

Year 1 Home Learning 23.03.20

MONDAY 23rd MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ou'. This digraph never comes at the end of English words (exception 'you' but making a different sound). In your books write the words (parents dictate): - **out, loud, mouth, count, found, cloud**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - The sound is too loud. Give reminders for correct punctuation.

WRITING TASK

Choose three words from the phonics lesson. Write three sentences using these words. (e.g. I went out to the park. I found a lost dog. He can bark very loud.)

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ people, said, so, my, by. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.phonicsplaycomics.co.uk read the on-line comic ~ The Holiday. ASK: ~ What happened to Red Pirate's food? Who were the beach beasts? Which pirate had the better time? What do you think Red Pirate might say about holidays now? Later share one of your own story books. It is really important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10. You say a number from 0 to 10 and your child calls back the number needed to make 10. E.g. you say 4, your child must call back 6. Sometimes say ping and your child will call back pong.

In your maths books, write all the bonds for 10. Ask your child to work systematically (in order) so that they know they have included all the bonds. Write them in a list and ask your child if they can spot any patterns after completing.

EXTENSION: - If you completed this task easily, visit nrich maths ~ flip flop cards to extend your use of number bonds.

PROJECT

Over the next two weeks, we would like you to complete a project on Africa, with a focus on the grasslands of Kenya. You should aim to spend approximately 30 minutes each afternoon on the project. You can present this in any form that you wish (as a series of posters, as a book, as information leaflets), but you **must** include some written facts, some form of map work and some artwork. If you have construction equipment, such as Lego, you could build models of an African wildlife park and take photos to add to your project. Areas to research could be: - rivers, weather, people, food, animals, music, houses, clothes, school, faith. Try to make comparisons wherever you can to the village of Chilton Foliat. Try WWF as a source of information about animals of the grasslands.

You should also aim to go outside EVERY DAY to get fresh air and exercise, even if this can only be in your garden. If the weather is poor, try out the imoves website or Go Noodle.

Other activities could include playing a board game, listening to story tapes, general model making (junk or construction equipment), putting on a play or a puppet show of a favourite story.

TUESDAY 24th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ie'. Compare with 'I'. 'I' is a word on its own, 'ie' makes the sound in other words. In your books write the words (parents dictate): - **pie**, **tie**, **lie**, **die**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. DO NOT RUB OUT any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - I can cook a big pie. Give reminders for correct punctuation.

WRITING TASK

Choose three words from the phonics lesson. Write three sentences using these words. (e.g. I like apple pie. I will put on a shirt and tie.)

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ people, said, so, my, by. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.oxfordowls.co.uk read the ebook No Tricks Gran. Do the pre-read at the front of the book, which covers sounds and key words found in the book. Can you spot another way of making the ie sound? You will revisit this book again tomorrow. Later share one of your own story books. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10. You say a number from 0 to 10 and your child calls back the number needed to make 10. E.g. you say 4, your child must call back 6. Sometimes say ping and your child will call back pong. If confident with this play ping pong for bonds to 20.

In your maths books, write all the bonds for 20. Ask your child to work systematically (in order) so that they know they have included all the bonds. Write them in a list and ask your child if they can spot any patterns after completing. Support your child to see the link between bonds to ten and bonds to 20.

EXTENSION: - If you completed this task easily, visit nrich maths ~ flip flop cards to extend your use of number bonds.

WEDNESDAY 25th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ea'. In your books write the words (parents dictate): - **sea, bean, leaf, meat, read, beach, feast, steam, cream, peach**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - Jill eats peas with his meat. Give reminders for correct punctuation.

WRITING TASK

Choose three words from the phonics lesson. Write three sentences using these words. (e.g. I love going to the beach. The best part is playing in the sea. I like to read my book on the sand too.)

Extension: - If you would like to, you could write a story or a recount about going to the beach.

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ people, said, so, my, by. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.oxfordowls.co.uk read the ebook No Tricks Gran again for fluency. Ask your child the questions at the end and have a go at the puzzles one and two. Later share one of your own story books. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20.

In your maths books, complete the missing number calculations. You will need to write out the whole calculation, not just the answer.

$$6 + _ = 10, \quad _ + 5 = 10, \quad 7 + _ = 10, \quad 2 + _ = 10, \quad 9 + _ = 10$$

$$10 + _ = 10 \quad 0 + _ = 10$$

EXTENSION: - If you completed this task easily, try these:

$$10 = _ + 4 \quad 10 = 2 + _ \quad 10 - _ = 7 \quad 10 - _ = 5 \quad _ - 7 = 3$$

THURSDAY 26th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'oy'. In your books write the words (parents dictate): - **boy, toy, joy, Roy, enjoy, royal, destroy**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - Roy enjoyed eating an oyster. Give reminders for correct punctuation. Some support will be needed with -ed ending.

WRITING TASK

Choose three words from the phonics lesson. Write three sentences using these words. (e.g. I like my toy car.)

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ people, said, so, my, by. Use look, cover, write, check as a method to learn the spellings.

READING

Using www.oxfordowls.co.uk read the ebook *Everyone Got Wet*. You will read this story again tomorrow. Do a pre-read by going through any sounds or key words from the front of the book. If your child finds this tricky to begin with, they can use the audio option to listen, then try for themselves. Later share one of your own story books or listen to a story on CBBC or a CD. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20.

In your maths books, complete the missing number calculations. You will need to write out the whole calculation, not just the answer. Use your number bonds to ten to help find the answers.

$$16 + \underline{\quad} = 20, \quad \underline{\quad} + 15 = 20, \quad 7 + \underline{\quad} = 20, \quad 12 + \underline{\quad} = 20, \quad 9 + \underline{\quad} = 20$$

$$10 + \underline{\quad} = 20 \quad 0 + \underline{\quad} = 20$$

EXTENSION: - If you completed this task easily, try these:

$$20 = \underline{\quad} + 4 \quad 20 = 2 + \underline{\quad} \quad 20 - \underline{\quad} = 7 \quad 20 - \underline{\quad} = 5 \quad \underline{\quad} - 7 = 13$$

FRIDAY 27th MARCH

PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ir'. In your books write the words (parents dictate): - **sir, girl, bird, shirt, skirt, birthday**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - The girl got a bird for her birthday. Give reminders for correct punctuation.

WRITING TASK

Choose three words from the phonics lesson. Write three sentences using these words. (e.g. The girl had a long skirt.)

SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ people, said, so, my, by. Use look, cover, write, check as a method to learn the spellings. GIVE YOUR CHILD A SPELLING TEST OF THE WORDS LEARNT THIS WEEK.

READING

Using www.oxfordowls.co.uk reread the ebook Everyone Got Wet. Ask your child the questions at the end and have a go at the puzzles (play activities) one and two.

Later share one of your own story books. It is important that children hear stories being read to them **every day**.

MATHS

Count to 50. If secure with this, count backwards from 50 to 0. Play ping pong for bonds to 10 and 20.

Practise counting in 2s to 20.

Play Times Table Rock Stars.