



YEAR R

Home Learning Pack

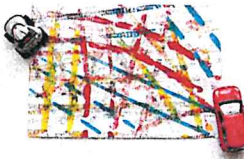
Week 7



Endeavour
Schools Trust

Day 31	Day 32	Day 33	Day 34	Day 35
<p>Phonics: teach 'ur' Using the flashcards sent home - Show your child the sound cards and encourage them to say the sound and the action. (Google Jolly phonic songs in order)</p> <p>Teach the 'ur' sound: google search: Geraldine the Giraffe teaches ur.</p> <p>Quick write words containing: th, ch, sh, ng, ee, ai, igh, ar, oa, oo, or. (car, moat, feet, teeth, chill, shop, might, corn)</p> <p>Complete the Education City activity: Surf's Up.</p> <p>Use the handwriting booklet to practise your formation of lowercase and uppercase letters. (This is to be completed during the whole week—So don't feel the need to rush.</p> <p>Review all learnt tricky words.</p>	<p>Phonics: 'recap 'ur' Using the flashcards sent home.</p> <p>Robot arms for: fur, burn, curl, burst....</p> <p>Quick write words containing: th, ch, sh, ng, ee, ai, igh, ar, oa, oo, or. (far, goat, meet, chip, sheep, born)</p> <p>Read words: containing 'ur'. Talk to your grown-up about what these different words mean.</p> <p>Use the handwriting booklet to practise your formation of lowercase and uppercase letters. Continue from yesterday.</p> <p>Revise all learnt tricky words.</p>	<p>Phonics: teach 'ow' Using the flashcards sent home - Show your child the sound cards and encourage them to say the sound and the action. (Google Jolly phonic songs in order)</p> <p>Teach the 'ow' sound: google search: Geraldine the Giraffe teaches ow.</p> <p>On Education City play the phonics game: Clown in Town</p> <p>Order jumbled up sentence: for 'ow.'</p> <p>Use the handwriting booklet to practise your formation of lowercase and uppercase letters. Continue from yesterday.</p> <p>Revise all phase 3 sounds. Spot them in a sentence. (Use a highlighter to identify them first) Play being the teacher with the highlighter.</p>	<p>Phonics: recap 'ow' Using the flashcards sent home recap all sounds.</p> <p>On Education City activity: Clown in town</p> <p>Make a funny clown face. Be as creative as you like! Write all of the 'ow' words you can think of. Have the words attached to the clowns funny face.</p> <p>Robot arms: Clown, cow, town, fur, curl.</p> <p>Use the handwriting booklet to practise your formation of lowercase and uppercase letters. Continue from yesterday.</p> <p>Revise all phase 3 sounds. Spot them in a sentence. Continue to read with greater fluency than yesterday.</p>	<p>Phonics: REVIST Using the flashcards sent home - Play music and pause showing a sound (musical statues)</p> <p>Revise the reading of 'ow' words (in pack)</p> <p>Put new sounds around the room and shout out for the children to stand by. Beat the timer and race your child to see who wins.</p> <p>Writing words containing 'ow' and 'ur'. For example: cow, how, fur, pow, wow.....</p> <p>Display the tricky words around your home and say the word by its letter names. Can your child find that word? Repeat for others.</p>
<p>Writing:</p> <p>Revisit the writing of Phase 3 tricky words in simple sentences.</p> <p>Choose a tricky word: 'be' or 'you'. Think of a sentence and write it using your chosen tricky word.</p>	<p>Writing:</p> <p>Revisit the writing of Phase 3 tricky words in simple sentences.</p> <p>Choose a tricky word: 'are' or 'her'. Think of a sentence and write it using your chosen tricky word.</p>	<p>Writing:</p> <p>Revisit the writing of Phase 3 tricky words in simple sentences.</p> <p>Choose a tricky word: 'was' or 'all'. Think of a sentence and write it using your chosen tricky word.</p>	<p>Writing:</p> <p>Revisit the writing of Phase 3 tricky words in simple sentences.</p> <p>Choose a tricky word: 'they' or 'my'. Think of a sentence and write it using your chosen tricky word.</p>	<p>Writing:</p> <p>Revisit the writing of Phase 3 tricky words in simple sentences. Pick a tricky words that you are struggling to write.</p>

Maths: Day 31	Maths: Day 32	Maths: Day 33	Maths: Day 34	Maths: Day 35
Mental starter:	Mental starter:	Mental starter:	Mental starter:	Mental starter:
<p>Verbally recap as many different ways to make 6 as you can. Use objects if needed. Challenge yourself to use mathematical language.</p> <p>Use the flashcards in the pack to explore 2D shapes-sort which ones your child is secure with and those that you need to practice. These could be put up around your child's room or on the fridge.</p> <p>Shape sorting activity sheet.</p> <p>Colour the different shapes on the pizza the correct colour.</p>	<p>Verbally recap as many different ways to make 7 as you can. Use objects if needed. Challenge yourself to use mathematical language.</p> <p>Shape hunt around the house. Children look for real life objects and tick off on their sheet what shapes they have found.</p> <p>Children will connect their learning of how numbers can be made up of different numbers to how shapes can be made up of different shapes. Exploring all different shapes a square can make by cutting them in half and quarters.</p>	<p>Verbally recap as many different ways to make 8 as you can. Use objects if needed. Challenge yourself to use mathematical language.</p> <p>Practice drawing 2D shapes by continuing the repeating pattern.</p> <p>Children will continue to connect their learning of how numbers can be made up of different numbers to how shapes can be made up of different shapes. Exploring various shapes e.g. circle. Match the shapes discovered to the flash cards to practice recalling names of them.</p>	<p>Verbally recap as many different ways to make 9 as you can. Use objects if needed. Challenge yourself to use mathematical language.</p> <p>Tune into today's tapestry video for a 'What am I?' quiz by your teacher. Listen to the clues closely and use your flashcards to help you name the shape they are describing.</p> <p>Rocket and roll activity sheet. Cut out all the shapes for the rocket and then roll the dice to see what shape you can stick on first. Use your subitising skills to read the number on the dice.</p>	<p>Verbally recap as many different ways to make 10 as you can. Use objects if needed. Challenge yourself to use mathematical language.</p> <p>How many triangles can you make out of a star? Use a ruler and pencil to split your star into as many different triangles as possible. When you think you have found all the possible triangles you can cut them out as you will need them for the next activity.</p> <p>Use the triangles cut out for crocodile activity sheet. Can you tell your adult what other shapes you need to cut out for your crocodile.</p> <p>Play I spy game with your family by identifying the shape you can see and counting how many there are e.g. I spy 10 triangles.</p>

<p>Topic:</p> <p>Watch video on Tapestry of a present being opened.</p> <p>Did you guess correctly?</p> <p>Look at the front cover and discuss what you think the story maybe about. Focus on the title Naughty this is a focus word for this term and should be given as a key word when writing so it's spelt correctly.</p> <p>(please do not read or look for the story online as this will impact learning further in this topic)</p>	<p>Topic:</p> <p>Watch the video of the first three pages being read.</p> <p>Discuss with your children why we say thank you.</p>	<p>Topic:</p> <p>Watch video of destroyed class-room.</p> <p>Discuss what has happened? Who has done this? Who should we tell?</p> <p>(have they linked it to Naughty bus)</p>	<p>Topic:</p> <p>Watch video of Mrs Dunstan arriving late.</p> <p>Why is Mrs Dunstan late? (links to Naughty bus)</p> <p>What will happen if we are late? Why is it so important to be on time?</p>	<p>Topic:</p> <p>Discuss how we need to keep a record of the 'strange' things happening</p> <p>Using the sheet from the pack. Write a simple sentence. Encourage children to use phonic knowledge to write words not focusing on them being spelt correctly, e.g lait for late.</p> <p>With exception to Naughty as this is a key word.</p>
<p>Wellbeing:</p> <p>Discuss how you feel when you receive presents. (excited happy) How do you feel when you give people presents?</p> <p>Maybe you could wrap up some toys and then role play your emotions.</p> <p>When do you give/ receive presents and gifts?</p>	<p>Wellbeing:</p> <p>Can you create a picture or write a thank you note to mommy dinosaur for her wonderful present.</p>	<p>Wellbeing:</p> <p>Discuss why you think Naughty Bus may have done these things.</p> <p>Reflect on how you feel when they are 'Naughty'.</p> <p>Is Naughty Bus actually naughty or could it be something else?</p> <p>Is it he lonely? Scared of a new place? Maybe he's hungry. Something is definitely making it this way what do you think it could be?</p>	<p>Wellbeing:</p> <p>Using the 'Road sign' sheet make some signs for Naughty Bus to follow. Cut and stick the signs onto lollipop sticks or just normal sticks.</p>	<p>Wellbeing:</p> <p>Use vehicles you have a home to make tracks.</p> <p>This could be done outside in mud, with paint or flour. Get as creative as you like.</p> 
<p>P.E : YOGA</p> <p>Google: Winter Wonderland (Super Yoga) Cosmic Kids.</p>	<p>P.E: wake up shake up</p> <p>Google: Action songs for kids/ just dance kids</p>	<p>P.E:</p> <p>Go on a spring walk as you walk spot different signs of spring. (flowers, birds etc)</p>	<p>P.E: Topic</p> <p>Watch Mr Jones P.E Lessons on tapestry.</p>	<p>P.E: Action song:</p> <p>Sing the wheels on the bus song. Can you make up your own actions and words. Move around the house or an outside area like you're on a bus as you sing.</p>



Name: _____ Class: _____



Say the sound. Write the letters.

ur



Look at the pictures. Write the words.



surf



burn



Write your own /ur/ word. Draw a picture.

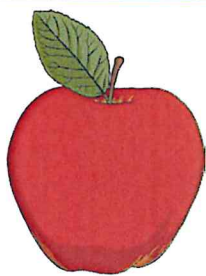
Day 31, 32, 33, 34, 35

Handwriting Practice



a Bc d e

Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

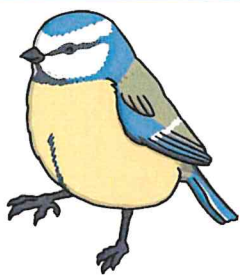
A A A

Aa Aa Aa

and

apple

axe

Bb

Notes to remember:

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- I start the letter at the right point.
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Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

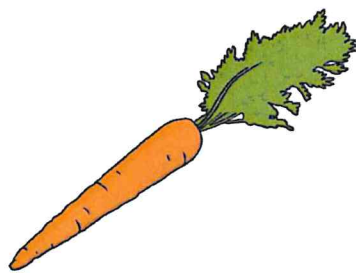
Bb Bb Bb

be

but

before

Cc



Notes to remember:

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- I start the letter at the right point.
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Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

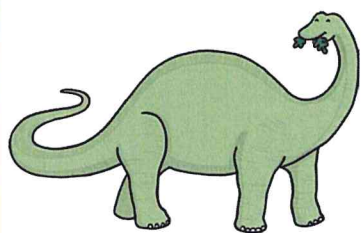
C C C

Cc Cc Cc

can

cat

come

Dd

Notes to remember:

- My letters sit on the line.
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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

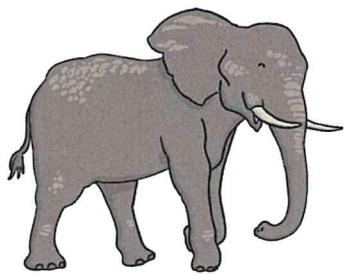
Dd Dd Dd

Dad

do

did

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
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Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

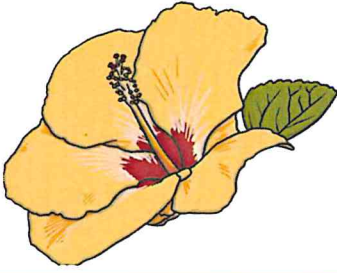
E E E

Ee Ee Ee

every

envelope

elephant

Ff

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

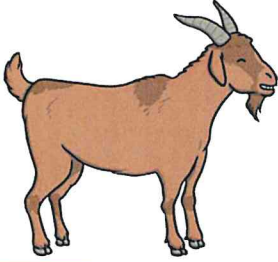
F F F

Ff Ff Ff

for

four

from

Gg

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
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Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

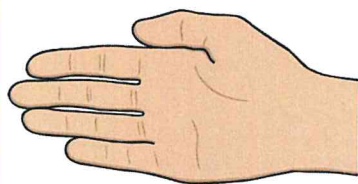
G G G

Gg Gg Gg

go

good

got



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

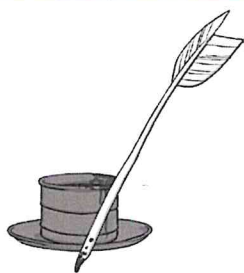
H H H

Hh Hh Hh

her

his

hello



Notes to remember:

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- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

I I I

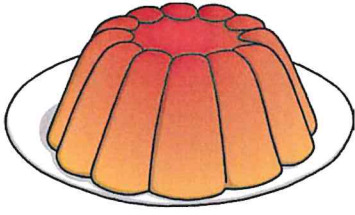
Ii Ii Ii

it

is

if

Jj



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

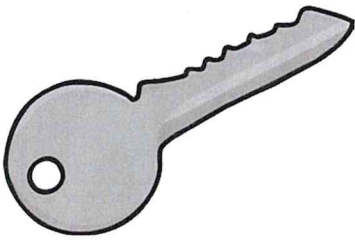
J J J

Jj Jj Jj

just

joke

jump

Kk

Notes to remember:

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- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: k for key.

Now copy the letters and words into your handwriting book.

k k k

K K K

Kk Kk Kk

kite

kind

king



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: l for leaf.

Now copy the letters and words into your handwriting book.

l l l

L L L

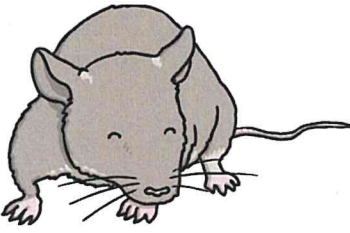
Ll Ll Ll

like

little

look

Mm



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

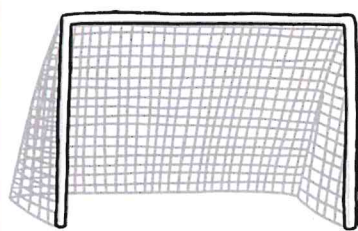
M M M

Mm Mm Mm

me

my

mum

Nn

Notes to remember:

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- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
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Say the sound: n for net.

Now copy the letters and words into your handwriting book.

n n n

N N N

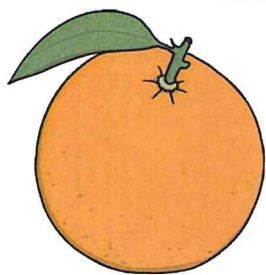
Nn Nn Nn

no

not

now

Oo



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
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Say the sound: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

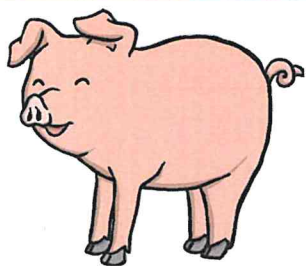
Oo Oo Oo

of

odd

ostrich

Pp



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: p for pig.

Now copy the letters and words into your handwriting book.

p p p

P P P

Pp Pp Pp

put

pull

pick

Qq



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: q for queen.

Now copy the letters and words into your handwriting book.

q q q

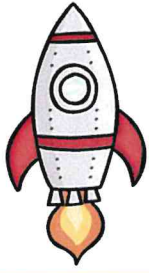
Q Q Q

Qq Qq Qq

queen

quick

quiet

Rr

Notes to remember:

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- I start the letter at the right point.
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Say the sound: r for rocket.

Now copy the letters and words into your handwriting book.

r r r

R R R

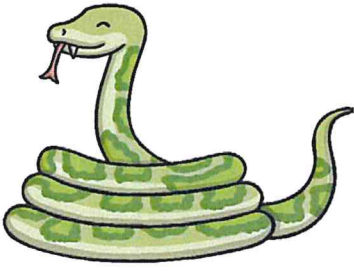
Rr Rr Rr

run

red

rain

Ss



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: s for snake.

Now copy the letters and words into your handwriting book.

s s s

S S S

Ss Ss Ss

so

sad

sun

Tt

Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: t for tent.

Now copy the letters and words into your handwriting book.

t t t

T T T

Tt Tt Tt

to

the

this

Uu



Notes to remember:

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- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: u for umbrella.

Now copy the letters and words into your handwriting book.

u u u

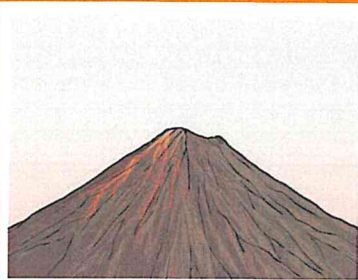
U U U

Uu Uu Uu

up

under

umbrella

Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: v for volcano.

Now copy the letters and words into your handwriting book.

v v v

V V V

Vv Vv Vv

very

van

vowel



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: w for watch.

Now copy the letters and words into your handwriting book.

W W W

w w w

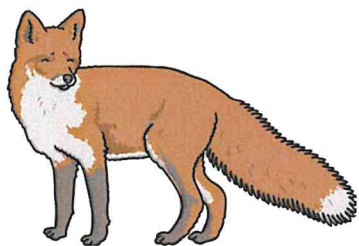
Ww Ww Ww

when

with

was

Xx



Notes to remember:

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- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: x for fox.

Now copy the letters and words into your handwriting book.

x x x

X X X

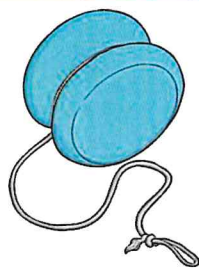
Xx Xx Xx

fox

box

x-ray

Yy



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: y for yo-yo.

Now copy the letters and words into your handwriting book.

y y y

Y Y Y

Yy Yy Yy

yes

yell

yo-yo

Zz



Notes to remember:

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- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: z for zebra.

Now copy the letters and words into your handwriting book.

z z z

Z Z Z

Zz Zz Zz

zero

zip

fizzy