**Phonics/Reading**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Phonics play: <https://new.phonicsplay.co.uk/>  Mrs Penhaligan, Mrs Hughes, Jade’s groups:<https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/channels?view_as=public>  Mr Hannah’s group can access games and activities on: <https://spellingframe.co.uk/>  Mrs Dunn’s group can access games/activities using their words: <https://spellingframe.co.uk/spelling-rule/98/21-The-sound-spelt-or-after-w>  Mrs Rice’s group: <https://spellingframe.co.uk/spelling-rule/12/7-The-suffix-ation> | | | | |
| Mrs Penhaligan’s group:  air  Compile a list of words that have the digraph or trigraph in. | Mrs Penhaligan’s group:  Read the sentences:  The fair had a big slide.  The stairs went past the chairs in the airport.  My hairbrush was hairy! | Mrs Penhaligan’s group:  Write sentences using your spelling list words. How many can you write? | Mrs Penhaligan’s group:  Make ‘air’ bunting. Cut out paper triangles – on each triangle write one of the spelling words and then attach together to make bunting. | Mrs Penhaligan’s group:  Play the ‘air’ and ‘ear’ game.  ( see Class 1 page for document) |
| Mrs Hughes:  Write out your spelling words with the full form on one piece of paper and the contraction on another. | Mrs Hughes:  Try the contraction  worksheet. | Mrs Hughes:  Play a matching game with your paper from Monday. | Mrs Hughes:  Watch and join in with Jack Hartman contractions song. <https://www.youtube.com/watch?v=5xE-vw2ctqo> | |

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| Choose a different way to practice your tricky words each day from the list below. | | | | |
| Write each word in lower case and upper case letters.  Eg: worm  WORM | Write the vowels in one colour and the consonants in another. Eg:  WORM | Use each of your spellings in a sentence | What other words can you make using the letters from each word? Eg  Worm = row, or | Ask someone to test you on your spellings. |
| Mrs Dunn  **word**  **worm**  **work**  **world**  **worth**  **worry**  **worst**  **war**  **warm**  **towards** | Mrs Rice  **information**  **sensation**  **preparation**  **admiration**  **elevation**  **correction**  **solution**  **relation**  **situation**  **operation** | Mrs Penhaligan  air  fair  hair  chair  stairs  hairbrush airport  fairy  hairy | Mrs Hughes  I am = I’m  I will = I’ll  do not = don’t we are = we’re he is = he’s  she is = she’s | Jade  **last**  **eye**  **old**  **water**  **Mrs**  **giant**  **magic**  **gem**  **giraffe**  **energy** |

Mr Hannah’s group see Class 3 page for activity.

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| Reading (at least 20 minutes a day) | Read your own book or share a story together. Every few pages look at and have a go at answering 1-3 of the vipers questions – see below.  If you are struggling to find reading material, Oxford Owl are offering free access to E books: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>.  This site also offers reading books online:  <https://readon.myon.co.uk/library/search.html>  Try the attached reading comprehension. Either print out or read it on screen and write down your answers/ tell a grown up your answers. There are 3 different levels to choose from. ( 1 star at the bottom is the easier level, 2 stars middle, 3 stars harder level) . If you are on the Green or Blue table and in my reading group, I would recommend you try the one with 1 star at the bottom, Mrs Rice’s group the one with 2 stars and Mr Hannah’s group the one with 3 stars.  Remember to ask for sponsorship for Read for Good! |

**Writing:**

Write a thank you letter to somebody you are grateful to, explaining how they have made a difference to your life recently.

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| During the COVID-19 pandemic, we have all become much better aware of the important people in our lives and probably appreciate them a lot more. We are missing spending time with friends and members of our families, but we’ve also noticed enormous numbers of people who we probably don’t know as well, some we may never have met, and we’ve recognised what they do for us – our key workers. There are those in the NHS who are looking after us so well, care-workers, supermarket staff, pharmacists, delivery drivers, postal workers, men and women keeping public transport going ,taxi drivers, and many more… Take a moment to consider everybody who helps you. Who has made a difference to your life recently, either directly or by doing something for someone close to you or your community? | |
| **Monday** | * Write a list of all the people who have helped you, your family and friends during lock down. Discuss with a grown up how they have all helped in different ways and how you and your family would have struggled without them. |
| **Tuesday** | Choose one person or group of people that you are particularly grateful to and who you think deserves to be told this. You might want to consider men and women who work in your local hospital, pharmacy or care home, supermarket or food shop, driving buses, postman, dustmen etc. Make a note of all the reasons to be thankful to them. Your thanks will mean more to them if you can also think of something particular they have done - one or two ways in which they have specifically made a difference to you over the past few weeks. Write some notes to look at when you are writing your letter. |
| **Wednesday** | Draft your letter or thank you card. Planning your writing first will make a real difference to how clearly you can communicate to your reader. It’s important that they fully understand why you are writing to them, and that they are made to feel special. Jot down the sections you will write and decide on the best order. You may find it useful to include the following:  • Who you are. Do NOT include personal details if you are writing to a stranger; you can, for example, just say you are a eight year-old who lives locally, but not mention your name or street, etc. You should check with whomever looks after you to see what information they are happy for you to share.  • A brief introduction to why you are writing. You may want to set this in context, e.g. how difficult things are right now and that it’s taught you about the importance of our keyworkers. Even simply telling your reader that you want to say thank you is fine.  • Describe something the person or group of people has done that has benefitted you. Explain how this has affected you. Perhaps say why it’s made you want to write the letter.  • You could think of some more great things the reader has done or is doing and describe these, again explaining why it means a lot to you.  • You may want to end by wishing your reader something nice.  • Think about how you will sign off on your letter and consider your own safety with strangers. You could sign yourself ‘A well-wisher’, ‘A friend’, ‘A grateful customer’, etc |
| **Thursday** | Re-read your letter and improve it. Think about how to make the purpose really clear and what you have said to make the recipient feel special and as though this is a personal thanks. Proof-read your improved letter to check and correct spellings. You may want to design a thankyou card yourself, or create an attractive border on whatever paper you will write on. |
| **Friday** | Copy out your thank you letter or card in neat, making sure the recipient will be able to easily read your handwriting.  How will you get your thank you to the person/people it is intended for? You can look up the addresses of local hospitals and shops, businesses and transport firms, etc. online. Or you may prefer to deliver your letter yourself while out for your daily exercise. |

**Maths**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Complete the assigned tasks on Mathletics. | | | | |
| As a supplement to mathletics, follow the link to White Rose Maths and you will find a series of lessons, with short videos. Worksheets have been emailed to you. If there are any problems, please let me know. The White Rose resources are excellent and I highly recommend you try to use them at least once or twice a week.  Red, Orange, Yellow Tables: <https://whiterosemaths.com/homelearning/year-2/>  Green and Blue tables, choose either of these:  <https://whiterosemaths.com/homelearning/year-3/>  <https://whiterosemaths.com/homelearning/year-4/>  BBC bitesize also has daily maths activities. | | | | |









