

Home learning pack 2 – 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 will 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.

- Green word and red word practise (I have attached copies of this below)

You can access great resources for free during this home school period from

www.twinkl.co.uk/offer by signing up and making your own account.

Enter the code: CVDTWINKLHELPS

The code can change so please visit Twinkl Resources Facebook page for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including reading, phonics and all other subjects. This will ensure you can keep reading new and fun with a range of new and old stories available for download to suit your child's interests.

Writing

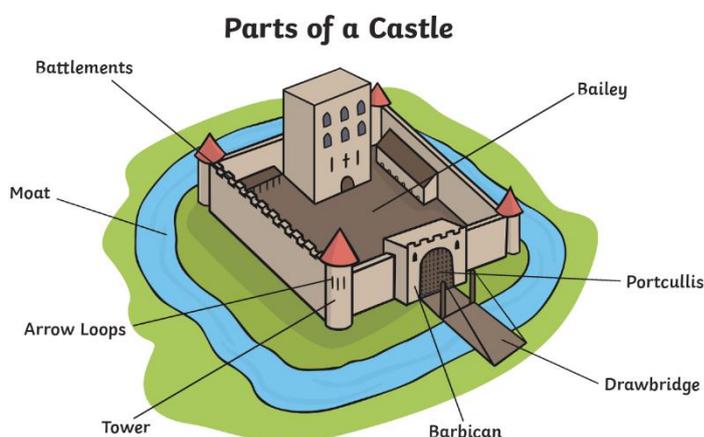


Top tips

- 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.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task.

Task 1

Our new topic this half term is 'Castles'. One of my favourites! Alongside /in order to complete some of the tasks below you may want to do some of your own research about castles and record this in any way you wish. Can you **draw and label** parts of a castle? Your research could include watching a YouTube video or finding a website.



Task 2

The stories we are using during this topic have links in some way or another with castles. Over the next 3 weeks can you keep track of the different types of castles used in the following stories? (All of these stories are available for free from Twinkl if you do not have a paper copy or YouTube) As you read each story, you could draw a picture of the castle, use adjectives to describe it and put the adjectives into sentences to describe the castle (**setting description**).

Snow White



Task 3

Use role play to act out the story 'Snow White'. 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

Write the story 'Snow White' 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 5

Can you write a poem about Snow White using rhyming words?
You can start by writing down rhyming couplets that link with the story.
Queen seen miss kiss tower power

E.g.

Snow White pursued by the jealous Queen!
She hides with dwarfs but is careful not to be seen.
She ate the poisonous apple and the trick she did miss.
Can she be awoken by a prince and a kiss?

Task 6

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. (You can repeat this task using a different book)

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

Task 7

The children should be writing for a range of purposes. You could help your family write the food shop in a list. (You can repeat this task each time an adult needs to go shopping). Other ideas - Make a birthday card for a relative or write a letter to an old people's home. Remember you can freely write for a range of real life purposes.

Task 6

Can you write a recount of your favourite day at home so far? 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 make a castle or a medieval instrument (D&T). This could be using junk model materials from your recycling box.

Task 10

Write a non-chronological report about castles. Include some of the things you have learnt about castles during your home learning topic. A non-chronological report is a non-fiction report which is not written in time order. You can give your child different questions and titles to help with the structure of their report. For example – ‘Famous castles’ ‘Medieval castles’ ‘What do castles have?’ ‘What were castles used for?’ ‘Fun fact’.

Challenge – 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)

Extension

- You can repeat tasks 3, 4 and 5 with the following stories and of course stories of your own from home. You may find a story on Twinkl that you really enjoy and would like to write about. Maybe you have a story book that links in with our topic castles?
- Sleeping Beauty
- Jack and the Beanstalk
- The Frog Prince

Phonics

Task 1

Can you be a detective and be on the lookout for words with split digraphs in. Each day see if you can spot a word with a split digraph in when you're reading or even on the TV or games. You make an ongoing list of words with split digraphs in.

a_e - cake i_e - bike o_e - bone u_e - flute e_e - eve

Task 2

You can make your own alien and real word game. You could make a real alien (Bob), a fake alien (Obb) and a selection of word cards. You can put the real words into the real alien's mouth and put the fake words into the fake alien's mouth.

e.g. make – real word
thrake – fake word

Remember the real alien likes to eat real words and the fake alien likes to eat fake words. You are super clever



A version of 'Buried Treasure'. Blend to read the words on the snacks. Are they real or fake? Great for: Practising blending



and can even read alien words if you use your phonics!

Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example the phonics card 'ea cup of tea' you could add the word cards. 'team' 'meat'



Task 4

You could make your own snap game using words using any sound you think your child needs practise with.



Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

Task 6

Please ensure you are preparing your child for the phonics screening check. You can visit the following website to access past phonics screening papers.

<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (I have attached another copy of this below). This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

Task 9

Use online free websites such as www.phonicsplay.co.uk or Purple Mash where your child can access phonics resources or games (Your child has their own individual username that has been sent home)

- Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.

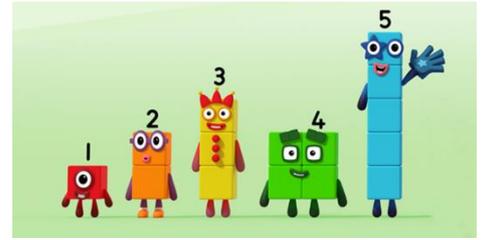
Mathematics



Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- 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.
- Always make links with real life problems
- **Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios**

Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays alongside many more.



Task 1

Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. (Additional task in the home learning pack – Can you fill in the missing number in the 100 square? If you were not able to collect your pack from school, you could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 2

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

- E.g. you could count your pairs of socks.
- You could circle the numbers in the 2 times table on the 100 square using red and the numbers in the 5 times table in blue etc.

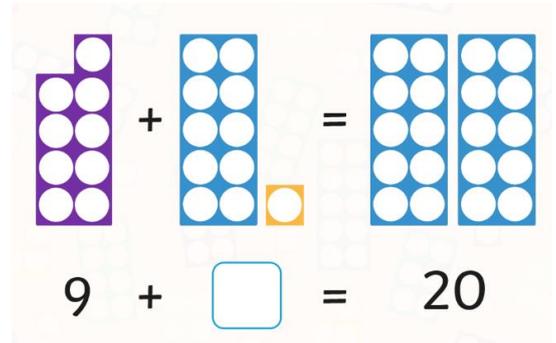
Task 3

Practise your number bonds to 10 and 20 using drawings or practical object (addition)
If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?



$$9 + 1 = 10$$



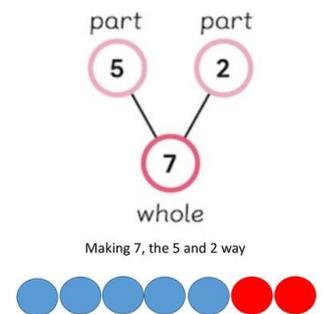
$$9 + 11 = 20$$

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? You can use part and whole model to record your ideas. Ask an adult to challenge you, can you work out all the ways in your head?

For example, how many ways can you make 7?

$$\begin{array}{cccccc} 0 + 7 & 1 + 6 & 2 + 5 & 3 + 4 & 4 + 3 & 5 + 2 \\ 6 + 1 & 7 + 0 & & & & \end{array}$$



Task 5

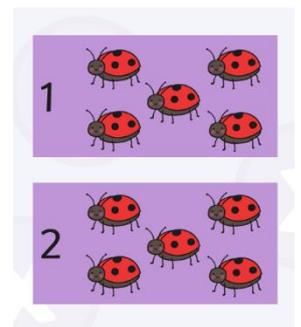
Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. E.g. There were 17 sweets in the bowl. During the film we ate 12. How many are left? You can draw this story. Draw 17 sweets and cross out 12 to find out the answer.

Task 6

Practise multiplication / lots of / multiples of

For example – There are 2 fields. In each field there are 5 ladybirds. How many ladybirds are there altogether?

$$2 \times 5 = ?$$



Task 7

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

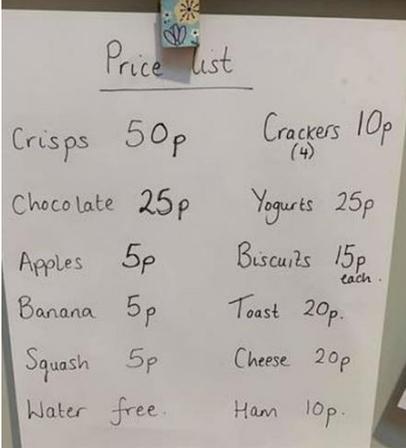
Sharing – e.g. There are 14 cookies left in the jar. You can share them between you and your brother. How many cookies will you have each? Draw two plates and share out 14 cookies (You can use dots to represent the cookies)

Remember – one for you, one for you, one for you, one for you and so on – make it fair

$$14 \div 2 = ?$$

Task 8

Money – The children have been recognising and beginning to recognise and know the value of different coins and notes. Can you make a shop at home? You can buy snacks from the kitchen or toys. What is worth the most? Can you put coins in the correct order or value?



Price list	
Crisps 50p	Crackers 10p (4)
Chocolate 25p	Yogurts 25p
Apples 5p	Biscuits 15p each.
Banana 5p	Toast 20p.
Squash 5p	Cheese 20p
Water free.	Ham 10p.

Task 9

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

$4 + 12 = ?$ We would start with 12 in our heads and add on 4 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).

Task 12

Can you practise doubling single digit numbers?

 $6 + 6 =$

 $7 + 7 =$

Task 13

Can you make snap cards using numbers 0-1 in digits and words?
If possible, an adult could hide them outside for you to find and match up.

5	five
6	six
7	seven
8	eight

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 your family time you? You can try and beat your time each day.
- 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?

$4 + 16 = 20 \quad 16 + 4 = 20 \quad 20 - 4 = 16 \quad 20 - 16 = 4$

Example:



Bar Models

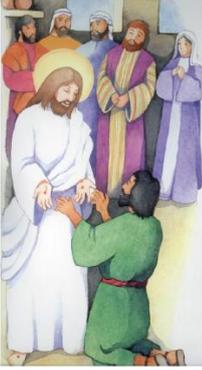
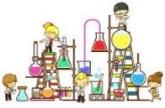
10	
7	3

$3 + 7 = 10$

$10 - 7 =$

$7 + 3 = 10$

$10 - 3 = 7$

<p>RE</p>	<p>Task 1</p> <p>Do you know the story behind Easter? We celebrate the Resurrection of Jesus at Easter. Can your research this? You could make an Easter cross.</p> <p>Task 2</p> <p>Jesus' special friends the disciples were sad. They didn't know what to do when Jesus died. Some of them had heard Jesus was alive but they hadn't seen him. They were afraid so they hid in a room and locked the door. Suddenly Jesus appeared in the room. The disciples were overjoyed and couldn't believe that they were with Jesus. Jesus told the disciples to tell everyone he was alive. This story teaches us that Jesus is always with us even if we don't see him. Could you draw and paint this story?</p> 
<p>Science</p> 	<p>We had such great fun during science week. We took part in a range of random experiments and the children really enjoyed this! You could have a go at the following experiments or find some of your own from home.</p> <p>Task 1 – Lava Lamp</p> <p>http://www.sciencefun.org/kidszone/experiments/</p> <p>Task 2 – Mento experiment</p> <p>Can you test different liquids to see which liquid has the most carbon dioxide?</p> <p>Task 3 – Milk Art</p> <p>http://www.sciencefun.org/kidszone/experiments/milk-art/</p>  
<p>History</p>	<p>Over the next 3 weeks I would like you do some research about different castles in the UK and beyond. See where your research takes you. What can you find out?</p> <p>Task 1</p> <p>Look at some pictures of real life castles such as Warwick Castle and ask questions,</p> <p>Task 2</p> <p>What happened in a medieval castle? Who lived there? Can you use videos and information online to find out some facts?</p> <p>Task 3</p> <p>Can you begin some research about William the Conqueror? Who was he? You could draw a picture of him and write down some facts.</p>
<p>Music</p>	<p>Listen to some medieval music. Can you accompany the music with a song or chant by clapping the rhythm.</p>
<p>D&T / ART</p>	<p>Can you design and make a medieval instrument?</p> <p>Develop, model and communicate your ideas by talking and drawing. You can make your instrument using a range of junk model materials and use it to play along to the medieval music.</p> 

<p>Geography</p>	<p>Our topic this half term is compass directions. We have already done some map work in school. Can you remember anything we have done? E.g. compass points and aerial view</p> <p style="text-align: center;">Task 1</p> <p>To recap our prior learning, you could use google to look at your house from an aerial view.</p> <p style="text-align: center;">Task 2</p> <p>Can you draw a compass and label the points – North, East, South and West? Ask an adult to give you some directions to follow. E.g. Take 3 steps north, 1 step left, 1 step west</p> <p style="text-align: center;">Task 3</p> <p style="text-align: center;">Can you draw a map of your house?</p> <p style="text-align: center;">Task 4</p> <p>Can you use directional language to plot objects on your map such as your bed. (near, far, left right) e.g. My bed is on the left hand side of my room.</p>			
<p>PSHE</p>	<p style="text-align: center;">Task 1</p> <p style="text-align: center;"><u>Democracy</u></p> <p>What is democracy? Two Greek words meaning ‘rule of the people’.</p> <p>Discuss voting with your child. Could you make a vote at home? This could be what dinner you’re having tonight. Discuss with your child how the result isn’t always what we want but that’s the majority vote so it is fair.</p> <p style="text-align: center;">Task 2</p> <p>During this time, it would be great to take part in some guided meditation. Cosmic Kids on YouTube has great videos that use breathing and relaxation techniques to calm us down. In class the children often say this makes them feel calm, relaxed and happy.</p>			
<p>PE</p>	<p>To stay active you can join in with Joe Wicks’ home work outs. You can find this on YouTube.</p>			
<p>How do I think I have done?</p>	<p>How much effort have I put in? (Tick one)</p>	<p>I have tried my hardest</p>	<p>I have put some effort into my work</p>	<p>This is not my best work</p>
<p>Teacher comment</p>	<p>I’m missing you all very much and hope you are all making the most of this precious time with your families. Life can be very fast paced so it’s nice to see this as an opportunity to slow down and appreciate everything we have. I can’t wait to find out everything you have been up to.</p> <p>Love to you all.</p> <p>Miss Edwards</p>			

sh	th	ch	ng	nk	qu
ship	thin	chip	thing	think	queen
hush	thank	chain	wing	stink	quest
cash	sloth	much	sing	thank	quick

ar	or/oor	air	ir	ou	oy
start	door	fair	whirl	shout	boy
car	for	hair	twirl	out	toy
far	short	chair	girl	mount	annoy

ay	ee	igh	ow	oo	oo
May	keep	high	blow	poo	look
play	see	tight	snow	zoo	book
say	deep	sight	slow	woo	cook

<u>a</u> e	i <u>e</u>	<u>o</u> e	ea	u <u>e</u>	<u>e</u> e
cake	time	phone	tea	brute	Eve
fake	nice	home	sneak	flute	sleeve
bake	smile	alone	weak	hute	achieve

<u>ai</u>	<u>oa</u>	<u>ew</u>	oi	ire	ear
snail	goat	chew	spoil	fire	ear
rain	boat	new	coin	tired	hear
pain	throat	stew	loin	fired	fear

er	aw	ow	<u>ure</u>	are	<u>ur</u>
better	paw	cow	pure	care	nurse
letter	dawn	now	cure	share	purse
per	yawn	tower	<u>fu</u> re	pare	turn

tion	wh	ph
addition	whale	phone
attention	when	phonics
celebration	what	dolphin

Red words (Red words are words you can't sound out)

Reading the red word cards below daily until your child has learnt them will be very beneficial. You could also do a spelling test with your child using the words below, Can you practise the spellings below and beat your spelling test score each week?

one	was	of
said	they	the
to	once	there
were	some	here
you	your	are
go	what	come

a b c d e f g h i j k l m n o p q r s t u v w x y z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

<p>th with think thank</p>	<p>sh hush shop posh</p>	<p>ch chip chin church</p>	<p>qu Queen quick quit</p>	<p> thing string ring</p>	<p> think wink stink</p>
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My Phonics Speed Sounds (Set 2) Mat

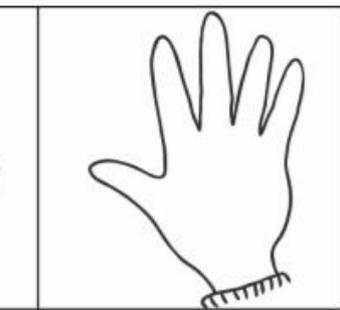
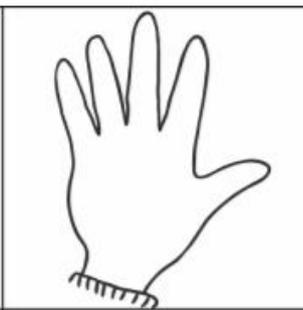
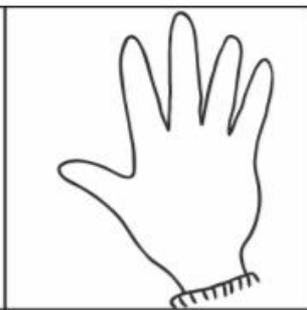
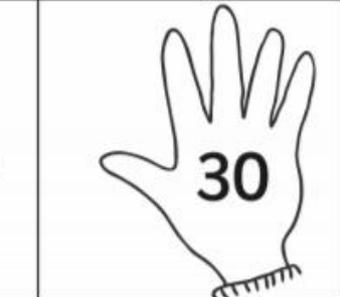
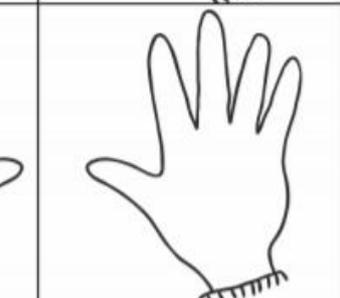
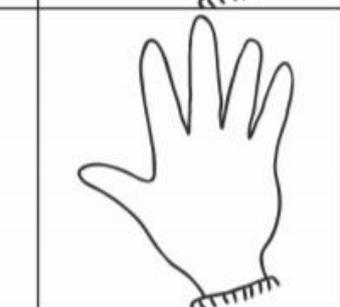
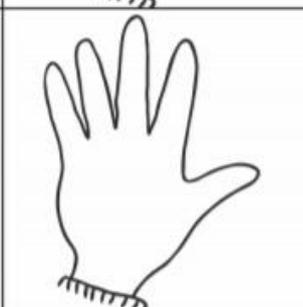
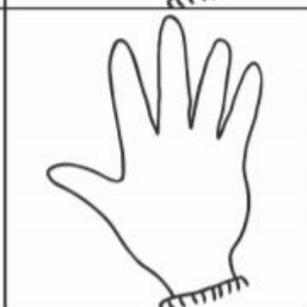
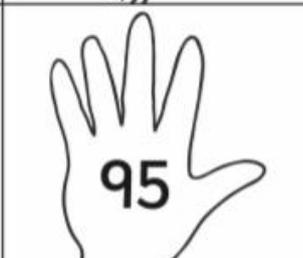
My Phonics Speed Sounds (Set 3)

<p> ay "May I play" play, day.</p>	<p> ee three, been.</p>	<p> igh high, night.</p>	<p> ow "Blow the snow" blow, low.</p>	<p> oo "Poo at the zoo" too, zoo.</p>	<p> oo "Look at a book" took, look.</p>
<p> air "That's not fair" fair, stair.</p>	<p> ir "Whirl and twirl" girl, bird.</p>	<p> ar "Start the car" car, start.</p>	<p> or "Shut the door" sort, short.</p>	<p> ou "Shout it out" out, shout.</p>	<p> oy "Toy for a boy" toy, boy.</p>

<p> ur nurse, purse, curse</p>	<p> er better, letter, tower</p>	<p> oy toy, boy, annoy</p>
<p> oi spoil, coin, voice</p>	<p> ire fire, hire, inspire</p>	<p> ure sure, cure, pure</p>

<p> ai snail, rain, train</p>	<p> a_e make, late, hate</p>	<p> ea tea, neat, speak</p>	<p> y Mary, fairy, angry</p>	<p> u_e brute, flute, dude</p>	<p> ew chew, few, drew</p>	<p> ow brown, cow, power.</p>
<p> e he, she, we, me</p>	<p> i_e smile, nice, time</p>	<p> o_e phone, home, alone</p>	<p> oa goat, boat, float</p>	<p> aw yawn, lawn, yawn</p>	<p> are care, share, dare</p>	<p> ear hear, spear, fear</p>

Count in 5s and fill in the missing numbers on the hands.

LO: Counting in 5s

Complete the following sequences:

a) 5 10 15 ___ 25 ___

f) ___ 50 45 ___ 35 30

b) 35 30 ___ 20 ___ 10

g) 35 40 ___ 50 ___ 60

c) ___ 25 30 35 ___ 45

h) 65 ___ ___ 50 45 40

d) 45 ___ ___ 30 25 20

i) ___ ___ 35 40 45 50

e) 15 ___ 25 30 ___ 40

j) 75 70 ___ ___ 55 50

Complete the number square below:

1	2	3	4		6	7	8	9	
11	12	13	14		16	17	18	19	
21	22	23	24		26	27	28	29	
31	32	33	34		36	37	38	39	
41	42	43	44		46	47	48	49	
51	52	53	54		56	57	58	59	
61	62	63	64		66	67	68	69	
71	72	73	74		76	77	78	79	
81	82	83	84		86	87	88	89	
91	92	93	94		96	97	98	99	



Challenge:

When you count in 5's, which numbers are odd and which are even?

What do you notice?