

Hello Year 1!!

I hope you are all well and are staying safe at home. I miss you all and can't wait until we are back at school and I can see you all again. I am really enjoying all of the wonderful work your adults are sending to me on our school email (y1rosa@cclt.education) and look forward to seeing more. I'm eager to show everyone how wonderful you all are so with your parent's permission I will share your fantastic work on Facebook and Twitter.

It very important that some kind of routine is found and regular breaks are timetabled in throughout the day. I suggest doing small bursts of learning in different subjects and then regular short breaks too – this will allow children to remain focussed.

Please remember that online applications such as: Active Learn, Times Tables Rockstars, Numbots and Spelling Shed are also available and should be used wherever possible. On our school website you will find information on our foundation subjects which we will build on as we move through the Summer term together.

Phonics

It is so important when practising phonics that we pronounce each sound (phoneme) correctly. Once children pronounce phonemes incorrectly it's difficult to try and undo. I know this may be unfamiliar to many parents so please check out: https://www.youtube.com/watch?v=BqhXUW_v-1s

Our phonics planning and teaching is based on a booklet called Letters and Sounds which can be found online at <https://www.gov.uk/government/publications/letters-and-sounds>

The children know how to access and practise all of the games on the Phonics Play site <https://new.phonicsplay.co.uk/> and they know which phonics group they are in.

Username: march20 **Password:** home

Over this next week they can regularly recap phase 3 using the games. They can also practise writing the graphemes (letters that make the sound) for the phonemes (the sound). It is also important to practise the tricky words linked to those phases too.

Monday	<p>Miss Bennett's Group: Today children will revisit the digraph (two letters that make one sound) ay. Revisit – Play flash Cards: Time Challenge (Phonics Play) to recap Phase 3. Teach –Write the digraph ay. Children will say the phoneme (sound) out loud while writing the digraph in their air with their finger, on an adult's back, on the floor and up to the sky. Practice – Play Buried Treasure (Phonics Play) for the ay digraph. Apply – Write down and ask children to read the following sentences: Can a crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day.</p>
	<p>Mrs Anderson's Group: Today children will be looking at the alternative pronunciation of 'i'. Revisit – Play flash Cards: Speed Trial (Phonics Play) to recap Phase 5a. Teach –Write the words tin, pin, his, milk, link, mild, wild, blind, behind and remind. Explain to the children that they all have the 'i' grapheme but it makes different sounds. Practice – Complete the 'i' activity on Acorn Adventure (Phonics Play). Apply – Ask children to choose a couple of words from each group and put them into a sentence.</p>
Tuesday	<p>Miss Bennett's Group: Today children will revisit the digraph (two letters that make one sound) ou. Revisit – Play flash Cards: Speed Trial to recap Phase 3. Teach –Write the digraph ou. Children will say the phoneme (sound) out loud while writing the digraph in their air with their finger, on an adult's back, on the floor and up to the sky. Practice – Play Buried Treasure (Phonics Play) for the ou digraph. Apply – Ask children to choose some of the words from the game and put them into a sentence before writing them down.</p>
	<p>Mrs Anderson's Group: Today children will be looking at the alternative pronunciation of 'o'. Revisit – Play flash Cards: Time Challenge to recap Phase 5a. Teach –Write the words hot, spot, shock, clock, golf, so, don't, gold, both and hold. Explain to the children that they all have the 'o' grapheme but it makes different sounds. Practice – Complete the 'o' activity on Acorn Adventure (Phonics Play). Apply – Ask children to read the following sentences: Don't go to the hot spot. Can we both hold the gold block? Don't get a shock if it is too cold or too hot.</p>
Wednesday	<p>Miss Bennett's Group: Today children will be learning to read the tricky words: oh, their and people.</p>

	<p><u>Revisit</u> - Play flash Cards: Time Challenge (Phonics Play) to recap Phase 3. <u>Teach</u> – Use Train Your Brain Phase 5 (Phonics Play) to teach the reading of the tricky words. <u>Practice</u> – Ask children to read the following word linking to work from the previous days. Words: crayon, stray, spray, delay, tray, sound, ground, about, sprout and cloud. <u>Apply</u> – Ask children to read the following sentences that include the tricky words learnt today and digraphs learnt earlier in the week. Some people play loud sounds on horns. Oh! I found a crayon. Do people play with their sprouts?</p> <p>Mrs Anderson’s Group: Today children will be learning to spell the tricky words: little, one, do, when, what and out. <u>Revisit</u> - Play flash Cards: Speed Trial to recap Phase 5a. <u>Teach</u> - Spelling the tricky words by taking each word at a time, counting its letters, drawing it in the air, on an adult’s back and saying each letter aloud. Read it, spell it, hide it, write it then check it. <u>Practice</u> – Then write the words lots of times using different coloured pencils, different sizes, bubble writing, and any other way you can think of. <u>Apply</u> – Then put the words into sentence and write them down.</p>
Thursday	<p>Miss Bennett’s Group: Today children will revisit the digraph (two letters that make one sound) ie. <u>Revisit</u> – Play flash Cards: Speed Trial to recap Phase 3. <u>Teach</u> –Write the digraph ie. Children will say the phoneme (sound) out loud while writing the digraph in their air with their finger, on an adult’s back, on the floor and up to the sky. <u>Practice</u> – Play Buried Treasure (Phonics Play) for the ie digraph. <u>Apply</u> – Ask children to choose a couple of words that include the ie digraph and put them into a sentence. Then ask children to write their sentence down.</p> <p>Mrs Anderson’s Group: Today children will be looking at the alternative pronunciation of ‘g’ and ‘c’. <u>Revisit</u> – Play flash Cards: Time Challenge to recap Phase 5a. <u>Teach</u> –Write the words gap, gas, pig, plug, golf, gent, ginger, magic, danger, germ, cat, crisp, coat, curls, clock, cell, acid, success, accent, ice. Explain to the children that they all have the ‘g’ or ‘c’ grapheme but they make different sounds. <u>Practice</u> – Complete the ‘g’ and ‘c’ activity on Acorn Adventure (Phonics Play). <u>Apply</u> – Ask children to read the following sentences: Can you cycle and cling on to a clock? Can an accent bring success? Can you grow ginger in a magic garden?</p>
Friday	<p>Miss Bennett’s Group: Today children will revisit the digraph (two letters that make one sound) ea. <u>Revisit</u> – Play flash Cards: Time Challenge (Phonics Play) to recap Phase 3. <u>Teach</u> –Write the digraph ea. Children will say the phoneme (sound) out loud while writing the digraph in their air with their finger, on an adult’s back, on the floor and up to the sky. <u>Practice</u> – Play Buried Treasure (Phonics Play) for the ea digraph. <u>Apply</u> – Write down and ask children to read the following sentences: We sit on a seat and read books near the sea. Can a sheep repeat a bleat? At least we can have meat as a good treat.</p> <p>Mrs Anderson’s Group: Today children will be looking at the alternative pronunciation of ‘u’. <u>Revisit</u> – Play flash Cards: Speed Trial to recap Phase 5a. <u>Teach</u> –Write the words plug, hump, but, gust, under, unit, unicorn, music, tuba, stupid, pull, bull, pudding, full and awful. Explain to the children that they all have the ‘u’ grapheme but it makes different sounds. <u>Practice</u> – Complete the ‘u’ activity on Acorn Adventure (Phonics Play). <u>Apply</u> – Ask children to choose a couple of words and put them into a sentence.</p>

Maths:

At 10am each day, White Rose is having a ‘Maths Party’. Here’s how you should join:

Go to www.whiterosemaths.com/homelearning/

Choose your year group.

Watch the video

Try the questions.

Tweet your solutions or ask questions using the hashtags #MathsEveryoneCanAtHome and #MathsParty

English:

Continue to use Spelling Shed and Active Learn to work on developing spelling and reading skills.

This week in English we would have begun to look at recounts.

- Can you research recounts?
- Are they fiction or non-fiction?
- What needs to be included in a recount?
- Can you find a recount that you have enjoyed reading?

PE:

Remember to stay active and keep moving. Walk are a fantastic form of exercise and provide an opportunity to leave the house. There are also some amazing resources online such as Joe Wicks, Cosmic Yoga and Jack Hartmann to help keep children moving. Breaks for exercise really help children stay focused and on task.

Foundation subject tasks will be uploaded to the school website for you to access. Remember to break the activities down across the week and take regular breaks during the day. I am always available for you to contact through the class email (y1rosa@cclt.education) and I will be checking and marking activities through our online resources. Please send examples of your amazing work to our class email address or share them with us through our school Facebook or Twitter account. If you have any worries, please get in touch as I am always here to help.

Missing you all lots and hope to see you soon,

Miss Bennett