



Year 1 Remote Learning

ANSWER PACK

*1st – 5th February
2021*



Maths Answers: Lesson 1

Numbers to 50

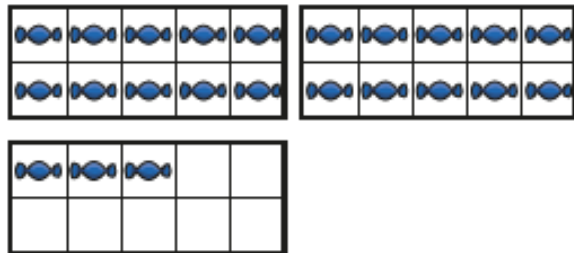
White Rose Maths

1 a) How many sweets are there?



There are sweets.

b) How many sweets are there?



There are sweets.

c) Which were easier to count? Why?



2 a) Draw counters to show how many pencils there are.



b) Complete the sentence.

There are pencils.

c) How do you know you have counted them all?

3

I am going to count from 21 to 36



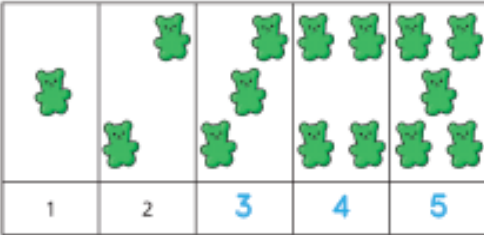
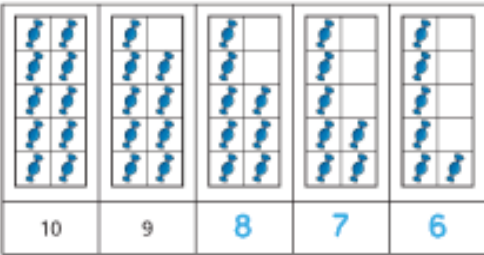
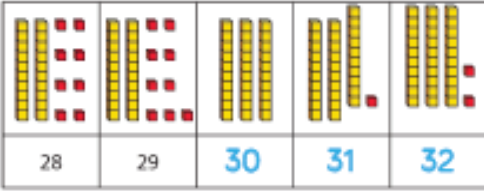
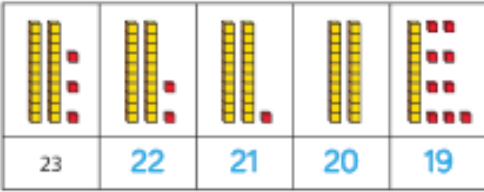
Will Rosie say the number 29? Yes

How do you know?





Maths Answers: Lesson 2

Question	Answer
1	<p>a) </p> <p>b) </p> <p>c) </p> <p>d) </p>
2	<p>a) 17 18 19 20 21 22 23 24 25 26</p> <p>b) 41 42 43 44 45 46 47 48 49 50</p> <p>c) 9 8 7 6 5 4 3 2 1 0</p> <p>d) 36 35 34 33 32 31 30 29 28 27</p>
3	<p>a) 13</p> <p>b) 33</p> <p>c) 30 and 31</p>
4	<p>28 27 26 25 24 23 22 21 20 19</p>

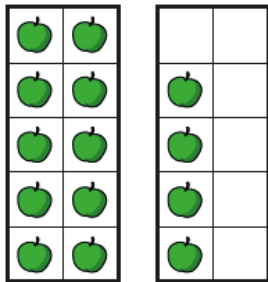
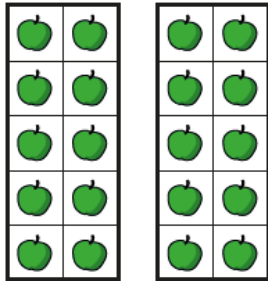


Maths Answers: Lesson 3



Tens and ones

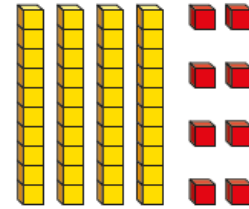
1 How many apples are there?



There are tens and ones.

There are apples.

2 What number is shown?

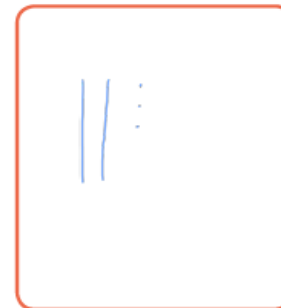


There are tens and ones.

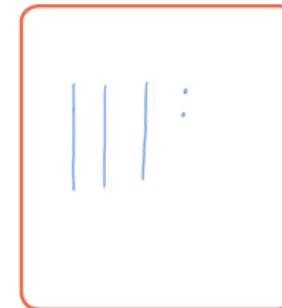
The number shown is

3 Draw base 10 to show each number.

a) 23



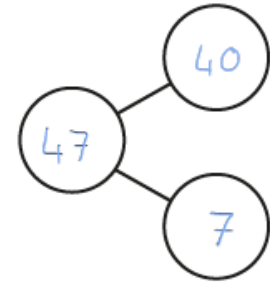
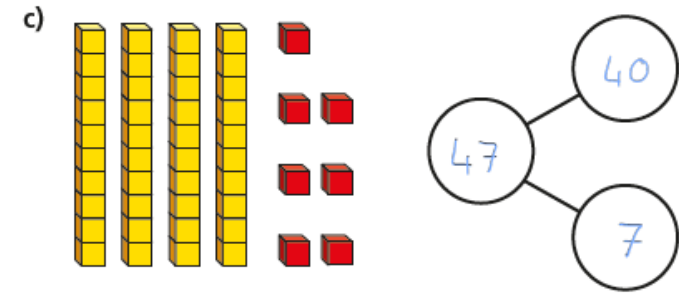
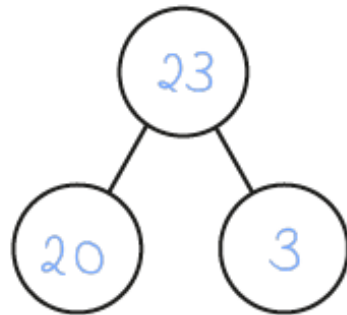
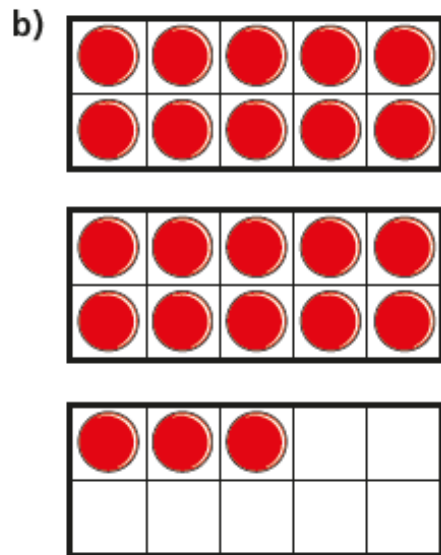
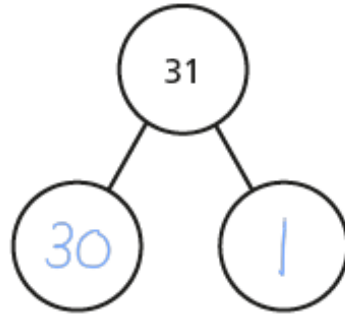
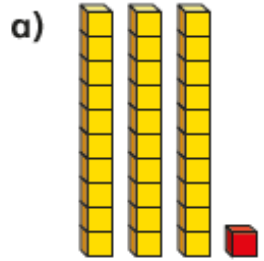
b) 3 tens and 2 ones





Maths Answers: Lesson 4

1 Complete the part-whole model for each picture.



2 Make these numbers with counters or cubes.

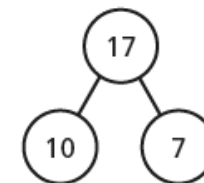
a) 16

b) twenty-one

c) 43

3 Draw a picture to match each part-whole model.

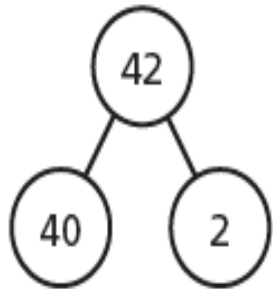
a)



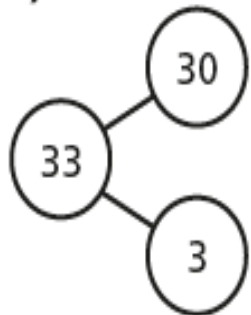


Maths Answers: Lesson 4 continued

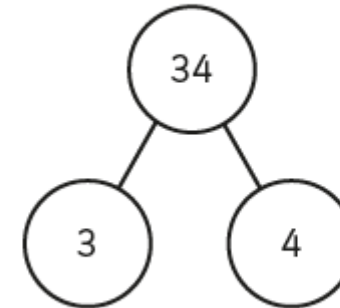
b)



c)



4 Mo has filled in this part-whole model.



What mistake has Mo made?

Mo has put 3 ones when it should be 3 tens, which equals 30.



Maths Answers: Lesson 5

question	answer	marks	notes
1. Complete the following number sequence: 67, 68, 69, _____, _____			
1	70, 71	1	National Curriculum Objective: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number (Year 1)
2. Write the number that is one more than 79.			
2	80	1	National Curriculum Objective: Given a number, identify one more and one less (Year 1)
3. Can you write the number 53 in this box?			
3	53 - Tens and ones must be in correct order.	1	National Curriculum Objective: Count, read and write numbers to 100 in numerals (Year 1)
4. On your sheet you can see four shapes. Put a cross in the middle of the circle.			
4	cross in the circle shape	1	National Curriculum Objective: Recognise and name common 2D shapes for example, rectangles (including squares), circles and triangles (Year 1)
5. There were 15 blocks in the shop. 7 of them were sold. How many blocks were left?			
5	8	1	National Curriculum Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations (Year 1)
6. There were 24 marbles in the jar. 13 of them were lost. How many marbles are left?			
6	11	1	National Curriculum Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations (Year 1)
7. On your sheet you can see a number line. Which numbers are missing from the number line? Write them in the boxes.			
7	7 and 12	1	National Curriculum Objective: Identify and represent numbers using objects and pictorial representations including the number line (Year 1)
8. Have a look at your sheet. How long is the train?			
8	13cm	1	National Curriculum Objective: Measure and begin to record lengths and heights (Year 1)
total		8	



English Answers: Lesson 1

Rap up Warm in Winter **Answers**

1. In what season does the poet say you have to wrap up?

Tick one answer (✓)

- | | | | |
|-------------|-------------------------------------|-------------|--------------------------|
| spring..... | <input type="checkbox"/> | summer..... | <input type="checkbox"/> |
| winter..... | <input checked="" type="checkbox"/> | autumn..... | <input type="checkbox"/> |

2. What does the poet say you need to wear to stay warm in winter?

Tick one answer (✓)

- | | | | |
|-----------------|-------------------------------------|-----------------|--------------------------|
| a hat..... | <input checked="" type="checkbox"/> | a swimsuit..... | <input type="checkbox"/> |
| flip-flops..... | <input type="checkbox"/> | wellies..... | <input type="checkbox"/> |

3. What should the scarf be made of?

Tick one answer (✓)

- | | | | |
|------------|--------------------------|-------------|-------------------------------------|
| straw..... | <input type="checkbox"/> | cotton..... | <input type="checkbox"/> |
| foil..... | <input type="checkbox"/> | wool..... | <input checked="" type="checkbox"/> |

4. Why does the poet say you should wear gloves?

Tick one answer (✓)

- | | | | |
|--------------------------|--------------------------|------------------------------|-------------------------------------|
| to keep toes warm..... | <input type="checkbox"/> | to keep fingers toasty..... | <input checked="" type="checkbox"/> |
| to keep fingers red..... | <input type="checkbox"/> | to keep fingers chilled..... | <input type="checkbox"/> |

5. What colour might your ears turn if you don't wear a hat?

Tick one answer (✓)

- | | | | |
|-----------|-------------------------------------|-------------|--------------------------|
| blue..... | <input type="checkbox"/> | white..... | <input type="checkbox"/> |
| red..... | <input checked="" type="checkbox"/> | purple..... | <input type="checkbox"/> |





English Answers: Lesson 2



1. Add -ed to the words to finish the sentences.

- a) *washed*
- b) *picked*
- c) *played*

2. Now add -ed to these words and write your own sentences.

- a) Using the word *cleaned* multiple answers are available.
- b) Using the word *brushed* multiple answers are available.
- c) Using the word *kicked* multiple answers are available.

Deepen the moment: Not all action words used ed. For example, we don't say 'runned', we say 'ran'. Write down the past versions of these words – they don't use ed!

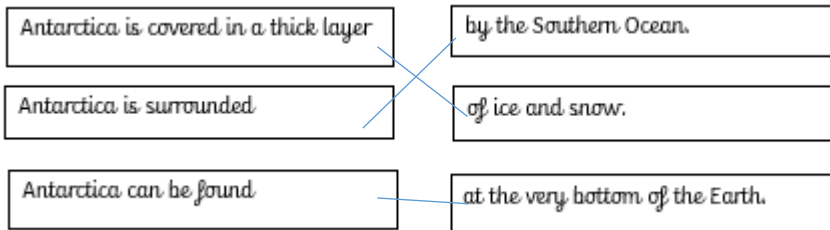
drink	swim	sit	write
<i>drank</i>	<i>swam</i>	<i>sat</i>	<i>wrote</i>



Reading for Productivity Answers

Lesson 1: Geography

1. A continent is a large area of land.
2. 50 times the size of the UK.
3. Near the middle of Antaartica / at the bottom of the planet.
4. The Southern Ocean.
- 5.

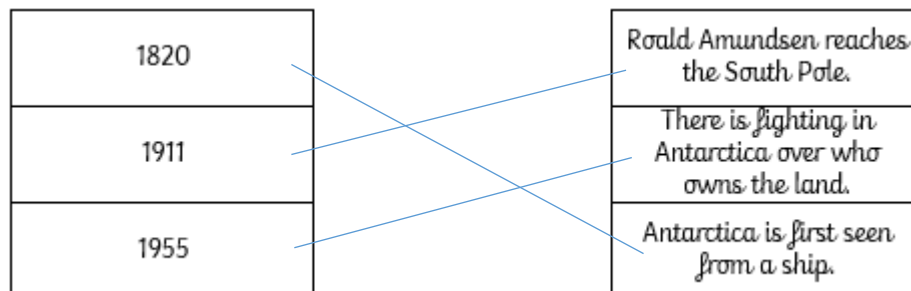


Lesson 3: Art

1. The eye
2. A needle and some thread.
3. Thumb and forefinger.
4. Take your time.
5. Tricky.

Lesson 2: History

1. 1821
2. False
3. Horrendous
4. Science
5. 1200
6. Research station, post office and café.
- 7.





Lesson 4: Science

1. A habitat is where living things make their homes.
2. A woodland is an example of a large habitat.
3. A fallen branch or the space under a stone are examples of microhabitats.
4. An insect, a worm or a spider are examples of minibeasts.
5. The word 'shelter' means a safe place for minibeasts to live.
6. They pollinate flowers, tidy up the remains of dead plants and animals, they form part of the food chain, all the insects and animals need each other to keep the whole habitat healthy.
7. A web is used to catch insects to eat.
8. Worms dig tunnels that let air and water into the soil to keep it healthy.
9. Ants feel vibrations in the ground through their feet.
10. Any minibeast is acceptable, as long as there is a reason to back up the choice!

Lesson 5: PE

1. The teacher says which throw to use in the race.
2. If the ball is dropped, it must go back to the start of the line.
3. To win the race, you have to get the ball to the other end of the line.
4. 4, 2, 1, 3, 5
5. Any answer that recognises that the line created to play the game looks like a caterpillar.
6. It's not possible to play the game with just two people, as the second person in the line will not have anybody to pass the ball to.
7. Alternates means going over the head, to between the legs to over the head. Repeatedly changing one to another.
8. The game is called Over, Under, because the ball is passed over the head, then through the legs (under).
9. Any name acceptable that takes into account the action of movement, the shape formed by children in the line for example.