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Home Learning Pack Year 1

Guidance and Answers

Week 4

11/05/2020

Classroom
secrets★

KIDS



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This week's pack supports the [Week 4 timetable](#) on Classroom Secrets Kids.

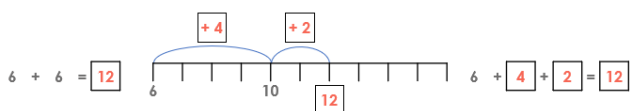
Monday

Maths – Add by Making 10 (page 2)

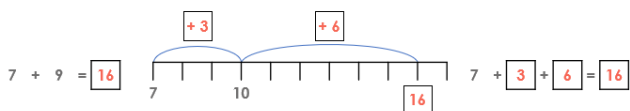
This step refers to the method of splitting a number into parts to make 10 when adding. For example, when adding $6 + 9$, 9 is split into 4 and 5: $6 + 4 = 10$; $10 + 5 = 15$.

Question 1 – In this question, children have a number of steps to complete. Initially, they can use the **number line** (a **number line** is a horizontal line which has numbers placed at equal points) to see how a number is split to make 10. This information can then be used to complete the missing **calculations**. A **calculation** is a way to determine an amount.

The answers for this question are as follows:



The number 6 is broken into 4 and 2. $6 + 4 + 2 = 12$



The number 9 is broken into 3 and 6. $7 + 3 + 6 = 16$

Question 2 – Using the different shapes in each ten frame, children can determine the numbers that are being added together and match this to the correct calculation. The ten frames can also be used to find the answer and complete the **calculations**.

In question A there are 8 stars, 2 triangles and 2 squares so $8 + 2 + 2 = 12$; In question B there are 5 stars, 5 triangles and 3 squares so $5 + 5 + 3 = 13$.

Question 3 – In this question, children are given two statements. Children need to identify which statement is correct and explain why. To do this, they must use the **number lines** provided to check the answers given.

This question asks who is correct. **Jordan** is correct because he has created a number bond to 10 with $6 + 4$. He has added by making 10. $6 + 4 = 10 + 5 = 15$.

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

Children should use their phonic knowledge to label the images in the desert 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; coat, rain.

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Monday

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 snake is on the sand.

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 – Subtraction crossing 10 (page 4)

In this question, children are required to select 3 prizes from the price list and add them together to find their total cost. This must then be subtracted from 20 to find the number of tokens Suzy has left. Children are asked to find 3 different combinations of prizes Suzy may have selected.

There are various answers to this question. Accept any answer less than 10, where the total of 3 prizes has been correctly subtracted from 20. Some example answers are shown below.

Suzy chose a teddy, a cupcake and a ball.

$$\boxed{7} + \boxed{3} + \boxed{5} = \boxed{15} \quad \boxed{20} - \boxed{15} = \boxed{5} \quad \text{Suzy has } \boxed{5} \text{ tokens left.}$$

Suzy chose glasses, a lollipop and a balloon.

$$\boxed{6} + \boxed{4} + \boxed{5} = \boxed{15} \quad \boxed{20} - \boxed{15} = \boxed{5} \quad \text{Suzy has } \boxed{5} \text{ tokens left.}$$

Suzy chose a teddy, glasses and a ball.

$$\boxed{7} + \boxed{6} + \boxed{5} = \boxed{18} \quad \boxed{20} - \boxed{18} = \boxed{2} \quad \text{Suzy has } \boxed{2} \text{ tokens left.}$$

English – Write instructions (page 5)

Children should write instructions about how to survive in a desert environment. They should think about what it might be like (e.g. hot, dusty etc) and what they might meet.

Children need to open their sentences with *first*, *next*, *then* and *last* and write **simple sentences**. 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, 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 – Roald Dahl Word Problems (page 6)

This is a selection of addition and subtraction word problems based on stories by Roald Dahl. All word problems are within 20.

Question 1 – Children are required to find the remaining number of Wonka bars to be added to the pack. This can be done by subtracting 13 from 20.

$20 - 13 = 7$ so 7 more Wonka bars are needed.

Question 2 – This is another subtraction. We know that Matilda had 18 books to begin with and she had 9 books left. To do this children must subtract 9 from 18. They can use the images as support.

$18 - 9 = 9$ so Matilda read 9 books.

Question 3 – In this question, children are required to add together the numbers given to find the total number of dreams the BFG has caught.

$8 + 6 = 14$ so the BFG caught 14 dreams altogether.

Question 4 – This question tells us that Fantastic Mr. Fox caught 20 chickens and 5 of them were eaten. Children must subtract 5 from 20. They can use the images as support.

$20 - 5 = 15$ so there are 15 chickens left.

Question 5 – This is another question that requires finding the difference between the two given numbers. Children must subtract 16 from 20 to find out how many are left.

$20 - 16 = 4$ so Violet has 4 pieces of gum left.

Question 6 – In this question, children are required to find the total number of teeth the enormous crocodile has by adding the two given numbers together.

$10 + 10 = 20$ so the enormous crocodile has 20 teeth in total.

English – Write a repeated refrain poem (page 7)

Children should write a **repeated refrain** poem about the desert. Every sentence should start with 'I can see...' and children should use the word bank to help them. The poem could rhyme but isn't compulsory. Children should take care with their handwriting and letters should be formed correctly.

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Thursday

Maths – Compare Number Sentences (page 8)

Number sentences are also known as **calculations** (see definition page 2). This step asks children to compare the values of each calculation. This is often done using $>$ $<$ $=$, which are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

Question 1 – Children are required to solve each number sentence and fill in the missing answers. This will allow them to identify which number sentence has the smallest answer.

The calculation with the smallest answer is **B** because $12 - 8 = 4$.

Question 2 – To complete this question, children must find the answer to each number sentence. They will then be able to select the correct symbol to compare the values.

The missing symbol is $<$ because $8 + 6 = 14$ and $19 - 3$ is 16. 14 is less than 16.

Question 3 – Similarly to the previous question, children must find the answer to each calculation to be able to select the correct comparison symbol for Jo to hold.

Jo needs to hold up $>$ because $8 + 7 = 15$ and $15 - 3 = 12$. 15 is more than 12.

Question 4 – This question gives 3 comparison statements. Children must check each statement to be able to identify which statement is incorrect.

B is the incorrect statement because $16 - 4 = 12$ and $7 + 7 = 14$. 12 is less than ($<$) 14.

Question 5 – Children are asked to create two number sentences using the given number cards. As the $=$ symbol has been used, each number sentence must have the same value.

There are various answers to this question. Some examples are as follows:

$$13 + 4 = 9 + 8; 4 + 13 = 9 + 8; 9 + 8 = 13 + 4$$

Question 6 – This question gives a comparison statement. Children are asked to decide whether the comparison statement is true or false and explain why.

The statement is **true** because $16 - 7 = 9$ and $13 - 4 = 9$. **Both answers are equal.**

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Thursday

Question 7 – In this question, children are asked to explore what the missing number sentence may be. To do this, they must find the value of the given number sentence. The number sentence they create should have a value greater than the given number sentence.

There are various answers to this question. Accept any answer in which the answer to the hidden calculation is greater than the answer to the given calculation. Some examples are: $8 + 7$; $16 - 4$; $13 + 6$

English – Using exclamation marks (page 9)

Children should write warning labels about the animals pictured. They need to remember to use an exclamation mark to punctuate their sentences and can use the word bank to help them.

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Friday

Maths – Addition and Subtraction (online)

Click on the link to watch the video clip online. This video is all about number bonds to 10 and includes a range of activities for children to try at home. Underneath the video, you will find information about addition resources to support children's learning at home.

<https://www.youtube.com/watch?v=rX2m327JFYw>

English – Guided Reading – Desert Wildlife (page 10 - 11)

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

The answers to the questions are given below.

1. What habitat is the information text about?

The desert

2. Find two adjectives that are used to describe the desert.

Accept any two of the following; cool, dry, hot

3. What animals does a hawk like to eat?

Snakes and small birds

4. Which adjective describes a scorpion's shell?

Hard

5. Why do meerkats fold back their ears when they dig?

To stop soil getting inside.

6. Where do kangaroo rats get moisture from?

Seeds

7. How many years can a perentie live up to?

The can live up to 20 years.

8. Why do a lot of desert animals only come out at night?

It is a lot cooler at night.