

Year 1 Reading and Writing

Children learn how to read through learning phonetic sounds. These sounds are split into 3 groups. Children begin by learning set 1 and once they are confident, they progress onto learning set 2 then 3. In your pack, you will find a list of all of the sounds and the rhymes which go with them.

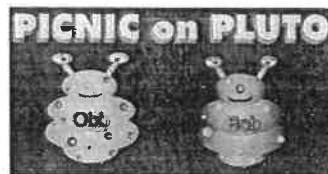
Repetition is the best way for children to learn these sounds. Every morning we recommend you go through these sounds with our child. Below are some videos which tell you how to pronounce each sound. You could watch one of the videos then mute it for the second time to see if your child can read the sounds independently.

- Set 1 sounds: <https://www.youtube.com/watch?v=s6OiU2h3sUI>
- Set 2 sounds: <https://www.youtube.com/watch?v=p7hRbrpq5Bo&t=17s>
- Set 3 sounds: <https://www.youtube.com/watch?v=37p6V1gWTiU>

Set 1 Sounds												Set 2 Sounds												Set 3 Sounds															
m	a	s	d	t	i	n						ay	ee	igh	ow	oo	oo							ea	oi	o-e	ie	ce											
p	g	o	c	k	ck	u						or	ar	air	ir	ou	oy							ee	ow	are	ure	er											
b	f	e	l	h	sh	r																	ow	ai	oo	aw	ure												
j	v	y	w	th	z	ch																	ear	ure	tion														
qu	x																																						

Included in your learning pack...

- Reading support
 - Library and reading books. In most reading books, there are questions at the back. Ask your child these questions to improve their comprehension skills.
 - Red words: these are words you cannot sound out so must be learnt by sight.
 - Green words: these words can be sounded out phonetically using the sounds in set 1 to 3. Your child will be able to show you how they sound these words out ☺
- Handwriting support
 - Handwriting practice sheets with high frequency words.
 - Rhymes to support your child's letter formation.
- Creative writing
 - Inspirational sheets with interesting questions on to engage your child's creativity and encourage them to write.
 - If your child needs more to space to write, please write in the exercise book we have provided.










Fun websites

- Phonics Play. Username: *march20* Password: *home* <https://www.phonicsplay.co.uk/>
- Teach your monster to read. You can set up your own personal login for free. <https://www.teachyourmonstertoread.com/>
- Letter formation sky writing: <http://www.ictgames.com/mobilePage/skyWriter/index.html>
- Find more phonics games here: <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>









Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				




















Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Red Words (Tricky Words)

Red for a while words These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be useful!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Set 1 Sounds

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	j <u>a</u> m	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>in</u> g	<u>ch</u> i <u>n</u>	<u>th</u> i <u>ck</u>
<u>ch</u> o <u>p</u>	<u>ch</u> a <u>t</u>	<u>qu</u> i <u>t</u>
<u>qu</u> i <u>z</u>	<u>s</u> i <u>n</u> g	<u>th</u> i <u>n</u> g
<u>b</u> a <u>n</u> g	<u>th</u> i <u>s</u>	<u>th</u> i <u>n</u>
<u>f</u> i <u>x</u>	<u>s</u> i <u>x</u>	<u>z</u> a <u>g</u>
<u>z</u> i <u>p</u>	<u>f</u> o <u>x</u>	<u>b</u> o <u>x</u>

st <u>in</u> k	w <u>in</u> k	ba <u>ck</u>
sk <u>in</u>	sl <u>id</u>	sl <u>ip</u>
gr <u>in</u>	pr <u>op</u>	pr <u>am</u>
fr <u>om</u>	cl <u>ip</u>	gr <u>an</u>
ha <u>nd</u>	st <u>an</u> d	st <u>am</u> p
fl <u>op</u>	fr <u>og</u>	ju <u>mp</u>
bl <u>ac</u> k	fl <u>ag</u>	th <u>in</u> k
sk <u>ip</u>	be <u>st</u>	tr <u>ip</u>
bl <u>ob</u>	br <u>at</u>	dr <u>ip</u>
dr <u>op</u>	bl <u>ip</u>	fl <u>uff</u>
dr <u>ess</u>	h <u>uff</u>	me <u>ss</u>
te <u>st</u>	tr <u>ap</u>	sp <u>it</u>
st <u>op</u>	sp <u>ot</u>	st <u>rop</u>

Set 2 Sounds

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

too	food	moon
zoo	pool	spoon

2.6

took	book	cook
look	shook	foot

2.7

car	part	hard
start	star	sharp

2.8

sort	short	horse
sport	fork	snort

2.9

f <u>ai</u> r	h <u>ai</u> r	ch <u>ai</u> r
s <u>ai</u> r	<u>ai</u> r	l <u>ai</u> r

2.10

g <u>i</u> r <u>l</u> !	b <u>i</u> r <u>d</u>	th <u>i</u> r <u>d</u>
w <u>h</u> i <u>r</u> l!	t <u>w</u> i <u>r</u> l!	d <u>i</u> r <u>t</u>

2.11

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> joy
--------------	--------------	----------------

Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
------	-------	------

3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	br <u>u</u> t <u>e</u>	J <u>u</u> n <u>e</u>
-----------------------	------------------------	-----------------------

3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
c <u>r</u> aw!	p <u>a</u> w	y <u>a</u> wn

3.8

s <u>h</u> are	d <u>a</u> re	s <u>c</u> are
s <u>q</u> uare	b <u>a</u> re	c <u>a</u> re

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> urt
n <u>u</u> rse	p <u>u</u> rse	h <u>u</u> rt

3.10

n <u>e</u> ver	b <u>e</u> tter	w <u>e</u> ather
a <u>f</u> ter	p <u>ro</u> per	c <u>o</u> rn <u>e</u> r

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> id	t <u>r</u> ain	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>hro</u> at	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
f <u>lew</u>	d <u>rew</u>	gr <u>ew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>onf<u>ire</u></u>	in <u>sp</u> ire	con <u>sp</u> ire

3.16

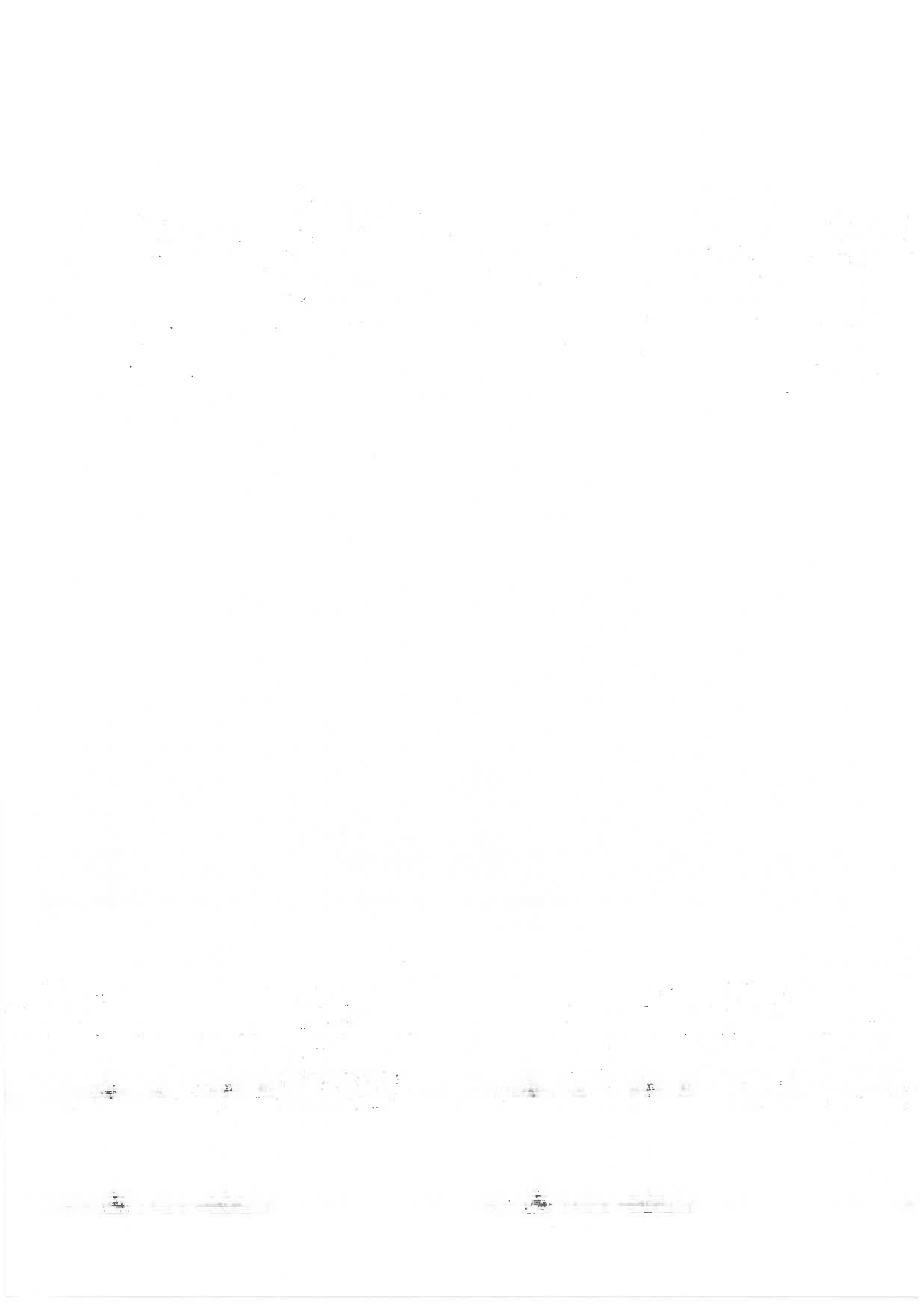
h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

p <u>ic</u> t <u>ur</u> e	m <u>i</u> x <u>t</u> u <u>r</u> e	cr <u>ea</u> t <u>ur</u> e
f <u>ut</u> u <u>r</u> e	ad <u>ven</u> t <u>ur</u> e	tem <u>per</u> at <u>ur</u> e

3.18

d <u>eli</u> c <u>io</u> u <u>s</u>	s <u>us</u> p <u>ici</u> o <u>s</u>	v <u>i</u> c <u>i</u> o <u>s</u>
s <u>cr</u> u <u>m</u> p <u>t</u> io <u>s</u>	pr <u>eci</u> o <u>s</u>	f <u>er</u> o <u>ci</u> o <u>s</u>
tr <u>adi</u> ti <u>o</u> n	at <u>ten</u> ti <u>o</u> n	ce <u>le</u> br <u>ati</u> o <u>n</u>
co <u>n</u> vers <u>ati</u> o <u>n</u>	co <u>n</u> gr <u>ati</u> ulat <u>io</u> n	ex <u>pl</u> or <u>ati</u> o <u>n</u>



First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

his

some

looked

people

make

but

so

very

your

an

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

for

be

it's

got

asked

at

like

see

their

saw

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

she

have

big

oh

here

is

went

when

about

off

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

they

out

down

now

Mrs

on

this

dad

came

called

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

was

what

do

get

if

you

there

me

just

help

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

of

my

one

him

time

it

her

them

Mr

I'm

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

he

up

no

from

day

I

had

mum

children

made

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

said

can

little

into

too

in

are

as

back

by

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

a

all

were

come

house

to

we

go

will

old

First 100 High Frequency Words Handwriting

Practise your weekly spelling words using precursive handwriting.

the

that

not

look

put

and

with

then

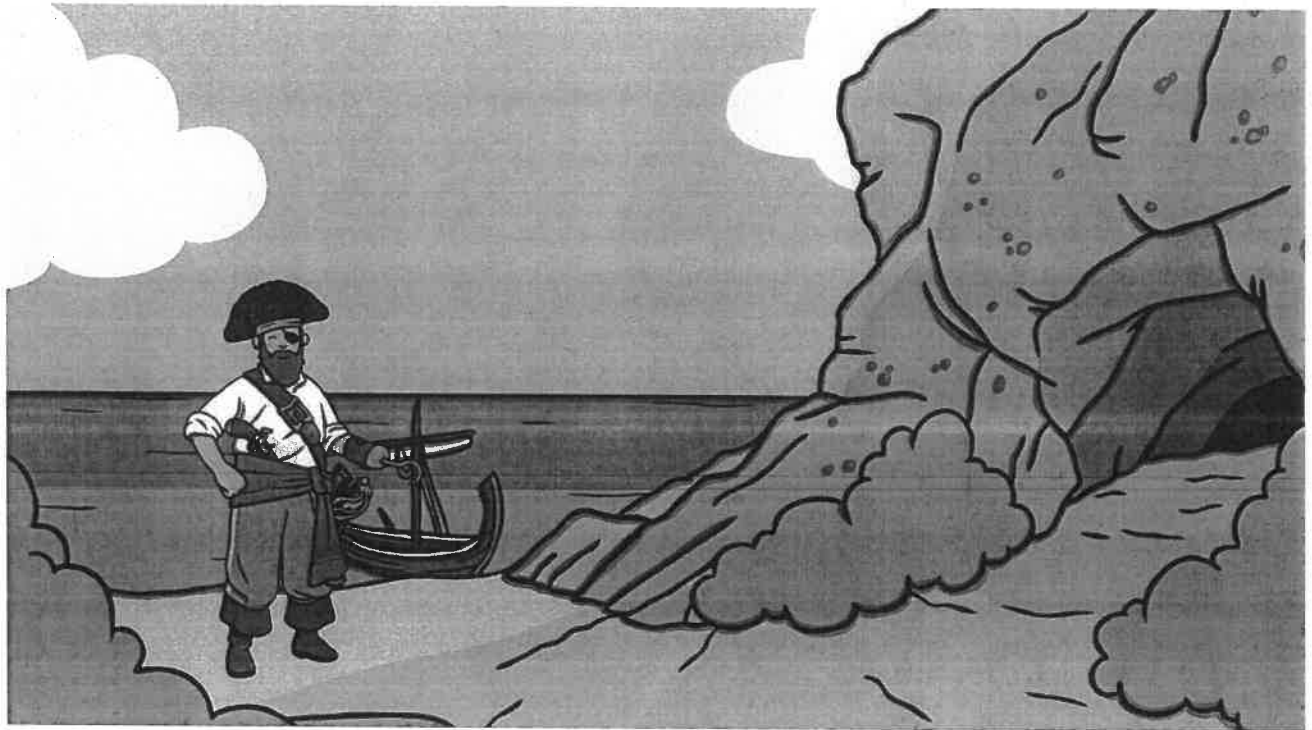
don't

could

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



How did this pirate get stuck on a deserted island?



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



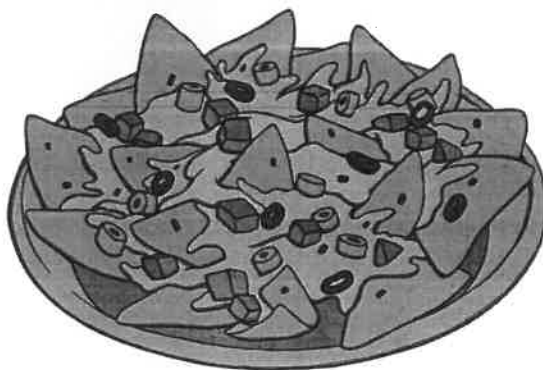
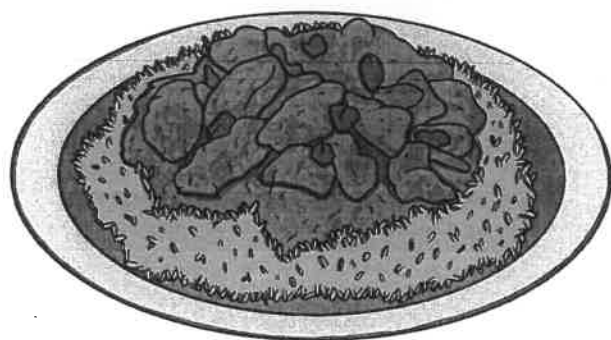
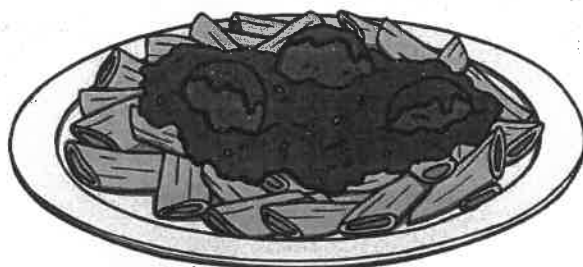
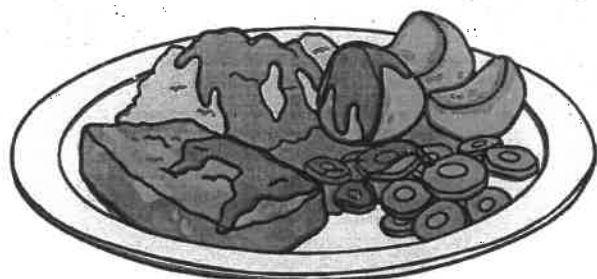
**If you could have any fantasy pet,
what would it be and why?**



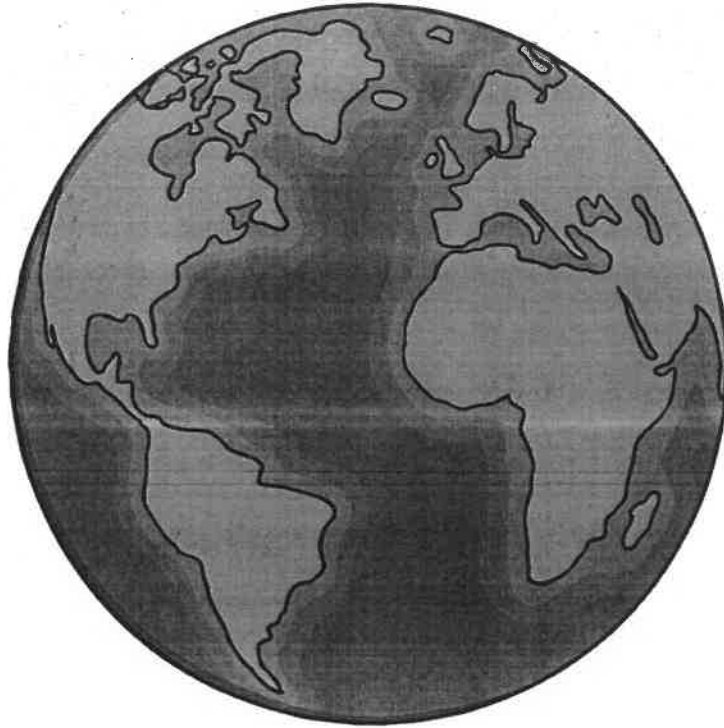
**If you could meet anyone, who
would it be and why?**



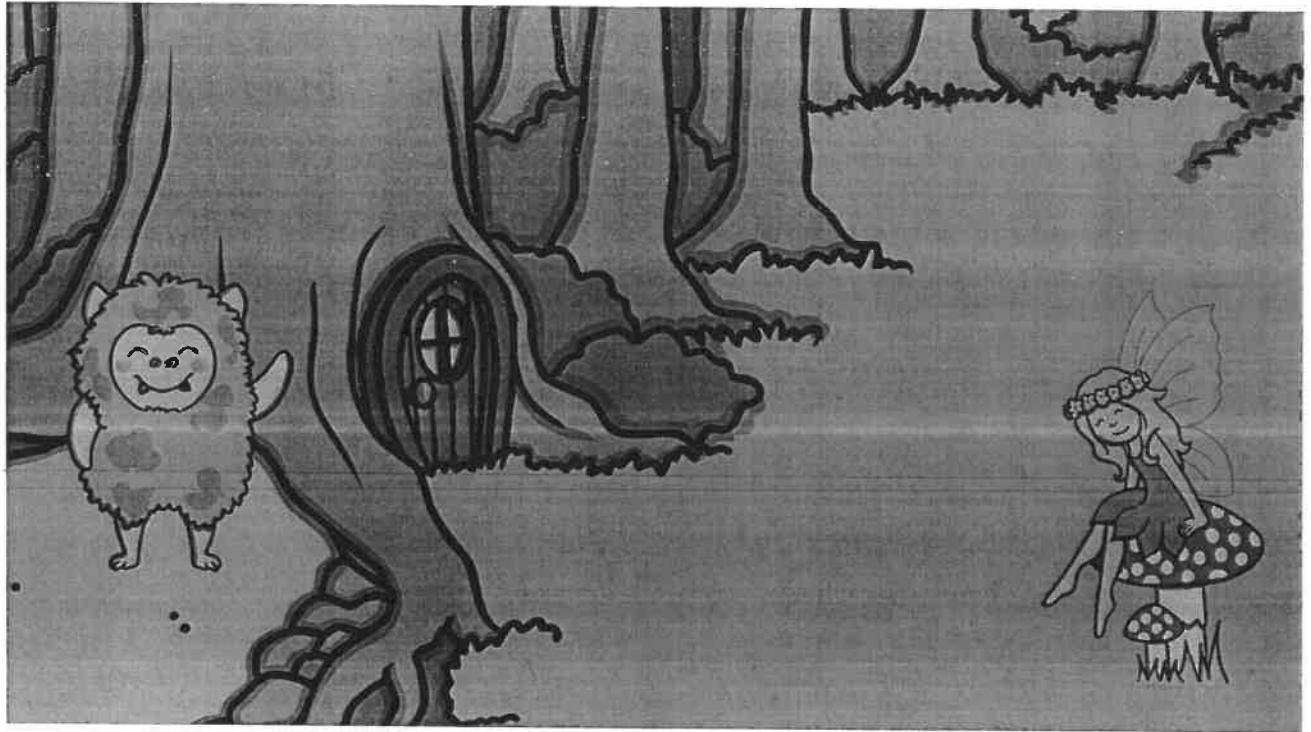
If you had to eat one meal for the rest of your life, what would it be and why would you choose it?



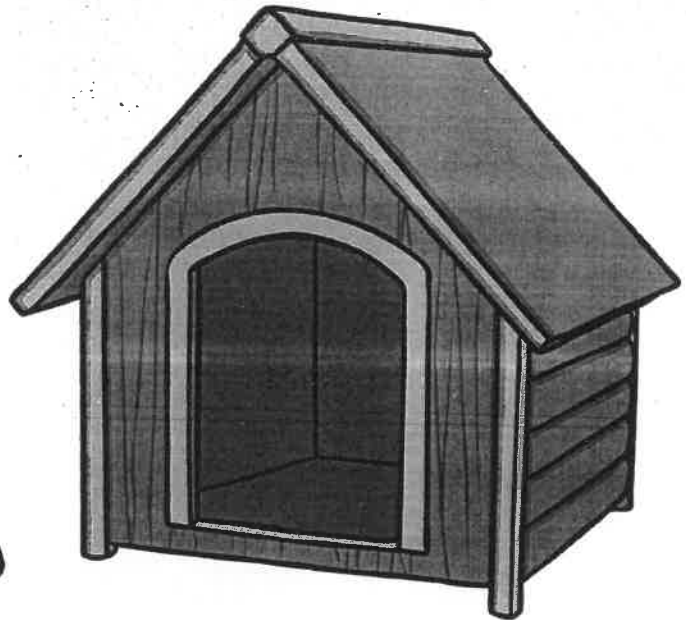
**What invention do you think
would change the world?**



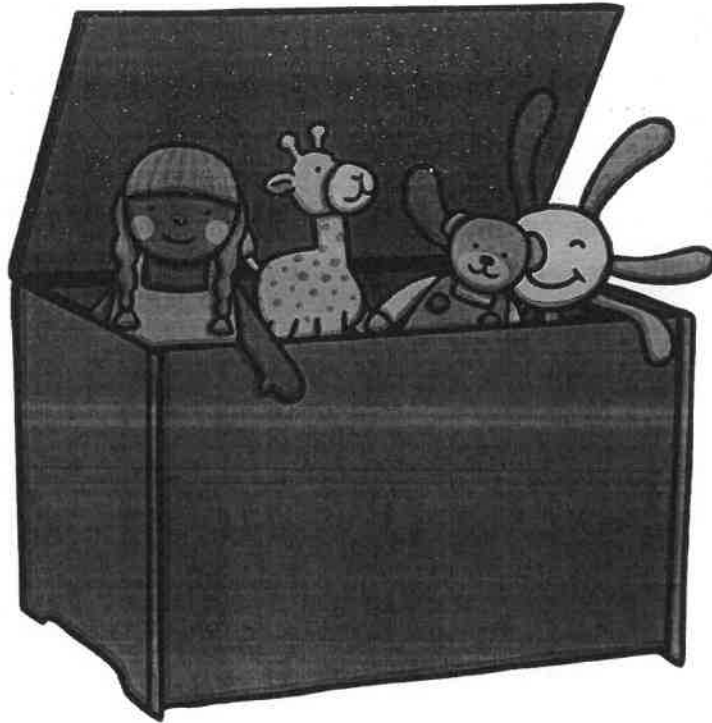
What would happen if you woke up in a different world?



**What would you do if you
had a pet dragon?**



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



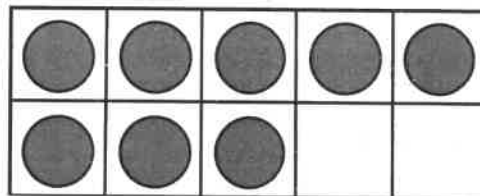
Maths

Below are some ideas to make maths fun at home. There is also a 100 square to support your child's counting. It is important to keep counting with your child. Practise counting in 2s, 5s and 10s when you're walking up the stairs, laying the table, eating crisps etc.

Tens frame

Make a ten frame by drawing a 5x2 grid on paper or making on the floor with tape or string. Collect ten objects. Add a number of objects to the ten frame. How many more objects do you need to make ten? E.g. $7+3=10$.

Write it as a number sentence. You can reverse the process by removing objects e.g. $8-4=4$. You could add another 10s frame to practice number bonds to 20.

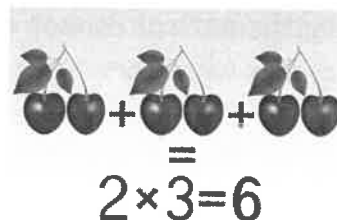


Subtraction smash!

Make your own playdough using flour, oil, water and salt. Use this to play 'subtraction splat' with balls of dough that you can splat to represent subtracting and then show this as a subtraction sentence. Can you draw your subtraction using dots or images? If you can't make dough, use toys or counters etc.

Number hunt

Can you write some multiplication and division problems with numbers missing? E.g. $4 \times ? = 8$. You could hide the missing numbers around the house and when your child finds them, they can match them to the correct sentence. Can they represent that calculation by drawing it with dots or sorting objects to show their working?

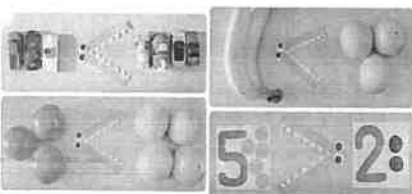
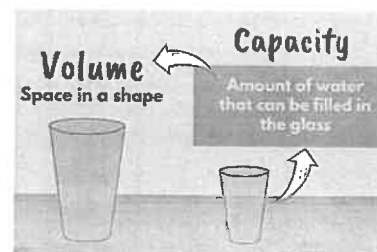


Adding

Hide little pots containing different quantities of buttons, beads, pieces of pasta, pebbles etc. Can you find two? Can you find the total quantity of the two pots? To make it easier, you could make piles of 10 then count in 10s. How many ones are left over? What number sentence could you write?

Volume

Collect different containers from around the house and fill them with different volumes. Which container do you think holds the most? How can you work out the answer? E.g. use a scoop to count. Can you record the number of scoops of water each container needs?

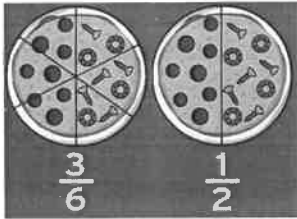
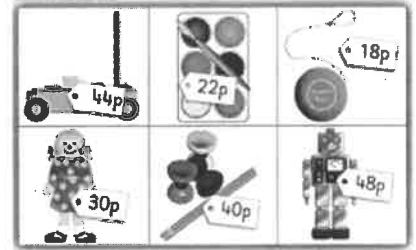


More or less?

Choose different objects round the house. Can you decide which pile has more or less? Use the $<$ $>$ symbols to show your thoughts.

Shops

Nominate one person to own a food shop, one person to own a toy shop. Enjoy making money labels for each food item/toy before going to each other's shops and purchasing different items. What will we need to do if the customer wants two items? What will happen if the customer gives too much money? How will you check you have enough money to pay for an item?



Pizza time!

Design your own pizzas using paper or wraps. Give different challenges e.g. 'there are 10 pepperoni slices. How many should be on $\frac{1}{2}$ of the pizza? Using scissors, cut the pizzas into halves, quarters and thirds. Can you show me 2 thirds?

Shape hunt

Go round the house and see which 2D or 3D shapes you can find. Categorise them correctly. Can you make the 3D shapes out of playdough?



Online maths games

Any of the games found on the websites below are great. We would suggest focusing on one mathematical aspect each day (counting, fractions, money, time, shapes etc) then choosing games which are related

- BBC maths videos <https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>
- Top Marks <https://www.topmarks.co.uk/maths-games/5-7-years/>
- Oxford Owl <https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/>

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Year 1 Spring 2 Maths Activity Mat 1

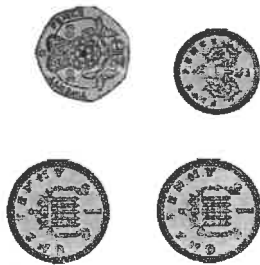
Section 1

Put a ring around the highest number and tick the lowest number.

17 21 15 9 18 23

Section 2

Add the coins together.



Section 3

Draw a four-sided shape.

Section 4

Robert eats six slices of cake. How many slices are left?



Section 5

$$6 \times 10 =$$

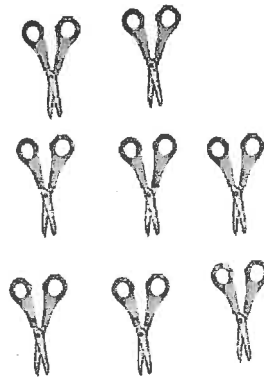
$$18 + 5 =$$

$$14 - 7 =$$

Section 6

Draw five more pairs of scissors.

How many are there altogether?



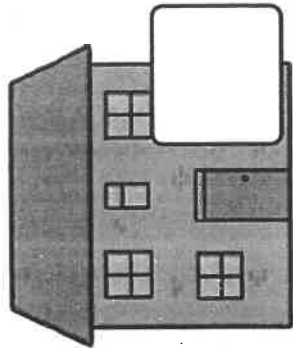
Section 7

What time is shown on the clock?



Section 8

How tall is the house?



Year 1 Spring 2 Maths Activity Mat 2

Section 1

Which day comes first?

Tuesday,

Wednesday, Thursday

Section 2

What number is seven less than 15?

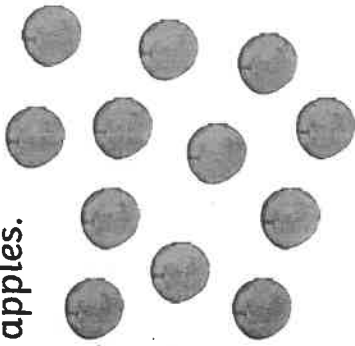
Section 3

Fill in the missing number.

20, 18, 16, , 12

Section 4

Circle half of the apples.



Section 5

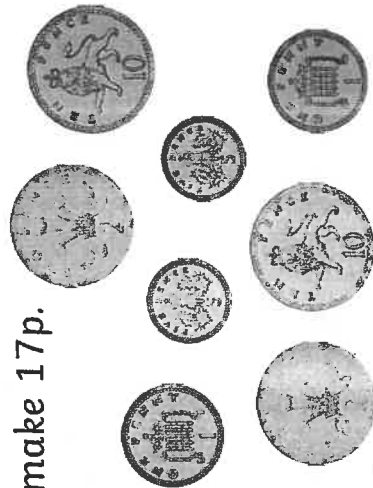
$$11 + 6 =$$

$$4 \times 10 =$$

$$13 - 6 =$$

Section 6

Tick the coins that would make 17p.

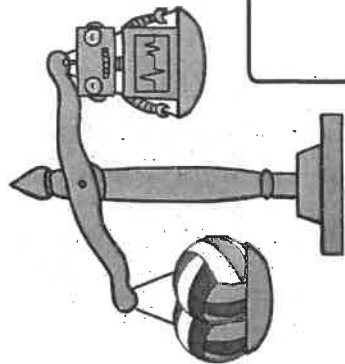


Section 7

16 is five less than...

Section 8

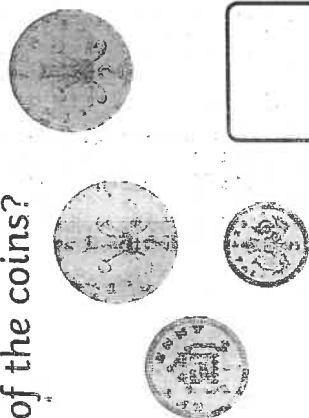
Which is heavier?



Year 1 Spring 2 Maths Activity Mat 3

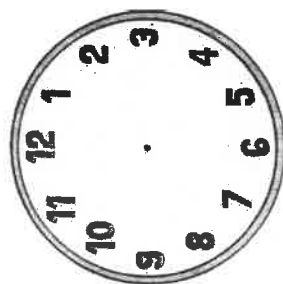
Section 1

What is half the value of the coins?



Section 2

Draw 11 o'clock on the clock face.



Section 3

Fill in the missing numbers.

4, , 8, 10, ,

Section 4

Use two cards to make a number less than 20.

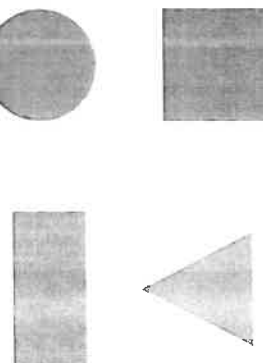
4 7 1 9

Section 5

20 is 12 more than...

Section 6

Put a ring around the four-sided shapes.



Section 7

$$12 + \boxed{} = 19$$

Section 8

Circle the longest time.

one minute 30 seconds

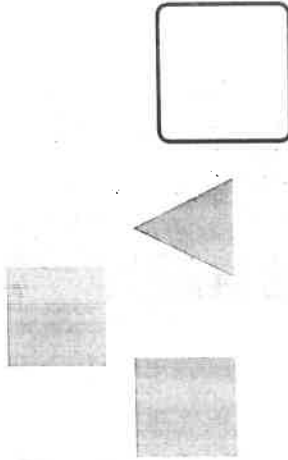
one hour one day



Year 1 Spring 2 Maths Activity Mat 4

Section 1

How many sides do the shapes have altogether?



Section 2

What month comes next?

October, November,
December,

Section 3

$$\square - 7 = 6$$

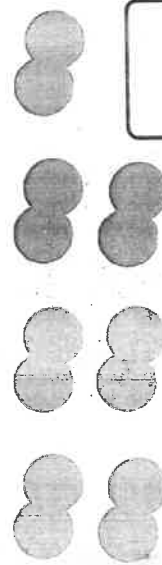
Section 4

Put a ring around the even numbers.

14, 8, 13, 21, 18, 15

Section 5

Mahmood gave seven friends 2 biscuits each. How many biscuits did he give altogether?



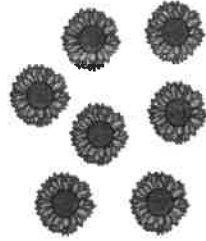
Section 6

$$20 + 50 + 20 =$$

Section 7

Draw five more flowers.

How many flowers are there altogether?



Section 8

What number comes next?

22, 24, 26, 28,

Year 1 Spring 2 Maths Activity Mat 5

Section 1

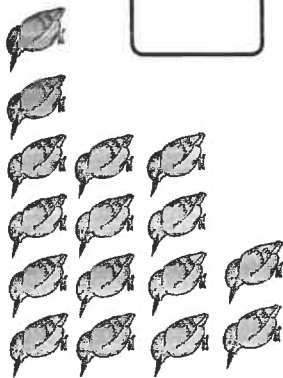
Put a ring around the odd numbers.

14, 17, 21, 16,

19, 20

Section 2

Group the birds into 2s. How many groups do you have?



Section 3

What time is shown?



Section 4

Make the highest number you can with the cards. You can only use each card once.

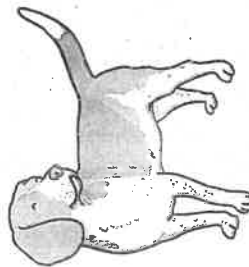
3

8

2

Section 5

How many legs would three dogs have altogether?



Section 6

Add the coins together.



Section 7

If $23 = 20 + 3$,
then $28 =$

Section 8

$120 - 50 =$



Year 1 Spring 2 Maths Activity Mat 6

Section 1

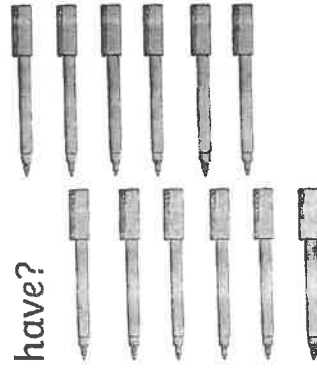
What time is shown?



Section 2

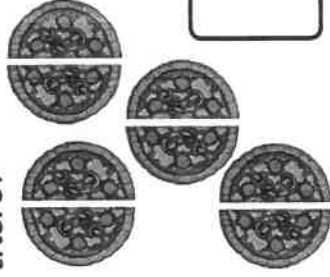
Group the pens into 2s.

How many groups do you have?



Section 3

How many halves are there?



Section 4

Make the lowest number you can with the cards. You can only use each card once.



Section 5

$$140 - 40 - 50 =$$

Section 6

What is the underlined digit worth?

41

Section 7

What day is two days after Monday?

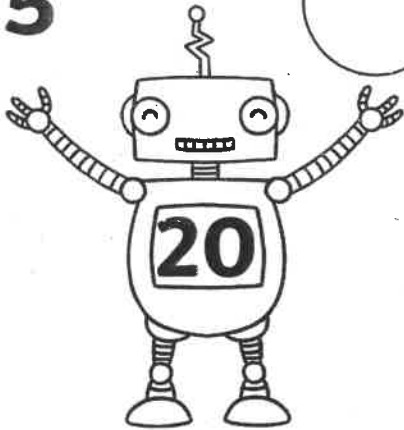
Section 8

Draw a triangle with one 2cm side in this box, using a ruler.

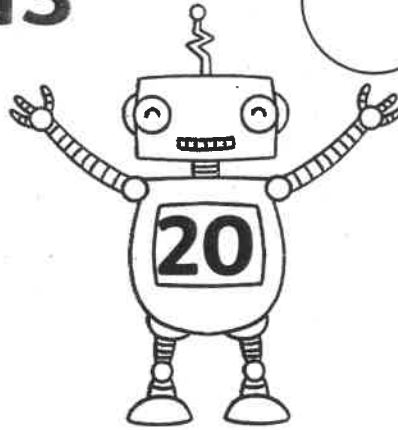
Number Bonds to 20

Can you find the missing number bond to make 20?

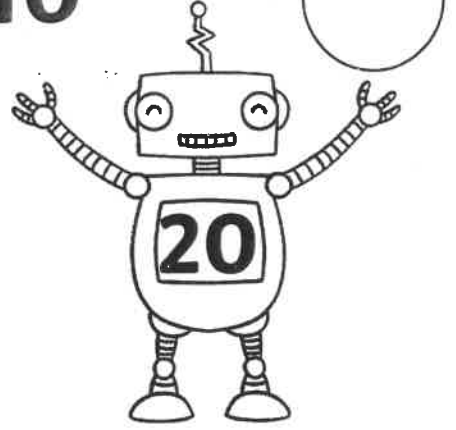
5



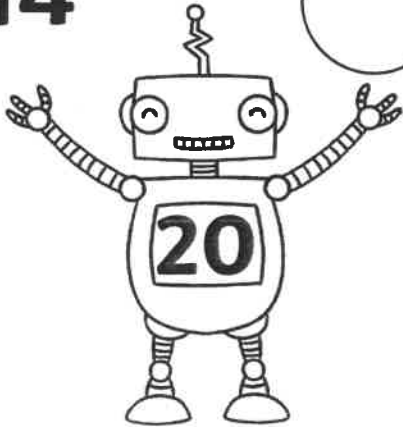
13



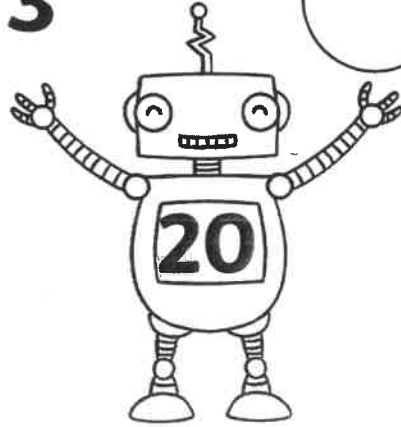
10



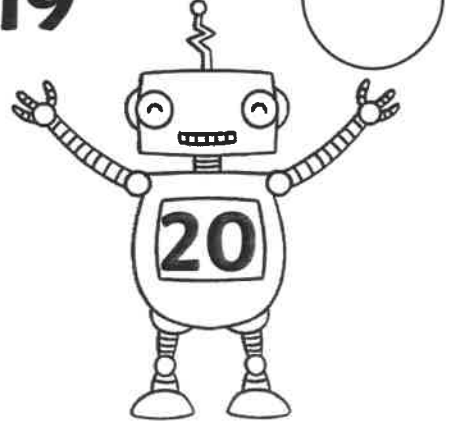
14



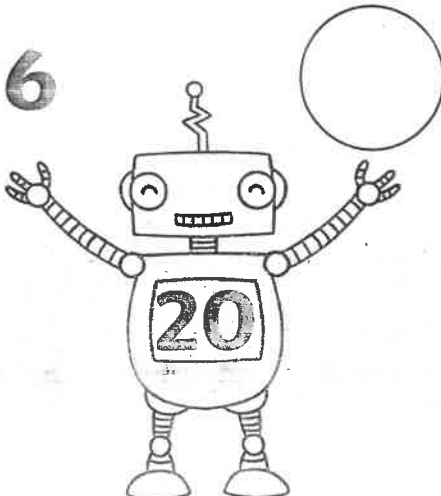
3



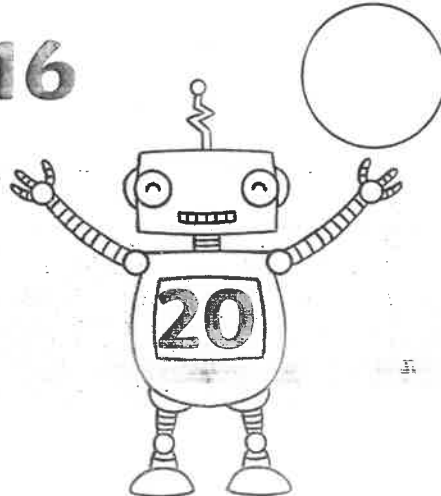
19



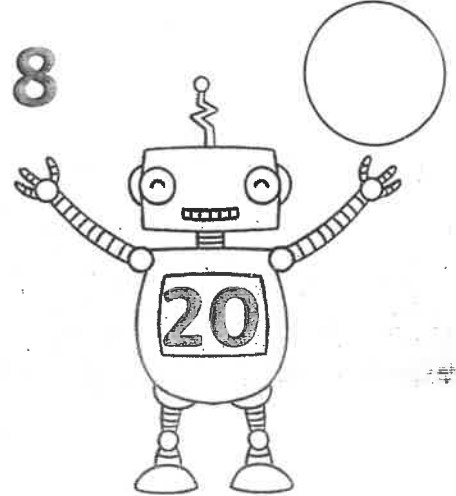
6




16

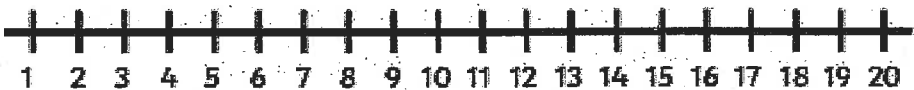
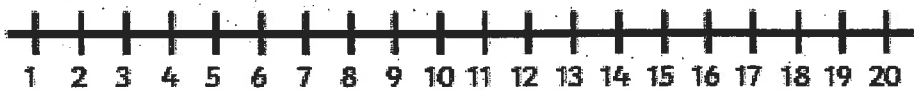

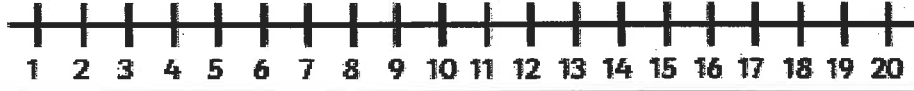
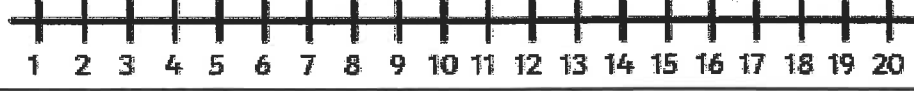
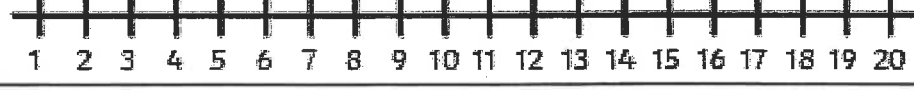


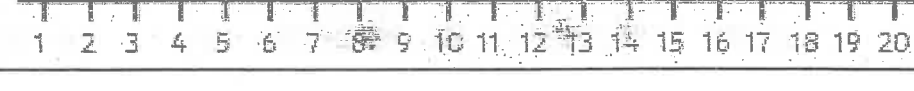
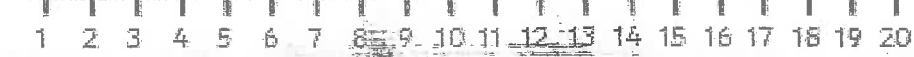


8



Number Line Subtraction

Example:	
$20 - 5 = 15$	

$20 - 17 =$	
$12 - 4 =$	
$18 - 12 =$	
$10 - 3 =$	
$17 - 5 =$	
$12 - 2 =$	
$3 - 2 =$	
$20 - 8 =$	
$15 - 3 =$	
$19 - 11 =$	

10

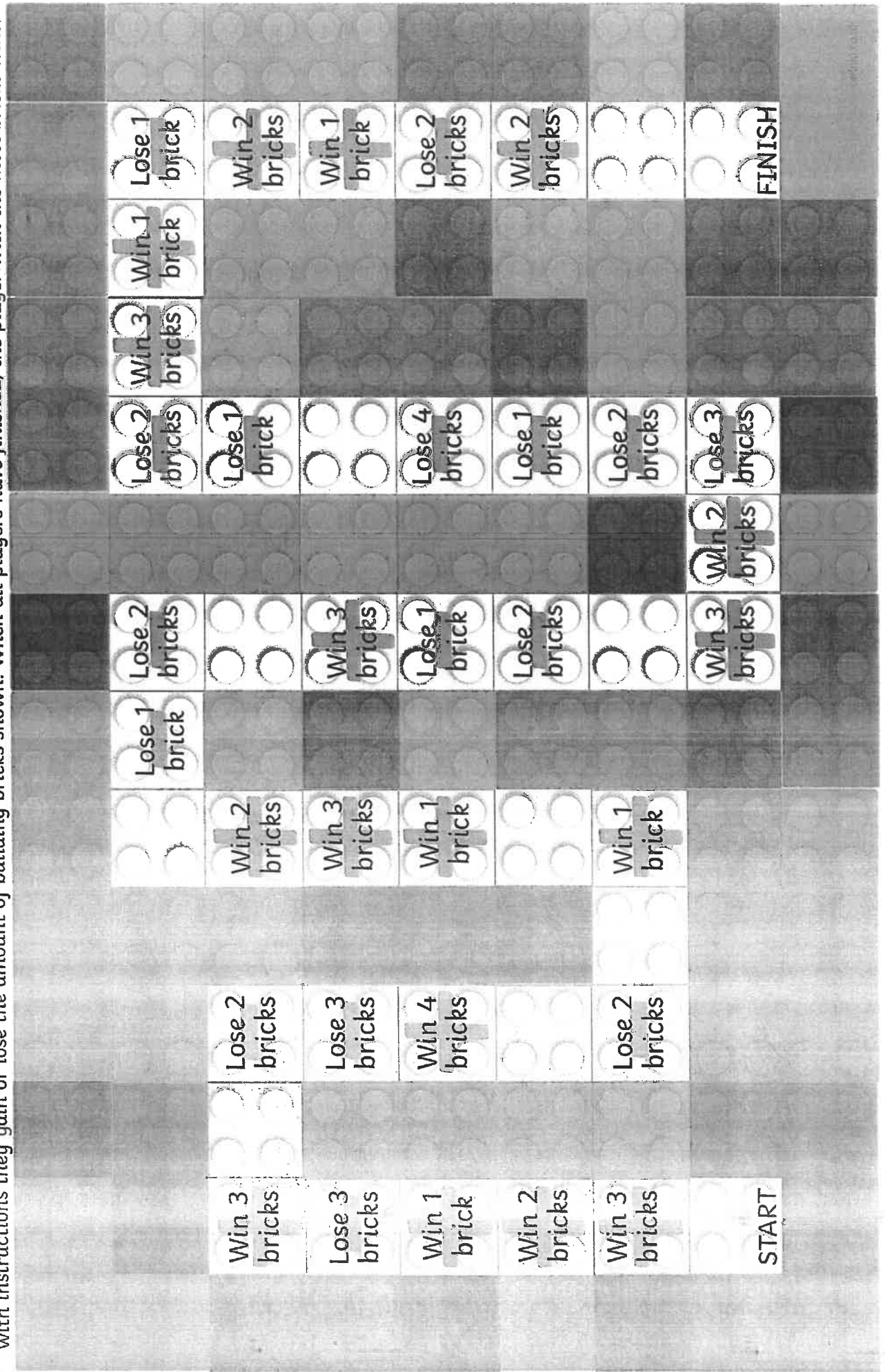
Roll a dice, move the number of spaces shown and read aloud the time shown on the clock. The first player to complete the board wins!



2

Building Brick Addition and Subtraction Board Game

Players start with 5 bricks and take it in turns to a roll a dice and move forward the amount of spaces rolled. When a player lands on a square with instructions they gain or lose the amount of building bricks shown. When all players have finished, the player with the most bricks wins!



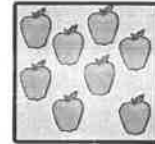
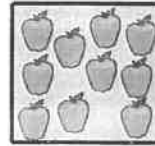
Maths Challenge

Challenge Cards



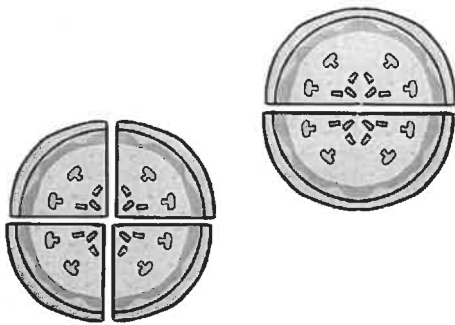
Maths Challenge

1. Which box holds 10 apples?



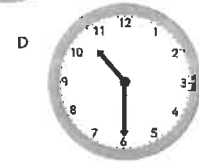
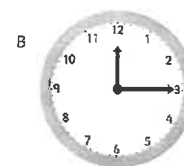
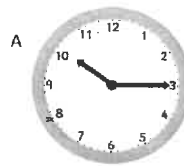
Maths Challenge

2. Which pizza has been cut into quarters?



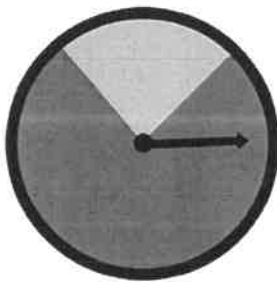
Maths Challenge

3. Which clock shows 10:30?



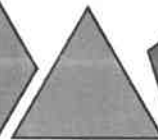
Maths Challenge

4. Is the spinner more likely to land on red or yellow?



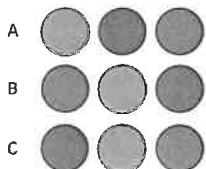
Maths Challenge

5. Which shape is a triangle?



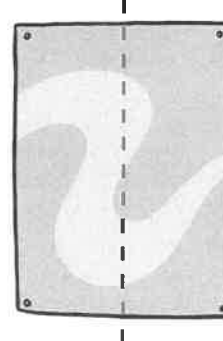
Maths Challenge

6. Look at this pattern:
Which is the correct ending?



Maths Challenge

7. Is the picture symmetrical?



Maths Challenge

8. Can you add these coins together?

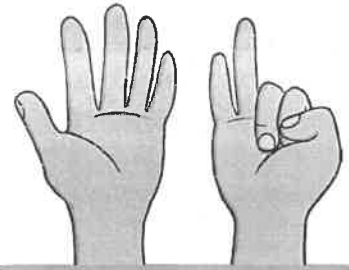
How much is there?



Maths Challenge

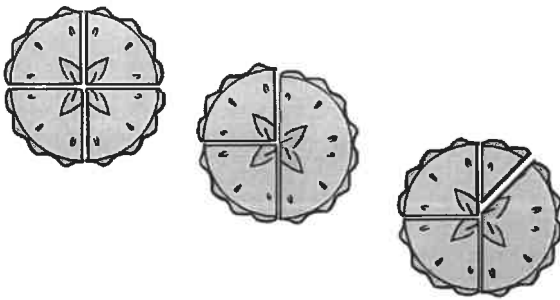
9. How do you write this number using letters: 7

- a) four
- b) nine
- c) six
- d) seven



Maths Challenge

10. Which pie has been cut into equal parts?



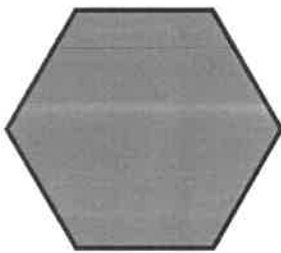
Maths Challenge

11. Put these numbers in order, from least to greatest.



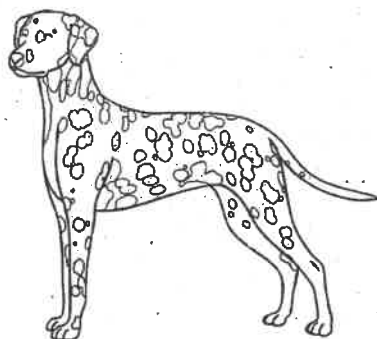
Maths Challenge

12. How many corners does this shape have?



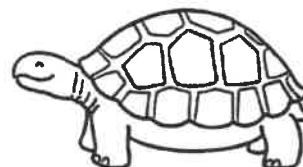
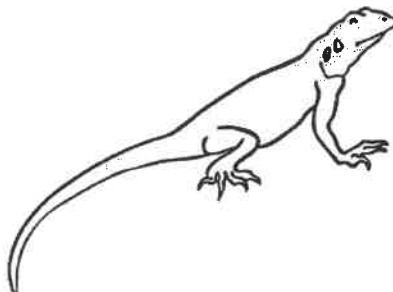
Animal Sorting

These animals are mammals:



Write three things they have in common.

These animals are reptiles:

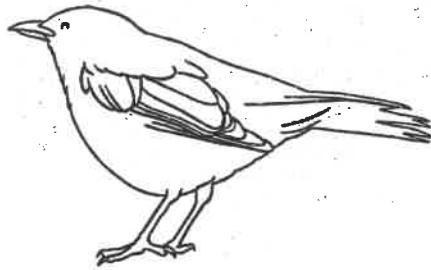
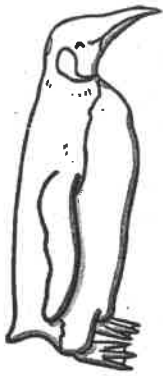


Write three things they have in common.

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).

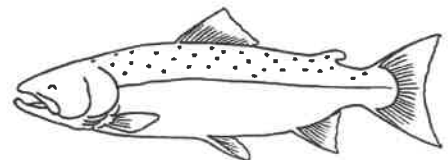
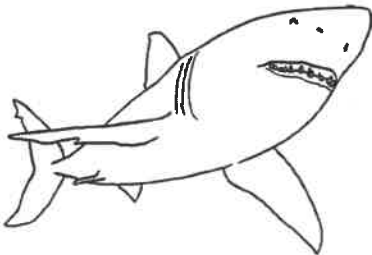
Animal Sorting

These animals are birds:



Write three things they have in common.

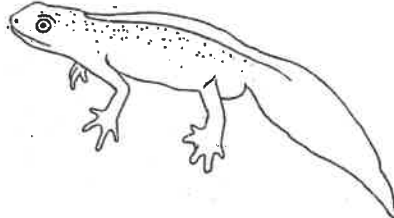
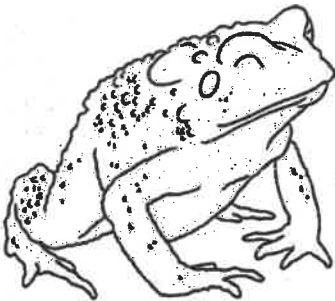
These animals are fish:



Write three things they have in common.

Animal Sorting

These animals are amphibians:



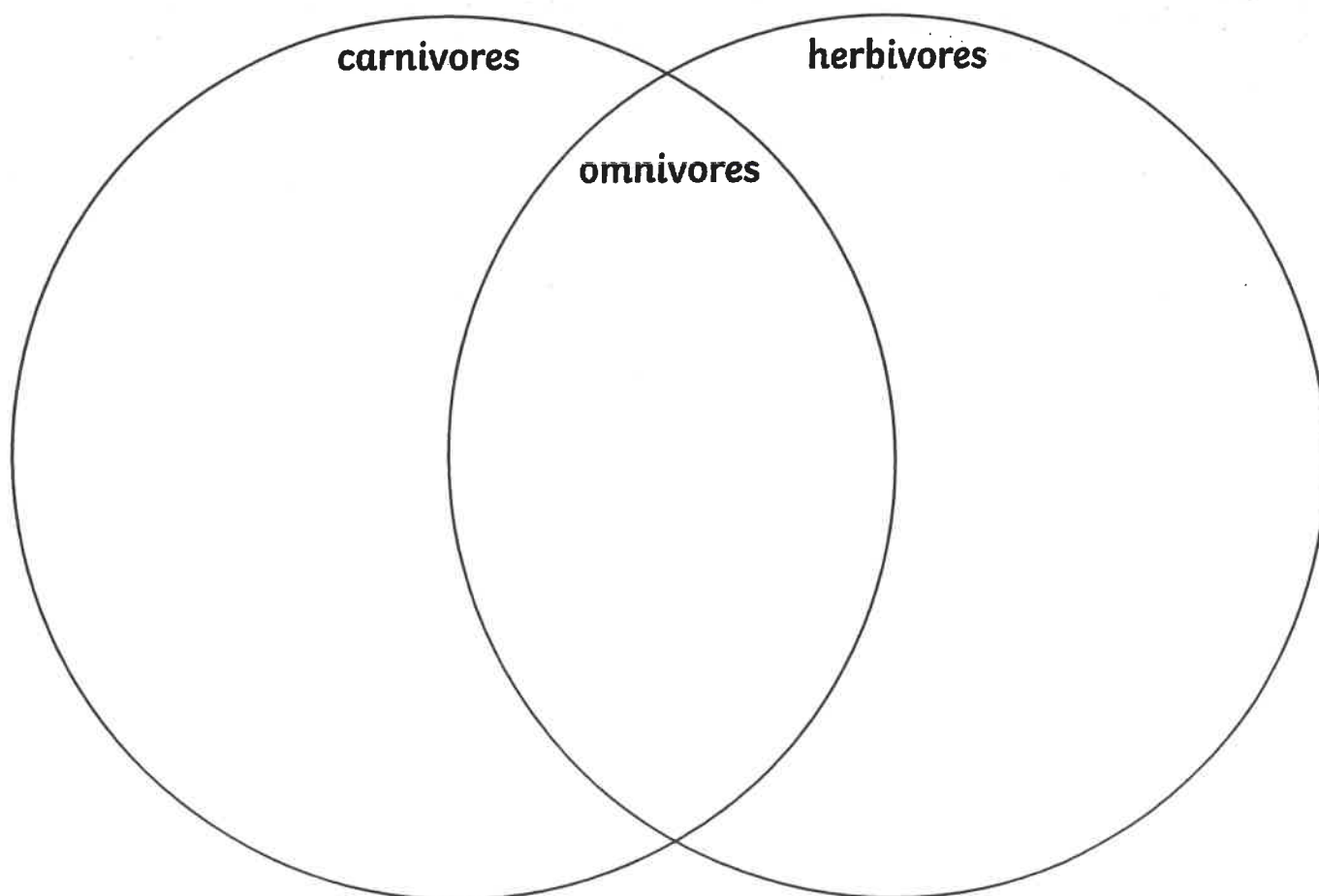
Write three things they have in common.

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?

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.

Animals and Their Bodies

paw

beak

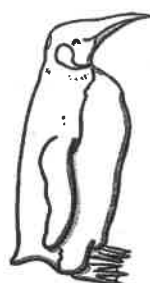
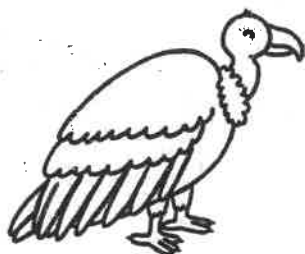
shell

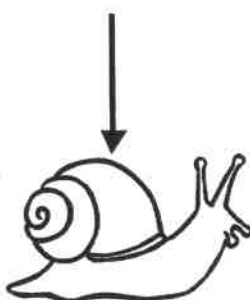
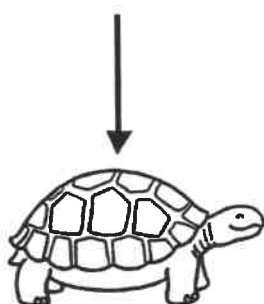
fin

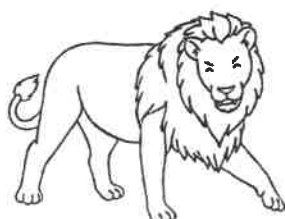
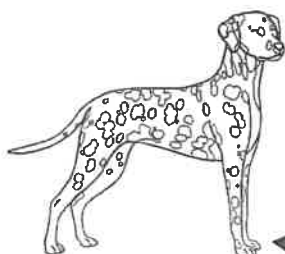
wing

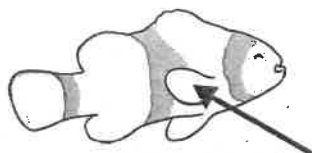
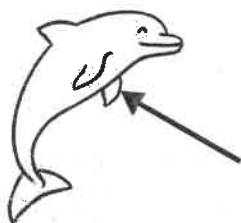
tail

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

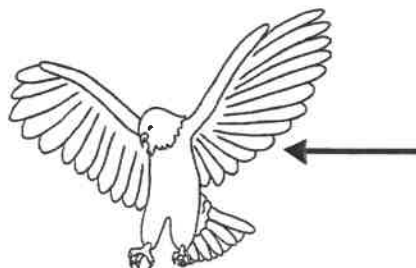
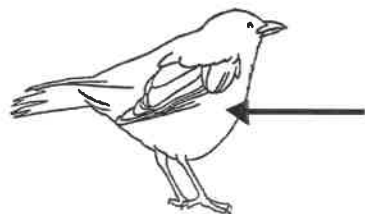
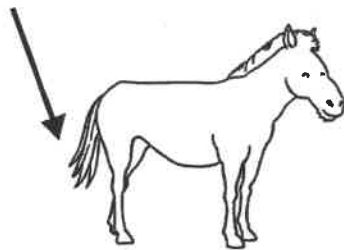
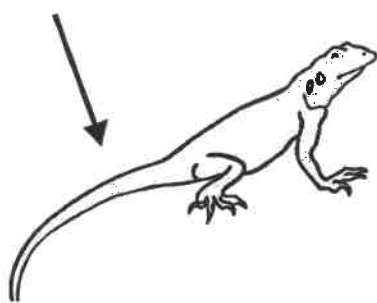
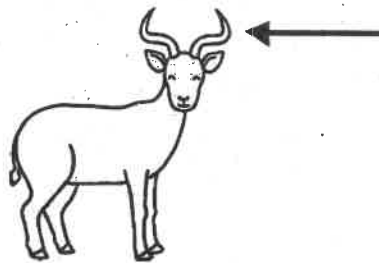
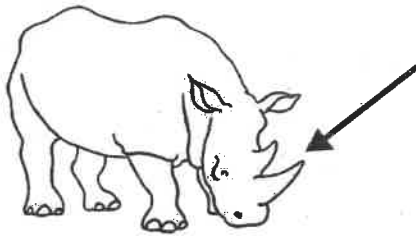
shell

fin

wing

tail




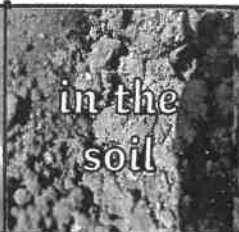













horn



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?

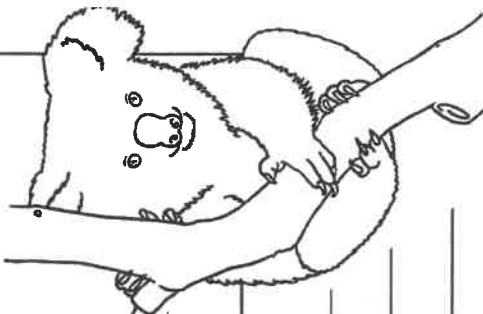
Minibeast Recording Sheet

Complete the table as you find each minibeast.
Put a tick in the box where each minibeast was found.

	 on bark	 on plants	 in the sky	 in the soil	 under rocks
dragon fly 					
snail 					
bee 					
crane fly 					
ant 					
butterfly 					
beetle 					
woodlouse 					
fly 					
worm 					
millipede 					
ladybird 					

Animals in Their Habitats

Write words or draw pictures to show how your chosen animal lives in its habitat.

<div data-bbox="414 1859 462 2128"><p>My animal eats:</p></div> <div data-bbox="558 761 909 1411"><p>My animal:</p></div> <div data-bbox="303 851 351 1321"><p>My animal protects itself by:</p></div> <div data-bbox="430 44 478 380"><p>My animal's habitat:</p></div>	<div data-bbox="1101 828 1165 1366"><p>If my animal's needs are not met:</p></div> <div data-bbox="1212 1321 1260 2128"><p>My _____ lives here because _____</p></div> <div data-bbox="925 0 1410 313"></div>
--	---

Easter Themed Basket Craft

Instructions:

1. Colour in the basket and the handle.
2. Cut out and fold on the dotted lines.
3. Glue the sides together and staple on the handle.
4. Fill your box with Easter goodies.

