

This colour indicates work we would like emailed in to school for marking. Please send it to your class teacher. We will aim to give feedback within 24 hours.

* means that the resource is saved on the website.

<p>Monday</p> <p>Handwriting</p>	<p>https://youtu.be/fBrfFQDrHal</p> <p>Set 3 sounds <i>er (never, after)</i></p> <p>Focus on letter heights eg: a <i>t</i> is taller than an <i>a</i>.</p> <p>Extension - have a go at writing sentences that contain these words.</p>																																																																																																																																																																					
<p>Writing</p>	<p>https://youtu.be/CTHCNmxErYl</p> <p>Make your own spelling zapper and play our zapping game with someone in your household.</p> <p>Mild: once you have made your zapper, practise writing out your 9 words using the look, cover, write method. Can you get any correct without looking at them?</p> <p>Spicy: once you have made your zapper and practised writing your words by looking at them, choose 4 and write them in a silly sentence. Have you written them correctly? Then give yourself a little zap in the corner!</p> <p>Hot: once you have made your zapper and practised writing your words by looking at them, try and write them in a silly sentence. Can you get more than 1 of your zapper words into one sentence? Have you written them correctly? Then give yourself a little zap in the corner!</p> <div data-bbox="352 1037 979 1469" style="background-color: #90EE90; padding: 10px; border: 1px solid black;"> <p style="text-align: center;">Year 1 Common Exception words</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>the</td><td>his</td><td>go</td><td>ask</td></tr> <tr><td>a</td><td>has</td><td>so</td><td>friend</td></tr> <tr><td>do</td><td>I</td><td>by</td><td>school</td></tr> <tr><td>to</td><td>you</td><td>my</td><td>put</td></tr> <tr><td>today</td><td>your</td><td>here</td><td>push</td></tr> <tr><td>of</td><td>they</td><td>there</td><td>pull</td></tr> <tr><td>said</td><td>be</td><td>where</td><td>full</td></tr> <tr><td>says</td><td>he</td><td>love</td><td>house</td></tr> <tr><td>are</td><td>me</td><td>come</td><td>our</td></tr> <tr><td>were</td><td>she</td><td>some</td><td></td></tr> <tr><td>was</td><td>we</td><td>one</td><td></td></tr> <tr><td>is</td><td>no</td><td>once</td><td></td></tr> </table> <p style="text-align: right; font-size: small;">themuneducates.com</p> </div> <p>If you find these words too easy (and you can definitely write them in sentences correctly) you could move onto year 1 suffix spellings (words that end in “er” and “est”)</p> <div data-bbox="352 1585 1011 1910" style="background-color: #FFDAB9; padding: 10px; border: 1px solid black;"> <p style="text-align: center; font-size: small;">Suffixes -ing, -ed, -er and -est (with no change to the root word) A suffix is an 'ending' used at the end of a root word to turn it into another word.</p> <table style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">-ing</th> <th style="width: 25%; text-align: center;">-ed</th> <th style="width: 25%; text-align: center;">-er</th> <th style="width: 25%; text-align: center;">-est</th> </tr> </thead> <tbody> <tr><td>fly</td><td>fly^{ing}</td><td>jump</td><td>jump^{ed}</td><td>high</td><td>high^{er}</td><td>bright</td><td>bright^{est}</td></tr> <tr><td>sing</td><td>sing^{ing}</td><td>look</td><td>look^{ed}</td><td>tail</td><td>tail^{er}</td><td>great</td><td>great^{est}</td></tr> <tr><td>go</td><td>go^{ing}</td><td>lick</td><td>lick^{ed}</td><td>help</td><td>help^{er}</td><td>old</td><td>old^{est}</td></tr> <tr><td>talk</td><td>talk^{ing}</td><td>work</td><td>work^{ed}</td><td>mix</td><td>mix^{er}</td><td>neat</td><td>neat^{est}</td></tr> <tr><td>cook</td><td>cook^{ing}</td><td>burn</td><td>burn^{ed}</td><td>test</td><td>test^{er}</td><td>soft</td><td>soft^{est}</td></tr> <tr><td>climb</td><td>climb^{ing}</td><td>yell</td><td>yell^{ed}</td><td>cold</td><td>cold^{er}</td><td>warm</td><td>warm^{est}</td></tr> <tr><td>meet</td><td>meet^{ing}</td><td>gasp</td><td>gasp^{ed}</td><td>small</td><td>small^{er}</td><td>loud</td><td>loud^{est}</td></tr> <tr><td>buzz</td><td>buzz^{ing}</td><td>help</td><td>help^{ed}</td><td>teach</td><td>teach^{er}</td><td>smart</td><td>smart^{est}</td></tr> <tr><td>play</td><td>play^{ing}</td><td>start</td><td>start^{ed}</td><td>sing</td><td>sing^{er}</td><td>fast</td><td>fast^{est}</td></tr> <tr><td>help</td><td>help^{ing}</td><td>hunt</td><td>hunt^{ed}</td><td>paint</td><td>paint^{er}</td><td>long</td><td>long^{est}</td></tr> <tr><td>cry</td><td>cry^{ing}</td><td>watch</td><td>watch^{ed}</td><td>catch</td><td>catch^{er}</td><td>dull</td><td>dull^{est}</td></tr> <tr><td>eat</td><td>eat^{ing}</td><td>touch</td><td>touch^{ed}</td><td>clean</td><td>clean^{er}</td><td>sharp</td><td>sharp^{est}</td></tr> <tr><td>walk</td><td>walk^{ing}</td><td>push</td><td>push^{ed}</td><td>proud</td><td>proud^{er}</td><td>low</td><td>low^{est}</td></tr> <tr><td>read</td><td>read^{ing}</td><td>wash</td><td>wash^{ed}</td><td>watch</td><td>watch^{er}</td><td>smooth</td><td>smooth^{est}</td></tr> </tbody> </table> <p style="text-align: right; 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<p>Phonics</p>	<p>https://youtu.be/jUdbYN97L4w</p> <p>Mild – Fred talk the words on the sound mat. Can you spot the “oy” grapheme and underline it?</p> <p>Spicy – Fred talk the words. Copy the words one letter at a time to make a pyramid.</p>																																																																																																																																																																					

	<p>Hot – Fred talk the words. Can you join up 5 real oy words?</p> <p>Please use these links for information about the sounds we teach. phonics pure sounds video (oxfordowl.co.uk) Parent guide to Read Write Inc. Phonics Oxford Owl</p>				
<p>Maths</p>	<p>We are learning to add by making ten. Please see “Add by making ten” teaching PowerPoint or video link https://vimeo.com/492195041</p> <p>Chilli challenges (pick your level of challenge) Mild: You will need 10 objects like Lego bricks. Use the objects to make number bonds to 10. Can you write them down?</p> <p>Spicy: Try these additions: 10 + 5 = 10 + 8 = 10 + 2 = 10 + 3 = 10 + 7 =</p> <p>Hot: Try these additions by making 10 first. You will need 2 tens frames and some counters or any objects you have. 9 + 7 = 8 + 9 = 6 + 9 = 9 + 9 = 7 + 8 =</p>				
<p>Science</p>	<p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zyd6hyc</p> <p>Watch the video clip about birds. Do the quiz to check what you’ve remembered. Now that you’ve learnt about 3 different types of animals (mammals, reptiles and birds) you need to choose 2. Draw a line down the middle of your page and write which type you’ve chosen at the top of each side. Draw a picture of an example of each and write differences that you’ve learnt. Here’s an example:</p> <table border="1" data-bbox="336 1554 1497 2132"> <thead> <tr> <th data-bbox="336 1554 919 1599"><i>Reptiles</i></th> <th data-bbox="919 1554 1497 1599"><i>Birds</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="336 1599 919 2132"> <div data-bbox="450 1704 842 1832" data-label="Image"> </div> <p data-bbox="347 1912 699 2092"> Cold-blooded Dry, scaly skin Lives by water 4 legs </p> </td> <td data-bbox="919 1599 1497 2132"> <div data-bbox="1066 1659 1358 1883" data-label="Image"> </div> <p data-bbox="932 1912 1417 2130"> Lay eggs Not all birds can fly Have lungs to breath air Has a beak </p> </td> </tr> </tbody> </table>	<i>Reptiles</i>	<i>Birds</i>	<div data-bbox="450 1704 842 1832" data-label="Image"> </div> <p data-bbox="347 1912 699 2092"> Cold-blooded Dry, scaly skin Lives by water 4 legs </p>	<div data-bbox="1066 1659 1358 1883" data-label="Image"> </div> <p data-bbox="932 1912 1417 2130"> Lay eggs Not all birds can fly Have lungs to breath air Has a beak </p>
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