

Tuesday 12th January 2021

Hi,

It's going to be a terrific Tuesday, are you ready?!

Mrs Hoddy

Resources List

Handwriting:

- Whiteboard
- Whiteboard pen
- OR
- Pencil
- Exercise Book/Paper

Phonics:

- Pencil
- exercise book
- OR
- Whiteboard
- Whiteboard pen
- GROUP 1: A4 paper or toilet/clingflim/kitchen roll to make a telescope with

Maths:

- A device for 'Topmarks Maths' games
- If you have shapes at home these might come in handy

Topic (Science) and Literacy:

- A4 piece of paper
- Ruler
- Pencil
- Phonics sound mat

If you are joining in with the investigation you will need:

- Cress seeds
- 4 pots (e.g. plastic cups)
- Cotton wool

Dough Disco:

- Play Dough!

Handwriting
(10 minutes)

Remember you do not have to use a pencil or pen today. You could use flour, sand, mud, sticks, oats or a brush and water.

Can you practice the letter **d**?

Write the letter, words and a sentence. Make sure you are making your tall letters tall, your long letters long and you are trying to keep your letters the right size. If your child struggles to form letters, practice writing in the air and carpet and show them how to write it first.

Try writing:

d

dog

dodged

digger

The dog dodged the digger.

This video might help:



<https://www.youtube.com/watch?v=dyueHN6iP4Y>

Today we are learning the 'ar' digraph.

ar



First, you'll need to make a plain telescope for this phonics lesson! You can be as creative as you like making the telescope!

Once you've made your telescope watch the teaching video below:



Task:

Sort out the real and Beegu (nonsense) words from this list by reading them and writing them in your own list:

car

bark

quark

cart

garx

sart

Phonics Group
2 (20-30
minutes)

Go on 'Phonics Play' and practice your phonemes on the 'Flash Cards Time Challenge' game. Select the 'Pick individual graphemes' button and select all of Phase 2 and 3 and the 'oe', 'oe', 'au' and 'ph' in Phase 5.



<https://www.phonicsplay.co.uk/resources/phase/2/flashcards-time-challenge>

Username: Hedgehogs15
Password: MissTaylor

Practice reading and writing the following Tricky Troll words from your home learning pack:

are

her

Today we are learning the 'wh' digraph. Watch the Phonics Fairy below:



<https://ttsstorytimephonics.co.uk/>

Login details:

<https://ttsstorytimephonics.co.uk/>

Username: Sporle Primary

Password: XA\$li@VB!QM8NqSh8iyeQHMg

Task:

Using these words, make 2 sentences relating them to the story. Get your grown-up to help you as some of the words might trick you.

who

whistle

which

whiffy

whoever

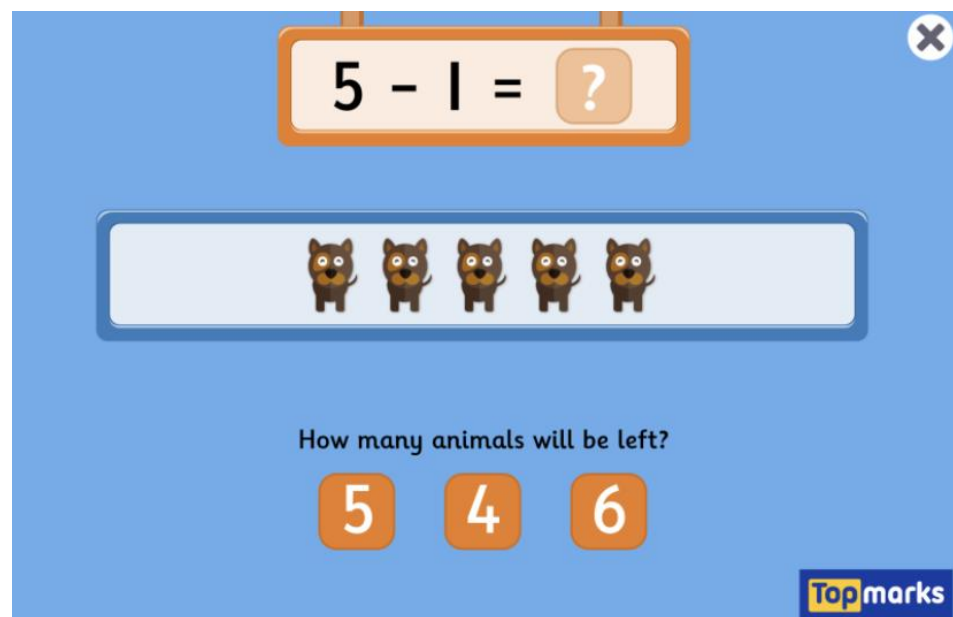
Have you noticed that the 'wh' digraph creates a 'h' sound?

Example:

Whoever was washing Whiffy Wilson was very brave.

Maths (20 minutes)

For your maths starter, play 'Subtraction to 10' game on 'Topmarks'.



<https://www.topmarks.co.uk/subtraction/subtraction-to-10>

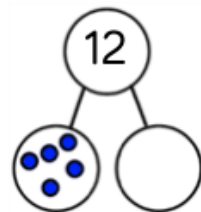
Today we are learning to subtract pictorially. Begin your learning by watching the teaching video below:



Now answer these questions in your book. You can draw out these questions to help you or if you are able to, print them out and stick them in:

1)

There are 12 cars in the car park.
5 of them are blue.
How many are red?



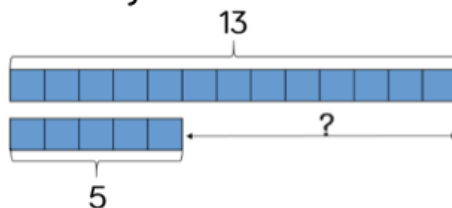
$$\square - \square = \square$$

___ of the cars are red.

This one is a bar model, count the squares to find the missing part

2)

Adam has 13 playing cards.
Oliver has 5 playing cards.
How many more cards does Adam have?



$$\square - \square = \square$$

Extension:

Answer 2 of these reasoning and problem-solving questions:

1)

A

Max has 12 balloons.
5 of the balloons burst.
How many are left?

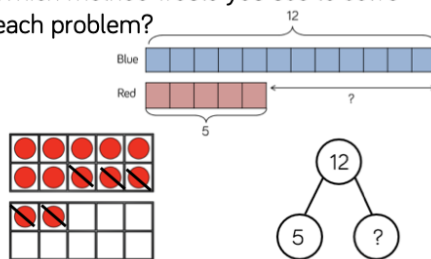
B

Max has 12 balloons.
5 of the balloons are red.
The rest are blue.
How many blue balloons does Max have?

C

Max has 12 blue balloons and 5 red balloons.
How many more blue balloons than red balloons does he have?

Which method would you use to solve each problem?

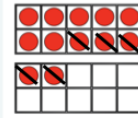


Parent answer:

Ask the children to justify which method they would use and why.

Possible answers:

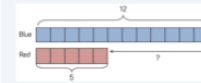
A Take away



B Partitioning



C Difference



2)

Amir has 16 apples. Ron has none.
Amir gives Ron 9 apples.
Who has the most apples now?
Explain how you know.

Parent answer:

Ron because he has 9 and Amir only has 7 left.
 $16 - 9 = 7$

3)

Look at the following objects.



Teddy works out these calculations.

$$15 - 4 = \underline{\quad}$$

$$15 - 11 = \underline{\quad}$$

$$11 - 4 = \underline{\quad}$$

What question could he have asked each time?

Parent answer:

$$15 - 4 = 11$$

(Teddy has 15 bears. He eats 4. How many are left?)

$15 - 11 = 4$ (11 are yellow how many are purple?)

$11 - 4 = 7$ (How many more yellow bears are there?)

Science and
Literacy (20-
30 minutes)

We are going to be starting a science investigation that will last one week! Watch the teaching video below to find out more:



Story time/
Dough Disco

Get your play dough ready...



ir



ay



a-e



ea



i-e



ow



o-e



ew



u-e



aw



ou



oy



are



ie



oe



au



ue



wh



ph



e-e



Ss



Aa



Tt



Pp



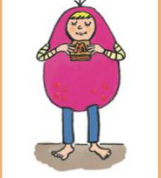
Ii



Nn



Mm



Dd



Gg



Oo



Cc



Kk



ck



Ee



Rr



Hh



Bb



Ff



Ll



ss



Uu



Jj



Vv



Ww



Xx



Yy



Zz



qu



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th



ng



ai



ee



igh



oa



oo



oo



ar



or



ur



ow



oi



ear



air



ure



er



Sparkle Mark Sayings



- s – “Take Jake the Snake around the lakes.”
- a – “Follow the fly all the way around, up, down and flick him away.”
- t – “Tap dance down and flick, then slide across.”
- p – “Walk Pirate Pete down the plank, back up and around the deck.”
- i – “Slide Incy Wincy down the drain and flick him onto the dot.”
- n – “Spray the hose down then up over the fire and flick.”
- m – “M, m, munch, munch.”
- d – “Dig around the diamond, up to the sky, down the ditch and flick.”
- g – “Go around his grumpy face then under his tummy.”
- o – “Draw all around the octopus.”
- c – “Draw around the caterpillar’s mouth.”
- k – “Go down the bottle, loop around the lid and flick out the ketchup.”
- e – “Go across the mouth and around the shell.”
- u – “Go under the underpants, pull them up, down and flick them in the air.”
- r – “Go down to his tooth then over the roof.”
- h – “Hop down the rabbit hole then jump over the rock and flick.”
- b – “Go down to his booties then bounce around his ball.”
- f – “Follow the fog out through the forest then across to the fairy.”
- l – “Watch the lazy ladybird crawl down the leaf and flick away.”
- j – “Slide down the jelly, around the plate and pop a cherry on the top.”
- v – “Race the car down the track and up to the finish line.”
- w – “Follow the smell, Whiffy Wilson wouldn’t wash.”
- x – “Cross the box with a magic spell, corner to corner.”
- y – “Tickle under Yeti’s chin and then slide down his arm.”
- z – “Follow the monster’s snore z z z.”
- q – “Walk around the queen, stand straight, bow down, then flick.”