

Dear Children,

DATE 5.3.21

We are sharing your learning challenges with you to do at home. We expect that you will complete maths, reading and writing work each day just like you would in school. We would like you to complete the work as best you can, remembering that we expect 'beautiful work'.

We will send you your learning the evening before so that your parents can plan the day with you. Please upload your work via **Class Dojo by 2pm**, so we can see how you're getting on and provide you with feedback. After this time, we would like you to complete a further challenge linked to our topic.

If you cannot access the learning online, please get your parents to tell your teacher as soon as possible, so that we can find a solution.

	Maths	Reading	Writing	E-safety and PSCH
Friday	<p>Complete the Flashback 4 challenge.</p> <p><u>key vocabulary</u></p> <p>length compare short shorter shortest long longer longest</p> <p>Today's activity is a challenge called 'The Animal's sports Day'.</p> <p>You will need to view the animals on the sheet provided. Read the information carefully and decide on who would win each of the races.</p>	<p><u>See power point</u></p> <p>Recap sounds and actions using the flashcards.</p> <p>Recap tricky words: right (that's right!) two (number 2 – tw – o) four (number four – f – our)</p> <p>Today we are going to continue to recap the sound 'or' and look at alternate spelling rules we have looked at this week. or au aw al</p> <p>Can you add sound buttons to the alternative spellings for the sound 'or' to help you read each word? faux launch sort draw saw</p>	<p><u>See power point</u></p> <p>Today we are going to write a detailed description of the island that you created yesterday.</p> <p>We are going to imagine we are on your island and use your senses to write what you might: see, hear, smell, taste and touch.</p> <p>Use the example provided to support you with this. We are writing in full sentences. Include 2A, BOB/BOYS sentences.</p> <p><u>Spellings</u></p> <p>The split vowel digraphs 'a-e' and 'e-e' made came same take safe</p>	<p><u>E-safety</u></p> <p>Activity 1: Sharing pictures <input type="checkbox"/> Watch Jessie & Friends Episode 2: Sharing Pictures with your child here: https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ This may be a re-cap if you have completed previous #OnlineSafetyAtHome activity packs with your child. <input type="checkbox"/> Ask your child the following questions to check their understanding: - How did lots of people end up seeing the pictures of Tia, Jessie and Mo? [The people they sent them to shared them with other people, who shared them with even more people] - What did Kyle say the friends should have done before sharing a picture with him in</p>

	<p>Can you explain why you think this?</p> <p>Continue to work through the problem.</p> <p>Challenge: can you create your own problem involving some different animals of your own. You will need to think about their height and length, size, speed at which they travel.....</p>	<p>claw salt altogether</p> <p>Listen to each of the sentences and see if you can write them correctly on your piece of paper with correct spellings.</p> <p>Y1 Task: Complete the alternate spellings grid for or, aw, au and al. Challenge: Can you write a sentence for some of the words with these sounds?</p> <p>Daily Reading (15 minutes)</p>	<p>date lake these theme complete</p> <p>Can you practise your spelling for 5 minutes? Spelling check. Adult to say all spellings and child to write them down. Discuss any errors.</p>	<p>it? [they should have asked his permission] - How did Jessie, Tia and Mo get help when they found out their pictures had been shared with other people at school? [they told their teacher]</p> <p><input type="checkbox"/> Support your child to complete the 'When should Jessie TAG' activity below. TAG stands for 'Tell A Grown-up'.</p> <p><input type="checkbox"/> After completing the activity, make sure your child knows that if they see anything online that makes them feel worried, scared or sad, they should TAG.</p> <p>Activity 2: Asking for permission</p> <p><input type="checkbox"/> Tell your child that before they do something that involves another person (e.g. hugging them, playing with their toy, borrowing something that belongs to them), they should always ask for permission. This means they should ask whether that person is happy for them to do it or not. Remind your child that it is always ok for someone to say 'No'. <input type="checkbox"/> For example, if you are thinking of</p>
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				<p>sharing a picture or video of someone else, you should always ask permission first. <input type="checkbox"/> If the answer is 'Yes', it is OK to do it. If the answer is 'No', it is not OK to do it. <input type="checkbox"/> Help your child complete the 'Asking for permission' activity below, by drawing a line to connect each situation with the right response, or pointing to the answer on screen. <input type="checkbox"/> Next, talk to your child about ways to ask for permission, using Jessie's questions as examples e.g. 'Is it ok if I...?', 'Can I...?' 'Do you mind if I...?'. Try to model these sentence starters at home e.g. 'Is it ok if I brush your hair?' 'Can I play with your toy?' and encourage your child to use them.</p> <p><input type="checkbox"/> Ask your child to draw a picture of Jessie asking her pet dog for permission to play with him – e.g. asking Dog if she can pat him, brush his hair, ride on his back or tickle his ears! Encourage them to practice different ways to ask permission. What will Dog say? What should Jessie do?</p> <p>PSCHE</p>
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				<p>Recap the term proud – What does it mean to be proud? What are you proud of?</p> <p>Explain that when we are good at something we feel proud – What are you good at that makes you feel proud?</p> <p>Ask the children to make a poster displaying what they are all good at. Encourage the children to find out what they are all good at. Create the poster and decide how to share the poster to the rest of the class (via class dojo).</p>
Daily challenge / Did you know?	Can you research different climates? Can you discuss if you are closer to the equator what happens to the climate?			

Spellings

In school, we would normally look at them, read them and put them in a sentence verbally at the start of the writing session.

On an afternoon across the week, we would:

- write a list of all of them most days
- write them in sentences (sometimes dictated)
- discuss tricky parts of each word
- look, cover, say, write, check
- provide 3 possible spellings for the correct one to be selected
- check the children can say/write the spellings without support

List of useful resources

<https://www.phonicsplay.co.uk/> with a focus on spelling (phase 6)

<https://www.oxfordowl.co.uk/> reading books

<https://www.bbc.co.uk/teach/supermovers> - KS1

Joe Wicks is continuing with PE challenges on a Monday, Wednesday and Friday

Cosmic yoga on Youtube

Top Marks

BBC/CBBC/CBeebies – live lessons 3 hours