

Home Learning

As with any time that your child is online, please be vigilant with online safety.

<https://www.thinkuknow.co.uk/parents/>

Subscriptions	Recommended Websites
<p style="text-align: center;">Purple Mash</p> <p style="text-align: center;">https://www.purplemash.com/login/</p> <p>Children have their own logins for Purple Mash – these can be found in their home learning packs.</p> <p>Children are familiar with this website from school. Teachers will allocate 2Dos (work especially set for them). Look for them in the 2Do tab.</p> <p>You can also use this website for a wide range of activities across the curriculum. Explore away!</p>	<p style="text-align: center;">Maths websites:</p> <p>LGFL – Maths for Busy Parents</p> <p>BBC Bitesize - http://www.bbc.co.uk/education This covers both key stage 1 (KS1) and KS2 (KS2) for a wide range of subjects</p> <p>Woodlands Primary School - http://www.primaryhomeworkhelp.co.uk/ This has fantastic interactive resources across a range of subjects.</p> <p>The National Numeracy Website - https://www.nationalnumeracy.org.uk/ This is a really good website with lots of useful resources. It is designed to raise standards of numeracy across the country for both children and adults and it has specific areas for parents who want to help their children.</p> <p>Purple Mash - https://www.purplemash.com/login/ The school subscribe to this site and each child has their own log-in details. If you aren't sure of the log in for your child, please check in their homework folder or speak with your child's teacher.</p> <p>Crickweb - http://www.crickweb.co.uk Another good website for a wide range of subjects and general info about education</p> <p>Websites to support times tables http://www.topmarks.co.uk/maths-games/7-11-years/times-tables http://www.teachingtables.co.uk/</p> <p>Websites to support maths fluency http://www.arcademics.com/ https://mathsframe.co.uk/en/resources/category/585/HTML5 (Y2 Upwards, Tablet friendly games) https://www.topmarks.co.uk/maths-games/ (Website maths games, R- Y6)</p> <p>*R/Y1 = YouTube - Number Blocks</p>
<p style="text-align: center;">Phonics Websites:</p> <p style="text-align: center;">https://www.phonicsplay.co.uk/freeIndex.htm</p> <p style="text-align: center;">https://www.phonicsbloom.com/</p> <p style="text-align: center;">Youtube – Alphablocks Videos</p>	<p style="text-align: center;">Literacy websites:</p> <p style="text-align: center;">See below for attached writing tasks...</p> <p style="text-align: center;">https://www.worldbookday.com/</p> <p style="text-align: center;">Use the inspiration tab on this website for lots of great activities and resources linked to books.</p> <p style="text-align: center;">See Purple Mash box</p>
<p>Other ideas:</p>	

<p>Art & DT Tasks:</p> <p><u>Task 1:</u></p> <p>-Research an artist of your choice and write a biography for them- include three of your favourite facts.</p> <p>-Choose a piece of their artwork to recreate/ use as inspiration for your own masterpiece</p> <p><u>Task 2:</u></p> <p>-Draw an image of your ideal world – this could link to Science, current affairs.</p> <p><u>Task 3:</u></p> <p>-Follow a set of instructions to make one of your meals that day. Afterwards you could write your own set of instructions using imperative verbs.</p>	<p>Reading Lists:</p> <ul style="list-style-type: none"> - Keep reading regularly with your child – see our Reading Volunteer guidance underneath for tips on reading effectively. <p>Free e-book Library:</p> <p>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>(Use this website to find free online books)</p> <ul style="list-style-type: none"> - Respond to your book on Purple Mash (multiple activities) search for ‘book reviews’ in the search bar of Purple Mash.
<p>Writing tasks:</p> <ul style="list-style-type: none"> - Write a story using the picture below for inspiration. (See guidance below) - See handwriting box 	<p>Handwriting Tasks:</p> <ul style="list-style-type: none"> -Select a poem. Practise your handwriting by writing out the poem. Learn the poem off by heart and recite the poem to an audience. - 2Handwrite on Purple Mash (use with Tablet)
<p>Science Tasks:</p> <p>If you have the resources, complete a fair test and write up your experiment including prediction, results, conclusion</p> <p><u>Need ideas?</u></p> <p>Freeze an object of your choice in liquid. Predict how long it will take to escape. Develop this idea by considering how you could speed up the process – or even slow it down.</p>	<p>Topic Tasks:</p> <ul style="list-style-type: none"> -Create a World Map (challenge: from a non-European perspective). Include: continents, oceans, seas, countries, capital cities. -Create a non-chronological report on a country you have visited -Write a biography about a significant individual from the past (their name, date born/died, where they’re from, what they achieved, include diagrams/pictures within your biography)
<p>RE Tasks:</p> <ol style="list-style-type: none"> 1. Draw your own interpretation of the Last Supper (which 12 people would you invite? where would you be? what would you eat?) 2. Research and design a poster of your class name explaining its religious significance 	<p>Computing:</p> <p><u>Purple Mash – Computing Section</u></p> <p>Lots of resources and opportunities to practise computing skills</p> <p><u>Scratch Junior - Coding</u></p> <p>Free app/website to practise coding</p> <p><u>Touch Typing – Dance Mat Typing</u></p> <p>https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</p>

Writing Task

Pick an image below – 1) write a vivid setting description

2) write a detailed character description

3) write an exciting short story





TIPS TO SUPPORTING READING

1. Start by looking at the pictures, the title or by talking about what has happened in the story so far:
 - What do the pictures show us?
 - What characters might there be in the story? How do you know?
 - What might the story be about? How do you know?
 - What has happened so far?
 - Tell me about the characters – what are they like? How do you know?
2. Model some reading to the child, if they are young:
 - Follow your finger under the words
 - Show them how to break up some words, when you are confident in doing so
 - Ask the child to break up a word and sound it out if it is phonetic
 - Talk about what you are reading – what is happening? How do you know?
3. Ask the child to read:
 - They may follow the words with their finger if they need to
 - Stop them when they mis-read a word after giving them some time to self-correct
 - Ask them how they might work out what the word is
 - Use pictures, clues in text, sounding out the word, reading ahead to find out the context
 - Do not stop them too much
 - Whisper some words they do not know – they read the word you have whispered so that they can read without too much interruption

4. Ask them questions:
 - Word level – what strategies do they know/need to know?
 - Sentence level – what do they understand about the text?
 - Text level – what do they understand about the book, authorial intent, purpose?
 - If they are not sure on any answer, model/show/tell them what the answer is. Tell them how you worked it out
5. Keep a balance between stopping their reading for questions and correcting, and their flow of reading to understand and enjoy the text.
6. Give positive and supportive feedback:
 - Fill in the assessment record with something they can do, something they need to do and any other information you think the teacher might need to know
 - Put the date, what has been read and initial/sign next to it
 - Let the teacher know immediately if the book is not right for the child
7. Be enthusiastic and interested:
 - Be positive
 - Be encouraging
 - Talk about what you like – be a good role model!

QUESTIONS

Word

- What does this word say?
- How can you work out what it might say?
- What do you think it means?
- How would find out what it means?
- What words also start or finish with the same letters/sounds?
- What other words do you know that mean the same?
- What sound does it start with?
- What other words start with the same sound?

Sentence

- Who just said that part?
- What has happened now?
- What words tell you how the character is feeling?
- How do you know the door was closed?
- What might happen next? How do you know?
- Tell me about the characters
- How do you know this character is .../not very nice/has blonde hair/shouts at people/does not like their brother?
- How are they feeling? How do you know?
- What has happened so far? Why has this happened?
- Where would you find the information about this?
- What words are important? How do you know?
- Which words are key words? How do you know these are key words?
- Why is this set out in a box?
- Why is this in columns?
- How do you know what this diagram is about?

Text

- What type of story is this?
- What type of book is this?
- How is the book arranged?
- What makes it easy to find out information?
- What genre is the book?
- How is the book making you feel?
- Are you enjoying the book? Why?
- What did the author want you to feel in this story?
- Who was the book written for?
- What is the book written for?
- What was the author trying to make you think about this character?
- Which part of the story tells you about this/them?
- What did you think about when this happened?
- Where is the contents page?
- What is a glossary?

LAYERS OF READING

Reading on the lines (literal)

Readers can find meaning DIRECTLY in the text. You can literally put a finger on the page and point to the answer
Answers: who? What? When? Where?

- True / False statements
- Find an adjective / adverb that...
- What do we find out about _____ at the beginning of the story?
- This story is about... (Multiple choice)

Reading between the lines (inferential)

Readers interpret what is in the text. They reason, compare, contrast, classify, analyse. Readers look for what passages represent or suggest

The answer cannot be found directly in the text, the answer is "between the lines"

- How do you know that...?
- Do you think that...?
- Why do you think...?
- In what ways ...?
- Give reasons for _____ behaving in that way.
- How does... react to the situation? Was he/she/it right?
- What might happen next?
- If hadn't happened how would it have affected the story?
- How does the author show the character is...?
- Which words show that...?
- Compare and contrast...
- Which part of the text tells you...?
- What does the author want you to think about...?

Reading beyond the lines (evaluative)

Readers move beyond the text to connect with their experiences and with social, cultural understanding.

- Why is this important? How does this connect with my life?
- What does the author think of the characters?
- What would the sequel be called?
- Does the author want you to like the setting / feel comfortable / feel sad?
- Why do you think..?
- Do you think the writer is sympathetic to...?
- Explain how you know that...?
- How does it capture your attention?
- How is this book different to others?

- What type/ genre of text is it? Explain / give evidence
- What is the first paragraph about?
- Why does this paragraph come first? In the fairy stories that you know, who are the heroes/ villains? What have they got in common and how are they different?
- What cultural/ historical/ traditional features add to the success of this story/ piece of writing/ poem/ description etc? What evidence do you have to justify your view?

SOUNDING OUT – LETTERS AND SOUNDS

Single Phonemes

Some sounds are bouncy and some are stretchy:

Bouncy:

We say **a** as in c-a-t (cat)

We say **e** as in m-e-t (met)

We say **o** as in c-o-t (cot)

We say **i** as in s-i-t (sit)

We say **u** as in r-u-t (rut)

We say **p** as in l-i-p (lip) NOT pu

We say **n** as in n-i-p (nip) NOT nu

We say **s** as in s-i-p (sip) NOT su

Stretchy:

We say **r** as a rolling rrrrrrr NOT ru

We say **m** as a rolling mmmmmm NOT em or mu

We say **l** as a rolling llllll NOT el or lu

SIGHT WORDS

Some Sight Words (Key Words) do not break up into phoneme sounds. The list below is not exhaustive but are some of the more common Sight Words:

- Was
- Is
- To
- I
- And
- Went
- With
- My
- Of
- The
- Have
- Said
- They
- Are
- Come
- What
- Could
- Should
- Would

DIGRAPHS

ai	ay	ee	ea	oa	ow	oo	ew	oo	ar	or	ur	er	ow	oi
wait	say	see	mean	coat	know	too	grew	look	bar	for	fur	hammer	now	oil
gail	pay	feel	reach	load	flow	zoo	blew	foot	car	fork	burn	letter	down	boil
hail	delay	weep	beach	goat	below	boot	flew	cook	bark	cord	urn	rocker	owl	coin
pain	ray	street	teach	loaf	crow	hoof	crew	good	car	cork	burp	ladder	cow	coil
aim	today	seem	stream	road	tomorrow	zoom	knew	book	cart	sort	curl	supper	how	join
sail	yesterday	meet	cream	soap	crow	cool	new	took	hard	born	hurt	dinner	bow	soil
main	hooray	week	meat	oak	snow	food	brew	wood	jar	work	surf	boxer	pow!	toil
rain	stay	keep	team	foal	blow	moon	renew	hook	market	torn	turnip	computer	town	poison

ck	ch	sh	th	ph	kn	qu	wh	ng
chick	chop	ship	them	telephone	know	queen	when	ring
clock	chin	shop	then	photograph	knew	quiet	where	rang
pack	chug	shed	that	phonics	knee	quick	which	hang
pick	check	shell	this	phoneme	knife	quack	why	song
flick	such	fish	with	dolphin	knight	equal	whenever	wing
rucksack	chip	shock	moth	graph	kneck	require	whale	rung
quick	chill	cash	thin	nephew	knit	antique	who	king
knock	much	bash	thick	phantom	knot	aquarium	whose	long

SPLIT DIGRAPHS

a-e	e-e	i-e	o-e	u-e
lane	eve	line	note	tune
pane	even	shine	wrote	flute
flame	these	pipe	rope	acute
gate	complete	ripe	slope	obtuse
late	delete	site	tone	computer
race	Japanese	kite	stone	dilute

TRIGRAPHS

igh	ear	ere/eer	air	are	ure	tch	dge
high	ear	here	air	care	sure	watch	hedge
sigh	dear	peer	fair	stare	lure	catch	pledge
light	fear	steer	hair	bare	assure	patch	dodge
might	hear	career	lair	glare	insure	hatch	hedgehog
night	gear	eerie	pair	parent	pure	witch	bridge
right	near	adhere	affair	compare	cure	switch	edge
sight	tear	austere	stairway	declare	secure	stitch	judge
tonight	year	interfere	armchair	prepare	manure	stretch	porridge

ALSO REMEMBER.... Double letter endings (used with short vowel sounds): bell, shell, ill, fill, pull
miss, kiss, fuss, boss
fluff, cuff, cliff, stiff