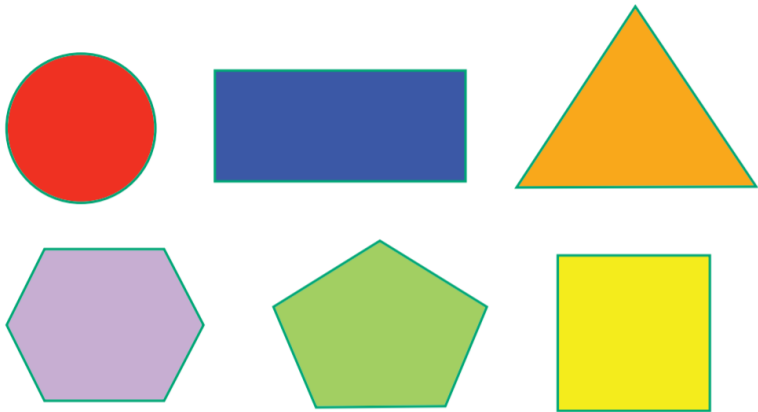



Week: 10

Subject:	Description of Task:	Resources:
English Spelling	<p><u>ee (what can you see?) longer words</u></p> <p>squeeze freeze breeze screech</p> <p>What do you notice about the words which end in a 'z' sound?</p> <p><u>ea (cup of tea) longer words</u></p> <p>scream stream wheat treat</p> <p><u>e-e (go Pete and Steve) longer words</u></p> <p>complete extreme athlete even</p> <p>Practise your spellings for this week using the spelling activities below. You could use magnetic letters to spell each word, you could write your words in alphabetical order (remember to look at the first letter and if there are two that are the same, look at the second letter), you could write your spellings backwards and in different colours or you could write your spellings across and then down (examples of activities shown below).</p>	Spelling list below and example of each spelling activity. 10A
English Comprehension	A New Pet- Reading Activity and Comprehension Questions attached.	A New Pet text and comprehension questions below. 10B
English Writing	Can you go on a minibeast hunt around your local area or in your garden? When you get home, write a recount of your adventure. There are some ideas to help you attached below. Remember to use time adverbials to sequence your ideas (first, next, then, after that, finally). After that, can you write a factfile about one of the minibeasts you found? There is a helping mat attached, which might give you some ideas for the sections of your fact-file.	Minibeast recount and fact-file resources attached. 10C
English Punctuation & Grammar	Revision of nouns and verbs. Sheet attached below.	Revision of nouns and verbs sheet below. 10D
English Reading	<p>http://landofaokandiron.org.uk/about/resources-2/tales/</p> <p>Use this link to choose a story to read.</p>	
Maths Key Fact	<p>https://www.thenational.academy/online-classroom/year-1/maths#subjects</p> <p>Choose another lesson to complete. Try something new this time. We haven't learned about money yet. You could learn all about money and then have a look at some of the coins and notes in a grown up's purse. How much money do they have?</p>	<p>Website</p> <p>https://classroom.thenational.academy/lessons/to-identify-the-physical-properties-of-coins</p>

	How could you make different amounts of money? You could even make your own shop and sell your toys or some food from home to your grown-up. If you don't have coins at home (I know more and more things are paid for by card now), why don't you make some with paper and cut them out?	
Maths Revision 1	<p>Take a look at the 2D shapes below and discuss:</p> <ul style="list-style-type: none"> - What are the names of these shapes? - Can you name the properties of each shape? (sides, vertices) - Go on a shape hunt around your home and find objects in your house or garden which are like those below. 	
Maths Revision 2	Look at the patterns I have made with my numicon at home. How many different ways have I made 10? Can you write the calculations out? How many can you spot?	Activity sheet below. 10E
Maths Written Method	Addition and subtraction practising. I have attached a document below which outlines the different ways that children in year one should be confident with when adding and subtracting. I hope it's easy to follow. Have a try at a range of calculations within 20- which methods is your child confident with? Which need more practise? There are also some tens frames attached, where the children can add by making ten first, to help them understand the bridging through ten (this will help the children when moving into year two). I have also attached an activity where children can count coins, if they have been learning about money (on the website above).	Addition and subtraction activity sheet below. 10F Tens frames activity sheet- bridging through 10. 10G Counting coins activity sheet. 10H
Other Subjects		

Select which activities you prefer to do or those that you have the available resources to do. You should complete at least 6.

Science	History	Geography
What is the best surface to run on? I want you to test out what surface is best to run on. How many different surfaces can you find to test? Do any make you quicker? Are there any problems with some surfaces? Report your findings.	Interview someone else about their past. You could choose someone in your house or use the internet to video call them. Make sure you check with a grown up first. A little tip for you: the older the person, the more interesting the answers! I then want you to come up with three things that are similar to your life and three things that are different.	https://www.earthcam.com/ Use the Earth camera to have a look at a place near and far. What is different about that place? Are there any similarities to where you live?
Art / Design & Technology	PSHE	PE
Can you create a box out of cardboard? Think about how we can strengthen structures, thinking back to making our castles. How can you secure the sides and make sure it is strong enough to hold? Once you have made this box, put in some things that will remind you of this time we have had apart, a bit like a time capsule!	<p>Nature's beauty</p> <ul style="list-style-type: none"> ☆ Take a deep breath in and out. ☆ Imagine a bright blue sky; what feeling does this give you? ☆ How about being on green grass? ☆ Look at the colours. Can you make them brighter in your mind? – the brighter the bigger the sensation! ☆ What do you notice about how different colours make you feel? 	Take a photo or video of you carrying out your favourite form of exercise or sport. I would love to hear about why you think it is so fun!
Quiz Master	What if?	In the World...
Can you select adjectives to match the pictures? https://www.educationquizzes.com/ks1/english/adjectives-2/	What if you were Prime minister? Write five laws you would give the people in our country. I wonder if some of them are laws without us even realising. Here are two laws I would create: <ol style="list-style-type: none"> 1. Free chocolate for teachers. 2. Ban all chewing gum to stop it making our pavements look messy. 	A spot of bird watching. Make a tally chart of how many different birds you see this week. Can you name any? I wonder if you manage to sneak any pictures of them.

Spellings for week 10 of Home Learning- 10A
ee (what can you see?) longer words

squeeze freeze breeze screech

What do you notice about the words which end in a 'z' sound?

ea (cup of tea) longer words

scream stream wheat treat

e-e (go Pete and Steve) longer words

complete extreme athlete even

Spelling Selection

Letter Magnets

Look at the words in your jotter. Try to make each one using the letter magnets. Check if you used the correct letters!

A B C

ABC Order

Write your words out in alphabetical order.

A B C

Spelling Selection

Backwards Words

Write your words out forwards then backwards.

backwards
sdrawkcab

Spelling Selection

Across and Down

Write your words across and down, sharing the same first letter.

Example
x
a
m
p
l
e

A New Pet

Tom was six. He lived in a flat with his Mum. The flat was on the top floor. It was very high up!

One day, Tom said to his Mum, "Mum, can I have a dog?". Mum shook her head and said, "No Tom, you can't have a dog. There are no dogs allowed in a flat."

Tom wanted to cry. Then he said, "Mum, can I have a cat?". Mum shook her head and said "No Tom, you can't have a cat. There are no cats allowed in a flat." Now Tom did start to cry, "I want my own pet!" he shouted.

Mum patted Tom on the back and gave him a kiss, "Don't cry Tom, I will see what I can do."

The next day, when Tom got home from school, there was a small cage on the table. Tom was excited! He ran to look in the cage. In the cage was an orange hamster! Mum put the hamster in Tom's hands.

Tom smiled and said, "I will call it Rusty. Thank you, Mum!".

Questions.

Please answer in full sentences.

1. How old is Tom?

2. Where does Tom live?

3. What pets did Tom want?

4. How does Tom feel when Mum says "No?" How do you know this?

5. How does Mum try to make Tom feel better?

6. Why was Tom excited when he saw a cage on the table?

7. What was in the cage?

8. Why did Tom call his pet, 'Rusty'?

9. How do you know Tom is happy about his new pet?

10. Do you have a pet or would you like one? What kind of pet?

Mini-beast hunting!

Can you go outside and look at some different creatures?

If you pick them up, make sure you put them back in the same place and wash your hands afterwards.

★ Now write down what you found. Try to use and to make a longer sentence.

My turn: First, I went to the steps *and* I saw three black ants.

Your turn. Write on the lines below. These words might help you.

and saw found ant woodlouse
caterpillar butterfly

First, I went to _____

Next, I went to _____

After that, I went to _____

My fact file

★ Can you make a fact file for one of the mini-beast creatures you found?

<i>What it looks like</i>	
<i>Where it lives</i>	
<i>What it eats</i>	
<i>An unusual fact</i>	
<i>Other interesting information</i>	

English Punctuation and Grammar (revision of nouns and verbs) IOD

Draw three common nouns and write what they are.
Remember a noun is usually something you can see, touch and draw.







Complete these sentences using a common noun.

The _____ is black.

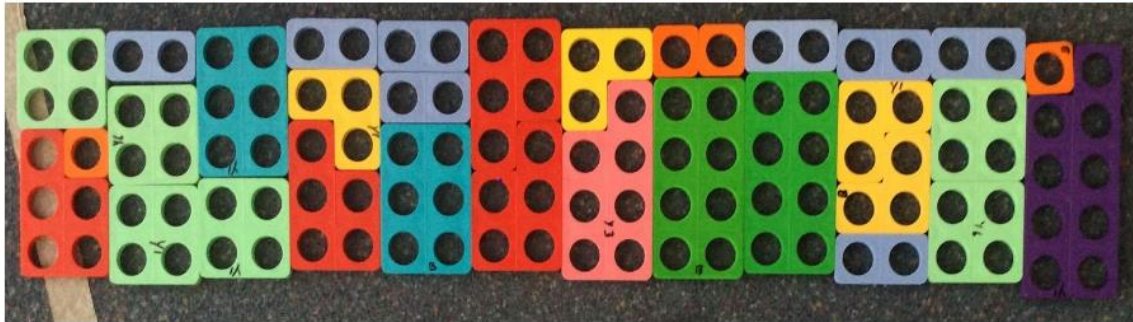
Mark saw a _____ in the zoo.

Jane bought a _____ from the shop.

Write down 10 verbs. Remember a verb is something you can do, e.g. run, walk, swim.





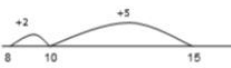



Maths Revision 2- How many ways have I made 10 using the numicon? 10E

How many different number bonds to 10



are in this picture? Write down the number calculations.

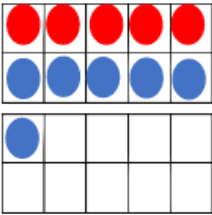
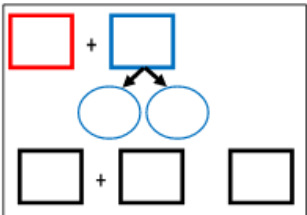
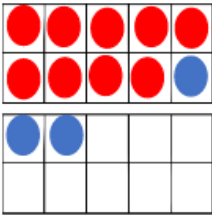
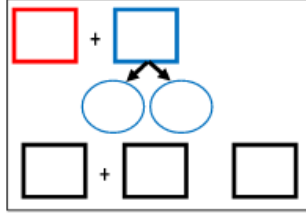
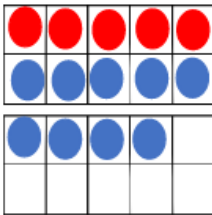
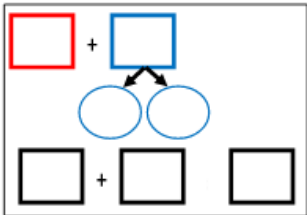
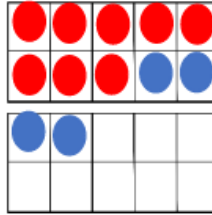
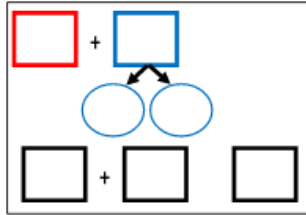
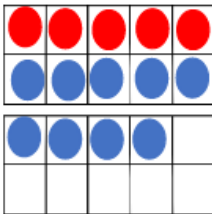
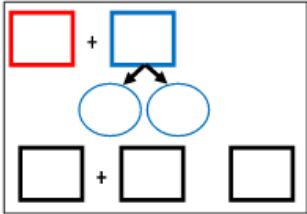
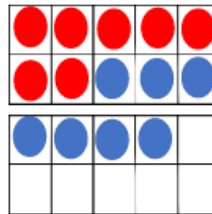
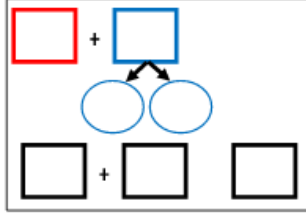
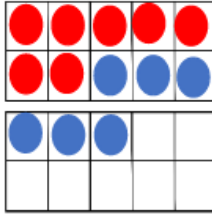
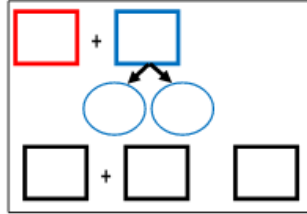
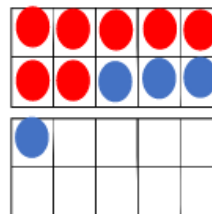
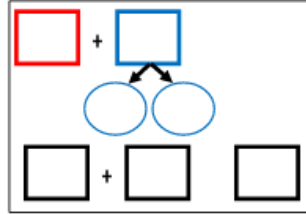
Maths Written Method IOF

Addition		Subtraction	
Children are taught to understand addition as combining groups/sets of objects and counting on (when numbers increase).		Children are taught to understand subtraction as taking away (counting back) and finding the difference (counting up).	
At a party, I eat 2 cakes and my friend eats 3. How many cakes did we eat altogether?	Encourage your child to work out the calculation the the word problem ($2+3=$). Children could draw a picture to help them work out the answer. Eventually they should be able to do this calculation mentally.	I had 5 cakes. Then I ate two. How many did I have left?	Encourage your child to work out the calculation the the word problem ($5-2=$). Children could draw a picture to help them work out the answer.
			
7 people are on the bus. 4 more get on at the next stop. How many people are on the bus now?	Encourage your child to recognise they they are trying to find the equivalent to $7+4$ in order to make the calculation balance. Children could use dots or tally marks to represent objects (quicker than drawing pictures). They could record this is as $11=7+4$.	A teddy bear costs £5 and a ball costs £2. How much more does the bear cost?	It is important they recognise that the calculation must still be equivalent.
			
Moving into Year Two My sunflower is 8cm tall. It grows another 7cm. How tall is it now?	Partitioning and bridging through 10. The steps in addition often bridge through a multiple of 10. Children should be able to partition the 7 to relate adding the 2 and then the 5. Drawing an empty number line helps children to record the steps they have taken in a calculation (start on 8, +2, then +5) This is much more efficient than counting on in ones. This method will eventually support mental addition of larger numbers.	Mum baked 7 biscuits. I ate 2. How many were left?	Children could use dots or tally marks to represent objects (quicker than drawing pictures). They could record this is as $5=7-2$.
			
		Solve $19-5=$	When appropriate, progress from using number lines with every number shown to number lines with significant numbers shown.
			
		Moving into Year Two	Partitioning and bridging through 10. When subtracting 12 from 37, 12 is partitioned into a 10 and 2 units. The 10 is subtracted, followed by the units.
			

How many ways can you add and subtract? Give your child a range of questions and see which methods they are confident with. If there are any that they are struggling with, practise these.

The sheet below will help your child when bridging though ten. They need to work out how many red counters there are, how many more blue counters get them to ten, then how many blue counters are left over on the second tens frame.

Maths Written Method- Bridging through 10 10G

Maths Written Method- Adding Coins 10H



£



p



p



p



p



p