

# HeadStart

primary

Year 1

## Learning Activity Booklet

For Maths & English



Name:

Class:

SECTION A - Write the missing numbers

1

50 55  65 70 75  85 90

2

45 40  30  20 15 10

SECTION B - Write the missing numbers

1

53 58   73  83   98

2

49 44  34    14

SECTION C - Write the missing numbers

1

37    17 12

2

61   76

**SECTION A** - Write the missing numbers

**1**

**2**

**SECTION B** - Write the missing numbers

**1**

**2**

**SECTION C** - Write the missing numbers

**1**

**2**

## SECTION A

1

1 more than 9 is 

2

1 more than 15 is 

3

1 more than 11 is 

4

1 more than 4 is 

## SECTION B

1

1 more than 28 is 

2

1 more than 36 is 

3

1 more than 33 is 

4

1 more than 40 is 

## SECTION C

1

1 more than 92 is 

2

1 more than 87 is 

3

10 more than 60 is 

4

10 more than 40 is 

5

1 more than 105 is 

6

10 more than 87 is

## SECTION A

1

1 less than 8 is 

2

1 less than 15 is 

3

1 less than 10 is 

4

1 less than 6 is 

## SECTION B

1

1 less than 43 is 

2

1 less than 31 is 

3

1 less than 29 is 

4

1 less than 24 is 

## SECTION C

1

1 less than 92 is 

2

1 less than 65 is 

3

10 less than 10 is 

4

10 less than 80 is 

5

1 less than 107 is 

6

10 less than 87 is

## SECTION A

**1**  $1 + 7 =$

**2**  $3 - 0 =$

**3**  $7 - 3 =$

**4**  $10 + 4 =$

## SECTION B

**1**  $6 + 8 =$

**2**  $15 - 0 =$

**3**  $4 + 15 =$

**4**  $17 - 2 =$

## SECTION C

**1**  $13 - 4 =$

**2**  $19 + 7 =$

**3**  $18 - 11 =$

**4**  $13 + 1 + 3 =$

## SECTION A

$1 \quad 5 + \square = 9$

$2 \quad \square + 2 = 8$

$3 \quad \square - 8 = 2$

$4 \quad 9 - \square = 3$

## SECTION B

$1 \quad \square + 5 = 19$

$2 \quad \square - 7 = 8$

$3 \quad 4 + \square = 18$

$4 \quad \square - 9 = 9$

## SECTION C

$1 \quad 8 + \square = 13$

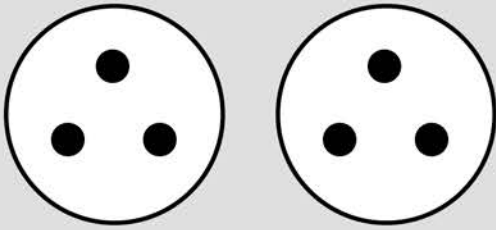
$2 \quad \square + 7 = 16$

$3 \quad \square - 6 = 16$

$4 \quad 12 + \square + 4 = 20$

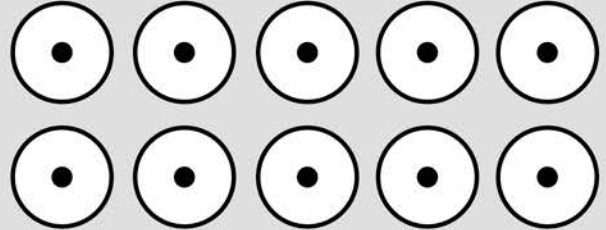
## SECTION A

1



2 groups of 3 make

2



10 lots of 1 make

## SECTION B

1

2 groups of 2 = 

2

5 times 1 = 

3

10 times 5 = 

4

2 lots of 4 = 

## SECTION C

1

8 lots of 1 = 

2

5 times 6 = 

3

10 times 7 = 

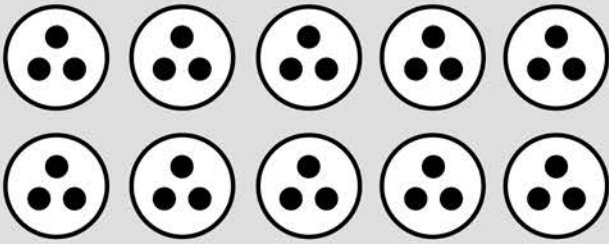
4

8 multiplied by 2 =



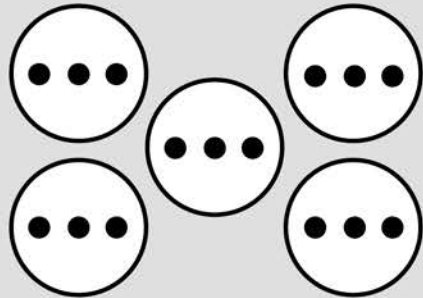
## SECTION A

1



30 shared into 10 makes

2



15 divided by 5 is

## SECTION B

1

2 divided by 2 = 

2

20 shared by 5 = 

3

4 shared into 2 = 

4

10 shared by 10 = 

## SECTION C

1

14 divided by 2 = 

2

50 shared into 5 = 

3

60 divided into 10 = 

4

45 shared by 5 =

**SECTION A**

**1**

●	●	●

3 is half of

**2**

●	●	●	●	●	●	●	●	●	●

10 is half of

**SECTION B**

**1**

4 is half of

**2**

8 is half of

**3**

6 is half of

**4**

12 is half of

**SECTION C**

**1**

16 is half of

**2**

24 is half of

**3**

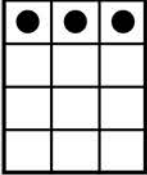
40 is half of

**4**

27 is half of

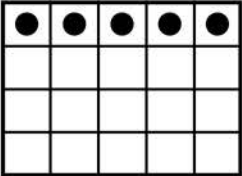
SECTION A

**1**



3 is a quarter of

**2**



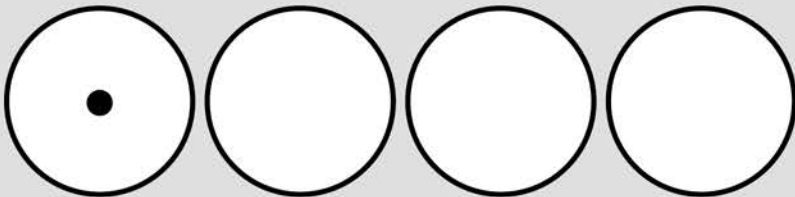
5 is a quarter of

SECTION B

You can use the circles to help you

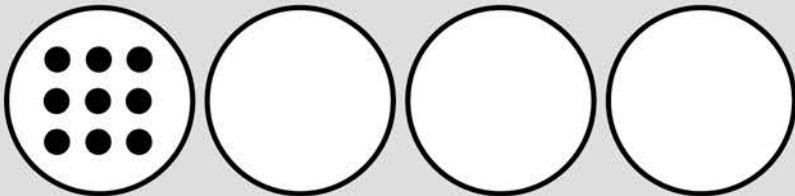
**1**

1 is a quarter of



**2**

9 is a quarter of



SECTION C

**1**

4 is a quarter of

**2**

7 is a quarter of

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.

a

b

c

d

e

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

1 Solve each calculation.

- a  $2 + 12 = \square$
- b  $14 + 0 = \square$
- c  $10 + 10 = \square$
- d  $\square = 13 + 4$
- e  $\square = 11 + 7$
- f  $15 + 3 = \square$
- g  $6 + 11 = \square$
- h  $0 + 17 = \square$

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

EXAMPLE:

**16**     $3 + 13$      $7 + 10$      $8 + 8$      $12 + 4$      $10 + 5$

a **19**     $11 + 8$      $4 + 16$      $17 + 2$      $14 + 5$      $13 + 6$

b **17**     $17 + 0$      $7 + 12$      $11 + 6$      $14 + 4$      $14 + 3$

c **18**     $14 + 6$      $12 + 6$      $13 + 5$      $17 + 2$      $19 + 0$

d **14**     $0 + 13$      $1 + 13$      $14 + 0$      $11 + 3$      $12 + 3$

e **15**     $7 + 12$      $11 + 4$      $12 + 4$      $10 + 5$      $13 + 2$



Solve problems using doubling

1

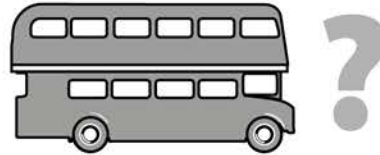
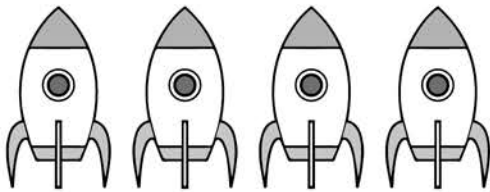


Stefan's apples

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?

 p


4

There are **twice** as many boys as girls on the park. There are **12** girls.

How many boys are there?



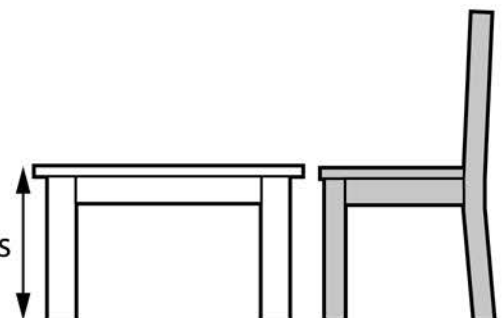
5

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?

 centimetres

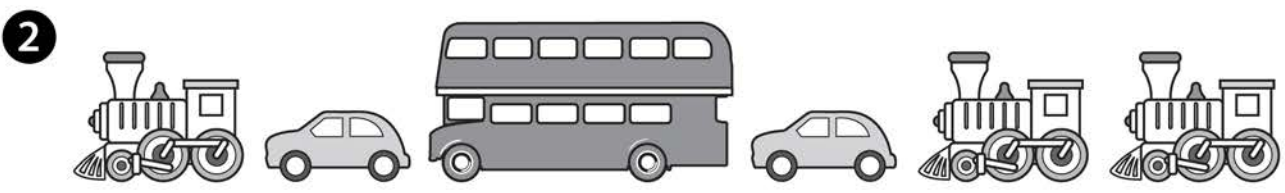
20 centimetres



Recognise, find and name a half as one of two equal parts of a quantity

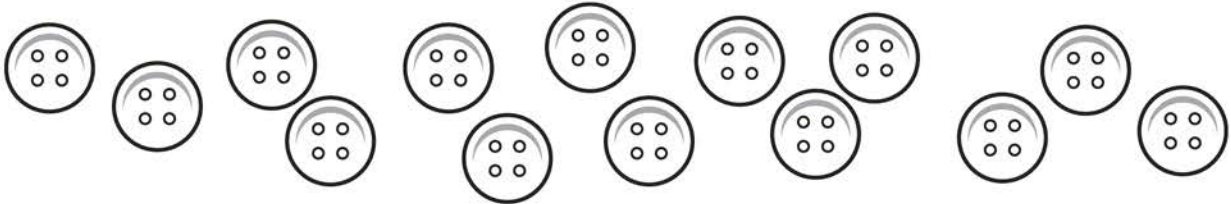


What fraction of the toys are dolls?



What fraction of the toys are trains?

3 Colour **half** of the buttons.

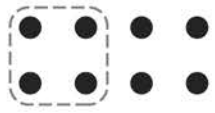


4 Complete the following.

a Half of 2 is



b Half of 8 is

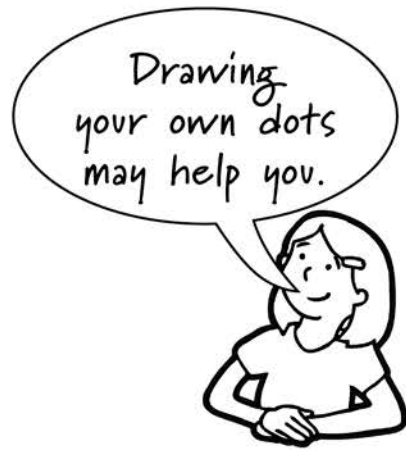


c Half of 12 is



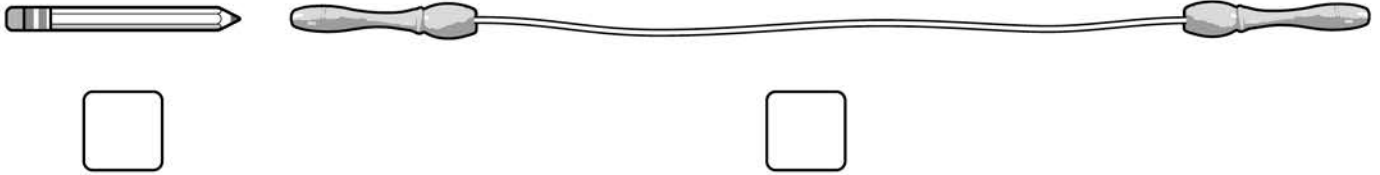
d Half of 16 is

e Half of 22 is

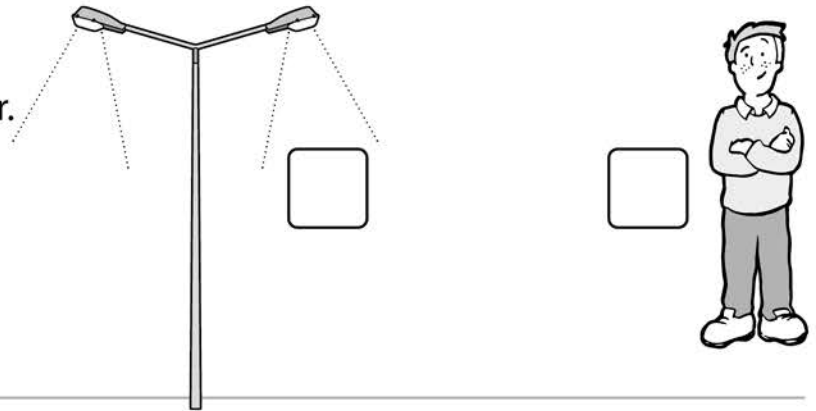


Compare, describe and solve problems for lengths and heights

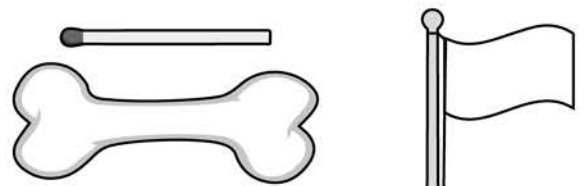
1 Which is shorter? Put a tick (✓) by your answer.



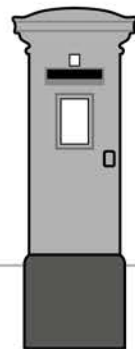
2 Which is taller? Put a tick (✓) by your answer.



3 Write a word to complete each sentence, so that it compares the **length** or **height**.



b The flagpole is ..... than the postbox.



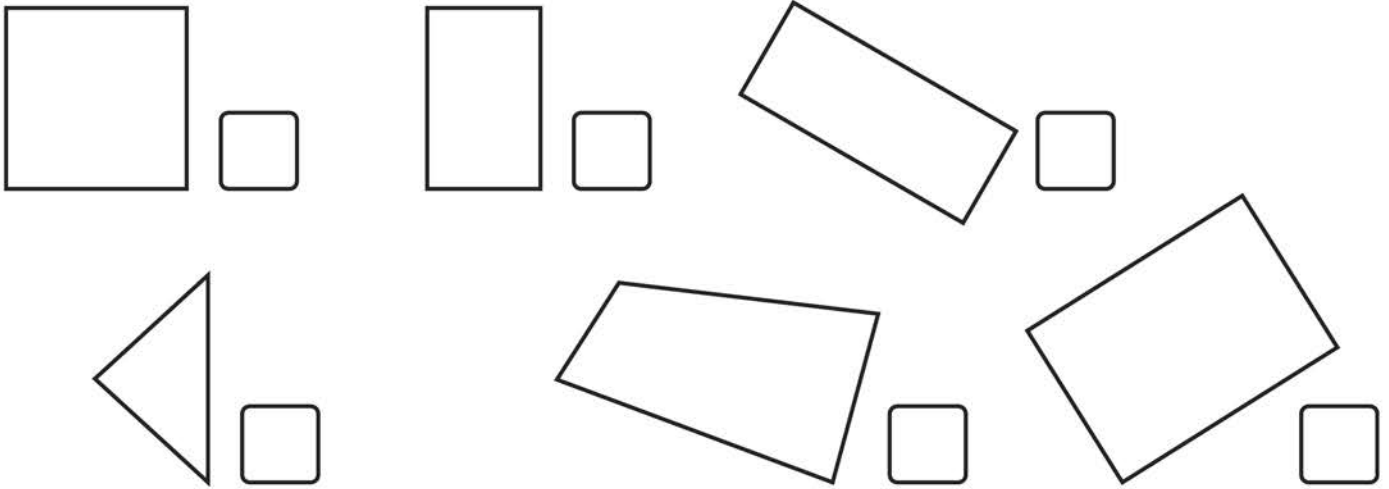
4 How many cricket bats would you need to **equal** the length of the wood?





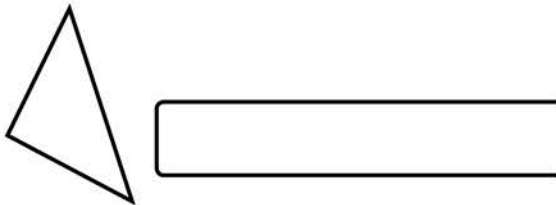
Recognise and name common 2-D shapes

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



2

What shape is this?



Explain how you know.

.....

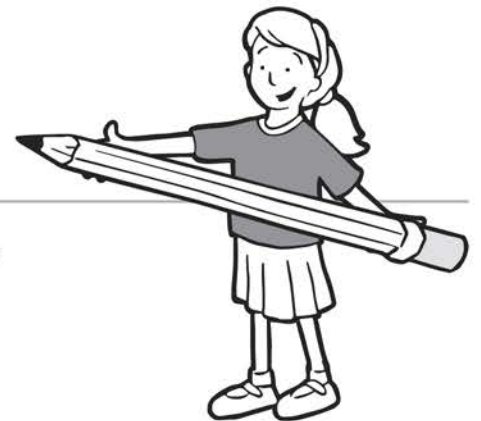
3 Draw a triangle inside a circle.

4 Leah said, "A square is just a shape with 4 sides."

Is she correct?

Explain your answer.

.....



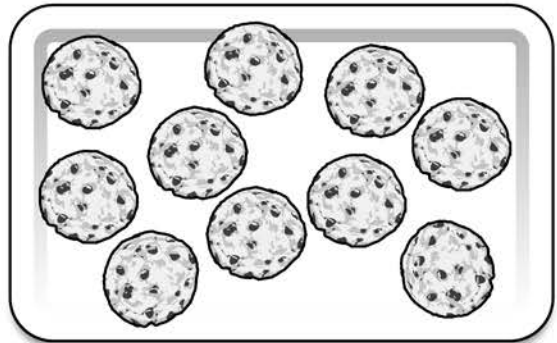
Further mastery – multiplication and division

1 Megan is counting in **tens**, starting with **20**. Maisie is counting in **fives**, starting with **15**. Maisie says, "If we carry on counting, we will both say the number **95**."

Is Maisie correct?  Try to explain your answer.

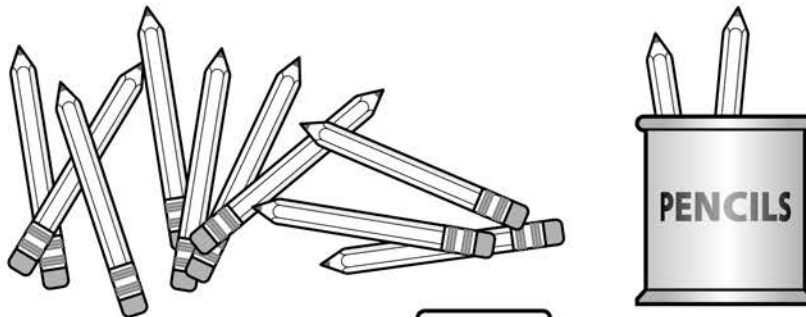
.....

2 There are **6** trays of biscuits. Each tray has the same number of biscuits.



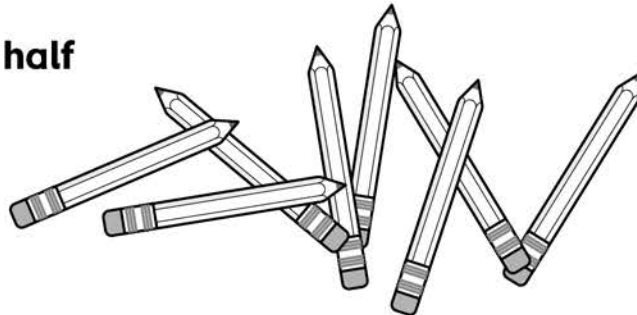
How many biscuits are there altogether?

3 Zak has **12** pencils. He puts **2** pencils in each pencil pot.




How many pencil pots does he fill?


4 Zoya has **8** pencils. She puts **half** of the pencils on the desk.





How many pencils does Zoya put on the desk?

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

a 

c 

b 

d 

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



7 Orla has **3** strawberries.

a Jamal has **double** the number of strawberries Orla has.

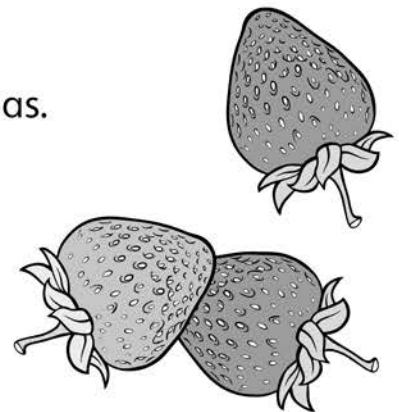
How many strawberries does Jamal have?

b May has **5 times** as many strawberries as Jamal.

How many strawberries does May have?

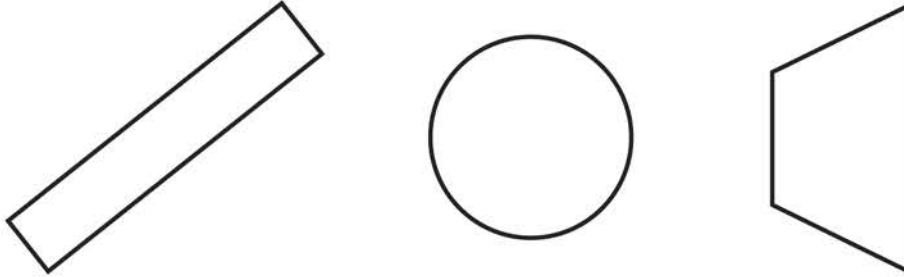
c Aftab has **one third** as many strawberries as May.

How many strawberries does Aftab have?

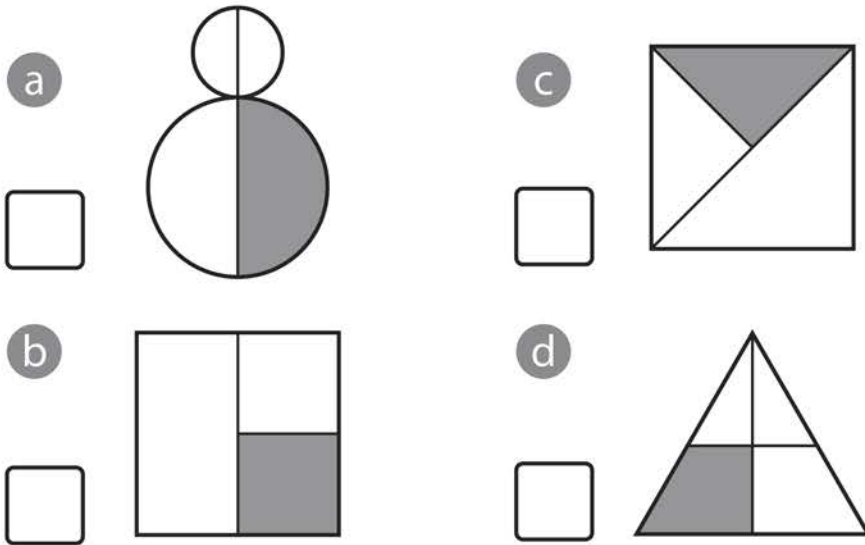


Further mastery – fractions

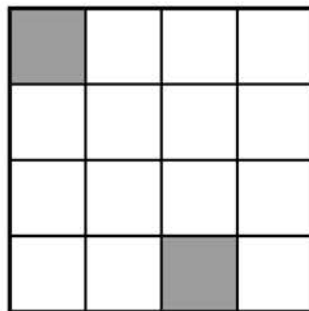
1 Shade **half** of each shape.



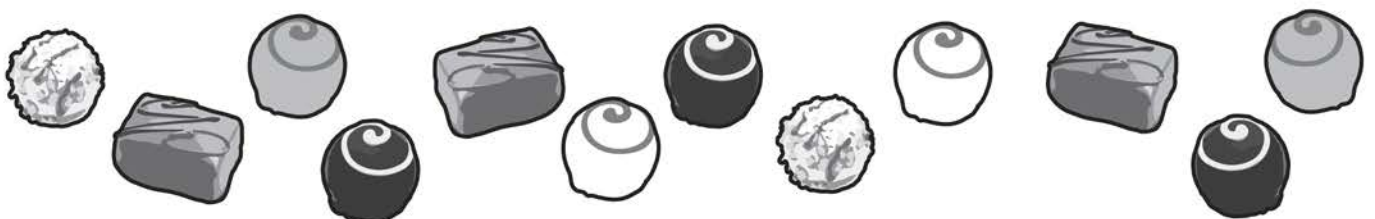
2 Tick (✓) the shapes which have **one quarter** shaded.



3 Complete the shading so that a **half** is not shaded.



4 Draw rings so that a **quarter** of the chocolates are in each ring.



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.

.....

.....

**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.

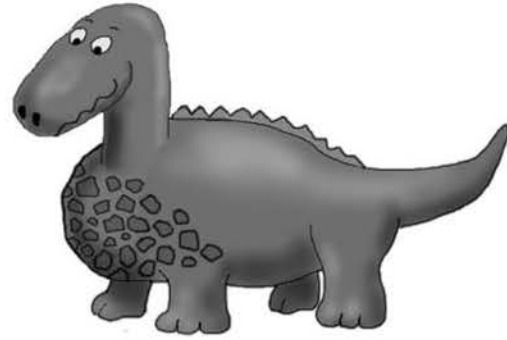
cat  pie  bird

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.





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

Marja

Mum

Tom

brother

Amir

Grandad

Lucy

sister

- 2 Which **two** children call their dinosaurs **Dino**?



\_\_\_\_\_

- 3 Who has a dinosaur that squeaks?

\_\_\_\_\_

- 4 What noise does Lucy's dinosaur make?

\_\_\_\_\_

- 5 Who got a dinosaur while they were on holiday?

\_\_\_\_\_

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) \_\_\_\_\_ 

2) \_\_\_\_\_

2 What does the C stand for?

\_\_\_\_\_

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

\_\_\_\_\_

4 What are the **two** things that Sara doesn't get right?

1) \_\_\_\_\_

2) \_\_\_\_\_

5 When Sara spies something beginning with **W**, what are the **two** guesses that Nasim makes?

1) \_\_\_\_\_

2) \_\_\_\_\_

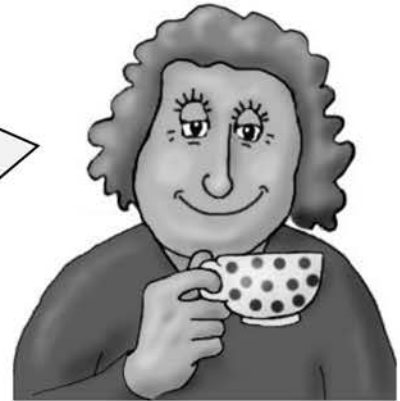
6 What is on the hill?

\_\_\_\_\_

**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!



- I stir it with a spoon.
- I pour hot water onto the teabag.
- I boil the kettle.
- I pour tea into my cup.
- I put a teabag into the teapot.
- I put a little milk into my cup.
- I warm up the teapot.

## 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!"

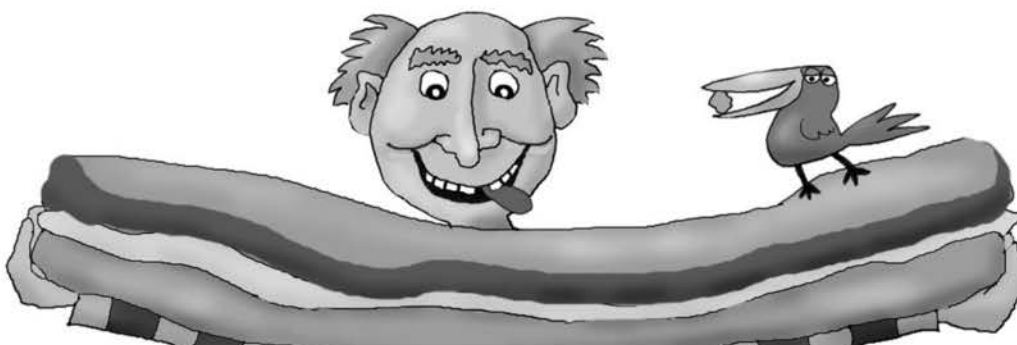
At home, I slice the bread, spread on the butter and add the cheese. Then I take a giant-sized bite. Mmmm, very nice. Did you hear me? I said, "MMMM, VERY NICE!"



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

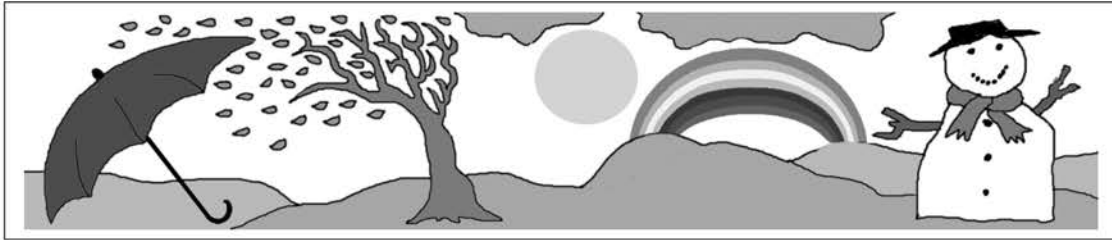


- He asks the farmer for cheese the size of a trampoline.
- He spreads butter on the bread.
- He takes a giant-sized bite.
- He goes to the baker and asks for bread.
- He adds the cheese.
- He slices the bread.
- He fills his wheelbarrow with butter.



**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

rainy

The branches bent and the leaves scattered.

calm

windy

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

hot

cold

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

stormy

snowing

## 1. Tommy's Garden

This is Tommy Toe.

He is a very small boy.

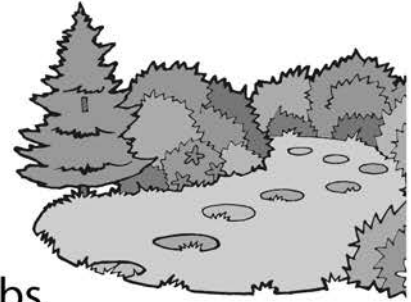
He is so small he can fit inside a mug.



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.





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.

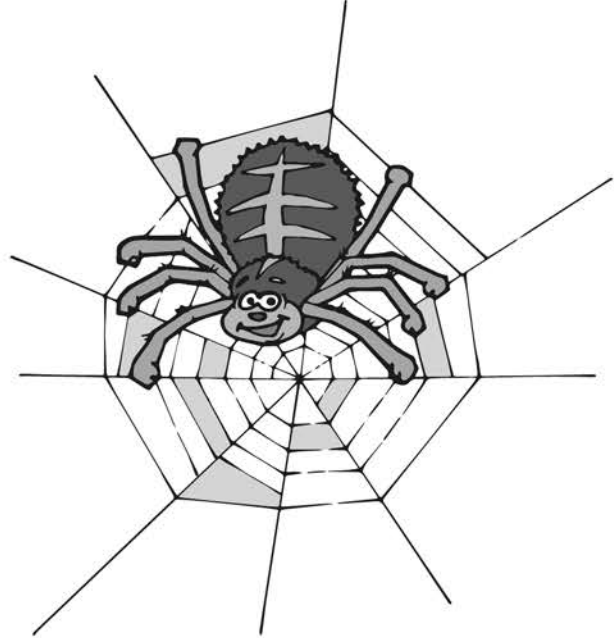
"What are you?" asks Tommy.

"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.

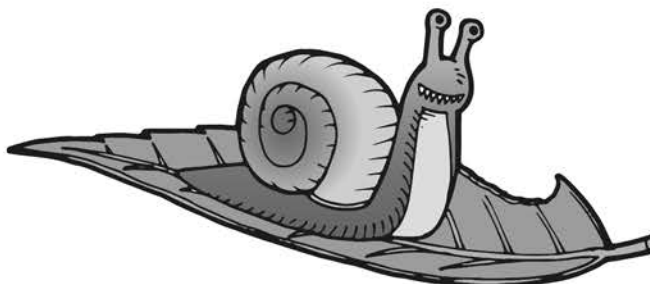
"What are you?" asks Tommy.

"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.



## Leaving space between words

The ladybird makes sure you use finger spaces.

Tommy fits inside a mug.

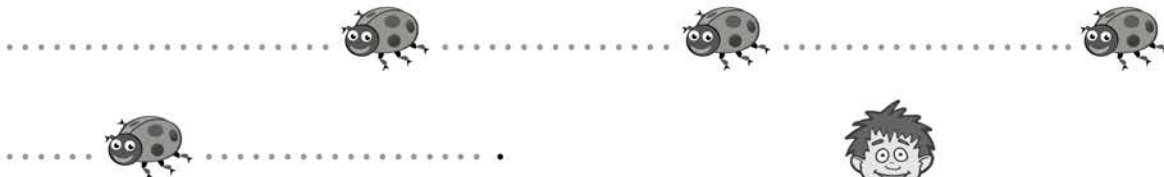
Tommy  fits  inside  a  mug.

Copy these sentences leaving spaces for the ladybird.

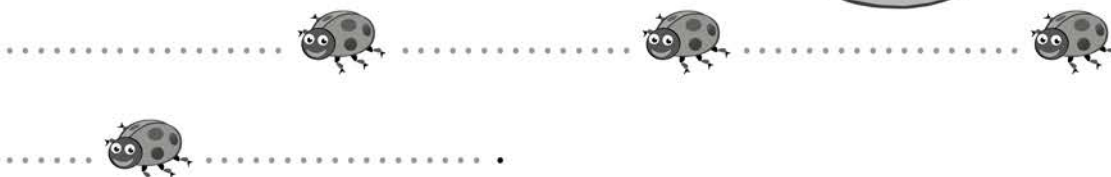
1 Tommy fits inside a mug.



2 Tommy fits inside a bag.



3 Tommy fits inside a pot.



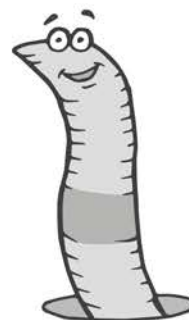
Leaving space between words

Always leave finger spaces between words.

Tommy sees a worm.



Copy these sentences.



1 Tommy sees a worm.

.....

2 Tommy sees a bee.



.....

3 Tommy sees a spider.

.....

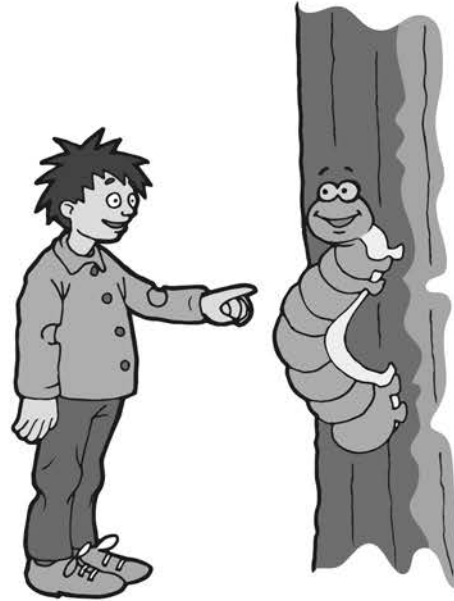


### 3. Tommy and the Caterpillar

Tommy goes into the garden.

He goes up to a tree.

He sees a caterpillar on the tree.



“Hello,” says the caterpillar.

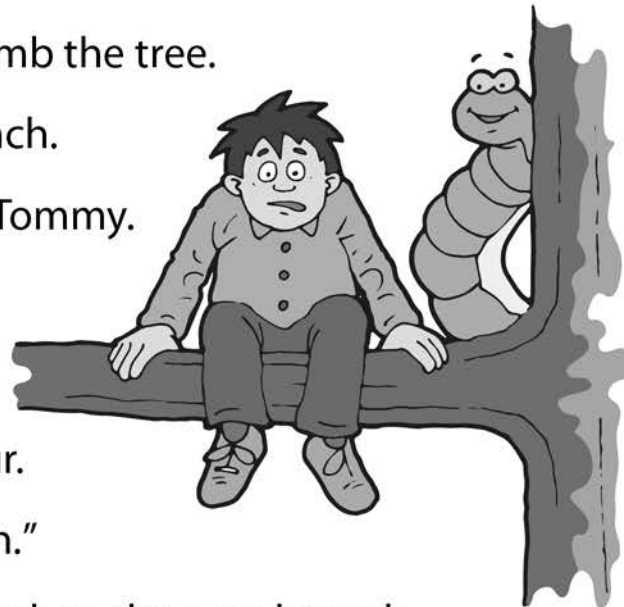
“Hello,” says Tommy.

“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.

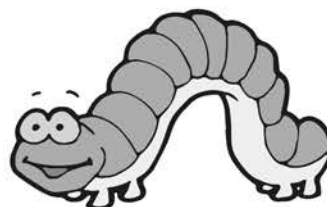
“This is too high for me,” says Tommy.



“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.

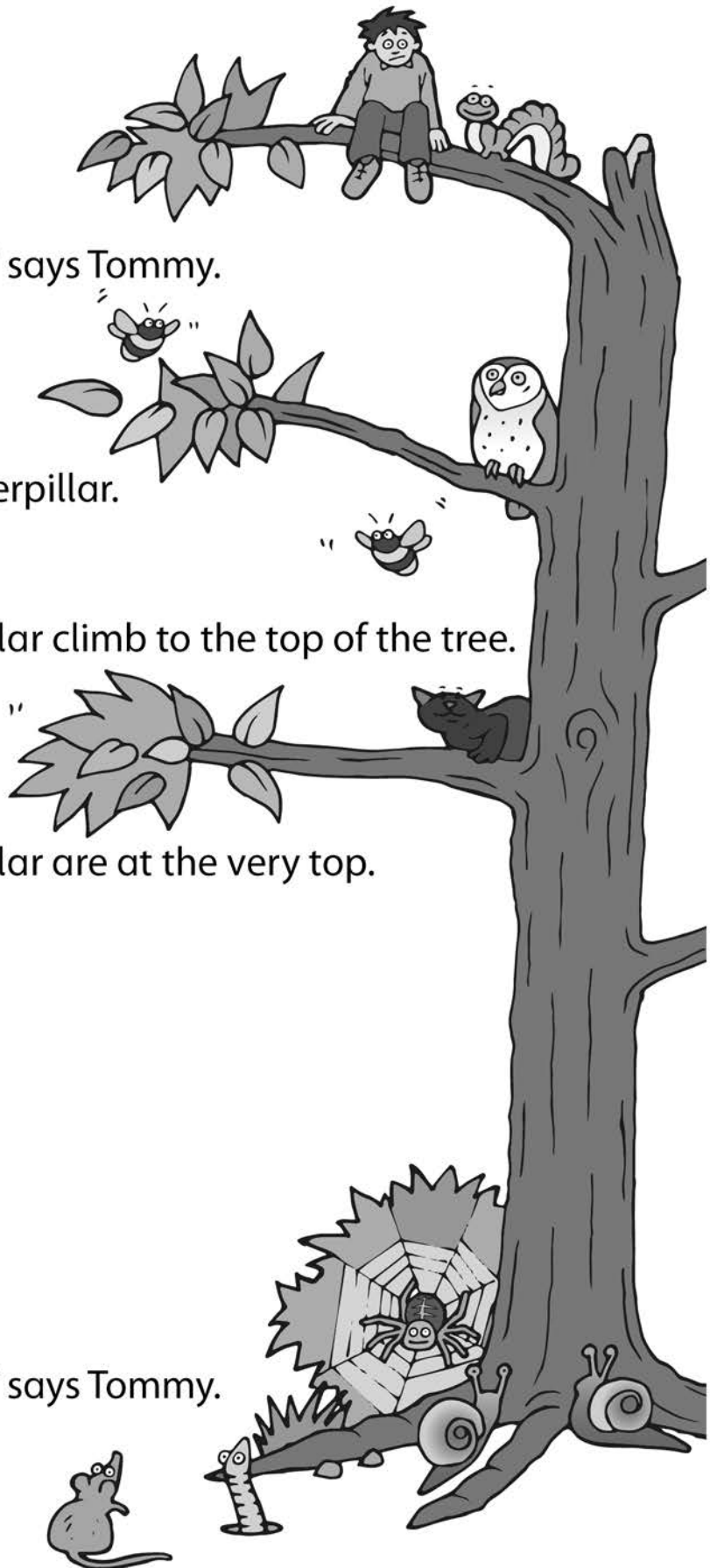
They are very high up.

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."

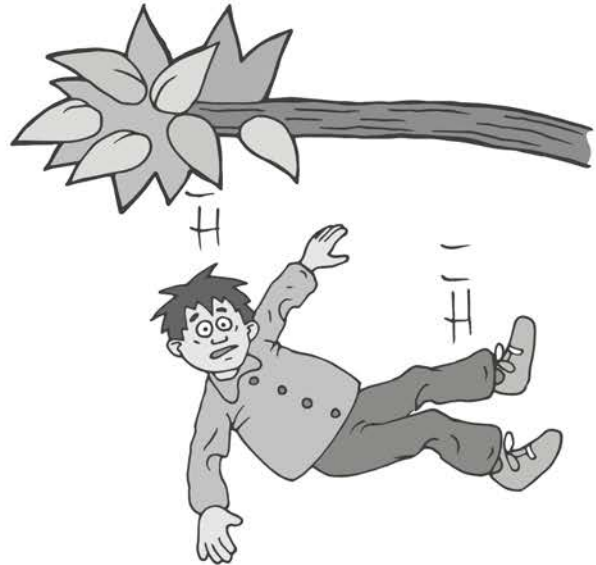
They start to climb down.



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 .....he caterpillar is on the tree. (**t – T**)

2 .....e climbs up the tree. (**h – H**)

3 .....aterpillar climbs to the top. (**c – C**)

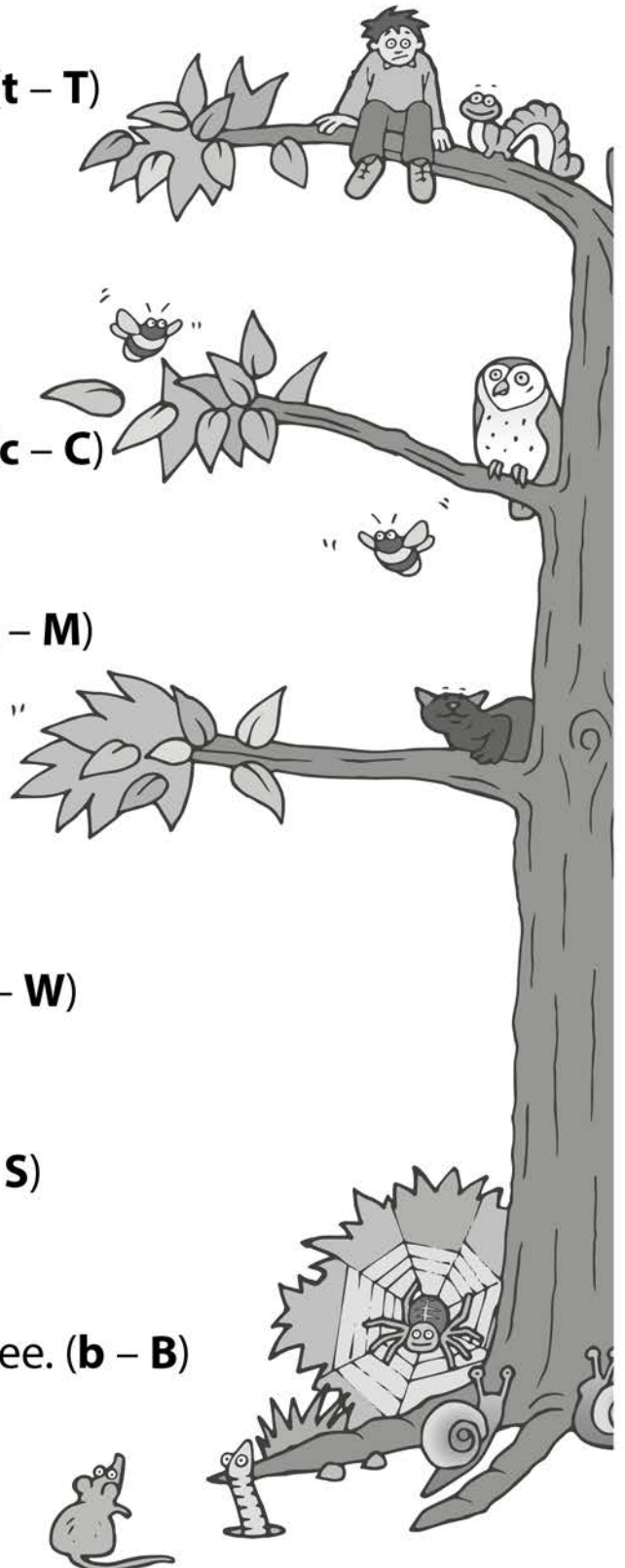
4 .....ouse can't climb the tree. (**m – M**)

5 .....t is a long way down. (**i – I**)

6 .....orm can't climb the tree. (**w – W**)

7 .....nail can't climb the tree. (**s – S**)

8 .....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

.....

2 it is a long way to fall

.....

3 he falls into the spider's web

.....

4 oh dear! the web is broken

.....

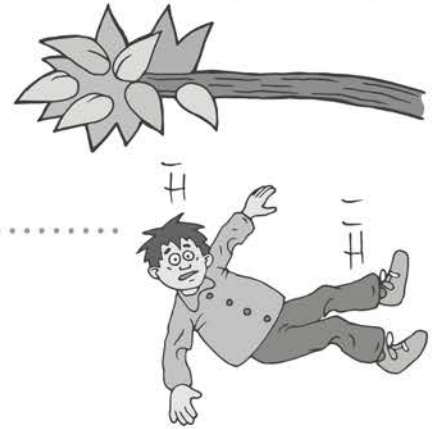
5 spider is cross

.....

6 now he will have to make another web

.....

.....



Complete the words using the spelling patterns.

ou

ow

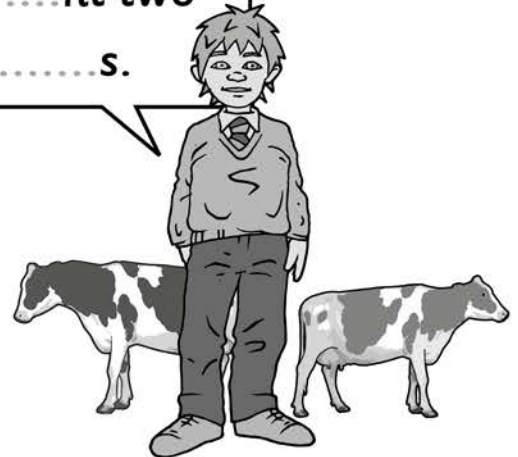
ue

au

I sh.....t out  
l.....d.



I c.....nt two  
c.....s.



I f.....nd the  
gl.....



My b..... is  
bl.....



This dinos.....r is  
cr.....l.



Sit d.....n without  
a s.....nd.



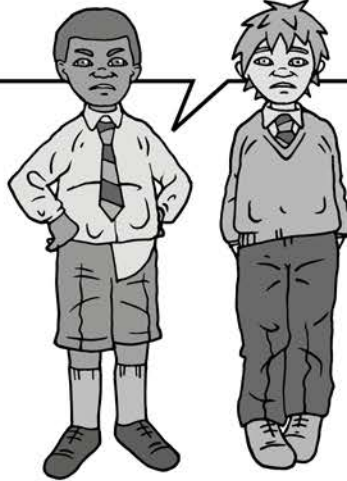
Complete the sentences using the words below.

tissue shout count crown argue found

Please don't .....  
in class.



Don't ..... with  
me!



Please, miss, I need a  
.....



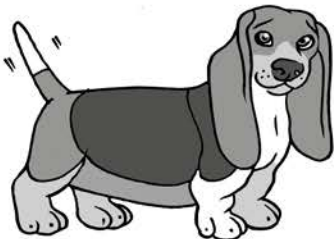
I can .....  
to a hundred.



I ..... Spud's  
bone.



I'm wearing a  
.....



Put the words in sets.

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

I'm collecting **ew** words.



.....  
.....  
.....

I'm collecting **ie** words.



.....  
.....  
.....

I'm collecting **igh** words.



.....  
.....  
.....

I'm collecting **or** words.



.....  
.....  
.....

I'm collecting **ore** words.



.....  
.....  
.....

I'm collecting **common exception** words.



.....  
.....  
.....

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



ore words

o r s e h    . . . . .

r e t o    . . . . .



aw words

r a c w l    . . . . .

n a w y    . . . . .



air words

h a r i    . . . . .

r a i d y    . . . . .



ear words

e y a r    . . . . .

s r e a p    . . . . .



are words

r e a b    . . . . .

r a c e s    . . . . .




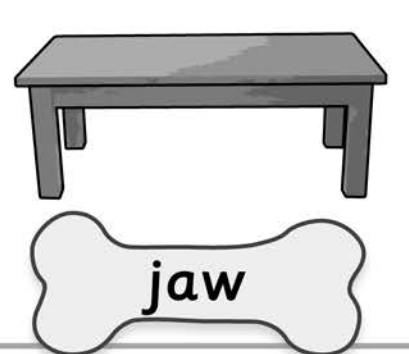




compound words

f r a s t i s h    . . . . .

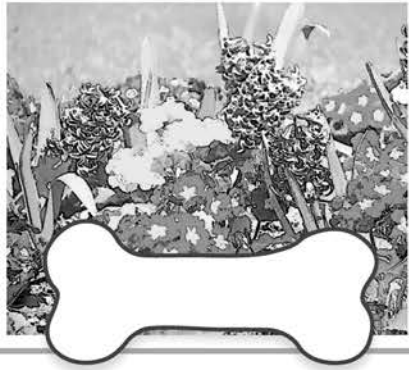



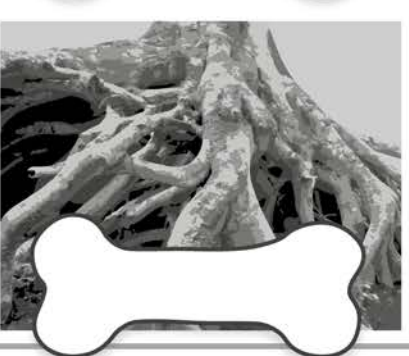

r o o m d e b    . . . . .

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

Look at the picture.

jaw    care    air    chore    stare    fear  
Cover it up. Write the words in the correct bone below.

Complete the sentences using the words below.

where skip alphabet phonics think when

Who knows their  
.....?



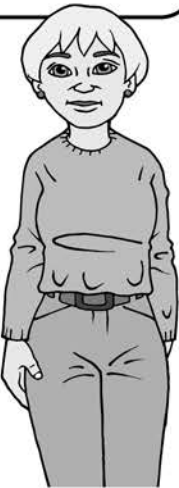
I like to .....



I can't ..... what  
to paint.



Let's start our  
..... lesson



I don't know .....  
my glasses are!



..... is it  
lunchtime?



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**.



.....  
.....  
.....

I'm collecting words ending in **zz**.



.....  
.....  
.....

I'm collecting words ending in **ck**.



.....  
.....  
.....

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



.....  
.....  
.....



Complete the sentences using the words below.

catch    love    well    fastest    puff    fetch

You've all done very .....



I like to ..... the ball.



I ..... painting.



Buddy is the ..... runner.



Spud will ..... the stick.



Phew! I'm out of .....



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

n i f f s    . . . . .    s f i f t    . . . . .



ll words

l u l p    . . . . .    h e l s l    . . . . .



ss words

s e m s    . . . . .    r o s s c    . . . . .



ck words

c a k b    . . . . .    s k u t c    . . . . .



ve words

v a h e    . . . . .    l o v e g    . . . . .



tch words

t h a w c    . . . . .    s a t h c n    . . . . .