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## MATHS

Task: **10 frame subtraction —**

Star words: ☆take away, ten frame, subtraction, minus, is equal to ☆



Ahoy matey! Listen to the song 'When You Subtract with a Pirate' to get ready to subtract but be careful not to walk the plank! Shiver me timbers!








<https://www.youtube.com/watch?v=QkPa9V2wtZs&list=PLtPoovv4KdsIvXlnZudoyAtgaXq9eQhQT&index=35>

Make a ten frame just like this one with a ruler. You will need 10 small objects to move around.






Today we are going to solve word problems.

One day Miss Finch went to the market and bought 7 bananas. When she arrived at school, she gave 3 bananas to Miss Oliver. How many bananas does Miss Finch have left?

First, put 7 small objects into your ten frame to represent Miss Finch's bananas (One in each box).

Then take 3 bananas away, for Miss Oliver.



Now count how many are left: There are 4 bananas left.

Say and write your number equation:  $7 - 3 = 4$  

One day Mr Daly had 10 footballs, then Miss Mason kicked 6 away. How many footballs does Mr. Daly have left?

Use your ten frame, say and write your number equation.

On Monday Miss Davey brought 8 strawberries to school. Then she gave 5 strawberries to Miss Fornberg. How many strawberries does Miss Davey have now?

Use your ten frame, say and write your number equation.

One day Miss Humphrey saw 5 birds in the pond, then 5 flew away. How many birds are in the pond now?

Use your ten frame, say and write your number equation.

Challenge: Make up a 'first, then, now' maths story for these number equations and use your ten frame to solve the problem.  $10 - 3 =$        $9 - 6 =$        $8 - 7 =$        $7 - 2 =$

Parent guidance: Encourage them to count by moving each item one at a time. If they make a mistake, encourage them to figure out what went wrong and fix it. They can complete the process again as many times as they like to build confidence. Maths stories can be as simple or complex as they like, as long as the maths is correct.

### LITERACY

Task: **Don't worry, little crab** 🐞 🐞

Listen to this story about a little crab who is resilient and tries something new.

[https://www.youtube.com/watch?v=eYDzK\\_kuyzl](https://www.youtube.com/watch?v=eYDzK_kuyzl)

What was your favourite part? Why?

In the story there is lots of **speech** (talking). We are going to use our imagination to write speech. You will write it on paper. If you want, you can draw a bubble around your writing to make a speech bubble, like this:



In the beginning, little crab is scared of trying something new and going in the sea. Big crab is helping little crab. What could they be saying in this picture? Write speech for them.



When you have finished, read your speech out loud in a tiny crab voice and a very big crab voice!

At the end of the story, it is time to go home. Little crab had lots of fun in the sea. What could they be saying in this picture? Write speech for them.



When you have finished, read your speech out loud in a tiny crab voice and a very big crab voice!

Challenge: Write a letter to a little crab who is going to try something new and go in the sea for the first time. What can you tell them about trying something new? What can they do in the sea? What will they see?

**To little crab....**

**You can....**

**You will see...**

**There is...**

**From...**

Parent guidance: They loved this story in school. Writing and reading speech aloud supports their understanding and expression. Discuss the challenge before writing, they can listen to the story again. Ensure they say their sentence 3 times before writing. They need to keep Fred talking and reading back to check they have written their sounds.

### **TOPIC**

Task: **Family tree** 🌳

Who do we know that lives in a family tree? Stick Man!

Listen to and join in with 'Stick Man', read by the illustrator:  
<https://www.youtube.com/watch?v=OFhJrLVu3T0>

Today you will draw your own family tree.

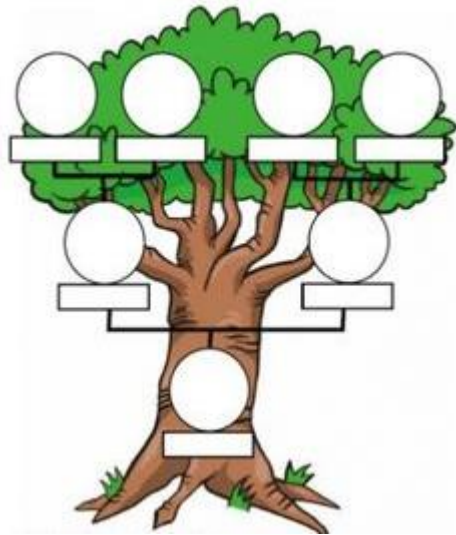
A family tree is a picture that shows all of the people in your family, not just in your home. All families are different!

Talk with your adult about who is in your family.

Now draw a big tree shape on paper.

Then draw yourself and write your name at the bottom in the middle of the tree.

After, draw your family on the rest of the tree. Write their names.



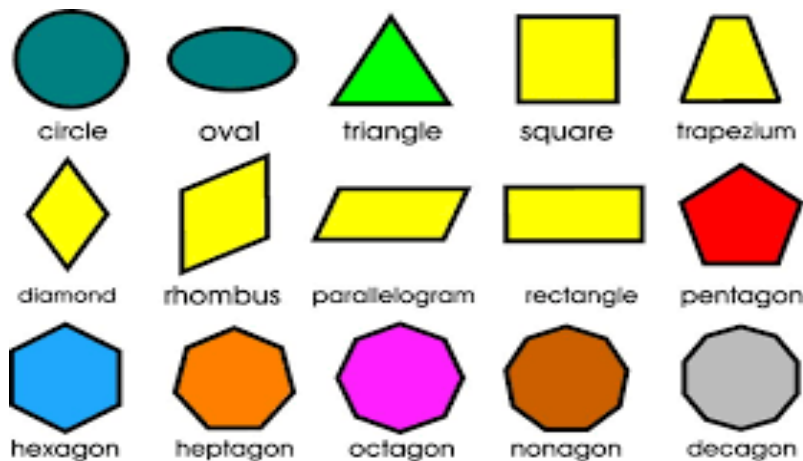
Parent guidance: The family tree is a good opportunity to discuss family members that they have never met or known or don't see as often. You can use this opportunity to talk to your child about their family and traditions. Here is a short video about many different families.

<https://thekidshouldseethis.com/post/right-on-tracks-music-videos>

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## MATHS

Task: **Shape maker** ◆ ▲ ○



Star words: ☆ side, edge, vertex, vertices, curved, straight, sort, square, circle, triangle, rectangle ☆



Think about all the **2D shapes** you know. Sing along to this song to remind you.

<https://m.youtube.com/watch?v=WTegUejf3D0>

For this activity you will need:

- long, thin objects (like pencils, straws, cotton buds, leaves, sticks, forks, lego, chopsticks or pipe cleaners)
- A flat surface
- paper

Think about what shape you want to make. 🗨️

- How many sides does it have?
- How many vertices?
- Does it have a curved face or flat face?

Make your shape with your objects then write the name.  
Talk about its properties. What other shapes can you make?



Challenge: Which 3d shapes can you make from a triangle or a rectangle?

Parent guidance: The children have learned the following shapes: circle, square, triangle, rectangle. Encourage the

children to talk about the shapes and describe them using their mathematical vocabulary/star words.

My shape has \_\_ sides

This shape is a \_\_\_\_\_.

It has \_\_ straight sides.

It has \_\_ vertices.

## LITERACY

Task: **We are going on a bear hunt!**



Listen to the story 'We are going on a bear hunt' by Michael Rosen. <https://www.youtube.com/watch?v=0gyI6ykDwds>

Next, draw a bear hunt map and retell the story to an adult or a teddy. You can use the idea from the template below.



Parent guidance:

Help the children by using the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, find out, confused, figure out, trying to do.

Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.

Encourage open-ended thinking by asking questions for example:

What else is possible?

Can you identify patterns in the story?

Why couldn't they go through the grass?

What do you think is going to happen next?

What if the bear was a good bear and was just feeling lonely?

### **TOPIC - Under the sea**



Today we are going to learn about sea creatures and swim like sea creatures. What sea creatures can you think about?



Watch this video:

<https://www.youtube.com/watch?v=hXtrly95V80>

How do you think a whale moves in the ocean?



If you were a crab, how would you move in the sea? They have little pincers at the front to grab their food with.



Can you make a puffer fish face and wiggle your fingers?



An octopus has 8 legs! Have a think how you might move like an octopus. You can you wave your arms from side to side like long tentacles.



Look at how the stingray moves their long fins and glide through the water. How do you think you can move like a stingray?



Think about other sea creatures and move like them. Take it in turns with your adult/sibling and guess which animal they are! Say '**I know you are a .....because...**'

You can act out any animal you like and even make a list!

#### Challenge -

- Discuss how you moved like the creatures that live underwater.
- Which movements are the same as creatures that live on dry land?
- Talk about what is similar and what is different.
- Why do you think that is?

#### Parent guidance:

This activity helps the development of their gross motor skills by moving in different ways and experimenting with movement and speed. You can use the suggested animals and add your own! This activity works well as a game where you take it in turns and guess which animal each other is acting. This lets them explain their knowledge and think about the similarities and differences between body parts, animals and movements.

If your child enjoyed this activity, they might like the Week 6 Topic animal acting activity.

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## MATHS -

Task: **We are going on your own teddy bear hunt!**



Star words: ☆ over, under, on, inside, between, behind, next to, above ☆

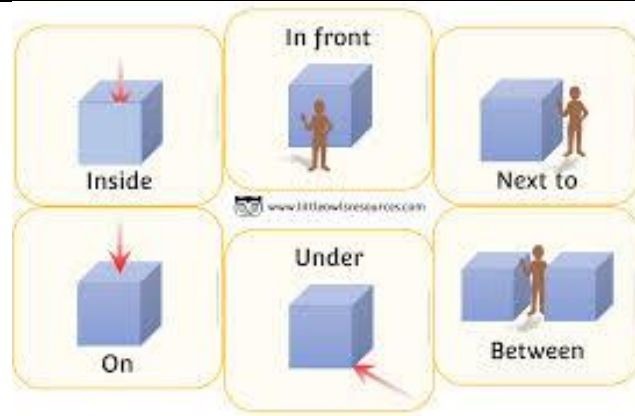
Yesterday we went on a bear hunt with Michael Rosen, today you are going on your own teddy or toy hunt. You can watch the story again if you want.

<https://www.youtube.com/watch?v=Ogyl6ykDwds>

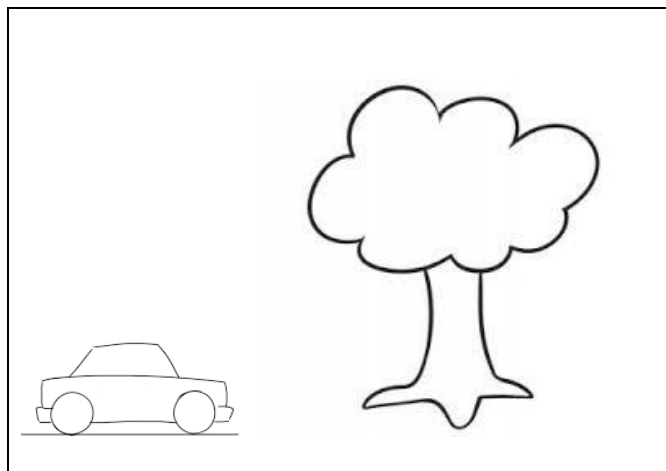
Ask your grownup to put your toy somewhere in the house and you will describe your journey to find it. Remember to you the star words! Then it is your turn to hide the toy and your grownup to find it.

Places to hide your toy: under the chair, on the table, in between the books, inside a box, in front of the telly, on top of the fridge, etc.





**Challenge** – Draw a picture just like this one and follow the instructions below:



- 1 – Draw grass below the tree.
- 2- Draw a Sun above the car.
- 3- Draw a face inside the car.
- 4- Draw an apple on the tree.
- 5- Draw a road below the car.
- 6- Draw a ball between the car and the tree.

**Parent guidance:** This activity is to encourage the children's use of mathematical and positional language. There is plenty of mathematical language in the bear hunt story:

- language of measurement and size: “we’re going to catch a BIG one” and “long, wavy grass”.

- positional language – **over/ under/ through.**
- counting – “one shiny, wet nose, 2 big furry ears...”
- rhythm and repetition.

The challenge applies this skill with a focused activity. You could make up your own instructions for a drawing based on their interests, and they can have a turn giving instructions.

## **LITERACY**

### **Task: Red word bingo! ✕**

Sing along to the red words

song: <https://www.youtube.com/watch?v=TvMyssfAUx0&app=desktop>

Today we are playing a game with 2 or more people.

You need at least 10 red word flashcards and you can make more using the ones below.

Practice reading your red word flashcards together.

Now everyone write 5 red words down on paper with no-one else looking!

Time to play:

1. Put the cards face down so you can't see the words.
2. Pick one card and turn it over.
3. Read the word.
4. If you have written down that red word, cross it out! If you did not write down that red word, keep waiting.
5. It is the next players go to turn over a card.
6. Keep taking it in turns!



When you have crossed out all of your red words, shout Bingo! You win one point! Write 5 red words each and play again. Who will be the first person to get 5 points?

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our
then	them	her	all	like
into	when	have	their	out
little	two	what	came	

Challenge - Make the game harder by saying a super sentence for each of your red words you crossed out to win the point! E.g. little – There is a little ladybird outside.

Parent guidance: They should keep practicing their red words little and often to help remember them, and practice writing and recognising them. Practice the flashcards you made together, and you can make new ones of the red words they are learning. This game needs support to set up, and it will motivate them to play against you (and others), or they can play independently by turning the pack of red flashcards face down and taking one at a time.

## TOPIC -

### Task - Science experiment – float or sink



Listen to this song about density:

<https://www.youtube.com/watch?v=s2DTW0EMigk>

Task: Today we are going to investigate which objects float and which objects sink.

#### **What you need:**

- A bucket, pan or bowl of water
- A variety of items which may sink or float (toys, key, pebble, wood, coin, crayon, marble, lego, fork)



Hold up each item and have a guess if it will float or sink – make a prediction!

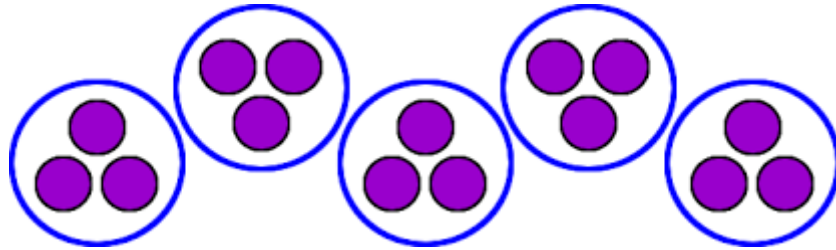
**“I think \_\_\_\_ will float/sink because...”** 

Make a chart like this one:

		<table><tr><td>Object</td><td>What do you think it will happen?</td><td>What actually happened?</td></tr><tr><td>key</td><td>sink</td><td>sink</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Object	What do you think it will happen?	What actually happened?	key	sink	sink																		
Object	What do you think it will happen?	What actually happened?																								
key	sink	sink																								
	<p>Then have a go at testing your prediction. Put the first object in the water. Did it float or sink? Were you right? You can record what actually happened in your chart.</p> <p><u>Parent guidance:</u></p> <p>Remember to give children ‘thinking time’. Wait for them to think about what they want to say and put their thoughts into words, before you say something yourself. This activity is to allow your child to make predictions, test their ideas and explore materials. It is also to introduce buoyancy and density. Whether something floats depends on the material it is made of, not its weight. You may want to have this activity as a discussion and instead of a chart have them write ‘float’ on one side of paper and ‘sink’ on the other and place it whichever way up they predict.</p>																									
Thur	<p><b>MATHS</b></p> <p><b><u>Task</u> - Groups, equal groups! =</b></p> <p>Sing along to the big numbers song:</p> <p><a href="https://www.youtube.com/watch?v=e0dJWfQHF8Y">https://www.youtube.com/watch?v=e0dJWfQHF8Y</a></p>																									

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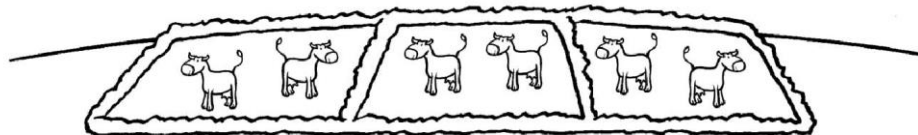
Star words: ☆ groups of, each group, altogether, same, different, number, equal groups ☆



**Equal groups are groups that have the same number of items.**

With your grownup, look carefully at the picture bellow.

1  2  3 



Now answer the questions using super sentences.

Q: How many groups are there?

A: There are \_\_\_\_ groups.

Q: How many there are in each group?

A: There are \_\_ in each group.

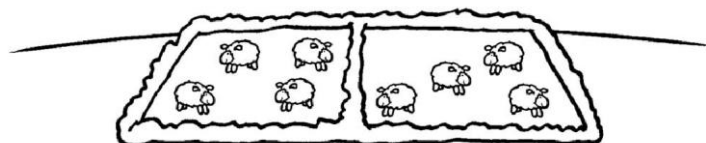
Q: Are the groups equal or unequal?

A: The groups are \_\_\_\_\_. They are the same!

Q: How many animals are there altogether?

A: There are \_\_\_\_ altogether.

Do the same with the next two activities:



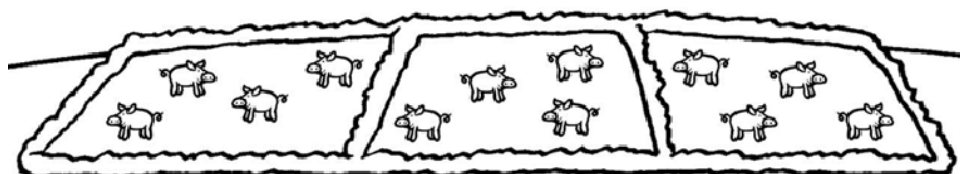
There are \_\_\_\_ groups.

The groups are equal/unequal.

There are \_\_\_\_ in each group.

There are \_\_\_\_ altogether.

Use your super-fast counting skills.



There are \_\_\_\_ groups.

The groups are equal/unequal.

There are \_\_\_\_ in each group.

There are \_\_\_\_ altogether.

Use your super-fast counting skills.

Challenge: Practice making more than 1 equal group of objects in your house. Write a number equation to show how many there are altogether.

Parent guidance: Use the questions to support their mathematical communication skills. We want them to represent the groups as number equations, e.g. first example is  $2+2+2=6$ . You can use physical objects instead if they need to practice more with concrete resources. If they are confident with these, you could use the challenge activity and let them experiment with making equal groups of different amounts. You can make more/larger equal groups to challenge.

## **LITERACY**

### **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:

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: Drawing flowers 🌻 🌻

Today we are going to draw and label the parts of a flower.

You will need:

- Paper
- Pencil

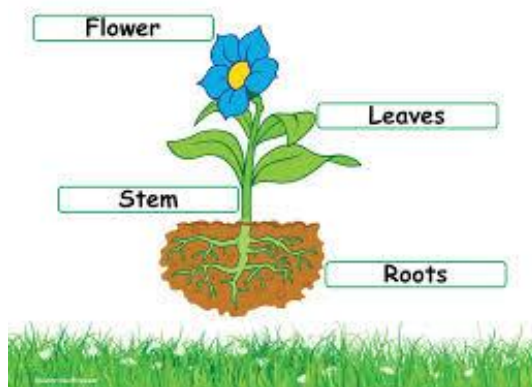
Can you remember what plants need in order to grow?

Yes, that's right! They need soil, water and sunlight. 🌱 💧 ☀️

Watch this video called The flower dance - It is a folk song from Cambodia about the movement of the flowers.

<https://thekidshouldseethis.com/post/flower-dance-cambodian-folk-song-animation-music-video>

Time to draw! You can get inspiration by looking outside the window or when you are out and about, otherwise you can find one online to look at. Choose a flower to draw and label all the parts that you can see. You can colour it if you wish.



### Challenge:

What part of the plant absorbs energy from the sun and transform it into food?

The leaves.

How can you tell the age of most trees?

By counting the rings on the trunk.

How does a plant get water from the soil?

Through its roots.

Parent guidance: This activity reinforces their learning about life cycles, changing and plants and observing the world around them.



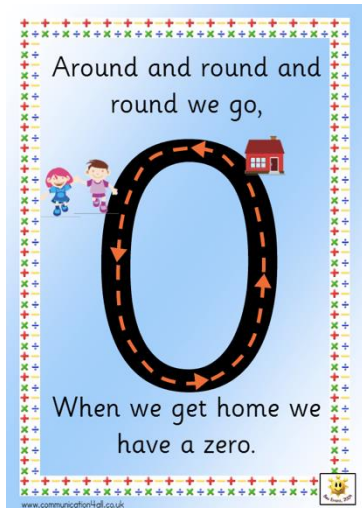
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## MATHS

### 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

(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: 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 girl who made a bird house. Give yourself a firework cheer! 🎆 Today we are writing a story about these pictures:

Beginning

Middle

End



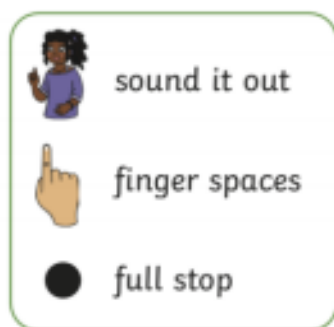
What is happening in the beginning?

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.

### TOPIC

Task: **Where do I live?** 🌍



Today we are going to use Google earth to zoom in and find out exactly where on Earth we live.

Questions to think about:

I live on planet\_\_\_\_\_.

My continent is\_\_\_\_\_.

My country is\_\_\_\_\_.

My city is\_\_\_\_\_.

For this activity you will need to use a computer, a mobile phone or a tablet. By clicking on the link below, it will take you directly to our school and from there you can navigate you way home. Can you recognise some features like the canal? You can also put your postcode in (which is a group of letters and numbers that identify an address) and zoom in to find your flat or house.

<https://earth.google.com/web/search/mossbourne+riverside+academy/@51.5454692,-0.0222738,16.91837928a,627.27316601d,35y,0h,45t,0r/data=CocBGl0SVwoIMHg0ODc2MWQ2ZDZhMzE3NTQxOjB4OTA5MjVjZjk5N2NhOGJkORnWfEvv0cVJQCE9Bztq8c6WvyocbW9zc2JvdXJuZSByaXZlcnNpZGUgYWNhZGVteRgCIAEiJgokCZHtSe xyyklAEQzeGaAJwklAGQCpj6T uY0 ISjGUNnLWcG KAI>



		<p><u>Parent guidance:</u></p> <p>Encourage children to speculate on the reasons why things happen or how things work by clicking on different icons to cause things to happen in a computer program. They enjoy using the 3D and streetview tools on google earth. Give them time to explore this technology before the task to see how it works, and they may want to keep exploring or visit places that are special to them or their family.</p> <p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Enjoy!</p>
	<p style="text-align: center;"><b>Challenge</b></p> <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><a href="http://www.mra.mossbourne.org/home-learning/">http://www.mra.mossbourne.org/home-learning/</a></p>	<p style="text-align: center;"><b>Useful Links</b></p> <p>Here are Mr Daly and Ms Taylor doing phonics lessons on the school website</p> <p><a href="http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/">http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/</a></p> <p><a href="http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/">http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/</a></p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos</p> <p><a href="http://www.mra.mossbourne.org/home-learning/story-time/">http://www.mra.mossbourne.org/home-learning/story-time/</a></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><a href="https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ">https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</a></p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance -</p> <p><a href="https://home.oxfordowl.co.uk/reading/">https://home.oxfordowl.co.uk/reading/</a></p> <p>RWI ebooks -</p> <p><a href="https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.">https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.</a></p>
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