

Year One

Home Learning  
Booklet

Term Two Week Three

wednesday,  
Thursday, Friday

First

Then

Next

Finally

## Punctuation

1. Read the sentence. Look for missing capitals and full stops. Look for any spelling mistakes and circle them.
2. Copy the sentence but make sure you include a capital letter, full stop, and you spell the word correctly.
3. Look at the example below, then complete the following sentences.

the fat cat satt on the mat

\*The fat cat sat on the mat.

the big red dogg ran away

\*

today I am goeing to school

\*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

ai



rain

paid \_\_\_\_\_

paid \_\_\_\_\_

wait \_\_\_\_\_

wait \_\_\_\_\_

tail \_\_\_\_\_

tail \_\_\_\_\_

mail \_\_\_\_\_

mail \_\_\_\_\_

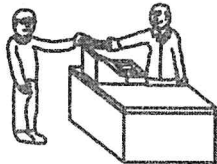
rain \_\_\_\_\_

rain \_\_\_\_\_

w \_ \_ t



p \_ \_ d



t \_ \_ l



p \_ \_ n



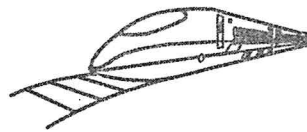
m \_ \_ l



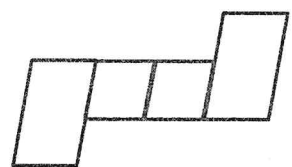
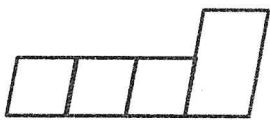
r \_ \_ n



tr \_ \_ n



p \_ \_ nt



My dog wags his tail.



Phoneme: Long /a/

Graphemes: ai or ay

You usually find /ai/ in the middle of a word and /ay/ at the end of a word.

ai	ay

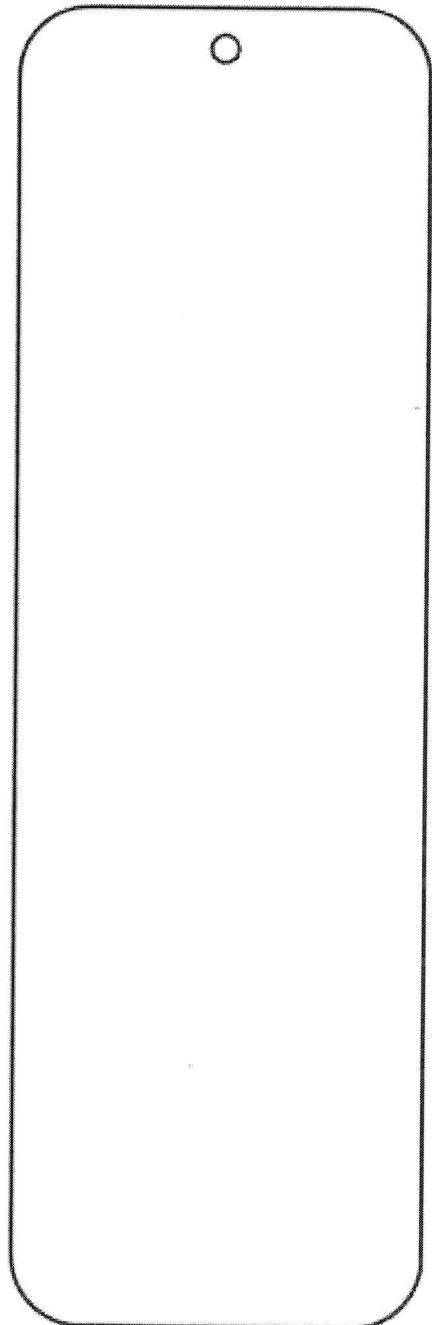
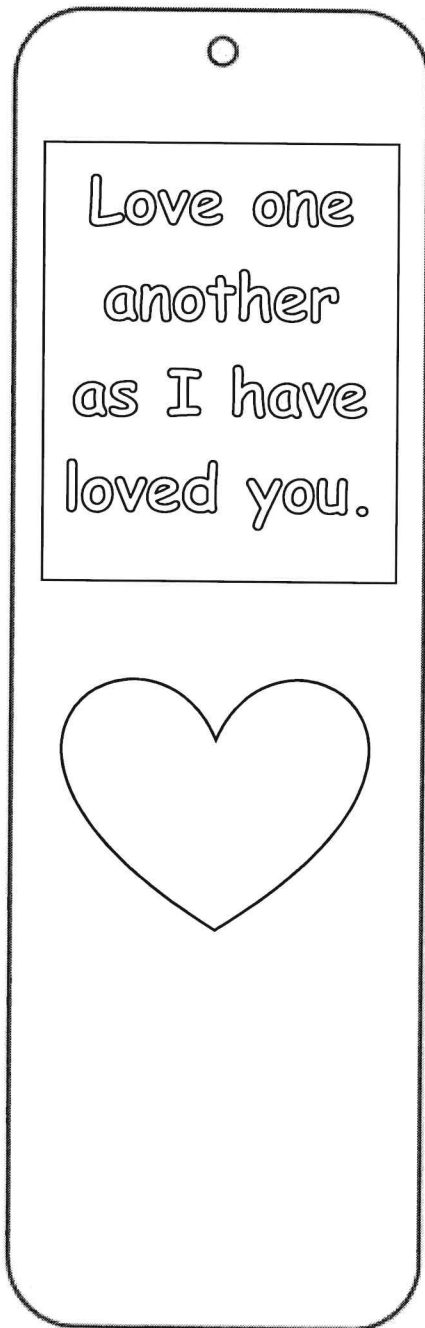
## Word List

rain day stay train pain play say paid way afraid lay nail

# The New Commandment

Using the first template, decorate the bookmark with the New Commandment on it. Or on the blank bookmark, have a go at writing the new commandment on it and create your own.

Bring it in to school if you would like it to be laminated for future use.



# The Good Samaritan

Retell what happened in the Good Samaritan by drawing a picture.

What is a Good Samaritan?

# Caring for Others

Who do I need to care for? Draw some pictures of people that you need to care for and show how you are caring for them. Remember that at this time caring for someone may mean a simple phone call or kind word when you are out in the street or could be doing things for people.

Label the people in your picture by writing their name next to them.



## Number Tasks

Complete some of the counting activities each day.  
Use the hundreds chart to help you.

Count forwards to 100

Count Backwards from 50

Count by 10's to 100

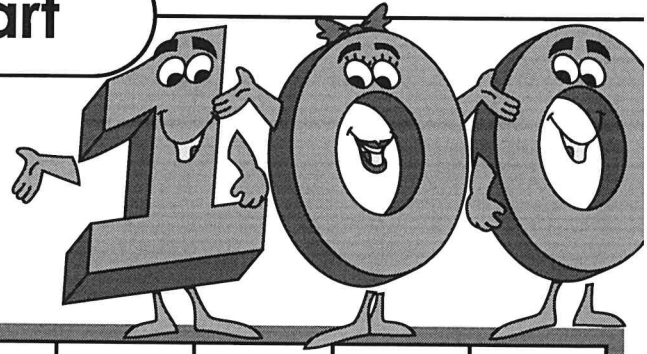
Count backwards from 100 by 10's

Count by 5's to 100

Count by 2's to 20 or as far as you can go

Name: \_\_\_\_\_

# 100 Chart



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

Name : \_\_\_\_\_

Score : \_\_\_\_\_

## Ordering Numbers

2-digit: 51

A) Write each set of numbers in order from least to greatest.

1)	36	74	92	61	15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2)	12	53	23	87	91	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3)	67	39	11	58	72	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4)	29	45	83	76	99	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5)	73	52	90	48	66	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

B) Write each set of numbers in order from greatest to least.

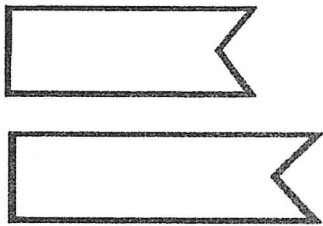
1)	11	37	28	75	61	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2)	64	43	59	10	87	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3)	19	73	95	24	36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4)	62	57	48	89	79	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5)	27	32	18	12	30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name: \_\_\_\_\_

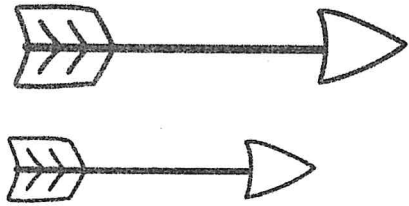
Date: \_\_\_\_\_

# Measurement Assessment: Length

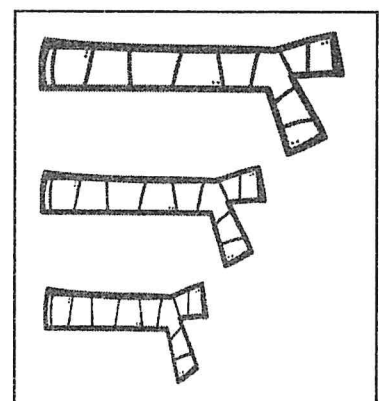
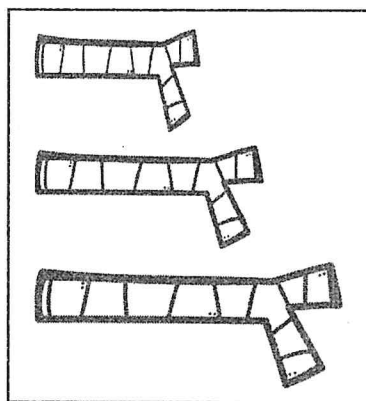
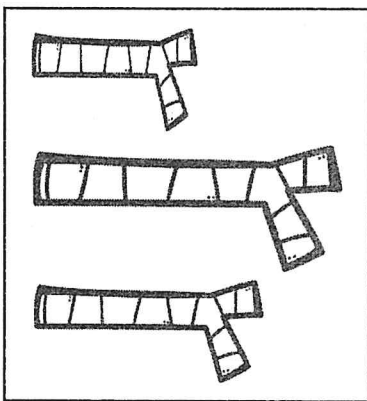
1. Circle the shorter one.



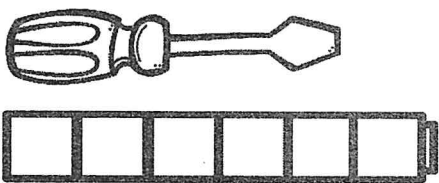
2. Circle the longer one.



3. Which one shows items in order from shortest to longest?

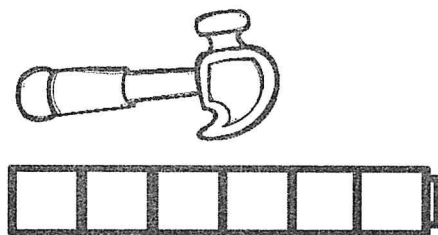


4. How long is the screwdriver?



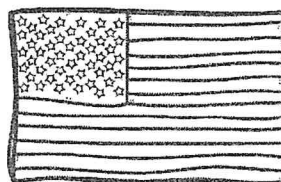
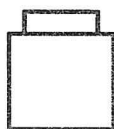
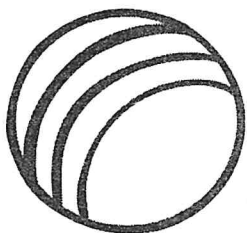
It is \_\_\_\_\_ cubes long.

5. How long is the hammer?

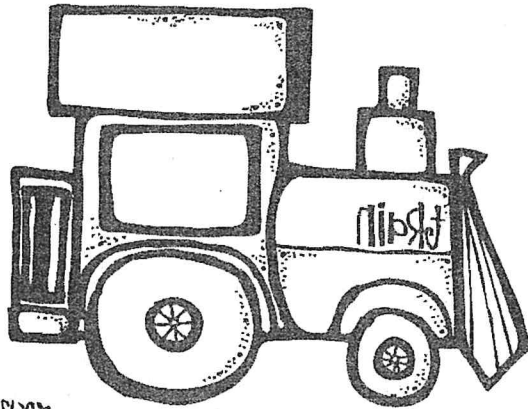


It is \_\_\_\_\_ cubes long.

7. Circle two things you could use to measure how long your shoe is.



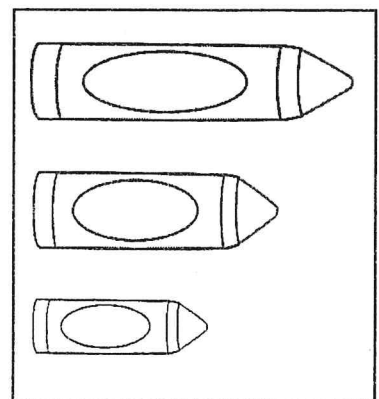
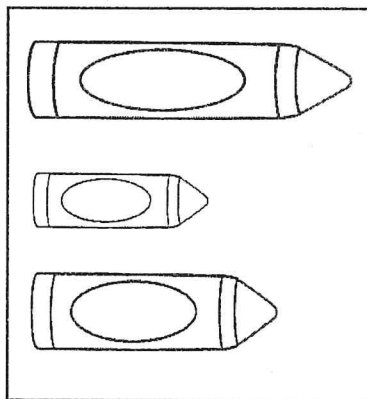
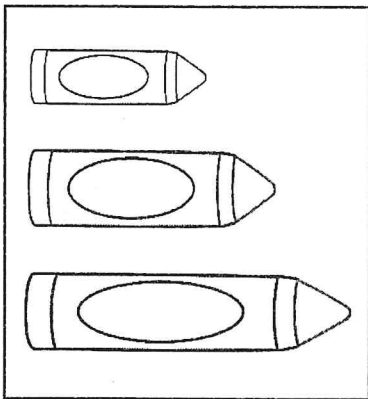
8. How long is the train?



The train is \_\_\_\_\_ cubes long.



9. Which one shows items in order from longest to shortest?



10. Circle the item that is 5 paperclips long.

