Kingsland CE Primary School

Summer Home Learning Y1

Parents will be rightly concerned about the time that the children were not in school during the lockdown period. The work that the teachers have set over the lockdown period has been critical in ensuring that the children have been able to continue their learning at home. It has been wonderful to see and hear about how the children have embraced this home learning work during the difficult circumstances. Please be assured that if the children have fully engaged with this home learning work, they will be in an excellent position to resume their learning after the summer holidays. The home learning work will remain on the school website over the summer holidays (https://www.kingslandceprimary.com/curriculum/), so we would encourage all children and parents to engage fully with the work set so the children are in the best possible position for the upcoming academic year.

In addition to this, we are keen to encourage ALL children to return to school having certain basic knowledge and understanding fully embedded in their long-term memory. We suggest that, if ALL children return to school with this learning firmly embedded, the teachers will be able to rapidly build upon this on their return, ensuring that any learning that has been missed during lockdown is minimised.

The Oak National Academy and https://www.bbc.co.uk/bitesize can still be accessed throughout the summer holidays, and beyond.

We would like, therefore, to suggest that children return to school being **fully fluent** with the following knowledge:

Maths – KIRFS (Key Instant Recall Facts)

The full KIRFs document can be found on the school website here

The children should be fluent in:

Kingsland CE Primary School Progression of KIRFs and Place Value

Y	Counting and Place Value	Multiplication Tables	Number Bonds	Doubling and Halving	Addition and Subtraction	Measures
	Counting is essential in developing a deep understanding of the number system, number line and place value of numbers. *Children need lots of practice at crossing boundaries, understanding the value of each digit in the place value columns.* *Children should become fluent in counting from any given number, in steps of any size.* *Children should be as fluent counting backwards as they are counting forwards.* *Counting links into understanding about number sequences.* *Children should become proficient in visualising a number line when counting.*	*Having a good knowledge and understanding of multiplication tables will allow the children easier access to written methods, multiplication, division, fractions, decimals, percentages, ratio and proportion* *There are different stages to learning multiplication tables:* • *Counting up* • *Counting back* • *Chanting* • *Recalling multiplication facts* • *Recalling division facts* • *Recalling x10 greater and x10 smaller facts* • *Recalling x100 greater and x100 smaller facts* • *Extending into negative numbers* • *Recalling related fraction facts* • *Writing number sentences in different ways* • *Understanding balancing number sentences*	*A good understanding of number bonds will allow the children to use this knowledge when solving problems.* *Children who are unable to rely on these key facts will ultimately be doing harder maths.* *Using number bonds in context is essential:* • *Money* • *Measures* *Links should be made to how basic number bonds to 10 can be used with other number bonds.* *Children should have a deep understanding of the power of the = sign, having experience of number sentences being written in many different ways, particularly with balancing calculations e.g.* • *6 + 4 = 10* • *10 = 6 + 4* • *10 – 6 = 4* • *4 = 10 – 6* • *4 + 6 = 7 + 3* *Links should be made to addition and subtraction facts within number bonds.*	*It is essential that children understand the opposite relationship of doubling and halving.* *Children should become proficient in partitioning, and partitioning in different ways, in order to double and halve successfully e.g.* • *75 = 70 + 5* • *75 = 60 + 15* *Children should develop a deep understanding of how simple doubling and halving can be used to double and halve larger numbers, comprehending the links and relationships e.g.* • *Double 6 = 12* • *Double 60 = 120*	*Children should become flexible when adding and subtracting mentally, using a range of different strategies:* • *Counting on* • *Counting back* • *Visualising a number line* • *Use of fingers and other representations* • *Partitioning* • *Finding and using number bonds to aid easier calculations* *Children should have a deep understanding of:* • the = sign in balancing equations • the < and > signs • missing number calculations *… and should regularly use and recognise these types of number sentences.*	*In order for the children to be able to apply knowledge and understanding of different measures, they need to rapidly recall key measures facts.*
1	Count forwards and backwards in steps of 10 Count forwards and backwards in steps of 2 Count forwards and backwards in steps of 5 Count to and across 100, forwards and backwards, from any given number Understand equal, more than, less than Given a number, identify one more and one less	x10	Know all number bonds to 5 Find patterns in number bonds to 5 Know all number bonds to 10 Find patterns in number bonds to 10 Know all addition facts for all numbers between 0 and 10 Know all subtraction facts for all numbers between 0 and 10 Understand missing number calculations	Know all doubles to 10 Know all halves to 10	Add a one digit number to a two digit number Subtract a one digit number from a two digit number Add numbers to 10 Subtract numbers to 10 Add a multiple of 10 to a two digit number (using a 100 square and flip flap) Subtract a multiple of 10 from a two digit number (using a 100 square and flip flap) Solve missing number calculations Understand the effect of adding and subtracting 0	Know the seasons in order Know the months of the year in order

In particular, the children need to be able to rapidly recall the number bonds to 10 and begin to apply these patterns and facts with numbers up to 20.

Spend time making maths part of everyday life using ideas such as:

- Playing board games such as snakes and ladders (I am on 6 and now have to move on 5, what will I now be on?
- Counting up to 100 and back.
- Talking about one more or one less than numbers up to 100.
- Pairing up socks and counting in 2s.
- Talking through maths scenarios such as there are 10 children and 2 go to play in the garden. How m any are left?

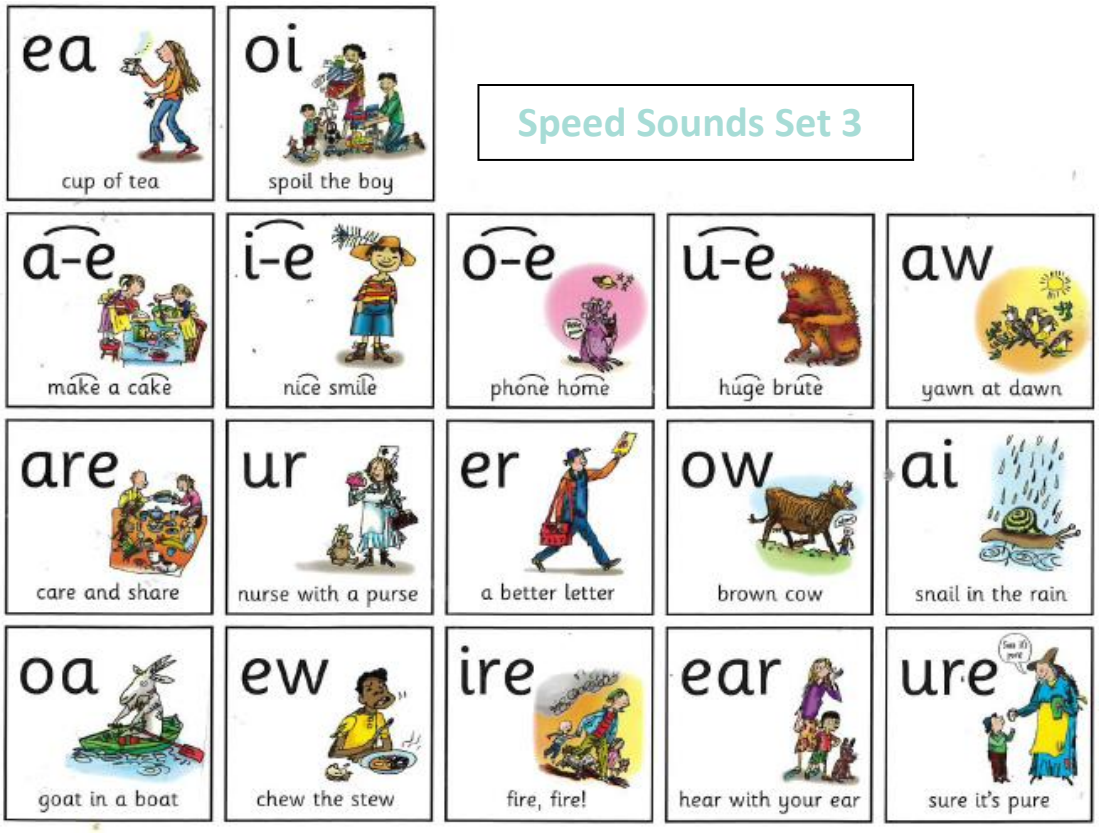
On-line resources to support these targets include:

- **Education City (**focusing on the Y1 objectives to ensure a solid foundation on which to build upon in Y2) https://www.educationcity.com/
- **BBC Bitesize** learning (Y1 maths): https://www.bbc.co.uk/bitesize/subjects/zjxhfg8
- **Topmarks** https://www.topmarks.co.uk/maths-games/5-7-years/ - there are lots of different games on here
- **Hit the Button (**focusing on number bonds) https://www.topmarks.co.uk/maths-games/hit-the-button

Phonics

The children should be fluent in the following sounds:

They should be able to read the following sounds and apply them in both reading and spelling



Resources to support these targets include:

- Phonics screening 2018 materials here
- Phonics screening 2019 materials here

Websites to support learning:

- Phonics Play:
  https://www.phonicsplay.co.uk
  https://www.phonicsplay.co.uk/resources/phase/4/buried-treasure
  https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure
- Oxford Owl:
  https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/
- Education City
  https://www.educationcity.com/
- Phonics Bloom
  https://www.phonicsbloom.com/

Reading

Children should read to an adult every day.

An adult should read to the children every day.

Recommended reading books can be found here

This is a great website to access a range of texts for your child to read: https://home.oxfordowl.co.uk/reading/

Spellings and Writing

Children should practise writing and spelling these words:

Year 1 Common Exception Words Checklist

Name _____ Date _____

	Read	Spell
a		
are		
ask		
be		
by		
come		
do		
friend		
full		
go		
has		
he		
here		
his		
house		
I		
is		
love		
me		
my		
no		
of		
one		

	Read	Spell
once		
our		
push		
pull		
put		
said		
say		
school		
she		
so		
some		
the		
there		
they		
to		
today		
was		
we		
were		
where		
you		
your		

Can the children read and spell these High Frequency Words?

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Writing

Encourage your child to write for different purposes:

- shopping lists
- a daily diary entry
- a letter, postcard or e-mail to grandparents or friends
- birthday cards
- postcards
- a list of items they need to pack if going for a sleepover.

These are just a few ideas that may enable your child to continue writing over the summer break.

Have a good summer and thank you for all your hard work over this unprecedented time.