

English

Time to
spend on
activity

Phonics:

How to start each session:

Please re-cap 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: 'h' Introduce the sound and think of any words that begin with the letter sound. Read and spell the following words:

Had/him/her/his/hack/hut hat

Read and practice sounding out tricky words **no, go, his and him.**

Read and write sentence – His hat is on a hen.

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

but/bat/Ben/bat/cub/but/big/bet/dig. Using the 'b' resource provided Children to read and match words to pictures. Practice reading and writing high frequency words using the mat provided.

Tuesday:

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

/if/fit/fun/fig/fed/fin. Practice writing tricky words 'and' 'to' and 'the.' Can you use them in a sentence. Read the sentence '**I go back to bed.**' Practice reading and writing high frequency words using the sound mats provided.

Phonics (Session 2): new sound of the day: 'ff' Introduce the sound and think of any words that end with the letter sound. Read and spell the following words : **puff/huff/off.** Discuss where does the sound come? At the beginning middle or end of the word? **Write sentence I huff and I puff.**

Wednesday:

Phonics (Session 1): new sound of the day: 'l' Introduce the sound and think of any words that begin with that letter sound. Read and spell the following words: **lit/leg/log/lob/lick/lock. Can you use them in a sentence? Using the word mats provided read write high frequency words.**

Phonics (Session 2): new sound of the day: 'll' Introduce the sound and think of any words that begin with the letter sound. Re-vise 'l' and discuss the difference 'll' comes at the end of our words. Add on the sound buttons for the following words:

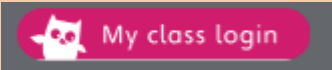
/bell/fell/till/fill/mill/bill. Can you use one of the words in a sentence?

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

Monday:

15
minutes
twice a
day.

**(30
minutes
total)**

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|------------------------|---|-------------------------|
| | <p>Phonics (Session 1): new sound of the day: 'ai' Introduce the sound and think of any words that include the letter sound. Read and spell the following words: wait, bait, paint. Read together the following words : pain, Aim, rain sail. Write the sentence ' I am in the rain.'</p> <p>Phonics (Session 2): new sound of the day: 'ee' Introduce the sound and think of any words that include the letter sound. Read and spell the following words: weep, see, feet, meet, green. Practice reading the word 'yes.' Write the sentence 'I can see a tree.' Practicce reading and writing high frequency words.</p> <p>Tuesday: Phonics (Session 1): new sound of the day: 'oo' Introduce the sound and think of any words that include the letter sound. Read and spell the following words: too, cool, loom, moon, soon, room, broom, tool. Practice reading and writing the word 'yes.' Write the sentence 'I see the boat in the dock.'</p> <p>Phonics (Session 2): new sound of the day: 'oa' Introduce the sound and think of any words that include the letter sound. Read and spell the following words : toad, oak, boat, foal shoal . Can you write a sentence using one of the words? . Practise reading high frequency words /a/an/as/at/. Write the sentence ' The coat is too big.'</p> <p>Wednesday: Phonics (Session 1): new sound of the day: 'ar' Introduce the sound using the youtube video below: https://www.youtube.com/watch?v=ILFON8qBZsE Practice blending the words. OR think of some words that use the digraph 'ar' (Car, Shark, Far, star) Read and spell the words : Car, cart, hard, market Can you use them in a sentence? Practice reading and writing the sentence 'Carl and Mark got wet in the rain.'</p> <p>Phonics (Session 2): new sound of the day: 'or' Introduce the sound and think of any words that use the letter sound. Add on the sound buttons for the following words: For, fork, cork, for, born, sort Read and write the sentence: ' The farm has a big tree.' Practice reading the tricky word 'My.'</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 chid 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 chid 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><i>My Class name: class3_GH</i></p> | <p>15 minutes daily</p> |

Password: Greenhill1

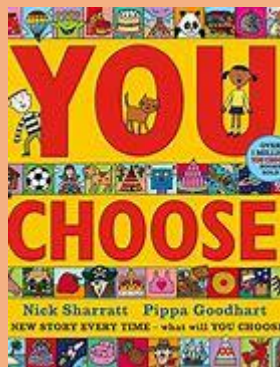
Questions to ask when reading at home

- **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?**

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.

Writing:

This week in Literacy we are exploring the book **'You Choose'** by **Nick Sharratt and Pippa Goodhart**. This week we will be practicing writing some super sentences, focusing on our **nouns** and our **adjectives**. Remember to take a look on the school website to watch the videos of your teachers talking through each one of your literacy tasks.



Monday

Learning objective: To use nouns as labels

In your learning pack is a copy of the book 'You Choose.' Sit down and have a read of the book, looking at all the different pages and thinking about what things you would choose yourself. Alternatively listen to your teachers reading the story on the school website. Today we are going to be labelling nouns. **A noun describes a person, place or a thing.** Have a look around you. **Can you name any nouns? (Table, chair, cup, pen, pencil, girl)** Using your worksheet and wordmat you are going to label the different nouns in the picture. Follow the arrow carefully to look at which noun it is pointing at and carefully write down the correct word.

Tuesday:

Learning Objective: To write descriptive sentences

Have a look at the pages of the book where it asks where would you live? And What kind of house would you live in? Discuss with your family where you would want to live if you could live anywhere and describe it to them. **E.g 'I would live in a gigantic, pink castle.'**

Now think about **what you would put inside your house**. See if you can include an **adjective** (A describing word) to describe. **'Inside I would put a colourful, sparkly chair.'**

Fill out the worksheet writing a super sentence and drawing a picture of:

- Where you would live
- What you would put inside.

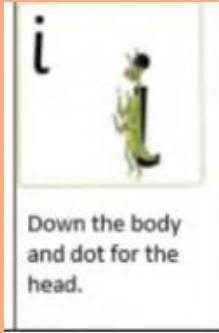

Wednesday:

Learning Objective: To create a descriptive poster.



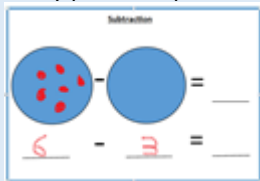
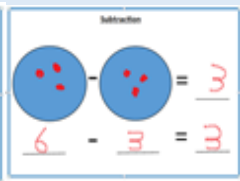
For your final writing piece this week, we would like you to create a descriptive poster using lots of different adjectives. Choose 3 of the pages from the book for you to write about. These could be:

- Where you would live

30
minutes
daily

| | | |
|--------------------|---|-----------------------------|
| | <ul style="list-style-type: none"> • Who you would live with • What you would eat • Where you would travel • What you would sleep in <p>Write some super sentences to describe the ones you have chosen and draw some pictures to go with each sentence. The best learning will be displayed in the classroom on our star writers' board!</p> | |
| Handwriting | <p><i>This week we are practicing writing the letters 'i' and 'j'. Use the handwriting sheets provided and take your time practicing the letter formation. Use the rhymes below to help your when practicing.</i></p> <div data-bbox="304 555 748 887" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> | 15 minutes every other day. |

Maths:



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|--------------|--|------------------|
| Maths | <p>This week in maths we will be moving on to subtraction. Remember you can use everyday objects from around your house, such as pasta, buttons, sweets etc. to help your child when practicing subtraction. Remember to look on the school website to watch the videos of your teachers talking through each one of your numeracy tasks.</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=bGetqbgDVaA • 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 • Practice counting in 10's using the songs on YouTube. https://www.youtube.com/watch?v=7stosHbZZZg <p>Monday Learning objective: To subtract (Practical)</p> <p><i>We will begin to look at subtraction this week. When I am subtracting, does my number get bigger or smaller?</i></p> <p>The subtraction sign looks like this,  and the equals sign looks like this, </p> <p>Look at the subtraction question on one of the cards e.g. 6-3= Using the worksheet and pieces of small pasta, the children count out the first larger amount (6) into the first circle. Then they take away the second amount (3) and place into the second circle. Finally, they count how many pieces of pasta are left in the first circle, which would be 3 for this question.</p> <div data-bbox="304 1832 804 2011" style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;">so, 6 - 3 = 3</p> | 30 minutes daily |
|--------------|--|------------------|

Using pasta or anything you can find around the house, solve the other subtraction questions. Using some paper, the children can write out their number sentences.

Tuesday

Learning objective: To subtract (Pictorial).

Read the number sentence in the first box. Children will need to subtract 4 from 8. They should use the pictures to help them. They should count the pictures to check that they have 8. Then they can cross out 4 and count what is left to find the answer.


| | |
|-----------------------------|---|
| $8 - 4 = \underline{\quad}$ |  |
| $8 - 4 = \underline{4}$ |  |

Wednesday

Learning objective: To subtract on a number line.

Building on from yesterday's learning, we are now going to subtract using a number line. The children have used number lines before for counting on and counting back. On the worksheet, use the number line to circle the first number 15. Then they look at the second number which tells them how many they will need to subtract (in this question it is 3). On the number line, count back 3. The children circle the number they have landed on (12). So, 15 count back 3 is 12.

$15 - 3 = 12$

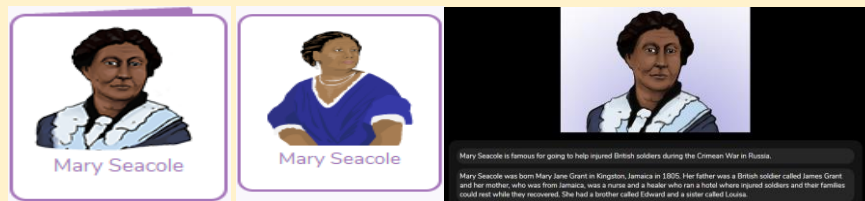
| | |
|------------|--|
| $15 - 3 =$ |  |
|------------|--|

Curriculum

Topic (History)

Reading and research.

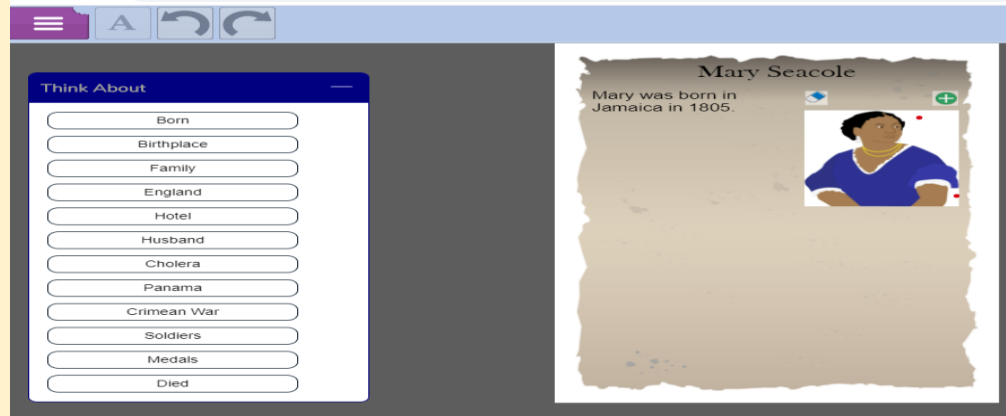
On Purple Mash, go onto the Topic section and click on famous people / medics. There you will find some information about Mary Seacole. Open the section which tells you about 'The life of Mary Seacole'. Please read the information with your child and discuss and select two or three interesting facts that you have read together. You can click on the 'Think about' buttons which will focus your child on some interesting pieces of information.



Writing about the life of Mary Seacole.

Help your child to use the template on Purple Mash in the same section as you did the reading on yesterday. They can paste a picture of Mary Seacole on the page. Then they can write sentences about her based on what you have read and discussed. If your child would prefer to draw their own picture on paper and write some sentences, this will also be fine.

Two afternoons



PSHE

During our **PSHE** learning we are thinking about who we are thankful for and why. Think about somebody you wish to say thank you to. Create them a Thank you card. This may be someone you were grateful to during the lockdown such as a nurse, doctor or simply a family member who helped look after you.

We would like you design them a thank you card. You can do this on purple mash OR using your own pen and paper at home. We can't wait to see what you come up with!



Two
afternoons

Isolation home learning – Week beginning 19th 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.

