



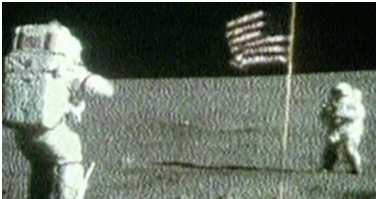




Home Learning Grid - Week Beginning 22nd June

Read It	Write It	Create It	Build It/Do It!	Research it
<p>Please read with your child for ten minutes each day. Talk to an adult about any words that you don't know.</p> <p>There are links to online story books on the reading and phonics support page.</p> <p>Please continue to practise the phonics screening PowerPoints on our school website, a list of sounds is available with the pronunciation of these.</p> <p>This week we will be consolidating our phase 5 sounds. (We should all know these confidently by the end of the year.) I have recorded some phonics teaching to support you, please take a look.</p> <p>Monday—ear Tuesday—air Wednesday—ir Thursday- er Friday- Tricky word Trucks</p> <p>There us an activity for each day on the phonics support page.</p> <p>Choose a Chapter Book to read at home with a grown up.</p> <p>Use www.phonicsplay.co.uk to access various games to support your child. Username: home Password: march20</p>	<p>This week will be basing our writing on the short film 'The Clocktower'</p> <div style="text-align: center;">  </div> <p>Follow the link on the 'Writing Support Page' to watch this.</p> <p>https://www.literacyshed.com/the-clock-tower.html</p> <p>Show children the title of the film. What do they think the film might be about? Pause the film throughout to see if they change their minds.</p> <p>Write questions that you would ask the girl about her thoughts and feelings, e.g. How did you get into the tower? Why did you leave? Do you have a family?</p> <p>Make up your own imaginary world. Can you draw it and describe it?</p> <p>Make comparisons between the two worlds. Can you write a list of adjectives to</p> <p>Retell the story of 'The Clocktower' use the adjectives to improve your writing.</p> <p><u>Other writing opportunities could include:</u></p> <p>Write a daily diary.</p> <p>Write a letter to your class pen pal.</p>	<p>Make your own emotions wheel. There is a template on the 'Wider Curriculum Page' to help you.</p> <div style="text-align: center;">  </div> <p>Follow the link to The Tate Gallery Kids and go on a colour walk. https://www.tate.org.uk/kids/make/cut-paste/go-on-colour-walk</p> <div style="text-align: center;">  </div> <p>Follow the link on the school website to take part in the School Games competition.</p>	<p>Get Moving! Aim for at least half an hour of activity every day! You could make your own obstacle course.</p> <p>Practise your Spanish numbers and colours.</p> <p>Do some baking.</p> <p>Send a video message to your friend. (With help from a grown up.)</p> <p>Have a go at our whole school challenge! Can you make your own mighty machine from junk modelling?</p> <div style="text-align: center;">  </div>	<p>Keep screen time (gaming) to a minimum but do use the internet together to find out...</p> <div style="text-align: center;">  </div> <p>Can you research the first landing on the moon? Use this video to help you: https://www.bbc.co.uk/bitesize/clips/zy89wmn</p> <p>Can you write five facts about what you learnt?</p> <p><u>Maths Ideas</u></p> <p><u>I will be using White Rose Daily. These are all downloaded on the maths page.</u></p> <p>Play 'Hit the Button' on the Maths Page.</p> <p><u>Outside Maths Ideas!</u></p> <p>Use a ball outside with a member of your family. Can you ping pong count in 2's/5's/10's?</p> <p>Have a go at the Maths of the Day activity on Friday.</p>

Common exception words that your child may recognise: Please help your child to recognise these.

the/a/do/to/of/are/were/was/is/his/has/I/you/your/they/be/he/me/she/we/
no/go/so/by/my/here/there/where/our/said/says/come/some

Your child will be working within one of the phonics phases below. We teach phonics in groups of sounds gradually building so that they can sound out more complex words. The phases that your child will be working in are below:

Orange phase:
s a t p i n / m d g o c k / e u r h b f l

Yellow phase:
j v w x y z / z z q u c h s h t h n g a i e e i g h o a o o / o o a r o r u r o w e a r a i r u r e e r