



Year 1 Areas of Learning

Please see below the skills and knowledge your child has been taught in school this year. We have provided an example of some activities you can do with your child so that they can continue to practice and embed these skills. When your child completes a challenge at home, it would be great to see it uploaded to their seesaw account so that their teacher can comment on their learning.

	Key Teaching Points	What might this look like at home?
Phonics / Spelling	<p>The children have learnt the different graphemes for each sound for example. 'ai - rain, ay - play, a-e - cake, igh - eight'. When writing sounds, we ask the children to write the words in different ways to see which words look right.</p>	<p>When your child is reading and writing at home, ask them to be a grapheme hunter. When they spot a grapheme, talk to them about the rule that was applied.</p> <p>When your child writes, check back through their spellings with them. If you notice a word that needs correcting, underline it and ask them to write it in 3 different ways so they can spot which spelling looks right.</p>
Reading	<p>The children have spent a lot of time developing their reading fluency. They have talked about what fluent reading sounds like and how this can be achieved.</p> <p>The children have spent some time being text detectives and finding clues and evidence in the text. They have talked about what they know about a character and have used this to predict what might happen next.</p>	<p>Oxford Owl have a great range of free eBooks your child can read online. You will need to set up an account with your email address. https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</p> <p>When reading a book, ask your child what they know about the main character in the story. This could be linked to what they look like or what they have done. Your child could draw a picture of the main character and label it with evidence from the book.</p> <p>After reading a book, your child could choose an activity to about their book. They could write a book review talking about what they liked and how it could be better, create their own quiz for someone to answer, plot the 5 parts to the story by writing or drawing what happens, make a new book cover or write a letter to their favourite character.</p>
Writing	<p>This year, the children have learnt to write stories, fact files, recounts and diaries.</p>	<p>Find a picture that your child could write a story about. They could try writing stories that are funny and stories that are</p>

	<p>In stories, the children learnt to write what happens in 5 parts of the story. They used adjectives to describe the character and setting and story language to open and close their story.</p> <p>In fact files, they wrote about animals that they had learnt about using subheadings - Appearance, Habitat and Diet.</p> <p>In recounts, the children learnt how to use the past tense correctly through the text, applying the past tense rules they had learnt. They also used time connectives to add more information about when the events happened.</p> <p>In diaries, the children imagined that they were living during the Great Fire of London and wrote a diary about the experience. The children concentrated on emotions and wrote about their thoughts and feelings.</p>	<p>scary and see how they change their word choices depending on the type of stories they write.</p> <p>Your child could research a famous person that interests them or they could research a particular country or animal. Epic books has a fantastic range of non-fiction texts that they could use. https://www.getepic.com. After carrying out their research, they could write a fact file about their topic.</p> <p>Your child could write a recount of what they have done over the week, sequencing the events using time connectives.</p> <p>Your child could start to keep a diary about what they have done each day or they could choose a character from a book they have read and write a diary pretending to be that character.</p>
<p>Maths</p>	<p>The children have secured their number knowledge of 2 digit numbers. They have partitioned the numbers into tens and ones and partitioned the numbers in different ways. They have used this to compare and order 2 digit numbers.</p> <p>The children have learnt skills in adding and subtracting 1 and 2 digit numbers up to 40. We have used a variety of equipment and number lines to support this.</p> <p>They have also looked at comparing length and height and have learned about measuring objects using non-standard units. In addition to this, they've looked at the properties of both 2D and 3D shapes and using this to group them. They have also learned about repeating patterns.</p> <p>The children have also learned their number bonds to and within 10.</p>	<p>The children all have access to Numbots and TTRockstars. Numbots is fantastic for supporting the children's recall of number facts including their number bonds. TTRockstars supports the children's quick recall of their multiplication facts.</p> <p>You could make some digit cards for your child so that they can create their own number problems. They can turn over cards to create 1 and 2 digit numbers that they can add and subtract.</p> <p>You could also use the cards to make the largest and smallest 2 digit number.</p> <p>You could get your child to measure different objects around the house using their hands, feet or other objects.</p> <p>You could get your child to go on a shape hunt around the house and then use their knowledge of the shapes properties to group them.</p>

<p>Science</p>	<p>In science, the children have explored the properties of materials (hard, soft, waterproof etc). They have used this to sort and group objects.</p> <p>They have also looked at the four seasons and learned about how the day length and weather changes in each season.</p>	<p>Your child could find objects made from different materials around the home. They could sort the materials based on the properties and describe the properties of them. They could test out the properties of materials for example which materials are waterproof and which are not.</p> <p>Your child could go outside and find clues to tell them what season we're in at the moment. They could keep a record of how these clues change as the season changes.</p>
<p>Understanding the World History / Geography</p>	<p>In the Autumn Term, the children compared two different areas of the world (Antarctica and the Kalahari Dessert). They looked at the plants and animals that lived there and compared these.</p> <p>In the Spring Term, the children learned all about the Great Fire of London and the Great Plague. They looked at what life was like in London in 1666 and compared that to what life is like today. They also looked at the events of the Great Fire and the Great Plague and discussed what caused them both to be so disastrous.</p>	<p>Your child could research a place of their choice using the books available on Epic. They could create a poster about the plants and animals that live there and how it is different to Derby.</p> <p>Your child could create a timeline of events from the Great Fire and the Great Plague. They could create an informative poster and think about what could've been put in place that may have prevented them becoming so 'great'.</p>
<p>Expressive Arts and Design Art / Music / D.T</p>	<p>In the Autumn Term, the children created landscape pictures of Antarctica and the Kalahari Dessert using watercolour paints. They also created a soundscape using different instruments to imagine what sounds they might here in these settings.</p> <p>In the Spring Term, the children built models of the houses on pudding lane.</p>	<p>Your child could create a landscape picture of your garden or street or a place that they have chosen to research.</p> <p>They could use objects from around the house to experiment with making different noises. They could create a soundscape for the noises they hear on their street or for the noises they would hear in the country they have chosen to research.</p> <p>Your children could make a 'junk' model of Pudding Lane.</p>