



## Year One – Home Learning Grid

<b>Reading</b>	<p style="text-align: center;">Use your phonics grids (Letters and Sounds overview) and keep reminding yourself of all sounds in all phonics phases          Choose a sound and make some lists of the words which include these sounds          Keep practising reading and spelling the words on the common exception list for Year 1          Make lists of real and nonsense words that contain double consonants e.g. ff, ss, ll, zz</p> <p>Reading as many different types of texts as you can! Reading <b>EVERY DAY</b> will really support your learning. Keep a list of everything that you read e.g. newspaper, cereal box, story, text on the internet e.g. oxford owl</p> <p>Read a book to a grown-up – stop before you reach the end and talk about what you think will happen next. Ask your grown up if they agree, or do they think something else will happen?          Ask a grown up to read a story or part of a text to you.</p> <p style="text-align: center;">Look out for any of the following in any text that you read – nouns, adjectives, verbs, plurals.          Look out for any words that are compound words (2 words joined together to make a new word) e.g. football, farmyard, bedroom, blackberry.</p>				
<b>Writing</b>	<p>Choose an animal</p> <p>Draw a picture of it</p> <p>Surround this picture with descriptive words and similes. You may wish to research your animal in a book or online to help you e.g. where does it live? What does it look like (it's as big as.... etc.)</p>	<p>Writing days of the week.          Write a sentence for each day of the week telling your teacher about something you have done or seen. Start each sentence like this:          On Monday I ...</p>	<p>Write an acrostic poem all about you using your name. E.g.</p> <p style="text-align: center;">Poem for <b>ZAC</b>:</p> <p><b>Z</b>ooming around the playground is my favourite thing to do  <b>A</b>lways looking out for my friends  <b>C</b>atch me if you can!</p>	<p>Write a letter to your teacher about your dreams for the future. What would you like to achieve in the future? Do you have a job that you would really love to be able to do, is there a place that you would love to visit or an experience you would like to have?</p>	<p>Cut a picture out of a magazine or from the internet of a location. Write a few sentences to describe the setting. Try to use creative language and descriptive phrases e.g. The foamy waves quietly creep up the sandy beach.          Remember to use capital letters and full stops to show your sentences and finger spaces to keep each word clear.</p>
<b>Maths</b>	<p>Count out 20 small objects e.g. Lego, pasta, marbles, hair clips          Check you have 20 by counting forwards and backwards. Sort the objects into multiples of 2 – count them in 2s. Sort them into groups of 5 – count them in 5s. Sort them into 10s – count them in 10s.          Can you write the numbers 1-20 in numbers and in words?</p>	<p>Find different numbers in your home (e.g. front door, clock, television channell, on packaging, in books). Which are odd and which are even numbers? Record some of these and draw where you found them.</p> <p>Order your numbers from smallest to biggest.</p>	<p>Find 5 objects and put them in order of length. Draw them in your book from shortest to longest. Can you measure them with a ruler or measuring tape – record your measurements.</p> <p>Find the difference in length between the longest and the shortest.</p>	<p>Play hide and seek with someone in your home. One of you hides an object and then provides verbal directions using left, right, forward, backward, up, down to find it. Swap over and let the other person give you instructions. You may want to right some of these down.</p>	<p>Can you find something in your home which is of the following shapes:          2D – square, rectangle, circle and triangle          3D – cube, cuboid, cylinder, pyramid and sphere          Draw and label the things that you found?          Which shape was the easiest to find? Why do you think this is?</p>



<b>Science</b>	<p>Choose an animal.</p> <p>Draw a picture of it.</p> <p>Is it a fish, amphibian, reptile, bird or mammal?</p> <p>Is it a carnivore, herbivore or omnivore?</p> <p>What features does it have that help you to explain which group it belongs to?</p>	<p>Draw a picture of yourself playing a sport.</p> <p>Label the different parts of your body which are linked to the 5 senses:</p> <p style="text-align: center;">Sight Hearing Smell Taste Touch</p>	<p>Can you see a plant or tree from a window in your home? Draw a picture of this, label the following if appropriate: leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem.</p> <p>Does this tree or plant have a seed? Find out what it looks like by looking in a book or online.</p> <p>Label your picture with the name of your plant or tree and any interesting facts that you can find out about it.</p>	<p>Can you find 3 things which are made of the following materials:</p> <p style="text-align: center;">Wood Plastic Glass Metal Fabric Paper</p> <p>Which words would you use to describe their properties? E.g. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy/ waterproof/non-waterproof, absorbent/not absorbent, opaque/transparent.</p>	<p>Make yourself a chart where you can record the weather every hour from breakfast until teatime.</p> <p>Look out of the window, is it sunny, windy, rainy, foggy, snowy.</p> <p>Can you draw a symbol (just like they use on a weather map) or design your own chart to represent what you have seen?</p>
	<b>TOPIC</b>	<p>Choose a word, draw or cut and stick pictures which help to describe the meaning of this word e.g. stripy, colourful, spiky, fluffy, dark, bright, rough, dangerous, exciting etc.</p>	<p>Imagine that you are a pirate and you are going to a treasure island to find some treasure. Make a list of what you think you would need to take with you.</p> <p>You can draw or write your list or find images to cut out and stick in your book.</p>	<p>Design a poster to remind people how to stay healthy e.g. brushing your teeth, eating fruit and vegetables, doing exercise etc.</p>	
<p>Build a local landmark out of the most creative resources which you can find, e.g. Lego, construction kits, cereal packets, craft materials, online resources etc. Take a photo of it to stick in your book. (Here are a few ideas: Surbiton station, fallen telephone boxes in Kingston, Hampton Court, Kingston Bridge)</p>		<p>Take a look around your house. What items need electricity to work? Do they use battery or are they plugged in? What items wouldn't we have without electricity?</p>	<p>Draw a map of your house from a bird's eye view. Add details such as furniture, doors, outside spaces.</p> <p>Find out what animals live in the 7 continents.</p> <p>Look at photos from when you were a baby through to present day. Can you sequence the photos in chronological order? What has changed since you were a baby?</p>		



## **Top Tips for families**

Keep active at home by downloading the 'go noodle' app [www.gonoodle.com](http://www.gonoodle.com) which will provide activities for the children to complete at home.

Complete practical mathematics activities at home – to support learning e.g. addition and subtraction using objects.

Please see the school website for further links for learning.

## **Helpful websites to support with your child's learning**

<https://www.phonicsplay.co.uk/InteractiveResources.htm>

*Here you will find a selection of games that will children will have already accessed in school.*

<https://www.oxfordowl.co.uk/for-home/>

*Interactive reading books for your child to read aloud or listen to the story being read aloud. Can you spot/hear any of the sound from this week?*

<https://www.phonicsbloom.com/>

*Accessible games aimed at the Phase your child is currently working at.*

<http://www.letters-and-sounds.com/>

*Activities and resources aimed for each of the phases as well as further information to explain the sounds further.*

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

*Interactive games and printable resources are available for free.*

[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)

*Mr Thorne's Phonics channel is a favourite with our pupils. What mischief will Geraldine the Giraffe get up to while searching for a particular sound*

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

*Fun games which children can access independently to consolidate their knowledge of the sounds.*

<http://www.teachyourmonstertoread.com>

*Interactive game that take children on an adventure on a series of islands, building their phonic knowledge along the way!*

*Listen to the pronunciation of our Phase 3 and Phase 5 sounds. See if your child can read the sound before the recording does.*

<https://www.youtube.com/watch?v=vU2vWZKS7rY>      <https://www.youtube.com/watch?v=R3S5sJw7Mfl>

*Choose a game from Topmarks. These games focus on counting, adding and place value.*

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>



<http://www.pobble365.com/>. A new image is provided every day - useful for generating discussion, verbal story telling or writing your own sentences.

<https://www.bbc.co.uk/bitesize/levels/z3g4d2p>. A variety of online activities linked to different KS1 subject areas

<https://www.bbc.co.uk/programmes/articles/5RMpbn1X8tMkMQgw0GRhz8L/early-years-foundation-stage-eyfs>. A variety of rhymes and stories for children to listen to

<https://www.childrensuniversity.manchester.ac.uk/>. Lots of activities to support learning at home

<https://www.gonoodle.com/>. A downloadable app with a range of songs and movements to keep children physically active at home

Search for 'Joe Wicks 5 Minute Move Kids' - the Body Coach has recorded 5 minute fitness videos for primary aged children to keep them moving!

<https://www.puzzles-to-print.com/crossword-puzzles-for-kids/>. Printable puzzles available at a variety of levels and themes



## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



## Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> <li>• Listening to and for sounds.</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>• Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>• Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>• Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>• ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>• Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>• Recap all previous sounds.</li> <li>• Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>• Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>• Learn new phoneme zh</li> <li>• Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>• Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>• Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>• Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>• Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>• Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>• Investigate how adding suffixes and prefixes changes words</li> <li>• Introduce the past tense</li> </ul>

### Glossary.

**Phoneme-** the smallest unit of speech-sounds which make up a word.

**Grapheme-** the written representation of sounds.

**Tricky word-** word which cant be sounded out

**Keywords-** high frequency words

**vc word-** vowel consonant word (it, as)

**cvc word-** word made up of a consonant, vowel, consonant (cat, dog)

**Initial sound-** first sound in word