



## Carleton Park Year 1: Home Learning Schedule

W/C 6 <sup>th</sup> July	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p><b>This week we will be focussing upon: Multiplication</b></p> <p>This week we have provided a 'pre-teach' maths video to further support your child in their learning. This will be incredibly useful to view before commencing the first lesson. Click <a href="#">here</a>.</p>	<p><b>Lesson 1: Counting in 2s</b></p> <p>Learn how to count in 2s by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video produced by White Rose Maths Hub and a worksheet is attached to this pack.</i></p>	<p><b>Lesson 2: Counting in 5s</b></p> <p>Learn how to count in 5s by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video produced by White Rose Maths Hub and a worksheet is attached to this pack.</i></p>	<p><b>Lesson 3: Counting in 10s</b></p> <p>Learn how to count in 10s by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video produced by White Rose Maths Hub and a worksheet is attached to this pack.</i></p>	<p><b>Lesson 4: Equal groups (arrays)</b></p> <p>Learn how to recognise and make equal groups by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video produced by BBC Bitesize and a worksheet is attached to this pack.</i></p>	<p><b>Lesson 5: Adding equal groups (arrays)</b></p> <p>Learn how to add equal groups by clicking on the link <a href="#">here</a>.</p> <p><i>This lesson includes a video produced by White Rose Maths Hub and a worksheet is attached to this pack.</i></p>
<b>Answers are provided at the end of the pack</b>					
<b>Remember to log in to TTRockstars each week to practise your times tables.</b>					
<p><b>Remember to share your learning on Class Dojo!</b></p> <p><i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i></p>					
<p><b>English</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p><b>This week our text type is an: Information Text</b></p> <p>As above, this week we have provided a 'pre-teach' English video to further support your child in their learning. Both videos will be created by Pontefract Academies Trust staff. Click <a href="#">here</a>.</p>	<p><b>Lesson 1: Terrifying T-Rex Vocabulary</b></p> <p>In this lesson you will be listening to an information text and learning new vocabulary. Click <a href="#">here</a>.</p>	<p><b>Lesson 2: Terrifying T-Rex Information text map</b></p> <p>In this lesson you will draw an information text map for Terrifying T-Rex. Click <a href="#">here</a>.</p>	<p><b>Lesson 3: Terrifying T-Rex Grammar focus – Past tense</b></p> <p>In this lesson you will learn the past tense of regular verbs, key rules and practise putting sentences into the past tense. Click <a href="#">here</a>.</p>	<p><b>Lesson 4: Terrifying T-Rex Writing</b></p> <p>In this lesson you will learn how to start writing an information text. Click <a href="#">here</a>.</p>	<p><b>Lesson 5: Terrifying T-Rex Writing</b></p> <p>In this lesson you will continue and finish your information text, taking time to edit it afterwards. Click <a href="#">here</a>.</p>
<p><b>Weekly Phonics:</b> oo ew u-e      <b>Weekly spellings:</b> tooth food chew grew include huge was the</p>					
<p><b>Having any problems with the tasks?</b></p> <p>Feel free to pop any questions or issues onto our class Padlet <a href="#">here!</a></p>					
<p><b>Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click <a href="#">here</a> to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher</b></p>					

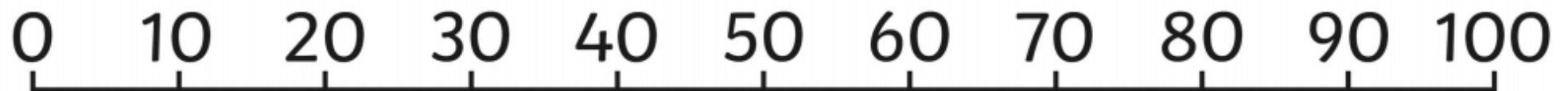


Use these number lines to support you with your learning this week:

## Counting in 5s Number Line



## Counting in 2s Number Line





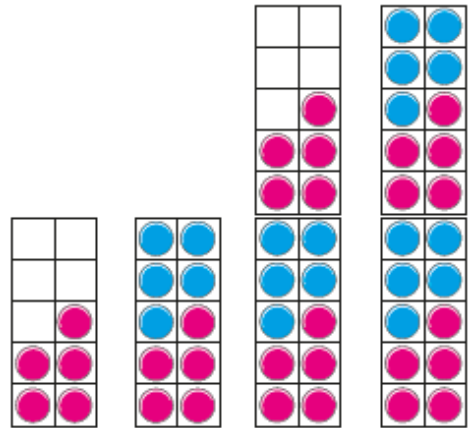


# Maths - Lesson 2

## Count in 5s



1 What are the numbers?

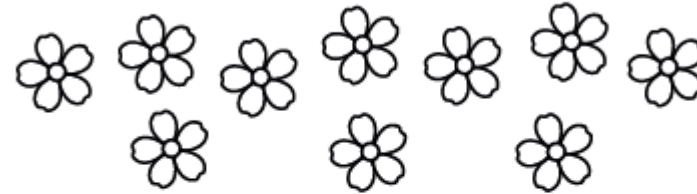


2 How many spots are there in total?



There are  spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

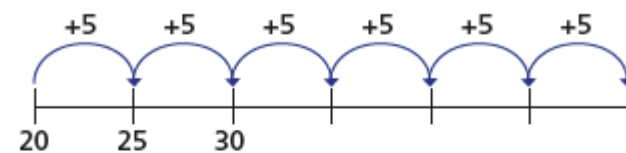
a)



b)



c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

Can you spot a pattern?





# Maths – Lesson 3

## Count in 10s

White  
Rose  
Maths

1 How many muffins are there altogether?



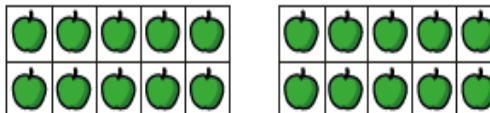
There are  muffins on each tray.

There are  trays.

There are  muffins altogether.



2 How many apples are there altogether?

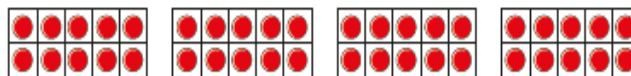


There are  apples on each ten frame.

There are  ten frames.

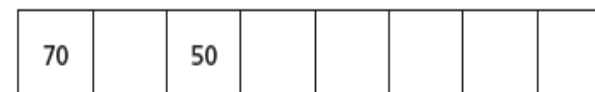
There are  apples altogether.

3 How many counters are there altogether?



There are  counters altogether.

4 Complete the number tracks.



5 Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons? \_\_\_\_\_

How do you know?

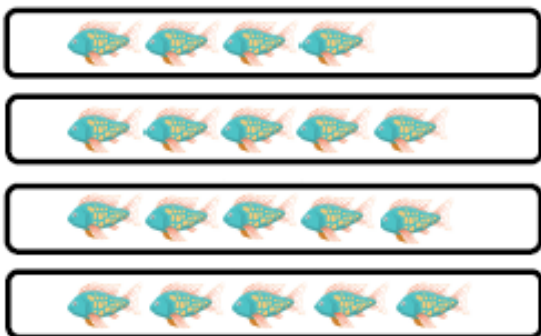




## Maths – Lesson 4

### Make Equal Groups (Grouping)

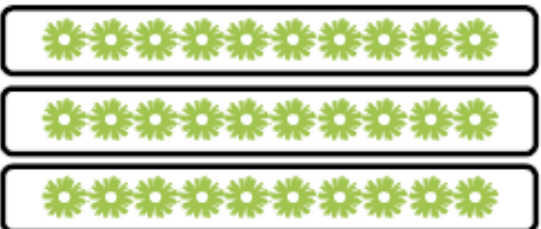
5a. True or false? There are 4 equal groups of 5 fish.



VF

6a. Fill in the blanks.

There are  equal groups of  flowers.



VF

7a. How many equal groups of 5 bananas can you make?



VF

8a. Circle the correct statement to match the image.



A. There are 4 equal groups of 5

B. There are 4 equal groups of 2

C. There are 4 equal groups of 6



VF

4b. Moe has 24 counters. He can group them into 12 equal groups of 2.



How could he group them to make 4 equal groups with 4 leftover?

He can make  equal groups of  with 4 leftover.



PS

5b. Carl has fewer than 15 leaves. Some are hidden by the splat.



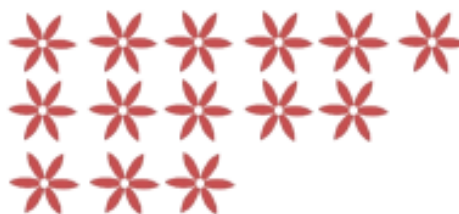
I can make equal groups of 2.

How many leaves could he have?



PS

6b. Frankie is grouping some flowers. She wants to make 3 equal groups of 5. Does he have enough flowers?



R





# Maths – Lesson 5

## Add equal groups

White  
Rose  
Maths

1 Complete the sentences.



There are  apples in each bag.

There are  bags.

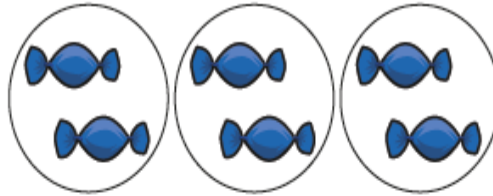
There are  equal groups of

There are  apples altogether.

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



2 How many sweets are there?



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

There are  sweets.

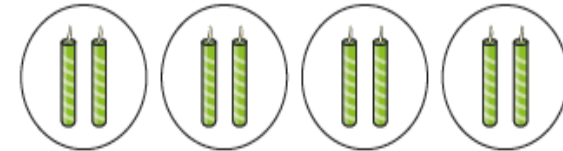
3 How many marbles are there?



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

There are  marbles.

4 How many candles are there?



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

There are  candles.

5 Use counters to show the equal groups.

Complete the number sentences.

a)  $2 + 2 + 2 + 2 = \square$

b)  $5 + 5 + 5 + 5 + 5 = \square$

6 There are 7 equal groups of 5 counters.

How many counters are there altogether?

There are  counters altogether.





## Weekly Spellings

The spelling focus this week – words with the **oo ew u-e** sound and common exception words.

<b>Spellings</b>	<b>Cover and write</b>	<b>Cover and write</b>
<i>tooth</i>		
<i>food</i>		
<i>chew</i>		
<i>grew</i>		
<i>include</i>		
<i>huge</i>		
<i>was</i>		
<i>the</i>		





# English – Lesson 1

## Phonics

Match the picture to the correct sound and write the missing letters.

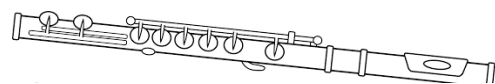
oo



gr \_ \_



bl \_ \_



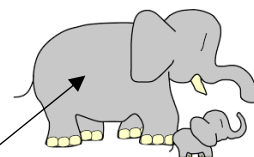
fl \_ t \_

ew



f \_ \_ d

u-e



h \_ g \_



t \_ \_ th



## Terrifying T-Rex

Do you want to learn about dinosaurs?

Dinosaurs lived a long time ago. The Tyrannosaurus Rex or T-Rex for short, was the king of the dinosaurs. Read on to find out more about its appearance, habitat and diet.

### Appearance

The T-Rex was the largest dinosaur. It grew to be taller than a double decker bus. Its skull was as big as a child.

### Habitat

The T-Rex needed water to survive. It lived in forests near rivers or swamps by the sea. It hunted for prey that lived in the forests.

### Diet

The T-Rex was huge. It needed lots of food to survive. It was a carnivore. That means it only ate meat. The T-Rex could eat ten adults or fifteen children a day.

Now you know lots more about the T-Rex, which dinosaur will you learn about next?

# Star Words



Tyrannosaurus  
Rex or T-Rex



Habitat



Dinosaur



Diet



Forest



Appearance



Skull



Swamp



Prey



Carnivore





Tick the correct answer

What does the word appearance mean?



What does the word diet mean?



What does the word habitat mean?



Draw your answer

What does the word **swamp** mean?

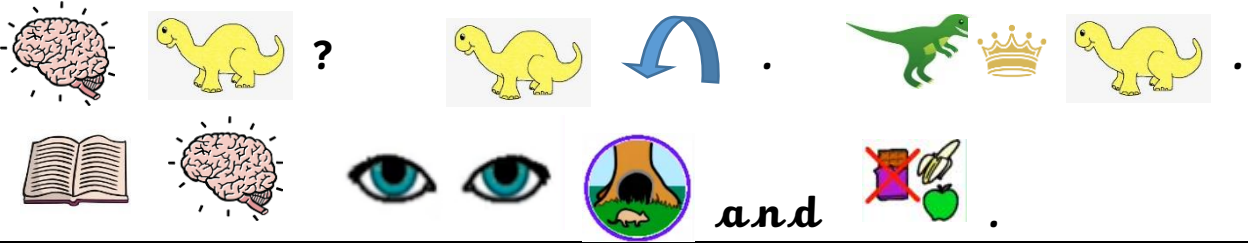
What does the word **prey** mean?



Draw an information text map.

Terrifying T-Rex

1



2

3

4

5



## English - Lesson 3

Past Tense

Present Tense

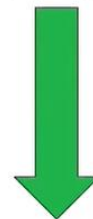
kicked

kick

hunted

hunt

I walk to the park.



I walked to the park.

I hunt for a beetle.



I hunted for a beetle.

Past Tense

Present Tense

saved

save

lived

live

I live in Belfast.



I lived in Belfast.

walked

lived

kicked

saved

wanted

wished



Using the prompt sheet above - change the sentences into the past tense.

1. I *hunt* for bugs.

---

2. I *live* in London.

---

3. I *smile* at the dog.

---

4. I *play* with a ball.

---

Write your own sentence using the past tense.

---

---





## English – Lesson 4

Use your information text map to write sentences for the information text.

Writing template

### Terrifying T-Rex



Do you want to learn about dinosaurs?

---

---

---

---

### Appearance

---

---

---

---



## English - Lesson 5

Continue writing your information text

Habitat

---

---

---

---

Diet

---

---

---

---

*Now you know lots more about the T-Rex.*

---

---

---

---



**Please take a photo or video of your whole information text and either upload into your ClassDojo portfolio or attach to a message.**



### Punctuation Power!

	Spaces between words
<b>A</b>	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.

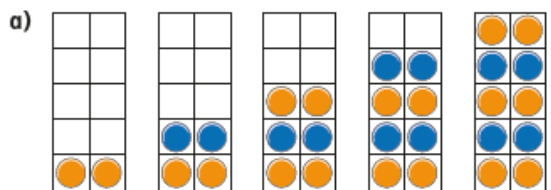


# Maths- Lesson 1 answers

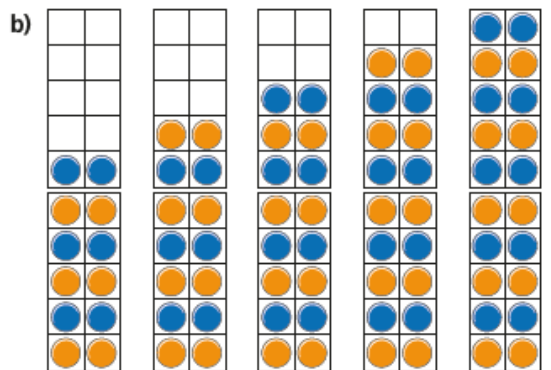
## Count in 2s



1 What are the numbers?



2      4      6      8      10



12      14      16      18      20

2 How many flowers are there?



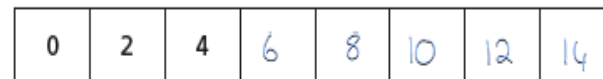
There are 12 flowers.

3 Circle 14 socks.

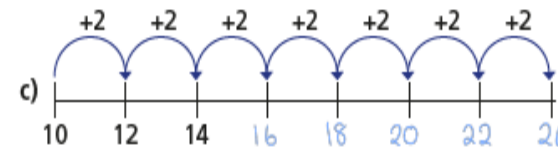
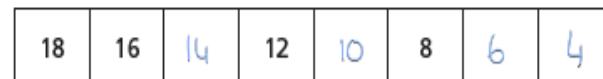


4 Fill in the missing numbers.

a)



b)



5 How far can you count up in 2s?

Work with a partner.

Can you count up to 50 together?

Now try counting down in 2s from 50



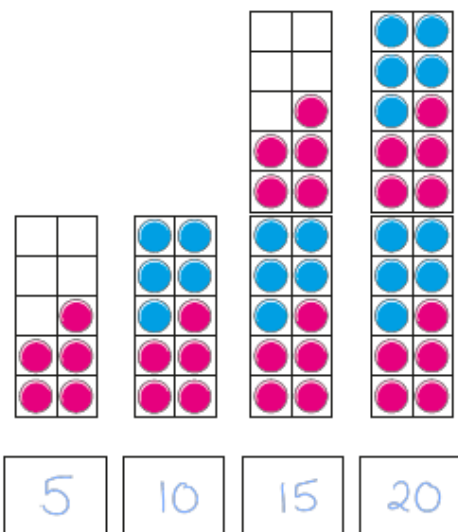


# Maths – Lesson 2 answers

## Count in 5s



1 What are the numbers?

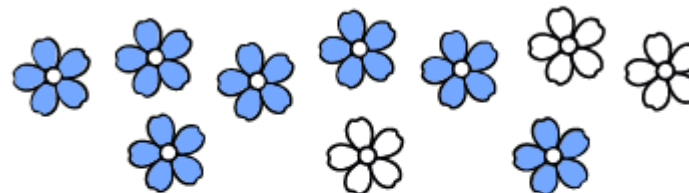


2 How many spots are there in total?



There are  spots in total.

3 Colour 35 petals.



4 Fill in the missing numbers.

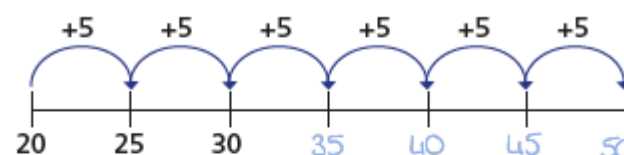
a)



b)



c)



5 Mo counts up to 50 in 5s.

Eva counts up to 50 in 2s.

What numbers do they both say?

Can you spot a pattern?





# Maths – Lesson 3 answers

## Count in 10s



1 How many muffins are there altogether?



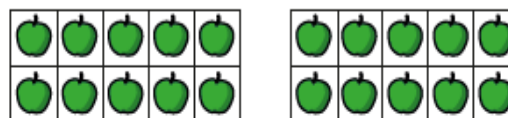
There are 10 muffins on each tray.

There are 3 trays.

There are 30 muffins altogether.



2 How many apples are there altogether?

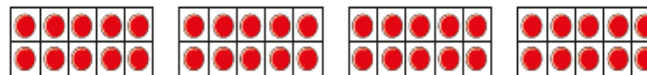


There are 10 apples on each ten frame.

There are 2 ten frames.

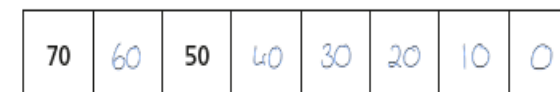
There are 20 apples altogether.

3 How many counters are there altogether?



There are 40 counters altogether.

4 Complete the number tracks.



5 Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons? Yes

How do you know?





## Maths – Lesson 4 answers

### Expected

5a. False, the first group only has four fish in, not five.

6a. There are 3 equal groups of 10 flowers.

7a. 2. There are 3 bananas leftover.

8a. C

### Expected

4a. Ellie can make 10 equal groups of 2.

5a. Callie could have 15 buttons.

6a. Yes he will have enough to make 7 groups of 2 and there will be 1 apple leftover.





## Maths – Lesson 5 answers

### Add equal groups

White  
Rose  
Maths

1 Complete the sentences.



There are  apples in each bag.

There are  bags.

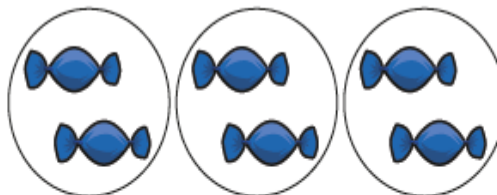
There are  equal groups of

There are  apples altogether.

$$\boxed{5} + \boxed{5} + \boxed{5} + \boxed{5} = \boxed{20}$$



2 How many sweets are there?



$$\boxed{2} + \boxed{2} + \boxed{2} = \boxed{6}$$

There are  sweets.

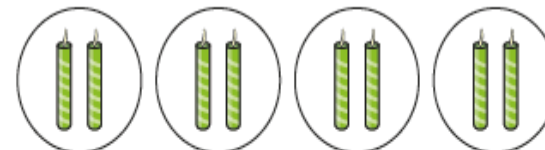
3 How many marbles are there?



$$\boxed{10} + \boxed{10} + \boxed{10} = \boxed{30}$$

There are  marbles.

4 How many candles are there?



$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{8}$$

There are  candles.

5 Use counters to show the equal groups.

Complete the number sentences.

a)  $2 + 2 + 2 + 2 = \boxed{8}$

b)  $5 + 5 + 5 + 5 + 5 = \boxed{25}$

6 There are 7 equal groups of 5 counters.

How many counters are there altogether?

There are  counters altogether.





# English – Lesson 1 answers

## Phonics

Match the picture to the correct sound and write the missing letters.

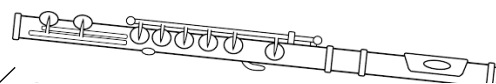


*oo*

*grew*



*blew*



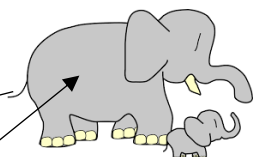
*flute*

*ew*



*food*

*u-e*



*huge*



*tooth*



Tick the correct answer

What does the word appearance mean?



What does the word diet mean?



What does the word habitat mean?



Draw your answer

What does the word **swamp** mean?



What does the word **prey** mean?





## English – Lesson 3 answers

Change the sentences into the past tense

1. I *hunt* for bugs.

I *hunted* for bugs.

2. I *live* in London.

I *lived* in London.

3. I *smile* at the dog.

I *smiled* at the dog.

4. I *play* with the ball.

I *played* with the ball.