



Home Learning

Years 1

Expectations

A period of school closure is a new situation for all of us. We do not expect anyone to work at home as if they were at school. We recognise that parents may be juggling work and childcare and that access to the internet and other resources may be limited. These activities will provide some structure to your day and endeavour to ensure children do not fall behind in their learning.

Writing Journal

Your child needs to continue to write every day. They have worked very hard all year to perfect their handwriting and accuracy in writing, I do not want this unfortunate circumstance to deter their amazing progress.

Please may you allow them 20 minutes a day to write in their Writing Journal.

Some days they may have their own ideas on what they want to write about, other days, they may not. For these days I have put together some writing prompts/ activities for them to complete.

The focus for this journal is your child's accuracy in using capital letters, full stops, finger spaces (between words) and phonetical spelling.

- Describe yourself in 4 sentence.
You may have to give them the sentence starters:
'I am...' 'I like...' 'I have...' 'My ...'
- Write a description of somewhere they have been before, a beach? The woods? The park?
You may have to give them the sentence starters:
'I can see' 'I can smell' 'I can hear' 'I felt'
Remind them to use adjectives (describing words) to describe the nouns (person, place or thing).
- Write a letter to me telling me what they have done so far during their time off.
'Dear Miss Emerson'
Please remind them about 'uncle ed' and how we add 'ed' to verbs when we are talking about the past... not 'id'!
- Write a set of instructions for washing their hands.
First.. Next... Then.. Finally.
- Re write their favourite story.
- Choose 3 whizzy words and try and write a sentence including all 3 (repeat 3 times with different whizzy words).
- Write an adventure story about their favourite toys. Children will need time to act this out with their toys first to generate their imagination.
- Write the shopping list!
With your children look around the kitchen/ house for things you need. Have your child phonetically spell these items in a list. Segmenting the word out loud to ensure they have used all the right graphemes: 't o i l e t r o l l'

Year 1 Writing Objectives

- Spell words containing each of the 40+ phonemes already taught
 - Spell common exception words that have been taught
 - Use -ing and -ed, where no change is needed in the spelling of root words
 - Begin to spell words using contracted forms
 - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
 - Select basic ideas and content linked to the purpose of a task
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- Re-read what they have written to check that it makes sense
 - Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - Sequence sentences to form short narratives
 - Write a simple sentence starting with a personal pronoun and with a noun/proper noun
 - Leave spaces between words
 - Use capital letters and full stops
 - Join clauses using 'and'
 - Begin to punctuate sentences using a question mark
 - Re-read what they have written to check that it makes sense
 - Select basic ideas and content linked to the purpose of a task

Maths

There are so many online maths games however, maths is so easy to incorporate into everyday life. Please count EVERYTHING with your child. They need to know how to count confidently to 100. In school we do this every day with your child so please make time every day to find a fun way to count.

This would also be a great opportunity to teach your child to tell the time. We have covered it in school already but to become fluent and confident they need to be consistently taught it throughout their days. Year 1s should be able to tell the time to the hour and half past. So whenever you start an activity, relate it to the time when you can. We are starting at 12 (explain where the hands will be) and will finish at half past (explain the hands again).

Another accessible home learning activity for maths is money! Children rarely get to handle real money anymore due to debit and credit cards. Whilst your child is at home it would be a great opportunity to revise all the different coins with your child! In Year one, the National Curriculum states that children need to recognise and know the value of different denominations of coins.

Year 1 Maths Objectives

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less
- count, read and write numbers to 100 in numerals; count in multiples of twos and tens
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with support.
- name a half as one of two equal parts and a quarter as one of four equal parts; of an object, shape or quantity
- tell the time to the hour and half past the hour and recognise, find and draw the hands on a clock face to show these times
- recognise and know the value of different denominations of coins and notes
- recognise and name common 2-D and 3-D shapes, including: square, rectangle, triangle

Reading – Scrap Book

Please document every rich text your child reads over their time off. 'Rich texts' include library books and Hampshire Library ebooks

(<https://www.hants.gov.uk/librariesandarchives/library/whatyoucanborrow/ebooksaudiobooks>); fiction story books and non-fiction fact books. You do not need to document their decodable book band books (unless they want to). There will be PRIZES for the best scrap books.

In this book, on a 2 page spread, get them to answer at least 4 questions on the book whilst/ after reading. You may scribe their answers for them. They can make these pages as creative as they like, maybe they will draw a picture behind all their answers, maybe they could attach a painting that relates to the story? They may include photos of them reading it or physically doing some of the activities the characters do in the book (baking, bike riding etc.)

- Is this book fiction or non-fiction? How do you know?
- What do you predict will happen next?
- How is that character feeling and why?
- Have you ever seen/ done something like this?
- Once they have read the whole story, ask them to retell the story to you (summarise what happened).
- They may like to make a story map to do this, drawing the key parts of the story.
- Can they write a new ending? What do they predict would happen if the author wrote a sequel?
- What did you like and dislike about the book?
- Were there any adjectives (describing words) used? Can you find them and list them?
- Which whizzy words were in the book? List them.
- Who was your favourite character and why?
- Do they have any questions to one of the characters?

To encourage your child's enjoyment of reading, or if you feel you have ran out of new books at home, <https://storylineonline.net> is a free resource and has many of the world's best storytellers reading books aloud. Each video also includes an activity guide with lessons for students to do at home!

Likewise, if you read all your child phonetically decodable books, then <http://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> is an online resource that has plenty more. You will need to make an account, but it is free.

Year One Reading Assessment Statements

Working at the expected standard

- *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*
- *Read common exception words*
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Re-read books to build up their fluency and confidence in word reading
- Recall the main points of a narrative in the correct sequence
- Explain clearly their understanding of what is read to them
- Ask questions and express opinions about main events and characters in stories
- Predict what may happen next and make inferences on the basis of what is being said and done

- Understand the difference between fiction and non-fiction
- Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Phonics

Here are a list of Phonics Websites and Apps. Please make sure that your child keeps up with their phonics every day, even if it is just one activity for 15 minutes. This will ensure that all you child's hard work and progress this year is not jeopardised by this unfortunate circumstance.

<http://www.ictgames.com/literacy.html> - Can be used on computers

<https://www.teachyourmonstertoread.com/> - Website is FREE, just register!

<https://www.phonicsplay.co.uk> - We use phonics play a lot in school, your child will be familiar with the games. Their member ship is free this right now with; **Username: march20 Password: home**
Go to **Phase 5**: Please go through the flash cards every day with them (phase 3 and 5). The games Buried Treasure , Picnic on Pluto and Reading Robot will really help them with their phonics screening as they learn to blend 'alien' and real words.

<https://www.phonicsbloom.com>

<https://www.phonicshero.com/coronavirus-support/>

<https://www.letters-and-sounds.com/>

<https://www.bbc.co.uk/cbeebies/shows/> - alphablocks

<https://epicphonics.com/>

<http://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> - FREE E-Books and linked games! Just make an account.

Useful Apps



Project learning

During this term, we have been completing work based on our Project 'Enchanted Forests'. Perhaps you could extend your learning in this area. Here are some ideas;

Can you design and make a fairy door? Perhaps you can write instructions on how you made it.	Can you design and draw a map of your enchanted forest?	Can you write a postcard to your teacher about your visit to your enchanted forest?	Can you make a list of some of the items in your house and decide what material they are made from and their properties?
Draw a picture and write a character description of who lives inside your fairy door.	Can you write a story about your enchanted forest – what happens?	Can you create a magical spell using poetry?	Can you design a castle using appropriate materials?

Why not take this opportunity to start your learning about our new project for the first Summer Term. We will be learning about the 'Amazing Antarctica'.

Can find out where Antarctica is on a world map?	Can you create a nutritious menu for an Antarctica explorer?	Can you research and make a fact file about an animal who lives in the Antarctica?	Can you compare Antarctica to England?
Paint or draw a picture/landscape	Can you draw what makes you happy and what makes you feel sad? Explain why.	Can you create a poster about how to be a good friend?	Can you list the adaptations animals have to survive in Antarctica. Then create a made up animal that would survive. Draw it, name it, label its features.

Looking For More?

Education resources site, Twinkl, is currently offering a free trial for parents and teachers. It contains a wealth of material which may interest you. To set up an account, go to www.twinkl.co.uk/offer and enter the code UKTWINKLHELPS