

Year One


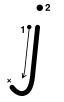


























Activities you can do at home to support your child to consolidate concepts they are learning at school.

Concept	Ideas for learning at home
Play while learning	<ul style="list-style-type: none">• Build constructions with natural and other materials, e.g blocks, lego• Set up obstacle courses at home - climb over cushions, under chair legs, roll across the mat• Have fun with sand play, water play, bubble play, playdough play, puzzles.• Play games like snap, fish, memory.• Enjoy participating in role play with your child. Pretend that you have a hospital where toys or teddies need fixing. Talk about making an appointment, asking/answering questions about what is wrong, role play being the patient and the doctor. Model what you say for the different roles. Some additional ideas - going to the supermarket, to a restaurant, a post office, dentist, bank, schools etc. Have paper and pencils around for students to write. They can write lists, appointment cards, signs, messages, receipts etc. Let them have fun!!
Reading for enjoyment	<ul style="list-style-type: none">• The most important thing is to develop a love of reading. Read several books to your child/ren every day and just make it about loving the experience of sitting down and sharing a book together and talking about the pictures as you read.
Reading to learn	<ul style="list-style-type: none">• Talk about books as you read them and ask questions. We call it 'think aloud' when we talk about things aloud as we read. e.g. I wonder why they have gone to the supermarket, do you think they have run out of some food? Can you remember when we ran out of ... and went to the supermarket to get it. How did you feel about that?• Who are the characters in the story?• What do you think the character is feeling here?• Where are they?• What did you like about the book?• Can you remember what happened in the beginning of the story? Middle of the story? At the end of the story?• What is the problem in the story?• How was it solved?• Was it a real/non-fiction text or a made up/fiction text?

<p>Writing</p>	<ul style="list-style-type: none"> • Daily writing is really important. Even more important is ensuring we use the correct formation and starting points for each letter. We use the peggy lego handwriting program with our students at school. I have attached the alphabet with the cues for students for starting points of letters. It is very important that students start writing with the correct formation. It is very hard to 'unlearn' poor formation. Use the rhymes as your child writes. <p>Some ideas for daily writing -</p> <ul style="list-style-type: none"> • Students can practise name writing each day. • They can write shopping lists. • Recounts - what have we done today. • Letters to friends or family or school. • They can finish sentences such as .. I can, I am, I like, I want to (You can write the beginning of the sentence for them to copy and then support them to stretch out and hear the sounds in the words they write.)
<p>Maths</p>	<ul style="list-style-type: none"> • Count to and from 100, starting at any given point. e.g start counting at 36, start at 72, start at 49. Count backwards starting at 65, starting at 99, starting at 18. (Start with simple numbers and increase in difficulty as they demonstrate that ability. e.g count to 20 - thats fantastic, now lets count to 40 etc) • Before and after - Identify numbers that come before and after, what comes before 27, what comes after 52. • Skip count by 2s, 5s and 10s. • Recognise, read, write and order numbers to 100. (Making number cards would be a great idea to be able to work on this concept. Write numbers to 20 and then add to the pack as you need greater numbers). • Comparing objects by length. Chose items around the house to compare using terms such as this one is longer, this is shorter.

Peggy Lego Alphabet- Lowercase

	Starts with a click, goes up and around, small man starts at the middle pulls down and stops		Small man starts at the middle, pulls down underground and ends with a monkeys tail. Put a dot on top.		Starts with a click up and around, spin a web
	Tall man starts at the top pulls down, spin a web to the magic land.		Tall man starts at the top, pulls down and stops. Jack and Jill went down the hill, Jack and Jill went up the hill.		Tall man starts at the top pulls down and stops, sideways to the magic land
	Starts with a click, goes up and around.		Tall man starts at the top pulls down and stops.		Straight down under the gate, small man starts in the middle pulls down and stops.
	Starts with a click, goes up and around, tall man goes up to the top and down and stops.		Small man starts at the middle pulls down then up and over the gate, up and over the gate		Jack and Jill went down the hill, Jack and Jill went up the hill.
	Sideways to the magic land, starts with a click, goes up and around.		Small man starts at the middle pulls down and then up and over the gate		Jack and Jill went down the hill, Jack and Jill went up the hill. Jack and Jill went down the hill, Jack and Jill went up the hill.
	Starts with a click, tall man pulls down and stops. Sideways, sideways.		Starts with a click, up and around, back to the top.		Jack and Jill went down the hill, Jack and Jill went down the hill.
	Starts with a click, goes up and around, pulls down underground with a monkeys tail.		Small man starts at the middle pulls down underground and up to spin a web.		Straight down and under the gate, Small man pulls down underground and ends with a monkeys tail.
	Tall man starts at the top pulls down and up and over the gate.		Starts with a click up and around, small man pulls down underground, Jack and Jill go up the hill.		Sideways to the magic land, Jack and Jill went down the hill, sideways to the magic land.
	Small man pulls down and stops, put a dot on top.		Small man starts at the middle pulls down and go up and over the gate halfway and stop.		