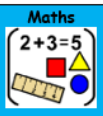
Home Learning Pack

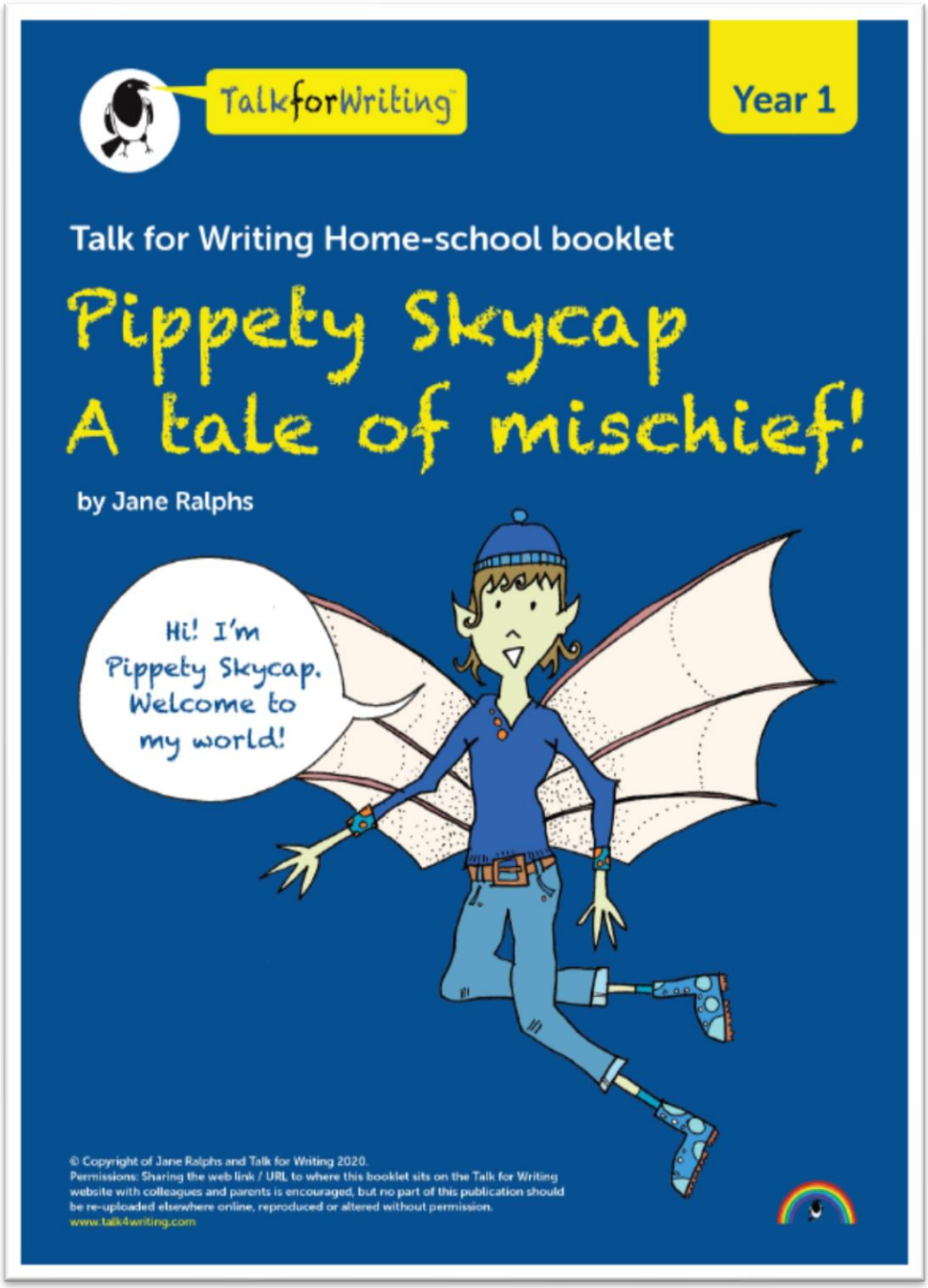
Year 1

Hello Year 1! Here is your weekly timetable for your new work pack. It is filled each week with exciting activities. You should try and complete these activities all by yourself - but if you are really struggling then ask an adult for help.

	9:00 - 9:30	9:30 - 09:45	09:45- 10:00	10:00-10:15	10:15 - 10:30	10:30-11:00	11:00- 11:30	11:30 - 12:00	12:00 - 12:30	Afternoon
Monday	**Maths** 	Count to 100!	Stretch your fingers out wide and close them into a tight fist. Do this 5 times.	Snack time!	Spelling practise	Independent Reading time	Breaktime!	English	Lunchtime!	Independent time
Tuesday	**Maths**	Count in 10's to 100	Can you find 5 buttons to fasten?	Snack time!	Spelling Practise	Independent Reading time	Breaktime!	English	Lunchtime!	Independent time
Wednesday	**Maths**	Count in 2's to 20	Tap all of your fingers individually with your thumb. Do this 5 times.	Snack time!	Spelling Practise	Independent Reading time	Breaktime!	English	Lunchtime!	Topic activity
Thursday	**Maths**	Count in 5's to 50	Can you try and tie some laces on shoes?	Snack time!	Spelling Practise	Independent Reading time	Breaktime!	English	Lunchtime!	Spelling test!
Friday	**Maths**	Count backwards from 50	Handwriting practise	Snack time!	Spelling practise	Independent Reading time	Breaktime!	English	Lunchtime!	Independent time

Parents - We have created this timetable to help support structure at home. We know that children do appreciate structure, particularly when learning. It should also help your children to complete their learning more independently. Please feel free to adapt the timetable so it suits you. There are plenty of audiobooks available online for your child to listen to during their independent reading time too.

Story Time!



The story of Pippety Skycap and activities are designed to inspire and support your child to develop skills and confidence in English – speaking, listening, reading and writing.

Through the world of Pippety Skycap, your child will explore a range of purposeful activities broken down into bite-sized chunks. Each activity is carefully explained and many could be extended. They are designed to be shared activities.

You can listen to a recording of Pippety Skycap here:

https://soundcloud.com/talkforwriting/pippety/s-P2LOxhx3Hmn

Pippety Skycap – A tale of mischief!

Once upon a time, there was a pixie called Pippety Skycap who lived in the corner cupboard in a room just like yours. Pippety loved to have fun and loved to giggle, but most of all he loved to play tricks.

One cloudy morning, he woke up feeling full of mischief. So, he put on his best blue jacket, squeezed into his spotty boots and set off to find some fun - hoppity skip, hoppity skip, hoppity skip.

Soon, he came to the old stone bridge where a grumpy troll was sleeping. "Now for some fun!" giggled Pippety and he pulled a soft feather from his pocket. Nearer and nearer he crept to the troll until he could tickle his warty nose with the feather. "A-A-A-CHOO!" The poor old troll woke up with a huge sneeze and tried to grab the tricky pixie. Luckily, Pippety was a tiny pixie, a teeny pixie and he slipped through the troll's fat fingers. Off he sped - hoppity skip, hoppity skip, hoppity skip.

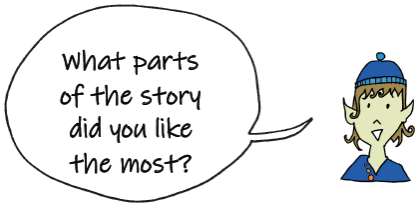
Next, he came to a prickly bush where a ginger cat was watching the birds. "Now for some fun!" giggled Pippety and he snapped off a sharp thorn from the bush. Nearer and nearer he crept to the cat until he could prick her tail with the thorn. "OUCH! OUCH! OUCH!" The poor cat spun round with a yowl and a howl and swiped at the tricky pixie. Luckily, Pippety was a tiny pixie, a teeny pixie and he dodged the long, sharp claws. Off he sped, hoppity skip, hoppity skip, hoppity skip.

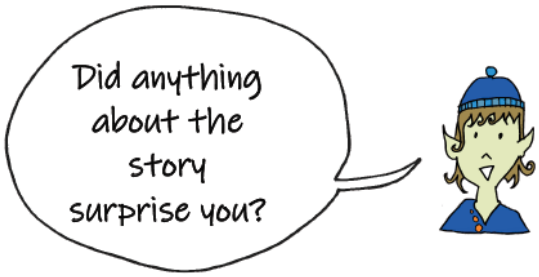
Soon, he came to riverbank where an old toad was dozing on a shiny lily pad. "Now for some fun!" giggled Pippety and he pulled a bright blue balloon from his pocket. Nearer and nearer he crept to the toad until he was right beside his ear. He blew and he blew and he blew until – BANG! "My poor ears!" croaked the toad and he wibbled and wobbled and finally fell into the river with a gigantic splash.

Unfortunately, Pippety had not seen that on the next lily pad was the King Toad. It looked at him with mean, beady eyes, flicked out an enormous tongue and covered him in a thick, sticky goo! "YUCK!" cried Pippety and he ran off, squishing and squelching and squelching and squishing all the way home.
That evening, Pippety Skycap had a long, hot bath, snuggled up with a mug of hot chocolate and thought about his day. He remembered the sticky, oozy goo that had covered him head to foot and frowned. "I'll just have to be a *careful* tricky pixie tomorrow," he mumbled and settled down to plan some more mischief!

Talk about the story together, then can you finish these sentence starters?

Say the sentences out loud:

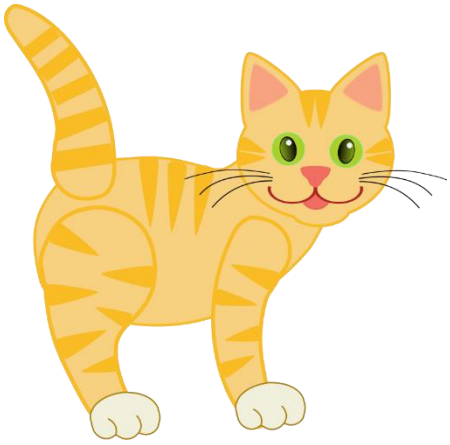


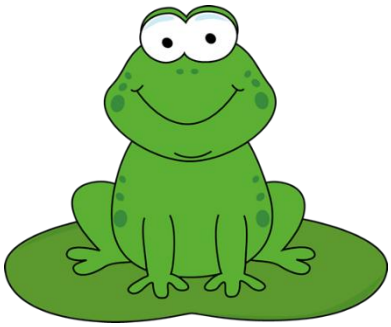


"I liked ...

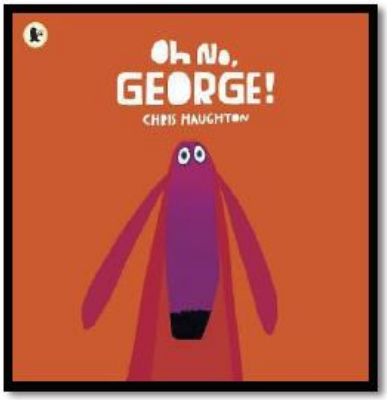
"I was surprised by ...

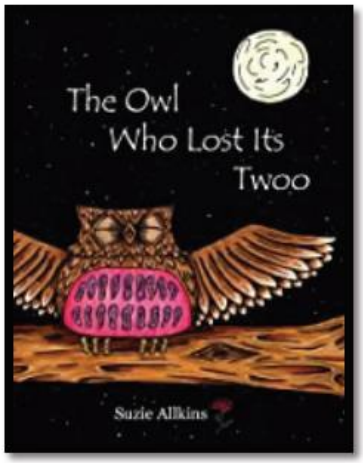
"I want to know ...

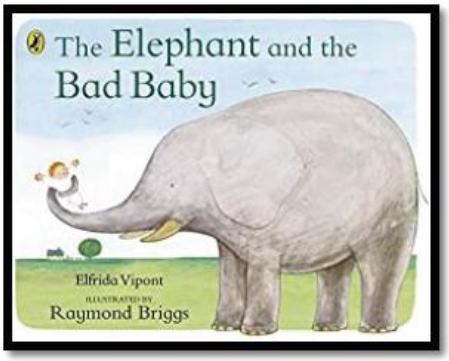


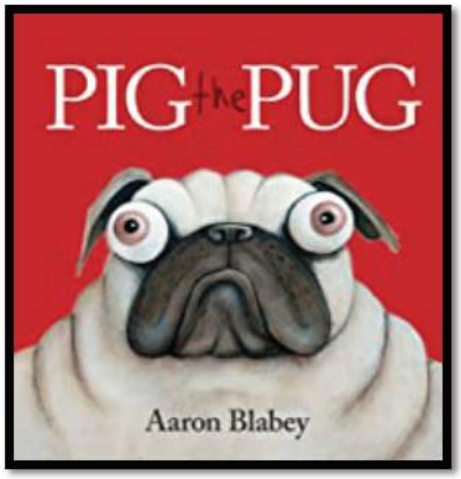


Here are some other books about characters that love mischief just like me! You might like to read these too.









Pig the Pug https://www.youtube.com/watch?v=7DuRtK4-zy8

Oh no, George! https://www.youtube.com/watch?v=EOgGfUz1znc

Read the story again. Can you remember who said what?

Comprehension

Quiz Time!

Try to answer the questions using sentences – say them out loud.

Where does Pippety Skycap live?

What does Pippety like to do?

What happened to the troll?

What happened to the cat?

What happened to the old toad?

What did the King Toad do to Pippety?

Do you think Pippety will be a good pixie from now on? How do you know?

What action could you do for 'soft'?

How many sounds can you hear in the word?

soft

Something that is soft feels nice to touch. It is not rough or hard.

Can you name 4 things that are soft in your house?

What action could you do for 'sharp'?

How many sounds can you hear in the word?

sharp

Something that is sharp usually has a pointy end and can cut or make holes in things easily.

Can you think of 4 things that are sharp?

What action could you do for 'shiny'?

How many sounds can you hear in the word?

shiny

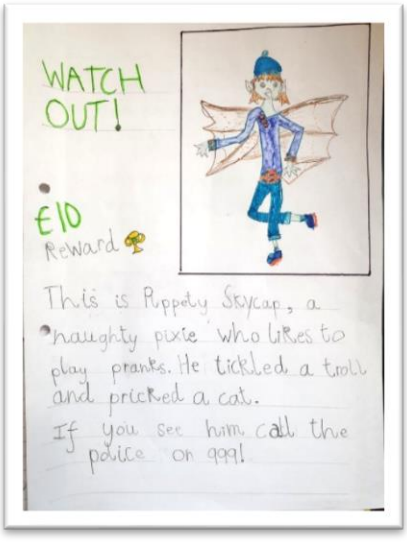
Something that is shiny is very bright. You can see your face in a shiny surface.

Can you think of 4 things that are shiny?

Can you design a poster to warn everyone to watch out for Pippety's tricks?

Remember to:

- ✓ Draw Pippety so that everyone will know what he looks like
- ✓ Describe some of the tricks he likes to play
- ✓ Tell everyone what they should do if they see Pippety
- ✓ Offer a reward



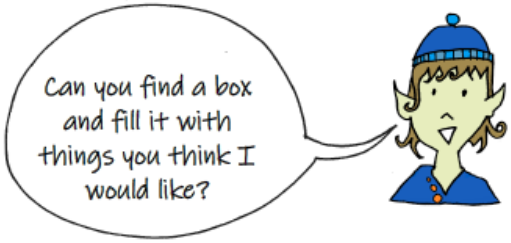
PIXIE FACTFILE

Name: Pippety Skycap
Age: 103 pixie years

Address: The Blue Box
The Corner Cupboard
Y.O.U.R. Home
PI XIE

Favourite things

- colourful wool or string
- blue buttons
- shiny coins
- bright green leaves

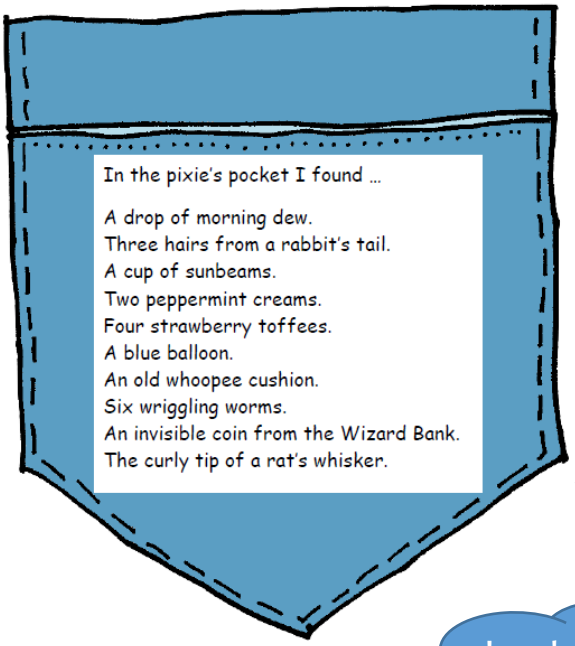


What did you find?

Make a list!

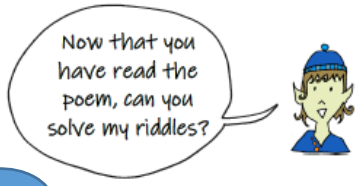
What are your favourite things?

You could create a Fact file like mine about yourself!



In the pixie's pocket I found ...

A drop of morning dew.
Three hairs from a rabbit's tail.
A cup of sunbeams.
Two peppermint creams.
Four strawberry toffees.
A blue balloon.
An old whoopee cushion.
Six wriggling worms.
An invisible coin from the Wizard Bank.
The curly tip of a rat's whisker.



You can only find me glistening when you first wake up. What am I?

If you sit on me, I will make a rude noise! What am I?

I'm usually underground in the garden. What am I?

I am chewy and fruity. What am I?

I can buy things if you can find me! What am I?

I popped up in the story of Pippety Skycap. What am I?

Pixie Challenge...A Rainbow Treasure Hunt!

The Blue Box
The Corner Cupboard
Y.O.U.R. Home
PI XIE

Dear Friend

Yesterday afternoon, I was sitting in my garden enjoying the sunshine when, suddenly, a big black cloud came over and it started to rain. Guess what? The next moment, a beautiful rainbow appeared in the sky. It was gorgeous! All those fabulous colours! I was so disappointed when it began to disappear, but then I had an idea. Could you make a rainbow memory for me by collecting something for each colour (like wool, grass, a piece of paper, a bottle top) and sticking them on to a piece of card? You will need to find something for these seven colours:

- red
- orange
- yellow
- green
- blue
- indigo
- violet

Hope you had fun on your rainbow treasure hunt. Can you write about the things you found?

For example:

First I found a...Then I found...After that I found...

Let's get creative!

Can you follow these instructions to make your own playdough?

Sparkly Playdough Recipe

What you need:

- A mixing bowl
- 1 cup of plain flour
- ¼ cup salt
- A few drops of blue food colouring
- Glitter
- 1 tablespoon of vegetable oil
- ½ cups of boiling water (you need an adult for this!)
- A wooden spoon

First, put the flour and salt into the mixing bowl.
Next, add the food colouring and glitter. Mix it together with a wooden spoon.
Then, pour in the vegetable oil and boiling water (you need an adult for this!).
After that, mix well with the wooden spoon.
Finally, kneed it together using your hands. If it is too sticky, sprinkle on some more flour.

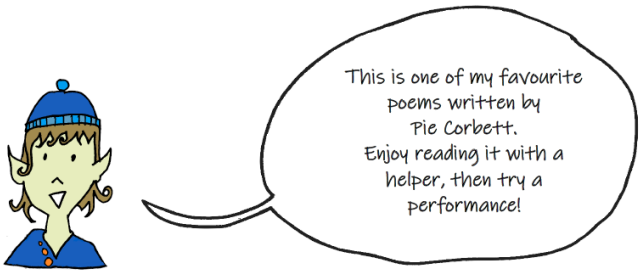
Enjoy playing with it!

Here is an online video of how to make a similar playdough:
https://www.youtube.com/watch?v=LAUthe-02yM

Can you describe your playdough?

Send your teacher a photo of your playdough! They would love to see it.

classname@heathfield.nottingham.sch.uk –change the class name to class of your child to ensure it gets to your teacher. (Owls, Hedgehogs, Foxes, Badgers)



If I Had Wings

If I had wings, I would touch
the frail fingertips of clouds.

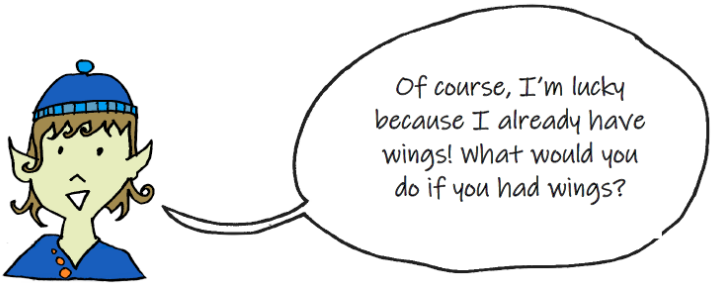
If I had wings, I would taste
a chunk of the sun, as hot as peppered curry.

If I had wings, I would listen
to the cloud's soft breath.

If I had wings I would smell
the scent of raindrops.

If I had wings, I would gaze
at the people who cling to the earth's crust.

If I had wings, I would dream
of swimming the deserts
And walking the seas.



Start your sentences with:

If I had wings, I would touch...

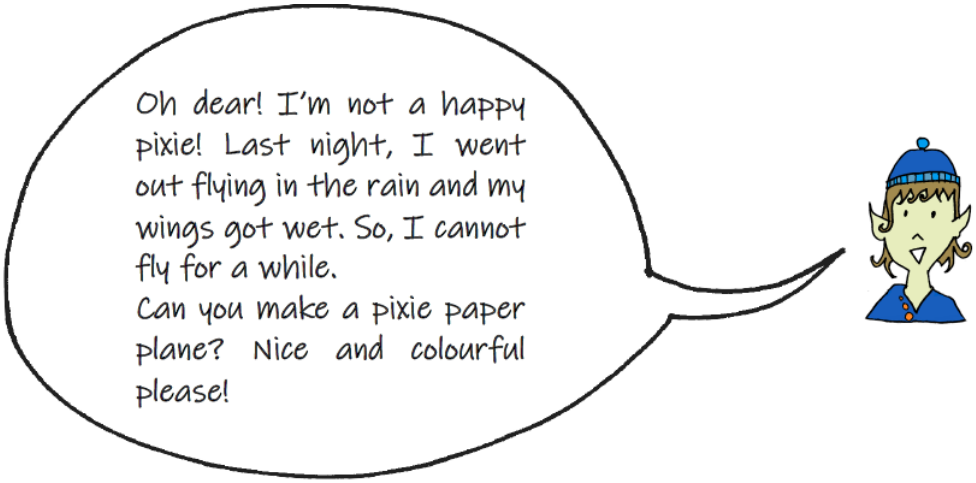
If I had wings, I would taste...

If I had wings, I would listen...

If I had wings, I would smell...

If I had wings, I would gaze...

If I had wings, I would dream...



There's a video here of how to make one if you get stuck!

https://www.youtube.com/watch?v=69guQlMz8Bc

Suffixes

Gobblefunking with words!

Suffixes are a group of letters that can be added to the end of words to make another word. By adding suffixes to nouns (words that name places, people or things), the word becomes an adjective (a word that gives more information about a noun).

Where are the suffixes in these words?

glumptious	scrumdiddlyumptious	jarful	gloriumptious	disgustable
babblement	maggotwise	ladderless		

Roald Dahl often created words to use in his stories. Make up some of your very own words by changing the suffixes in the words below. Write your new words down on a piece of paper.

delicious tasteful fizzing horrible disgusting revolting lovely yummy gigantic

Can you draw a picture of a sweet you have invented for Willy Wonka? Label it using the adjectives you have created.

Plurals

Adding -es or -s to nouns (person, place or thing) to make them plural nouns.

For example,

One chocolate

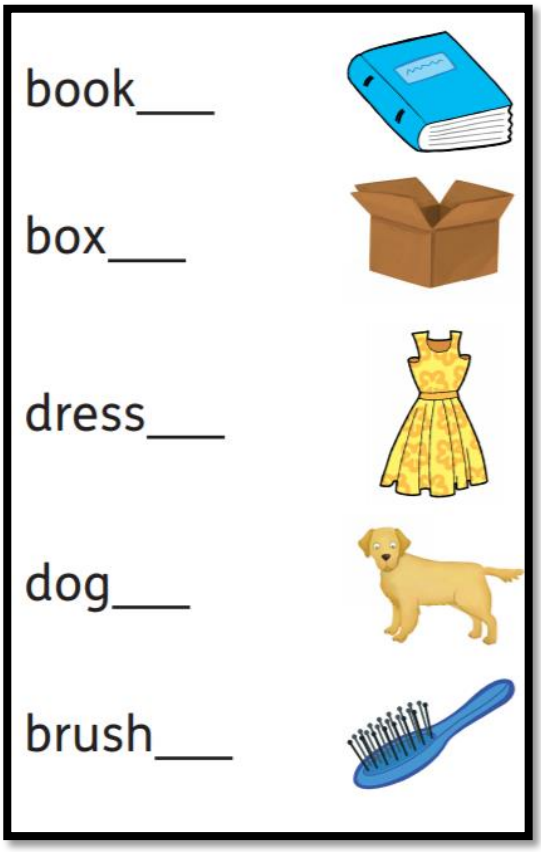
Two chocolates

If the word ends in ch, sh, s, ss, z or x, add es to make a plural noun.

One sweet

Two sweets

What should you add to these nouns to make plural nouns?



Can you write the plurals of objects you find at home?

Are there any which you can't use -es or -s for?

Sometimes, you need to add -ies when the noun ends in -y.

Sometimes, you need to add -ves if the noun ends in an -f or -fe.

There's fun online game you can play to practise plurals:

https://www.roythezebra.com/reading-games/singular-or-plural-1.html

Spellings

Blue Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

please	really	leave	morning
frighten	make	bake	least

Red words: These are tricky words.

two	I'm	one	was
want	does	could	some
who	brother	there	their

Green and Purple Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

spots	wings	bugs	sitting
cannot			

Red words: These are tricky words.

said	the	my	I
are	you	he	your

Orange and Yellow Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

blow	snow	too	follow
good	cook	sort	shout

Red words: These are tricky words.

old	was	do	so
go	call		

Red Group

Can you read and learn to spell these words?

You will have a spelling test each week.

Please send a picture of your spelling test to your teacher.

Green words: You can Fred Talk these words.

vest	drip	drop	sand
that	pick	stick	

Red words: These are tricky words.

I	the
of	my

Maths

Try to challenge yourself to move onto the next objective (For example, if you have been working at Bronze, try to attempt silver!). These activities follow on from Home Learning Pack 7.

Activity 1
To recognise equal groups as repeated addition
Bronze: I can add using objects/pictures to help
Silver: I can solve repeated addition in number sentences
Gold: I can solve problems using equal groups

Activity 2
To be able to describe and represent equal groups (2, 5, 10)
Bronze: I can describe how many equal groups I can make using objects/pictures
Silver: I can describe how many equal groups I can make using sentences
Gold: I can solve problems using descriptions of groups

Activity 3
To be able to share into groups (2, 5, 10)
Bronze: I can share using objects/drawing pictures
Silver: I can share and describe using sentences
Gold: I can solve problems using sharing

Activity 4
Investigating what 'half' means.

Activity 5
To be able to recognise, find and name half as one of two equal parts of an object, shape or quantity
Bronze: I can identify half using pictures/objects
Silver: I can find half and use a sentence stem to explain it
Gold: I can solve problems involving half

Activity 6
Investigating what 'a quarter' means.

Activity 7
To be able to recognise, find and name one quarter as four equal parts of an object, shape or quantity
Bronze: I can identify a quarter using pictures/objects
Silver: I can find a quarter and use a sentence stem to explain it
Gold: I can solve problems involving a quarter

You do not need to print the sheets off. Adapt the activities to suit your child's needs. You can use objects at home and group them or draw pictures of groups.

Words to help:

altogether total groups equal less than more than lots of share half ½ whole parts a quarter numerator denominator

Activity 1

To recognise equal groups as repeated addition

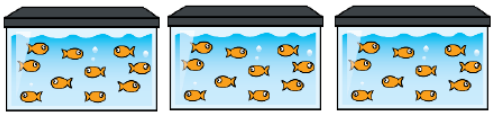
Bronze: I can add using objects/pictures to help
Silver: I can solve repeated addition in number sentences
Gold: I can solve problems using equal groups

How many wheels altogether?

How many fingers altogether?

How many apples are there?

How many fish are there?



Eva and Whitney are making equal groups of bread rolls.

Eva

We need one more group to make 40

We need 10 more rolls to make 40

Whitney

Who do you agree with? Explain why.

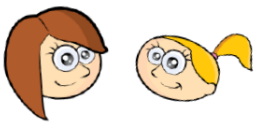
$2 + 2 + 2 + 2 + 2 =$

$5 + 5 + 5 =$

5 + 5 + 5 + 5 = ____
There are ____ apples.
There are ____ groups of ____ apples which is equal to ____

____ + ____ + ____ = ____
There are ____ fish.

Rosie and Eva have equal groups of either 2, 5 or 10



Each of their totals is less than 40

Rosie has 5 equal groups.
Eva has 3 equal groups.

Eva's total is more than Rosie's total.

What could they be counting in?

Use equipment to help you.

Activity 2

To be able to describe and represent equal groups (2, 5, 10)

Bronze: I can describe how many equal groups I can make using objects/pictures

Silver: I can describe how many equal groups I can make using sentences

Gold: I can solve problems using descriptions of groups

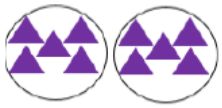
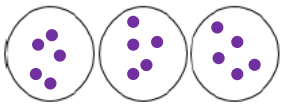
How many equal groups of 2 can you make with the mittens?

There are ____ groups of 2 mittens.

Challenge: What if there were 10 mittens?

How many equal groups of 2 can you make with the cubes?

Take 20 cubes. Complete the sentences.
I can make ____ equal groups of 2
I can make ____ equal groups of 5
I can make ____ equal groups of 10

Representation



How many equal groups of 2 can you make in each representation?

How many groups of 5 can you make?

Description
There are ____ altogether. There are ____ equal groups of ____
There are ____ altogether. There are ____ equal groups of ____
15 has been sorted into 3 equal groups of ■
____ has been sorted into ____ equal groups of ____

Tommy and Jack each have the same number of sweets.

Tommy has 5 equal groups of 2
Jack has 1 equal group.
How many sweets are in Jack's group?

I am thinking of a number between 20 and 30

I can only make equal groups of 5

What must my number be?

What happens when I try to make groups of 2 with it?

What happens when I try to make groups of 10 with it?

Activity 3

<u>To be able to share into groups (2, 5, 10)</u>

Bronze: I can share using objects/drawing pictures

Silver: I can share and describe using sentences

Gold: I can solve problems using sharing

Share the muffins equally between the two plates:

___ cakes shared equally between 2 is ___

Can you share the cubes equally between 5 friends? 2 friends? 10 friends?

Can you share the cubes between 5 friends?
20 shared between 5 equals ____
Can you share the cubes between 2 friends?
20 shared between 2 equals ____
Can you share the cubes between 10 friends?
20 shared between 10 equals ____

Can you share the bananas in the two boxes?

Tim has 16 bananas.
He shares them equally between two boxes.
How many bananas are in each box?
Represent and solve the problem.

Can you say and write your answer using sentences?

There are 10 cakes and 2 boxes.

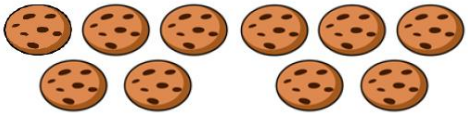
An equal amount needs to be put into each box.

Jack: Put them into groups of 2

Eva: Share them into 2 groups.

Who is correct?
Explain your answer.

Dora has 10 biscuits.



She wants to share them equally at her party.

How many people could be at the party?

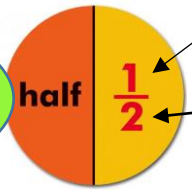
Have a go at helping 'Divider Girl' solve the problem of sharing out kittens...

https://www.youtube.com/watch?v=xj-Ip4HkJPo&feature=emb_rel_end

Activity 4
Investigating what 'half' means.

Fractions

Half means one of two equal parts



Numerator (the number of parts we have)

Denominator (the total number of parts the whole is divided into)

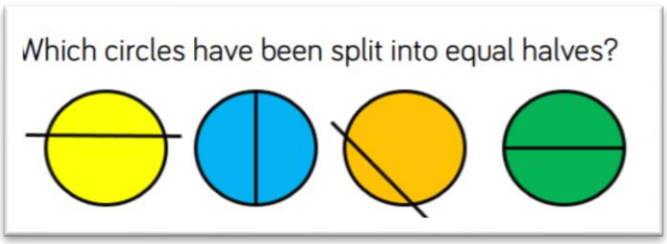
Half can be written as a fraction like this ½

Use objects that you have at home to split into two equal parts. For example, you could use paper, play dough, cake or toys.

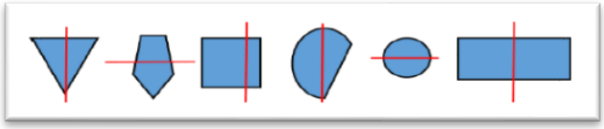
Can they be cut in half/split in half more than one way?

How can you check that there are to equal parts?

Which halves match together?

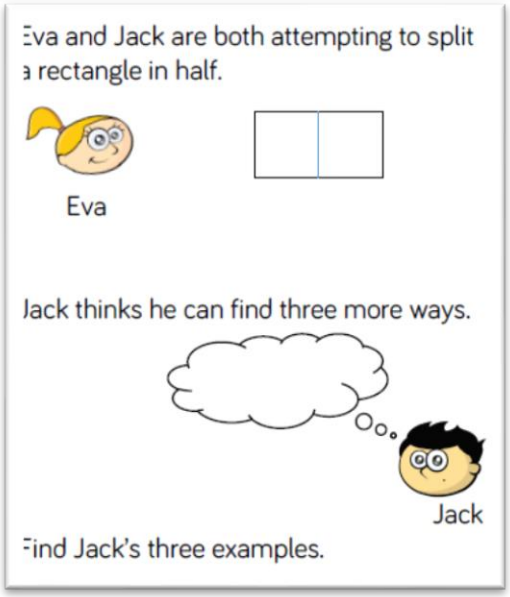


Which shapes are cut in half? Which shapes are not?



You can listen to a story about halves here:

https://www.youtube.com/watch?v=hVaxiJB6Fls



Activity 5

To be able to recognise, find and name half as one of two equal parts of an object, shape or quantity

Bronze: I can identify half using pictures/objects

Silver: I can find half and use a sentence stem to explain it

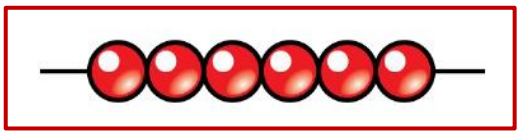
Gold: I can solve problems involving half

Find half of each amount.

For each amount use these sentence stems to explain what half is.

There are __ circles.

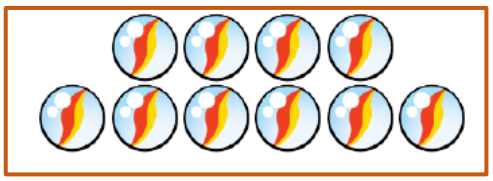
Half of ___ is ___.



Find ½ of the beads

There are ____ beads.

Half of ____ is ____

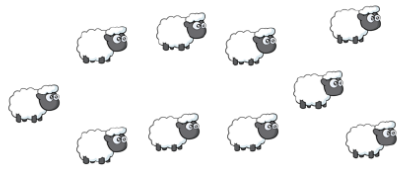


Find ½ of the marbles

There are ____ marbles.

Half of ____ is ____

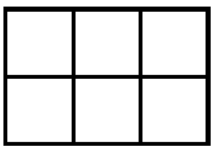
Find half of the sheep.



There are ____ sheep.

Half of ____ is ____

Get some paper and draw 8 grids that look like this:



How many different ways can you shade in half?

Mo is finding halves.

It is hard to find half of an odd number.

Do you agree with Mo?
Explain your answer.

Even and Odd Numbers

Even Numbers end in	Odd Numbers end in
0 2 4 6 8	1 3 5 7 9
Examples: 4, 56, 730	Examples: 9, 83, 641

Activity 6

Investigating what 'a quarter' means.

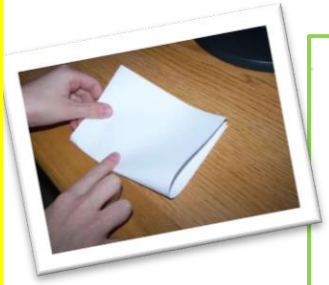
Fractions

Note to parents:

Children explore quarters for the first time. They will develop their understanding of equal parts and non-equal parts and relate this to a shape or object being split up into four equal parts.

Children will use the words quarters and parts at this stage but will not use the fractional notation of $\frac{1}{4}$

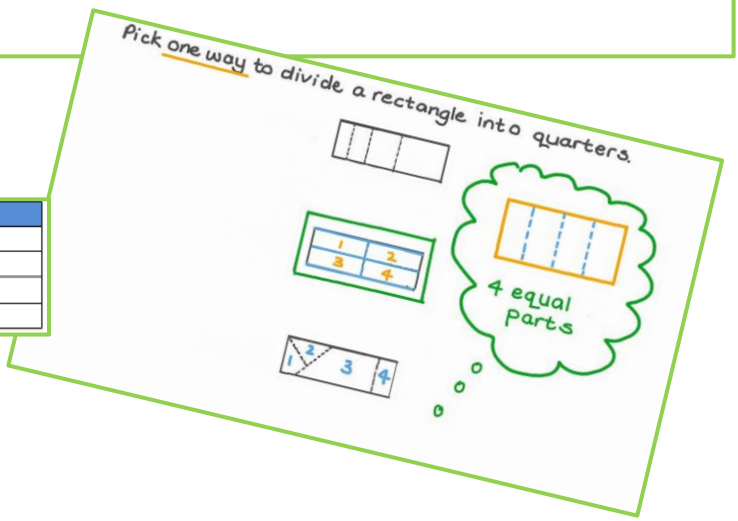
A quarter means one of four equal parts



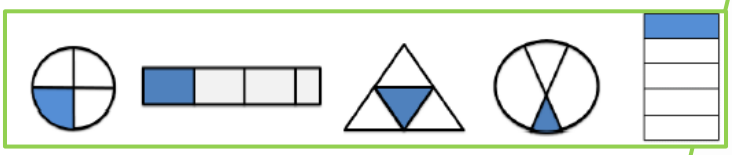
Take two square pieces of paper, two circular pieces of paper and two rectangular pieces of paper.
Model folding one of each into four equal parts and the other into four non-equal parts.

- Which shapes show equal parts? Which do not?
- How many equal parts can we see?
  Can we fold any of the shapes in a different way and still get equal parts?

Count the equal parts and then model counting them in quarters.



Which shapes show quarters? How do you know?

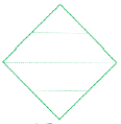


Alex and Jack are talking about quarters.

My shape shows quarters because it has four equal parts.

Alex

My shape shows quarters because it has four parts.



Jack

Are they correct?
Explain your answer.

Activity 7

<u>To be able to recognise, find and name one quarter as four equal parts of an object, shape or quantity</u>

Bronze: I can identify a quarter using pictures/objects

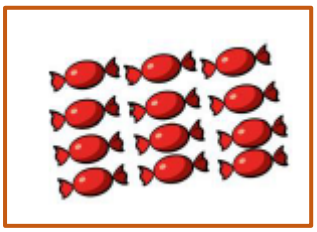
Silver: I can find a quarter and use a sentence stem to explain it

Gold: I can solve problems involving a quarter

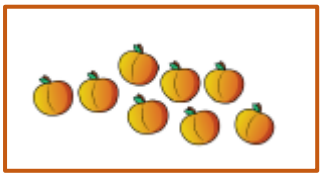
Share each quantity so that there

are four equal groups.

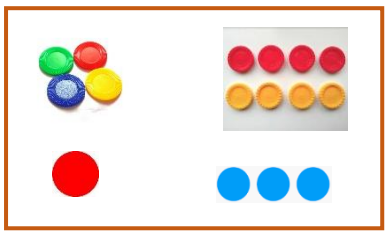
There are ___ cakes.
There is ___ cake in each quarter.
A quarter of ___ is ___



There are ___ sweets.
There are ___ sweets in each quarter.
A quarter of ___ is ___



There are ___ peaches.
There are ___ peaches in each quarter.
A quarter of ___ is ___



A quarter of 4 is ___ A quarter of 8 is ___

1 is one quarter of ___ 3 is one quarter of ___

Challenge:

Use a range of containers and rice/water.
Can you show me a quarter full in each container?
Do they look the same or different?

Mr. White has asked his class to put one quarter of the balls into the hoop.

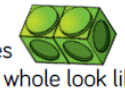
Teddy: I'm going to put one ball in the hoop.

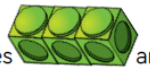
Whitney: I'm going to put three balls in the hoop.

Tommy: I'm going to put four balls into the hoop.

Who is correct? Can you explain any mistakes made?

One cube is a quarter, what could the whole look like?

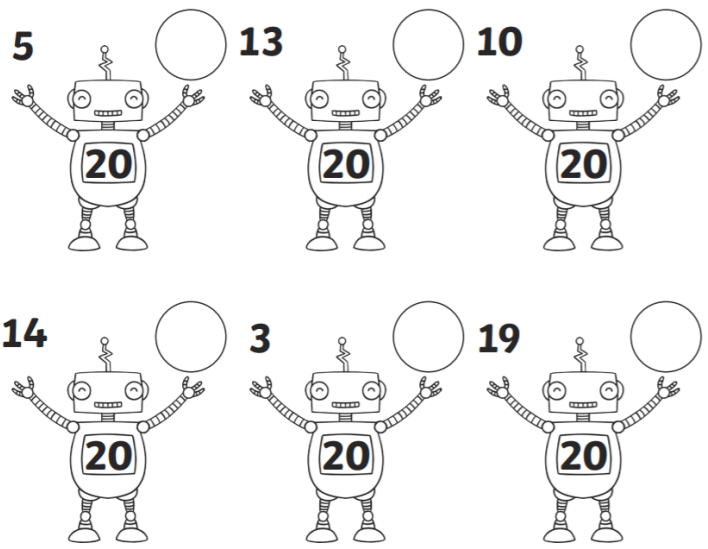
Two cubes  are a quarter, what could the whole look like?

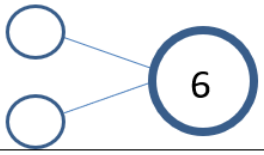
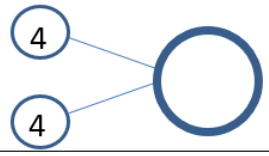
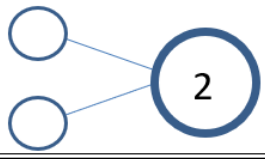
Three cubes  are a quarter, what could the whole look like?

How many different possibilities can you make?

Number bonds- keep practising number bonds to 10 and 20. These are questions that you can do verbally, or use a pencil and paper to jot them down. If you need to use objects to count, use what you have to hand e.g. felt tips.

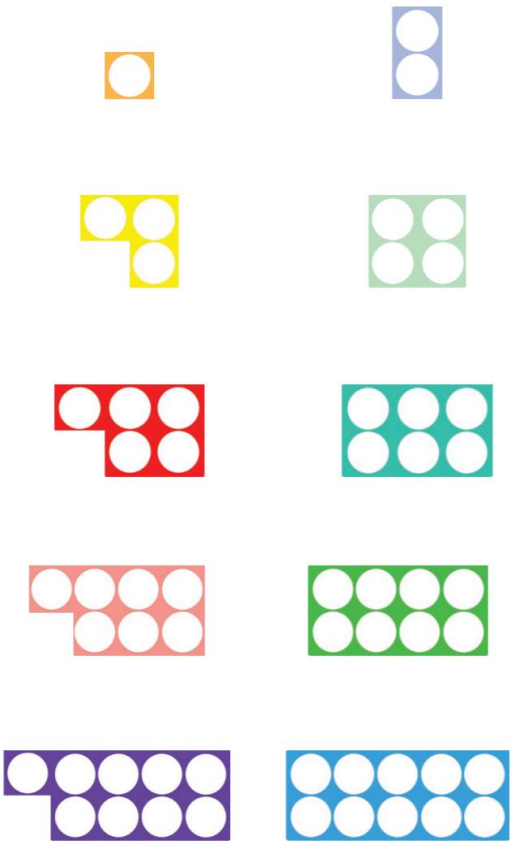
Can you find the missing number bond to make 20?



Doubles and Halves to 10		Equipment used?
2 + 2=		
6 – 3 =		
= 5 + 5		
1 + 1 =		
8 – 4 =		
4 – 2 =		
= 3 + 3		
2 – 1 =		
= 10 - 5		

Use the number shapes to help you practise your number bonds to 10 and 20.

1. 5 + _____ = 10
2. 9 + _____ = 10
3. 8 + _____ = 10
4. 4 + _____ = 10
5. 10 + _____ = 10
6. 3 + _____ = 10
7. 6 + _____ = 10
8. 2 + _____ = 10
9. 11 + _____ = 20
10. 19 + _____ = 20
11. 15 + _____ = 20
12. 9 + _____ = 20
13. 13 + _____ = 20
14. 10 + _____ = 20
15. 18 + _____ = 20
16. 0 + _____ = 20



Challenge- try to answer them as fast as possible to increase fluency. Try using a stopwatch to record your best time!

SCIENCE

Fizz, Pop, Bang! Experiment

You will need:

Baking soda

Vinegar

Spoons

Clear cups/containers/cake baking tray

Food colouring (optional)

(tray underneath recommended to hold the mess)

Step 1- Dot a little food colouring on spoons.

Step 2- Add baking powder to each spoon. (The more generous you are, the bigger the reaction!)

Step 3- Pour vinegar into each cup/container/cake baking tray approximately 2/3 of the way. Can your child smell it and guess what it is?

Step 4 – Pick up a spoon and drop it into the cup/container/cake baking tray. Stir so that the food colouring mixes in.

Wait for the reaction!

You can watch the Inventing Room clip in Charlie and the Chocolate factory here:

https://www.dailymotion.com/video/x2v75qy

ART/Design and Technology

In Charlie and The Chocolate Factory, there is a room with lickable wallpaper!

Now it's your turn to make it!

You will need:

Fruit roll ups

Metal cookie cutters of any shape

Parchment Paper

A sock

scissors

Step 1- Roll out the fruit roll along the parchment paper.

Step 2- Place the sock on your hand then push the cookie cutter as hard as you can into the fruit roll.

Step 3- Repeat until you have enough shapes to make a pattern.

Step 4- Hang the parchment up on the wall and lick!

Child friendly- children will find it easier to make their own wall paper by cutting the fruit roll ups using scissors, then press the shapes onto the parchment paper and hang.

You can watch the clip from Charlie and the Chocolate Factory here:

https://www.youtube.com/watch?v=3pwvB4_Te8A

WELLBEING

Connect

Talk together about how you would answer these questions:

What makes our family special?	What do your friends most like about you?	What makes someone a good friend?
What would you do if you were invisible for a day?	If you could change one family rule, which would it be?	What would you like us to do more of as a family?

Would you rather? Live on a tropical island or in the middle of a busy city	**Would you rather?** Have a pet penguin or a pet monkey	**Would you rather?** Have dinner with Moana or Rapunzel
Would you rather? Drive a race car or a captain a submarine	**Would you rather?** Go roller skating or play soccer	**Would you rather?** Ride on a unicorn or fly on a dragon

Rainbow Reading Competition!

We need you to get creative Heathfielders!

Can you design and create a picture for our Rainbow Reading cards?

We will choose different winning designs for each of the cards.

The pictures need to link to reading. The winning designs will be used for the whole school from September!

Send your entries in to your teacher on their class email.

e.g. Lions@heathfield.nottingham.sch.uk

Deadline for entries: Friday 17th July 2020

Good luck!