

Class 1 Home learning

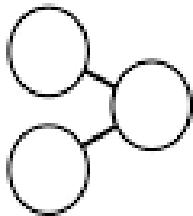
Week beginning 08.11.2021

Monday 08.11.2021

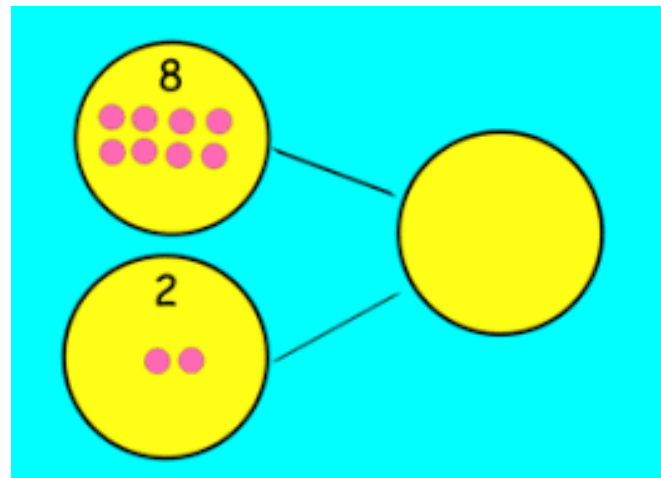
- Maths
- We have spent a lot of time learning the number bonds to 5 and to 10 using lots of concrete materials. The children have been shown how to use a part-part whole model to find the bonds-these can easily be drawn or made using 3 saucers. You could use toys/conkers etc
- Lots of practise and finding these bonds will really help in all future maths.
- Eg $1 + 4 = 5$, $3 + 2 = 5$
- Eg $8 + 2 = 10$, $6 + 4 = 10$



The part, whole model



Here is the part, part, whole model used in the mastery approach. It works on the principle that if you know two values out of three, you can calculate the missing value using addition or subtraction.



On Monday, we will introduce subtraction. We will teach the children that it is the opposite of addition

We will use subtraction language: take-away, minus, difference, less and total.

We will use a range of materials so that the children can experience subtracting.

Eg, roll a die and gather that many items, then take 1 away
pick a number card up, make that number and subtract 1

At home, you could use any household objects or pine cones, conkers to allow your child to experience subtraction

Phonics

Phase 2 - recall the sounds: s a t p i n m d g o c ck e u r h b f ff l ll

<https://www.youtube.com/watch?v=VmMoFbhpFk4>

And the phase 2 tricky words

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Phase 3

Teach reading [her](#), [now](#) p91.
Teach reading two-syllable words p94: [bedroom](#), [penlid](#), [toothbrush](#), [armchair](#), [waterbed](#).

Segmenting for spelling:
Teach spelling twp-syllable words p94: [bedroom](#), [penlid](#), [toothbrush](#), [armchair](#), [waterbed](#).

Phase 4

Be able to read the tricky words [some](#), [one](#), [said](#), [come](#), [do](#), [so](#), [were](#), [when](#), [have](#), [there](#), [out](#), [like](#), [little](#), [what](#).

Be able to spell the tricky words [he](#), [she](#), [we](#), [me](#), [be](#), [was](#), [my](#), [you](#), [her](#), [they](#), [all](#), [are](#).

Write each letter, usually correctly.

Phase 5

Teach reading high frequency words [again](#), [different](#) p141.
Review pronunciation of 'u' as in [under](#), [fun](#), [but](#), [sudden](#).
Teach alternative pronunciation of 'u' p136.
Make cards for the following words: [push](#), [bull](#), [pudding](#), [put](#).

Practise spelling polysyllabic words 149: [pushchair](#), [bullock](#), [pudding](#).

Reading sentences p142.
Put the pudding in the pushchair.

English

We will use our senses to plan to write an Autumn poem

using the children's own phonic knowledge to write: initial sounds, words, simple sentences

Eg: I can see red leaves.

The children may not spell all the words correctly, but please encourage them to write any sounds that they can hear when they say the word/s they want to write.

Class 1 Autumn poetry planning frame

I can see...	I can hear...
I can smell...	I can touch
I can taste...	

History

We are continuing to learn about the present and the past.

Today, we will look at 2 pictures, one black and white taken a long time ago and one in colour.

We will discuss how we know that the black and white happened in the past and what clues are there that the coloured image is in the present day

We will also discuss Remembrance Day and the importance of remembering those affected by conflict

PE

<https://www.youtube.com/watch?v=QtF3wtuVFTs>

We love Cosmic yoga-enjoy