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Home Learning Pack Year 1

Guidance and Answers

Week 7

08/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Count in 2s (page 2)

Question 1 – Children must count the wellies and write the total number. Encourage children to count in to 2s to find the answer.

The total number of wellies is **24**.

Question 2 – This question involves using a **number track**. A **number track** is a representation of the order of numbers when counting. It can go forwards or backwards. It is similar to a number line, but numbers can go up or down in jumps of 1s, 2s, 3s, etc. Children are asked to identify the correct number that will complete the number track.

The missing number is **28**.

Question 3 – Similarly to the question above, children must complete a **number line** by counting in 2s. A **number line** is a straight line which has numbers placed at equal points. Most number lines begin at 0, however this is not always the case.

There are 4 missing numbers. The numbers are **34; 40; 44; 48**

Question 4 – This question gives four sequences that need to be completed. Some are counting forwards and some are counting backwards. Children must fill in each missing number by counting in 2s to find their answer.

The missing numbers are as follows: **A. 16; B. 24; C. 42; D. 30**

Question 5 – Tim is counting beads on a string. The beads are grouped in 2s. Children must explain if Tim's statement is correct or incorrect.

Tim is **incorrect**, there are 34 beads in total. Tim has not counted in 2s.

Question 6 – In this problem, children are asked to identify which number would come next if counting backwards in 2s. There are 4 number cards. Children must also select which number card would not appear if the sequence was continued.

22 would come next. **21** would not appear in the sequence.

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Monday

Maths – Count in 2s (page 2)

Question 7 – Children are given a maze. To complete the maze, they must count backwards in 2s, colouring each square that they move through.

The maze should be completed as follows:

9	43	29	32	30
21	38	36	34	15
42	40	11	17	39
44	39	13	25	41

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

Children should use their phonic knowledge to label the space 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; cat, rain. 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 space. 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 rocket flew to the moon. 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 – Count in 5s (page 4)

Question 1 – This question gives an image of 8 dice, each showing 5 spots. Children must count the spots in 5s to find the total value of the dice.

The value of the dice is **40**.

Question 2 – In this question, children must complete the missing numbers on the **number line** (see page 2 for definition) by counting in 5s.

The missing numbers are **20**; **35** and **45**.

Question 3 – Using the images as support, children must complete the given sentences.

There are **5** flowers in each vase; There are **4** vases; There are **20** flowers altogether.

Question 4 – There are 2 sequences in this question. Each one has a mistake. Children are asked to identify the mistake in each one. To do this, they must count in 5s to check which numbers have been used incorrectly.

In sequence A, the mistake is **36**. In sequence B, the mistake is **34**.

Question 5 – Children are given a maze. To complete the maze they must count forwards in 5s, colouring each square that they move through.

The completed maze should look as follows.

37	24	9	45	50
40	13	41	40	22
0	5	29	35	38
39	10	16	30	43
36	15	20	25	26

Question 6 – This question explains that Alfie has 6 towers of 5 bricks. Children must count the bricks in 5s to find the total number and explain if Alfie's statement is correct.

Alfie is **incorrect**, he has not counted in 5s. He has 6 towers and 30 bricks altogether.

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Tuesday

Maths – Count in 5s (page 4)

Question 7 – In this question, children will notice there are 2 dice with a total number of 10 spots. Children are asked to explain how many more dice will be needed for Tia to have a total number of 25 spots.

Tia has 10 spots. She will need 3 more dice to get 25 spots in total; 5, 10, 15, 20, 25.

English – Question or Not a Question? (page 5)

Question 1 – In this question, there are 2 sentences. Children must decide which sentence requires a question mark. Encourage children to look for clues in each sentence, such as if the first word is a question opener or if anything is being asked.

The sentence that needs a question mark is 'How far away is the moon?'

Question 2 – Children must decide if each sentence is a question or not a question and add a full stop or question mark where appropriate.

The sentences should be completed as follows: What can you see? There are lots of stars.

Question 3 – To complete the given sentence, children must select an appropriate question opener and add a question mark. Children should read out the question with each question opener to check which one makes the most sense.

The completed sentence is How big is Mars?

Question 4 – There are 6 word cards that need to be rearranged to form a sentence. It may help children if each word is written onto small pieces of paper so they are able to rearrange the words and decide on their final answer. Children must then decide if the sentence requires a full stop or a question mark.

The sentence is 'The sun is a big star.'

Question 5 – This is a writing prompt in which children can use the given question openers to create 3 questions they would like to ask an astronaut. Children must remember to finish each question with a question mark. Encouraging children to say each question out loud may help them to develop their ideas.

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Wednesday

Maths – Count in 10s (page 6)

Question 1 – This question gives 3 images of bead strings. The beads are grouped into 10s by their colour; ten white and ten red. Children must count the bead strings in 10s and match each one with the correct total number.

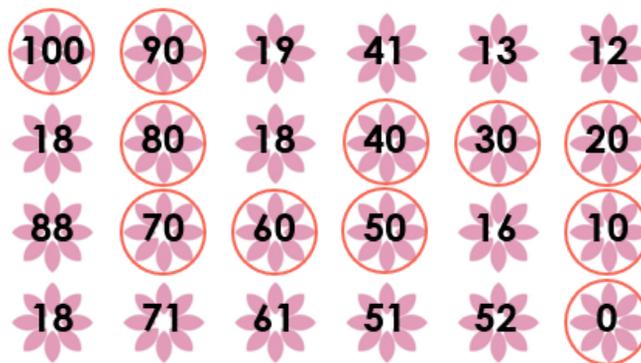
A is 30; B is 60 and C is 40.

Question 2 – There are four number sequences. Some are counting forwards and some are counting backwards. Children must identify which ones are correct. Each sequence can be checked by counting in 10s.

B and D are both correct.

Question 3 – In this question, children will need to count backwards from 100 in 10s. Each flower should be marked off on the maze until the butterfly reaches 0.

The complete maze should look as follows:



English – Writing a List (page 7)

Question 1 – This question asks children to consider which item does not belong on the list. Child should read each word to decide which one does not match the others.

The word that does not belong on the list is 'head'.

Question 2 – Children are given two lists to compare and they must decide which one is correct. Children should notice that List A has words that are one below the other and aligned to the left. List B is not aligned and the words are not ordered correctly.

List A is correct.

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Wednesday

English – Writing a List (page 7)

Question 3 – In this question, children are asked to identify a mistake in a list and explain what has been done wrong. Children should notice that the words are not all written one below the other, plum and peach are on the same line.

Josh has written peach on the same line as plum. He should start a new line for each word.

Question 4 – There are 5 words, each beginning with W. Children are asked to write these words in a list. The words can be written in any order but each word must be on a new line and aligned to the left.

Question 5 – This is a writing prompt in which children are asked to write a list of items an astronaut would need to take to the moon. Children must remember write each item on a new line and align to the left.

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Thursday

Maths – Add Equal Groups (page 8)

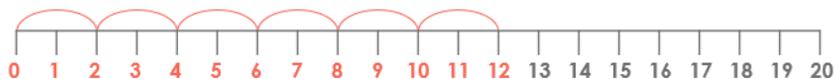
Question 1 – In this question, there are 3 groups of images. Children must match the images to the correct number sentence. They can then complete the number sentences by filling in the answer. It may help children to count the images to find the answers.

The answers should be matched as follows: A. $2 + 2 + 2 + 2 + 2 = 10$; B. $10 + 10 = 20$; C. $5 + 5 + 5 + 5 = 25$

Question 2 – This question gives 6 equal groups of 2. Children must use the images to complete the sentences. Following this, they must display their answer on the **number line** (see page 2 for definition) provided.

There are 12 biscuits. There are 6 groups of 2 biscuits.

The number line should be completed as follows:



Question 3 – There are 4 different sets of equal groups; pencils, blocks, number pieces and a calculation. Children must identify the odd one out and explain why it is different from the others. To do this, children can add together each set of equal groups to see which one has a different answer.

D is the odd one out because the other representations all have 3 equal groups of 5 and 15 in total.

English – All Four Sentence Types (page 9)

These questions refer to the four sentence types; exclamation, command, statement and question. The definitions of each are as follows:

An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day it was!

A **command** is a type of sentence which gives an instruction. It includes an imperative (or bossy) verb, which is often at the beginning of the sentence. For example: Tidy up your toys.

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Thursday

English – All Four Sentence Types (page 9)

A **statement** is a type of sentence which expresses a fact, idea or opinion. Statements can be simple, compound or complex sentences. For example: The flowers in the garden stretched towards the sun.

A **question** is a type of sentence which requires an answer and is punctuated with a question mark.

Question 1 – This question gives 3 sentences. Children must decide if each sentence is a **command**, **statement** or an **exclamation** and match it to the appropriate label.

A is an exclamation; B is a statement and C is a command.

Question 2 – In this question there are 3 sentences. Children must read through each sentence and decide which one is a **question**. Encourage children to look for clues such as question openers and question marks.

'What can I do with the gold?' is a **question**.

Question 3 – Children are asked to rewrite a statement as a command. A command must begin with an imperative verb.

There are various answers to this question. An example is 'Shut the door.'

Question 4 – In this question, children are given a sentence. Wes describes the sentence as a command. Children must decide if Wes is correct and explain why. To do this, children should consider the language used; does it include an imperative verb?

Wes is **incorrect**, the sentence is a statement. It does not begin with an imperative verb and provides a fact or opinion.

Question 5 – This is a writing prompt in which children are asked to write a statement, question, exclamation and command. Sentence starters have been provided to support children's ideas. Children must remember to punctuate each sentence appropriately.

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Friday

Maths – Repeated Addition and Multiplication (online)

Click on the link to watch the video clip online. This video is all about repeated addition 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=Kp3LZ11Con8&list=PLrrPYDDGPV7e9hjL8l1Fm0CK5B0MCN-O3&index=25&t=0s>

English – Guided Reading – Fictional Neil Armstrong Competition (page 10-11)

Children should read the 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 date did Neil Armstrong take the first steps on the moon?

21st July 1969

2. What might the space party be like?

Various answers, for example: It might be great fun.

3. What did Neil Armstrong say when he took his first step on the moon?

"That's one small step for man, one giant leap for mankind."

4. What is the answer to the competition question?

B. Buzz Aldrin

5. How do you enter the competition?

You have to answer the question on the slip and post it to the address given or email it to competitions@thespacemuseum.org.

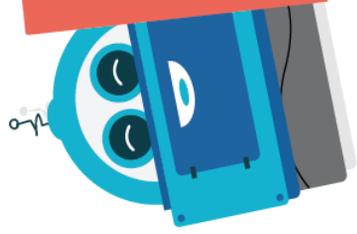
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Assembly Activity

Celebration certificate

On the following page in this pack (page 12), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

