

Hello Class 1,

My name is Mrs Redshaw and this term I will be your teacher. I had such a wonderful time when I came to visit you whilst you were at school and I am very grateful and excited to be your teacher! Firstly, I am so proud of you for staying at home with your families, and I am very thankful to your families for helping you with your learning so far.

As you know, we will not be able to learn at school so instead I will be sending you tasks to do at home with grown-ups. If possible, I would really enjoy seeing any activities and learning you do at home so please send it to me via Class Dojo.

Parents/carers, firstly please do not feel pressure to complete all the tasks provided as I greatly appreciate this is a challenging time for us all.

You will be sent weekly tasks via Class Dojo. The tasks will also be posted on the home school learning page for Class 1. Alongside the tasks, please also take the time to read together and practise phonics. As previously referred to you can use Phonics Play for Phonics games and Oxford Owl for appropriate reading books. In the learning pack you have already been sent there is also a letter and number formation resource and it is very useful to keep practising.

When returning to school, it is anticipated that focusing may be tricky for the children due to being out of the school routine so, if possible, please do activities that require continued focus. If there is anything your child is finding tricky or you think they could benefit for more focused learning on, please let me know so I can support with this.

I look forward to meeting you all soon, take care!

Mrs Redshaw

Week beginning 20th April 200

Topic: What a Wonderful world!

Create a picture of your favourite place in the world that you have visited. The picture could be a drawing, painting or collage.
Extension: write a sentence to describe it and another to say why you like it.

Useful prompts:

- Looking at photos, images online or go there if it is in your house
- Discuss the shapes, colours and lines you can see
- Talk about the texture (bumpy shells and rough sand)
- Talk about the place together using adjectives (you could make a note of these to help with the writing task)
- Model a sentence orally using the ideas discussed
- Give a sentence starter for child to continue orally
- Repeat the sentence several times, tapping fingers to remember the words in the sentence
- Write a sentence starter for child to continue
- Prompt child to remember sentence they orally constructed
- Use phonics sound mats and tricky word mats to help spelling
- Prompt to remember capital letters, finger spaces and full stops
























Literacy: All About You!

Can you tell me something about you to help me get to know you better? Write a sentence to tell me your name and something special about you.


- Create a mind map with child in the middle, ensure child is thinking about personality and achievements not only physical attributes
- Provide examples of attributes for child to select from
- Use attributes as a discussion point to discuss why they are special
- Continue to use prompts from above

Phase 2 and 3 Phonics Sounds and Tricky Words

My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 	g 
o 	c 	k 	ck 	e 	u 	r 	h 	b 
f 	ff 	l 	ll 	ss 				

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Phase 2

I
no
the
to
go
into

**Tricky
Words**

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Maths: Taking Away

Play 'I count, you count' with an adult. The adult begins counting backwards from 10 and points to themselves. They then point to you and you continue to count...

10, 9, 8, 7, 6, 5, 4, 3
10, 9, 8, 7, 6, 5, 4, 3, 2, 1
7, 6, 5, 4, 3, 2, 1

Re-enact these nursery rhymes using appropriate objects from around the home:

1. "10 Green Bottles" by making 1 fall off each time.
2. Change "5 Little Monkeys Jumping On The Bed" to 10 monkeys.

Ask a grown up to write some simple number sentences (subtracting within 10) in your book.

e.g $7 - 4 =$

Can you count back to find the answer? You might find it helpful to use a number track or 10 frame.

Draw or build a bus. Create your own **first, then, now** story starting with 10 toys on the bus. Then as you take the bus to different places some of your toys leave the bus. Now count how toys are still on the bus.

e.g First, there were 10 rabbits on the bus. Then 3 rabbits got off the bus. Now there are 7 rabbits on the bus.



Use your number track and a dice. Roll the dice and count back as you move along the number track.

