

# Home Learning Year 1



# Typical weekly timetable for Year 1

	8:40-9:00	9:00-9:20	9:20-10:20	10:20-10:40	10:40-12:00	12:00-1:00	1:00-3:00	3pm-3:15			
Monday	Register	CW	Maths	Break Time	Phonics	Writing	Lunch Time	Guided Reading	History/Geography	Handwriting	Special Places/ story
Tuesday	Register	CW	Maths		Phonics	Writing		Guided Reading	RE	Art	Special Places/ Story
Wednesday	Register	PE	Phonics		Guided Reading	Music	French	Lunch 12.30-1.30pm	Maths	CW	Special Places
Thursday	Register	PSHEE	Maths		Phonics	Writing	Lunch Time	Guided Reading	Science	Handwriting	Special Places Choose next
Friday	Register	CW	Maths		PE	Guided Reading		Phonics	Computing	Star of the Week	Special Places /story

## End of year National Curriculum objectives for Year 1:

### Reading

#### **Word Reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- re-read these books to build up their fluency and confidence in word reading.

#### **Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

# Writing

## **Spelling**

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## **Handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing continued...

### **Composition**

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Vocab, Grammar and Punctuation**

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
  - use the grammatical terminology in English Appendix 2 in discussing their writing.

# Maths

## Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

## Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- 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 that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

## Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

## Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

<p><b>Writing Tasks (aim to do one per day):</b></p> <ul style="list-style-type: none"> <li>• Writing stories. Can they innovate (write their own version of) a story that they have read? For example, instead of 'The Tale of Peter Rabbit', could they write 'The Tale of Ozzy Owl' or 'The Tale of Bobby Badger'?</li> <li>• Story Maps – Children could create their own story map then write their story.</li> <li>• Write a letter or postcard - find out about different postcards and why people write them. Can they design the front of the postcard and then plan what to write and who they could write it too.</li> <li>• Ask your child to create a story about their family. Who will be the main characters? Where will the setting take place?</li> <li>• Write sentences using adjectives to describe a room in your house.</li> <li>• Diary: Keep a diary of things that happen outside one of the windows in your house. Write down sentences using suffixes. Try to use exclamation marks.</li> </ul>	<p><b>Daily Phonics Tasks:</b></p> <ul style="list-style-type: none"> <li>• Daily phonics - your child to practice their sounds and blend words.</li> <li>• Phonics play – there are lots of games that your child could play (<a href="http://phonicsplay.co.uk">phonicsplay.co.uk</a>)</li> <li>• Spell the days of the week: Keep a diary of things you do in the week.</li> <li>• Spell common exception words</li> <li>• Online games (see apps and online resources)</li> </ul>	<p><b>Reading Tasks (aim to do one per day):</b></p> <ul style="list-style-type: none"> <li>• Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.</li> <li>• Watch Newsround and find out what is happening in the world. What did you find out? Is there anything you need help understanding?</li> <li>• Create a bookmark</li> <li>• Complete a book review on one of the books you have read - what did you like about it? Would you recommend it to anyone?</li> <li>• Learn our class poem off by heart. Can they perform it to you with actions?</li> <li>• Listen to the traditional story 'Jack and the Beanstalk'. Find a set of instructions for planting a seed or a bean. Read the instructions out aloud. Can you follow the instructions and plant a seed? Remember to keep watering it!</li> </ul>
<h1>Reading and Writing Activities</h1>		<p><b>Handwriting tasks:</b></p> <ul style="list-style-type: none"> <li>• Practise copying out a section from their favourite book in their best handwriting.</li> <li>• Practise the alphabet, lower case.</li> <li>• Practise the alphabet, upper case.</li> <li>• Write in water on the patio.</li> <li>• Write in sand.</li> <li>• Use some fancy coloured pencils and pens.</li> </ul>
<p><b>Great Apps and Online Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Spelling Shed app/website (your child has their own log on details)</li> <li>▪ <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a></li> <li>▪ <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a></li> <li>▪ Teach your monster to read app</li> <li>▪ Endless Wordplay app</li> <li>▪ Reading Eggs app</li> <li>▪ Jolly Phonics Lessons app</li> </ul>		



### Number and Place Value

- Count anything and everything! Count your stairs, lego bricks, soft toys, even socks!
- Count in 1s, 2s, 5s and 10s.
- Create their own number line.
- Write the numbers to 20 in words and digits.
- Look in different rooms and go on a number hunt. How many items can you find that have numbers on them? What is the largest number you can find? What is the smallest number you can find?
- There are lots of great counting games on [topmarks.co.uk](http://topmarks.co.uk) (Chopper Squad, Blast Off etc.)

### Great Apps and Online Resources:

- Numbots (your child has their own log in details)
- [www.twinkl.co.uk](http://www.twinkl.co.uk)
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting>

### Shape, Space and Measure

- Measure how tall everyone in your household is.
- Measure the size of everyone's hands, everyone's feet. Who has the longest feet? Who has the shortest feet?
- Bake something, carefully weighing out ingredients together. Compare the weights of different amounts. Compare the volumes of different amounts.
- Go on a 'shape hunt' around your house to see what 2D and 3D shapes they can find.
- Explore money – can they recognise and name different coins and notes? Do they know their value? Play shops.
- Practice telling the time. (O'clock and half past) Can they say what one hour later would be or one hour earlier?
- Use a stopwatch to time how long it takes to do different activities.
- Look at a calendar to see important dates in the year for your family. Discuss days, weeks, months and years. Can your child say all of the days of the week and the months of the year? There are lots of days of the week / months of the year songs (Youtube) – can they learn and sing one?

## Maths Activities
























### Addition and Subtraction

- Create a card game that is based around making number pairs to twenty that can then be played as a family.
- Play target number. Select a number between 2 and 20. Show how many different ways to make this number using addition or subtraction.
- Play number bond tennis
- Have a look at some of the addition and subtraction games on Top Marks (Number Fact Families to 10 or 20 and Funky Mummy are great!)



















<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Make a self-portrait out of unusual materials.</li> <li>• Start a sketch book, using pencils to sketch items from around your house.</li> <li>• Draw people from your family.</li> <li>• Make some bubble art using watered down paint and straws.</li> <li>• Make a collage using old magazines and catalogues.</li> <li>• Download a drawing app (the children have been using Adobe Sketch in school).</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>▪ Use pots and pans from the kitchen to make your band and come up with your own music.</li> <li>▪ Write a song about your family.</li> <li>▪ Garage Band app</li> <li>▪ Put on a show for your family.</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>▪ Look at different household objects – what materials are they made of? Do an object hunt: can you find an object that is made of metal/plastic/wood/fabric/glass etc.</li> <li>▪ Visit <a href="https://fun-science.org.uk/top-5-science-activities-home/">https://fun-science.org.uk/top-5-science-activities-home/</a> for some fun science experiments to do at home.</li> <li>▪ Go into your garden to identify any common trees and flowering plants.</li> <li>▪ Pull up some weeds – can they identify the roots, leaves, stem etc. What do these things do? Was it planted from a bulb or seed?</li> <li>▪ Plants some bulbs, seeds.</li> </ul>	
<p style="font-size: 2em;"><b>Other Creative Activities</b></p>			
<p style="text-align: center;"><b>DT</b></p> <ul style="list-style-type: none"> <li>▪ Start a sewing project</li> <li>▪ Use your recycling for junk modelling</li> <li>▪ Create masks of characters from a book you enjoy and act it out</li> <li>▪ Papier mache!</li> </ul>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>▪ Use Google Maps to explore your local area.</li> <li>▪ Draw a map of your street or of your house.</li> <li>▪ Use the internet to learn about a country that you'd like to visit. What would you want to see or do there?</li> <li>▪ Use a compass (you can get apps) to learn about compass directions. Play a treasure hunt game in your house based on compass directions.</li> <li>▪ Find out some facts about Peru (where Paddington is from)</li> </ul>		<p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li>▪ Do some internet research together about different dinosaurs.</li> <li>▪ Find out more about Mary Anning.</li> <li>▪ Phone your grandparents and find out what it was like for them when they were your age.</li> </ul>
<p style="text-align: center;"><b>RE and Culture</b></p> <ul style="list-style-type: none"> <li>▪ Learn about some different celebrations from different countries and religions. Watch some videos on BBC Teach to find out more.</li> <li>▪ Recap and draw pictures for the Christmas Story or the Easter Story.</li> </ul>			

<p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li>▪ Living room yoga</li> <li>▪ Show your gymnastic poses</li> <li>▪ Use Go Noodle to follow along to some dances.</li> <li>▪ Disney shake up games <a href="https://www.nhs.uk/10-minute-shake-up/shake-ups">https://www.nhs.uk/10-minute-shake-up/shake-ups</a></li> <li>▪ Races in the back garden</li> <li>▪ Create your own dance routine and teach it to your family</li> <li>▪ Plank competition! Who in your family can hold the plank position for the longest?</li> </ul>	<h1 style="margin: 0;">Staying Healthy</h1>	<p style="text-align: center;"><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>▪ Keep a diary of your daily activities</li> <li>▪ Do some calm colouring</li> <li>▪ Listen to some peaceful piano music</li> <li>▪ Spend some time reflecting at the end of each day</li> <li>▪ Write/draw 3 things that you are thankful for</li> <li>▪ Describe your emotions</li> <li>▪ Go into the garden and look at the clouds</li> <li>▪ Do some gardening</li> <li>▪ Guided relaxation/visualisation</li> <li>▪ Mindful breathing</li> </ul>
	<p><b>PSHEE</b></p> <ul style="list-style-type: none"> <li>▪ Write thank you notes to people who help you.</li> <li>▪ Think about what you would like to do when you grow up. Draw yourself in that role. What skills will you need?</li> <li>▪ Design a healthy balanced meal for your family – and make it!</li> <li>▪ Consider what you can do to help people in your community, especially vulnerable members.</li> <li>▪ Go litter-picking in your local area.</li> <li>▪ Make cards for your friends</li> <li>▪ Make a get-well soon card for anyone you know that is poorly.</li> </ul>	

## Phase 2 Sound Mat









h 	b 	ck 	e 	i 	n 	s 	a 
f 	ff 	u 	r 	m 	d 	t 	p 
g 	o 	l 	ll 	c 	k 	ss 	











## Phase 3 Sound Mat

oo 	oo 	ai 	ee 	y 	z 	j 	v 	
ar 	or 	igh 	oa 	zz 	qu 	w 	x 	
ch 	sh 	ur 	ow 	th 	ng 	air 	ure 	er 

# Phase 5 Sound Mat

ey 	e-e 	ew 	oe 	ir 	oy 	ie 	ou 
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i-e 	o-e 	au 	a-e 	aw 	ue 	ay 	ea 
--	--	---	--	---	--	---	---

ue 	wh 	u-e 	u-e 	ph 	ew 	ie 	ou 	ay 	ea 
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# Our School Phonics Mat:

ai	ee	igh	oa	oo	er	oi	or	air	ow
ay	ea	ie	ow	ue	ir	oy	aw	are	ou
a-e	e-e	i-e	o-e	ew	ur		au	ear	
	ie	y	oe	u-e			ore		
	y								
	ey								
sh	th	ch	ph	wh	ar	ear			

# Year 1 Common Exception Words

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was

is  
his  
has  
I  
you  
your  
they  
be  
he  
me  
she  
we

no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

