw an animal that they have been sent in the post. Encourage your child to write – I wrote to the zoo and they sent me a, It was to and so I sent it back.



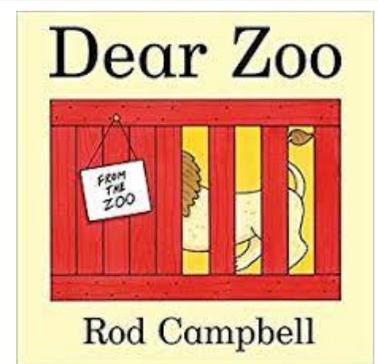
Group 1: Write out the repeated parts of the sentence as above and ask your child to just use their sounds to write the animal and what is wrong with it.
Group 2: Have a go at writing out the whole page of the story using their sounds.
Group 3: Can you make your own small book of Dear Zoo using multiple animals and flaps.

Extension Activity: Have a go at writing a list of animals that you can think of for each letter of the alphabet – can you think of an animal for each letter?



Which animal is in the box?

On phonics play under phase 1 there is a simple zoo animal sound game that the children enjoy playing at school and could be used whilst looking at this story <https://www.phonicsplay.co.uk/AnimalBingo.html>



Focused Reading Activity: For the reading activity this week play a game of read and draw. Write out one of the sentences below for your child to read independently. Once they have read the sentence, ask them to draw a picture of what it says (if you would like you too can draw a picture and at the end see if your pictures match). The sentences below match to your child's phonics group. The dots below the words show single sounds, the red dashes show digraphs / trigraphs and the green dashes show keywords.

Mrs Sperry's phonics group

A pig is in the mud.

Mrs Tasker's phonics group

The cow has a green hat on.

Mrs Waine's phonics group

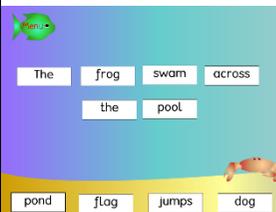
The tiger is standing on a purple ball.

Please also continue with the Oxford Owl Reading books.

Phonics Activity: For all groups use the Phonics Play app (see resource pack for details of how to log on to this site) to play a quick game of Pick A Picture. When you click on the game for Mrs Sperry's group select Phase 3 Set 6-7 and for Mrs Tasker's group and Mrs Waine's group select Phase 3 Digraphs.



Mrs Waine's phonics group are continuing with phase 4 phonics. Using phonics play select phase 4 and choose



Sentence Substitution Phase 4 and choose the sentence The frog swam across the pool. Ask your child to read this sentence and then without looking see if they can write that sentence in their workbook. Now return to the phonics play game and ask them to use the words at the bottom of the screen to change the words to create a new sentence. Read it together and then have a go at writing that sentence in their book. Can they have a go at making one more sentence using these words?

Mrs Tasker's phonics group are going to learn the sound **oi**. The Jolly Phonics action for this sound is to cup your hands around your mouth and call to a passing boat 'Oi, ship ahoy'. Explain to your child that this is a digraph which means it is two letters but only one sound. Look at the word **coin**. Have a go at sounding out the word to read it, highlighting the **oi** digraph. Now have a go at reading the words **soil**, **oil** and **foil**. Using the phoneme frame which is included in the resource pack and the accompanying letters (or magnetic letters if you have them at home) have a go at sounding out the words **boil**, **toil** and **join**. Watch BBC Bitesize phonics sound oi <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zfj6jvhv>. Write out the sentence 'A coin in the soil'. Read it together and then ask your child to have a go at writing it in their book without looking and draw the accompanying picture.



Other video clips that can support the teaching of oi include

<https://www.youtube.com/watch?v=VB-qfTX-gFO> Alphablocks – join and coin

https://www.youtube.com/watch?v=IRTITdRL_cU Geraldine Giraffe

<https://www.youtube.com/watch?v=Z-0wWdE-Ezg> Little Learners

Mrs Sperry's phonics group are going to learn the sound **ai**. Begin by introducing the Jolly phonics action which is putting your hand to your ear and saying 'ai, ai, what did you say?'. Make a list of words that have the ai sound in them, explaining that this sound is usually found in the middle of words. Look at the word **wait**. Have a go at sounding out the word to read it, highlighting that ai is a digraph so is two letters, one sound.

Now read **bait, pain, main, and rain**. Watch BBC Bitesize phonics sound ai

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/z4xsxyc>.

Practise writing the sound ai together in their books. Other videos that you can use to support the teaching of ai are <https://www.youtube.com/watch?v=JDzpV3jFefs> Little Learners

<https://www.youtube.com/watch?v=LnXaN-CvR9s> Geraldine Giraffe

https://www.youtube.com/watch?v=t_KYguyWQSo Alphablocks ai



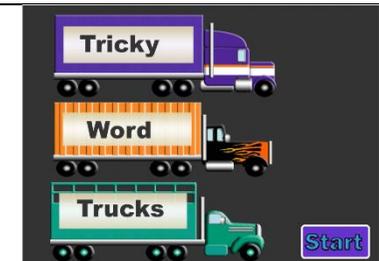
Tricky Word Activity: On Phonics Play have a go at the game called Tricky Word Trucks. For Mrs Sperry's group select Phase 3 sets 6 and 7 and for Mrs Tasker's group and Mrs Waine's group select all Phase 3 words. This game will run through the tricky words in each set and if your child reads it correctly click on the tick to move on to the next word. When all the words have been read you will get a time score. Have a go at this game a few times over the week and see if you can beat your own score.

Mrs Sperry's phonics group introduce the new tricky word **was**

Mrs Tasker's phonics group introduce **so** and **do**

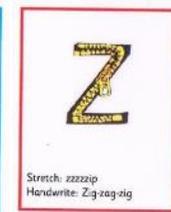
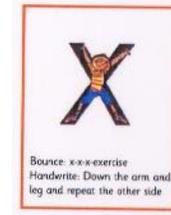
Mrs Waine's phonics group introduce **were** and **there**

Practice reading and writing the words and looking for them in books at home.



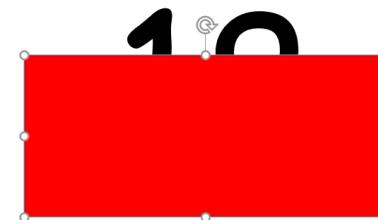
Letter Formation Activity: This week the children will continue with the zig, zag monster letters, in particular the letters x, y and z. In the resource pack there is a sheet showing the formation of these letters, you can also watch a short video on how to form these letters on <https://www.youtube.com/watch?v=VTK1qnrYREM>. To see the rhymes to help form these letters use the video clip <https://www.youtube.com/watch?v=JiSI7wIOXk0> and scroll through until you find the x, y and z letters. The rhyme for x is 'down the arm and leg and repeat the other side', for y it is 'down a horn, up a horn and under his head' and for z it is 'zig, zag, zig'. Encourage your child to make the z a 'pointy' letter and not curved as a z can end up looking like a backwards s. Practice writing these letters on each other's backs, playing the guess what letter I'm writing game? You could also have a go at writing the letters in chalk outside, using water and paintbrushes in the garden and on a tray in sand, rice, flour or even shaving foam. When they are confident to write each letter, use the sheet or their workbook to practise these letters.

Ext: In your workbook see if your child can form the letters carefully, making sure that they start at the top, that they are correctly orientated and that they try hard to sit them on the line. Can you draw any pictures or write words that start with these letters?

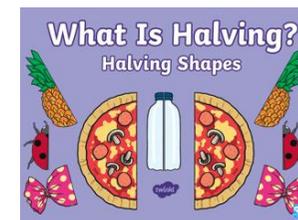


Maths

Number Activity: Play the game Guess the Hidden Number. Use the attached PowerPoint to reveal a small part of each teen number. As you reveal each number, a small bit at a time, ask them to give reasons why they think it is that number e.g. "I think it is 18 because there is a 1 at the beginning and the next number has a curved top". Reveal a further part of the number and see if they still agree with their original guess. Continue until all the numbers have been guessed.



Halving Activity: This week's maths work focuses on halving and sharing. Using a cup cake made out of playdough (or a real one), explain to your child that that you want to share your cake with them. Ask your child if they know what you can do to share the cake between the two of you. After listening to their ideas focus on the suggestion of cutting the cake into two pieces. Cut the cake unfairly and ask if this is half each. Why not? What do you need to do to make sure that you halve the cake? Use the attached PowerPoints to explore halving using Pedro's Pizza Parlour and What is halving? Allow your child to use the playdough to make foods like cakes, pizzas, etc and ask them to cut them in half.



Extension – using the cupcake pictures on the attached sheet cut each cake down the dashed line and ask your child to sort them in their book into half and not half.

Sharing: Put an even number of objects / fruit etc on a plate / tray. Ask your child 'How can we share them equally between the two of us?' Ask them to suggest how you could make sure that you both have the same amount. Model sharing out the objects. Ask your child to count how many you have each & explain that this is half each as you are sharing equally between two. Allow your child to explore sharing different amounts of objects between two. If they are confident at this activity give your child an odd number of objects – can these equally be shared between two? Discuss why not.



Extension: Ask your child to have a teddy bears picnic with three of their bears.

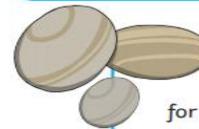
Can they share 9 sweets / fruit between their three bears? Explain to your child that this is no longer half as there is more than two equal groups but that it is still shared fairly as they have equal amounts.



Have a go at this interactive sharing game at <https://pbskids.org/curiousgeorge/busyday/dogs/>

Problem Solving: Have a go at solving these halving and sharing problems. You can use pictures, objects or even the Part Part Whole grids to help you solve these problems. Record your answers and how you worked them out in your workbooks.

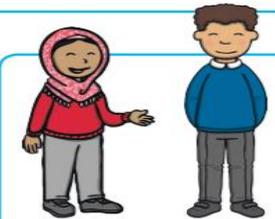
April made 6 cupcakes and ate half of them. How many did she eat? How many did she have left? Can you draw a picture of the cupcakes April had left?



Count out 10 sticks or stones. Put half into the soil for animals to hide under and put half in a wooden box for an insect home. How many do you have in the box? How many in the soil?



Draw 8 bottles of paint on a classroom shelf. Colour half the paint bottles in blue. How many are blue?



There are 12 children in Mrs Peacock's class. Half of the children are girls. How many are girls? How many are boys?

If there were 16 cars in a car park at lunchtime and half were driven away, how many would be left in the afternoon? If you have some toy cars, you could work it out using those.



There are 22 footballers on a field and half of them are wearing red. How many footballers are in red? Draw 22 T-shirts and colour half in red to check.

Understanding the World, Expressive Arts and Design and Physical Development



Linked to the literacy work on Dear Zoo I would like you to research animals that you might find at the zoo. Chester Zoo has an interesting page on their website where you can select the different animals and find out about where they live, what they eat, other animals that they are related to etc <https://www.chesterzoo.org/our-zoo/animals/>. Can you select one of these animals and have a go at making a simple fact file about them. I have included a sheet that you can print out and use or alternatively draw a picture in your book and encourage your child to use their sounds to write some simple facts about where their animal lives, what they eat and what they look like.

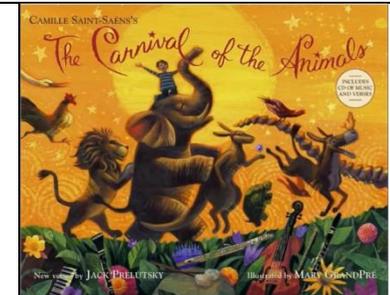
Zoo Animal Fact File
My animal is a ...

My animal lives in the ...

My animal eats ...

My animal looks like ...

This week for our music activity I would like you to have a listen to The Carnival of the Animals <https://www.youtube.com/watch?v=k2RPMJmSp0>. Whilst listening to this music talk about what animals the music sounds remind you of. In the You Tube video it shows pictures of the animals that the music is based upon for support. Can you move to the music like the animals? Maybe you could use a large sheet of paper to draw patterns or animals that you think the music reminds you of.



Anything else!



Please continue with the South Leicestershire School Sports Partnership PE plans that you began last week.

Can you create some zoo animal crafts? You can use paint, modelling making materials, printing patterns for camouflage animal prints, or any other creative idea you can think of. I can't wait to see what animals you create.