

Dear Children,

DATE 19.1.21

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	PE and Music
Tuesday	<p>Complete Flashback 4 challenge</p> <p><u>Key vocabulary</u> more compare difference take away subtract</p> <p>Work through the teaching slides power point 'Subtraction crossing 10 (2) OR watch the video at https://whiterosemaths.com/homelearning/year-1/ (select week 4 video 2)</p> <p>Complete the maths challenge 'Subtraction – crossing 10'.</p>	<p><u>See powerpoint</u> Recap task - Sort the real and nonsense words. Choose 2 coloured pencils, colour the real words in one colour and the alien nonsense words in a different colour.</p> <p>Recap flashcards and tricky words.</p> <p>Today we are going to look at the 'ie' and 'igh' sound.</p> <p>Play Obb and Bob phase 5 - ie and igh sounds.</p> <p>Daily reading (15 minutes)</p>	<p><u>See powerpoint</u> What is a verb? Work through the BBC bitesize tasks online: https://www.bbc.co.uk/bitesize/articles/zbxgn9q</p> <p>Write a list of imperative verbs. Can you change each verb to its past tense? E.g. walk – walked</p> <p>Practise the spellings: The vowel digraph 'er' (unstressed) 'er' (stressed) better under summer winter sister rubber her term verb</p>	<p><u>See power point</u> Work through slide 1-9 Here are some extra physical activities:</p> <p>https://www.youtube.com/watch?v=laNjXnB-79U&t=28s – fast feet</p> <p>https://www.youtube.com/watch?v=dxnX2W3LcDY&t=24s – flat target accuracy</p> <p>https://www.youtube.com/watch?v=8cLWrEOxWHc – cosmic yoga</p> <p>Can you use resources from your home to complete these activities?</p>

	<p>Have a go at the True or false challenge. Try and explain your thinking.</p>		<p>person</p> <p>Have a go at the handwriting sheet. Today is the letter 'm'. Make sure you are sat correctly, have your paper angled and have a sharp pencil. Try and form each letter correctly using the guide at the top.</p>	<p><u>Music-</u> Imagine the King and Queen are coming to Yarm. It is your job to create the music for the day.</p> <ol style="list-style-type: none"> 1. <u>The arrival</u> – To greet the king and queen as they approach the school we need some music .Please decide from the options below. How do you want it to sound? 2. Loud & Fast 2. Quiet & Slow 3 .Loud & Slow 4. Quiet & Fast <p>What made you choose that one?</p> <p>What musical instruments would you use from this list</p> <p>Drums Piano Guitar Flute Trumpet Maracas Tambourine Voices Ukulele</p> <p>Why have you chosen those ones?</p> <ol style="list-style-type: none"> 3. <u>The Feast</u> – The cooks have prepared a lovely meal for the King and Queen and all of their guests.
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				<p>While they are eating the glorious food you need to make some music to go in the background.</p> <p>How do you want it to sound?</p> <p>1.Loud & Fast 2. Quiet & Slow 3.Loud & Slow 4. Quiet & Fast</p> <p>What made you choose that one?</p> <p>What musical instruments will you use this time?</p> <p>4. <u>The Dance</u> – After the meal everyone is having a dance but we need a band to play for them. Draw a picture of a group of musicians playing their instruments. Remember to pick ones that will make the guests want to dance.</p> <p>What would be a good song to play for them at the end of the night?</p>
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Daily challenge / Did you know?	<i>Did you know that Queen Victoria was a linguist? Can you find out what languages Queen Victoria could speak?</i>
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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