

8 May 2020

Friday

### Morning Fitness

Have your child do each exercise on the Fitness Bingo chart. If they're not puffing... they *can* do it again! ☺

### Morning Greeting

Check your email for your daily update from Mr Watkins.

### Literacy

#### **Morning reading: Your Choice!**

Have your child select a book for you to read together. It may be that you read most of the text and your child reads the words they know. Encourage them to use reading strategies such as sounding out, pointing to the word and looking at the pictures, and re-reading. Ask your child questions about the text including literal (what happened), inferential (why do you think this happened) and predictive questions (what will happen next).

**Or:** If you have a computer with Internet access, do Dance Mat Typing on the computer (Google 'Dance Mat Typing' and select

www.bbc.co.uk > bitesize > topics > articles

Dance Mat Typing - BBC Bitesize

the link). Welcome to Dance Mat Typing, an introduction to touch ty Remember to ensure your child keeps their fingers on the 'home keys'.

I strongly recommend your child does some typing each week, if you have Internet access. ☺

#### **Reading Activity 1:**

**Phonics Sound Button Cards-** for each word on the cards provided, have your child point to each button and say the sound

and then say the word, eg. s-i-t sit.



**High Frequency Word List-** Repeat the the High Frequency Word list as before. You 'flash' or show these words, one at a time, to your child. The goal is for your child to be able to say the word instantly. Repetition of this exercise will help improve fluency when reading. Remember, if your child pauses, tries to sound it out, mispronounces or makes a mistake, they are yet to master the word, so say it for them and have them repeat it back to you. Using these flashcards each day this week will provide your child with opportunities to become familiar with the words.

#### **Brain Break:**

Practise the pose on the Children's Yoga card.

#### **Reading Activity 2:**

This week we will be reading the book "Lost". Please read the page "How to use this book" so that you are able help your child get the most learning they can from the text. After reading, do the **Free writing activity (p28)** and the **Second Missing Sound activity** by cutting out the letters and gluing on (p11). Encourage your child to sound out the words as they write them, particularly with the handwriting activity. Don't just trace. Finish off by playing the game at the back of the book.

Recess

### Literacy continued

#### **Spelling:**

**Letter cards-** using the letter cards in the clear pack, make some of the Sound Button words. Try different words to yesterday. Sound the word out and say it. Then try swapping a letter to make a new word to sound out and say.

**Look-Say-Cover-Write-Check-** using the same words from the High Frequency Word List. Taking the words one at a time, ask your child to look at the word and say it aloud. Then cover the word and ask your child to write it in their Writing and Spelling book (keep the words written yesterday hidden). Finally, ask your child to check the word to make sure the spelling is correct. We will repeat this activity each day.

#### **Writing:**

Today, ask your child to write a short recount about what they have been doing for the past two weeks while they are not at school. Do this in the Writing and Spelling Book. Ask your child to say the sentence they want to write out loud to you, remembering that there should be a subject (who or what) and a predicate (what about it). Then encourage them to write each word neatly in their book. You may need to help with spelling unfamiliar words.

Your child should be encouraged to write two sentences at a minimum, but might want to write more. Once this is finished, have them draw a picture at the bottom of the page that matches the sentences.

Lunch

### **Post break activity**

Your child will be keeping a Weather Journal in the book provided. At the top of each page, help your child write the day and date. Eg. Friday 8<sup>th</sup> May 2020. Then instruct them to draw a coloured picture of today's weather featuring sun, clouds, wind, rain etc as the case may be. Please insist on their best work with lots of detail.

### **Numeracy**

#### **Mental Maths:**

By the end of Year 1, students should be able to skip count forward and back, by 2, 5 and 10, to and from 100, from any starting point. Today, help your child skip count by 10. Start at 0 and go up to 100, then start at a different number, say 20, 30 or 40 and count up. Try counting backwards from 100 by 10. Your child might want to use the 1-100 Chart to help. It is a good idea to point to the numbers as a visual reinforcement of the counting.

If this is achieved easily, try skip counting by 10, forward and back from any starting point. Eg, skip count forward by 10 starting from 23.

#### **Maths Activity:**

We will be using Origo at Home. Today's game is played on paper. Refer to the instruction sheet for Friday's lesson with the instructions for the game. Use the sheet provided for the ten addition cards and the ten totals.

Then, complete the Student Journal pages.

### **Afternoon Break**

#### **Music**

Mrs Hoffman has prepared a lesson on Alice the Camel.

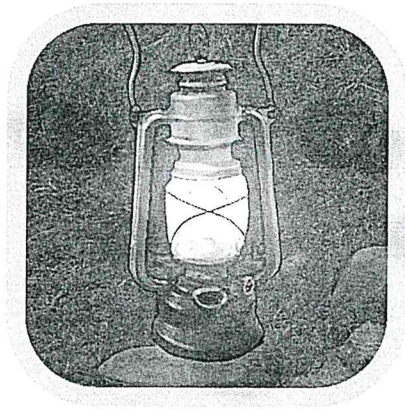
Type in this link to listen and sing along with the youtube clip. <https://www.youtube.com/watch?v=ZBe49Yo3ca8>

Then, complete the picture of Alice.

For those without Internet access, Mrs Hoffman has provided a sheet with Offline Music Activities.



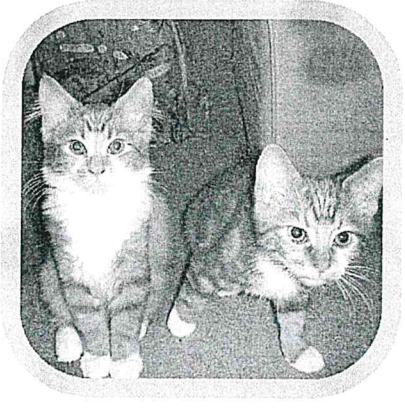
## Second missing sound



l \_ \_ m \_ p



t \_ \_ n \_ k

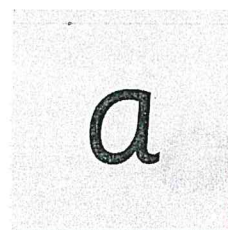
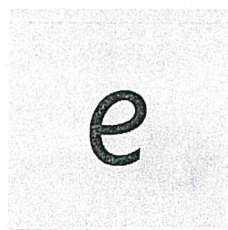
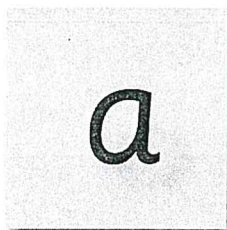
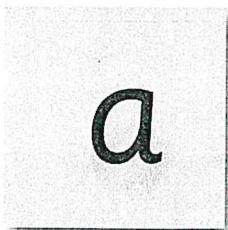


c \_ \_ t \_ s



t \_ \_ n \_ t

Fill in the missing sounds. Can be offered as a written activity or using the cut-out squares below.



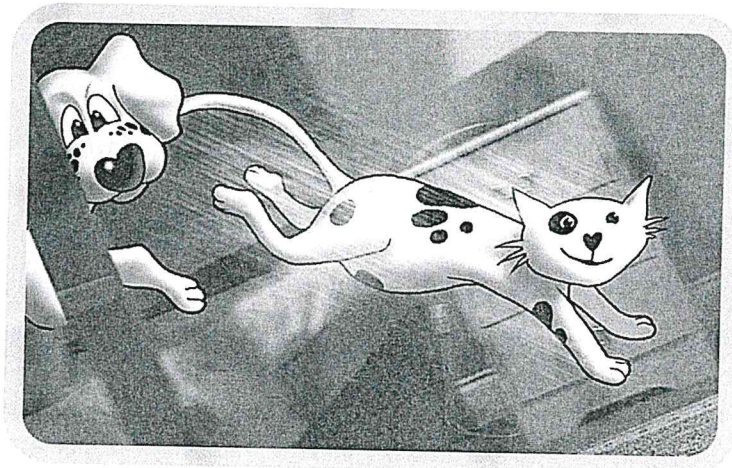


# Book 8b - Free writing



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Free writing with picture cues. This page can also be used for sentence dictation using sentences from the book.

High-frequency words: to, the, I, with, a, has

# Year 1 – Week 2



## Addition Strategies – Count On

**Notes for Adults:** Watch the [ORIGO ONE](#) video to learn more about the count-on strategy for addition.

**Overview:** In Year 1, students learn their first strategy for addition: the count-on strategy. The count-on strategy builds on earlier counting work covered in Year Prep/Foundation. Key to the count-on strategy is the ability to count on from a known number, rather than count all. For example, knowing that one hand raised shows 5 it is not necessary to count each finger. A student who achieves this milestone is then able to add numbers such as  $5 + 2$  by thinking *five, six, seven*. The best thing about this simple strategy is that it will cover more than half of the addition facts a student is expected to master by the end of Year 2. The strategy can also be extended to larger numbers such as  $25 + 2$ ,  $1 + 143$ , and later  $\frac{4}{5} + \frac{2}{5}$ .

**Monday – Read and Discuss**

**Tuesday – Hands-on Math**

**Wednesday – Problem-solving**

**Thursday – Game Day**

**Friday – Practice**



Have your student write 10 different count-on addition expressions (for example,  $6 + 1$ ) on 10 blank cards, and the matching totals on another 10 blank cards. For example:

$$6 + 1$$

$$7$$

Mix the cards and **play** mix-and-match games such as Memory, Snap, or Go fish.

10 blanks + 10 blanks for  
Maths game

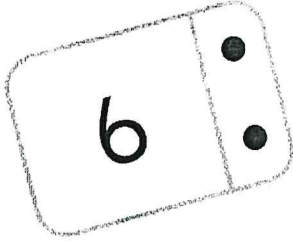
Friday


Name \_\_\_\_\_

Friday

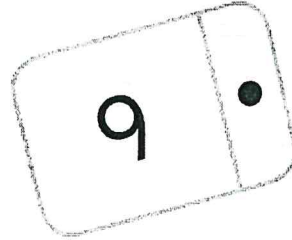
Write the addition sentence to match each card.

a.



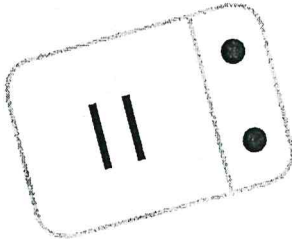
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



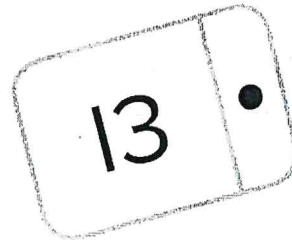
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

d.



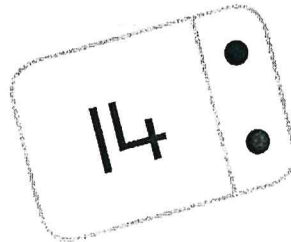
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

e.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

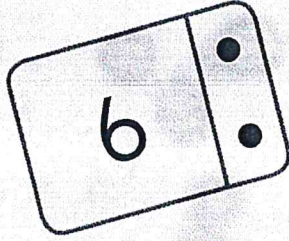
f.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

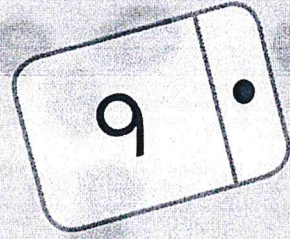
Write the addition sentence to match each card.

a.



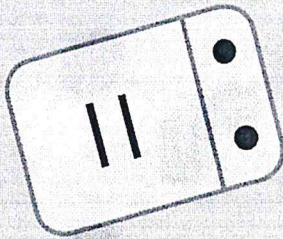
$$\underline{6} + \underline{2} = \underline{8}$$

b.



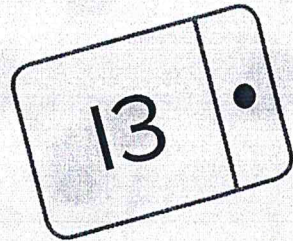
$$\underline{9} + \underline{1} = \underline{10}$$

c.



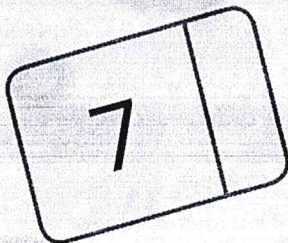
$$\underline{11} + \underline{2} = \underline{13}$$

d.



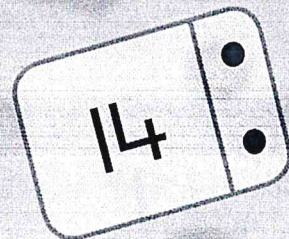
$$\underline{13} + \underline{1} = \underline{14}$$

e.



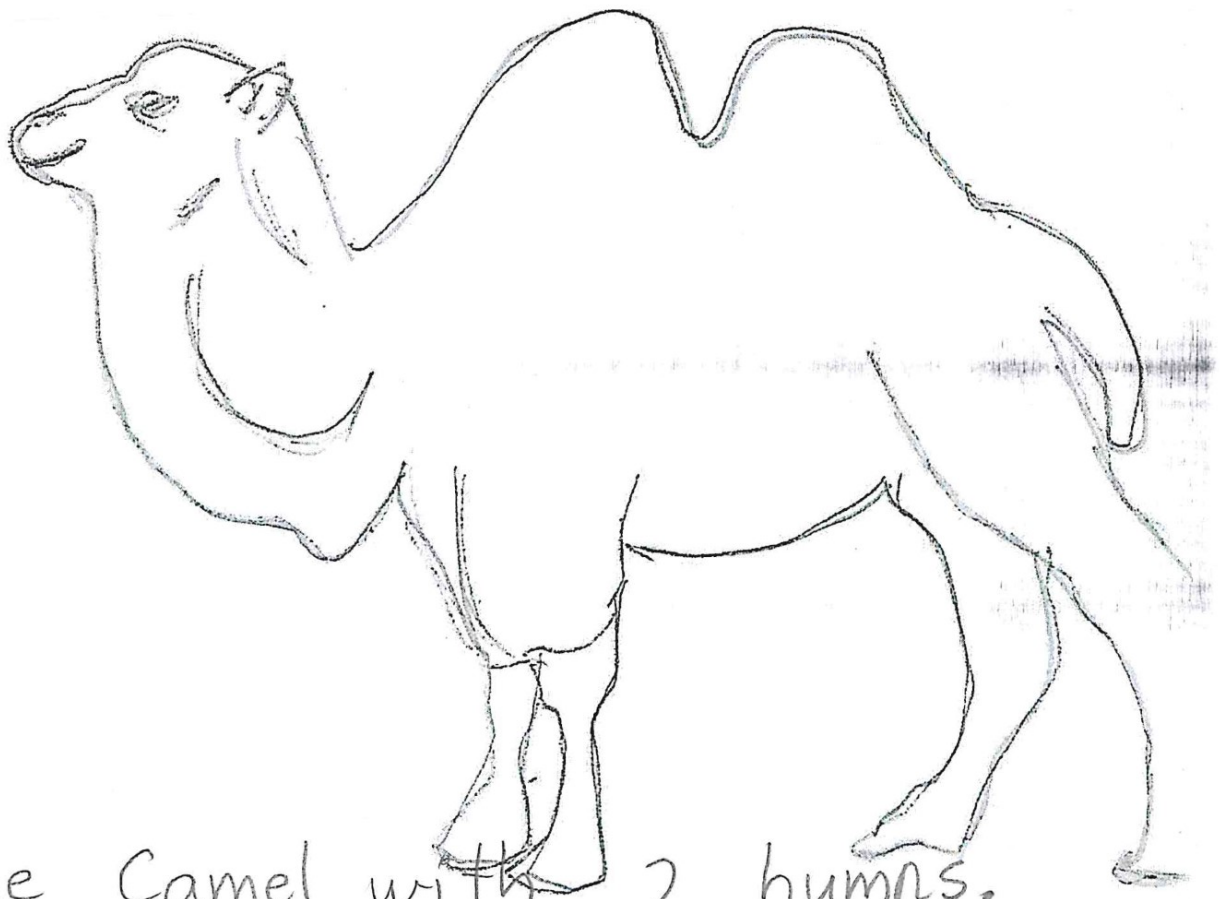
$$\underline{7} + \underline{0} = \underline{7}$$

f.



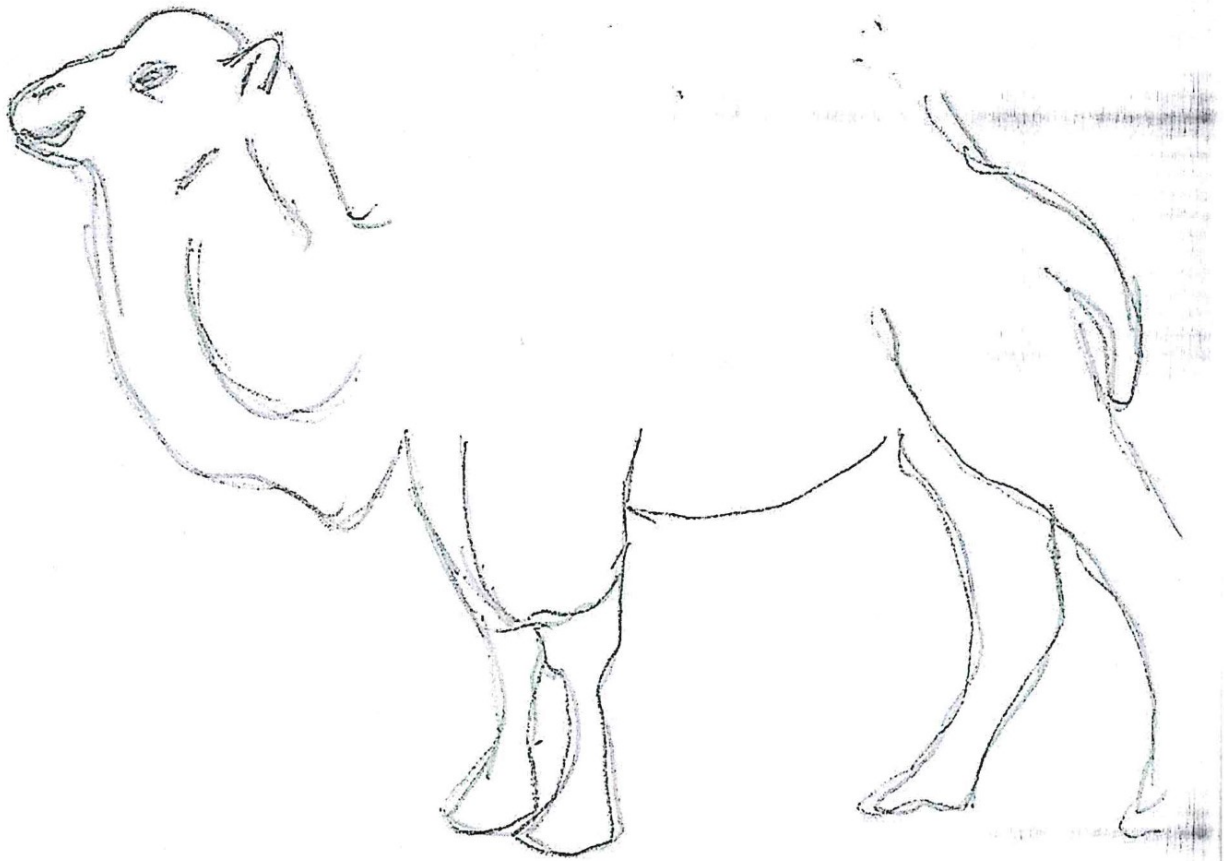
$$\underline{14} + \underline{2} = \underline{16}$$





Alice the Camel with 2 humps.

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Alice the Camel with \_\_\_ humps.

OFF LINE MUSIC ACTIVITIES

Choose similar size jars. Pour different levels of water in each container.  
Hit the containers and listen to the different sounds.  
Can you play a tune?



Sing a song that you know.  
Now sing the same tune but choose different words from a story you enjoy.

Sing a song that you know. Practice it 3 times.  
Sing it for your family.

Body percussion. Listen to music on DVD or CD. Use your hands and feet to keep the beat.

Find some tins or saucepans.  
Use them as drums.  
What different sounds and patterns can you make?



Make up a new song about -  
days of the week  
names of your friends  
animals you like  
your birthday

Compose a song about a nursery rhyme -  
The Three Little Pigs  
Red Riding Hood  
The Gingerbread Man



Use your Lego to make a musical instrument.



Make a guitar using a cereal or shoe box, cardboard roll and string.



Make a drum.  
You need a plastic cup and a balloon.  
Or put some rice in it and make a shaker.



Practice a clapping game-  
A Sailor Went to Sea  
Double double  
AS Long Legged Sailor