



Year 1

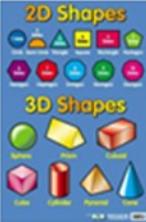
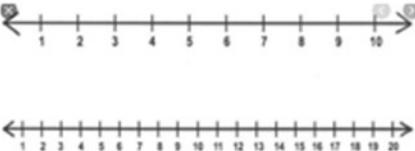
Home Learning Activities

Our topic this half term is ANIMALS and we have collected some ideas to keep your child busy whilst you are isolating and keeping safe at home. If you need any further support, please contact us via support@elmwood-inf.croydon.sch.uk. If you want to send photos to us on Seesaw, please do and we will 'like' and acknowledge the work.

Best wishes,

All at Elmwood Infants

Numeracy

<p>Year 1 Maths</p>	<p>Count in 10s. Count forwards and backwards and from different starting points.</p> <p>10 20 30 40 50 60 70 80 90 100</p> <p>10, 20, 30, 40... 22, 32, 42, 52</p>	<p>Look for objects longer or shorter than another or heavier or lighter than another.</p>	<p>Name 2D and 3D shapes. Talk about their properties and see how many you can find in your home.</p> 						
<p>Practise telling the time to o'clock and half past. Make a clock at home.</p> 	<p>Name all the coins we use. Make totals up to 20p using a ten pence and one pennies.</p> 	<p>Use different position words—on, under, next to, behind, in front of. Use a teddy and put them in different places and explain their location,</p> 	<p>Learn how to share a number between two groups. Use objects to help you.</p> 						
<p>Practise saying number bonds to 10.</p> <table border="1"> <tr><td>$0 + 10 = 10$</td></tr> <tr><td>$1 + 9 = 10$</td></tr> <tr><td>$2 + 8 = 10$</td></tr> <tr><td>$3 + 7 = 10$</td></tr> <tr><td>$4 + 6 = 10$</td></tr> <tr><td>$5 + 5 = 10$</td></tr> </table>	$0 + 10 = 10$	$1 + 9 = 10$	$2 + 8 = 10$	$3 + 7 = 10$	$4 + 6 = 10$	$5 + 5 = 10$	<p>Learn to double numbers up to 10. Use objects to help you.</p> 	<p>Addition and subtraction using a number line or using objects.</p> 	
$0 + 10 = 10$									
$1 + 9 = 10$									
$2 + 8 = 10$									
$3 + 7 = 10$									
$4 + 6 = 10$									
$5 + 5 = 10$									

Start



Double
2

Halve
2

Double
3

Halve
4

Double
4

Halve
6

Double
5

Halve
8

Double
6

Double
2

Halve
6

Double
10

Halve
4

Double
9

Halve
2

Double
8

Halve
4

Double
7

Halve
10

Halve
4

Double
3

Halve
8

Double
4

Halve
10

Double
5

Halve
2

Double
6

Halve
12

Double
7

Halve
16

Double
8

Double
3

Halve
6

Double
2

Halve
12

Double
1

Halve
20

Double
10

Halve
10

Double
9

Halve
14

Halve
2

Double
4

Halve
10

Double
5

Halve
8

Double
6

Halve
18

Double
7

Finish



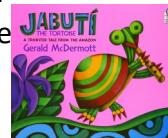
Literacy

This half term, we are learning about pirates. Please see seesaw for some tasks related to this topic as well as the rainforest. Use the sheet attached to talk about the pirate and what you can see. Support your child to label the pirate.

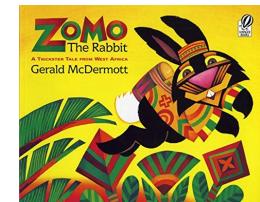


Listen to the story of Jabuti. Talk about the characters. Which ones were kind, unkind? What would you say to the characters?

Choose either Jabuti or Vulture and describe them. What do they look like? How do they behave? Use adjectives, capital letters, full stops, finger spaces to write describing sentences. If this is tricky, you could orally rehearse a sentence, write it for your child and then cut it up for your child to put it back together. Then your child could have a go at writing it or give them the opener like Jabuti has...Jabuti is... If your child needs an additional challenge, encourage them to use a question or exclamation mark or a range of openers.



Listen to the story of Zomo. Retell the story and explain what tricks Zomo played. Write a retell of the story or write a recount of one of the tricks Zomo played. Try to include adjectives, use your sounds, finger spaces, capital letters and full stops. If this is tricky, you could orally rehearse a sentence, write it for your child and then cut it up for your child to put it back together. If your child needs an additional challenge, encourage them to use a question or exclamation mark.



Learn to read and spell the year 1 common exception words attached. Practise writing them to learn how to spell them and put them in sentences.



Learn how to spell the days of the week and put them in sentences. Create a weekly diary in your blue book.

Example: On Monday...



Using the sheet attached, discuss why animals live in their habitats and why. Using the images and facts on the sheet write about why each animal survived in the habitat.



Topic

Research an animal.

Where does it live?

What does it eat?

What does it look like?

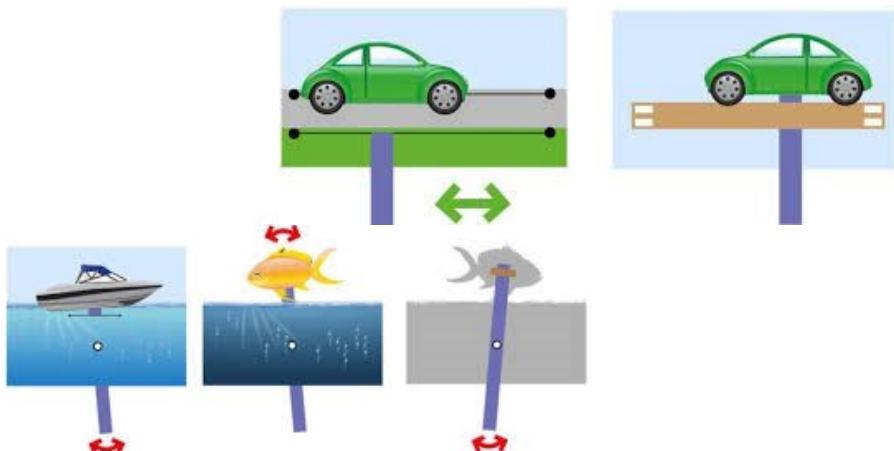
What type of animal is it?

What are its babies called?

Create a fact file using the sheet attached.



As part of our DT topic this half term we are learning how to make moving pictures. Have a go at making a moving picture of an animal and discuss how it moves.



Discuss the names of animals and their babies. Complete the sheet attached matching the baby to its mother

ANIMALS & THEIR BABIES



Whilst learning about animals, discuss where they live and identify this on a map. Using the sheet attached, match the animals to the hot and cold habitats.

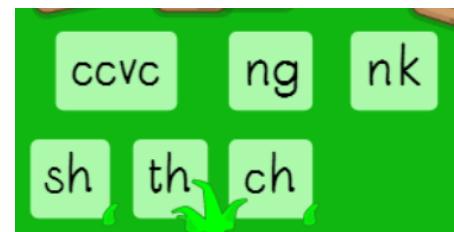


Phonics

Use phonics play to learn to read tricky words from each phase. Move on to the next phase once your child is confident.



Use ICT games and play the game phonics finder to help your child find CCCVC words and words with the sounds below.



Use phonics play to listen to a sound and ask your child to find the matching grapheme.



Use phonics play to read the words. Talk to your child about whether the word is real or not real. Move through the phases if your child is confidently reading words correctly. Encourage them to use their sounds.



Play the sound hunter game: pick a sound, can you find something around the house with that sound in? How many can you find? How many different sounds can you find things for? EG. A: apple, cat.



Complete the weekly phonics flyer. Use Purple Mash and the Phonics Cloze game to match the sound/s you have learnt. You could also play activities on phonics play matched to them.

**Letters
and Sounds**



eBook Library for Letters and Sounds

Visit Oxford Owl ebooks online using the link below:

[https://www.oxfordowl.co.uk/for-pupils/pupil-home?
current_page=letters_and_sounds](https://www.oxfordowl.co.uk/for-pupils/pupil-home?current_page=letters_and_sounds)

Choose the phase your child is confidently working in and choose a book to share. We would recommend reading the book across three days. The first day you read the book, spend time decoding the sounds and blending them together. On the second day you read the book, encourage your child to read with more pace and fluency. On the third day of reading, spend time talking about what happened. Ask a range of comprehension questions. How did the characters feel? What does this word mean? Who was your favourite character? We have attached some questions to ask your child and a grid of comprehension activities.

Questions to ask

What can you see on the front cover? What do you think will happen in the story?

Can you point to the title. What does it say?

Let's read the blurb. Where can we find the blurb?

Can you point to the words as we read them?

What do you think will happen next?

What was your favourite part of the story? Why?

Can you use your sounds to sound out the word?

Is this story like any other story you have read? Why?

Do you see a word you know?

Who was your favourite character? Can you describe the character?

Can you retell the story in your own words? What happened in the beginning, middle and end?

Year 1 Comprehension Activities

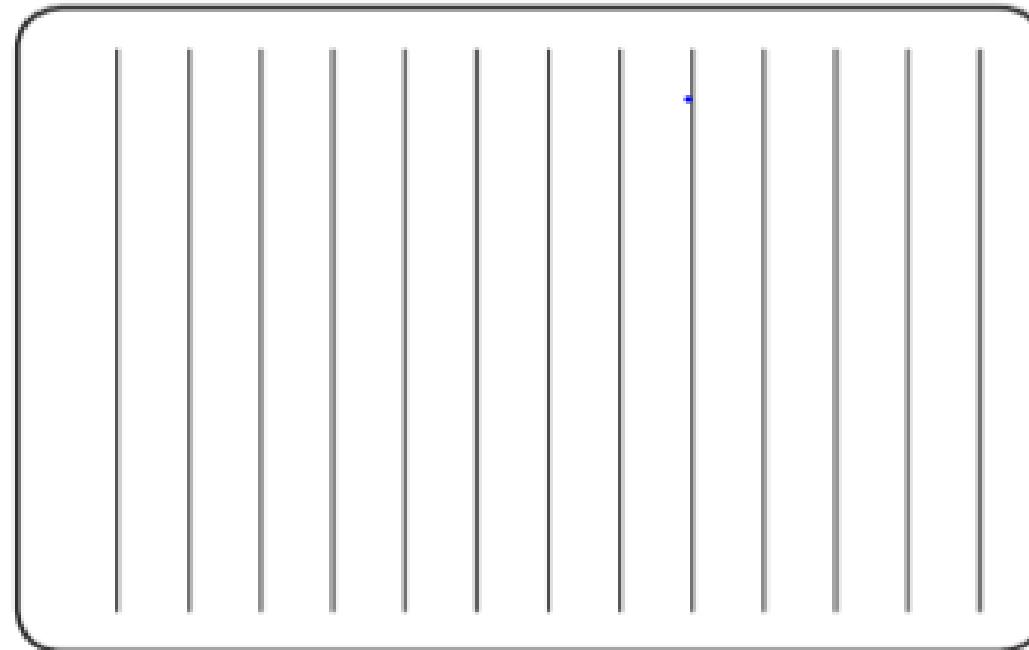
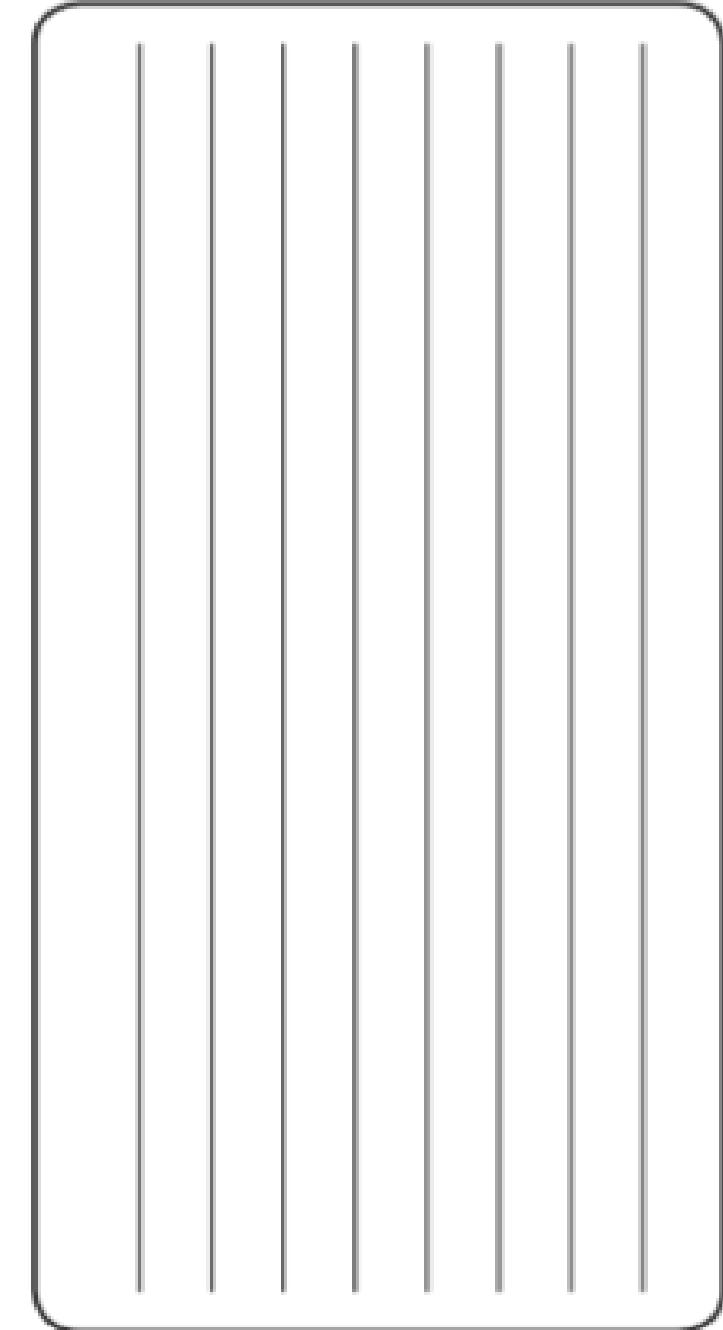
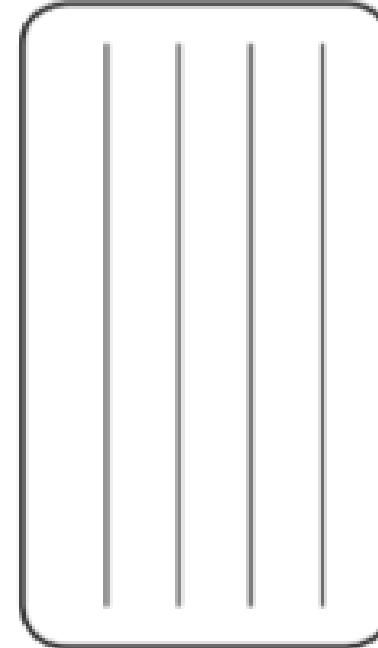
For each book your child brings home they will have to complete one of these activities on Day 3 in their red homework book.

Write the date and title of the book each week you complete an activity.

Fiction/story books/Poetry	Fiction/story books/Poetry	Fiction/story books/Poetry	Fiction/story books/Poetry	Non fiction/information books
Pick a character or two from the story and draw them. Label them with adjectives to describe them.	Design a new eye catching front cover for the book. Why would someone want to read it? Write a sentence to explain.	Choose a part of the story and mime it to a grown up. Can they guess what part of the story it was?	Draw a picture of your favourite part of the book. Write about why you liked it.	Draw a picture and write a sentence about 2 facts you have learned from your non fiction book.
Make a puppet for a character in your story. Can you pretend to be the character and explain their role in the story?	Write about your favourite part of the story and explain why?	Think of 2 or 3 questions you would like to ask one of the characters. Write them in your book. Ask a grown up to ask you these questions and answer them in role of the character.	Design a poster to advertise the book. Tell the buyers why they should buy the book.	Use the dictionary to look up 3 words that you do not know and write their meaning.
Which character did you like the most? Explain why.	How did the book make you feel? Explain to a grown up. Write this sentence in your book.	What kind of person is the main character? Would you like to be friends with them? Why? Why not? Draw a picture of them in your book and write why.	Who would you recommend this book to? In your red book, write who you think would like this book and explain why.	Look at page 5, write a sentence to explain what this page is about.
Write about a memory or experience of your own that is similar to something you've read in the book.	Compare the book to another one that you have read. How were they similar or different?	How many adjectives can you find in your book? Write the ones you find in your red book. Remember, an adjective is a describing word. It describes a noun.	Can you find any words that rhyme in your book? Write them in your red homework book.	Write the blurb for this information book. (The blurb is found on the back cover of a book and tells you what the book is about.)

Label the pirate below:





Mothers and Their Young

Cut out the pictures of the young animals and stick them next to their correct mother.

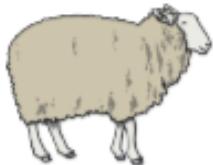
goose



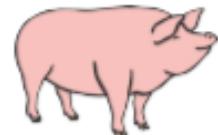
cow



sheep



pig



goat



horse



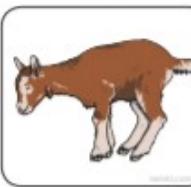
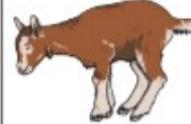
duck



chicken



kid



duckling



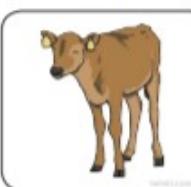
gosling



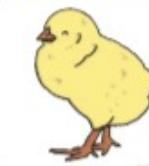
lamb



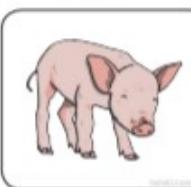
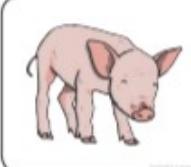
calf



chick



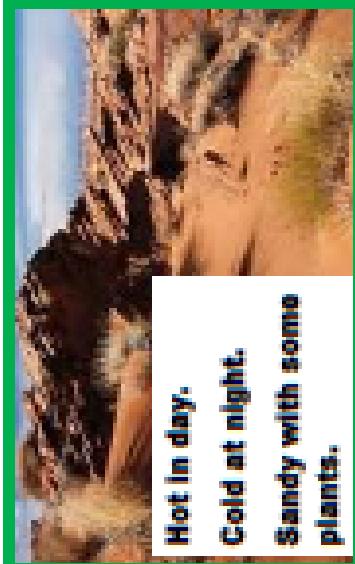
piglet



foal



Desert



Hot in day.
Cold at night.
Sandy with some plants.

Hedgehog tortoise



I am good at living on the desert because:

Rainforest



Always warm
and wet.
Lots of insects
and fruit to eat.

Crested gecko



I am good at living in the rainforest because:

Grassland



Lots of grass for
animals to eat.
Some rain, not
too hot or cold.

Rabbit



I am good at living on grassland because:

Hot and Cold Habitats Animal Matching Activity

Carefully cut out the animals below and stick them onto the correct habitat on the second sheet.



Hot and Cold Habitats Animal Matching Activity

Hot Habitat

Cold Habitat

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	