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Home Learning Pack Year 1

Guidance and Answers

Week 8

15/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 8 timetable on Classroom Secrets Kids.

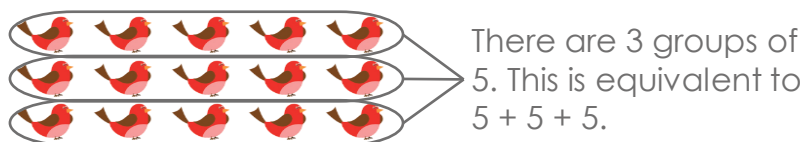
Monday

Maths – Make Arrays (page 2)

An **array** is a visual representation of a multiplication. For example 2×3 or $2 + 2 + 2$ and $3 + 3$.



Question 1 – In this question there are 3 **arrays**. Children are asked to match each array to the correct number sentence. Each array can be broken into small groups (rows or columns) to show what is being added together. For example:



The answers are as follows: **A: $5 + 5 + 5 = 15$, B: $2 + 2 + 2 + 2 = 8$, C: $10 + 10 = 20$**

Question 2 – This question gives 3 descriptions of **arrays**. Children are asked to write the number sentences to match the descriptions. It may help children to draw the **array** before writing their final answer.

The number sentences are: **$2 + 2 + 2 + 2 + 2 = 10$, $10 + 10 + 10 = 30$, $5 + 5 + 5 + 5 = 20$**

Question 3 – Children are given 10 marbles and asked to use them to create 2 **arrays**. It may help children to use real marbles or other small items to create their **array** before drawing their final answer. The marbles should be placed in neat columns and rows and all marbles must be used.

The two possible **arrays** that can be created are:



English – Rhyming challenge and writing silly sentences (page 3)

Children should create rhyming words to match the labels of the penguin image. They may also choose to label other body parts that they can see in the picture and think of more rhyming words. Children should use the images and word bank they have made to write silly sentences about penguins. Silly sentences don't always have to make sense, but they should include a **verb**, also known as an action or doing word, and a **noun**, which is a person, place or object.

For example: The penguin used his beak to sneak up on his friends. 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 – Making Doubles (page 4)

This worksheet includes the use of **part-whole models**. A **part-whole model** is a concept to show how numbers can be split into different parts. They can be used to represent numbers, as well as a wide variety of calculations. The concept follows the structure $\text{part} + \text{part} = \text{whole}$, but this may change depending on how many parts there are.

Question 1 – This question asks children to identify the odd one out. The **part-whole model** shows 12 is the whole with two equal parts of 6. The ladybirds are split into two groups of 5 and 6. The calculation shows $6 + 6 = 12$.

The **ladybirds** are the odd one out as they show $5 + 6 = 11$. The others both show $6 + 6 = 12$.

Question 2 – In this question there are 3 **part-whole models**. Children are asked to complete each one. To do this, they will need to add together the two parts. This can be done by doubling one part.

The missing numbers are as follows: **A. 14, B. 10** and **C. 18**.

Question 3 – Tia has doubled three numbers and written the answers. Children are asked to explain if Tia is correct and explain why or why not. Children need to double each number (10, 6 and 8) and check if Tia's answer is correct. It may help children to write number sentences, use equipment such as counters or draw representations to help find their answers.

Tia is **incorrect** because **double 6 is 12**, not 14.

English – Using '-s' to Make Plurals (page 5)

This worksheet refers to using **singular** and **plural**. **Singular** refers to a single noun. For example, 'child' is the singular form of 'children' as it refers to just one. **Plural** refers to more than one noun. For example, 'pens' is the plural form of 'pen' as it refers to more than one. Most nouns have both a **singular** and a **plural** form.

Question 1 – Children are asked to add -s to each word to change the **singular** to the **plural**.

Cake will become **cakes**; Pear will become **pears**.

This week's pack supports the [Week 8 timetable](#) on Classroom Secrets Kids.

Tuesday continued

English – Using '-s' to Make Plurals continued (page 5)

Question 2 – This question gives two images. Children are asked to circle the nouns that match each image. To do this, children should decide if each image requires a **singular** or **plural** noun. There are two girls so this requires a **plural** noun. There is one chair so this requires a **singular** noun.

Girls and chair should be circled.

Question 3 – Children are given three options to choose from to complete a sentence. They must select the correct word, remembering there should be an -s as the noun is a plural.

There are five wheels.

Question 4 – There are four words that need to be sorted into the given table. Children must write each word under the correct heading. To do this, they must decide if each noun is **plural** or **singular**.

The completed table should be as follows:

<u>Singular</u>	<u>Plural</u>
plate glass	toes pies

Question 5 – This question has two parts. For the first part, children must change each **singular** noun into a **plural** noun by adding -s. The answers are as follows:

<u>Singular</u>	<u>Plural</u>
bird wing eye rock	birds wings eyes rocks

Following this, children must choose one of the **plural** nouns to create their own sentence. The sentence must also include a verb, begin with a capital letter and end with a full stop.

Various answers, for example: Penguins use their wings for swimming.

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Wednesday

Maths – Sharing Equally (page 6)

Question 1 – This question asks children to share 15 seeds into 3 pots. Children can choose whether to draw or write the correct amount into each pot. To share equally, children should add one seed to each pot in turn until all seeds have been used. It may help to cross out each seed as it is shared out.

There should be **5** seeds in each pot.

Question 2 – There are 20 bread sticks that children are asked to share into 2 bags and asked how many will be in each bag. Children are given 3 possible answers to choose from.

There will be **10** bread sticks in each bag.

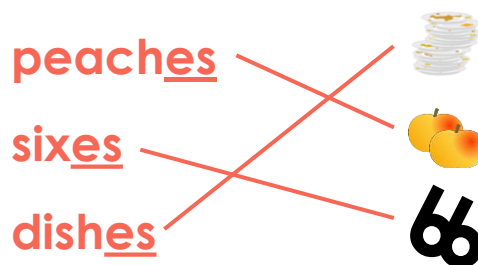
Question 3 – To complete this question, children must share 25 marbles between 5 children to find out how many marbles each child will get. They can then explain if the given statement is true or false. It may help children to use real marbles to share into 5 groups, taking it in turns to give one to each group until all marbles are used. If there are no marbles available, children could use other small toys or items to represent the marbles.

The statement is **false**. If 25 marbles were shared equally between 5 children, they would have 5 marbles each.

English – Using ‘-es’ to Make Plurals (page 7)

The aim of this activity is for children to understand that we can add the letters ‘-es’ to some nouns to make them **plural**. These are nouns that end in ‘ch’, ‘sh’, ‘x’, ‘o’, ‘ss’, ‘z’ and ‘s’. See page 3 for an explanation of the word **plural**.

Question 1 – In this question, children should add the letters ‘-es’ to each of the given nouns to make them **plural** and then match them to the correct picture.



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Wednesday continued

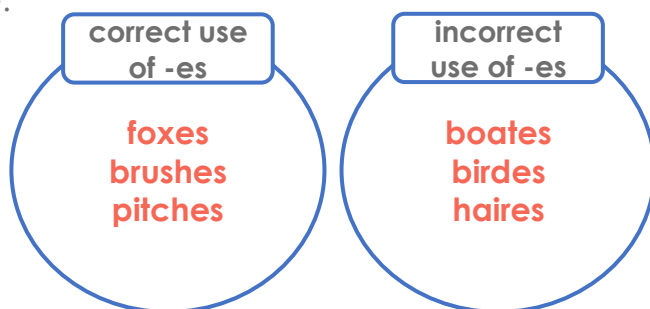
English – Using –es to Make Plurals continued (page 7)

Question 2 – In this question, children are shown four different spellings given for the **plural** noun to match a picture. Children have to decide which is the correct spelling.

The correct answer is: **boxes**

Question 3 – In this question, children are given six different nouns which they have to sort into two groups according to whether the '–es' **plural** has been used correctly or not. Children should look for words that (without the '–es') end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' and 's'. These are the nouns that use '–es' to make them **plural**. Most words that end in any other letter use 's' to make them **plural**.

The correct answers are:



Question 4 – In this question, children have to use a completed sentence to help them complete a second sentence, using '–es' to make a noun **plural**.

The correct answer is: **Olivia has two hutches in her garden for her rabbits.**

Question 5 – For this question, children have to change four nouns from **singular** to **plural** by adding '–es' to the end of each noun. Children must then choose one of these **plural** nouns to use in a written sentence. They must remember to start their sentence with a capital letter and end it with a full stop.

<u>Singular</u>	<u>Plural</u>
watch	<u>watches</u>
bunch	<u>bunches</u>
dress	<u>dresses</u>
glass	<u>glasses</u>

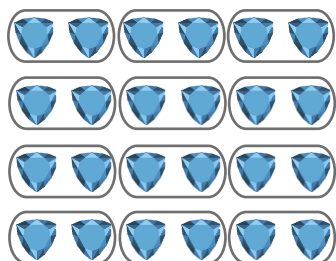
Various answers, for example: **I was very thirsty so I drank two glasses of water.**

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Thursday

Maths – Make Equal Groups – Grouping (page 8)

Question 1 – This question gives two groups of gems. The gems need to be grouped equally to find how many groups can be created. To group equally, children can draw around the correct number of gems until all have been grouped. For example:



The gems have been grouped in 2s. There are 12 groups of 2 gems.

A. I can make 5 groups of 5 gems; B. I can make 12 groups of 2 gems.

Question 2 – The images given in this question can be grouped equally in a number of different ways. Children are asked to group them in 3 different ways. Children could draw each set of groups in different colours.

There are 3 groups of 10; There are 6 groups of 5; There are 15 groups of 2.

Question 3 – To solve this problem, children must find out how many pies Bill has already baked. This can be done by adding together the 3 groups of 5; $5 + 5 + 5 = 15$. Bill has already baked 15 pies. Bill thinks he can bake another 2 groups of 2 to have enough pies. Children could draw 2 groups of 2 and add the total number to 15 to discover if there are enough pies.

Children will discover Bill is **incorrect**, he will only have 19 pies. He needs to make 5 groups of 2 in total to have 25 pies.

English – Adding ‘-s’ and ‘-es’ (page 9)

The aim of this activity is for children to understand which nouns we make **plural** by adding the suffix ‘-s’ and which nouns we make **plural** by adding the suffix ‘-es’. If a noun ends with the letters ‘ch’, ‘sh’, ‘x’, ‘o’, ‘ss’, ‘z’ or ‘s’, we have to use ‘-es’ to make it **plural**. Other nouns can be made **plural** by adding the suffix ‘-s’.

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Thursday continued

English – Adding '-s' and '-es' continued (page 9)

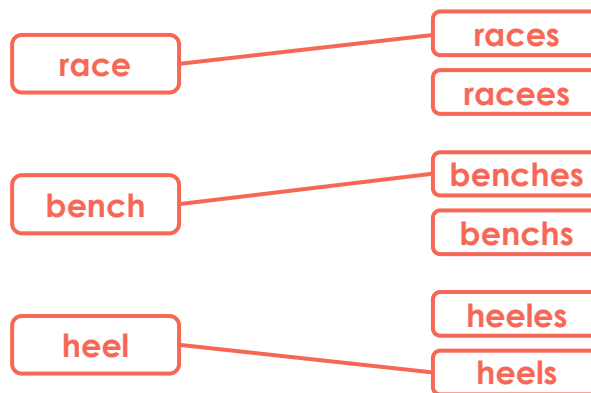
Question 1 – In this question, children are given six different nouns to sort into a table according to which letter(s) are needed to make them **plural**. Children should look for any nouns that end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', as these are the nouns that are made **plural** by adding the suffix '-es' to them. All the other nouns are made **plural** by adding the suffix '-s' to them.

The correct answers are:

add 's'	add 'es'
<u>tree</u> <u>shape</u> <u>ear</u>	<u>dish</u> <u>brush</u> <u>class</u>

Question 2 – In this question, children are given three nouns to match to the correct **plural** noun. Children should read the nouns first and then look at the different spellings they are given. Again, children should look for nouns that end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', as these are the nouns that are made **plural** by adding the suffix '-es' to them. They can then choose the correct **plural** to match to each noun.

The correct answers are:






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Thursday continued

English – Adding ‘-s’ and ‘-es’ continued (page 9)

Question 3 – In this question, children are asked to complete a table by making three nouns **plural** by adding either ‘-s’ or ‘-es’. Again, children should look to see if the nouns end with the letters ‘ch’, ‘sh’, ‘x’, ‘o’, ‘ss’, ‘z’ or ‘s’ to identify which suffix is needed. The correct answers are:

	singular	plural
	car	<u>cars</u>
	bag	<u>bags</u>
	torch	<u>torches</u>

Question 4 – In this question children, have to write the given words as **plurals** and then use them in a written sentence. Again, children should look to see if the nouns end with the letters ‘ch’, ‘sh’, ‘x’, ‘o’, ‘ss’, ‘z’ or ‘s’, to identify which suffix is needed.

The correct answers are: The dishes and glasses are dirty; The glasses and dishes are dirty.

Question 5 – For this question, children have to change four nouns from **singular** to **plural** by adding the correct suffix. Children will then choose a **plural** noun to include in a sentence. They must remember to start their sentence with a capital letter and end it with a full stop.

Singular	Plural
tail	<u>tails</u>
beach	<u>beaches</u>
bus	<u>buses</u>
wing	<u>wings</u>

Various answers, for example: Penguins only have short tails.

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Friday

Maths – Sharing (online)

Click on the link to watch the video clip online. This video is all about sharing 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=G9cFkZGTUoo&list=PLrrPYDDGPV7e9hJL8l1Fm0CK5B0MCN-O3&index=21>

English – Guided Reading – Penguins (pages 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.

Note: In this text, the é has been purposefully removed from the Adélie penguin's name due to pupils' unfamiliarity with this letter.

The answers to the questions are given below.

1. Complete the table by putting ✓ in the correct places.

Penguin	Builds a nest	Lives in a cold place	Lives in a hot place	Digs a hole
Emperor		✓		
Snares	✓		✓	
Adelie	✓	✓		
Little			✓	✓

2. What do penguins use their wings for?

To swim

3. What is the name of the biggest penguin?

Emperor penguin

4. What adjective is used to describe an Adelie's penguin tail?

Long

5. Why do you think the writer has put the information in boxes?

To make the information clear and easier to read.

6. Do you think all penguins lay eggs?

Yes – they are birds.

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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 _____

