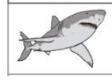
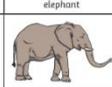
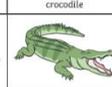
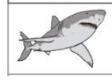
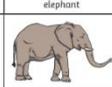
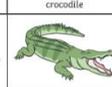
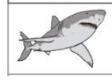
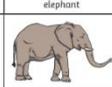
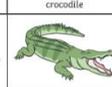


1. English	2. Mathematics	3. Science	4. PE	5. D and T										
<p>Non-Fiction writing</p> <p>This term we are writing about woodland animals. We will describe what they look like, what they eat and where they live. Can you choose an animal you like and build up a fact file on your chosen creature? You can write a description of your animal or just collect facts and present using pictures and diagrams.</p> <div data-bbox="112 606 465 1069" data-label="Complex-Block"> <p>Brown Bear</p>  <p>Brown bears are mammals</p> <ul style="list-style-type: none"> They have a lot of fur. They give birth to 1 to 4 cubs. <p>Brown bears ROARI</p> <p>Brown bears are omnivores</p> <ul style="list-style-type: none"> During the spring, summer, and fall they eat up to 90 pounds of food a day! Brown bears love to eat fish, insects, and berries. <ul style="list-style-type: none"> Brown bears live in mountains and grasslands. During the winter they sleep in caves and have babies.  </div>	<p>Place Value to 50</p> <p>Can you practise counting from 20 to 50 in ones?</p> <p>What numbers are missing from this number sequence? 0, 10, _ , _ , 40, _</p> <p>Can you split these numbers into tens and ones?</p> <p>17, 23, 37, 41</p> <p>E.g. 35 = 3 tens and 5 ones.</p> <div data-bbox="560 726 840 973" data-label="Diagram"> </div>	<p>Animals</p> <p>We will be learning about the five vertebrate animal groups during this term. (Amphibian, bird, fish, mammal and reptile.)</p> <p>Can you write the name of the group each animal belongs to and identify another animal for each group. (See attached worksheet.)</p> <div data-bbox="907 614 1254 837" data-label="Complex-Block"> <table border="1"> <tr> <td>shark</td> <td>toad</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>penguin</td> <td>elephant</td> <td>crocodile</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div>	shark	toad			penguin	elephant	crocodile				<p>Moving and Balancing</p> <p>Can you practise different ways of holding a balance?</p> <p>Can you balance with just three parts of your body touching the floor? Can you hold your balance and count to 10?</p> <p>Can you practise standing on one leg? How long can you hold your balance? Make sure you are doing this activity in a safe place.</p> <div data-bbox="1377 694 1601 1053" data-label="Image"> </div>	<p>Mechanical Systems</p> <p>This term we are looking at mechanical systems. Can you make an Easter Card using a hinge and lever?</p> <div data-bbox="1904 287 2083 494" data-label="Image"> </div> <div data-bbox="1736 534 2094 1380" data-label="Complex-Block"> <p>Hinge and Lever Moving Easter Card</p> <p>You will need:</p> <ul style="list-style-type: none"> A4 Coloured Card Sticky Tape or Masking Tape Scissors Optional: feathers, googly eyes, other embellishments Colouring Crayons Glue One paper fastener split pin <p>What To Do:</p> <ol style="list-style-type: none"> Fold an A4 piece of coloured card in half to create a portrait card. Cut out and colour or decorate the Easter chick. Cut out the rectangular lever and fix it to the back of the chick. Cut a slot across the front of the card which is wide enough to push the lever through. From the front of the card, push the lever through the slot so it can be pushed and pulled from inside the card. The lever will be lower than the bottom of the card. Cut out and decorate the two egg shells. Fix the curved edge of the bottom shell to the front of the A5 card so the chick is covered when the lever is down. Push a split pin through the two shells and the A5 card to the left side of the egg to create a hinged top shell. <p>Hints and Tips</p> <p>Try adding feathers or googly eyes to your chick. Decorate the front of your card with grass, clouds or other chicks. Add the words, 'Happy Easter' and a personal message inside your card.</p> </div>
shark	toad													
														
penguin	elephant	crocodile												
														
<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>										

1. English	2. Mathematics	3. Geography	4. PSHE	5. PSHE
<p style="text-align: center;">Poetry</p> <p>This term we will be looking at poetry. Can you choose a simple poem that you really like? Try to learn one or two of the lines off by heart. Can you perform the poem for someone in your family?</p> <p>Then write out the poem in your best handwriting.</p> 	<p style="text-align: center;">Measures</p> <p>Find something in your house that is;</p> <ol style="list-style-type: none"> 1. Longer than a pencil. 2. Shorter than a water bottle. 3. Lighter than a tin in the kitchen. 4. Heavier than an apple but lighter than a chair. 5. Shorter than a book but longer than a paperclip. 	<p style="text-align: center;">Our country</p> <p>This term we are looking at our country and The United Kingdom.</p> <p>We are learning about the capital cities of the countries that make up the UK.</p> <p>Can you choose one of these capital cities and find out some interesting facts about your chosen city?</p> 	<p style="text-align: center;">Dreams and Goals</p> <p>Can you tell us about something you have achieved? E.g. Riding a bike, learning to tie your laces, skipping.</p> <p style="text-align: center;">OR</p> <p>Can you set a goal for something you would like to achieve? E.g. Learn to tie your laces, learn to count in 10's, throw a ball in the air and catch it 5 times in a row without stopping. Talk to an adult to help you set the goal and have a go at trying to achieve it.</p> 	<p style="text-align: center;">Healthy Me</p> <p>What do you do to keep your body healthy?</p> <p>Can you do something that keeps your body healthy? Can you either take a photo of you doing it or draw a picture to show what you are doing. E.g. Going for a walk, going on a bike ride, making and or eating a fruit smoothie.</p> 
<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>	<p>Signed (parent/ guardian): _____ Date: _____</p>



Year 1 Maths Home Learning Grid

Additional Maths challenges

Write the short date and highlight when you complete a task.

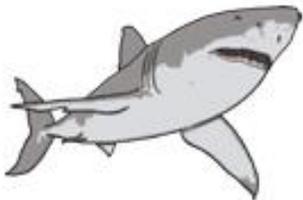
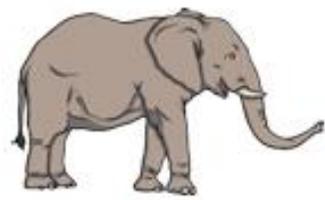
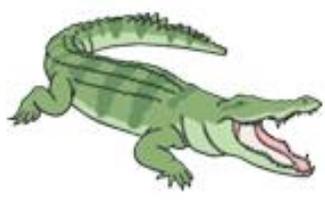


<p>Practise counting forwards and backwards to 10, 20, 30, 40 and then 50.</p>	<p>Practise writing numbers 0-20. Can you write the corresponding words too?</p>	<p>Can you make the number 14 in different ways? Use + and -. E.g. $9 + 5 = 14$</p>												
<p>Can you find 3D shapes around your house? Can you find any cylinders or cubes?</p>	<p>Find 10 more than each of these numbers?</p> <table data-bbox="994 820 1346 948"><tbody><tr><td>5</td><td>3</td><td>9</td></tr><tr><td>6</td><td>2</td><td>5</td></tr></tbody></table>	5	3	9	6	2	5	<p>Find 1 less and 1 more than each of these numbers?</p> <table data-bbox="1626 810 2011 954"><tbody><tr><td>13</td><td>17</td><td>19</td></tr><tr><td>14</td><td>20</td><td>12</td></tr></tbody></table>	13	17	19	14	20	12
5	3	9												
6	2	5												
13	17	19												
14	20	12												
<p>Can you find pairs of numbers that make 20?</p>	<p>Can you think of a number between 1 and 10. Can you find its double?</p>	<p>Can you count in 5's up to 20?</p>												

Animal Groups

Which group does each animal belong to? Bird, reptile, amphibian, mammal or fish?

Can you

shark	toad	penguin	elephant	crocodile
				
A shark is a	A toad is an	A penguin is a	An elephant is a	A crocodile is a
Another animal in this group is...	Another animal in this group is...	Another animal in this group is...	Another animal in this group is...	Another animal in this group is...

Tricky Words

Information for parents and carers

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

Tricky words taught in Reception

In Year 1, your child will develop the phonic knowledge they need to decode many of the tricky words taught in Reception. However, the words below need to be reviewed and practised as tricky words until your child can read them automatically.

Taught in Phase 2 (Reception Autumn term)		
Phase 2 tricky word	Tricky part(s)	Why is it tricky?
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
to into	o	The 'o' makes the sound oo (as in 'food') <i>This is a rare spelling for this sound.</i>
of	f	The 'f' makes the sound v. <i>This is a rare spelling for this sound.</i>

Taught in Phase 3 (Reception Spring term)		
Phase 3 tricky word	Tricky part(s)	Why is it tricky?
are	whole word	This is a rare spelling of the sound ar .
sure	whole word	The 's' makes the sound sh . The 'ure' makes two sounds (yoo plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds (yoo plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

Taught in Phase 4 (Reception Summer term)		
Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound e . <i>This is a rare spelling for this sound.</i>
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound ur . <i>This is a rare spelling for this sound.</i>
says	ay	The 'ay' makes the sound e . <i>This is a rare spelling for this sound.</i>
one	whole word	The 'o' makes the sounds w-u . <i>This is a rare spelling.</i>
today	o	The 'o' makes the sound oo (as in 'food') <i>This is a rare spelling for this sound.</i>

The table shows the tricky words that your child will learn in Phase 5 in Year 1 and explains why each word is tricky. Tricky words taught in Reception that remain tricky in Year 1 are also shown. Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

Taught in Year 1 Autumn term		
Tricky word	Tricky part	Why is it tricky?
their	eir	The 'eir' makes the sound aɪr . <i>This is a rare spelling for this sound.</i>
people	eo le	The 'eo' makes the sound eə *. Your child has not yet learned the digraph 'le'. <i>*This is a rare spelling for this sound.</i>
oh	oh	The 'oh' makes the sound oʊ . <i>This is a rare spelling for this sound.</i>
your	our	Your child has not yet learned the trigraph 'our'. Here, it makes the sound ɔr .
Mr Mrs Miss	whole word	These are abbreviations in common use as words.
ask*	a	The 'a' makes the sound ɑr . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
could would should	oul	Your child has not yet learned the trigraph 'oul', which makes the sound oo (as in 'book').
our	our	The trigraph 'our' makes the sound oʊ followed by the schwa sound. <i>This is a rare spelling for this sound.</i>
house mouse	se	Your child has not yet learned the digraph 'se'. Here, it makes the sound s .
water	a	The 'a' makes the sound ɔr . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>
want	a	The 'a' makes the sound ɔ . <i>Learning so far: For 'a', your child has learned the sound a as in 'cat'.</i>

*Depending on regional pronunciations, not all children will be taught the word 'ask' as a tricky word.

Taught in Year 1 Spring term

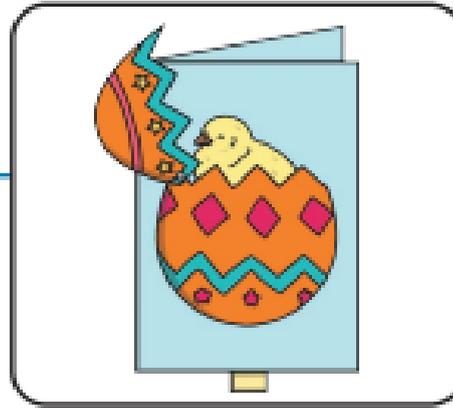
Tricky word	Tricky part(s)	Why is it tricky?
any many	a	The 'a' makes the sound e . This is a rare spelling for this sound. Learning so far: For the grapheme 'a', your child has learned the sounds a as in 'cat' and ai as in 'paper'.
again*	ai	The digraph 'ai' makes the sound e . This is a rare spelling for this sound. Learning so far: For 'ai', your child has learned the sound ai as in 'rain'.
who	wh o	The digraph 'wh' makes the sound h and the 'o' makes the sound oo (as in 'food'). These are rare spellings for these sounds. Learning so far: For 'wh', your child has learned the sound w as in 'when'.
whole	wh o-e	The digraph 'wh' makes the sound h *. Your child has not yet learned the split digraph 'o-e', which makes the sound oa . This is a rare spelling for this sound. Learning so far: For 'wh', your child has learned the sound w as in 'when'.
where	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound aɪr .
two	wo	The digraph 'wo' makes the sound oo (as in 'food'). This is a rare spelling for this sound.
school	ch	The digraph 'ch' makes the sound c . Learning so far: For the grapheme 'ch', your child has learned the sound ch as in 'chip'.
call	a	The 'a' makes the sound or . Learning so far: For the grapheme 'a', your child has learned the sounds a as in 'cat' and ai as in 'paper'. Your child will learn that 'a' can make the sound or later in the Spring term.
different*	er	The digraph 'er' makes the sound r (with no schwa sound before it). Learning so far: For the digraph 'er', your child has learned the sound ur as in 'bigger'.
thought	ough	The 'ough' makes the sound or . This is a rare spelling for this sound.
through	ough	The 'ough' makes the sound oo (as in 'food'). This is a rare spelling for this sound.
friend	ie	The digraph 'ie' makes the sound e . This is a rare spelling for this sound. Learning so far: For the digraph 'ie', your child has learned the sounds igh as in 'pie' and ee as in 'shield'.
work	or	The digraph 'or' makes the sound ur . Learning so far: For 'or', your child has learned the sound or as in 'sort'.
once	o	The 'o' makes the sounds w-u . This is a rare spelling for this sound.
laugh	au gh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar * (depending on regional pronunciation) and the digraph 'gh' makes the sound f . These are rare spellings for these sounds.
because	au	The digraph 'au' makes the sound o . This is a rare spelling for this sound.
eye	eye	The trigraph 'eye' makes the sound igh . This is a rare spelling for this sound.

*Depending on regional pronunciations, not all children will be taught the words 'again' and 'different' as tricky words.

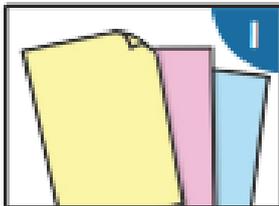
Hinge and Lever Moving Easter Card

You will need:

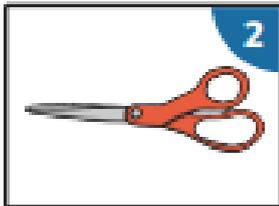
- A4 Coloured Card
- Colouring Crayons
- Sticky Tape or Masking Tape
- Glue
- Scissors
- One paper fastener split pin
- Optional: feathers, googly eyes, other embellishments



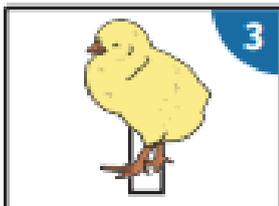
What To Do:



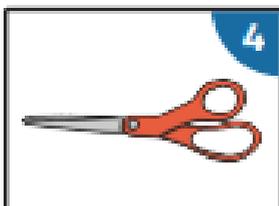
1 Fold an A4 piece of coloured card in half to create a portrait card.



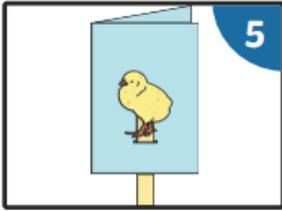
2 Cut out and colour or decorate the Easter chick.



3 Cut out the rectangular lever and fix it to the back of the chick.



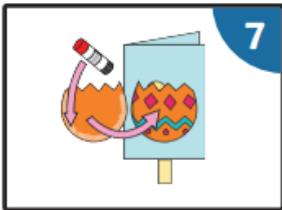
4 Cut a slot across the front of the card which is wide enough to push the lever through.



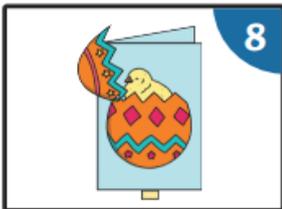
From the front of the card, push the lever through the slot so it can be pushed and pulled from inside the card. The lever will be lower than the bottom of the card.



Cut out and decorate the two egg shells.



Fix the curved edge of the bottom shell to the front of the A5 card so the chick is covered when the lever is down.



Push a split pin through the two shells and the A5 card to the left side of the egg to create a hinged top shell.

Hints and Tips

Try adding feathers or googly eyes to your chick.

Decorate the front of your card with grass, clouds or other chicks.

Add the words, 'Happy Easter' and a personal message inside your card.

