

Year 1 Summer Term Home Learning Activities.

Week 6

These are the activities that we would have been covering in the curriculum at school. Don't forget to utilise Twinkl as they still have a lot of useful resources for all subjects. Go to the **School closure home learning** page.

Maths- Geometry/Position

Please revisit naming and describing common 2D/flat shapes – for example rectangles (including squares), circles and triangles, pentagon, hexagon and then 3D/solid shapes - for example, cuboids (including cubes), pyramids and spheres, cones, cylinder

- Can children relate these shapes to everyday objects
- Can they recognise these shapes in different orientations and sizes
- Can they begin to describe the shapes in terms of how many sides, edges, vertices they have
- Use positional language to describe where an object is – teddy is **on top of** the table, teddy is **in front of** the table (left, right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside)
- Describe direction and movement, including whole, half, quarter and 3 quarter turns and connect this to the movement on a clock face of clockwise and anticlockwise

https://www.youtube.com/watch?v=G9W2kTa_BH0

English-

- Focus on the letter names of the letters of the alphabet, name all of the letters in and out of order (use a piece of text or write down the letters of the alphabet out of order and ask your child to tell you the letter name, not the sound)
- Practise writing the upper and matching lower case letter for each letter of the alphabet, focus on careful letter formation and sizing of the letters
- Talk about alphabetical order and if possible look at a dictionary
- Have six topic related words written on separate pieces of paper and put them in alphabetical order – ship, pirate, cannon, cutlass, map, treasure – talk about what to do when 2 words begin with the same letter
- Our grammar focus this week is adding the suffixes er and est to an adjective to make it a comparative. Highlight the use of appropriate vocabulary – root word, suffix, comparative (er), superlative (est). Give your child a word such as tall and ask them to add er and est – taller, tallest, can they use them in a written sentence – I am tall but my sister is taller. Try words such as short, small, light, cold, deep –root words that do not need a double consonant when adding er and est

In our foundation subjects this week we would have been focussing on close observations drawings of plants and flowers, if you have garden or house plants you could draw and label these. We would be discussing what an island is and the different types of islands, hot, cold, uninhabited, think about why you would visit an island and how you would get there, you could invent your own island, write about it and draw a map of it. In PE we would be focusing on ball skills, throwing and catching and ball control, steering, dribbling.

Reading and spelling

- Please read with your child as often as possible. Remember to focus on sounding out and reblending unfamiliar words, recognising common exception words on sight, retelling the information/story that they have read, and answering comprehension and inference questions.
- Please continue to practice spelling a few of the common exception words each week.

Phonics

- In the Summer term, we would be focusing heavily on the phase 5 phonemes (you would have received these at parent's evening). There is a useful home learning pack on the Twinkl website called 'Phase 5 phonic activity booklet'.
- Don't forget to spot the phase 5 graphemes when reading your books.
- Phonicsplay has some useful activities and games that you can play at home.