**Year 1–Home Learning Tasks Red Squirrels Class- Tuesday 23rd February**

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| **Happy Tuesday!**  **When you see this symbol:**  cid:image001.jpg@01D6FE18.6C4352F0  **Please email us your work (usually a picture is most convenient). If you are unable to do this, you can always pop your work in the post box just outside the school’s gates.**  [**jbanks@attleboroughprimary.org.uk**](mailto:jbanks@attleboroughprimary.org.uk) **(Monday, Tuesday, Wednesday)**  [**ltuvey@attleboroughprimary.org.uk**](mailto:ltuvey@attleboroughprimary.org.uk) **(Wednesday, Thursday, Friday)**  Any resources you need for lessons will be on the school website. Click on the ‘parent’ tab, then ‘home learning’ and your ‘class’ page. Here are today’s learning tasks! | | |
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| **PHONICS:** We look forward to you joining us for phonics at:  9.45am  We will be learning: focusing on ere and are  **Follow up activity after lesson:**  **Option 1:** Read the sentences and decide which word would be appropriate to fill in the gap.  **Option 2**: Use the are/ear words to write some sentences about the bear and the hare.  Image result for mine! hare and bear | **MATHS:** We look forward to you joining us for maths at:  10.45am  We will be learning: to count in ‘lots’ of 2.  **Follow-up activity after lesson:**  **Option 1:** Count how many PAIRS of each item there are and write the number down in the box.  **Option 2**: Write how many pairs of each item and then count in 2’s to find out the total amount of items. | **ART/ASSEMBLY:** We look forward to you joining us at:  1.15pm  We will be learning: African textiles/ How to feel proud of ourselves.  **Follow-up activity after lesson:**  **Option 1**: Describe what you see. Look at colour, lines, shapes, textures and shades. Talk to a grown-up or sibling. Can you rank them in preference order?  **Option 2:** Write down what you seen. Look at colour, lines, shapes, textures and shades. What is similar and what is different? Which is your favourite and why? What do you not like?    **For assembly:** Can you find an object or picture in your house that reminds you to feel proud of yourself? Be ready to put your hand up/down and your microphone on/off. |
| **Spellings** | **Reading** | **Be Active** |
| Tricky words for this week:    **ask**  **she**  **said**  **pull**  **by**  Practise spelling them (LOOK, SAY, COVER, WRITE, CHECK). When confident, have a go at writing them in a sentence | Practise your sounds everyday- make a set of flashcards with each of the phase 2 and 3 sounds on**. See if you can get them all really quickly!**  **Too easy? Make a set of the phase 5 sounds!**  Sound mats can be found in 06.01.21 resources on the website. | **The Bean Game –** Find someone else to play this game with in your house. Someone needs to shout the instructions and you do the actions. Has Bean – walk backwards Runner Bean – run around Broad Bean – make yourself as wide as possible and stride around Jumping Bean – jump around Jelly Bean – wobble around like jelly **Once you’ve had a few goes, why not make up your own actions and instructions for other types of beans! Or even different fruit and veg!**  29 things you never knew about baked beans | Life | Yours |
| **Other** | | |
| **Reading**  Please try to read something every day. We are currently unable to change reading books however you could try some of the e-books on the Oxford Owl site.  To access the e-book collection at home  Go on: <http://www.oxfordowl.co.uk/>  Children click 'My class login' on top right.  Username - 4CDM  Password – grow  **Daily handwriting practice for this week** | | |
| **Useful Websites for extra learning** | | |
| **BBC Bitesize** [**https://www.bbc.co.uk/bitesize**](https://www.bbc.co.uk/bitesize)  **Maths** [www.topmarks.co.uk](http://www.topmarks.co.uk)  **Phonics** <https://www.phonicsplay.co.uk/>  **Computing** <https://www.ictgames.com>  **Reading** <https://www.booktrust.org.uk/>  **Internet Safety**: [https://www.thinkuknow.co.uk](https://www.thinkuknow.co.uk/)  **Well-Being** <https://www.activenorfolk.org/active-at-home-kids> | | |