










# Charlestown Community Primary School

## Home Learning Grid - Year 1

You do not need to print off any of the challenges. You can complete them on a piece of paper and take a picture of your work to upload it to Twitter or Facebook.

| Year 1                                      | English  | Phonics   | Maths  | Wider Curriculum  | Well Being   |
|---|--|---|--|---|--|
| <b>Week 9</b><br><br><b>Amazing Animals</b> | <p><b>Reading</b></p> <p>Log onto your ActiveLearn account and access the book that has been set for your group this week.</p>  <p>Don't forget there are many books on there for you to enjoy.</p> <p><b>Writing</b></p> <p><a href="#">Animals</a></p> <p>Click the link 'animals' above. Then, using what you know about the different characteristics of animals; create a poster or a fact file about mammals, amphibians, reptiles, fish and birds.</p>  | <p><b>Phase 4</b></p> <p>Use the additional sheets to read and write words including adjacent consonants<br/><b>sl, gl, bl, cl</b></p> <p>Read the phoneme spotter stories to find words including adjacent consonants. What words can you find with the <b>fl</b> and <b>fr</b>, <b>pl</b> and <b>pr</b> phonemes?</p>  <p><b>Phase 5</b></p> <p>Use the phoneme spotter stories to find words including the <b>ur</b>, <b>er</b> and <b>ir</b> phonemes</p>  | <p><b>Addition and Subtraction</b></p> <p>Find your maths group on the sheets attached and have a go at the questions. Remember to use whatever you have in your house to help you!</p>  <p><b>One more, one less</b></p> <p>Log onto Active Learn and play the game Beetle Bump to find one more and one less than a number.</p>  | <p><b>Science</b></p> <p>Click on the link: <a href="#">Grouping Animals</a> and scroll down to play the game, Grouping Animals.</p> <p>Look at the pictures and decide which box they go in. <i>Game 1 - is it a plant or an animal? Game 2 - does it have legs or no legs? Game 3 - how does the animal move?</i></p> <p>Challenge - Think about how else animals can be grouped or sorted. Choose your own animals and make your own sorting table. You could choose:<br/><i>How many legs? 4 legs or 2 legs? Can they fly? Yes or no?</i></p> <p><b>Art</b></p> <p>Look at the animal art creations.</p> <p>Create an animal using a range of creative or natural resources.</p> <p>Use your imagination to be as creative as you like.</p>  | <p>Have a movie night or share some animal stories as a family.</p>   <p>What animals do you see?</p> <p>How do they behave in the stories?</p> |

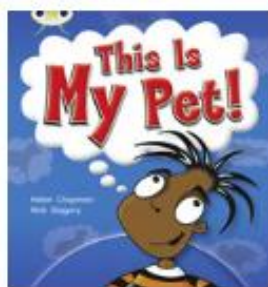
# Reading

Log onto your ActiveLearn account and access the book that has been set for your group this week.

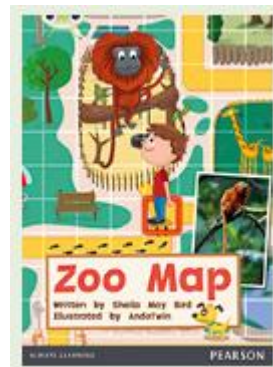


Don't forget, there are many books on there for you to enjoy.

**Red** Group



**Green** Group



**Blue** Group



**Orange** Group



# Writing

Using what you know about the different characteristics of animals; create a poster or a fact file about mammals, amphibians, reptiles, fish and birds.

You can carry out your own research to find out more about the animals in these groups. Include as much information in your fact file as possible.

## Animals

### Fabulous Fish

### Marvellous Mammals

### Amazing Amphibians

### Remarkable Reptiles

### Birds of Prey

## Mammals

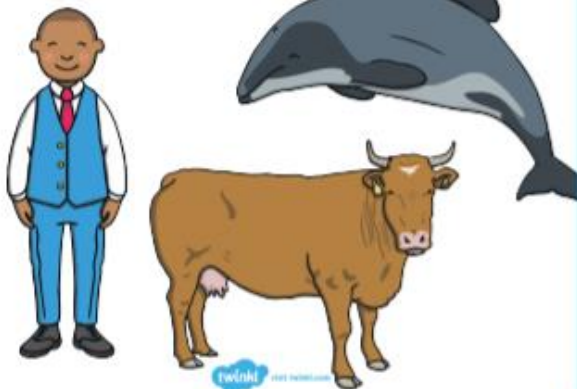
Are **warm**-blooded.

Live on land and in water.

Have hair or fur.

Have skeletons on the inside of their bodies.

Give birth to live babies which drink their mother's milk.



## Amphibians

Are **cold**-blooded.

Live on land and water.

Have moist skin and webbed feet.

Have skeletons on the inside of their bodies.

Lay eggs.



# Writing

## Reptiles

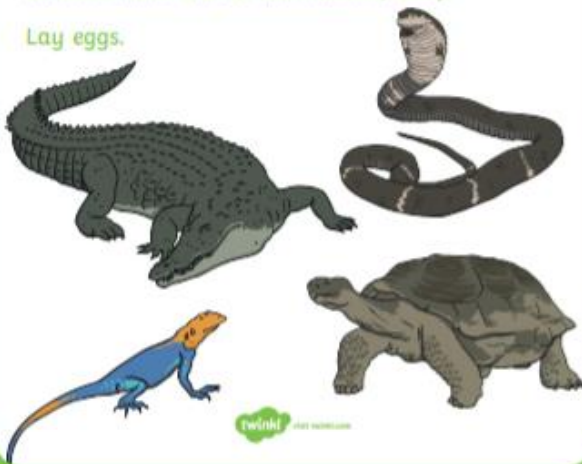
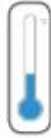
Are **cold**-blooded.

Live on land and in water.

Have scales, ear holes and dry skin.

Have skeletons on the inside of their bodies (but tortoises have one on the outside, too!).

Lay eggs.



## Fish

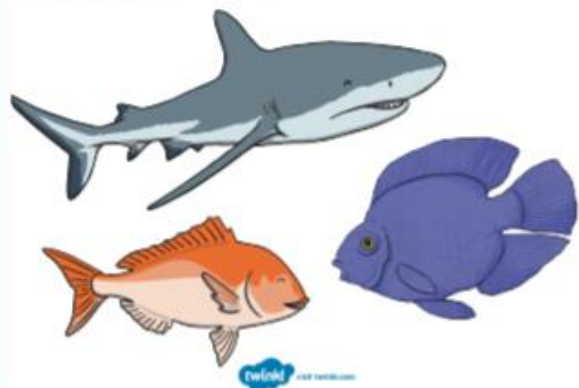
Are **cold**-blooded.

Live in water.

Have fins to move and gills to breathe underwater.

Have skeletons on the inside of their bodies.

Lay eggs (in water).



## Birds

Are **warm**-blooded.

Live on land and water.

Have feathers (unique to birds), wings and a beak.

Have skeletons on the inside of their bodies.

Lay eggs.



# Writing - Fact File

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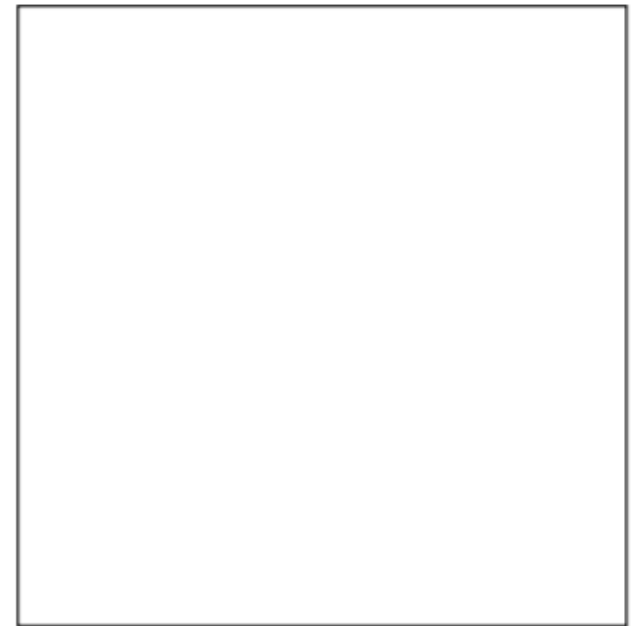
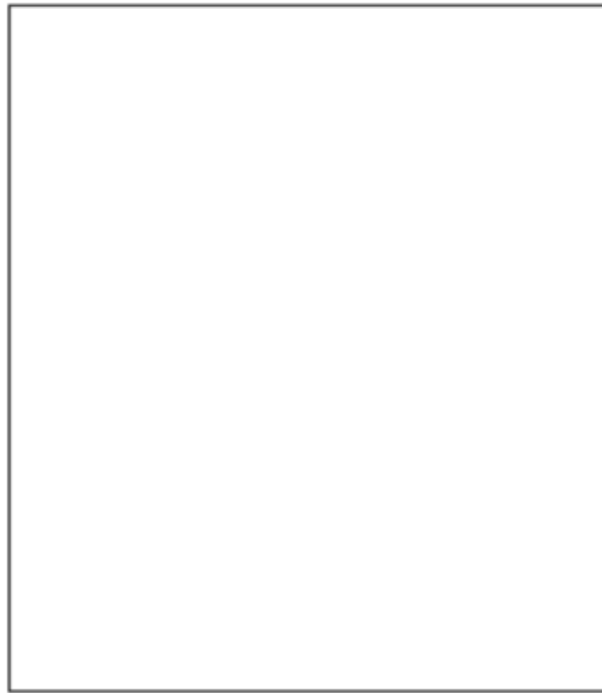
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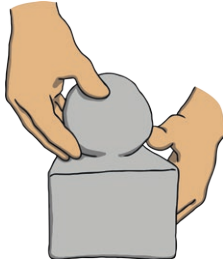
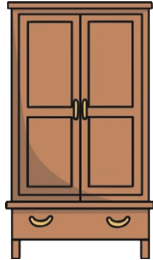






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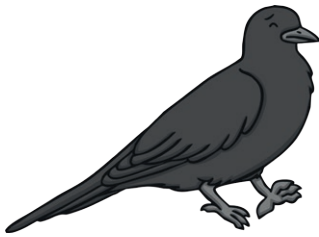


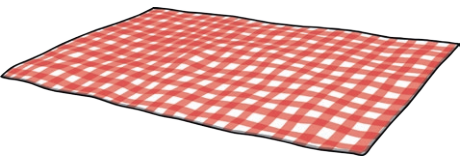
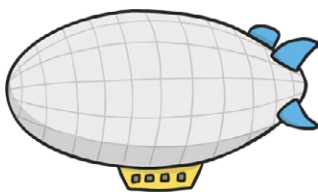


# 'cl' Blend Read and Write

Read the 'cl' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

|   |   |   |        |         |       |
|---|---|---|--------|---------|-------|
| clap  | clock   | clown   | clover | clothes | claw  |
| closet  | club  | classroom   | clay   | clam    | clean |
|    |    |    |        |         |       |
|   |   |   |        |         |       |
|  |  |  |        |         |       |
|  |  |  |        |         |       |
|   |   |   |        |         |       |

# 'bl' Blend Read and Write

Read the 'bl' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

|   |      |   |        |   |           |
|---|------|---|--------|---|-----------|
| blouse  | blue | blanket   | blocks | black   | blimp     |
| blueberry   | blow | blast   | blobs  | blender   | blackbird |
|    |      |    |        |    |           |
|   |      |   |        |   |           |
|   |      |   |        |   |           |
|   |      |   |        |   |           |
|  |      |  |        |  |           |
|   |      |   |        |   |           |
|  |      |  |        |  |           |
|   |      |   |        |   |           |

# 'sl' Read and Write

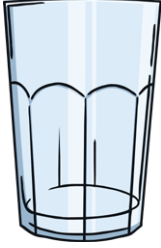










Read the 'sl' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

|   |   |   |       |        |      |
|---|---|---|-------|--------|------|
| sleeve  | sloth   | slippers  | slug  | sleigh | sled |
| slide   | slice   | sleep   | sling | sly    | slip |
|    |    |    |       |        |      |
|   |   |   |       |        |      |
|  |  |  |       |        |      |
|  |  |  |       |        |      |
|   |   |   |       |        |      |



# 'gl' Blend Read and Write

Read the 'gl' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

|   |   |   |       |       |      |
|---|---|---|-------|-------|------|
| gloom   | glee  | glass   | glam  | glint | glad |
| glue  | glum  | gloat   | gloss | gloop | glen |
|    |    |    |       |       |      |
|   |   |   |       |       |      |
|  |  |  |       |       |      |
|  |  |  |       |       |      |
|   |   |   |       |       |      |

Dear Fred,

We are in a flat in Flint. We had a fresh sandwich from the shop for lunch.

The man in the next flat is French. He was frowning and sad. He said that he had lost his little dog, Fromp. He was just at the back of the flats.

We went swimming and I can float on my back. Dad got a frog float to help me swim and kick my legs.

I got some flip flops and a French flag to put up in my bedroom.

From Floss



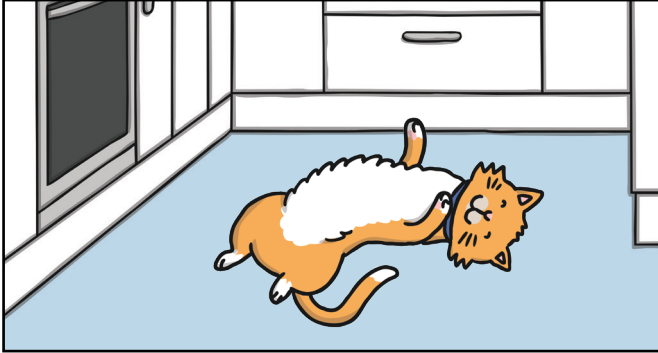
Fred Fleep,

24 Flick Street,

Frodsham,

FL13 6FR

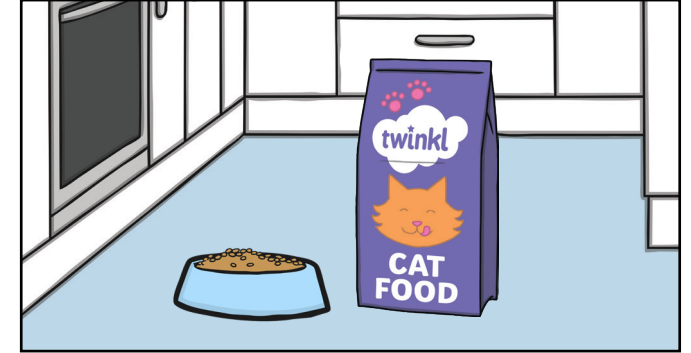
# Sam the Cat



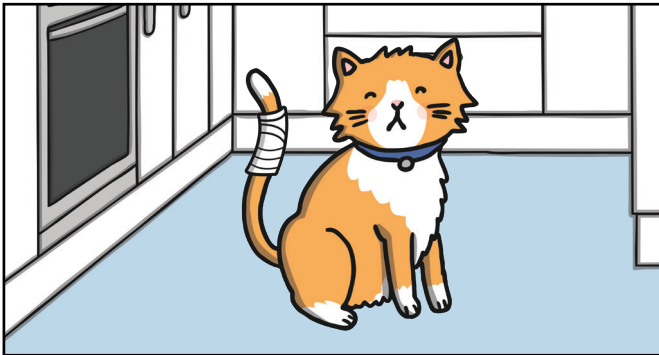
My cat Sam has long, soft fur. Sam is the best pet!



Sam the cat curls up and purrs on my lap. I hug her tight.



It is my turn to get Sam her food. I look for Sam but she is out.



Sam gets back but she has hurt her tail!



Poor Sam! Get well soon! I can help her feel better.



I dress up as a kind nurse to look after Sam!

Dear Merlin,

I want to tell you all about my dance class! I think you would love it. All the girls and boys line up and when the music starts to play, we twirl and whirl! You should see the way my skirt swirls around as I dance!

Yesterday, a bird flew into the hall as we were learning our dance! The bird flapped and chirped, and made the hall very dirty. The bird even made the teacher's shirt dirty! "Look at your shirt, sir!" said one of the girls. It was very funny.

I hope you will come and see our swirly dance when it is finished!

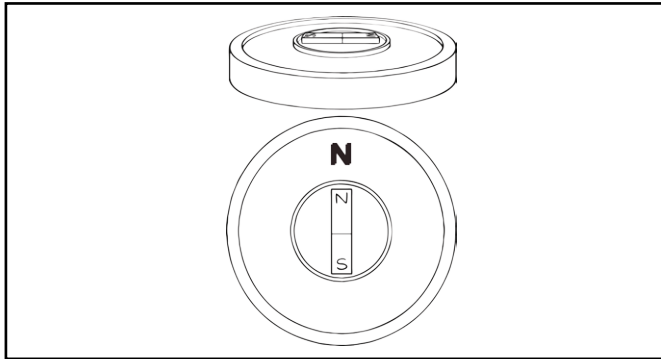
Lots of love,

Shirley x

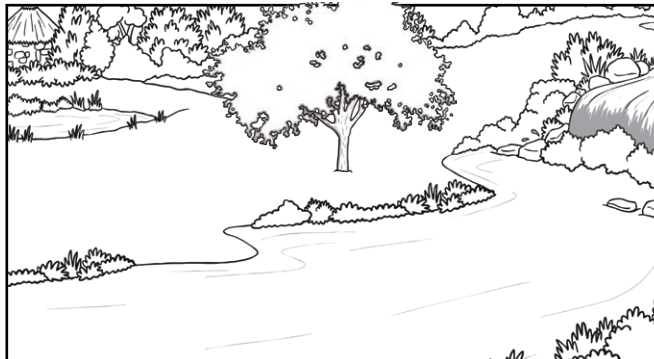


Merlin Curly,  
9 Ladybird Lane,  
York,  
Yorkshire,  
YL6 W72

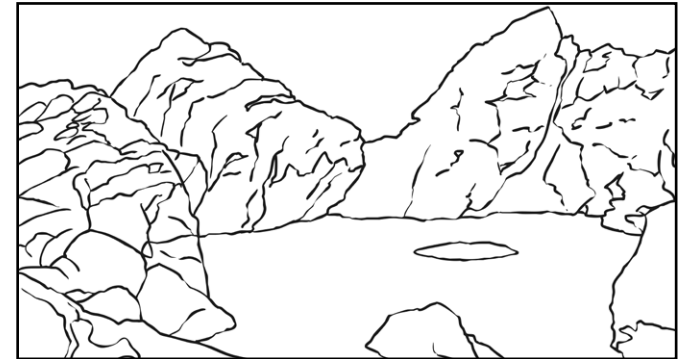
# The Mermaid in the River



In the north, was a town. Perth was the town.



In Perth, was a river. The river was long and led to a rock pool.



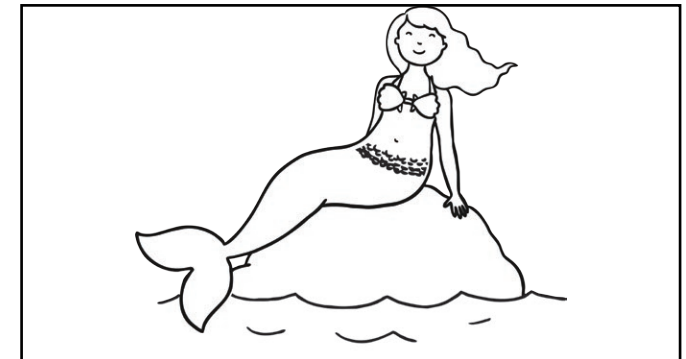
One day, in the winter, a man ran from the rock pool.



He had seen a monster. A monster with long hair and a tail. Her tail had greener fins than he had ever seen! Bernard did not go back to the rock pool.



After a number of weeks, Bernard's sister, Fern, went to see the monster.

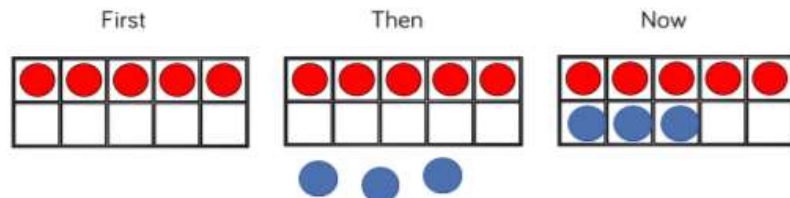


She went past the corner of the rock pool. A mermaid was next to a rock. She had a ring on her finger. She put herself on the rock. It was not a monster. It was a mermaid.



Maths Task 1  
Circles

Use ten frames to complete the number story.

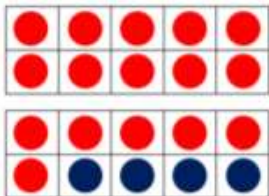


First there were \_\_\_ cars in the car park.  
Then \_\_\_ more cars parked in the car park.  
Now there are \_\_\_ cars in the car park.

What number bond is represented in the pictures?



There are \_\_\_ red counters.  
There are \_\_\_ blue counters.  
Altogether there are \_\_\_ counters.  
\_\_\_ + \_\_\_ = \_\_\_    \_\_\_ + \_\_\_ = \_\_\_



There are \_\_\_ red counters.  
There are \_\_\_ blue counters.  
Altogether there are \_\_\_ counters.  
\_\_\_ + \_\_\_ = \_\_\_  
\_\_\_ + \_\_\_ = \_\_\_

There are 16 biscuits on a plate. Mo eats 5 of them.

Complete the sentences.

First there were \_\_\_ biscuits.

Then \_\_\_ were eaten.

Now there are \_\_\_ biscuits.

$$16 - 5 = \underline{\quad}$$



Maths task 1  
Squares and Pentagons

Eva has 13 prize tokens.

She wins 5 more.

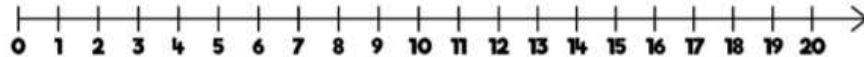
How many prize tokens does Eva have now?



Mo starts at 9 and counts on 6

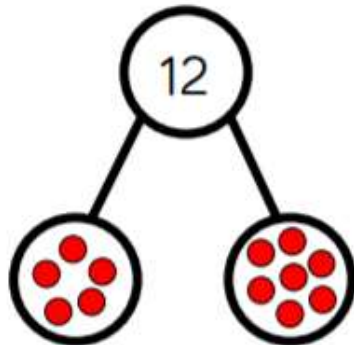
$$9 + 6 = \square$$

Show his calculation on the number line.



Continue the pattern to find all the number bonds to 12

How do you know you have found them all?

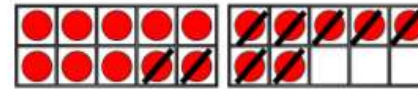


$$12 = 12 + 0$$

$$12 = 11 + \underline{\quad}$$

$$12 = 10 + \underline{\quad}$$

Complete the number sentences to describe what happens to the sweets.



First there were \_\_\_ sweets.

Then \_\_\_ sweets were eaten.

Now there are \_\_\_ sweets.

$$\square - \square = \square$$

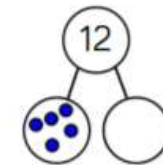
There are 12 cars in the car park.

5 of them are blue.

How many are red?

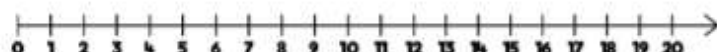
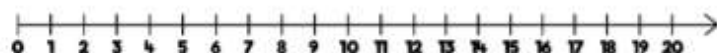
$$\square - \square = \square$$

\_\_\_ of the cars are red.

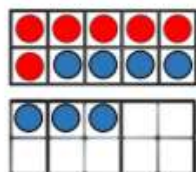


Ron starts at 9 and adds on 5  
Alex starts at 5 and adds on 9  
Show their calculations on the number lines.  
What do you notice? Does this always happen?

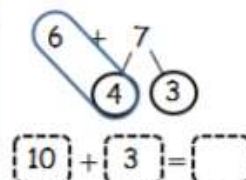
Which method do you like best? Why?



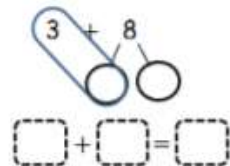
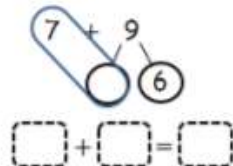
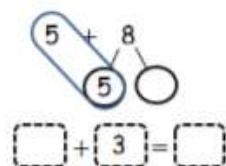
Rosie has used the 10 frames to calculate  $6 + 7$



I partitioned the 7 into 4 and 3 so that I could make a full 10



Use Rosie's method to complete:



Complete the number sentences to describe what happens to the sweets.



First there were \_\_\_ sweets.  
Then \_\_\_ sweets were eaten.  
Now there are \_\_\_ sweets.

$$\square - \square = \square$$

A

Max has 12 balloons.  
5 of the balloons burst.  
How many are left?

B

Max has 12 balloons.  
5 of the balloons are red.  
There rest are blue.  
How many blue balloons does Max have?

C

Max has 12 blue balloons and 5 red balloons.  
How many more blue balloons than red balloons does he have?



# Art

Use natural resources.



Use a range of materials.

Wallpaper, old cards, tissue paper, paint, coloured pencils, fabric, tinfoil, crisp packets, scrap paper or recyclable materials.



# Art

Use your hands or feet.



Use paper plates and creative resources.

