


Chestnut Class Home Learning Grid

Daily tasks are written in green. Reading and phonics is daily. One writing and one math activity needs to be completed daily. Then choose one blue activity to complete each day. Some activities are open-ending investigations that you can repeat on different days e.g in maths repeat the activity using different amounts/numbers. I have attached your child's login details for Bug Club (online reading), Doodle Maths (maths practise) and Purple Mash (various activities where I will set tasks but can also be explored freely). We will also use Seesaw at home, so you can show us the work you have done. Attached are details of what you will need to do this.

<p>Reading: Read your book <u>daily</u> so that you get really fluent. Practise retelling the story, can you do it with your book closed? Who were the characters in your story? What was the setting?</p>	<p>Reading: Phonics Bug, you have your own login, select a book online, they can read it to you, to themselves or listen to a story.</p>	<p>Phonics- Daily See sheet attached. Suggest sounds you might want to focus on; ar, aw ie , ea, oe</p>	<p>Computing: Purple Mash, you have your own login. I will set '2 Do's' that you can complete, these will be linked to our current topic. You will be designing a garden, describing the giant, making a pictogram and more.</p>
<p>English: Writing Can you write a diary entry of for each day? What day is it? What is the weather like? What have you had to eat? (This activity will span over the whole time)</p>	<p>English: Writing Time to use your imagination...if you climbed a beanstalk what would you like to see at the top of it? How well can you describe it? Remember to use adjectives.</p>	<p>English: Writing Use the 100 common exception words sheet and practise spelling them. Can you remember how to do it without looking? Can you put them into sentences? Practise regularly</p>	<p>English: Writing The Giant has decided he is going to be good and he wants to be friends with Jack. Can you write a letter to Jack as if you were the Giant? Explain how the Giant is going to show good friendship. E.g I have big ears so I will listen well. I am tall so I can reach things for you.</p>
<p>Maths: Capacity Work practically using a variety of containers. Investigate how many small containers it takes to fill the larger containers. Take photos or create a table to show what you found out.</p>	<p>Maths: Capacity Take three different containers. Fill each container with liquid or rice using the same unit of measure e.g. A small cup. Order the containers from largest to smallest capacity.</p>	<p>Maths: Place Value Can you write your numbers to 100 using the blank 100 square? Use a colouring pencil to highlight how we count in 2's, 5's and 10's.</p>	<p>Maths: Number Bonds Investigate how many different ways you can make a number. Start with 10, then do 20. After do different numbers up to 20. Use practical resources e.g tins to split the number into 2 different groups each time. Write down how many ways you could do it. <i>Challenge: can you think of any addition or subtraction sums to make that number?</i></p>
<p>Geography: Can you create a map of Radstock? Label the different places and think about map symbols- how will you show it is a road?</p>	<p>History: Find out about Radstock in the past. How has it changed? Are all the buildings the same? How did it look 50 years ago? Show what you have found out, you could draw or write or even create!</p>	<p>History: What do miners do? How did they live? What did they do everyday? Can you create a timeline of a miners day?</p>	<p>Geography: Draw a plan or map of your ideal neighbourhood. Who would you like to have living on your street? You might choose fairy tale characters or famous singers. What type of house would your ideal neighbours have? What local amenities would your residents</p>

			need? For example, Harry Potter might need a wand shop, and Rapunzel might need hairdressers
<p>RE:</p> <p>Read the Easter story. Can you retell the Easter story? https://www.youtube.com/watch?v=Wnbo2Ams3OI What was your favourite part? Draw and write a sentence about your favourite part.</p>	<p>Science: plants</p> <p>Observe how your plant changes as it grows. Create a diary, or draw a picture and write a sentence explaining what it looks like, how it feels, how tall it is ect.</p>	<p>Science: Plants</p> <p>What do plants need to grow? Create a poster or a leaflet teaching someone how to grow a plant</p> <p>Challenge: Can plants grow on Mars? Can plants grow in Mines?</p>	<p>Science: Plants</p> <p>Draw a detailed picture of a plant or put together a plant, have you added each part correctly? Now can you label each part?</p>
<p>DT: Design and create your own memory box- what will you decorate it with? What special memories do you have? Put them inside and treasure them forever.</p> 	<p>Art:</p> <p>Create a beautiful garden or plant or flower- it can be whatever you like and done however you choose as long as it encompasses the theme of 'plants' and 'growing'</p>	<p>Music:</p> <p>Make an instrument using something from your home can you play it to a tune of a familiar song? Can you play it loudly or quietly? How about slowly or quickly? Can you keep a steady beat with your instrument? Send us a video of your musical talent!</p>	<p>DT:</p> <p>Draw and label a design for your own fantasy home. What will your home be built from? How will you get in and out of your house? What will you have in your garden? Make a model of your fantasy house using junk materials or construction materials</p>

Phonics Guidance

Phonics needs to be every day for 15 minutes. We have now learnt all of the sounds for year one so we are focussing on the sounds we find more tricky and alternative sounds such as all the different ways 'ai' is spelt (ay, a-e, eigh). Below is a set of instructions of how you can complete a phonics session at home with your child. Keep it pacey.

1. Go through the alphabet, pointing to each letter (We sing it to the Bob the Builder and happy birthday tune), stop at random asking them to tell you the name of the sound.
2. Go through the sound flashcards- you could cut these up or work through each sheet. Ask your child for the action and the sound.
3. Go through the common exception word flashcards- these are words we can't sound out so have to learn from memory.
4. Now ask your child to write some of the sounds from the flashcards, from memory. Can they put them into words? How about a sentence?

If your child is struggling with a particular sound focus on that one, write some words with that sound in for them to read and add sound buttons to, help them initially then gradually let them do it by themselves. Then say some words for them to spell with that sound and remind them to use sound buttons.

5. Play a game: **roll and read** (*roll the dice then read all the words in that row*), **Real or fake** (*write some words with a particular sound in, make some up, get your child to sort them into real or fake*), **popcorn phonics** (*you or child write some sounds or words onto small pieces of paper, screw them up into popcorn balls, when you've done several put them in a container and shake them up, throw them in the air and catch the popcorn, open it up and read the sound or word*)

Sound buttons

We use sound buttons to help us read. This really helps us spot digraphs (When two letters make one sound), trigraphs (when three letters make one sound) and split vowel-digraphs (when the sounds are split up). Below is examples of how sound button.