

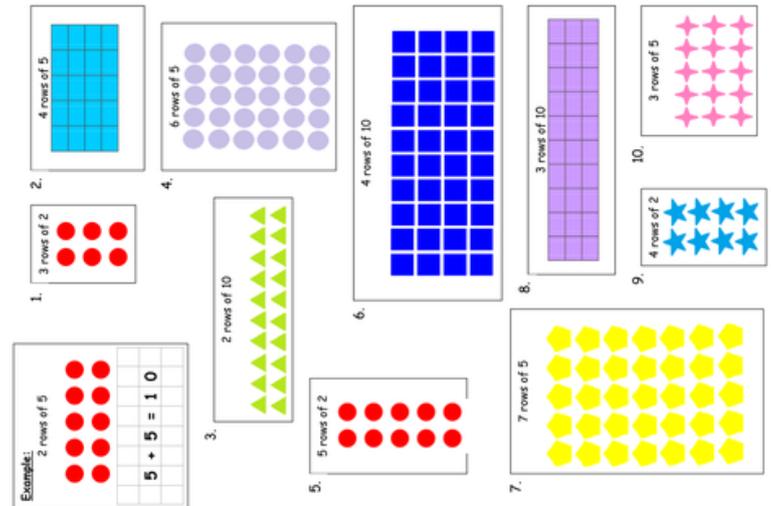
This term we have provided a daily break down of what your child should aim to achieve for each subject on each day. We understand that you may be unable to complete all tasks, however we advise ensuring your child experiences a mixture of tasks. For example, if you were unable to complete a reading comprehension last week, prioritise this week's reading comprehension task.

<p>Phonics EVERY DAY FOR 20 MINS</p>	<ul style="list-style-type: none"> - This week we would like you to learn and practise Unit 19 (Sound or) - Complete the Y1 Phonics- Unit 19 Sorting Grid - PHONICS PLAY! Practise the phonics you have learnt so far this year- https://new.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto (select Phase 4, all phase 4) <p>From the phonics grid in your pack, practise reading words with your child from Unit 19. Then writing these words, asking them to 'say the sounds and write the word'. Ask them to then underline the key sound in each word. You will find other ideas for teaching phonics and games on the document titled, 'Phonics Guide to Teaching'.</p>				
<p>Maths</p>	<p>Maths No Problem- REVISION AND REVISITING</p> <p>Monday: This week, the children shall be revising and revisiting everything they have learned throughout Year 1. This can sometimes be tricky as children are having to resurface knowledge from a little while ago. As you child works through the revision pages this week, encourage them to try this independently first, looking back in their workbooks for reminders and prompts. This is a really important skill to develop. If they are still unsure, try to take a little time with your child to support them to recall the area of learning they have forgotten. This may involve modelling this area of learning to your child and completing a couple of questions together, before letting them have a go. You could also keep a note on the inside front cover of their workbook of areas they have found difficult. Or highlight the questions. This will help us to support your child when they return to school.</p> <p>Revision 4 in workbook- pages 153-154 (try to use your sounds to read the questions by yourself!)</p> <p>Hit the Button: https://www.topmarks.co.uk/maths-games/hit-the-button Select an activity- number bonds, doubles, halves, times tables. It's your choice!</p> <p>Tuesday:</p> <p>Revision 4 in workbook- pages 155-156 (try to use your sounds to read the questions by yourself!)</p> <p>Numbots!</p> <p>Wednesday: Ahead of today's revision, have a go at these activities with your child (you will likely find that you spend 5-10 minutes on each activity):</p> <div style="border: 1px solid black; padding: 5px;"> <p>Find the value- tens and ones On a whiteboard, draw a tens and ones grid like this:</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px 10px;">Tens</td> <td style="padding: 2px 10px;">Ones</td> </tr> <tr> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> </table> <p>Tell your child several 2 digit-numbers one at a time. They should write each number into the tens and ones grid, thinking carefully about place value. For each number ask your child the following questions. Let's use 46 as an example to model.</p> <ul style="list-style-type: none"> - How many tens? (answer: 4) - How many ones? (answer: 6) - What is the value of the number 6? (answer: 6) - What is the value of the number 4? (answer: 40) </div> <p>Find the missing number Write these missing number sequences out for your child. Ask them to count in 5's to find the missing numbers.</p> <p>a) 0, 5, 10, ?, 20, 25, ? b) 15, 20, ?, 30, ?, 40, 45</p>	Tens	Ones		
Tens	Ones				

- c) ?, 25, ?, 35, 40, ?
 d) 55, 60, ?, ?, 75, ?, 85

Arrays

Show your child these arrays and ask them what they show (turn the page so your child can see them the right way round!). Ask them to tell you the multiplication number sentence for each one. For example, the example array would be 2×5 . We say this "two lots of 5" or "two groups of 5". This language is very important.



End of Year Revision in Workbook, pages 157-158

Thursday:

Ahead of today's revision, have a go at these activities with your child (you will likely find that you spend 5-10 minutes on each activity):

Time

If possible, show you child some different times on a clock and ask them to tell you the time.

Missing numbers

Write the following missing number sequences on a whiteboard and ask your child to fill in the missing numbers. Can they tell you the pattern? Are the numbers increasing (getting bigger) or decreasing (getting smaller)?

- a) 16, 20, 24, ?, 32, ?
 b) 10, 13, 16, ?, 22, 25, ?, 31
 c) 48, 46, 44, ?, 40, 38, ?
 d) 70, 60, ?, 40, ?, ?, 10
 e) 23, 25, 27, ?, 31, ?, 35

Sharing

On a whiteboard ask your child to draw 3 large circles. Ask them to share 9 dots equally by drawing into the circles. Now ask them to rub these dots out and try sharing 15 dots equally.

Now ask your child to draw 4 large circles on their whiteboard. Ask them to share 12 dots equally. Now 16 dots and then 8 dots. Repeat if necessary with other numbers.

End of Year Revision in Workbook, pages 159-161

Friday:

Ahead of today's revision, have a go at these activities with your child (you will likely find that you spend 10 minutes on each activity):

Number bonds to 10

Tell your child you are going to say a number and they have to tell you which number goes with it to make 10. Example, if you say 8, your child should say 2. You could use playing cards to revise this also. Have a selection of cards on the table and your child has to make number bonds to 10.

Draw a number line on a whiteboard from 20-40

Ask your child to use the number line to help them solve these equations. Model the first one on the number line for them.

- a) ? is 5 less than 30 (put your finger on 30 and make 5 jumps back)= 25 is 5 less than 30
- b) ? is 10 more than 30 (put your finger on 30 and make 10 jumps forward)= 40 is 10 more than 30
- c) ? is 3 less than 27
- d) ? is 6 more than 24
- e) ? is 12 more than 20
- f) ? is 9 less than 34

End of Year Revision in Workbook, pages 162-163

Core maths skills to practise:

- Addition and subtraction of single and double digit numbers using various methods (partitioning into tens and ones, column method)
- Missing number sentences e.g. $14 + ? = 20$ $30 = ? + 10$
- Practising times tables (particularly 2, 5 and 10)
- Halving and doubling numbers to 20.
- Word problems e.g. If I have 20 pencils and I give 12 to my friend, how many do I have left?
- Writing numbers to 100 accurately
- Partitioning numbers into tens and ones e.g. 45 has 4 tens and 5 ones
- Telling the time to the nearest half an hour
- Counting money and calculating change

English,
Reading
Compre
hension
and
Topic

Monday:

This term in English we are going to be thinking about 'Sensational Summer' - all things sun and summer as a focus for our writing activities.

Look at the document, 'Week 2 Writing Activity'.

Tuesday:

Look at the document, 'Week 2 Writing Activity'.

Please send a photo or scan of this piece of writing to the class email.

Wednesday:

Vocabulary: Synonyms and antonyms activity at the bottom of this plan.

Either print the grid and stick it in your blue book, or draw the grid into your blue book.

Thursday:

Warm-up (spelling): Write a sentence using each spelling of there, their and they're correctly into your blue books.

Grammar activity: Discuss when we add ed and ing to words. This changes the tense to past (ed) and present (ing).

Then complete the 'Y1 Grammar- Adding ing and ed' worksheet. You could complete this on the sheet, trim down and stick into your blue book or write the words into your blue book if unable to print.

Friday:

Topic session: Please see separate plan downloadable from the school website. Please complete activities in your blue book.

	Handwriting (optional this week if time allows): Use the yellow highlighted lined paper to practise spellings. Think carefully about letter joins, tall letters and letters that go below the line.
Reading	<p>Reading for at least 10 minutes every day. Ask your child questions about what they have just read to check they have understood their reading. For example, what sort of animal was Scruff? What sort of a character was the giant? How do you know this? Can you find one word which means the same as 'rich'?</p> <p>RE-READ THE SAME BOOK FOR FLUENCY- this will vary per child but at least 3 times per book until they can read this fluently and expressively, without overly sounding out.</p> <ul style="list-style-type: none"> - Free Oxford Owl colour banded books online! Register for a free account to read eBooks online. Quick and easy to do and then your child can access a whole library of free eBooks just like the ones we have at school. Choose books according to your child's colour band. If you you're your child has made good progress with reading, you may wish to try the next colour band too. Remember to encourage your child to re-read for fluency. https://www.oxfordowl.co.uk/library-page?view=image&query=&type=book&age_group=&level=&level_select=book+band+1%3A+pink&book_type=&series=# Have a go at the reading comprehension challenges that come with several of the books. - Reading for 'The Stanton Summer Term Reading Challenge'- reading books from home or online.
Spelling	<p>See activity above for spelling this week.</p> <p>Ongoing: Please test your child on the words from 'First 100 Words' and practise the words they do not know. Aim for 6 words per week and then test your child on these the following week. Once the 'First 100 Words' are achieved, move on to the 'Next 200 Words'.</p>
Science	See separate plan downloadable from the school website, titled, 'Y1 and 2 Science Plan, Week Commencing 8.6.20'. Complete in blue books.
PE	Have a go at the 'Physical Activity Bingo' throughout this term!

Activities for foundation subjects for the next three weeks can now be found on the separate activity mat.

Synonyms and Antonyms

Synonyms are words that have a very similar meaning. For example, happy and joyful.

Antonyms are words that have the opposite meaning. For example, happy and sad.

Use an online thesaurus to help you find synonyms and antonyms for each word. We recommend <https://www.collinsdictionary.com/dictionary/english-thesaurus>. Alternatively, use a thesaurus if you have one at home.

Key: S A

happy	S			
	A			
said	S			
	A			
big	S			
	A			
sunny	S			
	A			

Talking time: How many new words have you discovered today? Which is your favourite word?

Apply my learning: Can you use this word in a sentence? You could write a sentence or two below.