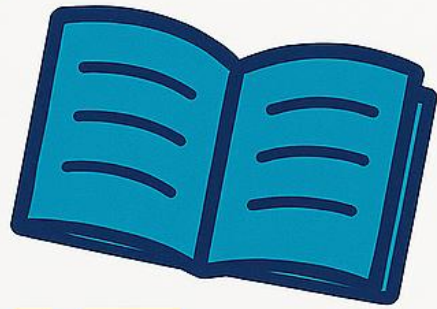




Much Hadham



HOME LEARNING RECORD



Autumn Term

Year 1

Name:

Year 1 Home Learning

When children have the opportunity to practice certain skills at home, it can make a huge impact on their day-to-day learning in school. Please do support your child with their home learning as much as possible as it does make a difference.

A child in Year 1 should spend an average of between 10-20 minutes a day on their homework. We have included a recording table for each week in this planner. **Please initial the box to show when your child has either read, practised their spellings or their maths focus each week.**

Autumn <u>1</u> : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

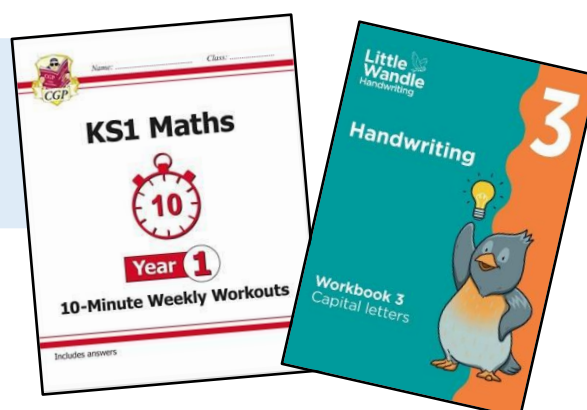
Additional Support with Home Learning

Every year group has suggested optional workbooks, that will support your child with their learning at home. These can be purchased through the Arbor app for delivery to school. **Buying through school will entitle you to a discounted price.**

Suggested workbooks are:

CGP Year 1 Maths - 10 Minute Weekly Workouts.

Little Wandle Handwriting – Capital Letters



What weekly home learning could look like ...

Reading	At least 5 <u>times per week</u> for 10-15 minutes, to include: • 4 x reading their Little Wandle book to a grown-up. There are questions to check comprehension in the back of the reading book and additional ones on pages 4 and 5 of this booklet. • 1 x reading of tricky words (page 7) 
Spelling & Handwriting	At least 3 <u>times per week</u> for 10 minutes, to include: • 2 x practise of half termly spellings using any of the strategies on page 9. • 1 x Little Wandle Handwriting book – Capital Letters
Maths	At least 3 <u>times per week</u> for 10 minutes, to include: • 2 x practise of number facts using ideas on page 10 and 11 including: - Write and order numbers to 20 - Practise number bonds to 10. - Subitise numbers to 5 and then 10. • 1 x CGP Maths - 10 Minute Weekly Workout 

In case of loss or damage, this 'Home Learning Record' will also be emailed out to parents and carers. Alternatively, additional copies can be purchased from school for £1.

Questions to ask your child whilst reading.

Year 1 – Reading Questions by Skill Type	
 Retrieve	Who is/are...? Who is the main character? What is...? What is this information book about? What happened to... at the end? What happened when...? Where did... go? Name two places. Which two...? Write one... List... Match... Can you tell us about your favourite book / part of the book? Explain why you like it. Are these statements true or false?
 Predict	Predict from the cover/ title/ blurb. Cover: Who is the main character? What is the setting? What might happen here? What will happen to (character) in this story? What places might the character visit? What events might happen in this story? What might make the character upset/angry/happy/puzzled? Will this story have a happy ending? What might happen to the character in the end? Why did the character change in this story? How might they act at the end?
 Clarify vocabulary	Which word tells you that the character is happy/sad/worried etc? Point to the word that shows... Find a word that tells us about the setting... e.g. house, woods, bridge etc Can you think of another word for...? Give examples of synonyms Can you find the rhyming word? What other words rhyme with this? Predict the pattern. Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to...
 Language choice	Find the rhyme. Join in when it comes up. Predict the end of the line. How does the story start? Which words are used? Can you find the repeated words? Join in with this phrase (e.g. fee, fi, fo, fum) What is your favourite word in the story, the poem, the information?

	Find the labels, title, diagram, page, book cover, information on... What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about...? Practise using the contents page with support. Which page has information on____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?
	Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when...? Why did (character) do...? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character? Explain why. What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?
	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?



Autumn 1 Spellings: Test

Week 4	Week 5	Week 6	Week 7
the	no	we	put
to	go	me	push
into	she	be	full
of	he	I	pull

Autumn 2 Spellings: Test

Week 1	Week 2	Week 3	Week 4 (Thurs)	Week 5
the	was	my	they	pure
put	you	by	all	sure
we	and	can	that	mum
me	his	went	with	them

Week 6	Week 7
love	down
come	had
some	for
so	dad

Phase 2 Tricky Words

Phase 3 Tricky Words

Phase 4 Tricky Words

100 High Frequency Words

Tricky Words

Phase 2, 3, 4 and 5

I	the	To	into	no	go
of	he	She	we	me	be
put	pull	Full	push		

was	you	They	all	are	my
by	sure	Pure			

said	have	Like	so	do	some
come	love	Were	there	little	one
when	out	What	says	here	today

Tricky Words

Phase 2, 3, 4 and 5

their	people	Oh	your	Mr	Mrs
Ms	ask	Could	would	should	our
house	mouse	Water	want	any	many
again	who	Whole	where	two	school
call	different	Thought	through	friend	work
once	laugh	Because	eye	busy	beautiful
pretty	hour	Move	improve	parents	shoe

Grow the code grapheme mat

Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e igh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Ideas to practise your spellings

Rainbow Words

Write your words out and make each letter a different colour. Or create a rainbow by writing the words out repeatedly but in a different colour each time.

[illegible]

Writing Race



Set a timer for 2 minutes and see how many times you can write a chosen word correctly in that time.

Word Pyramids



Write out each spelling as a word pyramid. Start with the first letter and then add a new letter onto each row.

Word Shapes

Write out each spelling and draw a box around each letter to show the height or tails on a letter.



Colour patterns

Write out each word with the consonants in one colour and the vowels in another.

government
parliament
dictionary

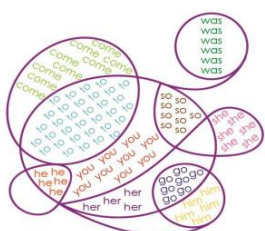
Mnemonics

Make a mnemonic
to help you
remember the
spelling for a word
or just the tricky
part of it.

height
elephants in
green houses



Word Squiggle



Draw a continuous
loopy pattern and fill
each section with
your spelling words.
You could use
different colours if
you like.

Spelling Graffiti

Use colour and shape to produce fun and creative ways of writing your spellings out.



Maths to focus on in Year 1

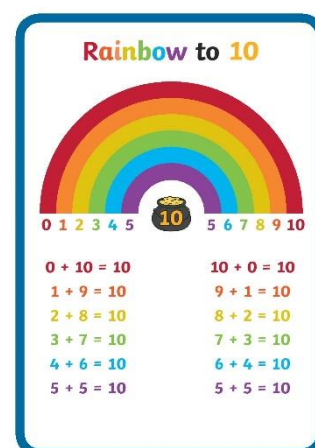
Read, correctly form and order numbers to 20

0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Number bonds to 10

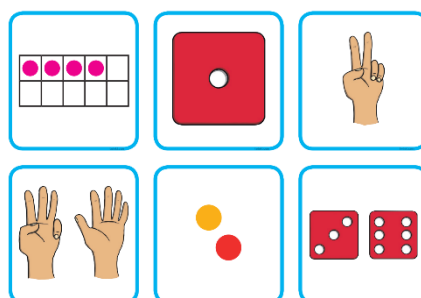
Number bonds practice should include addition and subtraction sentences e.g.

$$3 + ? = 10 \text{ and } 10 - 3 = ?$$



Subitise numbers to 5 and then 10

Subitising is the skill of recognising how many are in a group of objects without needing to count individually. A good example of this is recognising the number thrown on a dice without counting the dots.



Ideas to practise number facts

Hit the Button number bonds game



Learn a number bonds song from YouTube Kids



Roll a dice and see how quickly you can identify the number. How many can you identify in a minute.



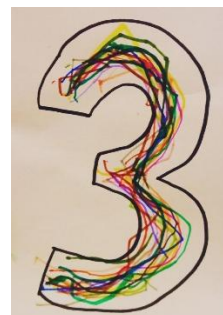
Play a matching card game, where you need to match a number to its bond.



Write numbers 1-20 on different bits of paper. Mix them up and then see if you can order them from smallest to largest.



Rainbow writing of numbers.



Put 10 bits of pasta in a bag. With your eyes closed, grab a handful and place on the table. Can you see how many there are without counting one by one.



Other good websites include:

Top Marks -

<https://www.topmarks.co.uk/>

BBC Bitesize -

<https://www.bbc.co.uk/bitesize>

Math is Fun -

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

Maths Frame -

<https://mathsframe.co.uk/>

Autumn 1 : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 2		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 3		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 4		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 5		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 6		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 1 : Week 7			Week commencing:				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 1 : Week 8			Week commencing:				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 1		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 2		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2: Week 3		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 4		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 5		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 3 : Week 6		Week commencing:					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Autumn 2 : Week 7			Week commencing:				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							
Autumn 2 : Week 8			Week commencing:				
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading							
Spelling & Handwriting							
Maths							

Spelling Test: Autumn 1

Week 4

1

2

3

4

Week 5

1

2

3

4

Week 6

1

2

3

4

Week 7

1

2

3

4

Spelling Test: Autumn 2

Week 1

1

2

3

4

Week 2

1

2

3

4

Week 3

1

2

3

4

Week 4

1

2

3

4

Week 5

1

2

3

4

Week 6

1

2

3

4

Week 7

1

2

3

4