

Year 1: Numeracy Day 1 Week 2

Each day, complete your times table starter. Then watch the video lesson, clicking through each round tab then complete the related worksheet.

10 x Times Tables Starter

Colour in all the multiples of ten:

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

Is there a pattern? What type of numbers are these? Are they odd or even?

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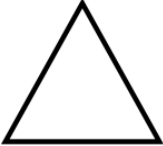
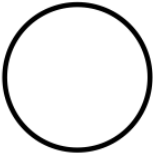
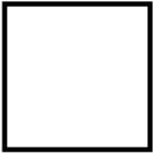
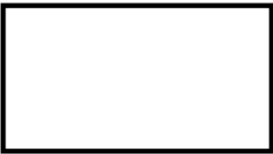
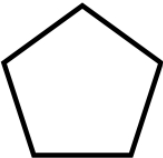
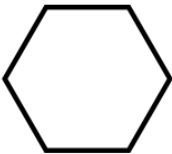


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L.I: To identify 2D shapes.

Watch lesson: <https://classroom.thenational.academy/lessons/to-identify-2d-shapes-c9gkjd>

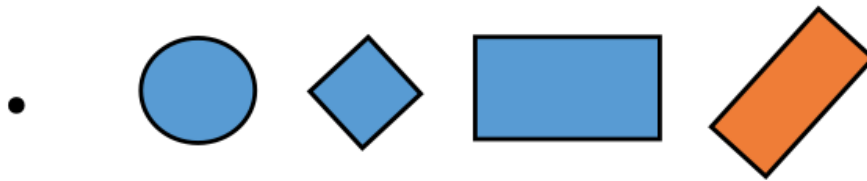
Task 1:

Shape	Name	How many sides?	How many corners?
			
			
			
			
			
			

Task 2:

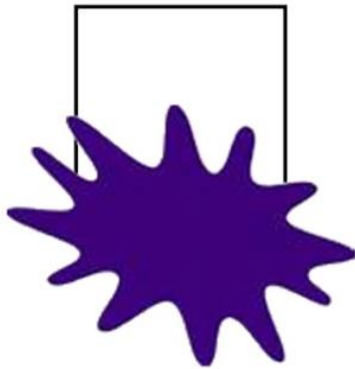


Circle the odd one out in each group.



Reasoning:

Part of a shape is hidden.



What shape could it be?

Is there more than one possibility?

Explain your thinking.

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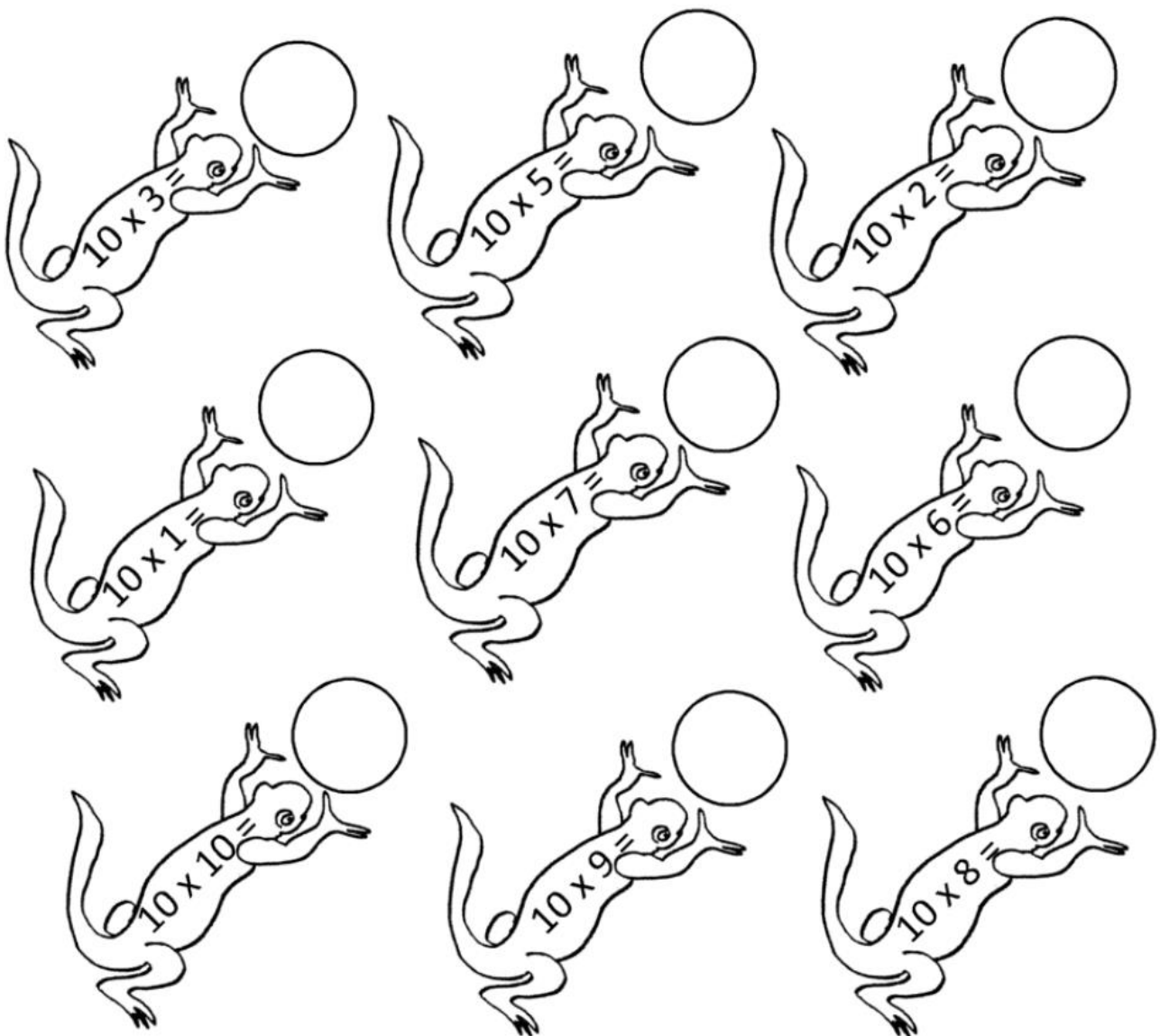
## Year 1: Numeracy Day 2 Week 2

Each day, complete your times table starter. Then watch the video lesson, clicking through each round tab then complete the related worksheet.

### 10 x Times Tables Starter

Watch video: <https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-10-times-table-with-webster-the-spider/zm32cqt>

Complete the answers to the following:



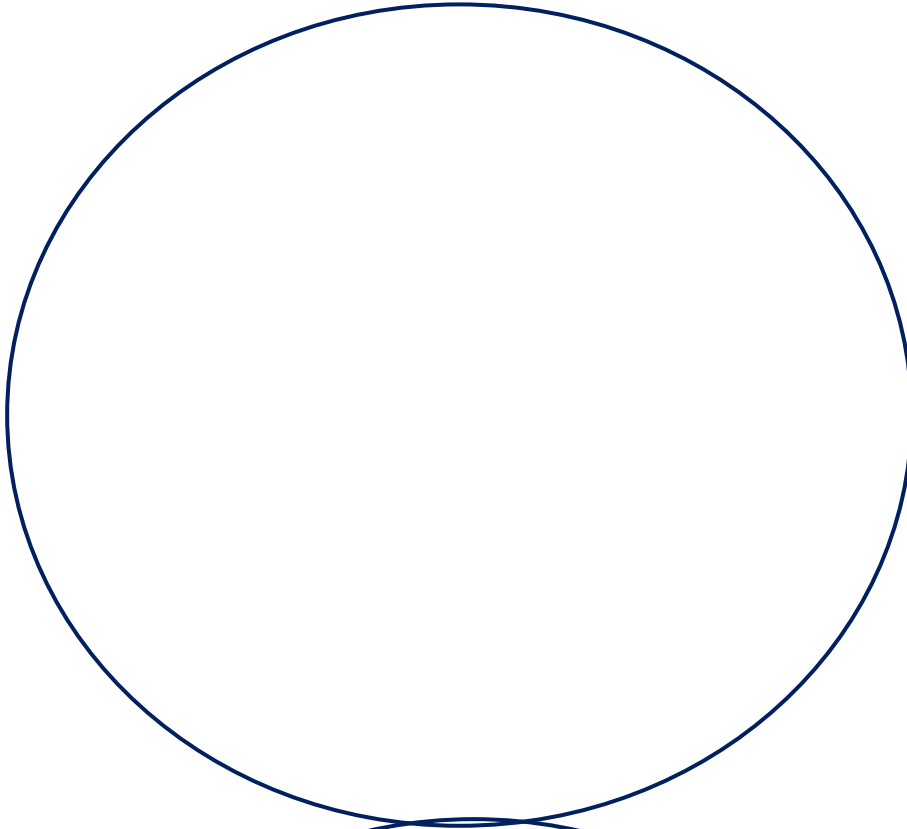
Shade all the even numbers in **yellow**. What do you notice?

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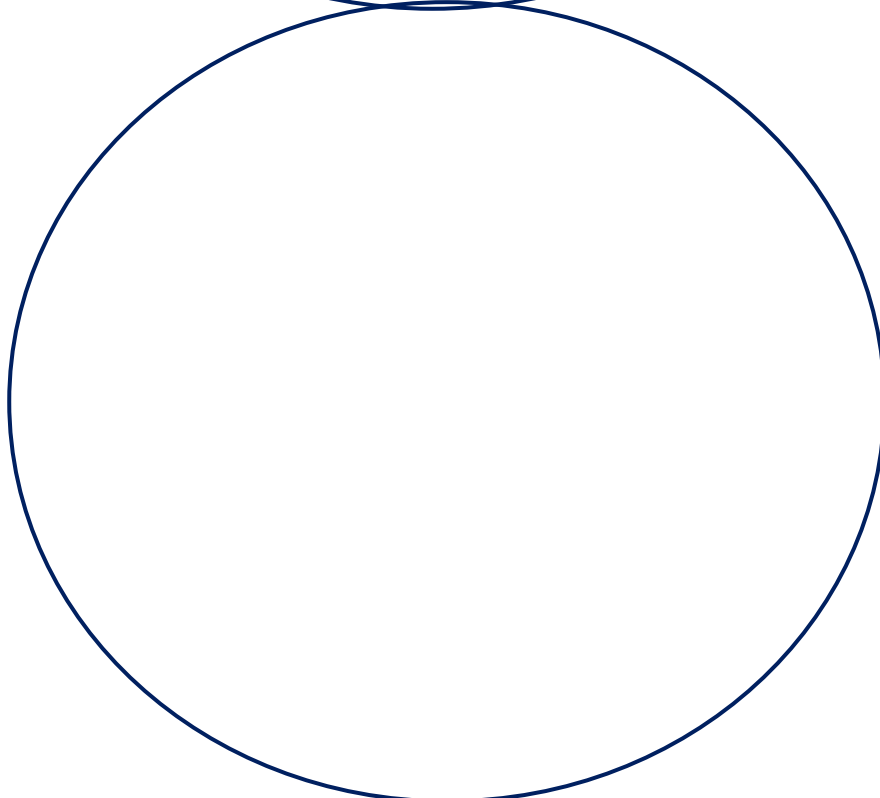
L.I: To describe and classify 3D shapes.

Watch lesson: <https://classroom.thenational.academy/lessons/to-describe-and-classify-3d-shapes-70u3cc>

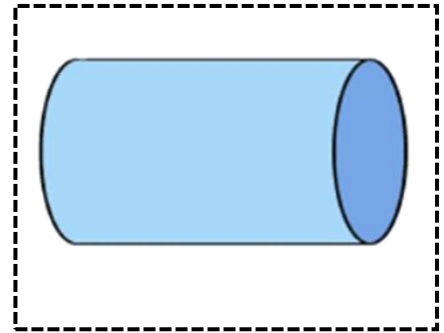
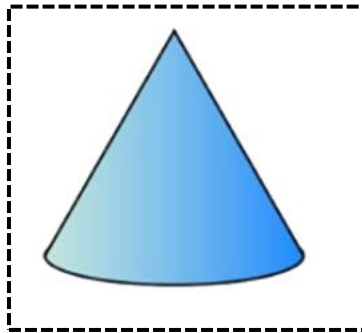
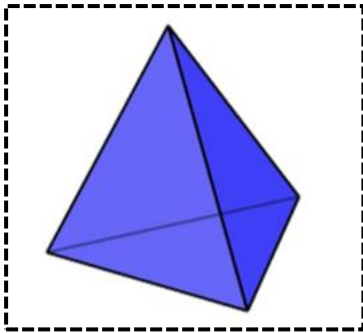
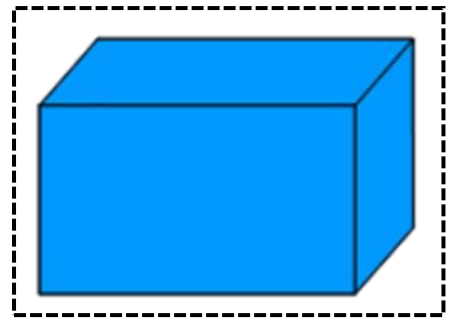
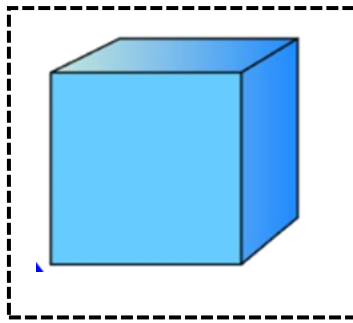
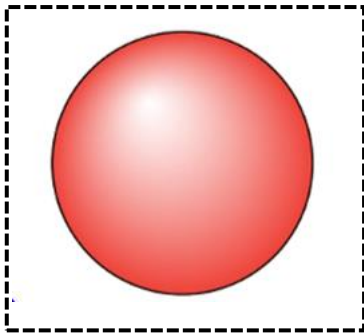
Task 1: Cut out the shapes and put them into the correct circle.



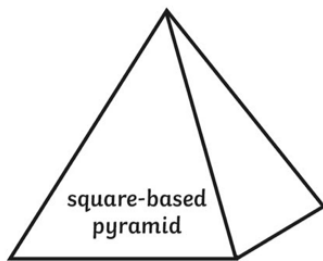
Has a curved surface



Has no curved surface



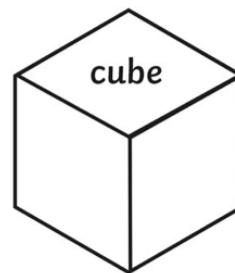
Task 2: Identify the properties of the following 3D shapes.



edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

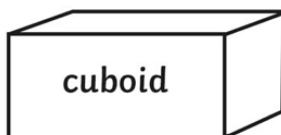
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

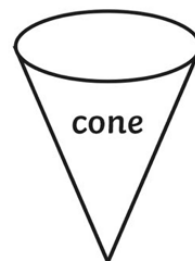
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

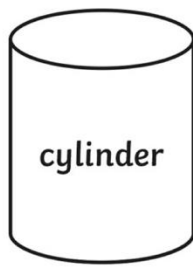
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

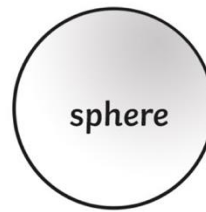
vertices \_\_\_\_\_



edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

vertices \_\_\_\_\_



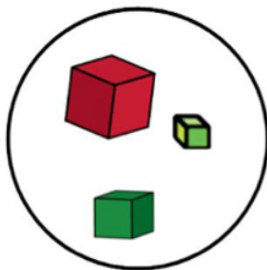
edges \_\_\_\_\_

faces/surfaces \_\_\_\_\_

vertices \_\_\_\_\_

*Reasoning:*

Some 3-D shapes have been sorted.



Have the shapes been sorted correctly?

Explain how you know.

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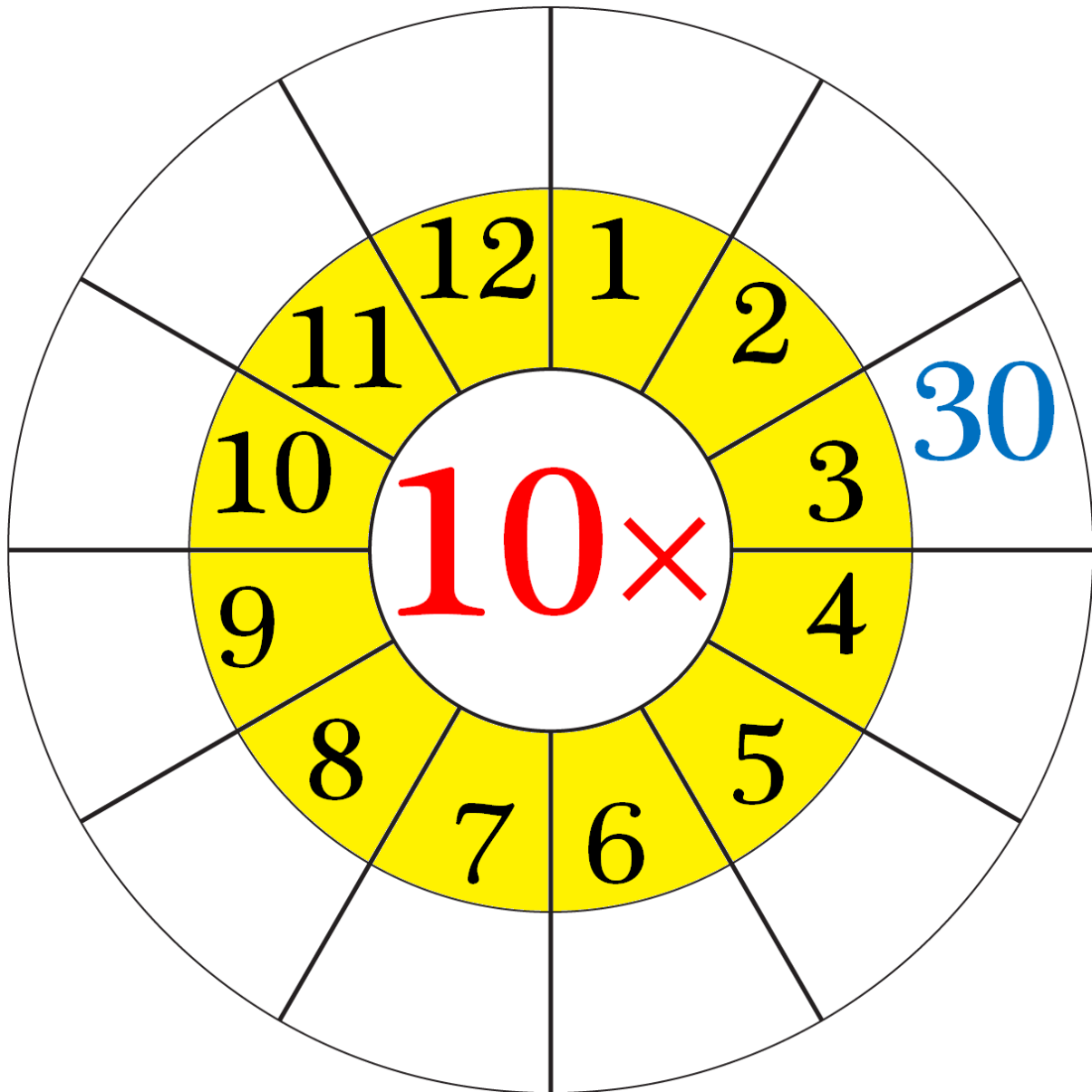
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## Year 1: Numeracy Day 3 Week 2

Each day, complete your times table starter. Then watch the video lesson, clicking through each round tab then complete the related worksheet.

### 10 × Times Tables Starter

Complete the 10 × table wheel.



Can you count forward and backwards from 10 to 100?







L.I To recognise and create repeating patterns.




Watch lesson: <https://classroom.thenational.academy/lessons/to-recognise-and-create-repeating-patterns-6rtpac?activity=video&step=2>





Task 1: Can you complete the missing patterns below?






1. 

									
---	---	--	--	--	--	--	--	--	--
2. 

									
---	---	--	--	--	--	--	--	--	--
3. 

									
--	--	--	--	--	--	--	--	--	--
4. 

									
---	---	---	---	--	--	--	--	--	--
5. 

									
---	---	---	---	---	--	--	--	--	--

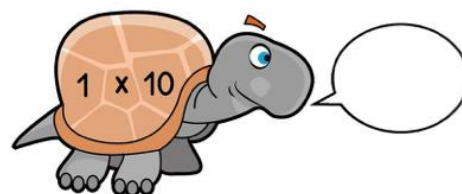
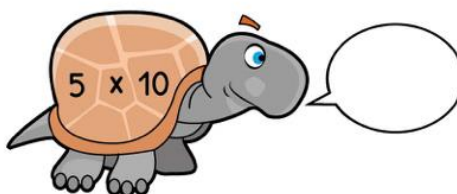
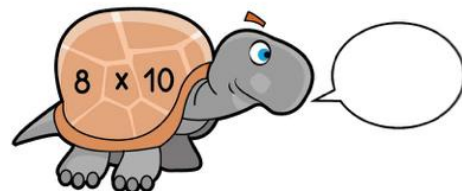
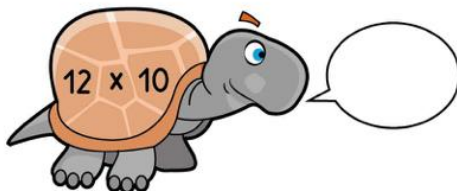
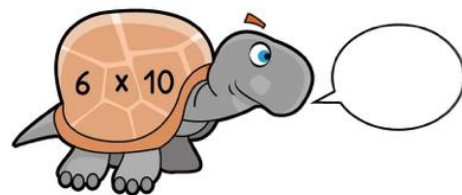
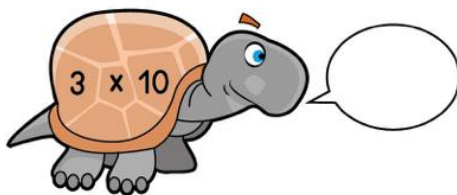
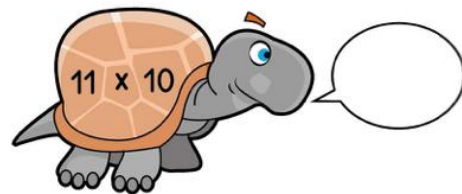
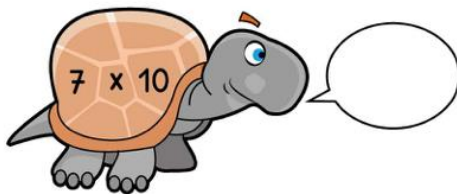
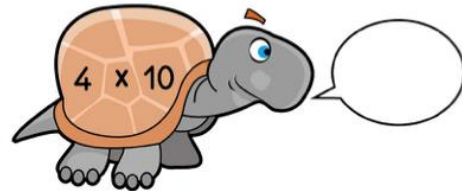
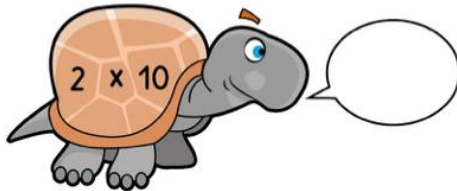
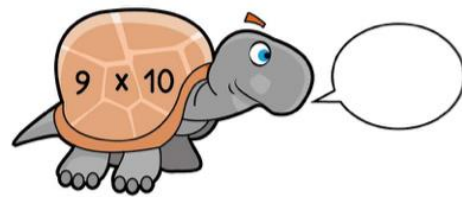
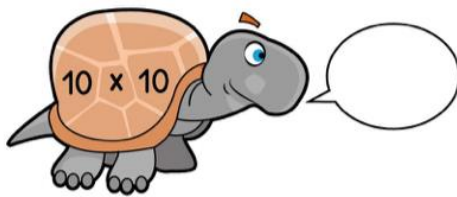
Challenge: Can you create your own patterns?


## Year 1: Numeracy Day 4 Week 2

Each day, complete your times table starter. Then watch the video lesson, clicking through each round tab then complete the related worksheet.

### 10 x Times Tables Starter

Write down the answer of each multiplication sentence:



L.I: To use the language of position, direction and movement (part 1).

Watch lesson: <https://classroom.thenational.academy/lessons/to-use-the-language-of-position-direction-and-movement-part-1-6grkge>

Task: Create your own algorithm to go around your house.

forward



backward



turn left



turn right



Writ

on

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## Year 1: Numeracy Day 5 Week 2

Each day, complete your times table starter. Then watch the video lesson, clicking through each round tab then complete the related worksheet.

### 10 x Times Tables Starter

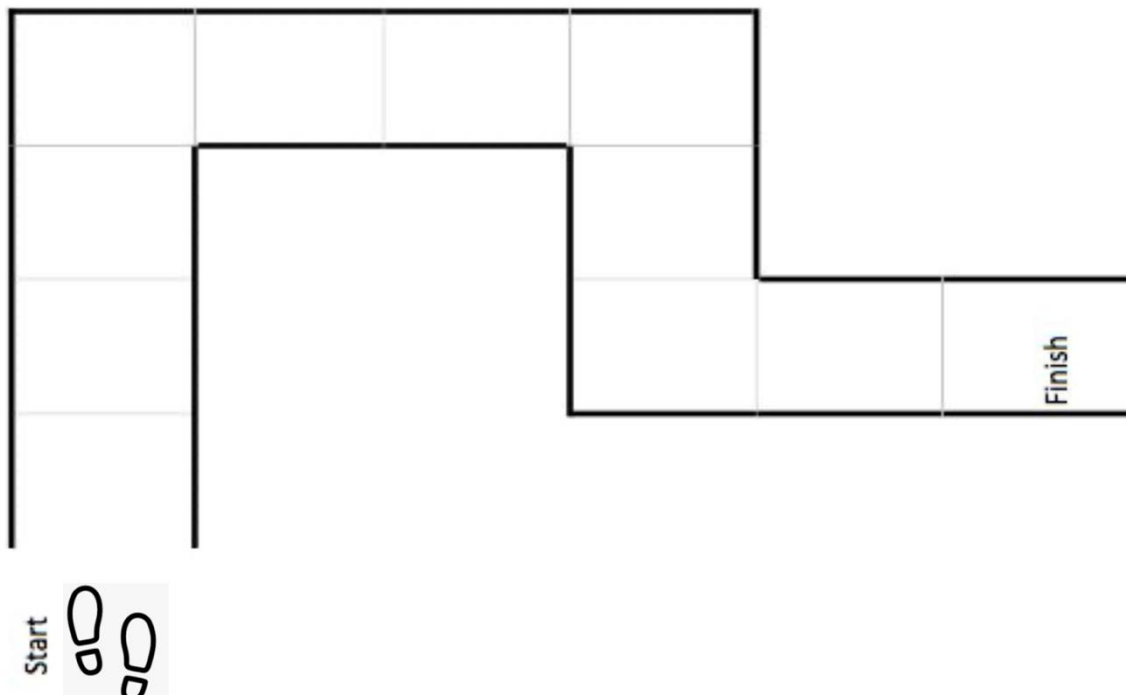
Complete the missing numbers.

10	x	1	=	10
10	x	2	=	20
10	x	<input type="text"/>	=	30
10	x	4	=	<input type="text"/>
10	x	5	=	50
10	x	6	=	<input type="text"/>
10	x	7	=	70
10	x	8	=	<input type="text"/>
10	x	9	=	90
<input type="text"/>	x	<input type="text"/>	=	100
10	x	11	=	<input type="text"/>
10	x	12	=	120

L.I: To use the language of position, direction and movement (part 2).

Watch lesson: <https://classroom.thenational.academy/lessons/to-use-the-language-of-position-direction-and-movement-part-2-75j3ec>

Task: Write an algorithm to show the **directions** to the finish line.



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Reasoning:

Are these statements correct?  
Is there more than one answer?  
Explain how you know.

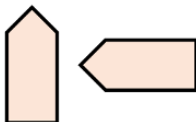
The shape has made a quarter turn.



The shape has made a half turn.



The shape has made a three-quarter turn.



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