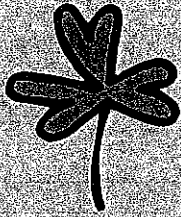


**Reception**

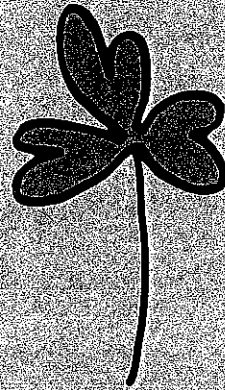
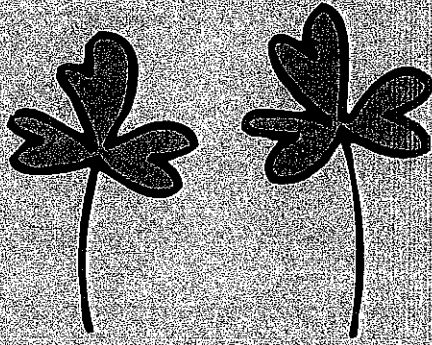
Numeracy

Activities

# Test 4 Measures: length

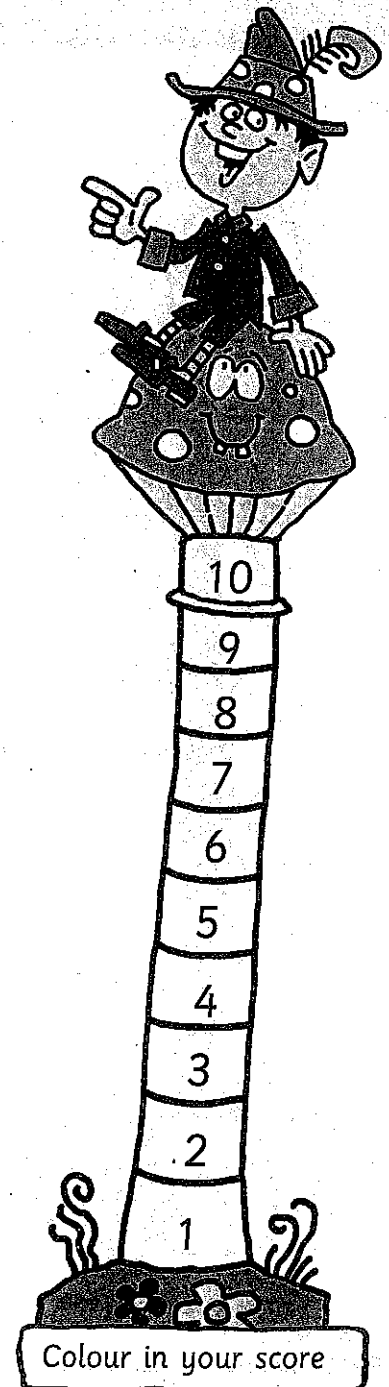
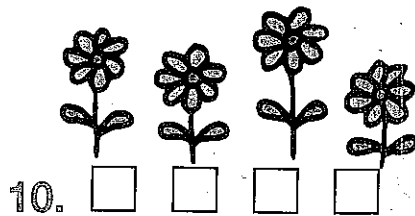
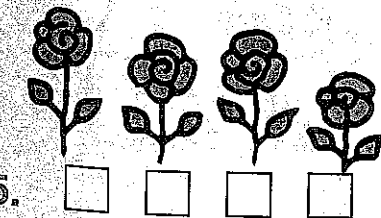
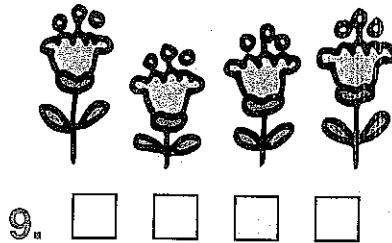
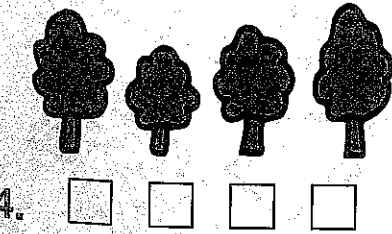
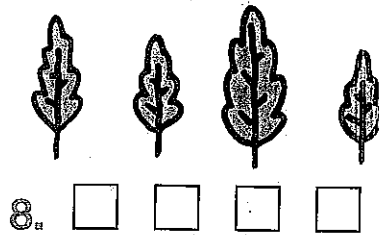
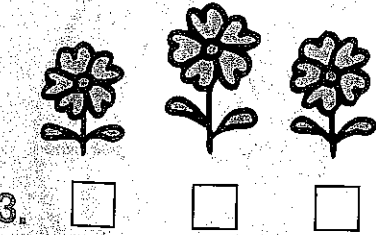
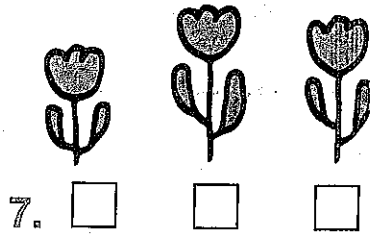
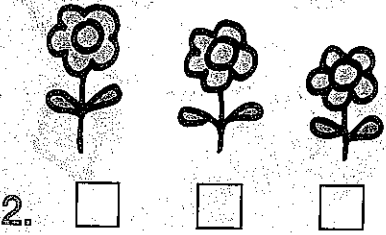
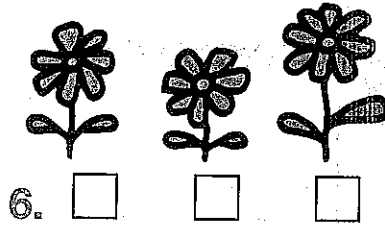
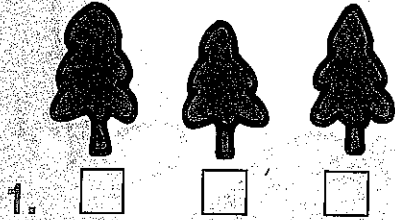


shortest



tallest

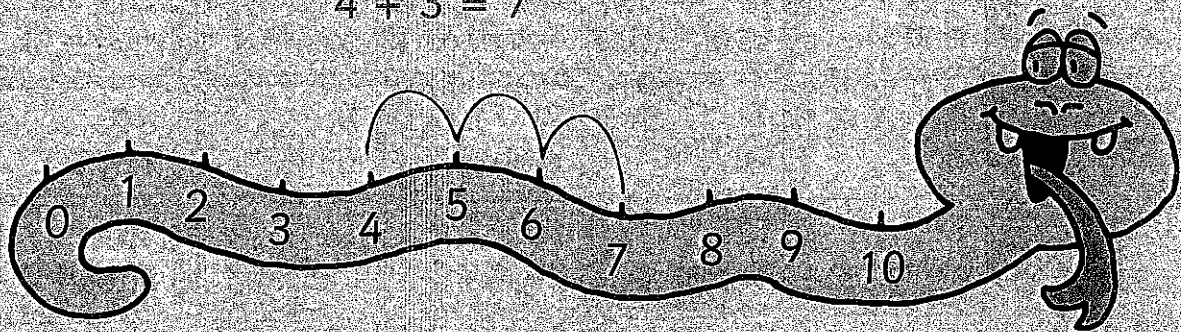
Tick the shortest.



# Test 3 Addition to 10

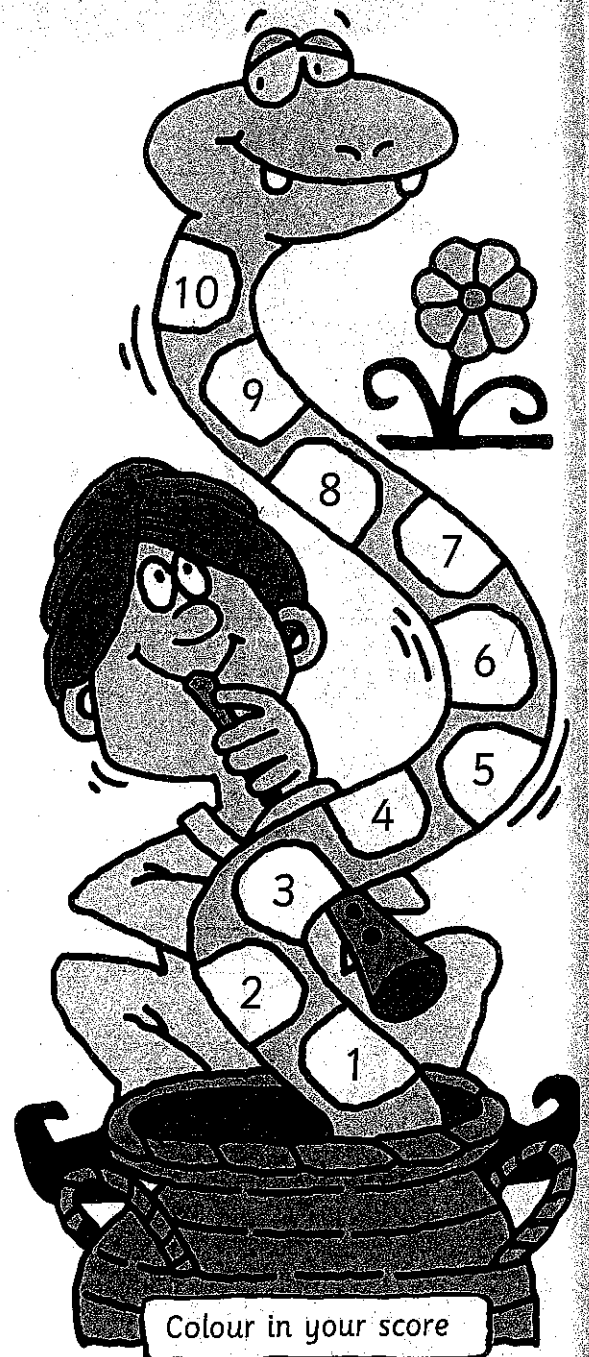
Number lines help you to add.

$$4 + 3 = 7$$



Write the answers to these sums.

1.  $6 + 3 =$
2.  $2 + 5 =$
3.  $7 + 2 =$
4.  $4 + 4 =$
5.  $5 + 4 =$
6.  $1 + 7 =$
7.  $5 + 3 =$
8.  $6 + 4 =$
9.  $3 + 7 =$
10.  $8 + 1 =$



# Days of the week

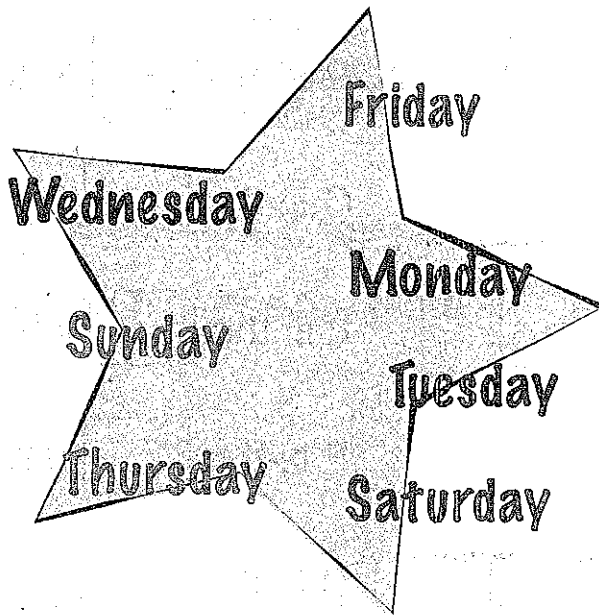
Try to learn the **order** of the days of the week.

Sunday  
Saturday  
Monday  
Friday  
Tuesday  
Thursday  
Wednesday

1 How well have you learnt the days of the week?

a Draw lines to join each day to the one that follows it.

b Now join each day to the one that comes before it.



2 Fill in the gaps to show what day it is.

We \_ \_ \_ \_ day

S \_ \_ ur \_ \_ y

F \_ \_ \_ ay

\_ ond \_ \_

Su \_ \_ ay

\_ \_ ursd \_ \_

T \_ e \_ d \_ y

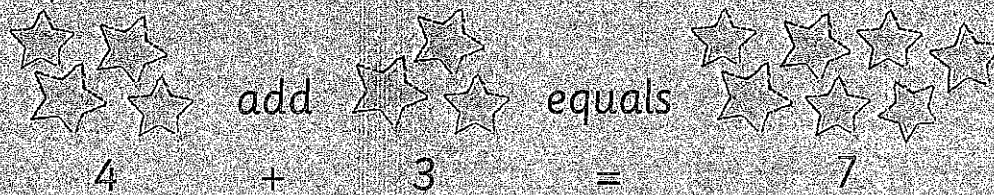
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SUNDAY



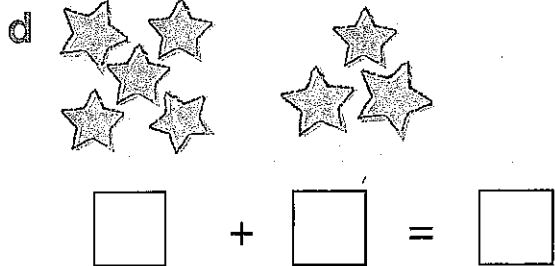
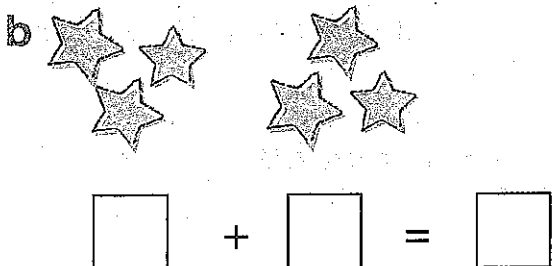
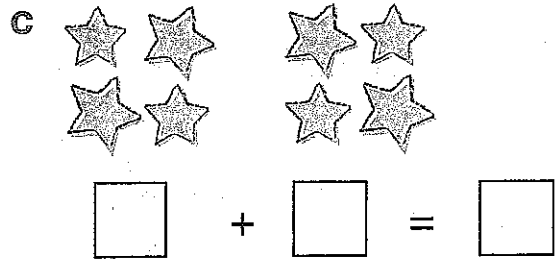
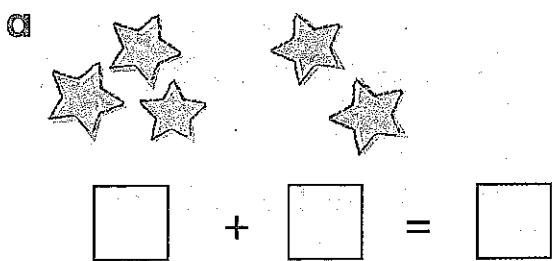
# Starting to add

We use the + sign to show **adding**.

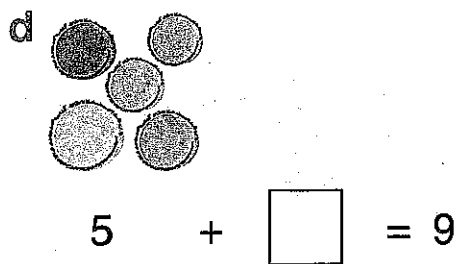
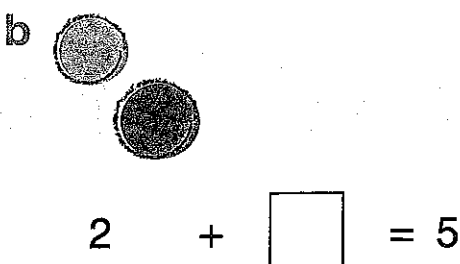
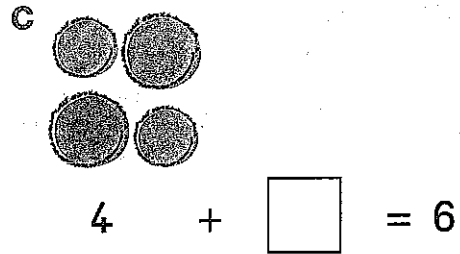
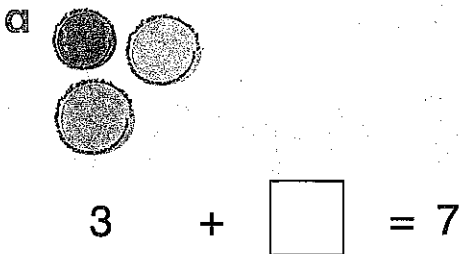
= is the **equals** sign.



**1** Write the numbers for these additions.



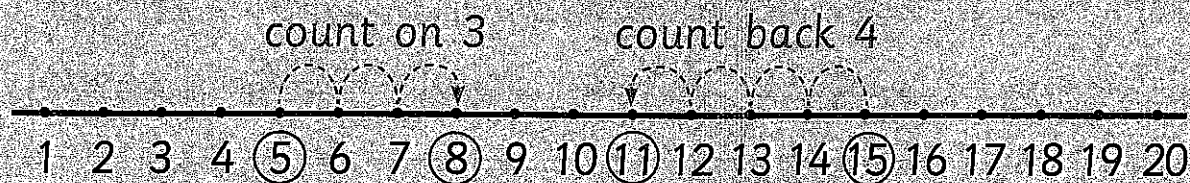
**2** Draw some more spots to help work out the missing numbers.



# Counting forwards and backwards

Practise counting **forwards** and **backwards** on a number line.

Follow the jumps with your finger.



**1** Write the answers. Use the number line above to help.

a 3 → Count on 2 →

e  ← Count back 2 ← 8

b 7 → Count on 3 →

f  ← Count back 4 ← 12

c 11 → Count on 5 →

g  ← Count back 3 ← 16

d 10 → Count on 4 →

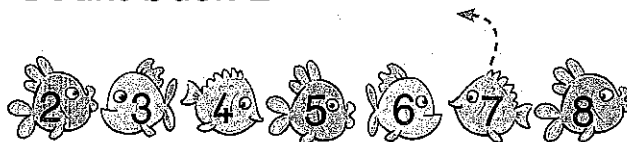
h  ← Count back 5 ← 14

**2** Draw the jumps to show the counting on or back. Circle the number you finish on.

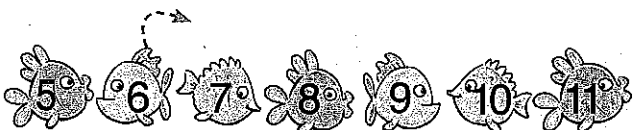
a Count on 4



c Count back 2



b Count on 3



d Count back 5

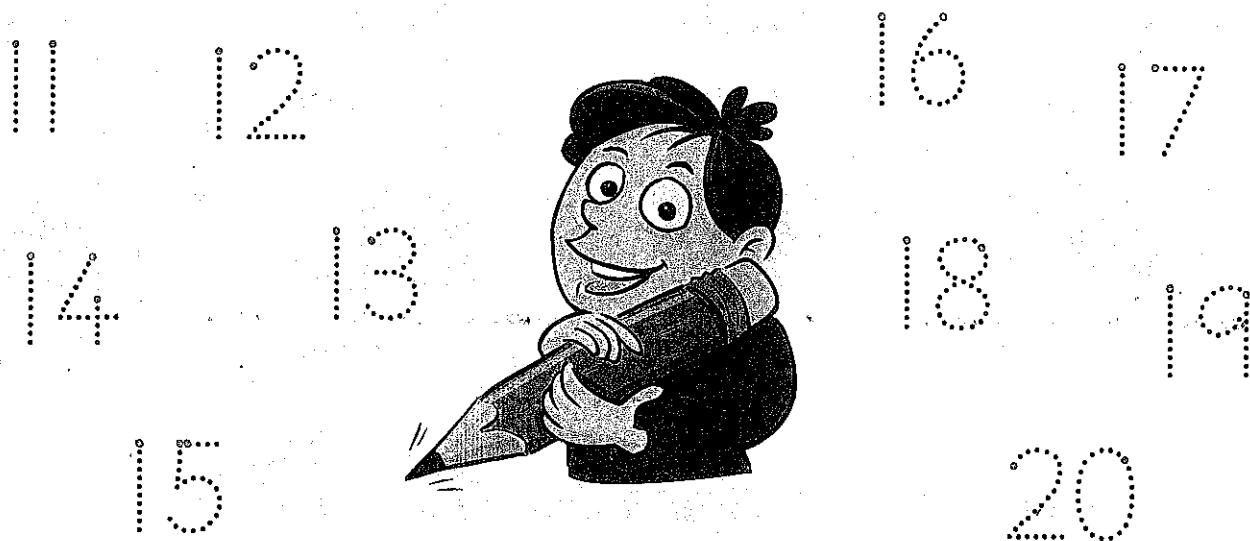


# Numbers to 20

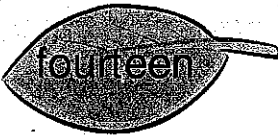
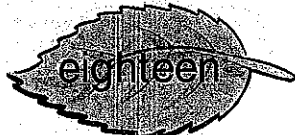

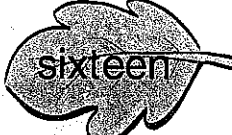




Look at these numbers and say them out loud.

11 eleven      14 fourteen      17 seventeen      20 twenty  
12 twelve      15 fifteen      18 eighteen  
13 thirteen      16 sixteen      19 nineteen

1 Draw over each number, starting at the red dot.



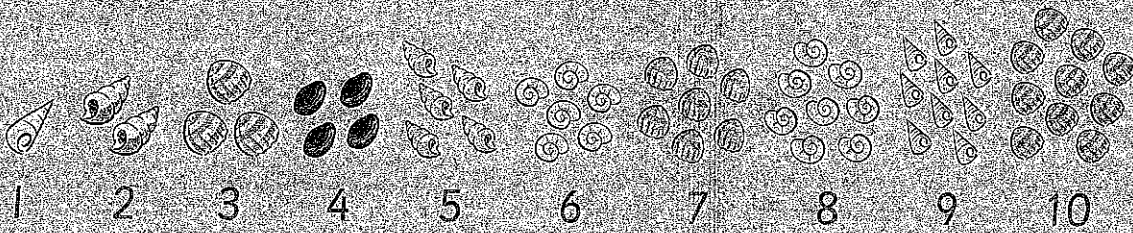
2 Write the number to match each word.

a		b		c		d	
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>
e		f		g		h	
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>

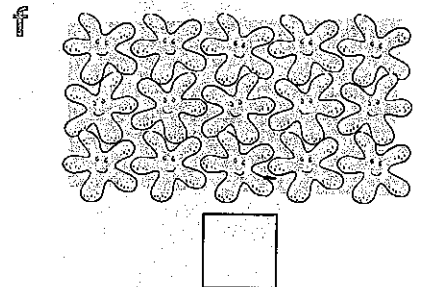
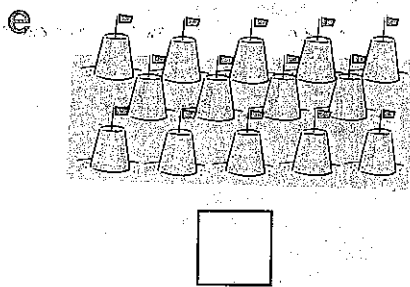
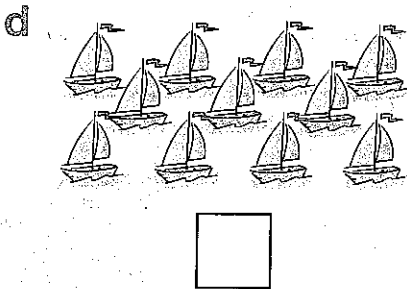
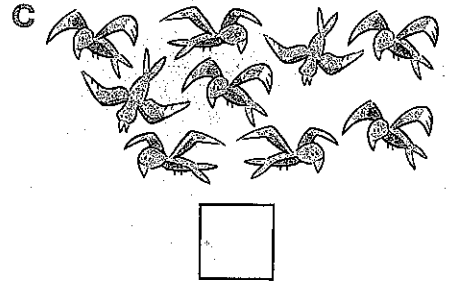
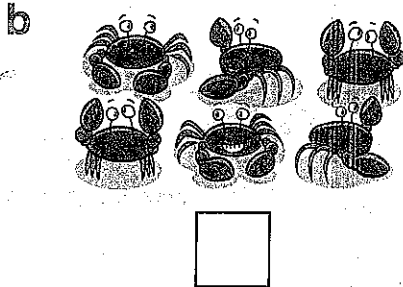
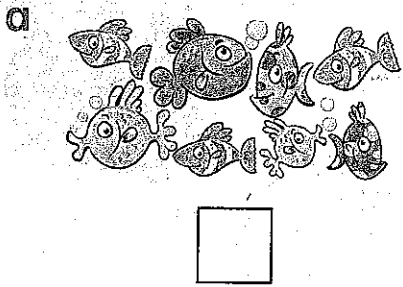


# Counting

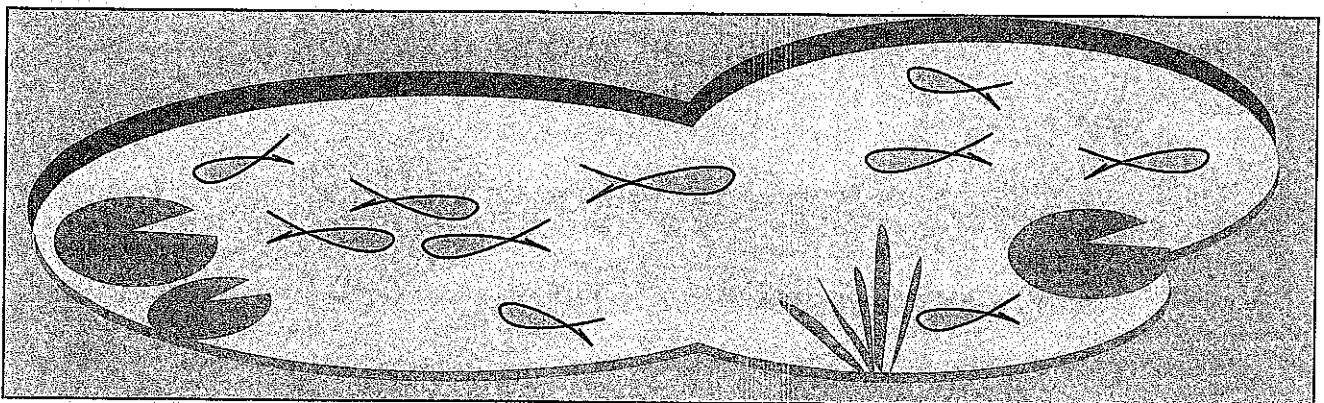
Count the shells and say the numbers out loud.



**1** Count the things in each group. Write the number.



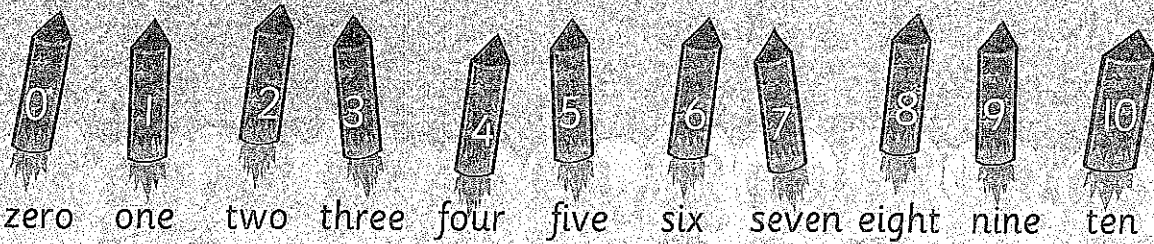
**2** Draw 10 more fish in the pool.





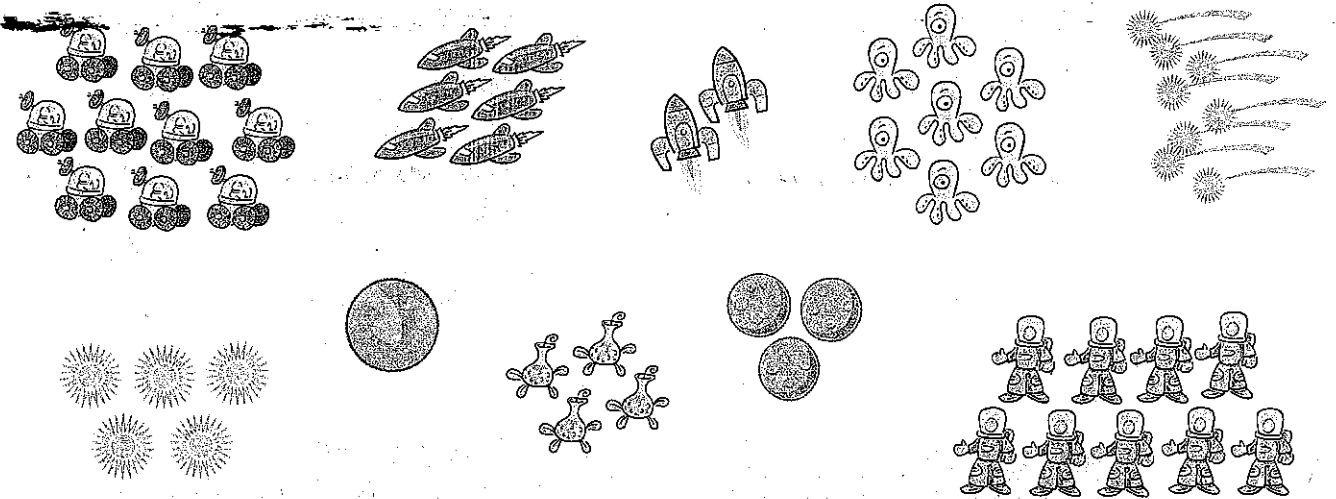
# Numbers to 10

Look at these numbers and say them out loud.

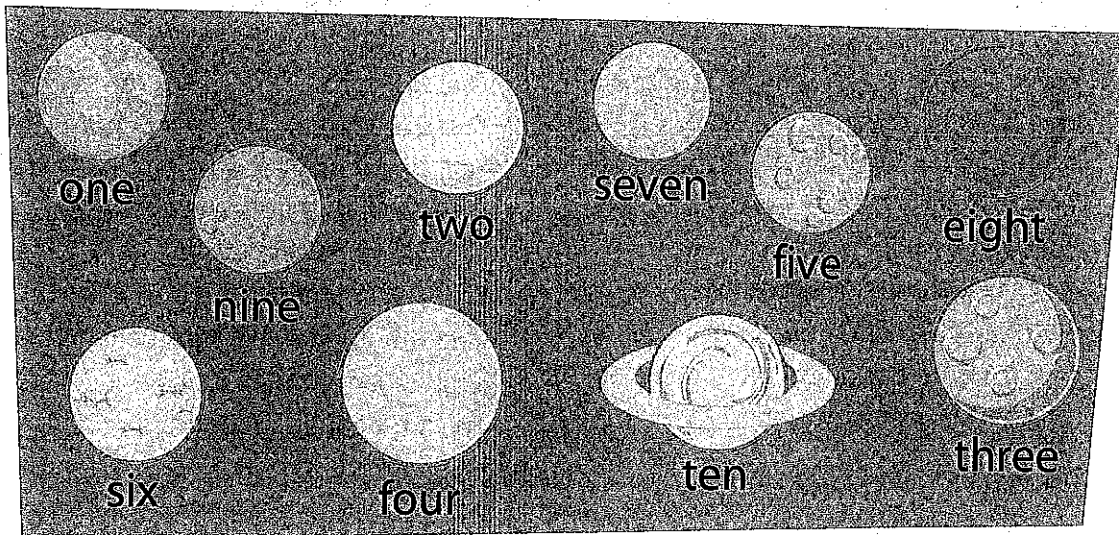


1 Draw over the numbers. Join each one to its matching picture.

1 2 3 4 5 6 7 8 9 10



2 Write the number on each planet to match each word.



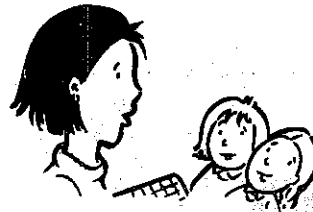
Name \_\_\_\_\_ Date \_\_\_\_\_

# School day (1)

■ Look at the pictures and read the captions.



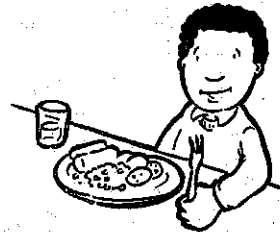
The whistle was blown at 9 o'clock.



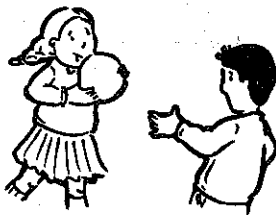
The teacher called the register at half past nine.



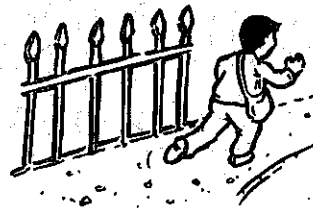
We had assembly at 10 o'clock.



We had our dinner at 12 o'clock.



We had playtime at 2 o'clock.



At 3 o'clock it was time to go home.

■ Answer the following questions:

1. What time was assembly?
2. What happened at 12 o'clock?

■ Talk about the children's day at school using the words in the box.

first      then      next      later      afterwards

**Dear helper**

**Objective:** To read captions, answer questions and retell a narrative.

**Task:** Look carefully at the pictures above and read the captions with your child. Help them to answer the questions and talk about what happens using the connective words. Discuss with your child how their school day is different to that described.

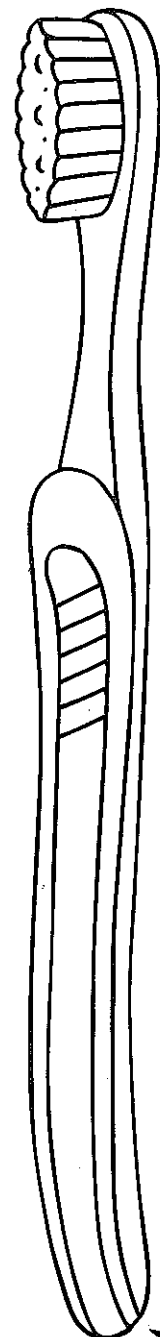
## Composition

### Clean your teeth!

Read the sentences and put them in order. Write a number next to each sentence. Put number 1 next to the first thing you do when you clean your teeth. Number 6 will be the last thing you do.

What colour is your toothbrush? Colour in the toothbrush to match yours.

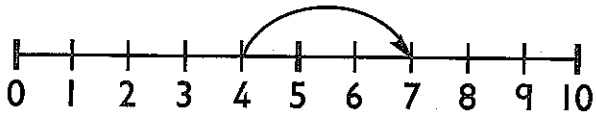
Next you brush your teeth.	<input type="checkbox"/>
Now you go to bed.	<input type="checkbox"/>
To begin with you put toothpaste on your toothbrush.	<input type="checkbox"/>
After that you rinse your brush.	<input type="checkbox"/>
Finally you put the top back on the toothpaste.	<input type="checkbox"/>
Then you rinse your mouth with water.	<input type="checkbox"/>



# Naughty spiders

- Write the hidden numbers on the spiders.

Draw arrows on the number lines.



$$4 + \text{spider with } 3 = 7$$

$$2 + \text{spider} = 6$$



$$5 + \text{spider} = 9$$

$$8 + \text{spider} = 10$$

- Write the hidden numbers.

$$3 + \text{spider} = 10$$

$$4 + \text{spider} = 10$$

$$1 + \text{spider} = 6$$

$$5 + \text{spider} = 6$$

$$3 + \text{spider} = 3$$

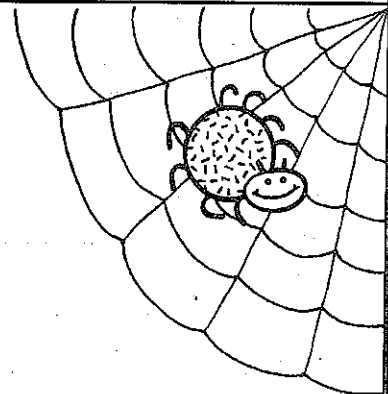
$$0 + \text{spider} = 8$$



- Write the hidden numbers.

$$3 + 1 + \text{spider} = 8$$

$$4 + 2 + \text{spider} = 10$$



**Teachers' note** This activity will help the children to realise that addition can be done in any order. Show the children how to count on from the first number to the total, keeping a tally of how many they have counted.



# Adding wordsearch

- Write the answers in words.

$2 + 0 = \underline{\text{two}}$

$3 + 7 = \underline{\hspace{2cm}}$

$5 + 3 = \underline{\hspace{2cm}}$

$1 + 2 = \underline{\hspace{2cm}}$

$0 + 4 = \underline{\hspace{2cm}}$

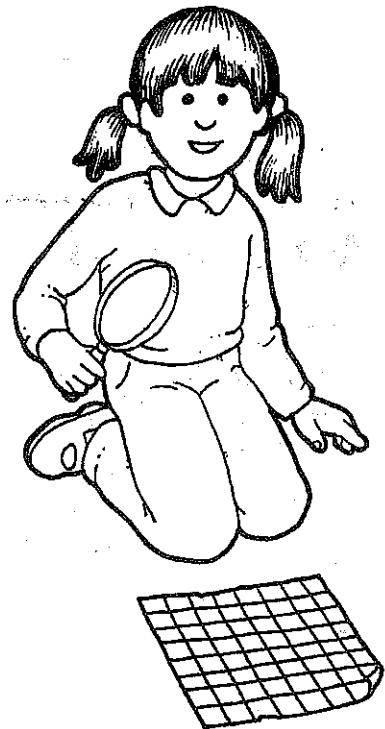
$3 + 2 = \underline{\hspace{2cm}}$

$1 + 6 = \underline{\hspace{2cm}}$

$4 + 5 = \underline{\hspace{2cm}}$

- Now find the words in the wordsearch.

s	t	w	o	g	a	p	t
v	w	f	o	u	r	d	i
m	g	d	n	i	n	e	a
s	t	e	n	p	k	l	g
y	a	e	s	e	v	e	n
e	i	g	h	t	f	i	v
f	o	t	h	r	e	e	y
o	f	n	e	f	i	v	e

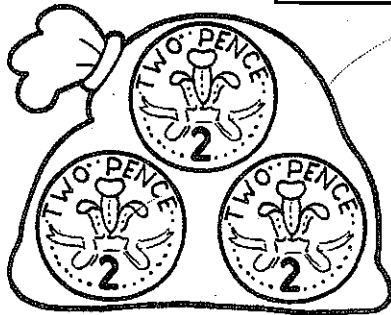


two	three	four	five
seven	eight	nine	ten

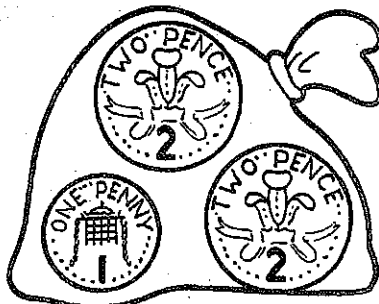
**Teachers' note** The number words are written horizontally in the grid. If appropriate, you could mask the word-bank at the bottom of the page.

# Bags of money!

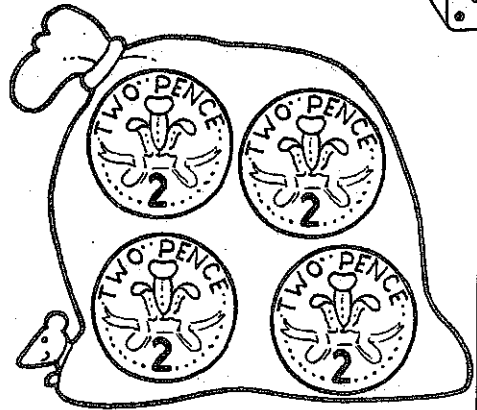
• Write the **total** for each sack.



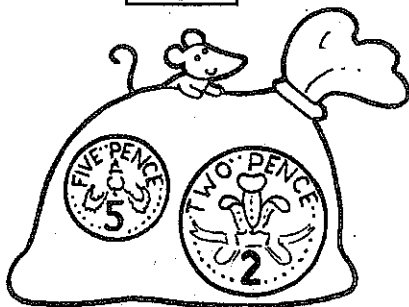
6 p



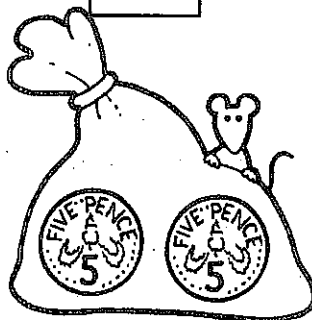
p



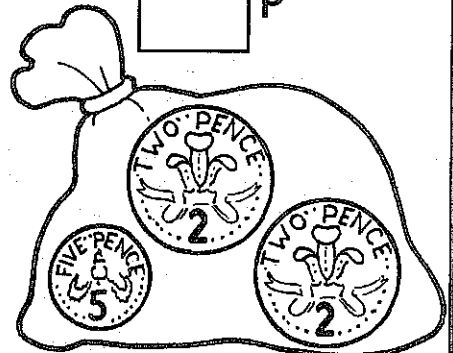
p



p

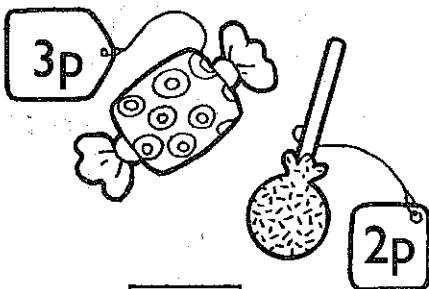


p

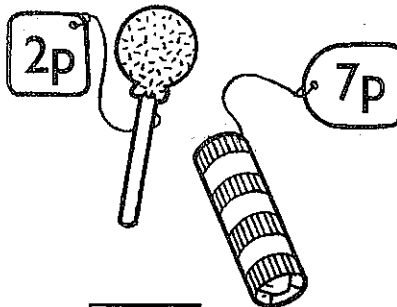


p

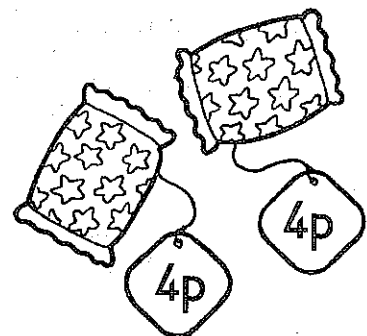
• Write the **total cost**.



p



p



p

• Draw coins to total **10p**.

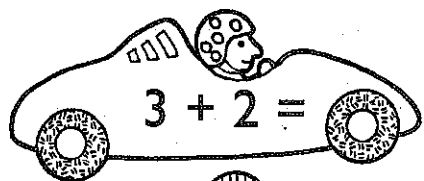


**Teachers' note** Discuss which strategies the children use, and challenge them to manage without a number line. Encourage mental methods of addition, such as counting on from the coin of the highest value. The children can explore different ways of making a value such as 10p. They could investigate totals to 10p, including which totals can be made with two coins and which cannot.

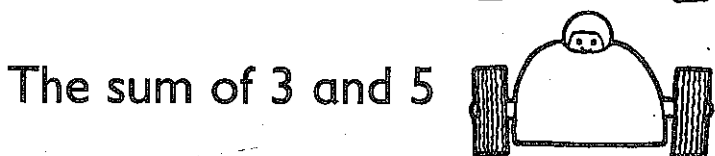
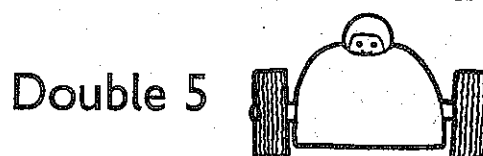
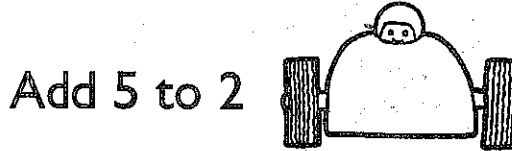
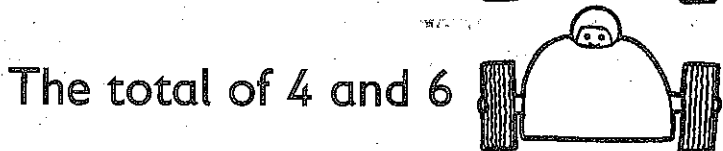
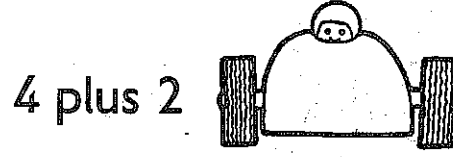
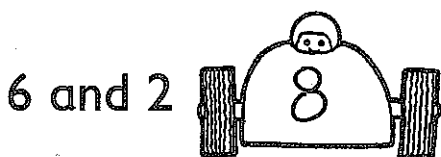
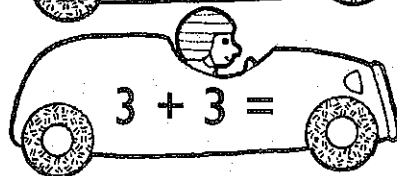
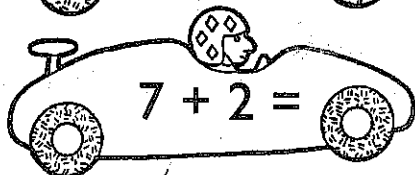
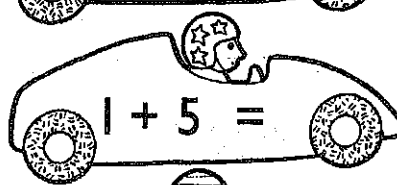
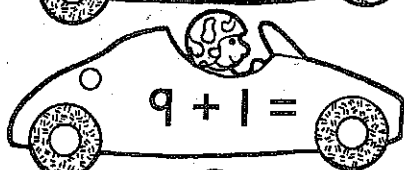
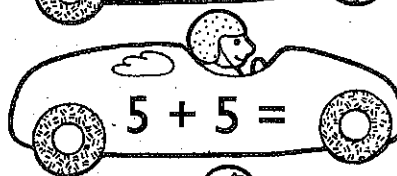
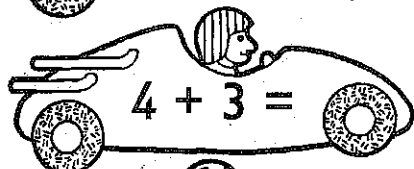
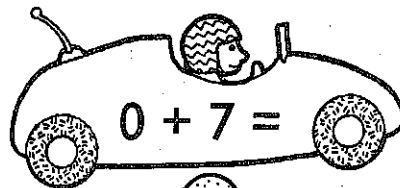
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Calculations Year 1**  
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# Addition race

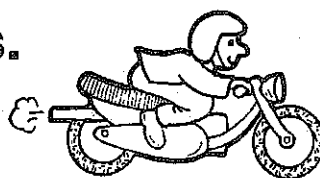
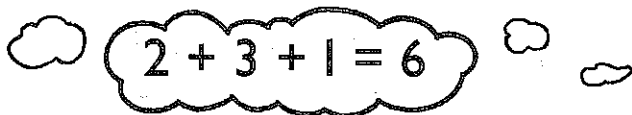
• Work out the answers as quickly as you can.



5



• Write this addition in words.

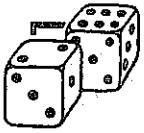


\_\_\_\_\_

\_\_\_\_\_

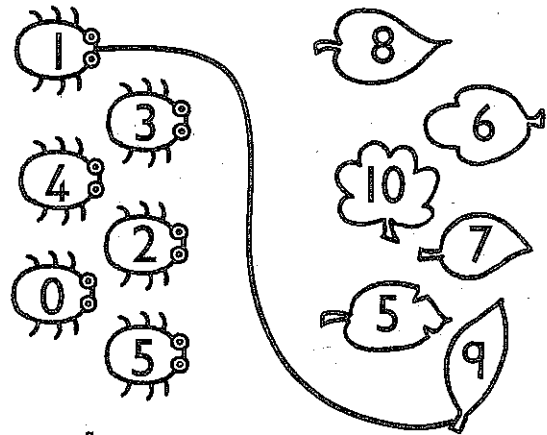
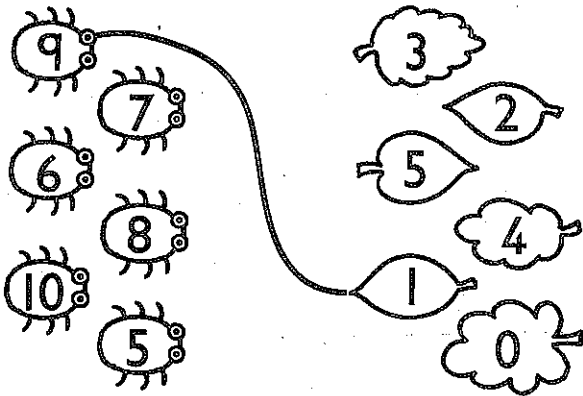
**Teachers' note** You could introduce this activity by playing 'Show me' (see page 5). Some children may require calculation aids such as number lines. Discuss with the children which facts they can do in their heads. Encourage mental methods of addition, in particular counting on from the larger number.

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# Minibeast totals

• Join pairs of numbers to make 10.



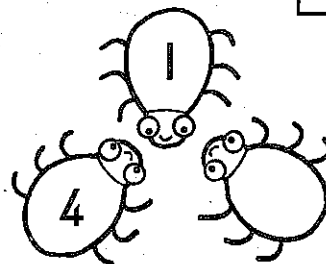
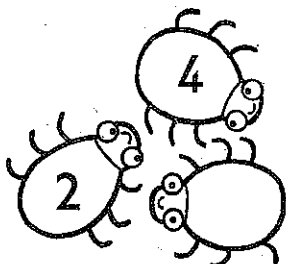
• Write an addition for each pair.

9	+	1	=	10
	+		=	10
	+		=	10
	+		=	10
	+		=	10
	+		=	10

1	+	9	=	10
	+		=	10
	+		=	10
	+		=	10
	+		=	10
	+		=	10



• Write the missing numbers to total 10.



**Teachers' note** Ask the children to ring the two additions that are exactly the same ( $5 + 5 = 10$ ). Ensure that the children learn by heart all the number pairs that total ten. Emphasise that the order of adding does not matter; this reduces the number of facts to be remembered. The pairs to be known are (10, 0), (9, 1), (8, 2), (7, 3), (6, 4) and (5, 5).

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## Websites for young children.

Always review the sites ahead of time so that you are able to help your children find the best resources available within the sites. Some offer a great number of games, songs, stories, videos etc. so it is important to know the site well in order to support and develop your child's learning.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

Subscribe and use the offer code UKTWINKLHELPS. This offers you free subscription to all resources during home learning.

<http://www.topmarks.co.uk/Search.aspx?Subject=37>

Games of varying quality to support different areas of learning.

[www.busythings.co.uk](http://www.busythings.co.uk)

Excellent site built around the 7 areas of learning in the Early Years Foundation Stage. You can access a free 7 day trial but you need to subscribe after this period to access the content – various subscription packages available.

<http://www.phonicsplay.co.uk/freeIndex.htm>

Great site with some free phonics games

<https://www.teachyourmonstertoread.com/>

A fun reading game with different levels to progress to. It is free online and available as an app.

[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies)

Many games often recognised by children from their favourite programmes.

<http://www.bbc.co.uk/schools/websites/eyfs/>

Links to particular cbeebies games from areas of learning.

<http://www.bbc.co.uk/cbeebies/stories>

cbeebies stories and rhymes.

<http://www.oxfordowl.co.uk/for-home/>

Interactive books and reading activities to share with your child at home.

<http://www.funwithspot.com/>

New and improved! Try creating your own Spot story.

[www.sebastianswan.org.uk](http://www.sebastianswan.org.uk)

Books for reading together with links to understanding of the world (good for natural science).

<http://www.ictgames.com/>

Some excellent numeracy and literacy resources

[http://www.ictgames.com/looCoverWriteCheck/LCWC\\_demo/index.html](http://www.ictgames.com/looCoverWriteCheck/LCWC_demo/index.html)

Good for spelling high frequency and tricky words!

<http://www.crickweb.co.uk/Early-Years.html>

Lots of maths and literacy games

[www.boowakwala.com](http://www.boowakwala.com)

Many games and songs including those relating to festivals.

[www.poissonrouge.com](http://www.poissonrouge.com)

Many delightful games. Spend some time exploring!

<http://www.topmarks.co.uk/Search.aspx?Subject=37>

Games of varying quality to support different areas of learning.

<http://www.bbc.co.uk/schools/laac/>

The Little animals' activity centre - plenty of good quality activities to support learning

<http://www.bbc.co.uk/schools/laac/story/sbi.shtml>

The Little animals' activity centre – stories

[www.abc.net.au/children/play](http://www.abc.net.au/children/play)

Various educational games, videos and craft ideas

[www.britishcouncil.org/kids-songs-little-kids.htm](http://www.britishcouncil.org/kids-songs-little-kids.htm)

British Council “Learn English” – songs and stories

<http://www.bgfl.org/bgfl/15.cfm?s=15&p=252,index>

Good quality games from a range of websites such as BBC, as well as Birmingham's own. Supports communication, language and literacy, problem solving, reasoning and numeracy as well as other areas of learning.

[www.bbc.co.uk/schools/numbertime/index.shtml](http://www.bbc.co.uk/schools/numbertime/index.shtml)

Problem solving reasoning and numeracy

<http://www.bbc.co.uk/schools/barnabybear/>

Visit the world with Barnaby Bear!

# Reception

## Literacy Activities



Name \_\_\_\_\_

Date \_\_\_\_\_

## Blend a word

- Your helper will cover the first letter.
- Read the word.
- Then read the word with the first letter uncovered.

spot

spit

gran

spin

crib

slid

stop

cram

flap

glad

### Dear helper

**Objective:** To reinforce phonics for spelling.

**Task:** Cover the first letters in the words above with a strip of card. With your child read the word remaining, for example pot, then lower the strip of card to reveal the 's' and read together the new word spot. Repeat this for all the words.

Name \_\_\_\_\_

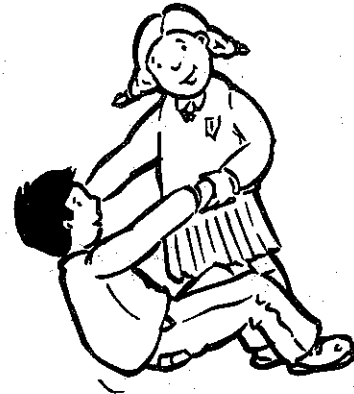
Date \_\_\_\_\_

# Can you help?

■ Look at the pictures and finish the captions.

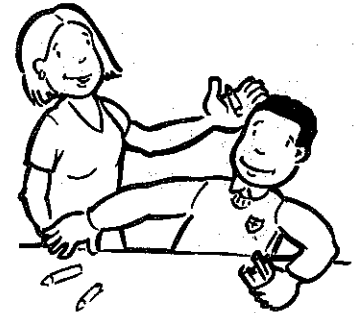
I help my friend \_\_\_\_\_

\_\_\_\_\_



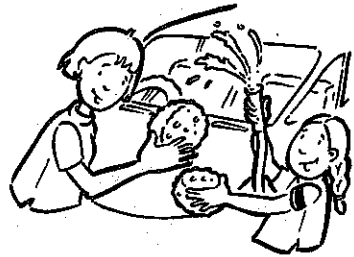
I help my teacher \_\_\_\_\_

\_\_\_\_\_



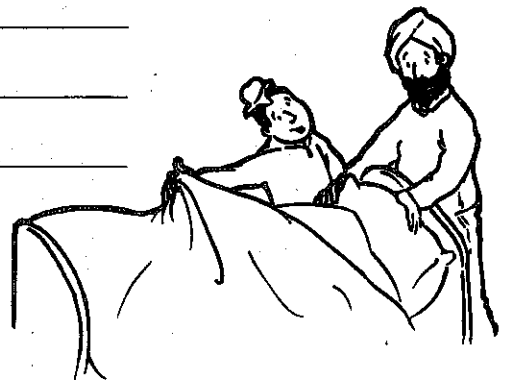
I help my mum \_\_\_\_\_

\_\_\_\_\_



I help my dad \_\_\_\_\_

\_\_\_\_\_



Illustrations © Theresa Tibbetts/Beehive Illustration.

NON-FICTION

## Dear helper

**Objective:** To write captions to fit pictures.

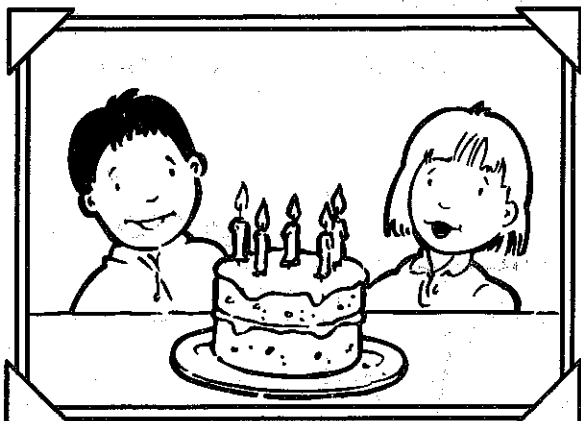
**Task:** Look carefully at each picture with your child. Talk about what is happening and help them to write a sentence to fit.

Name \_\_\_\_\_

Date \_\_\_\_\_

# How would you feel?

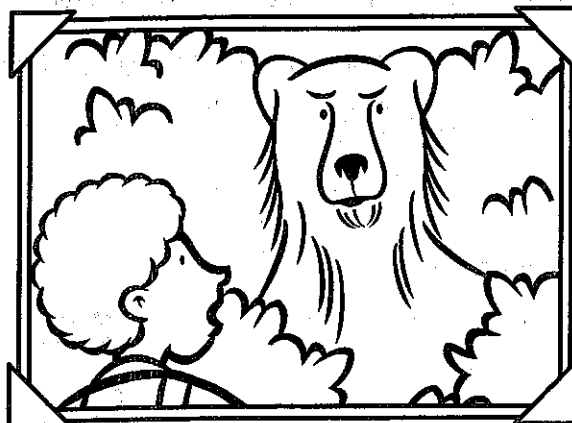
- How would you feel in these situations?
- Look at each picture and write a sentence under each one to describe your feelings.




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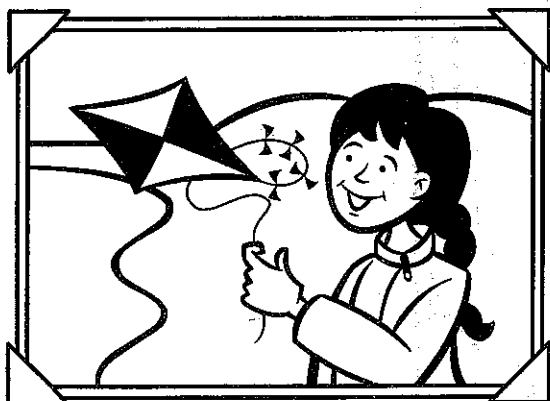
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Illustrations © Theresa Tibbetts/Beehive Illustration.

### Dear helper

**Objective:** To write in sentences using capital letters and full stops correctly.

**Task:** Discuss each picture with your child, asking them how they would feel in the same situation, and perhaps offering an idea of how you would feel. Then, help them to compose a sentence or two for each picture that describes their feelings.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Full stop ahead!

- Read the story of Tog.
- Find the full stops and put a ring around each one.

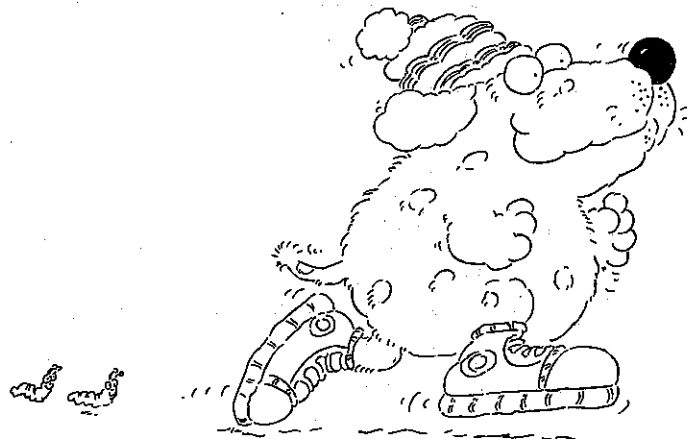
### Tog the Dog

One day Tog the Dog went out for a jog.

It was a very wet day and the path was so muddy he fell into a bog.

Nearby was a big log and he managed to pull himself out of the bog onto the log.

He was covered in mud and frightened a frog sat by the bog. He had to jog all the way home. Finally Tog the Dog reached home and sat on a log to dry.



#### Dear helper

**Objective:** To identify full stops and take account of them when reading.

**Task:** Read the story of Tog with your child and encourage them to pause where there is a full stop. Ask your child to track carefully through the words and put rings round the full stops. Talk about using full stops to mark the end of sentences and how this helps to read a text and understand its meaning.

Text and illustration © 1988, Jacqui and Colin Hawkins.

Text and illustrations © 1988, Jacqui and Colin Hawkins.

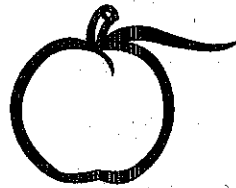
Name \_\_\_\_\_

Date \_\_\_\_\_

## Raj's special present

Raj is going to visit his friend in hospital and wants to take him something special. What will he take?

- Look at each picture and fill in the missing words to complete the sentences. The first one is done for you. Draw the last picture.



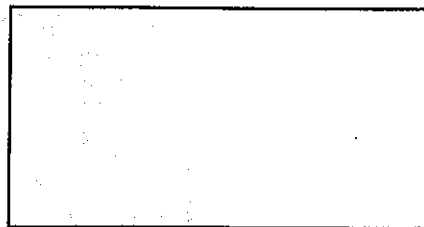
Will he like plums or will he like peaches?



Will he like \_\_\_\_\_ or will he like \_\_\_\_\_ ?



Will \_\_\_\_\_ or will \_\_\_\_\_ ?



I know! He will like some \_\_\_\_\_ !

Illustrations © Theresa Tibbetts/Beehive Illustration.

### Dear helper

**Objective:** To write simple sentences based on patterns in familiar stories.

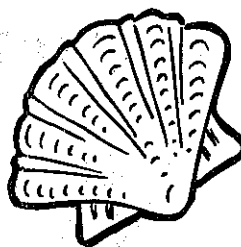
**Task:** Help your child to spell and write the words shown in the pictures. Your child will have read the story *Handa's Surprise* at school. Help your child to make connections between the patterned language of *Handa's Surprise* and the activity above.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Sh, sh, sh!**

- Add **sh** to the spaces.
- Then read and say the word.



\_\_\_\_\_e

\_\_\_\_\_ow

\_\_\_\_\_ake

\_\_\_\_\_ed

\_\_\_\_\_ape

\_\_\_\_\_ut

\_\_\_\_\_ell

\_\_\_\_\_ore

\_\_\_\_\_ine

swi\_\_\_\_\_

wa\_\_\_\_\_

cra\_\_\_\_\_

pu\_\_\_\_\_

fre\_\_\_\_\_

\_\_\_\_\_ould

sun\_\_\_\_\_ine

wi\_\_\_\_\_

sea\_\_\_\_\_ore

- Write some sentences using some of the words.

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**Dear helper**

**Objective:** To read and spell words that contain the 'sh' sound and to use them in a sentence.

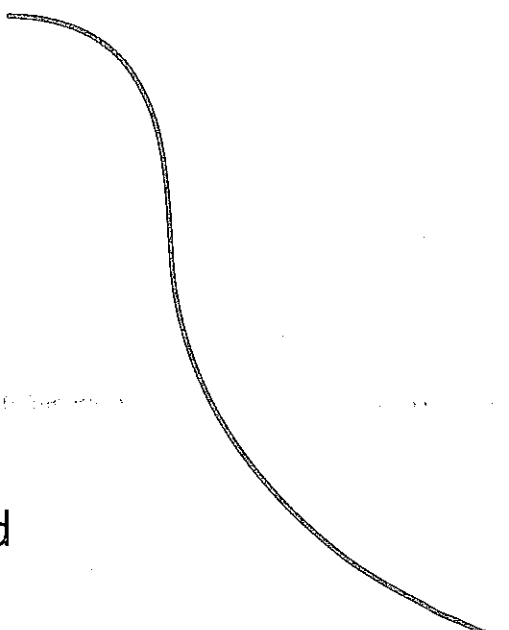
**Task:** Help your child to complete the spellings of the words above. They should then read each one aloud to you. Choose some of the words with your child and use them to make sentences.



## Put them together

The word **and** is a linking word. You can use it to join two words together. For example: **black and white cat**.  
Draw a line and match the words that go together. The first one has been done for you.

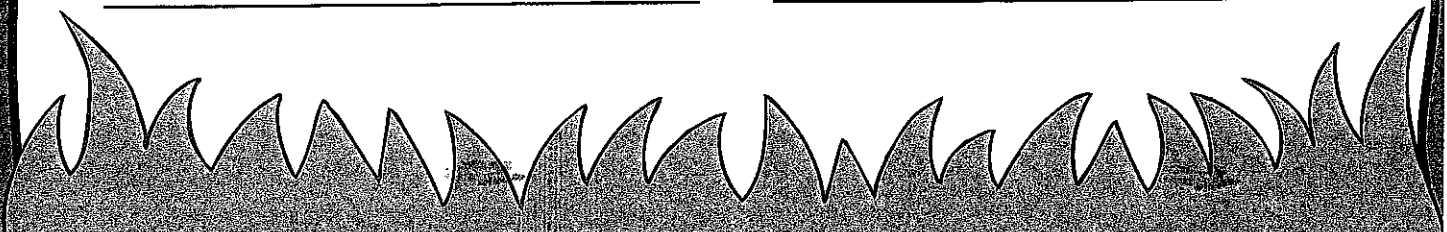
salt	saucer
knife	butter
fish	ball
cup	chair
table	fork
bread	chips
bat	pepper



Use the word **and** to put the two words together and write them below.

salt and pepper

_____	_____
_____	_____
_____	_____



Look at the words below. Cover them and say them out loud. Then write them in the next box and check them.

Word	Try 1	Try 2
was		
by		
my		
you		
one		
said		
says		
were		
your		



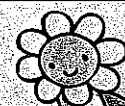
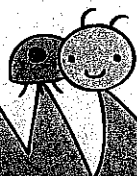
## Look, cover, say, write

Some words have tricky spellings and you need to learn how to spell them. Start by looking at the word. Which sounds are written as letters that you know? Which are different?

For example: **said**, starts with the /s/ sound and ends with the /d/ sound, but **ai** is said with the /e/ sound and not the /ai/ sound.

Look at the words below. Cover them and say them out loud. Then write them in the next box and check them.

Word	Try 1	Try 2
the		
a		
do		
to		
of		
are		
is		



## Long or short?

When you have the letters **oo**, they can make a long sound or a short sound.

The long /**oo**/ sound is in words like **food** and **zoo**.

The short /**oo**/ sound is in words like **foot** and **took**.

Fill in the missing **oo**. Then sort the words to show if they have the long /**oo**/ sound or the short /**oo**/ sound.

b\_\_\_\_k

b\_\_\_\_t

w\_\_\_\_d

m\_\_\_\_d

p\_\_\_\_l

g\_\_\_\_d

m\_\_\_\_n

z\_\_\_\_m

short /**oo**/ as in  
**foot** and **took**

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long /**oo**/ as in  
**food** and **zoo**

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## Pick the ending

Some sounds are spelled with a double letter at the end of words. For example:

/f/ is spelled **ff** in words such as **fluff**.



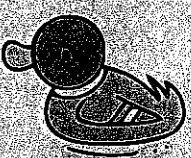


/s/ is spelled **ss** in words such as **boss**.

/z/ is spelled **zz** in words such as **jazz**.

// is spelled **ll** in words such as **call**.

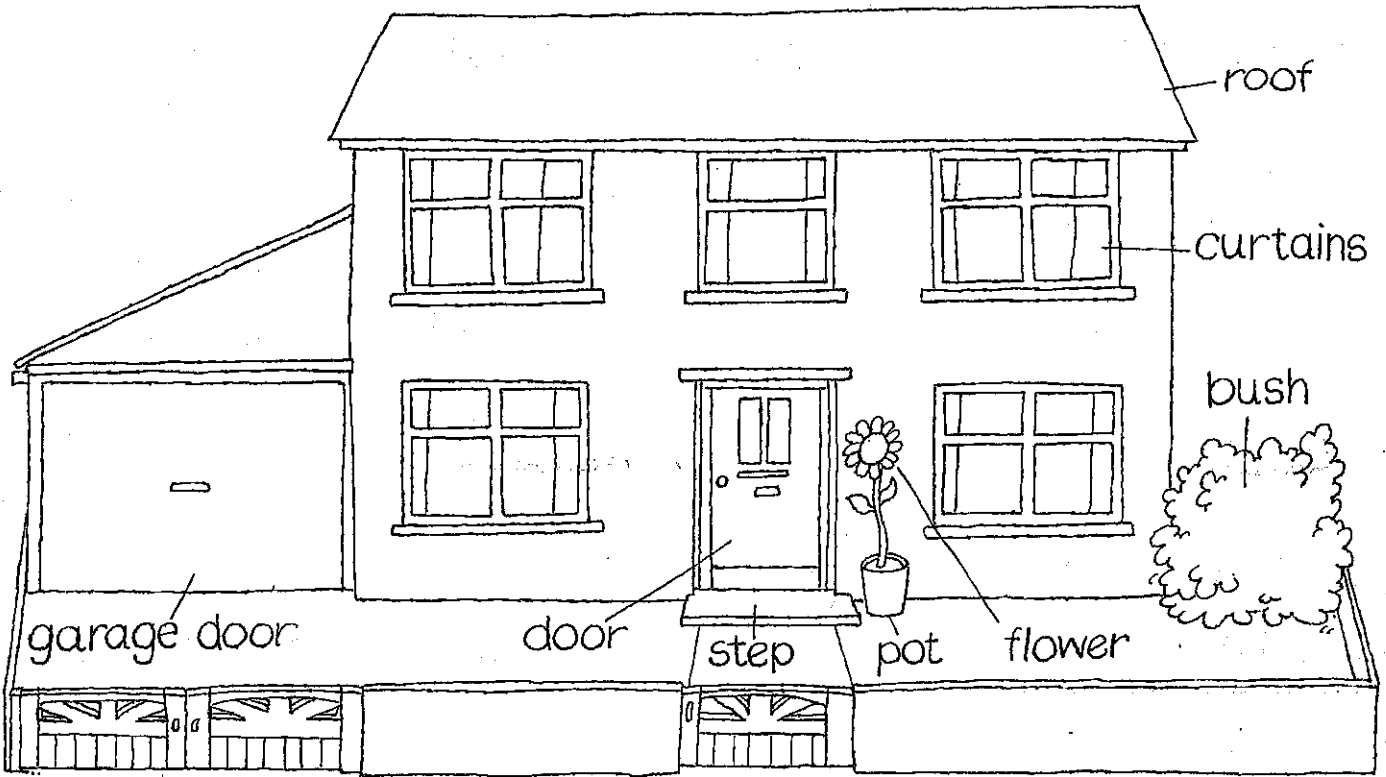
/k/ is spelled **ck** in words such as **back**.

Match the beginning of the words to the end of the words. Then write the word in the spaces. Use the pictures to help you. The first one has been done for you.

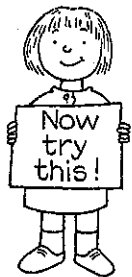
Start of the word	Ending	Word	Picture clue
do	zz		
du	ss		
sni	ck		
gra	ff		
bu	ll	doll	

# The house

- Read about the house.
- Colour the picture.



The house has a green roof.  
It has a red door.  
The garage has a blue door.  
The step is grey.  
There are purple curtains.



- Write two more sentences about the house.

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## Useful words

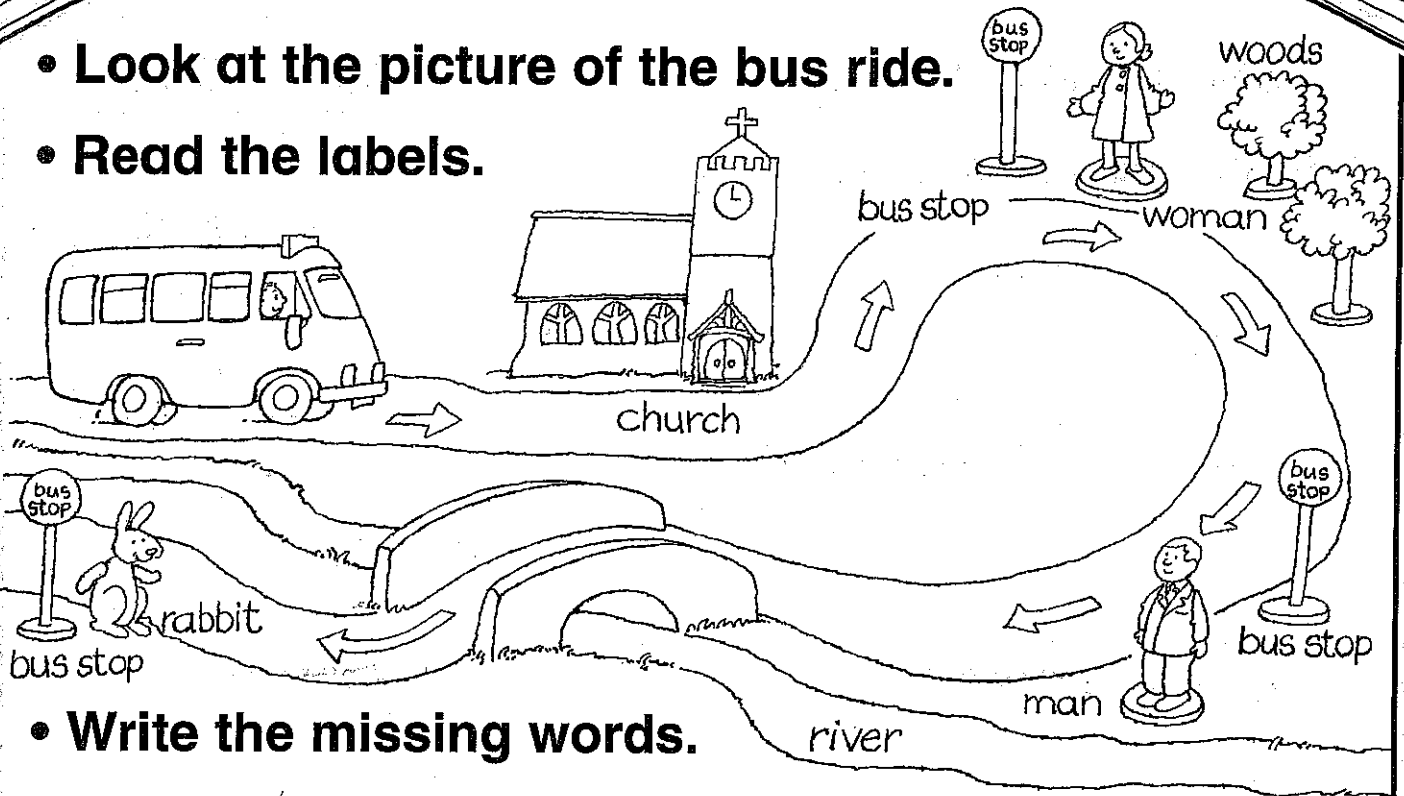
windows  
gate  
path  
fence

Teachers' note The children's houses could be displayed and discussed during the plenary session.



# The bus ride

- Look at the picture of the bus ride.
- Read the labels.



- Write the missing words.

First the bus passed the \_\_\_\_\_. Then it came to a \_\_\_\_\_. A \_\_\_\_\_ was waiting.

Then the bus passed the \_\_\_\_\_. It came to another \_\_\_\_\_. A \_\_\_\_\_ was waiting.

Then the bus went over a \_\_\_\_\_.

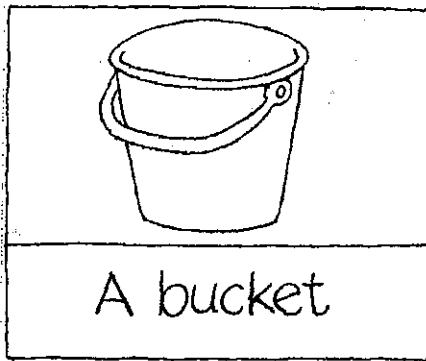
- Read the sentences.



- What did the bus come to next?
- Write a sentence.

**Teachers' note** Let the children follow with a finger the route taken by the bus; ask them to name the things it passes and to say who or what is waiting at the bus stops. They could tell the story of the bus ride and copy and extend the route of the bus, drawing and labelling it.

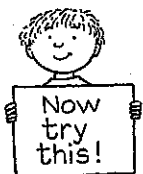
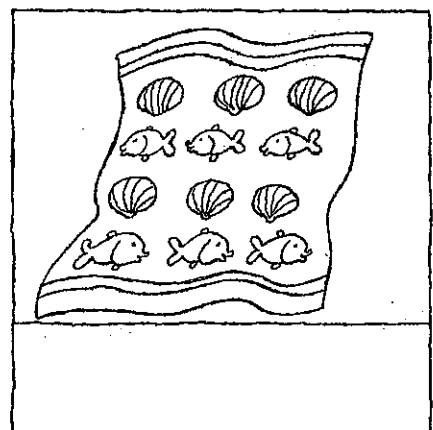
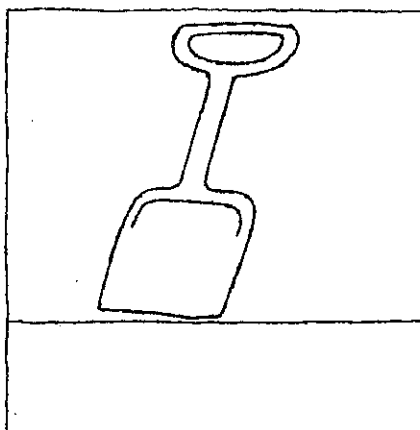
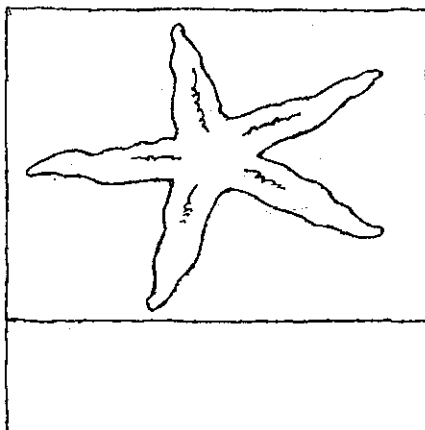
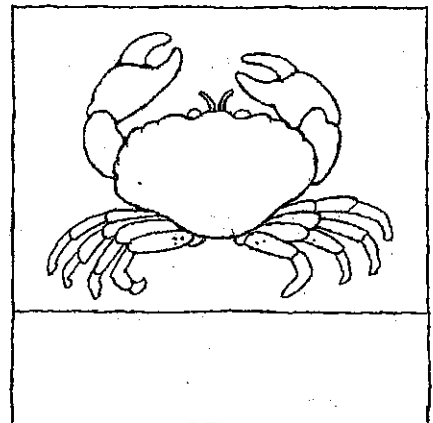
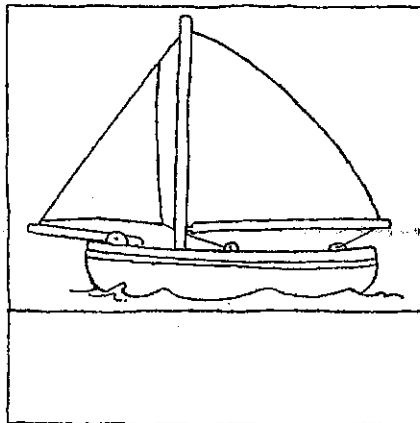
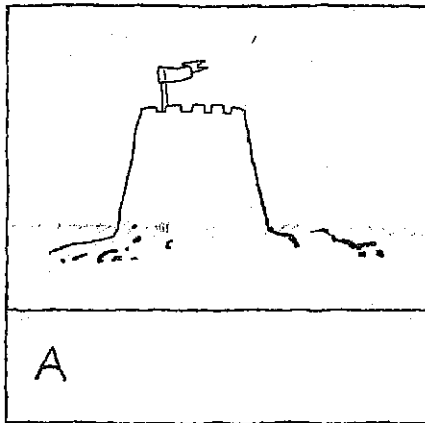
# Seaside captions



## Useful words

crab  
boat  
towel  
sandcastle  
spade  
starfish

- Write a caption for each picture.



- Draw pictures of classroom things.
- Write captions for your pictures.

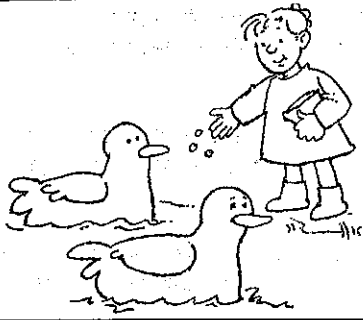
**Teachers' note** Introduce this activity with a picture of an everyday object. Ask the children what it is and write a caption for it. Introduce the word 'caption'. Provide books in which the children can find captions.

# Making sense 1

- Read each sentence.

Does it make sense?  ✓ or  X

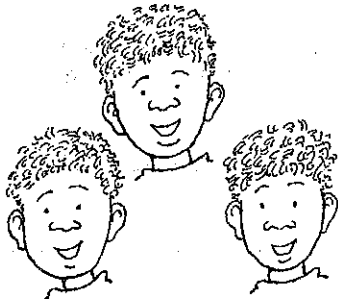
If not, circle the word which is wrong.



The ducks so in the water.

There are two ducks.

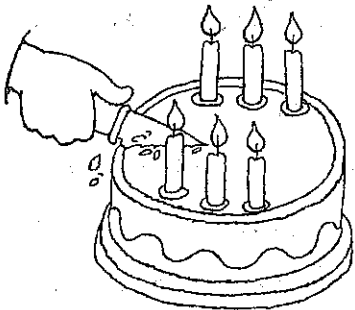
The girl is feeding the ducks.



Tom has two brothers.

Tom her no sisters.

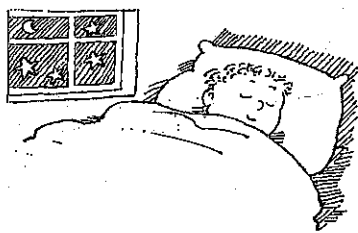
There are there boys.



Dad cut the cake in half.

It is a birthday cake.

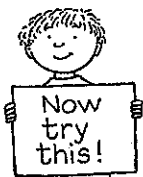
There are saw candles.



I sleep at nice.

At night it is dark.

I seven in a bed.



- Read the sentences with X again.

Write them again so that they make sense.

**Teachers' note** Discuss the sentences which do not make sense. Ask the children what stops them making sense.