

Year 1 Home Learning (11-15th January)

All resources in red are available on the Home Learning Year 1 Section on the school website

Reading	<p>Again keep reading! If you do not have any books to read at home, you could visit Oxford Owl; they have lots of online books for you to read. https://home.oxfordowl.co.uk/reading/free-ebooks/</p> <p>If the only books you have at home are trickier than your usual books, you could do some shared reading with your grown up. You could read the words that you recognise and your grown up could read the trickier ones. Alternatively, you could listen to your grown up read a sentence and then you 'echo' read it back to them, see if you can follow the words with your finger as both of you read.</p> <p>If you have books at home that are easier than you usually read, it is still useful to read them. Your grown up could challenge you to read them with lots of expression. Can you close the book and retell the story to your grown up? How much detail can you remember?</p> <p>There are also 2 stories to read together with your adult. Read and listen carefully and have a go like Holly at answering the questions. (Adults – a noun phrase is part of a sentence that describes something for example '.....the fast orange tiger....')</p>
Writing	<p>(Adults – please spread these writing activities over 3 days and on different days to the reading comprehension)</p> <p>Listen to the story of 'The Knight Who Wouldn't Fight' on YouTube https://www.youtube.com/watch?v=l6T8DCD99GY</p> <p>Listen again and then see if you can tell your adult or brother or sister what happened in the story.</p> <p>Make a story map. Draw a curvy line from one corner of the page to the opposite corner. Draw pictures along the line to show what happened in the story. The first picture will show where the story begins, then draw the characters. In the middle draw some pictures to show the action or problem in the story and how the problem was sorted out. The last picture will show how the story ended. You will have at least 3 pictures but you may have more. Write the title of your story at the top of the page. Next to the pictures you can add some words for example 'castle/cave/sky' to show where the story is happening and the names next to the characters.</p> <p>Imagine there was also a giant in the story. Draw a picture of him or her with lots of detail. Write some adjectives next to the giant. Remember describing words are called adjectives.</p> <p>Describe him, what does he look like? How big is he? What colour is he? What is he wearing?</p> <p>Read each sentence once you have written it, and of course, check that you have included a capital letter and a full stop.</p>

	<p>Parents / carers - if you feel your child will find writing a number of whole sentences too tricky, feel free to write the beginning part of their sentences, letting them complete the end. The important thing is that they form the sentences verbally <u>first</u> and that they have a go at sounding out some of the words for themselves to build their skills.</p>
<p>Spelling</p>	<p>me, you, his, my, do <i>(see the ideas below for practising spellings)</i> Use some of these words in your writing.</p>
<p>Phonics</p>	<p>This week's phonics are on the Home Learning section of our website. There are three choices: If you were in Mrs Penman's group look for Robins phonics. If you were in Mrs Bunce's group look for Blackbirds phonics. If you were learning with Mrs Jolliffe, Mrs Brown or Mrs Thompson look for the Swallows phonics.</p> <p>Can you also choose any book and look for the digraphs oi and oo, can you sound out the whole word?</p> <p>During this time of school closure, the site www.phonicsplay.co.uk has become free to use.</p> <p>You may log in with the following details: Username: jan21 Password: home</p>
<p>Maths</p>	<p>Monday We are continuing to think about adding amounts together but today we are starting to think about 'counting on'. Can you try to keep the amount you are starting with in your head and then count on from that number instead of counting from 1? Parents - if your child finds this too tricky let them count all the way from 1, but can you show them how you would do it by 'counting on' instead. Watch the video on White Rose Maths, called Addition - adding more, on the following link https://whiterosemaths.com/homelearning/year-1/week-7-number-addition-subtraction/</p> <p>Then have a go at question 1 on the worksheet.</p> <p>Tuesday Today we will continue to think about counting on when we add. Go back to the link above and watch the next video also called Addition - adding more. Find a box or a bag, 12 small toys and a dice. Roll your dice, place that number of toys in your bag or box. Now roll the dice again and add that number of toys to your box or bag <u>counting on</u> as you do so. Can you tell your grown up the following?</p> <ul style="list-style-type: none"> • How many you started with. • How many you added. • How many there are in the bag altogether.

Can you tell your grown up the what the number sentence would be?

If you would like to, you can complete the rest of the questions on the [worksheet](#) for Monday and Tuesday.

Wednesday

Today we thinking about number bonds, we hope that you will slowly learn these number bonds as they will really help you to add when the numbers we are working with get bigger.

Watch the video on the link from Monday called Addition - Using bonds.

If you have a set of dominoes see if you can use them in the same way as they did in the video, can you find all the dominoes that represent a number bond to 6? Then 7 and so on. If you do not have any dominoes at home you could use the [printable dominoes](#) that we have placed on the website.

Now try the [worksheets](#) for today.

If you would like to play a game to help you learn your number bonds to 10 follow this link <https://www.topmarks.co.uk/maths-games/hit-the-button>. Then select the number bonds button, then click on 'Make 10'.

Thursday

Today we will be using all we have learned about number bonds to help us find the missing part in a part-whole model or in a number sentence.

Watch the White Rose Maths video for today called Finding a part.

Use the [part-whole model](#) on the website, a dice and 20 small objects to place in the part-whole model (for example, pasta shapes, Lego pieces or counters). Place 7 objects into the 'whole' section of your part-whole model. Now, roll the dice and place that many of your objects into one of the 'parts' on your model. Now count on, using your objects, to find what the missing 'part' is. Can you say or write a number sentence to match your part-whole model. Repeat again. Try this for wholes of 8, 9 or 10.

Try today's [sheets](#).

Friday

Today we are beginning to think about subtraction. Do you know what subtraction means, have you heard that word before? What other words do we use to mean subtraction?.....That's right we can also say 'take away' or 'minus'.

Remember when we are subtracting it means that the answer will get smaller than the one we started with, or we can say that it will be less than the number we started with.

Watch the video on White Rose Maths, called Subtraction - taking away - crossing out, at this link <https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/>

	<p>Find some small edible items of food, for example grapes, blueberries or cheerios - anything small that you can eat. You will also need a dice. Layout 10 of your items. Roll the dice and eat (take away) that many of your items. How many do you have left? Can you turn this into a 'story'? For example, 'At first there were 10 grapes, then 4 were eaten, now there are 6 grapes.' Repeat this for different starting numbering between 6 and 10.</p> <p>Now try today's sheets.</p> <p>Parents - The subtraction symbol will not be introduced in today's work, it will be used in the next lesson. For this lesson the important idea is that the children understand the concept of starting with an amount and that something is taken away, that it gets less.</p>
Music	<p>Continue listening to and enjoying a range of music. Last week, some of you may have enjoyed listening to the story and learning to sing the song about Tiddalik the Frog with Rebecca and Andy. This week, we are sure you will have lots of fun learning a song inspired by the story of Anansi the Spider.</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-anansi-and-the-moss-covered-rock-1/zmn2qp3</p>
RE	<p>In RE this term, we are thinking and learning about friendship. Below is a link to the lesson we would love you to complete this week.</p> <p>https://classroom.thenational.academy/lessons/who-am-i-6hgkjc</p>
History / Geography	<p>Find out about a famous person either living now or from the past. Why are they famous? When did they live? What did they do? Why are you interested in them? Find a picture, you could use the internet, a book or a newspaper, ask someone in your family. Can you present your information to someone else, perhaps to a grandparent on a video call or make a poster and put it on the wall for everyone in your house to see.</p>
Art	<p>Castles can be made of stone or brick. Use a sponge (for washing dishes) or a wooden toy brick to do some printing like a castle wall. Make lines so the wall is strong.</p>
PE	<p>Try some of these websites to keep active any time of the day. You can also wrap up warm and play with a ball in the garden or go for a walk with your family.</p> <p>BBC activities https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active/z72yjhv</p> <p>go noodle https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw</p> <p>yoga https://cosmickids.com/</p> <p>Joe Wicks is back on his YouTube channel at 9am on Monday, Wednesday and Friday.</p> <p>Folding clothes and squeezing pegs as you sort out the washing together are also good exercise for strengthening fingers and arms.</p>
PSHE	<p>Look at Solo Story. What makes Solo special? How can you be like Solo at home? What can you do on your own? Can you get dressed/undressed? Can you tidy up? Draw a picture of Solo and write or draw around the edge things that you do independently.</p>

Creative activities make the learning more fun. It varies and deepens knowledge, which makes the learning more memorable.

Spelling Challenge

Rainbow Words

Write your words out in pencil.
Next, draw around each letter
five more times using a different
coloured pencil.

literacy



Spelling Challenge

Pyramid Writing

Write each of your words
like a pyramid:



s
so
some
some



Spelling Challenge

Backwards Words

Write your words out **forwards**
then **backwards**.

backwards
sdrawkcb




Spelling Challenge

Across and Down

Write your words **across** and **down**,
sharing the same
first letter.

example
x
a
m
p
l
e



Spelling Challenge

Fancy Letters

Write each of your words using **fancy**
writing. Your letters could be curly
or dotty... or whatever you decide!

happy



Spelling Challenge

Join the Dots

Write each of your words using **dots**.
Then, **join the dots** with a coloured
pencil to make your word.

HELLO




Spelling Challenge

Spelling Flowers



Draw a big
flower.
Write each of
your spelling
words on one of
the **petals**!



Spelling Challenge

Blue Vowels

Write out each of your words.
Go over the vowels in each word
using **blue** pencil.

literacy



Spelling Challenge

Air Writing

Write your words **in the air**
with your finger.
Ask someone to read your
words as you write.
Or, ask someone to air
write the letters you tell
them to spell your word.



Spelling Challenge

ABC Order

Write your words out in
alphabetical order.

apple
carrot
tomato

