

## English

**Time to spend on activity**

### Phonics:

#### **How to start each session:**

Please re-cap using the sound mats provided. They are still available for you to view on the previous home learning packs that are on the school website.

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>

**The phonics session have been split into Phase 2 and Phase 3. Your child will know which phase they are doing. If unsure, try phase 2 first and if they are too easy then you can try phase 3.**

#### **Monday:**

##### **Phonics (Phase 2):**

**Recap:** Recap these sounds first, /s/a/t/p/i/n/m/d/g/o/c/k/ Read these words from last week, /tag/gag/ got/gap/nag/

**New sound of the day:** 'ck' Introduce the sound and think of any words that have the letter sound. Read and spell the following words: /duck/muck/tuck

Read and practice these tricky words **I, she, he, and, no, go, can, on, not, into, the**

Read and write sentence, 'The duck sat in the muck.'

##### **Phonics (Phase 3):**

**Recap:** Recap on these sounds first, /y/z/zz/qu/j/v/w/x/sh/ch/th/ng Read these words from last week, **shop, ship, fish, shell, shed, shock, cash, bash, rush**

**New sound of the day:** 'ai' Introduce the sound and read and spell the following words : **wait, pain, tail, bait, aim, main, rain, sail.** Write a sentence using one of the words with the ai sound. Practice reading and writing high frequency words using the mat provided.

#### **Tuesday:**

##### **Phonics (Phase 2):**

**Recap:** Recap these sounds first /s/a/t/p/i/n/m/d/g/o/c/k/ Read these words from last week /cap/pop/tag/gap/mop/

**New sound of the day:** 'e' Introduce the sound and think of any words that have the letter sound. Read and spell the following words: **get/met/set/egg/**

Practice reading and writing tricky words, **I, she, he, an, no, go, can, on, not, into, the,** Can you use some of them in a sentence? Read and write the sentence 'I can get a pen'

##### **Phonics (Phase 3):**

**Recap:** Recap on these sounds first, /y/z/zz/qu/j/v/w/x/sh/ch/th/ng Read these words from last week, **chop, chin, chuck, chill, chick, check, chug, such**

**New sound of the day:** 'ee' Introduce the sound and think of any words that have this letter sound. Read and spell the following words : **see, tree, feet, weep, jeep, seem, week, deep, keep.** Write a sentence using one of the words with the ai sound. Practice reading and writing high frequency words using the mat provided.

#### **Wednesday:**

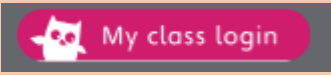
##### **Phonics (Phase 2):**

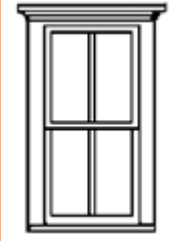

**Recap:** Recap these sounds first /s/a/t/p/i/n/m/d/g/o/c/k Read these words from last week /pan/kit/cat/dos/gim/lod Can you tell which words are real and which are not?

**New sound of the day:** 'u' Introduce the sound and think of any words that begin with that letter sound. Read and spell the following words: /sun/mud/dug/tug/nut/ Can you use them

15 minutes twice a day.

(30 minutes total)

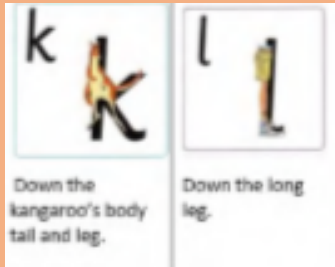
	<p>in a sentence? Practice writing tricky words <b>I, she, he, and, no, go, can, on, not, into, the,</b> Can you use some of them in a sentence? Read and write the sentence, <b>'She sat in the sun'</b></p> <p><b>Phonics (Phase 3):</b>  <b>Recap:</b> Recap on these sounds first, /y/z/zz/qu/j/v/w/x/sh/ch/th/ng Read these words from last week, then, them, that, this, with  <b>Nw sound of the day:</b> 'oo' Introduce the sound and think of any words that have this letter sound. Read and spell the following words : <b>too, zoom, cool, boot, food, loot, moon, root.</b> Write a sentence using one of the words with the oo sound. Practice reading and writing high frequency words using the mat provided.</p> <p><b>Thursday:</b>  <b>Phonics (Phase 2):</b>  <b>Recap:</b> Recap these sounds first /s/a/t/p/i/n/m/d/g/o/c/. Read these sentences from last week. /Dad and Sam/ No it is not a cat/ Pot and pan. / A tin can.  <b>New sound of the day:</b> 'r' Introduce the sound and think of any words that include the letter sound. Read and spell the following words: /rug/rat/rep/red/rot/  Practice writing tricky words <b>I, she, he, and, no, go, can, on, not, into, the,</b> Can you use some of them in a sentence? Read and write the sentence <b>'He sat on the red rug.'</b></p> <p><b>Phonics (Phase 3):</b>  <b>Recap:</b> Recap on these sounds first, /y/z/zz/qu/j/v/w/x/sh/ch/th/ng Read these words from last week, <b>long, sang, ping-pong, ring, king, ring, sing</b>  <b>New sound of the day:</b> 'oa' Introduce the sound and think of any words that include the letter sound. Read and spell the following words: <b>loaf, toad, oak, foal, coat, boat, soap, goat.</b> Practice reading the word <b>'yes.'</b> Write the sentence <b>'I can see a tree.'</b> Practice reading and writing high frequency words.</p> <p><b>Friday:</b>  <b>Phonics (Phase 2 and Phase 3):</b>  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><b>Reading:</b></p>	<p><i>Remember to read your reading book with a family member at least <b>3 times throughout</b> 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><b>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.</b></i></p> <p><i><b>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:</b></i></p> <p><i><b>Click on 'My Bookshelf' to access a range of different books for you to share.</b></i></p> <p><i><b>Use the link below to access the website:</b></i>  <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a></p> <div data-bbox="734 1713 1066 1787" style="text-align: center;">  </div> <p><i><b>Click on the 'My class Login' button</b></i></p> <p><i><b>Then, enter the details below for BOTH Class 3 and Class 4:</b></i></p> <p><i><b>My Class name: class3_GH</b></i>  <i><b>Password: Greenhill1</b></i></p> <p><i><b>Questions to ask when reading at home</b></i></p>	<p>15 minutes daily</p>

	<ul style="list-style-type: none"> <li>• <i>What is the story about?</i></li> <li>• <i>What did the character just do? Why?</i></li> <li>• <i>What do you think will happen next?</i></li> <li>• <i>Who is your favourite character? Why?</i></li> <li>• <i>What is your favourite part of the story? Why?</i></li> </ul> <p><i>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.</i></p>	
<p><b>Writing:</b></p>	<p><i>This week we will be looking at seasonal poetry, listening to, performing and writing our own poems linked to seasons.</i></p> <p><b>Monday</b>  <b>Learning objective: To infer (using poetry)</b>  Read the poem provided with your child. Listen to all of the different Autumn items described in the poem. Using the window template <b>read the poem again and draw the different items that you can hear e.g .</b></p> <ul style="list-style-type: none"> <li>• Golden Leaves</li> <li>• Shiny red conkers</li> <li>• Bushy squirrels</li> </ul>  <p><b>Tuesday:</b>  <b>Learning Objective: To describe using adjectives</b>  Today we are going to be writing <b>simple sentences to describe</b> what we can see,hear, smell or feel, generating lots of super adjectives that we can use when we write our own poems at the end of the week. Look at the Autumn pictures you can see on your sheet and write some simple sentences to describe using your senses.  E.g : I can see the shiny red conkers  I can see the golden crispy leaves.  I can smell the burning bonfire  I can hear the howling wind.</p>  <p><b>Wednesday:</b>  <b>Learning Objective: To use onomatopoeia</b>  Using your sentences from yesterday we are now going to add some onomatopoeia. This is when we used words that describe the sound. For example: What do I hear?  Rustling, crunchy leaves.  Crunching, cracking sticks.  Pitter, patter of tiny raindrops.  Use the sheet provided to have a go at writing some of your own sentences using onomatopoeia. There is a word mat to help you with key words.</p> <p><b>Thursday:</b>  <b>Learning Objective: To write a poem</b>  Using your super sentences from yesterday write up and create your own poem. Each line of the poem will begin with ' Autumn Autumn what can I ____ (Choose the sense to go with it) Either 'See' or 'touch 'hear''</p>	<p>30 minutes daily</p>

An example poem below:  
 Autumn Autumn what can I see  
 Shiny red conkers on the floor  
 Autumn Autumn what can I feel?  
 Rustling crunchy leaves beneath my feet  
 Autumn Autumn Autumn what can I hear?  
 Pitter, patter of tiny raindrops.  
**Friday:**  
**Learning Objective: To perform a poem**  
 Read back your poem to family and friends thinking carefully about how you perform it.  
 You could use actions, hand movements etc. You may choose to video it and send it to our Greenhill Academy twitter.

**Handwriting**

This week we are looking at the letters K and L. Use the read write Inc letter rhymes to help you below. Use the handwriting sheets provided to practice your letters. Practice these letters every other day.



15 minutes every other day.

**Maths:**

**Maths**

**How to start sessions:**  
**Practice counting in 2's and 10's. Use the youtube links below to help you :**  
<https://www.youtube.com/watch?v=3yf3xgE8wMc> - 2 Times table's song.  
<https://www.youtube.com/watch?v=dYaphiY8RIY> – 10 Tines tables song.

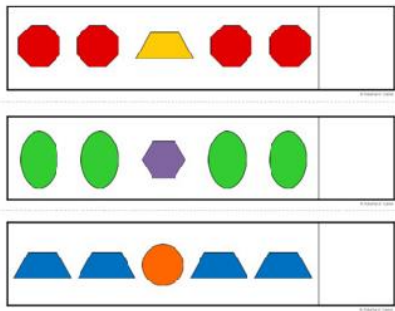
**Monday**  
**Learning objective: To recognise and name 2D shapes**  
 Using the shape mat provided have a look at the **2D shapes**. Remind yourself of their names and count carefully how many sides and corners do they have. Cut out the 2D shapes and stick them under their correct name using the sheets provided.

**Tuesday**  
**Learning objective: To find properties of 2D shapes.**  
 When looking at shapes it is important to remember that shapes have sides and corners. Take a look at the shape shown on your sheet. **What are they called?** Write down their name in the correct column. Next think about how many sides the shape has and record the answer on your sheet. Repeat the same activity when thinking about the corners.

**Wednesday**  
**Learning objective: To solve different shape patterns.**

30 minutes daily

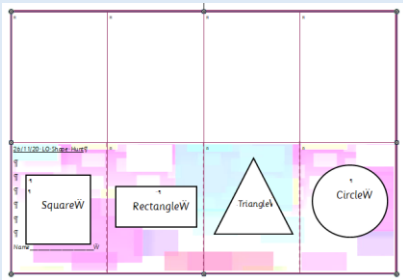
Today we are going to be looking at different **shape patterns**. What is a pattern? Are they always repeating? What does repeating mean? Have a look at the patterns below and see if you can figure out which shape would go next. Using your sheet complete the missing shape patterns by drawing in the correct shape.



### Thursday

#### Learning objective: To go on a shape hunt

Today we would love for you to go on a shape hunt around your house. Using the recording sheet provided, write down the different objects you can see, noting what shapes they are. We can't wait to see what different types of shapes you find.



### Friday

#### Learning objective: To create a winter shape picture

To finish off our shape learning this week, we are going to be creating a winter picture linked to our science learning. Using the background and shapes provided, create a winter picture. Once you have created your winter picture count how many shapes there are in it. See an example below.



### Curriculum

#### Topic (Science)

This week in Science we are focusing on the season '**Summer.**' Using the template provided. Cut out the little boy and or girl and **choose the correct clothes to dress them for summer.** Draw a summer background to stick them on, and **add some objects that remind you of summer.** You can **label them too**, so that we know what you have included in your picture.

Two  
afternoons



**PSHE**

In **PSHE** we are thinking all about **Bullying**. Have a think about what bullying is and how it might make someone feel. **What could we do to stop it? What could we do to help?** Use the discussion cards provided to think about the reasons why people bully and what we could do ourselves to put an end to it. Create an **anti-bullying poster** using the template below, that can be used in school to promote anti-bullying. See a few examples below:

Two afternoons



**Isolation home learning – Week beginning 23rd November 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.