









Halfpenny Lane Year 1: Home Learning Schedule

| W/C 29 th June | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|---|---|
| Maths <i>Suggested timing: 45 mins per lesson</i> This week we will be focussing upon: Addition and Subtraction We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click here to view this. | Lesson 1: Adding by counting on A recap on how to add by counting forwards. Click here . <i>You will find a learning summary document and two activity sheets. Choose the questions that are most suitable for you.</i> | Lesson 2: Add and subtract by making ten Learn how making ten can be a useful strategy to help with addition and subtraction. Click here . <i>This lesson includes a video, a worksheet and an interactive quiz.</i> For further support watch this video by clicking here . | Lesson 3: Subtract within 20 Recap and learn how to take away, the opposite of adding. Click here . <i>You will find a video, an interactive activity, a worksheet and a quiz.</i> Click here for another video to help you practise. | Lesson 4: Addition and subtraction word problems Find out how to solve problems by clicking the link here . <i>This lesson includes an informative slideshow and two activities.</i> Click here for another video tutorial. | Lesson 5: Comparing number sentences Learn how to use the symbols <, > and = to compare number sentences. Click here . <i>This lesson has two videos, an interactive activity and two worksheets.</i> Here is another video to help you practise. |
|  Remember to log in to TTRockstars each week to practise your times tables.  | | | | | |
|  Remember to share your learning on Class Dojo!  <p><i>Take a photo of your work for the lessons with this symbol and upload it to the Portfolio section for your teacher to see.</i></p> | | | | | |
| English <i>Suggested timing: 45 mins per lesson</i> This week our text type is: Character Descriptions We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click here to view this. | Lesson 1: Reading and Comprehension Listen to a new story 'Saint George and the Dragon'. Listen to how the dragon is described and answer some retrieval questions. Click here . <i>You will need a piece of paper and a pencil.</i> | Lesson 2: Using a story map Learn how to create a story map to retell a story and remember the key parts. Click here . <i>You will need a piece of paper and a pencil.</i> | Lesson 3: Describing a character's appearance Learn how to draw your own dragon and use adjectives to describe it. Click here . <i>You will need a piece of paper and a pencil.</i> | Lesson 4: Describing a character's personality Learn how to use adjectives to describe the dragon's personality, by clicking here . <i>You will need a piece of lined paper and a pencil.</i> | Lesson 5: Writing a character description Use your drawing and sentences from this week to write a character description about the dragon. Click here . <i>You will need your dragon picture and sentences from yesterday.</i> |
| This week's phonics sounds are: oa ow o_e | | | | | |
| Additional phonics support can be found using the RWI videos here. | | | | | |
|  Having any problems with the tasks?  <p><i>Feel free to pop any questions or issues onto our class Padlet here!</i></p> | | | | | |
| Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click here to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher. | | | | | |



Maths – Lesson 1. Have a go at this activity independently.

Answers to all maths lessons are at the end of this document.

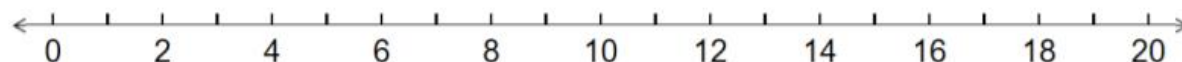
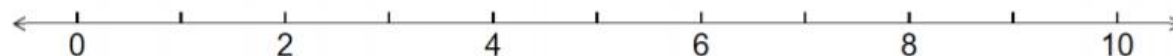


Year 1

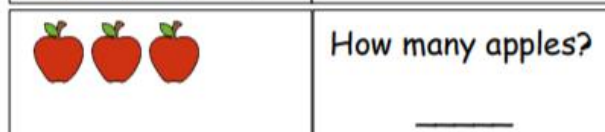
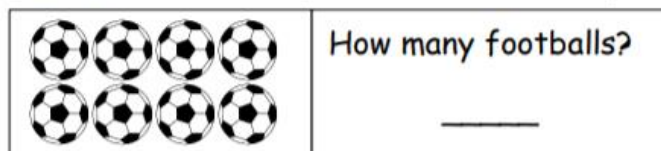
Maths

**Adding on and counting
within 20**

1. Can you fill in the missing numbers on the number lines?



2. Can you count the objects?



3. Using objects, pictures or the number line,
can you solve these calculations?

$$3 + 8 = \underline{\quad}$$

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

$$7 + 2 = \underline{\quad}$$

$$9 + 5 = \underline{\quad}$$

$$11 + 6 = \underline{\quad}$$

$$14 + 3 = \underline{\quad}$$

$$16 + 1 = \underline{\quad}$$

$$17 + 3 = \underline{\quad}$$



Choose which set of questions is most suitable for you. There are three sets to choose from.

I am unsure and still need to practise.

1. Match each image to a calculation and complete by counting on.

A. + D. $9 + 6 = \square$

B. E. $10 + 3 = \square$

C. F. $7 + 5 = \square$

2. Circle the one that is incorrect.

A.

| |
|----|
| 17 |
| 12 |

 B. $= 15$

C. $= 16$ D.

| |
|----|
| 16 |
| 13 |

3. Tom and Alex are playing a board game.

Tom: I was on 12. I have rolled a 5.

Alex: I was on 9. I have rolled a 6.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Use the number lines to work out who is in the lead. Explain your answer.

I am good at this, let me try by myself.

4. Match each image to a calculation and complete by counting on.

A. + D. $13 + 5 = \square$

B. E. $12 + 4 = \square$

C. F. $11 + 6 = \square$

5. Circle the one that is incorrect.

A.

| |
|----|
| 18 |
| 11 |

 7 B.

C. D.

| |
|----|
| 17 |
| 14 |

 3

6. Beth and Sam are playing a board game.

Beth: I was on 9. I have rolled a 5.

Sam: I was on 7. I have rolled a 6.

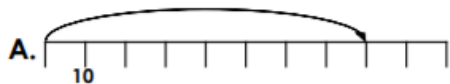
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Use the number line to work out who is in the lead. Explain your answer.

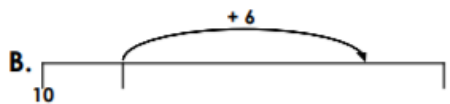


I know what I am doing, give me a challenge.

7. Count on to find the totals then join the matching pairs.



D. $12 + 6 = \square$



E. $15 + 4 = \square$



F. nine + eight = \square



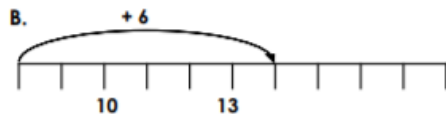
VF
HW/Ext

8. Circle the one that is incorrect.

A.

twelve count on seven =
nineteen

B.



C.



D.

eleven + seven = eighteen



VF
HW/Ext

9. Charlie and Tariq are playing a board game.



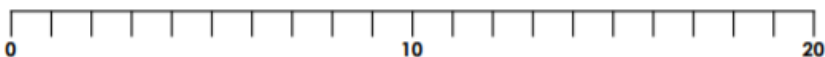
Charlie

I was on nine.
I have rolled a five.



Tariq

I was on eight.
I have rolled a six.



Use the number line to work out who is in the lead. Explain your answer.

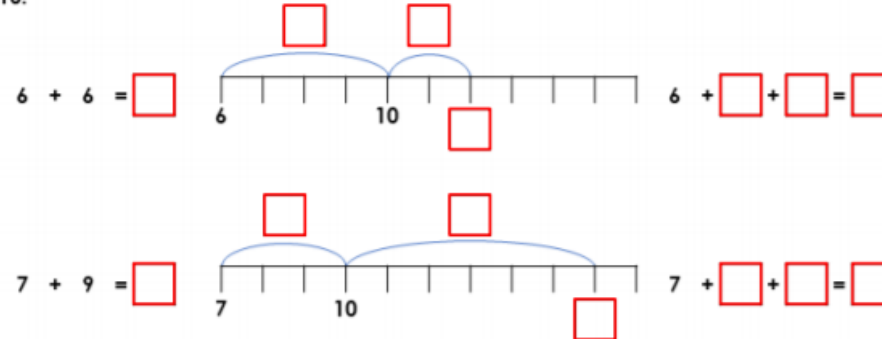


BPS
HW/Ext

Maths – Lesson 2



1. Complete the number lines and calculations to show how you can add by making 10.



2. Match the ten frames to the correct calculations and complete the answers.



$5 + 5 + 3 = \square$



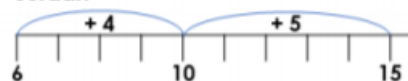
$8 + 2 + 2 = \square$

3. Jordan and Sally are solving the calculation $6 + 9$. They must add by making 10.



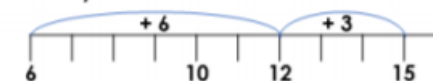
Jordan

I partitioned 9 in to 4 and 5.
So I calculated $6 + 4 + 5 = 15$.



Sally

I partitioned 9 in to 6 and 3.
So I calculated $6 + 6 + 3 = 15$.



Who is correct? Explain why.



Maths – Lesson 3. Give these a go all by yourself.



Repeat Questions

Step
12

Subtraction

I can take a 1d number from a
number to 20

Remember To:

- find the starting number
- count back the right amount
- see where you have landed

1 $4 - 3 =$

2 $7 - 3 =$

3 $14 - 9 =$

4 $10 - 2 =$

5 $7 - 6 =$

6 $2 - 1 =$

7 $7 - 4 =$

8 $6 - 4 =$

9 $12 - 1 =$

10 $10 - 3 =$



Maths – Lesson 4. Choose a couple of the following challenges to have a go at. *There are four altogether.*

The Great Outdoors



Finding

Each of the children in the group finds 2 things.
What might the length of their 2 objects be in total?



3cm



5cm



2cm



4cm



1cm

The Great Outdoors



Chopping

Each child cuts 3cm off their sticks.
How long is each stick now?



10cm



9cm



8cm



7cm



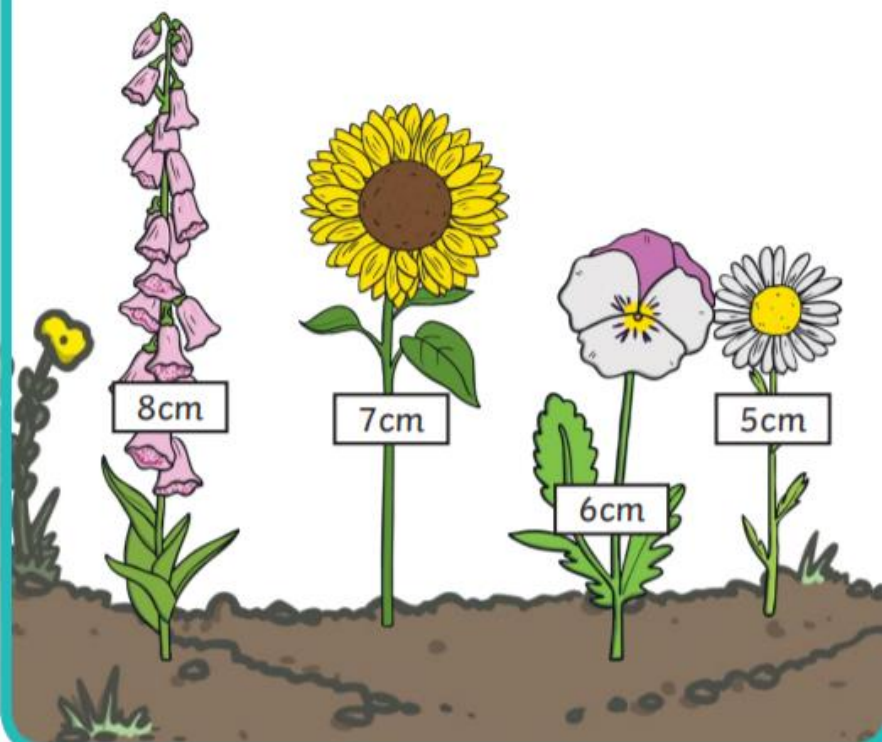
The Great Outdoors



Growing

The children's plants have grown 4cm since they measured them.

Can you work out their new heights?



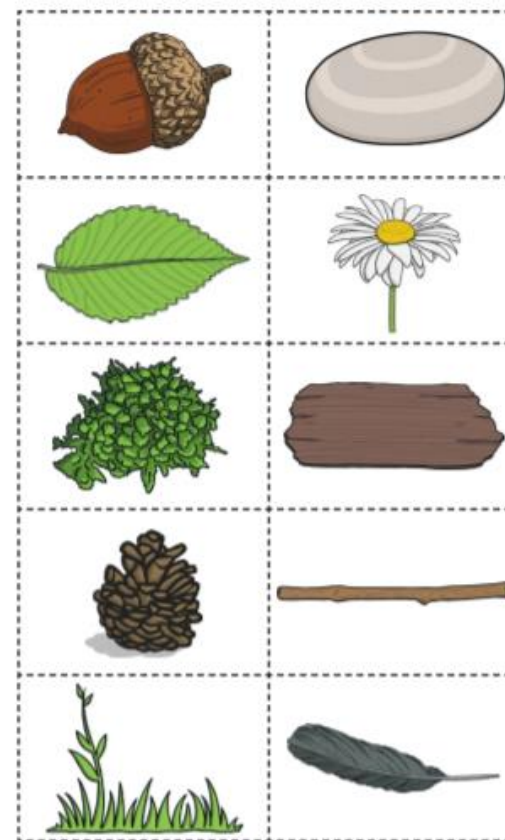
The Great Outdoors



Hiding

Play with a partner.

Cut out each of the objects. Take it in turns to hide some. Can your partner tell you how many are hidden? Can you write a number sentence?





Maths – Lesson 4

Have a go at these tricky challenges!

MojiMaths Addition and Subtraction ★

| | |
|---|---|
| $\text{Cat Face} + \text{Girl Face} = 11$ $\text{Cat Face} - \text{Girl Face} = 7$ $\text{Cat Face} = \square$ $\text{Girl Face} = \square$ | $\text{Boy Face} + \text{Girl Face} = 13$ $\text{Boy Face} - \text{Girl Face} = 1$ $\text{Boy Face} = \square$ $\text{Girl Face} = \square$ |
| $\text{Smiley Face} + \text{Boy Face} = 12$ $\text{Smiley Face} - \text{Boy Face} = 4$ $\text{Smiley Face} = \square$ $\text{Boy Face} = \square$ | $\text{Thumbs Up} + \text{Heart} = 10$ $\text{Thumbs Up} - \text{Heart} = 2$ $\text{Thumbs Up} = \square$ $\text{Heart} = \square$ |

MojiMaths Addition and Subtraction ★★

| | |
|---|---|
| $\text{Cat Face} + \text{Girl Face} = 13$ $\text{Cat Face} - \text{Girl Face} = 9$ $\text{Cat Face} = \square$ $\text{Girl Face} = \square$ | $\text{Boy Face} + \text{Girl Face} = 18$ $\text{Boy Face} - \text{Girl Face} = 6$ $\text{Boy Face} = \square$ $\text{Girl Face} = \square$ |
| $\text{Smiley Face} + \text{Boy Face} = 17$ $\text{Smiley Face} - \text{Boy Face} = 9$ $\text{Smiley Face} = \square$ $\text{Boy Face} = \square$ | $\text{Thumbs Up} + \text{Heart} = 14$ $\text{Thumbs Up} - \text{Heart} = 6$ $\text{Thumbs Up} = \square$ $\text{Heart} = \square$ |

MojiMaths Addition and Subtraction ★★★

| | |
|---|--|
| $\text{Heart} + \text{Boy Face} = 33$ $\text{Heart} - \text{Boy Face} = 3$ $\text{Heart} = \square$ $\text{Boy Face} = \square$ | $\text{Smiley Face} + \text{Thumbs Up} = 36$ $\text{Smiley Face} - \text{Thumbs Up} = 2$ $\text{Smiley Face} = \square$ $\text{Thumbs Up} = \square$ |
| $\text{Boy Face} + \text{Poop} = 25$ $\text{Boy Face} - \text{Poop} = 3$ $\text{Boy Face} = \square$ $\text{Poop} = \square$ | $\text{Cat Face} + \text{Smiley Face} = 29$ $\text{Cat Face} - \text{Smiley Face} = 3$ $\text{Cat Face} = \square$ $\text{Smiley Face} = \square$ |



Maths – Lesson 5



1. Circle the number sentence with the smallest answer.

A. $3 + 9 = \square$

B. $12 - 8 = \square$

C. $6 + 7 = \square$

2. Insert the symbol to complete the statement below.

$8 + 6$  $19 - 3$

$<$ $>$ $=$

3. Circle the symbol Jo should hold up to complete the statement.



Beth



Jo



Paul

$<$ $>$ $=$

4. Which statement is incorrect?

A. $7 + 6$ is greater than $9 + 2$

B. $16 - 4 = 7 + 7$

C. $19 - 7$ is less than $8 + 6$

5. Complete the comparison statement using the digit cards.



$\square + \square = \square + \square$

6. True or false?

$16 - 7$ is equal to $13 - 4$.

Prove it.

7. What calculation could be hidden behind the paint splat?

$13 - 2 <$ 

Find 3 possibilities.

$13 - 2 <$ $\square \square \square$

$13 - 2 <$ $\square \square \square$

$13 - 2 <$ $\square \square \square$




Compare and order numbers from 0 to 100; use $<$, $>$ and $=$ signs

1 Write $<$, $>$ or $=$ in the boxes.

a  52

c 97 8 tens and 9 ones

b 27 

d  57

2 Now try these.

a 68 72

c 36 $30 + 6$

b 100 57

d 79 9 tens and 7 ones

3 Put the following numbers in order of size, starting with the smallest.

a

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 100 | 86 | 72 | 84 | 29 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| smallest | | | | largest |

b

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 14 | 42 | 0 | 41 | 3 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| smallest | | | | largest |

c

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 84 | 49 | 69 | 48 | 64 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| smallest | | | | largest |

English – Lesson 2. Using a story map



St. George's Day Word Mat



Englander

legend



red rose



spear

slay



dragon

knight



England

13th century

patron saint



horse



sword

Morris dancing



shield



St. George



English flag

celebrate



princess



23rd April










villagers



English – Lesson 3

Describing a Dragon

Dazzling Dragons - alliterative adjectives

| claws  |  eyes | head  | legs  | scales spikes  |  teeth | wings  |
|--|---|--|--|--|---|---|
|  ears |  horns | | | | tail  | |
| cutting crimson callous clear clumsy creepy crooked cruel | emerald eager eerie electrifying enormous evil excellent exotic excited | hard hooked hairy horrendous horrible horrid handsome harsh harmful hateful huge hazardous heavy | leathery large limping loathsome long lumpy lazy | scarlet savage scary scratchy silver sinister smooth sleek slim slender sparkling spooky stiff | terrible tremendous terrifying terrific titanic tough toxic | wicked wonderful warlike wavy weary weighty weird white wide wild wonderful wondrous |

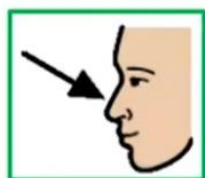


Parts of our dragon

- nose
- teeth
- claws
- body
- wings
- eyes

Noun

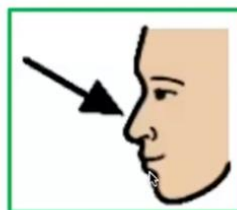
A noun is a person, place or thing.



Adjectives

An adjective describes a noun.

long





English – Lesson 4

Describing the dragon's personality

The dragon is _____.

The dragon is _____ and _____.

He is _____.

He is _____ and _____.



English – Lesson 5

Optional writing template



Dragon _ _ _ _ _

Appearance:


Personality:

Draw a sketch of your character:

Sentences: Put your adjectives together in sentences.



English – Lesson 5

| Punctuation Power! | |
|---|--|
|  | Spaces between words |
| A | Capital letters at the beginning of a sentence, for names of people, places, days of the week and 'I' (me) |
| . | A full stop at the end of a sentence |
| ! | Exclamation marks for surprise |
| ? | Question marks for questions |

| Joining Ideas |
|---|
| and |
| fish and chips |
| bat and ball |
| Tim and Sam |
| I love football and I love school. |





Writing Mat

Expected Year 1

| Super Spellings... I need to know some of these: | | | | |
|---|-------|------|--------|-------|
| a | go | me | push | they |
| are | has | my | said | to |
| ask | he | no | says | today |
| be | here | of | school | was |
| by | his | one | she | we |
| come | house | once | so | were |
| do | I | our | some | where |
| friend | is | pull | the | you |
| full | love | put | there | your |

| Days of the week | | | | |
|------------------|---------|-----------|--------|--|
| Monday | Tuesday | Wednesday | | |
| Thursday | Friday | Saturday | Sunday | |

| More than One! | |
|--|--|
| Use -s and -es to make plurals. | |
| three bears  | some dishes  |

| Fantastic Phonics |
|---|
| Say the word. Split it into phonemes. Write the graphemes. Use your phonics knowledge to spell words. |
| Read and write these: |
| j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e |

| Super Suffixes | | |
|--|--------|--------|
| Use -ing, -ed and -er to make new words. | | |
| playing | played | player |
| helping | helped | helper |

| Top Tips |
|---|
| Say your whole sentence out loud first. |
| Read it back to check that it makes sense and make changes. |



Answers

Maths – Lesson 1

Worksheet 1 – answers on recap

Optional worksheets -

Developing

1. A and E, $10 + 3 = 13$, B and F, $7 + 5 = 12$, C and D, $9 + 6 = 15$
2. C
3. 12 count on 5 is 17 and 9 count on 6 is 15 so Tom is in the lead.

Expected

4. A and E, $12 + 4 = 16$, B and D, $13 + 5 = 18$, C and F, $11 + 6 = 17$.
5. B
6. 9 count on 5 is 14 and 7 count on 6 is 13 so Beth is in the lead.

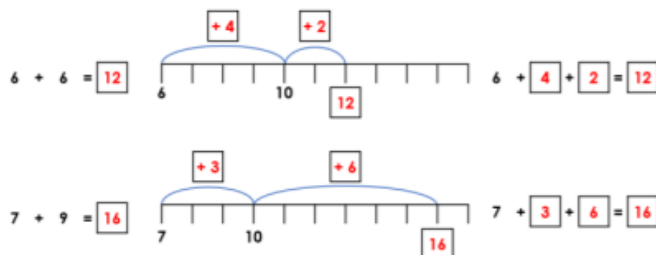
Greater Depth

7. A and F, nine + eight = 17, B and D, $12 + 6 = 18$, C and E, $15 + 4 = 19$
8. C
9. 9 count on 5 is 14 and 8 count on 6 is 14 so Charlie and Tariq are joint leaders.

Maths – Lesson 2



1. The representations should be completed as:



2. A. $8 + 2 + 2 = 12$; B. $5 + 5 + 3 = 13$
3. Jordan is correct because he has created a number bond to 10 with $6 + 4$. He has added by making 10. $6 + 4 = 10 + 5 = 15$.



Answers

Maths – Lesson 3

1 $4 - 3 = 1$

2 $7 - 3 = 4$

3 $14 - 9 = 5$

4 $10 - 2 = 8$

5 $7 - 6 = 1$

6 $2 - 1 = 1$

7 $7 - 4 = 3$

8 $6 - 4 = 2$

9 $12 - 1 = 11$

10 $10 - 3 = 7$

Maths – Lesson 4



1. Finding

$1\text{cm} + 2\text{cm} = 3\text{cm}$

$1\text{cm} + 3\text{cm} = 4\text{cm}$

$1\text{cm} + 4\text{cm} = 5\text{cm}$

$2\text{cm} + 3\text{cm} = 5\text{cm}$

$2\text{cm} + 4\text{cm} = 6\text{cm}$

$2\text{cm} + 5\text{cm} = 7\text{cm}$

$3\text{cm} + 4\text{cm} = 7\text{cm}$

$3\text{cm} + 5\text{cm} = 8\text{cm}$

$4\text{cm} + 5\text{cm} = 9\text{cm}$

If you allow the children to use the same object twice:

$1\text{cm} + 1\text{cm} = 2\text{cm}$

$2\text{cm} + 2\text{cm} = 4\text{cm}$

$3\text{cm} + 3\text{cm} = 6\text{cm}$

$4\text{cm} + 4\text{cm} = 8\text{cm}$

$5\text{cm} + 5\text{cm} = 10\text{cm}$

Answers

2. Chopping

$10\text{cm} - 3\text{cm} = 7\text{cm}$

$9\text{cm} - 3\text{cm} = 6\text{cm}$

$8\text{cm} - 3\text{cm} = 5\text{cm}$

$7\text{cm} - 3\text{cm} = 4\text{cm}$

3. Growing

$5\text{cm} + 4\text{cm} = 9\text{cm}$

$6\text{cm} + 4\text{cm} = 10\text{cm}$

$7\text{cm} + 4\text{cm} = 11\text{cm}$

$8\text{cm} + 4\text{cm} = 12\text{cm}$



Maths – Lesson 4

Challenges

MojiMaths Addition and Subtraction ★

| | |
|--|--|
| $\text{Cat Face} + \text{Cat Face} = 11$ $\text{Cat Face} - \text{Cat Face} = 7$ $\text{Cat Face} = 9 \quad \text{Cat Face} = 2$ | $\text{Cat Face} + \text{Cat Face} = 13$ $\text{Cat Face} - \text{Cat Face} = 1$ $\text{Cat Face} = 7 \quad \text{Cat Face} = 6$ |
| $\text{Smiley Face} + \text{Smiley Face} = 12$ $\text{Smiley Face} - \text{Smiley Face} = 4$ $\text{Smiley Face} = 8 \quad \text{Smiley Face} = 4$ | $\text{Thumbs Up} + \text{Apple} = 10$ $\text{Thumbs Up} - \text{Apple} = 2$ $\text{Thumbs Up} = 6 \quad \text{Apple} = 4$ |

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MojiMaths Addition and Subtraction ★★

| | |
|---|---|
| $\text{Cat Face} + \text{Cat Face} = 13$ $\text{Cat Face} - \text{Cat Face} = 9$ $\text{Cat Face} = 11 \quad \text{Cat Face} = 2$ | $\text{Cat Face} + \text{Cat Face} = 18$ $\text{Cat Face} - \text{Cat Face} = 6$ $\text{Cat Face} = 12 \quad \text{Cat Face} = 6$ |
| $\text{Smiley Face} + \text{Smiley Face} = 17$ $\text{Smiley Face} - \text{Smiley Face} = 9$ $\text{Smiley Face} = 13 \quad \text{Smiley Face} = 4$ | $\text{Thumbs Up} + \text{Apple} = 14$ $\text{Thumbs Up} - \text{Apple} = 6$ $\text{Thumbs Up} = 10 \quad \text{Apple} = 4$ |

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MojiMaths Addition and Subtraction ★★★

| | |
|--|--|
| $\text{Apple} + \text{Smiley Face} = 33$ $\text{Apple} - \text{Smiley Face} = 3$ $\text{Apple} = 15 \quad \text{Smiley Face} = 18$ | $\text{Smiley Face} + \text{Thumbs Up} = 36$ $\text{Smiley Face} - \text{Thumbs Up} = 2$ $\text{Smiley Face} = 17 \quad \text{Thumbs Up} = 19$ |
| $\text{Smiley Face} + \text{Smiley Face} = 25$ $\text{Smiley Face} - \text{Smiley Face} = 3$ $\text{Smiley Face} = 14 \quad \text{Smiley Face} = 11$ | $\text{Cat Face} + \text{Smiley Face} = 29$ $\text{Cat Face} - \text{Smiley Face} = 3$ $\text{Cat Face} = 16 \quad \text{Smiley Face} = 13$ |

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Maths – Lesson 5



Worksheet 1 –

1. **B. $12 - 8 = 4$**
2. **<**
3. **>**
4. **B**
5. **Various answers, for example: $13 + 4 = 9 + 8$; $4 + 13 = 9 + 8$; $9 + 8 = 13 + 4$**
6. **True because $16 - 7 = 9$ and $13 - 4 = 9$. Both calculations are equal.**
7. **Various answers, for example: $8 + 7$; $16 - 4$; $13 + 6$**

Worksheet 2 -

- 1 a) < b) = c) > d) >
- 2 a) < b) > c) = d) <
- 3 a) 29, 72, 84, 86 100 b) 0, 3, 14, 41, 42
c) 48, 49, 64, 69, 84