

MATHS

Task: Teddy bears picnic 🐻 🐼 🍰 🍇



We know how much you love sharing and how much you love your toys and teddies. It would be really fun to have a picnic with them and share some food and drinks between everyone. You could start by watching this teddy bear picnic song <https://www.youtube.com/watch?v=uxFIGWm9M6w>

Use any real toys in your home or you could draw some fun characters and cut them out. Use real or pretend food and drink to share out. **Remember to ask a grownup what you can use from your home.** It's a good idea to pick smaller things you might have lots of like raisins, cereal pieces, crisps

or you could cut out paper circles and pretend. Once you have set up your picnic with a blanket/sheet and teddies, put a plate for each toy/cut out drawing. Make sure you know how many teddies are sharing the food altogether. Count **all** the food before you start sharing and tell your grownup your super sentences. **"There are 5 raisins and 3 teddies"** Then start sharing the food. Say out loud as you go **"One for you, one for you, one for you.."** until all the things are gone. Remember 'equal means the same'.

How many are on each plate?

"There are 2 and 2 and 1"

Are they equal or unequal groups?

"They are unequal"

Why?

"Because they are not the same"

"Because there is not the same amount on each plate/ in each group"

Can 5 be shared equally between 3?

"No, 5 cannot be shared equally between 3"

Or you could play this game about sharing equally/ fairly

<https://pbskids.org/curiousgeorge/busyday/dogs/>

Challenge:

Share some drinks! You know all about capacity. Fill up a jug and share between cups. One cup for each teddy.

☆ Remember your useful star words! ☆

full



empty



half full



half empty



Parent guidance:

We can call each plate a group as they are familiar with this. This activity can be as simple or as complex as you like, the important thing is whether they know how to share and know the difference between **equal and unequal groups/sharing**. They can say simple super sentences like the ones above or more complex as long as the maths is correct. It may be worth having a chat as you go along to gauge understanding. If they would like to, they can write matching addition equations but only if they are confident with saying their super sentences.

For example, **$2 + 2 + 1 = 5$**

LITERACY

Task: Crazy stir fry

This friendly monster loves to make a very funny meal! He makes a stir fry with things that all start with the same sound. Watch him make a stir fry with the sound 'm'.

<https://www.youtube.com/watch?v=z33Vgz2JUpc>

Do you think it would be **delicious** or **disgusting**? Why?

Today you are going to help him make a 'crazy stir fry'!



Please make
me a **b** stir fry.
I am hungry!

You need to write a list of lots of ingredients that start with the letter **b**. Here are some ideas...



Write down as many as you can think of in a list.

Say the word, pinch the sounds and fred talk!

Read the word again to check you have all of the sounds.

Some sounds we might not know yet so be resilient! 😊

b

ball

balloon

baby

bench

bicycle

Challenge – Make up your own ‘Crazy stir fry’ with a different letter! You can even draw a picture of it.

c

caterpillar

candle

crayon

clock

cloud

Parent guidance:

This activity helps recognise the initial sound in words and is focused on fred talking carefully. Support their independence with saying the word, pinching the sounds they hear on their fingers and reading it back with fred talk to make sure they have all the sounds.

It is important to remember they haven't learned all of the sounds yet and lots of words may look different when they use phonics. So any spelling that uses their phonics is right and spelling things accurately like 'bicycle' is not the aim. Make sure to give them lots of praise and build their confidence when they use phonics.

If they ask 'Is that right?' encourage them to use their finger to check they can hear the sounds and praise their independence! 😊

They can even draw a picture of the stir fry and label the ingredients if you find that helps motivate their writing.

The challenge is more difficult as there aren't picture prompts, you may want to help them think of things that start with the sound they choose.

TOPIC

Task: Blast off!

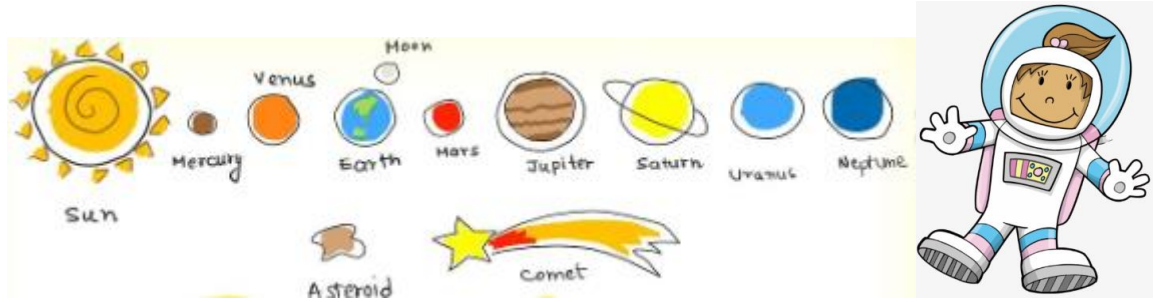
Do you remember all of the planets in our solar system? You can sing along to the Solar System song. 🌍 🎵

<https://www.youtube.com/watch?v=F2prtmPEjOc>

Today we are going to pretend to be **astronauts**, which means someone who is trained to travel in a spacecraft. This astronaut is reading you a story from space about what her life is like. <https://www.youtube.com/watch?v=9wV8yw7iV8w>

Draw a picture of the solar system and label it.

Then draw a picture of you as an astronaut on a different piece of paper and cut it out carefully.



Now your astronaut you can travel to the different planets! Move your picture around the solar system, visiting the planets and talking about each one.

What does that planet look like? What is the weather like? You could sing the solar system song to help you.

Challenge – Astronauts write diaries about what they did in space. Write your own astronaut diary about the planets you visited. Where did you go first? What do you know about that planet?

Keep your picture of astronaut you for a special space mission next week! 🚀

Parent guidance: The children have loved learning about the solar system and are very familiar with this song. This activity can be done independently, and they will love to share their knowledge with you, they don't need to include all the planets if they're finding it tricky, just the ones they remember. They can watch the space story time about being

an astronaut and discuss what it would be like. You might like to link it to their current situation e.g. not going to school, speaking to friends and family members with phone/video calls etc. This drawing activity encourages them to share their love and knowledge of the solar system and imagine what they could see and feel if they visited the planets.

The challenge activity can be a longer piece of writing about each planet, or a sentence about each, or even an entry about their favourite planet. Encourage them to practice each sentence 3 times.

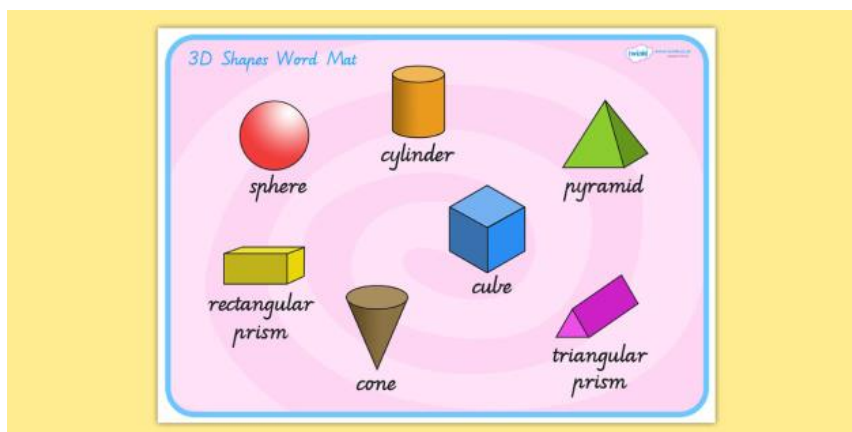
There will be another space mission activity next week so make sure to keep their astronaut picture safe.

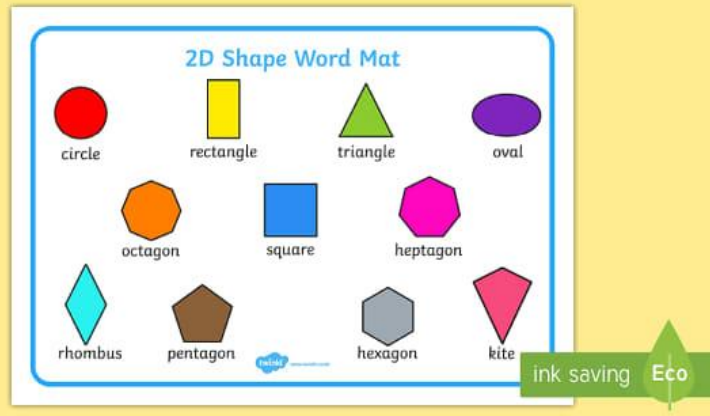
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MATHS

Task: Shapes, all the shapes

Can you see how many shapes you can make with your body?? You know some 2d and 3d shapes. Can you name some? Look at the word mats below if you need help. Watch the 3d shapes video too if you like, we know you enjoy that one! <https://www.youtube.com/watch?v=guNdJ5MtX1A>





Then think about how you could move your body to make the shape. Have a look at the children below and the shapes they have managed to make! How did they do it? Could you get help from your grownup or other family members to join together to make some? If you wanted to be a sphere, you could squash into a small ball holding your knees to your chest and make sure your body is nice and curved all round.

☆ Remember your useful words when you're talking and planning! ☆

3d- curved, straight, faces, edges, flat, vertex, vertices

2d- curved, straight, sides, point, corner



Now it's your turn to have a go!

Or

you could play this game

<https://www.topmarks.co.uk/early-years/shape-monsters>

Challenge: Once you've made the shapes with your body why not try and draw them. You could use things in your home to help you. What has straight edges? Start with a square, triangle or a rectangle. What has circular edges? You could then try and draw a circle.

Parent guidance:

This activity is a chance for the children to have lots of fun and use their body, as well as their thinking skills, which they

don't often do in maths! Focus on using as much maths language as possible and talking about how they could move their body to make different shapes. Ask how, why and what questions to deepen understanding. For example,

How many sides does the shape have?

How could you make a curved edge with your body?

What do you think will/ will not work and why?

Why are you moving in this way?

Why are you lying down on the floor?

LITERACY

Task: Being an author!

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

Well done to all the children who wrote stories last time about the cat and the butterflies. Give yourself 123 well done me. Today we are writing a story about these pictures:

Beginning

Middle

End



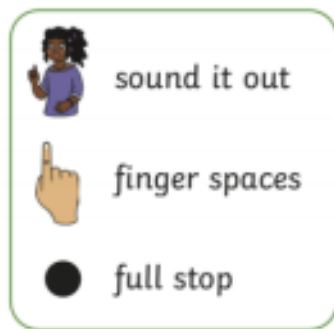
What is happening in the beginning?

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. After each

word they write, they can repeat the sentence out loud to know what comes next. Reading their work back independently helps them to self-correct.

Remember, they should be using their phonics sounds so it does not matter if it is not spelled how we would write it, as long as they are using Fred Talk and writing each sound.

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

TOPIC

Task: Ticket please!

If you have been to Hackney Museum you might have seen this machine from a long time ago, before you were born. Can you guess what it used to make?



It is an old bus ticket machine. In London now we use oyster cards or bank cards on bus journey instead of a paper ticket.



Here is a video of a bus journey in London.

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

Today you are going to be a bus driver. You will take someone in your home on a bus journey. They need a place to sit down and a bus ticket because you don't have an oyster card machine at home!

Make them a ticket. You need to write:

- What day it is (like Monday 18th May 2020)
- What number your bus is (you can choose 😊)
- Where they want to go (You can ask them)
- Adult or child (which one are they?)
- How much money it costs

When they have their ticket you can drive the bus. Tell them what you can see on the bus journey.

In Hackney there is an everyday hero called Patrick. People think he is the happiest bus driver in all of London. He drives the 26 bus which stops in Hackney Wick and he is always friendly and kind to the people on the bus. 🙌 😊



Did your passenger enjoy their bus journey today like Patrick's passengers?

Challenge – Make up your own ticket for a bus journey you would like to go on. Where would you like to go? Which day of the week? What number will your bus be? You can tell your adult or your friend about your bus ticket.

Parent guidance:

This activity is a good way to discuss differences and similarities between the past and present and in different areas. It supports them to practice writing the day, numbers and words in context. If they need to do this activity independently, they could take their toys on a bus journey and write tickets for each of them. They can practice the positional language they learned in maths by describing the journey e.g. *we are going under the bridge, we are going around the roundabout and over the speed bump*. The video is a good model for this talk.

This activity offers an opportunity to discuss everyday heroes and how they help people in the community. Maybe they recognise Patrick from his route.

The challenge is a way to discuss positive future plans and ideas and remind your child that they will be able to do these activities again in the future.

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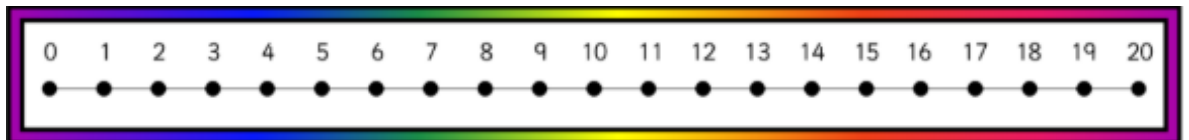
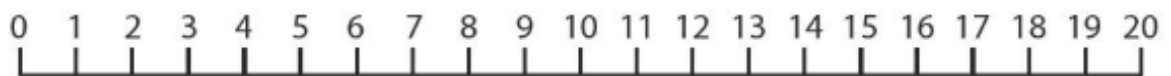
MATHS

Task: More and fewer

Today we are finding who has **more** and **fewer** of different things in your house. You can play this game with an adult or a sibling. Some of you made brilliant number lines and you can use them to play this game.

Here is an interactive number line.

http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.shtml&filename=nmb1_prim&title=Number%20Line&grade=1



To warm up our mathematician minds, which number is more or less? You can use your number line if you get stuck.

20 or 12

18 or 8

13 or 14

Now it is time to count things in your house.

Who has more shoes? Count your shoes and say

'I have ... shoes altogether.'

The other player will count theirs and say their super sentence. Who has **more**? Who has **fewer**? How do you know? Can you find the numbers on the number line?

Play again with different things like socks, books, toys, pencils. You can choose.



Challenge: Write a number equation to show fewer or less. Use your number line to help you jump back or you could use real objects.

Write the **more** (bigger) number and then minus the **fewer** (smaller) number.

For example: **8 - 6 =**

Find the more number on the number line and jump backwards the less number. This time it is 6 jumps back so as you jump count the 6 out loud.

Then write down the number you land on: **8 - 6 = 2**. Or find 8 things and take away 6 of them. How many do you have left?

Or

you could play this game

[https://www.softschools.com/math/games/fewer more equal/](https://www.softschools.com/math/games/fewer_more_equal/)

Parent guidance:

This activity encourages them to use their number sense to discuss more and fewer in their environment. They can refer to the items they are counting to see more and fewer and can refer to the number line to check. The challenge here is a step up from the conceptual understanding of more and fewer, so you may want to explore how more and fewer relates to a number equation by talking about it and introducing this concept.

LITERACY

Task: **Imagination game** 

Today you are going to be making up a story.

All you need is someone to play with and your imagination!

You can play this game anytime and anywhere.

It works by taking it in turns to add one word at a time.

Like this:



Keep adding one word at a time!

When you have finished one super sentence, write it down with fred talk. Then make up the next sentence together.

You can take it in turns to write each super sentence.

When you have finished, read your story together.

What was your favourite part?

Which word was your favourite?

Who chose that word?


Challenge: Phone a friend or family member and read them the story you made. Then make up a story together!

Parent guidance: This story making activity is great for letting them use their imagination and practice linking ideas and sequencing events. The oral rehearsal of the story helps them to hold the sentence before they write it, and you can take it in turns writing the sentences to keep the flow of the story going. This activity supports their social skills of listening and responding to other's ideas.

The joint effort in the story making and writing should help motivate their writing, and retelling the story together builds confidence and a sense of pride in their work. The challenge is a nice opportunity for them to reach out to someone important to them to share their effort. They might like to play this game on the phone with someone else as you don't have to be physically together to play.

TOPIC

Task: Laundry Day

Today you are going to be an everyday hero and help the people in your house with laundry. Talk about what you are doing. 

Help them sort the laundry into colours.

What is the same and what is different?

When the laundry has finished drying, help sort it into piles for different people. Whose clothes are they? How do you know?

Useful words: because, darker, lighter, bigger, smaller, longer, shorter, mine, yours, sort, same, different

Now use your resilience to fold the clothes gently.

Can you match up all of the pairs of socks?



Put the clothes away carefully in the right place.

Parent guidance:

This activity supports the scientific skills the children have been working on such as classifying and sorting. They can apply their maths reasoning skills '*I think this is my sock because it is shorter than this sock.*' Lots of discussion will support this task and it is a great way to show them how household tasks are shared and help everyone in the home. This supports their fine motor skills by using the range of motion needed for folding, pairing socks and putting things away carefully. Feel free to move this activity to a different day when you have lots of laundry to do if necessary!

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MATHS

Task: **Yesterday, Today, Tomorrow...**

Sing along with our days of the week song.

https://www.youtube.com/watch?v=zJLIJf8c_c

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y

Practice putting the days of the week on your fingers like we do at school. Start with Monday on your left thumb, to Friday on your little finger, then Saturday and Sunday on 2 fingers on your other hand.

What day is it today?

What day was it yesterday?

What day will it be tomorrow?




Draw a picture diary of what you did yesterday and today.

Write the days of the week at the top.

What will you do tomorrow? Draw a picture.

You can look at it tomorrow and see if it is right!

This is Miss Finch's yesterday, today tomorrow diary from earlier this week.

Monday	Tuesday	Wednesday
 <p>Yesterday I went for a run in Hackney marshes and saw a teddy bear picnic!</p>	 <p>Today I did some yoga and made different shapes with my body. This is a triangle.</p>	 <p>Tomorrow I am going to write a story about a fox and a boy and a ball and read it to my sister.</p>

Or you could play this game

<https://www.roythezebra.com/reading-games/high-frequency-words-days.html>

Challenge: Write a super sentence about each day.

Parent guidance:

You can tell them what day it is today if they do not know, this might be a nice thing to introduce if you don't talk about it as they are used to this every day in Maths Meeting at school. Yesterday is a harder concept than tomorrow as they are going backwards, so using their fingers to pinch the day today and then pinching one finger back will support this.

The focus of this task is sequencing and writing the days of the week, but encourage them to do the challenge and write one simple sentence. They could also label the picture.

LITERACY

Task: **Red word hunt**

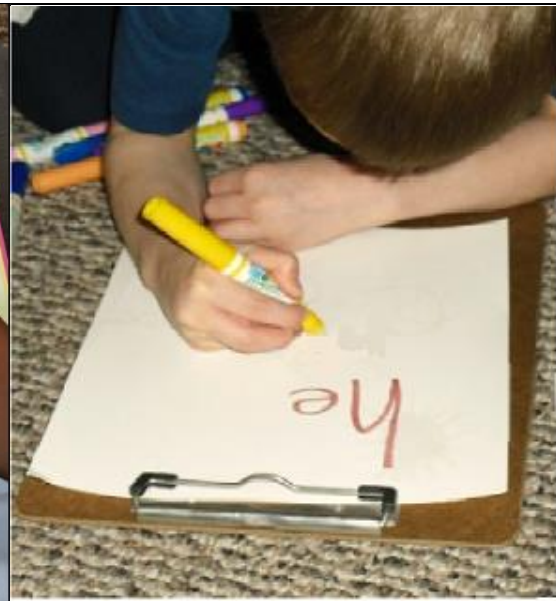
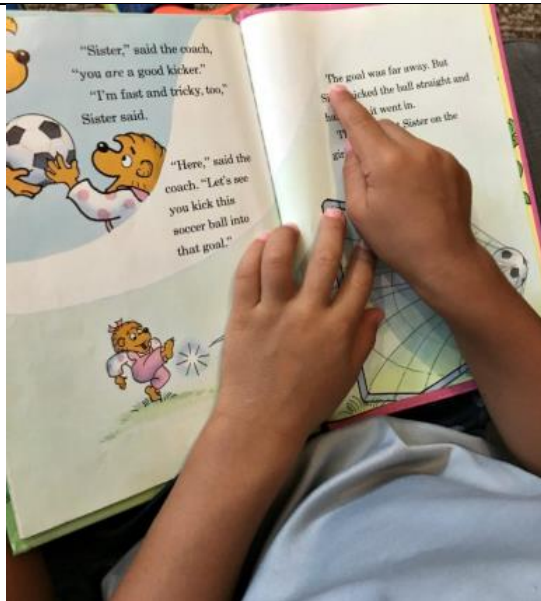
Today you are on a hunt for **red words**.

You can't fred red! 🐸 ✕

Find somewhere cosy to sit with some books in your house, as many as you like! You can also do this activity with books online - <https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc>.

Bring a piece of paper and a pencil to write down the red words you find.

Open the first book and read the story. When you find a red word cover it up quickly! Now write it on your paper.



Look at it again. Did you get it right? Tick it or fix it! ✓

When you have finished the first book look at all of the red words you found. Can you read them out super speedily?

Try the next book!

Challenge: Write a sentence for each red word you found.

Parent guidance:

This activity focuses on their recognition of red words and writing them without looking at them. They can use any appropriate books you have at home or the online phonic books. If the books are too difficult to read with only the sounds they know, then encourage them to look at the page and hunt for red words. After this you can read the rest of the words and they can read each time there is a red word they know. It is ok if they need to double check the spelling of a red word, encourage and praise independence as much as possible. With the challenge, they could even write the sentence in the story as it will be familiar to them. They do

not need to spell it the same, as long as they are using the sounds they know.

TOPIC

Task: Paint experiment!

Today we are going to do a science experiment. With your adult, you are going to find things in your house you can make into paint. We are going to mix things with water.

First, cover your table and wear something that can get messy. Then find some containers, like bowls or recycling.

Then find colourful things to mix with water.



Look in your kitchen. You can use spices like turmeric and paprika. You can use food like beetroot and spinach. You can use drinks like coffee and tea.

Onion skin makes a good paint if you leave it in water for a long time.

Look outside. Soil and leaves can make good paint.

Here is a boy making paint with things he found in his kitchen: <https://www.youtube.com/watch?v=JttnWHnmtm0>

This is an **experiment** so it is ok if it does not work! 😊

Then you can use your paints to make a picture.

Challenge: Talk with your adult about which paints were the strongest and the weakest. Why do you think that? What could you change next time?

Parent guidance:

This uses fine motor skills needed for writing and lets the children explore colour, texture and mixing in a purposeful way. You will need to supervise them with choosing safe ingredients and with keeping clean etc. Lots of discussion supports their observation, reasoning and problem solving.

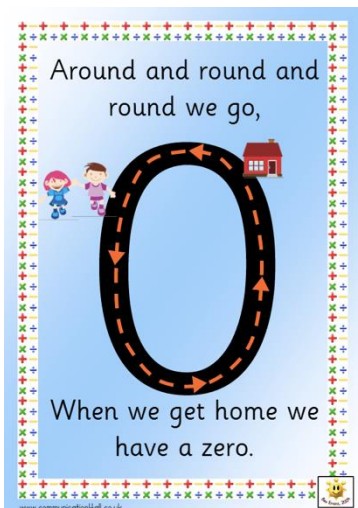
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MATHS

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>

Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. You may have spotted some they are writing the wrong way round or struggle within yesterday's activity.. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them. Most importantly, the children are forming numbers, so they are **recognisable**. If they are in mirror image or of irregular proportions this is ok and attempts can be praised. Pick one or two daily to focus on with more precision and detail if this is the case.

LITERACY

Task:

Handwriting

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly. If you have finished your handwriting book, then you can practice on paper. Draw lines to write on using something with a straight edge. If you are getting really confident you could try using your best handwriting to write someone a letter or card. If you know their address you could ask your grownup to help you post it to them, if they live nearby your grownup could help you post it through their door or you could write it to someone you live with and hide it under their pillow as a lovely surprise!

Extension:

There is a very special sentence in our language which uses all of the letters in the alphabet. Have a go at writing it very slowly and carefully.

Here is the special sentence:

The quick brown fox jumps over the lazy dog.

If you think you can take your time and write it again even more carefully then have another go!



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.

The extension allows them to practice each letter of the alphabet, and if they have finished the book and you can there are some they need to work on then keep practicing those sounds before the others.



TOPIC

Task: Beautiful birds

Use your observation skills for some birdwatching. Look at all of the beautiful birds at this birdfeeder in Panama.

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

Which one was your favourite? Why? Which colours did it have? How is it different or the same to birds you see in our local area?

Today you are going to draw your own bird.

Is it big or small? What colours does it have?



Challenge: Write labels for the different body parts.

Parent guidance:

	<p>This activity lets them use observation skills and observe a range of different birds that are not local. Discuss the different birds you can see to build vocabulary on colour and features. They can design their own bird to use their great imagination but can always draw a familiar bird they like or one from the video. For the challenge remember using their phonics is more important than spelling correctly.</p>				
	<table> <tr> <th data-bbox="188 595 855 831">Challenge</th><th data-bbox="855 595 1513 831">Useful Links</th></tr> <tr> <td data-bbox="188 831 855 2094"> <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>http://www.mra.mossbourne.org/home-learning/</p> </td><td data-bbox="855 831 1513 2094"> <p>Here are Mr Daly and Ms Taylor doing phonics lessons on the school website</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/</p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos</p> <p>http://www.mra.mossbourne.org/home-learning/story-time/</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> </td></tr> </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>http://www.mra.mossbourne.org/home-learning/</p>	<p>Here are Mr Daly and Ms Taylor doing phonics lessons on the school website</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/</p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos</p> <p>http://www.mra.mossbourne.org/home-learning/story-time/</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>
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