

## **Year 1 Home Learning Pack – Spring 1 2021**

Dear Year 1 Family,

Welcome to the Year 1 Home Learning Pack, which is designed to provide you with three days of lessons (based on our current units), for you to use with your child whilst they are at home.

If you have any further questions about the contents of this pack, please feel free to email me at **[sarah.peart@jys.org.uk](mailto:sarah.peart@jys.org.uk)**.

Your child can record their work in whichever format works best for you. They may complete some tasks on individual pieces of paper but you may also like to use a notebook or to take photos of achievements. I would be very happy to see any pieces of work that your child is especially proud of, via email, if it is possible for you to upload a photo of what they have done!

With very best wishes to you and your family during this time.

Mrs Neville

## **Literacy**

During our first Literacy unit of the spring term we will be learning how to '**write to inform**', by exploring the key features of information texts and then having a go at writing our own simple information texts.

Our key learning objectives for all writing are to:

- Write sentences, using a capital letter at the start of each one and a full stop at the end of each one.
- Use capital letters for names.
- Use clear finger spaces between words.
- Use 'and' to join words and clauses.
- Proof-read our writing once we are finished, checking that capital letters and full stops are in the right places.

In addition, during this information writing unit, we are learning to:

- Write question sentences, starting with a question word (Who . . . ? What . . . ? When . . . ? Where . . . ? How . . . ? Why . . . ?) and finishing with a question mark.
- Format and lay out our writing using key features of information texts, including titles, sub-headings, photos or diagrams, labels and captions.

When we write at school, we use our 'Year 1 Phonic Sound Mat' (attached) to help us find the letter / letter string that we need to write down each sound that we can hear when we 'robot talk' a word.

Please use the English lesson videos provided by the **Oak National Academy** to help your child learn more about information texts at home. Click on the link below to find their '**Information: All About Tigers**' Year 1 English unit lessons:

<https://classroom.thenational.academy/units/information-all-about-tigers-1d38>

There are ten lessons in the unit, with most lasting for approximately 15 – 20 minutes. You could do more than one lesson each day, if your child is interested, although it might be worth having a break between each one!

Lesson 1 - To listen and respond to an information text

Lesson 2 - To tell an information text from memory

Lesson 3 - To deepen an information text through role play

Lesson 4 - To add 's' to make nouns plural

Lesson 5 - To retrieve information

Lesson 6 - To box up for purpose

Lesson 7 - To identify features of an information text (Read as a writer)

Lesson 8 - To write an information text (Part 1)

Lesson 9 - To write an information text (Part 2)

Lesson 10 - To write an information text (Part 3)

## **Phonics and Reading**

Please continue to use the phonics flashcards and resources given out/signposted before the Christmas holidays. These can all be found on the Year 1 page of the Virtual Learning Environment. Alternatively, have a look at the 'Year 1 Phonic Sound Mat' (attached). This contains all of the sounds that your child will need to recognise **by the end** of Year 1!

Ask your child to read each of the sounds on the flashcards or Phonic Sound Mat and make a note of which ones they know confidently and which they need to practise. Then choose some of these sounds to look at each day with your child. To help your child become more familiar with a particular letter string, it can be fun to generate a list of words that all share that same letter and sound pattern.

For example, you might write down 'train' and then ask your child to think of other words that have the same 'ai' sound in them, like 'snail', 'tail', 'painting' and 'chain'.

Share one of the attached 'Phonics Play Comics' with your child each day. Again, which letter strings can they recognise confidently and which ones do they need to practise?

The following websites have helpful phonics audio guides and videos to support phonics learning at home: <https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>

'Mr T's Phonics' channel on YouTube is great – it is Mr Thorne and Geraldine the giraffe teaching different sounds in an engaging and fun way!

## **Handwriting and Spelling Practice**

Please see the attached sheets that show the letter formation of all 26 letters of the alphabet. As you will see, on the lowercase letters sheet, each letter has a 'formation rhyme' with it, which helps to remind the children of how to write the letter correctly.

You may also find it useful to look at the 'PowerPoint to support children with cursive letter formation'. If you run a slide show of this file and then click on the pencil on each page, you can watch the pencil write your chosen letter in the correct way.

Every day, please encourage your child to practise forming a few individual letters, especially any that they are still finding tricky to write properly! Then ask them to write out a few short, simple words and to practise joining all the letters within the word properly.

## **Maths**

Our current maths unit is all about **2D and 3D Shapes**. At JYS we follow the White Rose maths scheme and they have helpfully made their lessons available for home learning use. The White Rose 'Geometry: Shape' lessons are shown within 'Year 1 Week 10' (autumn term). Please use the 'Home Learning – Year 1' section of the **White Rose Maths Hub** to access the video lessons outlined below:

<https://whiterosemaths.com/homelearning/year-1/week-10-geometry-shape/>

Each day, click on the relevant 'lesson video' and watch this – see the order of lessons given below. Each video starts with a slide of questions that help the children to revise their previous learning. Then the rest of the video introduces the new learning for that lesson, just like I would do in my 'teacher input' at school. Within this, there are teaching points and questions for the children to practise their skills with, in discussion with you.

In the resources folder, I have attached the activity sheet from White Rose to accompany each day's lesson video, which your child could work through over the coming days.

Day 1 – Recognise and Name 3D Shapes

Day 2 – Sort 3D Shapes

Day 3 – Recognise and Name 2D Shapes

## Additional Maths Ideas

### Continuing to learn about Shape

Continue working through the remaining two 'Shape' videos and activity sheets from White Rose:

- Sort 2D Shapes
- Patterns with 3D and 2D Shapes

### Adding and Subtracting

Practise adding and subtracting numbers up to 20 (and beyond if your child is confident). Generate your own numbers by rolling dice or make your own set of number cards which you can shuffle and then pick randomly from.

Encourage your child to use practical resources (such as cubes) or a 100 Square (see attached) to help them with their adding and taking away if they need to.

### Extra Challenge – Working with bigger numbers

When working with bigger numbers, help your child to add and subtract efficiently by partitioning the smaller number into 'tens' and 'ones'.

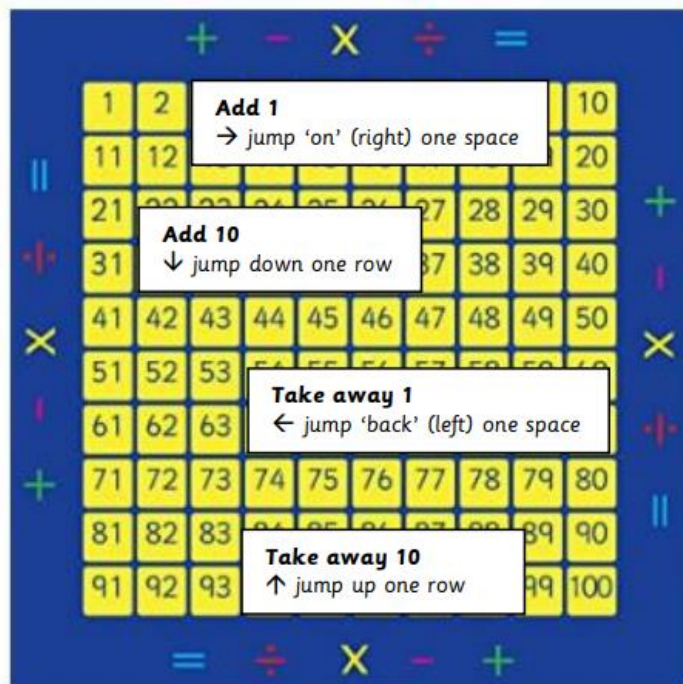

Example question: **48 + 25**

Start by finding the biggest number (48) on the 100 Square.

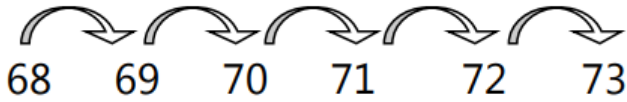
Partition the smaller number (25) into 'tens' and 'ones'. In this case, 25 is made up of two 'tens' and five 'ones'.

On the 100 Square, count on the two 'tens' of the '25' by 'jumping down' two rows from the start number:

48  
58  
68



Then count on the five 'ones' by 'jumping to the right' five times along the row on the 100 Square:



The answer is **73**.

Other additional maths ideas:

- Play the 'Twinkl Snakes and Ladders Addition to 20 Board Game' together.
- Have a go at the questions on one of the 'Maths Activity Mats' each day.

## **History**

This half term's learning theme is '**London's Burning!**' and we will be finding out all about the Great Fire of London.

The main learning objectives for this unit are to:

- Learn about significant events beyond living memory;
- Ask and answer historical questions;
- Learn how we can find out about the past by identifying and using different sources of evidence.

Please use the history resources provided by the **Oak National Academy** to help your child learn more about the Great Fire of London at home. Click on the link below to find their 'The Great Fire of London' Key Stage 1 History unit lessons:

<https://classroom.thenational.academy/units/the-great-fire-of-london-7a50>

There are ten lessons in the unit, so perhaps ask your child which questions they are most interested in finding out about and pick one lesson to do each day.

Lesson 1 - What was life like in the 17th century?

Lesson 2 - How did London begin?

Lesson 3 - What was London like at the time of the fire?

Lesson 4 - How did the Great Fire of London start?

Lesson 5 - How was the Great Fire of London put out?

Lesson 6 - What was the impact of the Great Fire on London?

Lesson 7 - What changes were made as a result of the Great Fire of London?

Lesson 8 - To create a timeline of the events of the Great Fire of London.

Lesson 9 - How do we know about the Great Fire of London?

Lesson 10 - To learn about other instances of destructive fires in London and other major cities around the world.

## **Science**

As part of our ongoing 'Weather Wizardry' learning theme, in science we are continuing to look at the weather and seasons.

The main learning objectives for this unit are to:

- observe changes across the four seasons;
- observe and describe weather associated with the seasons and how day length varies.

### Activity 1 – Seasons Spot the Difference

Encourage your child to look at, and talk about, the changes that they can see in the weather, day by day. Perhaps they could record their ideas as pictures or labelled diagrams? What does winter 'look like'? How is winter different to autumn?

### Activity 2 – Keeping a Weather Diary

Help your child to work scientifically by encouraging them to keep a weather diary whilst they are at home. Each morning and afternoon, can they record what the weather is like (e.g. sunny, windy, cloudy, rainy) and how warm or cold they feel?

### Activity 3 – Reading the temperature using a thermometer

If possible, could they measure the outside air temperature at different times each day, using a thermometer and record this in a table?

### Oak National Academy Science Resources

You might like to have a look at the Year 1 Science lessons on the Oak National Academy website, which link nicely to this unit of learning.

Follow the link below:

<https://classroom.thenational.academy/units/seasons-and-change-3c8a>

### Seasons and Change

Lesson 1 - What do we know about the weather?

Lesson 2 – How does the weather change across the seasons?

Lesson 3 – How do trees change across the seasons?

## **PSHE**

### We All Have Feelings

I have attached a lesson pack produced by the PSHE Association, specifically for parents to use with their children at home.

It is designed to help pupils develop their understanding of different feelings and to reflect on how they can support their own and others' mental health.

Use the 'PSHE – We all Have Feelings Lesson' PowerPoint presentation and work through the slides together.

The resources mentioned in the PowerPoint are saved as separate, editable MS Word documents for you to use.