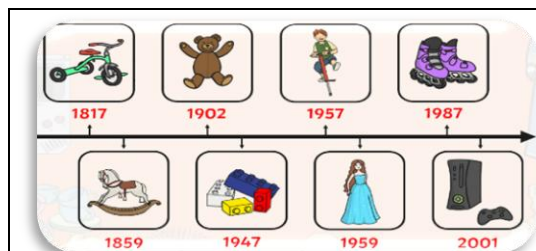


# Y1 'Toy Story' Home Learning Feb 2020



This half term our topic is Toy Story!  
This topic gives your child the exciting opportunity to learn all about the history of toys and their properties. They will have the chance to ask their families what toys they played with at home. It will also be a topic that allows the children to investigate their favourite toys and what makes them so special to them.

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

Draw or photograph one of your toys. Label it to show what it is made of, how it moves and how you play with it.

### 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 30 March

her	should
all	would
have	ask
like	oh
little	when
Mr	with
Mrs	their
an	I'm
came	by
could	very

Try learning two or three spellings a week.

### History

Ask your grown-ups; parents or grandparents; about their favourite toy when they were younger.  
Then take a picture of the toy. What is the same and what is different?  
Make a poster!

### Maths

Weigh 5 of your toys. Put them in order from lightest to heaviest.  
Which is the heaviest / lightest toy you have?

Find out how much 6 toys cost. Put them in order from cheapest to most expensive. The Argos catalogue might help.

### Writing

What do you think your toy would say if it could speak?  
Write 5 different things in speech bubbles.

### Science

Go to a park with an adult. Which play things need to be pushed, pulled? Or how do they work? How do you play on them?

### Art

Design your own new toy.  
What material will it be made out of?

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

### D&T

Draw or make a new outfit for your teddy or doll.

### History

Play this toy sorting game:  
[www.forms.bedford.gov.uk/museumeducation/bedfordbytes/toys/describeing\\_toys.htm](http://www.forms.bedford.gov.uk/museumeducation/bedfordbytes/toys/describeing_toys.htm)

### Get closer to nature with:

Take your favourite toy to the park or outside and have an adventure.  
Take some pictures.

### English

Draw a favourite toy and label using adjectives to describe.

### Maths

Practise counting in 2s 5s or 10s. How high can you go? Can you count them backwards? Write them down to help you remember them.

### Reading

Bring in your favourite story all about toys.  
Were there any good toys or bad toys? Are the toys in the story old or new?  
Why is it your favourite toy story?

Websites to help your research:

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

[http://www.forms.bedford.gov.uk/museumeducation/bedfordbytes/toys/describing\\_toys.htm](http://www.forms.bedford.gov.uk/museumeducation/bedfordbytes/toys/describing_toys.htm)

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

- ▶ Compare lengths and heights
- ▶ Measure length (1)
- ▶ Measure length (2)

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

- ▶ Introduce weight and mass
- ▶ Measure mass
- ▶ Compare mass
- ▶ Introduce capacity and volume
- ▶ Measure capacity
- ▶ Compare capacity

Measurement: Weight and Volume  
Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter)

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

<b><u>Segment</u></b>	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)
<b><u>Blend</u></b>	When reading, remind your child to blend the individual sounds together to read the whole word.
<b><u>Adjective</u></b>	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.
<b><u>Phoneme</u></b>	A phoneme is the smallest unit of sound.
<b><u>Grapheme</u></b>	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)
<b><u>Digraph</u></b>	A digraph is two letters that make one sound. Digraphs can be made up of vowels or consonants.
<b><u>Trigraph</u></b>	A trigraph is a single sound that is represented by three letters, for example tch, igh, in 'fight'.
<b><u>Split digraphs</u></b>	When a digraph is split by a consonant it becomes a split digraph, which used to be known as 'magic e'. For example game, time, cone