

Staff at Sydney Russell primary are missing the children very much so have created a video for all to enjoy. This can be found on YouTube using this link: <https://www.youtube.com/watch?v=oizXoh9MEdk>

Physical Education

Your child should participate in physical activity for at least 30 minutes daily.

Reading

Your child should read for at least 20 minutes every day. Ensure their reading record is signed daily. On Oxford Owl your child can enjoy reading a variety of engaging books.

<https://www.oxfordowl.co.uk>

Login by selecting: MY CLASS LOGIN

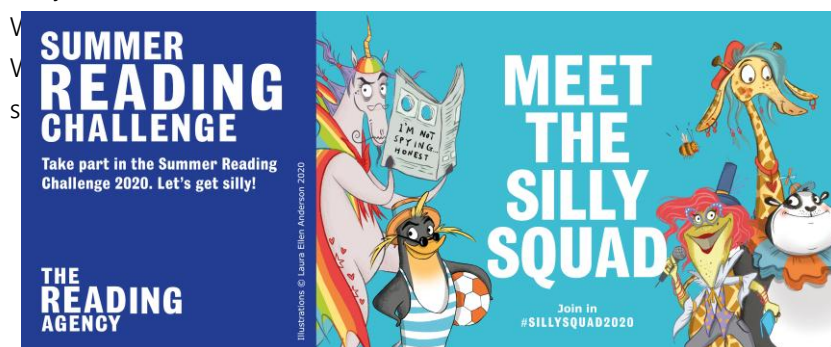
Username: sydneyrussellyear1 Password: SRPS

Examples of questions to ask your child whilst they are reading:

Where/when does the story take place?

What happened in the story?

What happens first in the story?



Summer Reading Challenge 2020

Online Challenge

Barking and Dagenham Libraries will be encouraging and promoting to local children that they should take part in this year Summer Reading Challenge.

Due to the current lockdown this year's challenge will run online at <https://summerreadingchallenge.org.uk/> with the theme "Silly Squad". This year children set their own challenge to read any amount of books during the Challenge from June to September, with children being encouraged to read anything that makes them happy – whether it be comics, joke books, poetry, fiction or non-fiction; in digital or print format; from e-book lending through the public library service or from what they already have at home.

Online e-books for children are free for Barking and Dagenham library members, and those signing up for membership now are able to use them straight away with the online account number supplied. Details of the e-books and comics for children, Ziptales online reading platform and Summer Reading Challenge videos with celebrity readers and more can be found on the [Pen to Print website](#).

Families are encouraged to join in and 'Get Silly' with downloadable activities, games, quizzes and more. New content will be added each week, the fun will continue throughout the summer to keep families engaged.

DAY	Activities - please do not print any worksheets but instead use them as a guide to complete work in books.	SA	PA
-----	--	----	----

MONDAY	<p>Mathematics</p> <p>Complete the assessment paper located on the school's website [Maths Lesson 1 - Arithmetic Assessment Paper.pdf].</p> <p>Your child should complete this paper <u>independently</u>. This paper focuses on arithmetic and covers calculation methods for all operations. The test takes about 20 minutes (but it is not strictly timed).</p> <p><i>Children are typically taught a range of different ways to carry out calculations in maths. At this stage, whilst many are using mental strategies, others continue to rely on what are called 'concrete' methods – i.e. using objects to help them, or doing jottings with paper and a pencil. Encourage your child to use whichever method they find most useful and provide them with objects to use, i.e. pieces of dry pasta, beads and buttons are all suitable. If your child needs to write things down, encourage them to do so in the space below each question.</i></p> <p>Literacy</p> <p>Lesson 1</p> <p>L1: I will be able to listen to a story and answer questions.</p> <p>Use the PDF file found on the school's website to teach and support your child [Literacy Teaching PowerPoint – Lesson 1 to 5.pdf].</p> <p>Phonics</p> <p>Use the PDF file found on the school's website to teach and support your child.</p> <p>Phase 3 [Phonics Phase 3 - Lessons 1 to 5.pdf] Phase 5 [Phonics Phase 5 - Lessons 1 to 5.pdf]</p> <p>Art and Design</p> <p>L1: I will be able to make a sculpture using line, shape, form and space. L1: I can describe the work of sculptor Eva Rothschild.</p> <p>Use the PDF file found on the school's website to support your child. [Art Lesson 3 – Eva Rothschild Teaching Powerpoint.pdf]</p> <p>Support your child to create geometric shapes with marshmallows and cocktail sticks. Your child should join shapes together to create a sculpture. Allow your child to talk about the size and shape of their sculpture and say something about the sculptor.</p>		
TUESDAY	<p>Mathematics</p> <p>Mark the assessment paper located on the school's website [Maths Lesson 1 - Arithmetic Assessment Paper.pdf] from completed in yesterday's lesson.</p> <p>Answers to support marking paper can found on the school's website [Maths Lesson 2 - Arithmetic Assessment Mark Scheme.pdf].</p> <p><i>It is important - for both you and your child - not to worry about this paper. It is a simple a way for you to see how they are doing and what can be done to support their learning as they move into Year 2 and beyond.</i></p>		

	<p>Literacy</p> <p>Ll: I will be able to listen to commit the instructions to memory.</p> <p>Use the PDF file found on the school's website to teach and support your child [Literacy Teaching PowerPoint – Lesson 1 to 5.pdf].</p> <p>Phonics</p> <p>Use the PDF file found on the school's website to help support your child.</p> <p>Phase 3 [Phonics Phase 3 - Lessons 1 to 5.pdf] Phase 5 [Phonics Phase 5 - Lessons 1 to 5.pdf]</p> <p>History</p> <p>Ll: I will be able to find out how the Tower of London's use has changed over time.</p> <p>Use both PDF files found on the school's website to help support your child [History Lesson 6 – Teaching PowerPoint.pdf] [History Lesson 6 – Work.pdf].</p> <p>Go through information on the slides and discuss ideas about the history of the Tower of London. Explain to your child that lots of kings and queens made changes to the Tower of London when they were ruling.</p>		
WEDNESDAY	<p>Mathematics</p> <p>Complete the assessment paper located on the school's website [Maths Lesson 3 - Reasoning Assessment Paper.pdf].</p> <p>Your child should complete this paper <u>independently</u>. This test takes about 35 minutes. The paper focuses on reasoning and assesses children's calculation skills through a variety of question types, including multiple choice, matching, true/false, completing a chart/table/drawing of a shape. Some questions will also require children to show or explain their working out.</p> <p><i>Children are typically taught a range of different ways to carry out calculations in maths. At this stage, whilst many are using mental strategies, others continue to rely on what are called 'concrete' methods – i.e. using objects to help them or doing jottings with paper and a pencil. Encourage your child to use whichever method they find most useful and provide them with objects to use, i.e. pieces of dry pasta, beads and buttons are all suitable. If your child needs to write things down, encourage them to do so in the space below each question.</i></p> <p>Literacy</p> <p>Lesson 3</p> <p>Ll: I will be able to understand how to make a noun plural.</p> <p>Use the PDF file found on the school's website to teach and support your child [Literacy Teaching PowerPoint – Lesson 1 to 5.pdf].</p> <p>Phonics</p> <p>Use the PDF file found on the school's website to help support your child.</p> <p>Phase 3 [Phonics Phase 3 - Lessons 1 to 5.pdf] Phase 5 [Phonics Phase 5 - Lessons 1 to 5.pdf]</p>		

	<p>Religious Education</p> <p>LI: I will be able to understand an important religious figure.</p> <p>Introduction: Discuss with your child what the Bible is. What might it have inside? What stories does it tell? Do you know any stories from the Bible? Using YouTube watch: www.youtube.com/watch?v=cK_FWURMnhU</p> <p>Main activity: Discuss with your child who they think Jesus is and why he is important to Christians. Who is Jesus? Which faiths believes in him? Why does he have any relevance to Christians? What was the importance of Jesus? Explain that Jesus Christ is the Son of God. He came to earth to teach about love and fellowship. He represents the person that all Christians must strive to be.</p> <p>Get your child to watch the story of 'Jesus feeds the Five thousand' using YouTube: https://www.youtube.com/watch?v=S6rj9cAJrWE. Have a discussion around the video. What happened? How did they feed everyone? Explain that that this miracle shows Christians that God can give us exactly what we need, and he can do it from places they don't even expect. That's why they trust God to provide. Your child should re-enact the story, retelling each part through the use of re-play or drama.</p> <p>Plenary: Which things amazed and surprised you about what Jesus did? What is something you would give to Jesus to help others?</p> <p>Music</p> <p>Click on the link: www.singup.org/singupathome/song-of-the-week</p> <p>This will take you to Sing Up's Song for the Week. Your child can learn the song and join in with the actions using the video, backing track and lyrics provided. Children can work on the song every day and could either film or record their performance at the end of the week.</p>		
THURSDAY	<p>Mathematics</p> <p>Mark the assessment paper located on the school's website [Maths Lesson 3 - Reasoning Assessment Paper.pdf] from completed in yesterday's lesson.</p> <p>Answers to support marking paper can found on the school's website [Maths Lesson 4 - Reasoning Assessment Mark Scheme.pdf].</p> <p><i>It is important - for both you and your child - not to worry about this paper. It is a simple a way for you to see how they are doing and what can be done to support their learning as they move into Year 2 and beyond.</i></p> <p>Literacy</p> <p>Lesson 4</p> <p>LI: I will be able to begin to write my instructions.</p> <p>Use the PDF file found on the school's website to teach and support your child [Literacy Teaching PowerPoint – Lesson 1 to 5.pdf].</p>		

	<div>Phonics</div> <p>Use the PDF file found on the school’s website to help support your child.</p> <p>Phase 3 [Phonics Phase 3 - Lessons 1 to 5.pdf] Phase 5 [Phonics Phase 5 - Lessons 1 to 5.pdf]</p> <div>Science</div> <p>LI: I will be able to identify and name some garden plants.</p> <p>Use the PDF files found on the school’s website to help support your child [Science Lesson 6 – In the Garden Teaching PowerPoint.pdf] [Science Lesson 6 – In the Garden Activity Sheet.pdf]</p> <p>Support your child to say the name of some garden plants that they can see and remember from going outside in their garden or visiting a local garden. Your child should then draw a beautiful garden and fill it with lovely flowers. Continue the ‘bean plant diary’ started the previous week.</p>																						
FRIDAY	<div>Phonics</div> <p>Use the PDF file found on the school’s website to help support your child.</p> <p>Phase 3 [Phonics Phase 3 - Lessons 1 to 5.pdf] Phase 5 [Phonics Phase 5 - Lessons 1 to 5.pdf]</p> <div>Spellings</div> <p>Spellings are not located on Purple Mash this week. Please learn the following spellings from your allocated group and write a sentence for each word.</p> <p>Blue group – <i>ure, air, ear</i></p> <table><tr><td>picture</td><td>cure</td><td>air</td><td>hair</td><td>beard</td></tr><tr><td>injure</td><td>pure</td><td>chair</td><td>fear</td><td>year</td></tr></table> <p>Green group – a-e, i-e, e-e, o-e, u-e</p> <table><tr><td>snake</td><td>concrete</td><td>slide</td><td>kite</td><td>globe</td></tr><tr><td>flame</td><td>delete</td><td>five</td><td>phone</td><td>perfume</td></tr></table>	picture	cure	air	hair	beard	injure	pure	chair	fear	year	snake	concrete	slide	kite	globe	flame	delete	five	phone	perfume		
picture	cure	air	hair	beard																			
injure	pure	chair	fear	year																			
snake	concrete	slide	kite	globe																			
flame	delete	five	phone	perfume																			



Please note that the last day for your child at school this term will be Friday 17th July.

We hope you agree that the school has managed well during what has been such a difficult time and we wish to thank all of our parents and carers for supporting us throughout. We also want to thank all those staff who have worked so hard, particularly those who have been working with the children in their bubbles since the classes re-opened. It is the children who make our job so enjoyable and we are very much looking forward to September when we will welcome back all of our children again.

Stay safe and take care!

Kind regards,

Mr Perry, Mrs Hussain, Ms Paul, Ms Bromfield, Mrs Begum, Mrs Bowers, Mrs Cazac and Ms Rab

