**Reading**

Reading materials can be accessed at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Username: sthelensprimary2

Password: luna

**Click on ‘my bookshelf’ and then search the title of your groups reading book (see below)**

You can listen to the audio version of the story first then try reading it on your own! Remember to use the pictures as clues to help you.

After you have read the story, have a go at the tasks at the top of the eBook page.

**Red: Your body, inside out (Level 9 Gold)**

**Orange: Key trouble (Level 7 Turquoise)**

**Blue: What’s that noise? (Level 5 Green)**

**Green: The Starfish (Level 3 Yellow)**

**Yellow: Family poems (Level 1+ Pink)**

Try reading the same story again another day for extra practice.

****Success criteria\*:

1. Read common words correctly
2. Sound out tricky words
3. Use picture clues to help with tricky words

**Spelling**

**Dictation**

Sentences should be dictated one a time, slowly and more than once if required.

You may help children with words they are finding tricky but encourage sounding out techniques and ‘having a go’ at spelling tricky words.

Learning intention: listen carefully and sound out each word to form a sentence.

Success criteria\*:

1. Sound out each word.
2. Circle capital letters and full stops.
3. Read aloud and count the number of words in your sentence.

|  |  |
| --- | --- |
| **Red/Blue**1. We found a brown cow in our garden.
2. The men found a golden ring in the ground.
3. I saw an owl in the tree outside my house.
4. Can you count all the books on that shelf?
 | **Green**1. I am going out.
2. This is my new pen.
3. Is that a new bag?
4. I will go to sleep now.
 |

**Handwriting**

Children should complete handwriting activities at their own pace throughout the week.

See letter formation handwriting practice lower/uppercase sheet pdf.

Learning intention: form each letter correctly.

Success criteria\*:

1. Trace letter in the air.
2. Trace letter using pencil.
3. Form each letter carefully and slowly.

**Numeracy and Maths**

|  |  |  |
| --- | --- | --- |
| **Squares**  | **Triangles** | **Circles**  |
| Warm up:Counting forwards and backwards from any given number between 0-200.  | Warm up:Counting forwards and backwards from any given number between 0-100. | Warm up: Counting forwards and backwards from any given number between 0-30. |
| Mental maths: 20 + 2 + 5 =20 + 5 + 2 =10 + 5 + 5 =20 + 10 + 10 =20 + 50 + 5 =20 + 20 + 2 =50 + 5 + 2 =50 + 2 + 2 =20 + 2 + 2 = | Mental maths:2 + 2 + 2 =2 + 2 + 1 =5 + 5 + 5 =20 + 10 + 5 =10 + 10 + 2 =50 + 50 + 10 = | Mental maths:2 + 2 = 5 + 2 =10 + 2 =1 + 1 + 2 =2 + 2 + 1 = 5 + 1 + 1 =  |
| Main learning: LI: (1) I identify coins and notes(2) I can add combinations of coinsLog on to **Discovery Education Espresso-First Level- Maths-Money.**Login: student13896Password: sthelens | Main learning:LI: (1) I identify coins and notes(2) I can add combinations of coinsLog on to **Discovery Education Espresso-First Level- Maths-Money.**Login: student13896Password: sthelens | Main learning:LI: (1) I can identify all coins and notes up to £10(2) I can order coins Log on to **Discovery Education Espresso-First Level- Maths-Money.**Login: student13896Password: sthelens |
| Task: 1. Watch all videos.
2. Activities
* Adding coins up to £2 (challenge)
* Adding coins and notes up to £50 (challenge)
* Ordering combinations of coins and notes (challenge)
 | Task: 1. Watch all videos.
2. Activities
* Adding coins up to £2
* Adding coins and notes up to £50
* Ordering combinations of coins
* Ordering combinations of coins and notes
 | Task: 1. Watch all videos.
2. Activities
* ordering coins
* ordering and matching coins
* matching coins and values
* ordering combinations of coins
 |
| Pencil task(s):* Adding coins worksheet
* How much worksheet
 | Pencil task(s):* Adding coins worksheet
* How much worksheet
 | Pencil task(s):* Who can pay for it? worksheet
 |

**When you have completed each task self-assess your learning.**

**Purple:** I understand my learning, could share/explain it to others, and apply it in other contexts. I can complete tasks independently.

**Green**: I understand my learning and could share/explain it to others. I can complete tasks independently.

**Amber:** I need some support to understanding my new learning. I will become more confident with practice.

**Red:** I need support to understand my new learning. I would like to practise more and in different ways.

**IDL**

**Religious Education**

During the month of May we turn to Mary.

How have you remembered and honoured Mary during the month of May?

Have a look at the ‘When I think of Mary’ worksheet and note down some of your thoughts and reflections.

You could write a sentence and draw a picture to illustrate your ideas.

This would make a lovely addition to your May Altar at home.

Learning intention:

1. I can share my thoughts and feeling about Our Lady.

Success criteria\*:

1. Think about:
* Who is Mary?
* What is she known as?
* What names are given to her?
* What stories do you know about her?
* What is often drawn around/beside Mary in paintings/art?
* What do we do to honour her?
* What does Mary look like in your Church?
1. Write down your ideas/draw a picture in the thought bubbles on your worksheet.