W.C 06.07.20 Mathematics Learning Objectives:

Count reliably with numbers 1 to 20 and beyond.

Order numerals 1-20 and say which number is one more than and one less than a given number.

Counting objects backwards 20-0

Mathematics Activities Number of the Week is 30

- Write the corresponding addition calculations (20+10=30)
- How many addition calculations can you find?
- How many ways can we make the amount using subtraction methods (31-1=30) and write down the subtraction calculation
- Can you find one more and one less than?
- Can you half it?
- Can you find 2 less and 2 more?
- Can you add 10? Can you take away 10?
- Take it away from 30
- Can you add 5?
- Can you take 5?

This week we will be practising addition and subtraction, counting 1 to 1, and sharing.

Some of the activities are MONSTER themed to fit in with your literacy this week.

Scroll down for the first activities...

Please repeat last week’s mastery of addition and subtraction activities.
Maths Mastery Home Learning Challenge

**Adult Guidance**

**What Are We Learning?**
We are learning to subtract by counting back.

**How to Set up the Challenge**
- Place up to ten small objects on a tray.
- Once counted, the tray can be covered by a towel.
- When objects are removed from under the towel, place them next to the tray so that they can see how many have been taken away.

**How to Get Your Child Thinking**
- How many things were on the tray?
- How many did I take away?
- Can you put the starting number in your head?
- Can you count back to find how many are left?

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**Hidden Objects Counting Back Subtraction**

- Your partner will place up to 10 objects on the tray.
- Count the objects.
- Your partner can cover the tray. They can then carefully take some away and put them by the side of the tray.
- How many did they take away?
- Count back to find out how many are still on the tray.
Monsters Colour by Number
Addition and Subtraction
Up to 10

Solve the calculations in the picture to work out what colours they should be!

3 = Yellow
5 = Green
9 = Red
Monsters Colour by Number Addition and Subtraction Up to 20

Solve the calculations in the picture to work out what colours they should be!

12 = Pink
15 = Green
18 = Grey
20 = Red

20 - 5
19 - 7
14 + 4
19 - 1
14 + 4
15 - 3
9 + 3
4 + 8
16 - 1
13 - 1
11 + 1
19 + 1
2 + 10

www.twinkl.co.uk
Roll the Dice and Make a Monster!

<table>
<thead>
<tr>
<th>Body</th>
<th>Hair</th>
<th>Eyes</th>
<th>Nose</th>
<th>Mouth</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Click on the links on the class page for further maths activities and games.

Re-visit [www.topmarks.co.uk](http://www.topmarks.co.uk) and select Chopper Squad, then one more or less and then start with 1-20 (you can move on to the other sets of numbers, for a challenge, when your child is confident with the first set to 20)

Were you faster this week?

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**Phonics Phase 4:**

**Summary**

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words.

The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

The teaching materials in this phase provide a selection of suitable words containing adjacent consonants. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly but to be selected from as needed for an activity.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

For the next few weeks we will be practising sounds we have learned in Phase 2 and 3 and using them in phase 4 to read and spell ccvc words and cvcc words.

We will do a lot of repetition to consolidate all the work the children have done in the past months to prepare them for moving on to phase 5.
### Monday

**Segmenting for spelling CVCC words**

**Quickwrite graphemes**

**Resources**
- Small whiteboards, pens and wipes, one per child or pair of children

**Procedure**
1. Say the sound of a grapheme (with the mnemonic and action if necessary) and ask the children to write it, saying the letter formation pattern as they do so.
2. If the children are sharing a whiteboard both write, one after the other.

The children have already learned the formation of the letters that combine to form two-letter and three-letter graphemes but many may still need to say the mnemonic pattern for the formation as they write. When referring to the individual letters in a grapheme, the children should be encouraged to use letter names (as the t in th does not have the sound of t as in top).

**Practise graphemes ai ee igh oa oo**

First write the graphemes as flashcards and ask your child to say the sound they see. Next say the sound and ask your child to write it (Quickwrite graphemes see left).

Today we are going to continue to practise writing cvcc words see instructions on the left.

**Use these words today:** felt, lamp, land, sink, hunt, gust, melt

Play Tricky word trucks [www.phonicsplay.com](http://www.phonicsplay.com) Use the phase 3 words to build up your speed.

**Practise reading the tricky words** he she we me be

Read these sentences that contain some CVCC words and some of your tricky words. (Write them on a piece of paper to make it easier.)

The lamp was high on the shelf.

She had a bunk bed in her room.

We went to see the band play in the park.

### Tuesday

**Buried treasure**

**Purpose**
- To motivate children to read the words and so gain valuable reading practice

**Resources**
- About eight cards, shaped and coloured like gold coins with words and nonsense words on them, made up from letters the children have been learning (in the sand tray or just on a table or in a box/bag).
- Containers representing a treasure chest and a waste bin, or pictures of a treasure chest and a waste bin on large sheets of paper, placed flat on the table

**Procedure**
Ask the children to sort the coins into the treasure chest and the waste bin, putting the coins with proper words on them (e.g. skip) in the treasure chest and those with meaningless words (e.g. drep) in the waste bin.

**Practise graphemes ai ee igh oa oo** as Monday.

**Practise writing the tricky words** he she we me be

Then: can you write a short sentence using he, me and she?

**Play Buried Treasure** – see instructions on left.

Use words shelf toast think boost paint shelb shoast bink hoost gaint

Read these sentences with some CVCC/CCVC words, tricky words and graphemes you have been practising.

The beast with the long hair hid in the trees.

We had roast beef, toast and cheese. We burnt the toast!
## Wednesday

**Resources**
- Large four-phoneme frame drawn on a magnetic whiteboard
- List of words – see on right (only visible to adult)
- Selection of magnetic letters (required to make the list of words) displayed on the whiteboard
- Small phoneme frame for your child with the same selection of magnetic letters

**Procedure**
1. Say a word (e.g. **lost**) and then say it in sound-talk slightly accentuating the penultimate consonant **l-o-s-t**
2. Repeat with another word.
3. Say another word (e.g. **dump**) and your child what it would be in soundtalk (ie. **d-u-m-p**)
4. Make the word in the phoneme frame with the magnetic letters.
5. Repeat with another word eg. **tent**
6. Ask your child to tell you what letters to put in the phoneme frame.
7. Ask your child to make the word on their own phoneme frame.
8. Repeat with other words.
   This procedure can also be ‘wrapped up’ in a playful manner by ‘helping a toy’ to write words.

## Thursday

Practise graphemes **ai ee igh oo** as Monday.

Play phoneme frame – see instructions on right.

Use words:  **boost cheese sight boast toast**

Play buried treasure as Tuesday with same words.
If they find this easy, introduce new words  **thank dent link punch chunk  chank hent gunch munk**

Can your child write a simple sentence using one of the words above?

## Friday

Recap and practise:

Play some of the game ideas below.

Visit [www.phonicsplay.com](http://www.phonicsplay.com)
Read and draw a mixture of ccvc and cvcc words

<table>
<thead>
<tr>
<th>beast</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim</td>
<td>tree</td>
</tr>
<tr>
<td>lamp</td>
<td>frog</td>
</tr>
</tbody>
</table>
Outdoor Phonics

Challenge Cards

Use some of the following words to make a word hunt for your friends. Write the words onto pieces of paper to hide around the outdoor area. Can they find and read them all?

- sweet
- train
- jump
- black
- crunch
- spot
- toast
- hunt

Make an obstacle course for your friends to complete. Make sure you include the following labels at different points.

- start
- jump
- spin
- stop
- stamp
- end

Read the captions below. How many of them can you see?

- a brown shed
- a damp drain
- a big sandpit
- a nest in a treetop
- a green frog
- a gust of wind

Use chalk to write as many words as you can starting with the following sounds:

- st
- tr
- gr
- fl

Build a secret den! Use a secret password to allow people to get in. They must name three words that end with ‘nk’ before entering. Change the ending sounds each time they enter.

Draw some giant monsters on the ground or on a huge piece of paper. Give each monster a name. The name must have at least five sound buttons.
Phonics Phase 5:

Phase 5 – 29/06/20

For the next few weeks we will be consolidating sounds we have learned and using them when reading and writing words, captions and sentences. We will also introduce some alternative graphemes for phonemes.

Phase 5 – 06/07/20

Below are some phonics plans for you to follow daily. Please follow the phonics plan according to your child’s current phonics phase.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Revisit graphemes ew oe au ey ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise reading these high frequency words every day this week: water, where, who, again, thought, work, mouse</td>
<td>Write the graphemes on slips of paper and ask your child to say each sound. Play ‘Flashcards Speed Trail’ on <a href="http://www.phonicsplay.com">www.phonicsplay.com</a> Select phase 3 and 5a. Play Roll and Read with the grapheme ph from last week – page 14 below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Revisit graphemes ew oe au ey ay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise reading these high frequency words every day this week: water, where, who, again, thought, work, mouse</td>
<td>Play ‘Quickwrite’ with them. Say a phoneme and see if your child can write the corresponding grapheme. Practise spelling two-syllable words See example on the left. Use these words today: mildew, author, chimney, delay, crayon,</td>
</tr>
<tr>
<td></td>
<td>Play: Sentences 5a on <a href="http://www.phonicsplay.com">www.phonicsplay.com</a></td>
</tr>
<tr>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Wednesday | Practise reading these high frequency words every day this week:  
water, where, who, again, thought, work, mouse               |
|           | Revisit graphemes  ew oe au ey ay                          |
|           | Play flashcards. Then can you write some words using each grapheme?  
Revisit yesterday's activity: spelling two-syllable words   |
|           | Use these words: repeat, mountain, argue                   |
|           | Play Sentence Substitution - page 15 below.                |
| Thursday  | Practise reading these high frequency words every day this week:  
water, where, who, again, thought, work, mouse               |
|           | Revisit graphemes  ew oe au ey ay                          |
|           | Today play 'Say a Word':                                  |
|           | Write the following words on paper.                        |
|           | Chop them into separate graphemes.                        |
|           | Say the word and see if your child can build the word correctly. Start by giving them the correct graphemes for just one word at a time then gradually mix them to make it harder  
Use a phoneme frame to make it easier if you wish.           |
|           | Words: stew, goes, haunted, donkey, spray                  |
|           | Play: Roll and read oe- see below page 16.                 |
| Friday    | Recap day                                                  |

Resources:
- List of words
- Whiteboards, pens and wipes, or pencil and paper for each child

Procedure:
1. Say a word (e.g., *rescue*), clap each syllable and ask the children to do the same.
2. Repeat the clapping with two or three more words.
3. Clap the first word again and tell the children that the first clap is on *ee* and the second is on *au*.
4. Ask the children for the sounds in *ee* and write them.
5. Repeat with the second syllable.
6. Read the completed syllable.
7. Repeat 3-6 with another word.
8. Continue with more words but the children write the words on their own whiteboards.
<table>
<thead>
<tr>
<th>Practise reading these high frequency words every day this week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>water, where, who, again, thought, work, mouse</td>
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<tr>
<td>Look back at some of the activities you have done this week and play them again to become a master!</td>
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</tr>
<tr>
<td>Visit <a href="http://www.phonicsplay.com">www.phonicsplay.com</a> for games Don't forget to practise phase 3 too to become faster and faster!</td>
</tr>
<tr>
<td>whiskers</td>
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<td>when</td>
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<tr>
<td>wheel</td>
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<tr>
<td>which</td>
</tr>
<tr>
<td>whip</td>
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</tbody>
</table>

14
How many sentences can you make by substituting some of these words one at time?

Is there a word you can’t substitute? Why?
<table>
<thead>
<tr>
<th>16</th>
<th>foe</th>
<th>cargoes</th>
<th>hoe</th>
<th>toe</th>
<th>dominoes</th>
<th>goes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>toe</td>
<td>dominoes</td>
<td>toe</td>
<td>foe</td>
<td>cargoes</td>
<td>hoe</td>
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<td>dominoes</td>
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<td>goes</td>
<td>cargoes</td>
<td>hoe</td>
<td>toe</td>
<td>woe</td>
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<td>toe</td>
<td>dominoes</td>
<td>cargoes</td>
<td>foe</td>
</tr>
</tbody>
</table>
Other activities this week:

Monster art ideas!

Knowledge and Understanding of the World

These are plankton and look like real aliens or monsters under a microscope!

Have a look at pictures of phytoplankton on Google. Find out where plankton lives.

Do you have a magnifying glass or a microscope that you could use to look at things through?

Have fun! Mrs Whitworth