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Home Learning Pack

Year 1

Guidance and Answers

Week 3
04/05/2020

Classroom secrets★ KIDS

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This week's pack supports the <u>Week 3 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Find and Make Number Bonds (page 2)

Number Bonds are pairs of numbers that, when added together, make the same whole number, i.e. 1 + 7 = 8, 2 + 6 = 8, 3 + 5 = 8.

Question 1 – This question gives an image of a bead string with 3 white beads and 4 white beads. Children are asked to complete a **calculation** using this information (a **calculation** is a way to determine an amount). In this circumstance, it using addition. Using the **calculation** they have created, children are asked to complete a second **calculation** in which a ten has been added to create the number 14. Children need to recognise how this will change the answer.

The bead string shows 3 + 4 = 7. This can help us to complete 3 + 14 = 17.

Question 2 – In this question, children are given the familiar number bond 4 + 6 = 10. Children are asked to use this information to find the answer 20. To do this, they will need to add a ten to either the 4 or the 6.

The possible answers are 14 + 6 = 20 or 4 + 16 = 20.

Question 3 – Children are asked to add two **Base 10** cubes to the number 16. **Base 10** are a resource that represent numbers. A small cube represents 'one' and the long rods represent 'ten'. They are given the answer 19 and asked to determine whether this correct or incorrect.

Alfie is incorrect. The missing number is 18 because 16 + 2 = 18.

Question 4 – In this question, children are asked to match numbers from the first column with numbers in the second column to make a total of 14. Some numbers are represented using **Base 10**.

The answers are as below:
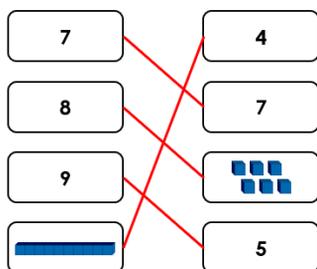
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Monday continued

Maths – Find and Make Number Bonds
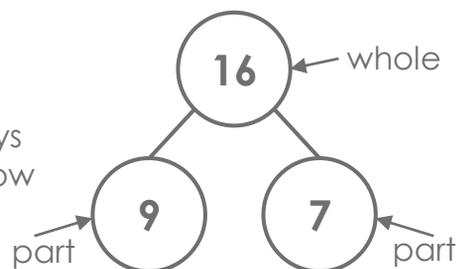
Question 5 – In this question, children are asked to find 3 ways of completing the **part-whole model** (**part-whole models** show how numbers can be split into different parts). The concept follows the structure part + part = whole. In this instance, children need to find 3 ways of making 16.

There are various ways this can be answered, as long as the two parts add together to make 16. Some examples are: 9 + 7 = 16; 10 + 6 = 16; 11 + 5 = 16

Question 6 – This question provides children with 4 digit cards and 4 **calculations**. Each digit card can used to complete the missing number on the **calculations**. Each digit card can only be used once.

The answers are as follows: 6 + 12 = 18; 13 + 2 = 15; 2 + 3 = 5; 2 + 6 = 8

Question 7 – This question uses **Base 10** (see Monday Question 3) cubes to represent a calculation. Freya has used the calculation to create a second calculation. Children are asked to identify whether Freya is correct.

Freya is incorrect. 16 + 3 does not equal 20. The correct number bonds are: 16 + 4 = 20 or 6 + 14 = 20.

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the images in the beach picture. **Sound buttons** are used to indicate how many sounds the children need. A single sound is marked with a single dot and a longer sound made up of two or three letters is indicated using a dash. For example; c a t, r ai n.

They may also choose to label other objects they can see in the picture. Children should use the images and word bank they have made to write **simple sentences** about the picture. A simple sentence includes a **verb** (also known as an action or doing word) and a **noun** (which is a person, place or object). For example: The children play on the beach. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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Tuesday

Maths – Related Facts (page 4)

Question 1 – In this question, children are told a total number of 17 bricks (14 brown bricks and 3 grey bricks) have been used to create one layer of a wall. Children must find other ways of creating the total of 17 and explore the **related facts** for each possibility. **(Related facts**, also known as **fact families** are a group of four calculations that are created using the same three numbers, for example: 2 + 5 = 7, 5 + 2 = 7, 7 – 2 = 5, 7 – 5 = 2.)

There are many possible answers to this question. Accept any answer that shows two numbers have been added together to make 17, with all the related facts completed using those numbers. Some examples are shown below.

There are **10** brown bricks.

There are **7** grey bricks.

10	+	7	=	17
7	+	10	=	17
17	–	10	=	7
17	–	7	=	10

There are **8** brown bricks.

There are **9** grey bricks.

8	+	9	=	17
9	+	8	=	17
17	–	9	=	8
17	–	8	=	9

There are **15** brown bricks.

There are **2** grey bricks.

15	+	2	=	17
2	+	15	=	17
17	–	2	=	15
17	–	15	=	2

English – Write a postcard (page 5)

Children should write a postcard to a friend or relative using the possible sentence starters to help them. Children should use their experiences over the last few weeks to write **simple sentences**. A simple sentence includes a **verb** (see Monday English) and a **noun** (see Monday English). For example: I have been playing games on Classroom Secrets Kids. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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Wednesday

Maths – Finding a Part (page 6)

Question 1 – In this question, children are given 3 partially completed ten frames. They must complete each ten frame by drawing the missing counters, so that each one shows 9 in total.

The answers are as follows: A requires 7 counters to be drawn; B requires 1 counter to be drawn; C requires 3 counters to be drawn.

Question 2 – Children are provided with three-digit cards that are used to complete three **part-whole models** (if you are not sure about **part-whole models** see page 3 for a reminder). In this instance, some of the part-whole models have been filled with **Base 10** (each **Base 10** cube represents 'one') or number pieces. Children must select the correct digit card to complete each part-whole model by finding the missing part. For example in A, the whole is 8. There are 8 cubes in one part, which means the missing part is 0. $8 + 0 = 8$

The missing card for A is 0. The missing card for B is 5. The missing card for C is 3.

Question 3 – This question also uses a partially completed **part-whole model** (for an explanation of a part-whole model see Page 3). Two children, Jed and Zoya each give a statement to say what they think the missing part is. To complete this question, children must explain who is correct and why.

Zoya is correct. The missing part is 0 because $6 + 0 = 6$.

English – Write a shape poem (page 7)

Children should write a **shape poem** about a lighthouse using the word bank to help them (a **shape poem** is shaped like the object it describes and it doesn't have to rhyme). Mostly words that begin with a '**long ladder letter**' have been chosen for the word bank to give children the opportunity to practise their handwriting of these particular letters. Long ladder letters are letters that are formed with a straight downwards movement when starting to write like l, i, t, u, j and y.

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Thursday

Maths – Add by Counting On (page 8)

Question 1 – This question provides children with 6 **calculations** (for an explanation, see Page 2). In this circumstance, it using addition. 3 of the calculations use **Base 10** (for an explanation see Page 2 Question 3) to represent numbers. To complete the question children must match the **calculations** in the first column, to those in the second column and fill in the missing numbers. The **Base 10** cubes can be used to help with counting on.

The answers are as follows: A and E → 12 + 4 = 16; B and D → 13 + 5 = 18; C and F → 11 + 6 = 17.

Question 2 – In this question, there are 4 **representations** of addition **calculations** (a **representation** refers to a number that has been shown in different ways. In this instance, the **representations** are **bar models** and **number lines**). **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes.

8	
5	3

A **number line** is a horizontal line which has numbers placed at equal points.

10 11 12 13 14 15 16 17 18 19 20

Children are required to identify which representation is incorrect. B is incorrect.

Question 3 – This question explains that Beth and Sam are playing a game. They each roll a dice and say what number they rolled. Children are required to use the **number line** to identify what number Beth and Sam landed on. To do this, they can start at the number Beth was on and count on the number she rolled. Then repeat the same process for Sam. This will allow them to identify who is in the lead and explain why.

Beth was on 9 and rolled a 5, she landed on 14 (9 + 5 = 14). Sam was on 7 and rolled a 6, he landed on 13 (7 + 3 = 13). Beth is in the lead because 14 is more than 13.

English – Writing questions (page 9)

Children should write questions to ask about the picture using the question word bank to help them. Sentences should begin with a **question word** and end with a **question mark** to mark the end of the question. Question words are those which ask questions such as why, where, who, how, what and where a response or answer is required. The question mark punctuates the end of the sentence instead a full stop. For example: Why are the children having fun?

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Friday

Maths – Addition and Subtraction (online)

Click on the link to watch the learning video clip online. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Underneath the video, you will find information about the questions and their answers.

https://classroomsecrets.co.uk/free-consolidation-of-steps-1-3-year-1-addition-and-subtraction-learning-video-clip/

English – Guided Reading – Summer Rain (page 10 - 11)

Children should read the poem and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the poem first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are give below.
1. What adjective is used to describe the sunshine?
Golden

2. What are the children playing in?
A paddling pool

3. What colour are the thunder clouds?
Grey

4. In verse three, which word is repeated?
PLOP

5. What does verse three make you imagine?
Drops of rain falling

6. Which word tells you that the rain drops are big and fat?
Plump

7. What do the children see at the end of the poem?
A rainbow

8. Have you ever seen a rainbow? If so, where did you see it?
This question requires a personal response because it asks for an opinion on whether or not the children have seen a rainbow. An example answer might be: I have seen a rainbow in the sky outside my house.