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MATHS: MATHS

Task: Pattern challenge 🕿 🕿 🖺 🕿 🖺

Star words: ☆ pattern, colour, size, shape, bigger, taller, smaller, longer, shorter, next, before, extend ☆

Today we are making **repeating** patterns with objects you can find in your house.

You can join in with this story to practice, saying the next part of the pattern. Pattern Fish:

https://www.youtube.com/watch?v=7 mqVCewsYA

Go on a hunt around your house and find objects that you can repeat again and again to make a pattern.

Make a:

- Colour pattern
- Size pattern (big, small)
- Length pattern (long/short)
- Shape pattern
- Number pattern

When you have finished each pattern, say your super sentence to describe the pattern.















"It is a colour pattern. The pattern is red, green, green, red, green, red."



"It is a length pattern. The pattern is short, short, long, short, short, long."

Challenge:

Which pattern did you think was the easiest to make? Why? Which pattern was the most challenging? Why? Try and make the most challenging one again with different objects.

Parent guidance: Remind children that a repeating pattern means it starts again at least once. Encourage them to name their pattern out loud by looking at the objects from the start. You can support by asking 'What comes next?' The pattern can be as simple or complex as they can manage. They can use any objects for this and can always draw some patterns if needed for resourcing. They can practice shape patterns with this game:

https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns

LITERACY

Task: Jungle boogie 😭 🎬 🐔

Join in with the animal boogie story.

https://www.youtube.com/watch?v=25 u1GzruQM

Today you are going to write your own jungle boogie!

Which animals will be in your boogie? How do they move?



Write a super sentence to tell someone how to move.

For example - Leap like a leopard.

Write a super sentence for each animal.

Can you think of more animals to go in your jungle boogie?

Write down how to move like them.

Read it to someone at home or phone a friend. They can join in with the movements. Which was their favourite animal? Why? Which was your favourite animal? Why?

Challenge: Make your jungle boogie more exciting by adding exciting **adjectives**. These are words that tell us more about the animals. You can add one or two!

Here is my old super sentence:

Leap like a leopard.

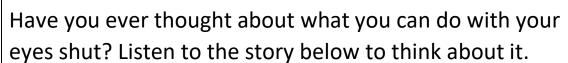
Here is my new super sentence:

Leap like a big hungry leopard.

Parent guidance: Have a discussion on which words they could use to talk about the animals, colour and size will be easier for them but encourage them to use their imagination. Let them write and read it back with fred talk independently. Remember, they need to write and read using the phonics sounds they have already learned so it is ok if they do not spell it as we would, as long as they can read it with their sounds. Praise independence and self-correction. They can read it to a friend or family member and ask them which animal they liked best. This supports their reading with expression, and pride in choosing interesting words. Praise their adjectives in the challenge.

TOPIC

Task: Blindfold challenge



I Can Read with My Eyes Shut by Dr. Seuss

https://www.youtube.com/watch?v=CqHC9SW2EIA





We discovered that we could not read with our eyes shut, but you can **draw** blindfolded and make interesting art!

You will need:

- A blindfold (you can use a scarf, a hat or a sleep mask or just make sure you have your eyes closed)
- Paper
- A pencil/pen/crayon

What to do:

- Think about what you want to draw (like a car, cat, bird, aeroplane, dinosaur or yourself)
- Put a blindfold on
- Create the drawing in your mind. Really imagine every curve, line, and swirl
- Touch the edges of the paper in front of you to help position the pencil (You might need a grown-up to help you start with the pencil on the paper)
- Start drawing.
- No peeking!

Drawing blindfolded is not the same as drawing with your eyes open. Drawing well is not required and getting it to look right is not the point. It might look very different to how you imagined and that is ok! 😊

<u>Challenge</u> – Now you have had fun drawing with your eyes closed you can write your name on the picture – don't forget to keep your eyes closed!

Parent guidance: Did you know that imagining an object with your mind's eye stimulates spatial thinking? Some other benefits of blindfold drawing include creativity, improved memory, and improved problem-solving skills. This activity is all about the process, not the end result. You can talk about how art doesn't always have to look perfect and we can have fun making something messy too.

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MATHS

Task: Half time

What does half mean? It is when the whole of something is divided into two equal parts. Equal means the same.

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Do you remember when Elmo and Cookie Monster learned about sharing?

https://www.youtube.com/watch?v=KTFJ9gjfAXg

Start with 20 small objects (pasta, socks, lego). We are going to see which numbers we can share in half in 2 equal groups. Some numbers we cannot share in half in 2 equal groups!

Now you can choose how many to share in half, like 8, 5, 12, 15, 18. We will try different numbers later.

Do you think that number can be halved in 2 equal groups? Why?

Now share the objects into 2 groups. You can say: One for me, one for you, until you finish sharing them.

How many in each group? Are there two equal halves?

Now try sharing another number in half.

<u>Challenge:</u> Which numbers could you half into 2 equal groups? Which numbers could not be halved into 2 equal groups? Why do you think that is? You can talk about:

- even numbers (2,4,6,8,10,12,14,16,18,20)
- **odd** numbers (1,3,5,7,9,11,13,15,17,19)

Parent guidance:

Half of is equal to .

Are you sure you have half?

How can you check?

What do you notice about both halves?

This is an open-ended activity which allows the children to explore halving and discuss why some numbers can or can't be halved into 2 equal groups. This supports the children's understanding of half and knowing that it means splitting into two **equal** parts.

LITERACY

Task: Being an author!

You are going to 'make up' an exciting story 😂

Well done to all the children who wrote stories last time about the frogs and the crocodile. Give yourself a whoosh cheer! Today we are writing a story about these pictures:

Beginning Middle End



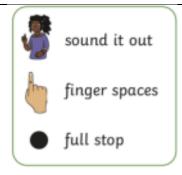
What is happening in the beginning?

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? How are they feeling?

Support children with 'holding a sentence' before they write it. They need to know and say the full sentence out loud at least 3 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.

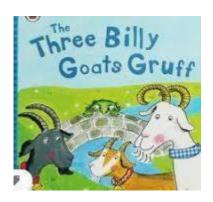
Remember, they should be using their phonics sounds so it does not matter if it is not spelled how we would write it, as long as they are using fred talk and writing each sound.

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

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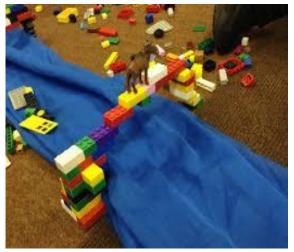
Task: Bridge builder

Today you are going to build a bridge to help the Three Billy Goats Gruff reach the delicious green meadow.



Listen to the story: The Three Billy Goats Gruff - Books Alive: https://www.youtube.com/watch?v=xNJBzcqjIYw





You can use any materials you want! (Scrap paper, lego, recycling materials, wooden blocks, clothing pegs, use your imagination (3))

<u>Challenge</u> – Did your bridge work? What materials worked best? Could you improve your bridge and make it even better? You could make it stronger, or taller or wider.

<u>Parent guidance:</u> Build in opportunities for children to experiment and play with materials before using them in this task. Once the activity is finished they can use the bridge to re-tell the story.

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Task: 1, 2, 3, 4, high 5

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We have practiced counting in 10's, now it's time to practice counting in 5's!

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Sing along to the counting by 5s song:

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https://www.youtube.com/watch?v=cJ4jV14Oz5I

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Make a group of 5 things (you could use pasta, hair ties, books, pencils or even toy cars!). Count them very carefully using your counting fingers, saying each number out loud, to check there are 5.



5

Find 5 more things and do the same. By the end you will have lots of groups of 5 things. Once we've counted each group we don't need to count it again.

Now you have got lots of groups of 5, you can count how many things all together by counting in 5's super speedily! Point to each group as you go.

"I have 6 groups of 5. So, 5, 10, 15, 20, 25, 30. There are 30 things altogether!"

Or

you could use the splat square to practice your 5's counting. https://www.primarygames.co.uk/pg2/splat/splatsq100.html

Challenge: Write repeated addition equations for the groups of 5 you found.

For example, I found 6 groups of 5.

$$5+5+5+5+5+5=30$$

Parent guidance: There are two parts to the activity today. Counting in 5's using physical resources and then using this knowledge to find out how many altogether. When they are applying their 5's counting to count groups of 5, make sure they have counted the 5 objects out beforehand so they know there are 5 in the group and don't need to count each time.

LITERACY

Task: Phonics treasure hunt!

Sing along to our phonics alphabet song:

https://www.youtube.com/watch?v=BELIZKpi1Zs&t=6s

You are going to write down all the letters from the alphabet in a list. You will need paper, a pencil and your treasure

finding eyes. Then comes the fun bit. You are going to search around your house for one thing that begins with each of the letters. When you find something that starts with one of the sounds, write it down, don't forget your Fred talk!

For example:

a- apple

b- book

c- candle

You can do this challenge with an adult or a sibling.

Can you find one for every letter?



Keep hunting and writing down what you find!

When you have finished you can read someone your list to show how many things you found.

If you played with someone else, who found the most? Who found the least? How do you know? Did you think you would find more or less?

Challenge – Can you find things that have special friends ng, nk, th, sh, ch? Which sounds are easier to find and which are more tricky?

Parent guidance:

They can complete this activity independently or it might motivate them more as a competition against you/a sibling. It might help them to say what they can see aloud until they hear the sound. If this is too difficult, they could write words which have the sound in any place in the word.

You can use a timer and it is up to you how you manage their hunting to keep them safe and aware of hazards in the home. Encourage them to use their Fred talk and read it back to check their sounds. With the challenge, you can talk about how some letters make different sounds in different words.

TOPIC

Task: Role play

Watch this video about different types of doctors:

https://www.youtube.com/watch?v=bwx2Z69S0YA









For today's task you are going to pretend that you are an everyday superhero: Doctor, Nurse, Midwife, Surgeon.... Your job is to choose a role and act it out with a family member or a toy. Think about what questions you would ask and what advice you could give your patient.





<u>Challenge:</u> Draw a picture of yourself as the everyday superhero you chose. Label your drawing.

<u>Parent guidance:</u> This task is an opportunity for open-ended role play activity.

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MATHS

Task: Add or take away?

Sing along to the five little ducks song about more and less:

https://www.youtube.com/watch?v=pZw9veQ76fo

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Today you are going to solve some problems with your number line. Find your number line or you can make one.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Star words: ☆ First, then, now, plus, take away, is equal to, number line, forwards, backwards ☆

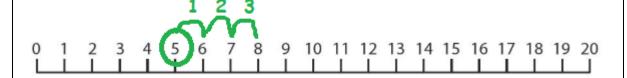
First the bus had five people on it. Then three people got on. Now how many people are on the bus?

What do we need to do first?

First there were five people on the bus. Make a circle around the number 5.

Then how many got on the bus? Is that more or less?

Then 3 people got **on** the bus. Do three jumps **forwards** on the number line and you land on the answer.



How many **now**?

We landed on 8. **Now** there are eight people on the bus.

Say your super sentence: Five plus three is equal to eight.

Write your number equation: 5 + 3 = 8

Now solve these problems! Think about which way you need to move on the number line. Remember:

- When we add (more) we jump forwards. +
- When we take away (less) we jump backwards. —

<u>First</u> there were four flowers. <u>Then</u> three flowers got picked. How many flowers do we have <u>now?</u>

First there were seventeen birds flying in the sky. Then five birds flew away. Now how many birds are left flying in the sky?

<u>First</u> Fred the frog ate 9 flies. <u>Then</u> he ate 9 more! <u>Now</u> how many flies did he eat altogether?

<u>Challenge:</u> Make up a 'first, then, now' maths addition story and subtraction story and 'prove it' on the number line.

Parent guidance: Remind the child we need to think carefully about which way we jump on the number line, if it is adding/more we jump forwards and if it is taking away/less we need to jump backwards. Instead of drawing, they can use their finger to 'jump' forwards and backwards from their number. They might need some modelling of some first, then, now stories before making their own.

Use the sentences:

First Then Now		
minus _	is equal to	
plus	is equal to	

Here is a game if they need to practice addition to 10 with a numberline: http://www.hbschool.com/activity/numberline1 5 04/

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 there 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: Write 10 'alien' words using different sounds. Try and read them out loud!

<u>Parent guidance:</u> 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: Listening ears P

This is a game of listening to everyday sounds and recognizing what they are.

Listen to this video and see if you can guess the sounds:

https://www.youtube.com/watch?v=9VYCKHMDAg0

Read along with this book about sounds: All About Sound by Lisa Trumbauer https://www.youtube.com/watch?v=oFhda010VH0





Now that your listening ears are ready, the game can begin. Start by covering your eyes or turn around so you can't see . Your grown up will walk around the room and make noises with various everyday items. Can you guess what they might be?

This can be done in any room – a bathroom, kitchen, bedroom, living room or even outdoors.

Make sounds such as:

- switch on a switch/kettle
- open and close a drawer/door
- take something out of the fridge/freezer
- Turn on the tap

• Chop some food

<u>Challenge</u> – Take a seat, close your eyes, and listen. What sounds do you hear around you? Listen carefully, then draw a picture of what's making each sound.

Parent guidance: Listening is one of the most important skills you can teach your child. It helps them to develop speech and language skills, develop their ability to read, concentrate, follow verbal instructions, communicate and cope in general at home and at school. Encourage their full sentences 'I think it is...because...'. They might enjoy having a turn at making different noises after your turn. You can manage the resources as you want, you may want to ensure they can choose items without hazards if you are not looking at them for this activity, or choose items with them for you to guess from when you are not looking. Here is a game where they listen and select what made the sound:

http://www.literactive.com/Download/live.asp?swf=story_fi les/radio_US.swf

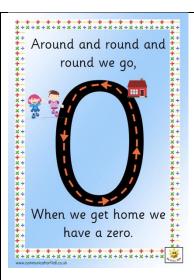
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Number formation

Spend some time practising writing your numbers!
Remember practice makes perfect Start with numbers within 20. Work up from 0 if it helps.

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

- 0- around 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 (14 would be one ten and 4 ones)

This numbers in the teens song to support understanding:

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.

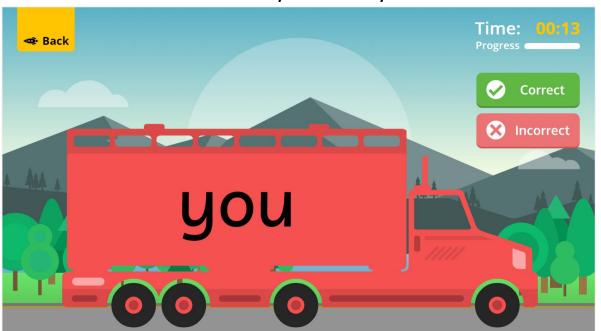
LITERACY

Task: Red word trucks

Today we have a fun game to practice your red words!

You need to say the red words on the truck as fast as you can! If you can read it out loud press the green button. If you can't remember it, press the red button.

If you can't play this game online, you can use your red word flashcards and see how fast you can say them all.



<u>Challenge:</u> Try the game again this time with a super sentence! Say a super sentence for each red word, like this: **You** have 100 cakes. I want to **be** a pilot! **She** is my friend.

<u>Parent guidance:</u> Phonics play website is free right now and has some great games to support phonics learning. 'Flashcards speed trial' is a similar game but with sounds, not red words. I recommend 'Buried treasure' and 'pick a picture' to practice blending sounds to make words.

Phonicsplay does not use 'set 1/2/3 sounds' but 'phase 2' covers set 1 and 'phase 3' covers set 2 and 3.

https://www.phonicsplay.co.uk/resources/phase/2/tricky-word-trucks

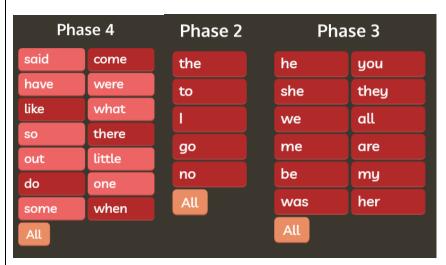
username: march20

password: home

For this game, phases do not matter, click on 'pick individual tricky words'



Then you can choose the red words they are currently working on by clicking on them individually. Also select ones that they already know to build confidence. You can click 'all' to select whole groups. Here phase 1/2/3/4 does not matter. They have not covered the words in 'Phase 5a/b' so should only be introduced after they have learned all of the red words they are working on.



When they have finished, it will say which words they need to keep practicing, so you can choose these next time they play. The best way to practice is little and often.

Spend a bit more time learning these ones: hen her no do he my she are the was we

TOPIC

Task: Same and different

For today's task you are going to pick a family member and make a list of things that are the same about you and the things that are different.

Sing along to the opposite song:

https://www.youtube.com/watch?v=HGeuA4iJ8vI

For this task you will need paper, a pencil, a partner and maybe a mirror! You are going to look at your partner and compare them to you. For example:

- Do you have the same colour eyes?
- Are you the same height?
- Do you like to eat the same food?

The best way to do this is to make two columns, one that says **same** and one that says **different** and write what you find under the right word:

Same	Different
Eye colour	Hair colour
	Age
	Height
	Name

Parent guidance:

This task is to get your child to understand more about similarities and differences and celebrate what makes everyone unique. They can write down what is the same and what is different. If it helps, they may want to look in a

mirror to compare facial features e.g. eye colour, hair colour.
Alternatively, you could make this more of a discussion
activity. So rather than getting them to write down their
findings you can talk about the differences and similarities.

findings you can talk about the differences and similarities.	
Challenge	Useful Links
Extension activity with each activity For more challenge have a look at the home learning section of the school website. http://www.mra.mossbourne.org/home-learning/	Here are Mr Daly and Ms Taylor doing phonics lessons on the school website http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/ http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/
	Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos http://www.mra.mossbourne.org/home-learning/story-time/
	RWI are running daily speed sound lessons on their YouTube channel Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30 Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00 https://m.youtube.com/channel/UCo7fbLgY2oA_cF_Clg9GdxtQ
	BBC are running daily lessons in Maths and English and regular science, history and geography lessons. https://www.bbc.co.uk/bitesize/dailylessons

Support their reading with free ebooks and Read Write Inc Phonics guidance - https://home.oxfordowl.co.uk/reading/
RWI ebooks - https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.