

Dear parents/guardians,

I hope you all are well and managing as best you can during these times.

Hopefully things will continue to improve and we will begin to get back to some form of normality in the coming weeks and months.

Here is some more work for this week. Again do what you are able to do. If at any stage your child is struggling or finding something difficult leave it and try it again another day if it suits.

This week I have set up the See Saw app. You can download the app on your phone or other device. Download the See Saw classroom app. Choose 'I'm a student' and enter the code VBUQ ASDU. (This is a particular code that applies only to our class and it expires on May 15th.) You do not have to download and use the app, it is just an option if you so wish to contact me or want feedback or advice on anything.

It is a platform where you can share pictures of your child's work If you wish (only I will be able to see this work). Also you can contact me via this app if you require any extra help or guidance. The school email is also always available also.

Monday

Handwriting: Capital W

- start at top, Slide down and back up, down and back up.
- Write people's names and places that would get the capital letter W
- Just Write pg 51-52

Oral Language: Theme : Home Sweet Home.

This week we are focusing on developing language and vocabulary around the these of the home. So to help with this you could choose some activities to do with your child around the home maybe some baking, getting your child to help prepare the dinner and other meals, washing up after meal times, setting the table for meal times, household chores etc. All of this will help with discussions and checking to see doesn't your child have the vocabulary to describe what is happening. Here is a guidance to help you for this week but feel free to do your own oral language around this topic too.

Monday: Oral Language: Rooms

Discuss the different rooms in your house. Can your child name all the rooms?

Go on a walk to each room in the house. Is your house different from their friends house or their grandparents house? What is different?

Phonics:

Vowel digraph ue. Again this sound has been taught in school and this is reinforcement of the sound. Just Phonics pg. 68.

A. Revise the sound and the action. Pointing to another person and we are saying ue, ue (you)

B. Find the ue sounds in the picture and colour them in.

C. Say each word in turn and listen to the sounds in it. Colour the pictures that have ue and X the odd ones out.

Spellings:

Unit 13 My Spelling Workbook. Pg. 62-65.

oo and all words. Read through all spellings and check for comprehension.

Take the first 4 spellings today. Say the word, cover and write the word and check. Complete activities 1,2 and 3.

Writing:

Write about your child's news after the weekend.

Maths:

Planet Maths: pg 98

Get a box of cubes, Lego pieces etc something that the pieces are equal in size.

Pick a number 5 - 10 and arrange these manipulatives in a pattern. Count them to show that you still have the number. Now ask your child to rearrange the manipulatives in a different pattern. Again count them to show that you still have the same number.

Explain the activity on page 98.

Tuesday:

Oral Language: Home - Rooms

Thinking about all the rooms in your house, today can your child tell you some activities that might take place in each room. You might be able to suggest some other activities for the rooms also.

Handwriting: Capital W

-revise how to write the capital W.

-write some words with lowercase w and words with Capital W.

Phonics:

Vowel digraph ue. Just Phonics pg 69. A continuation of work from Monday.

A. Read the words and trace over the ue sound.

B. Read the story. Read the story a second time but this time find the ue words and ring them. Count how many ue words you found. Wrote the longest word.

C. Read the sentence. 'Things I value'. Check your child's comprehension of this sentence and then get them to tell you some things they value and maybe give them examples of things you value also.

Spellings:

Unit 13 pg. 62-65

Take the next 4 spellings. Say, cover, write and check. Complete activities 4,5&6.

Maths:

Numberline activities.

Draw out a numberline 0-10 on a page but put some of the numbers in the wrong position eg

0. 1. 2. 5. 4. 3. 6. 7. 8. 9. 10.

Ask your child to look at the numberline and see can they correct the mistake.

Briefly chat about the order of the numbers, what comes before number 2?

What comes after number 7?

Count along the numberline. Using your finger or a cube ask your child to start on a particular number and to count on or jump on a number of places. Check that they are moving before they count the first jump. Do a few examples of this to ensure understanding.

Then show your child how to write this action as a number sentence.

Eg.

Start in 3. Go on 2 places. $3 + 2 = 5$.

Explain pg 99 of workbook. Ask your child to complete activity.

Wednesday:

Oral Language: Home

'Someone's at the door'

Today introduce the idea of someone calling to the door. Who might call to your door? Make a list of some people eg neighbour, postman/woman, milkman/woman, babysitter, family visitor, friends, grandparents, sales person. When you answer the door what might they say? Role play with your child different situations.

Phonics:

er sound.

This is a sound which has previously been taught so again this is to reinforce it. Just Phonics pg. 70.

- A. Revise the sound the er makes. The mixer in the kitchen goes er er.
- B. Add er to some small words to make new words and draw the picture.
- C. Read the word sums and say the new word. Write the word.
- D. Read the word and colour the correct picture.

Spellings:

Unit 13.

Take the last two remaining spellings. These are the tricky words and they do not follow rules. Say, cover, write and check.

Complete activities 7,8&9.

Maths:

More numberline work. This is a continuation of work from Tuesday.

Pg. 100 workbook.

Thursday:

Phonics:

er sound

Continuation of work from Wednesday.

Just phonics pg. 71.

A. Pairs: read the words and match to their matching picture.

B. Read the story. Read the story again and this time circle the words with er.

Write the correct er words into the word shape.

C. Read the three words and circle the correct word to match the picture.

Spellings:

Unit 13.

Revise the list of spellings.

Complete activities 10, 11 & 12.

Thursday/Friday

Oral language: what's in the room?

Today And Tomorrow you are looking at furniture and other items that you might find in different rooms in the house. Some rooms will be much easier than others. See what your child can come up with themselves and then look around the room and add some items your child did not know or suggest.

Maths:

More numberline work.

This is the same as you have been doing on Monday and Tuesday except it is written in a different way in the book. They are using symbols.

Workbook pg. 101

Friday

Spellings:

Give your child a test if you so wish. Ask your child to write some sentences with the words from the spelling list. Get your child to write the word from memory.

Writing:

Creative writing: This week I want your child to write about 'A day we went on a picnic.'

Comprehension:

Onwards and Upwards: Chapter 19 pg 69-72

'The Rip' revision of the Ii sound.

Complete the 4 pages in the chapter.

Pg. 69 involves revision of the formation and sound i.

Pg. 70 Read the story and discuss the pictures.

Pg. 71 comprehension activities based on the story

Pg 72 Further activities based on the i sound.

Maths:

Addition using numberline.

Your child has been practicing counting along the numberline this week starting in a particular position and counting on. Today show your child a few examples of doing this by looking at a number sentence. Eg. $4 + 5 = ?$

Show you child that you start at the first number 4 and you jump on the next amount and where you land is the answer.

You could also use some manipulatives to show your answer. Get 4 cubes and get 5 more. Count them all up.

Activity book pg 102.

Reading:

Take some time everyday to read to your child. Talk to your child about this book before and after you have read it. Chat about what they think will happen and what the book might be about, about the title, and ask your child questions after you have read it and see can your child retell you the story in their own words.

This is the work for This week. Remember again do what works for your own particular situation. As ever it is so important for your child to get out and get fresh air and some form of exercise.

Hi to all my students. Take care,

Thanking you, Ms Laffan