

## Home Learning guidance for children in Class 1 (Summer Term 1)

You will find below an outline of the sort of topics we would be covering in class for Numeracy and phonics. I have yet to include Literacy, as I feel the children would benefit more from regular reading practise; discussing stories and retelling them verbally is as important as writing for our younger learners. I have included some phonics worksheets below the guidance, but there are many ideas and activities relating to each "sound" available online. Any amount of practise based on the suggested sounds would be useful, even if it is merely a case of ensuring your child does not forget them!

For Numeracy, I have included some ideas for practical activities you may wish to try with your child. Written methods are useful, but for younger learners (and many older pupils!) "practical" maths is more beneficial in terms of their understanding and application.

I understand this is an unusual time, and I hope that having some topics or activities to focus on each week will help with your child's learning. As a general rule, for younger learners, "short and sweet" is often more effective and please do not feel pressured into completing each suggested activity! Above all else, try to have some fun!

Best wishes,

Mr. Sexton

## Week 1

Numeracy: Practise counting in 10s and counting beyond 20.

For this week's Numeracy focus, the children would benefit from practising counting in tens. This can include learning by rote the 10 times table, but it would be useful to give them the opportunity to count groups of ten objects. It would also be of use if the children could practise counting beyond 20. There are many useful tools online to aid their learning, but the following link offers a useful interactive hundred square that the children are familiar with:

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

<b>Associated play contexts</b>	<b>Sticking</b> Give a selection of old magazines for chn to cut up & make a collage of 10 faces and 5 of each of three more items, e.g. shoes, food items, etc.	<b>Cooking</b> Chn each make a bowl of fresh fruit salad containing one piece of apple, 2 of pear, 3 strawberries, 4 segments of orange, 5 grapes. How many fruit pieces altogether?	<b>Outside</b> Chn use large wooden beads to make a long necklace. They ask others to guess how many beads they used and say who is closest.	<b>Role-play</b> Chn carry out a stock take in the café area, selecting the correct Post-its™ of nos. to stick to cupboards, boxes, trays, etc. of plates, cups, forks, knives etc.	<b>Construction</b> Chn choose a no. up to 100, and make a model using that no. of bricks. Can other chn guess how many bricks they used?
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Phonics: Practise using the 'ai' sound, as in rain. Invite your children to practise forming the letters and spotting them in words.

## Week 2

Numeracy: Adding 1, 2 and 3 to a number in the context of "counting on".

This week, the children should practise adding 1, 2 and 3 to a given number. Begin by keeping the numbers used within 10 and then move up to 20. With regards "counting on", encourage the children to begin adding by starting on the number given, e.g. when adding 3 to 7, we would naturally start

from 7 (8...9...10). The children sometimes start from 1 as their default. There is a "good" song on Youtube that the children have watched before and helps to explain the idea of counting on:

<https://www.youtube.com/watch?v=p2W0I06Nq5s&safe=active>

<b>Associated play contexts</b>	<b>Construction</b> Chn make 'staircases' from towers of cubes. Each tower has 2 more cubes than previous one. Label each tower with no. of cubes.	<b>Cooking</b> Make cookies. Roll a dice, and put one more choc drop on one cookie than number on the dice. Rpt for each cookie.	<b>Board games</b> Chn play board games, saying what number they will land on when they move the no. of spaces on the dice.	<b>Role-play</b> Set up a 'bus' with chairs, a steering wheel and bus stop. Chn get on the bus 1 or 2 at a time and discuss how many there will be.	<b>Shop</b> All prices (whole nos. of £s up to £10) are going up by £2 or £3. Chn write new prices.
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Phonics: Practise using the 'ee' sound. It is a "long" sound, as in "bee."

### Week 3

Numeracy: 2D shapes and their properties.

Any amount of learning in the context of 2D shapes is useful. Encourage children to find 2D shapes in the world around them and discuss their properties, e.g. *How many sides does it have? How many corners?* etc. Try making shapes from different materials. There are also lots of ways to practise online via a quick google search or follow the links below.

<https://www.topmarks.co.uk/early-years/shape-monsters>

[http://vtcpsa.hwb.wales.gov.uk/maerdy\\_2d/e\\_index.html](http://vtcpsa.hwb.wales.gov.uk/maerdy_2d/e_index.html)

<b>Associated play contexts</b>	<b>Sticking</b> Chn use strips of card/paper/wool/ribbon to make 2D shapes.	<b>Cooking</b> Use icing in tubes to decorate cakes with coloured shapes. Sort by shape or by colour.	<b>Outside</b> Chn use chalk to draw as many different, big, straight-sided shapes as they can.	<b>Mini-world</b> Chn find different ways to sort sets of animals (e.g. farm/zoo, 4 legs/not 4 legs).	<b>Art</b> Chn use gummed shapes/sponge printing to make pictures, e.g. imaginary animals, aliens or vehicles.
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Phonics: This week, the children would benefit from practising using the 'igh' sound, as in 'night' or 'light' for example.

## Week 4

Numeracy: (1) Doubling and (2) making 6 and 7.

The children would benefit from developing their understanding of doubling. We have started this in class and the children could do with learning by rote doubles to ten (double 1 is 2, double 2 is 4 etc.). Additionally, the children would benefit from considering the different ways you can make 6 and 7.

<b>Associated play contexts</b>	<b>Art</b> Chn draw/paint/stick the same numbers of spots onto either side of ladybirds/butterflies and find the double.	<b>Mini-world</b> Chn find different ways to partition 6 or 7 toy farm animals, play people, etc.	<b>Outside</b> Chn play Hopscotch. They throw the beanbag on the hopscotch grid and work out double the number. If everyone agrees, they hopscotch to collect the beanbag.	<b>Dominoes</b> Chn find all dominoes with a total of 6 or 7 spots. Find all the doubles. Match totals to number cards.	<b>Construction</b> Chn find different ways of making trains with 6, then 7 carriages in 2 colours.
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Phonics: Practise using and reading the 'oa' sound, as in "toad" or "road".

## Week 5

Numeracy: Beginning to count in 2s and Repeating Patterns.

The children may begin to learn their 2xtable by rote but also in the context of counting objects. It may suit to work up to ten before extending. The children may also wish to create some repeating patterns this week. Perhaps they could link it to their work on 2D shapes or to the 2xtables, e.g. 2 squares, 2 circles, 2 squares, 2 circles etc. *Can you count in 2s and tell me how many circles there are?*

<b>Associated play contexts</b>	<b>Art</b> Chn use repeating patterns to create wallpaper/wrapping paper.	<b>Cooking</b> Make cookies and put two chocolate buttons on each. Count the choc buttons in 2s.	<b>Outside</b> Chn throw a ball to a partner, counting in 2s as they do so. How far can they get before they drop the ball?	<b>Mini-world</b> Chn arrange animals in pairs ready to go onto an ark and count them in 2s.	<b>Construction</b> Chn make repeating pattern towers using interconnecting cubes or Lego® bricks.
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Phonics: This week, encourage your child to use the 'ar' sound, as in "part" or "cart".

## Week 6

Numeracy: Simple subtraction.

Encourage the children to solve simple subtraction problems. The children are familiar with written methods, e.g.  $5 - 2 = 3$ . However, they would continue to benefit from using objects or perhaps you could embed some subtraction work into games or small world play.






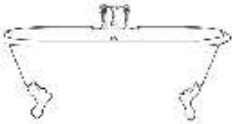



<b>Associated play contexts</b>	<b>Mini-world</b> Chn make play people play in a playground. They discuss how many will be left, if 1 or 2 go home, or 1 more arrives.	<b>Cooking</b> Peel a satsuma/clementine. Count the pieces. <i>If we eat 2, how many will be left? Give a segment each to 2 chn. Rpt until there are no pieces left.</i>	<b>Outside</b> Park all the bikes in a 'bike park'. Discuss how many will be left if 2 chn get 1 each out to play.	<b>Role-play</b> Set up a 'bus' with chairs, a steering wheel and bus stop. One or two chn get on/off the bus at a time and discuss how many there will be.	<b>Sand</b> Chn build a number of sand castles and say how many will be left if they knock 1 or 2 down.
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Phonics: This week's focus sound is 'or' as in "fort" or "corn".

# Find and Write the 'ai' Words



Write the words and then colour the ones with an 'ai' sound in them.






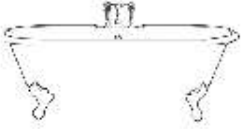



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# Find and Write the 'ai' Words



Write the words and then colour the ones with an 'ai' sound in them.

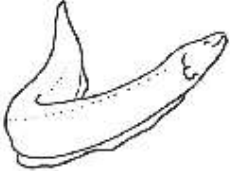



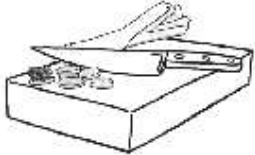



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# Find and Write the 'igh' Words



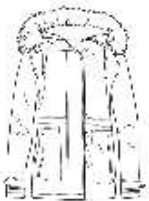








Write the words and then colour the ones with an 'igh' sound in them.

 _____	 _____	 _____
 _____	 _____	 _____
$1+2=3$ ✓ _____	 _____	 _____

# Find and Write the 'oa' Words



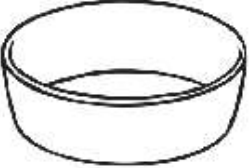








Write the words and then colour the ones with an 'oa' sound in them.

 _____	$1+2=3$  _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

# Find and Write the 'or' Words






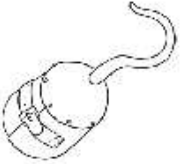





Write the words and then colour the ones with an 'or' sound in them.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

# Find and Write the 'ar' Words



Write the words and then colour the ones with an 'ar' sound in them.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____