

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email (HLteam@oldfletton.peterborough.sch.uk) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

For Music Express Go to <https://connect.collins.co.uk/school/Portal.aspx> and click on the Teacher portal. Then enter: Username: parents@harpercollins.co.uk Password: Parents20! Once you've logged into Collins Connect, select Music Express from the menu page. Then follow instructions given on the lesson.

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
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Reading	<p>Everyday Reading</p> <ol style="list-style-type: none"> 1) Choose books that are similar level to your school reading level. (Oxford Owl) 2) Read books from our author – Non Fiction, castles/Medieval times <p>Lesson 1: Daily Speedy sound session</p> <p>Monday 22nd June Set 2 – ow Set 3 – ear Reading longer words – igh/ i-e</p> <p>Tuesday 23rd June Set 2 – oo – poo at the zoo Set 3 – ea (Set 3 restarts) Reading longer words – ow/ o-e/ oa</p> <p>Wednesday 24th June Set 2 – oo – look at a book Set 3 – oi Reading longer words – oo/ u-e/ ew</p> <p>Thursday 25th June Set 2 – ar Set 3 – a-e Reading longer words – or/ aw</p> <p>Friday 26th June Set 2 – or Set 3 – i-e Reading longer words – air/ are</p> <p>Lesson 2: Read Red Words</p>	<p>(a) https://home.oxfordowl.co.uk/books/free-ebooks/ A website that has a wide range of age appropriate free books. (b) https://readon.myon.co.uk/ (online books) A website that has a wide range of age appropriate free books. (c) http://www.oldfletton.org.uk/page/?title=Whole+Class+Reading&pid=132 A link to a leaflet about the reading strategies used in school.</p> <p>(a) https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ a link to the Read Write Inc page for the speedy sounds session video</p> <p>All films will be released at 9.30am from Monday to Friday. Each film is approximately ten to fifteen minutes long and will be available on YouTube for 24 hours.</p> <p>(a) https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ a link to the Read Write Inc page for the red words video</p>	<ul style="list-style-type: none"> • First read a page or two and talk about meanings of words they are unsure on. • Then using these pages spot familiar sounds within words. • After, retell the story using the 5 finger retell strategy. (c) • Finally answer questions about what they have read. <ul style="list-style-type: none"> • First find the Ruth Miskin Read Write Inc youtube channel. (a) • Then watch the Set 2 speed sound session. • Next watch the Set 3 speed sound session <ul style="list-style-type: none"> • First find the Ruth Miskin Read Write Inc youtube channel. (a) • Then find the the Read Red Words 2 video. • Next complete the Read Red Words 2 session. 	<ul style="list-style-type: none"> • Please ensure that your child has access to texts and that they read for 10 mins per day. Ask what they have read and have a discussion with them about it. • Please ensure that the speed sound session are completed daily. • Support your child to access the videos and understanding of instructions. <ul style="list-style-type: none"> • Please ensure that the Read Red Words sessions are completed daily. • Support your child to access the videos and understanding of instructions.
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Spelling	<p>Lesson 1 – Read Write Inc Word time session</p> <p>Linked to the Daily Speed Sound session.</p>	<p>(a) https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ a link to the Read Write Inc page – find the set 2 and 3 spelling section</p>	<ul style="list-style-type: none"> • Review: remind yourself of the words we wrote last week. Can you still spell them? • Next find the Ruth Miskin Read Write Inc youtube channel. (a) • Then watch the Set 2 word time spelling session, completing the tasks in time with the video. • After watch the Set 3 spelling session, completing the tasks in time with the video. 	<ul style="list-style-type: none"> • Ensure that your child has access to the videos. • Make sure you have a pen/pencil and paper to hand. • Pause the video where needed to allow thinking and writing time.
Maths	<p>Lesson 1: Times tables practise 2,5 and 10.</p>	<p>(a) https://www.youtube.com/watch?v=A8cCyQTkRgI A song to help counting in 5s</p> <p>(b) https://www.youtube.com/watch?v=BMX8O0aGB0Q A song to help counting in 2s</p> <p>(c) https://www.youtube.com/watch?v=vjQ6KkALjgY A song to help counting in 10s</p> <p>(d) https://www.topmarks.co.uk/maths-games/hit-the-button quick fire online game for times tables.</p> <p>Maths resource 1 – A times table worksheet with all of the tables mixed.</p>	<ul style="list-style-type: none"> • Review: What times tables can you already chant? • First use Youtube songs to sing them (a, b, c) • Next have a go at writing them out. • Then have a go at chanting them. • After have a go at quick fire questions (d) • Finally complete the mixed times table sheet (Maths Resource 1) 	<ul style="list-style-type: none"> • Ensure that your child has access to the videos and resources. • Assist your child to complete the tasks. • Help your child to go through the answers and correct any errors.

	<p>Lesson 2: Is able to describe events in their day using: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, earlier, later.</p> <p>Lesson 3: Is able to time events and order and compare them using: earlier later, first, second, third.</p>	<p>(a) http://www.mathswithmum.com/teaching-sequencing-events/ a website that has a video and activities of morning, afternoon and evening. Maths Resource 2 - A sequencing events activity sheet Maths Resource 3 - Activities to complete for using sequencing language.</p> <p>(a) https://www.youtube.com/watch?v=0CWWNzprEQ4 A song for first, second and third. (b) https://www.bbc.co.uk/bitesize/articles/zhw8d6f A website with a set of slides to support. Maths Resource 4 - A colouring sheet that applies first, second, third knowledge.</p>	<ul style="list-style-type: none"> ● Begin by watching the video that describes how to order events using the correct language. (a) ● Next have a go at thinking about using the language in your daily routine. ● Then have a go at using resource 2 and 3 to show your understanding of the language. <ul style="list-style-type: none"> ● Review: Discuss what you already know about using time language from the previous lesson. ● Begin by listening and joining in with the song (a) ● Next have a look at the slides and have a go at answering the questions verbally. (b) ● Then have a go at applying your knowledge on resource 4. <p>You could have a race with your family and label the places that they come.</p>	
<p>Science: Materials</p> <p>(linked to block 4)</p>	<p>Lesson 5: I can identify and describe the materials used in the building of a castle</p>	<p>Theme resource 1 - The different parts of a castle in pictures. Theme resource 2 - Parts of a castle with explanations of what they were used for. Theme Resource 3 - a grid to write down the different materials that are being used in making a castle.</p>	<ul style="list-style-type: none"> ● Review: What materials can you remember? ● Go through Theme resources 1 and 2 and discuss what materials you see and what parts of the castle they are being used for. ● Complete the grid (Theme resource 3) by writing down what materials are being used. 	<ul style="list-style-type: none"> ● Support your child in finding the resources ● Help with identifying the materials. ● Support your child with writing the materials into the grid.

<p>Theme: Computing</p> <p>(Linked to Block 4)</p> <p>Programming</p>	<p>Lesson 5: To understand how to write, test and debug a simple algorithm.</p>	<p>(a) https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/ztgjq6f A video explaining what a computer bug is.</p> <p>Theme resource 4 – A resource to help with writing instructions. It is a template that the children can use.</p>	<ul style="list-style-type: none"> ● Review: What does 'debug' mean? ● Next talk about why it is important to debug an algorithm. ● Write your own set of instructions. These could be a set of instructions for making a cake, brushing your teeth or playing a game. 	<ul style="list-style-type: none"> ● Support your child in finding the videos. ● Help with the understanding of debug. ● Support your child in writing a set of instructions.
<p>Music</p> <p>Using Music Express</p>	<p>Lesson 4: To rehearse and perform with others. To learn new songs and chants.</p>	<p>(a) https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/LessonBank/years/Activity Once logged in click lesson bank – Year 1 – Story time – Porridge Music, complete activity 3.</p> <p>(b) https://connect.collins.co.uk/school/Primary/ME/MusicExpress.aspx#!/home/Glossary glossary for meanings of musical terms.</p>	<ul style="list-style-type: none"> ● Review: recap the basic musical terms – fast, slow, loud, quiet. (b) ● Think about the phrases you have already learnt. ● You are going to be creating a musical. Get your family members involved. You could even create your own instruments. ● Have a go at activity 3; creating your own musical. 	<ul style="list-style-type: none"> ● Access the Music Express website. ● Support your child with the meaning of vocabulary.