


Home Learning Core Tasks Summer 2 week 5: 29th June 2020

<u>English</u>	<u>Maths</u>	<u>RE</u>
<p><u>High frequency words:</u> Practise the word cards in your book bag. When you know these choose 4 more from the list sent home to learn. Make sure you are practising the words you have already learned too so you don't forget them. You could try playing some games with the words your child knows well: try a game of snap; build silly sentences using 3 words you have chosen from the pack; stepping stones (spread the cards over the floor, as they jump from 'stone' to 'stone' they have to call out the word); slap the word (with your hand or a spoon).</p>	<p><u>Mental Maths work</u> Revise number recognition games – Use chalk to write numbers on the patio outside, then if you have a spray bottle or hose get your child to squirt the number as you call out. Hide number cards around the house. Shout out the numbers as you find them – you could even put them in order as you find them. Here are some more games you could play: https://www.firstdiscoverers.co.uk/number-recognition-games/</p>	<p><u>Family Worship:</u> This week download a copy of the 'Wednesday word'. http://www.wednesdayword.org/school/index.htm</p> <div style="text-align: center;">  </div> <p>Click on the logo on the web page. Read this week's gospel as a family and talk about it.</p>
<p><u>Handwriting</u> Are there any numbers you are reversing? Focus on these numbers this week.</p>	<p><u>Key learning this week: Length, height and distance.</u> This week we will continue learning about length (longer, shorter), height (taller, shorter) and distance (further, nearer).</p>	<p><u>Prayer:</u> In your prayer corner that you made last week, sit peacefully and think about everything you have to be grateful for. Say a prayer of thanks with your family.</p>
<p>Read 'The Amazing Adventures of Max' to remind your child of the story. 'Telling and inventing stories' page – use the sheet below to build a story with your child. Start by getting your child to draw pictures for the story, then ask them to write key words. If they are confident to do so, ask them to write the story they have planned.</p>	<p>Challenge time! Who can build the tallest tower in 2 minutes using Lego bricks? Can you put them in height order, from shortest to tallest?</p>	
<p>'Warming up with words' page Each word has an explanation of the word, an example of how the word can be used and a question to see if your child can talk about the word.</p>		
<p>'Where's Max?' page Match the words to the pictures, then complete 'where's Snowy?' page. If you want to you could write some sentences using the words (prepositions) in the list.</p>	<p>Can you build bridges for your toy cars? How wide does the bridge need to be? How long can you build the bridge without it collapsing? Competition time! Who can push their car the furthest? What could you use to measure this? Encourage your child to use objects to measure the distance, eg. 10 Lego bricks or footprints.</p>	<p><u>Stories from the Bible: The Feeding of the five thousand</u> Read the story below or find the story in your Bible.</p>
<p><u>Reading</u> On Oxford Owl you can access free RWI ebooks. Choose a book from an appropriate colour band to read this week.</p>		

Phonics:

Watch daily RWI phonics lesson on youtube (Ruth Miskin home leaning). There are now lessons for reading longer words available. Also try a 'Hold a sentence' lesson.

Practise your speed sounds.

Play 'Buried Treasure on phonicsplay:

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure>

or <https://www.phonicsbloom.com/uk/game/alien-escape?phase=3>

Storytime

Listen to Titch by Pat Hutchins

https://www.youtube.com/watch?v=X_BNxLeKl20

Listen to Where's my teddy by Jez Alborough

<https://www.youtube.com/watch?v=yP7CKlk2iKc>

Try some of the length, height and distance activities below and the animal challenge cards in the separate folder.

Use the language: **shortest, shorter, longest, longer, nearest, nearer, furthest, further, tallest, taller.**

<https://classroom.thenational.academy/subjects-by-year/reception/subjects/maths>

There are some useful resources and videos covering areas of the curriculum we have already visited at Oak National Academy. We have also added some maths activity mats to the home learning folder.

Try to retell the story to an adult, then carefully colour the picture below. Make your own baskets with loaves and fish – there are some pictures you can use at the bottom of this document.









Ordering by Length or Height



Ordering by Length or Height



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Ordering by Length or Height





Hello, my name is Max and I'm a black Labrador. I love having adventures. An adventure is exciting and you never know what might happen. I'm just about to go on one now. Would you like to come with me? That's great!

Max's Morning Walk

Once upon a time, there was a black Labrador called Max **who** lived on the edge of a small town with his family.

Early one Spring morning, Max woke up and thought to himself, "I'd like to go for a walk and collect some sticks." So, he barked and he barked and he barked until he had woken everyone in the house!

As soon as Max had his harness fastened, his family opened the door, stepped outside and set off on their walk. The sun shone down from a bright, blue sky and birds sang up above in the trees. Max's nose twitched with excitement as he sniffed the fresh air.

First, Max walked on a path near a canal. **As** he was walking, he saw a brown stick. Not too big, not too small but just right! "This looks a good stick," thought Max. **So**, he picked it up and continued on his way.

Next, Max walked along beside the canal **until** he came to a stone bridge. Max walked under the bridge where he found another stick. Not too heavy, not too light but just right! "This looks a grand stick," thought Max. So, he picked it up and continued on his way.

After that, Max walked on and on **until** he came to a deep, dark wood. There he found another stick that was not too tickly, not too prickly. **Unfortunately**, it

was an extremely long stick! **Luckily**, the path was very wide. 'This looks a fun stick', thought Max so he picked it up and continued on his way.

Finally, Max arrived at the beach where noisy seagulls swooped. He was feeling so hot that he jumped into the sea to cool down. Splash! Max swam round and round and round **until** he found another stick, floating in the sea. Not too straight, not too bendy but just right! "This looks an unusual stick," thought Max so he grabbed it and swam to the shore.

At last, Max and his family returned home. What a very long walk I've had, thought Max and look how many sticks I found! Max yawned. He curled up in his bed, closed his eyes and fell fast asleep dreaming of his next adventure.

Telling and inventing stories

- ★ Do you or any of your friends have a dog?
- ★ Have you ever taken a dog for a walk?
- ★ Tell your helper all about adventures you've had with a dog or make up an adventure with a dog. What was the funniest thing that happened? Was there anything scary?

Now make up a story about a walk with a dog and decide what happens.

Who will you go with?

Who might you meet? Family members, other dogs, neighbours, or your teacher.

Where might you go? Would you visit corner shops, a playground, a park?

What will happen? Is it funny or scary?

Start by drawing pictures below to help you plan your story and decide what words you want to go with your pictures. Your helper will read you the ideas here and add in more ideas.

The form is a story planning template. It features a central vertical column of three empty rectangular boxes. To the left of this column are three boxes, each containing a question and a prompt. To the right are three boxes, each containing a question and a prompt. The top-most box on the right is highlighted in yellow.

Left side boxes:

- Top: Where did you go next? *After that, ...*
- Middle: Where did you go first? *First, we ...*
- Bottom: Where does your story begin? What is the dog called? *Early one morning,*

Central column boxes:

- Top: (Empty)
- Middle: (Empty)
- Bottom: (Empty)

Right side boxes:

- Top: What happened? Was it scary or funny? *Suddenly, ...*
- Middle: What happened next? *Luckily, ...*
- Bottom: How did the story end? *... happily ever after.*

Using your pictures to help you, now tell your story to your helper. If you are really lucky, they will write your story down and you can add in pictures and sign it.

Warming up the words



Woof! Here are some words from my story for you to talk about and explore. They might be new words or ones that you already know.

Did you know that the thing that will help you most at school is knowing lots and lots of words? The more words you speak every day, the easier it will be for you to learn to read and write. If you're very good, your helper will explain all the words that perhaps you didn't know and help you use them. If you use them, you will remember them. Then you can explain the words to your friends and help them to learn.

Let's have a go now talking about some of the words from the story.

- First, we'll look at pictures to help us understand what the words mean.
- Then we'll look at some examples of how the word can be used.
- After that, let's see if you can talk about them.



harness

Max is wearing a **harness**. A **harness** helps to control animals or people like little children.

You need to fasten the **harness** on your car seat.

What other animals might wear a harness?



extremely

Max found an **extremely** long stick.

If something is extremely long then it is not just very long but really, really, really long!

An elephant is extremely heavy. A giraffe's neck is extremely long. Would a giant be extremely small?



unusual

Max found an **unusual** stick.

If something is unusual, it isn't what you would expect. You wouldn't see it every day. It's strange or odd. What makes this stick unusual?

It would be unusual to wear a swimming costume to school.

Can you think of anything unusual? There are lots of unusual things now.

Where's Max?



I am sitting on top of a wall at the beach.

But where is my friend Snowy?

Can you match up the words and pictures?

Words like **on**, **in**, **up**, **down**, **above**, **beside** and **through**, all tell us where something is. In a story, they tell us where the action is happening and help carry the story along. Look at the three pictures below and read the words together. Which word goes with which picture? Then put the words into sentences so we can hear how these words help us know where things are.



into



over



down

Where's Snowy?

Now look at the pictures of Snowy and the chair. Ask your child to point to one picture and ask, 'Where's Snowy?' Help them to tell you, 'Snowy is on the chair,' etc so that they use all the words listed.

Now play the same game using one of your child's favourite toy animals and help them tell you exactly where the animal is in a sentence. If you want, also write the words on pieces of paper and ask the child to place the words next to the toy when it is in that position.

If you've got one of the *Where's Spot?* books, it's a great way of helping your child use these sorts of words. Your child's teacher probably calls these words *prepositions* because they tell you the position of things.



behind

under

upon

beneath

before

near

on

beside

in front of

in

Jesus Feeds The 5000



There was once a time when Jesus was sitting chatting with his disciples on a mountainside; when a huge crowd of people came to hear him speak and ask him to heal them. There were over five thousand of them and they soon became very hungry!



Jesus said to Philip his disciple, "Where will we buy bread for all these people?" Philip was astounded. "It would take half a year's wages or more to buy enough bread for everyone to have a single bite!" he replied.



Another disciple Andrew piped up, "Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?" The disciples were all at a loss as to how they could help their teacher.

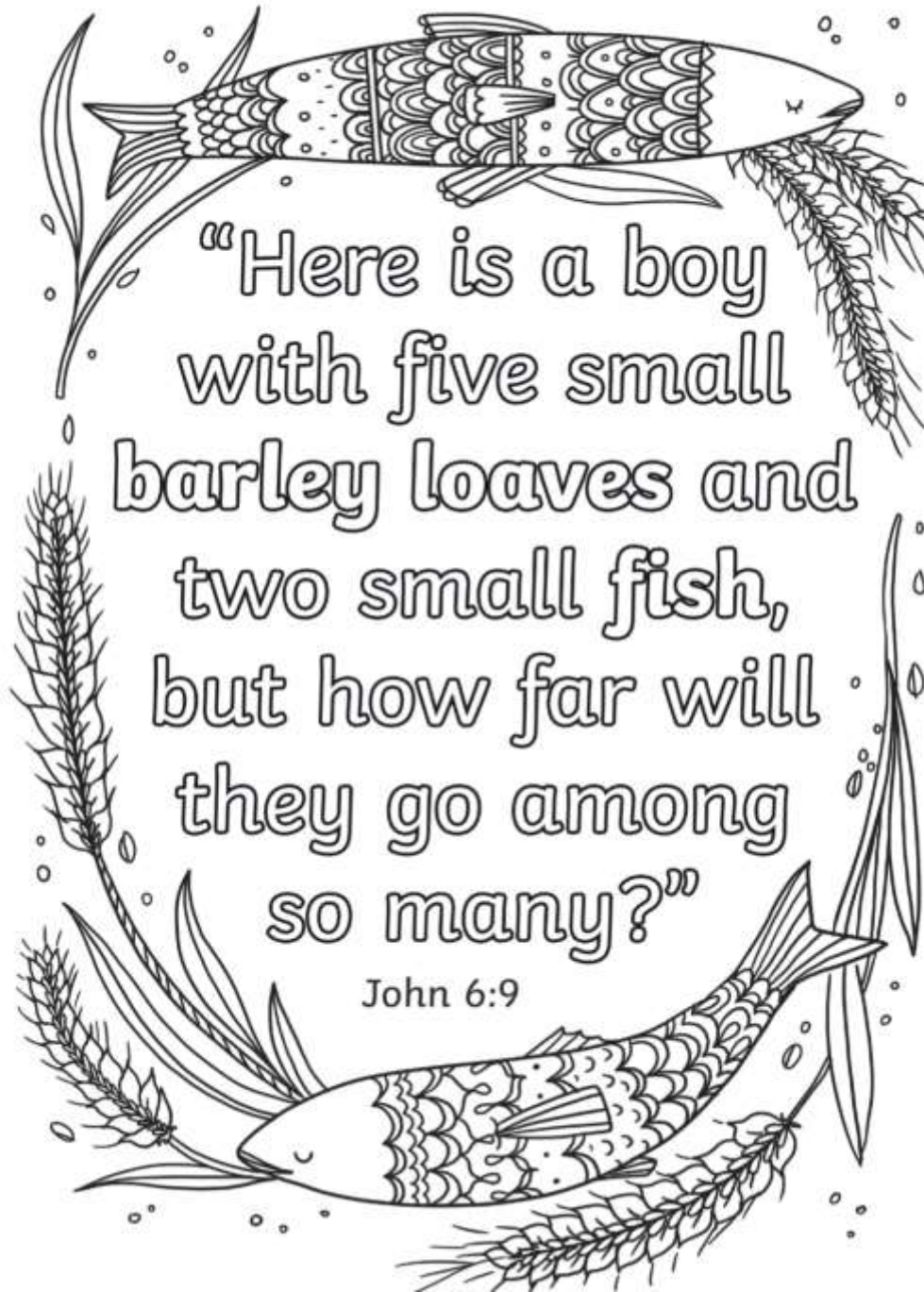


Jesus however simply gave thanks to God for the fish and the loaves and began to hand them out to the hungry crowds. He kept giving people food and never ran out.



Soon everyone had had their fill and Jesus asked the disciples to clear up the leftovers. The disciples were amazed that not only had everyone eaten, but that the leftovers filled twelve baskets! This proved that Jesus was truly the saviour, as only he could perform such a miracle.





“Here is a boy
with five small
barley loaves and
two small fish,
but how far will
they go among
so many?”

John 6:9

