## Monday 1st June 2020

Please continue to access home learning when your child is not in school.

| Spelling | Words containing the sound 'oa' (See separate sheet on web page) <br> Qake sure your child can read the words before you start <br> Quiz on <br> attempting to spell them. If they're struggling then choose 5 to <br> focus on. |
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| English | Learning Objective: using phonic skills for writing <br> https://www.bbc.co.uk/bitesize/articles/zdfr92p <br> Follow the link to BBC bitesize for the English lessons. Our focus will <br> be the basic skills in these daily standalone lessons. <br> Please make sure your child is writing every day and email their work <br> to me. Thank you. |
| Maths | Learning Objective: recognise, read and write numbers to 100 <br> https://www.thenational.academy/year-1/maths/to-recognise-read- <br> and-write-numbers-to-100-year-1-wk3-1 <br> This link will take you to Oak National Academy for today's <br> lesson. |
| TOPIC | To the Rescue! <br> This term our topic title is 'To the Rescue'. We are going to focus <br> on one of the emergency services and think about how it helps us <br> now and look at it's history. <br> This week I'd like you to research 'emergency services' - particularly <br> ones that we might need in Cornwall. Start by having a brainstorm - <br> how many can you name? Ask your family too. Write them down on a <br> piece of paper so you have a list <br> Over the week I'd like you to build up a fact file of pictures, <br> drawings and information. Just one page on each emergency service <br> is enough. |


| Bonds to 9 | All the number pairs that make 9. Try and help your child <br> instantly recall these number facts by talking about them in <br> different ways. <br> Quiz on <br> Friday |
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| I've got 5 ... how many more do I need for 9. <br> I've got 9 toys but 2 of them are hiding - how many are <br> left? <br> - Use 9 objects and play with them - hide some under a pot <br> and ask how many are hidden. <br> There's a fun worksheet on the webpage to support bonds to 9. |  |

