Cotsford
Primary School

Cotsford Primary School

Home learning

Year 1

Summer 2

Count in 10s

Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find how many cards there are altogether. They think about what happens to the digits when counting in tens.

Can you count in tens to find how many cards Boris has?

Can you show me?

How many cards will each box hold?

How many boxes does Belinda have?

How can we work out how many cards she has in total?

Practise counting forward in steps of ten. What could you use to help you?

Can you hear or see a pattern?

What happens to the tens digit? What happens to the ones digit?

Now try counting back in tens.

Count in 10s

Boris has 10 cards in each set.

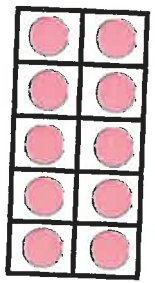
How many cards altogether?

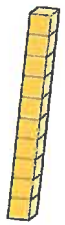
Belinda sorts her cards into boxes.

Each box has 10 cards.

How many cards altogether?

Count in tens.





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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What happens to the digits each time?

Count in 10s

Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to work out whether there are enough cards or not. They reason about the numbers you say when counting in tens from zero.

How many cards will Belinda need to fill nine boxes?

What can you do to work this out?

Does Belinda have enough cards?

How many more cards does she need? Can you show me?

How many cards does Boris need?

How many packs does he have?

How many cards does he have in total? Is this the right number?

If you count in tens from zero, will you say 32?

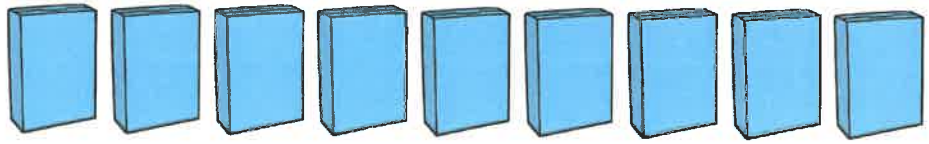
Can you find a way to prove it?

Take turns with a partner to count forward or back in tens.

Count in 10s

Each box has 10 cards.

I have 80 cards. Can I fill up 9 boxes?



Each pack has 10 cards.

I need 70 cards. Do I have the right number?

Start at 0. Count in 10s.

Will you say 32?

32

Count in 10s

Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find missing numbers.

Look at the first number line. Can you see a number pattern with the tens and the ones?

What does this tell you about the missing number?

What can you tell me about the next number line?

What will we need to do?

Can you count back in tens to find the answer?

What can you do to work out the hidden numbers on the hundred square? Can you say them?

What would they look like? How would you write them?

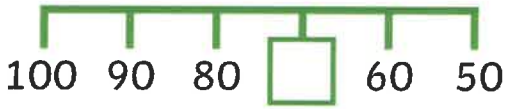
Use a counter to hide a tens number on a hundred square.

Can your friend work out which number is hidden?

With an adult, count forward or back in tens, but skip a number. Can your friend work out the missing number?

Count in 10s

Which numbers are missing?



Which numbers are hidden?

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	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	100

How did you find out?

Making Doubles

Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children identify which picture shows a double.

They then use counters to double quantities and accompany these with stem sentences and calculations. Children move on to use counters to investigate doubles of their own and record number sentences to match them.

What does 'double' mean? What would it look like?
Do the bananas/pears/tomatoes show doubles?
How do you know?
Do there need to be the same amount in each group?
Does it matter if they are arranged in the same way?

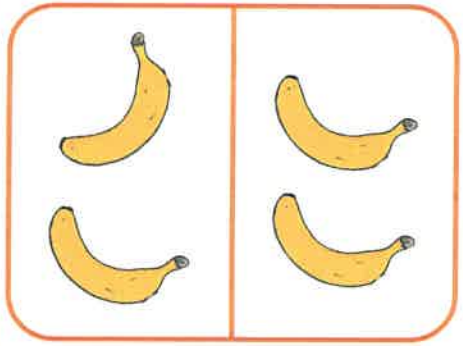
How can you use counters or cubes to help you?
Do you know any number facts that would help?
Can you finish the sentences and calculations and then read them out loud?

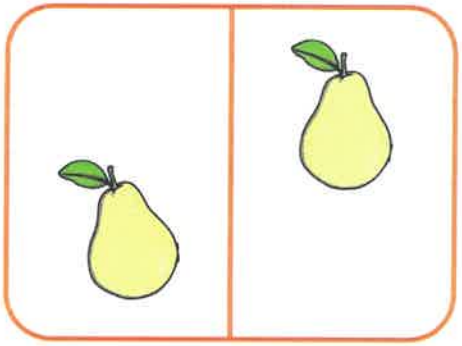
Have you noticed a number pattern on this page?
What could come next? Can you explain why?

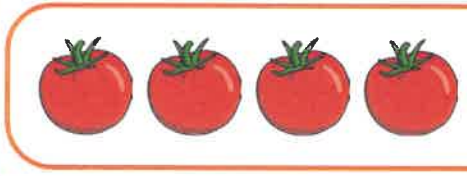
Can you use cubes or counters to show more doubles?

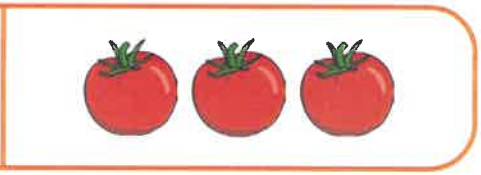
Making Doubles

Which are doubles?









Use counters to make doubles.

Double 4 is ☐

5 + 5 = ☐

Double 6 is ☐

What is next?

Making Doubles

Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children match a picture of a double with the correct calculation. They use what they know about doubles to look at misconceptions. They then find doubles with dice. Children would benefit from using counters or cubes for their working out.

Can you use stem sentences to describe the doubles?

'Double _ is _.'

Which calculation matches the picture? How do you know?

Can you count the bananas/cherries in the first picture? Does the next picture show double the amount?

How do you know?

How many different doubles is it possible to roll?

How can you check that you have found them all?

What's the smallest/greatest total you could find?

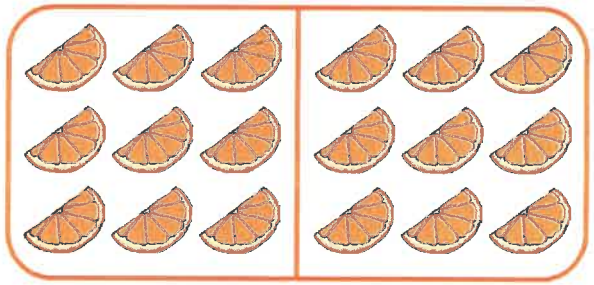
Can you explain your reasoning?

Making Doubles

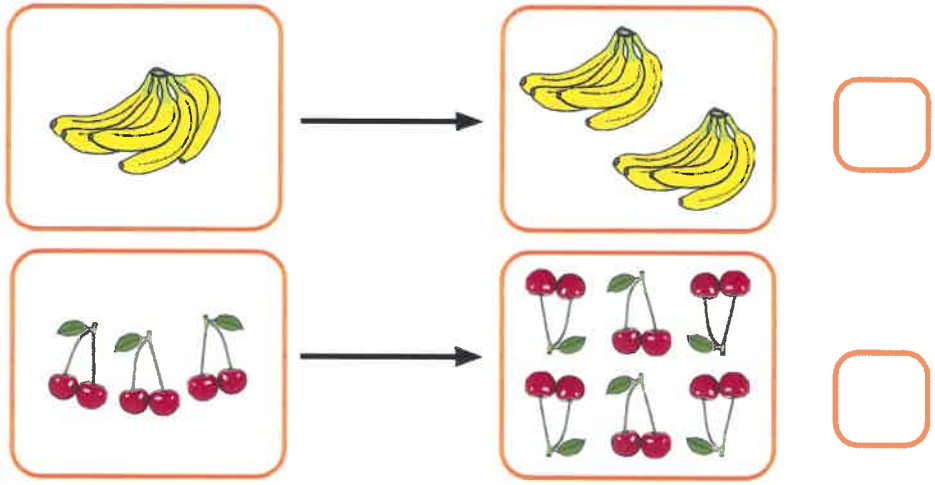
Circle the matching calculation.

8 + 8 = ☐

Double 9 is ☐



Are the doubles right? Tick or cross.



Roll 2 dice.

How many doubles can you make?

Making Doubles

Adult Guidance with Question Prompts

Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children choose the sentences or calculations that match the picture. They then double numbers in a sequence and describe the patterns that helped them, using the pattern to then find the next doubles in the sequence.

Children would benefit from using counters or cubes to help them solve these questions.

How many cubes are there?

How many cubes would you double to make 12? Can you show me? Which statements does this match? ('6 + 6' and 'It is double 6.')

Does 12 + 12 match the picture? Why not?

What would you double to make 12? Does this match the picture? Why not?

Can you continue the number doubles sequence?

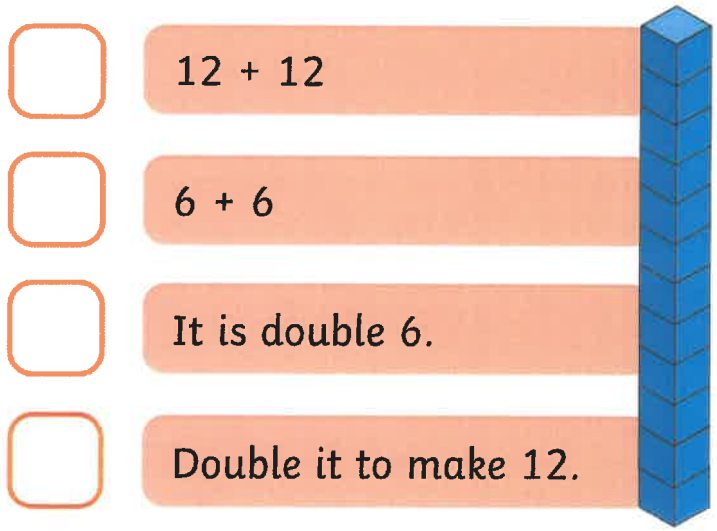
What is double 2? (3, 4, 5?) How can you work it out?

Which patterns will help you? What do you notice?

Can you use the pattern to find the next answer?

Making Doubles

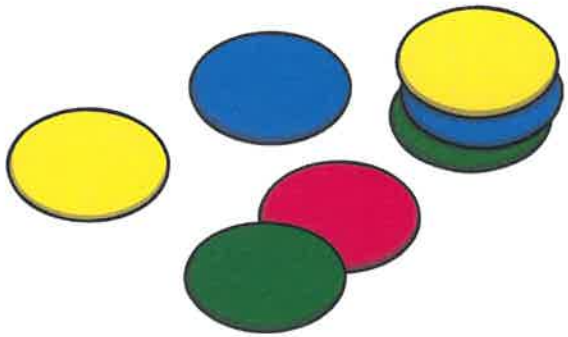
Tick the sentences that match the picture.



- ☐ 12 + 12
- ☐ 6 + 6
- ☐ It is double 6.
- ☐ Double it to make 12.

Finish the doubles.

1 → 2



2 → ☐

3 → ☐

4 → ☐

5 → ☐

What is the pattern?

How many more can you find?

Making Equal Groups

Adult Guidance with Question Prompts

Children share objects into equal groups as an introduction to division. They are provided with a quantity and use this to make equal groups. Children use pictures and objects to support their learning. They use stem sentences to present their learning. Formal division is not introduced yet.

Here, children use stem sentences to represent their learning. Children are given a total and use counters to investigate different ways to arrange the total into equal groups.

What do the words 'equal' and 'unequal' mean?

How many gold bars are there altogether?

How many boxes can you see?

If you share them equally, how many will go in each box?

How many coins are there altogether?

Can they make two equal groups?

What can you do to find out?

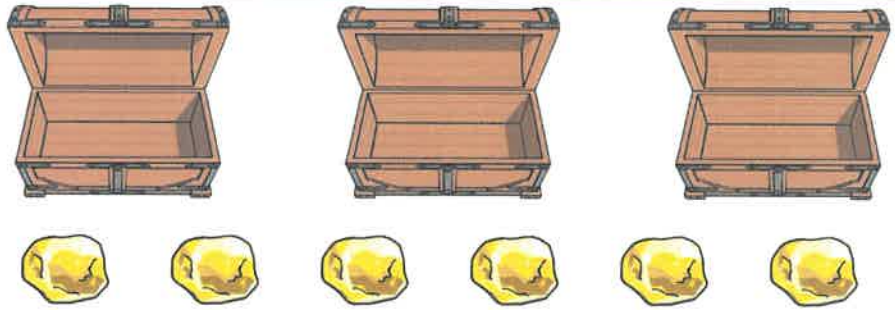
How many are in each bag?

Repeat for six.

Make Equal Groups - Sharing

Use counters to make equal goups.

Can you share the gold bars in the boxes equally?

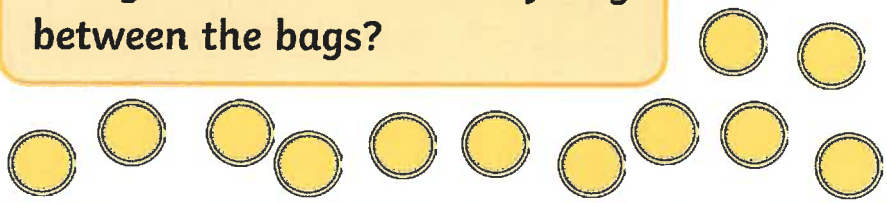


There are _____ bars altogether.

There are _____ boxes.

Put _____ bars in each box.

Can you share the coins equally between the bags?



_____ shared between 2 is _____.

_____ shared between 6 is _____.

Making Equal Groups

Adult Guidance with Question Prompts

Children are provided with a quantity and use this to make equal groups. They use pictures and objects to support their learning. Children also investigate quantities that can't be grouped equally. They use sentences to present their learning. Formal division is not introduced yet.

Here, children consider two statements and share counters to prove which one is correct. Next, they share a total between five bags and three bags and consider which holds the most gems. Children are encouraged to explain their reasoning during their investigations.

What is each child saying?

Can you show me, using counters, how we could share the pearls using Penny's idea?

Can you show me, using counters, how we could share the pearls using Percy's idea?

Who do you agree with?

Can you explain why?

How many gems are in each set? Are they the same?

How many bags are in each set? How are they different?

Will there be more gems in each blue bag or each red bag? (If they are shared equally)

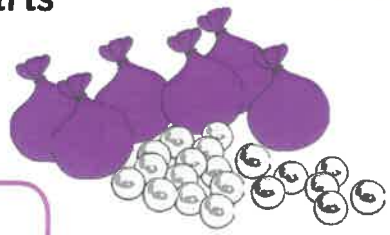
Can you explain why?

Can you find a way to prove it?

Use counters to make a sharing challenge for your friend.

Make Equal Groups - Sharing

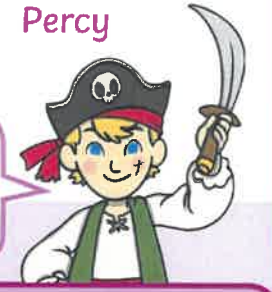
How can we share 20 pearls equally into 5 bags?



Penny

Share them into 5 groups.

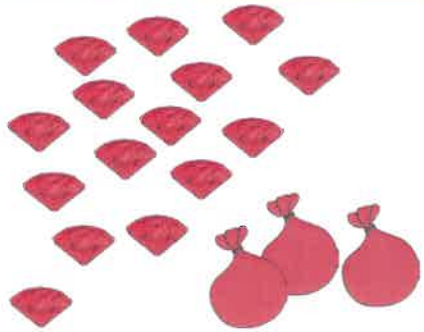
Percy



Put 5 in each bag.

Who do you agree with?

Which bag will have more gems if they are shared equally?



Can you prove it?

Making Equal Groups

Adult Guidance with Question Prompts

Children are provided with a quantity and use this to make equal groups. They use pictures and objects to support their learning. Children also investigate quantities that can't be grouped equally. They use sentences to present their learning. Formal division is not introduced yet.

Here, children use counters and their knowledge of number patterns to see which boxes of treasure can be shared into two and five equal groups. Children are encouraged to explain their reasoning during their investigations.

Which number can be shared equally between two friends?

Are there any number pattern clues that can help us?

Can you prove it with counters?

How many would they get each?

Can you use a stem sentence to explain this?

'_ can be shared by _ friends. They each get _.'

Repeat for the 'five friends' challenge.

Which box could be shared by either two or five children?

Can you spot any number pattern clues?

Can you prove it with counters?

How many would they get each?

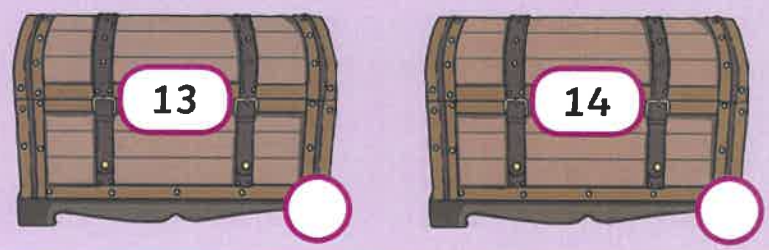
Can you use a stem sentence to explain this?

'_ can be shared by _ friends. They each get _.

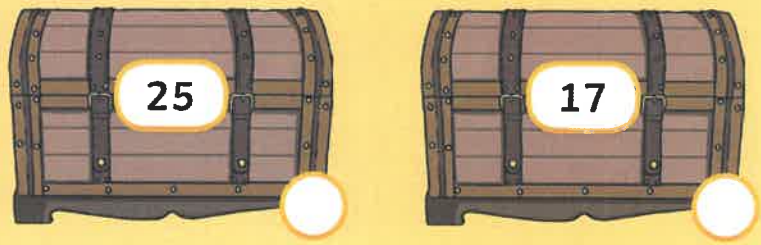
Make Equal Groups - Sharing

The boxes are full of coins.

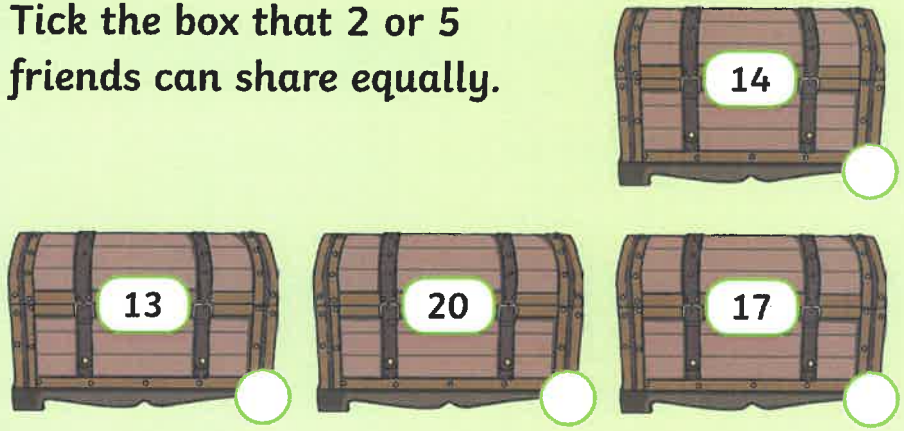
Tick the box that 2 friends can share equally.



Tick the box that 5 friends can share equally.



Tick the box that 2 or 5 friends can share equally.



Make Equal Groups

Adult Guidance with Question Prompts

Children use pictures and objects to investigate equal groups. They understand that groups of the same number are still equal even if they have been arranged in different ways. Formal multiplication is not introduced at this point. Here, children identify equal and unequal groups. They use stem sentences 'Here are ____ groups of ____.' Then, they investigate different ways to arrange eight objects into equal groups.

What do the words 'equal' and 'unequal' mean?

Count the sheets in each pile of paper.

Count the books in each pile.

Which group is equal/unequal?

Can you explain how you know?

Read each sentence and check the pictures.

Which one is true/false?

What should the incorrect sentence say?

What can you say about these groups?

What is the same?

What is different?

Can you use stem sentences to describe them?

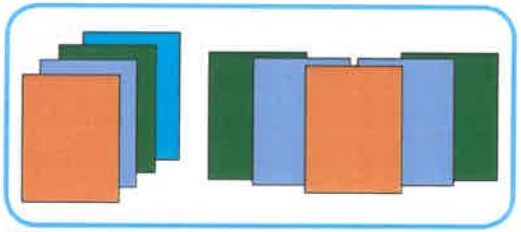
'Here are ____ groups of ____ paper clips.'

Make Equal Groups

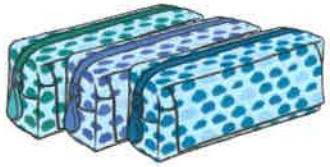
Match the labels with the groups.

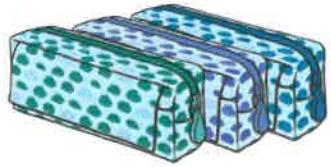
equal

unequal

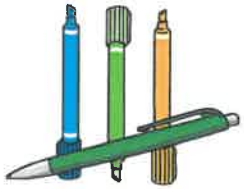


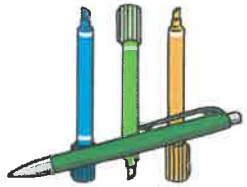
True or false?





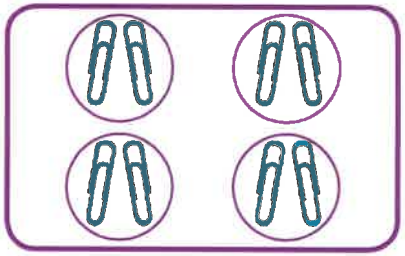
Here are 2 groups of 3 pencil cases.

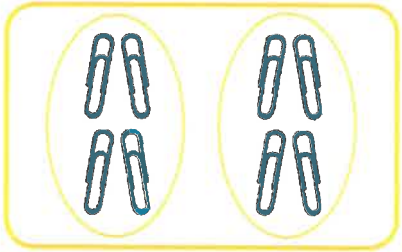




Here are 3 groups of 3 pens.

What can you say about these groups?





Make Equal Groups

Adult Guidance with Question Prompts

Children use pictures and objects to investigate equal groups. They understand that groups of the same number are still equal even if they have been arranged in different ways. Formal multiplication is not introduced at this point. Here, children examine different arrangements of equal groups. They consider ways to change unequal groups to make them equal. Then, they investigate different ways to arrange 12 objects into equal groups.

What do the words 'equal' and 'unequal' mean?

What do you notice about the groups of cubes?

Are the groups equal? How do you know?

Can you finish the stem sentence? 'Here are ____ groups of ____.'

Does it matter how they have been arranged?

Count the number of balls in each group.

Are the groups equal?

What can you do to make them equal?

Can you show me how we could make them equal?

Can you describe them? 'Here are ____ groups of ____.'

How many ways can you share 12 things into equal groups?

Can you show me?

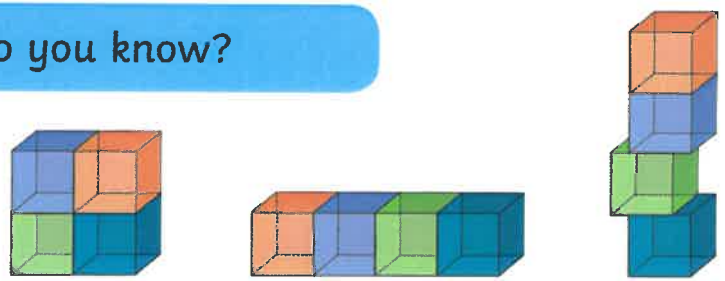
Can you use stem sentences to talk about each idea?

'Here are ____ groups of ____.'

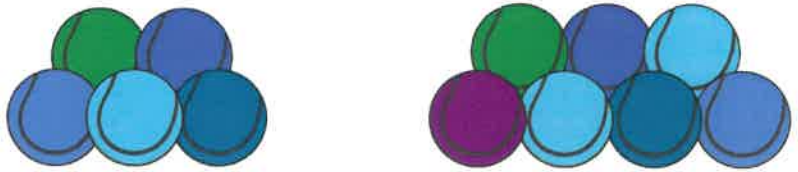
Make Equal Groups

Are these groups equal?

How do you know?



What can you do to make these groups equal?



Find 12 things.

Can you share them into different, equal groups?

What can you say about them?

Here are ___ groups of ___ things.

Make Equal Groups

Adult Guidance with Question Prompts

Children use pictures and objects to investigate equal groups. They understand that groups of the same number are still equal even if they have been arranged in different ways. Formal multiplication is not introduced at this point. Here, children investigate if it is possible to share fourteen objects into four equal groups. They examine different arrangements to check if they are equal. Then, children explore different ways to present a number of equal groups e.g. 1 + 1, 2 + 2, 3 + 3 and 4 + 4 are all examples of two equal groups.

Do you think it's possible to share 14 things into four equal groups? What can you do to find the answer?

Can you explain what you have found out?

What can you tell me about each reward chart?

Who has made equal groups? Can you use a sentence to describe it?

'Here are ____ groups of ____.'

Can you think of more ways to make equal groups with 16 stars?

Which number did you roll?

This tells you the number of equal groups to make.

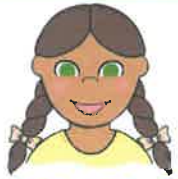
Can you tell me about each idea with a sentence?

'Here are ____ groups of ____.'

Were there any numbers you couldn't do?

Make Equal Groups

Can I share 14 stickers into 4 equal groups?

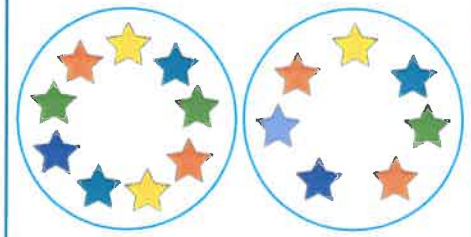


What can you do to find out?

Who has made equal groups with their star stickers?

Pat's Reward Chart

Jim's Reward Chart

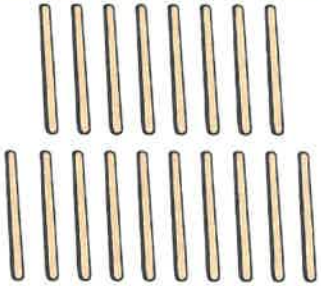


Are there more ways to make equal groups with 16 stickers?

Roll a dice.

Can you make that number of equal groups out of 18 sticks?

Can you find more ways?



Add Equal Groups

Adult Guidance with Question Prompts

Children find totals by adding equal groups of two, five or ten (not exceeding a total of 50). They use pictures and practical equipment to support their investigations. In this activity, children use pictures to add groups of twos or fives. They practise saying stem sentences and recording calculations. Children then apply their knowledge of number patterns to extend the challenge.

How many pairs of socks can you see?

How many socks are in each pair?

Can you read the calculation?

What can you do to find the total?

How many socks would you have if you had one more pair?

How many bunches of balloons can you see?

How many balloons are in each bunch?

Can you complete the sentence?

What would the calculation look like?

How could you find the total if there was one more bunch?

Adult-led activity:

Can you make some equal groups using objects in the classroom?

What can you say to add them up?

'There are __ groups of __.' 'There are __ altogether.'

Add Equal Groups

There are ☐ pairs of ☐ socks.

How many socks altogether?

2 + 2 + 2 = ☐

What if there was 1 more pair?

There are ☐ bunches of ☐ balloons.

How many balloons altogether?

☐ + ☐ + ☐ + ☐ = ☐

What if there was 1 more bunch?

Add Equal Groups

Adult Guidance with Question Prompts

Children find totals by adding equal groups of two, five or ten (not exceeding a total of 50). They use pictures and practical equipment to support their investigations. Children record written calculations and say stem sentences to share their findings. Here, children use their knowledge of adding equal groups to answer a true or false question and choose the correct statement or calculation to match a picture.

How many groups are there?

How many cakes are there in each group?

There are two groups of four cakes. Is this true or false?

What is the total? Can you count in fives to add the groups?

Are there three groups of five? How many groups are there? How many are in each group?

Can you write the calculation? How many are in the first group? Which sign should we use?

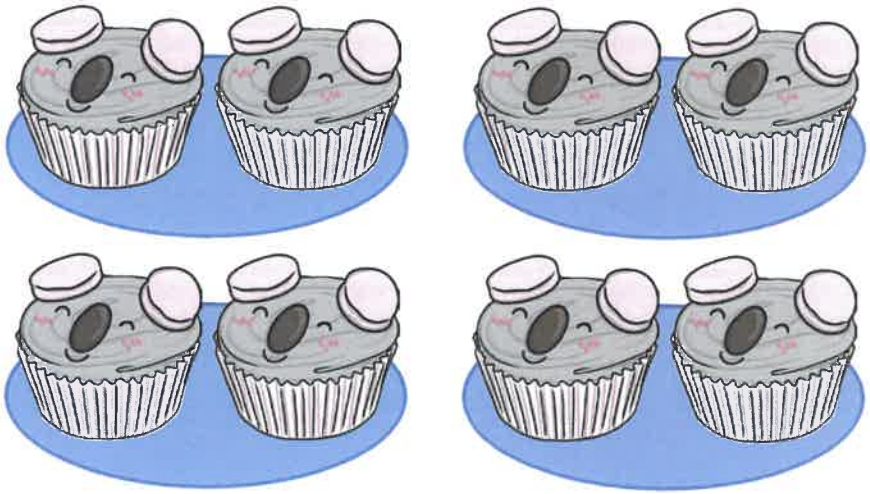
Adult-led activity:

Make or draw three equal groups and write the calculation to match.

Add Equal Groups

There are 2 groups of 4 cakes.

True or false?



Tick the right one.

- ☐ The total is 20.
- ☐ There are 3 groups of 5.
- ☐ 3 + 3 + 3

Add Equal Groups

Adult Guidance with Question Prompts

Children find totals by adding equal groups of two, five or ten, not exceeding a total of 50. They make links with real-life examples. Pictures and practical equipment are used to support their investigations. Children use written calculations to make links with practical investigations. Here, children investigate different ways to reach the same total by counting in groups of ten, five and two. They also consider how many more groups they need to reach a total.

How many cups are in two groups of ten/four groups of five?

Is the statement true or false?

The groups of ten cups make 20 and the groups of five cups make 20. If you had groups of two cups, how many groups would you need to make 20?

How many plates can you see?

How many cakes are on each plate?

How many cakes are there altogether?

How many plates will make a total of 30 cakes?

How many more plates of cakes are needed?

Adult-led activity:

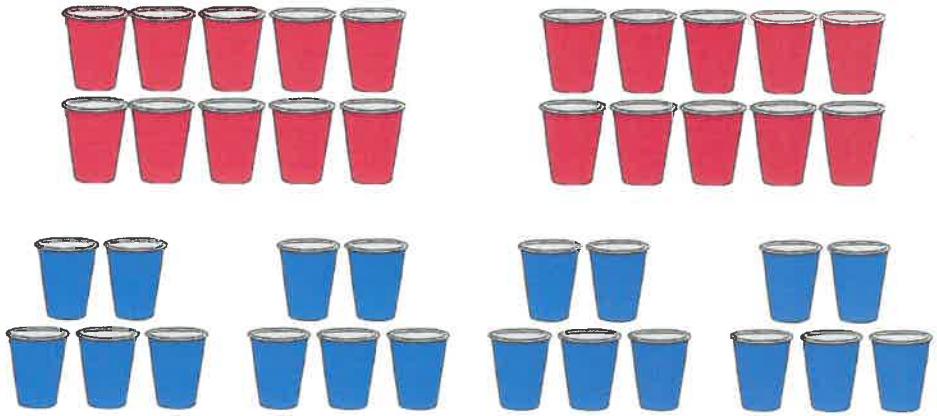
How many different ways can you find to make a total of 30 with equal groups of two, five or ten?

Insert question prompts questions here.

Add Equal Groups

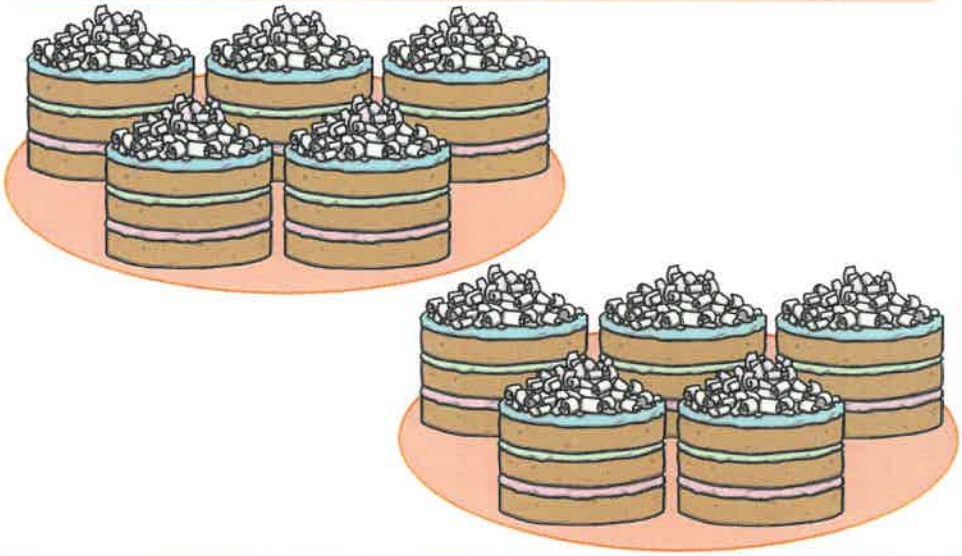
True or false?

2 groups of 10 cups is more than 4 groups of 5 cups.



I need 30 cakes.

How many more plates do I need?



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 _____	are _____	your _____
a _____	were _____	they _____
do _____	was _____	be _____
to _____	is _____	he _____
today _____	his _____	me _____
of _____	has _____	she _____
said _____	I _____	we _____
says _____	you _____	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 _____	come _____	push _____
so _____	some _____	pull _____
by _____	one _____	full _____
my _____	once _____	house _____
here _____	ask _____	our _____
there _____	friend _____	_____
where _____	school _____	_____
love _____	put _____	_____

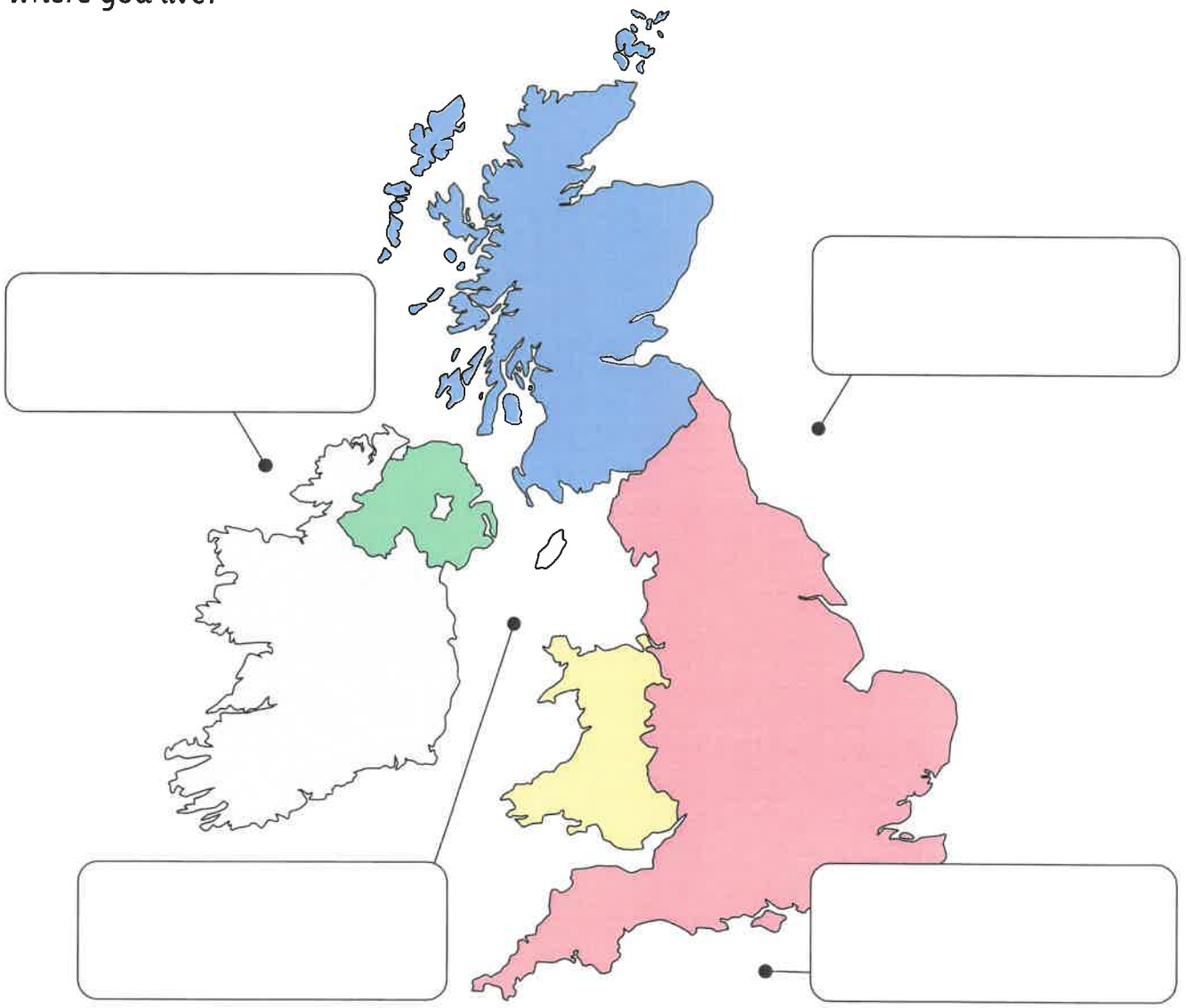
Bright Lights, Big City

Name

These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

Activities

1. Four countries make up the United Kingdom. Use an atlas, map or the internet to find out the names of each of the four countries and the surrounding seas and oceans. Label the map, using the useful words to help. Can you find the place where you live?



Useful words

- Atlantic Ocean
- England
- English Channel
- Irish Sea
- Northern Ireland
- North Sea
- Scotland
- Wales

2. *Who is the current monarch of the United Kingdom? Find out as much as you can about them, using a range of sources. Draw a picture of them and write a list of facts to go with your illustration.*

3a. *The monarch of the United Kingdom lives in London. London is the capital city of the United Kingdom. Use information books and the internet to find out as much as you can about London. Create an information poster to record what you have found out. You might like to include pictures and the following headings: landmarks, buildings, types of jobs and people.*

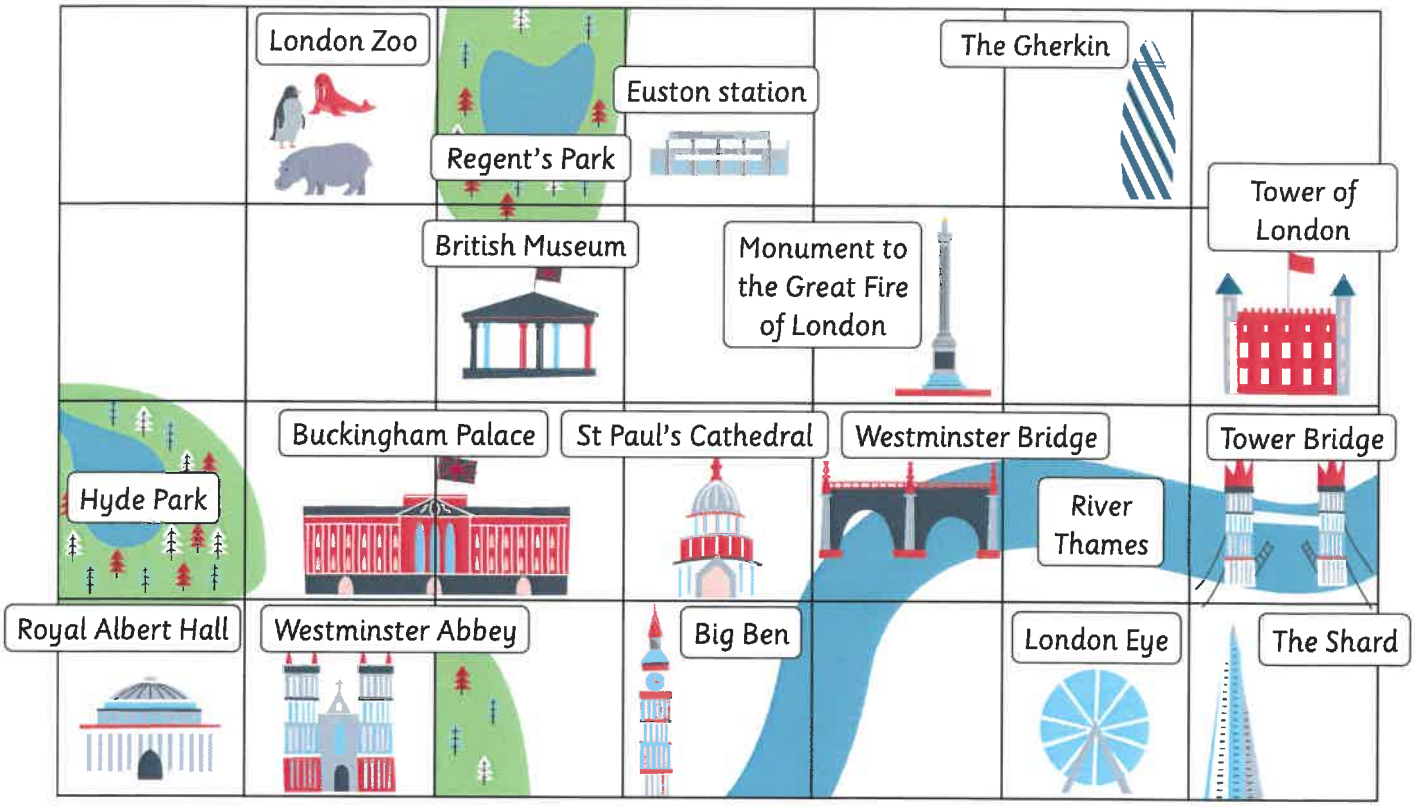
3b. *Why not repeat this activity for the city, town or village where you live? How are London and the place where you live similar or different?*

4. *All cities, towns and villages have many human features. Human features are man-made, such as buildings, roads and bridges. Label the human features below. Write a list of other human features found in cities, towns and villages.*

Image from: Shutterstock editorial/mikecphoto, Paolo Paradiso

5. *Physical features form naturally. Examples include hills, lakes and islands. Label the physical features found in the United Kingdom.*

6. A map is a picture of an area of land or sea that shows the human and physical features of a place. Look at the London grid map below.

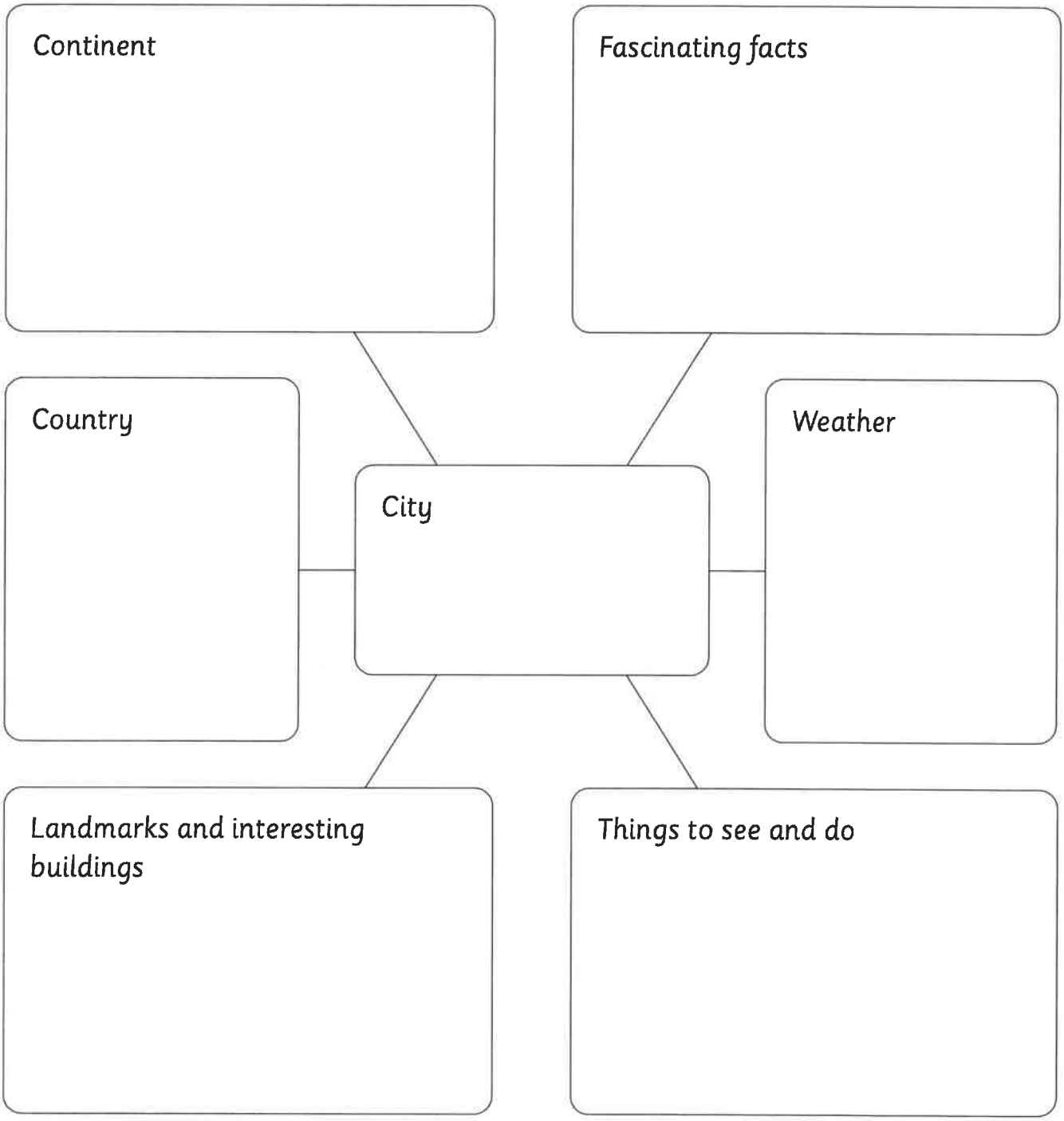


Use the labels to list the human and physical features on the London grid map in the table below.

Human features	Physical features

7. *Take a walk around your local area. Make a list or draw pictures of the physical and human features that you find. If you draw pictures, label each one.*

8. *Use an atlas, world map or online maps to look for a city, such as Paris, Berlin, Lagos, Tokyo, Moscow or Barcelona. Choose one that you think looks interesting and use information books and the internet to help you find out about the city. Use the mind map to record your findings.*



9. *Finish your home learning by writing some sentences or explaining to an adult what you have learned about human and physical features, cities, the current monarch and the capital city, London.*

Useful websites

BBC Bitesize – Let's explore the UK

Visit London – Welcome to London

BBC Teach – Geography KS1 – Transport, travel and landmarks of London

BBC Bitesize – What are human and physical features?

National Geographic Kids – 15 Fun Facts about the Queen

DKfindout! – Queen Elizabeth The Second Facts for Kids

Good reads

Title	Author	ISBN
London Children's Map	Kourtney Harper	9781904711049
Children's Picture Atlas	Ruth Brocklehurst	9780746047132
Queen Elizabeth II (Info Buzz)	Izzi Howell	9781445158860
London (Capital Cities of the United Kingdom)	Chris Oxlade and Anita Ganeri	9781474727709
Cities of the World	Becky Davies	9781788817189
Katie In London	James Mayhew	9781408331934
The Queen's Hat	Steve Antony	9781444919158

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

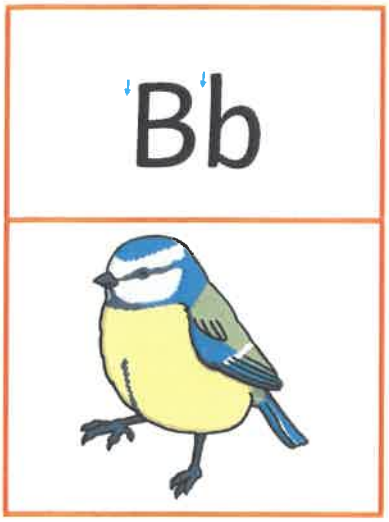
A A A

Aa Aa Aa

and

apple

axe



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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

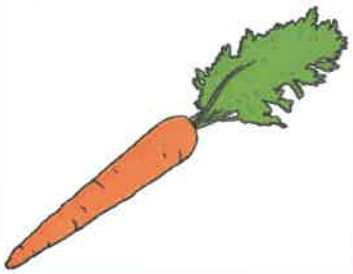
Bb Bb Bb

be

but

before

Cc



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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: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

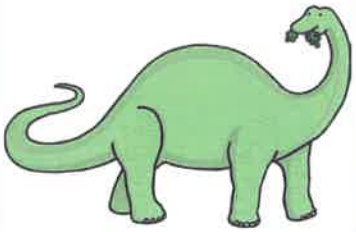
Cc Cc Cc

can

cat

come

Dd



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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: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

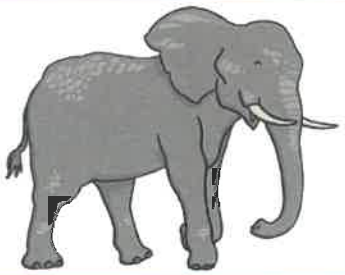
Dd Dd Dd

Dad

do

did

Ee



Notes to remember:

- My letters sit on the line.
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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: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

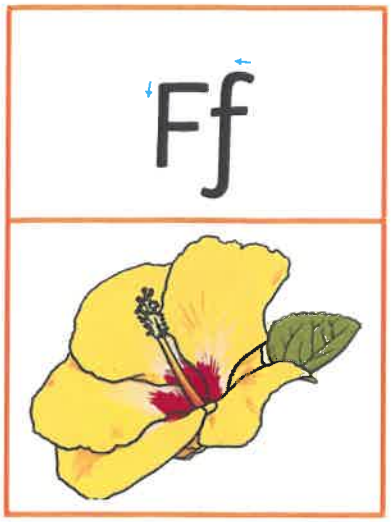
E E E

Ee Ee Ee

every

envelope

elephant



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- 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: f for flower.

Now copy the letters and words into your handwriting book.

f f f

F F F

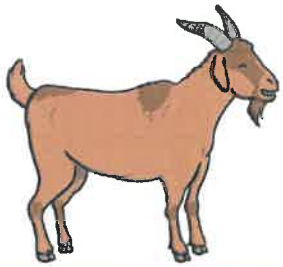
Ff Ff Ff

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

Hh

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

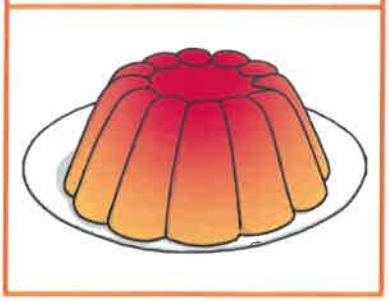
Ii Ii Ii

it

is

if

Jj



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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: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

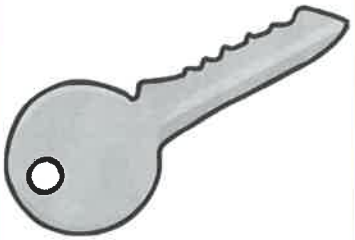
Jj Jj Jj

just

joke

jump

Kk



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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

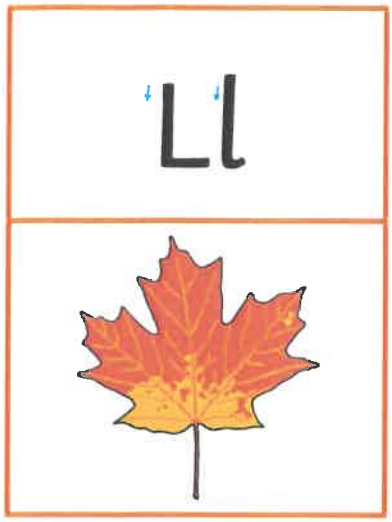
K K K

Kk Kk Kk

kite

kind

king



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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: l for leaf.

Now copy the letters and words into your handwriting book.

l l l

L L L

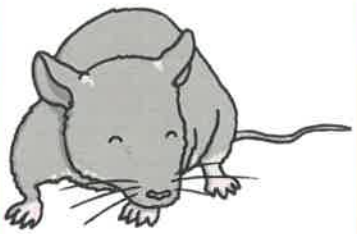
Ll Ll Ll

like

little

look

Mm



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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: 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

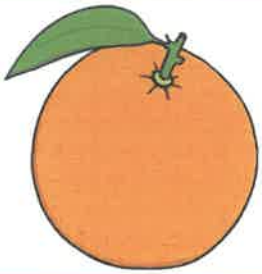
Nn Nn Nn

no

not

now

Oo



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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

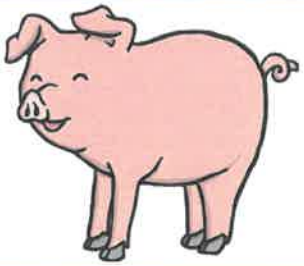
Oo Oo Oo

of

odd

ostrich

Pp



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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: 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

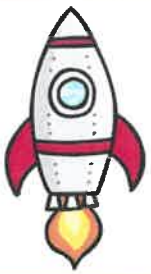
Qq Qq Qq

queen

quick

quiet

Rr



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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: r for rocket.

Now copy the letters and words into your handwriting book.

r r r

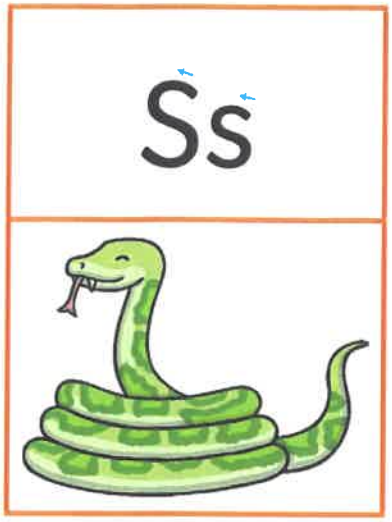
R R R

Rr Rr Rr

run

red

rain



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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:

- 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

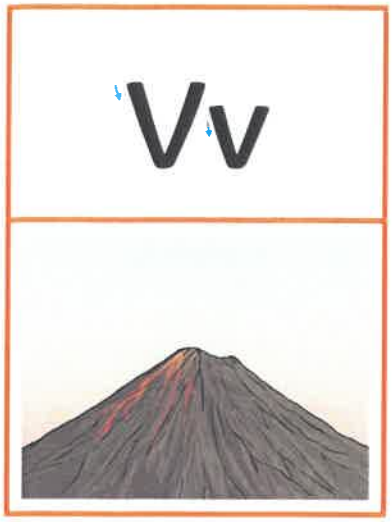
U U U

Uu Uu Uu

up

under

umbrella



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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: 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:

- 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

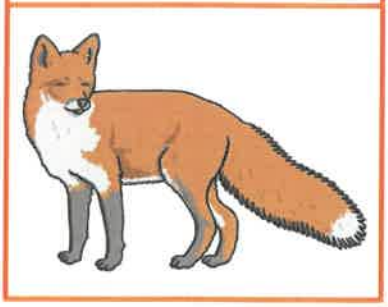
Ww Ww Ww

when

with

was

Xx



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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: x for fox.

Now copy the letters and words into your handwriting book.

x x x

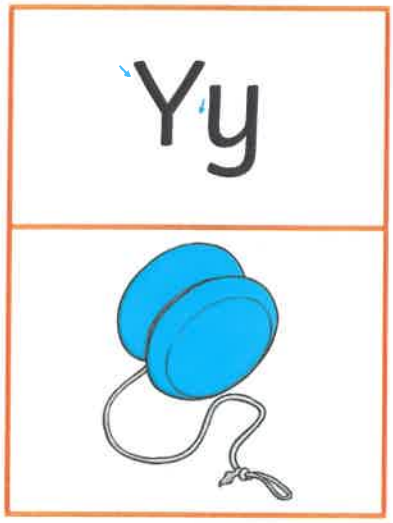
X X X

Xx Xx Xx

fox

box

x-ray



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

Make Arrays

Adult Guidance with Question Prompts

Children make and use arrays. They use repeated addition and stem sentences to support their learning. They learn that each row should have the same number of items, as should each column. In this activity, children complete stem sentences to match the arrays. They can go on to use counters or cubes to make their own arrays to match given calculations.

What is a row? How many rows can you see?

How many dots are there in the first row? Are there the same number of dots in each row?

How many rows are there?

What would this look like as an addition calculation?

How many dots are there altogether?

Repeat these questions for columns.

Adult-led activity:

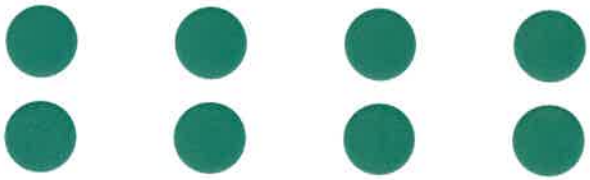
Use counters to make arrays that show these calculations.

5 + 5 + 5 + 5 =

10 + 10 + 10 =

How many rows? How many columns? How many altogether?

Make Arrays



There are _____ dots in each row.

There are _____ rows.

_____ + _____ = _____

There are _____ dots altogether.

There are _____ dots in each column.

There are _____ columns.

_____ + _____ + _____ + _____ = _____

There are _____ dots altogether.

Make Arrays

Adult Guidance with Question Prompts

Children make and use arrays. They use repeated addition and stem sentences to support their learning. They learn that each row should have the same number of items, as should each column. In this activity, children apply what they know to match arrays with number sentences, tackle misconceptions and use an array to find a total. Children would benefit from using counters or cubes for the last question.

What can you say about the rows and columns in this array?

Can you read the number sentences?

Do they match the array?

Are these both arrays? Can you explain your reasoning?

What is the same/different about these arrangements?

How many dots do you think there are altogether?

How can you work this out?

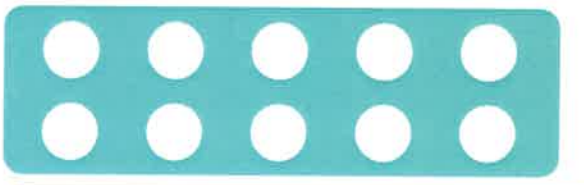
Can you use counters or cubes to show the array?

What would this look like as number sentences?

Can you describe an array for your friend to make?

Make Arrays

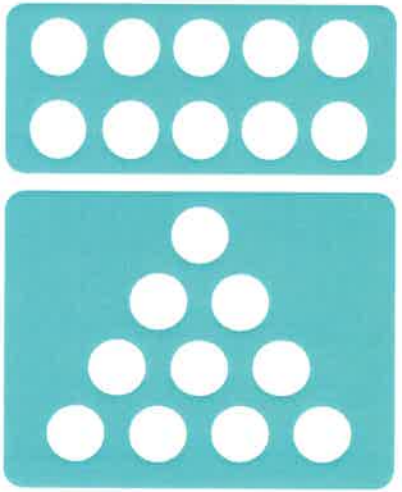
Which calculation matches the array?



2 + 2 + 2 + 2 + 2 = 10

5 + 5 = 10

Here are 2 more arrays with 10 dots. Are they right?



4 rows of dots.

10 dots in each row.

How many dots altogether?

Make Arrays

Adult Guidance with Question Prompts

Children make and use arrays. They use repeated addition and stem sentences to support their learning. They learn that each row should have the same number of items, as should each column. In this activity, children explain and prove whether statements are correct or not. Children will need to use counters or cubes to investigate different possibilities.

What does 'equal' mean?

Is it possible to make equal rows with 15 cubes?

Can you show me?

Are there three different ways to make arrays with 20 cubes?

Do you think there will be more ways than this or less?

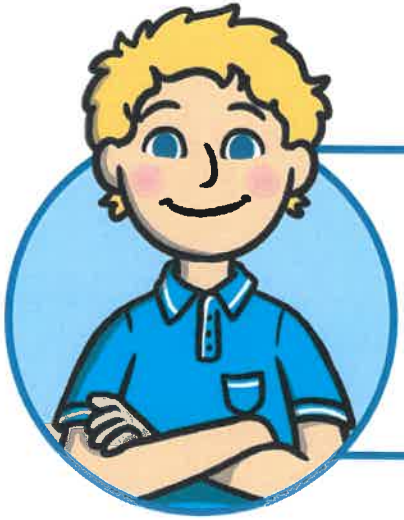
What can you do to find out?

Is it possible to make an array with 13 sticks?

Can you explain your reasoning?

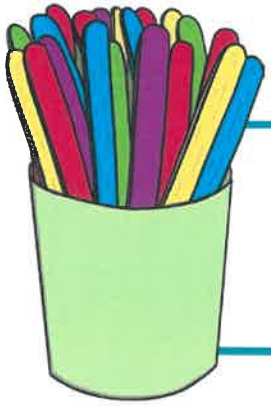
Make Arrays

Find 15 cubes. Can you make equal rows?



There are 3 ways to make an array with 20 counters.

Do you agree?



Can you make an array with 13 sticks?

It must have more than 1 row.

My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

My 0-20 Number Formation

0 1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

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