



## Year 1 Initial Learning at Home

### Reading

Using the Fred sounds and Walter's Words sent home as Home Learning last term, please continue to ask your child to read through the sounds.

Share a book with your child. The Oxford Owl website is fantastic for accessing colour banded books: [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

When reading with your child, stop them at various points asking 'what happens next'. Encourage your child to use what they have read so far to make their prediction.

### Writing and Spelling

Please ask your child to write simple sentences using a **noun**. E.g. The **kitten** is cute. If your child would like a challenge encourage your child to use 'and' to add a word or a phrase. E.g. The **kitten** is cute and it is sitting in the window.

For inspiration you could use the National Geographic's picture of the day.

<https://www.nationalgeographic.com/photography/photo-of-the-day/2020/12/cat-kitten-pet-window/>

For spelling, please ask your child to practise the Walter's Words sent home in their phonics envelope – using their 'Fred talking' and listening for the sounds – daily if possible.

### Mathematics

If you have any, or can create some number resources at home, please ask your child to place the numbers 0 - 20 in the correct order. Practise counting verbally (forwards and backwards) in steps of 1s, 2s, 5s and 10s to 100 – daily if possible.

They should also practise adding together a 1 digit numbers and a 2 digit numbers (up to 20 - including 0). Please use everyday items your child can count to support this if required e.g. Lego bricks, pasta etc...

They can practise subtraction by getting a group of objects and taking some away (up to 20 - including 0). Encourage/support your child to write what they have done as a calculation. E.g.  $10 - 3 = 7$

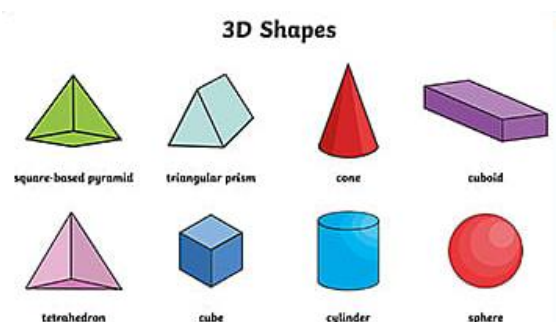
Please practise finding pairs of numbers that always add up to 10 (number bonds). How can your child represent these facts in different ways? (Using objects, drawing pictures, writing number sentences).

Please practise naming 2D shapes including: triangle, square, oblong and circle. Practise sorting shapes in the following game. <https://www.topmarks.co.uk/early-years/shape-monsters>

Please practise naming 3D shapes including: cube, cuboid, cylinder, sphere and pyramid. How many can you find around the house?

Use the magnifying glass to identify the mystery shape, in this game which can be played with 2D and 3D shapes.

<https://www.ictgames.com/mobilePage/shiftingShapes/index.html>



## **Theme**

Any research or reading that your child can do about our current theme would be great, especially if it can help answer some of your child's questions about the theme (Spring 1 – Expelliarmus (Is magic good or bad?)).

They could also be creative using our theme as an inspiration, for example, a drawing, painting, model, collage or stop-go animation.

## **Theme – Celebrations Learning**

**TASK: Write a special 'thank you' for a celebration**



### **Key learning**

#### **English:**

- Say out loud what they are going to write about
- Sit correctly at a table, holding a pencil correctly and comfortably
- Form lower case letters in the correct direction

#### **Art:**

Pupils should be taught:

- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space

### **How to do it**

There are many times when we want to say 'thank you' in celebration of something special. This activity is all about writing a small piece to say 'thank you' to someone or something.

#### **Saying 'thank you' for:**

- A special person
- A pet
- Their home
- Nature and the world around us
- A special event, such as a party

#### **Completing the activity:**

- Consider the 'thank you' that the child can write about (see list).
- Use different materials to make the 'thank you'. This could be card or paper and could be in the form of a letter or picture.
- Consider drawing a picture in the centre or around of the card or paper to make the 'thank you' more engaging.

Encourage the use of descriptive words in an expanded noun phrase (adjectives followed by noun) to make the writing more interesting.

#### **Key questions:**

- What would be an interesting 'thank you' to write about?
- What descriptive phrases could be used to make the writing more interesting?
- What materials could be used to make the illustrations engaging?

## Theme – Celebrations Learning

### **'Celebrations' TASK**



#### **Design and Technology:**

- design a purposeful, functional, appealing product for themselves and other users based on a design criteria
- to select from and use a range of tools and equipment to perform practical tasks, selecting from a wide range of materials, including ingredients

#### **How to do it**

Celebrations often involve food! This activity can either involve designing the 'top' of a celebration cake or can include making it and decorating it. Children may need more supervision if they are going to make it and help may need to be given to buy the ingredients and bake it.

#### **Getting started:**

- Consider what celebration the cake is going to be for, thinking about the interests of the person that it is going to be made for.
- Decide whether it will just be a design or whether the cake will be made. This may involve buying ingredients which children will need help with.

#### **Designing the top of the cake:**

- Once the theme has been decided think about how this design could transfer to the top of a cake.
- Draw the design, keeping it simple because most designs are made out of icing sugar.
- Colour in the design carefully, using simple colours.

#### **Making the cake:**

- Research different types of cakes to decide on the type and flavour. There are many ideas on the internet or in cookery books.
- Decide if the cake will have a filling e.g. jam or cream.
- Make the cake by following the recipe and give adult support and supervision where needed.
- Once the cake has been cooked and it has cooled then the top can be decorated using icing or sweets and chocolate to represent the different objects.

Decorate the cake, following the original design.

#### **Key Questions**

- What theme can be used for the cake?
- How can the different ingredients be used to create an exciting design?
- What might I change next time?
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#### **Useful websites and resources:**

[www.bbcgoodfood.com](http://www.bbcgoodfood.com)

[www.kids-cooking-activities.com](http://www.kids-cooking-activities.com)