

Year One Home Learning Activities

Maths

Power Maths

Please support your child to continue with their Power Maths workbook. Complete one lesson each day. They could also look back through their book and answer questions they have not completed from previous lessons.

Number Facts

By the end of Year One, the children should be able to

- Count, read and write numbers from 0 to 100 identifying how many tens and ones are in each number.
- Identify one more and one less than any number from 0 to 100.
- Count from 0 to 100 in 2s, 5s and 10s.
- Read and write numbers from 0 to 20 in words.
- Add and subtract numbers to 20.
- Know off by heart number bonds to 10 and 20.

The following online games can support these skills:

Topmarks Helicopter Rescue: <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>

Topmarks Chopper Squad: <https://www.topmarks.co.uk/learning-to-count/chopper-squad>

Topmarks Place Value Basketball (up to 99):
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

ICT Games Duck Shoot (Counting in 2s, 5s or 10s only):
<https://www.ictgames.com/mobilePage/duckShoot/index.html>

Mathletics activities will also be set to revise units covered so far in class.

Prompt for correct number formation and reading/spelling numbers to 20:
http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/numbers_eng/numbers_e.html

Topmarks Subtraction Grids: <https://www.topmarks.co.uk/maths-games/subtraction-grids>

<https://www.starfall.com/h/addsub/add-machine-1/?sn=math1--math0>

English

Reading

Please continue to read daily with your child and ask them questions about what they have read. Encourage them to find the words and phrases in the text that prove that they have provided the correct answer. Use the question mats below:

Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?



What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?

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Inference Iggy might ask...

What do you think _____ is saying/thinking/feeling at this point? Why?

What do you think the author meant when _____?

Why does the author use the word _____ here?

What effect did the author want to create by _____?

How do you think the author feels about _____? Find the words or sentences to back this up.

What do you think the word _____ means? Why do you think that?

Can you explain why _____?

Why do you think _____?

Where do you think _____?

Can we work out how _____ feels about _____?

Does this tell us anything about _____?

How did you feel when _____?

Which bit made you feel _____?

Can you describe how you felt when _____? Why?

Why do you think he/she _____?



Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?

What can we guess about where/when this is taking place?

What would _____ say if _____?

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Some suggested reading activities the children could complete:

- Write a book review
- Create a wanted poster for a character in a book they have read
- 'Be the Teacher' - think of questions to ask somebody else about what they have read
- Prepare some questions that you could ask a character from a book and think about what their answers might be
- Retell a story they have read using a comic strip or by acting it out
- Read a non-fiction book and make your own information poster or booklet of facts you have found out
- Read and follow a set of instructions, like following a recipe
- Create a list of exciting adjectives they have spotted in books.

Writing

Year One and Two word list (below)

- Learn how to spell the words from the list
- Practise writing sentences using some of these words:

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Letter Formation Handwriting Sheet with Rhymes

Refine Letter formation and handwriting using the prompt below:

Whoosh in and round you go. Up, down and kick out a's toe.



Whoosh in and up tall and back down, then halfway up and all the way round. Add a lead at the end, so b can join onto a friend.



Whoosh in and curl the e. C joins other letters easily.



Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.



Whoosh in and curl like a snail and leave an easy joining tail.



Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.



Whoosh in, go round to the top. Go down under the line, loop and stop.



Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.



Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.



Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.



Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.



Whoosh in and up tall. Down to the ground and make your flick small.



Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.



Whoosh in and then down. Up, over the hump and flick off the ground.



Whoosh in round you go. Lead out from the top for your o.



Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.



Whoosh in and round you go. Then zoom under the line and kick out q's big toe.



Whoosh to the top to start. Go down and curve the top for your r.



Whoosh in and curl left, curl right then lead out of your s.



Whoosh to the top and back down. Then add a flick off the ground. You need to cross the t, with a straight line on his turning.



Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.



Whoosh up then down into the valley. Zoom back up and across the top to finish your v.



Whoosh in, then down and back up. Down again, up and across at the top.



Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x.



Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine.



Whoosh up then to the right. Zig down and back to the right.



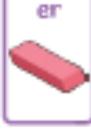
Phonics:

Please continue to practise the sounds on the list below. Look and listen out for these sounds when reading and writing. Practise putting 'sound buttons' on words that contain these sounds.

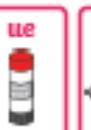
Phase 2 Sound Mat

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 		
i-e 	o-e 	au 	a-e 	aw 	ue 	ay 	ea 		
ue 	wh 	u-e 	u-e 	ph 	ew 	ie 	ou 	ay 	ea 

<https://www.phonicsbloom.com/> has good games for the phonics phases 2-5. The children are used to playing these in school.

Other good games can be found at: <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

RE

We would like the children to read Bible stories describing the events of Palm Sunday, Good Friday and Easter Sunday. The children can then present what they have found out in an interesting and creative way. This could be through art, an information booklet, a storyboard, a news report (written or recorded), a poster... the possibilities are endless! Encourage them to draw on previous experiences at Church and school. The children could also write their own prayers as they reflect on these events.

We look forward to the children sharing these when we return to school!



Take care and God bless,

The Year One Team