

Dear children,

We would like you all to take part in our reading challenge!



All you have to do is record below every time that you read to a grown up or a grown up reads a story to you! (Nursery children we just ask that a grown up reads to you). There will be prizes for those that read or are read to every day and a special award for those who have read / been read to the most!

## Reading to a grown-up

## Listening to stories

[illegible][illegible]

You can record your reading on a piece of paper if you need to!

Happy reading !

she

has

yo

to

the

Common

Exception

Words Y1

Activity Book

By \_\_\_\_\_

a

do



www.twinkl.co.uk

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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

Fill in the missing word.

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

Write your own sentences using:

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

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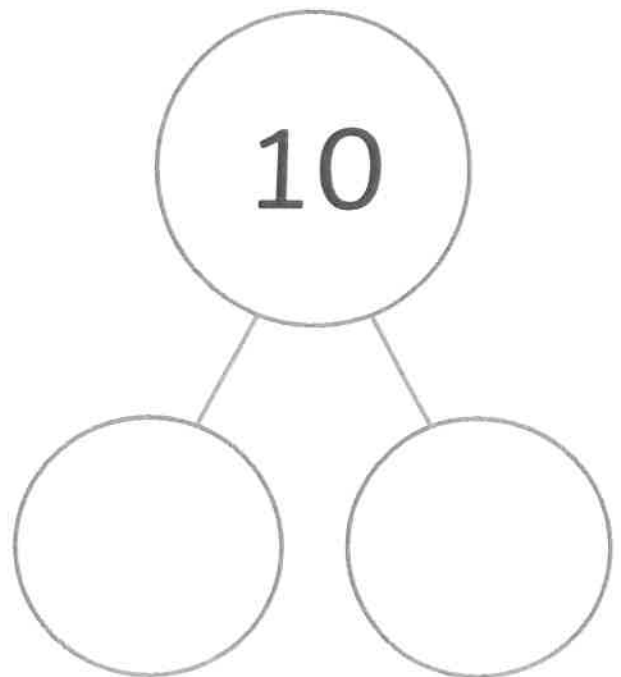
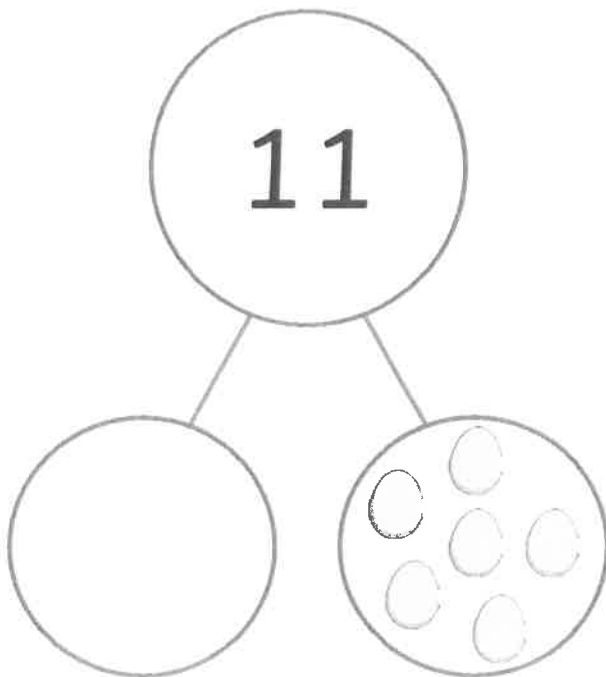
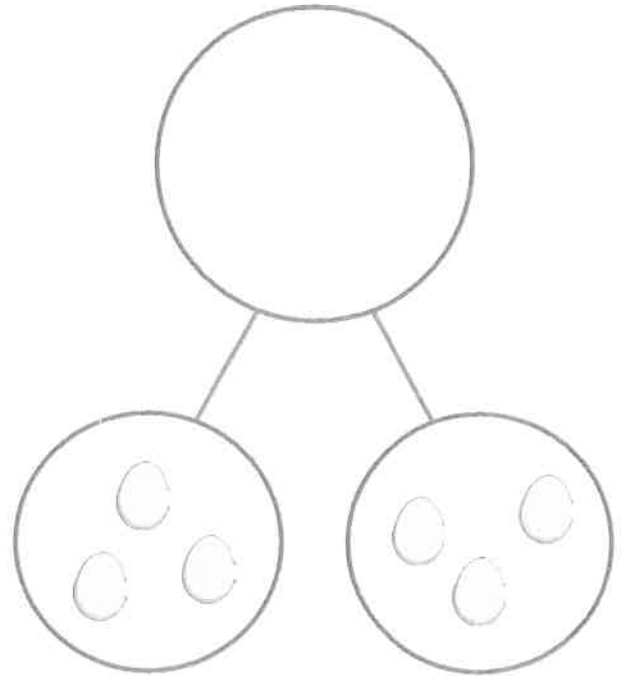
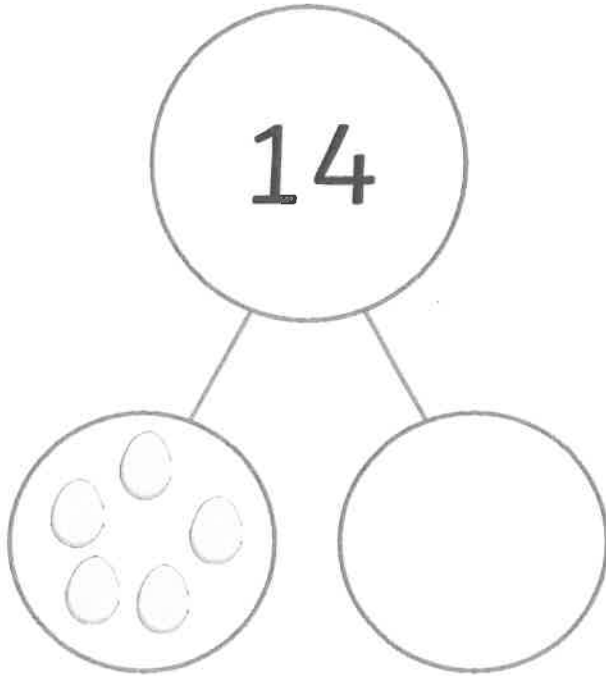
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# Spring Number Bonds

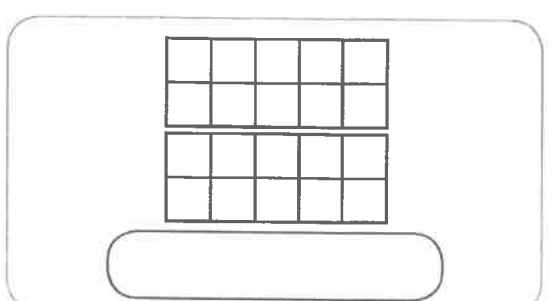
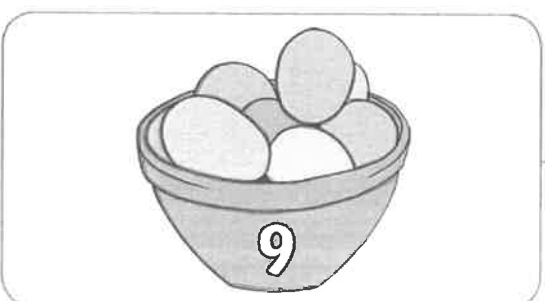
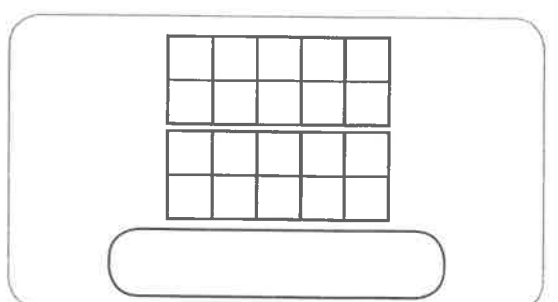
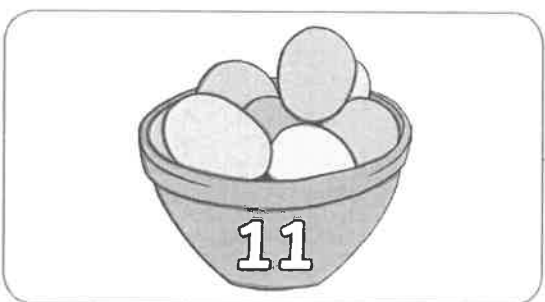
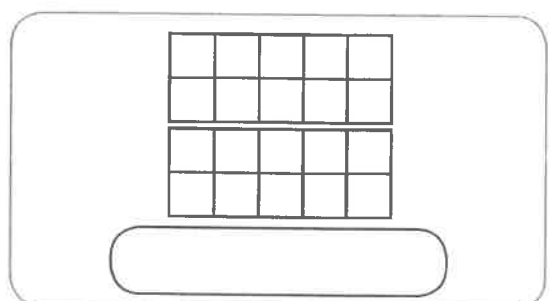
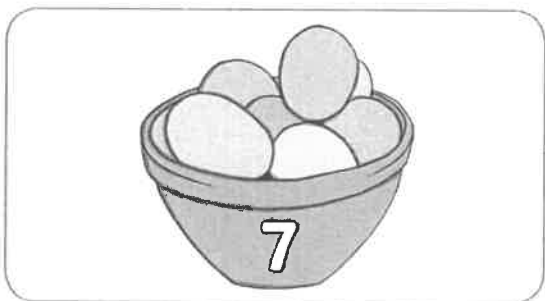
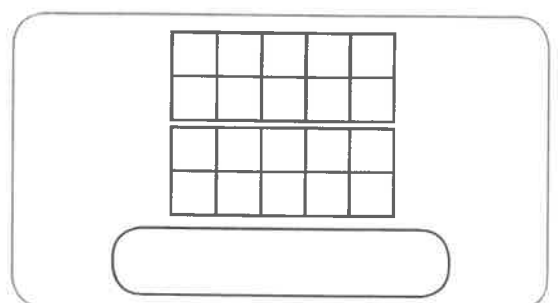
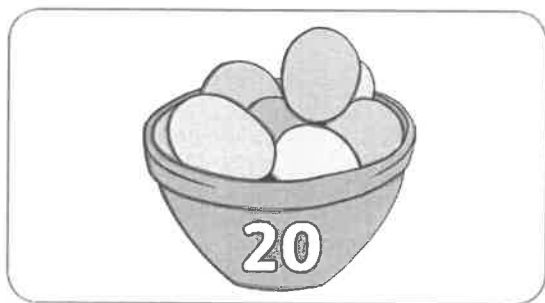
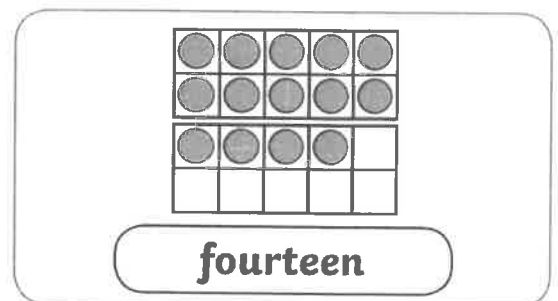
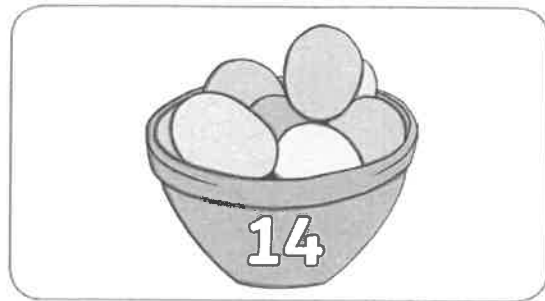
Complete the part-part-whole pictures by writing numbers or drawing the eggs in the empty circles.





# Number Representations to 20

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



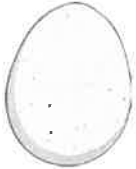




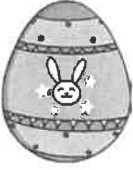
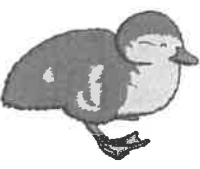
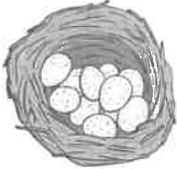


# I Spy and Count to 20

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



## I Spy and Count to 20

Object	Numerical	Number Word	Object	Numerical	Number Word
					
					
					
					
					

# Addition and Subtraction to 20

## Spring Mosaic

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

yellow = 0 to 8

green = 9 to 15

red = 16 to 20

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

### Challenge

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

# Fairy Tale Times

## Farmer Fred Grows An Enormous Turnip!

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

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

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



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

\_\_\_\_\_



2. Where does the vegetable show take place?

\_\_\_\_\_

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

☐

the farm animals

☐

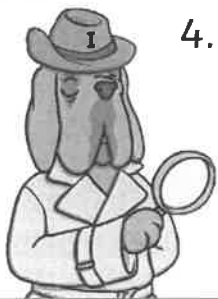
the farmer's wife

☐

Farmer Fred

☐

the farmer's grandchildren



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

☐

The Gingerbread Man

☐

The Enormous Turnip

☐

Goldilocks and the Three Bears

☐

The Princess and the Pea

# What Is Pink? by Christina Rossetti

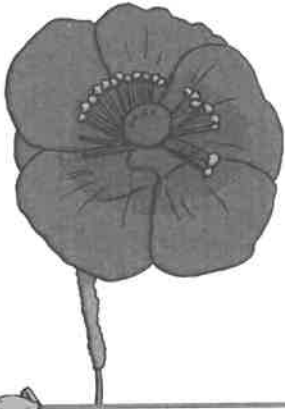
What is pink? A rose is pink  
By the fountain's brink.

What is red? A poppy's red  
In its baley bed.

What is blue? The sky is blue  
Where the clouds float through.

What is white? A swan is white  
Sailing in the light.

What is yellow? Pears are yellow,  
Rich and ripe and mellow.



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

☐

floating

☐

waddling

☐

swimming

☐

sailing



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

poppy

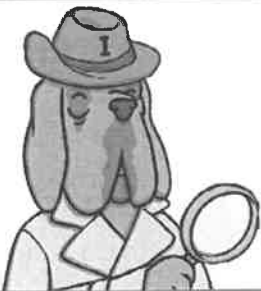
yellow

rose

red

pear

pink



3. Are the pears ready to be eaten?

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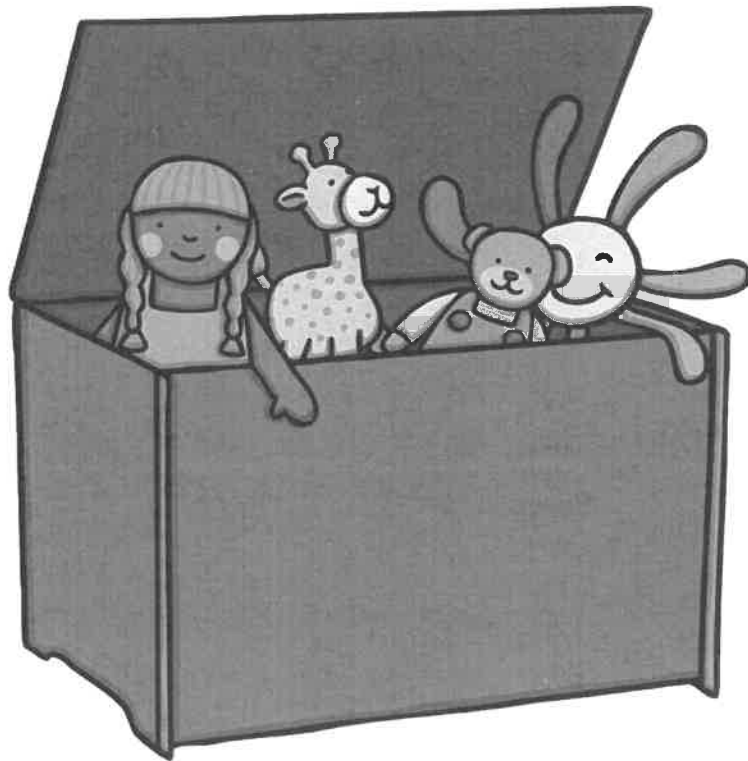
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4. This is the next line in the poem. Fill in what you think the missing word could be.

What is green? The \_\_\_\_\_ is green.



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



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



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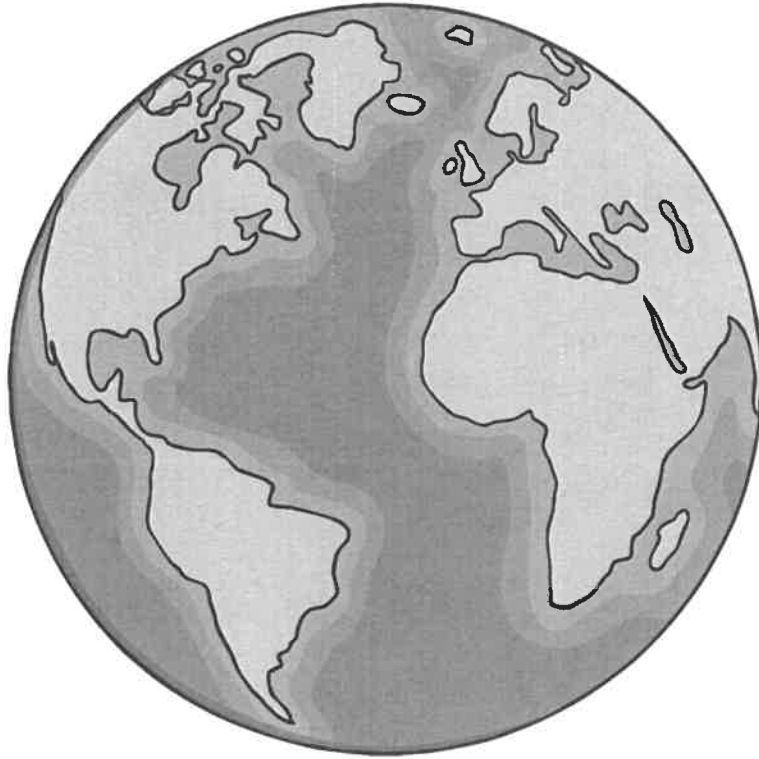
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**What invention do you think  
would change the world?**



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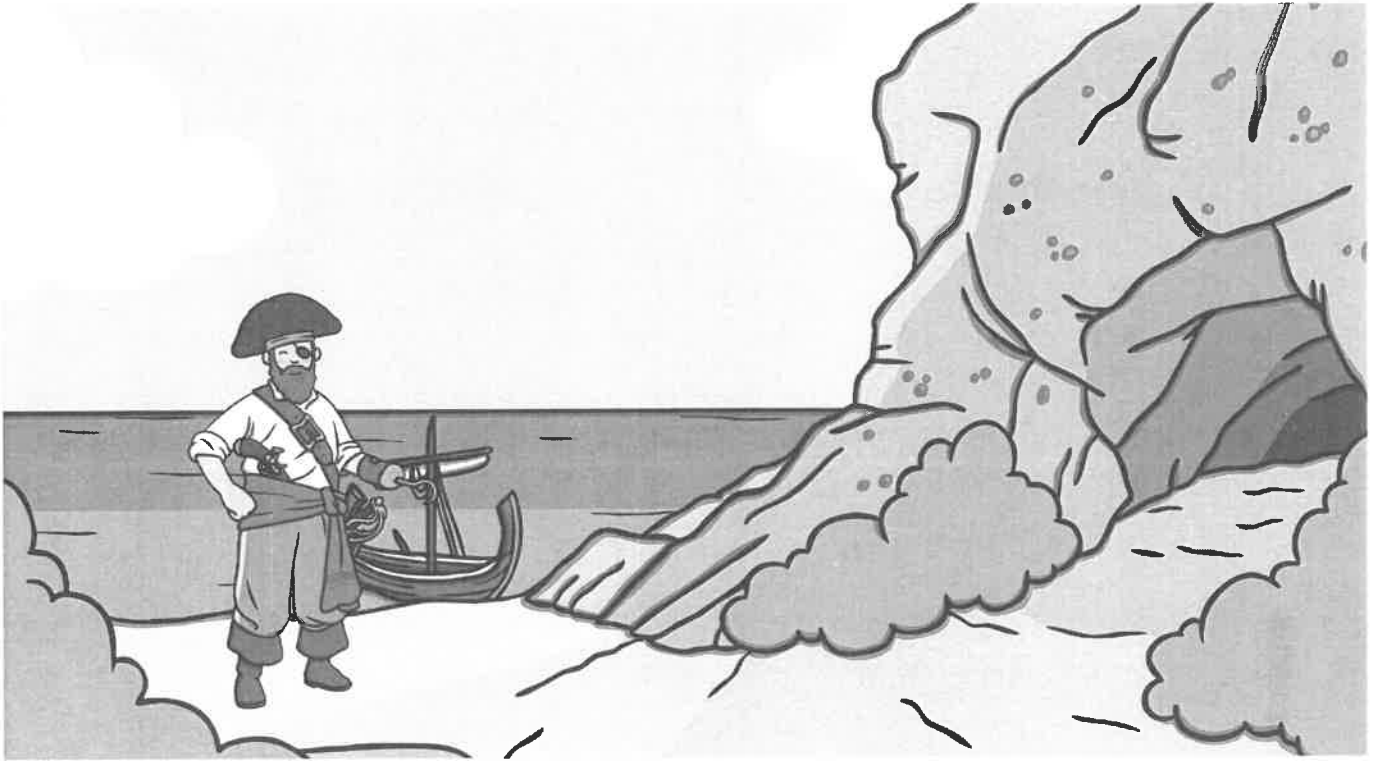
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# How did this pirate get stuck on a deserted island?



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



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



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# Phase 3 Home Learning Challenges

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

j v w y z

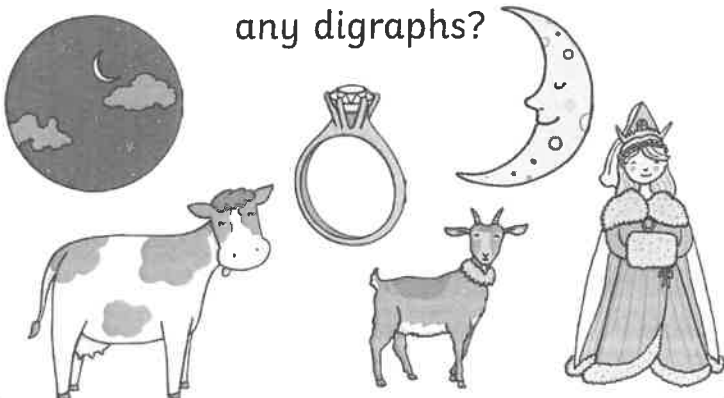
Can you put the sounds on this page into the phoneme frames to make words?

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--	--	--

--	--	--	--

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



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

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

igh

ow

air

ar

ear

sh

ure

zz

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

he

all

she

are

we

her

me

was

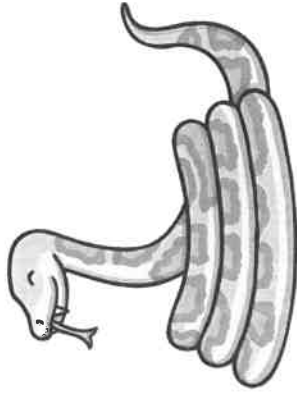
be

they

you

my

# Snakes and Ladders



You will need...

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

How to play...

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

13+7= 21	4+16= 22	9+11= 23	13+7= 24	Finish 25
3+17= 20	2+18= 19	4+16= 18	12+8= 17	3+17= 16
10+10= 11	5+15= 12	3+17= 13	1+19= 14	4+16= 15
1+19= 10	2+18= 9	3+17= 8	11+9= 7	8+12= 6
Start 1	20+0= 2	14+6= 3	18+2= 4	7+13= 5

## **By the River**



## By the River – Follow-Up Work

**1. Who can you see in the picture?**

**2. What do you think she is doing?**

**3. What is the weather like? How do you know?**

**4. Where in the world could she be?**

**5. Do you think she is there just for the day? How do you know?**



## By the River – Follow-Up Work

**6. Do you think she likes the river?**

**7. What do you think she might be able to hear?**

**8. Would you like to go there?**

**9. If you could ask the lady in the picture a question, what would it be?**

**10. What might be living in the forest by the river?**

## Using Questions

1a. Sort the words under the correct heading.

Question Opener

Not a Question Opener

are

school

if

skirt

may

pencil



VF

2a. Choose an opener from the word bank to complete the sentence.

\_\_\_\_\_ you want to go outside?

Can

Are

Do



VF

3a. Rewrite this question with a different opener from the word bank. Make sure your question makes sense.

May I have an apple please?

If

Can

Should



VF

4a. Tick the question which matches the answer below.

Yes, I love it!

A. Could you pass me the book?

B. Are there many pages in the book?

C. Do you like the book?



VF

## Using Questions

1b. Sort the words under the correct heading.

Question Opener

Not a Question Opener

table

could

board

should

chair

do



VF

2b. Choose an opener from the word bank to complete the sentence.

\_\_\_\_\_ you pass a pencil to me please?

May

Should

Could



VF

3b. Rewrite this question with a different opener from the word bank. Make sure your question makes sense.

Can we go home now?

If

Are

Should



VF

4b. Tick the question which matches the answer below.

No, probably not.

A. Should you be eating sweets?

B. Do you eat sweets?

C. Are you eating sweets?



VF

## Using Questions

1a. Marie has written the question below.

**Could you going to play football?**

Explain the mistake she has made and write the correct question.



R

## Using Questions

1b. Thomas has written the question below.

**Can you like fish and chips?**

Explain the mistake he has made and write the correct question.



R

2a. Write the question that Sam has asked Fozia.



**Could ...**

Sam

**Yes I could open the door for you.**



Fozia



A

2b. Write the question that Omar has asked Jess.



**Would ...**

Omar

**No I wouldn't like to play outside thanks.**



Jess



A

3a. Are the two questions below asking the same thing?

**A. Do you have a sticker?**

**B. Can you have a sticker?**

**Prove it.**



R

3b. Are the two questions below asking the same thing?

**A. May I have some grapes?**

**B. Should I have some grapes?**

**Prove it.**



R

## Using Questions

1a. Sort the words under the correct heading.

Question  
Opener

Not a Question  
Opener

which

village

whose

but

could

jacket



VF

2a. Choose a question word to complete the sentence.

She asked if I knew \_\_\_\_\_  
the nearest station was.



VF

3a. Rewrite this question with a different question word. Make sure your question makes sense.

In our next lesson, can we do some painting please?



VF

4a. Tick the question which matches the answer below.

What did she say?

A. Would you take the bins out?

B. He asked if she would take the bins out.

C. How do I know if she took the bins out?



VF

## Using Questions

1b. Sort the words under the correct heading.

Question  
Opener

Not a Question  
Opener

children

does

beautiful

would

because

should



VF

2b. Choose a question word to complete the sentence.

They asked if I knew \_\_\_\_\_  
time it was.



VF

3b. Rewrite this question with a different question word. Make sure your question makes sense.

Could we catch this bus and go all the way to New Town?



VF

4b. Tick the question which matches the answer below.

Yes, I will be.

A. He asked her if she would eat it all.

B. Are you eating all of that?

C. Could you have eaten all of that?



VF

## Using Questions

## Using Questions

1a. Jakub has written the question below.

**How dogs bark?**

Explain the mistake he has made and write the correct question.



R

1b. Lily has written the question below.

**Whose birds fly?**

Explain the mistake she has made and write the correct question.



R

2a. Complete the question that Li Wei has asked Nia.



Li Wei

Could you tell me ...

We should be doing our maths work now.



Nia



A

2b. Complete the question that Arooj has asked Liam.



Arooj

Do you know ...

I think they support New Town Football Club.



Liam



A

3a. Are the two questions below asking the same thing?

- A. I wonder which book is his favourite.
- B. I wonder whose book is his favourite.

Prove it.



R

3b. Are the two questions below asking the same thing?

- A. I wonder if he plays a musical instrument.
- B. I wonder if he can play a musical instrument.

Prove it.



R

## Capital Letters to Start Sentences 2

## Capital Letters to Start Sentences 2

1a. Circle the words which need a capital letter.

on Friday, I travelled down a bumpy road.

the girl forgot her sports kit so she couldn't play football.



VF

1b. Circle the words which need a capital letter.

the best month of the year is June.

the jelly was disgusting and I did not enjoy it.



VF

2a. Correct the sentences below.

join in with the class on Monday.

your horse is very frisky.



VF

2b. Correct the sentences below.

go and get your football.

reading is fun and I read every night.



VF

3a. Choose the best word to start each sentence.

score

my

ride

\_\_\_\_\_ birthday is in March.

\_\_\_\_\_ the bike safely.



VF

3b. Choose the best word to start each sentence.

under

about

june

\_\_\_\_\_ is the sixth month.

\_\_\_\_\_ the bed is a mess.



VF

4a. Tick the correct sentence.

A. On Saturday, I visited the shops with my sister.

B. On Saturday, I visiteD the shops with my sister.

C. on Saturday, I visited the shops with my sister.



VF

4b. Tick the correct sentence.

A. my trousers didn't fit but I wore them anyway.

B. My trousers didn't fit But I wore them anyway.

C. My trousers didn't fit but I wore them anyway.



VF

## Capital Letters to Start Sentences 2

## Capital Letters to Start Sentences 2

1a. Circle the words which need a capital letter.

the wheel is broken and I can't fix it.

look at that big fish in the pond!



VF

1b. Circle the words which need a capital letter.

she dropped the coin in the sea.

the doctor looked in my mouth.



VF

2a. Correct the sentences below.

five is more than four.

fetch your hat and scarf.



VF

2b. Correct the sentences below.

the train came but I was late.

dogs are good pets.



VF

3a. Choose the best word to start each sentence.

come

draw

when

\_\_\_\_\_ to my house.

\_\_\_\_\_ a green bird.

Remember to add the capital letter.



VF

3b. Choose the best word to start each sentence.

our

we

she

\_\_\_\_\_ like school.

\_\_\_\_\_ went to the shop.

Remember to add the capital letter.



VF

4a. Tick the correct sentence.

A. last week I went to the swimming pool.

B. Last week I went to the swimming pool.

C. last week I Went to the swimming pool.



VF

4b. Tick the correct sentence.

A. The show was funny and I liked it.

B. the show was funny and I liked it.

C. ThE show was funny and I liked it.



VF

## Capital Letters to Start Sentences 2

## Capital Letters to Start Sentences 2

1a. Pat has written a sentence.

	you can catch it when I throw it.



The capital letters have been used correctly.

Do you agree? Explain why.



R

1b. Kira has written a sentence

	we like to play in The snow.



The capital letter has been used correctly.

Do you agree? Explain why.



R

2a. Order the words to make a sentence.

said	we	go	to	the	can	mum	zoo
------	----	----	----	-----	-----	-----	-----

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Remember to use the correct punctuation.



A

2b. Order the words to make a sentence.

over	she	I	fell	her	and	helped
------	-----	---	------	-----	-----	--------

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Remember to use the correct punctuation.



A

3a. Write a sentence about the picture using the word bank to help you.



she	Painted	I	and
-----	---------	---	-----

---



---



A

3b. Write a sentence about the picture using the word bank to help you.



likes	songs	and	sing
-------	-------	-----	------

---



---

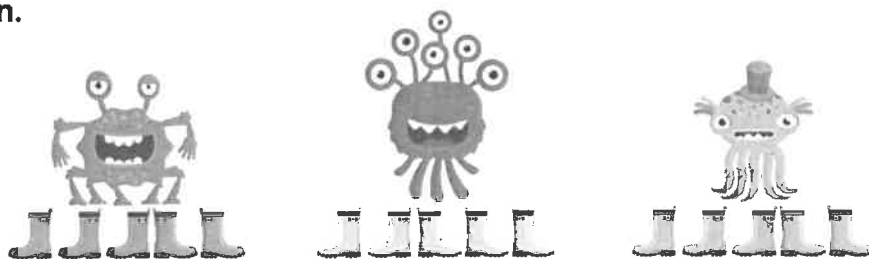


A



## Count in 5s

1. Mrs. Zuk is taking some aliens on a trip to the space farm. She needs to order wellies for each alien.



More than 3 aliens are going on the trip. She has space for up to 10 aliens on her spaceship.

### Order Form

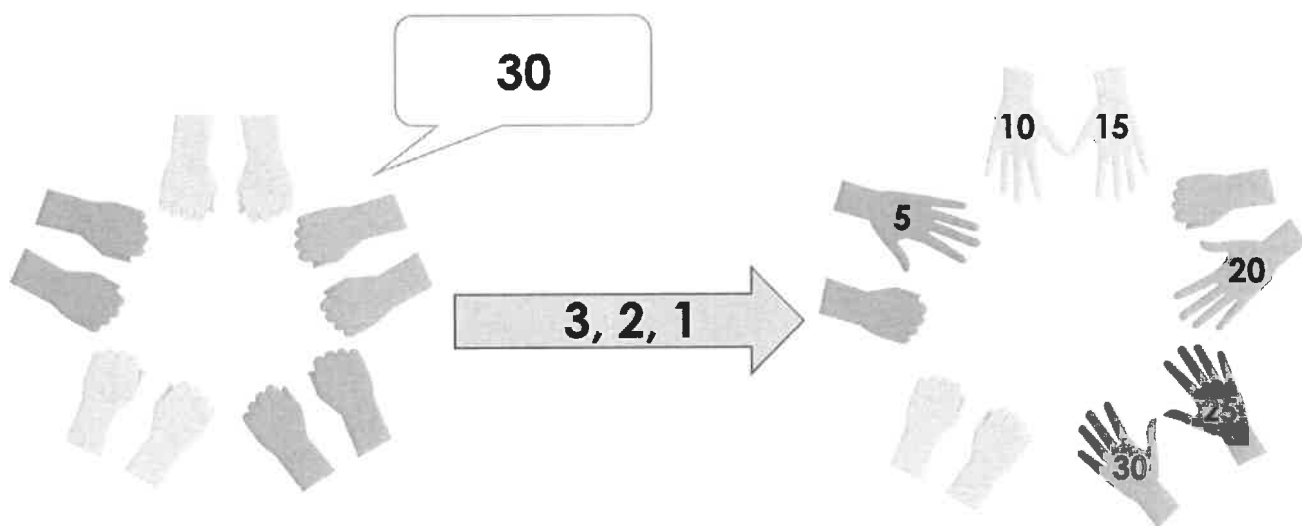
No. of aliens attending	No. of wellies needed
1	5
2	10
3	15



Explore how many wellies she might need in total.

DP

2. Stand in a circle with up to 4 friends. Put your hands in front of you, fists closed.



One player shouts out a counting in 5s number. Count down 3, 2, 1. Either open your fist to show 5 or leave them closed. If the number shown matches the called number, that player gets a point.

DP

<b>0 + ? = 10</b>	<b>10</b>
<b>1 + ? = 10</b>	<b>9</b>
<b>2 + ? = 10</b>	<b>8</b>
<b>3 + ? = 10</b>	<b>7</b>
<b>4 + ? = 10</b>	<b>6</b>
<b>5 + ? = 10</b>	<b>5</b>
<b>6 + ? = 10</b>	<b>4</b>
<b>7 + ? = 10</b>	<b>3</b>

<b>8 + ? = 10</b>	<b>2</b>
<b>9 + ? = 10</b>	<b>1</b>
<b>10 + ? = 10</b>	<b>0</b>

## One More One Less

1a. Which statement is incorrect?



One more and one more again than 41 is 43.

Oscar

One more and one more again than 41 is 45.



Tess

39	40	41	42	43	44
----	----	----	----	----	----



R

## One More One Less

1b. Which statement is incorrect?



One less and one less again than 25 is 22.

Gus

One less and one less again than 25 is 23.



Sasha

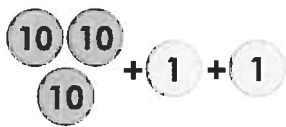
22	23	24	25	26	27
----	----	----	----	----	----



R

2a. Which is the odd one out?

A.



B.

One more and one more again than 29 is 31.

C.

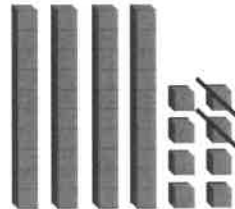
26	27	28	29	30	31	32	33	34
----	----	----	----	----	----	----	----	----



PS

2b. Which is the odd one out?

A.



B.

One less than 48 is 47.

C.

41	42	43	44	45	46	47	48	49
----	----	----	----	----	----	----	----	----



PS

3a. Theo has drawn a number track to show one more than twenty-nine.

25	26			29	30		32		34
----	----	--	--	----	----	--	----	--	----

Is he correct? Explain your answer.



H

3b. Isla has drawn a number track to show one less than forty.

37			40	41		43	44		46
----	--	--	----	----	--	----	----	--	----

Is she correct? Explain your answer.

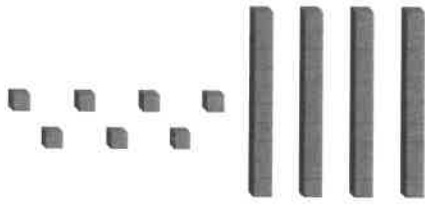


H

## Tens and Ones

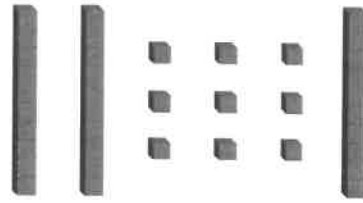
## Tens and Ones

1a. Circle 16.



VF

1b. Circle 18.



VF

2a. Draw the number 17 using sticks and bricks.



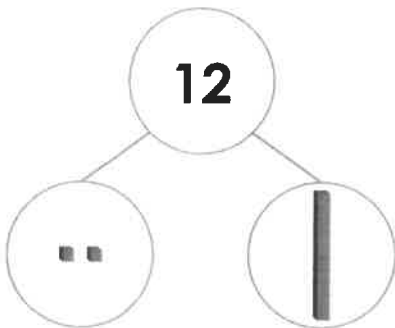
VF

2b. Draw the number 15 using sticks and bricks.



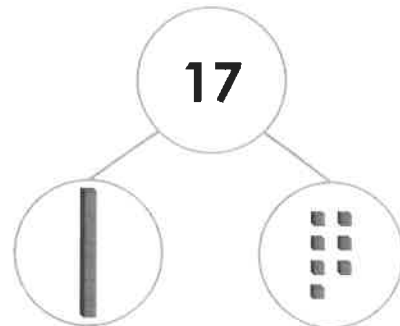
VF

3a. True or false?



VF

3b. True or false?



VF

4a. Match each number to the Base 10.

14

ten and ones.

11

ten and ones.

17

ten and one.



VF

4b. Match each number to the Base 10.

20

ten and ones.

19

ten and ones.

12

tens.

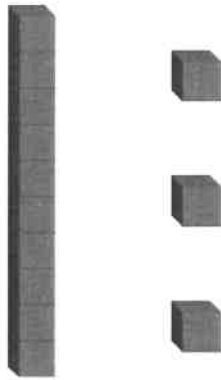


VF

## Tens and Ones

## Tens and Ones

1a. Fred is drawing the number 19. What is missing?



PS

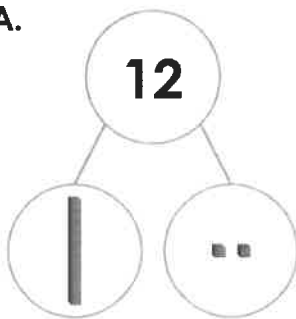
1b. Pete is drawing the number 11. What is missing?



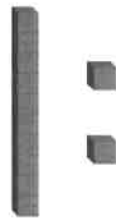
PS

2a. Which is the odd one out? Why?

A.



B.



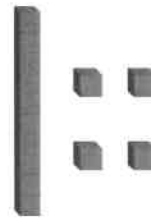
C. 11 has 1 ten and 1 one.



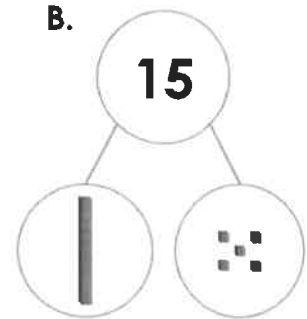
R

2b. Which is the odd one out? Why?

A.



B.

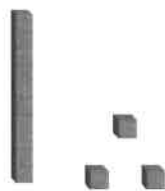


C. 15 has 1 ten and 5 ones.



R

3a. Holly and Paul are making the number 15.



We need 2 more ones.

Holly

We need 1 more one.



Paul

Who is correct? Explain how you know.



R

3b. Pat and Shan are making the number 18.



Pat

We need 1 more one.

We need 1 ten.



Shan

Who is correct? Explain how you know.



R

## Tens and Ones

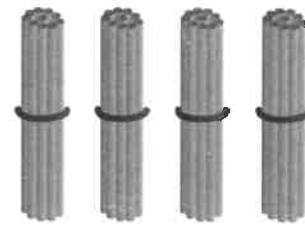
## Tens and Ones

1a. Circle 17.



VF

1b. Circle 20.



VF

2a. Draw the number eleven using sticks and bricks.



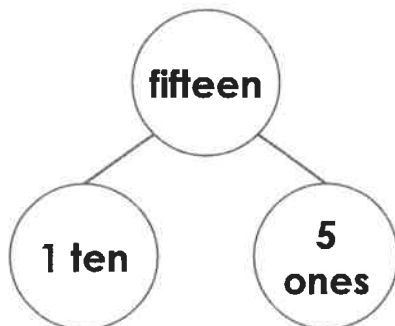
VF

2b. Draw the number nineteen using sticks and bricks.



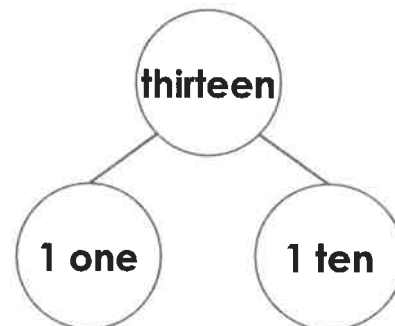
VF

3a. True or false?



VF

3b. True or false?



VF

4a. Match each number to the Base 10.

12

|| tens.

fourteen

| ten and .. ones.

20

| ten and ■■ ones.



VF

4b. Match each number to the Base 10.

eleven

| ten and ■■■ ones.

17

| ten and ■■■ ones.

sixteen

| ten and ■ one.



VF

## Tens and Ones

1a. Tara is drawing the number seventeen. What is missing?



PS

## Tens and Ones

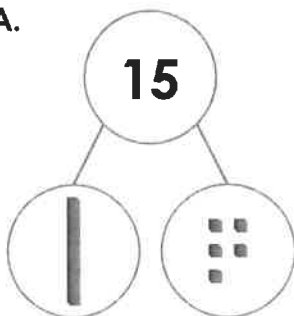
1b. Max is drawing the number eighteen. What is missing?



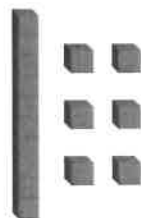
PS

2a. Which is the odd one out? Why?

A.



B.



C. Fifteen has 1 ten and 5 ones.



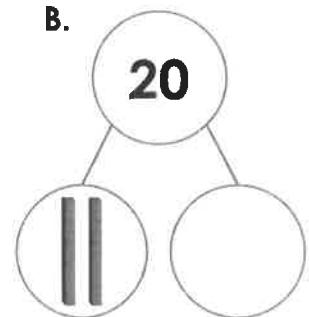
R

2b. Which is the odd one out? Why?

A.



B.



C. Nineteen has 1 ten and 9 ones.



R

3a. Roz and Stan are making the number 20.



We need one more ten.

Roz

We need one more one.



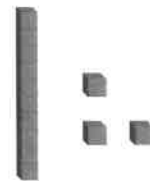
Stan

Who is correct? Explain how you know.



R

3b. Jin and Emma are making the number 16.



We need three more ones.

Jin

We need four more ones.



Emma

Who is correct? Explain how you know.



R



## One More One Less

## One More One Less

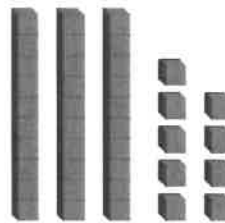
1a. Circle the number that is one more than the amount shown below.



24      40      31

VF

1b. Circle the number that is one less than the amount shown below.



29      38      19

VF

2a. Find one more and one less than the number shown below.



28	29	30	31	32	33	34
----	----	----	----	----	----	----

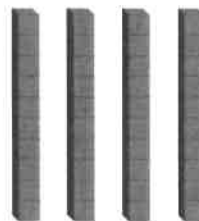
One more is .

One less is .



VF

2b. Find one more and one less than the number shown below.



37	38	39	40	41	42	43
----	----	----	----	----	----	----

One more is .

One less is .



VF

3a. Complete the sentences.



There are  straws.

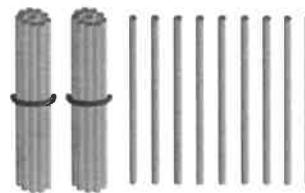
One more than  is .

One less than  is .



VF

3b. Complete the sentences.



There are  straws.

One more than  is .

One less than  is .



VF

4a. Use the number track to complete the sentence.

35	36	37	38	39	40	41
----	----	----	----	----	----	----

38 is one less than .



VF

4b. Use the number track to complete the sentence.

37	38	39	40	41	42	43
----	----	----	----	----	----	----

40 is one more than .



VF

## One More One Less

1a. Which statement is incorrect?



Abra

One more than 44 is 43.

One less than 44 is 43.



Belle

41	42	43	44	45	46
----	----	----	----	----	----



R

## One More One Less

1b. Which statement is incorrect?



Luca

One less than 25 is 22.

One more than 25 is 26.



Aiza

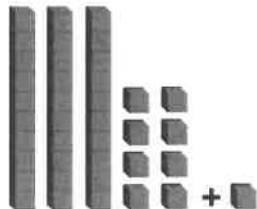
22	23	24	25	26	27
----	----	----	----	----	----



R

2a. Which is the odd one out?

A.



B.

One more than  
34 is 35.

C.

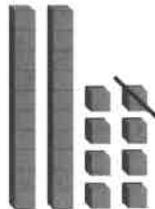
31	32	33	34	35	36	37	38	39
----	----	----	----	----	----	----	----	----



PS

2b. Which is the odd one out?

A.



B.



C.

22	23	34	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----



PS

3a. Stan has drawn a number track to show one more than 39.

35	36	37	38	39	40	41	42	43	44
----	----	----	----	----	----	----	----	----	----

Is he correct? Explain your answer.



PS

3b. Emma has drawn a number track to show one less than 30.

26	27	28	29	30	31	32	33	34	35
----	----	----	----	----	----	----	----	----	----

Is she correct? Explain your answer.



PS

# One More and One Less Card Game

## Instructions

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



22

23

25

26

28

29

31

32

34

35

37

38

40

41

43

44

46

47

49

50


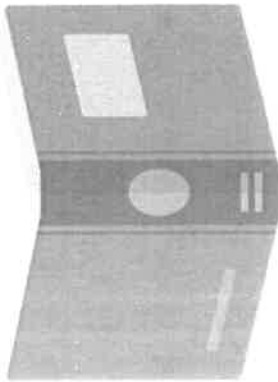


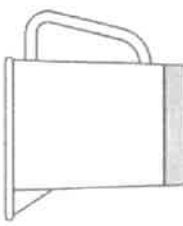


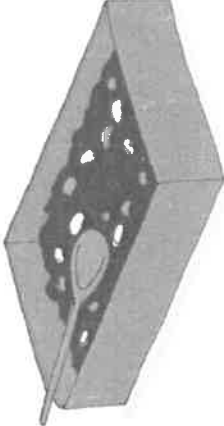

52

53

55

56

## Practical Ideas

 <p><b>Write a letter to your favourite book character.</b></p>  	 <p><b>Find different jugs and cups.</b></p>  <p><b>Use these to make different potions.</b></p> 	 <p><b>Make a cake with an adult.</b></p>  <p><b>What did you do?</b></p> 	<p>Discuss the child's favourite book character. Provide materials for letter writing. Encourage the use of full stops and capital letters to complete each sentence.</p>	<p>Encourage children to compare the sizes of different jugs and cups. Ask children to describe the capacity of each jug, using language such as <i>full</i>, <i>half full</i> and <i>empty</i>.</p>	<p>Encourage the use of time related language, for example: <i>first</i>, then <i>next</i>. When tasting, talk about the smell, taste and texture.</p>
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# Practical Ideas

123

**Find pairs of items in your house.**



Classroom secrets

Encourage children to find different pairs of objects. Discuss what the word 'pair' means. Children to count the pairs in 2s to find the total.



**Find different packets of food. Which one is the heaviest?**



Classroom secrets

Children to find full packets of food and read the weight measurement displayed. Compare the weight using language such as *heavier, lighter, less and more.*



**Go on a number hunt.**



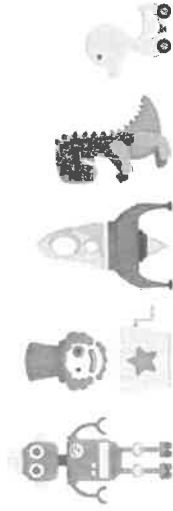
**How many numbers can you find?**

Classroom secrets

Children to explore the house and record the different numbers they can see. Encourage the children to compare, order or sort the different numbers.



**Find 5 toys.**



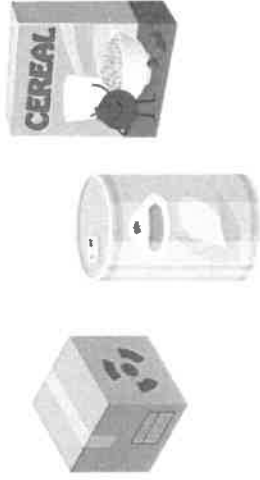
**Put them in height order.**



Encourage children to use language to compare the height, e.g. *taller than, shorter than*. Toys can be ordered from shortest to tallest or tallest to shortest.



**Go on a 3D shape hunt.**



**What shapes can you find?**



Discuss 3D shapes. Encourage children to name the shapes they have found. *Sphere, cube, cuboid, cone, cylinder*. Can they sort the shapes?



**Roll a dice.**



**Show the number in different ways.**



Children to roll a dice to generate a number. Encourage children to find different objects around the house to represent the number, e.g. 4 spoons, 4 shoes, 4 buttons.

123

**How many star jumps can you do in 30 seconds?**



**Can you beat your record?**

Classroom secrets★

Talk about how long 30 seconds is. Did it feel a long time? Can you count your own jumps? How many more/less jumps did you do?



**Write instructions on how to play your favourite game.**



Classroom secrets★

Talk about how instructions are different to stories (comparing to recipes, etc). Encourage the use of full stops and capital letters to complete each sentence.



**Make up a song about the weather today.**



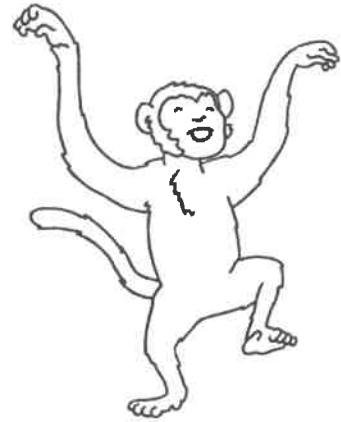
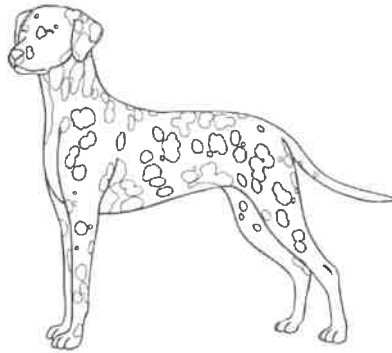
Classroom secrets★

Look outside the window and discuss what the weather is like. List some words to describe the weather. Can they make their song rhyme?



# Animal Sorting

These animals are mammals:



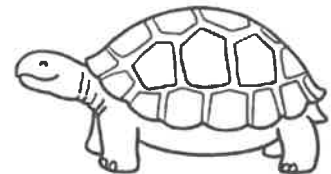
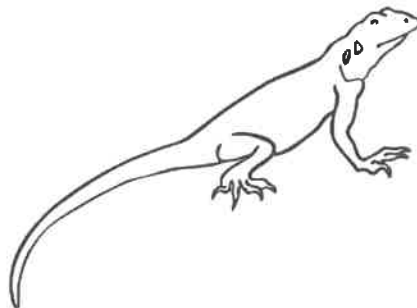
Write three things they have in common.

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These animals are reptiles:



Write three things they have in common.

---

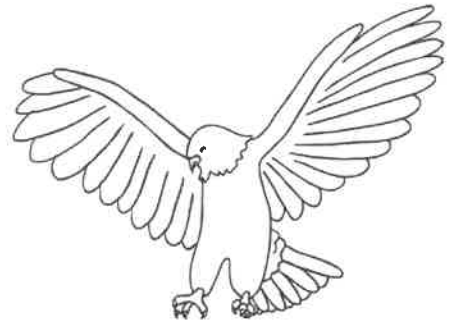
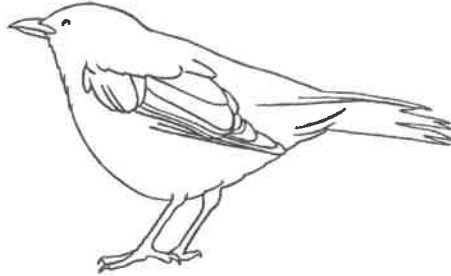
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**Note for parents:** Vertebrates are divided into five main groups which have common characteristics. In Year 1, children don't need to know all these characteristics, but should start to think about what the animals may have in common. The five groups 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:



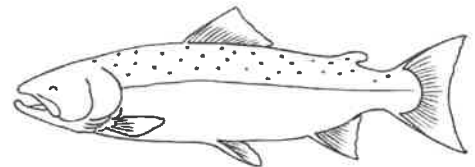
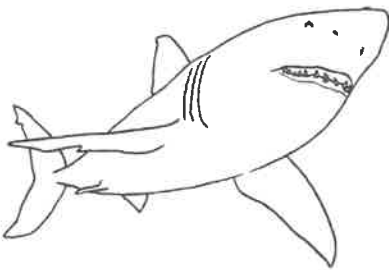
Write three things they have in common.

---

---

---

These animals are fish:



Write three things they have in common.

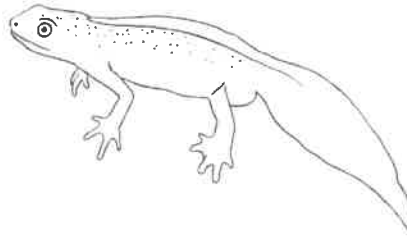
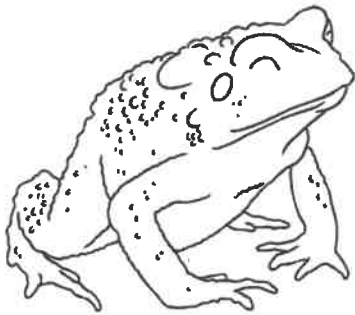
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# Animal Sorting

These animals are amphibians:



Write three things they have in common.

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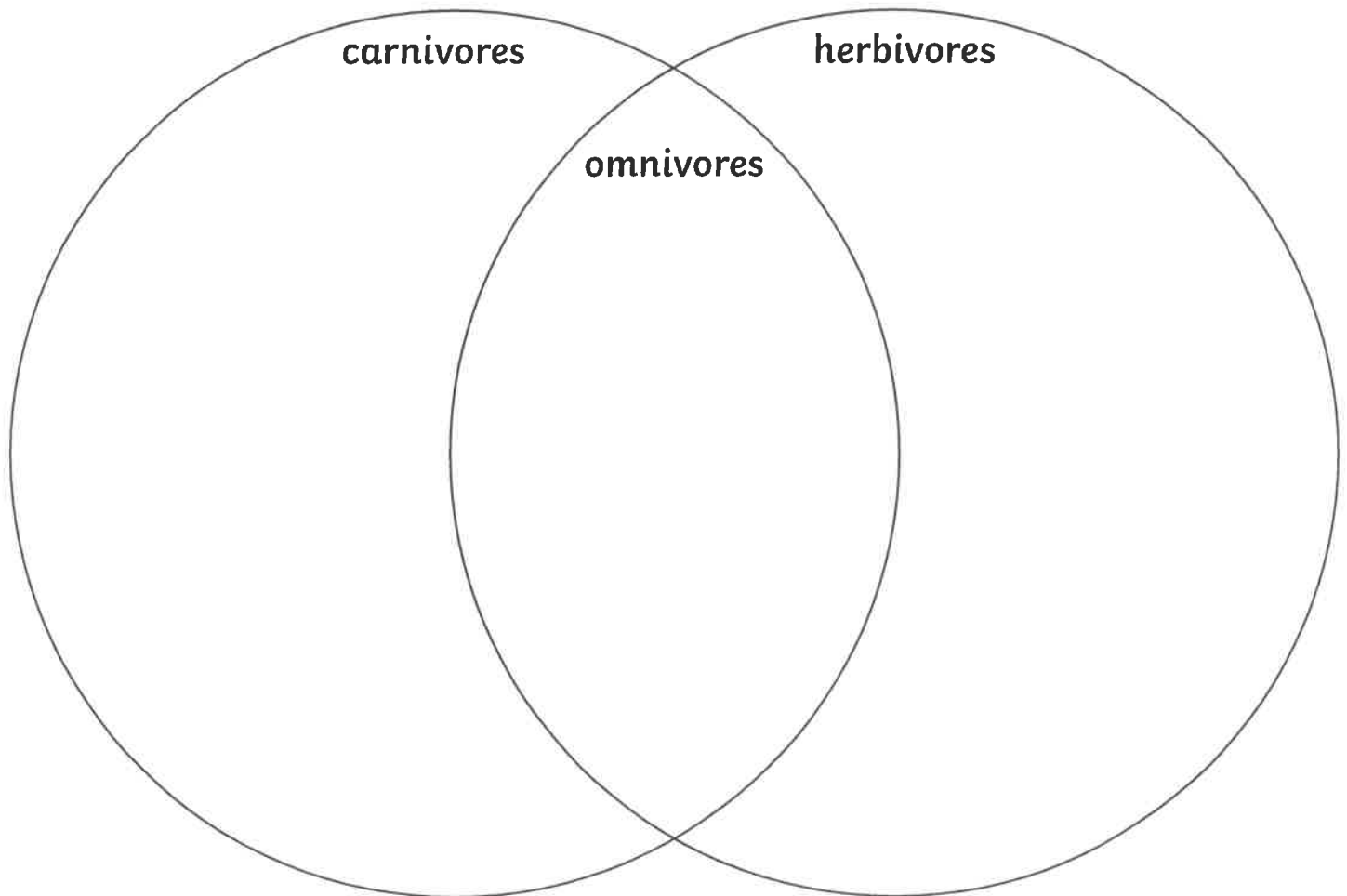
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**Challenge:** Think about animals that we might keep as pets. Which ones are mammals? Are there any reptiles, birds, fish or amphibians on your list? Think about animals that might live on a farm. Can you sort them in the same way?

# 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

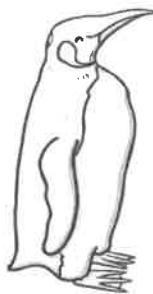
shell

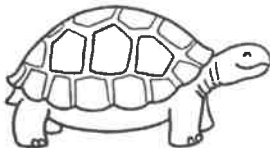
fin

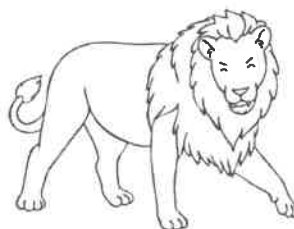
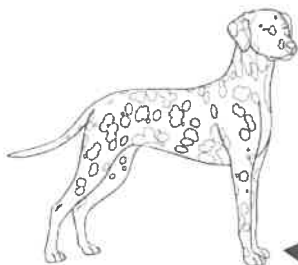
wing

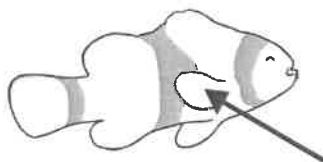
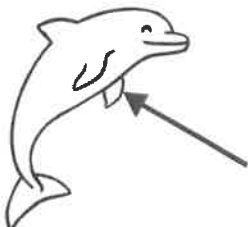
tail

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

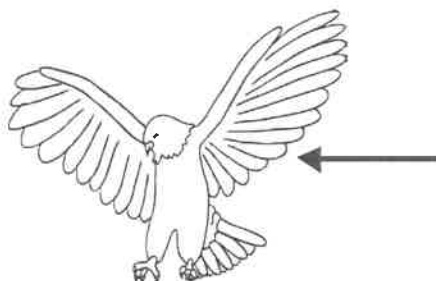
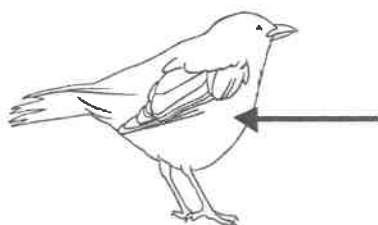
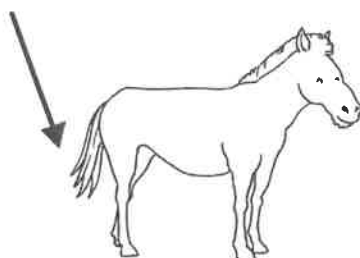
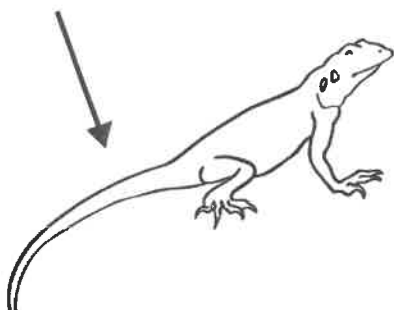
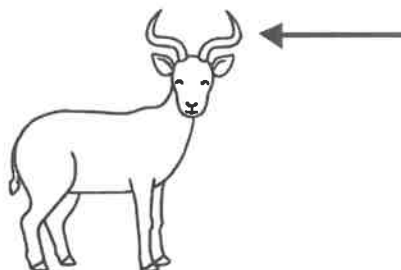
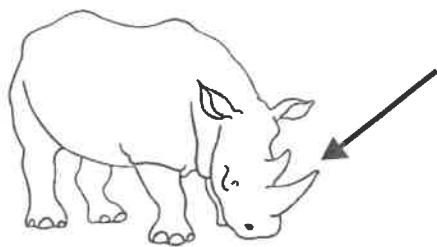
shell

fin

wing

tail

horn

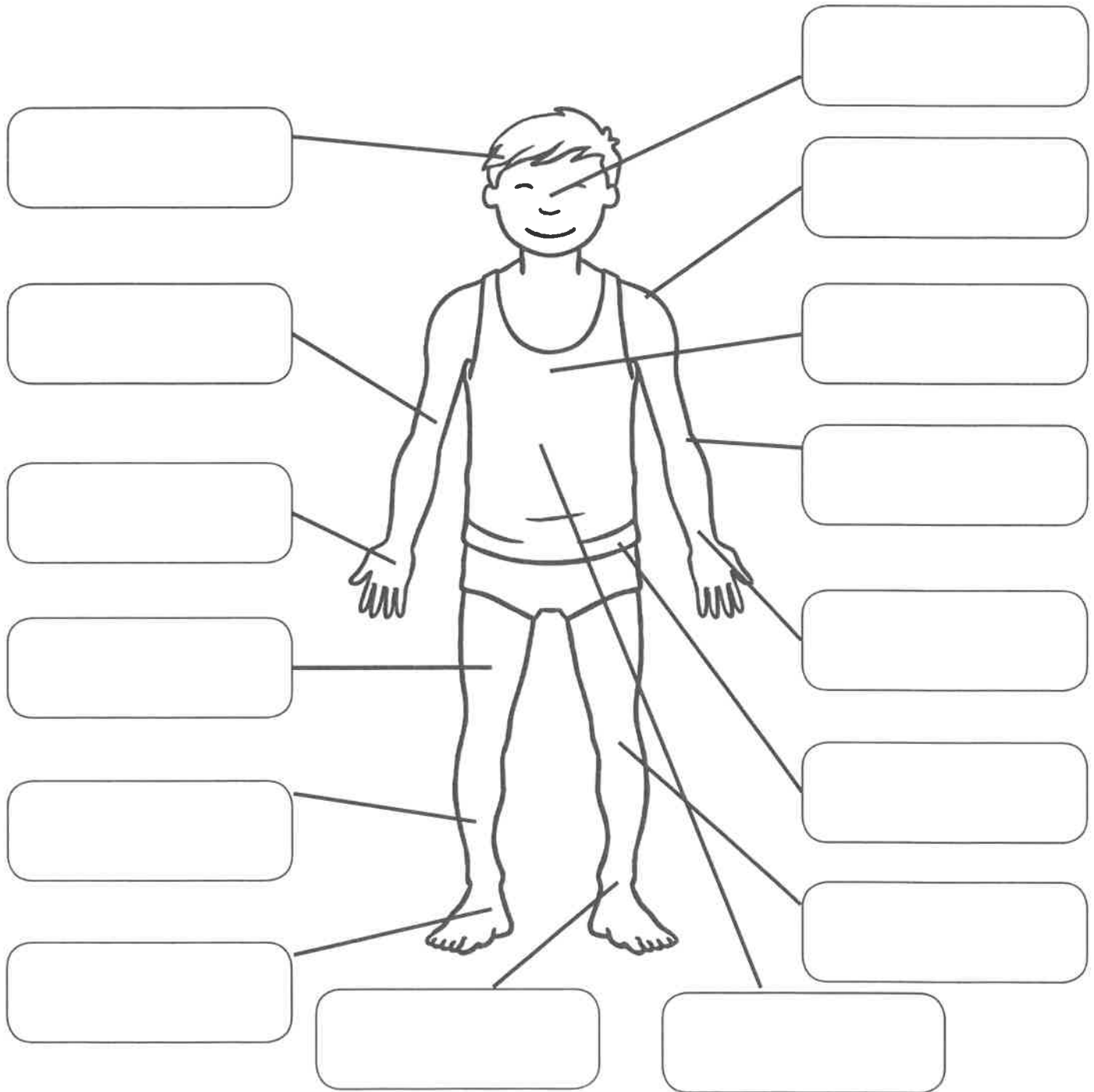


**Challenge:** Use books or the internet to find more animals that have these body parts. Can you find an animal with more than one? More than two? More than three?

# Me and My Body

Write the correct word in each box.

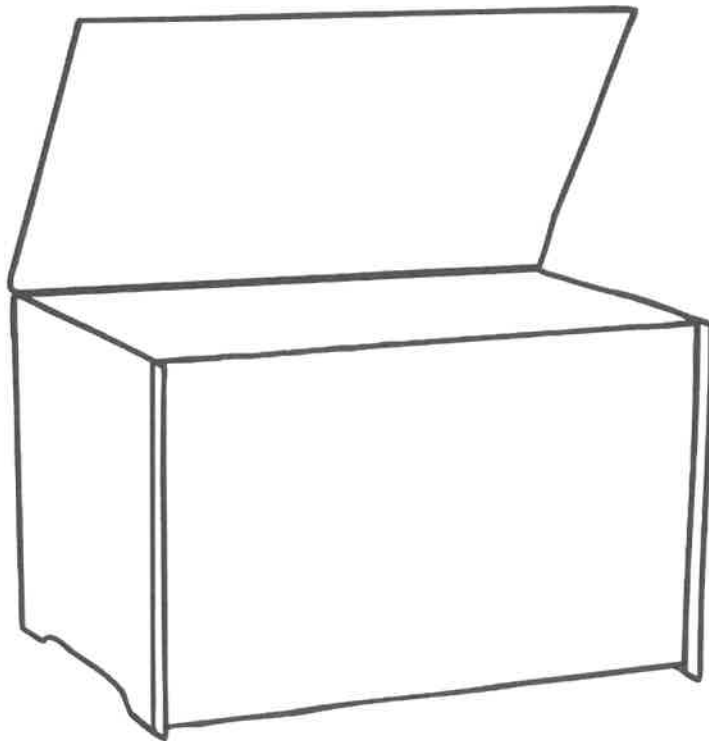
arm	foot	ankle
leg	chest	wrist
head	abdomen	hip
face	knee	thigh
hand	elbow	shoulder



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

# In the Toy Box

Draw five of your toys in or near the toy box. Draw a label on each one saying what it is, e.g. doll, teddy, car.



Now draw another label for each toy to show what material it is made from.



# Materials Hunt

Have a hunt around your house and see how many things you can find that are made from these materials:

glass	plastic	metal
wood	fabric	stone or rock

## Challenge

How many things can you find that are made from more than one material? Write them here and say what materials they are made from.

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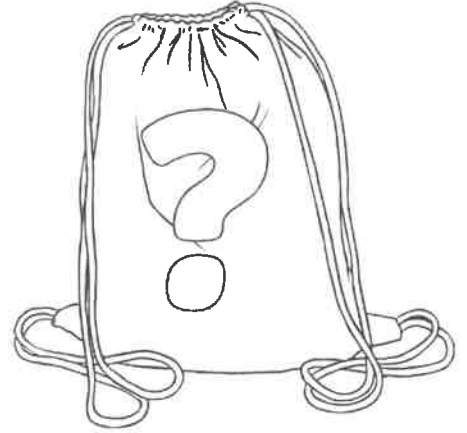
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# Jamie's Feely Bag

Jamie has found some objects around his house. He puts them into a feely bag and uses his hand to feel an object in the bag and describe it.

Can you guess what each object is? There might be more than one answer!



Jamie says it feels...

smooth

hard

cold

rigid

What could it be?

---

Jamie says it feels...

soft

warm

flexible

light

What could it be?

---

Jamie says it feels...

rough

hard

rigid

heavy

What could it be?

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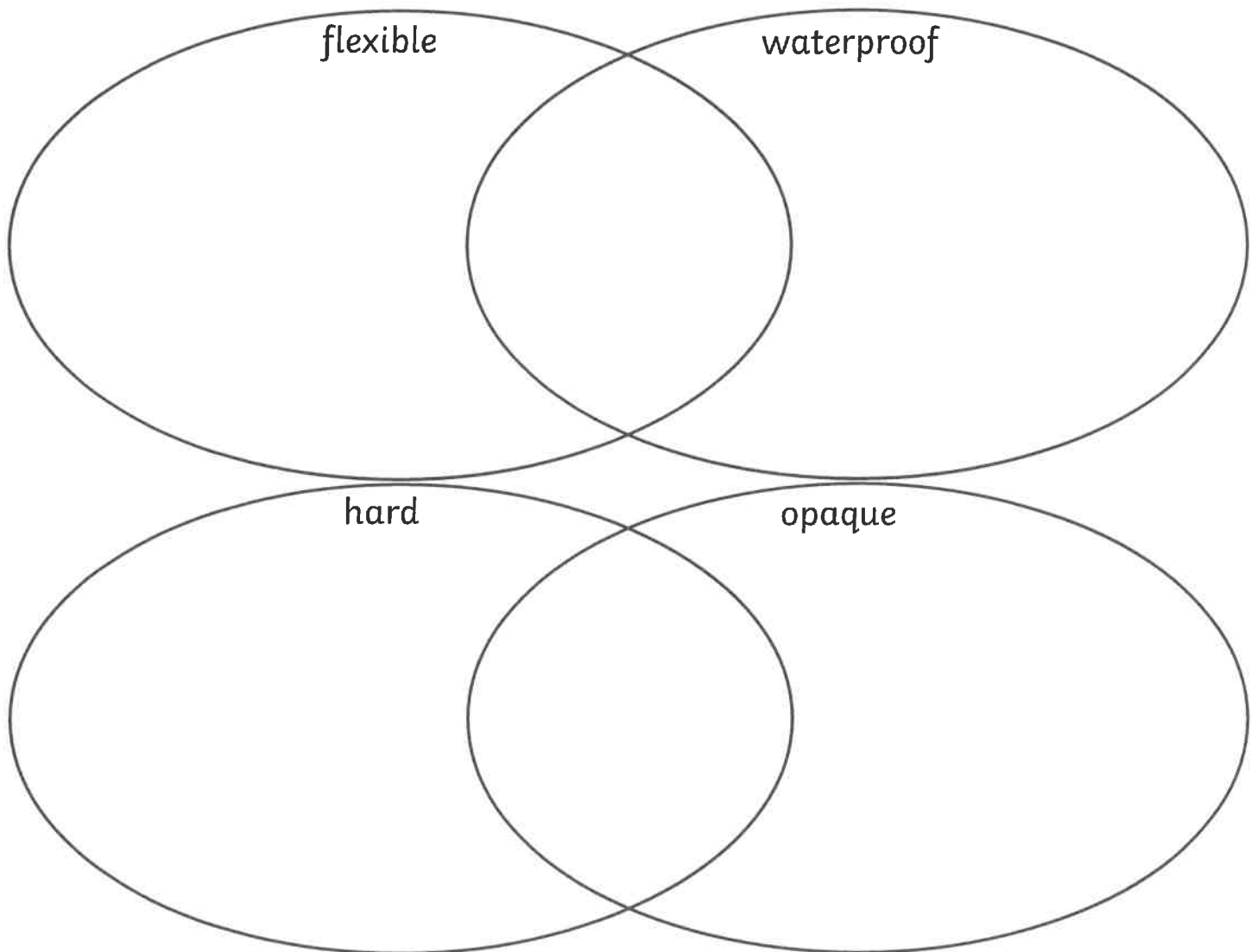
## Challenge

Find some objects in your house and think of four words to describe them. See if your helper can guess what they are.

# All Sorted!

Where do these objects belong? Sort them into the diagram. Do any belong in the middle sections?

scarf	spoon	brick	yoghurt pot	table	wall
earring	teddy bear	cushion	water bottle	window	
pencil	pen	rug	jam jar	umbrella	



## Challenge

Sometimes one material is used to make another. Use books or the internet to find out how we make paper and plates.