

# Year 1 Learning

## Pack 2



Hi Year 1 Home Learners, last week in Phonics we were learning the sound /oe/. Complete one activity a day to help you revise this sound and learn all the spelling it has. Each task should only take you 20 minutes. Good luck!

## Day 1 - Sound sort - /oe/

Sort the words into correct spelling of the sound /oe/.

boat	bowl	Joe	bone
crow	toe	go	most
coat	cold	grow	no
old	phone	know	

oa	o	ow

oe	o_e

## Day 2 - sound sort - /oe/

Find the 5 different spellings (use your work from yesterday) of the sound /oe/ write them in the different columns, then sort the words under the correct spelling.

float	wrote	know	so
cold	goat	toe	stroke
Joe	slow	only	coat
Pole	open	bone	snow



## Day 3 - sound /oe/

Read the story below. As you are reading the story highlight all the words that have a /oe/ spelling in them. After you have found all the words in the story, fill in the table below with the words you have found and the /oe/ spelling they have in them.



### Crow's Note

**Toad** woke up. Frog was knocking at the door. "Let me in! Look at the snow, I'm cold!" he told Toad.

Toad said, "Let's have some toast and a cup of tea. That will warm you up".

The bell rang. It was the postman. "Here's the post," he said, handing Toad a note.

"What is it?" said Frog.

"It's a note from Crow. He wrote to say he slipped in the snow and broke his toe. Let's go and see him.

So, Frog and Toad went to Crow's home to take him a bunch of roses and say hello.

Word	Spelling
Toad	oa

## Day 4 - SPELLING TEST -/oe/

Below is a list of words that we have been learning in our previous activities. They all have the sound /oe/ in them. You will need an adult or older brother or sister to help test you on these words. Get a scrap piece of paper and remember this is a test! Once you have completed your test, record your score at the bottom of the page, then see if you can write a sentence beside each of your words.

coat - My coat is red and warm.

go

grow

toe

phone

float

open

know

wrote

so



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Week 2 – Home learning – Phonics

This week we are learning the sound /er/. Complete one activity from your pack each day.

## Phonics - DAY 1

Read the story below. As you are reading the story, highlight all the words that have the /er/ sound in them. After you have found all the words in the story, fill in the table below with the words with the /er/ sound and their /er/ spelling. An example of this can be seen in the table.

### **Saturday Skater**

Curtis is the third skater on the slope under the cliff. He thinks, "If I can go faster, I can be first."

He makes his feet work and work. His skates whirl. The wheels turn faster and faster. He zips past a girl in a green skirt. He bends his legs low. He hurls past Nasser in his red skater shirt.

Curtis wins. He is first!

He needs to turn and go slower. He slips on the kerb. The world seems to turn. Crash! He hits the dirt with a jerk. Is he hurt?

Curtis gets up. He has a dirty shirt and a big grin. He says just three words, "I was first!"

<b>word</b>	<b>spelling</b>
Saturday	ur

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## PHONICS - DAY 2

Find the 4 different spellings of the sound **/er/** and write them in different columns. Then put the words under the correct spelling.

fern	worm	first	germ	girl	hurt
shirt	turn	twirl	word	her	
verb	world	skirt	work		
	curl		purse		



## Phonics - Day 3

**You will need an adult's help with this.** Below is a list of words that your adult will test you on. Grab a scrap piece of paper to write on.

Remember this is a spelling test! Once you have completed your spelling test, an adult will check your spellings and record your score below.

Words for spelling test:

bird

girl

germ

verb

word

work

curl

turn

Score:

## Phonics - day 4

Read these words below.

dirt - The room was full of dirt.

purse

world

worst

verb

germ

turn

first

Now, put the words into sentences - the first one has been done for you!

# Day 1 - Word problems

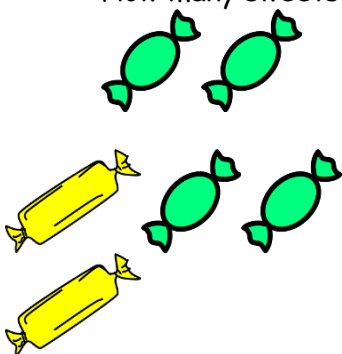
## Starter

Now can you complete the sequence below (counting up in 5's) up to 60;  
5, 10, 15, 20,

Use any objects around the house to help you answer the questions. Remember to write the maths sum underneath the question. The first one has been done for you.

1. There are 4 green sweets.  
There are 3 yellow sweets  
How many sweets are there altogether?

**Answer: 7**



$$4 + 3 = 7$$

2. There are 5 children on the bus.

4 more children get on the bus.  
How many children are now on the bus?



**Answer:**

$$\underline{\quad\quad} + 4 = \underline{\quad\quad}$$

3. Thomas has 2 cats.

The mummy cat has 8 kittens.

How many cats does Thomas have now?

**Answer:**

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

4. Sarah buys 15 pizzas from the shop. Tim buys another 4 pizzas. How many pizzas



do they have altogether?

**Answer:**

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

5. Billy has 9 red lego blocks and Bob has 8 yellow lego blocks.

How many blocks do they have altogether?

**Answer:**

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

## Day 2 - Word problems

### Starter:

Find one more and one less than a number. The first one has been done for you.

One less

One more

15

16

17

3

9

12

### Solving word problems

**In Focus**



How many more cubes do they need to make a stack of 10 cubes?

## Let's Learn

1



There are  
6 cubes now.



$$6 + \square = 10$$

How many more to make 10?



How many more cubes do they need to make 10? \_\_\_\_\_

Use any objects around the house to help you to answer the questions.



Write in the missing numbers.

1.

How many cubes need to be added to make a stack of 9 cubes?

$$5 + \underline{\quad} = 9$$

We need \_\_\_\_\_ more cubes to make a stack of 9



2. How many flowers are needed to make a bunch of 12 roses?

$$\underline{\quad} + 6 = \underline{\quad}$$

We need          flowers to make a bunch of 12

3. A tray can hold 6 eggs. Tim has 3 eggs in his tray. How many more eggs are needed to fill his tray?

$$6 - \underline{\quad} = \underline{\quad}$$

Tim needs          more eggs to fill his tray.

4. It is halloween. Danny needs to make sure his bag is full of chocolate by the end of the night. A full bag holds 20 chocolates. Danny only has 14 chocolates in his bag. How many more chocolates does he need?

Danny needs          more chocolates to fill his bag.

# Challenge

Sam and Simmi have 13 pets altogether. They have 3 dogs, 1 fish, 4 cats and rabbits in



the garden. How many rabbits do they have in the garden?

Can you write a FULL answer for the question above? Use any objects around your house to help you.

They have..

## Day 3 - Word problems

### Starter:

Practice counting up in 10's

Now can you complete the sequence (counting in 10's) to 100 forwards and backwards.

10, 20, 30

100, 90, 80

### Solving word problems

1. Hannah has 5 pencils. Sarah has 2 more pencils than Hannah. How many pencils does Sarah have?





Hannah



Sarah

Sarah has \_\_\_\_\_ pencils altogether.

Miss Verma has 3 bars of chocolate. Miss Grewal has 4 more bars than Miss Verma. How many bars does Miss Grewal have altogether? \_\_\_\_\_

3. Muhammed collects 10 leaves.  
Tom collects 5 fewer leaves than Muhammed collects.  
How many leaves does Tom collect? \_\_\_\_\_



Muhammed



Tom

4. Amira has 12 sweets  
Timmy has 15 sweets  
Who has fewer sweets? \_\_\_\_\_  
How many fewer? \_\_\_\_\_
5. Miss Newall has 18 books on her desk.  
Miss O'Brien has 16 books on her desk.  
Who has more books on their desk? \_\_\_\_\_  
How many more? \_\_\_\_\_

## Challenge

Have a go at working out the questions below. You can use any objects at home or use the numberline to help you.

The first one has been done for you.



1. The difference between 13 and 8 is 5                       $13 - 8 = 5$
2. The difference between 18 and 15 is \_\_\_\_\_

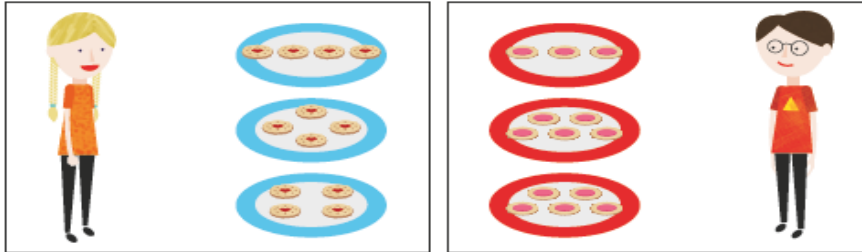
3. The difference between 11 and 3 is \_\_\_\_\_

Week 2 – Maths work

# Making Equal Groups

Lesson  
1

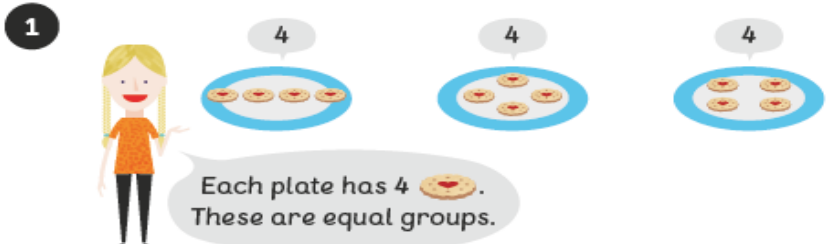
## In Focus



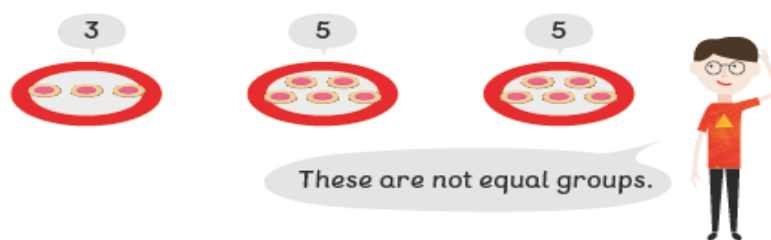
Who made equal groups?

## Let's Learn

1



Each plate has 4. These are equal groups.



These are not equal groups.

Multiplication

Page 36

Jane

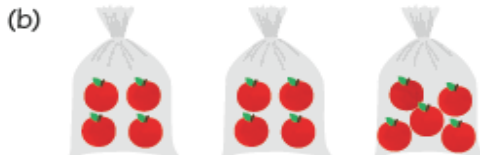
Elliot

Who made equal groups?

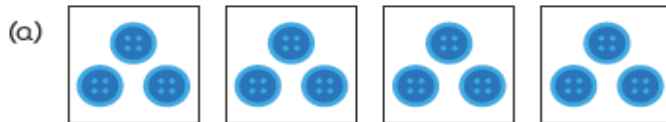
How do you know? Explain your answer.

## Guided Practice

1 Which of these show equal groups?

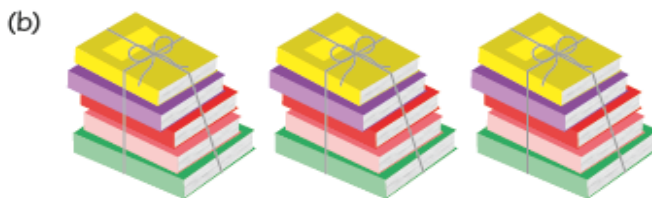


2



 groups

Each group has



 groups

Each group has



Complete Worksheet 1 – Page 37 – 38 

Which of these shows equal groups?

How do you know?


# Adding Equal Groups

## In Focus



 are in equal groups.  
How many  are there altogether?  
How can you tell?




That means every tray has the same number of .

## Let's Learn



There are 4 trays.  
4 trays of 5 = 20  
4 groups of 5 = 20  
4 fives = 20



Each tray has 5 .

5, 10, 15, 20



There are 20  altogether.

How many cans are there altogether?

The cans are in equal group of 5. Did you count in ones or fives?

Count in 2's to 20 and write the numbers below. I have started for you.

2, 4, 6,

Activity  
Time

**Work in pairs.**

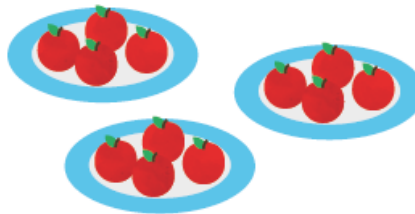
- ① Take 5 plates.  
Put 2 on each plate.
- ② Tell your partner how many there are altogether.
- ③ Take 3 plates.  
Put 6 on each plate.
- ④ Tell your partner how many there are altogether.

What you need:

There are  
5 groups of 2.

**Guided Practice**

1 There are  groups.  
 Each group has  apples.  
 fours =   
 There are  apples.



2  groups of 2 =   
 twos =   
 There are  ribbons altogether.



**Fill in the gaps below.**

There are  groups.

There are  apples in each group.

Fours =  altogether.


There are  apples altogether.

Lesson  
4

# Making Doubles

## In Focus

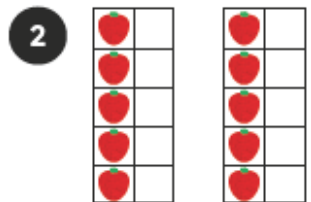


What happens when we double  ?

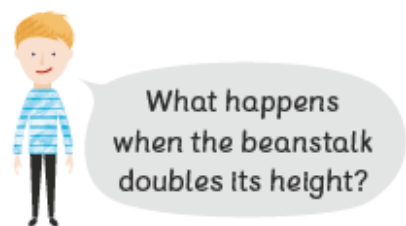
## Let's Learn



$$\text{Double } 2 = 4$$



$$\text{Double } 5 = 10$$



When we double a number, we are adding the same number together.  
For example:

$$\text{Double } 2 = 2 + 2 = 4$$

$$\text{Double } 3 = 3 + 3 = 6$$



Have a go at doubling the numbers below.

Double 4 =

Double 5 =

Double 6 =

Double 7 =

Double 8 =

Double 9 =

Double 10 =

Double 11 =

Double 12 =

# CREATIVE WRITING

**Task 1:** Look at the picture and describe how it looks to an adult.

**Task 2:** Write down a description of this magical box! **Use adjectives and try to include some conjunctions (and, so, but, because).**

**Answer these questions when writing about the box:**

What colour is it?

Where is it from?

What do you think will happen if it is opened?

Do you think there is anything inside?

What do you think is inside?

Word mat:

Golden

jewels

box

small

big

magical



# Wanted poster!

We would like you to write a wanted poster for **Manfred the Baddie!** He is the character a book - Manfred the Baddie.

A **wanted poster** is a poster that is given to everyone and it describes a person they should be careful of, like a criminal.

A wanted poster **describes** how the person looks, why the police want them, what they should do when they see the person, and the reward!

Please remember the writing features - capital letters, full stops, adjectives (describing words), and conjunctions (and, because, so).

I have written an **example** wanted poster for the big bad wolf below. You can write a wanted poster for Manfred on the next page.



Beware of the big bad wolf! He is very dangerous. He has big sharp claws and a long bushy tail. The wolf will use his sharp white teeth to eat you! He has grey fur and big black eyes. The police want to arrest him because he tried to eat the three little pigs. If you see him run away and call the police. He might try to eat you! If you help the police arrest the big bad wolf, you will get a reward of £500. Please stay safe.

## WANTED POSTER

# Manfred the baddie

Word bank:

sharp teeth  
boots

short  
baddie

stripy jumper  
kidnaps  
steals

brown coat  
henchmen

brown  
bald



# Comprehension

This week we would like the children to read the story below and answer questions about it. The children should try to read the story themselves, so please encourage them to use their phonics when they come across an unfamiliar word.

The comprehension comes with 2 layers, but **you only have to answer questions in one layer**. Layer 2 questions are a bit trickier, so if you fancy a challenge skip to layer 2!

The story is nearly 3 pages long, so you could read one page a day. Please encourage children to use their phonics to read unfamiliar words and to read the story again. Reading the story again will help the children understand it better and remember unfamiliar words.

# Formidable Sid

It was Monday morning and Mr Garcia had gathered Willow Class on the carpet for some exciting news. "Next week, we're going to be celebrating Pet Day!" he said with a big smile. "Each of you is allowed to bring in one of your pets from home," he said. "I wonder what special animals we'll get to meet."



As the week went on, the children excitedly told each other all about their pets. "My cat is so fierce," said Sasha, "you'll have to be careful of his really sharp claws!"

"That's nothing," said Violet. "My pet, Sid, is much fiercer than your cat. His claws are as long and sharp as a tiger's!"

"I love my horse," said Damian. "She's so big and strong!"

"That's nothing," said Violet. "My pet, Sid, is much bigger and stronger than your horse. He could crush a car with his paws!"





"My dog is so messy," said Afra. "Her face gets all covered in food when she eats her dinner!"



"That's nothing," said Violet. "My pet, Sid, is much messier than your dog. He looks and smells like he lives in a swamp!"



"Wait until you meet my pet tortoise," said Riley. "He's so greedy, he eats a whole cabbage to himself every day!"

"That's nothing," said Violet. "My pet, Sid, is much greedier than your tortoise. His giant teeth chomp through twenty boulders a day!"

The days passed and as Pet Day started to get closer, the children worried about what terrible creature Violet would bring to school. "I heard Sid is as big as a house!" said Jamal.

"I heard he hides under your bed waiting to eat you for dinner!" said Chloe.

"I heard even Mr Garcia is afraid of him!" said Sarah.

Even the teachers were talking about Sid. "I heard he has eyes that glow in the dark!" said Miss Murphy.





It was finally Pet Day and even though the children couldn't wait to show off their own pets, all any of them could talk about was Violet's mystery monster. "What if he knocks the school down?" said Lee.

"What if he eats all of our lunches?" said Charlie.

"What if he eats all of our teachers?" said Maya.

Mr Garcia called everyone into the classroom.

"Where's Violet?" asked Enzo. "I hope Sid hasn't gobbled her up!"

Just then, Violet stomped proudly into the classroom. Everyone stretched and shifted in their seats to see what kind of creature was following behind her. They waited and suddenly, Peter cried, "I think I can see him!" Violet's mum followed behind, carrying a terrifying... hideous... monstrous... adorable fluffy bunny!





## **LAYER 1**

1. **What day of the week is it at the start of the story? Circle your answers.**

Monday

Tuesday

Wednesday

2. **What special day is Willow Class going to be celebrating?**

Game Day

Pet Day

Friend Day

3. **What does Jama say Sid is as big as?**

a person

a car

a house

4. **What type of animal is Sid?**

a cat

a horse

a bunny

5. **Complete the sentence.**

"What if he eats all of our \_\_\_\_\_".

presents

teachers

parents

## LAYER 2

1. Circle what the name of the class is in the story?

Tulip Class

Willow Class

Oak Class

2. Circle what is the 'exciting news' at the beginning of the story?

Willow Class will be having a disco.

Willow Class will be celebrating Pet Day.

Willow Class will be going to the park.

3. Why does Sasha say you need to be careful of her cat? Circle your answer.

He has really sharp claws.

He bites people.

He runs away a lot.

4. What does Violet say Sid could crush with his paws?

5. What animal does Violet compare Sid to when she talks about his claws?

6. What does Miss Murphy say about Sid?

## Day 1 - Comprehension

### 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 barley 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.

What is green? The grass is green,  
With small flowers between.

What is violet? Clouds are violet  
In the summer twilight.

What is orange? Why, an orange,  
Just an orange!



Please read the following poem either by yourself or with an adult, then answer the questions below. There are two layers of questions, you only have to answer one layer - layer 2 questions are harder, so if you are up for a challenge these are the questions for you!

## Layer 1

1. What colour is the rose? Circle one

green          red          pink

2. The sky was green. True or False

3. Where was the swan sailing? Write your answer below

A swan is white sailing in the \_\_\_\_\_.

4. The flowers are described as '*small*' in the poem. Circle the synonyms (**words that mean the same**) below that we could use instead of small.

tiny          big          tall          little          large          mini

5. Can you write down two rhyming words you found in the poem?

1.

2.

## Layer 2

1. What colour is the pear? Write your answer below

The pear is \_\_\_\_\_.

2. The flowers are between the summer twilight? Circle your answer

True

False

3. What colour is the clouds in the summer twilight?

\_\_\_\_\_

4. What adjectives does the poet use to describe the pear? Write the words below

5. The flowers are described as 'small'. Can you think of two synonyms (**words that mean the same**).

1.

2.

6. What is this poem about? Write your answer below.

# Day 2 - Descriptive Writing

## What Can You See in the Classroom?

Write some sentences about the picture.



Remember you are writing sentences. A sentence needs two of our important Year 1 skills, **capital letters** and a **full stop**.

Try and use a *conjunction* such as; **'and', 'but', 'because', 'so'**.

Have a go at writing 4 sentences to describe what you can see in the picture above. Challenge yourself to include **adjectives**.

The classroom has three **colourful** tables **and** the children are sitting down using them.

# Day 3 - Spelling Practice

Look at the Year 1 Common Exception Words below. Choose 10 spellings that you need to practice. Ask an adult to help test you on these.

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Now you have learnt your 10 spelling words, please write them into full sentences. Don't peek at the list! Underline your spelling word used in the sentence.

For example: I live in my house with my brothers and sisters.

Write your sentences below and once you have completed them, check back at the list to see if you have spelt the words correctly. If not, use the spelling strategies to practice them a bit more.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



