



Explore the activities, stories and resources available on our school website.

<http://www.mra.mossbourne.org/home-learning/> 😊

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MATHS

Task:

Sharing equally

Remember when we shared **equally** between the master, the dame and the little boy in school! Wouldn't it be fun to do some sharing at home? Find some plates or bowls in your house or draw some sharing circles and find some fun things to **share**. You could give your plates or bowls to different members of your family or toys you may have. Can the things be shared **equally**?

For example, between 3 plates or sharing circles. Maybe some apples or a variety of different objects. Remember you must count the number of things you find before you start sharing them. Use super sentences to help you. "There are 9 apples on the plate". Then start sharing. As you share say "One for you, one for you, one for you ..." out loud. Remember to place one thing on each plate and move onto the next. You could also say your family members' / toys names as you go. "One for Mum, one for Nan, one for

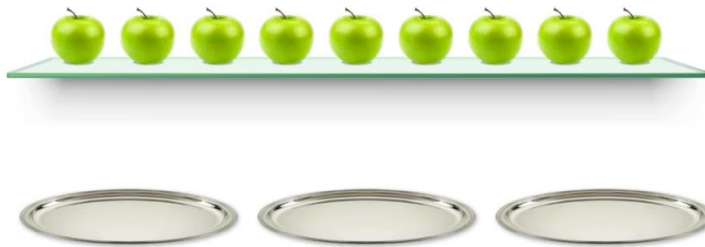
Princess...” Once there are no things left, decide if they have been shared **equally** between the plates/ circles. Remember, equal means the **same**, so each plate or circle must have the same amount of objects on or in it.

Say your super sentence:

“9 things can (or cannot) be shared equally between 3” or

“9 shared equally between 3 is equal to 3”

Let's share the apples equally.



Challenge:

Write the matching addition equations.

For example, $3 + 3 + 3 = 9$. Or if they are unequal $3 + 3 + 2 = 8$.

Make predictions on whether the objects can be shared **equally** or not.

Parent guidance:

Children love to share **equally**, it means everything is fair. Make sure to support real- life scenarios if possible. Sharing between family members is a very good one! And the more thinking out loud the better. Try and let them fix their own

mistakes. Let them get to the end of the process before asking questions to help solve the problem.

Why does Mum have more than Princess?

Can we make it, so everyone has the same amount?

How many objects are left over?

If we had one more/one less would that make it equal?

LITERACY

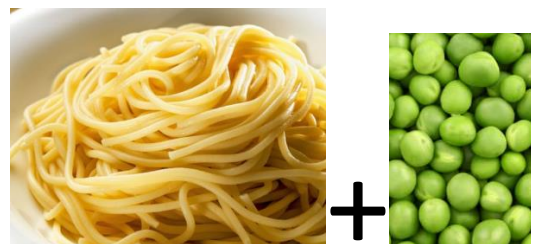
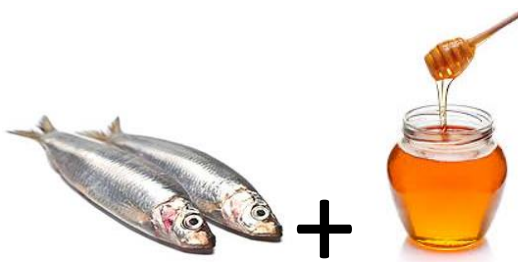
Task:

Delicious or disgusting?

You may have had fun using your taste sense to taste food last week. Today you are a chef in your kitchen, and you are going to make a menu for your restaurant. Use your Fred talk to read different food packets in your home.

Now choose six **different** types of food.

Now put the food into pairs and imagine if it would be **delicious** or **disgusting** to eat them together!



Why do you think it would be delicious? Why do you think it would be disgusting? How would you describe the flavours

you're thinking of? What other words could you use to describe the food?

Useful words: sweet, bitter, sour, sticky, crunchy, smooth, cold, hot, because, (un)healthy

Now make a funny 'Disgusting Menu' with the pairs of food that you think would taste disgusting. As many as you like. You can use your useful words to tell someone why. For example, "Chocolate and honey because it would be too sweet."



Challenge:

You can also make a 'Delicious Menu'! Ask your grownup to read the menu and see if they want to eat your disgusting or delicious food! Write your super sentences you said.



Parent guidance:

Read labels and packaging to help find the name of foods. Encourage them to use Fred talk to read the word. Support them if they get stuck on any red words. For example, 'honey'. You can help them choose six items of food and they can put two types of food next to each other to imagine what they would taste like together. For example, an apple and a tin of beans. They can make different combinations.

When writing, encourage independence. Try not to copy the packaging. If they've used their sounds to write words that are phonetically plausible, they've done a good job. Praise effort! When they have finished their menu, they can share with people at home.

TOPIC

Task:

Screen time challenge!

Today we have a special challenge for you.

See how many things you can do before you use a screen.
You can count how many. Here are some ideas:

- Make your bed (Miss Davey's favourite! 😊)
- Get dressed and have breakfast
- Help with a household job like cooking or cleaning
- Talk with your adult or sibling
- Go for a walk (Miss Oliver's favourite! 😊)
- Bird watching (Fred's favourite! 😊)
- Exercise
- Read a story (Miss Finch's favourite! 😊)
- Be creative (drawing, making, building)
- Sing a song or do a dance, maybe even make one up

How many did you do? Was it more or less than your grownup?

Challenge:

Write a list of the things you did before you used a screen.
How many things did you do?

Parent guidance:

This activity supports their increasing resilience and encourages positive time away from screens. Making it into a challenge where they count how many things they can do before using a screen can help motivate them to 'beat your high score' another day or compare with friends. If possible, join in with them, if that means doing the challenge at a different time or day that is absolutely fine.

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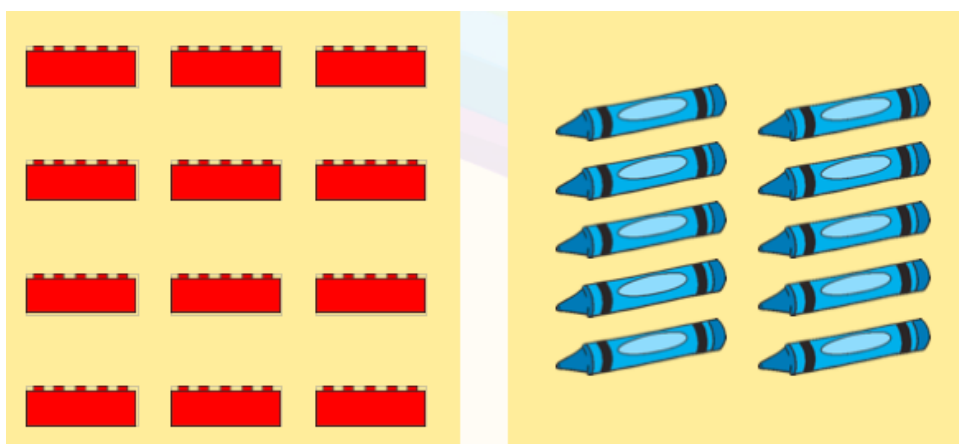
MATHS

Task:

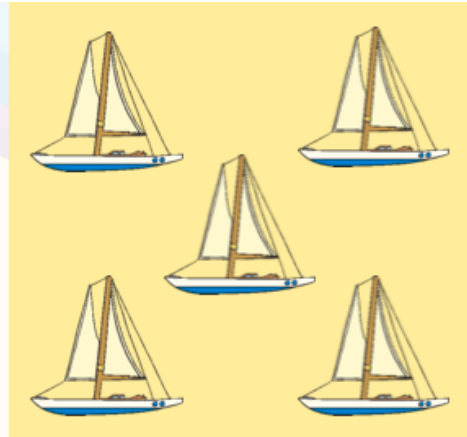
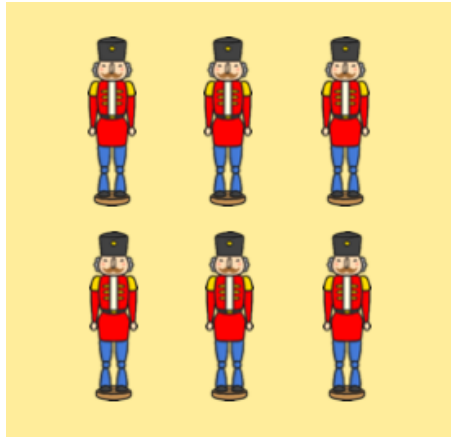
More and fewer

Look at the different sets of objects below. There are 5 sets. Look at number '1.' What can you see? Say two 'super sentences' to compare the groups of toys you see using the words **more** and **fewer**? Remember fewer means less. Count each group of objects first and then decide. For example, "There are 12 bits of Lego". It might help to write it down. Then you need to count the blue crayons and say how many you counted. Once you know how many there are of each, say your **more** or **fewer** super sentences out loud or to your grown up. For example, "There is more Lego than crayons" "There are less crayons than Lego" or keep it simple and say, "There is more Lego" and "There are less crayons". Then you can compare the 4 other sets. I'm sure people will be very impressed with your maths language!

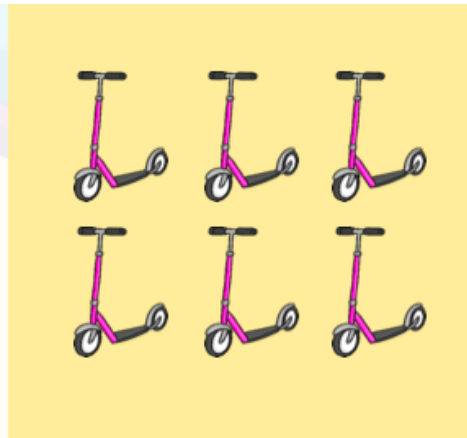
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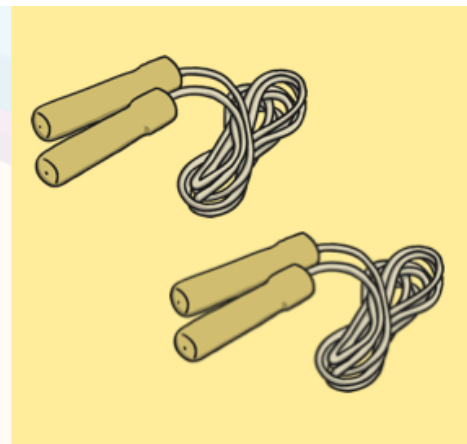
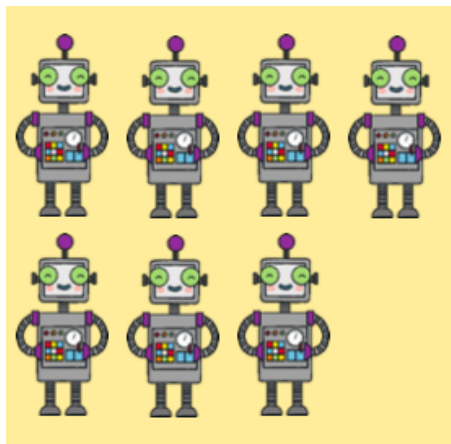
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Or play this game

<http://www.ictgames.com/mucky.html>

Challenge:

Try and compare three groups of objects! Draw three squares and draw some objects in each. You may want to draw 8 apples in one square, 4 pears in one square and 5 bananas in the other. You could just draw shapes, lines or dots if you find it hard to draw objects. Say as many more and fewer super sentences as you can to describe your groups of objects.

Parent guidance:

It may help to find real-life objects to compare by making two different groups. It could help to write the numbers down, so they don't forget. If they need help knowing which is the bigger number, they could refer to their number line or line objects up above and below each other to help compare visually. You could draw a line of dots to represent the Lego and a line of dots underneath to represent the crayons and ask your child which is more? Which is longer? They can use two simple sentences or one long sentence, as long as the maths is correct.



<https://www.mathswithmum.com/teaching-more-less-comparing/>

LITERACY

Task:

Handwriting

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly.

Extension:

Write some sentences using some of the words from your handwriting page.

Parent guidance: Your children should be very familiar with the handwriting rhymes for each letter, if you still have the little green book, we sent home at the end of the autumn term they are also in there. Encourage the children to take their time and form each letter correctly.



TOPIC

Task:

Superheroes assemble!

Here is our superhero song

<https://www.youtube.com/watch?v=AWI6P62TvfU>

You are going to make your own superhero costume. You can choose your own clothes and any superhero gadgets from your home. Remember to ask your grownup if things are ok to play with. If they have time to play too, you could help them make a superhero costume with their clothes.



Draw a picture of you in your superhero costume. Write words about your costume. What colour is your costume? What superhero gadgets do you have? What superpowers do you have? What sounds do you make?



Extension:

Write about what you can do as a superhero! For example, 'I can fly faster than a rocket! I can fly to Jupiter'. You can write what your adult can do too when they tell you. Have a chat! 'My grandpa can jump over a swing.'

Parent guidance:

		For this you may want to support which clothes and items they choose and get some of your clothes for them to choose from if you want. They may just want to draw what they would look like instead of dressing up. Alter the task accordingly. They could write a superhero story or make up their own superhero adventure.
Wednesday	<p><u>MATHS</u></p> <p><u>Task:</u></p> <p>Tally count!</p> <p>You can show off your great counting skills with a tally count! Watch this video to see how to tally or get your grownup to show you.</p> <p>https://www.youtube.com/watch?v=P_UZiA_oxaY</p> <p>Today you are a chef so see how much cutlery you have in the kitchen. With your grownup, look at your cutlery drawer but do not touch. Make a prediction. How many spoons do you think there are? How many forks? How many knives? Have a guess and write down how many you think there are. Do you think you will have the same number of spoons and knives and forks or different? Why?</p> <p>Record how many forks you have by using a tally. Make a line for each fork. And then write the total at the end in a number. Then tally count the spoons and knives. Was your guess close? Was it less or more? How many less/more? You can use your number line to help you count and you may like to say the rhyme as you tally: “One, two, three, four, five shut the gate, six, seven, eight, nine, ten, shut the gate..”</p>	

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Or play the game

https://www.softschools.com/math/data_analysis/tally_chart/

Challenge:

Just use the spoons. How many are there altogether? Have a go at making subtraction equations by taking some spoons away and seeing how many are left.

For example: $20 - 3 = 17$ $20 - 15 = 5$

Parent guidance:

The children love making tally charts at school. You can choose different items they can safely count independently like shoes, socks, hats etc. This activity is to support them in estimating and predicting how many items there are by looking, counting correctly and using 'more' and 'less' to think about number order and subtraction.

LITERACY

Task:

Scrub, scrub, scrub!

Today be an everyday superhero and help your adult wash up after a meal. What do we do First? Then? Next? Finally? Say what you are doing out loud in super sentences.



Useful words: first, then, next, sponge, brush, water, tap, scrub, rinse, dry

Extension:

When you have finished, write some instructions to help someone else learn how to wash up. You can use the useful words. Try to 'Fred talk' them. Remember we can make a list of instructions with numbers. For example,

1. Eat some food.
2. Carry your plate to the sink.

1. _____
2. _____
3. _____
4. _____
5. _____

Parent guidance:

This activity is about using sequencing language and ordering events so lots of discussion will support this, especially the useful words. It may be helpful to write the useful words down clearly for your children to read first. Ask questions like what comes first, then, next? What do we need to do to start? What do we need to do at the end? This activity also supports development of fine motor skills needed for writing.

TOPIC

Task:

All grown up!

We have been thinking about what we were like when we were a baby and what we can do now. Today we are going to imagine being an adult.

What job do you think you will have? Where will you live?



Draw a picture of what you might look like. Add labels or speech bubbles to help us know what you are like. Maybe you are a kind doctor and like to help people or a footballer with shiny pink boots.



Challenge:

Write sentences about you as an adult! For example:

'I will be tall. I will have a bicycle. I will be an engineer and I will fix gigantic bridges. I will wear a hard hat and a bright yellow jacket to be safe.'

Parent guidance:

You could discuss different jobs and what people wear, such as the Royal Mail, bus driver, doctor, construction worker, scientist etc. You could talk about adults they know and the jobs that they have, and what you wanted to be when you

were their age etc. You can ask them lots of questions to help them add details to their drawing and writing. When writing praise effort and whether sentence/s are phonetically plausible however long or short.

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MATHS

Task:

Positional language

Watch Where's the monkey! You all find this video very funny. <https://youtu.be/idJYhjGyWTU>



Remember in maths meeting when we played *where's Piglet?* in RR, *where's the parrot?* in RB and *where's the puffer fish?* In RM. Why don't you sing the song to your grownup to show them how it goes! Find a fun object in your home, then take it in turns with your family member/s to put the object somewhere. Maybe **under** the table or **on top of** the cupboard. Whoever puts it somewhere sings the song "*Where's the ____?*" and the other person tells them using positional language:

Behind, under, next to, inside, above, on top of, underneath, beside, between, in front of, on, in, over.

Or play the game

<https://pbskids.org/peg/games/hungry-pirates>

Challenge:

Make up positional instructions for someone to find a hidden object. Hide the object and see if they can find it! For example, 'It is **next to** the small sofa' or you could make it trickier and make up positional clues. For example, 'it is **under** something red' but make sure to use positional language.

Parent guidance:

This is to help broaden the children's vocabulary so make sure they are not always hiding the objects. They need to answer and say sentences like "The unicorn is underneath the tv". You could ask them what other words they could use in their sentence as often there is more than one way to describe where something is.

LITERACY

Task:

Naughty tricky red words again!

Today we are practising red words. Make some flash cards of five tricky words from the list we sent home.



Shuffle the cards, lay them out face down.

It is the adult's turn first, turn over 1 card, which word is it?

my

Now everyone has to say the red word in a silly sentence!
Who made the funniest sentence?

my house is made of wobbly jelly!



my baby brother can zoom high in the sky!



Then it is the next persons go to turn over a word. Everyone has to say the word in a silly sentence. Keep going until you have turned over all the cards.

If you haven't made cards you can practice reading tricky words here and taking it in turns to say a silly sentence:

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

Parent guidance:

Use the same method as we do for homework to write the words on scraps of paper. Choose five words that your child is currently learning. This game works well if you have a turn first to model the activity. Have all the cards face down then pick up a word card. For example, 'my'. Make up a sentence using this word e.g. my house is made of wobbly jelly. Then they can make a sentence with the same word my. Then repeat with the rest of the words.

TOPIC

Task:

Night and day

Look out of the window in the daytime. What can you see?

What might see if you look out at night-time?

What will be the same? What will be different? Think about people, animals and vehicles when you look.

Draw a picture of what you can see now in the daytime and what it might look like at night.





When you go to bed you can look outside and at your night drawing. Is it similar? Could you add anything to make it better?

Extension: Discuss nocturnal animals (awake at night) e.g. owls, foxes, hedgehogs and add them to the picture. You can discuss diurnal animals (awake in the daytime) like people, birds, butterflies and add them to the picture. Discuss why they think different animals are awake at night or in the day.



Parent guidance:

This is an observation activity to support understanding of time, the world around them and differences in their

environment. You can have a great discussion about the difference between night and day and what might be outside e.g. birds, people, buses, cars, runners, children, foxes. You could extend this with writing 'I can see... in the night', 'I can see... in the day'.

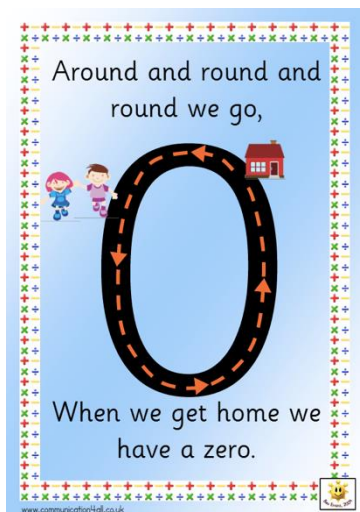
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MATHS

Task: Number formation

Spend some time practising writing your numbers!

Remember practice makes perfect ☺ Start with numbers within 20. Work up from 0 if it helps.



Use your number rhymes to help you! Use your 'magic pencils' in the sky first to practise before you write.

0- around and round and round we go, when we get home we have a zero

1- start at the top and down we run, that's the way we make a one

2- around and back on a railroad track- two, two, two

3- around the tree and around the tree that's the way we make a three

4- down and over and down some more, that's the way we make a four

5- down and around then a flag on high, that's the way we make a five

6- down we go and make a loop, number six makes a hoop

7- across the sky and down from heaven, that's the way we make a seven

8- make a 's' and do not wait, when it's joined up you have an 8

9- make a loop and then a line, that's the way we make a nine

Numbers from 10 - __ group of ten and __ ones

This numbers in the teens song may help

<https://www.youtube.com/watch?v=uedvwH6Ay18>

Challenge:

Try making your own number cards with the same amount of dots below and/or write a number then draw the same amount of dots next to it. You could even try to tally the number! Saying "1,2,3,4,5 shut the gate, 6,7,8,9,10 shut the gate" as you go.

Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. Only practise writing numbers within 20 if these can be written. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them.

See Appendices 1 and 2 for print out practice sheets

LITERACY

Task:

Being an author!

You are going to try to 'make up' an exciting story 😊

Beginning

Middle

End



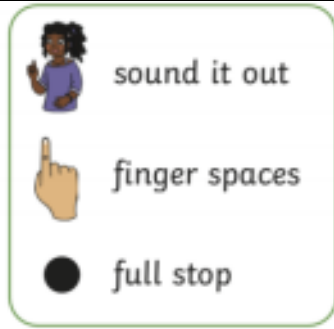
What is happening in the beginning?

What is happening in the middle?

What happened at the end?

Tell your adult the story. Now you can write it.

Remember to say your super sentence 3 times!



Extension: Write what you think happens next!

Parent guidance:

This activity is about using and developing imagination. It helps sequence events and build stamina. Start with a discussion about the pictures and ask questions. Who, what, why, when, how? Support children with 'holding a sentence' before they write it. They need to know and say the full sentence out loud a number of times before they start writing it. Write each word using 'Fred talk' or memory for red words and always go back to the beginning, say each word out loud to then know what comes next. Reading their work back independently helps them to self-correct.

If they need challenge, encourage them to include more details like colours, verbs, emotions and location.

TOPIC

Task:

Floating ship

Today you are going to make a ship and see if it will **float**. Use recycling or rubbish to build it. Look at the images below and talk about what you see with your grownup. You could watch this video about **sinking** and **floating**.

<https://www.youtube.com/watch?v=c8kszaZGLKE> or ask your grownup if you don't know what they mean.



Which materials did you use? Will it **float or sink**?

Now try floating it on top of water. What happens? Why?

Challenge:

Think out loud about if it sunk, what do you think happened? Why? How could we fix it so that it doesn't **sink**? What will help it **float**? You can fix it and see what happens.

Parent guidance:

They have been learning about recycling and re-using materials. They have done a lot of 'junk- modelling' at school. Using packaging and food/ drinks containers to build new models. You can find the materials in the recycling bin. It may be fun to discuss what the cereal bowl is going to

	<p>transform into when they are finished eating what's inside! You can discuss recycling, water safety, floating and sinking when you are building and testing your boat. Let the children lead! How could you attach that? What looks like a flag? Why are you putting that there?</p>				
	<table border="1"> <thead> <tr> <th data-bbox="188 555 855 786">Challenge</th><th data-bbox="855 555 1513 786">Useful Links</th></tr> </thead> <tbody> <tr> <td data-bbox="188 786 855 2011"> <p>Extension activity with each activity</p> <p>For more challenge have a look at the home learning section of the school website.</p> </td><td data-bbox="855 786 1513 2011"> <p>All links with activities.</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00</p> <p>https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance - https://home.oxfordowl.co.uk/reading/</p> <p>RWI ebooks - https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.</p> </td></tr> </tbody> </table>	Challenge	Useful Links	<p>Extension activity with each activity</p> <p>For more challenge have a look at the home learning section of the school website.</p>	<p>All links with activities.</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00</p> <p>https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance - https://home.oxfordowl.co.uk/reading/</p> <p>RWI ebooks - https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.</p>
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Appendices

Appendices 1

Number Formation Activity

Can you trace the numbers?

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Number Formation

Can you trace the numbers?

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