

# GROUP 2

## Home learning pack

### Year One

Week beginning: Monday 4<sup>th</sup> May – Friday 8<sup>th</sup> May

Timetable for the week:

<b>Monday</b>	Maths: Bead strings and subtract using cubes Phonics: Watch Alphablocks film on 'ear' and write sound buttons Writing: Spot the conjunction in the sentence Thematic: Which continent would I find...? Please read a book. (Dojo me for an Epic Books login)
<b>Tuesday</b>	Maths: Number bonds to 10 and subtract using visuals Phonics: Play Phonics game 'Obb and Bob' –sorting words with the 'ear' grapheme Writing: Write 'and' in sentences Please read a book.
<b>Wednesday</b>	Maths: Times tables test. Subtract using bead strings Phonics: Write 'ear' words to match picture. Writing: Re-order sentences Please read a book.
<b>Thursday</b>	Maths: Matching times to clocks and subtract using a number line Phonics: Dictation. Write down the sentences. Writing: Select the correct conjunction Please read a book.
<b>Friday</b>	Maths: Review days of the week and subtract using a number line Phonics: Common exception words: say it, beat the clock and mind the gap. Writing: Complete sentences with conjunctions. Please read a book.

# GROUP 2

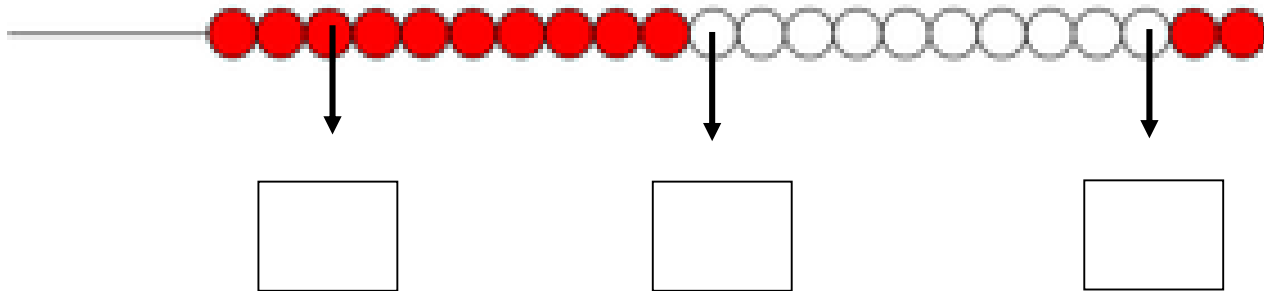
Year 1 - Monday 4<sup>th</sup> May

Work to be completed:	
Maths	Arithmetic starter and subtract using cubes
Phonics	Watch Alphablocks film on 'ear' and write sound buttons
Writing	Spot the conjunction in the sentence
Thematic	Which continent would I find....?

## Maths

Arithmetic starter:

What is the bead number?



# GROUP 2

Main task: Subtract using cubes

## Subtraction using pairs to 5, 6 and 10



$$6 - 3 = \square$$



$$5 - 2 = \square$$



$$10 - 2 = \square$$



$$5 - 4 = \square$$



$$6 - 2 = \square$$



$$10 - 5 = \square$$



$$10 - 3 = \square$$



$$6 - 5 = \square$$



$$10 - 9 = \square$$



$$10 - 7 = \square$$

Fill in the missing numbers to match each subtraction to its picture.



Use real cubes. Make each stick in two colours.



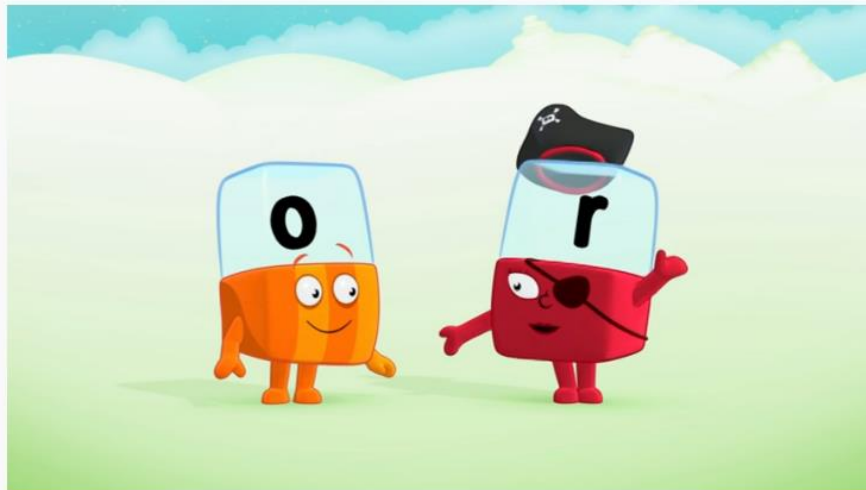
Choose three of these subtractions and write matching additions.

# GROUP 2

**Phonics:** Point to each grapheme and say it's sound.

Watch: Alphablocks: Volume 3 Episode 16

Web link: <https://www.youtube.com/watch?v=CN0vbgpCThI>



Alphablocks - Volume 3 Episode 16 - Fair (Digraph ER and Trigraphs AIR, URE, EAR)

Write these words into your exercise book. Then draw the sound buttons and bars onto the words.

hear	ear	near
fear	tear	dear

# GROUP 2

Writing: conjunctions

<https://www.youtube.com/watch?v=w6jWiE7CvSk>

Watch the video on conjunctions:



Read the sentences below and circle the conjunctions in the sentences:

I have a cat and a dog.

I like to play and I like to skip.

I went to the park but it was raining.

I like playing because it is fun.



# GROUP 2

Thematic: Use [www.oddizzi.com](http://www.oddizzi.com) to help you complete the task.

Username: student Password:NMPA2020

In which continent will you find the following things?



The River Thames

[View fullscreen](#)



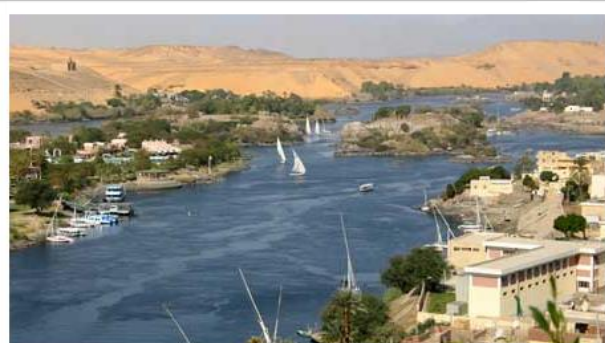
The Pyramids

[View fullscreen](#)



Grand Canyon

[View fullscreen](#)



The Nile

[View fullscreen](#)



Amazon Rainforest

[View fullscreen](#)



Sydney Opera House

[View fullscreen](#)



The Great Wall of China

[View fullscreen](#)

# GROUP 2

Year One: Tuesday 5<sup>th</sup> May

Work to be completed:	
Maths	Number bonds to 10 and subtract using visuals
Phonics	Play Phonics game 'Obb and Bob' –sorting words with the 'ear' grapheme
Writing	Write 'and' to complete sentences

Maths arithmetic: bonds to 10



10 =

+ 9



2 +



+ 7




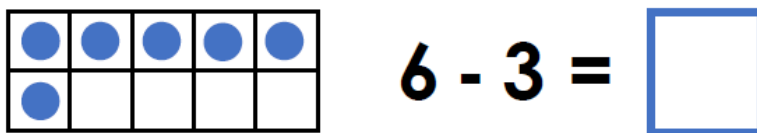
4 +

# GROUP 2

Maths main activity: subtraction using visuals



 Complete the number sentence.





# GROUP 2

Phonics: Read words with the 'ear' grapheme

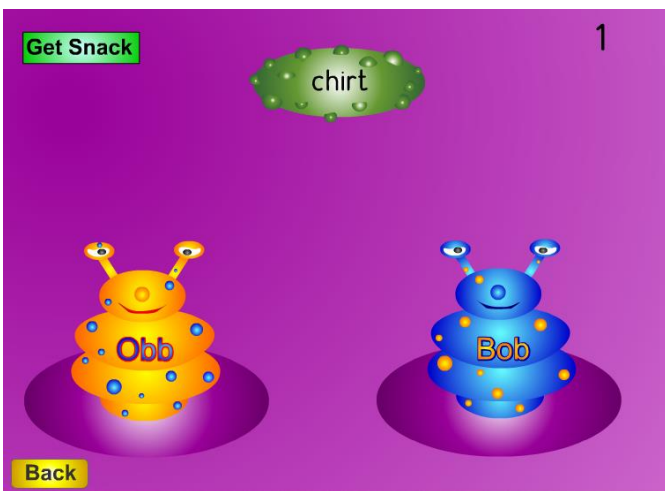
Access Phonics Play online.

<https://www.phonicsplay.co.uk/member-only/PicnicOnPluto.html>

Username: **march20** Password: **home**

Play Obb and Bob and sort real and alien words:

Phase 3 – ear



# GROUP 2

Writing: Write 'and' to complete the sentences.



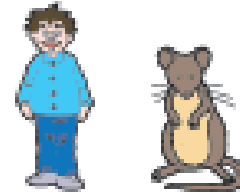
Name: \_\_\_\_\_

I can join words using 'and'. 1

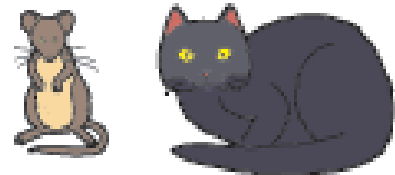


Write 'and' in the gap.

1 Here is Tommy ..... the mouse.



2 Here is the mouse ..... the cat.



3 Here is the mouse ..... the owl.



4 Here is the mouse ..... the weasel.



# GROUP 2

Year 1 – Wednesday 6<sup>th</sup> May

Work to be completed:	
Maths	Times tables test. Subtract using bead strings
Phonics	Write 'ear' words to match picture (using scaffold)
Writing	Re-order sentences

**Maths arithmetic:**

Trace over the dot to dot.

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

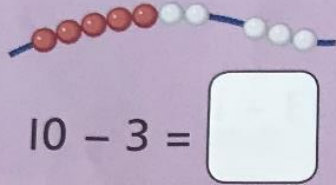
$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

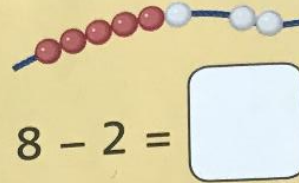
# GROUP 2

Maths main task: subtract using beads

## Counting back



$$10 - 3 = \square$$



$$8 - 2 = \square$$



$$5 - 3 = \square$$



$$7 - 3 = \square$$



$$12 - 2 = \square$$



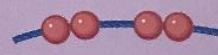
$$9 - 3 = \square$$



$$6 - 2 = \square$$



$$7 - 2 = \square$$



$$4 - 2 = \square$$



$$3 - 3 = \square$$



$$11 - 3 = \square$$

# GROUP 2

**Phonics:** Write the 'ear' words

Look at the pictures and write the 'ear' words in your exercise books.



ear
e_r



t	ear
t	

VectorStock.com/9169318



f	ear
f	



## GROUP 2

Writing: Re-order these sentences.

<del>have</del>	I	a	cat	a	dog.	and
-----------------	---	---	-----	---	------	-----

I have \_\_\_\_\_

<del>like</del>	I	run	to	and	hop.
-----------------	---	-----	----	-----	------

I like \_\_\_\_\_

like	I	red	green	and
------	---	-----	-------	-----

\_\_\_\_\_

# GROUP 2

Year 1 – Thursday 7<sup>th</sup> May

Work to be completed:	
Maths	Matching times to clocks and subtract using a number line
Phonics	Dictation. Write down the sentences.
Writing	Select and use conjunctions

## Maths arithmetic: Reading analogue times

---

Match the times to the clocks.



9 o'clock



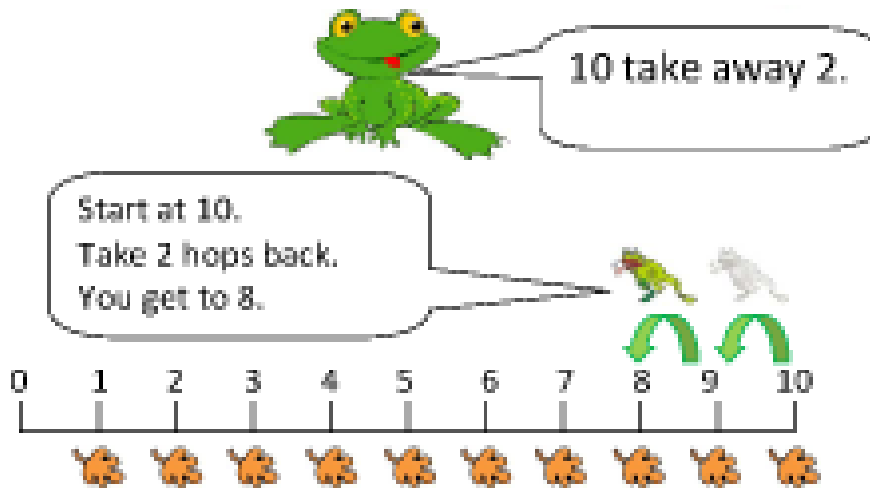
Two o'clock



5 o'clock

# GROUP 2

Maths main activity: counting back using number lines



$$8 - 1 = \square$$

0 1 2 3 4 5 6 7 8 9 10

$$6 - 3 = \square$$

0 1 2 3 4 5 6 7 8 9 10

$$9 - 7 = \square$$

0 1 2 3 4 5 6 7 8 9 10

$$10 - 6 = \square$$

0 1 2 3 4 5 6 7 8 9 10

$$5 - 2 = \square$$

0 1 2 3 4 5 6 7 8 9 10

## GROUP 2

### Phonics: Dictation



Read these sentences to your child. Ask your child to write down the sentences in their exercise books.

This is my ear.

She has a fear of bugs.

My tears are wet.

## GROUP 2

### Writing: Conjunctions

Select the correct conjunction to complete the sentences below:

and      because

I like to play \_\_\_\_\_ I like to run.

I like football \_\_\_\_\_ it is fun.

My pals are Sam \_\_\_\_\_ Jen.

He can jump \_\_\_\_\_ skip.

I like my cat \_\_\_\_\_ she is soft.



# GROUP 2

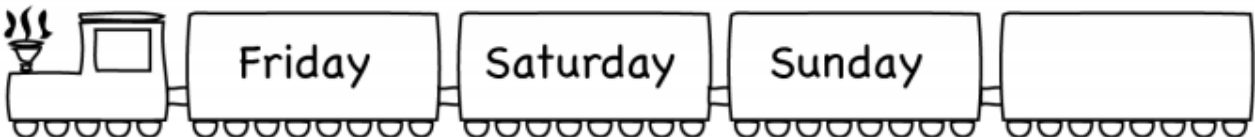
Year 1 – Friday 24<sup>th</sup> April

Work to be completed:	
Maths	Review days of the week and subtraction word problems.
Phonics	Common exception words: say it, beat the clock and mind the gap.
Writing	Write sentences with conjunctions.

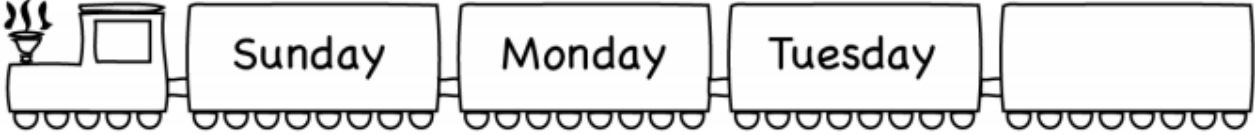
Maths arithmetic: days of the week:

## Days of the Week

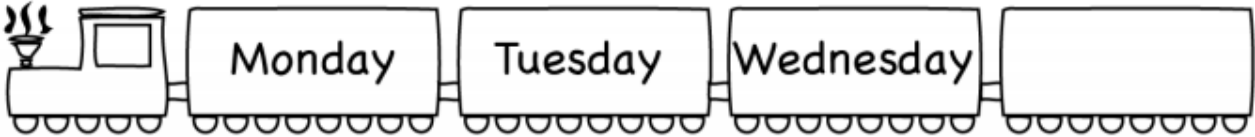
### Which day comes next?



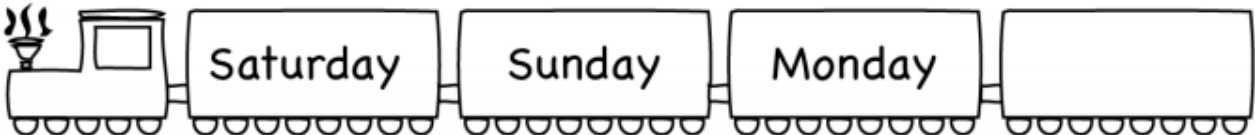
Friday Saturday Sunday



Sunday Monday Tuesday



Monday Tuesday Wednesday



Saturday Sunday Monday

Tuesday

Monday

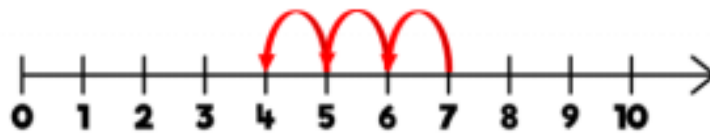
Thursday

Wednesday

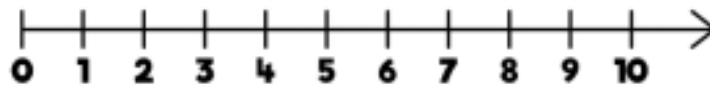
# GROUP 2

Maths main activity:


 Complete:

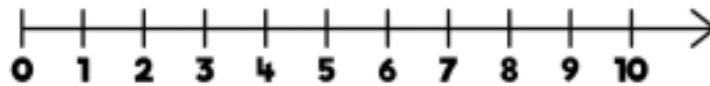


$$7 - 3 = \underline{\quad}$$



$$4 - 4 = \underline{\quad}$$

 Use the number line to count back and match the calculations with the same answers.



$$7 - 3 = \underline{\quad}$$

$$6 - 6 = \underline{\quad}$$

$$10 - 6 = \underline{\quad}$$

$$5 - 0 = \underline{\quad}$$

$$9 - 4 = \underline{\quad}$$

$$4 - 4 = \underline{\quad}$$

# GROUP 2

Phonics: Common exception words

Read these words to your child. Ask them to repeat it after you.

where

some

there

are



Beat the clock!

Ask your child to write each word (from above) down as many times as they can in 1 minute.



Fill in the missing words:

“\_\_\_\_\_ is my pen?” asked Dad.

“How do we get \_\_\_\_\_?” called Mum.

We \_\_\_\_\_ very happy.

There are \_\_\_\_\_ dogs in the park.

# GROUP 2

Writing: conjunctions

Use the conjunctions map to write your own sentences.



I like to play in the park and \_\_\_\_\_

I like to play in the park because \_\_\_\_\_

# GROUP 2

## Home learning pack

### Year One

Week beginning: Monday 11<sup>th</sup> May – Friday 15<sup>th</sup> May

Timetable for the week:

<b>Monday</b>	Maths: Arithmetic starter and multiplication (counting in 2's) Phonics: * Teacher video. Read 'ie' words and add sound buttons and bars. Writing: Plural suffixes (s) word level Thematic: Seaside towns on the map of the UK Please read a book. (Dojo me for an Epic Books login)
<b>Tuesday</b>	Maths: Arithmetic starter and multiplication (counting in 5's) Phonics: Match the picture to the word Writing: Plural suffixes (s) sentence level Please read a book.
<b>Wednesday</b>	Maths: Arithmetic starter and multiplication (Counting in 10's) Phonics: Spell 'ie' words Writing: Plural suffixes (es) Please read a book.
<b>Thursday</b>	Maths: Draw hands on clock starter and multiplication (counting in 2's and 5's) Phonics: Dictation – Read the sentences to your child. Writing: Plural suffixes (es) Please read a book.
<b>Friday</b>	Maths: Arithmetic starter and multiplication (counting in 10s) Phonics: Common exception words Writing: Plural suffixes (Fill in the missing words) Please read a book.



# GROUP 2

Year 1 - Monday 11<sup>th</sup> May

Work to be completed:	
Maths	Arithmetic starter and multiplication (counting in 2's)
Phonics	Watch video of your teacher, read 'ie' words and add sound buttons and bars.
Writing	<b>Plural suffixes (s)</b>
Thematic	Seaside towns on the map of the UK

## Maths

Arithmetic starter:

Draw counters under each number and then count them altogether.

$$6 + 5 = \underline{\quad\quad}$$

$$2 + 2 = \underline{\quad\quad}$$

$$3 + 0 = \underline{\quad\quad}$$

$$5 + 1 = \underline{\quad\quad}$$

# GROUP 2

Main task: Multiplication (Counting in 2s)

Chant counting in multiples of 2.

## 2 times table

0	x	2	=	0
1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

Watch these videos and count with them.



<https://www.bing.com/videos/search?q=counting+in+2s&docid=608019703468330111&mid=FFE249CA3B80E9E265A5FFE249CA3B80E9E265A5&view=detail&FORM=VIRE>



<https://www.bing.com/videos/search?q=counting+in+2s&docid=608025183870060551&mid=DF8401EBB98E4B87CCFEDF8401EBB98E4B87CCFE&view=detail&FORM=VIRE>

# GROUP 2

Counting forwards in 2s

Finish the sequence:

2		6		10	
---	--	---	--	----	--

	4		8		
--	---	--	---	--	--

Counting backwards in 2s

Finish the sequence:

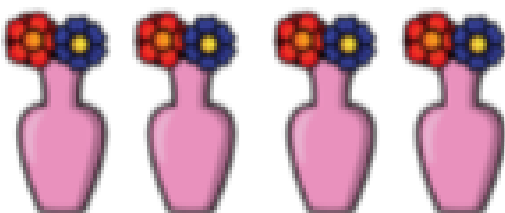
10		6	4	
----	--	---	---	--

12		8			2
----	--	---	--	--	---

How many fish altogether?



How many flowers altogether?



## GROUP 2

**Phonics:** Watch video of your teacher, read 'ie' words and add sound buttons and bars.



Watch the video of your teacher introducing the new sound 'ie'.  
Play and pause the video to practise oral segmenting and blending.

Now read these words out loud and add the sound buttons and bars.

<b>chief</b>	<b>thief</b>	<b>field</b>
<b>thief</b>	<b>field</b>	<b>chief</b>

# GROUP 2

Writing: Plural suffixes (s)

What does suffix mean?

A letter or letters that go at the END of a word.

What does plural mean?

Plural means there is more than one of something.

The most basic rule is to pluralize a noun is by adding the suffix 's'.

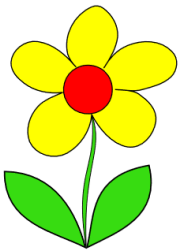
Write the noun with the suffix 's'.



1 dog



20 dogs



1 flower



bunch of flowers



1 mat



2 mats

# GROUP 2

Now it is your turn. Re-write the word and add the s.

hat



\_\_\_\_\_



cat



\_\_\_\_\_



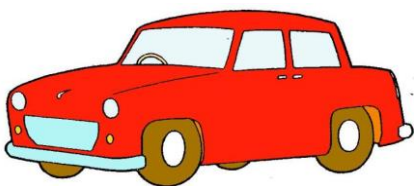
shop



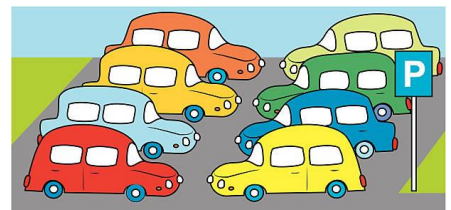
\_\_\_\_\_



car



\_\_\_\_\_



# GROUP 2

**Thematic: Seaside towns on the map of the UK.**

**Create your own map of the UK and label the following:**

**Surrounding seas:**

**North sea**

**English Channel**

**Irish Sea**

**Celtic Sea**

**Countries:**

**England**

**Wales**

**Scotland**

**Northern Ireland**

**Capital cities:**

**London**

**Cardiff**

**Edinburgh**

**Belfast**

**Can you find where Weston-Super-Mare is?**

**Use google maps to help you. Add this to your map.**

**Can you find any other seaside towns and label them on the map? Try looking for Cornwall, Brighton and Bournemouth.**

**You can be as creative as you like with your map. You may wish to use crayons, felt tips, paint or create 3D model. There is an outline of the UK map which you can use below. Don't forget you have all week to complete this. Please send us photos of your maps.**

# GROUP 2





# GROUP 2

Year One: Tuesday 12<sup>th</sup> May

Work to be completed:	
Maths	Arithmetic starter and Multiplication (Counting in 5s)
Phonics	Match the word to the picture
Writing	Plural suffixes (s)

**Maths arithmetic:**

Draw counters under the first number, then cross out the amount you need to take away. The first one is done for you.

$$7 - 3 = \underline{\quad\quad\quad}$$

• • • •

/// // //

• • •

$$4 - 1 = \underline{\quad\quad\quad}$$

$$5 - 4 = \underline{\quad\quad\quad}$$

$$8 - 2 = \underline{\quad\quad\quad}$$

# GROUP 2

Main activity: Multiplication (Counting in 5s)

## 5 times table

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

Watch these videos and chant along with them



<https://www.bing.com/videos/search?q=counting+in+5s&docid=608054372413148827&mid=9633C0EFBC8ED506EF3B9633C0EFBC8ED506EF3B&view=detail&FORM=VIRE>



<https://www.bing.com/videos/search?q=counting+in+5s&docid=608038614249048922&mid=31B4FD36F978862E905231B4FD36F978862E9052&view=detail&FORM=VIRE>

# GROUP 2

## Counting forwards in 5s

Finish the sequence:

5		15		25	
---	--	----	--	----	--

	10		20		
--	----	--	----	--	--

## Counting backwards in 5s

Finish the sequence:

25		15		5
----	--	----	--	---

30		20		10	
----	--	----	--	----	--

How many pencils altogether?



\_\_\_\_\_

## GROUP 2

How many fingers altogether?



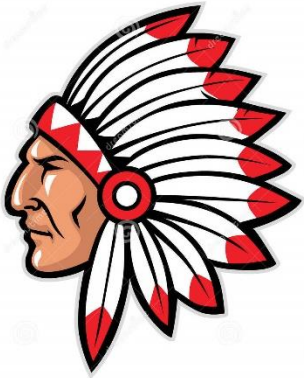
$$5 + 5 + 5 =$$

Phonics: Draw a line to match the word to the correct picture.



GROUP 2

Chief



Shield



Thief



# GROUP 2

Writing: Plural suffixes (s)

What does suffix mean?

A letter or letters that go at the END of a word.

What does plural mean?

Plural means there is more than one of something.

The most basic rule is to pluralize a noun is by adding the suffix 's'.

Write the noun with the suffix 's'.



1 dog



20 dogs

Task: Read these sentences out loud and circle the correct word so that it makes sense.

Example:

I can see lots of **dog** / **(dogs)** at the park.

There are three **hats** / **hat** on the stand.

I have seen five **car** / **cars** today.

My Mum has red **mat** / **mats**.

We went to six **shops** / **shop** today.

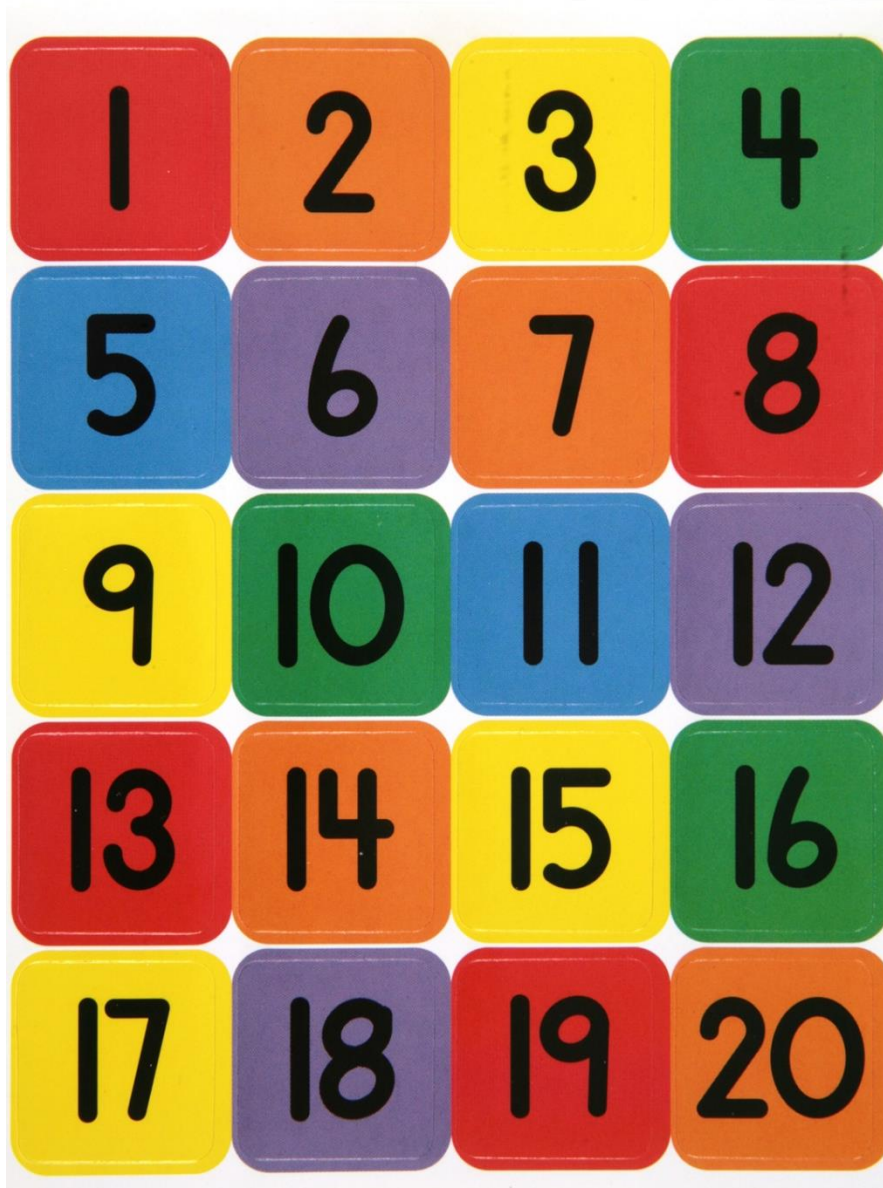
# GROUP 2

Year 1 – Wednesday 13<sup>th</sup> May

Work to be completed:	
Maths	Arithmetic starter and Multiplication (counting in 10s)
Phonics	Write the 'ie' words
Writing	Plural suffix (ed)

## Maths arithmetic:

Write numbers 1 – 20 in your exercise books.



## GROUP 2

Main activity: Multiplication (counting in 10s)

# 10 times table

0	x	10	=	0
1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

Watch these videos and chant along with them.



<https://www.bing.com/videos/search?q=counting+in+10s&docid=608041096705278026&mid=0A96367354FD74F7303D0A96367354FD74F7303D&view=detail&FORM=VIRE>



<https://www.bing.com/videos/search?q=counting+in+10s&docid=608014562421247316&mid=B8F4DF17CBF70265AE72B8F4DF17CBF70265AE72&view=detail&FORM=VIRE>



# GROUP 2

Counting forwards in 10s

Finish the sequence:

10	20			50			80		100
----	----	--	--	----	--	--	----	--	-----

		30			60			90	
--	--	----	--	--	----	--	--	----	--

Counting backwards in 10s

Finish the sequence:

100		80			50			20	
-----	--	----	--	--	----	--	--	----	--

	90			60	50				10
--	----	--	--	----	----	--	--	--	----

How many flowers are there altogether?



Count in 10s to say how many there are altogether.



\_\_\_\_\_

# GROUP 2

**Phonics:** Write the 'ie' words

Task: Fill in the gaps.



ch	ie	f
ch		f

sh	ie	l	d
sh		l	d



f	ie	l	d
f		l	d

## GROUP 2

I have a \_\_\_\_\_.



It is a big \_\_\_\_\_.



He is a \_\_\_\_\_.



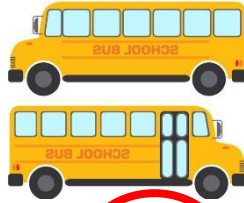
# GROUP 2

Writing: Plural suffixes (es)

Last time we added the suffix 's' to make the noun plural.



1 bus



2 buss

Hmmm, this does not look right!

We need to use another suffix.

If a word ends in **s**, **sh**, **ch**, **x**, **z** you add the suffix 'es'.



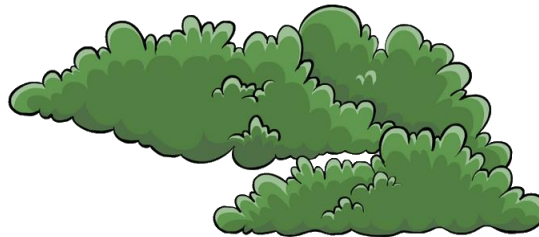
1 fox



3 foxes



1 bush



A few bushes

## GROUP 2



A church



2 churches

Now it is your turn. Re-write the word and add es.

branch \_\_\_\_\_



box \_\_\_\_\_



kiss \_\_\_\_\_



## GROUP 2

match \_\_\_\_\_



lunch \_\_\_\_\_



glass \_\_\_\_\_

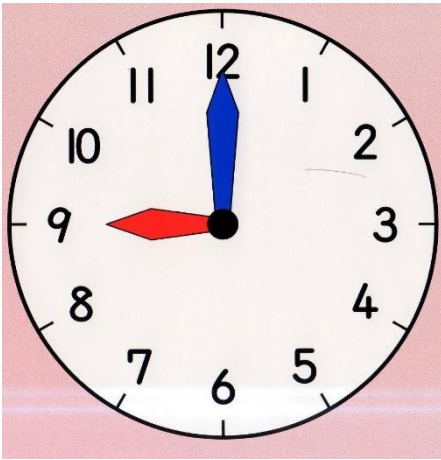


# GROUP 2

Year 1 – Thursday 14<sup>th</sup> May

Work to be completed:	
Maths	Draw hands on the clock face starter and multiplication (Counting in 2's and 5's)
Phonics	Dictation – read the words to your child.
Writing	Plural suffix (es)

**Starter:**



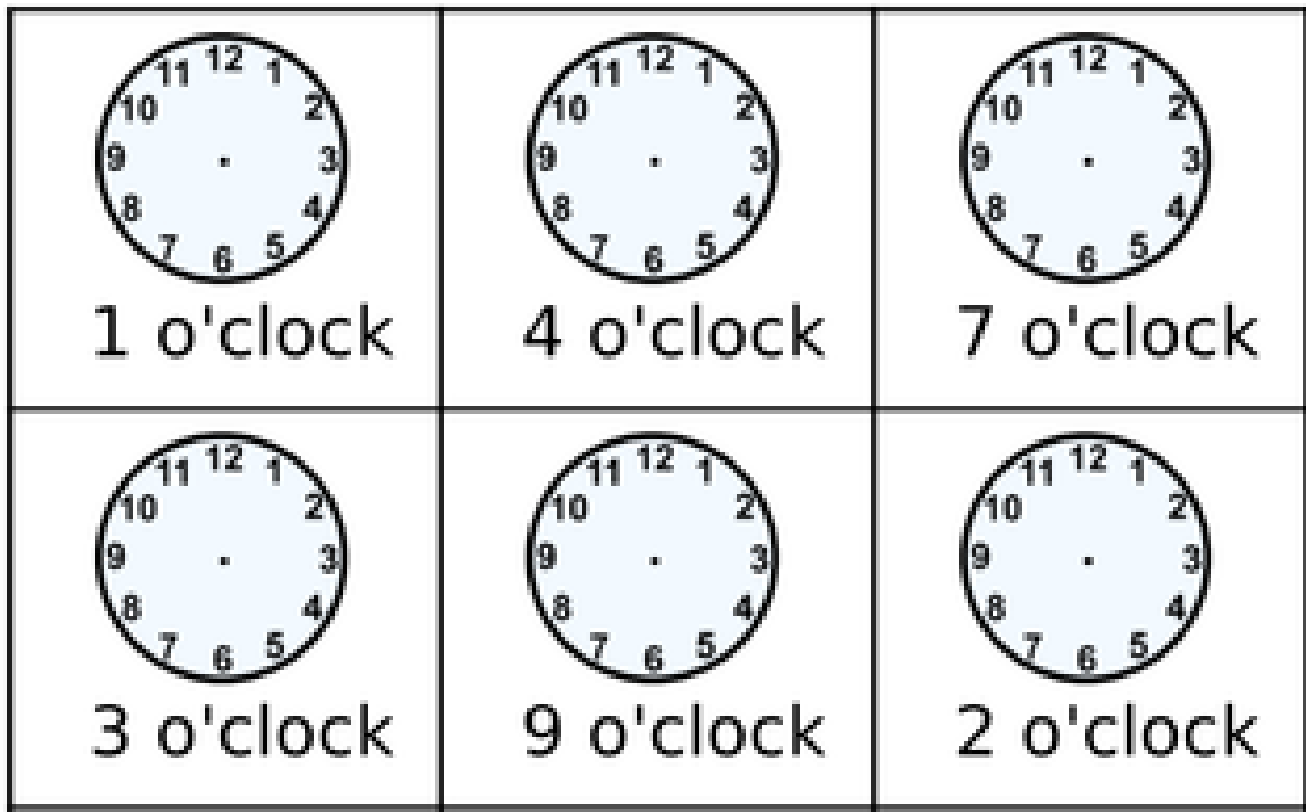
The time is 9 o'clock.

The long minute hand is on the 12.

The short hour hand is on the 9.

**Task:** Draw the hands on the clock faces below.

## GROUP 2



Maths main activity: Multiplication (counting in 2's and 5s)

Colour in all the **multiples of 2**:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Complete the sequence:

<b>2</b>				
----------	--	--	--	--

		<b>16</b>		
--	--	-----------	--	--















# GROUP 2

Colour in all the **multiples of 5**:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Complete the sequence:

 5			
	 30		 40
			

# GROUP 2

Phonics: Dictation

Read these words to your child. Ask your child to write down the words in their exercise books.

thief

chief

field

shield

## GROUP 2

**Writing:** Plural suffix (es)

If a word ends in **s, sh, ch, x, z** you add the suffix 'es'.

Task: Read these sentences out loud and circle the correct word so that it makes sense.

Example:

The fox / **foxes** all sneak out at night.

There are two churches / church in the town.

The branch / branches are falling down.

There are six matches / match left.

There are lots of box / boxes.

# GROUP 2

Year 1 – Friday 24<sup>th</sup> April

Work to be completed:	
Maths	Arithmetic starter and multiplication (counting in 10s)
Phonics	Common exception words
Writing	Plural suffixes

Maths arithmetic: Complete the sequences below

3		5	6
---	--	---	---

0		2	
---	--	---	--

5		3	2
---	--	---	---

10	9		
----	---	--	--











# GROUP 2

Maths main activity: Multiplication (Counting in 10's)

Colour in all the multiples of 10:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Complete the sequence:

## GROUP 2

Phonics: Common exception words

Read these words to your child. Ask them to repeat it after you.

no

go

so

by



Beat the clock!

Ask your child to write each word (from above) down as many times as they can in 1 minute.



Fill in the missing words:

I want to \_\_\_\_\_ to the park.

I know you must be tired \_\_\_\_\_ I will let you rest.

When we line up at school we keep our hands \_\_\_\_\_ our side.

There were \_\_\_\_\_ ice creams left.

## GROUP 2

Writing: Plural suffixes (s and es)

Task: Fill in the missing words.

The \_\_\_\_\_ were running.

I can see two orange \_\_\_\_\_.

My dog gives lots of \_\_\_\_\_.

There are three \_\_\_\_\_ in the town.

\_\_\_\_\_ have soft fur.

My \_\_\_\_\_ are red, yellow and pink.

dogs

kisses

foxes

churches

hats

Cats

# GROUP 2

## Home learning pack

### Year One

Week beginning: Monday 18<sup>th</sup> May – Friday 22<sup>nd</sup> May

Timetable for the week:

<b>Monday</b>	<p>Maths - *Teacher video - Arithmetic and dividing by sharing (divide by 2)</p> <p>Phonics - *Teacher video - Segment to read 'wh' words</p> <p>English - Identifying statements</p> <p>Thematic –</p> <p>Please read a book – please ask for an Epic login.</p>
<b>Tuesday</b>	<p>Maths -*Teacher video - Arithmetic starter and divide by sharing (divide by 5)</p> <p>Phonics - Sort 'wh' words on Odd and Bob</p> <p>Writing - Writing statements</p> <p>Please read a book</p>
<b>Wednesday</b>	<p>Maths - -*Teacher video Times tables test and divide by grouping.</p> <p>Phonics - Complete the sentences with 'wh' words.</p> <p>Writing - What are questions sentences?</p> <p>Please read.</p>
<b>Thursday</b>	<p>Maths -*Teacher video Arithmetic starter and divide by grouping</p> <p>Phonics: Dictation</p> <p>Writing - Sort statements and question sentences.</p> <p>Please read.</p>
<b>Friday</b>	<p>Maths -*Teacher video- Arithmetic starter and using inverse to solve division problems</p> <p>Phonics - Common exception: read and spell</p> <p>Writing - Writing question sentences</p> <p>Please read</p>











# GROUP 2

Year 1 - Monday 18<sup>th</sup> May

Work to be completed:	
Maths	*Teacher video - Arithmetic and dividing by sharing (divide by 2)
Phonics	*Teacher video - Segment to read 'wh' words
Writing	Identifying statements
Thematic	

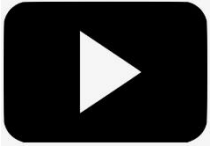
## Maths

Arithmetic starter:

	and		is	<input type="text"/>
<input type="text"/>		<input type="text"/>		
	and		is	<input type="text"/>
<input type="text"/>		<input type="text"/>		
	and		is	<input type="text"/>
<input type="text"/>		<input type="text"/>		
	and		is	<input type="text"/>
<input type="text"/>		<input type="text"/>		

# GROUP 2

Main task: Divide by sharing (dividing by 2)



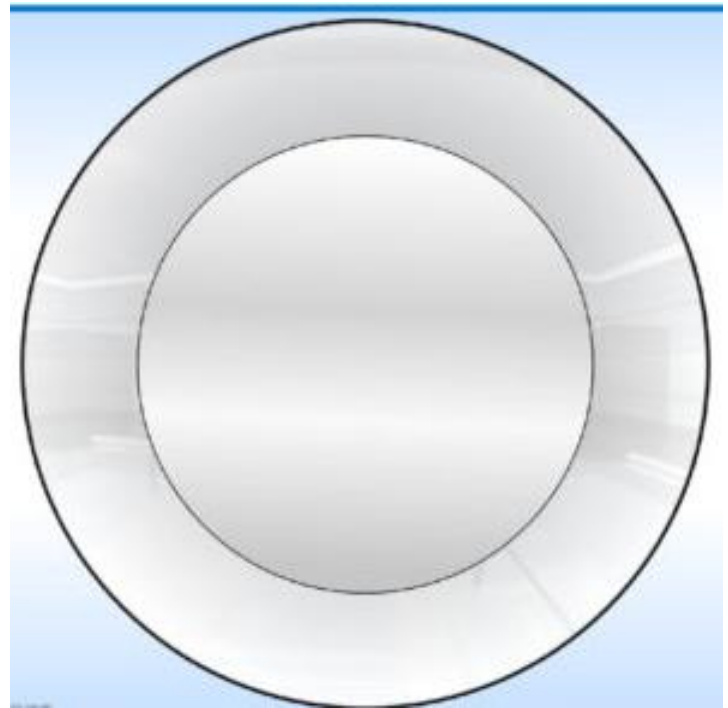
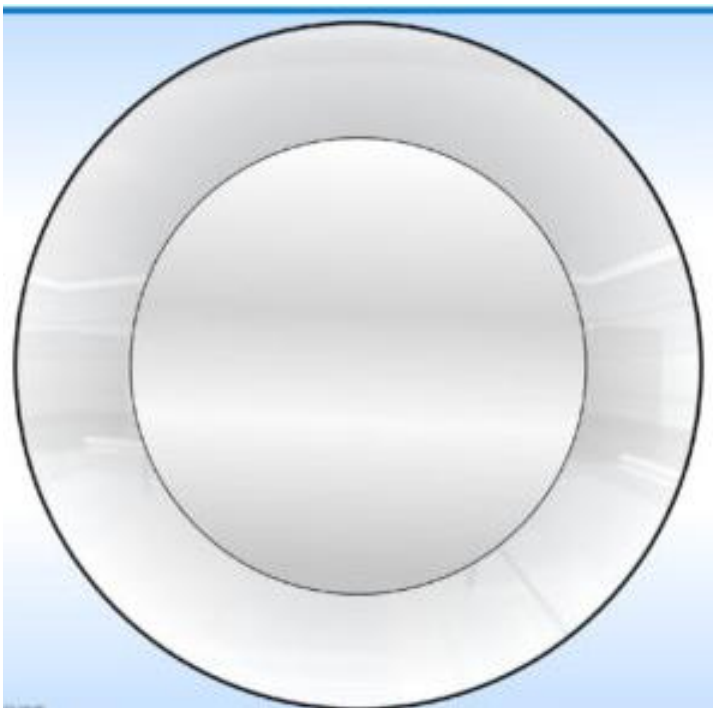
Maths: Divide by sharing (divide by 2)

Watch the dojo video of your teacher showing you how to divide by 2 using sharing.  
Play the video but remember to pause when your teacher asks.

You will need: A bag of sweeties that you can share or pebbles from the garden

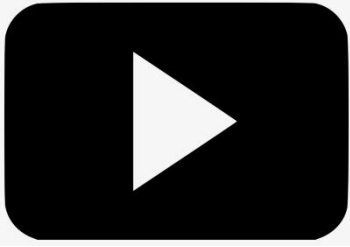
2 small plates or the 'plate' sheet below:

Plate sheet



## GROUP 2

**Phonics:** Watch video of your teacher introducing our new phoneme 'wh'.



Watch the video of your teacher introducing the new sound 'wh'.  
Play and pause the video to practise oral segmenting and blending.



Now, add the sound buttons and bars to read these words.

<b>wh</b> ich	<b>wh</b> en	<b>wh</b> eel
<b>wh</b> ip	<b>wh</b> eat	<b>wh</b> isk

## GROUP 2

### Writing: Identifying statements



A statement is the most common type of sentence. Statements are sentences that express a fact, idea or opinion. In written English they are punctuated with a full stop.

#### Examples:

I enjoy playing games in the park.

#### Is it a statement?

Read the sentence and decide if the sentence is a statement or not?

	 
i am a cat	
Sam is my pal.	
he is big	
She can jog.	
When will we go?	
I like red.	

# GROUP 2

Thematic – What could you do at the seaside?

## Picture glossary

Beach - a pebbly or sandy shore by the sea



Coast - the part of the land near or next to the sea.



Seaside - a place by the sea, a beach area or holiday resort.



Listen to Tig's day at the seaside:

<https://www.bbc.co.uk/cbeebies/radio/woolly-and-tig-the-seaside>



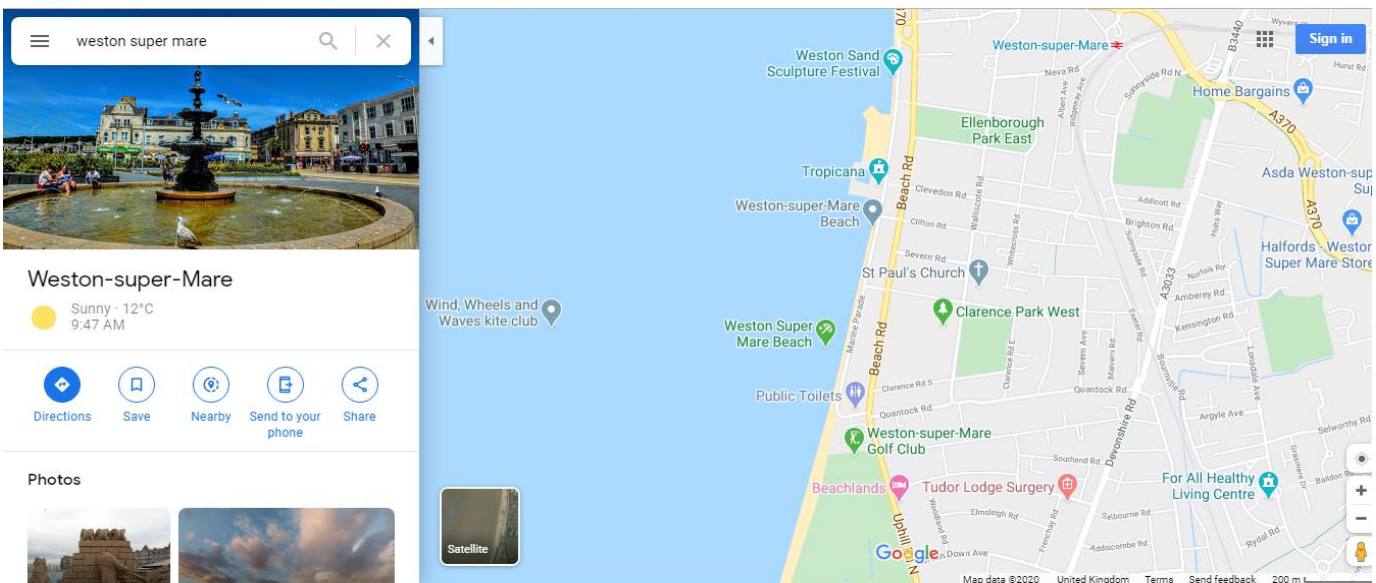
Task: Write or draw what you could do, see and hear at the seaside?

# GROUP 2

Research Weston Super Mare:



You could use Google Map to find the answers to these questions.



What country is Weston Super-Mare in?

What is the name of the channel that is next to Weston?

What places could you visit in Weston?

What is the name of the pier?

# GROUP 2

Year One: Tuesday 19<sup>th</sup> May

## Work to be completed:

Maths	Arithmetic starter and divide by sharing
Phonics	Sort 'wh' words on Odd and Bob
Writing	Writing statements

## Maths arithmetic:

FILL IN THE MISSING NUMBERS

1           3      4          

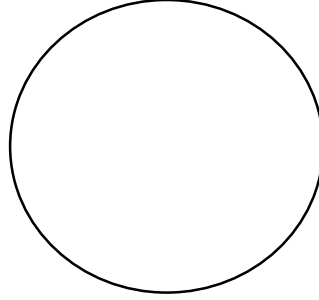
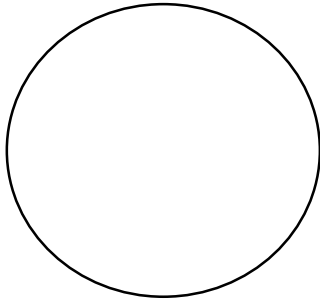
9                6          

10                12

# GROUP 2

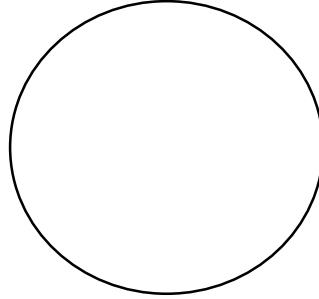
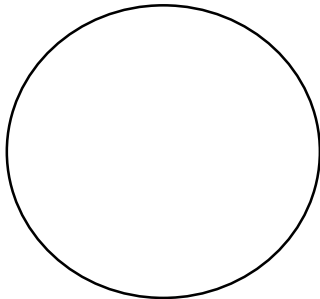
Main task: Dividing by 2

Share these sweets equally between these 2 children:



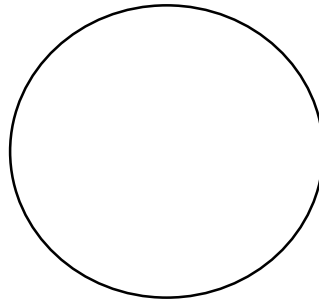
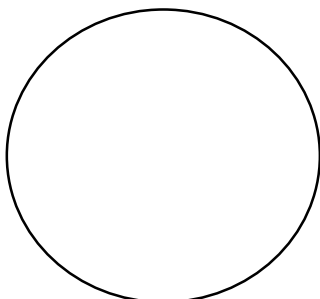
They each get \_\_\_\_\_ sweets.

Share these sweets equally between these 2 children:



They each get \_\_\_\_\_ sweets.

Share these sweets equally between these 2 children:





# GROUP 2

They each get \_\_\_\_\_ sweets.

Phonics: Read words with the 'wh' grapheme

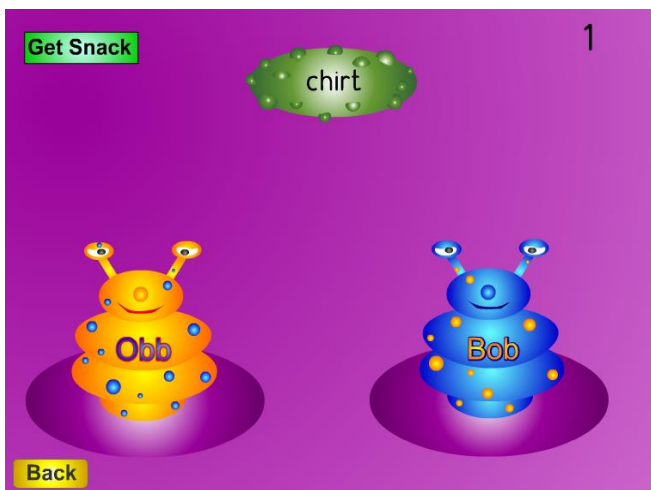
Access Phonics Play online.

<https://www.phonicsplay.co.uk/member-only/PicnicOnPluto.html>

Username: **march20** Password: **home**

Play Obb and Bob and sort real and alien words:

Phase 5 - wh



# GROUP 2

Writing: Write statements

Remember:

A statement is the most common type of sentence.

Statements are sentences that express a fact, idea or opinion.

In written English they are punctuated with a full stop.

Task:

Write 4 statements using these pictures.

Start each sentence with 'I can'. Remember capital letters and full stops.



hop



run



skip



look

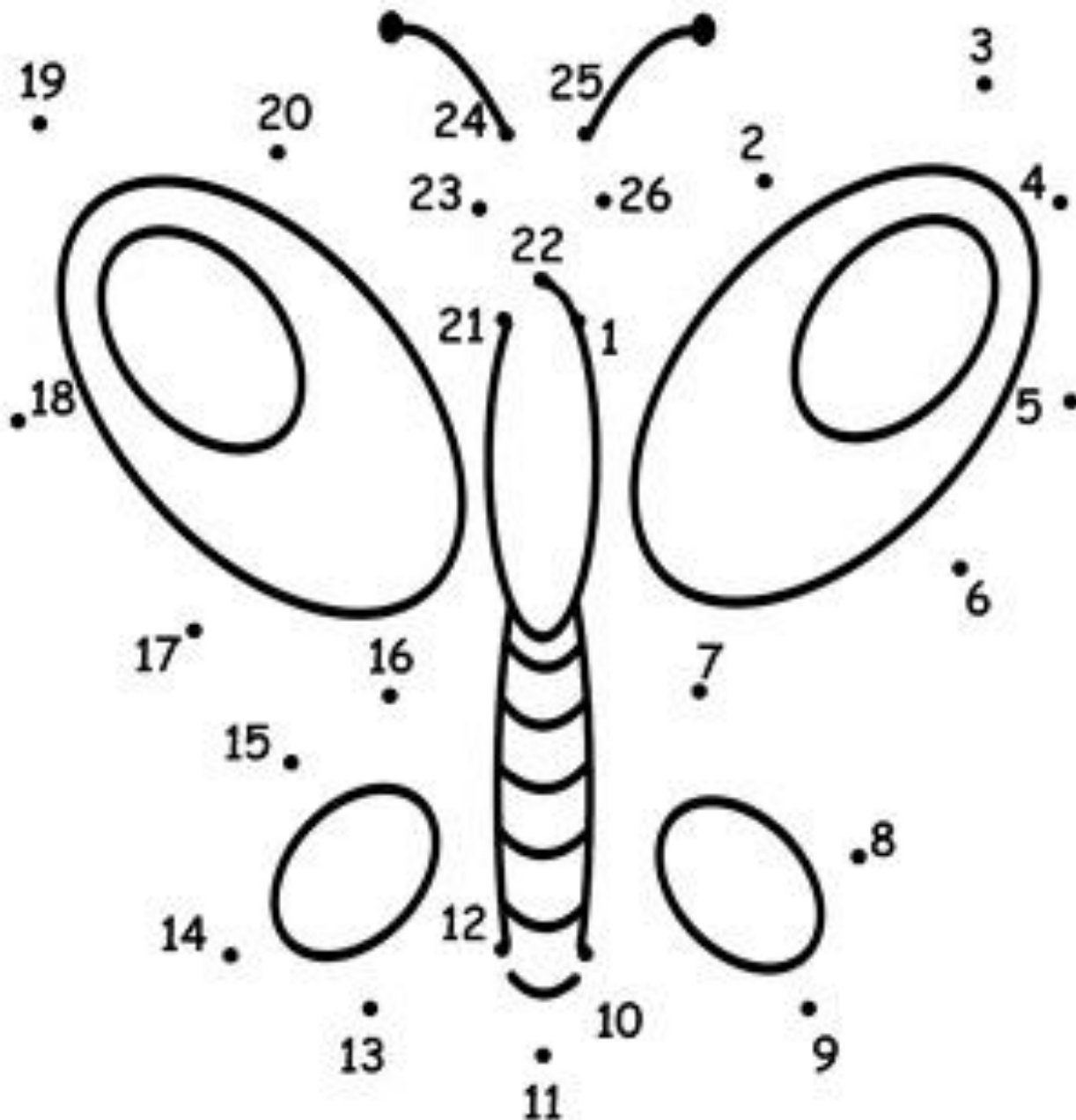
I can \_\_\_\_\_ .

# GROUP 2

Year 1 – Wednesday 20<sup>th</sup> May

Work to be completed:	
Maths	Arithmetic and divide by sharing
Phonics	'Wh' spelling
Writing	Unscrambling statements

## Maths arithmetic

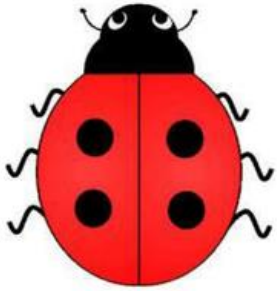


# GROUP 2

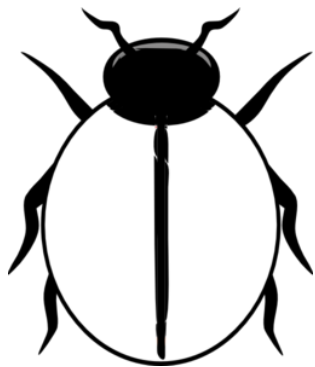
Maths main task:

Share the number of spots equally to each side of the ladybird's back.

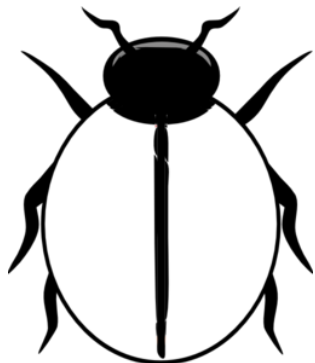
Example



$$4 \div 2 = 2$$

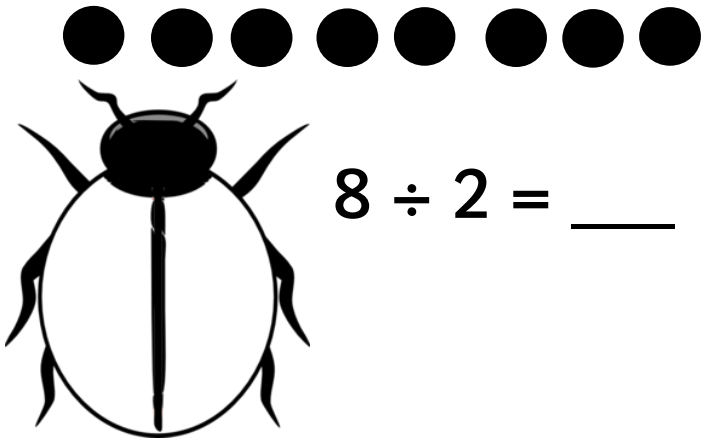


$$2 \div 2 = \underline{\quad}$$

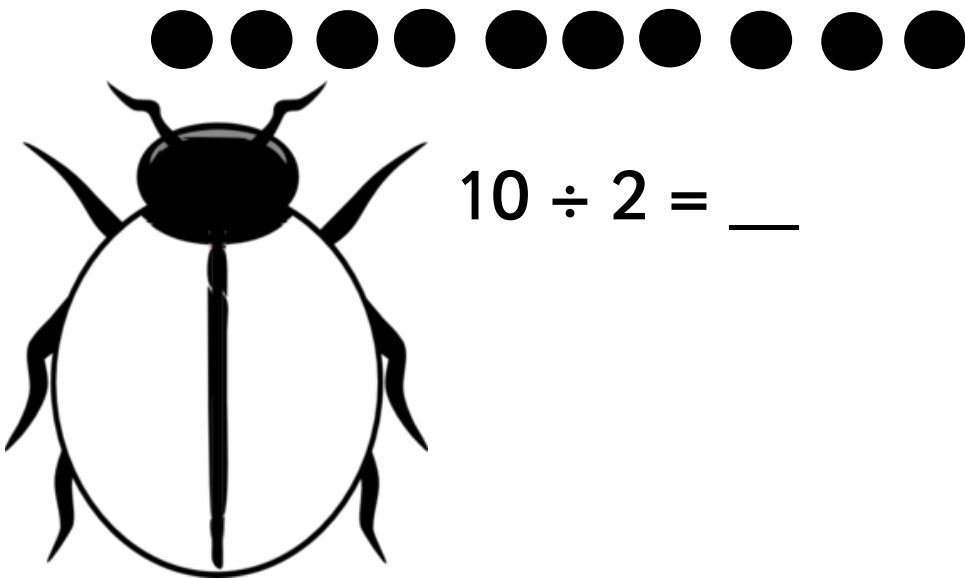


$$6 \div 2 = \underline{\quad}$$

## GROUP 2



$$8 \div 2 = \underline{\quad}$$



$$10 \div 2 = \underline{\quad}$$

GROUP 2



$$4 \div 2 = \underline{\quad}$$

# GROUP 2

Phonics: Complete the sentences with the correct 'wh' word:

Task 1: Look at the pictures and write the 'ear' words in your exercise books.

wh	i	s	k
	l		
		s	k



wh	ee	l
		l
	ee	



wh	ea	t
		t
	ea	



## GROUP 2

Writing: Unscramble statements

A statement is the most common type of sentence.

Statements are sentences that express a fact, idea or opinion.

In written English they are punctuated with a full stop.

Task - Unscramble the statements and re-write them in your exercise book.

Remember capital letters and full stops.

sit	he	can
-----	----	-----

ten	am	I
-----	----	---

a	she	has	cat
---	-----	-----	-----

I	dogs	like
---	------	------





# GROUP 2


Year 1 – Thursday 21<sup>st</sup> May

Work to be completed:	
Maths	Arithmetic starter and divide by sharing
Phonics	Spelling test
English	Match statements with pictures

## Maths arithmetic:

Count the dots on each die and add them.

1)  +  =

2)  +  =

3)  +  =

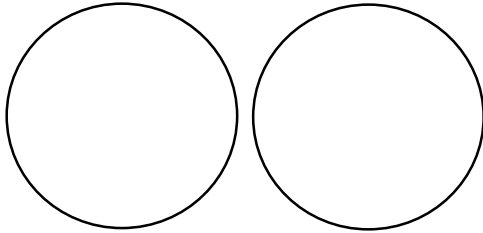
4)  +  =

# GROUP 2

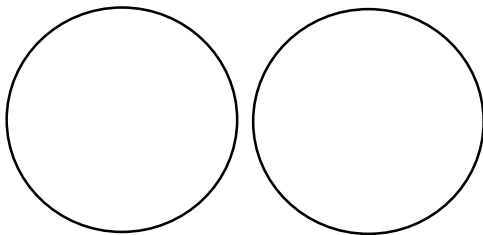
## Maths main task:

You can draw dots when sharing or use the real life objects with plates to solve the division problems.

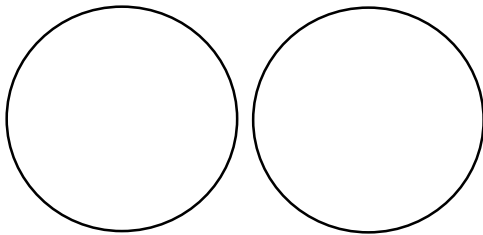
$6 \div 2 = \underline{\quad}$



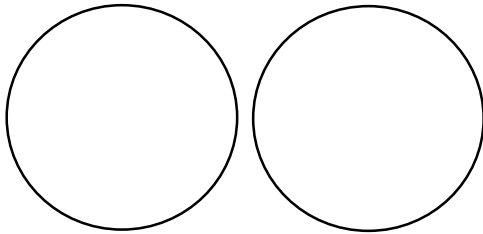
$4 \div 2 = \underline{\quad}$



$2 \div 2 = \underline{\quad}$



$8 \div 2 = \underline{\quad}$



Share the muffins equally between the two plates.  
Complete the sentence.

\_\_\_ cakes shared equally between 2 is \_\_\_



## GROUP 2

### Phonics: Spelling test



Read these words to your child. Ask your child to write down the spelling in their exercise books.

1. Whisk
2. Wheel
3. Whip
4. Wheat

# GROUP 2

English: Match the correct statement with the picture.



The cat is fat.

The cap is fat.



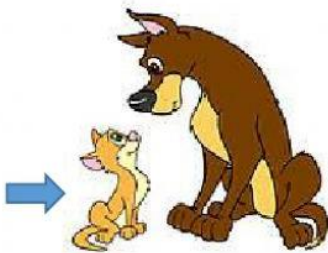
The bug is pink.

The bug is red.



The fox is on the box.

The fox is in the box.



The dog is small.

The dog is big.



The man is hot.

The men is hot.

# GROUP 2

Year 1 – Friday 22<sup>nd</sup> May

Work to be completed:	
Maths	Arithmetic starter and divide by sharing
Phonics	Common exception: read and spell
Writing	Write statements

Maths arithmetic:

Match the coins to the correct value

## GROUP 2

Maths main activity: Divide by sharing

Draw pictures or use 2 plates with real life objects to solve these division problems:

$$4 \div 2 = \underline{\quad}$$

$$8 \div 2 = \underline{\quad}$$

$$2 \div 2 = \underline{\quad}$$

$$10 \div 2 = \underline{\quad}$$

$$14 \div 2 = \underline{\quad}$$

$$16 \div 2 = \underline{\quad}$$

# GROUP 2

Phonics: Common exception words

Read these words to your child. Ask them to repeat it after you.

they

so

go

be



Beat the clock!

Ask your child to write each word (from above) down as many times as they can in 1 minute.



Fill in the missing words:

It is raining \_\_\_\_\_ so we cannot go outside.

“\_\_\_\_\_ out!” shouted the teacher.

This will \_\_\_\_\_ my class next year.

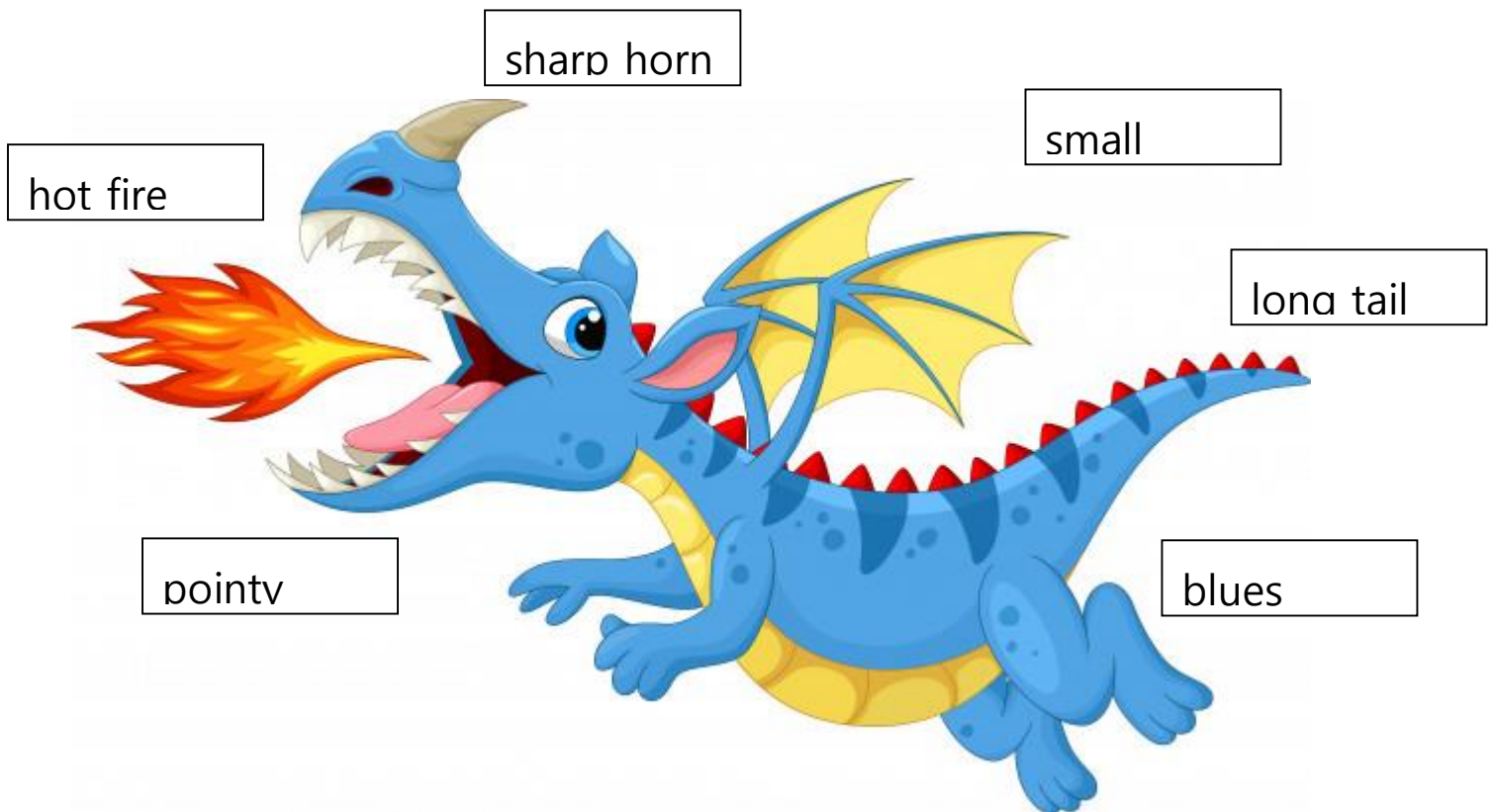
\_\_\_\_\_ are my friends.

# GROUP 2

Writing: writing statements

Writing success criteria:	✓
I start my sentence with a capital letter.	
I can use finger spaces	
I finish my statement with a full stop.	

Task: write statements describing the dragon. Use the word bank below.



Dragon

You could start your sentences with:

The dragon has \_\_\_\_\_

It has \_\_\_\_\_

She has \_\_\_\_\_



# GROUP 2