Maths Homework Grid (Y1)

Learn 5 addition facts, play a maths game and choose one other thing to work on each day. The video links are there to help you understand the activities.

Addition facts Choose 5 addition facts from the grid on the next page to practise each day. Start by practising the green and blue facts first. Spend 5 minutes each day practising your number bonds to 10 and to 20. Link to a website for practising your numberbonds: https://www.topmarks.co.uk/maths-games/hit-the-button	**Maths Games** Choose a maths game to play each day. Have a go at inventing your own maths game. Link to a blog on maths games: https://matr.org/blog/fun-maths-games-activities-for-kids/
One more and one less Get some raisins, grapes, cereal pieces. Place some on a plate. If the grown up with you says 'one more', add one more and say what number you have now. If they say 'one less', eat one and count how many you have left. Ask a grown up to give you some toys. Count how many you have. Can you put out another group of toys so you have one more and then one less? Build a tower with bricks. Can you build another tower with one more brick? Can you build another with one less brick?	**Addition** Make your own tens frames or print some off the internet and use counters, or anything you can find to use instead of counters (raisins, grapes, cereal pieces etc.....). Choose 2 numbers 1-digit numbers to add together ; e.g. 7 + 5. On your tens frame set out 7 on one thing, e.g. raisins and then add another 5 of something else e.g. cereal pieces. Have you filled a tens frame? How many are in the next tens frame? What is your answer? Try this adding different numbers. You can also draw them out. Link to video on using tens frames to add (2nd activity on video) https://www.youtube.com/watch?v=-v46SllY4ho&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index
Number bonds to 10 Practise your number bonds to 10 by playing the 'Total of 10' card game Can you think of any new rules for playing this game? Link to the 'Total of 10' card game: https://www.youtube.com/watch?v=SD028NO-ZGc&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=5&t	**Subtraction** Use your tens frames and counters from the addition activity to practise subtracting. Make the first number using the tens frame and subtract the number of counters/ pieces to work out how many you now have. Try it with different numbers. Watch the 3rd activity on the video: https://www.youtube.com/watch?v=-v46SllY4ho&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index
Represent different numbers Make your own tens frames or print some off the internet and use counters, or anything you can find to use instead of counters (raisins, grapes, cereal pieces etc.....) Start by using one tens frame to make numbers up to 10, then use a second tens frame to show numbers up to 20. You can also draw them out. Link to video on using tens frames and counters to make numbers (see 2nd activity) https://www.youtube.com/watch?v=Hur7sKFpKPQ&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index	**Fractions of shapes** Find things you can cut into halves and quarters, e.g a pizza, a cake, an apple. Ask your grown up to draw some circles on a page. Can you split them into halves and quarters? Link to video on fractions of shapes: https://www.youtube.com/watch?v=EGcZIrYouSA&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index

Fractions of amounts Use some raisins, grapes, cereal pieces to help you find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a set of objects. Use your teddies to help you. If your finding $\frac{1}{2}$ - share them between 2 of your teddies, $\frac{1}{4}$ - share them between 4 of your teddies and $\frac{1}{3}$ - share them between 3 of your teddies. Once you have done this, ask your grown up to draw some bar models (Split a rectangle 2 to work out $\frac{1}{2}$, 3 to work out $\frac{1}{3}$ and 4 to work out $\frac{1}{4}$ Link to video for finding fractions of amounts using the bar model: https://www.youtube.com/watch?v=PgrF1TYXP6Y&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index	**Count in multiples of 2, 5 and 10** Use raisins, grapes, cereal pieces etc… to help you practise counting in multiples of 2, 5 and 10. Group into 2s to practise counting in 2s, group into 5 to practise counting in 5s and into 10 to practise counting in 10s. Once you've done it with the objects, draw out circles to help you practise counting in 2s, 5s and 10s.
Time to o'clock and half past Ask your grown up to draw a number line from 1-12 and cut out an arrow (this will be your hour hand). Each number represents an hour on the clock, so if the arrow points to 1 it is showing 1 o'clock. Position your arrow on different numbers and read out the time. Then put your arrow half way between 2 numbers. This represents half past, so if your arrow is half way between 2 and 3, it is half past 3. Next draw a round clock and do the same with just one hand. Once you are happy telling the time with one hand, you can make a 2nd longer hand. This is your minute hand. Where should it point for o'clock? Where should it point for half past? Link to video on telling the time to o'clock and half past: https://www.youtube.com/watch?v=V32tRiEQ2AA	**Read and write numbers from 1-20 in numbers and in words** Make 1-20 number cards and one to twenty word cards out of paper. Have a go at matching up the numbers and words. Play the memory game, by turning all your cards over and taking it in turns to pick 2 cards. If the number and word matches, you get to keep both cards. The winner is the person with the most pairs at the end.
2D shapes and 3D shapes How many 2D and 3D shapes can you name? Go round your house/garden and make a list of all the circles, squares, rectangles and triangle shapes you can see. Can you find any other 2D shapes? Then go round looking for 3D shapes (cubes, cuboids, cylinders and spheres). Can you find any others? Ask your grown up to cut out some 2D shapes. Can you make different pictures with them? Try drawing out a picture using just 2D shapes.	**Mass/weight** Follow a recipe to bake some biscuits or cakes. Can you weigh out all the ingredients yourself? Find food in your kitchen, such as a tin of beans. Can you find something which is heavier and something which is lighter?
Money Ask your group up for some money. Can you identify all the coins? Can you make 10p? Can you find a different way to make 10p, using different coins? Try this for different amounts of money	**Length** Find something in your house you could use to measure with. They all need to be the same size e.g. counters, lego bricks, paper clips etc…. Choose different objects, such as a pen or book. Estimate how many counters etc… long it will be and then use them to measure what it actually is. Can you find different things round your house which are longer/shorter.

Adding 1

Bonds to 10

Adding 10

Bridging/ compensating

Adding 2

Adding 0

Doubles

Near doubles

Y1 facts

Y2 facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

Maths Homework Grid (Y2)

Practise your number facts, play a maths game and choose one other thing to work on each day. The video links are there to help you understand the activities.

Number facts Choose 5 addition facts from the grid on the next page to practise each day. Spend 10 minutes each day practising your number bonds, doubling & halving and times tables. Link to a website for practising: https://www.topmarks.co.uk/maths-games/hit-the-button	**Place value** Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Have a go at using them to make different 2-digit numbers. Use plates to make your own part-whole models. Once you are confident, have a go at drawing out your tens and ones as pictures. (Link to video in next box)
Maths Games Choose a maths game to play each day. Have a go at inventing your own maths game. Link to a blog on maths games: https://matr.org/blog/fun-maths-games-activities-for-kids/	**Place value (continued)** Link to place value video: https://www.youtube.com/watch?v=vBIZal-8Kr4&list=PLWIJ2KbiNEyplZvdo0-OU48R3KSq3ywhV&index
Number bonds to 10 Practise your number bonds to 10 by playing the Total of 10 and the 'Make 10' pyramid card game. Link to the 'Total of 10' card game: https://www.youtube.com/watch?v=SD028NO-ZGc&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=5&t Link to the 'Make 10 Pyramid' card game: https://www.youtube.com/watch?v=3IFFRWkMWGk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index Can you make up your own game to practise number bonds to 10?	**10 more and 10 less** Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Make your own tens and ones baseboard and practise adding and subtracting 10 from your number. Link to video on adding 10: https://www.youtube.com/watch?v=qqUtj9rkYCU&list=UUob4tkfOSXy6yav9Y54SKIQ&index Link to video on subtracting 10: https://www.youtube.com/watch?v=ZWhOUv5mC9s&list=UUob4tkfOSXy6yav9Y54SKIQ&index
Place value Play the 'Guess my Number' place value game. Make 2 sets of 2-digit Link to 'Guess my Number' video: https://www.youtube.com/watch?v=wzvQ5R-A0Bk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index	**Addition** Practise adding numbers together by playing games with dice. Have a go at playing 'Pig' and 'Skunk' and then try and think of your own game Link to dice game 'Pig': https://www.youtube.com/watch?v=foj6ujoT_HU&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index Link to dice game 'Skunk': https://www.youtube.com/watch?v=-SWReEQOVr4&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index

Column addition of 2-digit numbers Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Use them to have a go at adding 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more. Link to column addition of 2-digit numbers video: https://www.youtube.com/watch?v=hHM25Nx4vhg&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index	**Fractions of amounts** Find some things you can use to share out, to practise finding fractions of amounts. E.g. raisins, grapes, sweets etc…. Share them out between 2 teddies to find $\frac{1}{2}$ and then between 4 teddies to find $\frac{1}{4}$ of them. Draw a bar model split into 2 to find halves and into 4 to find quarters. Link to video on fractions of amounts: https://www.youtube.com/watch?v=PgrF1TYXP6Y&t
Column subtraction of 2-digit number Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Use them to have a go at subtracting 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more. Link to column subtraction of 2-digit numbers video: https://www.youtube.com/watch?v=pADFYrGdyYE&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index	**Time (o'clock, half past, quarter past and quarter to)** Why don't you make your own clock and have a go at telling the time to o'clock and half past using just the hour hand. Once you are confident with that, have a go at telling the time to quarter past and quarter to. Once you have tried it using just the hour hand, bring in the minute hand too. Link to video on time (o'clock and half past): https://www.youtube.com/watch?v=V32tRiEQ2AA&t Link to video on quarter past and quarter to: https://www.youtube.com/watch?v=86RbCwhdJSs&t
Division as grouping and sharing Find things around the house you can use to practise division as sharing and division of grouping. You could use raisins, grapes, lego bricks etc… Link to video on division as grouping and sharing: https://www.youtube.com/watch?v=bdqlIPNNhuI	**2D and 3D Shapes** How many 2D and 3D shapes can you name? Go round your house/garden and make a list of all the circles, squares, rectangles and triangle shapes you can see. Can you find any other 2D shapes? Then go round looking for 3D shapes (cubes, cuboids, cylinders and spheres). Can you find any others?
Equivalent fractions Find different things you can use to prove that a half is equal to 2 quarters. Cut a pizza/cake, share raisins, grapes, lego out into halves and quarters. Link to video on fractions equal to a half: https://www.youtube.com/watch?v=ieT9k537jP4&list=PLWIJ2KbiNEypS0zxt54Wez5X4qnQ-xxvu&index	**Money** Ask your parents for some money. Can you identify all the coins? Can you make 50p? Can you find a different way to make 50p, using different coins? Try this for different amounts.

Adding 1

Bonds to 10

Adding 10

Bridging/ compensating

Adding 2

Adding 0

Doubles

Near doubles

Y1 facts

Y2 facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

Select from the list below and complete one each day. Make sure you enjoy the activity and share it with your parents. Complete as much as you can but each activity should take no longer than an hour.

	Activity	Parent Comment
1	Copy the caterpillar below. Use 2 different coloured pens (1 for each player) and 2 dice. Roll the 2 dice, add the numbers and write the total on one of the circles A number can only be written once. The numbers must be in order on the circles. If there is no space for your number, you miss a turn. When the caterpillar is full, count how many numbers are written in each colour to find out who is the winner.	
2		

3	Fill the sink up with water. Find lots of different containers. Put the containers into order by predicted capacity. How will you check that you are correct? You could use a small cup and use it to fill each container in turn and count how many it takes for each one. You could find a really big container then pour water from each container into it. If you make a mark on it for each one, you will be able to see the order at the end. You could investigate further by guessing how many of container A will fit into container B and then checking.	
4	Find 4 objects that you have a lot of. This could be Lego, pasta, cereal whatever you can find. Create a repeating pattern with your objects. Now decide on a dance move that each object could represent and try it out. Do you like your routine? If you want to change the routine, change your pattern too so that they still match. When you are happy with it, teach your dance routine to a member of your family.	

5	Use a paper plate or cut out a circle of card. Ask an adult to help you find the middle. Draw lines to divide the circle into quarters. Label the top 12, the bottom 6 and the sides 3 and 9 so that you have started to make a clock. Put in the rest of the numbers. Make the hands and attach just the shortest hand. If you don't have a split pin to attach a hand, you could use a small piece of spaghetti with blu-tak on either end. This is the hour hand. Where will the hour hand need to be for 2 o'clock, for half past 2, 4 o'clock, half past 5, 6 o'clock, half past 7, 9 o'clock? Can you tell the time using just this hand? Explain this to someone. Add a minute hand where does this go for o'clock and half past?	
6	True or false. Decide if these statements are correct and try to explain your reasoning using examples. • If I add 1 more to a number, the tens digit ALWAYS stays the same. • If I find 1 less than a number, the tens digit ALWAYS stays the same. • 1 more than 14 is 24.	

7	The months of the year have got in a muddle (see below). Can you write them in the correct order? January July December March September February April June August October September November Can you write your birthday next to the correct month? Try to add at least 6 more important celebrations or events next to the correct month. Can you draw a sunshine next to a really hot month? Can you draw a snowman next to a really cold month?	
8	Download and play Tic Tac Teen from https://www.teacherspayteachers.com/Product/Tic-Tac-Teen-Teen-Number-Recognition-Game-freebie-993510 TIC-TAC-TEEN! 11 17 15 19 14 19 15 12 17 18 13 18 13 19 14 18 14 16 11 16 15 11 13 14 12 12 17 18 15 16 Pick a ten-frame card, count the number, and place a cube on that number. Try to get three in a row! Created by K. Kindergarten How can you work out the number on the card quickly? Do you have to count all of the dots?	

9	Roll a dice. What number do you need to add to it to make 10? Repeat 5 times. Roll a dice. What number do you need to add to it to make 20? Repeat 5 times. What do you notice? Roll two dice. Can you add the numbers together? If you roll two dice, how many possible ways of making 10 are there by adding the two numbers together?	
10	Roll a dice. Write the number on the dice in words. Create 20 playing cards/papers. Write the words 1-10 and the numbers 1-10 on the pieces of card/paper. Play a game with your parent/friend. Mix up all the cards and turn all the cards upside down. Turn two pieces of card over at a time. If they are the same number keep them. The winner is the person with the most cards at the end of the game. You could also use your cards to play SNAP.	

11	Which shapes can you see in this picture? Can you draw your own picture of an animal using 2D shapes? Can you label them?	
12	I can feel 10 straight sides in my bag. What shapes might be in there? Record all the possibilities you might have?	
13	Hide some treasure somewhere in your house. Can you write instructions for someone to find the treasure? Encourage your child to use some of the following vocabulary. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.	

14	**Growing related calculations** Start with a calculation you already know the answer to e.g. one of the pairs that make 10 like 6 + 4 = 10. Now experiment with the numbers to create other number facts without having to calculate from scratch e.g. you could add 1 to one of these numbers and the answer would go up by 1 too. 7+4=11, 6+5=11. You could add 10 to one of the numbers and the answer would go up by 10 too. 16+4=20, 6+14=20. You could swap the order around to make 4+6=10 and repeat all the steps above. Can you think of a related subtraction fact? 10-6=4, 10-4=6. If you take away an extra 1 what will happen to the answer? 10-7=3, 10-5=5. Keep experimenting going back to the first calculation each time. How many related calculations can you make?	

First 4 Maths

15	Get 5 of your teddies or toys. Can you order the teddies from tallest to shortest? Can you measure the toys with a ruler? How else could you measure the teddies/toys? Which one is the heaviest? Can you order them form heaviest to lightest? Using art materials, can you make 3 creatures all different lengths. Which one is the longest/ shortest? Can you make them all the same length? Do you need to add to some of the creatures to make them the same length?	
16	Watch 'The List from Frog and Toad Together by: Arnold Lobel' https://www.youtube.com/watch?v=tqQiBsAuDZ8 Can you write down a list of tasks for you to complete today. Can you use the language of first, next before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening to write an adventure for one of your toys?	

17	If I have 10p in my purse. What coins could I have in the purse? Can you find all of the possibilities?	
18	Find a recipe for your favourite food. With the supervision of an adult make this dish as independently as you can. Weigh and measure the ingredients, follow the instructions systematically and make sure it is cooked for the correct amount of time and at the correct temperature.	
19	Help your parent pair the socks after they have been washed. How many socks are there altogether? Can you count in twos to find out how many altogether? Are there any odd socks? Can you find their partner in your sock drawers and put them away?	

20	How long does it take to write your name 5 times? How long does it take for your parent/friend to write their name 5 times? Remember to use your best handwriting! Who do you think will take the longest? How many times can you write your name in a minute? Do you think your parent/friend will be quicker or slower at writing their name in a minute? Can you and your friend think of other tasks to try to complete in a minute e.g. How many star jumps in a minute?	

Common Exception Words Activity Book

By _____

twinkl www.twinkl.co.uk

Look and say	Look, say and write	Cover and write	Check and write again
the			
a			
do			
to			
today			

Fill in the missing word.

1. He wanted _____ drink of water.
2. Where _____ you live?
3. I can't find _____ other shoe.
4. It's my birthday _____ .
5. I want _____ play outside.

Write your own sentences using:

1. the 2. a 3. do 4. to 5. today

_____

_____

_____

_____

Look and say	Look, say and write	Cover and write	Check and write again
was			
is			
his			
has			
I			

Fill in the missing word.

1. My sister _____ dark hair.
2. _____ have got two cats.
3. This is _____ coat.
4. What _____ your name?
5. I _____ late yesterday.

Write your own sentences using:

1. was 2. is 3. his 4. has 5. I

Look and say	Look, say and write	Cover and write	Check and write again
you			
your			
they			
be			
he			

Fill in the missing word.

1. I think _____ are sisters.
2. We will _____ home at 6pm.
3. Will _____ help me?
4. I like _____ dress.
5. I don't think _____ can see me.

Write your own sentences using:

1. you 2. your 3. they 4. be 5. he

Look and say	Look, say and write	Cover and write	Check and write again
me			
she			
we			
no			
go			

Fill in the missing word.

1. We will _____ shopping today.
2. There are _____ sweets left.
3. I think _____ wants to play.
4. Can _____ go to the park?
5. Can you hear _____ ?

Write your own sentences using:

1. me 2. she 3. we 4. no 5. go

Look and say	Look, say and write	Cover and write	Check and write again
so			
by			
my			
here			
there			

Fill in the missing word.

1. This is _____ best writing.
2. I want to live _____ the sea.
3. _____ are only ten girls in my class.
4. Please come over _____ with me.
5. I wore my coat _____ I would be warm.

Write your own sentences using:

1. so 2. by 3. my 4. here 5. there

Look and say	Look, say and write	Cover and write	Check and write again
where			
love			
come			
some			
one			

Fill in the missing word.

1. I _____ my pet rabbit.
2. Here are _____ cakes to share.
3. I have _____ apple left.
4. I have _____ to school!
5. I don't know _____ my hat is.

Write your own sentences using:

1. where 2. love 3. come 4. some 5. one

Look and say	Look, say and write	Cover and write	Check and write again
once			
ask			
friend			
school			
put			

Fill in the missing word.

1. My best _____ is called Ravi.
2. I will _____ my mum if you can come for tea.
3. I live near my _____ .
4. I will _____ my toys away.
5. _____ upon a time…

Write your own sentences using:

1. once 2. ask 3. friend 4. school 5. put

Look and say	Look, say and write	Cover and write	Check and write again
push			
pull			
full			
house			
our			

Fill in the missing word.

1. I can _____ you on the swing.
2. My cup is now _____ up.
3. This is my _____ .
4. I have both of _____ bags.
5. You need to _____ open the door.

Write your own sentences using:

1. push 2. pull 3. full 4. house 5. our

Look and say	Look, say and write	Cover and write	Check and write again
of			
said			
says			
are			
were			

Fill in the missing word.

1. My mum _____ I can play outside.
2. I have got three _____ those toys.
3. My dog _____ 'woof'.
4. What _____ your pets called?
5. We _____ late for school today.

Write your own sentences using:

1. of 2. said 3. says 4. are 5. were

How did this banana grow so huge?

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How did this pirate get stuck on a deserted island?

twinkl.com

If you could go anywhere, where would you go and why?

twinkl.com

If you could have any fantasy pet, what would it be and why?

twinkl.com

If you could meet anyone, who would it be and why?

twinkl.com

If you had to eat one meal for the rest of your life, what would it be and why would you choose it?

twinkl.com

What invention do you think would change the world?

twinkl.com

What made this dog turn green?

twinkl.com

What would happen if you woke up in a different world?

twinkl.com

What would you do if you had a pet dragon?

twinkl.com

What would you do if your favourite toy came to life?

twinkl.com

How did this giraffe get on the moon?

twinkl.com

How did this duck get this hat?

twinkl.com

Where is this train going?

twinkl.com

What has Detective Dog found under the stairs?

twinkl.com

How did these lions become worst enemies?

twinkl.com

Why did this alien come to Earth?

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Where will this bus go next?

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Why can this baby fly?

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Why are they all laughing?

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Jake woke up invisible. What did he do next?

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When Lottie woke up, she had grown wings! What did she do next?

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My cat is no ordinary pet cat. Shall I tell you what he can do?

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My grandfather has an amazing story of bravery. Do you know what he did?

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The town was eerily empty. What had happened to everyone?

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That seagull stole my ice cream! What happened next?

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What has this eagle seen above the clouds?

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Whose footprint is this? How did it get there?

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In Backwards Land, everything is back to front. Write your name backwards and write what that character did in Backwards Land.

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What are these animals cheering for?

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What will hatch from this egg? What will it do?

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Why is this penguin wearing a jumper?

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How did this polar bear get lost?

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Hamza cannot believe that he won the cup! Why did he deserve it?

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The whole class sat wide-mouthed in wonder as Ivy stood up for Show and Tell. It was...

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After a storm, Rashmi found an old bottle washed up on the beach. Inside it, there was a note that said...

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Snakes and Ladders

You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner.

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One More and One Less Card Game

Instructions

1. Cut out the digit cards, shuffle them and spread them out face down.
2. On your go, turn over two cards. If the numbers are 1 more or 1 less than each other keep them. If not turn them back over.
3. The player with the most pairs at the end is the winner.

22	23	25
26	28	29
31	32	34

35	37	38
40	41	43
44	46	47
49	50	52
53	55	56

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Science
Animals, Including Humans
Learning from Home Activity Booklet

Science - Animals, Including Humans

Programme of Study – Animals, including humans

Statutory Requirements	Activity Sheet	Page Number	Notes
Identify and name a variety of common animals, including fish, amphibians, reptiles, mammals and birds.	Name That Animal Animal Sorting	2 3-5	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Dinner Time!	6	
Describe and compare the structure of a variety of common animals, (fish, amphibians, reptiles, birds and mammals, including pets).	Animals and their Bodies	7-8	
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Me and My Body Sensing It Other Activities	9-10 11 12	
	Key vocabulary	13	

Note for parents: The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests and finding things out using books and the internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand, practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

Name the Animal

Circle the correct name for the animal.

 fish bird snake	 dog cat monkey	 bird fish lion
 lizard tortoise bird	 penguin whale fly	 monkey elephant alligator
 hamster dolphin ladybird	 hyena eel frog	 lion owl bat
 lizard butterfly cat	 beetle sheep duck	 whale worm goat

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Animal Sorting

These animals are mammals:

Write three things they have in common.

These animals are reptiles:

Write three things they have in common.

Note for parents: Vertebrates are divided into five main groups which have common characteristics. In Year 1, children don't need to know all these characteristics, but should start to think about what the animals may have in common. The five groups are: mammals (warm-blooded, have fur or hair, give birth to live young and produce milk); reptiles (cold-blooded, lay eggs on land, scaly skin); fish (live in water, have gills, lay eggs); birds (warm-blooded, have feathers and wings, lay eggs); amphibians (lay eggs in water, their young have gills and live in water, the adults have lungs and breathe air).

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Animal Sorting

These animals are birds:

Write three things they have in common.

These animals are fish:

Write three things they have in common.

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Animal Sorting

These animals are amphibians:

Write three things they have in common.

_____

_____

_____

Challenge: Think about animals that we might keep as pets. Which ones are mammals? Are there any reptiles, birds, fish or amphibians on your list? Think about animals that might live on a farm. Can you sort them in the same way?

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Dinner Time!

Sort the animals into the correct part of the diagram:

lion	frog	hippo	penguin	shark	sparrow	spider
snake	bear	human	cat	cow	sheep	dog

Challenge: Can you find other animals which belong in each group?

Note for parents: In year 1 children begin to learn about what animals eat. This leads on to food chains and teeth. It is important that children learn the meaning of the key words 'carnivore' (an animal that eats meat/fish and usually hunts for its prey, for example a lion), 'herbivore' (an animal that eats plants and vegetation, for example a deer) and 'omnivore' (an animal that eats meat/fish and plants – for example, a human). Encourage your child to find out information about the animals' diets if they are unsure.

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Animals and Their Bodies

paw	beak	shell	fin	wing	tail	horn

Note for parents: It is important that children learn and use the correct vocabulary for different animal body parts. The challenge section asks children to find animals with more than one of these body parts. Encourage your child to think about whether animals with common body parts have other common characteristics – for example do all animals with fins live in water? Also, challenge them to think about why animals have certain body parts, such as shells and horns.

Animals and Their Bodies

paw	beak	shell	fin	wing	tail	horn

Challenge: Use books or the internet to find more animals that have these body parts. Can you find an animal with more than one? More than two? More than three?

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Me and My Body

Write the correct word in each box.

arm	foot	ankle
leg	chest	wrist
head	abdomen	hip
face	knee	thigh
hand	elbow	shoulder

Note for parents: This activity is a great opportunity to learn some of the correct words for different body parts. The challenge section invites children to look at some of the things that are similar and different between humans.

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Me and My Body

Now Get Active! Lie on a large piece of paper and get someone to draw around you with a felt-tip pen. Now, label your body parts again. If it's a nice day you could go outside.

Challenge: Look at pictures of you and your friend, sister, mum or dad. What is the same about you? What is different? You could also use a picture of two people from a newspaper or magazine.

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Sensing It

Discuss which sense you would use to do each of these activities. Could some of these activities use more than one sense? Can you use the senses at the same time? Can you think of any other activities which would use these senses?

Note for parents: When discussing the five senses with your child, ask them to think about which part of the body they use for each sense. Sight, hearing, taste and smell are specific to the eyes, ears, tongue and nose, but the sense of touch applies to our whole body. If appropriate, talk to your child about how some parts of our bodies are more sensitive than others. For example, your fingertips and tongue have more nerve endings than your elbow.

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Other 'Senses' Activity Ideas for Parents and Carers

- Go on a 'sound' walk. As you walk along, listen carefully to all the sounds you can hear. Write them down as your child tells you.
- Make a 'smell' quiz game. Fill paper cups with different substances, then cover the top with a paper towel with a small hole cut in it, secured with an elastic band. See if your child can guess what they are by smelling them. Some suggestions are vinegar, shampoo, coffee, cocoa, lemon juice, toothpaste.
- Find out about Louis Braille, who invented the Braille system for blind people.
- Blindfold your child and then guide them on a walk around the house by giving instructions. Or give them an object and ask them to guess what it is by feeling it.
- Humans can identify 5 different tastes – sweet, salty, bitter, sour and 'umami' or savoury. Let your child taste the following things: grapefruit (sour), very dark chocolate (bitter), potato crisps (salty), honey or syrup (sweet) and yeast extract (savoury). Can they link them to the correct taste? Which part of their tongue can they taste them the most?

Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate (depending on age and ability), should be able to read and spell the words.

mammal	arm	sight
reptile	leg	hearing
fish	head	touch
bird	face	taste
amphibian	hand	feeling
paw	foot	smell
beak	chest	
shell	abdomen	
fin	knee	
wing	elbow	
tail	ankle	
horn	wrist	
hoof	hip	
carnivore	thigh	
herbivore	shoulder	
omnivore	eye	
	ear	
	nose	
	tongue	

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Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short text; these will be taken from either a fictional story, a non-fiction text or a poem. Once you have read and understood the text, you will have to answer questions based on what you have read. Each question will be one of five different question types.

Each of the five different question types has its own helper to remind you of what to do:

Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.

Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.

Sequence Questions with Sequencing Suki

Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you work out what might happen next.

The Farmer and his Sons

One day, there was an old farmer who had worked hard all his life. He was very ill. He had three sons. He wanted them to be good farmers. He said to them, **"There is a treasure in my land. Promise me that you will look for it."** Sadly, the father died. The sons looked for the treasure. They dug and dug the soil. **"What will we find?"** they said to each other. Soon, they had dug up all of the land. They had not found any treasure. They were upset. **"All that hard work for nothing!"** they said.

1. **Find** and **copy** the word that the author used to describe how the sons were feeling when they did not find the treasure.

_____

2. How many sons did the farmer have?
Tick one answer.

☐ two ☐ three ☐ four

3. Why do you think the sons 'dug and dug' in the soil?

_____

_____

4. Number the steps below from 1 to 4 to show the order they happen in the explanation.

☐ The sons dug and dug.

☐ The sons couldn't find the treasure.

☐ The farmer sadly died.

☐ The farmer told his sons to look for some treasure.

The Farmer and his Sons - **Answers**

1. **Find** and **copy** the word that the author used to describe how the sons were feeling when they did not find the treasure.

upset

2. How many sons did the farmer have?

Tick one answer. ☐ two ☑ three ☐ four

3. Why do you think the sons 'dug and dug' in the soil?

Any explanation that refers to their extra effort to find the treasure, and, because they didn't want to give up searching.

4. Number the steps below from 1 to 4 to show the order they happen in the explanation.

3	The sons dug and dug.	**2**	The farmer sadly died.
4	The sons couldn't find the treasure.	**1**	The farmer told his sons to look for some treasure.

Fairy Tale Times

Farmer Grows An Enormous Turnip!

There was a surprise last night at the Fairy Tale town vegetable show. Farmer Fred had brought his enormous turnip to show the judges and it was the size of a car!

The farmer had planted his turnip in March. He worked hard to feed and water it every day. He was shocked by how big it grew.

The farmer needed the help of his wife and his grandchildren and even some of the farm animals to pull up the turnip. Then they had to move it to the show. Fred used his tractor to pull the turnip.

1. Can you find another word in the text that means 'enormous'?

_____

2. Where does the vegetable show take place?

_____

3. Who is the first character that we meet in the text?

- [ ] the farm animals
- [ ] the farmer's wife
- [ ] Farmer Fred
- [ ] the farmer's grandchildren

4. Which fairy tale do you think this newspaper report is about?

- [ ] The Gingerbread Man
- [ ] The Enormous Turnip
- [ ] Goldilocks and the Three Bears
- [ ] The Princess and the Pea

Fairy Tale Times

Farmer Grows An Enormous Turnip!

Answers

1. Can you find another word in the text that means 'enormous'?

   big

2. Where does the vegetable show take place?

   Fairy Tale town

3. Who is the first character that we meet in the text?

   - [ ] the farm animals
   - [ ] the farmer's wife
   - [x] Farmer Fred
   - [ ] the farmer's grandchildren

4. Which fairy tale do you think this newspaper report is about?

   - [ ] The Gingerbread Man
   - [x] The Enormous Turnip
   - [ ] Goldilocks and the Three Bears
   - [ ] The Princess and the Pea

What Is Pink? by Christina Rossetti

What is pink? A rose is pink
By the fountain's brink.
What is red? A poppy's red
In its baley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.

1. How does the poet describe how the swan moves?

- ☐ floating
- ☐ swimming
- ☐ waddling
- ☐ sailing

2. Draw lines to match the object to the colour it describes.

poppy	yellow
rose	red
pear	pink

3. Are the pears ready to be eaten?

_____

_____

4. This is the next line in the poem. Fill in what you think the missing word could be.

What is green? The_____ is green.

What Is Pink? by Christina Rossetti **Answers**

1. How does the poet describe how the swan moves?

- [ ] floating
- [ ] waddling
- [ ] swimming
- [x] sailing

2. Draw lines to match the object to the colour it describes.

poppy	yellow
rose	red
pear	pink

3. Are the pears ready to be eaten?

Example answer: Yes because they are ripe.

4. This is the next line in the poem. Fill in what you think the missing word could be.

Accept any answer that is green in colour, e.g.

What is green? The **grass** is green.

What is green? The **leaf** is green.

What is green? The **frog** is green.

Spring

Maths Activity Booklet

Name: _____

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Addition and Subtraction to 20 Colour by Number

Solve the calculations to colour in this spring picture.

Answer:	19	16	12	10	9
Colour:	red	yellow	green	brown	blue

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Counting in 2s Dot to Dot

Join the dots to reveal the picture!

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Addition and Subtraction to 20 Spring Mosaic

Solve the calculations to reveal the hidden picture. Each answer has a special colour.

yellow = 0 to 8 green = 9 to 15 red = 16 to 20

			10 + 6			
			18 - 2			
	19 - 3	12 + 5	10 – 5	9 + 9	19 – 2	
	10 + 10	17 - 1	4 + 4	18 - 1	9 + 8	
			8 + 8			
			20 - 1			
			15 – 1			
	9 + 4		8 + 3		13 – 3	
		14 – 4	12 – 2	7 + 3		
			1 + 10			

Challenge

The flower has 4 petals. 2 fall off. How many petals are left? Write this problem as a calculation.

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I Spy and Count to 20

Count the spring objects and write the numeral and number words in the correct boxes.

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I Spy and Count to 20

Object	Numeral	Number Word	Object	Numeral	Number Word

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2D Shape Hunt

Count and colour the 2D shapes hidden in these spring flowers.

Shape	Colour	How many?
circle	pink	
triangle	yellow	
rectangle	brown	
oval	green	

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Number Representations to 20

Draw circles in the ten-frames to represent the number on the egg baskets. Write the number in words. The first one has been done for you.

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Spring Number Bonds

Complete the part-part-whole pictures by writing numbers or drawing the eggs in the empty circles.

Spring Lamb Game

You will need:

- 20 counters
- 1-6 dice
- object to move around the board, e.g. cube or animal counter

Instructions

- Start by placing the object on any **blank** square.
- Take turns to throw the dice and move the object around the board in either direction.
- If you land on a lamb, take a counter.
- If you land on a muddy puddle, put a counter back.
- When all the counters have been taken, the game is over.
- The player with the most counters is the winner.

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Measuring Length and Height

Use the words 'shorter' and 'taller' to make these sentences correct.

The chick is _____ than the duckling.

The duckling is _____ than the chick.

The rabbit is _____ than the lamb.

The lamb is _____ than the rabbit.

Are the sentences true or false? Ring the correct answer.

The daffodil is 5 cubes tall.

true false

The butterfly is 10 cubes tall.

true false

The leaf is 10 cubes long.

true false

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Counting in 5s Mazes

Help the rabbit find the path through the mazes to the carrots by counting on in fives from zero.

Challenge

Complete this sequence.

0 5 [ ] 15 20 [ ] 30 [ ] 40 45 [ ]

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Comparing Groups of Objects

Count the items in each group and circle the odd one out in each row.

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Months of the Year Cycle

Cut out the months of the year and put them in the correct order in the boxes below. The first month has been filled in.

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September	May	July
March	December	October
June	August	February
November	April	

Days of the Week

Cut out the days of the week and put them in the correct order in the boxes below. The first day has been filled in.

Monday

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Sunday	Friday
Wednesday	Tuesday
Saturday	Thursday

Phase 3 Home Learning Challenges

Look at the things around the room. Can you spot any words that begin with any of these sounds? Can you hear the sound they end with too? Try writing some of them down.

j v w y z

Play a game with your grown-up. Ask your grown-up to read a sound to you. Can you write the sound down? You could use different colours.

Can you put the sounds on this page into the phoneme frames to make words?

Can you read the digraphs on this page and think of a word that includes each sound?

igh	ow
air	ar
ear	sh
ure	zz

Can you spell out any of the pictures? Do all the words have the same number of sounds? Can you underline any digraphs?

Can you look in a book and find any of these words? Which words did you spot the most times?

he	all
she	are
we	her
me	was
be	they
you	my