

English

Time to
spend on
activity

Phonics:

How to start each session:

Please re-cap **Phase 2** and **Phase 3** phonic sounds daily using the sound mats provided, and ask your child to give you a word beginning with that sound: e.g. :

's' – Sock

'a' - apple

Practice reading and writing the **tricky words** daily, using the sheets provided.

You may use the tricky word songs to help you remember them using the link below:

<https://www.youtube.com/watch?v=TvMyssfAUx0>

ONLY USE the phonics planning for the group that YOUR child is in at school

Miss Hobson and Mrs Kassur's Phonics group (Phase 2 – Re-cap)

Monday:

Phonics (Session 1): new sound of the day: 'g' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

tag/gag/ got/gap/nag/pip/pig/pot/. Read and practice sounding out the word **'and.'** Write a sentence together using the word and.

Phonics (Session 2): new sound of the day: 'o' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words :

Dog/cog/zog/log/cop/. Read and write tricky words **'no' and 'go'**. Have a go at writing the word **'Dad'**. Discuss using a capital 'D' because it is a name. Practice blending for reading using the buried treasure phonics game using the words below:

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

/Mip/dog/nid/dip/cip/cat/gik/can/

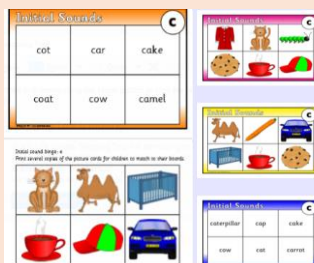
Which words are real and which words are fake?

Write a sentence using the words 'dog' and 'dad'.

Tuesday:

Phonics (Session 1): new sound of the day: 'c' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

/can/cot/cop/cap/cat/. Read the following words together **/can/on/not/**. Using the **'c' resource pack provided**. Children to match the picture to the word beginning with the letter sound 'c.'



Phonics (Session 2): new sound of the day: 'k' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words : **kit/keg/Ken/**. Play buried treasure:

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Using the words below -Which are real and which are fake?

/pan/kit/cat/dos/gim/lod. Practise reading high frequency words **/a/an/as/at/**

Wednesday:

15
minutes
twice a
day.

(30
minutes
total)

Phonics (Session 1): new sound of the day: 'ck' Introduce the sound using the youtube video below: <https://www.youtube.com/watch?v=dWpyENZh3TM>

OR think of some words that end in the 'ck' sound (Lock, truck, duck, crack).

Read and spell the words : /muck/mick/lick/luck/lock/sock/ suck

Can you use them in a sentence?

Phonics (Session 2): new sound of the day: 'e' Introduce the sound and think of any words that begin with the letter sound. Add on the sound buttons for the following words:

/get/met/set /egg. Play buried treasure:

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Using the words below -Which are real and which are fake?

/med/des/pen/ten/egg/deg/set.

Write the sentence : 'I can get a pen.' – Sound out each word carefully and write it by yourself.

Thursday:

Phonics (Session 1): new sound of the day: 'u' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

/sun/mud/dug/tug/nut/. Use the 'u' CVC word cards provided in the resource bank. Can you

use them to create a sentence?

Phonics (Session 2): new sound of the day: 'r' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words :

/rug/rat/rep/red/rot/. Read the tricky word 'he' – Can you use it in a sentence?

Play buried treasure:

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>

Using the words below -Which are real and which are fake?

/ret/rit/ruc/ref/ran/rap

Write the sentence : 'He can get on the red rug ' – Sound out each word carefully and write it by yourself.

Friday: Writing simple sentences

Re-cap all of the sounds you have learnt this week. Have a go at writing some simple sentences using the sounds you have practiced.

Mrs Mayall and Mrs Ali's Phonics groups (Phase 3)

Monday:

Phonics (Session 1): new sound of the day: 'y' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

yap, yet, yes, yet, yuck, yum, yes, yell. Read and practice sounding out the word 'we', 'me', 'be' Write some sentences together using these tricky words.

Phonics (Session 2): new sound of the day: 'z' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words :

zip, zit, Zak, zig, zag. Read and practice sounding out the word 'we', 'me', 'be'.

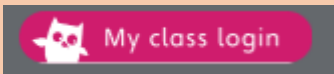
Write the sentence : 'Has a cat got a web?' – Sound out each word carefully and write it by yourself. **Can you answer the question? Read over high frequency words (Provided in resource pack).**

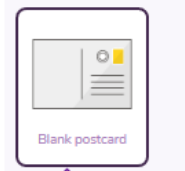
Tuesday:







Phonics (Session 1): new sound of the day: 'zz' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

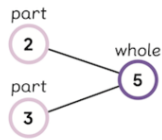
buzz, fizz, jazz, fuzz. **Write a sentence about 'The dog' by adding in an adjective to describe. e.g ('The dog is big... The dog is brown) – Sound out your words independently.**

Write the sentence 'Can a duck quack?' Can you answer the question yourself. Practice writing high frequency words.

	<p>Phonics (Session 2): new sound of the day: 'qu' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words : quiz, quit, quick, quack, quid. Can you write a sentence using one of the words beginning with 'qu'. Practise reading high frequency words /a/an/as/at/. Write the sentence 'Is a lemon red?' Can you answer the question yourself.</p> <p>Wednesday: Phonics (Session 1): new sound of the day: 'sh' Introduce the sound using the youtube video below: https://www.youtube.com/watch?v=7gBsGxhdt2E Practice blending the words. OR think of some words that end in the 'sh' sound (Shell, shed, ship, shut). Read and spell the words : shop, ship, fish, shell, shed, shock, cash, bash, rush Can you use them in a sentence? Practice reading and writing tricky words 'he' and 'she'</p> <p>Phonics (Session 2): new sound of the day: 'ch' Introduce the sound and think of any words that begin with the letter sound. Add on the sound buttons for the following words: chop, chin, chuck, chill, chick, check, chug, such Read and write the sentence: 'A man is rich if he has lots of cash' – Sound out each word carefully and write it by yourself.</p> <p>Thursday: Phonics (Session 1): new sound of the day: 'th' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words: then, them, that, this, with. Practice reading and writing tricky words 'he' and 'she' Read and write the sentence: 'A moth can be fat but its wings are thin.'– Sound out each word carefully and write it by yourself.</p> <p>Phonics (Session 2): new sound of the day: 'ng' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words : long, sang, ping-pong, ring. Practice reading and writing tricky words 'he' and 'she'. Using the 'ng' resource provided read each word and match it to the correct picture.</p> <p>Friday: Writing simple sentences Re-cap all of the sounds you have learnt this week. Have a go at writing some simple sentences using the sounds you have practiced.</p>	
<p>Reading:</p>	<p><i>Remember to read your reading book with a family member at least 3 times throughout the week. Try re-telling the story to check if your child has understood what has happened in the story and see if they can remember any characters.</i></p> <p><i>Remember to read your reading book with a family member at least 3 times throughout the week. Try re-telling the story to check if your child has understood what has happened in the story and see if they can remember any characters.</i></p> <p><i>This week we love you to log onto the Oxford owl reading website to access lots of different types of books for FREE! Use the link below to access the website:</i></p> <p><i>Click on 'My Bookshelf' to access a range of different books for you to share.</i></p> <p><i>Use the link below to access the website:</i> https://www.oxfordowl.co.uk/</p> <p>Click on the 'My class Login' button </p> <p><i>Then, enter the details below for BOTH Class 3 and Class 4:</i></p> <p>My Class name: class3_GH Password: Greenhill1</p>	<p>15 minutes daily</p>

	<p><u>Questions to ask when reading at home</u></p> <ul style="list-style-type: none"> • What is the story about? • What did the character just do? Why? • What do you think will happen next? • Who is your favourite character? Why? • What is your favourite part of the story? Why? <p>Using the template attached write a book review of your favourite story from the week using the website above. Continue to read the reading books provided in your book bag.</p>	
<p><u>Writing:</u></p>	<p>This week in Literacy we are looking at Our local area and writing an explanation text about it. This means we will be practicing writing some simple sentences about where we live in Oldham and exploring this further. All of the sheets and resources will be available alongside the pack.</p> <p><u>Starting sessions:</u> Practice sentence building/ writing with your children daily using a simple word of your choice to start. e.g start with the word 'Man'.</p> <ul style="list-style-type: none"> • Put this in a sentence and use an adjective. 'The tall man.' • Now can you add a verb (What is he doing?) 'The tall man is running.' <p><u>Monday</u> <u>Learning objective: To research</u> Think about the local area that we live in. Using the internet and the information sheets provided what can you find out about the local area that we live in? Find and record 3 pieces of key information about the local area and write them down. Discuss with your family about the local area. What can they tell you? If you can, go on google earth and have a look at the surrounding area. Record anything that you find on the blank postcard template provided on the purple mash '2do' shown below OR write it down on a piece of paper.</p>  <p><u>Tuesday:</u> <u>Learning Objective: To describe</u> Look at the pictures of different place in our local area. Discuss with your family. Where/What are they? Can you match each picture to the correct name? Using the worksheet write a simple sentence to describe each picture Use the word mats to help you with your spellings. E.g:</p> <ul style="list-style-type: none"> • This is the Tram..... • This is the shops. I go there with my family <p><u>Wednesday:</u> <u>Learning Objective: To compare</u> Have a look at the different pictures of the countryside and the town in our local area. Label each picture and think about what is different. How are they different? Sort the pictures into countryside and town. Write a super sentence to compare the two.</p> <p><u>Thursday:</u> <u>Learning Objective: To write simple sentences</u> Think about our local area and create a poster to write about what you like and what you dislike about our local area. For example:</p> <ul style="list-style-type: none"> • I like going to the library because I can get lots of books to read. • I like going to the mosque with my family. 	<p>30 minutes daily</p>

	<ul style="list-style-type: none"> • I dislike the tram because it is big and noisy. <p>Draw some pictures to go alongside your sentences and make your poster look amazing for our class display!</p> <p>Friday: Learning Objective: To create a local area poster (Fantastic finish)</p> <p>Create a poster using the resource sheet attached to describe your local area and tell us even more about you. The poster is split into four and we would like you to draw and write a sentence about :</p> <ul style="list-style-type: none"> • Where you live (Oldham – Draw the town) • Your house • Your family • School (Draw school and your friends) 			
Handwriting	<p>This week we are practicing writing the letters 'g' and 'h'. Use the handwriting sheets provided and take your time practicing the letter formation. Use the rhymes below to help your when practicing.</p> <table border="1" data-bbox="331 786 842 1196"> <tr> <td data-bbox="331 786 580 1196">  <p>Around the girls face, down her hair and give her a curl.</p> </td> <td data-bbox="580 786 842 1196">  <p>Down the head, to his hooves and over his back.</p> </td> </tr> </table>	 <p>Around the girls face, down her hair and give her a curl.</p>	 <p>Down the head, to his hooves and over his back.</p>	15 minutes every other day.
 <p>Around the girls face, down her hair and give her a curl.</p>	 <p>Down the head, to his hooves and over his back.</p>			
Maths:				
Maths	<p>This week in maths we will be carrying on looking at addition. Remember you can use everyday objects from around your house, such as pasta, buttons, sweets etc. to help your child when practicing addition.</p> <p>How to start sessions:</p> <ul style="list-style-type: none"> • Practice counting forwards and backwards from 100. We love using the different songs provided on YouTube OR simply count yourself using your fingers. https://www.youtube.com/watch?v=bGetqbqDVaA • Choose a number – Can you find one more/ one less? • Practice counting in 2's using the songs on YouTube. https://www.youtube.com/watch?v=OCxvNtrcDIs <p>Monday Learning objective: To solve addition questions (Pictorial) Re-cap our addition learning from last week. When I am adding, does my number get bigger or smaller? Using the worksheet count each of the objects shown to work out the answer to the number sentence.</p> <p>Tuesday Learning objective: To use the part-whole model to solve number bonds to 5 (practically). Re-cap using the part whole model to solve addition questions. See the example below:</p>	30 minutes daily		



$2 + 3 = 5$ (The biggest circle has the answer in – This is called the whole)
 (The smaller circles making up the number sentence are called the 'parts'.)

Children will use the part-whole model to solve missing number bond questions, *using everyday objects* around the house to help them when working out the answer.

Wednesday

Learning objective: To find number bonds to 5 and 10 (Pictorially)

Building on from yesterday's learning we will be practicing our number bonds to 5 and to 10. Using the worksheet count the number of circles that are **not coloured** in to find out the missing number in the number bond.



E.g 4 circles are not coloured in so $1 + 4 = 5$

Thursday

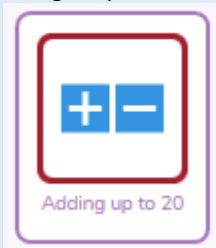
Learning objective: To solve number bonds to 10 (Abstract)

Using your knowledge from our learning over the last few days. Circle the two numbers that add up to make 10.

Friday

Learning objective: To solve number addition sentences.

Using Purple mash have a go at the maths '2do' set :



Solve the addition number sentences.

Play the number bond game using the flashcards provided. E.g. I have 8 – What number bond will add to make 10? (2)

Curriculum

R.E (Religious Education)

During our R.E learning this week we are looking at christianity and exploring the following question : **Who is a Christian and what do Christians believe God is like?**

Two afternoons

Session 1:


Learning objective: To know the creation story.

Read or watch **the creation story** using the link below:

https://www.youtube.com/watch?v=bLHB_hNk42g



Discuss with your family. **How did god feel when he created the world? How did he feel on each day? Why?**

	<p>Activity: Sequence the story and put the pictures in the right order. Write a simple sentence to describe what god did on each day.</p> <p>Session 2: Learning objective: To understand the story of David and Goliath.</p> <p>Read or watch the story of David and Goliath : https://www.youtube.com/watch?v=VCHO50wOEO</p> <p>Discuss the following questions with your family:</p> <ul style="list-style-type: none"> • What did David know and believe about God and what did this make him do? • What did God do for David? • What does this story tell us about what God is like? 	
<p>PSHE</p>	<p>During our <i>PSHE</i> learning we are thinking about our rights and responsibilities in school and at home.</p> <p>Session 1: Learning objective: To think about our rights and responsibilities</p> <p>Think about when we are in school what rights/ responsibilities do we have? (some examples below)</p> <ul style="list-style-type: none"> • Doing our learning/ homework • Super behaviour • Classroom jobs/ monitors • We have the right to learn/ a good education <p>What rights/ responsibilities do we have at home?</p> <p>Activity: Use the '2 do' set on purple mash (Shown below) to fill out the rights and responsibilities section in the poster provided.</p>  <p>Session 2: Learning objective: To create a learning charter</p> <p>Think about our class and what we need to do in school to make sure that we make super progress with our learning.</p> <p>Activity: Create a class of set rules (A learning charter) using the template sheet provided. E.g</p> <ul style="list-style-type: none"> • Always put a quiet hand up • Super listening on the carpet • Be kind and respectful to your friends. 	<p><u>Two</u> <u>afternoons</u></p>

Isolation home learning – Week beginning 12th October 2020

Don't forget- we love seeing your home learning. You can always take a photo and email to school or tweet us! We are looking forward to seeing what you have been up to. Your teachers will be contacting you every few days to discuss how you are getting on with your learning.

