

Work from home

Below is a list of the general learning objectives and suggested activities that we complete throughout the year that can be completed with no printing. Please use these to supplement your child's learning throughout the year.

Length: Collect 10 things (sticks if you go for a walk or items from your home) and order them from shortest to longest. Then measure each object using another shorter object, for example the shortest stick is 10 pieces of pasta long. Write how long each stick/object is on a scrap of paper. Talk about what is happening to the length. What is the difference between the number for the shortest-longest stick? If you have a ruler, you can then move onto showing how to measure in centimetres.

Capacity: In the bath, sink, outside... order a set of containers from smallest to largest according to how much water they will hold. Fill each container with water using the smallest container. How many do you think each will hold? (prediction skills) Then check, how many does it hold? Ensure the water is level when your child says the container is full and that they practise carefully pouring all the water so that it doesn't spill between one container and the next. If you have a measuring jug you could then move on to showing your child how we measure in millilitres and litres. Encourage them to look at labels for liquids like on milk or lemonade bottles. How much do they hold?

Days of the Week: Learn the days of the week in order. Ask what day it is today, yesterday, tomorrow. Children should know there are seven days in a week and 52 weeks in a year. Write the days out on separate bits of paper. Mix them up. Can your child put them in the right order? Repeat but this time take one day out. Can they identify which day is missing and put it in the correct place. Let your child copy out the days of the week to practice learning to spell them.

Time: Tell the time to o'clock or half past the hour. Notice these times throughout the day, pointing them out to your child whenever possible and then ask them to tell you when they notice the time.

Seasons and Months of the year: Can your child name the four seasons and talk about what happens to the trees/weather/daylight hours to explain the differences? Draw a seasons picture to show what happens in Autumn, Winter, Spring and Summer. Link the seasons to the months of the year. Learn the months of the year in order. Repeat the ideas from the days of the week task. Plus link as many months as possible to events and your child can draw a picture for each one e.g. bonfire night in November, the month of their birthday, your birthday etc.

Turns: Play a movement game. Learn what a whole, half and quarter turn is from a standing still position. Then add taking steps forwards, backwards and sideways. Then turning left or right. Hide an object and give clues using direction language and turns. Add in turning clockwise or anticlockwise for a half or quarter turn (link to the idea of the hands on the clock and telling the time).

2D Shapes: Find objects in your home that have a base shape of a circle, square, rectangle or triangle. Does your child know the names of these shapes? Can they explain what they shape is like for you to draw it? (One curved edge, all the straight edges are the same length, two short straight edges and two long straight edges, three straight edges). Draw a shape picture using the objects you found.

Fractions: Draw shapes (circle, triangle, square, rectangle) and shade a half or a quarter of the shape. *You can not shade a $\frac{1}{4}$ of a triangle. Get out toys/objects and share in half or quarters (no more than 20). Learn it needs to be an even number of objects so each group gets the same amount.

Money: To recognise coins and notes values. To make totals using money. To exchange a 5p coin for 1p/2ps. How many different ways can you make 10p/ 20p? Set up a pretend shop. Buying something and working out the change from 10p then moving on to 20p and higher amounts.

Words: The key word list is on the final page of this pack. Work to be able to read these words quickly on sight first and then to spell them. A series of activities to encourage your child to read or spell the words are listed below:

1. Write out the word. Cut it up and mix up the letters. Say the word and get your child to put the letters in order.
2. Make one set (or more) of the words and play a family game of snap. At first the adult may read every word that is turned over so your child can see and hear the words. Gradually your child should join in with the words they know, if you slightly delay yourself from saying it.
3. Make another set of words and turn them all face down on the table. Pick up two words - do they match? If yes, keep them. If not, place them back on the table in the same position. As with the game of snap outlined above, the adult will initially take the lead for saying the words.
4. Take a word and cut up the individual letters. Then show the child another copy of the whole word and tell them what it says, for instance 'the'. Then get the child to move the letters into the correct order and say the word. After, take away the whole word and mix up the individual letters again. Say the word and see if your child can remember the order of the letters. If it is a word that can be sounded out e.g. 'b-i-g', emphasize each sound as you say the word.
5. If you have access to a whiteboard you can write a word and say it. Then get your child to rub out each letter by moving their finger over it in the same direction that you wrote it whilst saying the whole word.
7. You can mix up flour and water or corn flour to make a paste on a tray, so that your child can copy a word by writing it with their finger. You can then say what the word is and then your child repeats it. Alternatively, you could write the word and ask your child what it says.
8. You could play a game of hide and seek with the words. Make two copies of the words and hide one set around a room. Show your child a word from the second set and tell them what it says. They then have to find the same word (you keep holding the word and repeating what it says so that they can look back to hear and see it). Tell your child that if they find a different word to leave it where it is, as they will need it later.
9. Write the word very big in bubble letters (you could use paint and a brush on newspaper), then your child writes the word, keeping inside your outline. They can repeat this in several colours to make a rainbow word repeating what it says.
13. Make a family bingo game. Put six words on a piece of paper as a 'base-board' (three your child knows and three they are learning). If everyone has a 'base-board' with the words written in a different position, after each game you can then swap over. A 'caller' then pulls the words out of a bag and reads them out loud. Cross off each word as they are read. (Just keep an eye on the words your child is crossing off.) After a couple of games, let your child take on the role of the caller.

I hope you find at least some of these suggestions useful and I highly recommend a few minutes each day rather than a longer session once a week. The old 'little and often' drip feed effect!

Sentence: Play a game called finish my sentence/or story. You say the opening and your child can finish it. There is no right or wrong. We just want to encourage imagination and speaking in full sentences e.g. The huge dragon opened one beady eye.....

Grammar: See the attached work on adding a suffix.

Phonics: See the attached phonics screening word lists to read.

Reading: See the attached reading comprehensions. There are many more available on twinkl and can be completed without printing by talking through.

Science: If you have any flowers/plants growing in your house/garden you could talk about the life cycle of these and the different features and parts of plants and trees. You could keep a nature diary. When on walks past other peoples' gardens have conversations about what they can see/observational drawings of plants, flowers and trees. (There is a linked reading comprehension in the pack).

PSHE: If children have shoes with laces e.g. trainers, teach your child how to tie.

Art: From your garden or walks collect any natural materials e.g. moss, grass, sticks, petals, pebbles to make a picture with. If you google nature art images for children, there are lots of ideas to get you started.

DT: Use any recycling and junk modelling to make a model. Think about the tools you are going to use and how you are going to attach them. How will you decorate your model?

There are lots of worksheets on the twinkl website that also covers all the above ideas if you wanted to expand further on anything.

There is also the National Oak Academy which has lots of engaging activities for every subject that do not require much preparation.

Please remember that you also have access to the Ruth Miskin website for phonics lessons and Oxford Owl for ebooks that you can use as many times as you see fit.

If you have any questions, please don't hesitate to get in touch.

Thanks,

Year 1 Team

100 High Frequency words in order (list 1)

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	is	went	when	about
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an