

Home Learning 24th September 2025

For our first home learning in Year 1, we have sent home a number line 0-30. We have been learning to find 1 more and 1 less than a given number and recording this. Try some of the following activities at home to practise this:

1. Say aloud a number from 0-30 (start up to 10, then 20 and 30). Ask your child find it, on the number line and then the number which is one more/one less than your number. Can they collect one more/ one less of a number of objects like Lego bricks/toys/dried pasta etc.
2. Ask your child to choose a number, from the number line, and you tell them a number that is one more/one less than their number. Try getting it wrong 'accidentally on purpose' to see if your child notices and corrects you! Make sure you own up and explain your 'mistake' if they don't notice!
3. If you are feeling energetic, can you give your child a number and get them to do 1 more/1 less than this number, of jumps, hops, star jumps, laps of the garden!
4. You may like to record number sentences to represent 1 more/1 less than a given number using the symbols +, - and =. Can your child record any of their 1 more/1 less challenges above?

If you would like to share your child's home learning with us please do so on Tapestry, we would love to see it!

Home Learning 8th October 2025

This week for home learning we have sent home in your maths passport packs a < (less than), > (greater than) and = (equals) symbol for you to practise using at home.

As mathematicians, we have been comparing groups of objects and numbers using these symbols. Try some of the following activities at home to practise this:

First watch this number blocks episode to recap the signs and talk to your child about them.

[Numberblocks - Series 3: Blockzilla - BBC iPlayer](#)

1. If you see numbers around you in your environment (door numbers, speed limit signs, bus numbers etc) can you make the <, > or = sign with your arms to compare them.
1. Grab two handfuls of lego bricks, dried pasta, raisins etc and count how many are in each group. Use the >, < or = symbols to compare the groups and talk about why you have chosen that symbol. For example in group 1 you have 10 bits of dried pasta and in group 2 you have 5 bits of pasta and so you would choose the > symbol because $10 > 5$ (10 is greater than 5).

2. Grab **one** handful of lego bricks, dried pasta, raisins etc and count them. Then choose either the $>$, $<$ or $=$ symbol and then make another group of objects to make the symbol correct. For example you grab 8 lego bricks and choose $>$ so you will need a number less than 8 in your second group because you chose $>$.

3. Ask your child to write 0-20 (extend this to 30-50 if your child seems confident up to 20) on some bits of paper and pick two numbers. Choose $>$ or $<$ to go between them and explain why you chose that symbol.

We love to see what you have been learning at home so please upload it to Tapestry so we can see and we will award one team point for any home learning shared with us!

Many thanks

Year 1 Team

Home Learning 5th November 2025

For our home learning this week we would like you to practise forming the numerals 0-20 correctly and practise writing these numbers in words too. In your maths packs we have added a little sheet of fun rhymes we use to help us remember correct number formation in class. On the reverse of this sheet are the numbers in words.

Try some of the following activities and don't forget to upload to Tapestry any home learning you do as we love to see it and you will earn yourself a team point!

Have fun!

Try some of the following:

- read the number rhymes and ask your child to write the numerals to match the rhyme.
- have a number quiz asking your child to write the numeral or number word you say. Bonus points for correct formation or spelling of the word.
- write the numerals/numbers as words in the air with your finger, with pencils, felt tips, on a whiteboard, with paint, chalk, outside on a patio with a large paintbrush and water.
- , write the numerals/the number as a word with natural objects you find outside in your garden (e.g. make the number 5 with leaves, make the number word 'ten' with sticks)
- make the numerals/number words with playdough, pipe cleaners or if you are feeling brave a tray of sand/salt/dried rice or even shaving foam/whipped cream (**NB allergies**) are great to practise number formation in!

Many thanks

Year 1 Team

Home Learning Wednesday 19th November

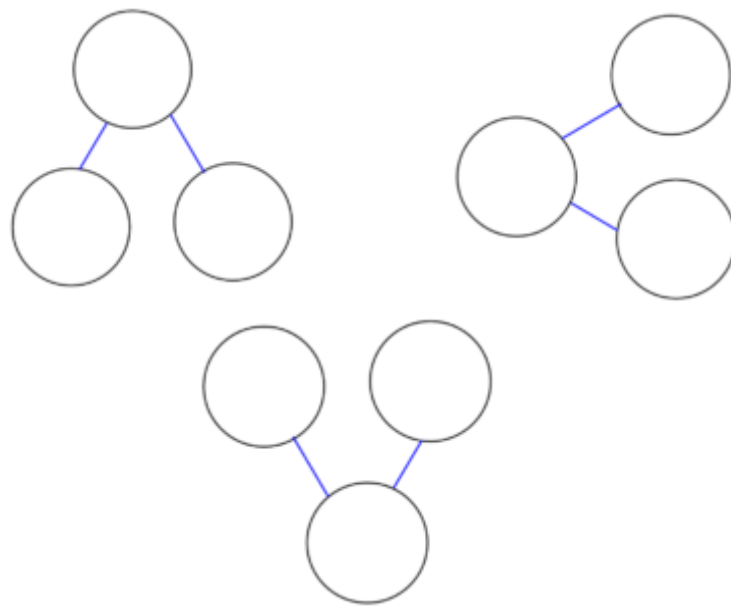
As mathematicians, we have been learning about the parts that whole numbers are made from and have been using the part whole model to record this using objects and numbers.

Look at some objects around your house and work out the parts they are made from. For example a packet of biscuits is the whole and each biscuit is a part, a bunch of bananas is the whole and each banana is the part, a lego model is the whole and each brick is a part etc.

We have put a part whole model in your child's Maths pack. Please practise using these at home with the following activities:

Grab a handful of bricks, hard pasta, teddies etc and count how many there are altogether (the whole). How many different ways can you find two parts of this whole number? For example you have 7 teddies all together and you get two cushions and put 2 teddies on one cushion and 5 on the other. The parts of 7 are 2 and 5. 7 is made of 2 and 5. Can you find all the different parts? You could try this outside in your garden/at the park with leaves!

You can record this using the part whole models in your pack or draw your own part whole models on paper. The children know that the part whole model can be any way round as long as the parts are coming off of the whole.



For an extra challenge can you record the fact family calculations (number sentences), to go with any part whole models you make. We have learnt that there are 8 possibilities (+ and -) for each part whole model. For example, with the teddies you could record the following + and – number sentences

$$5+2=7$$

$$2+5=7$$

$$7=2+5$$

$$7=5+2$$

$$7-2=5$$

$$7-5=2$$

$$5=7-2$$

$$2=7-5$$

Can you record all the calculations to go with your chosen part whole model?

As always, please share your learning via Tapestry as we love to see it and you will earn yourself a team point!

Have fun!

Year 1 Team

Home Learning Wednesday 3rd December

When we met with you, back in October, during the Parents' Consultations we gave out copies of the Year 1 Common Exception Words. We have put another copy of these into your child's reading folder.

Common Exception Words are a list of words that children are expected to be able to read and spell by the end of Year 1. The list includes words which cannot be fully decoded, due to them including phonemes that the children haven't yet been taught at this stage.

As part of our phonics lesson we learn high frequency words, linked to each Chapter of Phonics Shed. The children have these on cards and they are known as 'animal words'. These are words that are either fully decodable, at each chapter, or partially decodable and appear frequently in school texts and so learning them is vital as:

"...research shows that 13 words account for 25% of all the words in common reading material, and a list of up to 200 HFWs will account for 50% of all words in school texts (Johns and Lenski, 2019). Eight of the 13 most common words identified are taught in Chapter 2: 'a', 'and', 'in', 'is', 'it', 'of', 'the', 'and' and 'to', and the other five are covered in Chapter 3: 'for', 'he', 'that', 'was' and 'you'.

This research is reinforced by the Oxford English Corpus research, which found that just ten base words accounted for 25% of all written language. Seven of these are

taught in Chapter 2: 'the', 'to', 'of', 'and', 'a', 'in', and 'I'; two in Chapter 3: 'be' and 'that'; and one in Chapter 4a: 'have' (this includes other derivatives, such as 'had' and 'has' which are taught in Chapter 2). Based on this, we can assume that if children know the 200 most common words, they will be able to read up to 50% of all words they encounter without having to fully decode them. This will give them invaluable context to enable them to learn the other new words and comprehend what they are reading.” (Phonics Shed 2021)

Please spend some time practising reading and spelling both the Common Exception words and the High Frequency words (on the cards in your reading folder). The activities below are just some ideas for how you can do this.

We assess the animal card words during the 3rd week of each term.

Please share your home learning on Tapestry as we love to see it and the children love to share it with the class. You will also earn yourself a team point!

Get your child to write some of the words they are less sure of on bits of paper. Turn them over and if your child can read the word, they keep it and if they can't read it then it becomes yours.

Time how quickly you can read/spell a selection of words. Can you beat your time?

Practise spelling the words with felt tips/crayons using a different colour for each letter, with chalk on your patio in your garden, with a paint brush and water on your patio, with your finger in a tray of salt, cream, shaving foam.

Explore <https://ictgames.com/mobilePage/lcwc/index.html>

<https://ictgames.com/mobilePage/loocwc/index.html>

<https://ictgames.com/mobilePage/spookySpellings/index.html>