



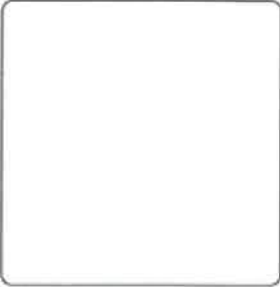
Cotsford
Primary School

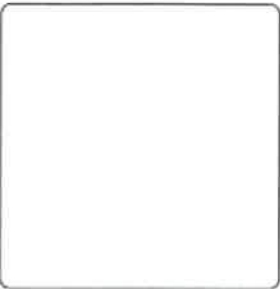
Home learning

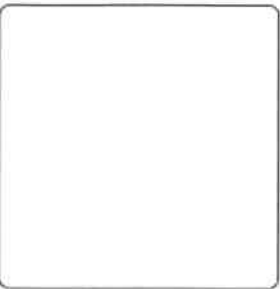
Year 1

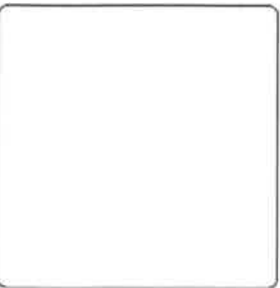
Spring 2

2. Take photographs of interesting flowers or trees in your garden or search the internet. Can you describe them?









3. Search the web for images and facts about amazing woodlands or forests around the world. Make a scrapbook showing the best ones.

4. Can you research evergreen and deciduous trees? What do they mean?

5. Make patterns and sculptures using natural materials in your garden. Take photographs of your artwork.

10. Make miniature homes and gardens for fairies and pixies from natural materials such as bark, pebbles, twigs, leaves and pine cones.

Handwriting Practice



a

B

C

d

e

Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
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- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

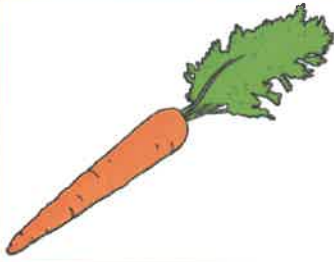
Bb Bb Bb

be

but

before

Cc



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

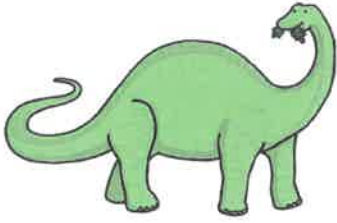
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
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- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

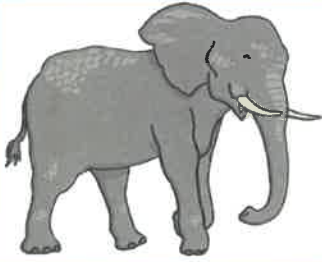
Dd Dd Dd

Dad

do

did

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

E E E

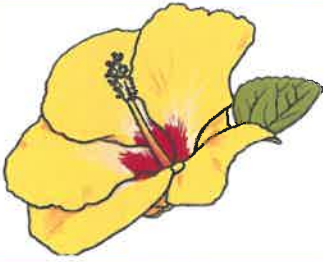
Ee Ee Ee

every

envelope

elephant

Ff



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

fff

FFF

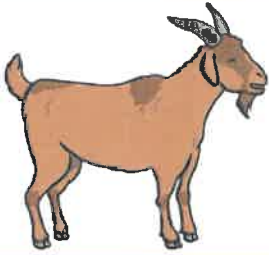
Ff Ff Ff

for

four

from

Gg



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

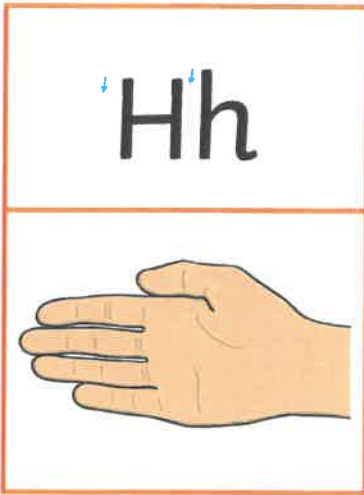
G G G

Gg Gg Gg

go

good

got



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

H H H

Hh Hh Hh

her

his

hello




Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

I I I

Ii Ii Ii

it

is

if



Jj



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

Jj Jj Jj

just

joke

jump

Kk



Notes to remember:

- My letters sit on the line.
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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: k for key.

Now copy the letters and words into your handwriting book.

k k k

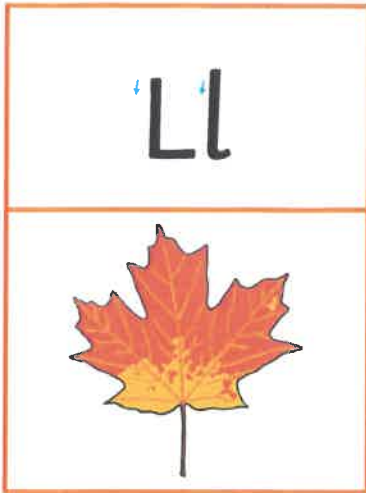
K K K

Kk Kk Kk

kite

kind

king



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: l for leaf.

Now copy the letters and words into your handwriting book.

l l l

L L L

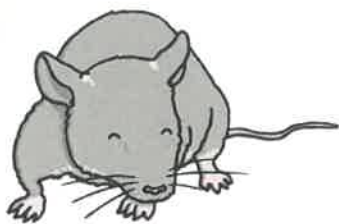
Ll Ll Ll

like

little

look

Mm



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

M M M

Mm Mm Mm

me

my

mum

Nn



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: n for net.

Now copy the letters and words into your handwriting book.

n n n

N N N

Nn Nn Nn

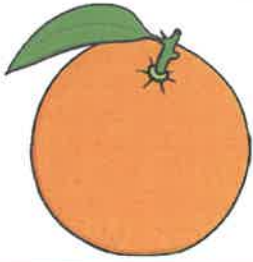
no

not

now



Oo



Notes to remember:

- My letters sit on the line.
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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

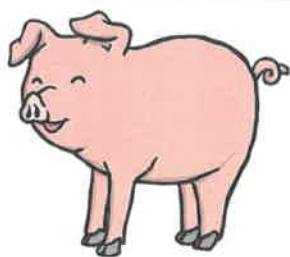
Oo Oo Oo

of

odd

ostrich

Pp



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: p for pig.

Now copy the letters and words into your handwriting book.

p p p

P P P

Pp Pp Pp

put

pull

pick

Qq



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: q for queen.

Now copy the letters and words into your handwriting book.

q q q

Q Q Q

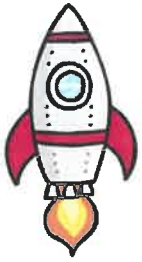
Qq Qq Qq

queen

quick

quiet

Rr



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: r for rocket.

Now copy the letters and words into your handwriting book.

r r r

R R R

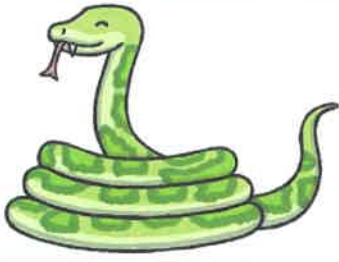
Rr Rr Rr

run

red

rain

Ss



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: s for snake.

Now copy the letters and words into your handwriting book.

s s s

S S S

Ss Ss Ss

so

sad

sun

Tt



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: t for tent.

Now copy the letters and words into your handwriting book.

t t t

T T T

Tt Tt Tt

to

the

this

Uu



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: u for umbrella.

Now copy the letters and words into your handwriting book.

u u u

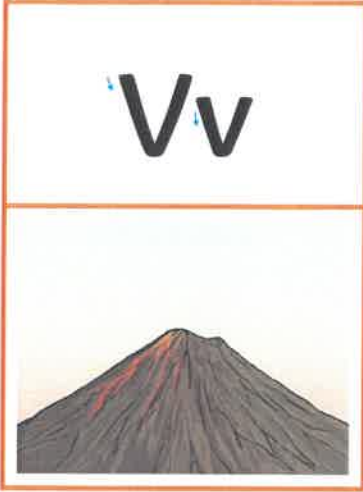
U U U

Uu Uu Uu

up

under

umbrella



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: v for volcano.

Now copy the letters and words into your handwriting book.

v v v

V V V

Vv Vv Vv

very

van

vowel

Ww



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: w for watch.

Now copy the letters and words into your handwriting book.

W W W

w w w

Ww Ww Ww

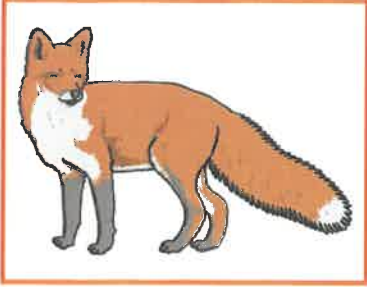
when

with

was



Xx



Notes to remember:

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- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: x for fox.

Now copy the letters and words into your handwriting book.

x x x

X X X

Xx Xx Xx

fox

box

x-ray

Yy



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: y for yo-yo.

Now copy the letters and words into your handwriting book.

y y y

Y Y Y

Yy Yy Yy

yes

yell

yo-yo

Zz



Notes to remember:

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- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: z for zebra.

Now copy the letters and words into your handwriting book.

z z z

Z Z Z

Zz Zz Zz

zero

zip

fizzy

Numbers to 50



Count forwards and backwards using this number track.

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Can you count without looking at the number track?

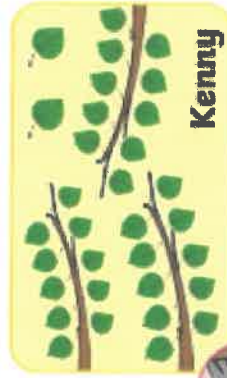
Draw a number track from 31 to 45.

Count forwards and backwards using your track.

Can you count without looking?



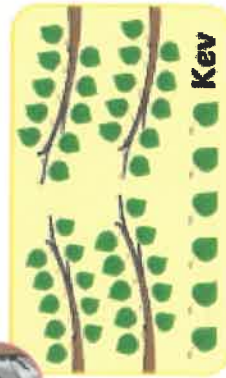
Kim



Kenny



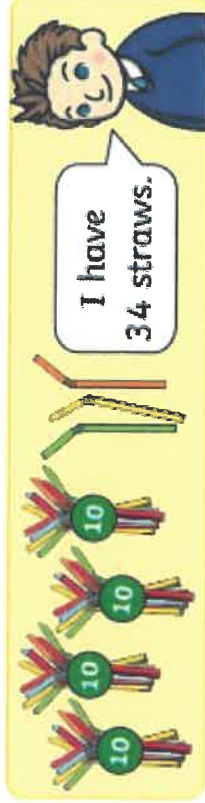
Katie



Kev

How many leaves in total do the koalas eat?

Numbers to 50



I have 34 straws.

Is he right? If not, can you tell him what mistake he has made?

He counts out some more straws.



I have 2 bundles of 10 straws and more than 4 single straws.

What number of straws could he have counted?



I have more than 2 bundles of 10 straws and 5 single straws.

Could he have 35 straws? How do you know?

Numbers to 50



Lola counts backwards from 40 to 20.



Tick all the numbers she will say:

- | | | | | | |
|----|--------------------------|----|--------------------------|----|--------------------------|
| 42 | <input type="checkbox"/> | 36 | <input type="checkbox"/> | 24 | <input type="checkbox"/> |
| 38 | <input type="checkbox"/> | 31 | <input type="checkbox"/> | 19 | <input type="checkbox"/> |

Which numbers did you not tick? Why?

I used these cards to make a number less than 50 and greater than 20:

- 8
- 1
- 4
- 3

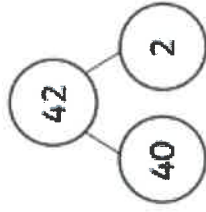
I made:

Make 5 more numbers less than 50 and greater than 20, using the cards.

Tens and Ones

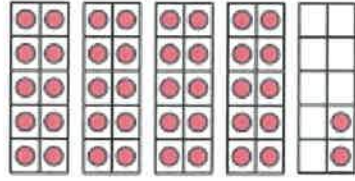


Here are different ways to show 42.



42

4 tens 2 ones



How many different ways can you show?

- 28
- 35
- 49

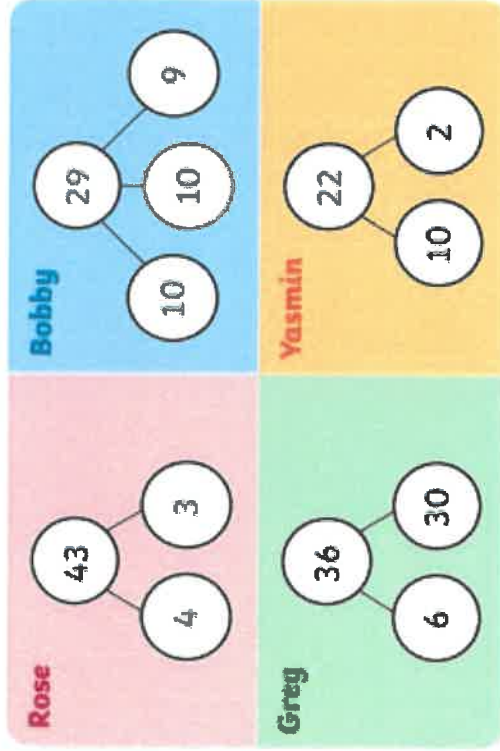
Tens and Ones



Here are the scores at the end of Sports Day:

- Red** Team - 43 points
- Blue** Team - 29 points
- Green** Team - 36 points
- Yellow** Team - 22 points

Children draw part-whole models of their team's score.



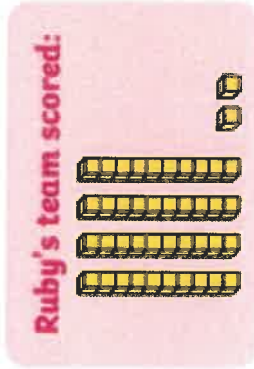
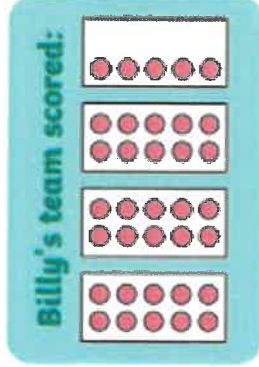
Are they correct?

Draw your own part-whole models for any which are wrong.

Tens and Ones



My team had more points than Billy's team and less than Ruby's.



Write 2 different points Gavin's team could have scored:

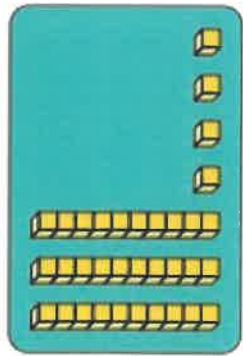
points

points

Represent Numbers to 50



Colour the matching amounts in the same colour.
One set has been done.



twenty-two

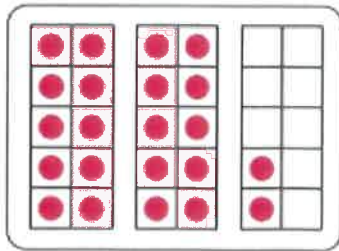
22

34



3 tens and 4 ones

4 tens and 8 ones



For each number, find a different way to show it.

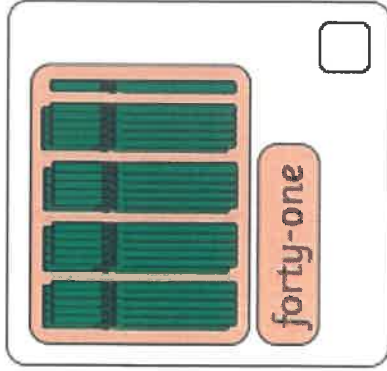
Represent Numbers to 50



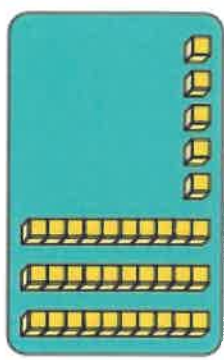
Mo has been writing numbers in different ways.
Tick if he is correct.

3 tens and 4 ones

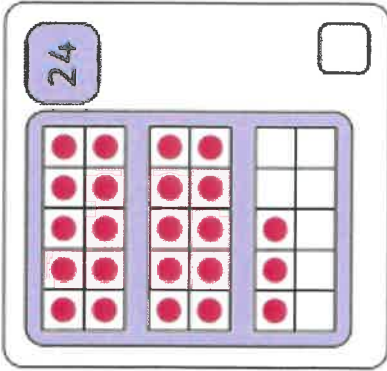
43



forty-one



3 tens and 5 ones



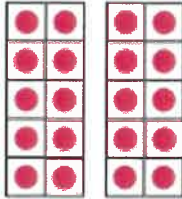


24

For the pairs you didn't tick, explain why they don't match.

Represent Numbers to 50



For each clue, use the digits **4**, **6** and **3** to make a 2-digit number less than 50.

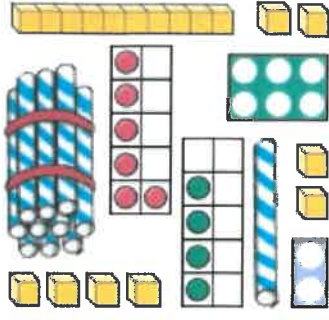
Clue	Number
A number which has 3 ones	_____
A number which would fit between  and 	_____
A number greater than 40	_____
The largest number	_____
A number with this many tens: 	_____

Write your own clue and answer.

One More One Less



One Less	One More
23	
38	
29	
40	



23	24	25	26	27	28	29	30	31	32
----	----	----	----	----	----	----	----	----	----

One more One less

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

One more One less

One More One Less



Choose a number to make each sentence correct.

- 35
- 45
- 29
- 20
- 37
- 48

is one more than 36.

is one less than 30.



46 is one more than

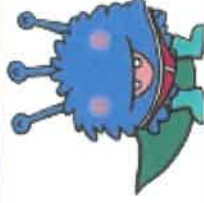
19 is one more than

Write sentences using the numbers you didn't use for a friend to solve.

One More One Less



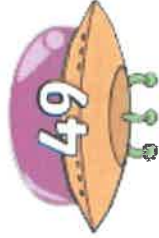
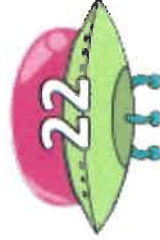
Ado and Beb give clues about their spaceships. Draw a line to the correct one.



My spaceship's number has 4 tens.
One more than the number has 4 ones.



My spaceship's number has 2 tens.
One less than the number has zero ones.



Write clues for one of the other spaceships.

Compare Objects within 50

Match the words and symbols.

is more than

is less than

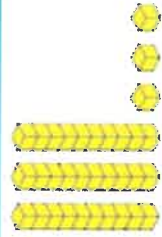
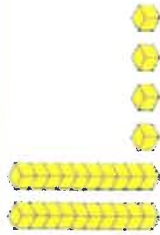
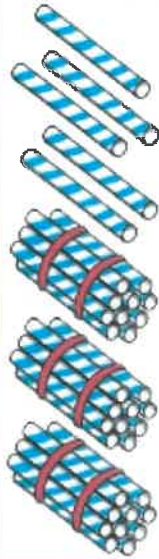
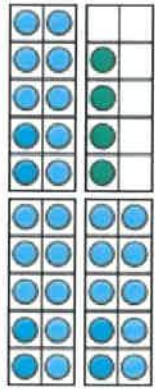
is equal to

>

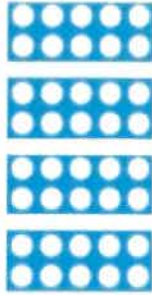
=

<

Use symbols to compare.

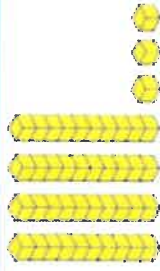





4 tens and 4 ones

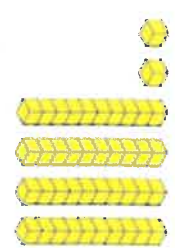


Compare Objects within 50

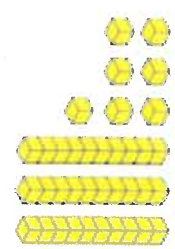
Complete the table.
Then, put a tick in the boxes which show less than 30.

	<p>is more than</p>	<p>4 tens and <input type="text"/> ones</p>
<p>Circle one number.</p> <p>28 29 30 31 32 33 34 35 36 37 38</p> 	<p><</p>	
	<p>=</p>	<p><input type="text"/> tens and <input type="text"/> ones</p>

Carlos has this many stickers:



Jude has this many:



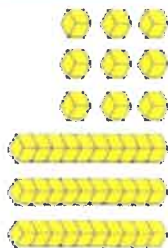
Jude
I have more than Carlos. If you count my objects, there are 10.



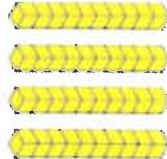
Is Jude right?
Why or why not?

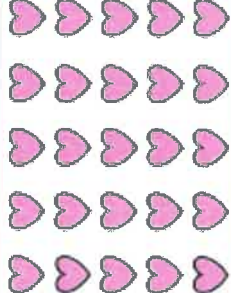
Compare Objects within 50













Draw coloured dots to show how many:

- less than 30
- more than 41
- < 45
- > 32
- more than 30 but less than 40

Draw objects here which would have a green and a purple dot.



2 tens and 7 ones

Compare Numbers within 50



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Fill in the gaps. One has been done.

14	29	32	40	49
is more than		>	is less than	<
32 is less than 49				
_____ is more than _____				
14 _____ 40				
_____ is less than _____				
49 is _____ than 32				
_____ > _____				
_____ < _____				

Compare Numbers within 50



22	30	17	41
50	29	38	27

Write all numbers which fit the clues:

is less than 30	
_____ > 28	
has more than 3 tens	
has 1 ten and 7 ones	
is more than 25, less than 35	
_____ < 30	

Write your own clues to fit some of the numbers:

	41, 30, 38
	22, 29, 27

Compare Numbers within 50



Use all the numbers to make each number sentence correct.

21, 27, 29, 30, 32, 35, 39, 40, 47, 50

Only use each number once!

	is less than	
	>	
	is more than	
	<	
	is less than	

Toni is comparing 2 numbers:

34 is equal to 4 tens and 3 ones.



Why is Toni wrong?

Order Numbers within 50



In each box, write the number shown.

	<table border="1"> <tr> <th>Tens</th> <th>Ones</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Tens	Ones			4 tens and 5 ones
Tens	Ones					

Order the numbers from smallest to greatest.

--	--	--	--	--

Write < or > in the boxes.

50 46 39 28 19

Order Numbers within 50



Some numbers have been ordered from smallest to greatest.

28		32	39		49
----	--	----	----	--	----

Sam: The missing numbers could be 27 and 42.

Mo: The missing numbers could be 30 and 42.

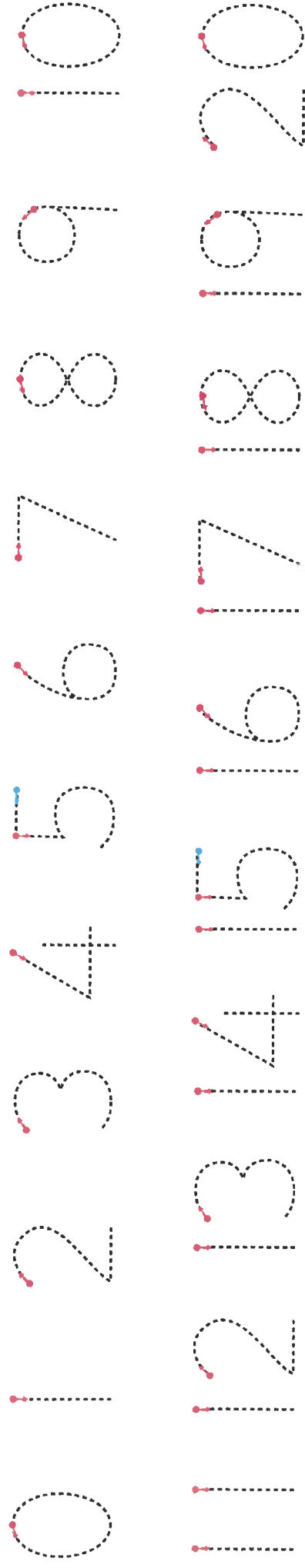
Fred: The missing numbers could be 31 and 44.

Who is right? _____

Fred: The last number has to have 4 tens.

Is Fred right? How do you know?

My 0-20 Number Formation



My 0-20 Number Formation

