

Writing - Using capital letters and full stops when writing postcards

This week we would like the children to recap on using capital letters and full stops to separate their ideas when writing. Please go to <https://www.bbc.co.uk/bitesize/articles/zhr7mfr> and complete the daily lesson and activities. We would love to see your finished postcards, so please send us a photo of your learning to year1@henryhindeinfantschool.co.uk

The screenshot shows the BBC Bitesize website interface. At the top, there is an orange navigation bar with the 'Bitesize' logo, a search icon, and a 'Change language' dropdown. Below this is a white navigation bar with links for 'Home', 'Daily lessons' (highlighted), 'Learn', 'Support', 'Careers', 'My Bitesize', and 'All Bitesize'. The main content area has a white background with the lesson title 'Using capital letters and full stops when writing postcards' in large, bold black text. Below the title, it says 'Part of Daily lessons | Year 1 and P2 lessons'.

+ Add to My Bitesize

Daily lessons

Home learning focus

To be able to correctly use capital letters and full stops when writing statements in a postcard.

This lesson includes:

- a video to help you write statements
- a recap on capital letters and full stops

Learn

Watch the video below to find out about statement sentences.

The cartoon shows a green character with large eyes sitting at a typewriter. The typewriter has two lines of text: 'The sky is blue.' and 'I need a zoo.' To the right, a red character is lying on the floor, looking sad. The background is a simple landscape with trees and a cloud.

See if you can spot all the different statement sentences in the video

Sentences must always end in punctuation, usually a full stop. They must also begin with a capital letter.

For example:

My name is Eddie.

Today is Tuesday.

I can't wait to be able to go to the park.

Practise

You may need paper and a pen or pencil for some of these activities.

Activity 1: Let's write statements

Try and explain what a statement is to somebody at home. You can watch the video again if needed.

Once you've done this, try writing three statement sentences. Remember to use capital letters and full stops.

For example:

My name is Madeline.

Activity 2: Exploring Antarctica

Watch the short video below about Antarctica.



Write four statements about Antarctica based on information that is in the video. Remember to include capital letters and full stops.

For example:

Antarctica is the coldest continent in the world.

Activity 3: Let's write a postcard

Imagine you've been Antarctica too. Write a postcard explaining what it was like there.

- Decide who you're writing the postcard to. It could be someone in your family, a friend or even your school teacher.
- Make sure all your sentences include a capital letter at the start and the correct punctuation at the end.
- Try to include some statements in there too (you can use the ones from activity two if needed).
- Remember to finish your postcard with an ending like 'lots of love' or 'from'.



Where next?


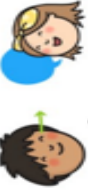

In this lesson you have tried writing statement sentences and created a postcard from Antarctica.

There are other useful articles on Bitesize to help you.

- Try playing the [Karate Cats game](#)
- Here, you can learn about other types of [punctuation](#)

Spellings W/C 11.05.20

This week we would like you to focus on the sound /oa/ spelt with the vowel diagraphs 'oa', 'ow', 'oe'. **Spelling rule** - oa is very rare at the end of a word. Watch the following Alphablocks video clips <https://www.youtube.com/watch?v=4PpcG5UMSn8> and <https://www.youtube.com/watch?v=F8e3hS1bkdY> and then see the Powerpoint available at <https://www.twinkl.co.uk/resource/t-l-53764-year-1-term-1b-week-3-spelling-pack> for more information. What other words can you think of that have the /oa / sound in them? Are they spelt with the vowel diagraphs 'oa', 'ow' or 'oe' ? Once you have learned your spellings, have a go at the word search below, or create your own word search using this week's spellings. Can a member of your family find all of the words?

 <p style="text-align: center;">Cover and write</p>					
 <p style="text-align: center;">Look, say and write</p>					
 <p style="text-align: center;">Look and say</p>	coach	toast	own	snow	grow



Look and say



toe

goes

go

no

so



Look, say and write



Cover and write

The sound /oa/ spelt 'oa', 'ow' and 'oe'

s h b u m w q y n q s w
x t g a g o e s c u g w
c o n b x r o w n s r q
t e f s b z i o q y o a
s i d y i r q j p c w q
n v k k b s c c s o i n
o i r d l l m g o a l o
w v g w l q i p f c c z
t t o u i t c w k h g m
m w a m y o q d l w a d
h t y k d x q q a p g z
a i t y h s t g u w q f

goal	snow	goes	so
coach	grow	go	
own	toe	no	



TORCH SEEKERS

AGE: 7 to 11

NUMBER OF PEOPLE: 1+

SPACE NEEDED: House at night

EQUIPMENT NEEDED: Torches or phones using the torch mode and sticky notes

HOW TO PLAY:

Without the children seeing, put sticky notes up all over the house. At night time, give each child a torch, turn all the lights off. They try to find sticky notes using the torch. You can add different values or points to the sticky notes to mix it up. Most notes or points at the end wins.



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Getting Active

This activity could be used for reading and learning the Common Exception Words, any key vocabulary, number names, number recognition, the possibilities are endless.

JUMPING NUMBERS

AGE: 5 to 11

NUMBER OF PEOPLE: 2+

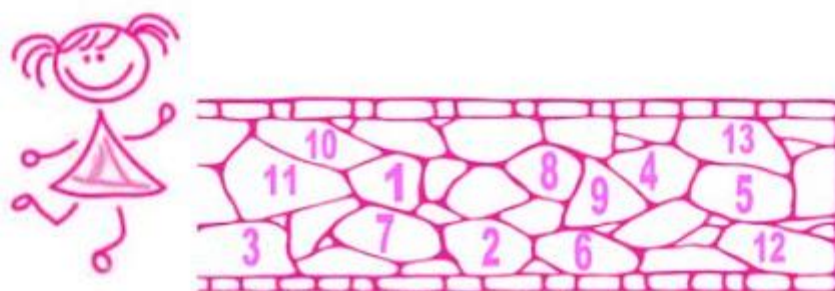
SPACE NEEDED: Patio, pavement, tarmac

EQUIPMENT NEEDED: Chalk

HOW TO PLAY:

Using chalk, write numbers randomly on the patio slabs.

Players take it in turns to compete, jumping number to number. Start with 2 numbers, if the player is successful, they add a number to the sequence and then the next person has a go. (eg. Sequence is 1-8-19, player #1 is successful, they choose to add #11 to the sequence, next player must do 1-8-19-11 to be successful, etc)



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Getting Active

This activity does not just have to be used for numbers. Key words could be written and jumped on, number bonds (the children stamp on two numbers that make 10 or 6 etc) or even give them an order to step on letters or numbers (like code-breaking).

Computing - Go to www.barefootgames.org

Then select 'colourful kits' - have fun!

<https://barefootgames.org/colourful-kits?ref=https://www.barefootcomputing.org/homelearning>



COLOURFUL KITS

Age: 5-7 years

Concepts: Data

Overview: Learn all about patterns, logic and debugging through a series of sporting themed activities.

[Play now](#)

Or

<https://barefootgames.org/barefoot-zoo?ref=https://www.barefootcomputing.org/homelearning>



Barefoot ZOO

Age: 5-11 years

Concepts: Abstraction

Overview: Help Ranger Jack use the powers of abstraction to save his struggling zoo!

[Play now](#)

Art

Draw a simple black outline of a landscape or use the image below. Then using lots of different colours and different lines, dots, dashes, swirls, zig zags fill each part.

