









Home Learning Grid - Week Beginning 15th June

Read It	Write It	Create It	Build It/Do It!	Research it
<p>Please read with your child for ten minutes each day. Talk to an adult about any words that you don't know.</p> <p>There are links to online story books on the reading and phonics support page.</p> <p>Please continue to practise the phonics screening PowerPoints on our school website, a list of sounds is available with the pronunciation of these.</p> <p>This week we are looking at alternative spellings for the same sound.</p> <p>Monday—igh, ie, i-e and y Tuesday—ee, ey, e-e and y Wednesday—oa, oe, ow and o-e Thursday—er, ir, ur, ear and or Friday—ai, ay, and a-e</p> <p>There us an activity for each day on the phonics support page.</p> <p>Listen to the Chapter a Day of our new book: 'The Owl Whose Afraid of the Dark,' By Jill Tomlinson. You can find this on the 'Chapter a Day' page.</p> <p>Use www.phonicsplay.co.uk to access various games to support your child. Username: home Password: march20</p>	<p>This week will be basing our writing on the short film 'A Cloudy Lesson'</p>  <p>Follow the link on the 'Writing Support Page' to watch this.</p> <p>https://www.literacyshed.com/cloudylesson.html</p> <p>Show children the title of the film. What do they think the film might be about? Pause the film throughout to see if they change their minds.</p> <p>Write questions that you would ask the boy about his thoughts and feelings, e.g. Is the man your Grandad? How did you feel when you broke the cloud maker?</p> <p>Can you write a set of instructions for a cloud maker?</p> <p>Can you write a diary entry for the boy?</p> <p><u>Other writing opportunities could include:</u></p> <p>Write a description of your marvellous machine. What does it do?</p> <p>Write a daily diary.</p> <p>Write a letter to your class pen pal.</p>	<p>Take a picture of a view which you love. Can you paint it when you get home? Here is a picture of a view I love from the top of Trencrom Hill. Feel free to use this for inspiration.</p>  <p>Follow the link to The Tate Gallery Kids to make your own sound creature.</p> <p>https://www.tate.org.uk/kids/make/art-technology/draw-sound-creature</p>  <p>Can you create a word cloud? Think of some words to describe you.</p>	<p>Get Moving! Aim for at least half an hour of activity every day! You could make your own obstacle course.</p> <p>Practise your Spanish numbers and colours.</p> <p>Do some baking.</p> <p>Send a video message to your friend. (With help from a grown up.)</p> <p>Have a go at our whole school challenge! Can you make your own mighty machine from junk modelling?</p>   <p>Design and make your own cloud viewer.</p>	<p><u>Keep screen time (gaming) to a minimum</u> but do use the internet together to find out....</p> <p>Research the work of the RNLI and what they do to support our local community.</p>  <p>Complete the RNLI KS1 passport on their website.</p> <p><u>Maths Ideas</u></p> <p><u>I will be using White Rose Daily.</u> <u>These are all downloaded on the maths page.</u></p> <p>Play 'Hit the Button' on the Maths Page.</p> <p><u>Outside Maths Ideas!</u></p> <p>Use a ball outside with a member of your family. Can you ping pong count in 2's/5's/10's?</p>  <p>Make your own nature number line.</p>
<p>Common exception words that your child may recognise: Please help your child to recognise these.</p> <p>the/a/do/to/of/are/were/was/is/his/has/I/you/your/they/be/he/me/she/we/ no/go/so/by/my/here/there/where/our/said/says/come/some</p>				
<p>Your child will be working within one of the phonics phases below. We teach phonics in groups of sounds gradually building so that they can sound out more complex words. The phases that your child will be working in are below:</p> <p>Orange phase: s a t p i n / m d g o c k / e u r h b f l</p> <p>Yellow phase: j v w x y z / z z q u c h s h t h n g a i e e i g h o a o o / o o a r o r u r o w e a r a i r u r e e r</p> <p>Your child will now start recognising the split digraphs. a-e, e-e, i-e, o-u, u-e</p>				