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Home Learning Pack Year 1

Guidance and Answers

Week 2

27/04/2020

Classroom
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KIDS



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This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

Maths – Ordinal Numbers (page 2)

Ordinal numbers tell us the position something is in, for example first, second, third, etc. These numbers can be written in words like first or in numbers like 1st.

Question 1 – In this question, children are asked to count the bins and draw a circle around the 6th bin.



Question 2 – This question asks children to identify where the pig is in the order of the animals. They are able to select the correct answer from the word bank provided.

The 6th animal is a pig.

Question 3 – In this question, children must identify if the given statement is true or false.

The statement is **false**, the second sock is spotty.

Question 4 – Children are given two sequences that must be completed using ordinal numbers.

Question A requires the ordinal number in number form. The answer is 8th.

Question B requires the ordinal number to be in word form. The answer is **ninth**.

Question 5 – This question asks children to select the correct letters to form a word, using the ordinal numbers as clues.

The word is **full**.

Question 6 – Children are given 7 characters that are waiting in a line. Another character joins the line. Children are asked to use the clue to identify the character's position in the line.

Lee is in 4th position.

Question 7 – In this question, children are given animals with rosettes to show their position in a race and the statement, 'Belle says the rabbit came first.'. They must identify whether this statement is correct or incorrect.

Belle is **incorrect** because the **bird** came first. The **rabbit** came **fourth**.

This week's pack supports the [Week 2 timetable](#) on Classroom Secrets Kids.

Monday (continued)

English – Poem using Alliteration (page 3)

Alliteration is when words begin with the same sound and are used repeatedly within the same sentence, for example 'Suzy the spider spun splendid stripy socks', where all but one word starts with the same 's' sound.

To create the poem, children can use the pictures and the word bank to write sentences about each minibeast using alliteration. They can also think of a name for each creature beginning with the same sound, which will add to their alliteration. Putting the sentences together will then form their poem.

Mostly, mini-beasts that begin with a '**curly letter**' have been chosen for the poem to give children the opportunity to practise their handwriting of these particular letters. Curly letters are letters that are formed with a curved movement when starting to write like a, c, d, g, q, o, e, s and f.

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Tuesday

Maths – Tens and Ones (page 4)

In maths, numbers can be **partitioned** to make them easier to read. We partition numbers into **tens** and **ones**, for example the number 14 has 1 ten and 4 ones, while the number 57 has 5 tens and 7 ones.

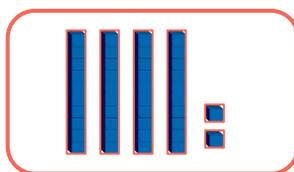
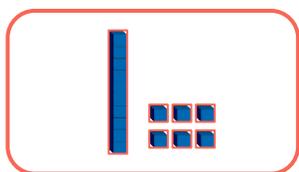
Question 1 – In this question, children are given groups of tens and ones that are displayed using a range of **representations**. The representations used here include straws, **Base 10** (the cubes represent 'ones' and the rods represent 'tens') and number plates. Children must identify the numbers in the first column and draw a line to the matching number in the second column.

A and 3 both show 32. B and 2 both show 46. C and 1 both show 23.

Question 2 – Children are given two numbers and asked to complete a sentence frame to explain how many tens and **ones** are in each number. '**Ones**' were known as units prior to the National Curriculum update in 2014. They must then draw the tens and ones in **Base 10** (see explanation in Question 1) form in the given boxes.

A. $16 = 1$ ten and 6 ones.

B. $42 = 4$ tens and 2 ones



Question 3 – This question explains that Ed has created three different **representations** (see explanation in Question 1) to show the number 48. These include straws, Base 10 and a **part-whole model**. **Part-whole models** show how numbers can be split into different parts. Children are asked to explain whether Ed is correct, by checking that each representation does show 48.

Ed is **incorrect** because his straws and Base 10 represent 44 instead of 48. 4 more ones should be added to each representation to show 48. His part-whole model is correct because it shows 4 tens and 8 ones.

English – Caterpillar Life Cycle (page 5)

Children should use the images and word bank to write **simple sentences** that explain the different stages of a caterpillar's life cycle. 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 butterfly lays eggs on a leaf. 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 – Compare Objects Within 50 (page 6)

Question 1 – This question gives 3 statements with a missing symbol to be completed by the children. Each statement includes numbers up to 50 that are represented in different ways. The representations used here include straws, **Base 10** (the cubes represent 'ones' and the rods represent 'tens') and number plates. Children must use the symbols $>$ (more than), $<$ (less than), and $=$ (equal to) symbols to make each statement correct.

The answers are as follows: A is $>$; B is $=$ and C is $<$

Question 2 – In this question there are two children, Willow and Theo. Willow has created a number using number plates and Theo has created a number using **Base 10**. Children must use the numbers created by Willow and Theo to complete the given sentence frames.

The answers are as follows: Willow has 39. Theo has 47; 47 is more than 39; Theo has the most.

Question 3 – Children are provided with 5 cards that each show numbers up to 50 represented in different ways. Children are asked to create 3 different comparison statements using the given cards and the $>$ (more than) symbol.

There are many different possible answers to this question, accept any answer that shows one representation that is more than another. For example; $D > B$; $E > C$; $A > E$

English – Mini-beast fact file (page 7)

Children should choose a mini-beast they would like to create a fact file for. If they don't have all the information they need to complete it, they could look it up in a book, use the internet to search for it, or ask the people in their home.

When they have the information they need, they can complete the sections by answering the questions using sentences. They should try to use the word 'and' in their sentences to join their ideas together or to give extra detail. For example, A ladybird has wings and a red shell. 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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Thursday

Maths – Order Numbers Within 50 (page 8)

Question 1 – In this question, children are given number cards that show 2-digit numbers up to 50. Children are asked to complete the comparison statements using the number cards in as many ways as they can. Each statement includes the comparison symbol > (more than) or < (less than). To complete this activity, children must order four numbers from smallest to greatest or greatest to smallest. It may help children to cut out the number cards or write each number on a piece of paper to trial ordering the numbers before deciding on their final answers.

There are many different possible answers to this question, accept any answer that shows numbers ordered accurately from greatest to smallest and from smallest to greatest. Some examples are shown below.

$$\boxed{42} > \boxed{39} > \boxed{27} > \boxed{13}$$

$$\boxed{13} < \boxed{36} < \boxed{39} < \boxed{42}$$

$$\boxed{25} < \boxed{36} < \boxed{42} < \boxed{48}$$

$$\boxed{48} > \boxed{42} > \boxed{27} > \boxed{13}$$

$$\boxed{39} > \boxed{36} > \boxed{27} > \boxed{25}$$

$$\boxed{27} < \boxed{36} < \boxed{39} < \boxed{48}$$

English – Short Story Writing (page 9)

Use the question prompts to help children develop the key events and ideas that will make up their story about a mini-beast who needs help. It is useful to tell the story verbally first to check that it makes sense and that no information is missing. Once they have all the ideas they need, they can put them into a short plan or just begin writing. 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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Friday

Maths – Numbers to 50 (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-place-value-learning-video-clip/>

English – Instructional Writing (page 10)

Children can use the pictures and word bank to help them write **instructions** for exercises that a mini-beast could do to keep healthy. Instructions should be direct and tell someone to do something. Each instruction should include an **imperative verb** and are often numbered so they can be followed in the correct order. Imperative verbs are also known as bossy verbs as they command something to be done like, jump, run, skip.

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Additional Resources

English – Guided Reading – Amphibian Conservation Centre (Part 1) (page 11 - 12)

Children should read the advert and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning.

The answers to the questions are give below.

1. What type of animals are at the conservation centre?
Amphibians
2. Name three things that you can do at the centre.
Various answers, for example: Learn about the life cycles of lots of different amphibians, join in with feeding time presentations, see the animals close up and learn about their special features, have lunch in the lakeside cafe, visit the gift shop.
3. How many days a week is the centre open?
Seven
4. What is the only day that the centre is closed?
Christmas Day
5. What are these called () ?
Brackets
6. Why do we use brackets?
To add extra information to the main sentence.
7. Why do you think the telephone number is bigger than the rest of the sentence?
Various answers, for example: To show that it is important information, so that people notice it.
8. Would you like to visit the Amphibian Conservation Centre? Why?
This question requires a personal response, so answers may vary.