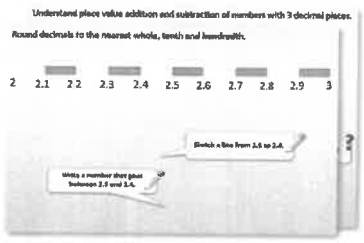
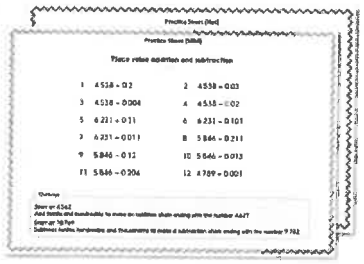
Year 1: Week 5, Day 1
Add and subtract 11

Each day covers one maths topic. It should take you about 1 hour or just a little more.

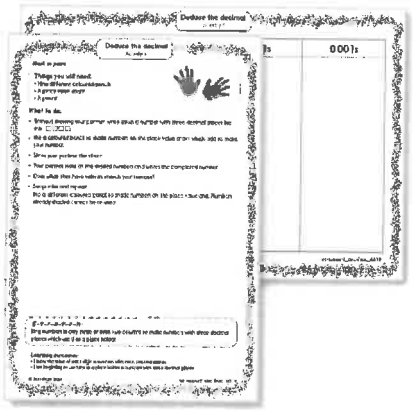
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

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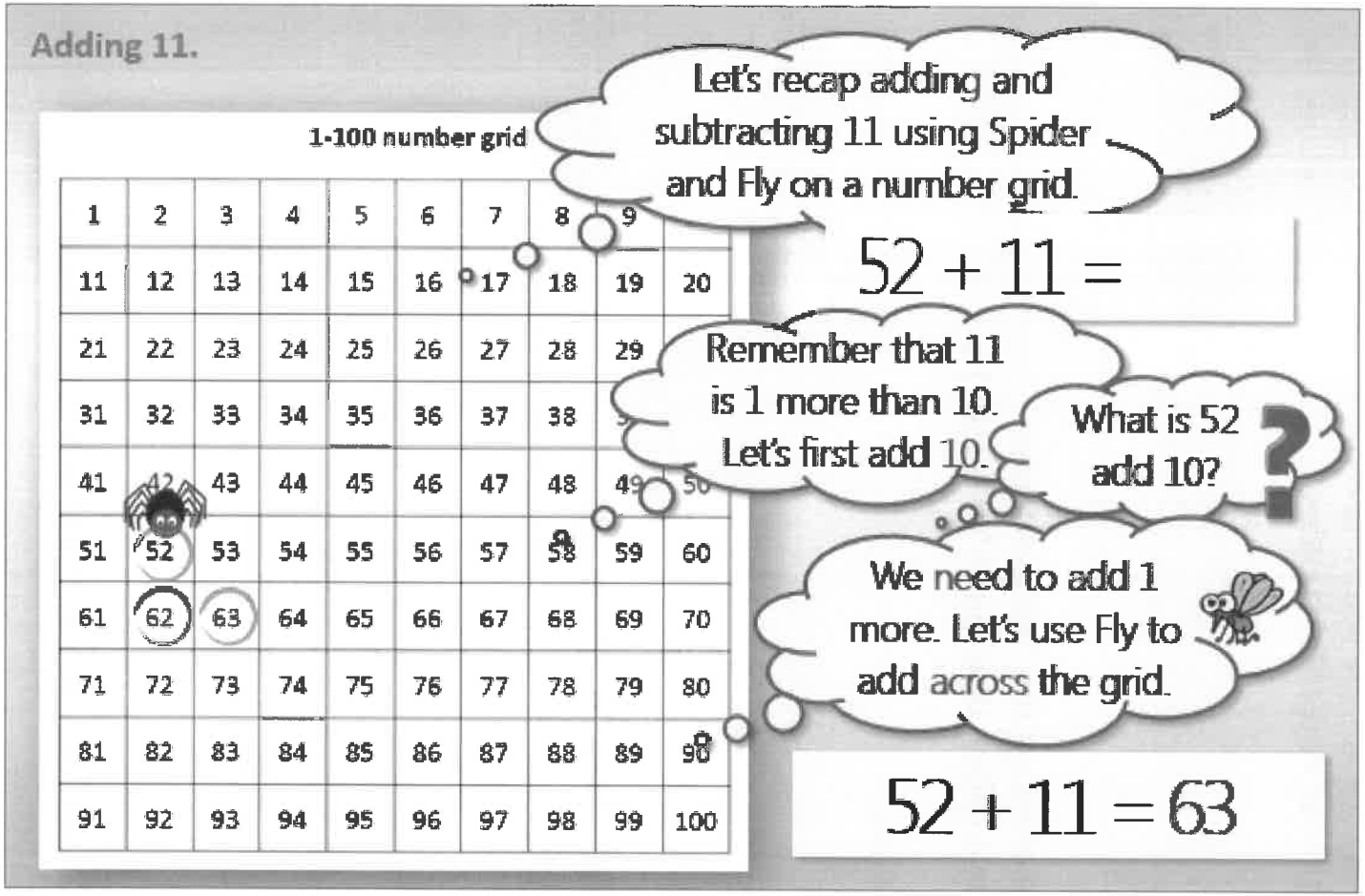
Learning Reminders



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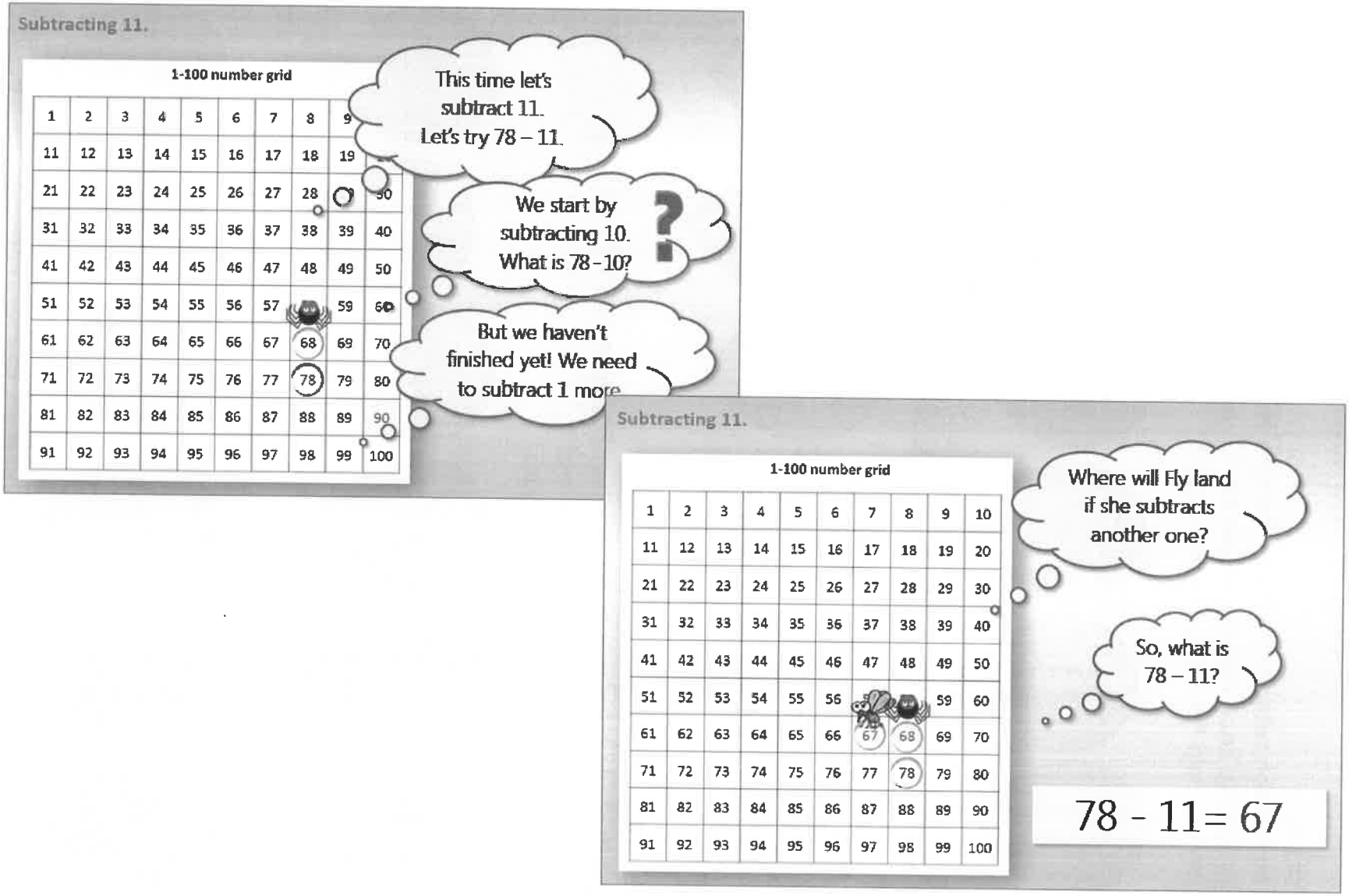
Learning Reminders



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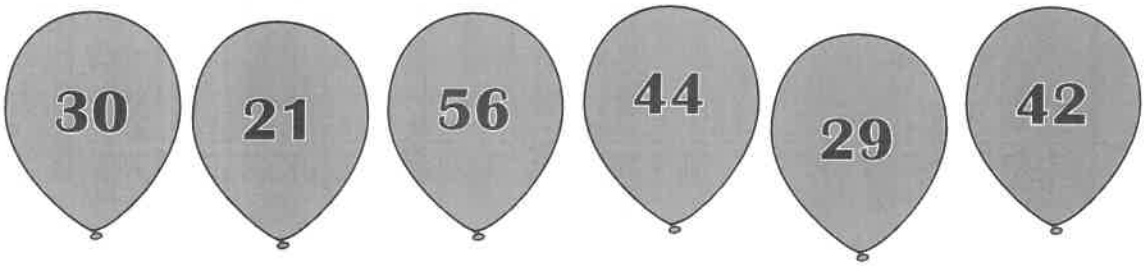
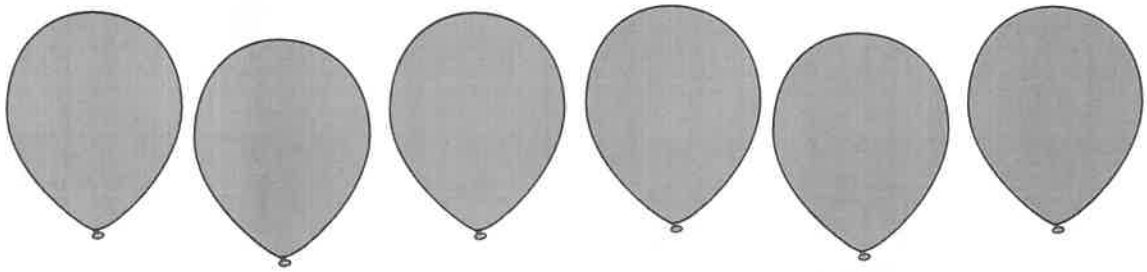
Practice Sheet Mild
Adding and subtracting 11

Part A

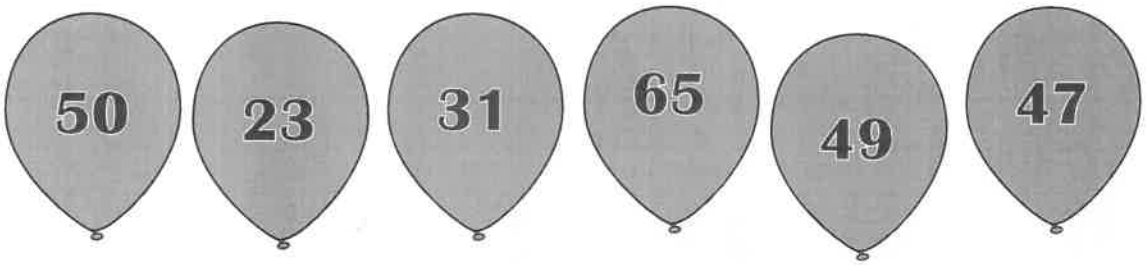
The balloon seller has written ages on the birthday balloons but they are wrong! Each balloon should be 11 years more!
Can you help her write the new ages?

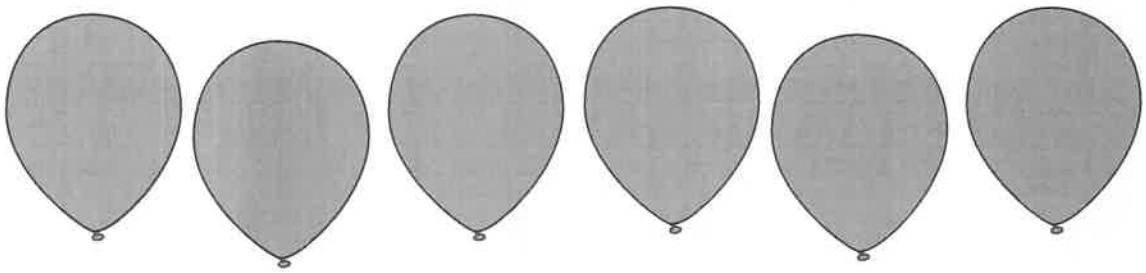




Part B

The balloon seller has made another mistake!
Each balloon should be 11 years less!
Can you help her write the new ages?





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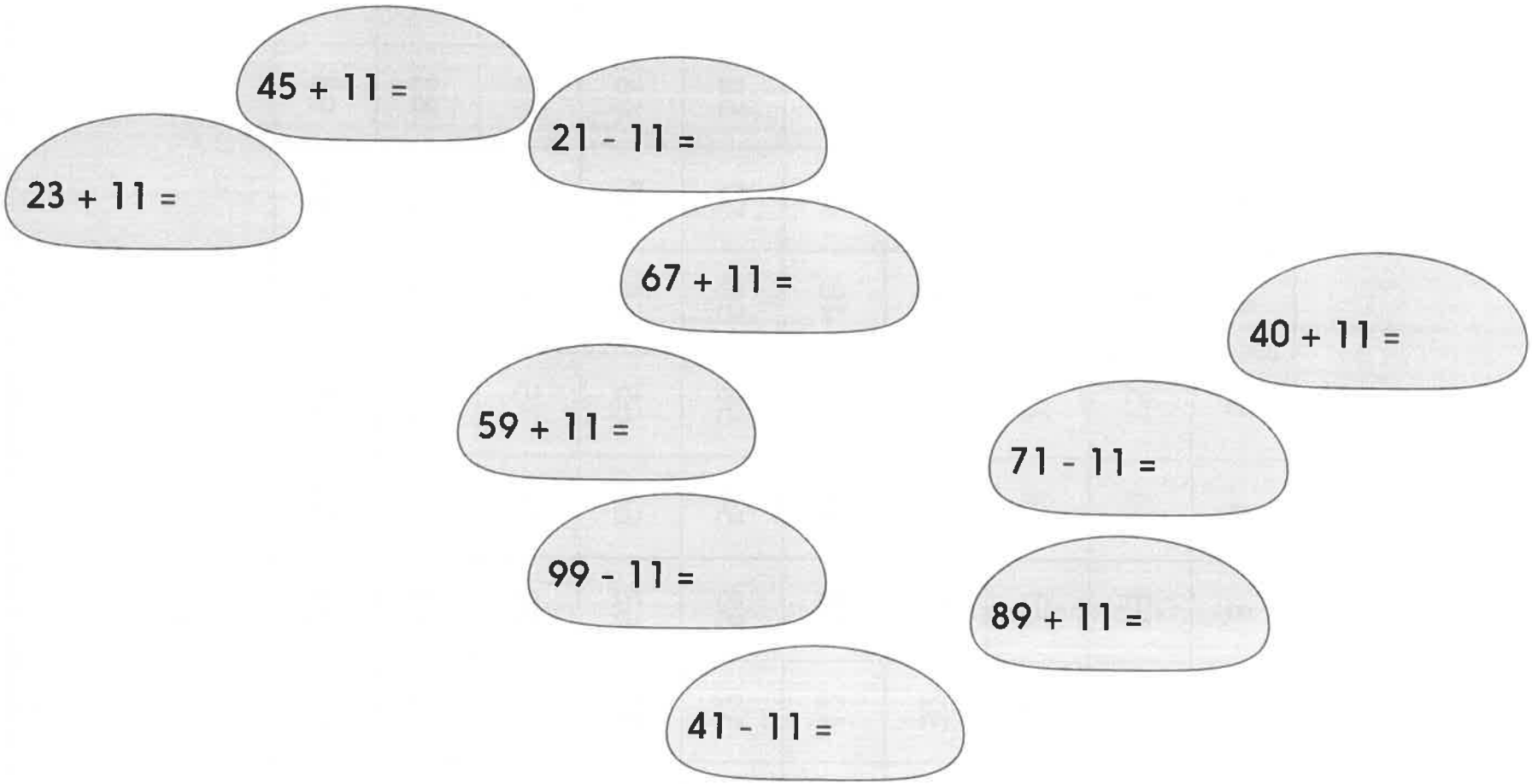
Practice Sheet Hot
Adding and subtracting 11

Can you complete ALL the number sentences on the stepping stones to make it to the other side?



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Practice Sheet
1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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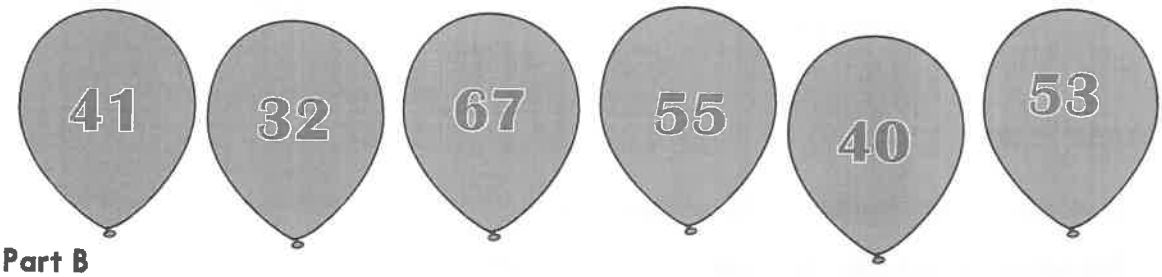
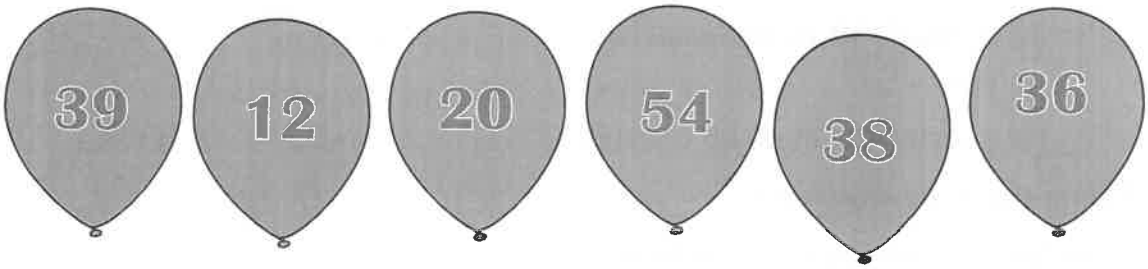
Practice Sheets Answers

Adding and subtracting 11 (mild)

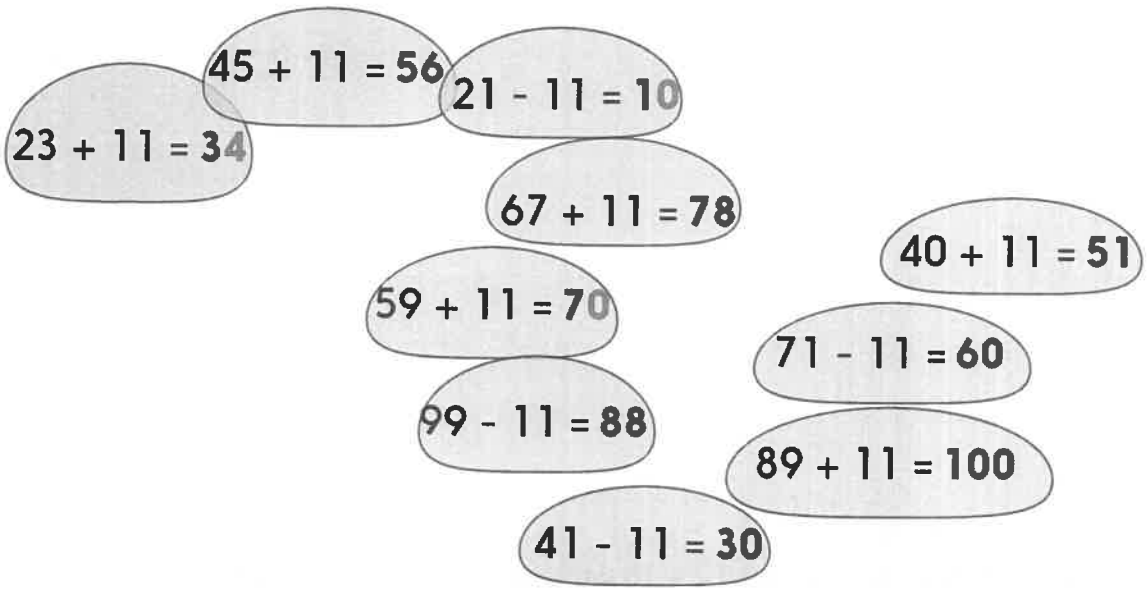
Part A



Part B



Adding and subtracting 11 (hot)



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A Bit Stuck?
Spider's work out

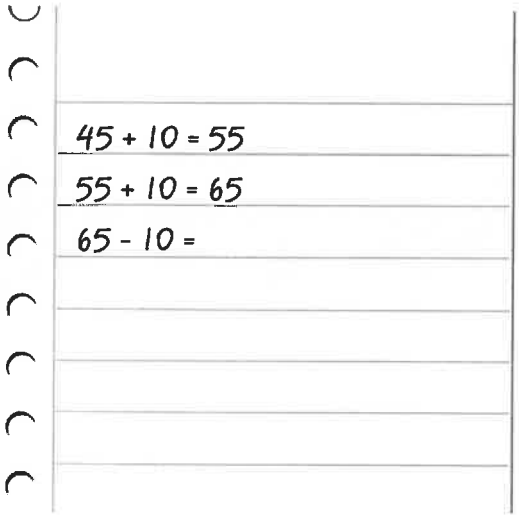
Work in pairs

Things you will need:

- A pencil
- A coin with a sticker with +10 written on one side, and a sticker with -10 on the other side

What to do:

- One person puts Spider on 45 on the grid.
- The other person flips the coin.
    - If it shows +10, move Spider down a square.
    - If it shows -10, move up a square.
- Write the number sentence.
- Can Spider reach the top or bottom row?



S-t-r-e-t-c-h:

Can you work out 36 + 10 and 72 – 10 without using the 1-100 grid?
Check your answers on the grid.

Learning outcomes:

- I can add and subtract 10 using a 1-100 grid.
- I am beginning to add and subtract 10 without a 1-100 grid.

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A Bit Stuck?
Spider's work out

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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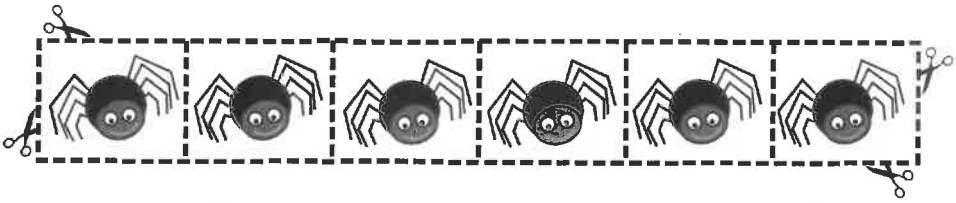
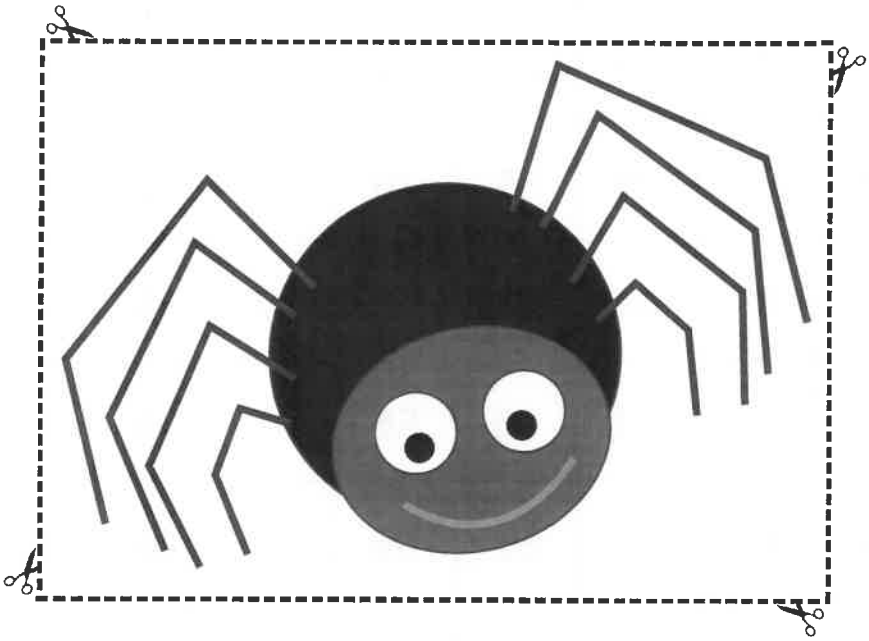
A Bit Stuck?
Spider's work out





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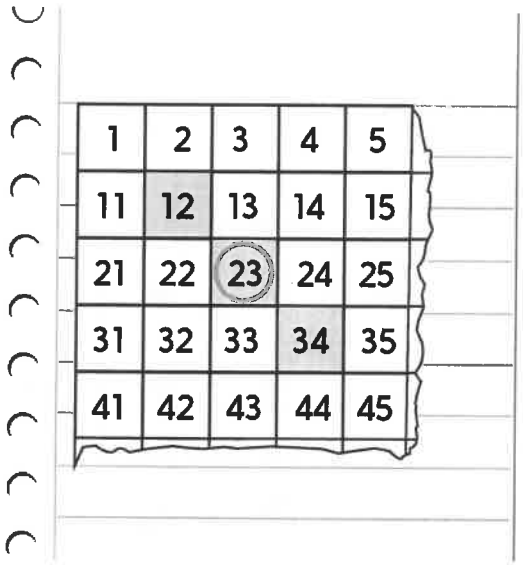
Investigation
Stop me if you can!

Play with a partner.
You will need a 1-100 grid between you.

1. You need a coloured crayon each in a different colour from your partner!
2. Take turns to play
3. Choose a number on the grid. Colour it. Add 10 then add 1 and colour the answer.
4. Go back to your original number. Subtract 10 and subtract 1 and colour the answer.
5. Now let your partner have a turn



YOUR AIM is to create a long diagonal line in your colour. How long a line can you make? Can you stop your partner making a long line by choosing a number which gets in their way?

HINT: If you only ever choose numbers to stop your partner, you will never make a long line of your own!

Think about:

What number should you choose to start with in order make the longest diagonal line possible?

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Stop me if you can!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Year 1: Week 5, Day 2
Add and subtract 11 and 12

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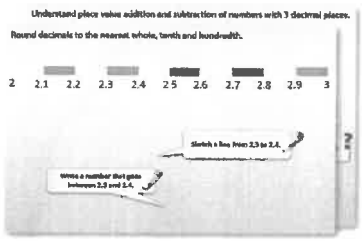
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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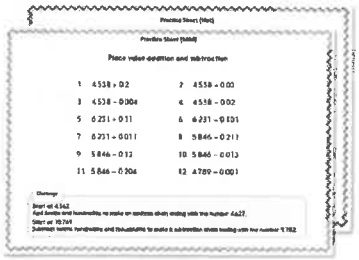
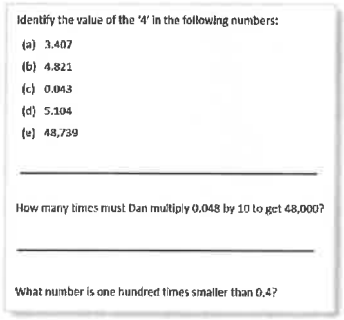


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



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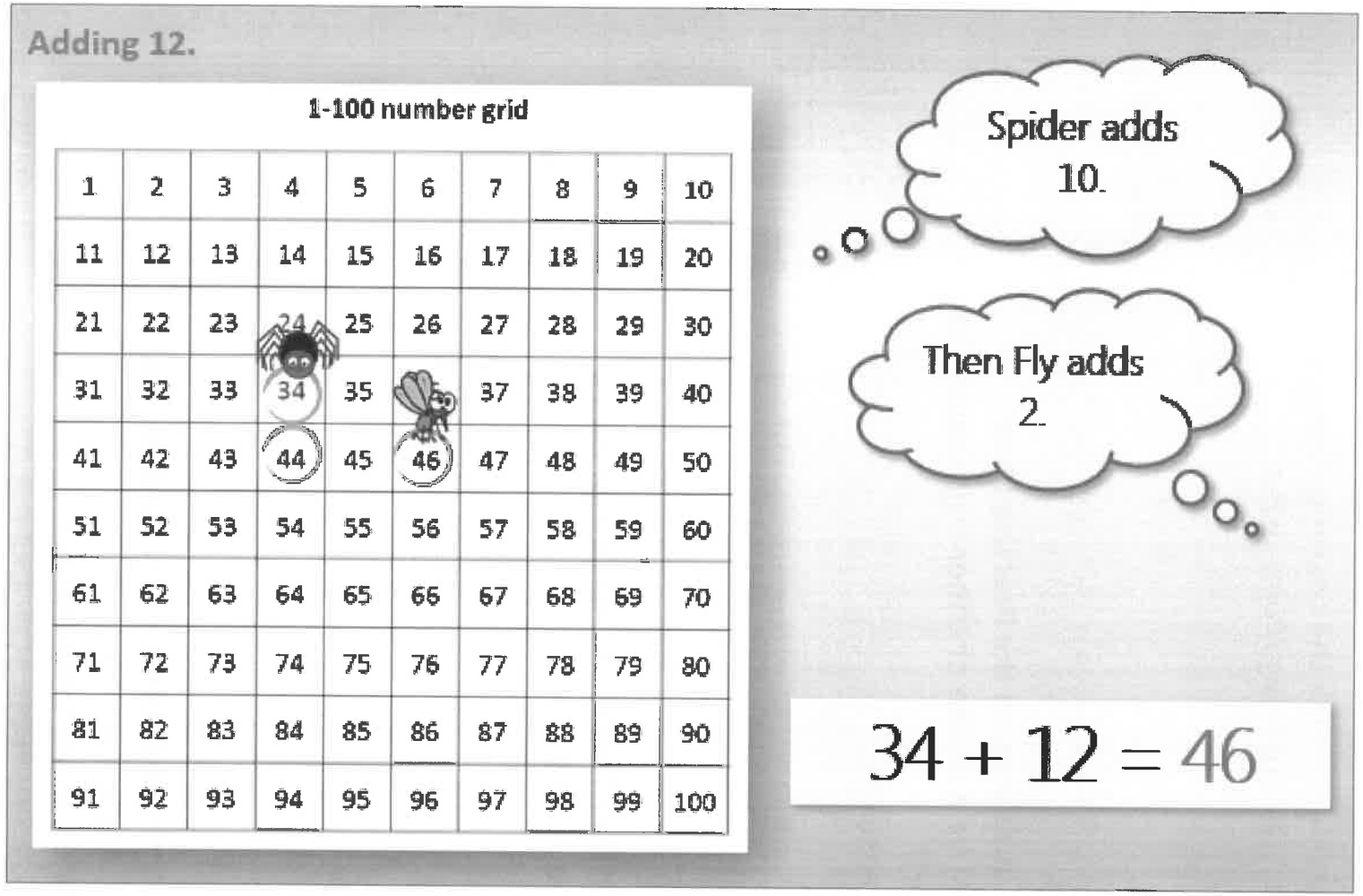
Learning Reminders



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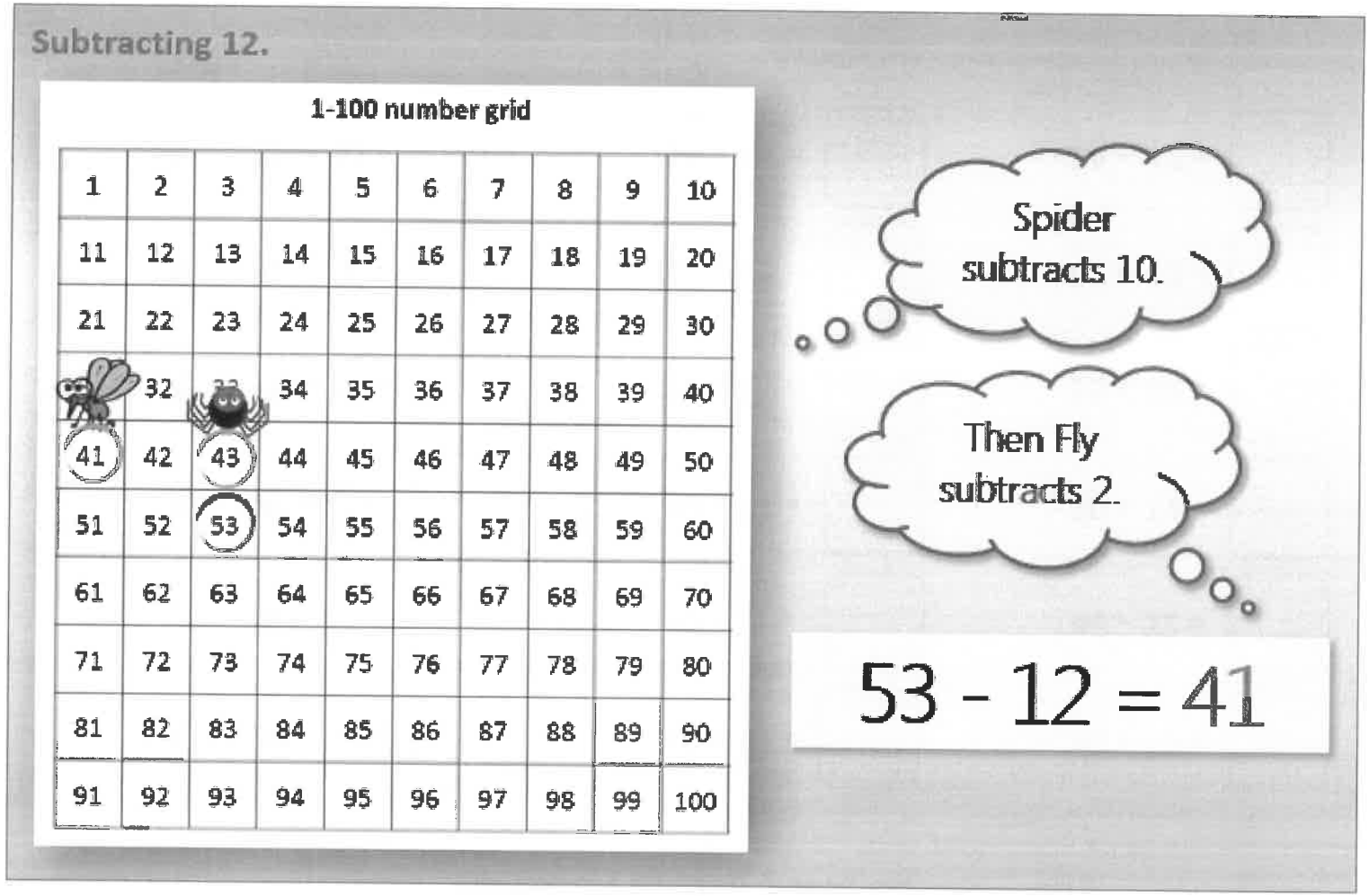
Learning Reminders



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Practice Sheet Mild

Adding and subtracting 11 and 12

Find the answers to these number sentences.
You can use a 1-100 grid to help.

1.	30 + 10 =	30 + 11 =	30 + 12 =
2.	40 – 10 =	40 - 11 =	40 - 12 =
3.	20 +10 =	20 + 11 =	20 + 12 =
4.	33 + 10 =	33 + 11 =	33 + 12 =
5.	42 + 10 =	42 + 11 =	42 + 12 =
6.	36 – 10 =	36 – 11 =	36 – 12 =

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Practice Sheet Mild 1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Practice Sheet Hot
Adding and subtracting 11 and 12

Part A

Use the answer from the first questions to help with the second.

1. 36 + 10 = ☐ 36 + 12 = ☐
2. 78 – 10 = ☐ 78 - 12 = ☐
3. 44 + 10 = ☐ 44 + 12 = ☐
4. 23 - 10 = ☐ 23 - 12 = ☐

Part B

Now calculate these:

1. 39 – 11 = ☐
2. 41 – 11 = ☐
3. 67 + 11 = ☐
4. 55 – 12 = ☐
5. 92 – 12 = ☐
6. 38 + 12 = ☐
7. 31 – 12 = ☐
8. 89 + 12 = ☐

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Practice Sheets Answers

Adding and subtracting 11 and 12 (mild)

1.	30 + 10 = 40	30 + 11 = 41	30 + 12 = 42
2.	40 - 10 = 30	40 - 11 = 29	40 - 12 = 28
3.	20 + 10 = 30	20 + 11 = 31	20 + 12 = 32
4.	33 + 10 = 43	33 + 11 = 44	33 + 12 = 45
5.	42 + 10 = 52	42 + 11 = 53	42 + 12 = 54
6.	36 - 10 = 26	36 - 11 = 25	36 - 12 = 24

Adding and subtracting 11 and 12 (hot)

Part A

1.	36 + 10 = 46	36 + 12 = 48
2.	78 - 10 = 68	78 - 12 = 66
3.	44 + 10 = 54	44 + 12 = 56
4.	23 - 10 = 13	23 - 12 = 11

Part B

1. 39 - 11 = 28
2. 41 - 11 = 30
3. 67 + 11 = 78
4. 55 - 12 = 43
5. 92 - 12 = 80
6. 38 + 12 = 50
7. 31 - 12 = 19
8. 89 + 12 = 101

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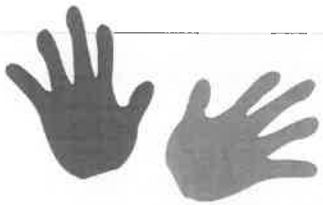
A Bit Stuck?
Staircase maths

Work in pairs

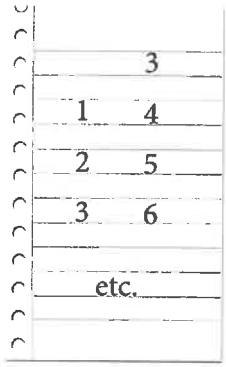
Things you will need:

- Pencil
- Paper
- 1-100 grid



What to do:

- Choose a number from 1 and 5 on the top row of the 1–100 number grid.
- Draw a ring around it.
- Add 11, using a counter to act as 'Spider' and 'Fly' to help.
- Ring the answer.
- Add 11 again and again. Take care when adding 11 to the multiples of 10...
- Stop when you reach the bottom row of the grid.
- Write the number that you started on and the numbers you land on each time, e.g. 3, 14, 25... etc., with one number under the other in a column. What do you notice about the sequence of numbers? (Both digits increase by 1 each time, until reaching a 9.)
- Can you explain any patterns you noticed?
- Choose a different starting number on the top row of the grid. Repeat.



S-t-r-e-t-c-h

- Next, choose a number from the bottom row and ring it on the grid.
- Subtract 11 and ring the answer.
- Repeat until you reach the top row. What do you notice about the sequence of numbers this time?

Learning outcomes

- I can add and subtract 11 from 1-digit or 2-digit numbers.
- I can begin to describe and explain number patterns.

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A Bit Stuck?
1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Check your understanding

Questions

Add 11 to 32.

Then add 11 to the answer.

Then add 11 to the answer.

How long can you continue this?

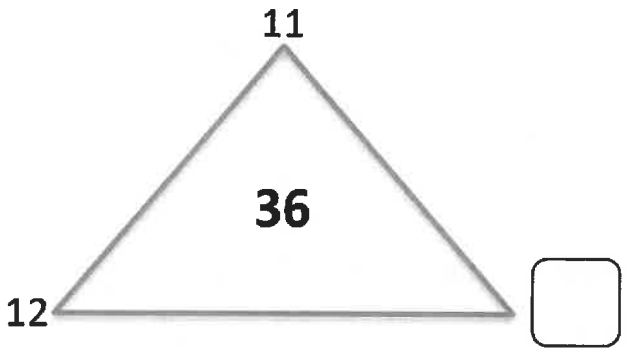
Subtract 11 from 87.

Then take 11 from the answer.

Subtract 11 again.

How long can you continue this?

Complete the triangle by writing the missing number. The 3 corner numbers add up to the one in the middle.



Answers on next page

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Check your understanding

Answers

Add 11 to 32.

Then add 11 to the answer.

Then add 11 to the answer.

How long can you continue this?

43, 54, 65, 76, 87, 98.... It gets trickier after this if children are unfamiliar with 3-digit numbers but don't discourage them from trying!

Subtract 11 from 87.

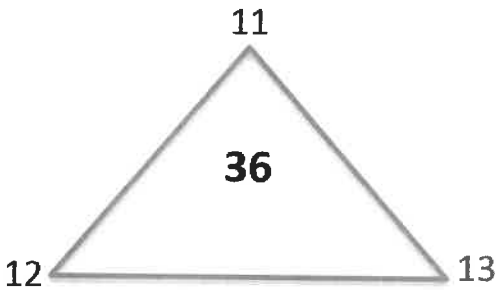
Then take 11 from the answer.

Subtract 11 again.

How long can you continue this?

76, 65, 54, 43, 32, 21, 10. Do children realise that the sequence is the opposite of the first question?

Complete the triangle by writing the missing number. The 3 corner numbers add up to the one in the middle.



An answer of 23 suggests that children have misinterpreted the problem.

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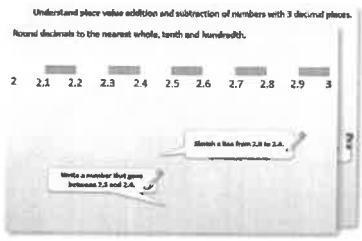
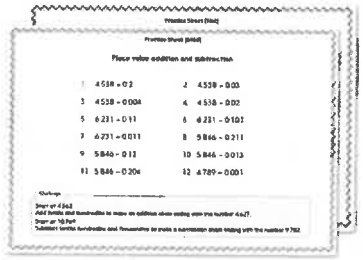
Year 1: Week 5, Day 3
Weight

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

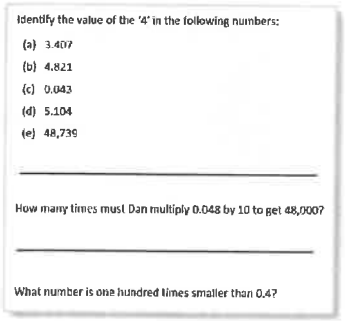


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



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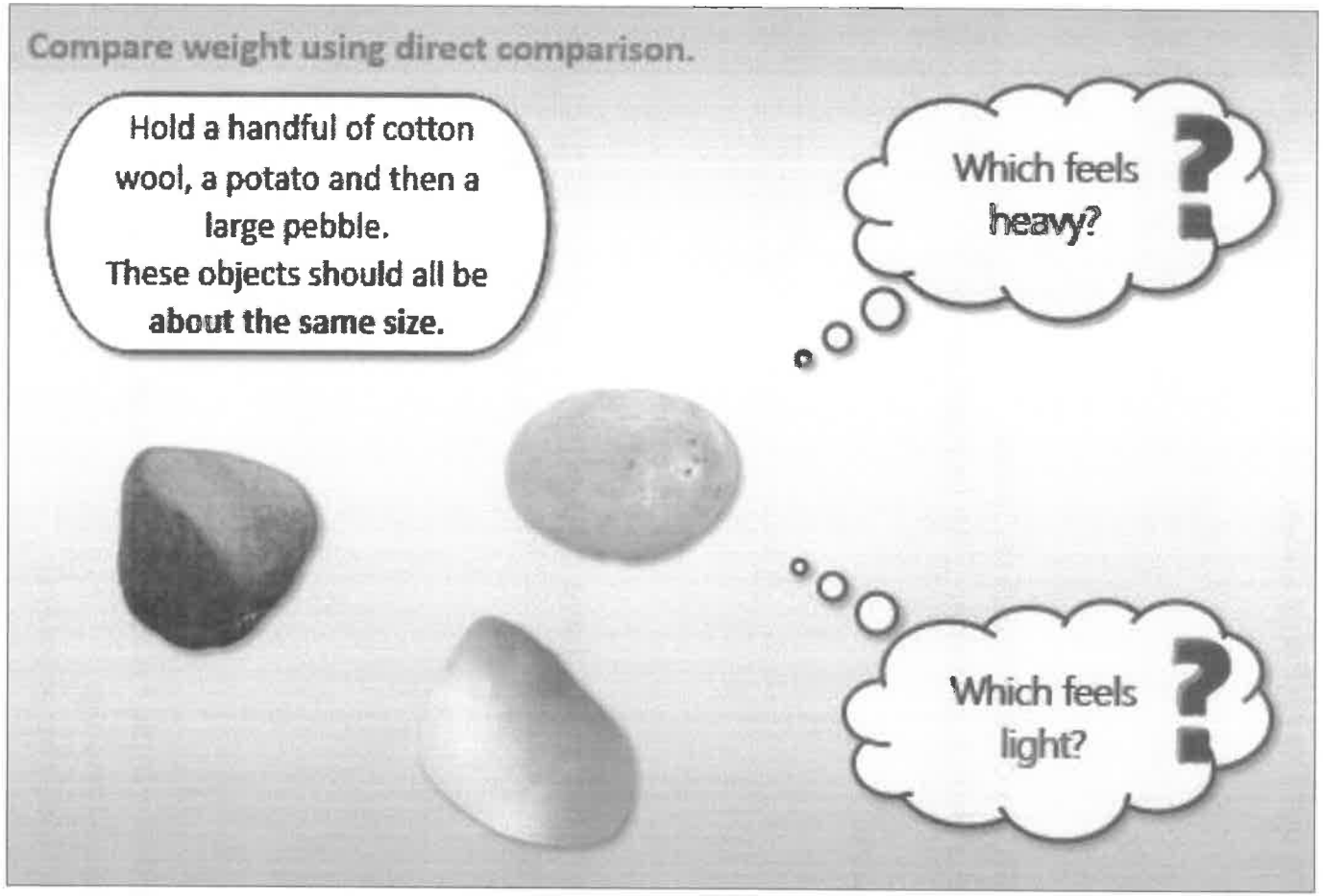
Learning Reminders



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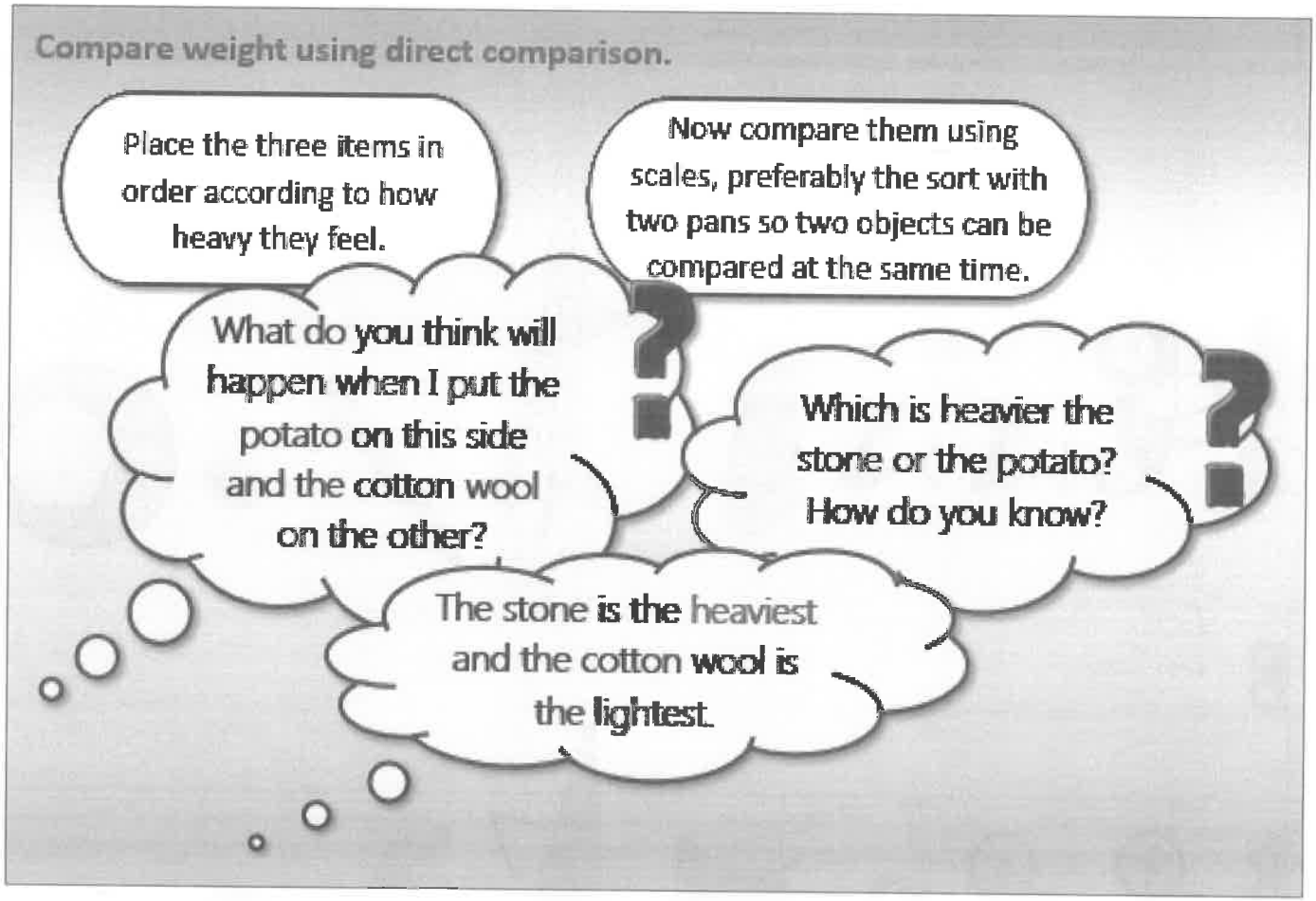
Learning Reminders



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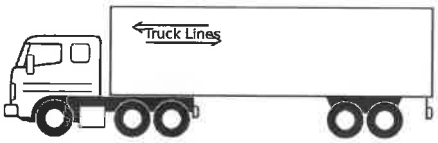
Practice Sheet Mild
Which is heavier?

Circle the object in each pair that you think would weigh more.

1. 

2.

3.

4.

5.

6.

7.

8.

9.

Challenge

Draw an object that would be heavier than the two examples given, e.g. a lorry and a car – you might draw a plane.

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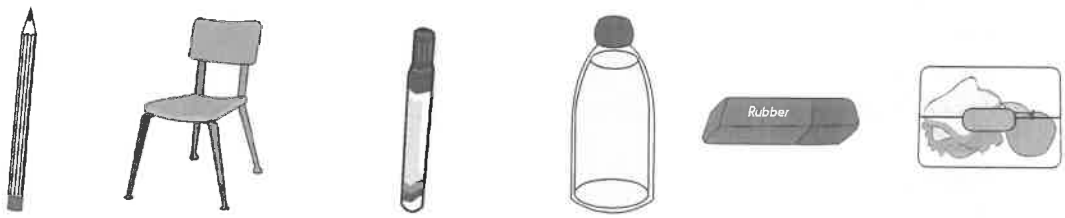
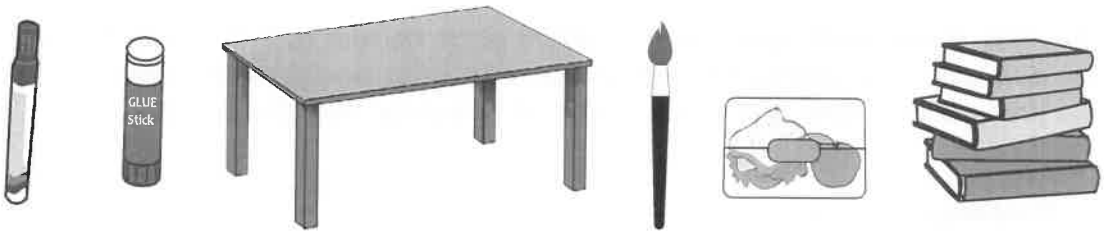
Practice Sheet Hot
Comparing objects?

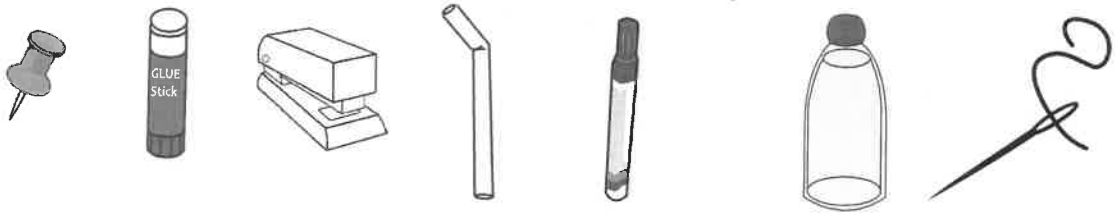
Which objects might be **heavier** than the glue stick?
Circle those you think would weigh more.



Which objects might be **lighter** than the shoe?
Circle those you think would weigh less.



Which objects might be **lighter** than the pencil?
Circle those you think would weigh less.



Challenge

Now think of three items that would weigh about the same as a toy car.
Draw them here:

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Practice Sheets Answers

Which is heavier? (mild)

1. Lorry
2. Tractor
3. Bike
4. Scooter
5. Roller boot
6. Plane
7. Banana
9. Apple
10. Football

Comparing objects (hot)

The chair, water bottle and lunchbox might all be heavier than the glue stick.
The pen, glue stick, paintbrush and lunchbox might all be lighter than the shoe.
The drawing pin, straw and needle might all be lighter than the pencil.

Challenge

Items that would weigh about the same as a toy car, e.g. glue stick, apple, small rubber, whiteboard pen....

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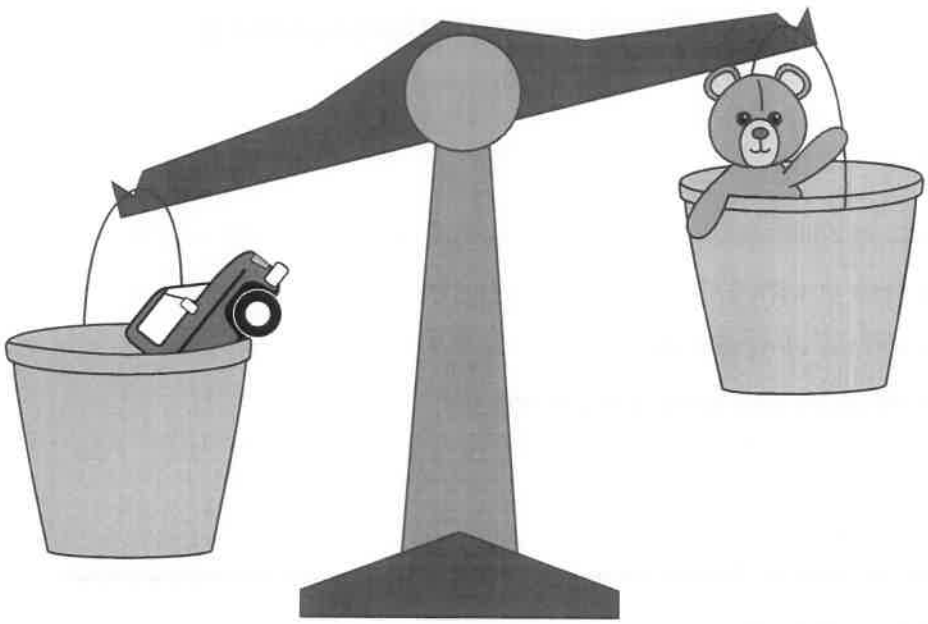
A Bit Stuck?
Ups and downs

Things you will need:

- Toys

What to do:

- Choose two toys.
- Hold a toy in each hand with your arms outstretched - you be the balance! Guess which is heavier. Which arm needs to move up and which needs to move down?.
- Repeat with other pairs of toys.



Learning outcomes

- I can compare the weights of two toys.

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Check your understanding
Questions

Which is heavier...

i. A potato or a pebble?

ii. A book or a shoe?

iii. A soft toy or a paint pot?

Ask an adult to help you to use some scales to find out.

Sometimes, always, never true...

- A book is the same weight as 12 marbles?
- A shoe is heavier than a sock?
- A big handful of cotton wool is lighter than three 50p coins?

Fold here to hide answers

Check your understanding
Answers

Which is heavier...

(i) A potato or a pebble? Could be quite similar. Best checked on a scale.

(ii) A book or a shoe? Varies, depending on the book (or the shoe!).

(iii) A soft toy or a paint pot? Varies, try different soft toys.

Ask an adult to help you to use some scales to find out.
Check children understand how to use a pair of balance scales if you have them, e.g. ensuring it is balanced and stable before placing objects, placing objects carefully and realising the side going down contains the heavier object.

Sometimes, always, never true...

- A book is the same weight as 12 marbles? Sometimes – depends on the book.
- A shoe is heavier than a sock? Always.
- A big handful of cotton wool is lighter than three 50p coins? Sometimes – depends on the density of the cotton wool.

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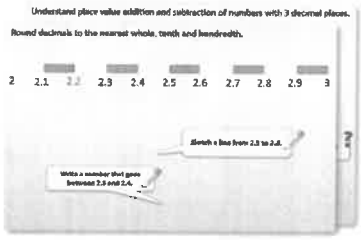
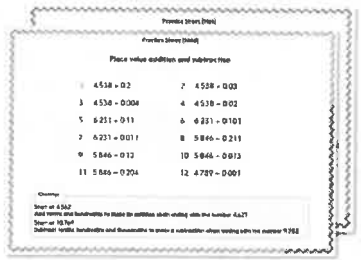
Year 1: Week 5, Day 4
Length

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

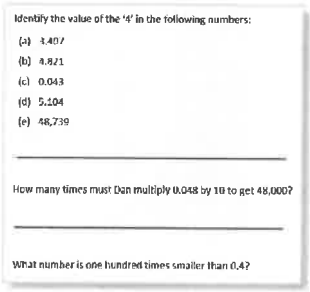


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



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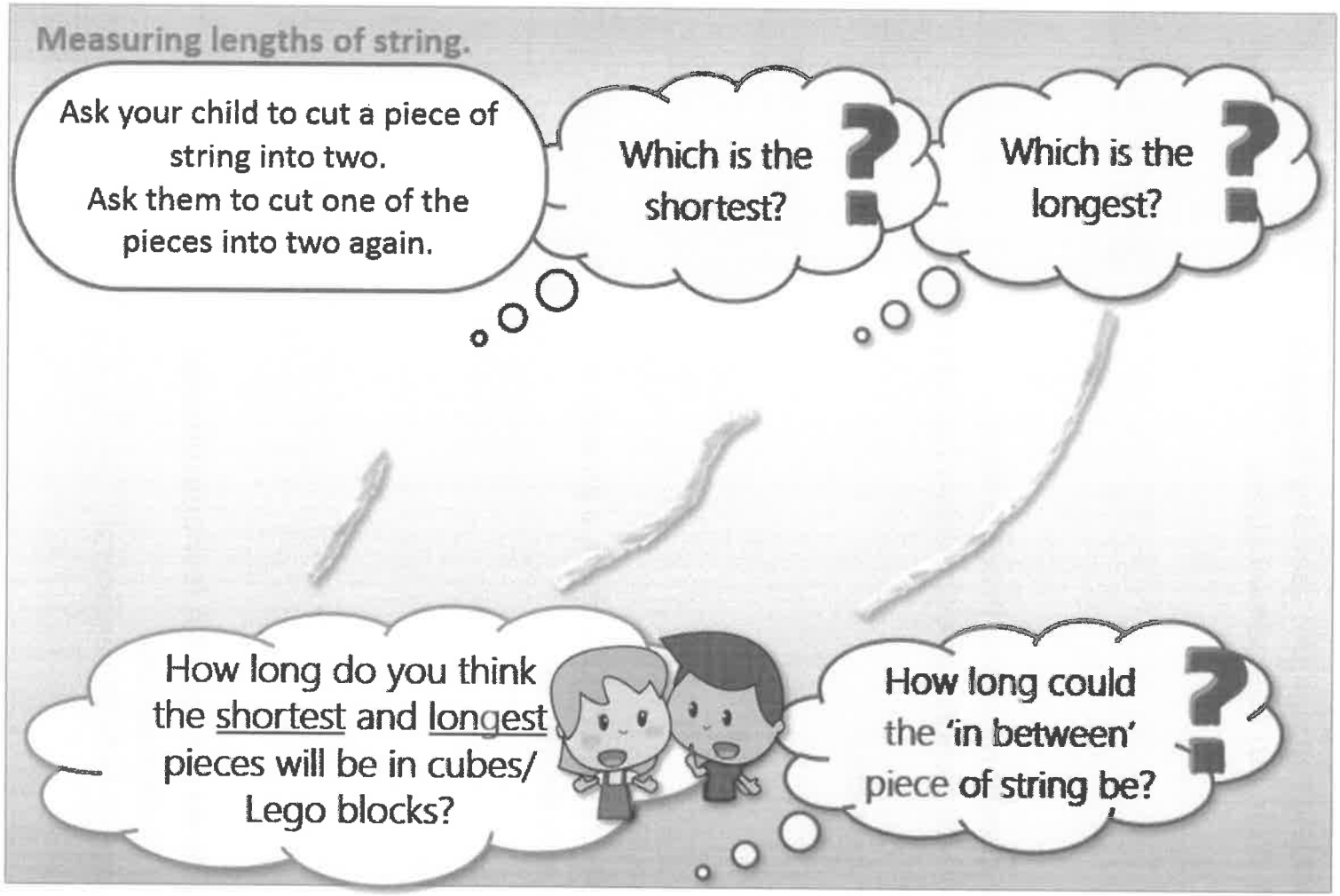
Learning Reminders



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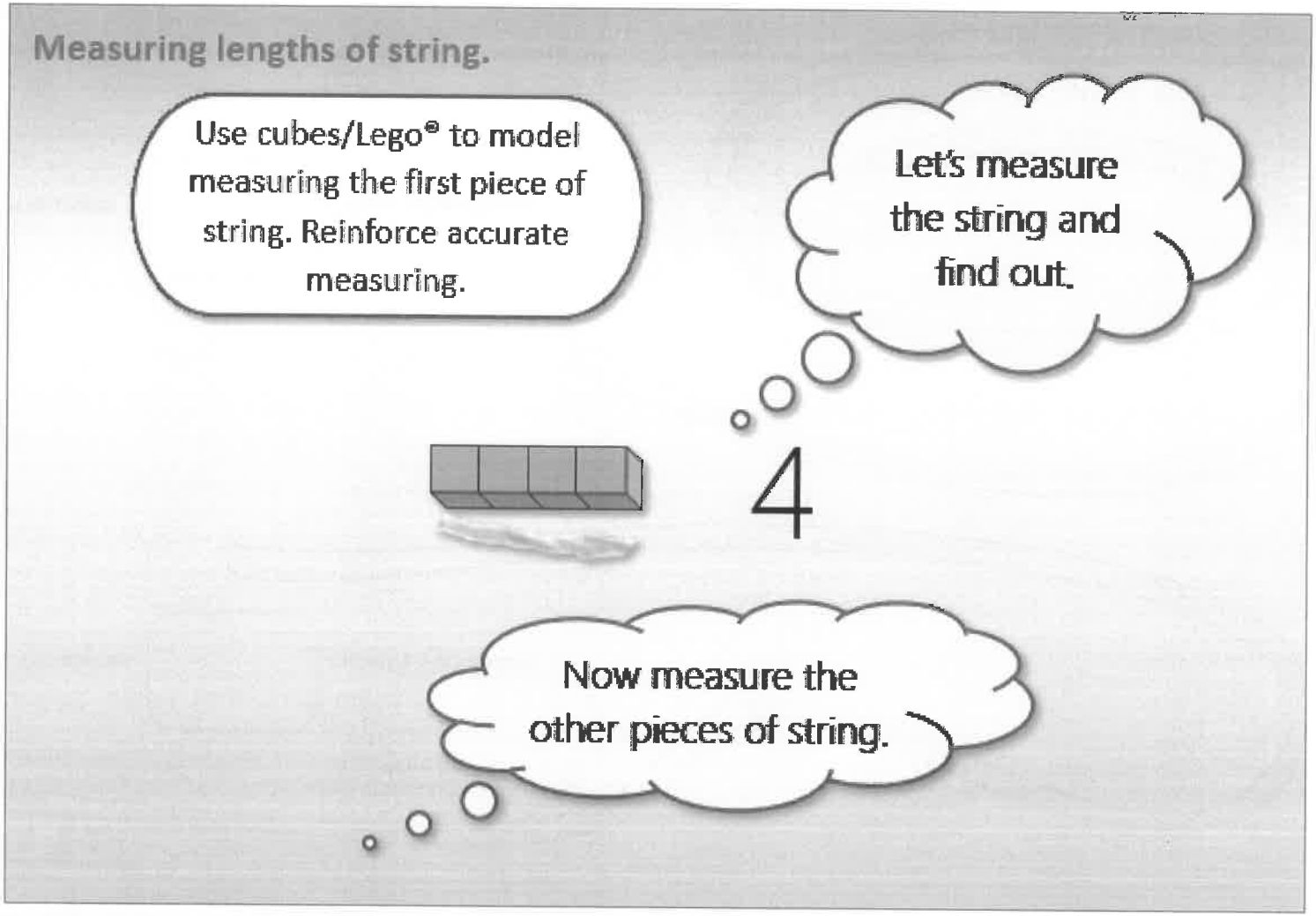
Learning Reminders



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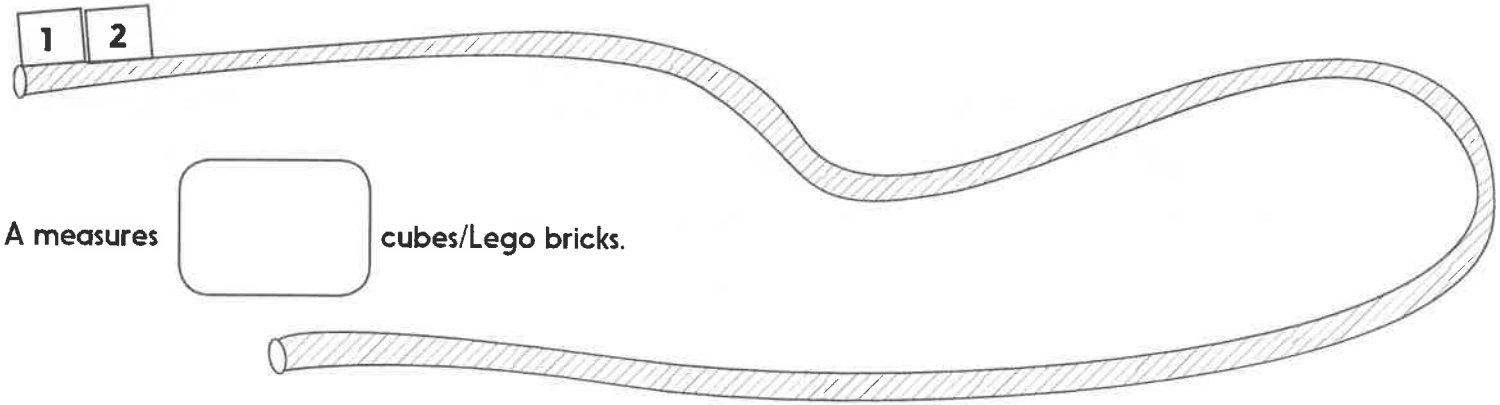
Practice Sheet Mild
Measuring string

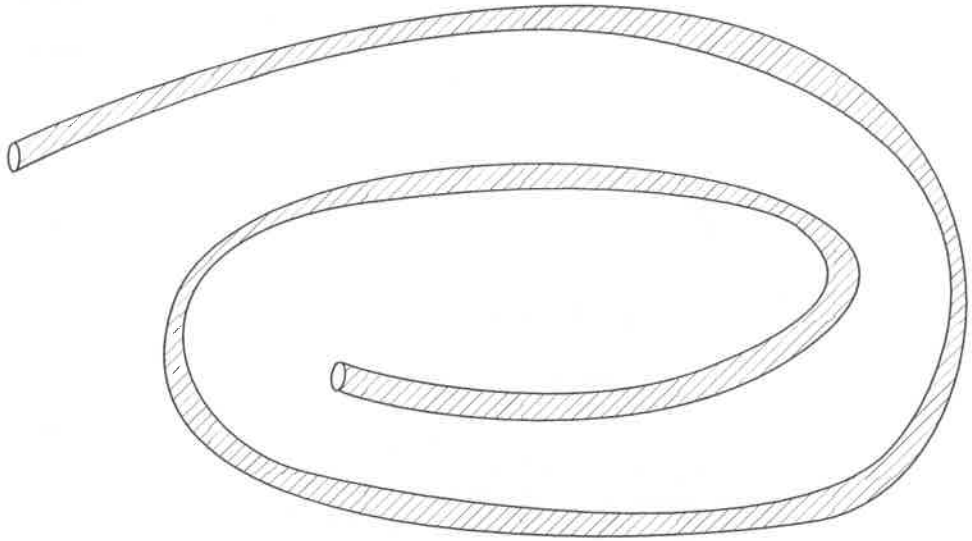
Use cubes/Lego bricks to measure the length of these two strings:

A.



A measures ☐ cubes/Lego bricks.

B.



B measures ☐ cubes/Lego bricks.

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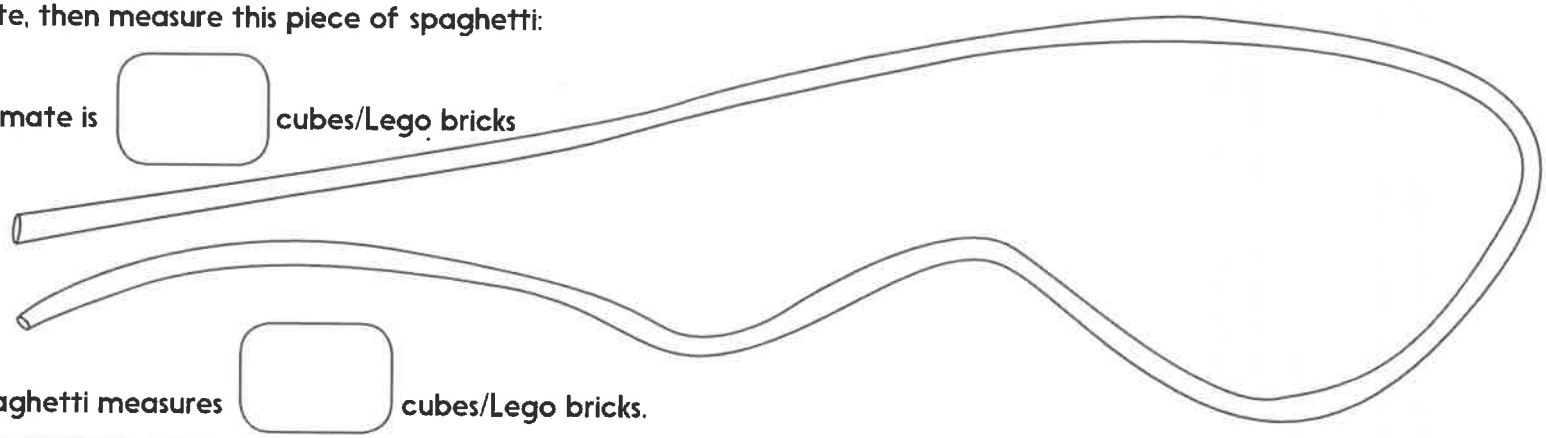
Practice Sheet Hot
Measuring string

1. Draw a piece of string you think will be 12 cubes/Lego bricks long:

Now measure it! My drawing is ☐ cubes/Lego bricks long.

2. Estimate, then measure this piece of spaghetti:

My estimate is ☐ cubes/Lego bricks



The spaghetti measures ☐ cubes/Lego bricks.

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Practice Sheet Answers

Measuring string (mild)

Check children's measurements. They could draw around the cubes/Lego bricks as a record of their measuring.

Measuring string (hot)

1. Check children's drawing and measuring.
2. Are the children's estimates improving?

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A Bit Stuck?
Family of worms

Things you will need:

- Cubes/Lego bricks
- Playdough/Plasticine

What to do:

- Make a line of 10 cubes/Lego bricks.
- Make four worms from playdough/Plasticine. Two should be shorter than the line of 10 cubes/Lego bricks. Two should be longer than the line of 10 cubes/Lego bricks.
- Put your four worms in order of length, shortest first.

S-t-r-e-t-c-h:

Now make two new worms. One should be shorter than any of your worms, and one should be longer than any of them.

Learning outcomes:

- I can measure lengths using non-standard units of measurement.

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Check your understanding
Questions

Tom has used cubes to measure different animals. Some of his measurements are clearly wrong! Put a cross beside these.

- A mouse: 4 cubes
- A cat: 6 cubes
- A hamster: 20 cubes
- A dog: 30 cubes
- A pigeon: 2 cubes

Which is the tallest? Which is the shortest?

a) a car
b) a child's bike
c) a lamppost
d) a child

Take off your jumper or cardigan.
Use pens laid end to end to measure its length with the sleeves spread out.

Answers on next page

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Check your understanding
Answers

Tom has used cubes to measure different animals. Some of his measurements are clearly wrong! Put a cross beside these.

- A mouse: 4 cubes
- A cat: 6 cubes X
- A hamster: 20 cubes X
- A dog: 30 cubes
- A pigeon: 2 cubes X

For this and the following question ask children to explain their answers.

Which is the tallest? Which is the shortest?

a) a car
b) a child's bike Shortest
c) a lamppost Tallest
d) a child

Take off your jumper or cardigan.
Use pens laid end to end to measure the distance from cuff to cuff with the sleeves spread out.
Do children line up the pens end to end? Have they ensured that they have a set of pens that are all the same length?

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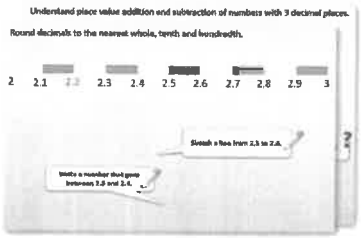
Year 1: Week 5, Day 5
Find a difference in lengths

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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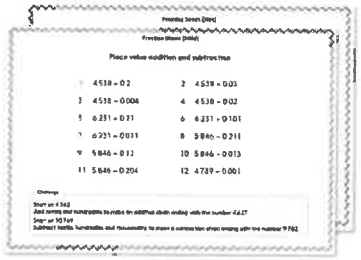

3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

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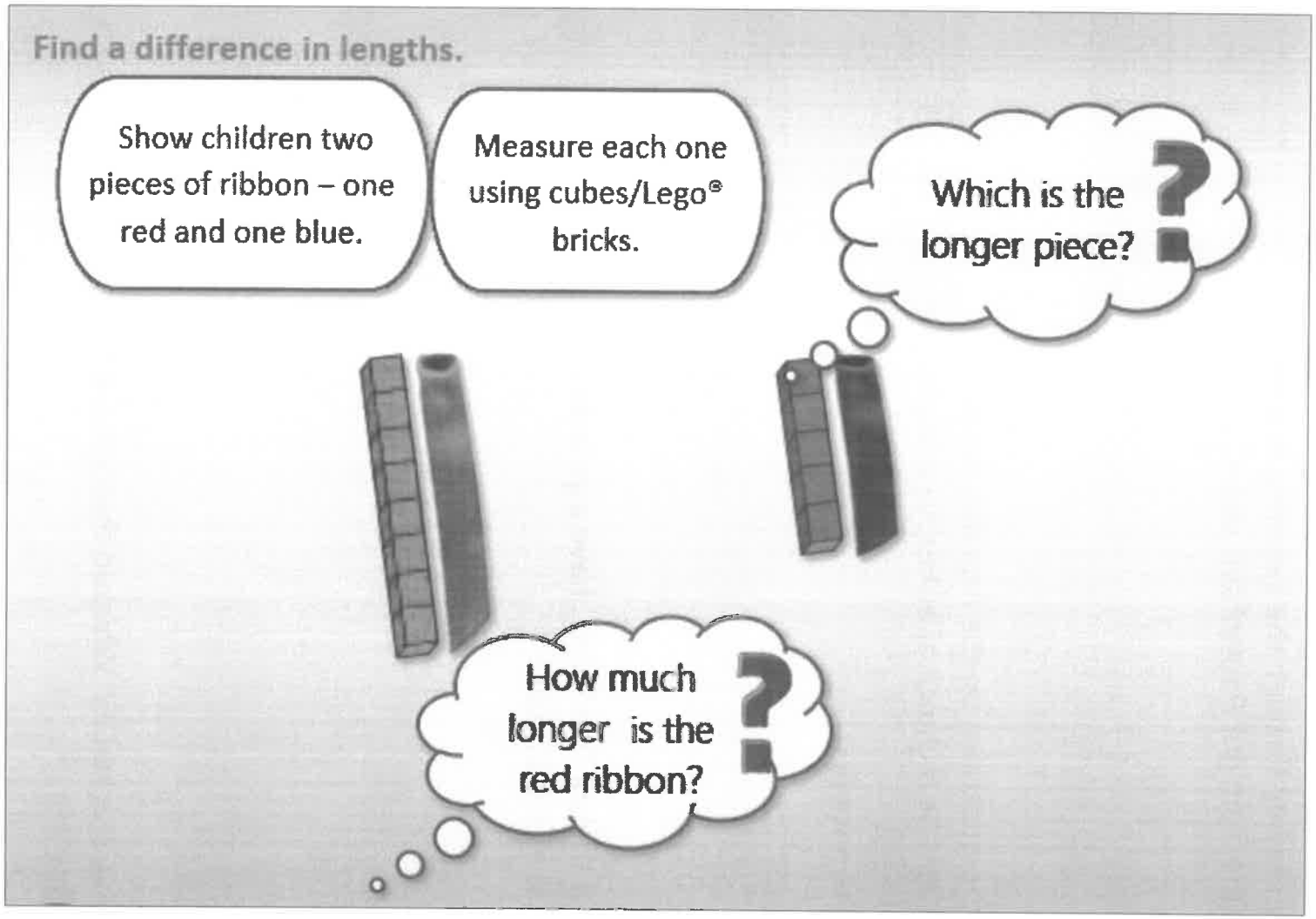
Learning Reminders



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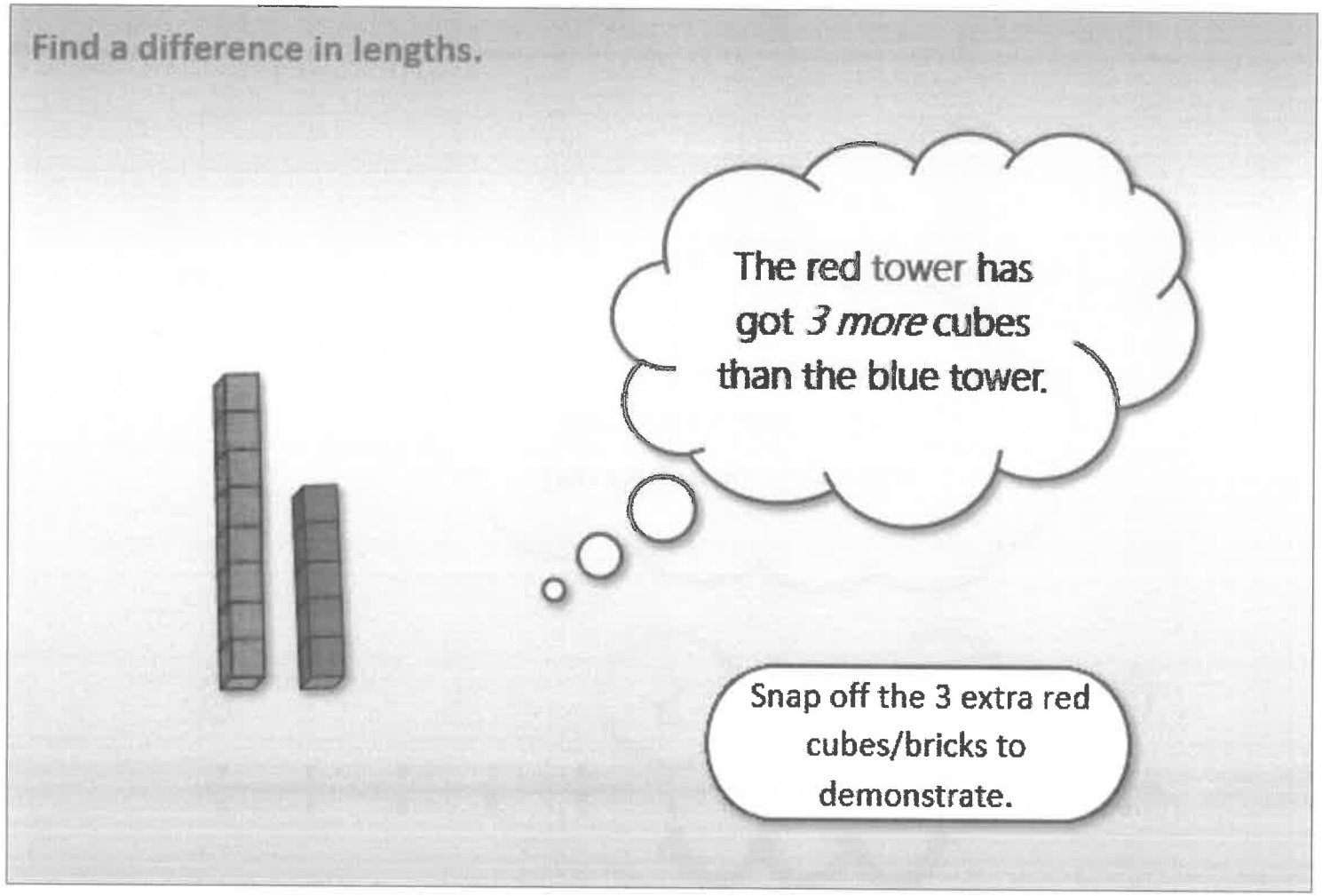
Learning Reminders



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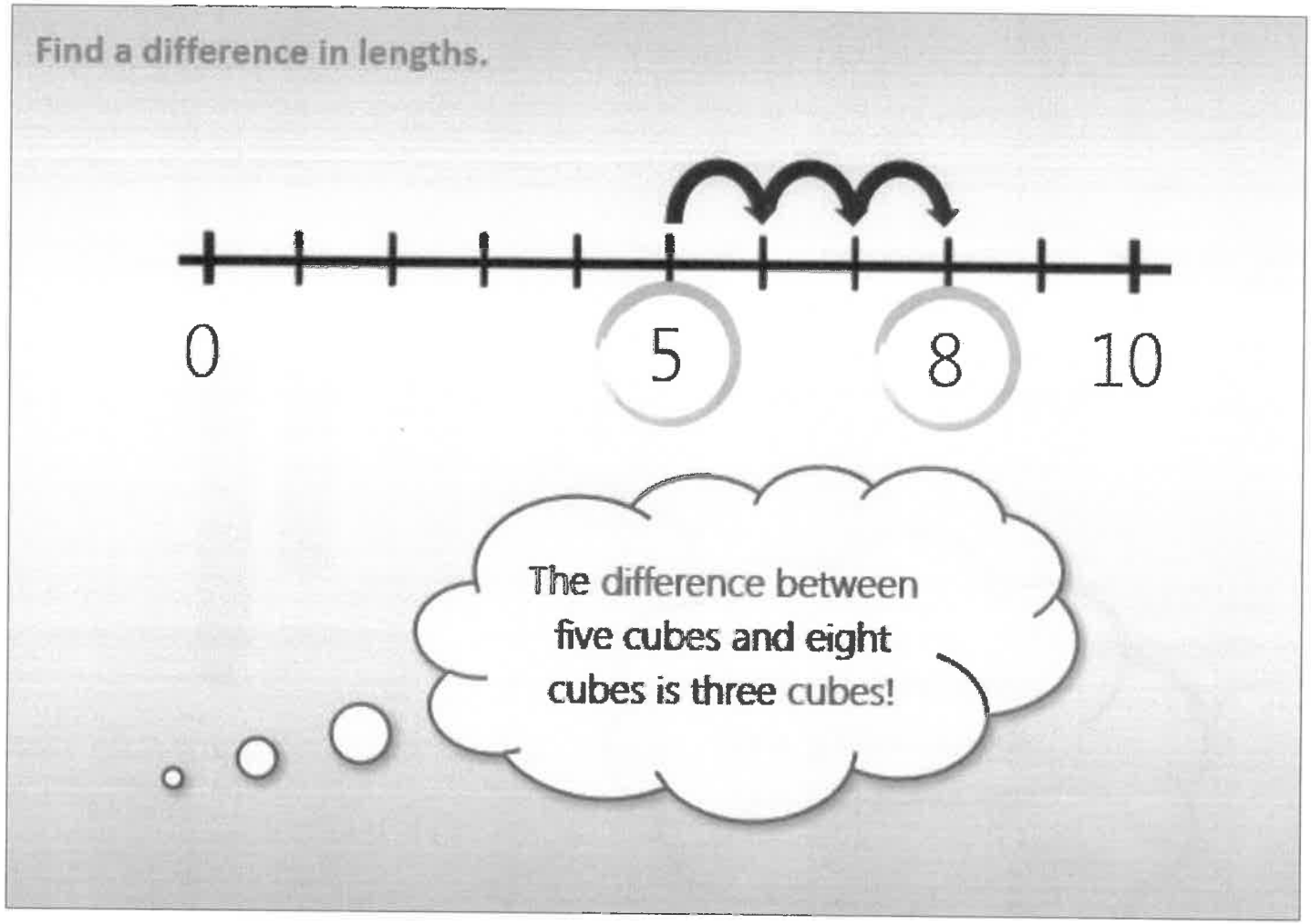
Learning Reminders



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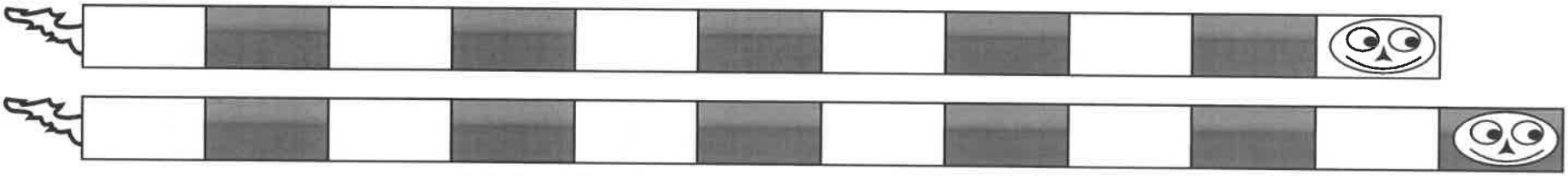
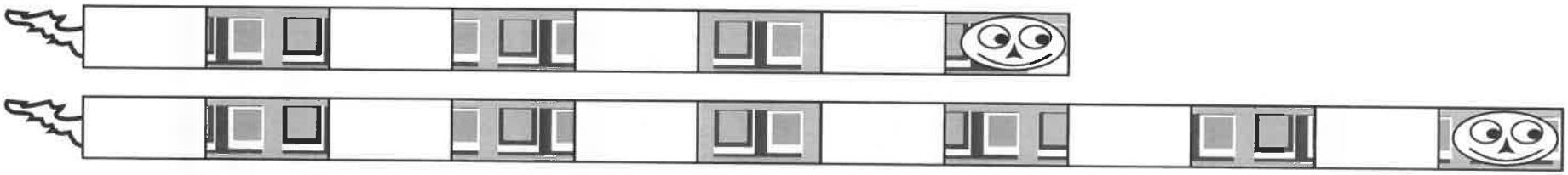
Practice Sheet Mild

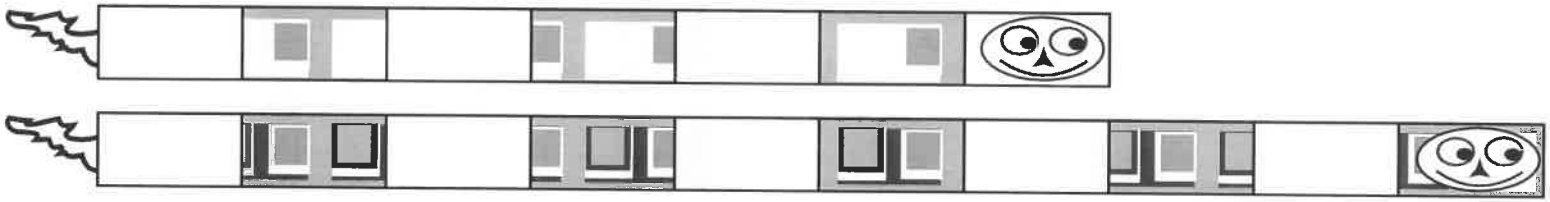
What's the difference between the snakes?



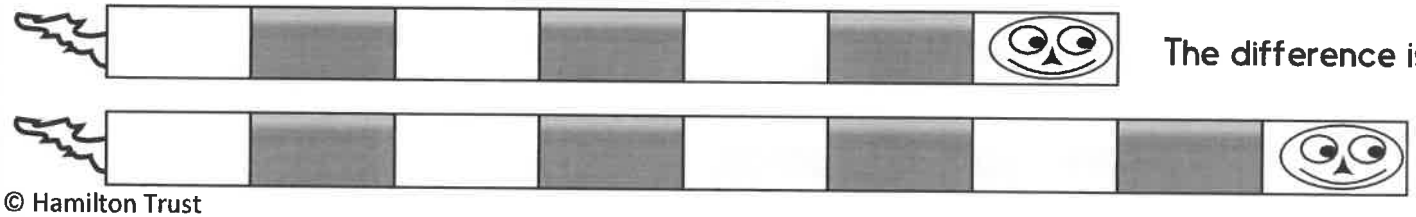
The difference is



The difference is



The difference is



The difference is

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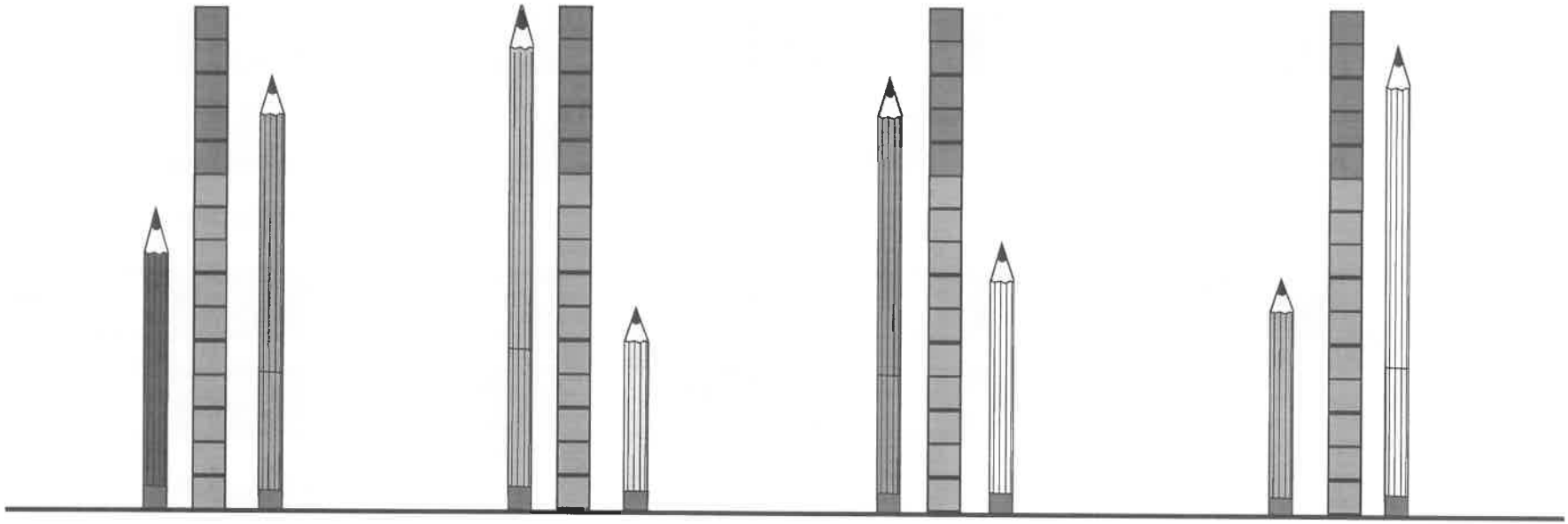
Practice Sheet Hot
What's the difference?

The difference is...



... ☐ cubes ... ☐ cubes ... ☐ cubes ... ☐ cubes.

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Practice Sheets Answers

What's the difference between snakes? (mild)

1. The difference is 1 cube.
2. The difference is 4 cubes.
3. The difference is 3 cubes.
4. The difference is 2 cubes.

Day 3 What's the difference? (hot)

1. The difference is 4 cubes.
2. The difference is 9 cubes.
3. The difference is 5 cubes.
4. The difference is 7 cubes.

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A Bit Stuck?
Tall towers

Work in pairs

Things you will need:
- Cubes/Lego bricks
- 6-12 number cards
- A pencil

What to do:

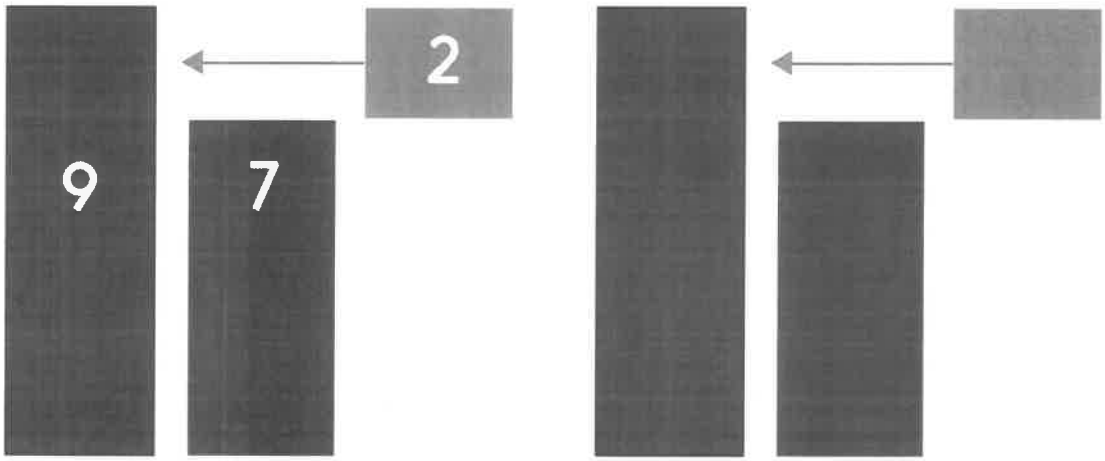
huffle the number cards.
Place face down in a pile.

Take the top card.
Build a tower using that number of cubes/Lego bricks.

Your partner does the same.

What is the difference between your two towers? Write the three numbers in one of the pictures.

Repeat with other pairs of cards.



S-t-r-e-t-c-h:
Make a pair of towers with a difference of 3 cubes/Lego bricks.
Write down the pair of numbers.

Learning outcomes:
- I can find a difference between pairs of towers.
- I am beginning to find pairs of towers with a given difference.

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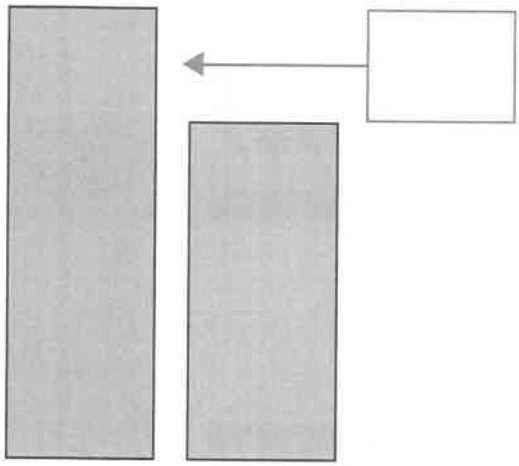
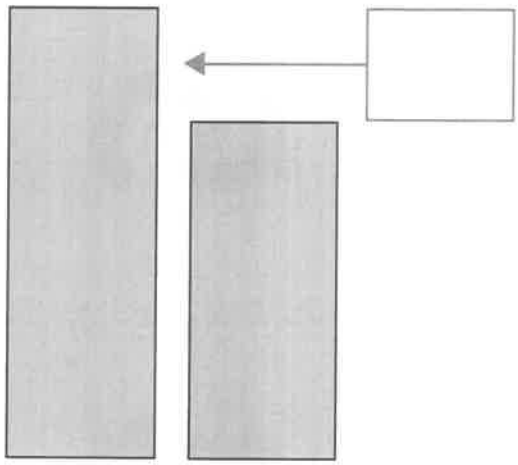
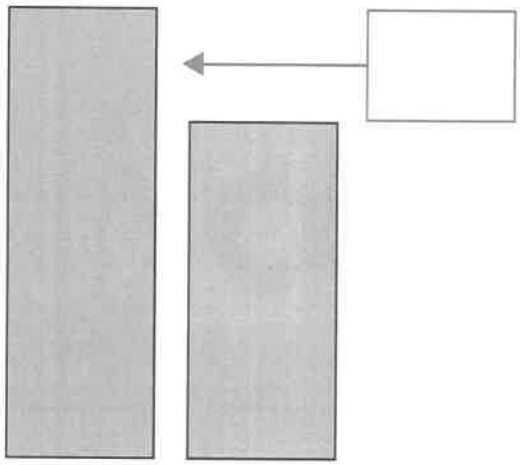
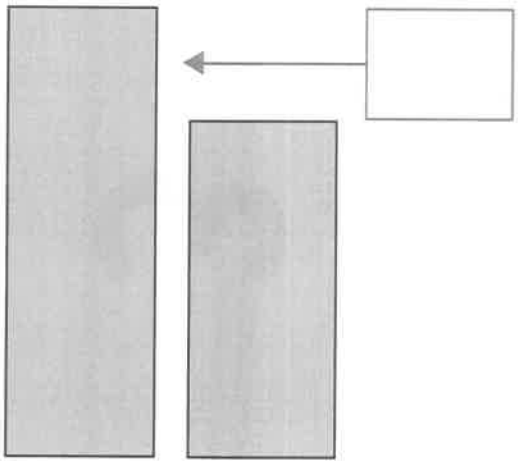
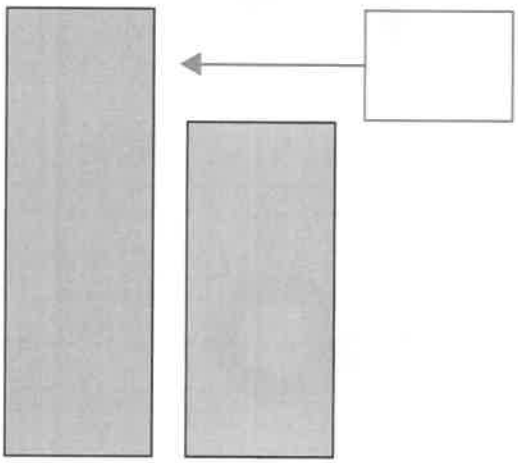
A Bit Stuck?
Tall towers

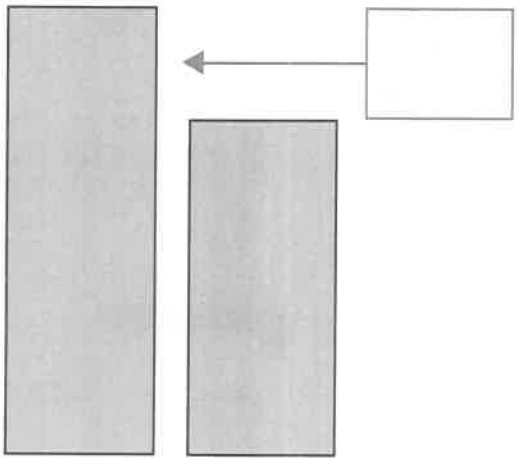












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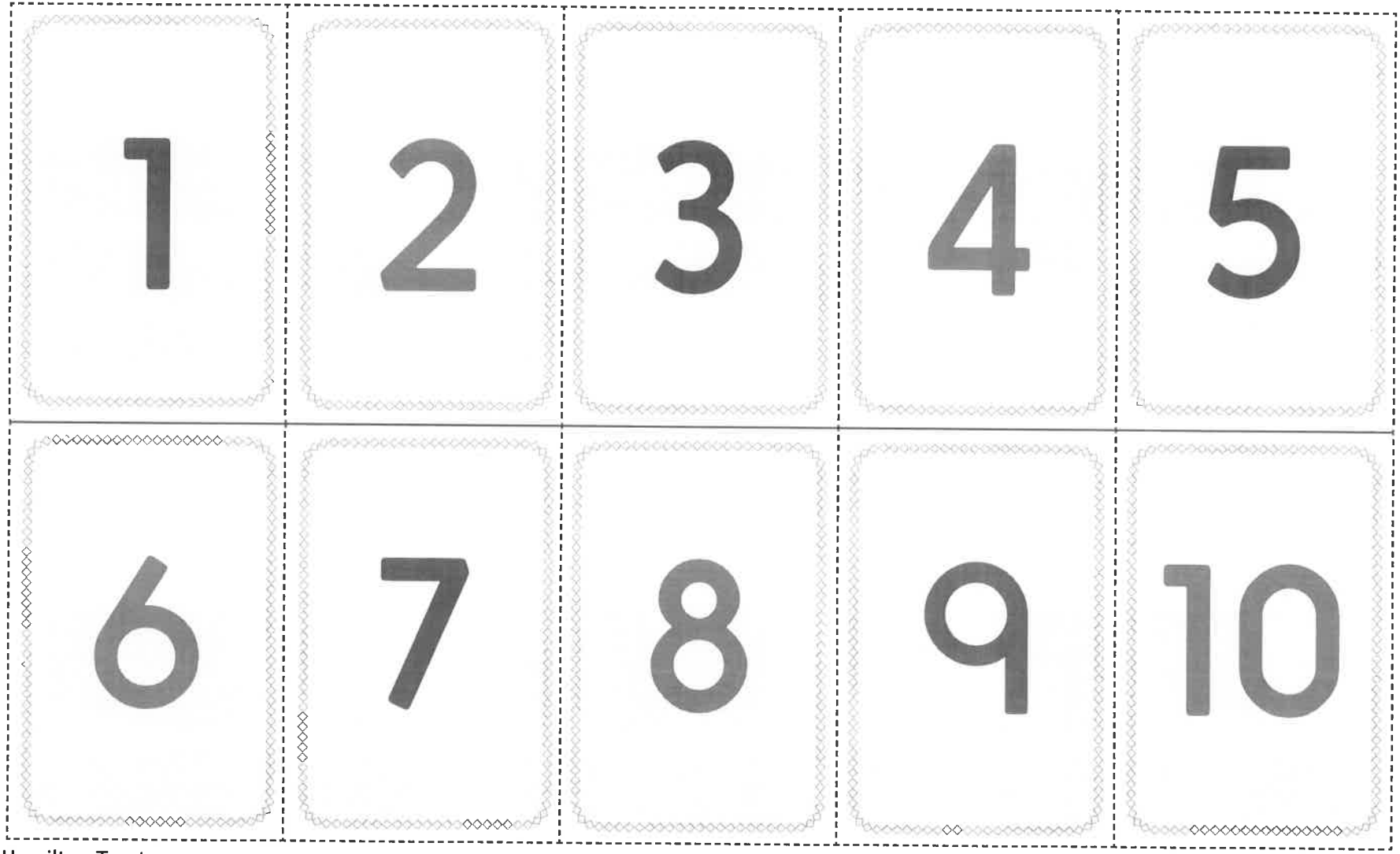
A Bit Stuck?
Number cards



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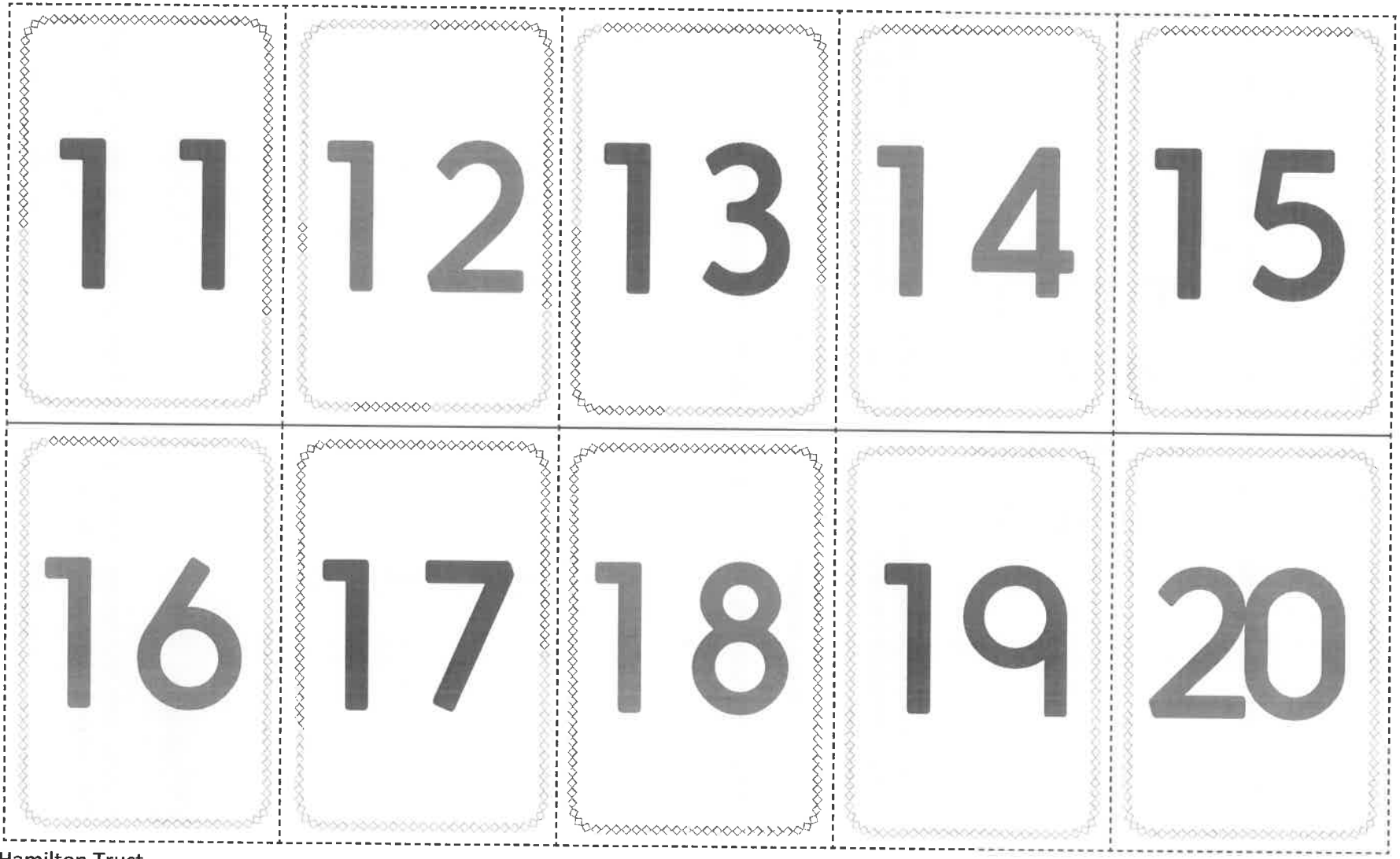
A Bit Stuck?
Number cards



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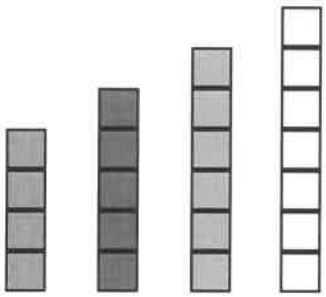
Investigation
Four towers

1. Make four towers of cubes/Lego bricks, one each of 4, 5, 6 and 7 cubes/Lego bricks.



2. Can you arrange the towers so that any pair of next door towers have a difference of 2 cubes/Lego bricks or more? That is to say one tower is 2 cubes/Lego bricks taller more than its neighbour.

3. Can you find a different way to do this?

4. How many ways are there? Can you show that you have them all?

Challenge

Try again with four towers made from 5, 6, 7 and 8 cubes/Lego bricks. Or four other numbers between 5 and 10.

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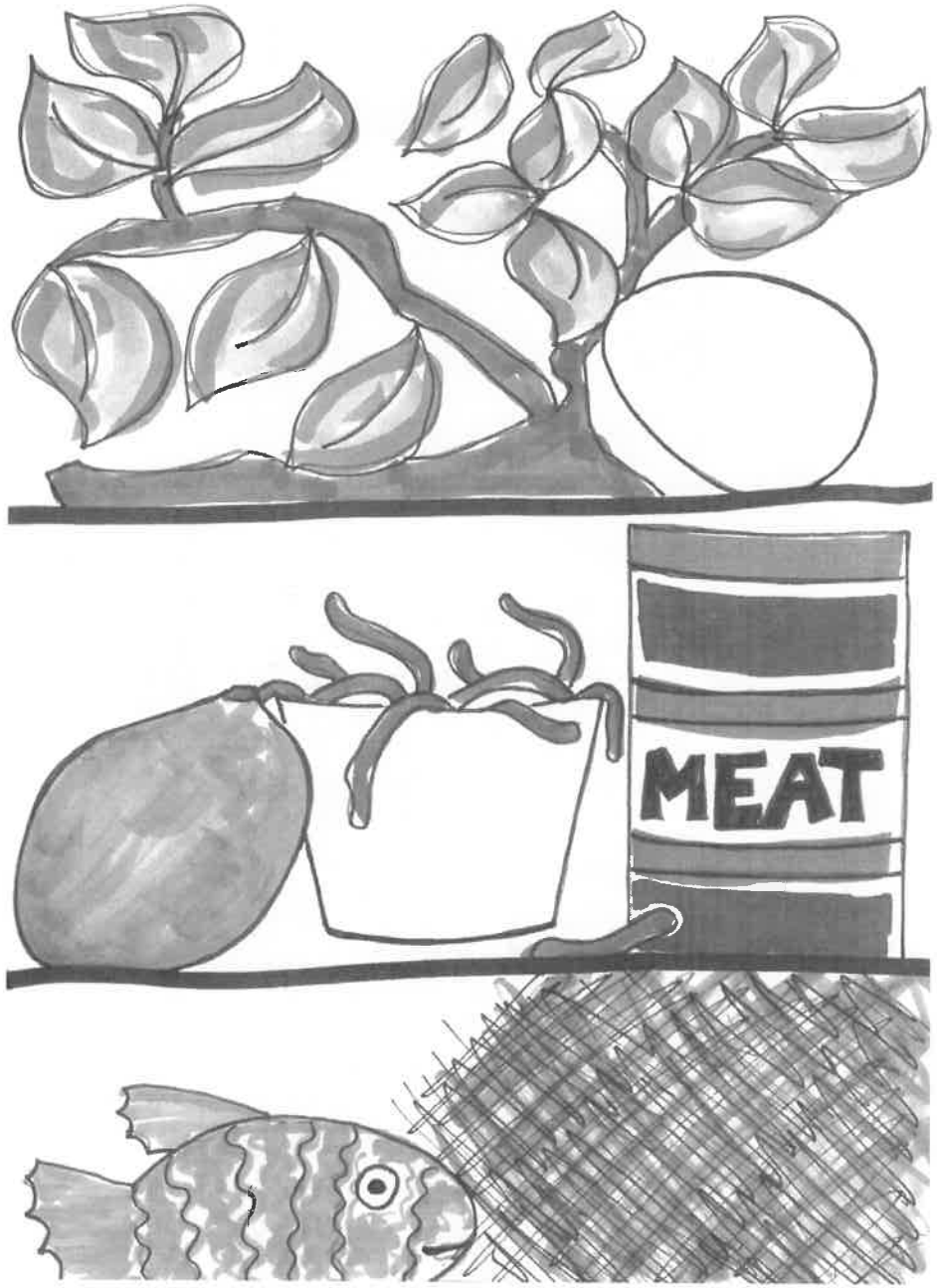
No Thank You

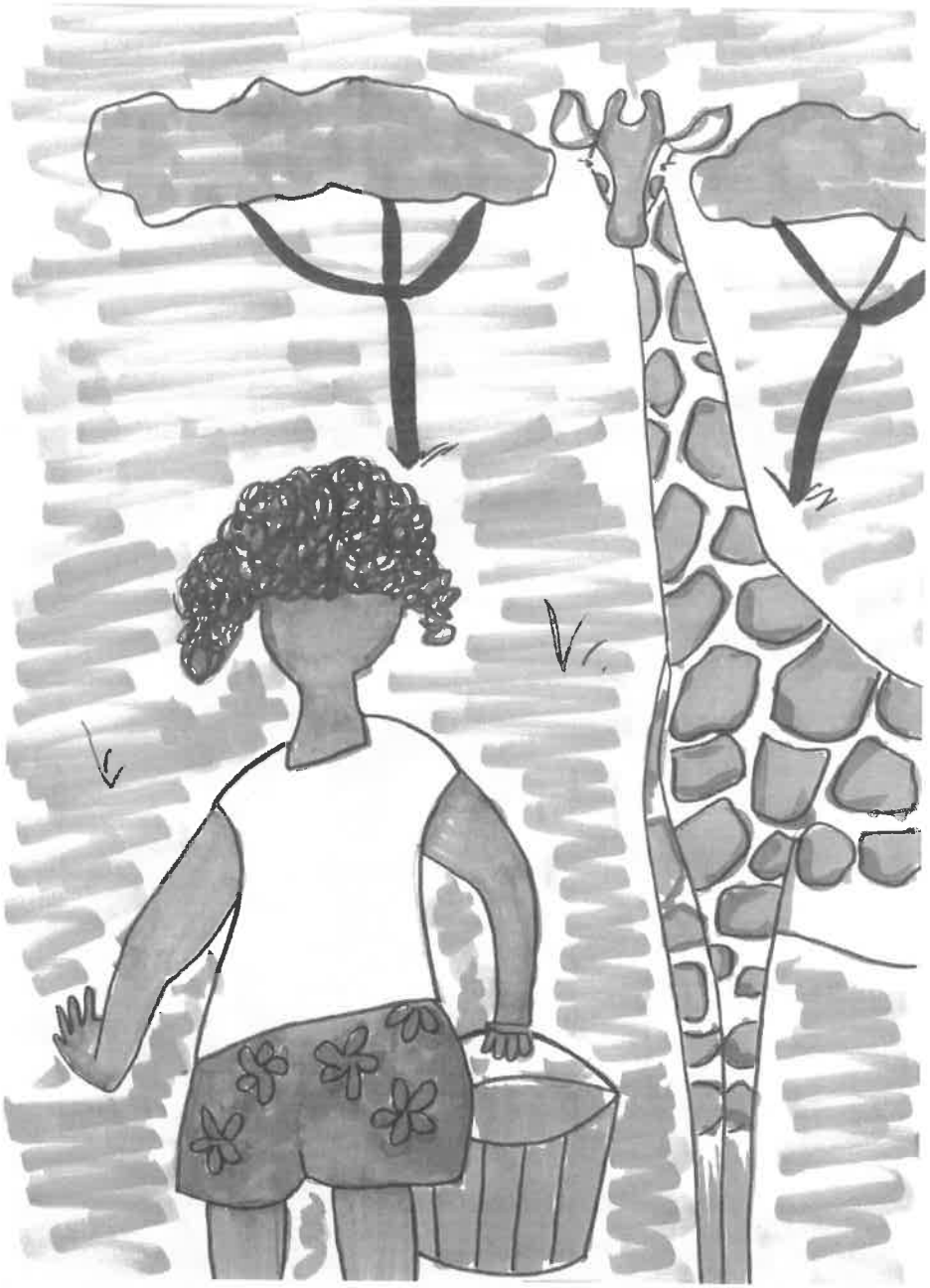
Written by Ruth Merttens, illustrated by Jackie Abey

Bobo wants to feed the animals.

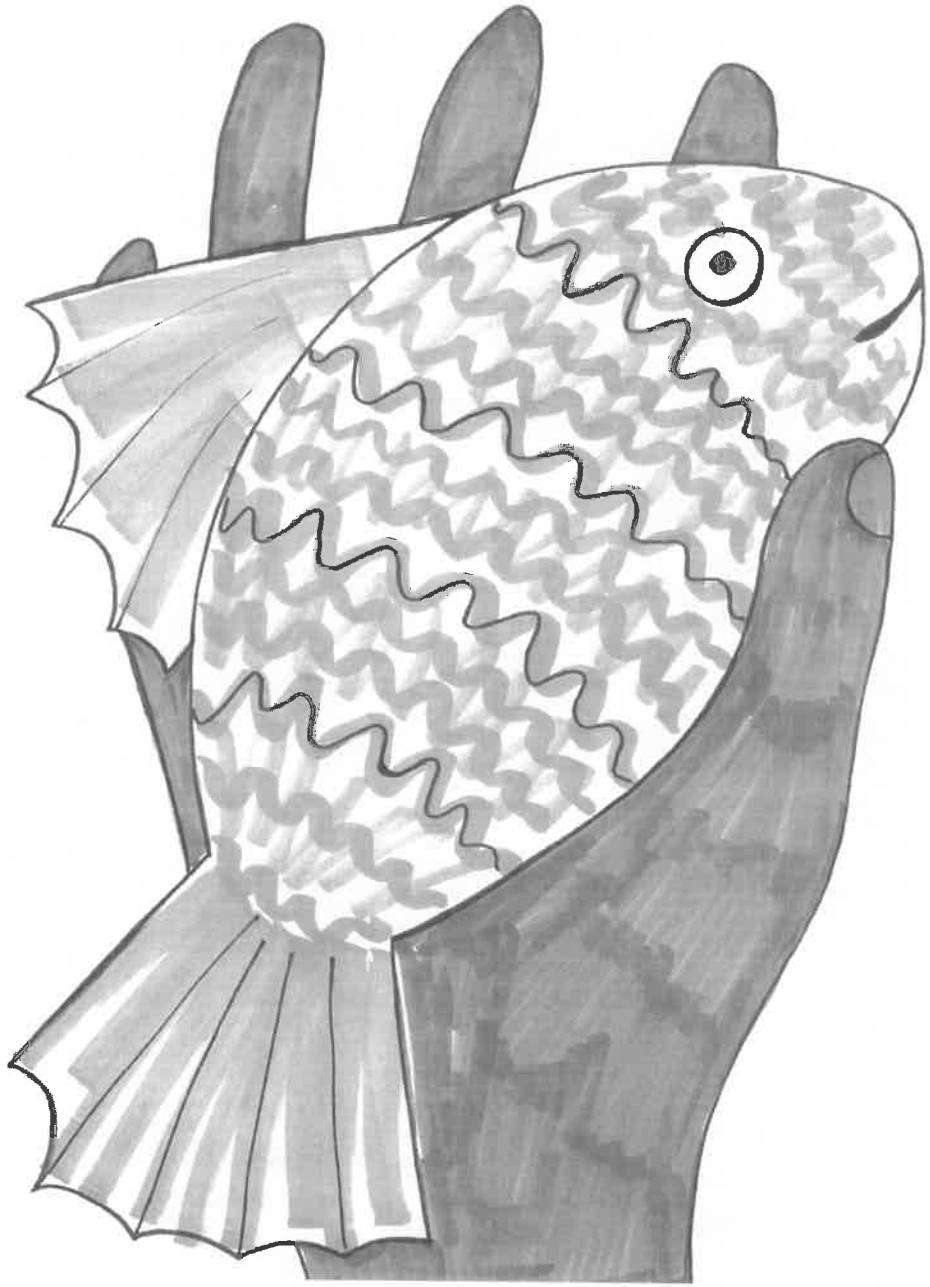
His sister Muna wants to come too.



Bobo gets all the food ready.

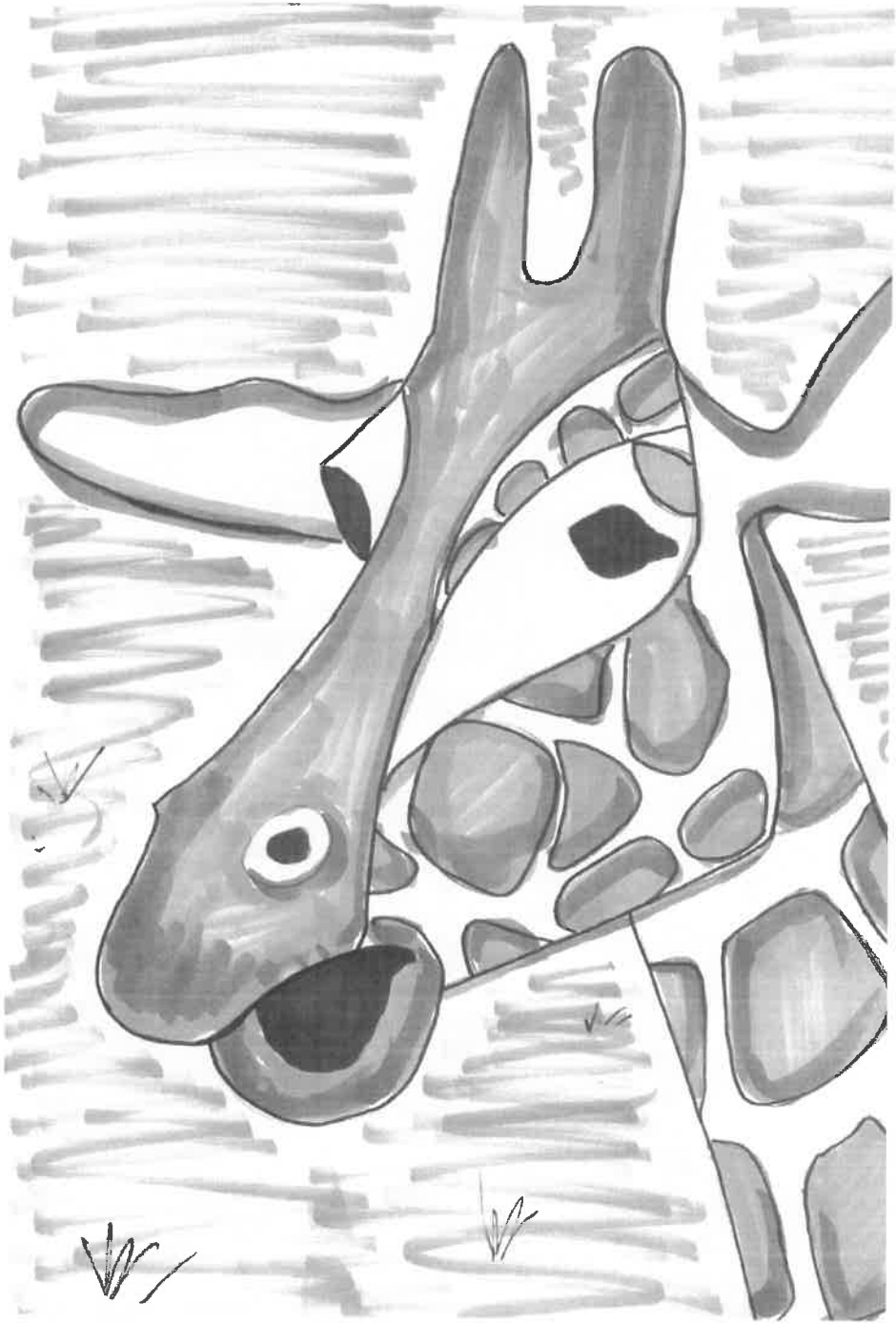


Muna wants to feed the giraffe.



She gives it the fish.

"No thank you!" says the giraffe.

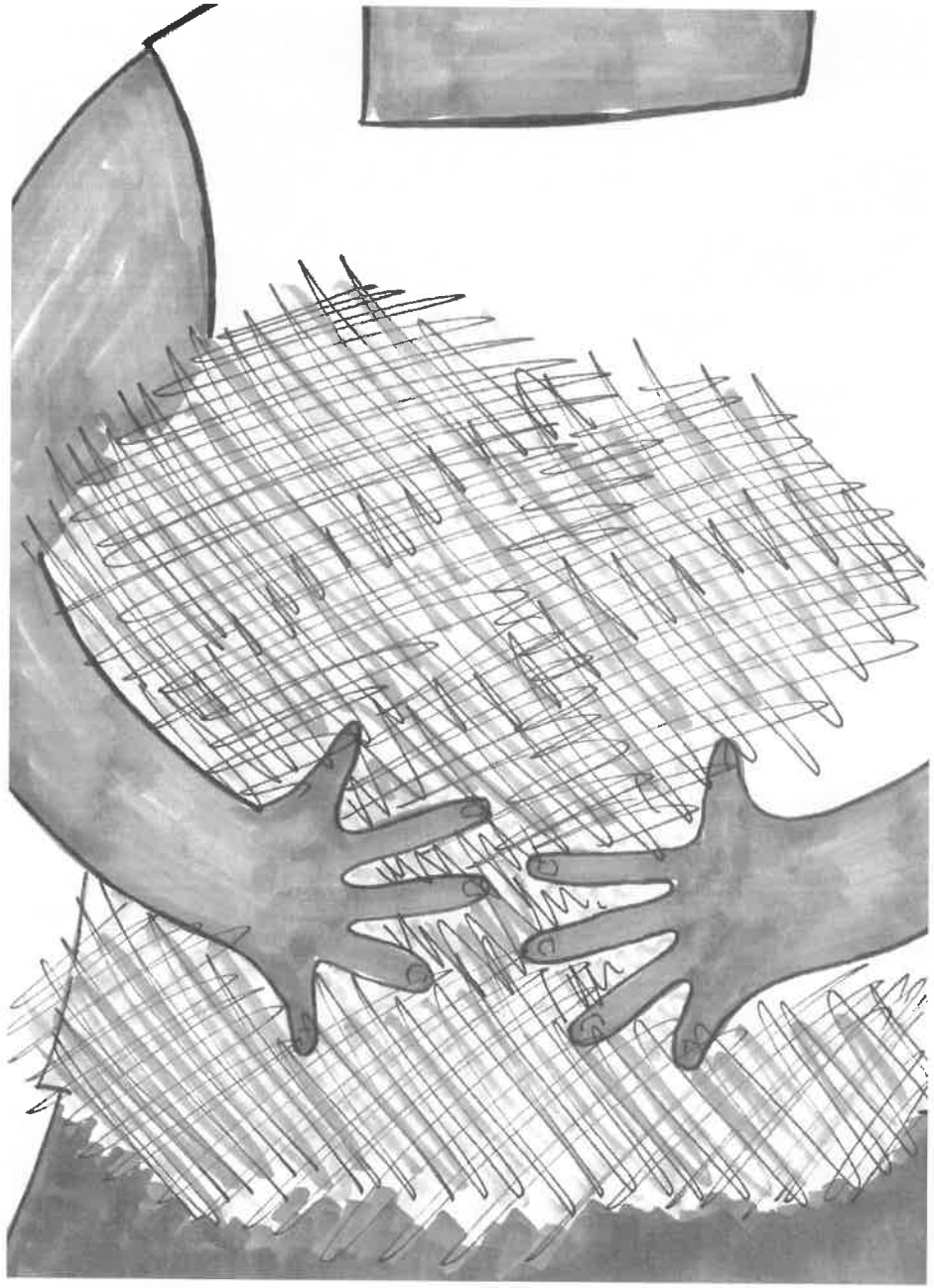


Bobo wants to feed the pelican.

He gives it the branch.

"No thank you!" says the pelican.

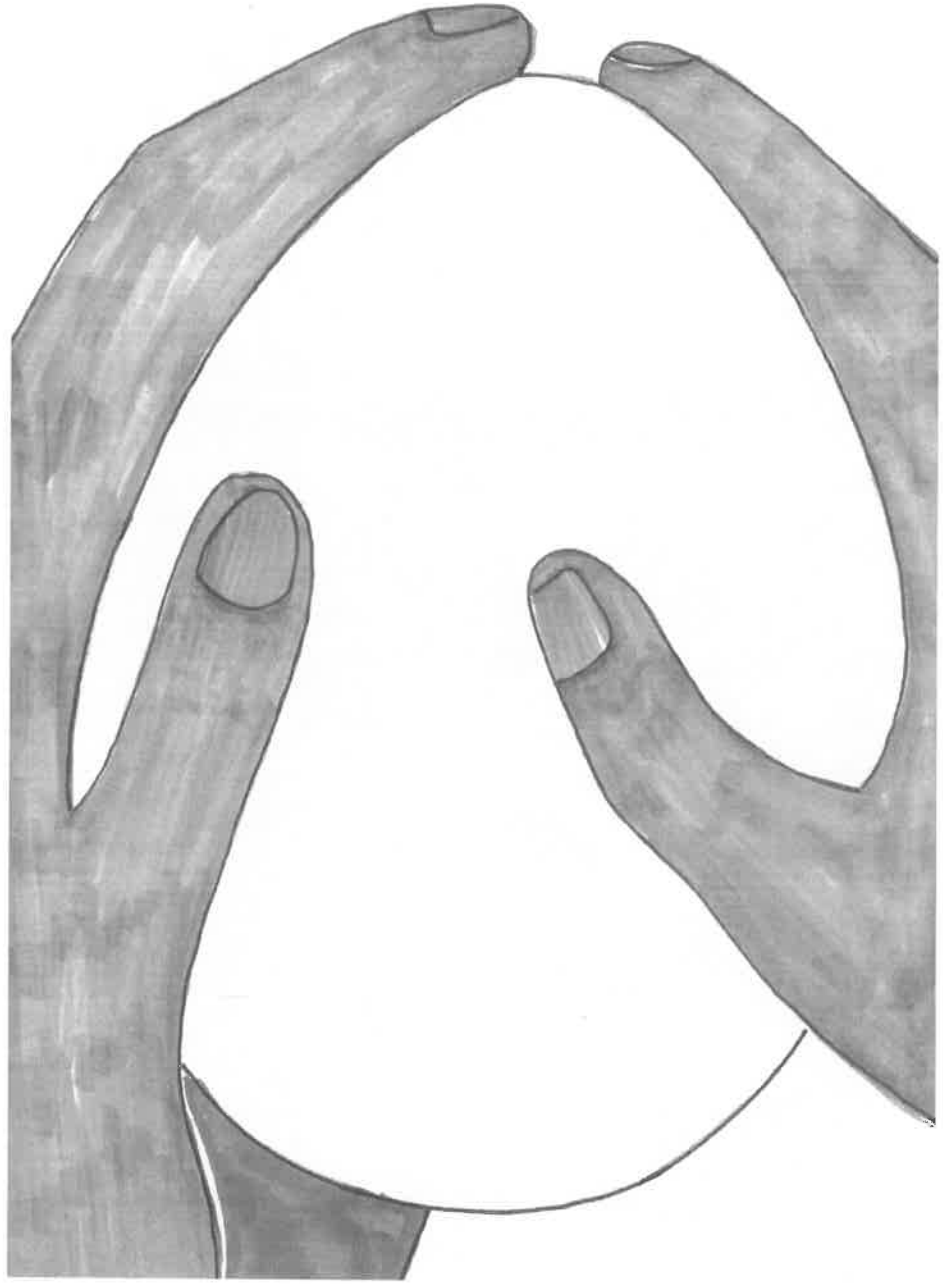
Muna wants to feed the lion.



She gives it the hay.

"No thank you!" says the lion.

Bobo wants to feed the bat.



He gives it the egg.

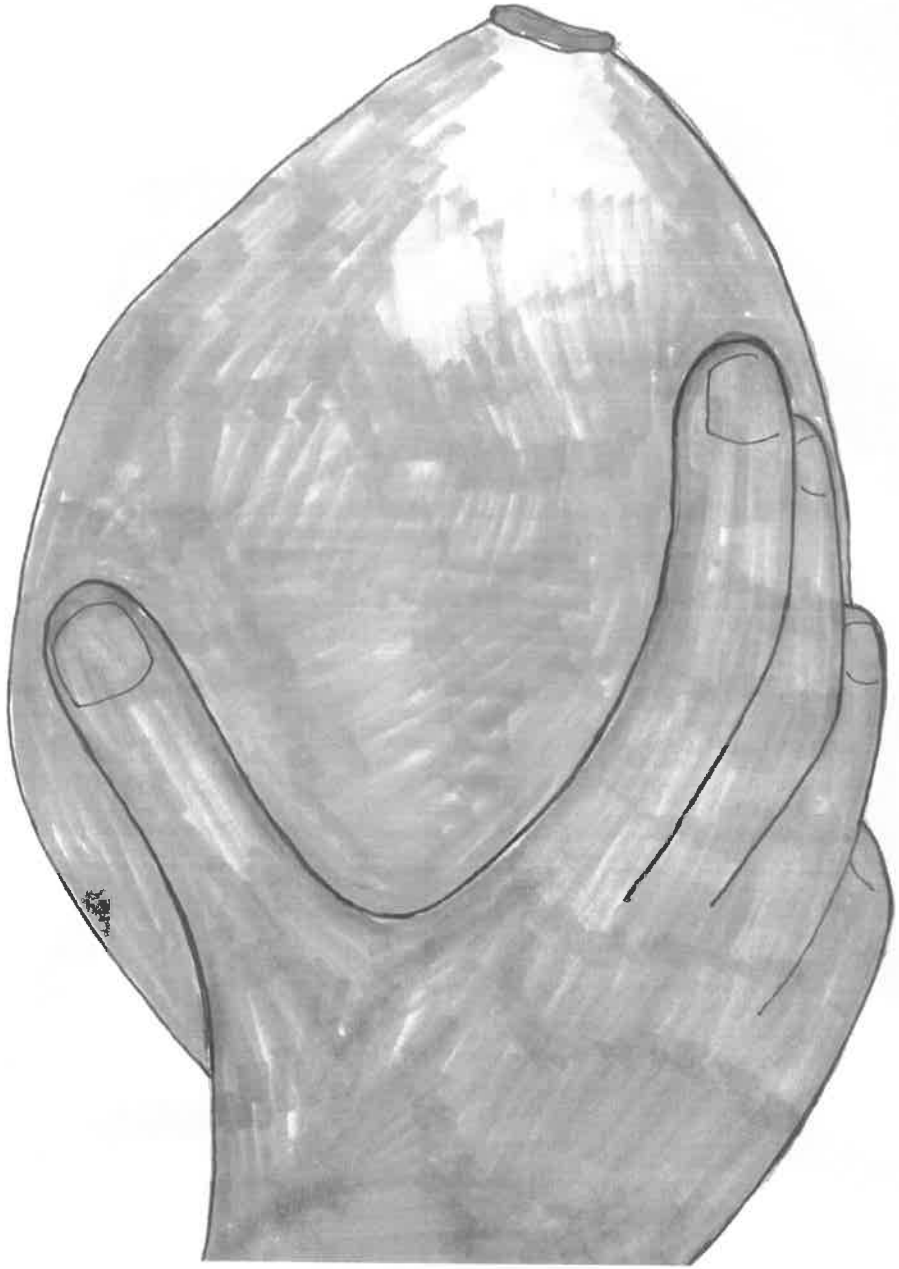
"No thank you!" says the bat.

Muna wants to feed the zebra.

She gives it the meat.

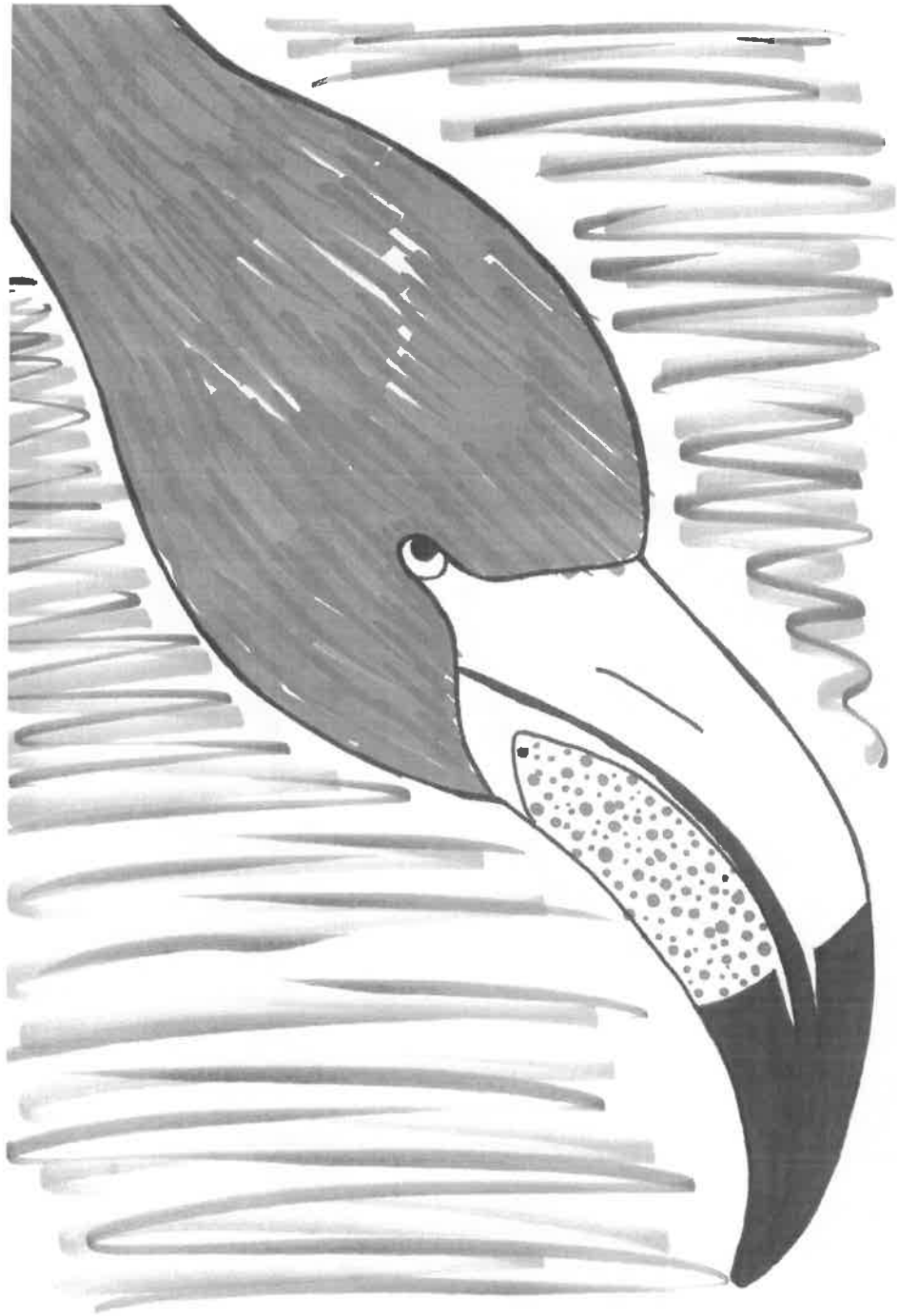
"No thank you!" says the zebra.

Bobo wants to feed the flamingo.



He gives it the mango.

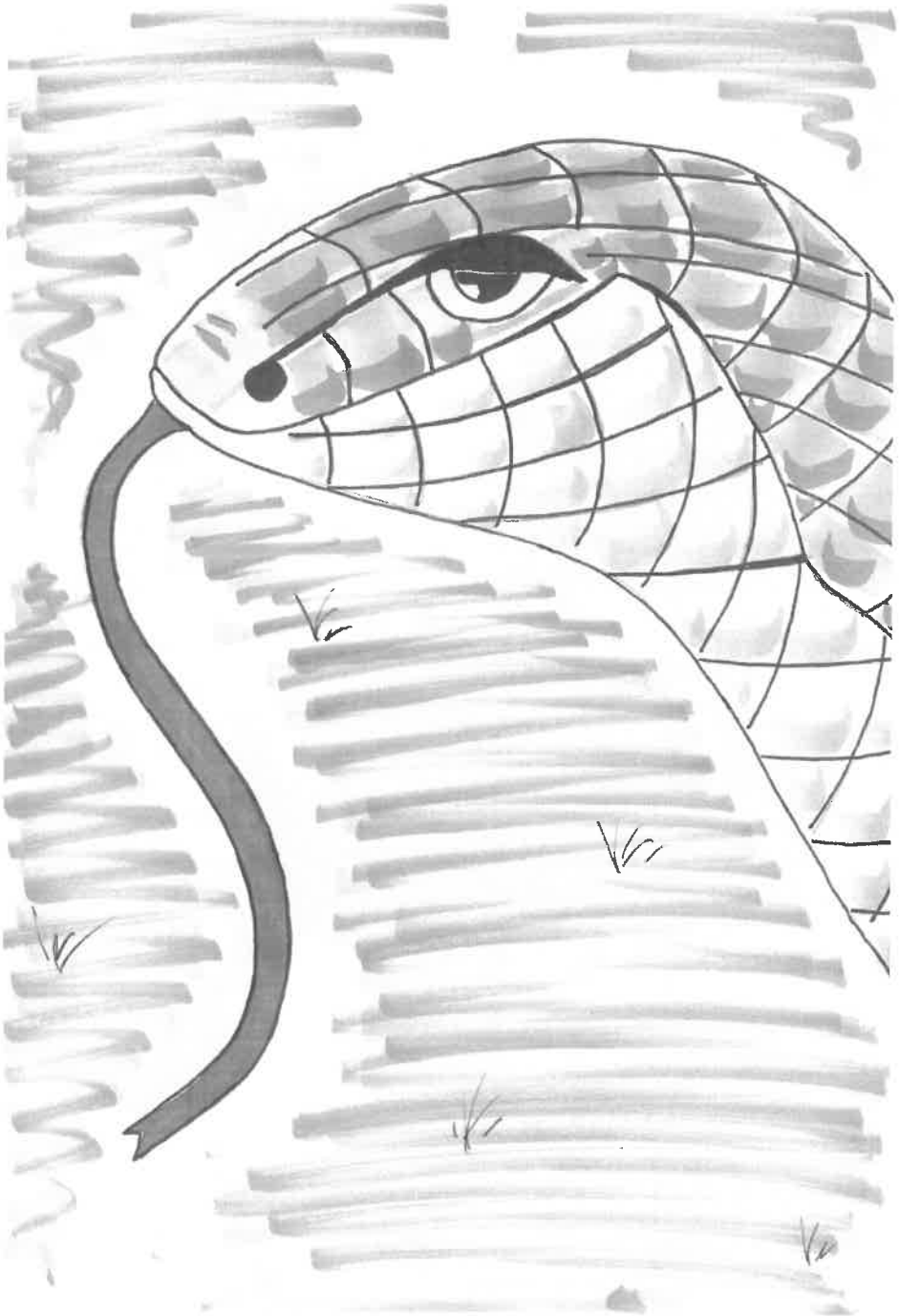
"No thank you!" says the flamingo.



Muna wants to feed the snake.

She gives it the worms.

"No thank you!" says the snake.



The animals all go with Bobo...

and Muna.

They are happy eating dinner!

Sounds and Letters
/c/ as c, /t/ as t, /a/ as a
/d/ as d, /g/ as g, /o/ as o
/m/ as m, /n/ as n
/i/ as i, /s/ as s and ss
/u/ as u, /r/ as r
/h/ as h, /l/ as l and ll
/e/ as e, /b/ as b
/f/ as f and ff, /sh/ as sh
/p/ as p, /c/ as k and ck
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)
/ee/ as ee, ea, e
/w/ as w and wh*, /ch/ as ch
/th/ as th, /ng/ as ng
/tthh/ as th, /v/ as v and ve
/oo/ as oo, u and oul
/j/ as j, /ar/ as ar and a*
/ou/ as ou, ow and ough
/or/ as or, ore, aw and a
/ay/ as ay, a-e, ai

Code-Breakers
Extended Texts ~ Book 2
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What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Read and enjoy the Hamilton Group Reader, *No Thank You!*

- Use all your word attack strategies to read new and tricky words.

2. Recalling details from the story

Carefully cut out all the *Animal Picture Cards* and *Food Picture Cards.*

- Shuffle the sets of cards and lay them down face up on a table, animals on one side and foods on the other.
- Match each animal to the strange, muddled-up food that it was given by Bobo or Muna in the story.
- If you need to, re-read the story to check who got what.

3. Sequencing events in the story correctly

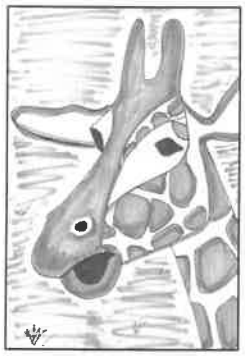
Lay out your matched pairs of cards so that the animals go in the right story order.

- On small pieces of paper, write each pair out under the pictures. *The giraffe and the fish, The pelican and the branch*, etc. Use all your spelling strategies to get the animal's names right.
- Draw pictures of Muna and Bobo and then use these and the correctly sequenced cards to help you retell the whole story.

Now try this Fun-Time Extra

- Draw a picture of what YOU love to eat on *My Favourite Food*. Write captions and describing words to tell everyone what is so good about your choice.

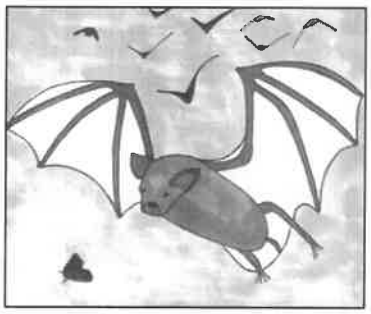
Animal Picture Cards



giraffe

pelican

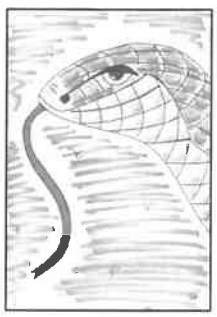
lion



bat

zebra

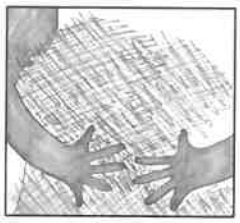
flamingo



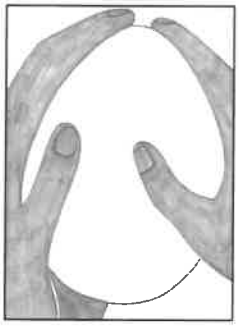
snake

fish

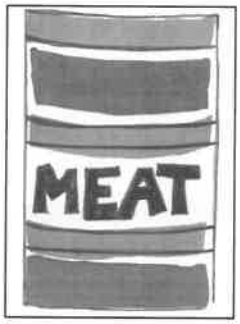
leaves



hay



egg



meat

mango

worms

Food Picture Cards

My Favourite Food

My Favourite Animal

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Re-read *No Thank You!*

- Each time you reach the line, 'No thank you!', say the words in an appropriate voice – rather cross, very firm, puzzled, maybe a bit upset.

2. Describing animals

Look at the picture of the lion on *Animal Describing Words*.

- What great words could we use to describe the lion? Share ideas: golden, big, scary, fierce, sleepy, shaggy, etc. Record some of these words in the boxes below the lion.
- Now do the same thing for the snake, the pelican and the bat.

3. Writing sentences

Carefully read and cut out each of the words on the first line of *In a Muddle!* Re-order the words so that you have made a proper sentence. Then follow the instructions.

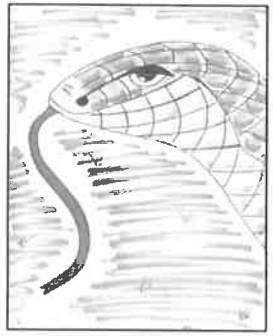
4. Use *Jumbled Words* to make your own muddled-up sentences like those on *In a Muddle*.

- Give your sentences to someone who has to unscramble them!

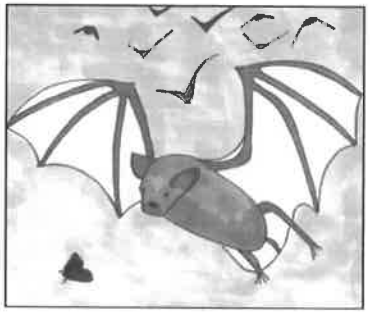
Now try this Fun-Time Extra

- What is your favourite animal from the story? Draw a picture of it on *My Favourite Animal* and write about why you like it the best

Animal Describing Words



Animal Describing Words



My Favourite Animal

Instructions for 'In a Muddle!'

Read and cut out each of the words on the first line of *In a Muddle!*

- Re-order the words so that you have made a proper sentence.
- Remember – the full stop must be at the end of the sentence. The sentence will begin with a capital letter.
- Make a space in the line before the word *lion*. Cut out and put in to the line one of your lion words from *Animal Describing Words*.
- Glue down all the words on a big bit of paper.
- Do the same thing for the next three lines and then add drawings around the edge of the paper.

In a Muddle!

sniffs	*at*	*lion*	*hay.*	*The*	*the*

at	*snake.*	*Muna*	*smiles*	*the*

you	*No*	*pelican.*	*thank*	*the*	*says*

follows	*and*	*The*	*Bobo*	*bat*	*Muna.*

Jumbled Words

How to create muddled up sentence for someone to try and un jumble!

1.Write down a short, normal sentence. Make sure you use a capital letter at the start of the sentence and a full stop at the end.

The lion sniffs at the hay.

2. Now write all the words of your sentence out again but put them in a funny order. Keep the capital letter where it should be and keep the full stop after the last word.

sniffs hay. the The at lion

3. Feeling really mean? Leave out the capital letter and the full stop to make it all a bit harder!

sniffs hay the the at lion

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Re-read *No Thank You!* for the last time.

- Once again, say the animals' *No thank you!* line in a characterful way.
- Also add in appropriate 'no thank you' actions – shaking your head, turning way, crossing your arms, looking cross, wagging a finger, etc.

2. Planning a new version of a story

Get ready to write your own version of *No Thank You!*, featuring new animals and foods.

- Use the Story Planner to record which three *animals* will be in your story, which funny *foods* they will be given and what they will *say*.
- Include a really good describing word or words for each animal and each food on your *Planner*: e.g. *enormous dog* and *juicy green lettuce.*
- If you want, your animal can say *No thank you* and something else*: I don't like lettuce; I eat meat; Take it away... says the dog*. etc.

3. Writing a new version of a story

Use a copy of the *Leaflet* to write out your new story.

- Write in punctuated sentences with capital letter and full stops at the end of each sentence.
- Put an exclamation mark instead of a full stop after *No thank you!*

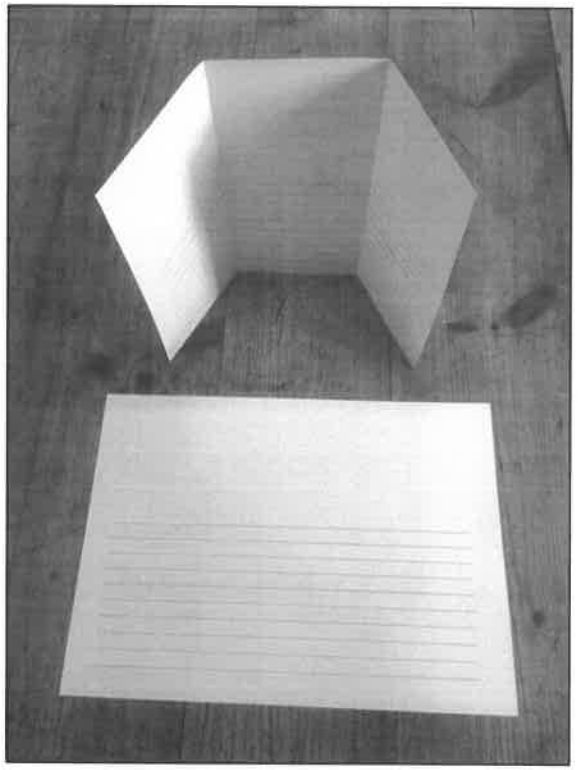
Now try these Fun-Time Extras

- Add pictures to each page of your book.
- Write *No Thank You!* by + *your own name* on the front cover.
- Make a copy of your story to send to a relative.

Story Planner

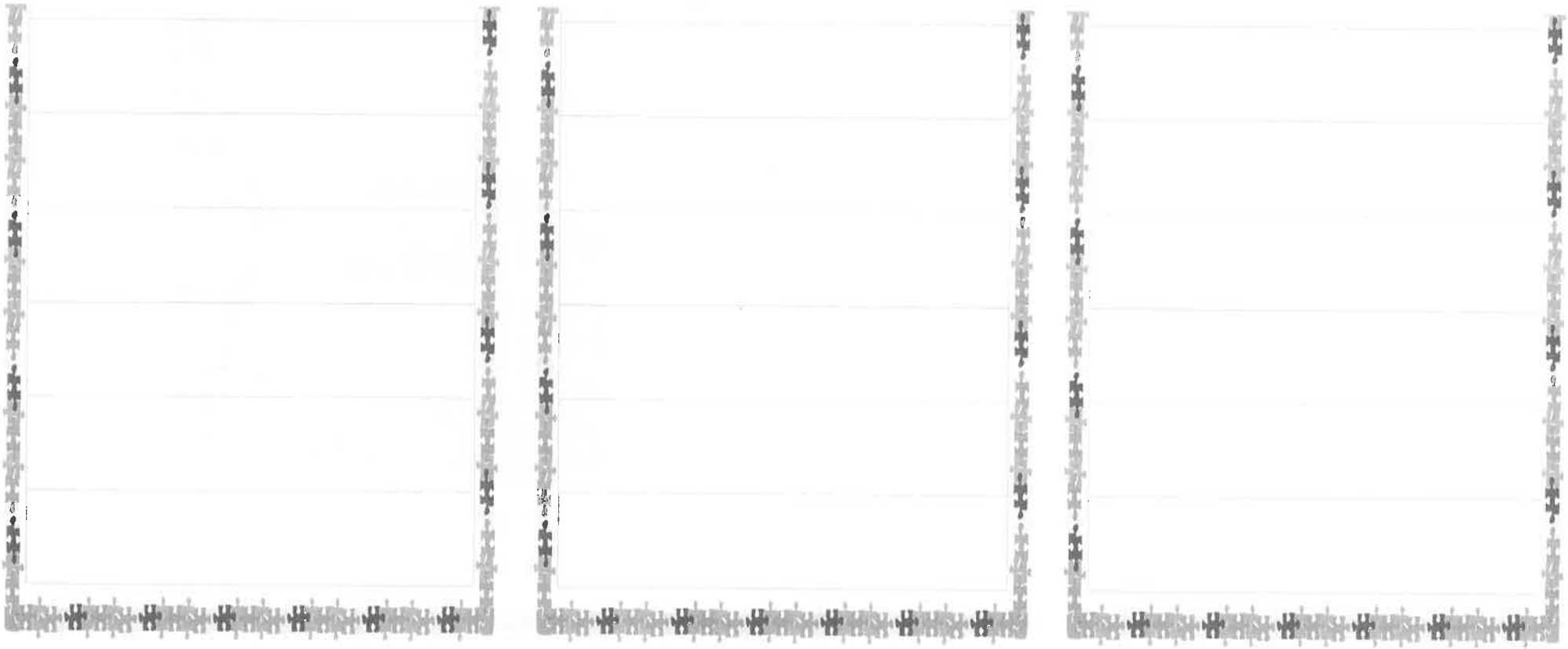
Animal	Food	Reaction
Bobo wants to feed the...	He gives it...	says the
Muna wants to feed the...	She gives it...	says the
Bob and Muna want to feed the...	They give it...	says the

Making a Leaflet Book for No Thank You!



1. Print off the *Leaflet* sheet below.
2. Fold into thirds so that you have three pages, one for each animal and their food.
3. Children convert their plan into a completed story by transcribing sentences onto their leaflet.
4. They draw pictures to go with each part of their story.
5. Fold the leaflet closed and write the story's title and the name of the author on the front cover.
6. Add any other illustrations wanted.
7. If possible, copy the leaflet and get chn to send or email it to relatives.

No Thank You



What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Identify your five senses – seeing, hearing, smelling, tasting and touching.

- Read and enjoy the poem, *Five Little Senses*.
- Discuss the poem and use a highlighter to identify where each of senses is mentioned in the poem.

2. Thinking about our five senses

Read each of the sense headings on *I love to...*

- Under each heading, list a few things that you really like to taste, smell, feel, see and hear.
- *Taste*: ice cream, Marmite. *Smell*: flowers, bubble bath, etc.

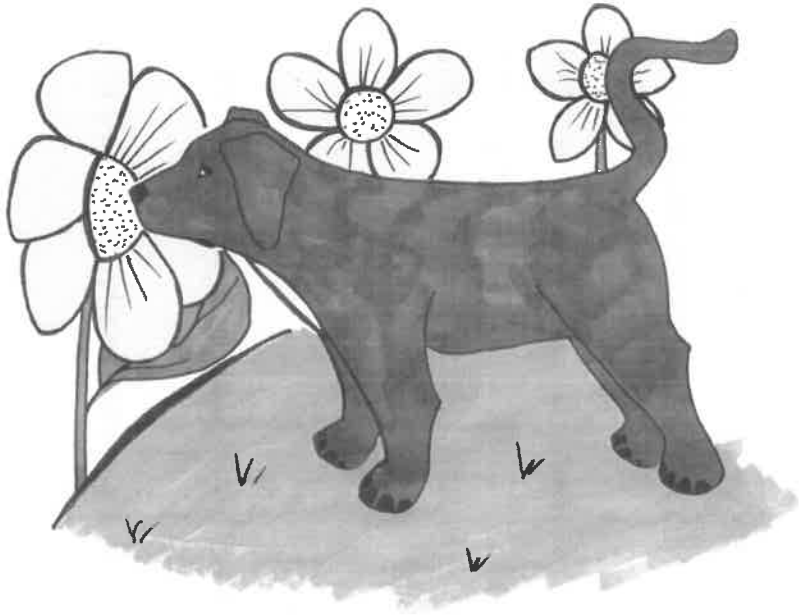
4. Writing time

Write about the things you love to taste, smell, feel, see and hear.

- Use *Me and My Senses* to write sentences about one of each of your sense ideas.
- Write full, punctuated sentences: *I really like the taste of yummy, cold ice cream; I love the smell of the flowers in our garden.*
- Decorate your page with pictures of all the things you have mentioned.

Now try this Fun-Time Extra

- You've talked about the things you love... but now do the same for things you really **don't** like!
- Use *I hate to...* to record what you really don't like to taste, hear, smell, touch and feel.



Five Little Senses

Five little senses are what I need,
To use when things are near.
I use my eyes to look and see.
I use my ears to hear.
I use my nose to smell things.
I use my hands to touch.
I use my mouth to taste
The things I love to eat so much.
Five little senses standing in a row,
To see, hear, smell, touch and taste
The things I need to know.

Anon

I love to ...

See	Hear	Smell	Touch	Taste

Taste

Smell

Hear

See

Touch

I hate to ...

See	Hear	Smell	Touch	Taste

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. It's reading time!

Read the poem, *First Dog on the Moon* by David Orme.

- Who do you think is talking to First Dog?
- Do you feel sorry for First Dog being up on the Moon? Why is that?

2. Compare two poems

Re-read *Five Little Senses* and compare it to *First Dog on the Moon*.

- Use *Poem Comparison* to compare the two poems.
- Put ticks or crosses in each of the boxes
- Which was your favourite of the two poems? Say ***why*** you prefer that poem.

3. Let's get ready to write

Read *First Dog on the Moon* one last time.

- Identify the two senses which are <u>not</u> mentioned in *First Dog* – *hearing* and *touch*.
- Complete *Dog on the Moon* and say in full sentences what Dog might see and what he might touch on the Moon. *I can hear cheerful Moon Bugs chatting to each other. I can feel the sun warm on my back.* *(Astronomical accuracy is not important here!)*

Now try this Fun-Time Extra

- Draw First Dog up on the Moon, busy using all his senses. What adventures might he have up there?
- Write a story about what First Dog gets up to.

First Dog on the Moon

'Hi there,
First Dog on the Moon,
How do you feel?'

Like nothing on Earth.

'Yes, but can you taste anything up there?'

Bones so cold and dry
They bite my tongue.

'That's great, First Dog on the Moon.
Now what can you smell?'

Fear of the things hiding in
hard shadows.

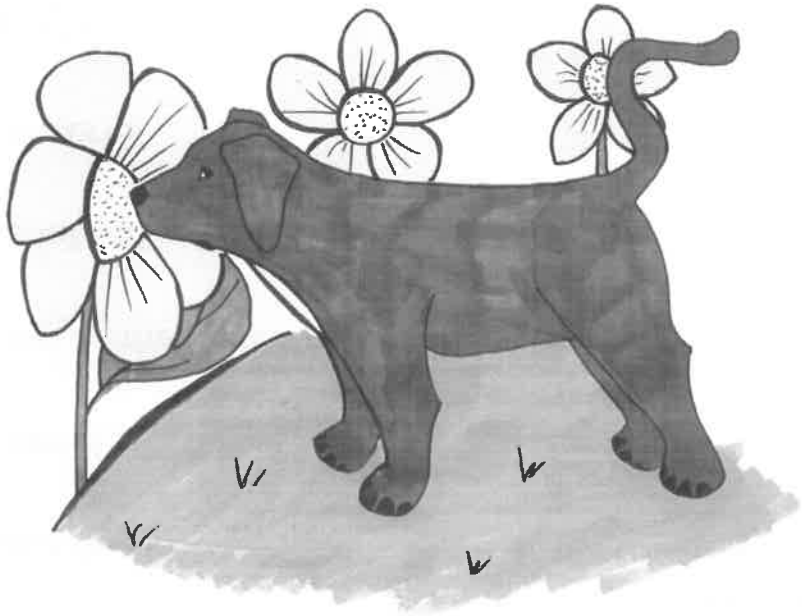
'OK, OK, so what can you see?'

Long dead forests,
Broken winds in empty streets,
Things,
Shadows.

'So what are you going to do next,
First Dog on the Moon?'

Sit and howl at the Earth.

by David Orme



Five Little Senses

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To use when things are near.
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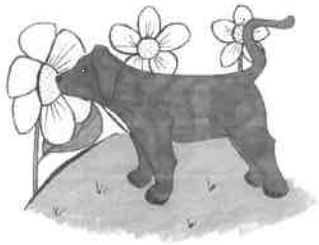
I use my ears to hear.
I use my nose to smell things.
I use my hands to touch.
I use my mouth to taste
The things I love to eat so much.
Five little senses standing in a row,
To see, hear, smell, touch and taste
The things I need to know.

Anon.

Poem Comparison

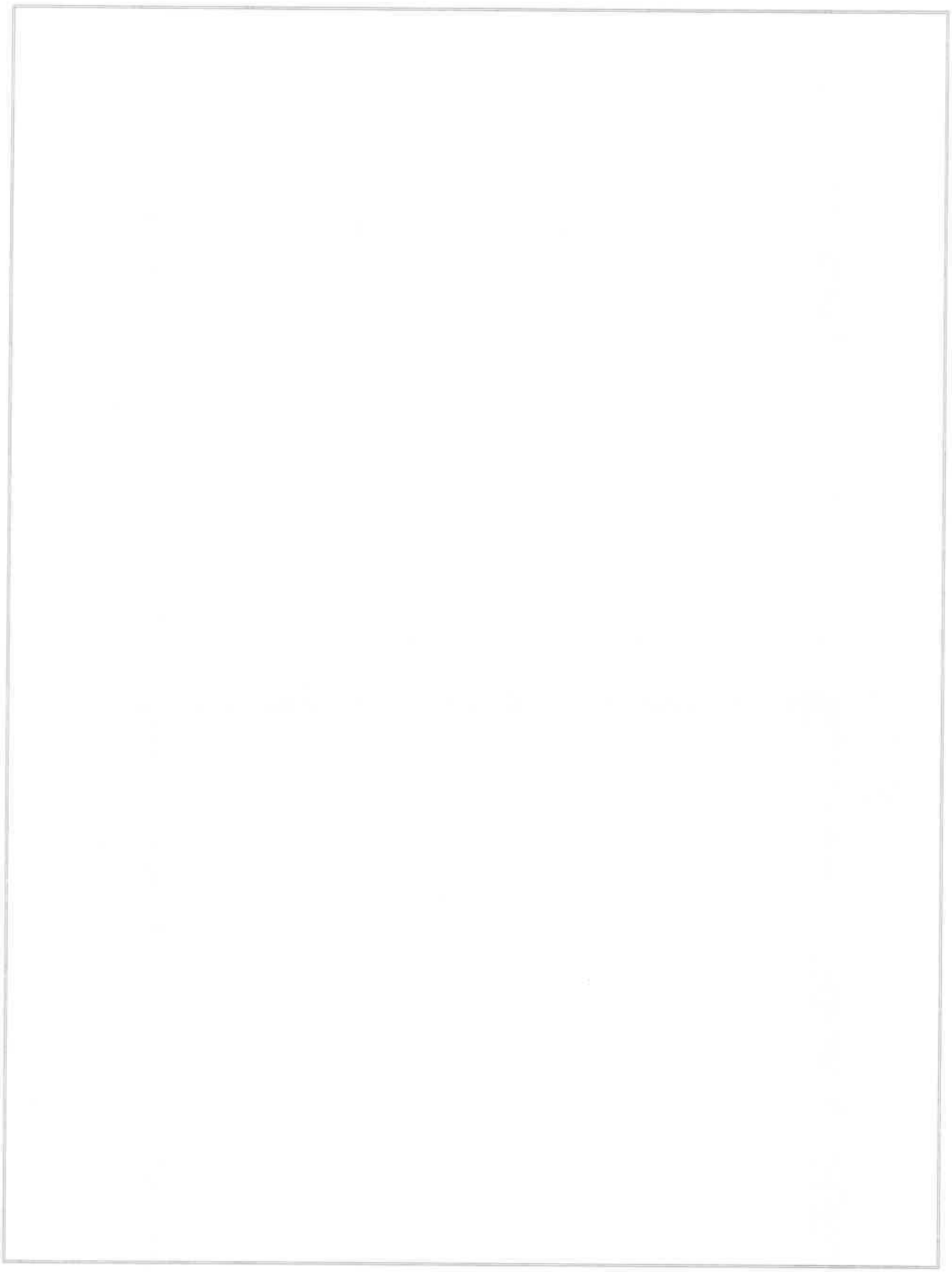


	First Dog on the Moon	*Five Little Senses*
Has a dog in it		
Is about the senses		
Is set on the moon		
Is a bit sad		
Is cheerful		
Has rhymes in it		

Dog on the Moon

Ok, Dog, so what can you hear?

Ok, Dog, so what can you touch?



First Dog on the Moon

First Dog's Adventures