

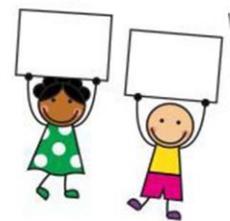
# Home Learning Pack for Year 1

Monday 8<sup>th</sup> February- Friday 12<sup>th</sup> February 2021



**This pack does not need to be printed. Pupils can work through the learning using their own pad/exercise book.  
Pupils can gain extra support by clicking on the links throughout this pack.**

| Time        | Monday  | Tuesday<br>Safer Internet Day    | Wednesday                     | Thursday                       | Friday<br>Screen-Free Friday  |  |
|-------------|---|----------------------------------|-------------------------------|--------------------------------|---|--|
| 8.30-9.00   | Reading, Spellings, Purple Mash   |                                  |                               |                                |   |  |
| 9.00-9.30   | <a href="#">P.E. with Joe</a>   | <a href="#">Cosmic Kids Yoga</a> | <a href="#">P.E. with Joe</a> | <a href="#">Dance with Oti</a> |  |  |
| 9.30-10.30  | Literacy  |                                  |                               |                                |   |  |
|             | <a href="#">Day 1</a>   | <a href="#">Day 2</a>            | <a href="#">Day 3</a>         | <a href="#">Day 4</a>          |   |  |
| 10.30-11.00 | Break / Mindfulness Activity  |                                  |                               |                                |   |  |
| 11.00-12.00 | Maths   |                                  |                               |                                |   |  |
|             | <a href="#">Day 1</a><br>P.E. with Sharon<br>(Microsoft Teams)<br>11.25-12.15 | <a href="#">Day 2</a>            | <a href="#">Day 3</a>         | <a href="#">Day 4</a>          |   |  |
| 12.00-13.00 | Lunch   |                                  |                               |                                |   |  |
| 13.00-14.00 | Discovery Topic   |                                  |                               |                                |   |  |
|             | <a href="#">Day 1</a>   | <a href="#">Day 2</a>            | <a href="#">Day 3</a>         | <a href="#">Day 4</a>          |   |  |
| 14.00-14.30 | Phonics   |                                  |                               |                                |   |  |
|             | <a href="#">Day 1</a>   | <a href="#">Day 2</a>            | <a href="#">Day 3</a>         | <a href="#">Day 4</a>          |   |  |
| 14.30-15.00 | Year 1 Meeting on Microsoft Teams – catch up and story                        |                                  |                               |                                |   |  |
| 15.00-15.15 | Upload your learning to Purple Mash or email it to the Year 1 inbox.          |                                  |                               |                                |   |  |



## This Week's Schedule

These timings are a suggestion only; please do what works best for your family.

The Year One team will be available to answer any questions via email between 9.00 and 9:30 every 'school' day.

Send us an email with your best bits of work per task, we'd love to see it! We will aim to get feedback to you within 24hrs of receiving your work.

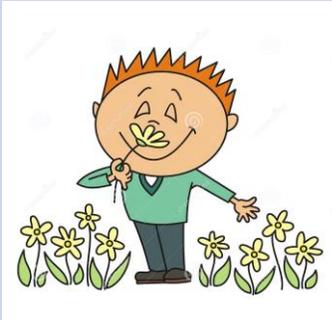
Teachers will be dropping you a call to catch up at various points in the week.

Click each session to take you to the right part of the pack.

Have a great week!

Miss Bennison, Miss Milward, Mrs Winters

# Mindfulness

| Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|---|---|---|---|---|
| <p>Name three good things which happened over the weekend.</p>  <p>Miss Bennison's: watching the England cricket team in India!</p> | <p>Think about your favourite smell. Is it cooking? Soap? Flowers?</p>  <p>Miss Bennison's: lavender!</p> | <p>Follow <a href="#">this link</a> to practice a butterfly body scan.</p>  | <p>Lie down, close your eyes, and listen to your favourite song.</p>  | <p>Go for a walk and count how many animals you can spot!</p>  |

# 8.30 – 9.00

## *Suggested activities to complete during this time*

Don't forget to vary your activities daily so that you make progress on all of the tasks below.

*If you have lost your log in details for any online activities, email your class teacher for a reminder.*



Scroll down for this week's spellings.



Click [here](#) to log into Purple Mash.



Click [here](#) to read a free ebook on Oxford Owls.

Stage: 1

The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'

List: 27

Name:



| Spellings | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
|-----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| how       |                         |                         |                         |                         |                         |
| brown     |                         |                         |                         |                         |                         |
| down      |                         |                         |                         |                         |                         |
| town      |                         |                         |                         |                         |                         |
| frown     |                         |                         |                         |                         |                         |
| own       |                         |                         |                         |                         |                         |
| blow      |                         |                         |                         |                         |                         |
| snow      |                         |                         |                         |                         |                         |
| grow      |                         |                         |                         |                         |                         |
| show      |                         |                         |                         |                         |                         |

|          |  |
|----------|--|
| Stage: 1 | The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.' |
| List: 27 | Name:  |



**Spelling Shed**

| Spellings |
|-----------|
| how       |
| brown     |
| down      |
| town      |
| frown     |
| own       |
| blow      |
| snow      |
| grow      |
| show      |

Find and unscramble your spellings in the grids.

|   |   |   |   |
|---|---|---|---|
| t | w | o | n |
|   |   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| w | n | o | r | b |
|   |   |   |   |   |

|   |   |   |
|---|---|---|
| w | h | o |
|   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| n | w | o | r | f |
|   |   |   |   |   |

|   |   |   |
|---|---|---|
| n | o | w |
|   |   |   |

|   |   |   |   |
|---|---|---|---|
| w | o | s | h |
|   |   |   |   |

|   |   |   |   |
|---|---|---|---|
| l | o | w | b |
|   |   |   |   |

|   |   |   |   |
|---|---|---|---|
| w | g | r | o |
|   |   |   |   |

|   |   |   |   |
|---|---|---|---|
| d | w | o | n |
|   |   |   |   |

|   |   |   |   |
|---|---|---|---|
| w | s | n | o |
|   |   |   |   |



# English Day 1 – Moon Buggies Non-Fiction

The video for this lesson is on [Purple Mash](#).



Hello Year One! This week we will be reading non-fiction. Non-fiction is writing about real life. Have a look at the differences between fiction and non-fiction in the next few slides.

## Fiction vs Non-Fiction

# What's the Difference?

**Fiction** Books contain made up stories.

**Non-Fiction** Books contain true facts and information.





# Features of a Fiction Book

“Fiction” books are filled with made up stories, created from the imagination of the author. They are not real and sometimes they even include talking animals! Fiction books will usually include these features:



- Not real
- Tells a story
- Characters and setting
- Illustrations
- Problem and solution
- Should be read in order

# Examples of Fiction

There are many different kinds of fiction books and texts. These are just some of the different examples:

- Fairy Tales and Nursery Rhymes
- Picture Story Books
- Chapter Books
- Novels



Can you think of any fiction books we've read together recently? Write down your answer or share it with a grown-up.

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# Features of a Non-Fiction Book

“Non-fiction” books are based in fact, they give the reader information and help us to learn more about different things. Non-fiction books will usually contain these features:

**Fun Fact:**  
Did you know that non-fiction books do not need to be read in order?

- Real facts
- Gives information
- Contents page
- Glossary
- Index
- Headings and sub-headings
- Diagrams with labels
- Photographs



# Examples of Non-Fiction

There are so many different kinds of non-fiction books and texts. These are just some of the different examples:

- Dictionary
- History Books
- Animal Nature Books
- General Knowledge and Trivia
- Science Books
- Travel Books
- Art Books
- Biographies and Autobiographies

**Fun Fact:**  
Non-Fiction isn't just for books either. Documentaries are another good example of Non-Fiction.



Can you think of any more examples of non-fiction? TIP: it doesn't have to be a book!

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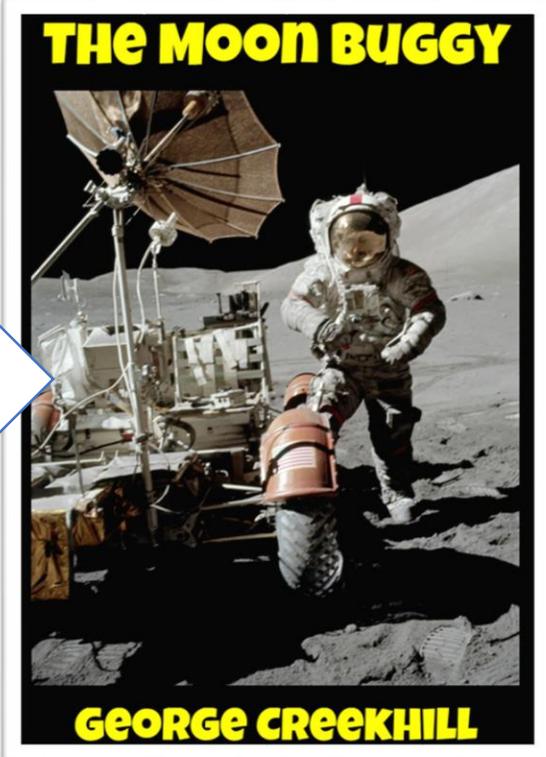
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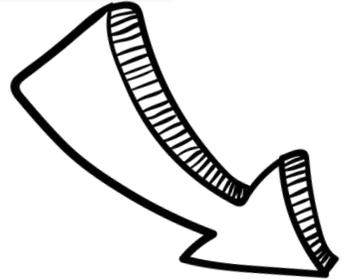
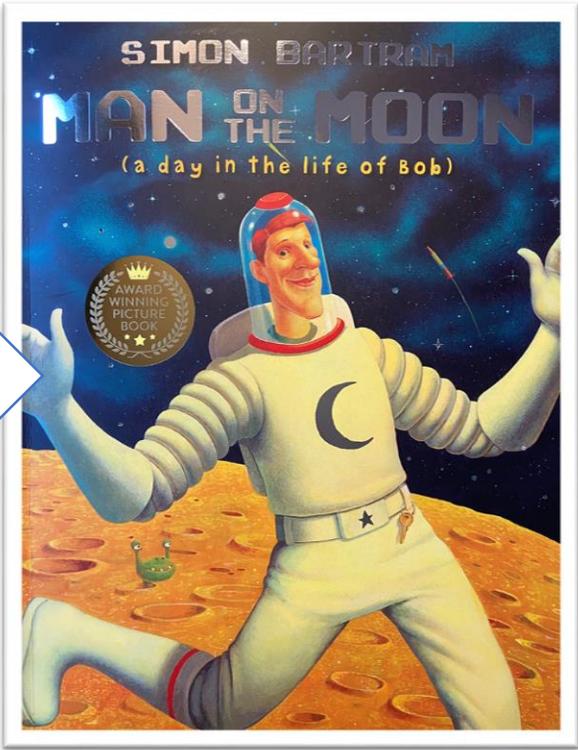
This week our non-fiction book is *The Moon Buggy* by George Creehill. It is full of facts about human beings in space! Have a look at the first page...

Spot the difference!

Non-Fiction



Fiction



Please go to Purple Mash to see pages from the book.



Now read these pages about the Moon Buggies. You will need to keep your thinking hat on because there is lots of information!



Hmm, I wonder if they've noticed anything about the pictures...

Please go to Purple Mash to see pages from the book.



Now it's time to check that you read carefully about the Moon Buggies. Answer the questions below to see how much you learnt!



1. The National Aeronautics Space Administration is better known as \_\_\_\_\_.



2. Where is the Mission Control Center? \_\_\_\_\_



3. What is another name we use for the moon? \_\_\_\_\_



4. Some people call Lunar Roving Vehicles (LRVs) \_\_\_\_\_.



5. True or false? The Moon Buggy has a roof, doors, and windows. \_\_\_\_\_



6. The seats are made like camping chairs because \_\_\_\_\_



\_\_\_\_\_



# Maths Day 1

Order Numbers Within 50

Click [here](#) to watch the video

Flash back,  
can you  
quickly solve  
these?

Can you find these numbers?

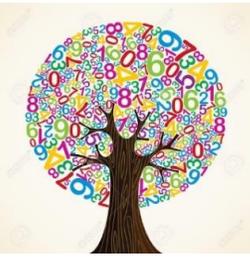
1) fourteen

2) 39

3)  $20 + 2$

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

4) 1 more than 49



Today we're going to be ordering numbers. First we are going to order from smallest to greatest, using a number line to help.

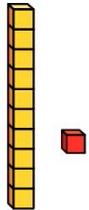
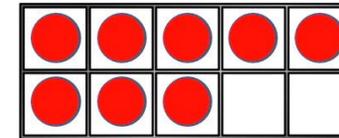
Here are some counters, blocks, numbers, and words all showing different values. Can you match them to the numbers on the number line? Circle the numbers as you match them.

Now write the numbers out from smallest to greatest:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Next we're going to do the same, but ordering from greatest to smallest. Here are some counters, blocks, numbers, and words all showing different values. Can you match them to the numbers on the number line? Circle the numbers as you match them.

Ordering from smallest to greatest

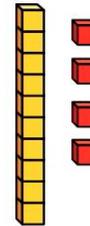
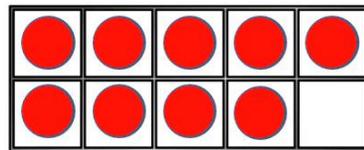


thirteen

16

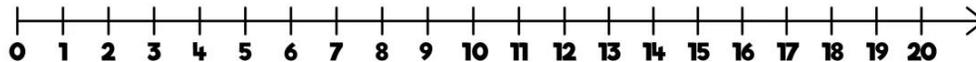


Ordering from greatest to smallest



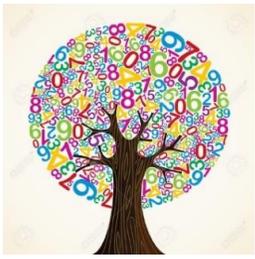
nineteen

17

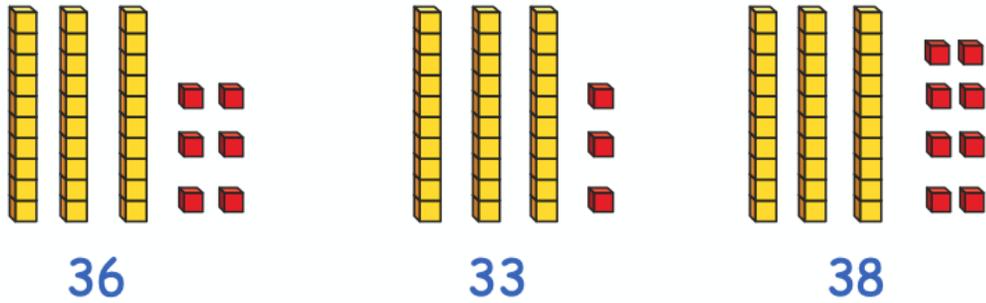


Now write the numbers out from greatest to smallest:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

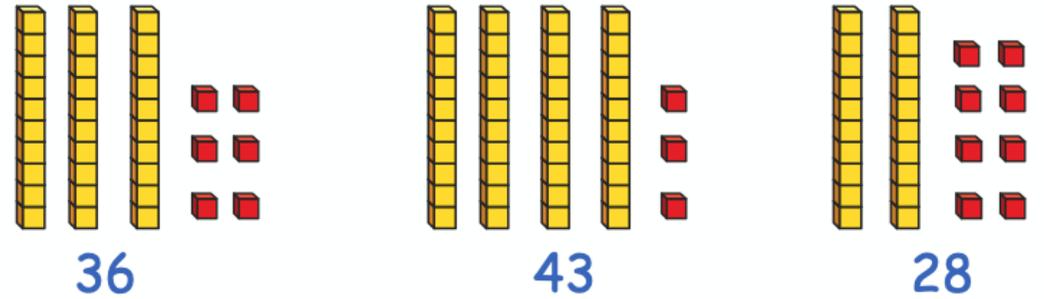


These numbers all have the same number of tens, so we have to look carefully at the ones. Place these numbers from smallest to greatest on the line. Remember, look at the ones column carefully!

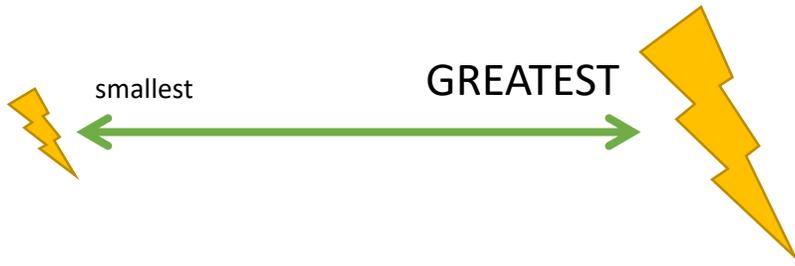
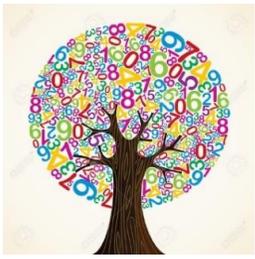


←—————→  
smallest to greatest

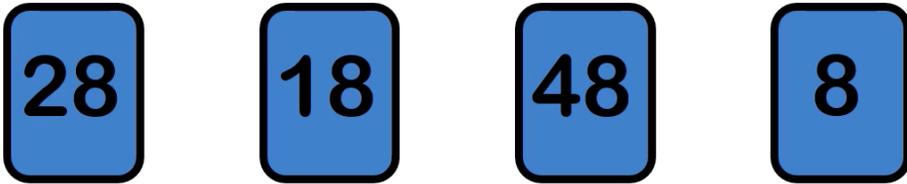
These numbers have different numbers of tens and ones. Think about how to order these from smallest to greatest. Are you looking at the tens or the ones this time? I hope you're looking at the tens, because we can order them just by looking at those.



←—————→  
smallest to greatest

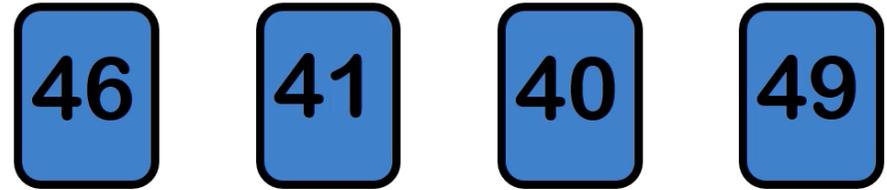


Look at these digit cards. What's the same? What's different? How can you order them from smallest to greatest?

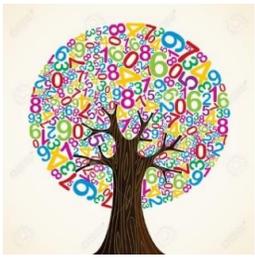


smallest to greatest

Now look at these digit cards. What's the same? What's different? Think about how to order them from greatest to smallest. Did you notice that all of these numbers have four tens? So you need to look carefully at the ones...



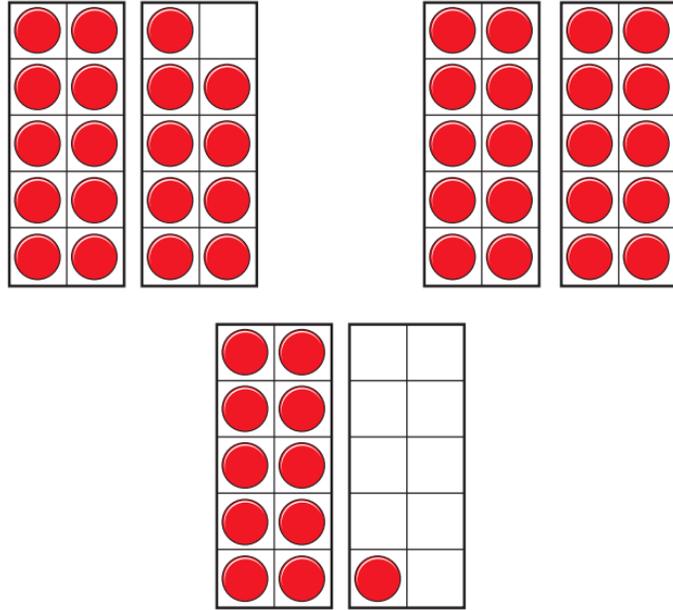
greatest to smallest



Now it's  
your turn!  
Complete  
as many  
questions  
as you  
can.

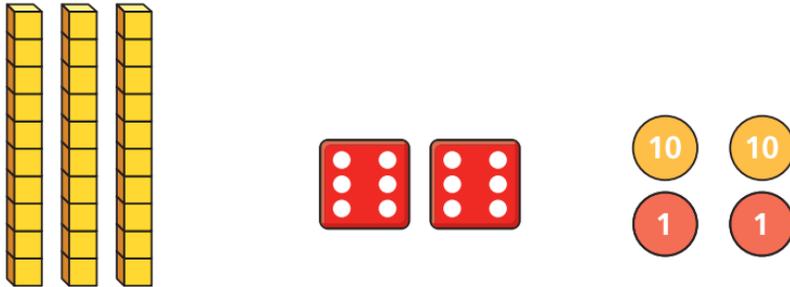


1 a) What are the numbers?

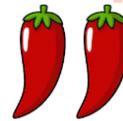


Write the numbers in order.  
Start with the smallest number.

b) What are the numbers?



Write the numbers in order.  
Start with the smallest number.



2 Write the numbers in order.

Start with the smallest number.

a)



b)



3 Write the numbers in order.

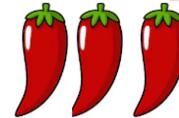
Start with the greatest number.



4 Complete the number sentence.

2 tens and 3 ones <  < forty-one

Is there more than one answer?





# Discovery Topic

## Day 1: Space Music



Hello Year One! It's Miss Bennison here. As you all know, I LOVE music. Today we're going to learn about a piece of music which was inspired by Space!

First, watch [this video](#) of an orchestra performing a piece called 'Mars'.



'Mars' is from a big piece of music called *The Planets*, written by **Gustav Holst** around 100 years ago. The music is written for a **big orchestra** and Holst uses **percussion** (drums, triangles, cymbals) to make it dramatic. There are seven movements (chapters) in *The Planets*, and each describes the character of a different planet. Holst loved space and it inspired him to write this piece.

Listen carefully to the music and think about how it might remind you of space, and the angry red planet called Mars! Then create a piece of art in response to the music. You can make a picture, do a dance, write down some words, or sing! Whatever takes your fancy. I can't wait to see what the music inspires you to do!

**Orchestras** have lots of different **musical instruments** in them! Can you name any of the instruments in this picture? Bonus points if you can remember which one Miss Bennison plays!





OW

Caption: ow, ow, row your boat slow.  
Action: pretend to be rowing a boat.

An alternative spelling for the 'oa' sound is 'ow'. Now add the sound buttons for these 'ow' words. Can you draw pictures for the words too?

|      |      |
|------|------|
| goal | foal |
| goat | boat |



# Phonics

Day 1 – 'ow'

Add the sound buttons for these 'oa' words

|      |      |
|------|------|
| row  | low  |
| slow | glow |

Read these high frequency (fairy) words:

- are
- like
- some
- from
- look



Read these tricky troll words:



- push
- pull
- full



# English Day 2 – Moon Buggies Non-Fiction

The video for this lesson is on Purple Mash.



Welcome back year one! Yesterday we read some non-fiction about moon buggies. Can you remember some differences between fiction and non-fiction? Draw or write them down, or share your ideas with a grown-up.



Non-Fiction

| Fiction   | Non-Fiction |
|-----------|-------------|
| Not real. | Real facts! |



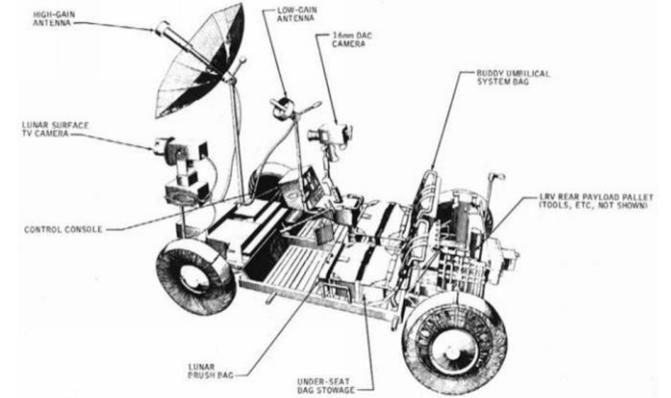
Please go to Purple Mash to see pages from the book.

Read these pages and then watch the video about moon buggies . After that, make some notes of things you've learnt from the non-fiction and the video. Use the template provided on the next slide, or make up your own! I can't wait to see what you find out.

**BONUS FACT:** Moon Buggies were not used on the first mission to the moon, Apollo 11. The missions with a moon buggy were Apollo 15, Apollo 16, and Apollo 17. These missions happened after Apollo 11 (bad luck Neil Armstrong!).



Click [here](#) to watch a silent video of the Apollo 16 Moon Buggy.





|                 |               |           |               |
|-----------------|---------------|-----------|---------------|
| <b>A B C</b>    |               |           | <b>Read</b>   |
| capital letters | finger spaces | full stop | read it again |

### Moon Buggy Notes

Draw a picture of the Moon Buggy in the video.

Write down your favourite fact about the Moon Buggy.

Describe what the Moon Buggy looks like.

Explain why the moon buggy is needed.

List some Moon Buggy words ('antennas')




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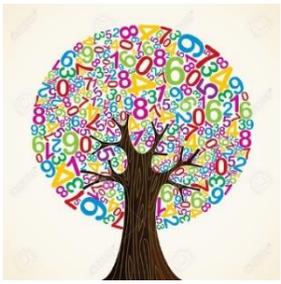


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Don't forget to hand in your work! Well done!



## Maths Day 2

Compare Numbers Within 50

Click [here](#) to watch the video

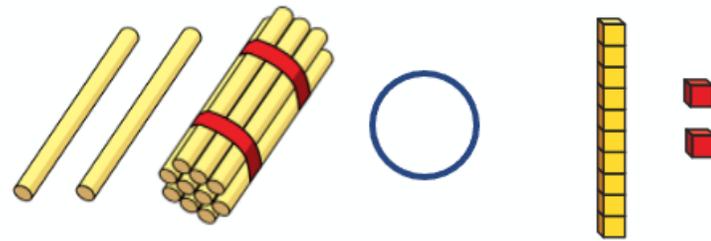
Flash back,  
can you  
quickly solve  
these?

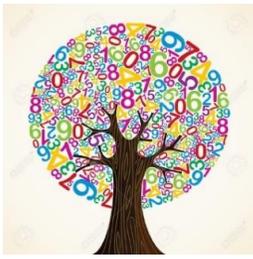
1) 1 ten and 6 ones =

2) 3 tens and 4 ones =

3) 4 tens and 0 ones =

4) What is the correct symbol: + / - / = ?





# What can we use to compare numbers...?

...a 50 chart!  
and the words...

'less than'  
'greater than'  
'equal to'.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

Use the 50 chart to check  
these number facts

33 is **less than** 35  
13 is **greater than** 11  
29 is **greater than** 19  
14 is **less than** 41

Which words should finish  
these number sentences?

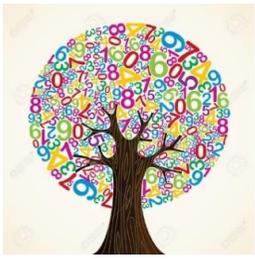
'less than'  
'greater than'  
'equal to'.

twenty-two is \_\_\_\_\_ 32

13 is \_\_\_\_\_ thirteen

3 tens and 4 ones is \_\_\_\_\_ 4 tens and 3 ones

41 is \_\_\_\_\_ 14



These crocodiles are very hungry!  
Remember, the crocodile's mouth  
always opens towards the greatest  
number, because it's a greedy  
crocodile!

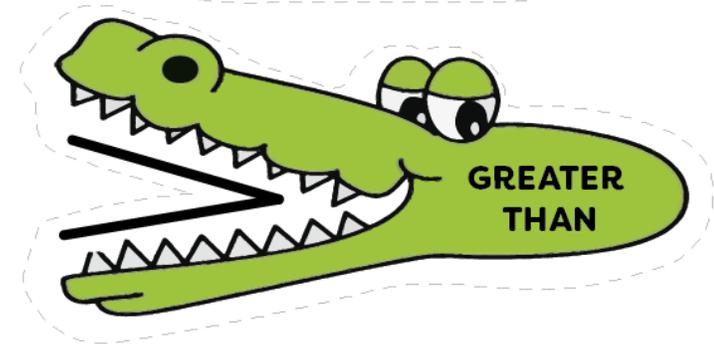
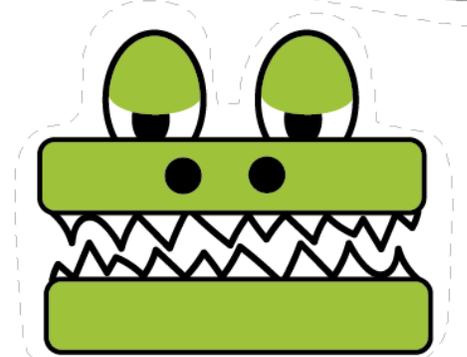
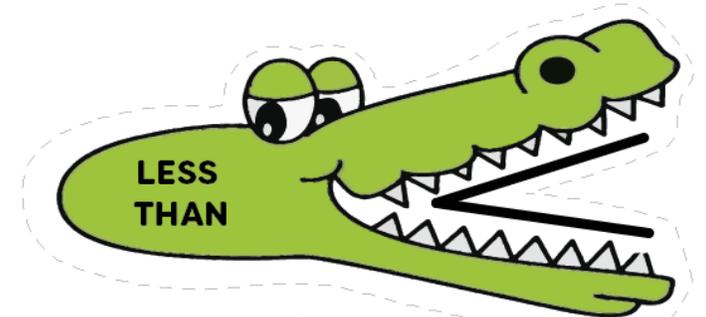
Read these number sentences aloud using the words 'less than', 'greater than', or 'equal to'.

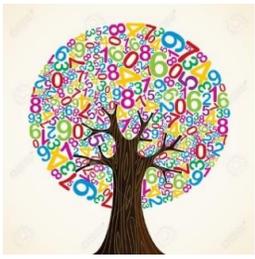
twenty is  $<$  23

50 is  $>$  48

19 is  $>$  17

twenty-nine is  $=$  29

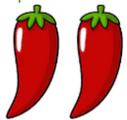




**1** Tick the number sentences that are true.  
Use cubes or counters to help you.

- a) 12 is more than 13
- b) 33 is less than 41
- c) 2 tens and 8 ones is equal to twenty-eight
- d)  $40 + 8$  is more than  $30 + 9$
- e) Thirty-one is less than 3 tens

Now it's your turn!  
Complete as many questions as you can.



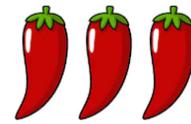
**2** Write the missing phrase.

greater than

less than

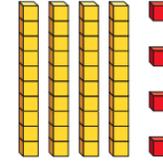
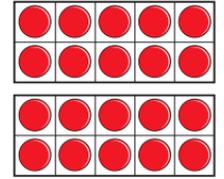
equal to

- a) 22 is \_\_\_\_\_ 29
- b) 41 is \_\_\_\_\_ 4 tens
- c) Forty-six is \_\_\_\_\_  $40 + 3$
- d)  $40 + 8$  is \_\_\_\_\_ one more than 47

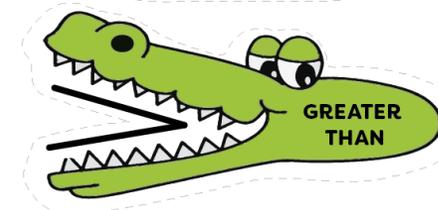
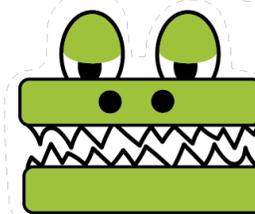


**3** Write  $<$ ,  $>$  or  $=$  in each circle.

24



3 tens and 14 ones





Look closely at these words.

Which ones mean 'true' and which ones mean 'false'?

- |                  |                      |                |
|------------------|----------------------|----------------|
| <b>True</b>      | <b>Correct</b>       | <b>False</b>   |
| <b>Wrong</b>     | <b>Untrustworthy</b> | <b>Real</b>    |
| <b>Fiction</b>   | <b>Untrue</b>        | <b>Pretend</b> |
| <b>Imaginary</b> | <b>Make-believe</b>  | <b>Fake</b>    |
| <b>Incorrect</b> | <b>Unreal</b>        | <b>Right</b>   |
| <b>Genuine</b>   | <b>Trustworthy</b>   | <b>Fact</b>    |

Remember: not everything on the internet is true! Look at the owl facts below. With your grownup, use the internet to check which of these facts are true and which are false.

Just like when you see something online which makes you feel upset, angry, or confused, who should you talk to if you see something that you think is not true online? Write their name on the line.

### All About Owls

🏠
📌



👥
🌐
🏆
✉️
↩️
➡️

-  Owls hunt at night
-  Owls are afraid of rabbits
-  Owls cannot blink
-  The Carnival Owl has green feathers



Did you know?

-  Owls sleep in trees
-  Owls have two eyes
-  Owls cannot fly until they are 2 years old
-  Owls have four toes on each foot

HINT: you should always talk to your safe grownup if you see something you're unsure of on the internet.



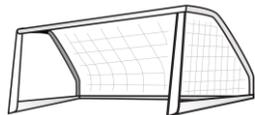
Caption: ow, ow, row your boat slow.

Action: pretend to be rowing a boat.

Now fill in the blanks for these words. Use the picture clues to help you!

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <p>tow</p> <p>LI02416 - ow</p>    | <p>show</p> <p>LI02416 - ow</p> |
| <p>window</p> <p>LI02416 - ow</p> | <p>snow</p> <p>LI02416 - ow</p> |

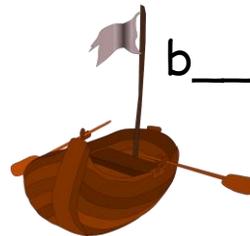
g \_\_\_\_\_



gl \_\_\_\_\_



fl \_\_\_\_\_



b \_\_\_\_\_ t

cr \_\_\_\_\_



bel \_\_\_\_\_



# Phonics

Day 2 – 'ow'

Add the sound buttons for these 'ow' words

Read these high frequency (fairy) words:

- down
- just
- came
- house
- could



Read these tricky troll words:

- today
- there
- where





# English Day 3 – Moon Buggies Non-Fiction

The video for this lesson is on Purple Mash.



Hello! Today we are looking at another piece of non-fiction. Fact files give us lots of information very quickly, so they are useful when we're trying to find things out.

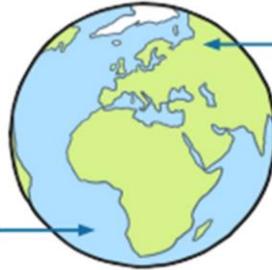


## Shooting for the Stars

### Our Planet

We live on planet Earth. Our planet is covered in land and water

In the water, there are lots of amazing fish and sea creatures.



On land, we build houses, grow plants and take care of animals.

### Our Solar System

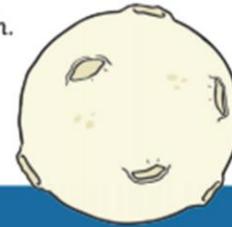
The Sun is at the middle of our solar system. There are 8 planets in our solar system that all move around the Sun.

The planet closest to the Sun is Mercury. The planet furthest away from the Sun is Neptune.



### The Moon

The Moon travels around the Earth. Astronauts travelled to the Moon in a rocket to see what they could find.



### Did You know?

The first astronaut to land on the Moon was Neil Armstrong in 1969.

This fact file is about the solar system. See how quickly you can find the answers to these questions:

- How many planets are there in our solar system?
- 

- What is the name of the planet closest to the sun?
- 

- What does the moon do?
- 

Spot the mistake! One sentence in the fact file is missing a full stop. Can you find it?



Title

Facts

Sections

Labelled pictures

Section headings

These are all the features of a good fact file. How do you think they help us find information quickly?

Short sentences

Well done if you spotted the mistake. 🤯  
The second sentence is missing a full stop!

Photos

# Shooting for the Stars

**Our Planet**  
We live on planet Earth. Our planet is covered in land and water

In the water, there are lots of amazing fish and sea creatures.



On land, we build houses, grow plants and take care of animals.

**Our Solar System**  
The Sun is at the middle of our solar system. There are 8 planets in our solar system that all move around the Sun.  
The planet closest to the Sun is Mercury. The planet furthest away from the Sun is Neptune.



**The Moon**  
The Moon travels around the Earth. Astronauts travelled to the Moon in a rocket to see what they could find.



**Did You know?**  
The first astronaut to land on the Moon was Neil Armstrong in 1969.

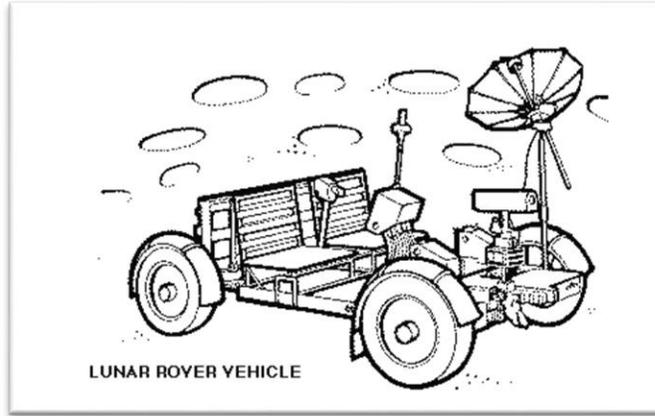




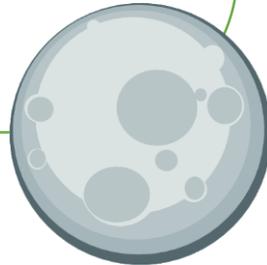
Now it's your turn! For the rest of this week you will be working on your own fact file about Moon Buggies. Today you need to plan your fact file.

Your plan should include:

- Your title
- Your headings
- A place for your photo
- A place for your labelled picture



I have put together a fact file about my car (Ruby) to help show you what to do. But don't forget, **your fact file needs to be about Moon Buggies!** You can use the information from Day 1 and Day 2 to help you.



## My Car - Ruby

Places we've been

Photo here



Name: \_\_\_\_\_

Colour: \_\_\_\_\_

Make: \_\_\_\_\_

Labelled picture here





## Maths Day 3

Counting in 2s

Click [here](#) to watch the video

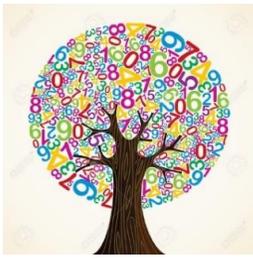
Flash back,  
can you  
quickly solve  
these?

1) What is missing? 1, 2, 3, \_\_, 5, 6, 7, \_\_

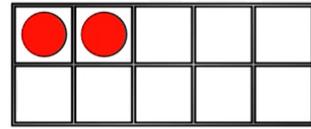
2) How do spell 2?

3) What is missing? 10, 11, \_\_, 13, \_\_

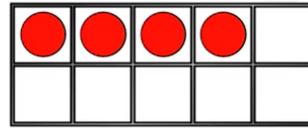
4) You have only 1 nose and 1 mouth.  
What do you have 2 of?



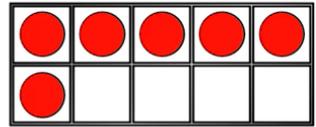
0



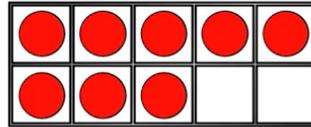
2



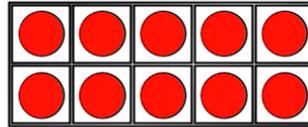
4



6

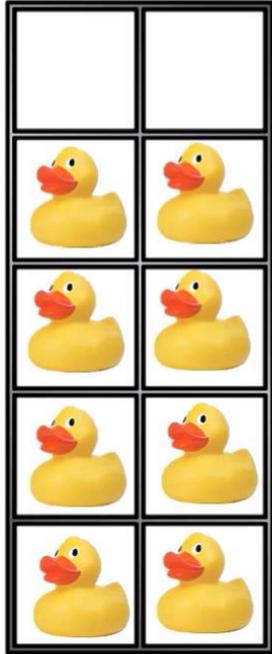


8



10

How many ducks?

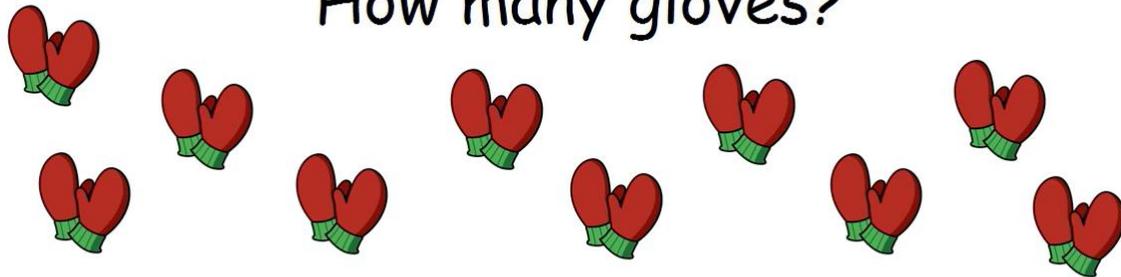


Now I can count by  
2s!  
2, 4, 6, 8



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

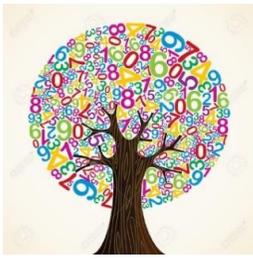
How many gloves?



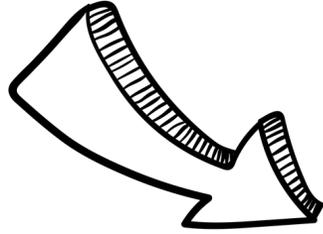
There are 20 gloves.

We can use ten frames to help us count up in twos. Look at the examples and try them out!

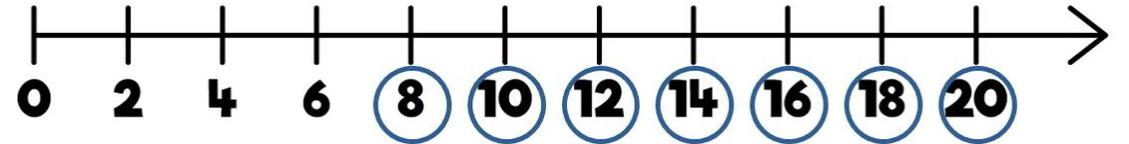
It's much faster to count in 2s than it is to count in 1s...



We can even **count on** when we are counting in twos!  
For example, we already have 8 eyes.  
Can you follow the counting from 8?

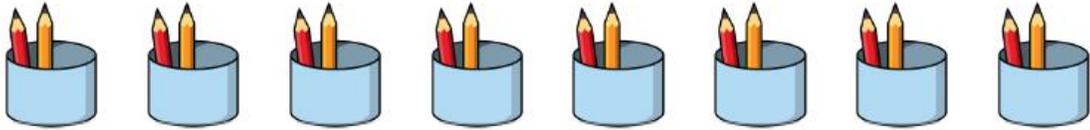


Can you count in 2s starting at 8?

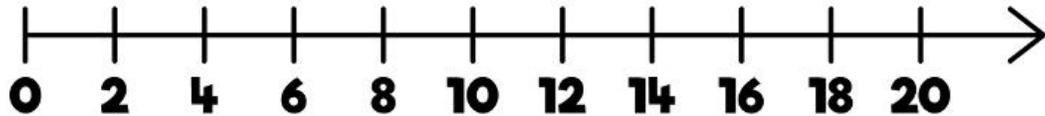


There are 20 eyes!

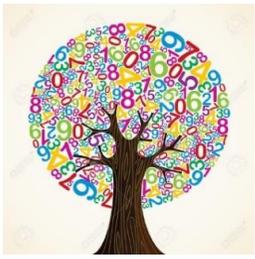
How many pencils?



How many cans of pop?



Practice your  
counting in  
twos!

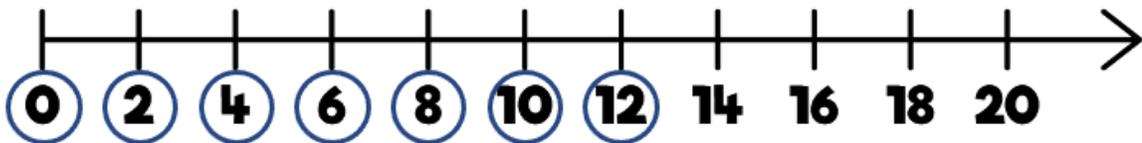


Can you complete these two challenges?

Let's count backwards in 2s!



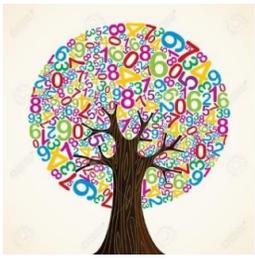
There were 12 boxes of juice.  
After playtime the children were thirsty.



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

What is missing?

|    |    |    |   |    |    |    |   |
|----|----|----|---|----|----|----|---|
| 36 | 38 | 40 | ? | 44 | 46 | 48 | ? |
|----|----|----|---|----|----|----|---|



Now it's  
your turn!  
Complete  
as many  
questions  
as you  
can.

1 What are the numbers?



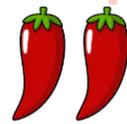
a)

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   |   | ● | ● |
|   |   |   |   | ● | ● | ● |
|   |   | ● | ● | ● | ● | ● |
|   | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |

b)

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   |   | ● | ● |
|   |   |   |   | ● | ● | ● |
|   |   | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● | ● |

2 How many flowers are there?

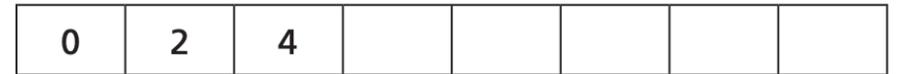


3 Circle 14 socks.



4 Fill in the missing numbers.

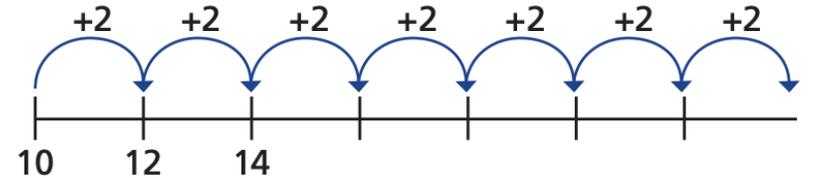
a)



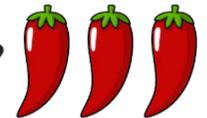
b)



c)



5 How far can you count up in 2s?



Work with a partner.

Can you count up to 50 together?

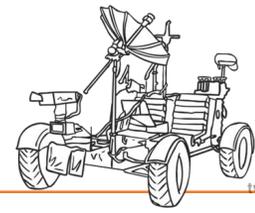
Now try counting down in 2s from 50



# Discovery Topic Day 3

Make your own Moon Buggy!

Today you need to gather your materials and plan your Moon Buggy. I've included some pictures of different moon buggy models to inspire you. Have a think about what yours will look like, how to build it, and what you will need.



Hello! Over the next three days we will be planning and building our very own Moon Buggies! Well done for remembering to look after your bottle tops and empty toilet rolls for this activity.

## What I need:

- Scissors
- Glue
- Sticky tape

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---

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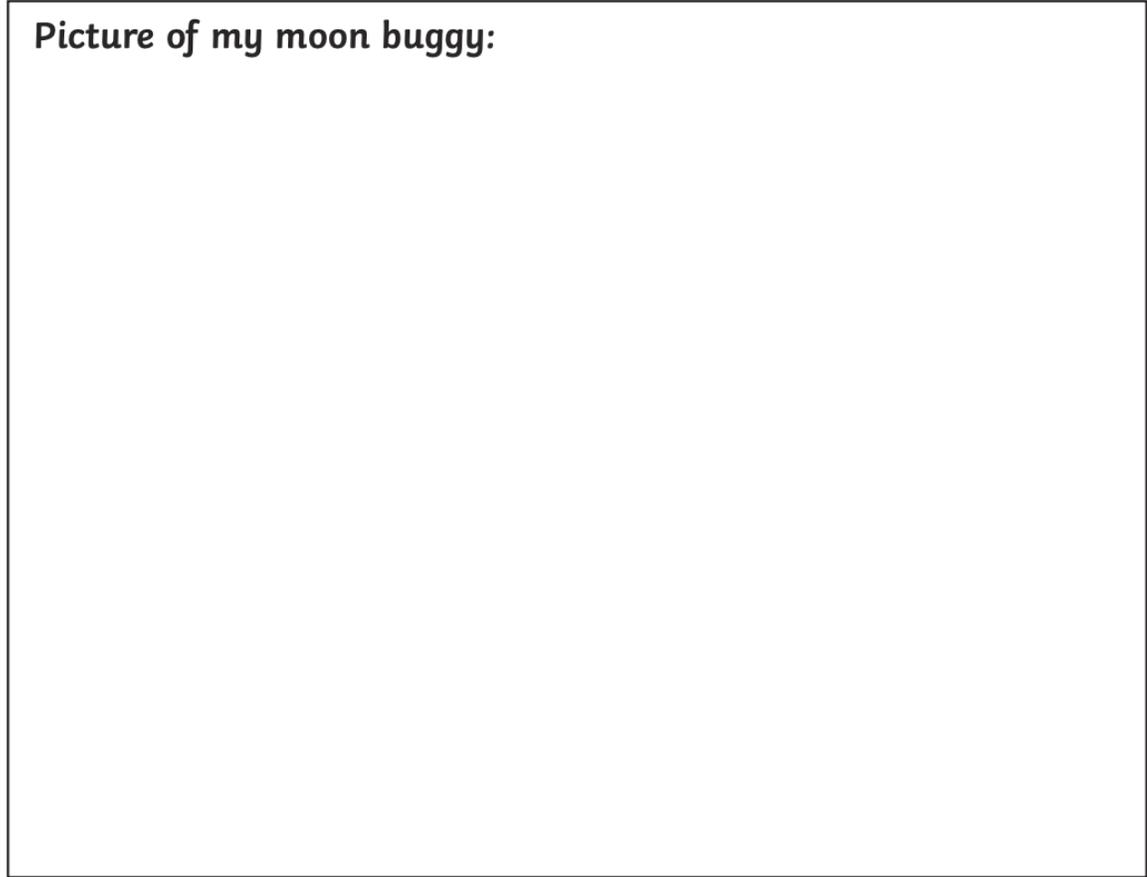
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## Picture of my moon buggy:



# i-e/ie



This sound has two captions and actions!

Caption: i-e i-e, yikes, ride my bike!

Action: pretend to hold handle bars on a wobbling bike.

Caption: igh, igh, tighten my tie.

Action: pretend to adjust a tie.

These words all use the same sound, but they are spelt differently. Underline the 'igh', 'i\_e', and 'ie' sounds. How many can you spot?

light

fight

sight

prize

bike

polite

pie

lie

cried

# Phonics

Day 3 – 'i\_e / ie'

igh



Now underline all the 'igh', 'i\_e', and 'ie' sounds in this sentence:

'Tighten my tie! I need to ride my bike!'

Watch [this video](#) to help you practice reading these spellings:



Read these high frequency (fairy) words:

- his
- like
- down
- get
- they



Read these tricky troll words:

- no
- you
- my





# English Day 4 – Moon Buggies Non-Fiction

The video for this lesson is on [Purple Mash](#).

Hello Year One! Today you are continuing with your fact file. Now that you've got your title, headings, and space for a photo and a labelled picture, you need to fill in the facts!



I've added some facts about Ruby to my fact file to show you what to do.

Who can remember what happened to Ruby just before Christmas? Tell me next time I see you!

Here is another page from our non-fiction book about Moon Buggies. Go to the next slide to see a few more!

Please go to [Purple Mash](#) to see pages from the book.

## My Car - Ruby

### Places we've been

We drove to Scotland in Summer 2020 to see my family.  
We drove to Oxford.  
We drive to work every day.

### Photo



Name: Ruby  
Colour: Cherry Red  
Make: Ford

### Labelled picture here





Here are two more pages from the non-fiction book (*The Moon Buggy*) to help you. How much of this information can you include in your fact file?

**Please go to Purple  
Mash to see pages  
from the book.**



All that's left now is for you to make it neat!  
Here are some suggestions.

- Check for capital letters, finger spaces, and full stops.
- Re-write any words which look scruffy.
- Underline your headings.
- Try making your title more exciting – why not give bubble writing a go?
- Add some colour!
- Put in a fun fact!

I can't wait to see the end results!



## MY CAR - RUBY

### Places we've been

We drove to Scotland in Summer 2020 to see my family.

We drove to Oxford.

We drive to work every day.

### Did you know?

Ruby was born in 2009!

### Photo



Can you spot how I've made my fact file neat?

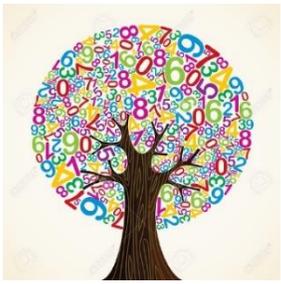
Name: Ruby

Colour: Cherry Red

Make: Ford

### Labelled picture





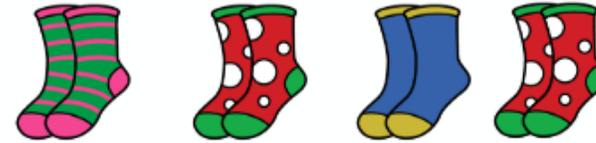
# Maths Day 4

Count in 5s

Click [here](#) to watch the video

Flash back,  
can you  
quickly solve  
these?

1) How many socks?

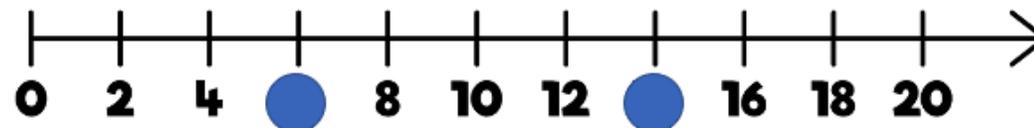


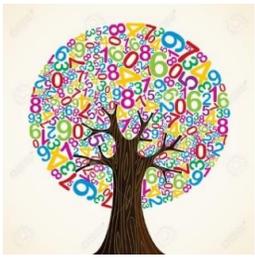
2) How many?



3) What is missing? 12, 10, 8, \_\_\_\_\_

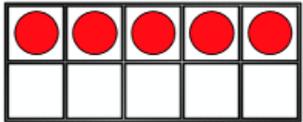
4) What is missing?



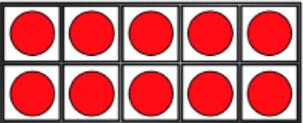


It is faster to count in 5s than to count in 1s or 2s! We can use ten frames to help us.

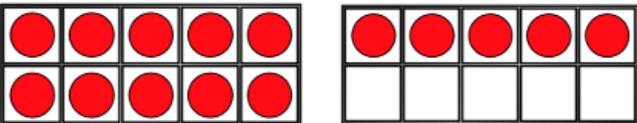
How many counters?



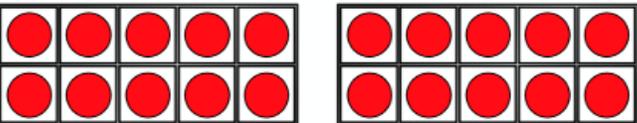
5



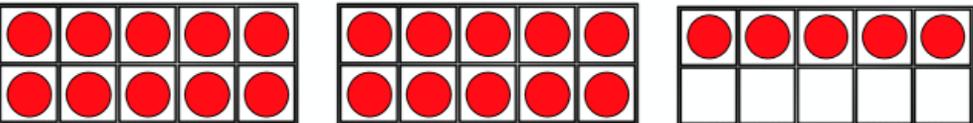
10



15



20

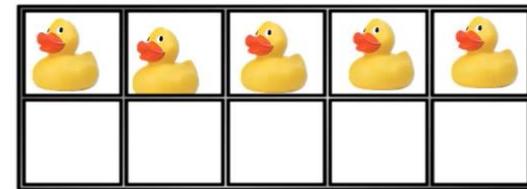
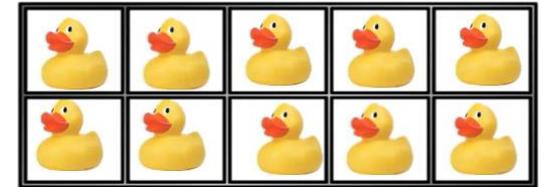
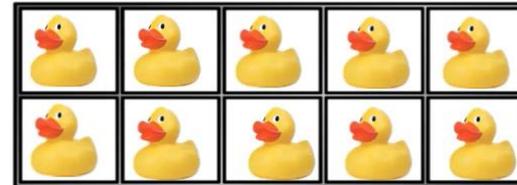


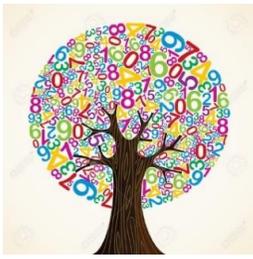
25

I am going to count  
by 5s!  
5, 10, 15, 20, 25



How many ducks?





Look at these examples. We can use counting in 5s to work out big numbers! And we can count on in 5s, too. Practice your counting in fives!



Have a think



|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

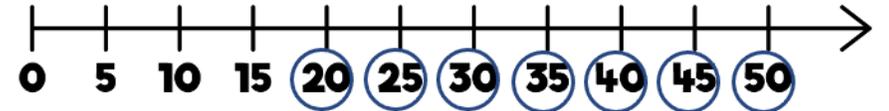


There are 5 pears in each bag.

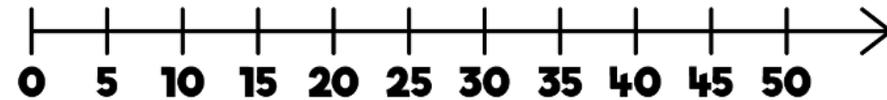
There are 9 bags.

There are  pears.

Can you count on in 5s,  
starting at 20?

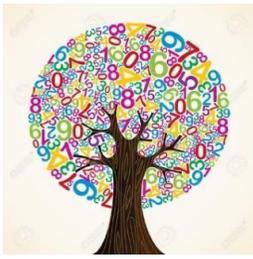


How many pencils?



How many chocolates?





Practice your counting in 5s! Can you backwards too?

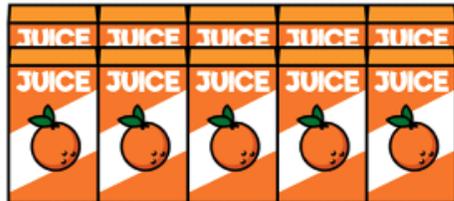
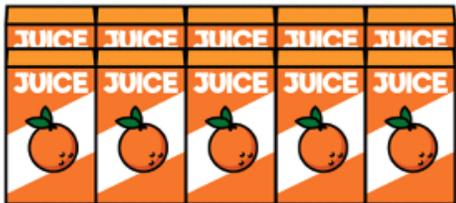
How many juice boxes did the children drink?

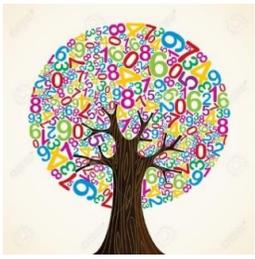
|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 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 |

What numbers are missing?

|    |    |  |    |    |    |    |  |
|----|----|--|----|----|----|----|--|
| 15 | 20 |  | 30 | 35 | 40 | 45 |  |
|----|----|--|----|----|----|----|--|

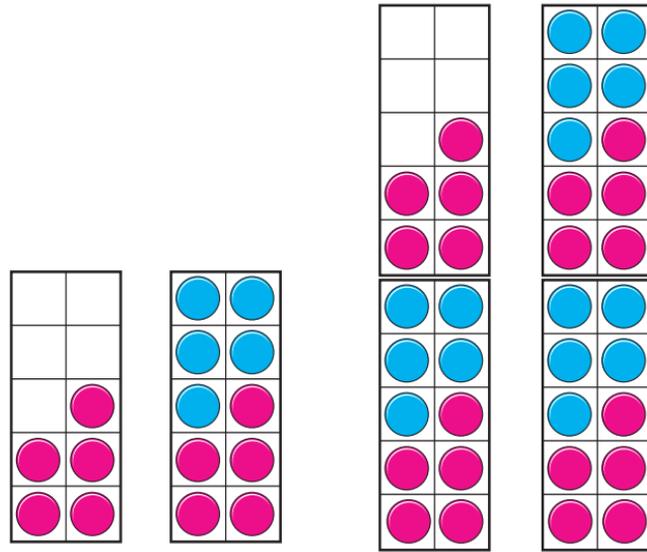




Now it's  
your turn!  
Complete  
as many  
questions  
as you  
can.



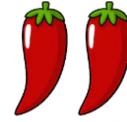
1 What are the numbers?



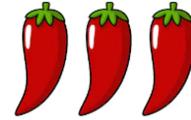
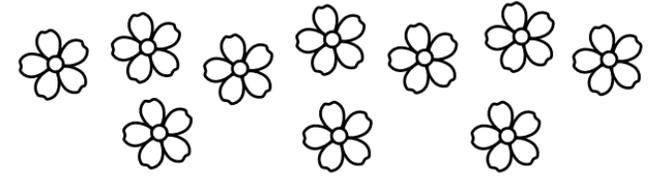
2 How many spots are there in total?



There are  spots in total.



3 Colour 35 petals.



4 Fill in the missing numbers.

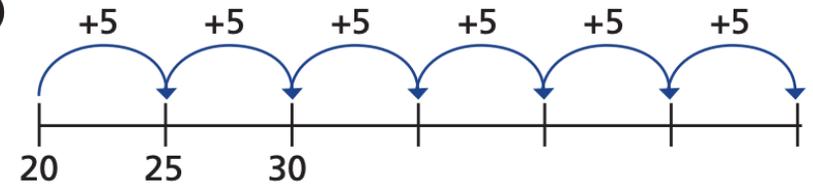
a)



b)



c)



5

Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

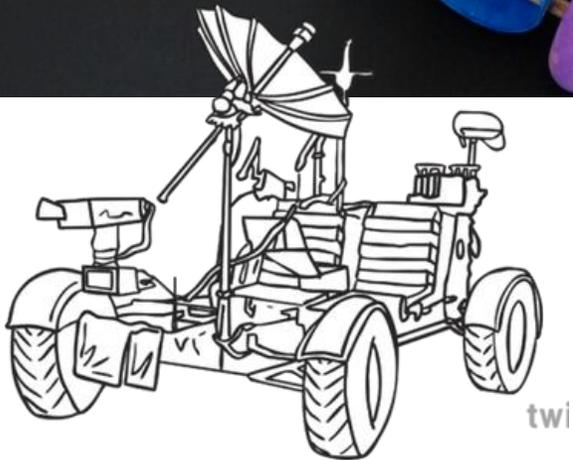
What numbers do they both say?

Can you spot a pattern?

# Discovery Topic Day 4

Make your own Moon Buggy!

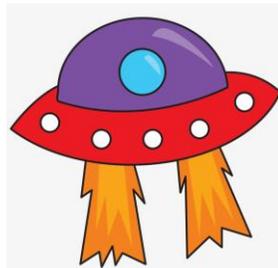
Now it's time to make your moon buggy! I can't wait to see how you get on. Don't forget to send in a photo and tidy up when you're finished!



twi



Once you've built your moon buggy, try doing some experiments with it. How can you make it faster? Does it work on different surfaces?



i-e/ie



This sound has two captions and actions!

Caption: i-e i-e, yikes, ride my bike!

Action: pretend to hold handle bars on a wobbling bike.

Caption: igh, igh, tighten my tie.

Action: pretend to adjust a tie.

Read these high frequency (fairy) words:

- look
- too
- here



Read these tricky troll words:



- were
- push
- pull

Missing words:

pie

denied

spied

tried

cried

lie

replied



# Phonics

Day 4 – 'i\_e / ie'

Can you finish the story of Goldilocks? Use the missing words to help you!

Baby Bear \_\_\_\_\_ when he saw all of his porridge had gone.

Goldilocks \_\_\_\_\_ she had eaten it, but the Jolly Postman had \_\_\_\_\_ her.

"It's not nice to \_\_\_\_\_", he said.

"I'm sorry," she \_\_\_\_\_. "It was me. I \_\_\_\_\_ all the bowls and yours was the best."

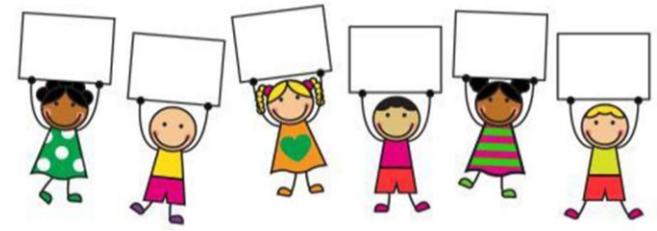
"That's ok," said Baby Bear, "I prefer apple \_\_\_\_\_ and custard anyway!"





## Friday 12<sup>th</sup> February – Screen-Free Friday!

Today we want you to have a screen free day. Here are some suggestions for what to do!  
Please note **there will not be any video calls today – this includes our class meeting and the reading groups.**



Teach your grownups a lesson on Space!

Make up your own workout!



Draw or paint a picture



Go for a walk and see how many animals you can spot outside



Bake or cook something



Build a reading den



Screen-Free  
Friday

Well done to all of you for working so hard this term. We are so proud of the progress you've made and are very grateful to the grownups for all of your support. Have a well deserved rest over half term!

Take care,  
The Year One Team