



Cotswold  
Primary School

Home learning

Year 1

Summer 1



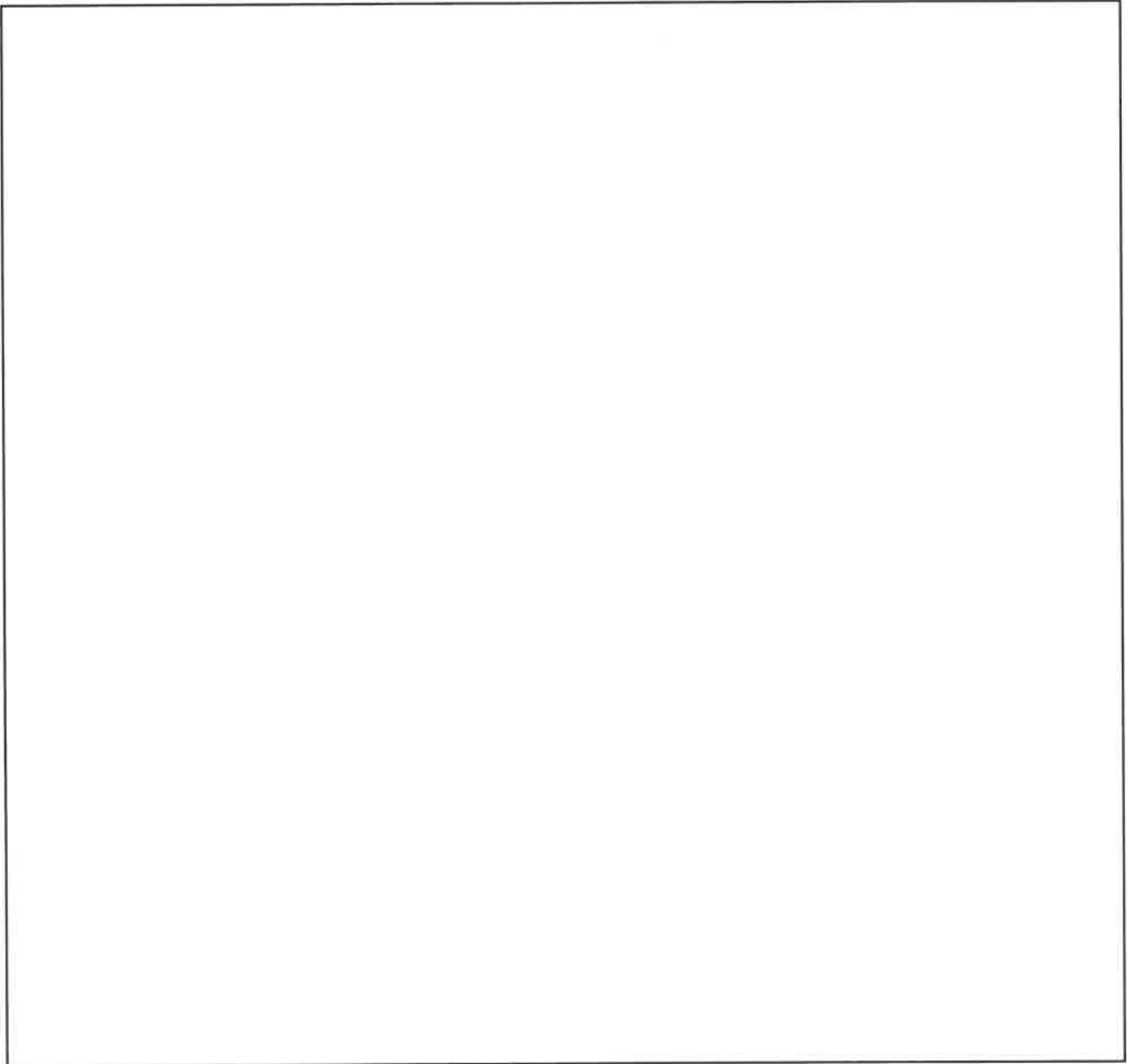
1. Design a superhero cape and describe it, using adjectives.




2. If you were a superhero, what superpower would you have?  
Write about your power below.




4. Can you draw and label your superhero?


















8.

Write a sentence about each of the superhero pictures.  
Use the boxes at the top to help you.

**POW!** **superpower** **boots**   
**rescue**  **mask**  **city** 

 **sound it out**  
 **finger spaces**  
 **full stop**



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# Common Exception Words

a b c d e f g h i j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

the \_\_\_\_\_

a \_\_\_\_\_

do \_\_\_\_\_

to \_\_\_\_\_

today \_\_\_\_\_

of \_\_\_\_\_

said \_\_\_\_\_

says \_\_\_\_\_

are \_\_\_\_\_

were \_\_\_\_\_

was \_\_\_\_\_

is \_\_\_\_\_

his \_\_\_\_\_

has \_\_\_\_\_

I \_\_\_\_\_

you \_\_\_\_\_

your \_\_\_\_\_

they \_\_\_\_\_

be \_\_\_\_\_

he \_\_\_\_\_

me \_\_\_\_\_

she \_\_\_\_\_

we \_\_\_\_\_

no \_\_\_\_\_

# Common Exception Words

a b c d e f g h i j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

go

so

by

my

here

there

where

love

come

some

one

once

ask

friend

school

put

push

pull

full

house

our

# 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.
- 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: b for bird.

Now copy the letters and words into your handwriting book.

b b b

B B B

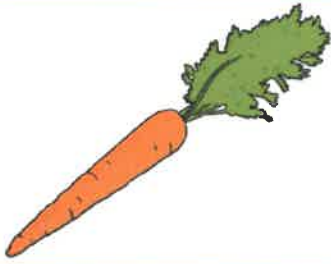
Bb Bb Bb

be

but

before

C c



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: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

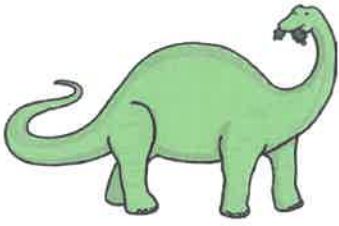
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
- 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: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

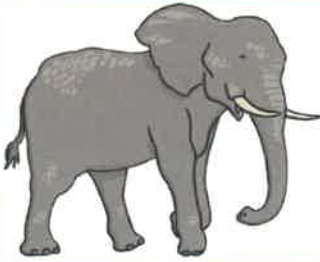
Dd Dd Dd

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

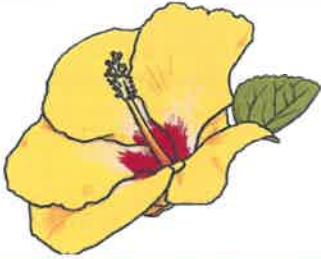
Ee Ee Ee

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.

f f f

F F F

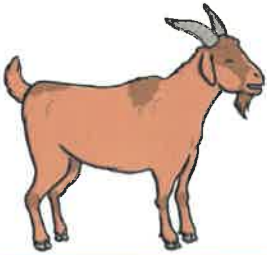
Ff Ff Ff

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



Ii



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

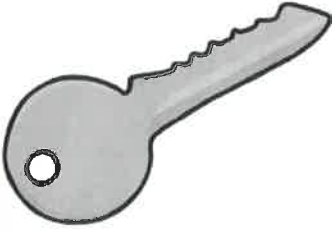
Jj Jj Jj

just

joke

jump

Kk



Notes to remember:

- My letters sit on the line.
- 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: k for key.

Now copy the letters and words into your handwriting book.

k k k

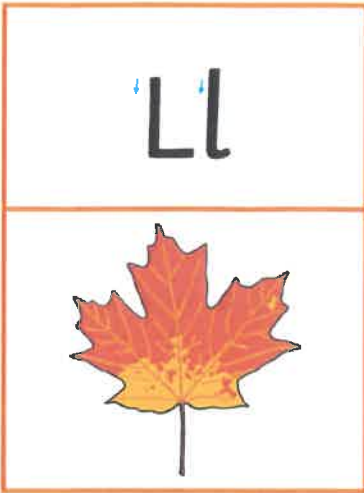
K K K

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

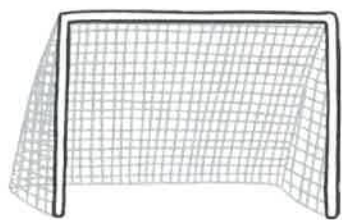
Mm Mm Mm

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

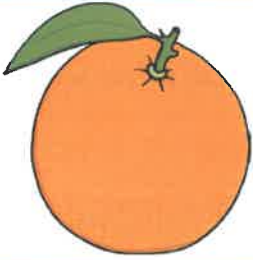
Nn Nn Nn

no

not

now

Oo



Notes to remember:

- My letters sit on the line.
- 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: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

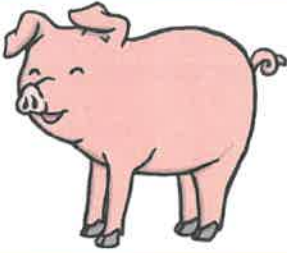
Oo Oo Oo

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

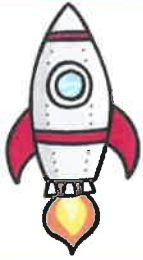
queen

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

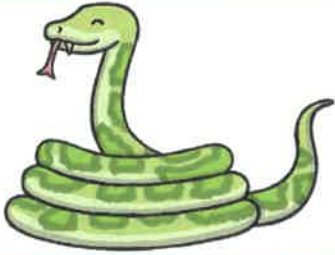
Rr Rr Rr

run

red

rain

Ss



Notes to remember:

- 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: 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:

- 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: 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:

- 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: u for umbrella.

Now copy the letters and words into your handwriting book.

u u u

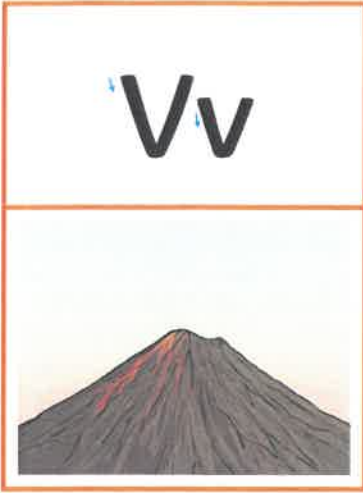
U U U

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




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: w for watch.

Now copy the letters and words into your handwriting book.

w w w

W W W

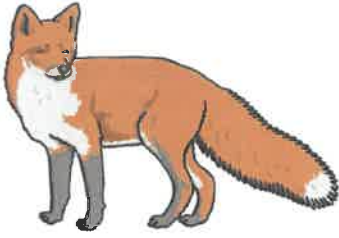
Ww Ww Ww

when

with

was

Xx



Notes to remember:

- 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: x for fox.

Now copy the letters and words into your handwriting book.

x x x

X X X

Xx Xx Xx

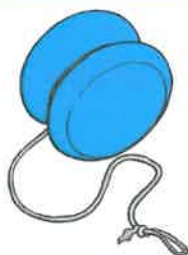
fox

box

x-ray



Yy



Notes to remember:

- 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: 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:

- 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: 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



# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children count on from the number by touching each animal. Alternatively, they could use a number line or practical equipment, e.g. ten-frame and counters. They also need to know that the smaller number can come first in a calculation.

How many chickens are in the coop?

How many chickens are outside the coop?

How can you use these numbers to find how many there are altogether?

Can you show me how to count on?

Can you write a number sentence to describe it?

Which number did you start with?

What symbol did you use?

Repeat with each animal.

Do all your calculations start with the greater number?

Does it matter if the greater number comes first or second?

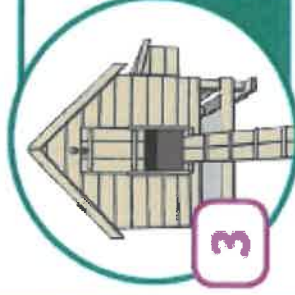
Try changing the order of the numbers in your calculation.

What happens?

## Add by Counting On



Farmer James has counted how many animals are in their houses. There are some animals outside too. Count on to find out how many animals there are in total.

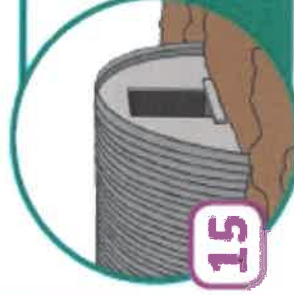


3



How many chickens are there in total?

$$3 + \_ = \_$$

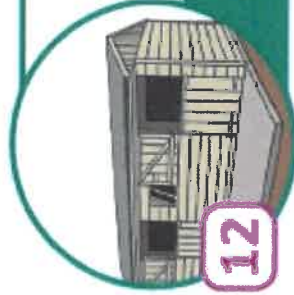


15



How many pigs are there in total?

$$\_ + 3 = \_$$



12



How many horses are there in total?

$$\_ + \_ = \_$$

# Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Children recognise number bonds from different images. They write the number bond as a calculation in two ways. They also write the calculation with the total at the beginning. Children should be able to use their number bonds within ten to help them work out number bonds within 20. They work systematically to find all the number bonds for 14, using equipment to support them where necessary.

What can you see in the picture?

What is the total?

What are the parts?

Can you use number bonds to ten to help you?

How will you write the calculation?

Are there two ways?

Can we write the total first in an addition calculation?

How will you find all the number bonds to 14?

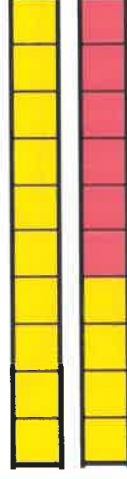
What strategy will you use?

How can you be sure you have found them all?

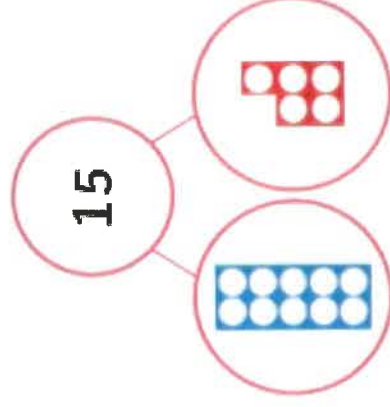
## Find and Make Number Bonds



What number bonds are shown by the pictures?



$$\begin{array}{l} \_ + \_ = \_ \\ \_ + \_ = \_ \end{array}$$



$$\begin{array}{l} \_ = \_ + \_ \\ \_ = \_ + \_ \end{array}$$



$$\begin{array}{l} \_ + \_ = \_ \\ \_ + \_ = \_ \end{array}$$

Following the pattern of the numbers, can you write all the number bonds to 14?



# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children recognise how number bonds to ten help them to add numbers with a total greater than ten and up to 20. Provide children with number lines and ten-frames for them to see practically how to bridge ten.

How many do you add to the first number to make ten?

How many more do you need to add after getting to ten?

How can you use number bonds to ten to help add numbers?

How many more do you need to add to the ten-frame to make ten?

How many more do you need to put in the second ten-frame?

Would it change the answer if you changed the numbers around? (For example, 5 + 7 instead of 7 + 5.)

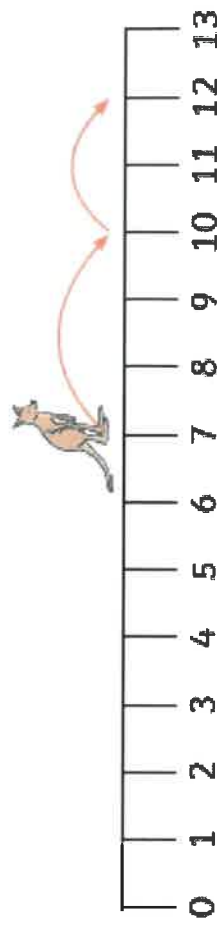
How many do you need to add to one (swap for all other numbers from two to nine) to make ten?

## Add by Making 10



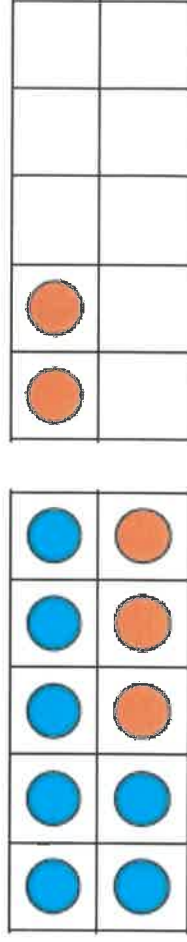
Kangaroo Fred starts on step 7 and wants to jump along 5 more.

First, he jumps 3 steps to 10. Then, he jumps 2 more steps.



$$7 + 5 = 12$$

He checked if he was correct using ten-frames.



Use both a number track and ten-frame to work out the answers to:

$$8 + 4$$

$$6 + 7$$

$$9 + 8$$

$$5 + 9$$

# Diving into Mastery – Diving

## Adult Guidance with Question Prompts

Children build on subtraction strategies from the autumn term by subtracting using their fingers, number lines, drawings and practical equipment. Check that children are not including the starting number when counting back using their fingers. Model putting the starting number 'in their head' (touching their head may be helpful) when counting back on their fingers.

Encourage children to circle the starting number on a number line and count back in jumps of one, keeping track of how many they have counted back by saying the numbers to themselves.

Can you circle the number you are starting from?

How many do you need to count back?

How do you know?

Did you do the right amount of jumps?

How can you check?

How many sweets has Freddie got left?

Which method will you use to find out?

Can you cross some of the sweets out to show how many he has lost?

How can you show Freddie's sweets in a part-whole model?



## Subtraction – Not Crossing 10



Use the number lines to count back and find the answers.

$$19 - 3 = \boxed{\phantom{00}}$$



$$17 - 6 = \boxed{\phantom{00}}$$

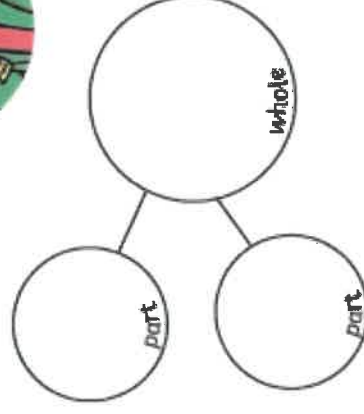
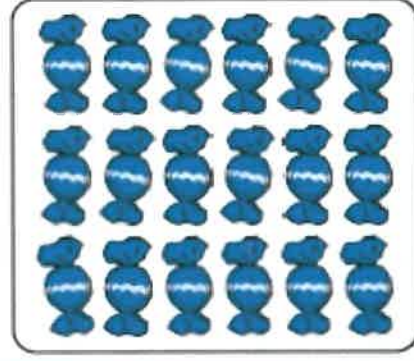


Freddie had 18 sweets. He lost 6.



Now he has \_\_\_ sweets.

Show Freddie's sweets in different ways:



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

# Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Children subtract numbers where they cross the tens boundary. They first jump back to ten and then jump back the remaining amount. Using number lines and ten-frames will assist children to model the calculations involved.

When subtracting, does the starting number get bigger or smaller? How do you know?

If Jill started on 16, how many would she jump back to get to ten?

How many more steps would she jump from ten?

If Jill started on (insert a different number between 11 and 20), how many would she jump back to get to ten?

I started at 12 and jumped back to ten. Then, I jumped back five more. How many did I jump back in total?

I started at (insert a number greater than 12) and jumped back to ten. Then, I jumped back (insert a number less than ten) more. How many did I jump back in total?

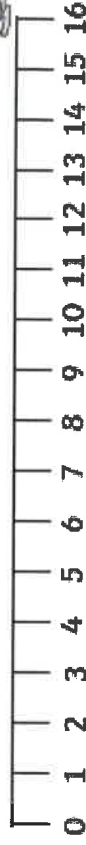
## Subtraction - Crossing 10 (1)



Jill flips back from a bigger number to a smaller one.

She starts at 16 and jumps back 9.

$$16 - 9 = ?$$

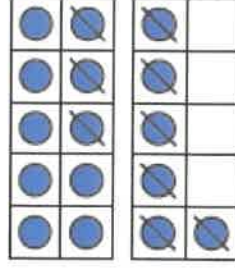


Here are 2 other ways to work out the answer:

$$16 - 9 = 7$$

The calculation is shown with a blue oval around the 16 and 9. A blue arrow points from the 6 in 16 to the 9, and another blue arrow points from the 1 in 16 to the 3 in 9. The result 7 is written in a blue circle.

$$10 - 3 = 7$$



Use the 3 ways to answer these:

$$15 - 8 \quad 13 - 7 \quad 16 - 7$$



## Subtraction – Crossing 10 (2)

### Adult Guidance with Question Prompts

Children subtract numbers within 20, crossing the tens boundary. They use different methods, including finding the difference, taking away and partitioning. Children record calculations using the  $-$  and  $=$  symbols. They use ten-frames, part-whole models and cubes to help them with the different strategies.

Can you draw the grapes on the ten-frames?

Will the ten-frames be full?

How can you show that some have been eaten?

How many will you cross off?

How many are left?

What calculation can you write?

Can you partition 15 into the number of red and green grapes?

Can you build two towers to show me how many grapes each boy ate?

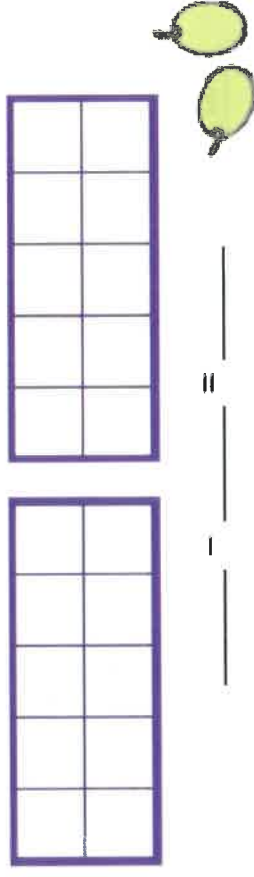
What is the difference between the two towers?



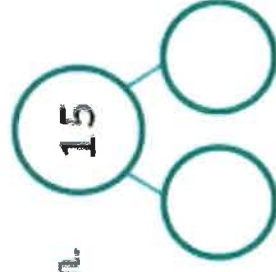
## Subtraction – Crossing 10 (2)



Zack had 20 grapes. He ate 15. Show this.



Of the 15 grapes Zack ate,  
7 were red and the rest were green.  
Show this.

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


Hardeep ate 9 grapes. How many more did  
Zack eat?

Use cubes to find out the answer.

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




## Related Facts

### Adult Guidance with Question Prompts

Children make links between addition and subtraction facts within 20. They use ten-frames and bar models to help them visualise the links between a related set of addition and subtraction number bonds. Children could use practical equipment to help with this activity.

If we have six red counters and seven blue counters, what is the total number of counters?

What did you do to work out the answer?

How does a ten-frame help you to work this out?

Can you complete a ten-frame to show  $7 + 9$ ?

What would be the other addition calculation for this ten-frame?

Which two subtraction calculations would go with this ten-frame?

What do you notice about the two numbers we are adding together?

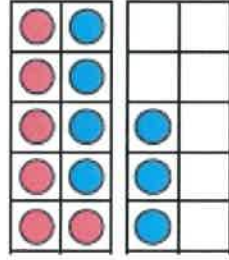
If  $14 - 9 = 5$ , can we swap the first two numbers and write  $9 - 14$ ? Why not?

What is the relationship between addition and subtraction?

Can you draw your own bar model and write the calculations for

15, 9 and 6?

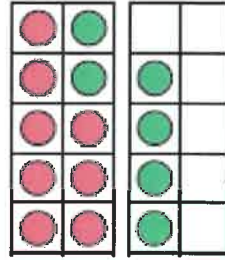
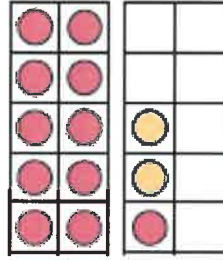
## Related facts



$$\square + 7 = 13 \quad 13 - 6 = \square$$

$$\square + 6 = 13 \quad \square - 7 = 6$$

Write 2 additions (+) and 2 subtractions (-) for these ten-frames.



Complete the calculations to match this bar model.



$$\square + \square = 17 \quad \square + \square = 17$$

$$\square - 9 = \square \quad \square - \square = \square$$



## Compare Number Sentences

### Adult Guidance with Question Prompts

Children use comparing phrases and symbols to make the number statements correct, including interpreting ten-frames. They can use concrete and pictorial representations to help with the calculations.

- What calculation is represented by the first ten-frame?
- Is it an addition or a subtraction calculation? How do you know?
- Do the next ten-frames represent addition or subtraction? Explain how you know.
- Write the matching calculation for these ten-frames?
- Which words go in the middle? Why?
- What does this symbol mean? (Show the < symbol)
- What does this symbol mean? (Show the > symbol)
- What does this symbol mean? (Show the = symbol)
- Can you think of another way to finish these number statements?

15 ~ 4 <

9 + 3 <

10 + 4 =



## Compare Number Sentences



Put the words in the gaps.

is greater than

is less than

is equal to

		$7 + 3$
$15 + 2$		
$8 + 7$		$17 - 2$



Put the numbers in the gaps.

3

6

8

$15 - 4 < 7 +$

$9 + 3 > 13 -$

$10 + 4 = 6 +$

Write the answers in the circles. Then, write the number sentence on the line below.

$3 + \text{BOOM!} + \text{BOOM!} =$   
\_\_\_\_\_

$2 + \text{hero} + \text{hero} =$   
\_\_\_\_\_

$0 + \text{hero} + \text{hero} + \text{hero} =$   
\_\_\_\_\_

$5 + \text{hero} + \text{hero} + \text{hero} + \text{hero} + \text{hero} =$   
\_\_\_\_\_

$6 + \text{hero} + \text{hero} + \text{hero} + \text{hero} + \text{hero} + \text{hero} =$   
\_\_\_\_\_

Write the answers in the circles. Then, write the number sentence on the line below.

$$\begin{array}{c} \text{BAM!} \\ \text{BAM!} \\ \text{BAM!} \end{array} + \begin{array}{c} \text{BAM!} \\ \text{BAM!} \end{array} = \bigcirc$$

$$10 = \begin{array}{c} \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \\ \text{Spider-Man} \end{array} + \bigcirc$$

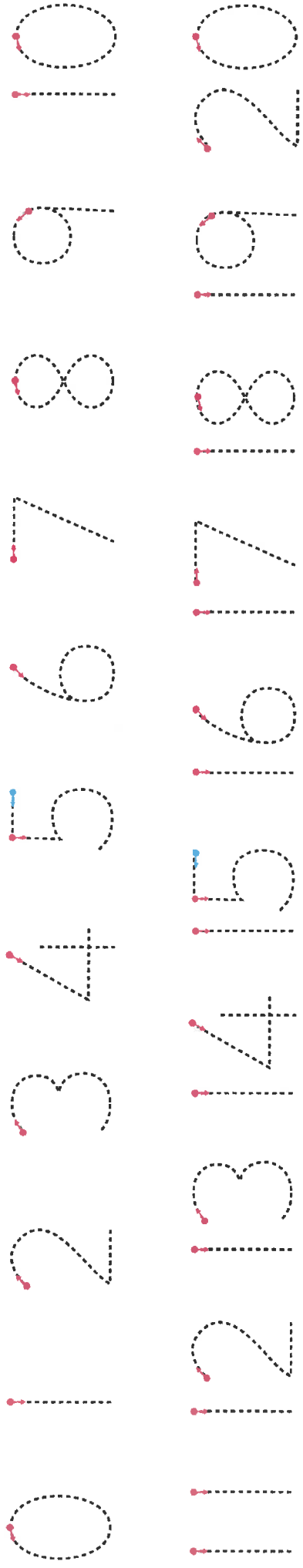
$$\bigcirc + \begin{array}{c} \text{Wonder Woman} \\ \text{Wonder Woman} \end{array} = 7$$

$$8 = \bigcirc + \begin{array}{c} \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \\ \text{Wonder Woman} \end{array}$$

$$4 + \bigcirc = 6$$



## My 0-20 Number Formation



## My 0-20 Number Formation

