


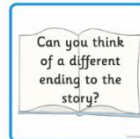
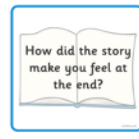


1	Literacy	<p>All resources for this week's Literacy are under the week 6 tab</p> <p>Read a selection of nursery rhymes about different animals (see resources 'Animal Nursery Rhymes'). Practise reading them aloud clearly and confidently. Perhaps you could add some animal noises and actions for extra reading fun!</p>
	Maths	<p>All resources for this week's Maths are under the week 6 tab.</p> <p>This week we are going to look at position and direction. Go through the Position and Direction powerpoint, as you go through each slide ask you child to turn an object using the language clockwise, anticlockwise, quarter turn, half turn and whole turn. Watch the clip: https://www.bbc.co.uk/teach/super movers/ks1-maths-position-&-direction/zhh9scw</p> <p>Give your child the 'Making Turns' prompt sheet and an object. Give your child a range of directions using the language clockwise, anticlockwise, quarter turn, half turn and whole turn. Ask them to repeat the action and move their object. Complete the Through the Woods activity – select the level that best suits your child.</p>
2	Literacy	<p>Read the nursery rhyme 'Old Macdonald Had a Farm' (see resources) together. Can you make up some unusual animals that he might have on his farm and make up some new sounds and actions to match your new animals? Eg 'Old Macdonald had a farm, e-i-e-i-o, and on that farm he had a lion With a ROAR ROAR!! here and a ROAR! ROAR! there.... Practise performing your new version of 'Old Macdonald Had a Farm' with different sounds and actions.</p>
	Maths	<p>Today, we will continue to look at position and direction. Go through the position and direction warm up powerpoint. Watch the clip: https://www.bbc.co.uk/teach/super movers/ks1-maths-position-&-direction/zhh9scw</p> <p>Maybe you could join in this time. Tell your child that today they are going to pretend to be a robot and they will need to follow your instruction. Direct your child around the house using the language forward, backwards, side, left, right, clockwise and anticlockwise, quarter turn, half turn and whole turn. Complete the Following Directions activity.</p>
3	Literacy	<p>Which was your favourite new animal you added to 'Old Macdonald had a Farm' yesterday? Today you are going to write your own new verse about your new animal. Use the writing frame (see 'Old Macdonald New Verse Writing Frame' in the resources). Please draw a picture of your new animal in the box to illustrate your new verse. If you wish, write a second verse about a different new animal.</p>
	Maths	<p>Today we are going to consolidate last week's work on multiplication using repeated addition. Discuss the language used for multiplication: multiply, times, lots of, double, pairs groups of - your child will not remember all of these. Look at the multiplication symbol X. Explain to your child that multiplication is adding equal groups. So for example there are 3 plates and each plate has 2 biscuits, we would add $2 + 2 + 2 =$ Go through the multiplication as repeated addition powerpoint. Complete the multiplication activity.</p>
4	Literacy	<p>Read the poem 'The Cow' by Robert Louis Stevenson together. Read it again with more expression and think of some actions you could add. Are there any words in the poem you do not know? Discuss the meaning of these words. Can you spot the rhyming words?</p>
	Maths	<p>Today, we will be continue to consolidate multiplication using repeated addition. Recap the language used for multiplication. Complete the Year 1 maths multiplication and division workbook pages 3 and 6 only.</p>
5	Literacy	<p>Read the poem 'Do not feed the animals' by Robert Hull (see resources). Choose an animal from the poem and make a poster about what NOT to feed it. Use the poster template (see resources) and draw a picture of your animal in the box. What other information could you add about your chosen animal to add to your poster?</p>

	Maths	Today, we will be recapping work on division. Discuss the language used for division: divide, sharing, groups of, halving – your child will not remember all of these. Look at the division symbol ÷. Go through the Introducing Division powerpoint. Complete the multiplication and division workbook pages 7 and 8. You can use bowls and dried pasta to make this a practical activity.
	Phonics	<p>Phonics/Spelling Days 1 to 5</p> <p>Please visit Phonics play on the link below. These games have been opened up to parents for free. https://new.phonicsplay.co.uk/</p> <p>Mrs. Lamburn’s group - please play phase 3 games Mrs. McEwan’s group - please play phase 5 games Mrs. T’s group – please play phase 5 games</p> <p>Please continue to practise the Year 1 Tricky Words: Phase 1: I, to, the, no, go, into Phase 2: you, they, all, are, my, her, he, she, we, me, be, was Phase 3: said, like, do, come, there, little, out, have, so, some, were, one, when, what Phase 4: oh, could, their, people, Mr., Mrs., looked, called, asked</p> <p>If your child is confident spelling the above then please ask them to write sentences using these words.</p>
	Reading	<p>Please read to and with your child every day.</p> <p>Oxford Owl (oxfordowl.co.uk) have free eBooks available to download. You can personalise by level and age.</p> <p>Questions you could ask your child:</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>
	PE Music Art	<p>Joe Wicks- YouTube. Starts 9 am Monday to Friday https://www.thebodycoach.com/blog/pe-with-joe-1254.html</p> <p>Cosmic Kids Yoga – a range of activities can be found on YouTube.</p> <p>Perform animal songs and rhymes to an audience. Use body percussion and voices to add extra interest and excitement. Note: Encourage your child to experiment with using their voices to create animal sounds that grow louder and softer. Talk about dynamics and changes in tempo.</p> <p>Ask your child to paint a picture of their favourite animal, adding details, such as fur, feathers, paws, claws, scales or whiskers. When painting, explore mixing and matching colours beforehand using ready mixed and powder paints. Talk about their work using colour-related vocabulary. Use pencils to add finer textural details when the paint is dry.</p>

	Science	Play a game of 'I know...' choosing a picture card of an animal and completing a sentence about it. Take turns to choose different animals and make a list of all their animal facts. Turn the cards over, so that your child can't see which animal they are picking until they turn over their card.
--	---------	--