Year 1

Learning Activity Booklet
For Maths & English

ANSWERS
### Solve maths statements involving addition, subtraction and equals sign

**Section A**

<table>
<thead>
<tr>
<th>1</th>
<th>1 + 7 =</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3 - 0 =</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>7 - 3 =</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>10 + 4 =</td>
<td>14</td>
</tr>
</tbody>
</table>

**Section B**

<table>
<thead>
<tr>
<th>1</th>
<th>6 + 8 =</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15 - 0 =</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>4 + 15 =</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>17 - 2 =</td>
<td>15</td>
</tr>
</tbody>
</table>

**Section C**

<table>
<thead>
<tr>
<th>1</th>
<th>13 - 4 =</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>19 + 7 =</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>18 - 11 =</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>13 + 1 + 3 =</td>
<td>17</td>
</tr>
</tbody>
</table>

### Solve missing number addition and subtraction problems

**Section A**

<table>
<thead>
<tr>
<th>1</th>
<th>5 + ? = 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6 + 2 = 8</td>
</tr>
<tr>
<td>3</td>
<td>10 - 8 = 2</td>
</tr>
<tr>
<td>4</td>
<td>9 - ? = 3</td>
</tr>
</tbody>
</table>

**Section B**

<table>
<thead>
<tr>
<th>1</th>
<th>14 + 5 = 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15 - 7 = 8</td>
</tr>
<tr>
<td>3</td>
<td>4 + 14 = 18</td>
</tr>
<tr>
<td>4</td>
<td>18 - 9 = 9</td>
</tr>
</tbody>
</table>

**Section C**

<table>
<thead>
<tr>
<th>1</th>
<th>8 + ? = 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9 + 7 = 16</td>
</tr>
<tr>
<td>3</td>
<td>22 - 6 = 16</td>
</tr>
<tr>
<td>4</td>
<td>12 + 4 + 4 = 20</td>
</tr>
</tbody>
</table>

### Solve multiplication problems

**Section A**

<table>
<thead>
<tr>
<th>1</th>
<th>2 groups of 3 make 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10 lots of 1 make 10</td>
</tr>
</tbody>
</table>

**Section B**

<table>
<thead>
<tr>
<th>1</th>
<th>2 groups of 2 = 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5 times 1 = 5</td>
</tr>
<tr>
<td>3</td>
<td>10 times 5 = 50</td>
</tr>
<tr>
<td>4</td>
<td>2 lots of 4 = 8</td>
</tr>
</tbody>
</table>

**Section C**

<table>
<thead>
<tr>
<th>1</th>
<th>8 lots of 1 = 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5 times 6 = 30</td>
</tr>
<tr>
<td>3</td>
<td>10 times 7 = 70</td>
</tr>
<tr>
<td>4</td>
<td>8 multiplied by 2 = 16</td>
</tr>
</tbody>
</table>

### Solve division problems

**Section A**

<table>
<thead>
<tr>
<th>1</th>
<th>30 shared into 10 makes 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15 divided by 5 is 3</td>
</tr>
</tbody>
</table>

**Section B**

<table>
<thead>
<tr>
<th>1</th>
<th>2 divided by 2 = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20 shared by 5 = 4</td>
</tr>
<tr>
<td>3</td>
<td>4 shared into 2 = 2</td>
</tr>
<tr>
<td>4</td>
<td>10 shared by 10 = 1</td>
</tr>
</tbody>
</table>

**Section C**

<table>
<thead>
<tr>
<th>1</th>
<th>14 divided by 2 = 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>50 shared into 5 = 10</td>
</tr>
<tr>
<td>3</td>
<td>60 shared into 10 = 6</td>
</tr>
<tr>
<td>4</td>
<td>45 shared by 5 = 9</td>
</tr>
</tbody>
</table>
### Recognise half of a given number

**SECTION A**

1. 3 is half of 6
   ![Diagram showing 3 shaded circles out of 6 total circles]

2. 10 is half of 20
   ![Diagram showing 10 shaded circles out of 20 total circles]

**SECTION B**

1. 4 is half of 8
   ![Diagram showing 4 shaded circles out of 8 total circles]

2. 8 is half of 16
   ![Diagram showing 8 shaded circles out of 16 total circles]

3. 6 is half of 12
   ![Diagram showing 6 shaded circles out of 12 total circles]

4. 12 is half of 24
   ![Diagram showing 12 shaded circles out of 24 total circles]

**SECTION C**

1. 16 is half of 32
   ![Diagram showing 16 shaded circles out of 32 total circles]

2. 24 is half of 48
   ![Diagram showing 24 shaded circles out of 48 total circles]

3. 40 is half of 80
   ![Diagram showing 40 shaded circles out of 80 total circles]

4. 27 is half of 54
   ![Diagram showing 27 shaded circles out of 54 total circles]

### Recognise a quarter of a given number

**SECTION A**

1. 3 is a quarter of 12
   ![Diagram showing 3 shaded circles out of 12 total circles]

2. 5 is a quarter of 20
   ![Diagram showing 5 shaded circles out of 20 total circles]

**SECTION B**

You can use the circles to help you

1. 1 is a quarter of 4
   ![Diagram showing 1 shaded circle out of 4 total circles]

2. 9 is a quarter of 36
   ![Diagram showing 9 shaded circles out of 36 total circles]

**SECTION C**

1. 4 is a quarter of 16
   ![Diagram showing 4 shaded circles out of 16 total circles]

2. 7 is a quarter of 28
   ![Diagram showing 7 shaded circles out of 28 total circles]

### Mastering the Maths Curriculum

**Maths Curriculum**

**Count forwards, read and write numbers to and across 100, beginning with 0 or 1, or from any given number**

1. Start at 0 and count to 100.
2. Now, start at 52 and count to 108.
3. Try to write the missing numbers on the animals.

**Add one-digit and two-digit numbers to 20, including zero**

1. Solve each calculation.
   - 2 + 12 = 14
   - 14 + 0 = 14
   - 10 + 10 = 20
   - 17 + 3 = 20
   - 6 + 11 = 17
   - 13 + 4 = 17

2. Put a ring around each calculation which equals the number in the box.

   EXAMPLE:
   - 16 + 3 + 13 = 7 + 10 + 8 + 8 + 12 + 4 = 10 + 5
   - 19 + 11 + 8 = 4 + 16 + 17 + 2 + 14 + 5 = 13 + 6
   - 17 + 17 + 0 = 7 + 12 + 11 + 6 + 14 + 4 = 14 + 3
   - 18 + 14 + 6 = 12 + 6 + 13 + 5 + 17 + 2 = 19 + 0
   - 14 + 0 + 13 = 1 + 13 + 14 + 0 = 11 + 3 = 12 + 3
   - 15 + 7 + 12 + 11 + 4 + 12 + 4 + 10 + 5 = 13 + 2
1. Leroy had double the number of apples as Stefan had. How many apples did Leroy have?

2. There are twice as many buses as rockets. How many buses are there?

3. Zoe had 9p. Zain had double that amount. How much money did Zain have?

4. There are twice as many boys as girls on the park. There are 12 girls. How many boys are there?

5. The height of the doll’s chair is double the height of the doll’s table. What is the height of the doll’s chair?

6. What fraction of the toys are dolls?

7. What fraction of the toys are trains?

8. Colour half of the buttons.

9. Complete the following.
   - Half of 2 is __________
   - Half of 8 is __________
   - Half of 12 is __________
   - Half of 16 is __________
   - Half of 22 is __________

10. Which is shorter? Put a tick (✓) by your answer.

11. Which is taller? Put a tick (✓) by your answer.

12. Write a word to complete each sentence so that it compares the length or height.
   - The matchstick is __________ than the dog bone.
   - The flagpole is __________ than the postbox.

13. How many cricket bats would you need to equal the length of the wood?

14. Put a tick (✓) by all the rectangles below.

15. What shape is this? Explain how you know.
   - It has 3 sides.

16. Draw a triangle inside a circle.

17. Leah said, “A square is just a shape with 4 sides.” Is she correct? Explain your answer.
No 95 is not an answer in the 10 x table. Is Maisie correct? No Try to explain your answer. 95 is not an answer in the 10 x table.

2 There are 6 trays of biscuits. Each tray has the same number of biscuits. How many biscuits are there altogether? 60

3 Zak has 12 pencils. He puts 2 pencils in each pencil pot. How many pencil pots does he fill? 6

4 Zoya has 8 pencils. She puts half of the pencils on the desk. How many pencils does Zoya put on the desk? 4

5 Molly has 16p. Put a tick (✓) by the purses which could be Molly’s.

6 Now draw coins in these purses to equal 12p in each purse. Make each purse different.

7 Orla has 3 strawberries. Jamol has double the number of strawberries Orla has. How many strawberries does Jamol have? 6

May has 5 times as many strawberries as Jamol. How many strawberries does May have? 30

Aftab has one third as many strawberries as May. How many strawberries does Aftab have? 10

Mastering the Maths Curriculum
Further mastery – fractions
1 Shade half of each shape. or an alternative correct answer

2 Tick (✓) the shapes which have one quarter shaded.

3 Complete the shading so that a half is not shaded. an additional six squares should be shaded (8 in total)

4 Draw rings so that a quarter of the chocolates are in each ring. or any other groupings of three chocolates

Mastering the Maths Curriculum
Further mastery – geometry
1 Draw arrows to put each item in a circle. Write the name of the shapes in each circle. An example is shown.

2 Put a tick by the odd one out.

Explain your answer. It is not a square.
ANIMAL NOISES
These animals are not sure which noise to make. Draw a circle round the correct noise.

1. In the garden, the dog goes... moo woof
2. In the park, the ducks go... quack buzz
3. At night, the owls go... oink hoot
4. In the long grass, the snakes go... coo hiss
5. In the field, the cows go... hoot moo
6. In the hive, the bees go... buzz hiss
7. In the trees, the doves go... woof coo
8. On the farm, the pigs go... quack oink

GUESS WHAT!
Guess what is being described here. Tick one.

1. It’s orange and it grows in the ground.
   carrot ✓ fish football
2. It’s furry and it has long ears.
   boy tree rabbit ✓
3. You can dig it and fall into it.
   sunset hole ✓ kitchen
4. It flies and builds a nest.
   cat pie bird ✓
5. Fish swim in it and boats sail on it.
   puddle sea ✓ garden

FAVOURITE DINOSAUR
Some children have brought their favourite dinosaurs to school. This is what they say about them.

My name is Marja. My dinosaur’s name is Dino. Grandad gave it to me about two years ago for Christmas. Such a surprise! It has a tinkling bell inside.

My name is Tom. I call my dinosaur Terry. I got it last year. I knew I was going to get it. My sister bought it for me for my birthday. It squeaks.

My name is Amir. I found my dinosaur, Dino, in a shop when we were on holiday two months ago. My mum bought it for me. When you pull its string, it growls.

My name is Lucy. I wanted this dinosaur for a long time. It used to be my brother’s. He gave it to me last week. It doesn’t make any noises. I like its smile.

The children got their dinosaurs from different people. Draw lines to join them up.

Marja  Mum
Tom  brother
Amir  Grandad
Lucy  sister

Which two children call their dinosaurs Dino?

Marja  Amir

Who has a dinosaur that squeaks?

Tom

What noise does Lucy’s dinosaur make?

It doesn’t make a noise.

Who got a dinosaur while they were on holiday?

Amir
I SPY
Have you ever played I Spy? Here are two children, Sara and Nasim, playing I Spy to pass the time on a long car journey.

I spy with my little eye something beginning with T. No, it’s not a tree, Nasim. No, it’s not a tower. Do you give up? It’s a truck!

Ok, Sara. My turn. I spy with my little eye something beginning with C. Yes, it’s a café.

Are you ready, Nasim? I spy with my little eye something beginning with B. Yes, it’s a bike.

I spy with my little eye something beginning with G. No, Sara, not a garage. It’s a goat.

I spy with my little eye something beginning with W. No, not water, Nasim. Not woman. It’s a windmill. Look! There on the hill.

Last one. I spy with my little eye something beginning with S. You don’t know? It’s Sara.

1. Nasim doesn’t guess the word beginning with T. What are the two things he thinks it might be?
   1) tree
   2) tower

2. What does the C stand for?
   café

3. When Sara says: “Are you ready, Nasim?” he guesses correctly right away. What is his answer?
   bike

4. What are the two things that Sara doesn’t get right?
   1) goat
   2) Sara

5. When Sara spies something beginning with W, what are the two guesses that Nasim makes?
   1) water
   2) woman

6. What is on the hill?
   windmill

WHEN GRANDMA MAKES TEA
This is how Grandma makes herself a cup of tea. Read it carefully then number the sentences in the right order.

The first thing I do is boil the kettle. Then I pour boiling water into the teapot to warm it up. After I empty the teapot, I put in a teabag and pour on the hot water. I put a little milk into my cup. After two or three minutes, I pour the tea into my cup and stir it with a spoon. Lovely!

1. I boil the kettle.
2. I warm up the teapot.
3. I put a teabag into the teapot.
4. I pour hot water onto the teabag.
5. I put a little milk into my cup.
6. I pour tea into my cup.
7. I stir it with a spoon.

THE GIANT’S LUNCH
Jimmy the Giant loves cheese sandwiches. This is how he makes them.

When it’s lunch time, this is what I do.
First, I go to the baker and shout, “MR BAKER, MAKE ME A LOAF OF BREAD THE SIZE OF YOUR SHOP! PLEASE!”
Then I take a wheelbarrow to the supermarket and fill it with butter.
On my way home, I roar at the farmer, “PLEASE, MR FARMER, GIVE ME A CHEESE THE SIZE OF A TRAMPOLINE!”
At home, I slice the bread, spread on the butter and add the cheese. Then I take a giant-sized bite. Mmmm, very nice. Did you hear me? I said, “Mmmm, VERY NICE!”
Reading Comprehension

Now, to show how Jimmy the Giant makes his sandwich, number these sentences in the right order.

3. He asks the farmer for cheese the size of a trampoline.
5. He spreads butter on the bread.
7. He takes a giant-sized bite.
1. He goes to the baker and asks for bread.
6. He adds the cheese.
4. He slices the bread.
2. He fills his wheelbarrow with butter.

WHAT'S THE WEATHER LIKE?
You can tell what it's like outside by watching what people do. Read the clues then tick one box.

As Maria stood at the bus stop, she rubbed her hands together.
cold ✓ warm 

Dad looked out of the window and picked up his umbrella.
dry 

The branches bent and the leaves scattered.

The branches bent and the leaves scattered.

Sitting in the park, Mum used her magazine to fan herself.
hot ✓

cold 

Grandon got out his shovel and started to clear the path.

stormy 

snowing ✓

Grammar and Punctuation

1. Tommy's Garden

This is Tommy Toe.
He is a very small boy.
He is so small he can fit inside a mug.

Tommy wants to play in the garden.
His mum and dad won't let him play outside.
They say the garden isn't safe for such a small boy.

Tommy really wants to play in the garden.
One day his mum and dad are busy doing jobs.
They don't see Tommy creep out of the house.

Tommy creeps into the garden.
He plays in the garden.
He sees lots of things in the garden.

Grammar and Punctuation

Tommy sees a worm pop his head out of a hole.
"What are you?" asks Tommy.
"I'm a worm," says the worm.

"What do you do?" asks Tommy.
"I help the soil," says the worm.
"Worms are good for gardens."

Tommy sees a bee fly onto a flower.
"What are you?" asks Tommy.
"I'm a bee," says the bee.

"What do you do?" asks Tommy.
"I help the flowers," says the bee.
"Bees are good for gardens."
Tommy sees a spider in its web.
“What are you?” asks Tommy.
“I’m a spider,” says the spider.

“What do you do?” asks Tommy.
“I eat bugs,” says the spider.
“Spiders are good for gardens.”

Tommy sees a snail on a plant.
“What are you?” asks Tommy.
“I’m a snail,” says the snail.

“What do you do?” asks Tommy.
“I eat all the plants,” says the snail.
“Oh no! You’re not good for gardens!” says Tommy.

The ladybird makes sure you use finger spaces.
Tommy fits inside a mug.

Copy these sentences leaving spaces for the ladybird.

1. Tommy fits inside a mug.
Tommy fits inside a mug.

2. Tommy fits inside a bag.
Tommy fits inside a bag.

3. Tommy fits inside a pot.
Tommy fits inside a pot.

Always leave finger spaces between words.
Tommy sees a worm.

Copy these sentences.

1. Tommy sees a worm.
Tommy sees a worm.

2. Tommy sees a bee.
Tommy sees a bee.

3. Tommy sees a spider.
Tommy sees a spider.

3. Tommy and the Caterpillar

Tommy goes into the garden.
He goes up to a tree.
He sees a caterpillar on the tree.

“Hello,” says the caterpillar.
“Hello,” says Tommy.
“Do you want to climb this tree with me?” says the caterpillar.

Tommy and the caterpillar climb the tree.
They climb up to the first branch.
“This is too high for me,” says Tommy.

“Come on,” says the caterpillar.
“Let’s climb to the next branch.”
Tommy and the caterpillar climb to the next branch.
Tommy looks down.
It is a long way down.
“This is too high for me,” says Tommy.

“Come on,” says the caterpillar.
“Let’s climb to the top.”
Tommy and the caterpillar climb to the top of the tree.

Tommy and the caterpillar are at the very top.
They are very high up.
They can see for miles.

Tommy looks down.
He feels scared.
“This is too high for me,” says Tommy.

“Come on,” says the caterpillar.
“Let’s climb down.”
They start to climb down.

The caterpillar climbs down quickly.
Tommy tries to keep up.
Tommy wobbles.

Tommy falls.
He falls down, down, down.
“Help!” shouts Tommy.

Tommy lands in a spider’s web.
The spider’s web saves Tommy.
“You’ve broken my web,” says the spider crossly.

Start sentences with capital letters

Put a capital letter at the beginning of the sentence.

1. T. he caterpillar is on the tree. (t – T)
2. H e climbs up the tree. (h – H)
3. C aterpillar climbs to the top. (c – C)
4. M ouse can’t climb the tree. (m – M)
5. I t is a long way down. (i – I)
6. W orm can’t climb the tree. (w – W)
7. S kull can’t climb the tree. (s – S)
8. B ee can fly to the top of the tree. (b – B)

Use full stops and capital letters

Rewrite the sentences with capital letters and full stops.

1. Tommy falls out of the tree
   Tommy falls out of the tree.
2. It is a long way to fall
   It is a long way to fall.
3. he falls into the spider’s web
   He falls into the spider’s web.
4. oh dear! the web is broken
   Oh dear! The web is broken.
5. spider is cross
   Spider is cross.
6. now he will have to make another web
   Now he will have to make another web.
Spelling

Complete the words using the spelling patterns.

- **ow**
  - Sh. *ou*... out
  - Count two
  - Count

- **ue**
  - If *ou* nd the
  - My b. *ouse* is bl. *ue*

- **au**
  - This dinos *au* r is cr. *ue*.
  - Sit d *ow* n without a s. *ou* nd.

Spelling

Complete the sentences using the words below.

- **tissue**
  - Please don’t *shout*...
  - I can *count*...

- **shout**
  - Don’t *argue* with me!
  - I’m wearing a *crown*.

- **count**
  - Please, miss, I need a *tissue*...
  - I *found* Spud’s bone.

- **argue**
  - Sshh! Don’t *argue* in class.

Spelling

Put the words in sets.

- **high**
- **sore**
- **born**
- **chew**
- **tore**
- **lied**
- **dries**
- **pull**
- **new**
- **horn**
- **night**
- **push**
- **field**
- **right**
- **flew**
- **short**
- **our**

- **chew**
- **new**
- **flew**

- **lied**
- **high**
- **night**

- **dries**
- **field**
- **right**

- **born**
- **sore**
- **short**

Spelling

The letters are muddled up. Put them in the right order to spell words.

- **ore words**
  - sh
  - re
  - to

- **aw words**
  - cr
  - aw

- **air words**
  - ha
  - n
  - d

- **ear words**
  - ye
  - a

- **compound words**
  - fra
  - st
  - ish

- **are words**
  - b
  - re

- **reab words**
  - b
  - re

- **spear words**
  - s
  - p

- **scare words**
  - s
  - c

- **dairy words**
  - d
  - i

- **year words**
  - y
  - e

- **spear words**
  - s
  - p

- **spear words**
  - s
  - p
Spelling

Spud, the dog, has hidden his bones in different places. Can you remember where he put them?

Look at the picture.

chore
jaw
air
fear
care
stare

Cover it up. Write the words in the correct bone below.

Words spelt correctly

Spelling

Put the words in sets.

crack cross fuzz puff hill if
sniff yes pill brick bus whizz
fizz mess stuff smell stick grass

I'm collecting words ending in ff.

I'm collecting words ending in ll.

I'm collecting words ending in ss.

puff
sniff
stuff

I'm collecting words ending in zz.

I'm collecting words ending in kk.

I'm collecting words that don't follow the rule.

fuzz
whizz
fizz

Spelling

Complete the sentences using the words below.

where skip alphabet phonics think when

Who knows their alphabet?

I like to skip.

I can't think what to paint.

Let's start our phonics lesson.

I don't know where my glasses are.

When is it lunchtime?

Spelling

Complete the sentences using the words below.

catch love well fastest puff fetch

You've all done very well.

I like to catch the ball.

I love painting.

Buddy is the fastest runner.

Spud will fetch the stick.

Phew! I'm out of puff.
Write your own sentences using the words in the boxes.

- witch
- glove
- jumping
- ketchup
- taller

The letters are muddled up. Put them in the right order to spell words.

- ff words
- niffs
- sniff
- sift
- stiff
- ll words
- lulp
- pull
- helsl
- shell
- ss words
- sens
- mess
- rosec
- cross
- ck words
- cakk
- baok
- skutc
- stuck
- ve words
- vahe
- have
- loveg
- glove
- tch words
- thawk
- watch
- sathe
- snatch