

Set 3

Day 3

FAMILY MORNING FITNESS - Brisk Outdoor Walk

LITERACY

Daily Reading – Each morning have your child read a book to you of their choice.

Phonics **ai, ee,**

ie, oa, or

Learning Intention: I can read and write the **ai, ee, ie, oa** and **or** digraphs independently.

Fold a blank piece of paper into 6 boxes. Write one of the digraphs at the top of five of the boxes. See how many words you can write or pictures you can draw that have the digraph in it. Ai as in train, ee as in seek, ie as in pie, oa as in boat and or as fork. In the last box, write three sentences with three of the words you have written. Don't forget to use 'COIP': capital letters, one idea and punctuation.

ai: <https://www.youtube.com/watch?v=LnXaN-CvR9s>

<https://www.youtube.com/watch?v=qfM7Hz7US0U>

<https://www.youtube.com/watch?v=DoPUHeA0CHA>

oa: <https://www.youtube.com/watch?v=KCJyHN0IFE8> ee:

or: <https://www.youtube.com/watch?v=Fm9PRHDJlv4> ie:

Reading

Assessment – Reading Video (teachers to track and assess for learning outcome)

Learning Intention: I can apply my knowledge of the digraphs **ai, ee, ie, oa** and **or** during reading independently.

The purpose of this activity is to provide your child's teacher with a tool for assessing progress and application of learning. Please record your child independently reading the decodable reader 'What Are They?'. Students need to read on their own. Send in the first attempt to ensure accurate assessment.

Spelling

Look, Cover, Say, Write & Check

Learning Intention: I can spell my high frequency words independently to help me read and write.

Use List 12 of the High Frequency Words and practise using LSCWC on the attached sheet.

BREAK

LITERACY

Writing

After Reading Questions – 'What Are They?'

Learning Intention: I can use prior knowledge to comprehend.

Have your child re-read the text. After they have finished reading, have them answer the comprehension questions on page 4 of the decodable reader 'What Are They?'. These answers need to be written in their writing journal with a ruled up page and full sentence answers. For example: 'I think that these animals all need to live in different places because...'. The children do not need to write the questions, just the answers to the questions.

BREAK

MINDFULNESS - Colouring In

NUMERACY

Basic Facts

Doubles

Learning Intention: I can solve addition sums using the mental strategy of doubles.

Using your blue coloured number cards (0-9) from your resource pack, practise 'doubles' addition. Double means two of something. Choose a number from your blue number card pile and double it. For example, if you chose the blue 2 card you would do 2 + 2 which equals 4.

Place Value Activity

Value of a Number

Learning Intention: I can explain the value of a digit in a three-digit number.

In the number 742 what is the value of the 4? How much is the 4 really worth? The 4 is in the tens column. This means the value is 4 groups of 10. 4 groups of 10 is 40. The value of the 4 in 742 is 40. Complete attached 'Place Value' activity.

BREAK

SCIENCE

Colour in the pictures on the page about the water cycle. Read the words with the help of an adult. See attached activity sheet called 'The Water Cycle'.

Place Value Activity

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BEDTIME STORY

Choose a book you could read with your child and/or family before bed 😊

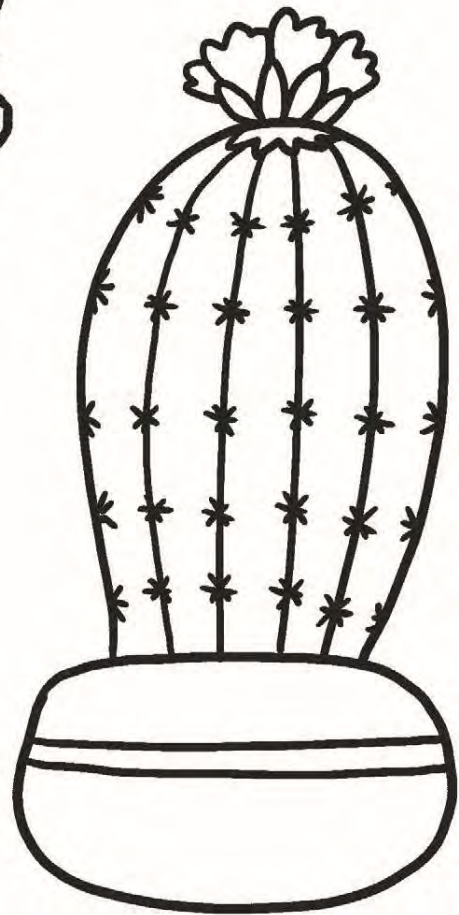
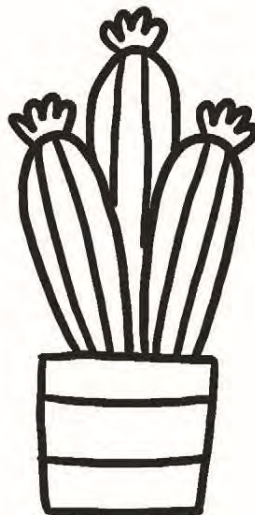
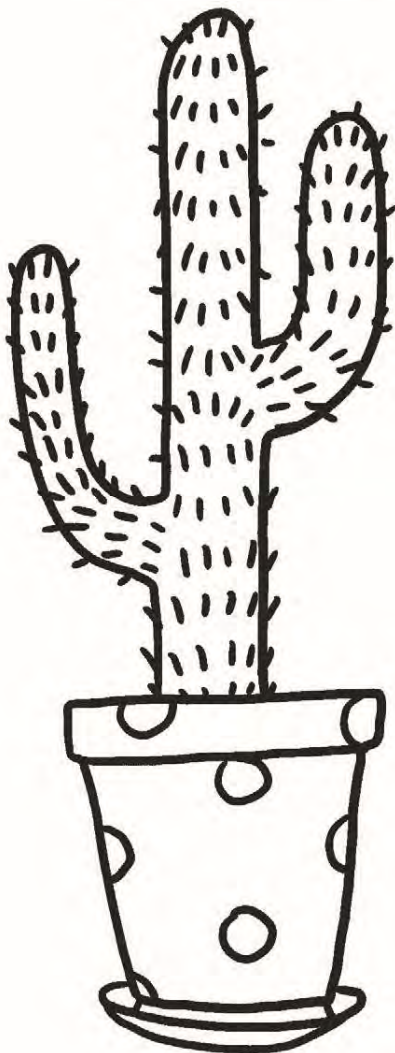
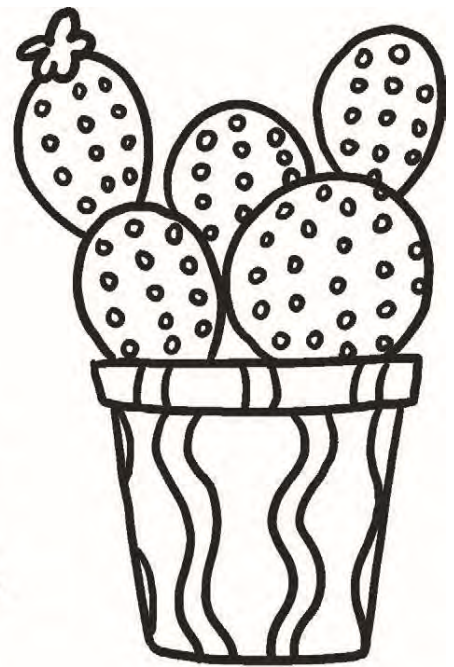


Look, Say, Cover

Write and Check

Write and Check

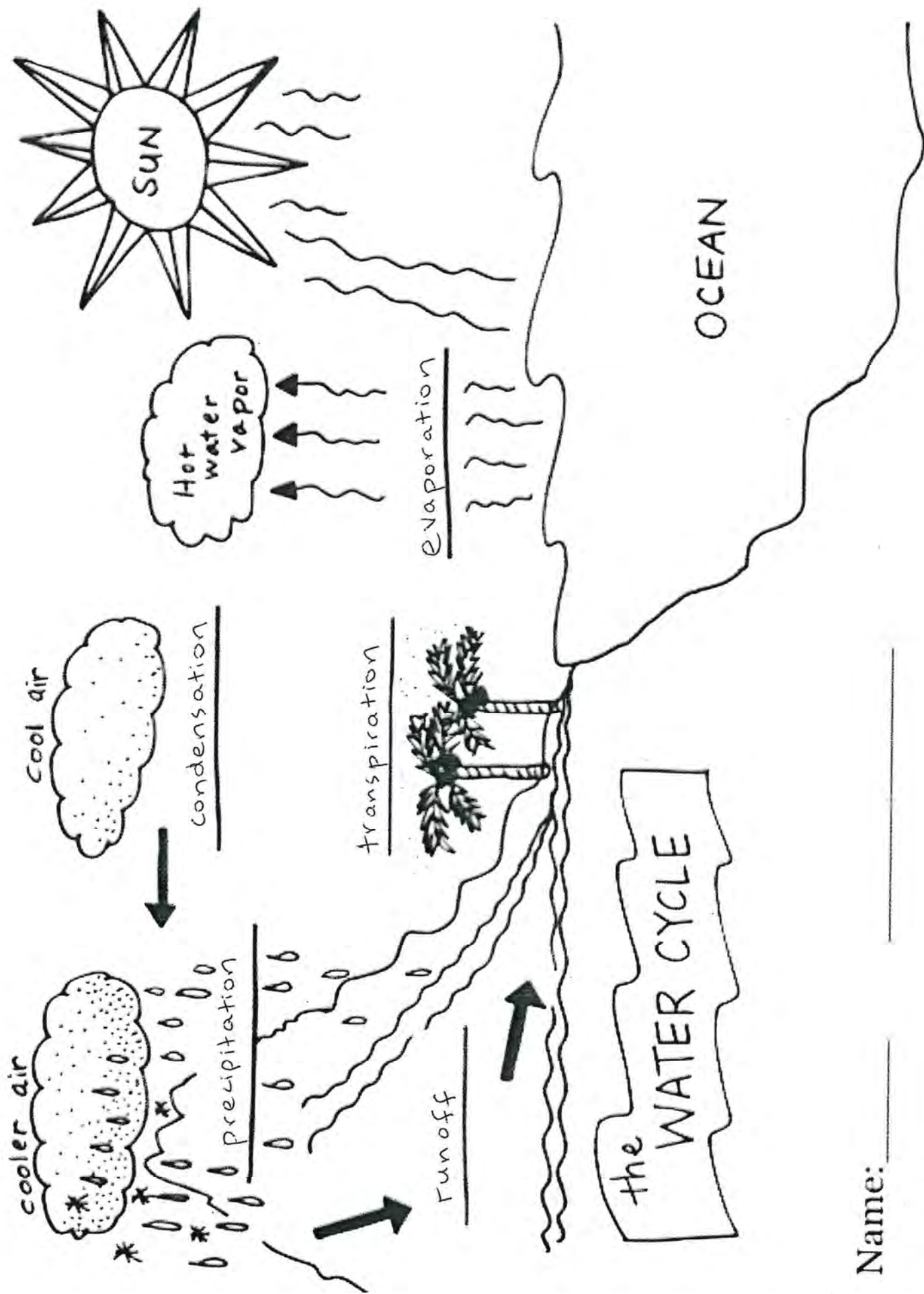
Write and Check



Place Value

State the value of each of the underlined digits in the following numbers:

7 <u>4</u> 2	40
3 <u>6</u> 5	
<u>8</u> 10	
72 <u>5</u>	
<u>9</u> 84	
<u>2</u> 4	
92 <u>1</u>	
1 <u>2</u> 1	
40 <u>3</u>	
Extension	
<u>1</u> 320	
4 <u>2</u> 05	
<u>1</u> 5 843	



Name: _____