Year 1 Parents and carers:

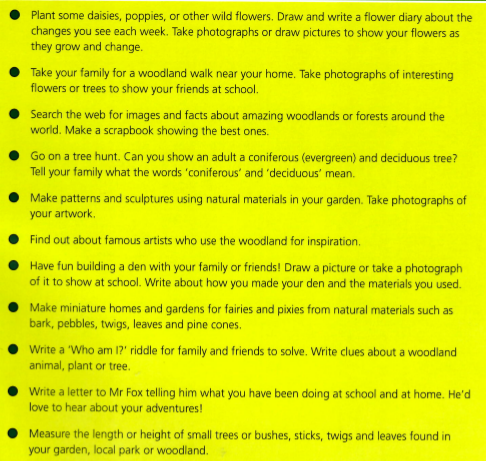
Homework starting from Monday 11th May 2020 that will last for 2 weeks (end date Friday 22nd May 2020). Please note that W/C Monday 25th May 2020 is half term and therefore no homework will be set. Please follow the guidance in this pack and this will help your child to keep on track with the national curriculum for when they return to school.

Daily learning expectations involve:

* Topic related tasks
* Reading 1 book per day
* Phonics speed sounds
* 1 suffix lesson per day
* Fractions (5 per day)
* *Please repeat anything your child is not secure with.*

Topic

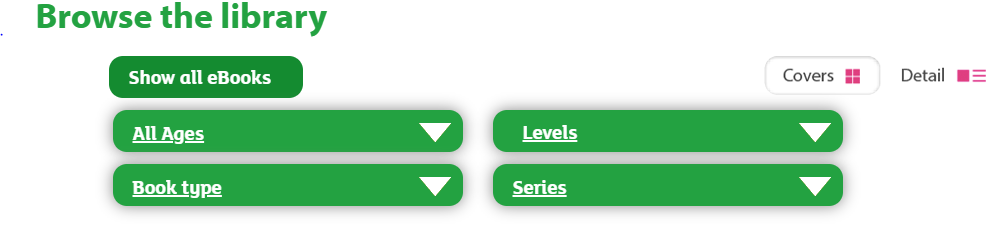
This half term in Year 1, the children’s topic is The Enchanted Woodland. Below is a list of activities for your child to complete. Please choose one of the bullet points to focus on each day.



Reading

Please read a book daily from the following website: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?fbclid=IwAR08_sImZbWDzoo57OfcXsyZBBdBgboprOSRhpiDc6_MXL0OLl5vw6y2dlc>

You will need to register and create a log in but all the ebooks are free.

Please go on the website provided and scroll down to find the following:

Select “levels” and then “book band” and select the required book band colour for your child. At this point in the academic year expected standard (at age related expectation) your child would be reading book band 5: green. However if your child is greater depth standard (above age related expectation) they would be reading book band 6 orange. If your child is working towards standard (above age related expectation), please select the required book band level dependent on your child’s reading capability from the following options:

Book band 1 pink

Book band 2 red

Book band 3 yellow

Book band 4 blue

As part of parents’ evening, you received some coloured comprehension questions linked to the book bands. Please also ask your child these questions when they read to you.

Phonics

As part of Year 1, a key aspect of the curriculum is daily phonics. If your child is expected standard (at age related expectation) or greater depth standard (above age related expectation) in reading, please go to the following website: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

Please click on ‘YouTube channel’ (highlighted in blue at the end of the first line) and watch Set 2 speed sounds at 10am and Set 3 speed sounds at 10.30am. This will help to keep your child on track with their reading.

If your child is working towards standard (below age related expectation) your child will also need to watch Set 1 speed sounds at 9.30am.

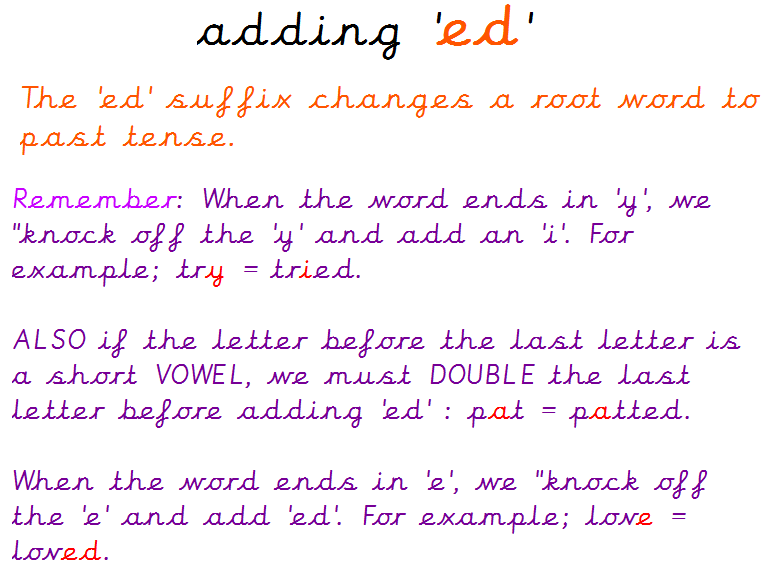
Writing

As part of the previous homework packs your child was asked to complete 5 spellings a day from the spelling lists provided. School are aware that some children will still be working on these spellings in order to get them correct. Therefore please continue to practise spelling the words from the previous homework. In addition to this, please complete the following activity linked to suffixes. A suffix is a group of letters that go at the end of a root word to change its meaning. In Year 1, the suffixes that children are taught are as follows: ed, ing, s, es, er, est.

Box 1 is an explanation of spelling rules linked to the suffix. Box 2 is the teacher showing you how to apply the suffix to a root word using the spelling rules. Box 3 is what we would like your child to complete.

Lesson 1 – “ed”

Box 1



Box 3

|  |  |
| --- | --- |
| Root word | Suffix ed |
| skip |  |
| try |  |
| smile |  |
| empty |  |
| love |  |
| chat |  |
| chase |  |
| carry |  |
| nod |  |

Box 2

|  |  |
| --- | --- |
| Root word | Suffix ed |
| cry | cried |
| pat | patted |
| dance | danced |
| trim | trimmed |
| marry | married |
| like | liked |
| copy | copied |
| force | forced |
| hop | hopped |

Lesson 2 – “ed”

Using one of the words that has “ed” please write a sentence. The sentence must also contain the word “and”.

For example – The young, kind girl was extremely cheerful and she danced all night long at the entertaining party.

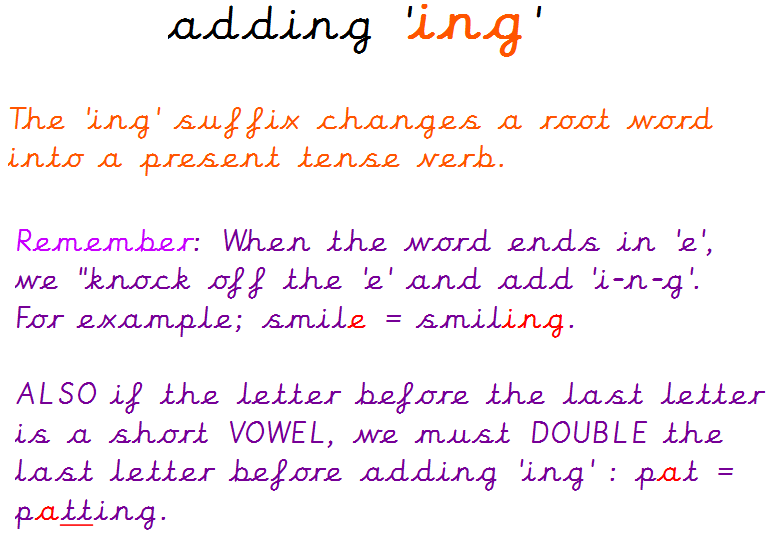
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson 3 – “ing”

Box 1



Box 3

|  |  |
| --- | --- |
| Root word | Suffix ing |
| clap |  |
| write |  |
| win |  |
| bake |  |
| decide |  |
| shut |  |

Box 2

|  |  |
| --- | --- |
| Root word | Suffix ing |
| run | running |
| take | taking |
| knit | knitting |
| slip | slipping |
| come | coming |
| slide | sliding |

Lesson 4 – “ing”

Using one of the words that has “ing” please write a sentence. The sentence must also contain the word “and”.

For example – Harry was taking his adorable dog for a walk in the mysterious woods and he ended up slipping over in some squelchy mud.

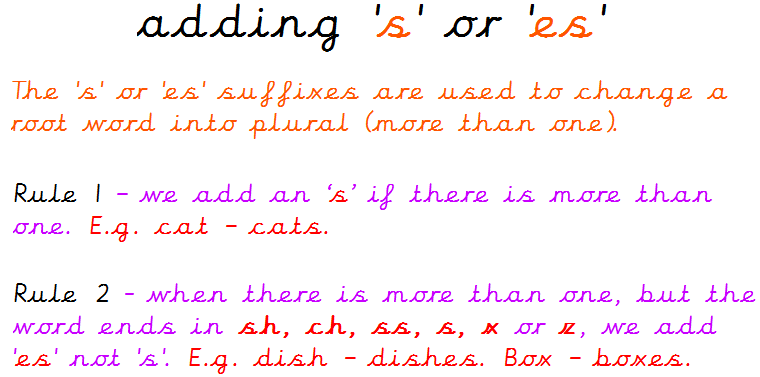
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson 5 – “s” and “es”

Box 1



Box 3

|  |  |
| --- | --- |
| Root word | Suffixes s, es |
| bush |  |
| jump |  |
| stop |  |
| watch |  |
| fox |  |
| game |  |

Box 2

|  |  |
| --- | --- |
| Root word | Suffixes s, es |
| dog | dogs |
| stranger | strangers |
| fizz | fizzes |
| animal | animals |
| stretch | stretches |
| crash | crashes |

Lesson 6 – “s” and “es”

Using one of the words that has “s” or “es” please write a sentence. The sentence must also contain the word “and”.

For example – The stranger crashes into an abandoned field and they discover some friendly animals.

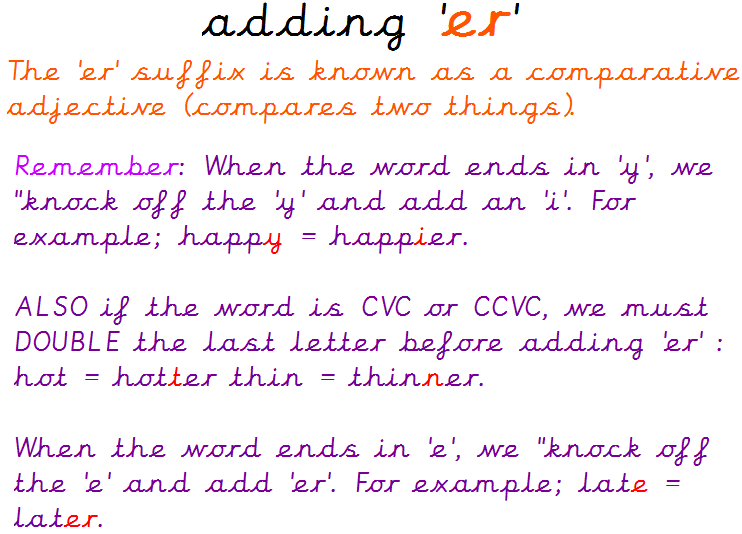
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson 7 – “er”

Box 1



Box 3

|  |  |
| --- | --- |
| Root word | Suffix er |
| cute |  |
| early |  |
| fit |  |
| late |  |
| friendly |  |
| glum |  |
| lucky |  |
| brave |  |
| thin |  |

Box 2

|  |  |
| --- | --- |
| Root word | Suffix er |
| happy | happier |
| grim | grimmer |
| nice | nicer |
| hot | hotter |
| scary | scarier |
| rude | ruder |
| lazy | lazier |
| mad | madder |
| simple | simpler |

Lesson 8 – “er”

Using one of the words that has “er” please write a sentence. The sentence must also contain the word “and”.

For example – The shimmering sun is a lot hotter today and I am much happier that the weather is nicer.

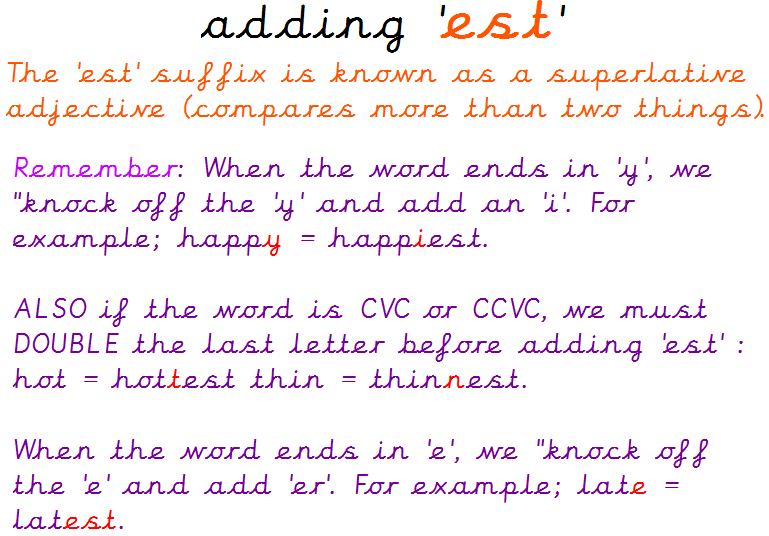
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson 9 – “est”

Box 1



Box 3

|  |  |
| --- | --- |
| Root word | Suffix est |
| easy |  |
| wide |  |
| big |  |
| fluffy |  |
| large |  |
| wet |  |
| noisy |  |
| sad |  |
| safe |  |

Box 2

|  |  |
| --- | --- |
| Root word | Suffix est |
| huge | hugest |
| fat | fattest |
| heavy | heaviest |
| dim | dimmest |
| tasty | tastiest |
| crude | crudest |
| red | reddest |
| fine | finest |
| windy | windiest |

Lesson 10 – “est”

Using one of the words that has “est” please write a sentence. The sentence must also contain the word “and”.

For example – It was the windiest day outside and I was eating the tastiest scrumptious cake.

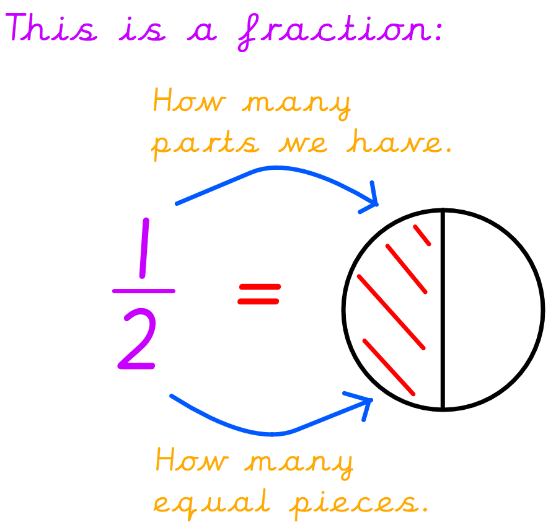
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

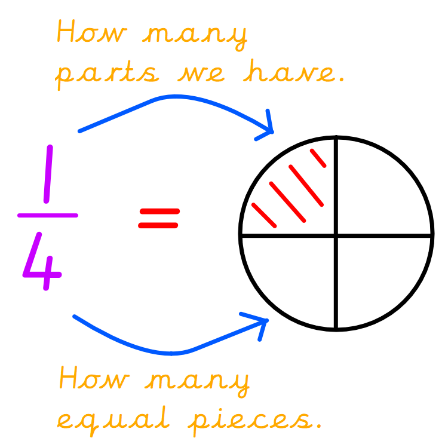
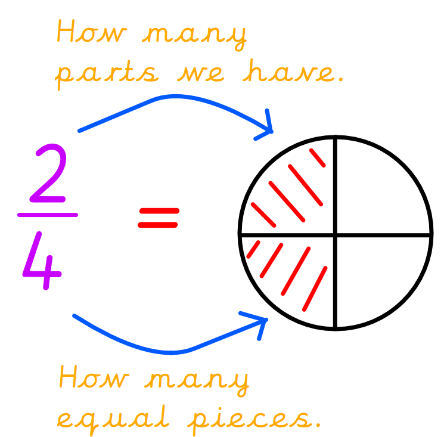
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

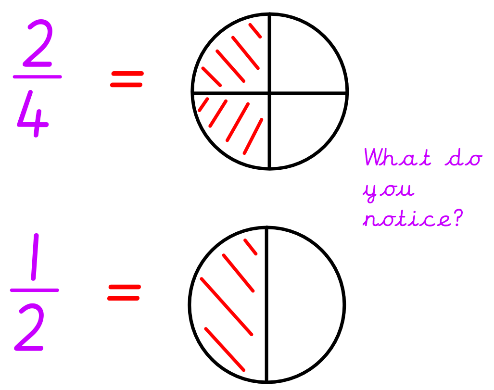
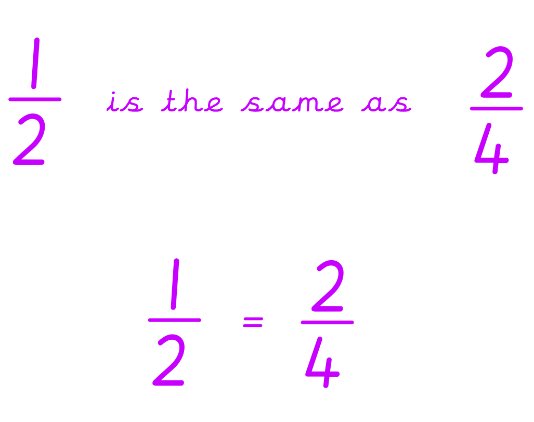
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Maths

In Year 1, we would be moving onto fractions at this point in the academic year.



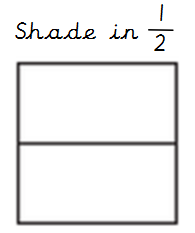
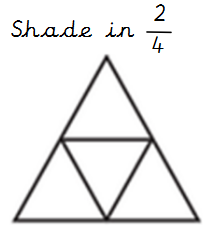
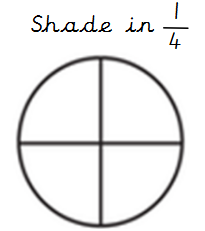


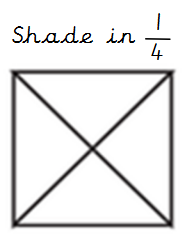
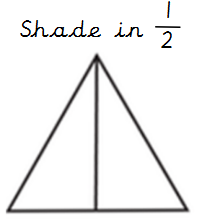
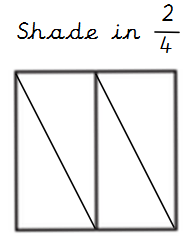


Please get your child to identify and write fractions.

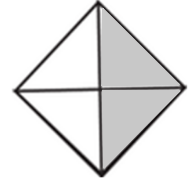
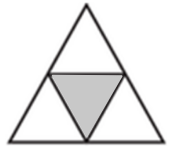
Please complete the following worksheets. When finished, try drawing your own shapes and finding the fractions of them. You can also find a fraction of objects and amounts (teddies, toys etc).

Shade in the fractions of these shapes.

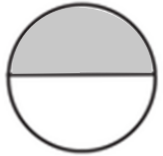
  

Write the fractions of these shapes.

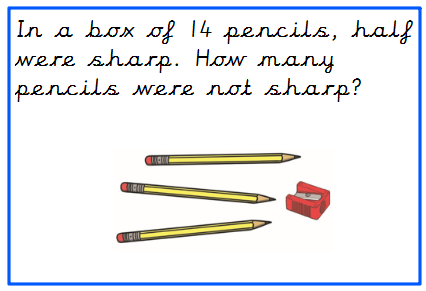
\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

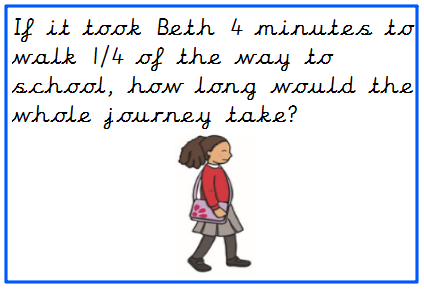
  

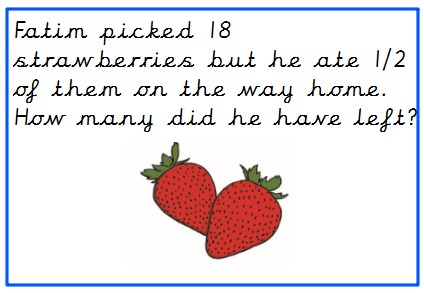
\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Complete these word problems.









Daily learning expectations involve:

* Topic related tasks
* Reading 1 book per day
* Phonics speed sounds
* 1 suffix lesson per day
* Fractions (5 per day)
* *Please repeat anything your child is not secure with.*

For extra fun and engaging activities “Twinkl” have given all parents an incredible offer – all content on their website is FREE for one month! All you have to do is go to[www.twinkl.co.uk/offer](http://links.support.twinkl.co.uk/mps2/c/FAE/8PUmAA/t.300/ijh7zyHgQTKm7AcnQ-aurA/h5/EbC1nPf9k9D5DT3zk18lxBwa1fOubB7v8tpG7jFvX-2BAUbtuFWZqRQucggCq4xkD-2BcXZRVhMv6jRDtAXDkJfo-2BPY39Pl6rzJj5RA8l-2F0Qx-2FCzSr9pQYnMx4bDRHoRjtx58TgTNoxVwIaiLQOwCcgoFrZESzWLGKFC9aW-2BDxP8Ujewz8bjIb3B-2FBabtDYgZrZH-2BppJEGTLsebmX-2FklyFSeWg-3D-3D/W-tK) enter your email address and create a password and use the code: UKTWINKLHELPS

If you click on the KS1 section, there you will find a vast range of activities for your child to enjoy!

The expectation is that all parents and carers will follow this daily model so that when all children return back to school, they are all at the same point. We will be continuing with learning with the knowledge that they have been learning the above at home, so please ensure your child completes the short activities above.

This pack is for your child to begin week commencing Monday 11th May and is designed to last until Friday 22nd May. Please return this pack to your child’s class teacher on the day of return to Royd.

