

# Year 1 Home Learning

## Spring Term - Memory Box



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| <p>Practise reading the high frequency word (HFW) wall to develop confident word recognition and begin to learn how to spell these tricky words to improve writing fluency.</p>   | <p>Make a family tree showing all your family members with photographs or drawings.</p>   | <p>Create a game or new toy to play with your friends, or research and make a game or toy from the past.</p>  | <p>Learn the number double facts - doubling numbers up to 10<br/>For example,<br/><math>1+1=2</math>, <math>2+2=4</math>, <math>3+3=6</math>...<br/><math>9+9=18</math>, <math>10+10=20</math></p> |
| <p>Interview an older member of the family to find out about what it was like when they were young. You could record their answers or film the interview to share with your class. What type of questions could you ask?</p>                              | <p>Paint, draw or collage a family portrait and create a picture frame to display the art work.</p>   | <p>Ask a family member about what they do during their day. Create a timeline to show their daily routine.</p>  | <p>Learn a traditional nursery rhyme to perform for your friends at school.<br/><br/>You could also write it in your best handwriting and illustrate the border.</p>                               |
| <p>Learn the number bonds of 10 - pairs of numbers that add to make 10<br/>For example,<br/><math>0+10</math>, <math>1+9</math>, <math>2+8</math>, <math>3+7</math>...<br/><i>Use the same method to learn ways of making other numbers within 10</i></p> | <p>Make a scrapbook with photos of the people in your family, including your parents, grandparents and cousins. Write sentences to describe them and about the things you like doing with them.</p> | <p>Draw around a foot or hand of each member of your family. Cut them out and position in order of size.<br/>Can you measure the cut-out feet or hands?</p> | <p>Daily/frequent reading of the home reading book and practising phonics/grapheme recognition to improve decoding skills.</p>   |

The activities in the corner boxes are intended to be prioritised.  
Children may then choose to complete a minimum of 3 other activities at a time suitable to them.