



Wickham Church of England Primary School

Home Learning

8.6.20



Year 1

I hope you all enjoyed the learning pack last week. Thank you for all of your hard work. It was really lovely to receive some of your learning.

Keep up the good work superstars!

Miss Emerson

Phase 3 Real and Nonsense Words

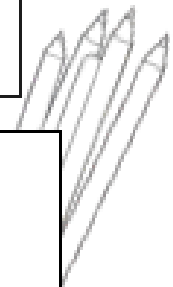
Can you spot which words are real and which are nonsense below?

Fill in your key with a different colour for real words and nonsense words and then colour in the correct boxes below.

Real Words

☐












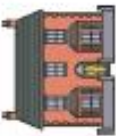




















Nonsense Words

☐

fear	hop	cash	goap
thip	will	yexot	shock
jight	chax	cook	chang
zog	jam	yair	song
turn	chep	join	corfer

Alternative spellings for 'oa'

Have your child spell each word using the correct oa

oa		ow		oe		o-e	
							
							
							
							
							
							
							
							

Common exception words of the week. Practice daily

Name: _____

Date: _____

Common Exception Words

is

his

has

I

you

your

they

be

he

me

she

High Frequency words of the week.

Practise your weekly spelling words using cursive handwriting.

good

again

I'll

boy

soon


want

cat

round

animals

night

A for an 

English

This week our learning is based on the book 'Animalphabet' by Julia Donaldson.



Please read it with your child before you start the learning.

If you do not have a copy of the story at home, then there are plenty of versions read aloud on YouTube. Here is a one example: <https://youtu.be/O4e31cOBQtk>

We will be using this book to practice writing capital letters, revising the order of the alphabet, writing questions and adding -er and -est to adjectives.

Hook: In school we will read the book and predict what animal is coming next each time.

Then we will recall the book and use role-play to become each animal.

Activity 1:

LO: We are learning to form capital letters.

LO: We are learning to name the alphabet in order.

Activity: *Create a poster.*

The children will have to cut and stick their animals down the page in alphabetical order writing 'A is for, B is for, C is for' beforehand. They must write their letters capitalized whilst matching them to the right animal and in the right order.

Example:

A is for  ant
B is for  butterfly



ant



elephant



deer



x-ray fish



zebra



flamingo



caterpillar



whale



yak



goat



butterfly



vole



hedgehog



umbrella bird



iguana



tiger



jelly fish



octopus



kangaroo



nightingale



mole



ladybird



pig



snake



rabbit



quail

Activity 2

LO: We are learning to add –er and -est

-er	root word	-est
	small	
	pink	
	long	
	shy	
	deep	
	short	
	tall	

Activity 3

LO: We are learning to read accurately.

Independently read and answer these questions using your knowledge of animals.

Who is smaller than a dog? _____

Who is pinker than a monkey? _____

Who is longer than a cat? _____

Who is shyer than a snake? _____

Who swims deeper than a frog? _____

Who has shorter legs than a giraffe? _____

Who has the tallest neck? _____

Who has the longest trunk? _____

Activity 4

LO: We are learning to use question marks.

LO: We are learning to add -er and -est to adjectives.

Have your child look at the page of animals and using these adjectives to come up with questions just like in the book. Remember to use a question mark.

longest

shortest

shyer

smaller

pinker

smarter

deeper

rounder

sharper

Who has the shortest legs?



Mouse



Hippopotamus



Rabbit



Giraffe



Newt



Toad



Shark



Lion



Alligator



Crocodile



Sea Turtle



Tortoise



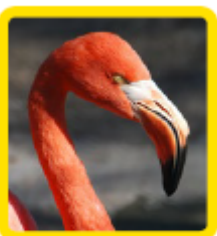
Clown Fish



Sting Ray



Sea Horse



Flamingo



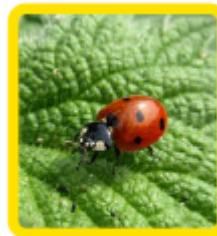
Dragonfly



Bee



Wasp

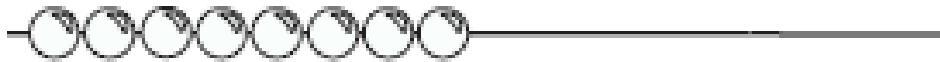


Ladybird

Maths

LO: We are learning to write teen numbers (pictorial).

The beads are showing different numbers. Write each number.

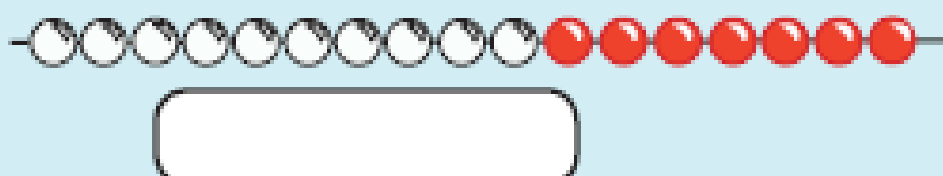


The beads are showing different teen numbers. Write each number.



Challenge

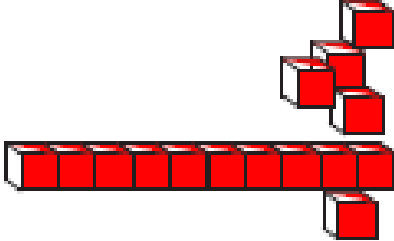
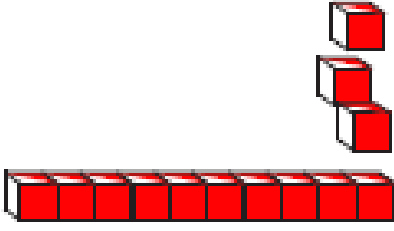
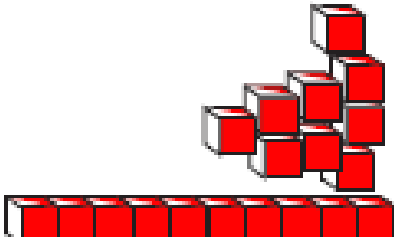
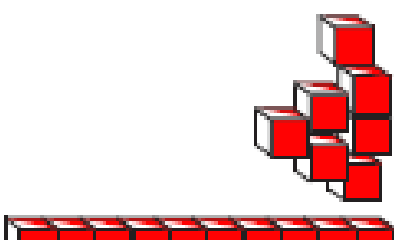
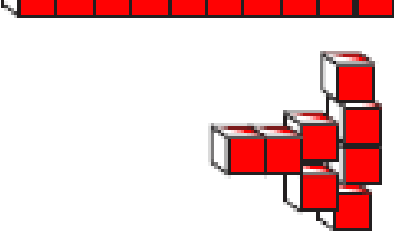
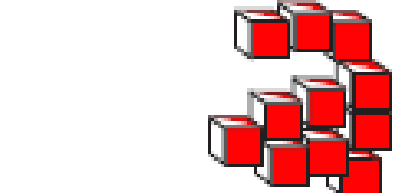
Write an addition number sentence under each bead string to describe it.



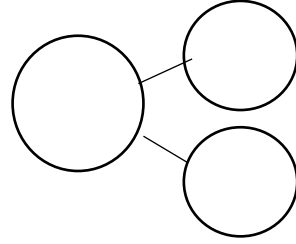
How many cubes tall is each tower?

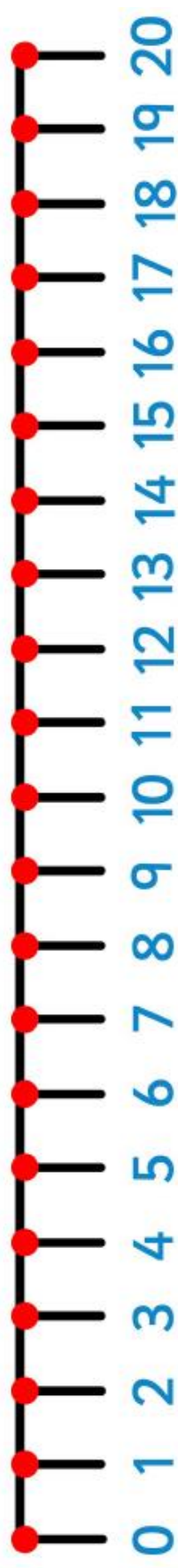
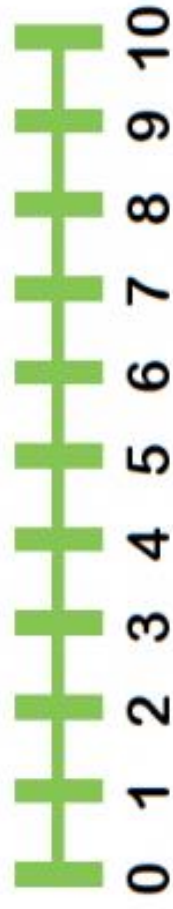


These cubes have fallen down. Write a number sentence to help the builders rebuild them!

						<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Challenge: draw a part-part whole for each number sentence.





LO: We are learning to find one more, one less.

Please allow your child to use a number line in needed to support.

Work out the number sentences and then fill in the number facts to make them correct,

e.g. $3 + 1 = 4$

4 is one more than 3

1. $6 + 1 =$

2. $9 + 1 =$

3. $7 + 1 =$

4. 4 is one more than

5. 8 is one more than

6. $5 - 1 =$

7. $8 - 1 =$

8. $3 - 1 =$

9. 9 is one less than

10. 6 is one less than

Find 2 numbers to make the number sentences correct,
e.g. 9 is one more than 8.

1. is one more than $4 + 1 = 5$

2. is one more than _____

3. is one more than _____

4. is one more than _____

5. is one more than _____

6. is one less than _____

7. is one less than _____

8. is one less than _____

9. is one less than _____

10. is one less than _____

Work out the number sentences and then fill in the number facts to make them correct,

e.g. $3 + 2 = 5$

5 is two more than 3.

1. $6 + 2 =$

2. $9 + 2 =$

3. $7 + 2 =$

4. 4 is two more than

5. 6 is two more than

6. $5 - 2 =$

7. $8 - 2 =$

8. $3 - 2 =$

9. 6 is two less than

10. 9 is two less than

Find 2 numbers to make the number sentences correct,
e.g. 12 is 2 more than 10.

1. is two more than _____

2. is two more than _____

3. is two more than _____

4. is two more than _____

5. is two more than _____

6. is two less than _____

7. is two less than _____

8. is two less than _____

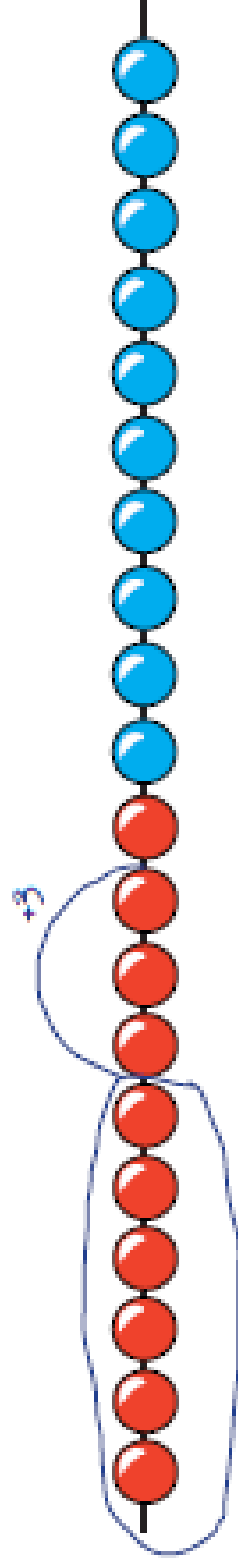
9. is two less than _____

10. is two less than _____

Challenge

What number is 2 less than 2 less than 12?

Can you draw the hops on the beaded lines to show the number sentence, e.g. $6 + 3 = 9$.



1. $4 + 3 = 7$



4. $11 + 2 = 13$



2. $6 + 4 = 10$



5. $8 + 3 = 11$



3. $5 + 3 = 8$

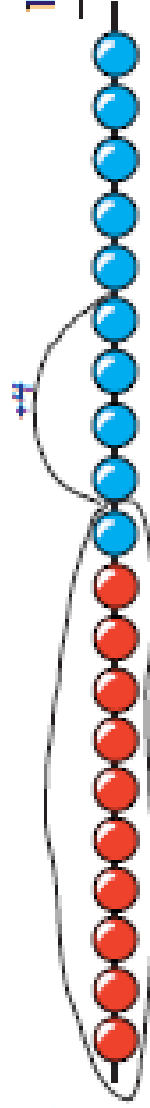


6. $12 + 3 = 15$

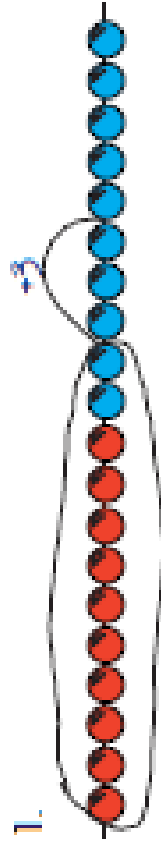


Can you work out the number sentence for each picture?

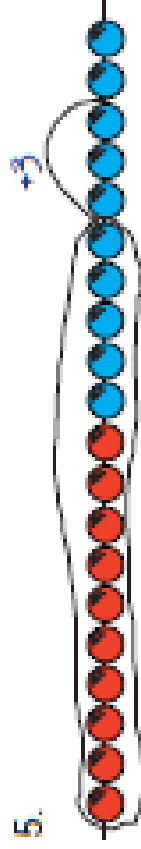
$$11 + 4 = 15$$



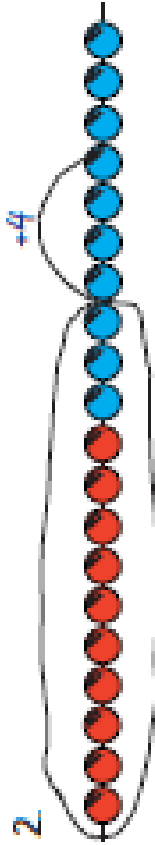
1.



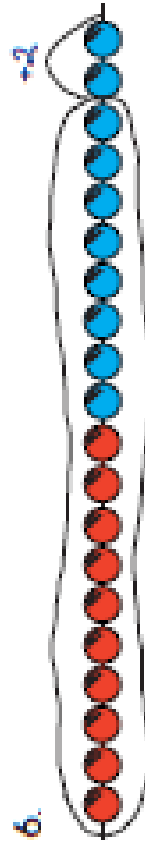
5.



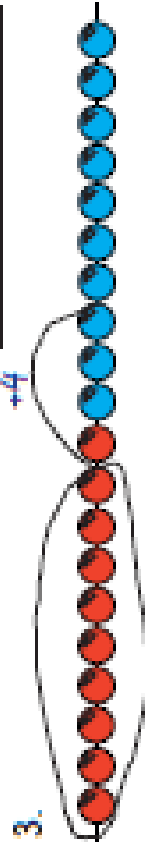
2.



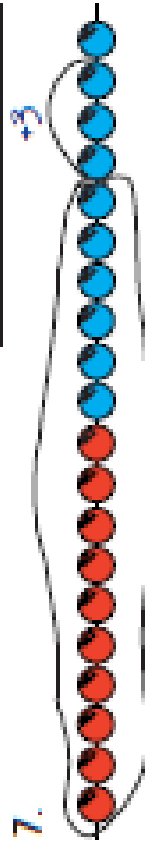
6.



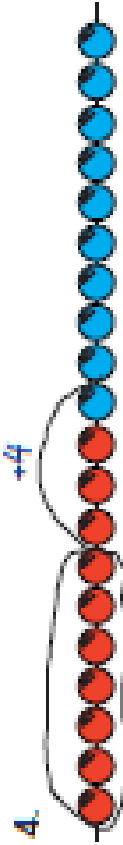
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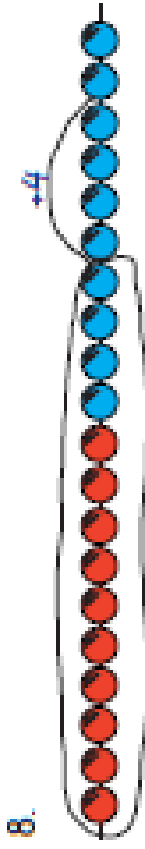
7.



4.



8.



Challenge

Which of these will land on a number greater than 20?

Start at 16 and jump 2? Start at 19 and jump 3? Start at 17 and jump 4? Start at 15 and hop 4? Start at 18 and jump 5?

Ring the number sentences that you would swap around (so that you can easily count on from the largest number) and then rewrite them and complete the number sentences

$15 + 2 =$

$8 + 4 =$

$3 + 9 =$

$11 + 4 =$

$2 + 12 =$

$3 + 8 =$

$3 + 14 =$

$2 + 13 =$

$14 + 1 =$

$3 + 15 =$

$15 + 4 =$	$9 + 5 =$
$3 + 19 =$	$11 + 6 =$
$5 + 18 =$	$5 + 8 =$
$5 + 14 =$	$4 + 13 =$
$14 + 3 =$	$5 + 15 =$

Challenge

$2 + 9, 3 + 9, 4 + 9, 5 + 9 \dots$ Complete each addition.

Write the next two in the same pattern and write the answer WITHOUT doing any work!

Reading- read each page to/with your child and have them answer the questions.

Comprehension

Neil Armstrong



Useful words

aeroplane

astronaut

Neil Armstrong



Neil as a child

Neil Armstrong was born in 1930 in America. Neil always loved flying. When he was just six, he flew on his first aeroplane. He began taking flying lessons at age fourteen.

He also loved space and used to use a neighbour's powerful telescope to look at the stars, moon and planets.

Questions

1. When was Neil born?

2. What did Neil look at through his neighbour's telescope? **Tick three.**

Stars

☐

Neighbours

☐

Moon

☐

Planets

☐

Early career

During university, Armstrong was called by the navy to serve as a pilot. At age twenty he was the youngest pilot in his squadron!

After the war, Armstrong went to university. He learnt how flying vehicles work.



After university, Neil got a job testing lots of new aeroplanes! He broke height and speed records for the time.

Questions

3. Find and copy one word that means the opposite to 'oldest'.

4. What did Neil learn about at university?

5. What records did Neil make in his first job? Tick two.

Height

☐

Speed

☐

Distance

☐

Time

☐

Becoming an astronaut



In 1962 Neil decided to become an astronaut. What a thrilling job!

A special mission took place in 1966 on the *Gemini 8* spacecraft. The *Gemini 8* landed on another vehicle, but things went wrong and they ended up landing in the Pacific Ocean.

Armstrong became known for being cool and professional.

In 1969, Armstrong was chosen to be commander for the first mission to land on the moon.

Questions

6. Find and copy one exclamatory sentence.

7. Where did *Gemini 8* end up landing? Tick one.

Atlantic Ocean

☐

America

☐

Pacific Ocean

☐

The moon

☐

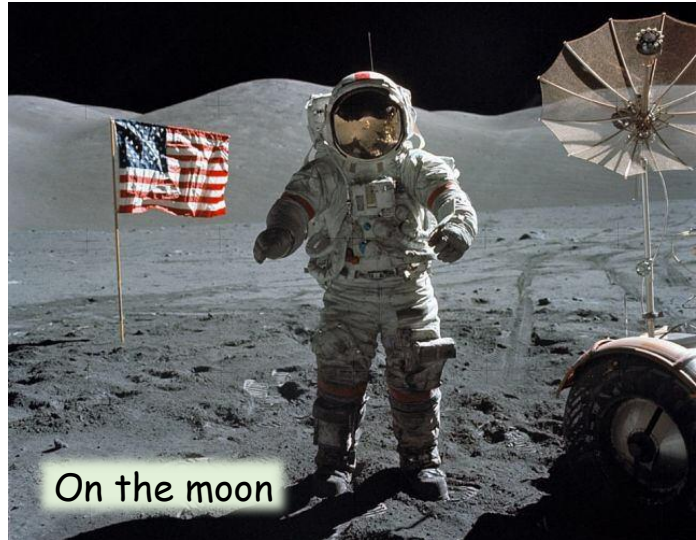
8. What did Armstrong get picked for in 1969?

Becoming an astronaut

On July 16 Armstrong, and two other astronauts lifted off from the Kennedy Space Center.

The spacecraft landed on July 20th, while 600 million people watched live on Earth.

DID YOU KNOW?
Neil used the very famous words "That's one small step for man, one giant leap for mankind."



Armstrong and Aldrin spent nearly two and a half hours walking on the moon. They also left behind a plaque reading, "Here men from the planet Earth first set foot upon the Moon. We came in peace for all mankind."

Questions

9. How many people watched on television?

10. Write two things that Armstrong and Aldrin did on the moon.

1.

2.

11. What do you think Neil's famous words mean? Write in your own words.

History

Neil Armstrong Timeline- order the events of Neil Armstrong's life on the timeline, and then draw a picture for each.

In 1969, he went on Apollo 11 and became the first man to walk on the Moon.

He was born in 1930, in America.

He went into space for the first time on Gemini 8.

He died in 2012.

In 1945, he got his pilot's licence.

Science

Investigate; A big push can make an object travel further or/and faster. Use different size balls, if I apply a small force, put carefully on floor, what happens? If I apply a large force, push hard into the ground what happens? Investigate at home with different objects, or outside.

Relate to other places, what happens at the park when you have a big/small push on the swings.

PDL

We are learning to know that things change as we get older.

Discuss change with your child. Some changes are in our control, some are not.

Learning outcomes:

I can tell you some things about me that have changed and some things that will not change.

I can tell you how I might change in the future.

I know that some changes are natural and happen 'by themselves'.

Have your child then complete the following worksheet by finishing the two sentences and drawing a picture for each.

PDL

If I want to I could change



Even if I wanted to I couldn't change

