

Y1 Let's Grow Springfield! Home Learning Oct 2019



This half term we are taking our learning outdoors! The children will be exploring our school grounds, using their creativity to make suggestions for improvements for land use and finding out that learning can happen anywhere and everywhere.



The children are expected to complete the following tasks and bring them into school. It is parents' responsibility to ensure children complete the tasks. Teachers will keep records of which tasks are completed and celebrate the children's work.

Discovery

Use Google Maps to find our school and your house and then mark the route you take to get to and from school on the map.

Reading

Please listen to your child read *at least* four times a week and sign their home reading record book.
4 signed entries in a week = bookworm sticker.



Y1 Spellings

The children will be tested on these spellings during the week beginning 2 December

that	look
this	back
them	put
then	dad
see	had
are	and
you	she
for	we
now	me
down	be

Try learning two or three spellings a week.

Science

Be a tree detective and explore a park or local woods, to find as many of these trees as you can. Look closely at the leaves to identify the tree type.



Oak



Elder



Willow



Hawthorn



Sycamore

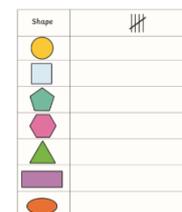


Cherry

Bring in some photographs to show the class.

Maths

Go on a shape hunt! What can you find around your house and outside that is the same as these 2D shapes? Can you name all of the 2D shapes you find?



Use a tally to count how many shapes you can find when shape spotting.

Writing

Visit a local park and make a list of everything you see! Remember to use adjectives (e.g. tall, green trees.)

Geography

Create a poster to show all of the great things that Chelmsford has to offer! Maybe include pictures of its main attractions (e.g. parks, city centre, cathedral, leisure centres)

Art

Find a pebble from your local area and paint it to make it look like a minibeast that you might find in the woods.

These tasks are optional but will greatly enhance the children's learning opportunities and understanding if completed:

D&T

Design or make a small model of your perfect park. What would you like to see in it and why?

Geography

Use paper and a split pin (for a spinner) to make your own compass a with the four main compass points (N, S, E, W)

Get closer to nature with:

50 things to do before you are 11 and ¾:

www.nationaltrust.org.uk/50-things-to-do

English

Play this full stops and capital letters game

www.roythezebra.com/reading-games/capital-letter-1.html

Maths

Complete this number bond game 'Save the Whale'

www.ictgames.com/saveTheWhale/index.html

Art

Use natural materials (leaves, sticks, stones) to create a piece of 'nature art'. Be as creative as you can!

Websites to help your research:

<https://www.natgeokids.com/uk/category/discover/geography/>
<https://www.topmarks.co.uk/Search.aspx?Subject=12&AgeGroup=2>

During this half term in maths, the children will be learning:

Geometry -Shape:

- ▶ Recognise and name 3-D shapes
- ▶ Sort 3-D shapes
- ▶ Recognise and name 2-D shapes
- ▶ Sort 2-D shapes
- ▶ Patterns with 3-D and 2-D shapes

Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)

Recognise and name common 3-D shapes including: (for example, cuboids (including cubes), pyramids and spheres)

Number and place value

- ▶ Count forwards and backwards and write numbers to 20 in numerals and words
- ▶ Numbers from 11 to 20
- ▶ Tens and ones
- ▶ Count one more and one less
- ▶ Compare groups of objects
- ▶ Compare numbers
- ▶ Order groups of objects
- ▶ Order numbers

Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.

Count, read and write numbers to 20 in numerals and words.

Given a number, identify one more or one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Glossary of terminology to support your children with reading and writing:

<u>Segment</u>	When writing, remind your child to orally ‘segment’ each word first (i.e. ‘Robot Talk’ – say the word out loud and break into individual sounds “stamp” – s-t-a-m-p)
<u>Blend</u>	When reading, remind your child to blend the individual sounds together to read the whole word.
<u>Adjective</u>	An adjective is a word used to describe and give more information about a noun, which could be a person, place or object. This half term, we are focusing on adjectives to describe the colour and size of something.
<u>Phoneme</u>	A phoneme is the smallest unit of sound.
<u>Grapheme</u>	A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter or could be a sequence of letters (e.g. ai, sh)
<u>Digraph</u>	A digraph is two letters that make one sound. Digraphs can be made up of vowels or consonants.
<u>Trigraph</u>	A trigraph is a single sound that is represented by three letters, for example tch, igh, in ‘fight’.
<u>Split digraphs</u>	When a digraph is split by a consonant it becomes a split digraph, which used to be known as ‘magic e’. For example g<u>a</u>m<u>e</u>, t<u>i</u>m<u>e</u>, c<u>o</u>n<u>e</u>

							
Shape							



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