

Home Learning Activities for Year 1

English

Writing

-We have attached a list of High Frequency Words (tricky words) at the end of this document. Please practise the spelling of these. Start by looking at the word, covering it, writing it and then checking. These can be used to practise handwriting in cursive.

-Using the same words, choose a word and write it in a sentence.

-Also practise spelling the days of the week and months of the year – remembering capital letters.

-Write a recount of our school trip to Kew Gardens. Remember to use time words, get the events in the correct order and write in the past tense using –ed ending. Think about how we got there, what we did, what we saw and how we got back to school.

Reading

-We have attached a list of comprehension questions at the end of this document that can be used verbally or as written responses.

-Here are some activities that can be done more than once with different books:

- Look at the front cover of a book. Predict what you think is going to happen.
- Describe the main character in your book.
- Describe the setting in your book.
- Draw a picture to match story/part of a story.
- Redesign the front cover of a book.

Phonics

-Practise for the upcoming phonics screening check.

-We have attached a practise phonics check at the end of this document. Remember to sound out and blend words carefully.

Design and Technology

- In school we have been designing fruit and vegetable kebabs to make. Have a go at making your kebab. Here is a recipe that you might find useful:
<https://www.healthylittlefoodies.com/fruit-kebabs/>. The children can choose their own fruits and vegetables depending on what they like!

- Write a written evaluation of the fruit and vegetable kebab. Think about: what did you like? What did you not like? How could you make it better?
- Make an Easter card with a moving mechanism. Remember you can choose from a slider, lever or wheel mechanism using a split pin.

Maths

-Repetition of adding/subtraction/doubling and halving activities will support your child in developing their skills. We are working with numbers within 20 and beyond.

-Practise number bonds to 10 and 20 so children become fluent with these.

-Useful websites/activities:

<https://www.topmarks.co.uk/maths-games/hit-the-button> (for number bonds/doubling/halving)

<http://www.ictgames.com/>

<http://www.crickweb.co.uk/>

Computing

-We have set a range of activities on Purplemash linked to our current topics. Click on the purple bell icon at the top where it says 'alerts'.

- To introduce and practise early coding skills play Kodable at:

<https://game.kodable.com/play?hc=1&type=home&user=tdjy4wm&showSpace=hoc>

PE

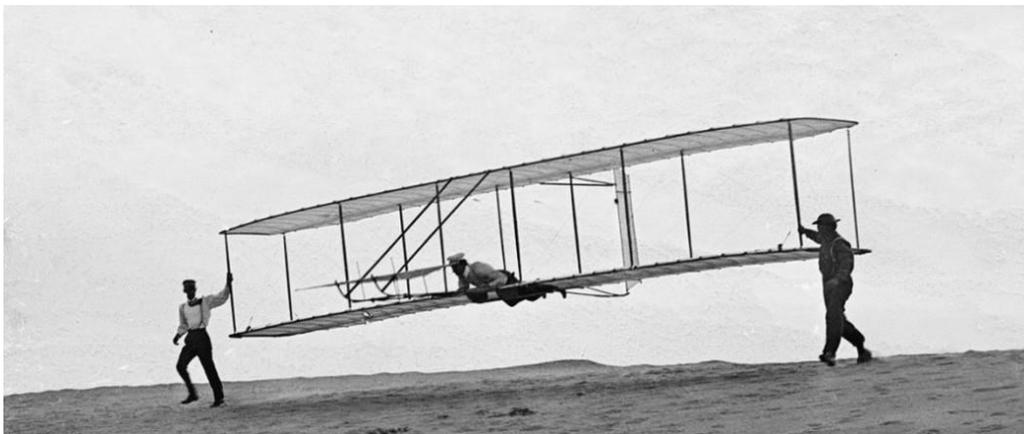
- Daily/regular fine motor activities will support children in improving their hand/arm strength in order to support their writing. Activities such as: playdough, threading beads/pasta, doing up buttons, drawing, tying shoe laces, tracing, stencils etc.

History

- Look at the sources below about the history of flying. Think about: What can you see? What would you like to know or find out?

-Come up with questions using who, what, when, where, how and why. Write down your top 3 questions.

-Use books or the internet where possible to find out the answers to your questions and write them down.



Tricky words:

said

have

like

so

do

some

come

little

one

were

there

what

oh

Mrs

people

their

called

Mr

looked

asked

could

Reading comprehension questions:

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.

Phonics Check Practise:

Nonsense Alien Words	
yoop 	lazz 
olf 	quipe 
smeck 	chirt 
jimp 	scroy 
blies 	faum 
blate 	spreet 
dox 	melp 
glisp 	shound 
cripe 	thoft 
jigh 	frue 

Real Words

chain	mixer
drift	slide
pound	queue
jazz	newt
fuzzy	clown
crept	thump
fuel	knock
stroke	author
feeling	haystack
shortest	cabbage