Dear Parents,

This week, I will be in school on Wednesday, Thursday and Friday.

**Numeracy**

To begin this week, we will consolidate prior learning on measuring and height. The children have experienced this several times over the past year and I would like to see whether they have remembered their knowledge and can apply it in a wider context. We will then focus on addition bridging through 10 by using number bonds and partitioning to get to the next 10. We did this earlier on in lockdown but the children need to practise to consolidate this knowledge. The first few lessons will revisit this prior learning and then they will try some word problems to apply it in a wider context.

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| **Task One and Two** Use the consolidation length and height sheets. Your child will need help with reading and understanding the question but ultimately should be able to complete the tasks using their own knowledge. When the task requires them to explain something, I am happy if you wish to scribe what their response is, as the task is about their mathematical understanding rather than being able to write their answer – although it is beneficial if they can practise spelling the comparative mathematical vocabulary ie long, longer, short, shorter. Where possible, extend them further by asking similar questions to those on the sheet. If your child finds the tasks tricky, please do not just move on but lots of practical activities actually measuring, identifying mistakes you have made and questioning will be far more beneficial than just completing the sheet.  |
| **Task Three**Number bonds to 10. All children must know their number bonds to 10 with instant recall before they can succeed in bridging through 10. They were all confident with this however, we have had a break in number work in numeracy so may need a recap to bring them up to speed and feel comfortable again. Today they will revise this and also the “number fact families” that make a particular number. Eg fact families for 5 are 1 and 4, 2 and 3 and 5 and 0.Roll a dice and write down all the ways of making that number using the part-whole model.  Whole partsSome children may wish to use manipulatives to do this but the majority will probably use fingers or already have this knowledge secure. If your child is lacking in confidence, please give them manipulatives to use. Once they have done this a few times, then create the part whole model where the whole is 10. Again, get the children to roll the die and fill in the parts. When ready, move onto applying this knowledge to two-digit numbers. So if 6 plus 4 equals 10 then 16 plus 4 equals 20, 56 plus 4 equals 60 etc. Ensure they are secure that these number bonds always take them to the next 10. Play <https://www.topmarks.co.uk/maths-games/hit-the-button> Choose bonds to 10 or 20 |
| **Task Four and Five**Watch the video on bridging through 10. <https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zms9mfr> There is also a ppt. This does use some larger numbers so please decide whether it would help or hinder your child. If you feel it may be too much for them, use it for yourself and then model it to the children using lesser numbers. Using the question sheet get the children to complete the questions. It is often ideal to have out a number line or 100 square to help ensure numbers are written the right way; one and five for 15 not five and one and correctly orientated. Complete the forward Fred sheet first. This may be enough for two days depending how they get on. Alternatively, the second sheet (Ultimate Bridging through 10) has addition and subtraction. I do not expect the children to complete it all and they can pick and choseo the questions they do. This task is to consolidate and gain confidence in partitioning a number to bridge through the ten.  |

**Literacy**

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| **Task One**Recap on full-stops and capital letters and complete the sheet. As a bit of fun, share the bbc song.<https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk> |
| **Task Two**This is a phonic session. I am happy for any games to be played but have included a colouring worksheet. Play a variety of games reading them eg hide around the house, create an obstacle course. Identify which phonemes they may need practise on and use phonicsplay.com to revise.  |
| **Task Three** Share my story the kiss that missed. Discuss what they think the wild wood is like? What do they imagine it would look like? What can they see? On their page create a list of adjectives and phrases.  |
| **Tasks Four**Using their word bank created yesterday, write a description of the wild wood. Use adjectives to expand their sentences. Encourage them to start in a variety of different ways ie use fronted adverbials (behind, in front, later on) or start with an adjective or verb eg Black shapes ……., Floating snowflakes etc. .  |
| **Tasks Five – The Big Read**Today I would really like the children to spend time sharing books with you or other family members. Choose a selection, discuss what they like about them and why they have chosen them? Share the books. You may wish to read it to them first paying attention to expression and fluency and then get them to read them to you. Spend time just enjoying books.  |

**History**

There are two powerpoints. The first is Features of a castle and the second is about defences. The second is quite wordy so will need to be read to your child but just gives them extra information so it is up to you if you wish to share this or not. The task is to draw a design of their ultimate castle. They should then use a ruler to draw lines and label the specific parts.

**DT**

Carry on with the tapestry work. In addition, if you child would like to build a castle out of bricks, junk modelling, lego or anything else, I would love to see their creations.

**French**

Learn the numbers in French. Watch <https://www.youtube.com/watch?v=CFNmGsU2TqQ> This is a little staid however it allows for proper pronunciation. Then try this one to gain fluency and have more fun. <https://www.youtube.com/watch?v=evDuqXTfhkA>

**Science**

**See attached plan.**