



# Teach Active

Maths & English

## Home Learning Packs Year 1



# Home Learning Packs - Year 1

The team at Teach Active have selected 10 activities each for Maths and English for children who are having to stay at home and isolate instead of being in school. They have been chosen to encourage independence, increase confidence and develop fluency in the key skills of number, reading and writing. Some are deliberately active games and others are designed for sitting down and recording responses. The key objectives that the activities meet are:

- Count in multiples of twos, fives and tens
- Identify numbers using objects and use the language of equal to, more than, less than, fewer, most and least
- Identify one more and one less than a given number below 100
- Write mathematical statements using  $+$ / $-$ / $=$
- Counting on and back to 100
- Use subtraction facts to 20
- Solve one-step problems, including using money
- Use number bonds and related subtraction facts within 20
- Spelling: suffixes -ed and -ing
- Spelling: Year 1 Common Exception Words
- Handwriting – clear and legible formation of letters and words
- Reading and writing – poetry
- Explain key facts



# Available Activities

## Maths Activities

1. One More Step
2. Object Lesson
3. If This Is The Answer
4. Forward and Back
5. Hit That Target
6. Give Me More or Less
7. Counter Active
8. Let's Go Shopping
9. Making Money
10. Pasta Count

## English Activities

1. Poetry - Reading
2. Poetry - Comprehension
3. Elephants: Performance Time!
4. Elephants Fact Finding
5. Elephant Info
6. Explaining
7. Acrostic Poem
8. Information
9. Spelling Lists - adding -ed or -ing
10. Spelling Practice

**'Fun Activities to do at Home' worksheet included**



# Maths Plans

See and Share #TeachActive in Action!



## One More Step

**Objective:** Count in multiples of twos, fives and tens

### Starter Activity

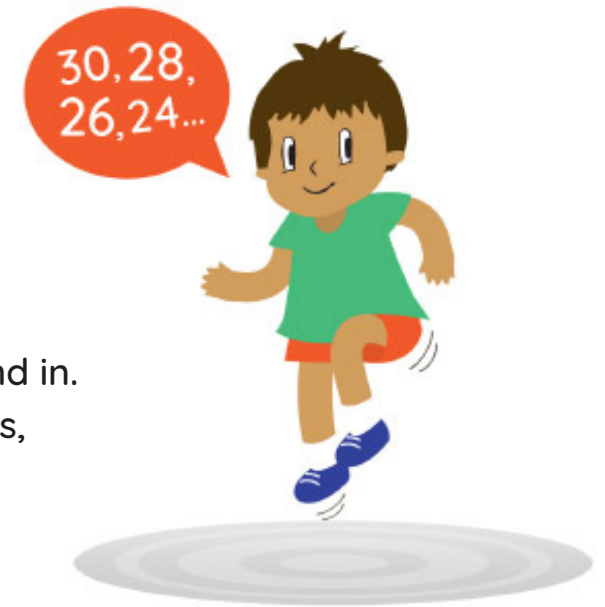
Practice your times tables – write in 2s to 24 and back down to zero

### Game Instructions

1. You need some space at home or outside to march, step, hop and jump around in. Even a small indoor space can be used to count around, moving in wiggly lines, round the table or down the stairs (be careful!). You could even make up a ‘funny trail’, leading round the garden or through the house, for example
2. Make 3 number cards: 2, 5, and 10
3. Pick a random number card – this is what you must count in, 2s (to 24), 5s (to 60) or 10s (to 100). Put some music on if you like!, March, hop or jump around the space you have chosen, counting out loud so people can hear you
4. Try all three numbers – and then test yourself by doing each one at random, but quicker this time! Practice the one you find hardest again

### Challenge

Can you be march, hop or jump around whilst counting backwards in 10s from 100, or in 5s from 50 and 2s from 30?



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Object Lesson

**Objective:** Identify numbers using objects and use the language of equal to, more than, less than, fewer, most and least

### Starter Activity

Practice your times tables – write, count and march around in 5s to 50 and back down to zero

### Game Instructions

1. Collect a selection of about 20 objects from around the house, or in the garden, such as small toys, books, tins and packets or stones and pebbles
2. Put some of the objects into a line on the floor
3. Count the objects from left to right. Jump along the line of objects as you count them, any way you like
4. Now jump back along the line right to left, counting backwards from the total number back to 1
5. Leave that line of objects set out and make a new line of objects and repeat
6. Now tell your helper which of the two lines has more, and which line has fewer. Say the number (e.g. 12) and that it is “more than” (e.g.7) or “less than” (e.g. 14)
7. How many more, or less, is it?

### Challenge

Make two lines with the same number of objects in each.  
Tell someone that “this line or number is equal to that one.”

#### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## If This Is The Answer

**Objective:** Write mathematical statements using  $+$ / $-$ / $=$

### Starter Activity

Practice your times tables – write, count and march around in 10s to 100 and back down to zero

### Game Instructions

1. Make a set of 1 to 20 number cards. Spread them out face down on the floor
2. Turn one card over. This is your target number
3. Write down two number sentences that give your number as the answer.  
So, if your card was 13, you might write  $10 + 3 = 13$ , and  $15 - 2 = 13$ , for example
4. Choose a favourite exercise activity, such as shuttle runs, bunny hops or jumps etc
5. Complete the target number of that activity. So, if you picked 13 and chose shuttle runs, you would need to do 13 shuttle runs. Continue playing until you have picked 5 cards and chosen five different exercise activities.



### Challenge

Can you think of five ways to make the target number each time?

#### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Forward and Back

**Objective:** Use subtraction facts to 20.

### Starter Activity

Practice your times tables – write, count and march around in 2s to 24 and back down again

### Game Instructions

1. Make a number line of 'stepping stones', in order and numbered from 0 to 20
2. Spread out a set of 1-20 number cards face down on the floor and pick two random cards
3. Step, jump or hop forwards from zero along the 'stones' to the highest number of the two cards
4. Step, jump or hop back the number of steps on the lower card you turned over. For example, so if you turned over a 13 and a 9, you would have jumped forward 13 and then back 9
5. The answer is where you end up
6. Make a note of your maths:  $13 - 9 = 4$ .

### Challenge

Can you be quicker at the stepping stones – and quicker at the maths?



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.





## Hit That Target

**Objective:** Solve one-step problems.

### Starter Activity

Write down the 2x table like this:  $1 \times 2 = 2$ ,  $2 \times 2 = 4$  etc

### Game Instructions

1. Your target number is 20
2. Do 20 jumps, up and down, on the spot
3. Try adding two numbers to make the target number.  
For example,  $10 + 10 = 20$ ,  $19 + 1 = 20$  and so on
4. Write down as many ways you can think of, to make 20
5. Choose a different target number below 20 and repeat the jumping and maths

### Challenge

Can you use subtraction to make a new target number below 20?



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Give Me More or Less

**Objective:** Identify one more and one less than a given number below 100

### Starter Activity

Practice your times tables – write, count and march around in 5s to 60 and back down again

### Game Instructions

1. Make two sets of 0-9 number cards and scatter them around the room face down
2. Make them into a 2-digit number and say it out loud, e.g. 46
3. Say what number is one more than this number (47), and one less (45)
4. Repeat with new cards until you have used all 20-digit cards.

### Challenge

Practice, practice and practice until you are really quick at doing this.



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Counter Active

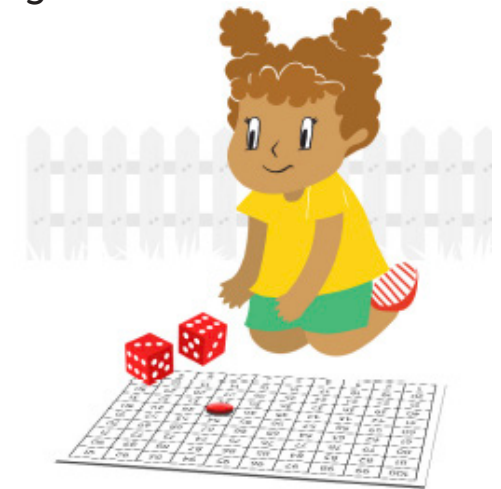
**Objective:** Counting on and back to 100.

### Starter Activity

Practice your times tables – write, count and march around in 2s to 24 and back down again

### Game Instructions

1. Make or print a 1-100 number square
2. Roll two dice and move a counter along that number of times, starting at 1, and counting aloud as you pass each number. Let's say you rolled a 5 and a 2, making 7
3. From this number roll again, move the counter and count on from where you are. So, if you rolled a 6 this time, you would start at 7 (where you are), and say the numbers as you pass each one, until you have moved six more, to 13
4. Continue until you reach 100. How many rolls of the dice do you think it might take to get there?



### Challenge

Can you count backwards from 100, rolling the dice each time?

#### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Let's Go Shopping

**Objective:** Solve one-step problems with money

### Starter Activity

Practice your times tables – write, count and march around in 10s to 100 and back down again

### Game Instructions

1. Make up 12 simple number cards with different amounts of money on which are below 20p, such as 11p, 17p, 9p etc
2. Put 12 items each with its own 'price', such as toys and books etc, and call it 'the shop'
3. Go to 'the shop' and collect two items and two cards
4. Subtract the lower price from the higher one
5. Double the price of each item
6. Continue until all the cards have been collected and added and subtracted

### Challenge

Can you add three amounts together?

How much change would you get from 20p each time?

### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Making Money

**Objective:** Use number bonds and related subtraction facts within 20.

### Starter Activity

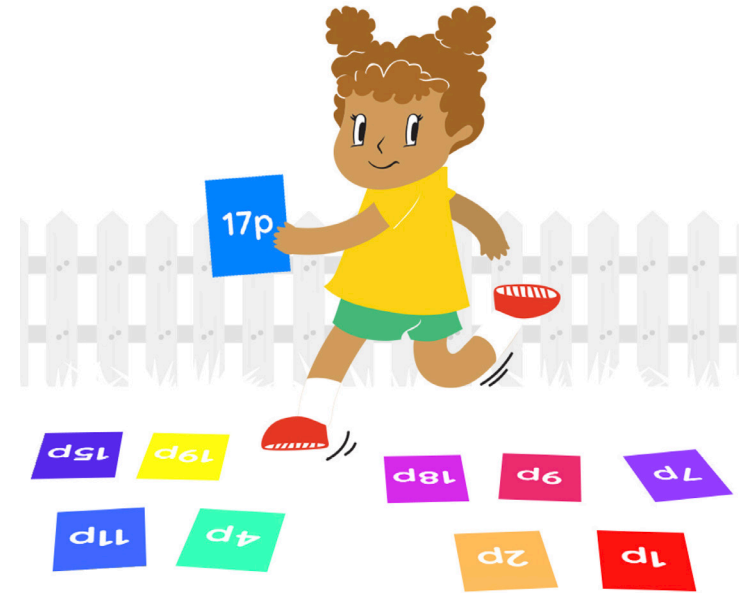
Write down your 5x table like this:  $1 \times 5 = 5$ ,  $2 \times 5 = 10$ , etc

### Game Instructions

1. Make 20 money cards showing 1p to 20p. Have some real or play money coins available as well
2. Put the cards in different places around the room or garden
3. Run and collect one card at a time
4. Each time, bring the card back and use the coins you have to make the amount on the card in two different ways. Write down the ways you make each amount
5. Continue until you have collected all the cards

### Challenge

Can you find 2 different ways of making each amount from 10p to 20p?



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## Pasta Count

**Objective:** Count to and across 100.

### Starter Activity

Write down your 10x table like this:  $1 \times 10 = 10$ ,  $2 \times 10 = 20$ , etc

### Game Instructions

1. Get a small or opened bag of dried pasta and estimate how many pieces are in the bag
2. Count three pieces of pasta at a time and put them into a container
3. Continue until all the pasta pieces have been counted
4. What is 10 more and 10 less than the total number of pasta pieces?

### Challenge

What is 10 more and 10 less than the total number of pasta pieces?



### Extra Activity

Have a go at making up your own game to meet this objective, and then teach someone at home to play it with you.



## 100 Number Square

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

## 0 - 9 Cards

1

2

3

4

5

6

7

8

9

0



1 - 20 Cards

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

# English Plans

See and Share #TeachActive in Action!



## Poetry - Reading

Read the poem. How does it make you feel? Tell someone all the things you like about elephants.

## Poetry - Comprehension

Read the poem again and then answer the following questions:

1. List five doing words from the poem that show what elephants do or how they move.
2. Write down three pairs of rhyming words in this poem.
3. How is the land described?
4. What do elephants like to do with water?
5. How many elephants are stomping around in this poem?
6. Find out what predator means.
7. What do you notice about the first letter of each line?

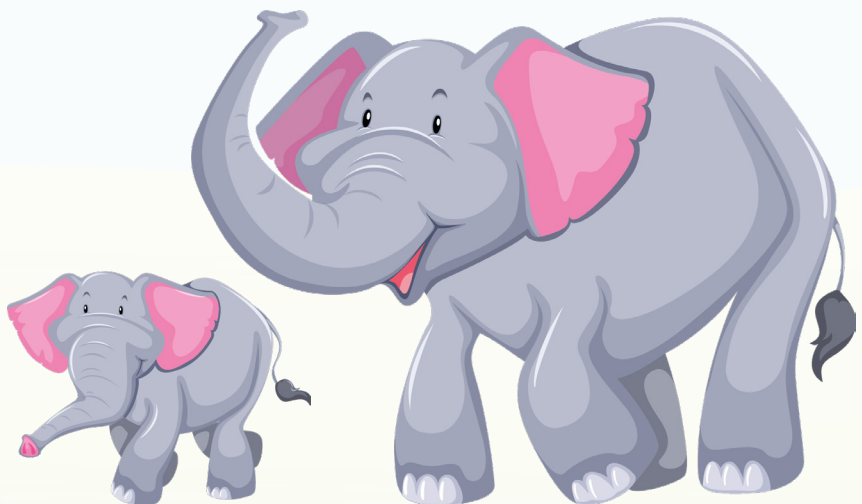
You will need  
The Elephant Stomp  
Poem can be found on  
the next page.



# Elephants Stomp

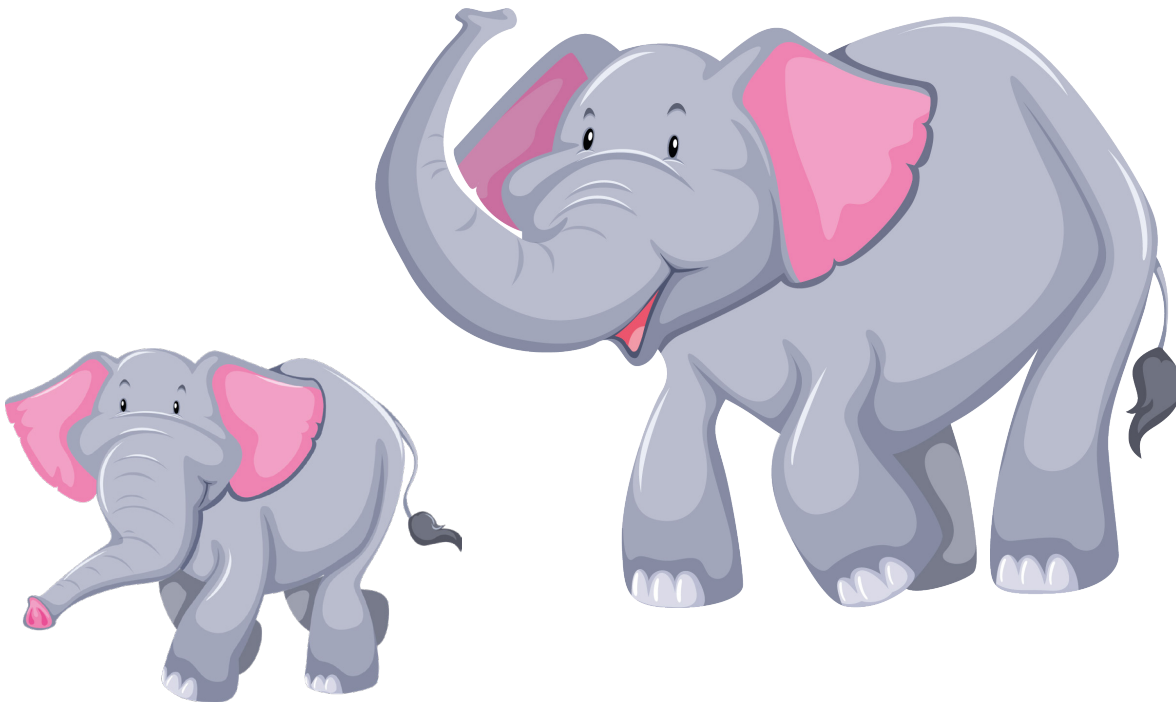
Elephants, elephants everywhere  
Look to the left, they're over there  
Elephants, elephants everywhere  
Peering around the dry grasslands  
Having a nibble on the delicious green leaves  
And stomping around, making very loud sounds  
Nearing a predator, it darts away  
To hide until its safe to play  
Spraying water and splashing around.

Seven elephants are stamping their feet  
Tossing their trunks from side to side  
Over the dusty land they explore  
Moving slowly  
Plodding along until they need a rest and  
under the tall, towering tress is always best.



## Elephants: Performance Time!

Practice reading the poem out loud, or learning each line from an adult reading it to you. Add expression and impressions so that you are almost being an elephant whilst you say each line. Practice and then perform for your family.



### Important Note!

You will need The Elephant Stomp Poem found within this booklet.



## Elephant Fact Finding

Write down any questions you have about elephants. See if you can find the answers by asking an adult, in books or using the internet.

Decorate your information and ideas with a drawing of an elephant.  
Include the dangers people pose to elephants. Why are they endangered?

## Elephant Info

There are two types of elephant. Find out where each type lives and the main differences between them. Present your information in a chart, with a column for each type.

## Explaining

Imagine an alien has arrived at your home and they have never seen an elephant before.  
Imagine a toy or teddy is the alien and that they have said to you: "What are these animals?"

- Tell them what an elephant is
- Explain where they come from
- Explain the problems people are causing elephants

Imagine it as a conversation, where they keep asking questions.  
Write down the questions the 'alien'

**Important Note!**  
You will need The Elephant Stomp Poem found within this booklet.



## Acrostic Poem

Make up an acrostic poem about another wild animal, where each line begins with the next letter of the word:

E.g.

L

-----

I

-----

O

-----

N

-----

Or **JAGUAR**, **MONKEY** or **CAMEL**, for example.

## Information

Write some facts around a picture of the animal you chose yesterday.

### Important Note!

You will need The Elephant Stomp Poem found within this booklet.



## Spelling Lists - adding -ed or -ing

Look at the words that can have -ed or -ing added without changes to the root word. Write out 10 pairs of new words (eg walked and walking). This is also handwriting practice! Turn your own paper over and look at the first one again. Turn the spelling list sheet over and write out the new word on the back of your sheet. Check you got it right, and repeat for all the contractions.

## Spelling Practice

Write out all the words onto post-its. Another handwriting and correctly-copying opportunity! Stick them all around the house, inside cupboard doors, on the back of doors etc. Every time you see one, read it, turn away and spell it out loud.

As the days go by remove the easy ones, the ones you can spell easily, and leave the harder ones up to practice whenever you see them.

### You will need

The Suffix -ed or -ing word list and the Common Exception word list found on the next few pages.





## Suffix -ed or -ing Word List



Verbs which can have -ing, or -ed added

help	finish	jump
thank	paint	look
start	shout	push
point	cook	buzz
lick	burn	yell
gasp	hunt	wash
play	talk	stay
touch	walk	work

## Common Exception Words

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

## Handwriting Practice - A Few Ideas From Motty

1. Practice five of the trickiest spellings on the Y1 word list by writing them out in your best handwriting.
2. Exercise the fingers on your writing hand by playing with a lump of blutac or plasticine – keep squishing it and turning it, with your thumb and first two fingers. Try it while you're watching something on TV or a tablet.
3. Practice writing your name in the air with big hand strokes, as if you are writing onto an invisible whiteboard.
4. Make up some continuous patterns using a pencil and paper. They need to include curves or straight lines, perhaps like this:  or 
5. Try copying the name from a cereal packet, drinks can or a tin from the cupboard (ask a parent first to help you find one). Write it in your neatest handwriting – then try copying the style it is actually written in.

Why don't you try one each day this week?



# Fun activities to do at home

- ☐ Draw and label a map of an imaginary island: it could be where adventures could happen, or the dream holiday destination; it could be in space, or your perfect hideaway. The more detail the better. Remember to give your island a name and explain where it is in the world or universe!
- ☐ Find out about one aspect of your class topic this term and have it ready to present to your class when you are back in school
- ☐ Practice singing, or dancing for 15 minutes every day
- ☐ How many books can you read in two weeks?
- ☐ Help keep the house clean and tidy every day
- ☐ Plant and look after some flowers or vegetables
- ☐ Help look after your pet if you have one
- ☐ Help prepare the dinner
- ☐ Do some baking
- ☐ Sit still, watch out for and note down all the wildlife you see through the window for 10 minutes every day - keep a nature log or diary
- ☐ Go for a family walk and look out for any wildlife, noting it down when you get home - add it to your nature log or diary
- ☐ Keep a video diary for the two weeks you have to stay at home, recording what you did each day, and how you felt
- ☐ Spend a quiet moment telling your favourite teddy/cuddly toy/character toy all about school and the things you like and miss about it
- ☐ Draw a picture everyday of something different: your family, your house, your friends, your classroom, your favourite characters, you playing your favourite game, you, your favourite animals, places or food....

