

Mrs Perry: Year One Home Learning Plan: Summer 1, Week 2.

	Phonics/Spellings	Reading	English Story writing inspired by the Rainbow fish.	Maths Geometry, Position and Direction (Continued) (See Maths sheet "Week 2 activities")
Monday	<p>Practice all the phase five sounds.</p> <p>Recap 'igh,' (phase 3 sound but important to recap as all these sounds make the same sound in words) 'i-e' and 'ie' as the focus for this week.</p> <p>Practise Summer 1, Week 2 spellings.</p>	<p>Listen to your child read daily, from school reading books/books from home/online books from library or other websites for Key Stage 1. Ask them questions about the characters/setting/plot, ask them how they know (encouraging them to use the text to locate the answer or to justify characters feelings). In non-fiction texts ask them questions about each section about information learnt and practise using the contents page and index to locate information. Enjoy sharing books together too when you read to them and let them ask you questions. Pick out and discuss more challenging vocabulary to further their understanding.</p>	<p>Recap the story of the rainbow fish. Explain to your child that they are going to plan their own animal story where the animal shares/does something that helps others. See story plan template (included in this week's resources) Encourage your child to draw a picture for each part of the plan and to answer the question using a few key words (Not whole sentences or whole of the story at this point).</p>	<p>Activities can be recorded in the red book sent home, if you wish to, but lots of the activities are practical with lots of talking and questions to answer verbally.</p> <p>Using Week 2 activities sheet; look at Monday's activity.</p>
Tuesday	<p>Practice all the phase five sounds.</p> <p>Recap 'igh,' 'i-e' and 'ie'</p> <p>Practise Summer 1, Week 2 spellings.</p> <p>There are also phase five games on www.topmarks.co.uk And www.phonicsplay.co.uk</p>		<p>Recap story map. Ask your child to explain what is happening in each picture. Encourage them to now expand verbally what is happening for each part of the plan so that they have whole sentences for each part of the plan. It is important to talk about it verbally first. Then encourage your child to write</p>	<p>Using Week 2 activities sheet; look at Tuesday's activity.</p>

			<p>a sentence/sentences for each part of the plan, (In red lined book) sometimes it helps to number the sentence so they match the plan so they can see where they are up to. Encourage your child to include interesting adjectives and verbs. This may take two sessions to complete.</p>	
Wednesday	<p>Practice all the phase five sounds. Recap 'igh,' 'i-e' and 'ie'</p> <p>Practise Summer 1, Week 2 spellings.</p> <p>There are also phase five games on www.topmarks.co.uk And www.phonicsplay.co.uk</p>		<p>Recap sentences written so far and ask your child to read them to see if they make sense. Continue until sentences are written for each part of the plan. Then re read together to check for sense and discuss punctuation and spellings. (The children can ask you for a spelling if unsure but it is also good to encourage them to try their best to sound out words, not every spelling needs to be perfect, just pick out a few of any misspelt common words to help them for example "the" "she" "he" "said" "who" "there" etc.</p>	<p>Using Week 2 activities sheet; look at Wednesday's activity.</p>

Thursday	<p>Practice all the phase five sounds. Recap 'igh,' 'i-e' and 'ie'</p> <p>Practise Summer 1, Week 2 spellings.</p> <p>There are also phase five games on www.topmarks.co.uk And www.phonicsplay.co.uk</p>		<p>Reread sentences to check them and edit if needed.</p> <p>Encourage your child to copy out their story in best, using a sharp pencil (because they are copying this helps them to focus on handwriting and presentation as the content is complete and ready to copy). The story may be half a page, a page or a couple of pages, it varies from child to child; well chosen vocabulary and sentences that blend well are encouraged and just to capture your child's imagination and ideas (which are always amazing).</p> <p>(See rainbow bordered paper choices, included in this week's resources for writing up in best)</p> <p>(This may take a couple of sessions to complete)</p>	<p>Using Week 2 activities sheet; look at Thursday's activity.</p> <p>There are also additional games on https://nrich.maths.org/9023k to support geometry, position and direction.</p>
Friday	<p>Practice all the phase five sounds. Recap 'igh,' 'i-e' and 'ie'</p> <p><u>Test</u> Summer 1, Week 2 spellings and mark them together, discussing any</p>		<p>Once complete, encourage your child to draw a picture to illustrate their story and then give them the opportunity to read it out loud for someone - maybe via video call or over the phone, or to a younger/older</p>	<p><u>Number work and Arithmetic</u> - <u>(This could be done in one session or split up to cover a bit at the beginning of the maths session each day finishing with the number bonds part on Friday).</u></p>

	mistakes.		<p>brother or sister. Encourage them to read with expression and appropriate volume and not too quickly so that the audience can hear their story well. Enjoy!!!</p> <p><u>Extra</u> they could make their story a title page and back cover and write a blurb for the back cover too. You know your child best and what they can cope with; you will know when they have done enough or need to stop.</p> <p>Keep it fun and positive. It's ok to write some of their ideas down if they need you to.</p>	<p>Practise counting in ones to 100.</p> <p>Practise counting in tens to 100.</p> <p>Practise counting in twos to twenty.</p> <p>Practise counting in fives to 100.</p> <p>Write number bonds to 10 out e.g. $0+10=10$ $1+9=10$ and then try a quick recall quiz. Can you remember which pairs of numbers go together?</p> <p>There are also lots of number games on "My Maths" that your child could use to practise.</p>
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