

February 2021						
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Good morning. How are you? Today we will be learning a new split digraph in Phonics. We also have a Maths, English and Sculpture challenge to do. Let's get started.

Thursday 25th Feb 2021

Challenge 1 is a phonics challenge. As a warm up today have a go at practising your reading and blending skills by playing Phonics Play's Reading Robot game at: <https://www.phonicsplay.co.uk/resources/phase/5/reading-robot> (To login, just type in username: **jan21** and password: **home**). Select phase 5 then read all the real and nonsense words that appear in the robot's tummy.

Today we are learning another split digraph. This is the split digraph **u_e**. We are splitting up the u and e, they still work together to make the sound but are just split up from each other. For example **huge** and **prune** each have a letter between the **u** and **e**. Watch Mr Thorne show you how to pronounce this sound and blend some words with you at: <https://www.youtube.com/watch?v=CQXnqp8g9WM>. As you will discover, this digraph can make the same two sounds as the digraphs **ue** and **ew** which we already know. For example it makes the oo sound in **flute** but the yoo sound in **cube**. Then read the attached phoneme spotter postcard to practise your recognition of this **u_e** split digraph. Highlight each word featuring the **u_e** split digraph. If you do not have a printed sheet, don't worry, just point out each word featuring this digraph to a family member on the screen.

If you are interested in a song for today's sound watch Jude the Mule: long vowel sound 'u' (u-e split digraph/magic e) by phab fonics at: <https://www.youtube.com/watch?v=x-H4SezDuo4>



For your English challenge today, we are going to visualise the song What a Wonderful World. Watch David Attenborough's video of 'What A Wonderful World' at: <https://www.youtube.com/watch?v=B8WHKRzkCOY> Look at the images in the video that show what David Attenborough thinks make the world so wonderful. Discuss what you see with a family member, do you agree with David Attenborough that all of these things make our world so wonderful? Or has he missed anything out? If he has, what has he missed out?

Your challenge today is to visualise one verse of the song (the lyrics to each verse can be found on the attached sheet). Think carefully about what the words mean in this verse. Then draw pictures to show what you understand. You can use the attached sheet or any piece of paper you have at home.

As a reminder for you here is our song's glossary:

Bloom – when a flower opens or is opened. Time of its greatest beauty.

Wonderful – very good / great / fantastic / marvellous

Blessed – bringing you happiness, luck or something you need.

Sacred – regarded with great respect by a particular religion, group or individual.

Challenge 3 follows a request for more art and craft activities; I would like you to create some wonderful art using only your hands and natural materials to make it.



This activity does not have to be completed today. You could perhaps plan what you are going to do today and then maybe make it tomorrow or at the weekend. Your wonderful natural art could be included in our virtual wonderful world museum display, so please email any photographs or pictures of your art using natural materials to our Year 1 emails address: year1@oldheath.essex.sch.uk

Inspiration for Challenge 3

Andy Goldsworthy is a famous British sculptor. He creates sculptures using only natural materials. He calls this land art and environmental art.



Here are three examples of his sculptures.



This sculpture is called Ice Sculpture. What natural materials has Andy Goldsworthy used for this?

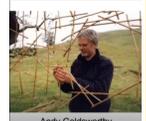


This sculpture is called Woven Branch Circular Arch. What natural materials has Andy Goldsworthy used for this?



This sculpture is called Rowan Leaves Laid Around a Hole. What natural materials has Andy Goldsworthy used for this?

If you would like to see some more examples of his land art and environmental art watch this video clip at: <https://www.youtube.com/watch?v=JTnHiOA6a0E>



Hope you have fun creating.

In our maths challenge today we are learning to understand standard units of length for example 1 metre. We will be looking at objects that are taller than 1 metre and objects that are shorter than 1 metre. You will need a pencil and paper and if you have a measuring tape  this would be useful too.

Join Miss Jones at: <https://classroom.thenational.academy/lessons/to-begin-to-understand-standard-units-of-length-69gkct> for today's lesson.

Today Your challenge is in two parts. First Miss Jones would like you to become a metre detective and look around your home to find things that you think are longer and taller than 1 metre. Remember if it is longer than 100cm it will be longer than a metre because a 100cm is the same as one metre. For example I predict this fridge is taller than 1 metre. I know that a metre is the same as 100cm. I know this fridge is taller than a 100cm. It is therefore taller than 1 metre. I could check this using my tape measure to see how tall it actually is. Do not worry if you do not have a tape measure, just make a



prediction of what a metre looks like. Here is Miss Jones showing what a metre looks like:



For the second part of your challenge Miss Jones would like you to look for things that are shorter than 1 metre. Remember if it is shorter than 100cm it will be shorter than a metre because a 100cm is the same as one metre. If you do not have a tape measure, just make a prediction.

Here are some stem sentences to help you predict what you may find that is taller, longer and shorter:

"I predict that the _____ is taller than 1 metre."

"I predict that the _____ is longer than 1 metre."

"I predict that the _____ is shorter than 1 metre."

Can you explain why you predict this?

What did you find that was taller than one metre?

What did you find that was longer than one metre?

What did you find that was shorter than one metre?

How do you know?