

A red, multi-pointed starburst graphic with a white outline, positioned on the left side of the slide. It has several points of varying lengths, creating a dynamic, star-like shape.

**Red Tasks
PowerPoint**

MATHS

The focus for Maths this week is continuing with Measurements and we are now looking at things being empty and full.

We are going to be sticking with measurements and like the rest of the children in Year 2, we will still be looking at capacity. Our main objects that we want you to focus on over the week are:

- Being able to identify the empty container and the full container

Activities that you might want to do to help you reach these goals could be:

Look around the house and find a group of different containers. You might want to then fill some of these containers up to be able to identify which are empty and which are full.

You may also want to find some different containers from around the house, fill some of these for your child to sort into which containers have more in and which have less.

Can your child draw a picture of something that is empty and something that is full and be able to talk to you about which one is which and why?

The assumption will be with children that if you have a milk bottle that is full and a 2 litre bottle of pop that is full they are both full and that they the same amount. You might want to explore this practically with your child and try to fit the liquid from one into the other. You can explore Capacity really well practically at home so get a little creative and we'd love to see what you get up to!

MATHS

full

empty

equal



MATHS

Draw to make these pictures correct.



MATHS



FULL



EMPTY



MATHS

1)

Match the sentence to the correct image.

The container is full.
The container is empty.



2)

Draw the correct amount of juice in the cups below:

Cup 1
empty



Cup 2
full



Cup 3
full



Fantastic Mr. Fox



This week in writing, we will be continuing to use word banks to build and create a simple sentence. We will be linking this to our learning in reading and our new book 'Fantastic Mr Fox'. To develop your learning further this week, would like you to create your own Word bank for the characters from the story.

You can challenge yourself that little bit more by only focusing on an adjective word bank if you wanted to. Use the words in the word bank, your common exception words and your prior knowledge to write some simple sentences.

Introduce adjectives. Adjectives are describing words. They describe nouns.

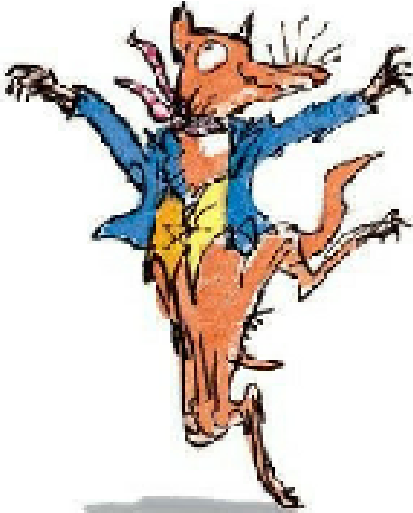


Discuss this monster. Write an adjective to describe something about the monster into each box. Use your Phonics Sound Mat to help sound-out words.

For example - hairy friendly
enormous orange

Use your adjectives collected yesterday to write some sentences about Mr Fox.

Mr Fox is... *The fox is wearing...* *It has....* *I think that...*



Introduce adjectives. Adjectives are describing words. They describe nouns.



Adjectives

describe nouns



bright
sunshine



red
rose



buzzing
bee



sparkling
diamond



wise
owl



colourful
lollipop

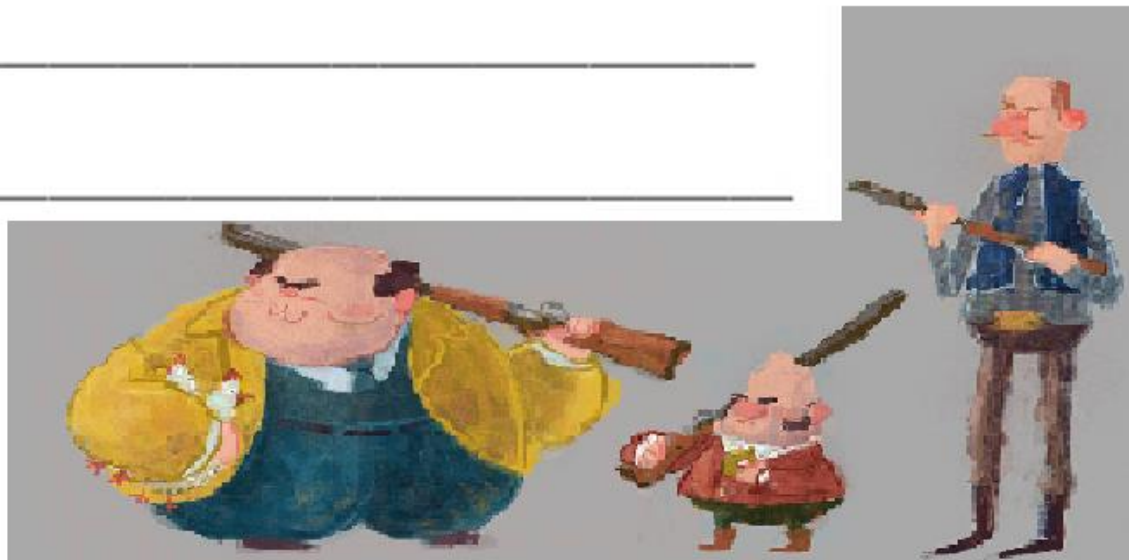


slippery
slide

Discuss this monster. Write an adjective to describe something about the monster into each box. Use your Phonics Sound Mat to help sound-out words.

Use your adjectives collected yesterday to write some sentences about .

Bunce is... The man has... He has.... I think that... They all have...



Reading

Statements from skills ladder:

Word Reading

I can say or sign 40 + sounds when I see them written down

I can blend and read words that contain 4 sounds

I can blend and read words containing 5 sounds

For Reading this week, the teachers have decided we want you to join in with our book 'Fantastic Mr Fox'. I know for some children to read this book will be a very tricky challenge indeed but we still want all children to have the opportunity to engage in books with a wide range of vocabulary. Please complete the Reading Tasks set for all year 2 children, instead of your child reading the book if you could read the story to your child so they are able to engage in the activities.

Attached on the PowerPoint will still be the sounds and words from previous weeks in order to practise this skill if you feel like you would like some more time on this.

Your spellings this week are going to be selected by you!

Read through the list of the Year 1 common exception words, find 5 that you find a little tricky to say and test yourself on spelling and writing these during the week.

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	ai
ar	ch	ck	ee	er	ff	ll	qu	ng
oa	oi	oo	or	ow	sh	ss	th	ur
zz	air	ear	igh	ure				

chip	farm	shop	for	thin	then
hurt	ring	cow	rain	coin	feet
dear	night	fair	boat	sure	boot
look	shut	ship	fish	dash	mash
shell	hiss	stop	such	much	right
chin	than	can	cash	rash	rang

Spellings for week beginning 22.6.2020

These spellings are your Year 1 common exception words, try to see how many of these words you are able to read through then pick 5 you have found particularly tricky to concentrate on for the week.

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	