Enjoy =)

**Phonics – Review**

Over the next few weeks we will be reviewing some sounds and spellings we have already looked at. In school we would be reviewing these sounds and spelling constantly. If you want to extend the learning you could ask the children to put the spelling words into a sentence.

Practise the phonemes on the sound mat daily.

Each day of the week, we will also give you a sound to practise. Please write any words in home learning book:

* + Monday:  Focus on the ‘ai’ sound.  Ask children to read: rain, plain, mail, faint.  See if children can write the following words with the ai sound: tail, train, pain, snail.
  + Tuesday: Focus on the ‘ee’ sound.  Ask children to read: feed, tree, seed, sheep.  See if children can write the following words with the ee sound: seem, feel, queen, keep.
  + Wednesday: Focus on the ‘igh’ sound.  Ask children to read: sigh, night, right, tight.
  + Thursday: Focus on the ‘oa’ sound.  Ask children to read: goat, float, toast, road.  Can children write the following words? Coat, roast, load, toad.  Play the following game by clicking on the link:

<https://new.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto>  Feed Bob real ‘oa’ words and feed Obb fake ‘oa’ words.

* + Friday: Focus on the long ‘oo’ sound.  Ask children to read: moon, spoon, boot, food.  Can children write the following words? Room, roof, pool, broom.

Don’t forget:

Oxford Owl ([www.oxfordowl.co.uk](http://www.oxfordowl.co.uk/)) also provide free ebooks online from various stages of Oxford Reading Tree.  Children are either on Stage 1, 2 or 3.  You will need to join/register but it is free to join and this way, you can access further reading books for your child online and there are usually activities to complete after reading the book too. How to access the eBooks:

Many of these stories are the ones we have in school =)

**English**

**Monday**

Watch the beautifully animated story of Giraffes Can’t Dance using the link below:

<https://www.youtube.com/watch?v=vZjsLK5vwNU>

As we have been recognising rhyming words in our stories recently, you might spot some more rhyming couplets! Draw a picture of Gerald from the beginning of the story when he isn’t very confident.

Write some adjectives around the picture to describe the way he looks, e.g. *bandy* legs.

Underneath your labelled picture write 2/3 sentences to describe what Gerald feels like, e.g. Gerald was worried because he didn’t want the animals to laugh at him.

**Tuesday – Wednesday**

Recap the story

Gerald was really miserable at the beginning of the story because of the way the other animals treated him. Imagine you are Gerald and write a letter to the other animals to explain how they have made you feel and why. Try to persuade them to be kind. Remember to use beautiful handwriting and focus on accurate letter formations.

**Thursday**

Re-Read/listen to Giraffes Can’t Dance story. The cricket was a very good friend to Gerald! What did he do to help Gerald? Can you think of a time when a friend helped you? What had happened to make you feel sad and how did they help you to feel better? Draw a picture and write some super sentences, remembering your capital letters, finger spaces and full stops. Use your super adjectives to add extra information and description.

**Friday**

Read the part of the story where the animals are at the Jungle dance. In this part of the story:

The warthogs starting waltzing

The rhinos rock and rolled

The chimps all did a Cha Cha

Here the author has used a style of writing called ‘alliteration’.

Can the children create their own examples using their own ideas for animals doing unusual things?

E.g. The koalas did Karate, Hedgehogs hopped around.

**Maths**

**Monday**

**Fractions of shapes**

Find things you can cut into halves and quarters, e.g a pizza, a cake, an apple.

Ask your grown up to draw some circles on a page. Can you split them into halves and quarters?

Link to video on fractions of shapes:

<https://www.youtube.com/watch?v=EGcZIrYouSA&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index>

**Tuesday**

**One more and one less**

Get some raisins, grapes, cereal pieces. Place some on a plate. If the grown up with you says ‘one more’, add one more and say what number you have now. If they say ‘one less’, eat one and count how many you have left.

Ask a grown up to give you some toys. Count how many you have. Can you put out another group of toys so you have one more and then one less?

Build a tower with bricks. Can you build another tower with one more brick? Can you build another with one less brick?

In school we would aim to say one more and one less of any number to 100.

**Wednesday – Thursday**

Choose a maths game to play each day.

Have a go at inventing your own maths game.

Link to a blog on maths games:

<https://matr.org/blog/fun-maths-games-activities-for-kids/>

**Friday**

Make your own 100 square – formation is the key in this activity.

Instead of a creative task this week I am going to set a challenge for the theme seaside because I was so impressed with your Blackpool work last week.

