

These activities have been put together as an addition to the packs that have already been sent home.

This is a **non-compulsory** set of activities and have been put together to provide a bit more structure to the day for those who feel they may benefit from it.

Year 1	Day 1	Day 2	Day 3	Day 4	Day 5
Sensory Activity	<p>Wake and shake https://www.youtube.com/watch?v=KhfkYzUwYFk</p> <p>https://www.youtube.com/watch?v=eD7zbsGjFo4</p> <p>https://www.youtube.com/watch?v=KVE-T2_vLpY&list=PLoFs-pW9hQxSrzvYQyk0HEwGzuT8Tsquf</p>	<p>Kids Exercises. https://www.youtube.com/watch?v=EkuRPJ8rMZI</p>	<p>Wake and shake https://www.youtube.com/watch?v=MugzDjGDYjo</p> <p>https://www.youtube.com/watch?v=Imhi98dHa5w</p> <p>https://www.youtube.com/watch?v=ziLHZeKbMUo&list=PLoFs-pW9hQxSrzvYQyk0HEwGzuT8Tsquf&index=3</p>	<p>Kids Exercises. https://www.youtube.com/watch?v=5if4cjO5nxo</p>	<p>Wake and shake https://www.youtube.com/watch?v=AKlid_e-loE</p>
Topic	Continue to work on your projects in your packs.				

English LI - to write in clear sentences using capital letters and full stops.

Phonics

LI - practice and re-cap the phase 5 GPC's and re-caping the alternative OW sounds.

Phonics play

Username: march20

Password: home

Flash cards - speed trial all phases-

<https://new.phonicsplay.co.uk/resources/phase/2/f>

[lashcards-speed-trials](https://new.phonicsplay.co.uk/resources/phase/2/f)

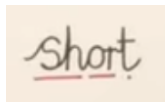
Play cheeky chimps with the OW sound -

<https://new.phonicsplay.co.uk/resources/phase/5/c>

[heeky-chimps](https://new.phonicsplay.co.uk/resources/phase/5/c)

Circle the ow phonemes in the text.

Add sound buttons



in the text. Sound button guidance.

<https://www.youtube.com/watch?v=8pbImXbGOxw>

The Crow in the Snow



This crow wants to grow. This crow wants to show how high she can go. This crow flaps up high. She sees so much below! She sees the farmer's nose. She sees her shadow. Just then wind starts to blow... It starts to snow! The wind blows the snow and the crow. Oh no!



The wind and the snow blow the crow past a window. "Hello crow!" says the kid at the window. Then the crow sees a rainbow! The snow stops and the wind starts to blow. At last, the poor crow can fly low. The crow is glad she is not in the wind and the snow! But she is glad she showed how high she can go!

See work sheet below.

Pobble 365.

<https://www.pobble365.com/top-of-the-beanstalk/>

Use the link above and find the activity to complete: Question time.



Story starter!

Jack had been climbing for most of the morning. Sleep after slipping sleep, he had made his way up to the top of the beanstalk. Several times, when the wind picked up, he had feared he might lose his footing and fall to his death. He had dared to look down on one occasion, seeing that his house was the size of an ant for below. Now that he had finally reached his goal and clambered up to the land of the giants, Jack had no idea what to do next.

"FEE. FI. FO. FUM." a voice as loud as a floghorn boomed out from high above him. Jack took a deep breath...



Question time!

- Has the giant seen Jack?
- How might Jack feel at this moment?
- Would you rather be the giant or Jack?
- Would you rather be a giant in a land of humans, or a human in a land of giants?
- What/who else lives in the land of the giants?
- Why do giants live apart from humans?

Remember:

Neat handwriting and finger spaces.

Capital letters and full stops.

Write in sentences.

Say the sentences out loud before writing it to check it makes sense.

Re-read your sentence to check it makes sense still.

Use your phonics to help you sound out and spell words.

Literacy shed.

Use the link to watch the film called the Book of butterflies.

<https://www.literacyshed.com/butterflies.html>

Use full sentences to answer these questions.

Do you think the man was surprised When the butterflies flew out?

How do you know?

How many butterflies have come out of the book?

What colours are they?

What feeling did you get when they flew out?

What do you think the man might do to get the butterflies back into the book?

Remember:

Neat handwriting and finger spaces.

Capital letters and full stops.

Write in sentences.

Say the sentences out loud before writing it to check it makes sense.

Re-read your sentence to check it makes sense still.

Use your phonics to help you sound out and spell words.

Extended writing.

Use the link to watch the film called the Book of butterflies.

<https://www.literacyshed.com/butterflies.html>

Use this as a writing stimulus for a story about a book that came to life.

Ideas: What would happen if lions and tigers came out of the book into the room? What would happen if fish came out? - have to scoop them up quickly and put them into a tank, etc.

Remember:

Neat handwriting and finger spaces.

Capital letters and full stops.

Write in sentences.

Say the sentences out loud before writing it to check it makes sense.

Re-read your sentence to check it makes sense still.

Use your phonics to help you sound out and spell words.

Spelling.

Thinking about the Book of butterflies, the butterflies were flying and the man was reading. Both words have suffix 'ing'.

Use the information sheet below to learn about adding 'ing' to words.

Then complete the worksheet.

Book of Butterflies

Root word	+	ing	New word
fly	+	ing	flying
open	+	ing	
turn	+	ing	
read	+	ing	
look	+	ing	
watch	+	ing	
twirl	+	ing	
soar	+	ing	
flutter	+	ing	

Can you create two of your own?

	+	ing	
	+	ing	

Challenge -

How many 'ing' words can you think of?

Write a list.

You could email them to me and we'll see who gets the most!

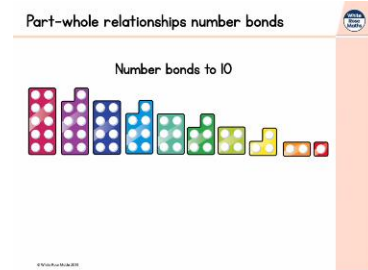
Warm up songs - <https://www.youtube.com/watch?v=bGetqbqDVaA>

<https://www.youtube.com/watch?v=Ss-azuApvAO>

LI - To find and make number bonds.

Follow the link to watch the video lesson 1.

<https://whiterosemaths.com/homelearning/year-1/>



Then complete the worksheet.

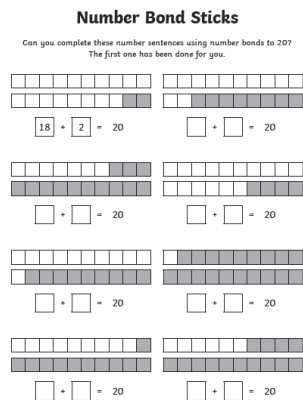
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y1-Lesson-1-Find-and-make-number-bonds-2019.pdf>

Warm up songs - <https://www.youtube.com/watch?v=0TgLf3PMOc>

<https://www.youtube.com/watch?v=GyK8iEO5-GI>

LI - To find and make number bonds.

Consolidating the number bonds learning from yesterday please complete these activity sheets.



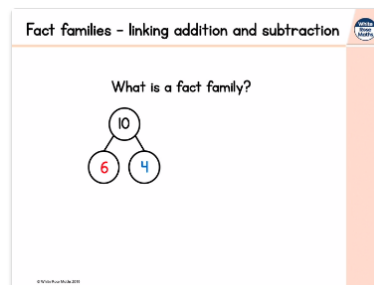
Warm up songs - <https://www.youtube.com/watch?v=7stosHbZZZg>

https://www.youtube.com/watch?v=C5vSGh3f_vE

LI - To learn about fact families - linking addition and subtraction.

Follow the link to watch the video lesson 2.

<https://whiterosemaths.com/homelearning/year-1/>



Then complete the worksheet.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Y1-Lesson-2-Related-facts-2019.pdf>

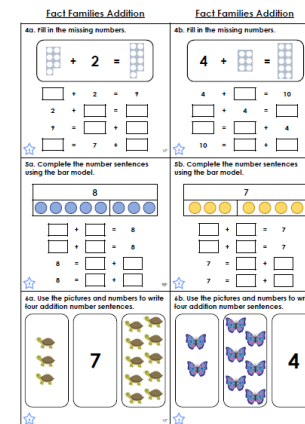
Warm up songs - <https://www.youtube.com/watch?v=Rd5DBkP9avw&t=89s>

https://www.youtube.com/watch?v=-gmEe0-_ex8

<https://www.youtube.com/watch?v=h6udqW6VhWg>

LI - To learn about fact families - linking addition and subtraction.

Consolidating fact families please complete these worksheets.



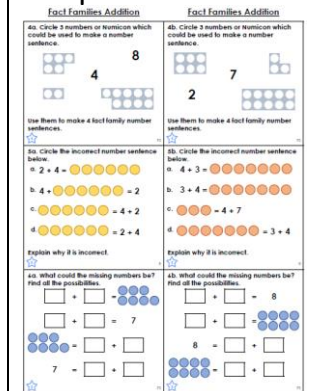
Warm up songs - <https://www.youtube.com/watch?v=e0dJWfQHF8Y>

<https://www.youtube.com/watch?v=uYRTtwZGwj8>

<https://www.youtube.com/watch?v=aK3FKEZJKec>

LI - To use reasoning skills and solve simple problems related to fact families - linking addition and subtraction.

Complete the worksheets.



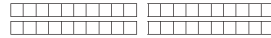
Number Bond Sticks

These number bond sticks are made from 10 white cubes and 2 grey cubes.

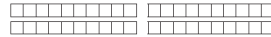


$$18 - 15 = 20$$

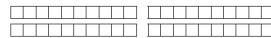
Can you use two colours to make your own sticks with number bonds to 20? Write the matching number sentence below each picture.



$$\square + \square = 20 \quad \square + \square = 20$$



$$\square + \square = 20 \quad \square + \square = 20$$



$$\square + \square = 20 \quad \square + \square = 20$$

Number Bonds to 20
There are 15 carrots here on a baking tray. The baking tray can hold 20 bats. How many more bats can I put on the tray?

20
15
?

Number Bonds to 20
I have 20 jelly beans. I eat 4. How many do I have left?

20
4
?

Number Bonds to 20
I have 10 green marbles and 10 purple marbles. How many marbles do I have altogether?

?
10
10

Number Bonds to 20
There are 20 sausages in a packet. I cook some of the sausages in a 9-pan pan. There are 17 sausages left in the packet. How many sausages did I cook?

20
?
17

Addition and Subtraction Fact Families to 20

For each set of numbers, write four different addition and subtraction facts.



$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$



$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$

Addition Fact Families

Which is the odd one out in each group of calculations?

2 + 3 = 5	7 + 1 = 8
3 + 2 = 5	8 + 1 = 7
3 = 5 + 2	8 = 1 + 7
5 = 2 + 3	8 = 7 + 1
2 + 1 = 3	4 + 10 = 6
1 + 2 = 3	6 + 4 = 10
3 = 1 + 2	10 = 4 + 6
1 = 2 + 3	10 = 6 + 4

Can you explain what is wrong and correct the mistakes?

A link the schools website and Maths Calculation policy:
<http://www.guyhirn.cambs.sch.uk/website/curriculum/66627>

Circle all the 'ow' phonemes in the text.
Add sound buttons to the text.

The Crow in the Snow



This crow wants to grow. This crow wants to show how high she can go.



This crow flaps up high. She sees so much below! She sees the farmer mow. She sees her shadow.



Just then wind starts to blow... It starts to snow! The wind blows the snow and the crow. Oh no!



The wind and the snow blow the crow past a window. "Hello crow!" says the kid at the window.



Then the crow sees a rainbow! The snow stops and the wind starts to slow.



At last, the poor crow can fly low. The crow is glad she is not in the wind and the snow! But she is glad she showed how high she can go!

Action Reaction



Let's read these words together:

jump
jumping



How is the second word different?

What has been added?

Action Reaction



Let's read these words together:

walk
walking



How is the second word different?

What has been added?

Action Reaction



Talk to your partner:
What did you notice about the words?



They are all things you can do.



These 'doing' words are called verbs. They describe an action.

Can you think of any more 'doing' words?
Act out the action and see if your partner can guess the word.



Action Reaction



Talk to your partner:

How does adding -ing change the words?



It tells us the action is happening now.

We call the -ing bit of the word, a suffix.



Book of Butterflies

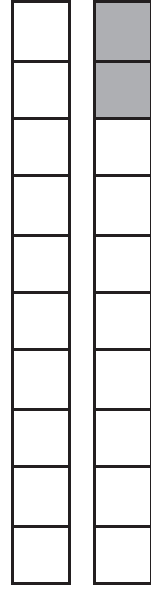
Root word	+	ing	New word
fly	+	ing	flying
open	+	ing	
turn	+	ing	
read	+	ing	
look	+	ing	
watch	+	ing	
twirl	+	ing	
soar	+	ing	
flutter	+	ing	

Can you create two of your own?

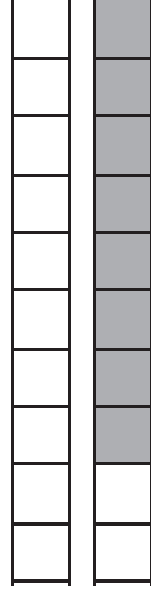
	+	ing	
	+	ing	

Number Bond Sticks

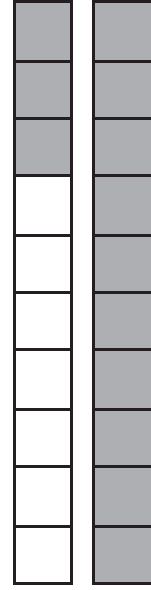
Can you complete these number sentences using number bonds to 20?
The first one has been done for you.



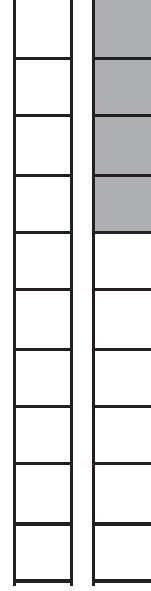
$$\boxed{18} + \boxed{2} = 20$$



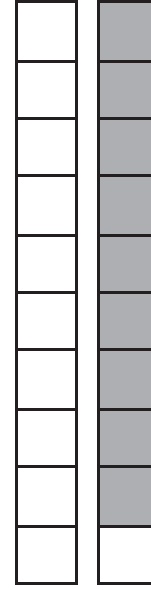
$$\boxed{} + \boxed{} = 20$$



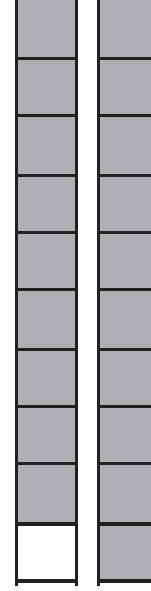
$$\boxed{} + \boxed{} = 20$$



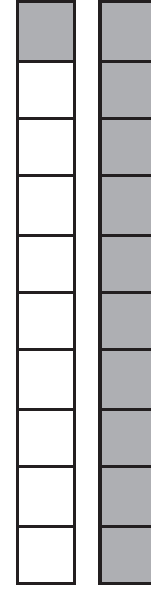
$$\boxed{} + \boxed{} = 20$$



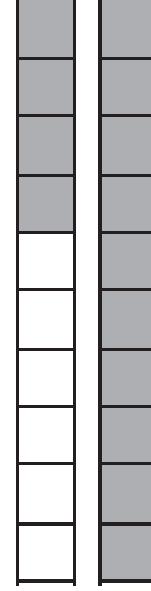
$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$



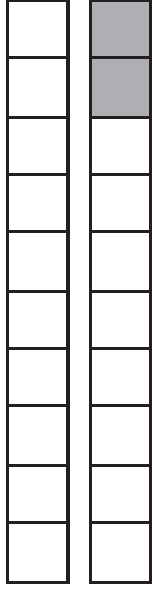
$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$

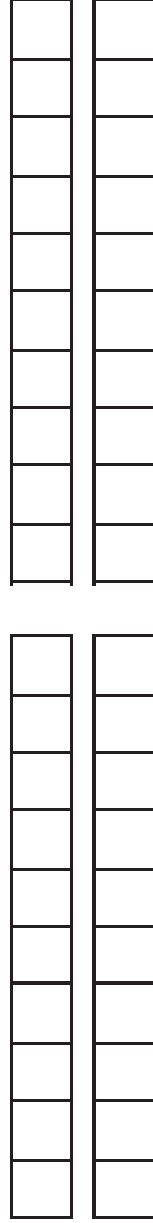
Number Bond Sticks

These number bond sticks are made from 18 white cubes and 2 grey cubes.



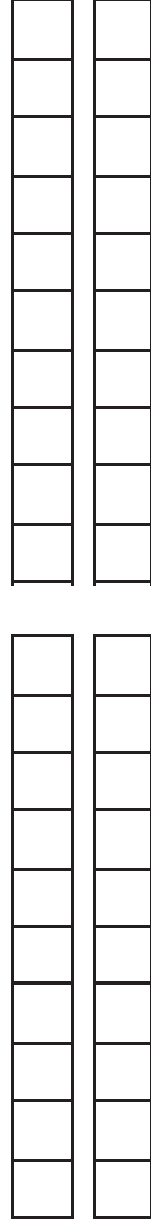
$$\boxed{18} + \boxed{2} = 20$$

Can you use two colours to make your own sticks with number bonds to 20? Write the matching number sentence below each picture.



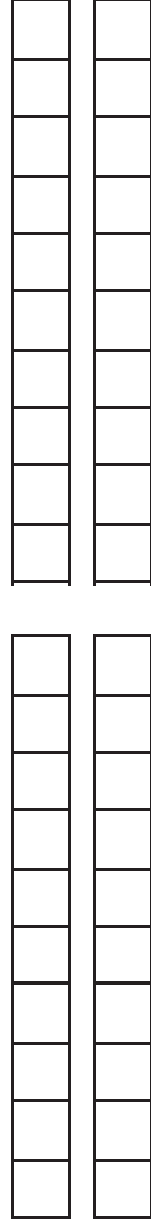
$$\boxed{} + \boxed{} = 20$$

$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$

$$\boxed{} + \boxed{} = 20$$



$$\boxed{} + \boxed{} = 20$$

$$\boxed{} + \boxed{} = 20$$

Number Bonds to 20

There are 15 currant buns on a baking tray. The baking tray can hold 20 buns. How many more buns can I put on the tray?

20	
15	?



Number Bonds to 20

I have 20 jelly beans. I eat 4. How many do I have left?

20	
4	?



Number Bonds to 20

I have 10 green marbles and 10 purple marbles. How many marbles do I have altogether?

?	
10	10



Number Bonds to 20

There are 20 sausages in a packet. I cook some of the sausages in a frying pan. There are 17 sausages left in the packet. How many sausages did I cook?

20	
?	17



Fact Families Addition

4a. Fill in the missing numbers.

$2 + \square = \square$

$\square + 2 = 9$

$2 + \square = \square$

$9 = \square + \square$

$\square = 7 + \square$



VF

Fact Families Addition

4b. Fill in the missing numbers.

$4 + \square = \square$

$4 + \square = 10$

$\square + 4 = \square$

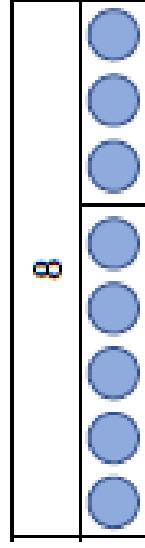
$\square = \square + 4$

$10 = \square + \square$



VF

5a. Complete the number sentences using the bar model.



$\square + \square = 8$

$\square + \square = 8$

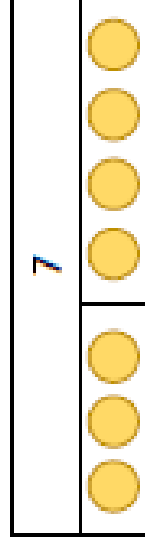
$8 = \square + \square$

$8 = \square + \square$



VF

5b. Complete the number sentences using the bar model.



$\square + \square = 7$

$\square + \square = 7$

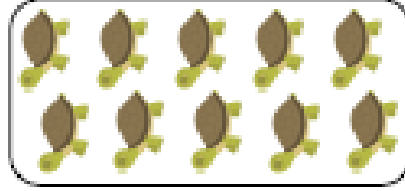
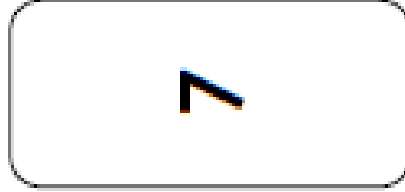
$7 = \square + \square$

$7 = \square + \square$



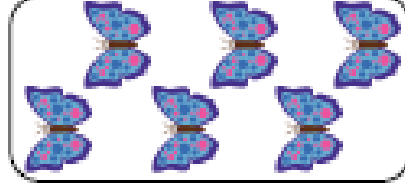
VF

6a. Use the pictures and numbers to write four addition number sentences.



VF

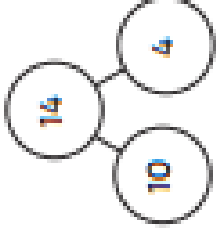
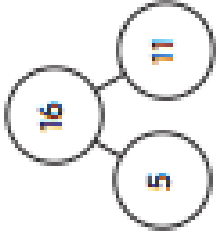
6b. Use the pictures and numbers to write four addition number sentences.



VF

Addition and Subtraction Fact Families to 20

For each set of numbers, write four different addition and subtraction facts.



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+ + - -

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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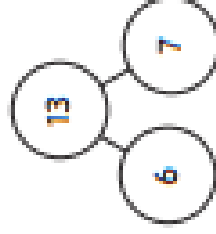
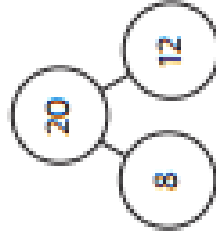
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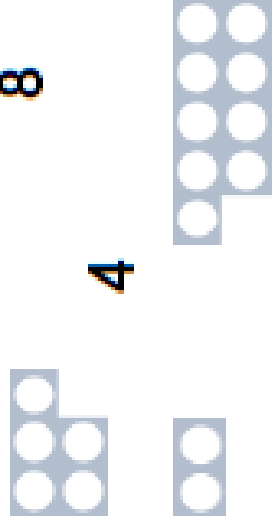
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Fact Families Addition

4a. Circle 3 numbers or Numicon which could be used to make a number sentence.



8

Use them to make 4 fact family number sentences. ☆

PS

5a. Circle the incorrect number sentence below.

a. $2 + 4 =$  $= 2$

b. $4 +$  $= 2$

c.  $= 4 + 2$

d.  $= 2 + 4$

Explain why it is incorrect. ☆

F

6a. What could the missing numbers be? Find all the possibilities.

+ =  =

+ = 7

 = +

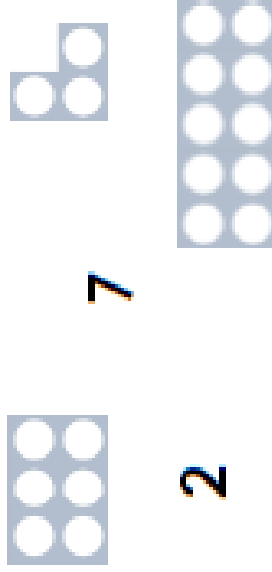
$7 =$ +



PS

Fact Families Addition

4b. Circle 3 numbers or Numicon which could be used to make a number sentence.



2

Use them to make 4 fact family number sentences. ☆

PS

5b. Circle the incorrect number sentence below.

a. $4 + 3 =$  $= 3 + 4$

b. $3 + 4 =$  $= 3 + 4$

c.  $= 4 + 7$


d.  $= 3 + 4$

Explain why it is incorrect. ☆

R

6b. What could the missing numbers be? Find all the possibilities.

+ = 8

+ =  =

$8 =$ +

 = +



PS

Addition Fact Families



Which is the odd one out in each group of calculations?

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$3 = 5 + 2$$

$$5 = 2 + 3$$

$$7 + 1 = 8$$

$$8 + 1 = 7$$

$$8 = 1 + 7$$

$$8 = 7 + 1$$

$$2 + 1 = 3$$

$$1 + 2 = 3$$

$$3 = 1 + 2$$

$$1 = 2 + 3$$

$$4 + 10 = 6$$

$$6 + 4 = 10$$

$$10 = 4 + 6$$

$$10 = 6 + 4$$

Can you explain what is wrong and correct the mistakes?