

Maths Home Learning Grid

| | | | |
|---|---|---|---|
| <p>Choose different 2 digit numbers and record them in the 4 ways below. Can you complete 10?</p> <p><small>(Sizes 1 cent and 2p coins are used. You can use 5 pence, 10 pence, 1, 2, 5, 10, 20, 50 pence and 1 pound coins. You can use 1, 2, 5, 10, 20, 50 pence and 1 pound coins. You can use 1, 2, 5, 10, 20, 50 pence and 1 pound coins. You can use 1, 2, 5, 10, 20, 50 pence and 1 pound coins.)</small></p> <div style="text-align: center;"> </div> | <p>Make your own 100 square by filling in the blank grid in your pack:</p> <ul style="list-style-type: none"> Use objects (e.g. coins) to cover all of the even/odd numbers. <i>Is there a pattern? How about all of the 2s/ 5s/ 10s? What do you notice?</i> Choose a number. Write down what is 1 more and 1 less, and 10 more and 10 less. Practise counting forwards and backwards in 1s, 2s, 5s and 10s. <i>Can you do it without looking?</i> Ask a grown up to cover up some numbers. <i>Can you guess which ones are missing?</i> Ask a grown up to cut up your hundred square into 'jigsaw pieces'. <i>Can you re-build it correctly?</i> | <p>Make amounts of money using coins. Can you make the same amount again in a different way?</p> | <p>Use household objects to create 2D and 3D shapes. Can you name them? Can you count the sides and vertices (corners)?</p> <p>Items that work well- cocktail sticks or spaghetti with playdough or marshmallows. BUT you can make shapes with anything you find!</p> |
| <p>Use a ruler or tape measure to measure things in your house. Measure at least 10 things and write the length in m/cm. Order your chosen items from shortest to largest.</p> <p>Measuring Vehicles Distances</p> | <p>Use objects in your house to help you practise dividing by sharing. Complete 10 questions.</p> <p>Number bonds (pairs of numbers that make an amount):</p> <ul style="list-style-type: none"> Write all of the number bonds to 10 like this: $0 + 10 = 10$. Write all of the number bonds to 20. Count out 20 objects and use them to help you. | <p>Ask a grown up to write out some addition and subtraction number sentences. Are they true or are they false? Sort them. Can you fix the false ones?</p> | <p>Draw some and cut out some shapes. Split some into equal parts (halves, quarters or thirds) and some into unequal parts. You could use folding to help you.</p> |
| <p>Oh dear! Bee-Bot has jumbled up the numbers! Help him by writing them in the correct order from smallest to greatest.</p> <p><i>See sheet in pack.</i></p> | | <p>Play a card game or board game that involves numbers or counting i.e. Yahtzee, monopoly, snakes and ladders, top trumps etc.</p> | <p>Make your own times table flashcards for the 2, 5 and 10 times tables.</p> <p>Write the question on the front e.g. 5×2 and the answer on the back e.g. 10.</p> <p>Use them to test your times tables!</p> |

Write 10 sentences using the 'stretch a sentence' technique:

STRETCH A SENTENCE

WHO? A turtle

DOING WHAT? A turtle learns new things.

WHERE? A turtle learns new things at school.

WHEN? In the morning a turtle learns new things at school because it is very curious.

WHY?

Practise expanding sentences using adjectives, conjunctions and adverbs. Can you use the power of 3?

Don't forget your punctuation: Capital letters, full stops and commas.

EXPANDING Sentences

NOUN ACTIVITIES

| | | |
|---|--|--|
| Write a list of nouns that you might find at a farm. | Write a list of nouns that you can see in your classroom. | Write a list of nouns that you have seen today. |
| Write a list of nouns that you might find in a class. | Write a list of nouns that you might find in the kitchen. | Write a list of nouns that are yellow. |
| Write a list of nouns that you might find in a shop. | List 10 different places. | Write a list of nouns that you might find in the beach. |
| List 10 different people. | Write a list of nouns that you might find in your bedroom. | Choose a book and write a list of nouns that you can find in it. |
| Write a list of nouns that you can eat. | Write a list of nouns that are big. | Write a list of nouns that you might find at the park. |
| Write a list of nouns that you might find at the zoo. | List 10 different proper nouns. | List 10 different abstract things. |

Non-fiction writing: Create a fact file about Kenya (or another country.) You could do this either on paper or on a computer.

Use what we have already learnt in class alongside your own research.

You could include:

- Where is Kenya? (map)
- Capital city.
- Flag.
- Weather/ climate.
- Animals.
- Food.
- Population.
- Interesting facts!
- Pictures/ diagrams with captions.

Don't forget a title and subheadings.

Choose one of these:

1. Cook
2. Bake
3. Make

Then write a recipe/instructions to tell somebody else what to do.

Remember to use numbers, time words (first, next, then) and verbs (mix, cut, stick, sprinkle).

Have some fun with this story starter featuring a blue skateboarding monster! What will happen next? Finish the story.

The last thing I expected to see that morning was a blue monster on a skateboard, but...

Tiny Dragon

Where is it from?
Why is it so small?
Are there more like him?
Where does he live?
How will you look after it?
Will you keep it a secret or tell someone?
What is it called?
Is it magic? What magic can it do?

60 Second Read Activity Sheets:

Complete the 2 60 second read activity sheets by reading the text (ask a grown up to read it to you if you are finding it too tricky) and answering the 4 questions.

Sheets in pack.

Story writing is SO important in key stage 1!

Stories should include a beginning (introduce characters and setting), middle (problem) and end (resolution).

Write some stories about ANYTHING you want. You could even create your own story books with illustrations (pictures)!

Make some punctuation pictures. Ask a grown up to write some different sentences for you to punctuate.

Teaching Punctuation free stick puppets make it fun to learn

Saturday

Find between 3 and 5 different objects in 3 different rooms in your house and write them in a list using commas e.g:

In my bathroom I have got shampoo, a toothbrush, towels and toilet roll.

In my wardrobe there are dresses, jeans and t-shirts.

Remember, the comma comes between each item apart from the final two items where you use the word 'and' instead.

Complete the double-sided SPaG (spelling, punctuation and grammar) activity mat.

Sheet in pack.

Shut the box

Take it in turns to roll the dice and add them up. Cover the total with a 1p coin, or if you prefer, cover any two numbers that make the total, or indeed any three numbers that make the total.



So, if you roll **1** and **4**, you could cover 7, or 2 and 5, or 1 and 6, or 3 and 4. Assuming you can cover two numbers (or their total), you can roll again.

The aim of the game is to cover all your numbers before becoming stuck, at which point play passes to your opponent. Once you have both become stuck (or succeeded), your remaining numbers become your final score — the aim is to have as low a score as possible (preferably zero!)

So, a player whose card looked like this at the end would score 237.

1 **2** **3** **4** **5** **6** **7** **8** **9**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Activities at home.

Maths

1. Play cards or dominos
Dominos are really good for the children to instantly recognise that 5 dots in the configuration is 5 and they begin to count on from that number instead of starting at 1 each time.
2. Play snakes and ladders, ludo or any board game with dice and counting involved.
3. Get out loose change – name the coins, make amounts in different ways, set up a shop and pay for items, calculate change from 20p, 50p or £1
4. Fill a measuring jug at the sink – up to 1 litre, half a litre. How many cups to fill 500 mls, 500 mls will fill an egg cup how many times...etc
5. Use a ruler or tape measure to measure in cms.
6. Do some cooking and weigh the ingredients.
7. Get an egg timer or use the stop watch on your phone. How many XXXX can you do in 1 minute?
Hops, write your name, stick lego bricks together, jumps, write numbers etc
8. Shut the box game – sent on paper. Needs 2 dice and 9 coins
9. Look in your kitchen cupboards what 3D shapes can you see? Boxes are cuboids, cans are cylinders etc
- 10) Make your own beadstring with string and cheerios. Practise counting forwards and backwards.
Use it to solve calculations, make groups of 2 or 5 etc
- 11) Cut a piece of string and use it to measure around objects or body parts.
- 12) Sudoku puzzles are really good fun.
- 13) Use pasta to do sharing – division and fractions.
 $16 \div 4 = ?$ and $\frac{1}{4}$ of 16 = ?
- 14) Practise number bonds
- 15) Count forwards and backwards in 2, 5 and 10s.

Activities at home.

English

- 1) Use the book sent home, write an entry (couple of sentences per day). What have you done? How did you feel? Can you use the features of a diary?
- 2) Choose a Traditional tale and change one thing to write your own version. Little Red Riding Hood went to see Granny in the city. Goldilocks went to the house of the 3 rabbits and ate all the carrot soup. Etc
- 3) Read a little every day.
- 4) When you finish a book write a book review. Did you enjoy it? Outline the story plot. Would you recommend it? Who would most enjoy it?
- 5) Write a blurb for the back cover of a book.
- 6) Choose a story character – a dinosaur, a princess, a dragon and create your own story.

They could be on a journey or quest, they could go with a magic key, they might have an adventure.
- 7) Make a wordsearch – use flowers, types of transport, any category!
- 8) Practise your spellings – go back over previous lists since September – how many words do you remember?
- 9) Make something then write out your own instructions to share with someone else.
- 10) Complete the reading comprehension sent home.

Activities at home.

Topic

- 1) Get out the paints. Using only red, blue and yellow (primary colours) how many other shades can you mix?
 - 2) Find an interesting object – a shell, a piece of fruit, a leaf in the garden. Sketch with pencil looking carefully at the shape and the detail.
 - 3) Draw a plan of your living room, kitchen or bedroom. Remember you only see the outline of shapes. Bird's eye view!
 - 4) If you have a garden, how many different leaf shapes can you see? Look out of your window – how many different birds can you spot?
 - 5) Cut a picture from an old magazine or Christmas card. Cut it into strips and expand it.
- Check out pinterest for lots of other lovely art ideas.
- 6) Draw a plan of your route to school.
 - 7) Research and find out about any wildlife native to the UK – what does it eat, where does it live, what does it look like? Write a report using sub-headings.
 - 8) Draw a flower and label as many parts as you can remember. You could explain why each part is important.
 - 9) We have learnt about the life-cycle of a frog and of a sunflower. Can you draw the life-cycle of another animal or plant?



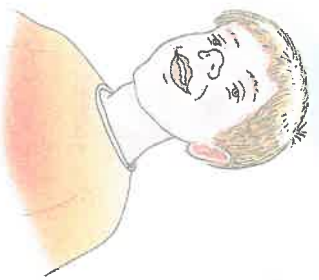
I'm Riding on a Giant

I'm riding on a giant.

I'm way up in the sky.

Looking down on everyone

From higher up than high.



Practice questions

c What does the child say they are riding on?

Tick **one**.

a cloud

a giant

a horse

a train

d Who is the child looking down on?

I'm holding on to giant's ears

As we stride along the street

Shouting down at people,

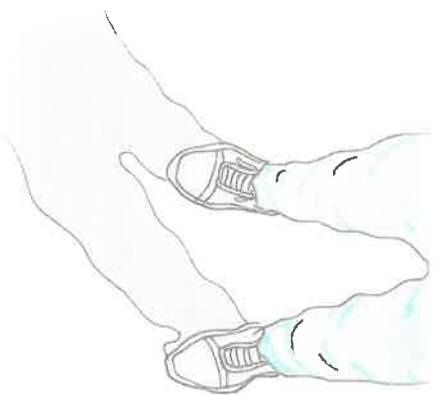
"Hey! Mind my giant's feet!"

We're ducking down through doorways.

We're walking over walls.

I'm safe as houses way up here.

My giant never falls.



10 What is the child holding on to?

1 mark

11 As we stride along the street

Which word means the same as stride?

Tick **one**.

crawl

march

dance

climb

1 mark

People down below us

Simply stop and stare.

Then when they see our shadow,

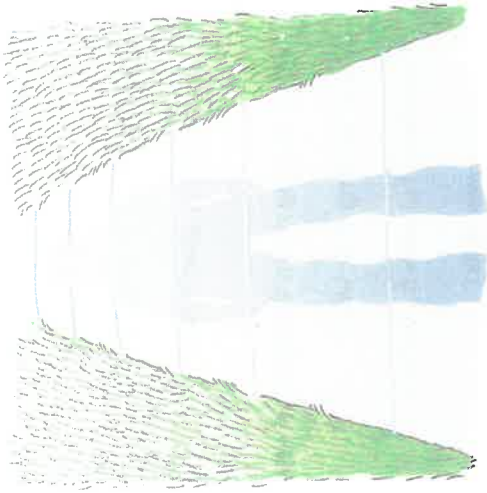
Oh wow! They get a scare.

I'm taller than the tree-tops.

I'm high enough to fly.

Another centimetre and I'd

Bump into the sky.



12

What happens when people see the shadow?



1 mark

8

Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

She wanted to tidy her room.

She wanted to see the octopus.

She wanted to carry on dancing.



1 mark

9

Draw **three** lines to show where Molly was playing on each day.

Monday

Tuesday

Wednesday

garden

living room

bedroom



1 mark

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

So on Friday, when her mother said, "Molly, tidy up!", she did.



I've been riding on my giant,

Oh! What a day I've had.

I'm not afraid of giants,

'Cause this one is my dad.



13 Why did the child describe their father as a giant?

1 mark

14 Which of these do you think the child is likely to say at the end of the outing?

Tick one.

That was fun, Mum. Can you do it all over again?

That was so scary. I never want to do it again!

That was really boring, Dad.

That was great, Dad. Let's do it again!

1 mark

5 Why was Molly always too busy to tidy up?



1 mark

6 Where did Molly look for the octopus?

Write down **one** place.



1 mark

PLEASE TURN OVER TO THE NEXT PAGE.

Please do not write on this page.

7 Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

a feeling.

a thought.

an adventure.



1 mark

World of Water

Water is important to life. Plants and animals need it to grow. We use water to drink, cook and clean. A large part of the Earth is covered in water.



A lake

A river

An ocean

Where can you find water?

We can see water fall from the sky as rain, or frozen into ice and snow. You can find water in the sea, in lakes and in rivers. Let's find out more about water in nature...

15 Why is water so important?

1 mark

16 Give **two** places where you could find water in nature.

1.

2.

1 mark

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking.

Water from oceans and seas is called salt water. Drinking lots of salt water can make you very ill.

Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then

Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared.

"Something with a lot of arms is tidying up," thought Molly.



3 What was Molly doing on Tuesday?



17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt

salt

fish

air

18 What is the name of the biggest ocean?

18

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

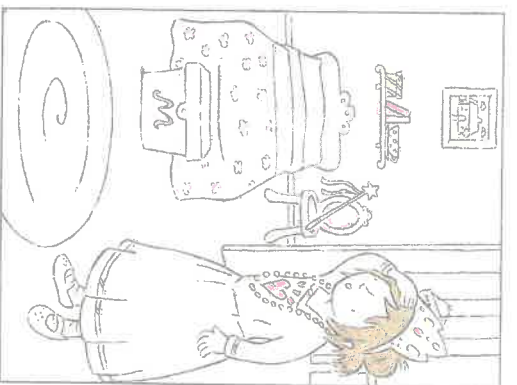
dropped.

picked up.

broken.



When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

sad.

happy.

confused.

1 mark

2 What did Molly think was magic?

1 mark

Lakes

Lakes are large bodies of water with land all around them. Most lakes are full of fresh water. Lake Victoria in Africa is one of the biggest lakes in the world.

Rivers

Rivers are full of fresh, moving water and flow across the land. Some of England's rivers are the Avon, the Mersey, the Thames and the Tyne.



Lake Victoria



River Tyne

19 The text tells us about rivers in England.

Name **two** of them.

1. _____

2. _____

1 mark

20 Draw **three** lines to describe oceans, lakes and rivers.

oceans

bodies of fresh water

lakes

moving fresh water

rivers

large areas of salt water

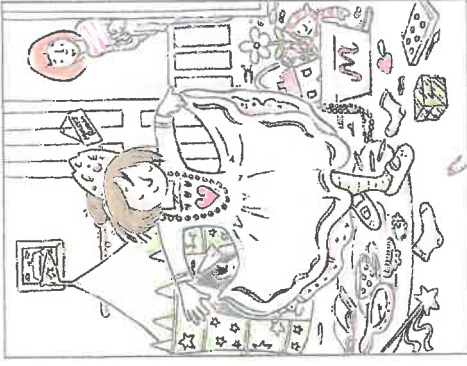
1 mark

There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

a When did the story start?

Tick **one**.

- | | | | |
|---------|--------------------------|-----------|--------------------------|
| Monday | <input type="checkbox"/> | Wednesday | <input type="checkbox"/> |
| Tuesday | <input type="checkbox"/> | Thursday | <input type="checkbox"/> |

b Where was Molly playing?

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2017 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt and answer booklet

| | |
|-------------|--|
| First name | |
| Middle name | |
| Last name | |

| | |
|-------------|--|
| Total marks | |
|-------------|--|

Topic Home Learning Grid

| | | | |
|---|--|---|--|
| <p style="text-align: center;"><u>Variety</u></p> <p>Complete as many of the '20 Super Learning Activities' as you can. Tick them off when completed.</p> <p style="text-align: right;"><i>See resource sheet in pack.</i></p> | <p style="text-align: center;"><u>Variety</u></p> <p>'Lego' Brain Building Project: Complete some of the tasks on the sheet using Lego. Tick them off when completed.</p> <p style="text-align: right;"><i>See resource sheet in pack.</i></p> <p><i>Required resources: Lego.</i></p> <p style="text-align: center;"><u>Science/PSHE/PE</u></p> <p>Make a poster about keeping healthy.</p> <p>Remember to include bright colours, a title, information and pictures.</p> <p style="text-align: center;">Think about:</p> <ul style="list-style-type: none"> • Healthy eating (different food groups/ the wellness plate). • Exercise. • Hygiene (including teeth). • Water | <p style="text-align: center;"><u>Variety</u></p> <p>This Is Me' Brain Building Project: Complete the tasks all about you! Tick them off when completed.</p> <p style="text-align: right;"><i>See resource sheet in pack.</i></p> | <p style="text-align: center;"><u>Computing</u></p> <p>"Who is Captain Cook?"</p> <p>Carry out some research and present your findings in any way you wish.</p> |
| <p style="text-align: center;"><u>Science</u></p>  <p><i>You will need: gummy bears - water - bowl</i></p> <p>Add water to the bowl so it is half full. Then add a few gummy bears to the bowl of water. Leave them to soak. Check after a couple hours and compare their sizes to the original gummy bears.</p> <p>Write about what you did. Include pictures or drawings and describe what you found out.</p> <p><i>Required resources: gummy bears.</i></p> <p style="text-align: center;"><u>Geography</u></p>  <p><i>Can you name 10 different countries?</i></p> <p>List them and draw their flags.</p> | <p style="text-align: center;"><u>Science</u></p>  <p><i>You will need: baking soda - Lemons, slices or oranges - small muffin tray - a tall spoon - small caps/containers to hold fruit</i></p> <p>Cut and squeeze the juice from each different fruit into separate containers. Pour half a tablespoon of baking soda into each of the sections of your muffin tray. Pour a bit of juice in to the baking soda and watch the reaction.</p> <p><i>Can you see and hear the fizz?</i></p> <p>Write about what you did. Include pictures or drawings and describe what you found out.</p> <p style="text-align: right;"><i>Preparation of resources needed.</i></p> | <p style="text-align: center;"><u>Science</u></p> | <p style="text-align: center;"><u>DT/ Science</u></p> <p>Design and make your own boat that will float on water.</p> <p>Plan what materials you are going to use and what your boat will look like.</p> <p>You might want to test your materials to see if they float or not.</p> <p>You could race your boat. <i>What would make it go faster?</i></p> |
| <p style="text-align: center;"><u>P.E.</u></p> <p>Use the activity ideas in your pack, make a log of your physical activity over 1 week (or a few days). Write down what you did, how long for and how it made you feel.</p> <p style="text-align: right;"><i>See activity ideas sheet in pack.</i></p> | <p style="text-align: center;"><u>P.E.</u></p> | <p style="text-align: center;"><u>Art/ History</u></p> <p>Create a piece of 2D art of a mode of transport (past or present) to decorate our new display board in class.</p> <p>Think about transport that goes in the air, on land and in the sea.</p> <p>You could paint, draw, collage- the possibilities are endless! I look forward to seeing what you create 😊</p> | <p style="text-align: center;"><u>R.E/ Art</u></p> <p>Christianity- "What does the egg symbolise at Easter?"</p> <p>Answer the question and then design your own Easter egg!</p> <p><i>Extra: 'Egg decorating' get creative with a hard-boiled egg and create a scene or character. Send a picture to Miss W and she will give a prize to the best one!</i></p> |

