

## Homework - Year One

### Reading

Please continue to read with your child 3 or more times a week. Please continue to write a comment in your child's reading diary. It doesn't have to be for a long period of time, 5 minutes a day would greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations.

### Writing



#### Top tips

A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.

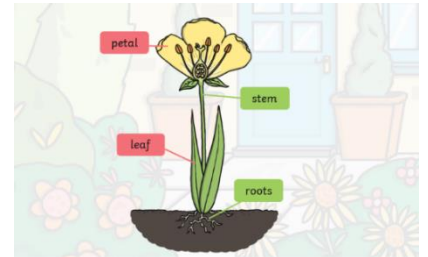
Say out loud or in your head the sentence you are going to write about before you write it.

Reread what you have written to check it makes sense.

#### **Task 1**

Our topic this half term is 'Growing and Beans'.

We have been writing a non-chronological report about plants. A non-chronological report is a non-fiction report which is not written in time order. Over the course of the week we looked at different non-chronological reports to give us an idea of what a good report looks like. The children were given different questions and titles to help with the structure of their report. For example - 'What does a plant need to grow?' 'Is your plant healthy?' 'Water'. You could write a non-chronological style report about plants or anything you wish, for example the Great Fire of London or amphibians.



#### **Task 2**

Write your favourite story - using the structure beginning, middle and end.

Discuss what happens at each part with your child before they write it. You could even draw pictures to go with each part.

#### **Task 3**

Use role play to act out a fairy tale. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; and begin to use different voices for particular characters when reading dialogue aloud. Draw a picture of the character and write adjectives around the picture to describe the character. This could be their personality or their appearance. You then can put the adjectives into sentences to describe the character - a character description.

#### **Task 4**

Find a book you have never read before. This could be from a library, shop, a gift or even a book online. YouTube has story telling videos for children. Discuss the title and the front cover. Read part of the story, get an adult to stop and predict what might happen next.

- Write a prediction about what might happen next in a story.

#### **Task 5**

The children should be writing for a range of purposes. You could help your family write the food shop in a list.




#### **Task 6**

You can write a recount of your day/weekend. Use the time conjunctions below to help you sequence the events in your day in the correct order

(first, then, next, after that, finally)

#### **Task 7**

Write a set of instructions of how to plant a seed or bake a cake using time conjunctions. You could also draw pictures to go with each step.

	<p><b>Challenge</b> - Can you use adjectives to make your writing more interesting?  Can you use a conjunction to join two ideas in a sentence together (because, and, so)  Can you check your writing and put in any missing capital letters and full stops.  You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once (Ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge)</p>
Phonics	<p>You can do the following tasks more than once - if not daily but focusing on different sounds.</p> <p><b>Task 1</b>  This week we have been focusing on split digraphs. We have looked at  a_e - cake    i_e - bike    o_e - bone    u_e - flute    e_e - eve  Can you write down all the words you can think of with these split digraphs in? You could use different colours for the split digraph in the word like I have.</p> <p><b>Task 2</b>  Read the sounds and words on the writing mat. You can use this to support you in your writing tasks. Please ensure you are practising sounds your child is not yet secure in.</p> <p><b>Task 3</b>  You could make your own snap game using words with the split digraphs in.</p> <p><b>Task 4</b>  You could make your own snap game with a focus on any sounds.</p> <p><b>Task 5</b>  You could use chalk and write words on the ground outside, focusing on a particular sound each day.</p> <p><b>Task 6</b>  <b>Please ensure you are preparing your child for the phonics screening check. You can visit the following website to access past phonics screening papers.</b>  <a href="https://www.gov.uk/government/publications/phonics-screening-check-2019-materials">https://www.gov.uk/government/publications/phonics-screening-check-2019-materials</a></p> <p><b>Task 7</b>  Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily. This list has all the sounds your child needs to learn on. You could pick a sound a day to focus on.</p> <p><b>Task 8</b>  <b>Use online free websites such as <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> or Purple Mash where your child can access phonics resources or games (Your child has their own individual username that has been sent home)</b></p> <div style="text-align: right;">    </div>
<p>Mathematics</p> 	<p style="text-align: center;"><b>Top tips</b></p> <ul style="list-style-type: none"> <li>- You should use drawings or real-life objects such as toys to help you work out the answer.</li> <li>- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers.</li> <li>- Always make links with real life problems</li> </ul>

### Task 1

Practise counting forwards and backwards from any given number to 100.

### Task 2

Practise counting in 2's, 5's and 10's.

### Task 3

Practise your number bonds to 10 and 20 using drawings or practical object (addition)

### Task 4

How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head?

For example, how many ways can you make 5?

$$5 + 0 \quad 1 + 4 \quad 2 + 3 \quad 3 + 2 \quad 4 + 1 \quad 0 + 5$$

### Task 5

Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. E.g. there are 10 bananas in the bowl. You and I have one with our breakfast. How many bananas are left? You could draw the story and cross out 2 bananas and count how many are left. . Remember stick with numbers under 20. For example  $10 - 2 = ?$

### Task 6

Practise multiplication / lots of / multiples of

For example - There are 3 fields. In each field there are 5 cows. How many cows are there altogether?  $3 \times 5 = ?$

### Task 7

Division - Can you solve division equations? Ask an adult to help write down some word problems / equations for you to work out.

Sharing - e.g. There are 9 cookies left in the jar. You can share them between me, you and nanny. How many cookies does each person have left?



$$9 \div 3 = ?$$

### Task 8

We have been learning about measurement this week. We have been measuring length and height using vocabulary such as shorter/longer, double/half. Could you measure draw some plants/flowers/trees in your book and measure them. We have also been discussing the importance of standardised measurement such as a 30cm ruler or a metre stick. We talked about how we could measure things with our hands or other objects, e.g. 10 blocks high. If Mum says "Dad and I can have a hand span of chocolate each, this wouldn't be fair because Daddy's hand is bigger than mine!" This is why we use standard measurement. Please discuss this with your child.

### Task 9

We also have been adding an equation in our head by putting the largest number first and adding on. For example:

$3 + 6 = ?$  We would start with 6 in our heads and add on 3 by counting on in our head to find out the answer. Practise this whenever you can.

### Task 10

Can you find one more and one less of a number?

Use the 100 square in your homework packs. Pick a number and find one more and one less.

### Task 11

We have been learning all about fractions. A  $\frac{1}{2}$  is one out of two equal parts. A  $\frac{1}{4}$  is 1 out of 4 equal parts. We have been finding  $\frac{1}{2}$  and  $\frac{1}{4}$  of real life objects, shapes and amounts. Can you find  $\frac{1}{2}$  and a  $\frac{1}{4}$  of different objects at home. This could be real life objects such as a cake, a shape or amounts (strawberries).

**Challenge** - Can you have a go at solving equations in your head by counting on or counting backwards.

- How quick can you recall all the number bonds to 10 or 20. Can you family time you?

- Can you find related facts? For example, if you know  $4 + 6 = 10$ , what else do you know?

Can you find 2 addition and 2 subtraction equations?

$$4 + 6 = 10 \quad 6 + 4 = 10 \quad 10 - 4 = 6 \quad 10 - 6 = 4$$

RE

#### Task 1

We have been learning about the story of how Jesus chose his disciples. We have been talking about the qualities we may look for when looking for somebody to be our friend. Could you make a poster or write some sentences about your 'best-friend'? What are they like? Are they kind and polite? Talk to your child about this story and the connection between us choosing our friends

#### Task 2

We have been learning about the story where Jesus teaches the disciples to pray. Ask your child - Do you ever talk to God? We call this a prayer. Can you write a prayer? This could be asking God to look after someone who is poorly or even to thank Him for the flowers or the sunshine.

#### Task 3

We have been learning about the Good Samaritan. The Good Samaritan is a man who helps a stranger who is hurt. How can you be a good Samaritan in your everyday life?

Science



In Science this week we have started our new topic 'Plants'. The children have been able to identify and name a variety of common plants including garden plants, wild plants and trees.



#### Task 1

We have been observing and asking questions about the plants. Have you got any plants around the house? Is there anything you would like to find out about plants? Ask some questions such as 'What does a plant need to grow?' 'How many different types of trees are there?' With support from an adult, can you find out the answer to some of the questions?

#### Task 2

Can you find out the names of some plants/flowers in your garden or in a local park?

#### Task 3

Can you draw and label a plant?

#### Task 4

Can you plant a seed and take photos of your plant/vegetable as it grows. We listened to the story Sam's Seeds. This was all about a little boy who grew a sunflower and a cress head! Maybe you could grow your own 'cress head'. He grows and eats his own cress in a sandwich... could you grow something and eat it?

#### Task 5

Can you plan an investigation with an adult at home, it could be anything to do with growing? You could plant 2 seeds, put one in the cupboard with no light and put the other on your windowsill what do you predict will happen? You could observe what happens to both seeds daily.

History	<p>The Great Fire of London is our topic for the whole of the Spring term,  <b>Task 1</b>          You could make your own timeline of events  <b>Task 2</b>          You could look at pictures of objects from the past (leather buckets and fire hooks) and compare this to what the fire brigade uses now.</p>			
Geography	<p>Our topic this half term is seasonal weather.  <b>Task 1</b>          You can follow changes across the season. What happens in spring? Remember you can show this in any way you wish such as a piece of artwork or photos.  <b>Task 2</b>          Each day you can go outside and look at the weather. What is the weather like today? Is it raining? Is it sunny? Is it both?          You can keep a weather chart using  <b>Task 3</b>          You can watch the BBC weather forecast with an adult. Can you be the weather girl or boy and get an adult to record you doing your own weather report?</p>			
Art	<p>Our topic this half term in art has been - Collages including nature collages  <b>Task 1</b>          You could draw a picture of a plant and collage it, is using a range of materials.  <b>Task 2</b>          You could draw a picture of a vegetable and collage it using a range of materials.  <b>Task 3</b>          Can you do another nature collage? Take a bag outside and collect any of nature's fallen treasures.  <b>Task 4</b>          We are becoming more condiment with our cutting skills. Can you use paper to cut out shapes or pictures? You could ask an adult to draw wiggly lines on a piece of paper. Can you cut along the wiggly line?  <b>Task 5</b>          Can you look at different artwork - this can be online and discuss how it makes you feel. Do you like it? If not, why?</p>			
PSHE	<p>What have you learnt about the following topics? What else can you find out?  <b>Task 1</b>          Fairtrade - we have been looking at current age appropriate issues relating to human rights.          What is Fairtrade? Would you buy Fairtrade items? Why?  <b>Task 2</b>          Police - We have been learning all about the police and their role in helping us to follow rules.</p>			
How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work
Teacher comment				Teacher signature: