Weekly Maths Tasks (Aim to do 1 per day)

- Internet based Tasks (if you have the internet)
  - Working on Numbots - your child will have an individual login to access this.
  - Play on Daily 10 - play levels 1 or 2 to practise adding and subtracting. [https://www.topmarks.co.uk/maths-games/daily10](https://www.topmarks.co.uk/maths-games/daily10)

- Look at some coins that may be in a purse or wallet. Can you recognise them and identify the value of how much they are worth? Challenge – can you name and identify any notes and their value?

- Set up a shop and price items using labels. Invite members of your family to choose an item and pay for it using the exact amount. Which coins would you use to pay for each item? Can you write a price list?

- Can you ask family members to buy two things from your shop? You add up the cost and then say the total.

- Give your family member 10p or 20p to spend, find the total and how much change the shopper should get?

- Sort and group the coins in different ways – All the silver coins together, all the bronze or gold coins together, All the coins that are worth less than 5p, all the coins that are more then 5p.

Weekly Reading Tasks (Aim to do 1 per day)

- Encourage your child to learn the rhyme ‘A Sailor went to Sea, Sea, Sea’. Find the rhyme attached and here is a video link for the tune. Can your child perform this rhyme by heart?

- Ask your child to build an ‘Under/by the Sea’ themed reading den. Can they find some seaside-themed books to cosy up with and share in there?

- Ask your child to make a sea-themed bookmark.

- Your child could read a story/poem/nursery rhyme to another family member. This could be to a younger sibling before bedtime or they may wish to Facetime an elderly relative (with adult supervision of course). Who did you read to? Did they enjoy the story?

- Go onto the Oxford Owl and choose at least 3 of the books from your age group. Challenge yourself to read fiction and non-fiction book

Weekly Phonics/Spelling Tasks (Aim to do 1 per day)

- Go on a sound hunt with your child around the house/garden. They can list all of the items they can find containing the ‘ea’ sound as in sea. They may identify objects that contain an alternative way of spelling the ‘ea’ sound such as ee/y/e.

Weekly Writing Tasks (Aim to do 1 per day)

Our writing is based on the story of ‘Lost and Found’ by Oliver Jeffers

- Read the Story ‘Lost and Found’, share what you liked, disliked about the story and your favourite part of the story with an adult.
• Encourage your child to practise spelling the months of the year and then use them in a sentence.

• Access Spelling shed and practise the new games for the new sounds which have been added to the programme.

• Say and learn the alphabet in order. Say and write the alphabet as sounds and say the letter names.

• Spell and write you first, middle and surname. How many times can you write it? Make sure you spell it correctly.

https://www.youtube.com/watch?time_continue=18&v=xNgh3Q58Qoi&feature=emb_title

• The story doesn’t have any direct speech. Direct speech is words with inverted commas (speech marks) Can you think of the conversation that might happen when the boy sees the penguin at the door. Draw the two characters and a speech bubble for each of the characters at the boy opens the door. What do they say to each other?

• Playing with vocabulary - The penguin looks sad when it first arrives at the boy's house... Try to find words (synonyms) that mean the same as ‘sad'. The boy was delighted when they first arrived at the South Pole... Think of synonyms for 'delighted'.

• Make a list of things that the boy and penguin might pack in their suitcase for their journey. What would you take on a journey with you? Discuss with an adult.

• Choose and practise at least another 10 spellings of the Year One common exception words. Challenge – apply these words into sentences, using your best pre-cursive handwriting.

Wider Learning project – to be completed throughout the week ‘By the sea’.

The project this week aims to provide opportunities for your child to learn more about the seaside and what it is like today and what it was like a long time ago.

• Use the map of the UK attached and identify the four countries that make up the United Kingdom and the surrounding seas and oceans. Discuss with an adult in which country do we live in and where is Birmingham and Erdington on the map.

• Linked to the story of ‘Lost and Found’ Find out about the South Pole... Try to find it on a globe. Where is it, in relation to where you live? How far away is it? If you wanted to go there, how would you travel?

• While they were travelling to the South Pole, the boy and penguin saw ‘good weather and bad’. Think about what are good weather types and bad weather types, list them with an adult and design an outfit for each weather type you can think? In which season do we tend to have these weathers?
• **Guess Who?** - Ask your child to write fact cards about animals from under the sea. They can use books or websites to find out about the appearance, habitat and diet of each creature. After this, play a game of ‘Guess Who?’ using the cards and yes/no questions.

• **Junk Modelling** - Using junk or recycling materials from around the home, ask your child to design and make a Sea Turtle. Your child may wish to make another sea creature after this.

• **Imagine you have visited a dessert island.** Ask your child to write a message in a bottle. What can they see, hear, feel, taste and smell? Why not roll the message up and pop it in a plastic bottle for the reading den? You could watch ‘Madagascar’ – the part when the lion ends up on the dessert island.

• **Visit the Literacy Shed for this wonderful resource on The Lighthouse.**
  https://www.youtube.com/watch?v=6HfBbSUORvo

Watch the film with an adult. Ask the questions attached and have fun looking for things from the film resource, Questions and things to look for are attached.

**Please share your learning at home with us, @pagetprimary. We can’t wait to see what you have done #letsseeyou**

<table>
<thead>
<tr>
<th>Additional learning Resources You May Wish to Engage with:</th>
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<tr>
<td>Twinkl – to access resources click on the link an sign up using your email address and create your own password. Use the offer code UKTWINKLHELPS.</td>
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<tr>
<td><a href="https://www.spellingshed.com/">https://www.spellingshed.com/</a></td>
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<td><a href="https://www.oxfordowl.co.uk/?selLanguage=en&amp;mode=hub">https://www.oxfordowl.co.uk/?selLanguage=en&amp;mode=hub</a></td>
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<tr>
<td>Log on to Oxford Owl. Click on the icon ‘My class login’.</td>
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**Password:** Paget

Read a range of different stories with your family.

**https://www.phonicsplay.co.uk/**

Play a range of phonics games on phonicsplay.

**https://www.bbc.co.uk/bitesize**  
**https://www.bbc.co.uk/newsround**  
**https://play.numbots.com/#/intro**

You now have your log in for Numbots to practise addition and subtraction.
THE LIGHTHOUSE

Questions to ask:

Pause the film after 40 seconds when we first see the lighthouse keeper at his desk.

Why is this scene included in the film? Can we describe the setting in 3 sentences? When do you think the story is set?

Pause the film after the candle blows out.

Does the lighthouse keeper like his neighbours? What words do you think the lighthouse keeper would use to describe the people of the village? What do you think the lighthouse keeper would be saying to himself when the lantern at the top of the lighthouse goes out?

Pause the film after the lighthouse keeper sees the ship.

How do you think he feels when he sees the ship? The lighthouse keeper begins to panic - how can we show through his actions or feelings this sense of panic?

Pause the film when the lighthouse keeper gets to the bottom of the steps. Where do you think he is going? Do you think the villagers will help him? Predict what you think will happen in the rest of the film.

Watch the film until the end.

How does the lighthouse keeper feel at the end? Do you think he feels differently about his neighbours now? What do you think will happen next time there is a party in the village?
THE LIGHTHOUSE

Keep Yours Eyes Open

Watch the clip.

How many of these things can you spot?

Tick them when you see them. You might need to watch the clip more than once.

houses       books

candle       waves

lighthouse
chair
lantern
glasses
machinery
ship
toolkit
steps
window
rocks
glass
village
handle
hat
scarf
moon