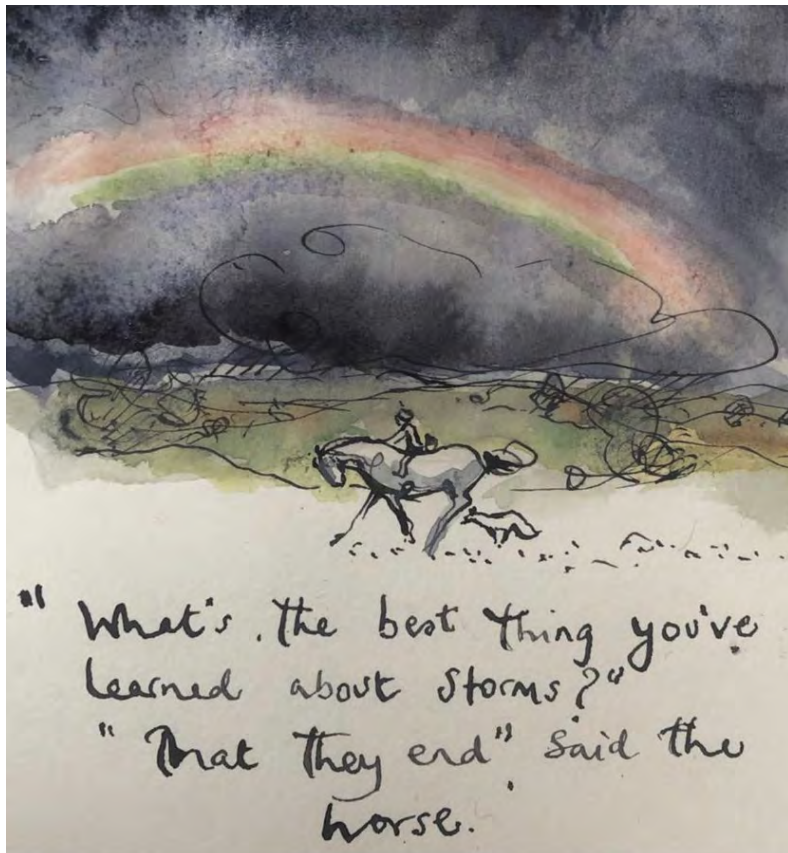


# TRANSFORM HOME LEARNING



Year 1:





# Foreword to Families

## **Welcome to your Transform home learning booklet**

### **What are these for?**

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any school closures or periods of absence

### **Why now?**

All of our Trust staff are working incredibly hard to ensure the best education for your children in school. However, in some instances, children may be away from school. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

### **Why reading, writing and maths?**

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

Page	Subject
4	Acknowledgements
5	Reading Overview
6	Knowledge Organiser
7	Reading Activities
16	Wellbeing Activity
18	Writing Overview
25	Writing Activities
28	Wellbeing Activity
29	Maths Overview
30	Maths Activities
40	Wellbeing Activities
41	Physical Activities
44	Wellbeing Activities

## Icon Key



Questions to consider



Make notes



Think for yourself



Look ahead



Look closer



This links to...



Put into action/trial



Talk to colleagues



Downloadable resource



Watch video clip

## Resource acknowledgements

Foxes Non-Fiction text adapted by L Krauss

Adaptation of Julia Donaldson's *The Gruffalo* by Kathryn Pennington

The Vulture by Hilaire Belloc

A Fox Called Herbert by Margaret Strurton

Front cover artwork by Charlie Mackesy

# Acknowledgements



The materials in this book have been created and put together by the following members of school staff, to whom we are very grateful:

Mrs Bethell	Pear Tree Junior
Mr Crosby	Edale Rise
Mrs Dell	Brocklewood Primary
Miss Griffiths	Sneinton C of E Primary
Miss Ishmael	Highbank Primary
Miss Krause	Whitegate Primary
Ms Overton	Brocklewood Primary
Miss Swift	William Booth Primary
Miss Wilby	Sneinton C of E Primary

The Transform Trust PE Lead Network

Transform team:

Kim Blount; Emma Hampton; Phil Herd; Mark Lowe; Rachel Meli; Claire Stafford; Tanya White; Rebecca Williamson

We would also like to thank Sky for their community volunteers who have delivered these booklets to your home.

# READING



Your reading activities link to your writing tasks.



**Non-Fiction Text:**  
**Foxes**



**Poetry Text:**  
**The Vulture**



**Fiction Text:**  
**Adaptation of The Gruffalo**



**Inference Image**  
**A Fox Called Herbert**



In Year 1, we focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.

Working at the Expected Standard in Year 1 (VIPER skills)	
<b>Vocabulary</b>	I can discuss words and phrases and explain what they mean in a text I have read.
<b>Inference</b>	I can understand what I have read by making inferences about a character's feelings, thoughts and actions. I can use evidence from the text to support my answer.
<b>Predict</b>	I can predict what might happen next using evidence in the text.
<b>Explain</b>	I can check that a text makes sense to me by discussing my understanding of it.
<b>Retrieve</b>	I can find and record key information from fiction and non-fiction texts.
<b>Sequence</b>	I can read a text with more than one paragraph and can say what the main points are.

# Knowledge Organiser



## Your Learning Journey

Your 10-4-10 activities for reading and writing are based on the topic of 'Birds'. Here is your Learning Journey...

### 1. Your Reading Library!

You have a selection of great texts about birds to read. These will help you build your knowledge and understanding about birds.

### 2. Reading

Read the texts (Look out for QR codes that you can scan to hear the text)

Complete the activities.

### 3. Writing

Complete the short burst writing tasks.

Use this learning to support you with the longer writing tasks.

We look forward to hearing all about the work you have completed. Remember you can ask an adult to help you share your learning on Twitter using [#TransformSummer](#)



Key vocabulary – Here are some words you will need to know

fond	to like something
nocturnal	animals that come out at night
den	a fox's home
cubs	baby foxes
journey	to travel from one place to another
rarely	not often
bald	having little or no hair



Fox



Vulture



## Non-Fiction – Vocabulary - Task 1

Read the text about Foxes.  
You may want an adult to help you.

### Speedy Reading

Keep practising these red words to help you build your fluency skills. Can you time yourself doing them? Can you beat your time?

warm	winter	babies
homes	special	famous
sharp	brown	berries

### Vocabulary

*'Foxes are nocturnal'*

What does the word **nocturnal** mean? (circle the correct answer)

They live in dens.	He has a bushy tail	They come out at night
--------------------	---------------------	------------------------

What does the word **fond** mean? (circle the correct answer)

To drink something	To eat something	To like something
--------------------	------------------	-------------------

### Foxes

Foxes are not pets. They are wild creatures.

#### What are they like?

Foxes are elegant dog-like creatures with sharp noses, bushy tails and reddish-brown fur.

#### What do they eat?

They eat small animals such as mice and birds but they are also very fond of chickens. They also eat insects and juicy berries.

#### What is special about foxes?

Foxes are nocturnal and that means they come out at night. They are famous for being cunning and creeping up on their prey.

#### Where do they live?

Their homes are called dens. These are deep underground where they are safe and keep warm in winter. Their babies are called cubs.

Did you know  
that foxes can  
swim?



## Non-Fiction – Retrieval - Day 2 and Day 3

Re-read the text about Foxes.  
You may want an adult to help you.

### Speedy Reading

Keep practising these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

warm	winter	babies
homes	special	famous
sharp	brown	berries

Copy a sub-heading from the text.

Copy the title from the text.

### Retrieval

Where do foxes live?

What are baby foxes called?

Name 1 thing that foxes like to eat:

1. \_\_\_\_\_

Explain – Why are dens underground?



## **The Gruffalo**

*An adaptation of the story The Gruffalo by Julia Donaldson*

Once upon a time there was a small, brown mouse who lived inside a log in a forest. Early one morning, he decided to look for a tasty nut to eat, so he walked and he walked until he met a lean, mean fox.

“Where are you going?” asked the fox.

“To find a tasty nut,” replied the mouse.

“Watch out for the Gruffalo,” said the fox.

Mouse continued on his journey. He walked and he walked and he walked until he met a fat, old owl.

“Where are you going?” asked the owl.

“To find a tasty nut,” replied the mouse.

“Watch out for the Gruffalo,” said the owl.

Mouse continued on his journey. He walked and he walked and he walked until he met a sneaky, slithering snake.

“Where are you going?” asked the snake.

“To find a tasty nut,” replied the mouse.

“Watch out for the Gruffalo,” said the snake.

Mouse continued on his journey. He walked and he walked and he walked until he met a... huge, hairy Gruffalo.

“Aargh” screamed the mouse. As quick as his legs could carry him, he ran and he ran and he ran past the snake.

“Told you so,” shouted the snake.

Past the owl. “Told you so,” shouted the owl.

Past the fox. “Told you so,” shouted the fox.

All the way back to his log house in the forest, where he enjoyed a tasty nut that he had saved from last winter.

## Fiction – Vocabulary and Retrieval - Day 4 and Day 5

**Read The Gruffalo Story**  
**You many want an adult to help you.**

### Speedy Reading

Keep practising these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

shouted	fox	snake
walked	decided	mouse
forest	screamed	quick

### Vocabulary

**'...he met a lean, mean fox'**

What does **lean** mean? (Circle the answer)

- An athletic and strong body
- A large, fat body

### Play Jump In

Play 'Jump in' - ask an adult to read the story to you but the adult should 'forget' some words. You will need to "jump in" with the missing word.

### Retrieval

Where does the mouse live?

---

What was the mouse looking for? (Tick one)

A snake	
A nut	
A tree	

## Fiction – Explain and Sequence – Task 6

### Re-read the Gruffalo Story

This time you can read the story to your grown-up.

#### Speedy Reading

Keep practising these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

shouted	fox	snake
walked	decided	mouse
forest	screamed	quick

#### Explain

Why did the fox warn the mouse about the Gruffalo?

Why did the mouse scream?

---

---

#### Sequence

Mouse met several animals on his journey. What order did he meet them? (Number them 1 – 4)

snake	
Gruffalo	
fox	
owl	



## Poetry – Fluency – Task 7

Read the poem 'The Vulture'

### Speedy Reading

Keep practising these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

eats	his	eye
only	neck	meal
dull	lesson	feel

### Digraph Spot!

Can you underline the digraphs in these words?

(2 letters that make 1 sound e.g. 'th')

neck	dull
thinner	between



### The Vulture- Hilaire Belloc

The Vulture eats between his meals  
And that's the reason why  
He very, very rarely feels  
As well as you and I.

His eye is dull, his head is bald,  
His neck is growing thinner.  
Oh! what a lesson for us all  
To only eat at dinner!



## Poetry – Explain and Retrieval - Task 8

Re-read the poem 'The Vulture'

### Talking Activity

Discuss these questions with your grown-up:

- What is a vulture?
- What does a vulture eat?
- How big is a vulture?
- Can you complete your own research about vultures?

### Speedy Reading

Keep practising these red words to help you build your fluency skills.  
Can you time yourself doing them? Can you beat your time?

eats	his	eye
only	neck	meal
dull	lesson	feel

### Retrieval

Why doesn't the vulture feel very well? (Circle one)

He is tired

He eats between meals

His head is bald

His neck is...

getting thinner

is dull

is bald

What word is used to describe his head?

---



## Fiction – Inference - Task 9

Look at the picture from 'A Fox Called Herbert'  
by Margaret Sturton



### Talking Activity

Describe what is happening in this picture to your grown-up

### Inference

Look at the two foxes playing football. How do you think they are feeling? How do you know?

Look at the yellow rabbit next to them. How do you think this rabbit is feeling? How do you know?

### Prediction

Describe what you think will happen next in the story to your grown-up.

## Developing Fluency – Task 10

The final task to help you develop your reading fluency

### Choose a text!

Have a look back through all the texts you have read in your booklet and choose your favourite one.



Try some of these fluency activities with an adult. You may even wish to perform this to another family member.



### Echo Reading

Ask an adult to read the text to you first with expression. They might change the volume of their voice, emphasise certain words or read the text faster or slower in some parts. Remember to look out for punctuation which shows when to take a pause.

Once you have heard your adult read the text then it's your turn copy the way they have read it and echo this back to them!

### Choral Reading

Try reading the text together at the same time!

### Theatrical Reading

Can you practise reading the text and then perform this to your family members?

# MINDFUL MOMENTS



## Activity 1 - Yoga tales

What is your favourite story?

Can you tell it using yoga moves and stretches?



Visit:

<https://www.youtube.com/user/CosmicKidsYoga>

for ideas



# WRITING



In Year 1, we focus on developing the skills in the box below. We will use this as a guide to help you to identify which skill(s) you are focusing on for each page.



Working in Year 1	
After discussion with an adult:	
I can read my own writing aloud clearly to check it makes sense.	
I can rehearse my sentences orally and sequence them to form short narratives or non-fiction texts.	
I can join words and clauses with the conjunction 'and'.	
I can demarcate many sentences using a capital letter and a full stop, and begin to use question marks and exclamation marks.	
I can try to use adjectives (e.g. We had a wonderful time).	
I can use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.	
I can spell some Year 1 common exception words and the days of the week.	
I can add – s or –es to make plurals correctly (e.g. dogs, boxes)	
I can use the prefix –un (e.g. She was feeling unwell)	
I can add the suffix –ing, -ed, -er and –est to root words (e.g. farmed, tallest).	
I can form many letters and digits correctly, with some difference between upper and lower-case letters.	
I can use spaces between words.	

# Writing Task 1

## Grammar Practice: Adjectives

*Adjectives are used to describe nouns.*

Circle the adjectives in each sentence.

- Foxes have bushy tails.
- Hungry foxes look in bins for food.
- Foxes eat small animals.
- Foxes are wild.

### Check it out!

Reading my own work

Short narratives or non-fiction

Capital letters, full stops and question marks

Using and

Adjectives

Suffixes and prefixes

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

### Let's Go!

Have you ever seen a fox? They look like this:



Look at the picture of the fox and look at the reading non-fiction text.

Can you think of some adjectives to describe the fox – if you are stuck, think about the different parts of its body like its ears, eyes, fur. Write them all around the fox.



# Writing Task 2

## Grammar Practice: Prefix un-

A prefix is a group of letters placed before the root word. For example, the word “unhappy” consists of the prefix “un-” (which means “not”) combined with the root word “happy”. The word “unhappy” means “not happy.”

Change the meaning of these words by adding the prefix un-

well \_\_\_\_\_  
tidy \_\_\_\_\_  
lucky \_\_\_\_\_  
helpful \_\_\_\_\_

What other words do you know that start with the un-prefix?

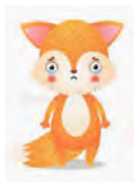
\_\_\_\_\_

Check it out!
Reading my own work
Short narratives or non-fiction
Capital letters, full stops and question marks
Using ‘and’
Adjectives
Suffixes and prefixes
Using my phonics
Spelling common words
Handwriting and letter size
Spacing

## Let’s Go!



Use one of your un- words in a sentence. Rehearse your sentence out loud first and then write it below. Use one of the pictures to help you if you need an idea.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Challenge: can you extend your sentence with ‘because’?

# Writing Task 3

## Punctuation Practice:

Re-write these sentences putting the capital letters and full stops in the correct place.

the fox has a. bushy tail

a female fox is called a vixen

Check it out!
Reading my own work
Short narratives or non-fiction
Capital letters, full stops and question marks
Using 'and'
Adjectives
Suffixes and prefixes
Using my phonics
Spelling common words
Handwriting and letter size
Spacing

## Let's Go!

Using your adjectives, capital letters and full stops, write about this fox.



  
think

  
talk

  
write

  
read



Challenge: can you include one of your un- words?  
Why is this fox in the garden? Who sees the fox? What happens to the fox?

# Writing Task 4

## Grammar Practice: Coordinating Conjunction ‘and’

*We can use the conjunction and to join together two clauses.*

Turn these into one sentence using ‘and’

1. A fox saw the mouse. The mouse looked good.

2. The Gruffalo has terrible tusks. He has terrible claws.

3. An owl saw the mouse. The mouse looked good.

### Check it out!

Reading my own work

Short narratives or non-fiction

Capital letters, full stops and question marks

Using ‘and’

Adjectives

Suffixes and prefixes

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let’s Go!



*Write 2 of your own sentences about the Gruffalo using ‘and’. Think about using adjectives too!*

# Writing Task 5

## Punctuation Practice:

*What punctuation do these sentences need?*

- 1. Where are you going to
- 2. What a feast
- 3. The mouse ate a nut
- 4. What’s a Gruffalo



Check it out!	
Reading my own work	
Short narratives or non-fiction	
Capital letters, full stops and question marks	
Using ‘and’	
Adjectives	
Suffixes and prefixes	
Using my phonics	
Spelling common words	
Handwriting and letter size	
Spacing	

## Let’s Go!



*The Gruffalo is quite a strange creature! If you had the chance to meet a Gruffalo (and it could speak!) what questions would you ask it? Can you remember your question marks? Write three questions- the first one is done for you:*

- 1. What do you like to eat?
- 2. ....
- 3. ....
- 4. ....

# Writing Task 6

## Grammar Practice: Suffix -ing



*A suffix is a letter, or group of letters, that is added to the end of a root word. Today we are looking -ing.  
A suffix changes the meaning of the root word.*

*Adding -ing to a verb tells us that it is happening now.*

Create a new verb by add -ing to each of these verbs:

slither \_\_\_\_\_  
creep \_\_\_\_\_  
stomp \_\_\_\_\_  
fly \_\_\_\_\_

### Check it out!

Reading my own work

Short narratives or non-fiction

Capital letters, full stops and question marks

Using 'and'

Adjectives

Suffixes and prefixes

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



*Use 2 of your -ing words to write a sentence about one of the creatures from the Gruffalo – it could be the snake, the mouse, the owl, the fox or the Gruffalo! Focus on your letter size and spaces between words.*

.....

.....

.....

.....



# Writing Task 7

## Grammar Practice: Suffixes



A **suffix** is a letter, or group of letters, that is added to the end of a root (base) word. Today we are looking at **-er** and **-est**.  
A **suffix** changes the **meaning** of the root or base word.

Can you add **-er** or **-est** to the end of the word in **red** to change it's meaning?

The mouse was a lot **small**..... than the Gruffalo.

The fox is the **quick** ..... animal in the wood.

The owl flew **fast** ..... than the mouse could run.



### Check it out!

Reading my own work

Short narratives or non-fiction

Capital letters, full stops and question marks

Using 'and'

Adjectives

Suffixes and prefixes

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



These **-er** and **-est** words are from the Gruffalo. Can you write a sentence using each one?

Scariest-

.....

.....

Faster-

.....

.....

# Writing Task 8

## Grammar Practice: Suffixes

A **suffix** is a letter, or group of letters, that is added to the end of a root (base) word. Today we are looking at **-ed**. A **suffix** changes the **meaning** of the root or base word.  
Adding **-ed** to a verb changes it to the past tense.

Can you add **-ed** to these verbs to make them past tense?

talk \_\_\_\_\_  
walk \_\_\_\_\_  
work \_\_\_\_\_  
push \_\_\_\_\_

Check it out!
Reading my own work
Short narratives or non-fiction
Capital letters, full stops and question marks
Using 'and'
Adjectives
Suffixes and prefixes
Using my phonics
Spelling common words
Handwriting and letter size
Spacing

## Let's Go!

Write the following sentences out in the past tense by changing the word in red:



The mouse **walks** through the wood.

.....  
.....

The fox **tricks** the mouse.

.....  
.....

The fox **looks** at the Gruffalo and **screams**.

.....  
.....

# Writing Task 9

## Grammar Practice: Plurals



*Singular means 'one' and plural means 'more than one'. These nouns are singular. Make them plural by adding s or es. Remember, if a word ends in sh, ch, ss, s, x or z, we add es.*

One fox                      Six \_\_\_\_\_

One vulture                Many \_\_\_\_\_

One owl                  Lots of \_\_\_\_\_

One bush                  Lots of \_\_\_\_\_

### Check it out!

Reading my own work.

Short narratives or non-fiction

Capital letters, full stops and question marks

Using 'and'

Adjectives

Suffixes and prefixes

Using my phonics

Spelling common words

Handwriting and letter size

Spacing

## Let's Go!



<u>Adjectives</u>	<u>Nouns</u>	<u>Verb</u>
shiny	eye	nodding
thin	head	looking
bald	neck	growing
sharp	beak	pecking

Write 2 sentences about the vulture from your reading tasks using an adjective, noun and an –ing verb; for example, His sharp beak is pecking the ground.

---

---

---

# Writing Task 10

## Writing task:



*Think about all of the lovely learning you have done throughout your reading and writing tasks.*

*Now can you have a go at re-writing a non-chronological report about foxes. Perhaps you could look up some facts about foxes as well as using your reading tasks. You could make a booklet of your own and include some other nocturnal animals.*

*You have been given some sub-headings to help you.*

## Let's Go!



*What are they like?*

.....

.....

.....

.....

.....

.....

*What do they eat?*

.....

.....

.....

.....

*Where do they live?*

.....

.....

.....

*Other fox facts*

.....

.....

.....

# MINDFUL MOMENTS



## **Activity 2 – Finding New Opportunities - Dreambows**

Planning for the future is a great way of seeing what you love doing.

What would you like to do in the next 5 or 6 weeks?

What would you like to achieve in your next class?

Maybe you'd like to think about what your dream job is.

Fill your dreambow with all your hopes and aspirations.





# MATHEMATICS



In Year 1, we focus on developing the skills in the box below. We will focus on developing these skills in your maths tasks.



Working at the Expected Standard in Year 1
I can count to 100, forwards and backwards, beginning with 0 or 1, or from any given number
I can say one more or one less than a number
I can read and write numbers and in words and numerals
I can represent and recognise different representations of numbers
I can add and subtract one-digit and two-digit numbers to 20, including zero
I can find half and quarters of shapes and numbers



For each maths task you will have a link to a handy QR code if you need any further support. These will give you tips on how to tackle the questions.

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 1

**1****Place Value**

What are the missing numbers?

22, 23, 24, \_\_\_\_\_, 26, 27, \_\_\_\_\_ 29

**2****Addition**

What number is one **more** than 38?

**3****Subtraction**

$$8 - 5 =$$

**4****Multiplication**

What is double 3?

**5****Division**

2 friends share 10 sweets. How many does each person get?

**6****Number**

Write this number in numerals: twelve

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 2

1

## Place Value

What are the missing numbers?

32, 31, 30, \_\_\_\_\_, 28, 27, 26, \_\_\_\_\_, \_\_\_\_\_

2

## Addition

What number is one **more** than 24?

3

## Subtraction

$$9 - \boxed{\phantom{00}} = 2$$

4

## Multiplication

$$5 + 5 + 5 =$$

5

## Division

. Circle **half** ( $\frac{1}{2}$ ) of the balls.



6

## Number

What number has 1 ten and 4 ones?

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 3

1

Place Value

What are the missing numbers?

14, 15, \_\_\_\_\_, \_\_\_\_\_, 18, 19, \_\_\_\_\_

2

Addition

What number is one **more** than 21?

3

Subtraction

What is 3 less than 14?

4

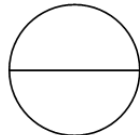
Multiplication

What is double 6?

5

Division

Shade **half** ( $\frac{1}{2}$ ) of the shape.



6

Number

What number is labelled?



# Maths – Task 4

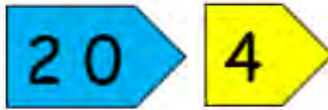


## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value



What number would this make if you put the arrow cards together?

2

Addition

$$40 + 10 + 10 =$$

3

Subtraction

19 take away 12

4

Multiplication

$$3 + 3 + 3 + 3$$

5

Division

Share 15 in to 3 groups

6

Number

Write the number 15 in words



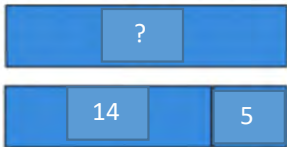
**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 5

**1****Place Value**

Write any number which has 3 tens

**2****Addition****3****Subtraction****4****Multiplication**

5 lots of 2 equals

**5****Division**

Half 12

**6****Number**

Put a circle round the smaller number

34          27

# Maths – Task 6



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value

28 ○ 21

Use < or > in the circle

2

Addition

$$\boxed{\phantom{000}} - 4 = 6$$

3

Subtraction

$$18 - 17 =$$

4

Multiplication



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5

Division

12 children are put in to groups of 4. How many groups will there be?

6

Number

Write an even number between 5 and 11

# Maths – Task 7

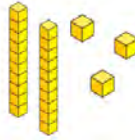


## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

Place Value



What number does this show?

2

Addition

$$8 + 9 =$$

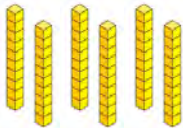
3

Subtraction

$$50 - 20 = 30$$

4

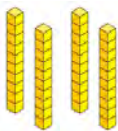
Multiplication



$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5

Division



$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

6

Number

Which is bigger?

14 or 41

# Maths – Task 8



## Maths Skills!

Fluency in place value, the four number operations and number sense.

1

### Place Value

What are the missing numbers?

43, \_\_\_\_\_, 41, 40, \_\_\_\_\_, 38, 37, 36, \_\_\_\_\_, \_\_\_\_\_

2

### Addition

What number is one **more** than 19?

3

### Subtraction

What number is one **less** than 19?

4

### Multiplication

$3 + 3 + 3 + 3 + 3 =$

5

### Division

. Circle **half** ( $\frac{1}{2}$ ) of the balls.



6

### Number

What number has 2 tens and 3 ones?

**Maths Skills!**

Fluency in place value, the four number operations and number sense.

# Maths – Task 9

1

Place Value



What number would this make if you put the arrow cards

2

Addition

$$30 + 10 + 10 =$$

3

Subtraction

23 take away 12

4

Multiplication

$$6 + 6 + 6$$

5

Division

Share 20 in to 5 groups

6

Number

Write the number 18 in words





### Maths Skills!

Fluency in place value, the four number operations and number sense.

## Task – Task 10

Year 1

1

Place Value

Write any number which has 4 tens

2

Addition

	?	
--	---	--

21		7
----	--	---

3

Subtraction

24	
----	--

?	5
---	---

4

Multiplication

6 lots of 2 equals

5

Division

Half 16

6

Number

Put a circle round the smaller number

23      19

# MINDFUL MOMENTS



## Activity 3

Mindfulness is a great way to introduce a little calm and stillness into your day. Throughout this booklet you will find some fun mindfulness activities to introduce you to this concept.

### Find and seek

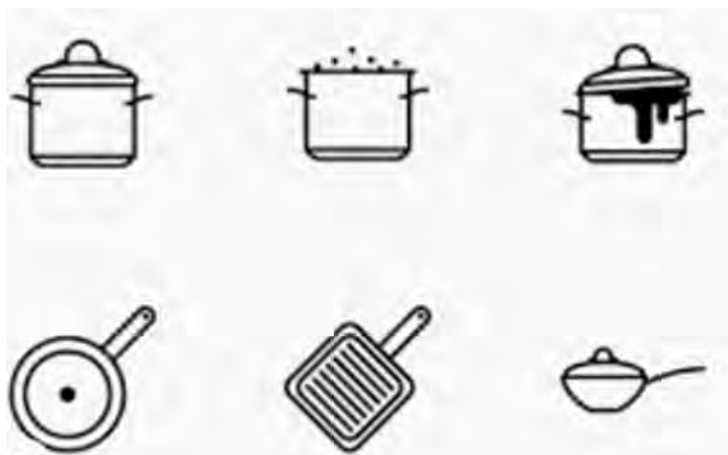


Search each room of your house and find something that is your favourite colour. How many things have you found?

## Activity 4

### Rock and roll

Make your own drum kit from pots and pans in your kitchen. Do they make different sounds? Which one is your favourite?



# PHYSICAL ACTIVITIES



## Activity 1 – Get Your Groove On!

Make up your own dance and show it to someone in your family or share it with your friends safely over social media (with an adult's permission of course!)



## Activity 2

**Go for a walk with an adult and see how many of these items you can find along the way....**

Brightly coloured flower  
Someone riding a bicycle  
A flock of birds  
A zebra crossing  
A dog  
The number 102 on something  
A post-box  
A bus stop  
A 'stop' sign  
Someone smiling  
A newspaper



# PHYSICAL ACTIVITIES



## Activity 3 – The Alphabet Challenge!

Spell out your name and complete the exercises against each letter. Want to do more? Add in your surname or even make up a sentence! Try to create your own version with your own choice of activities.



<b>Aa</b> – Hop on one leg for 20 seconds	<b>Nn</b> – Do 20 sit -ups
<b>Bb</b> – Floss for 30 seconds	<b>Oo</b> – Put a book on your head and walk round for 20 seconds trying not to let it drop
<b>Cc</b> – Perform 5 burpees	<b>Pp</b> – Complete 20 star jumps
<b>Dd</b> – Complete 15 star jumps	<b>Qq</b> – Jump up and down 25 times
<b>Ee</b> – Dance to your favourite song for 1 minute	<b>Rr</b> – ‘Dab’ 10 times
<b>Ff</b> – Complete a stretch of your choice for 45 seconds	<b>Ss</b> – Complete 20 mountain climbers
<b>Gg</b> – Do 5 press ups	<b>Tt</b> – Floss for 1 minute
<b>Hh</b> – Throw a toilet roll or a pair of rolled up socks from one hand to another for 1 minute	<b>Uu</b> – Sprint on the spot for 20 seconds
<b>Ii</b> – Complete 20 squats	<b>Vv</b> – Hop on each leg for 20 seconds
<b>Jj</b> – Balance on one leg for as long as you can	<b>Ww</b> – Jump up and down 25 times
<b>Kk</b> – Stand still and jump with both feet as far as you can. Mark where you land, can you do it again and beat this?	<b>Xx</b> – perform air punches for 20 seconds
<b>Ll</b> – Perform a plank exercise for 20 seconds	<b>Yy</b> – perform 5 burpees
<b>Mm</b> – Do as many ‘keep ups’ with a ball or pair of socks as you can for 1 minute	<b>Zz</b> – Do 20 sit-ups

# PHYSICAL ACTIVITIES



## Activity 4 – The Floor is Lava!

With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor. Remember the floor is lava and you don't want to burn those toes!

---



## Activity 5 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.



How far can you walk?  
Can you race someone?  
Can you time yourself over a distance and challenge yourself or someone else to beat your time?



# MINDFUL MOMENTS



## Activity 5

Which songs are your 'go to happy music'?

Write down or make a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!

