**Wrens home learning Week 5 WB: 4th May 2020**

Big Enquiry question – How useful is colour in our world?

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|  Subject/area |  Activities |
| Maths | **All - Number bonds to 10**Year R- Number bonds to 10. Using a wire hanger & 10 pegs or 10 counters/objects, establish that there are 10 objects to begin with, then hide a number of objects using a cloth. How many objects under the cloth?. Repeat throughout the week using different items. To extend- record the number sentences. 6+4= 10 5+5=10 etc. The aim by the end of the week is to be able to answer ‘what number would you add to \_?\_\_ to make 10?’, as quickly as possible.Year 1- Number bonds to 10. Quick fire questions- ‘What would you add to 6, 4 3,5, etc to make 10?’ Use counters as above if needed.Can you record all the number facts to 10. Starting with 10+0 = 10 9+1=10 8+2=10 etc Can you see a pattern emerging?Purple Mash set task – ‘Number bond pairs to 10’ and ‘Number bonds to 10’ |
| English | **All**  Read/listen to the traditional tale The Gingerbread Man. If you have it at home use a version you have, if not there are different versions of the tale available through libraries online or through Youtube.* Use your teddies to act out the story of the Gingerbread Man
* Look up a recipe for making a Gingerbread man- make them and afterwards write your own instructions for how you did it
* Look at the Purple Mash to do’s relating to The Gingerbread Man - retelling the story and creating a missing poster for him
* Remember to read daily/share stories at home and carry on with your Storywings if you have not yet completed it
* Oxford Owl is a free website where you can access books at the right reading band for your child to read at home - [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

**Year 1*** Focus on 6 words this week from your high frequency list- each day can you write a different sentence for each of the words?
* Explore compound words- see table below.
* Explore contractions- see below
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| Science/Understanding the World | Make a collage of spring/summer flowering plants eg, sunflowers, daisies, marigolds, using coloured paper, fabric etc or draw/paint them. With support from an adult, research plants that flower in the spring/summer. Which flowers are growing in your garden? If you can print some of these, can you sort them into different groups of your own choosing ( by colour, shape of leaf/petal, etc). Can you make the same natural colour shade as some of the flowers using your paints?Can you make a bar graph of your family/friend’s favourite colours? You could cut out coloured squares and stick them on a bar graph to show your results. |
| History/Geography/Understanding the World | Can you create a map to show the route the Gingerbread Man took from the oven and the things he came across on his journey |
| RE/ Understanding the World | We are thinking about how Christians show that God is important to them (gather to pray/sing/worship in church etc)Think about what can we thank God for. Write your own messages of thanks to God to show some of the things that you are grateful for or create a poster to show your ideas |
| Art/Expressive arts and design | Can you think of a different way the Gingerbread Man could have crossed the river? How many different ways can you think of? |
| Music/ Expressive arts and design | Purple Mash- Set task- Play and record simple melodies by clicking on the instruments. |

**Year R phonics-** For the next 2 weeks our phonic focus will be to practice reading and spelling tricky words. These are key words that cannot be sounded out and so can be tricky. Any practice you can do at home reading and writing these words or playing bingo with them would be very beneficial. To challenge your child see if they can think of and write a sentence for each of the words.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I | the | he | she | we | be |
| me | go | no | to | was | saw |
| my | you | they | all | are |  |

**Year 1 – exploring more compound words**

See if you can match the words in the 2nd part of the table to one in the first to create a new word. Then can you write a sentence using the new word you have created each time- remember to use a capital letter, full stop, spaces between your words and join up your writing.

|  |  |
| --- | --- |
| **Word 1** | **Word 2** |
| black | thing |
| sun | place |
| eye | shine |
| fire | flower |
| sun | bird |
| some | brow |

|  |  |  |
| --- | --- | --- |
| **Word 1** | **Add word 2** | **= new word….** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Year 1 Contractions**

In these words the apostrophe means a letter has been missed out to create a shortened word- eg isn’t = is not

 is not

 isn’t

Match the contraction to the right pair of words, then can you write each contraction in a sentence.

**Pairs of words**

 **I will**

 I am

 we will

**Contractions**

 we’ll I’ll I’m