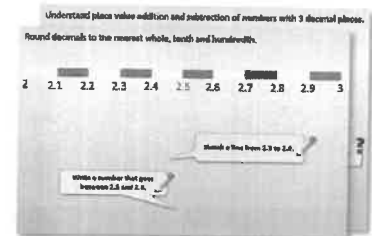


Week 6, Day 1

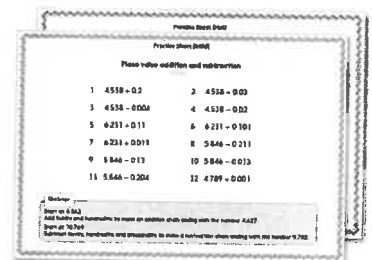
Pairs to 20p

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.



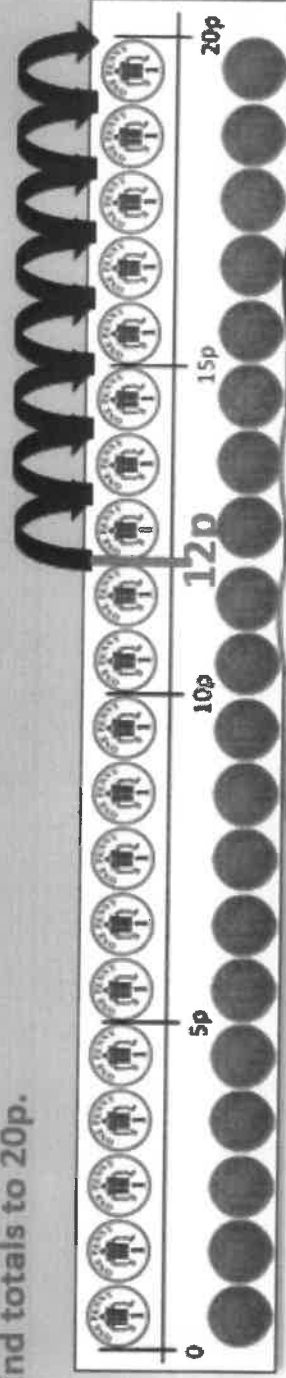
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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

Learning Reminders

Find totals to 20p.



We've marked 12p.

How many more pennies do I have to find to make 20p? Is there a number fact that can help?

Did you remember that

$$12 + 8 = 20?$$

Count on the line to check...

How many hops was that?

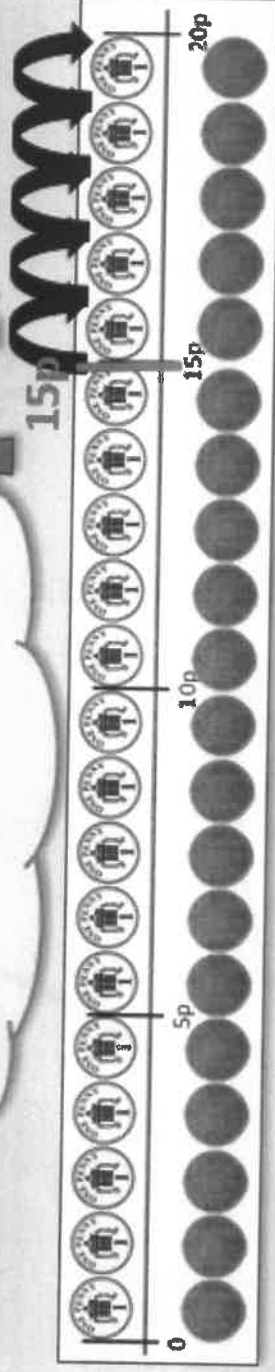
Count the extra pennies to check!

$$12p + 8p = 20p$$

Learning Reminders

Find totals to 20p.

How many more pennies do I need to make 20p now?



Did you remember that

$$15 + 5 = 20?$$

Count on the line to check...

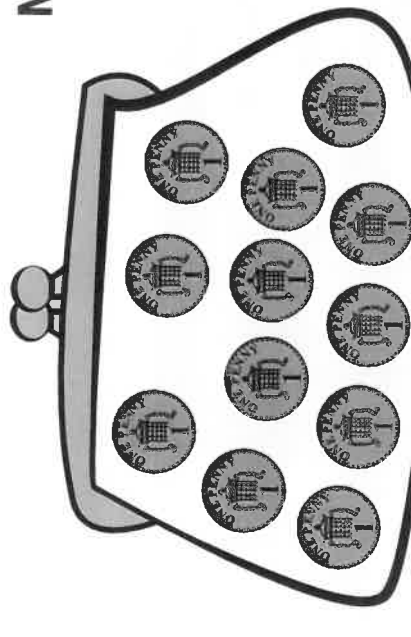
How many hops was that?

Count the extra pennies to check!

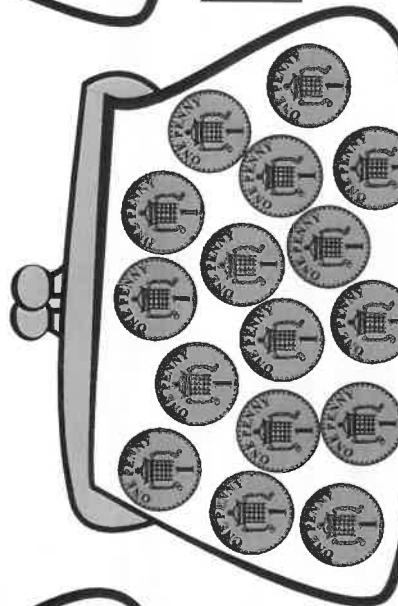
$$15p + 5p = 20p$$

Practice Sheet Mild

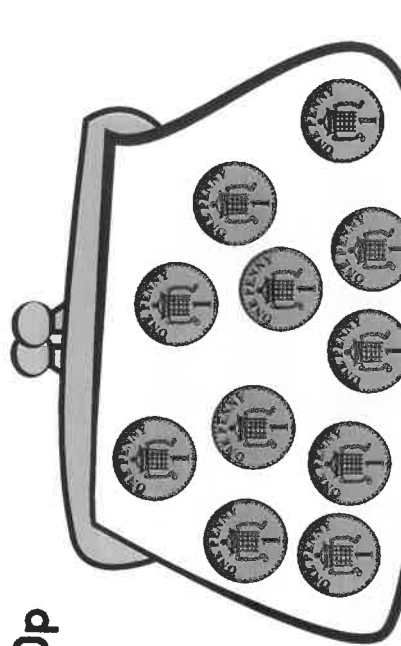
Make the amounts up to 20p



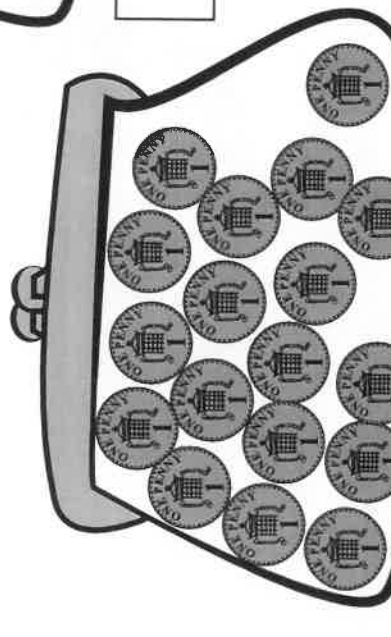
+ p = 20p



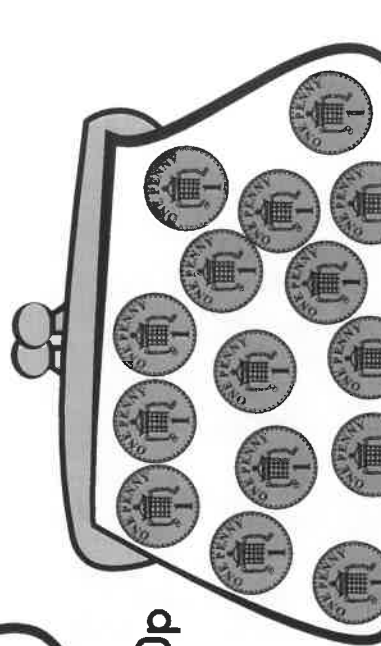
+ p = 20p



+ p = 20p



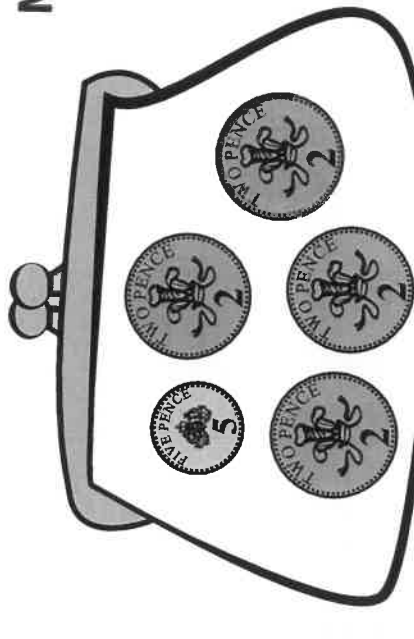
+ p = 20p



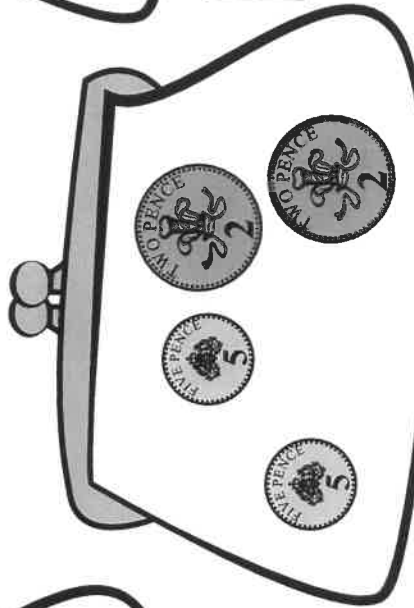
+ p = 20p

Practice Sheet Hot

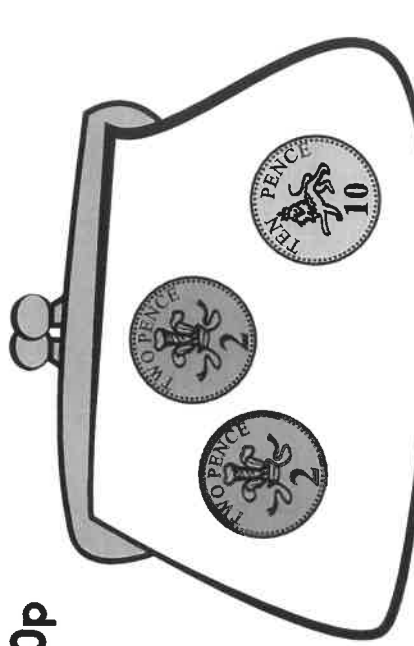
Make the amounts up to 20p



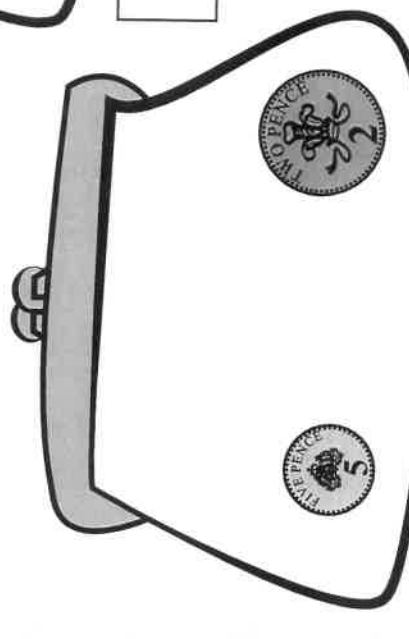
p + p = 20p



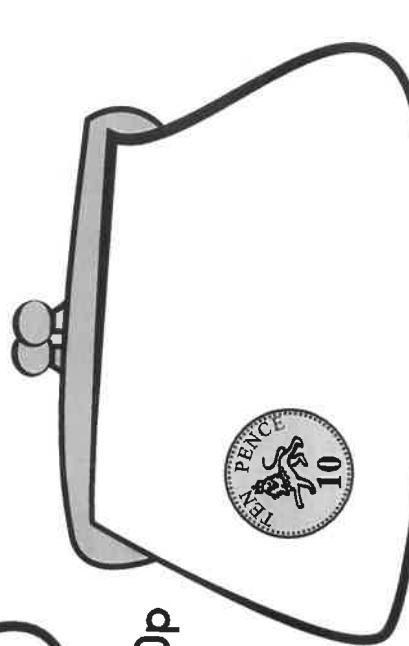
p + p = 20p



p + p = 20p



p + p = 20p



p + p = 20p

Practice Sheet Answers

Make the amounts up to 20p (mild)

$$12p + 8p = 20p$$

$$11p + 9p = 20p$$

$$16p + 4p = 20p$$

$$18p + 2p = 20p$$

$$15p + 5p = 20p$$

Make the amounts up to 20p (hot)

$$13p + 7p = 20p$$

$$14p + 6p = 20p$$

$$14p + 6p = 20p$$

$$7p + 13p = 20p$$

$$10p + 10p = 20p$$

A Bit Stuck? Making 10p

What do these coins total?



How many other ways of making 10p can you find?
Record your answers here:

Ways of making 10p

A large, empty rectangular box with a black border, intended for students to record their answers to the question about other ways of making 10p.

A Bit Stuck? Answers

Making 10p

Ways of making 10p:

$1p + 1p + 1p + 1p + 1p + 1p + 1p + 1p + 1p + 1p$

$2p + 1p + 1p + 1p + 1p + 1p + 1p + 1p + 1p$

$2p + 2p + 1p + 1p + 1p + 1p + 1p + 1p$

$2p + 2p + 2p + 1p + 1p + 1p + 1p$

$2p + 2p + 2p + 2p + 1p + 1p$

$2p + 2p + 2p + 2p + 2p$

$5p + 2p + 2p + 1p$

$5p + 5p$

Investigation Dicey coins

You will need: 1-6 dice, twenty 1p coins, ten 2p coins, four 5p coins, two 10p coins, one 20p coin.

1. You are going to make some money amounts.
2. Throw the dice. Write down the number thrown.
The number thrown tells you how many coins to take.
3. Try to make either 10p or 20p using that number of coins.
Write the addition beside the number.
4. Throw the dice again.
If you get the same number, try to make 10p or 20p in a different way from before.
If it is not possible, make a note.
For example,
 $10p + 5p + 5p = 20p$ - the only way.

Roll	
3	$10p + 5p + 5p = 20p$
Roll 3 again	
3	$10p + 5p + 5p = 20p$
Only 1 way to make 20p with 3 coins	

Challenge

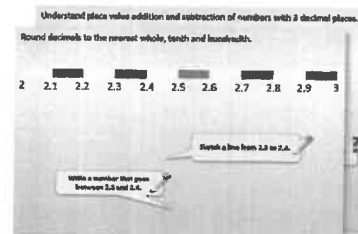
Can you make 10p or 20p using each dice number of coins?
How many different ways can you find for each number?

Week 6, Day 2

Money totals

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.

Practice Sheet (Digi)

Practice Sheet (Digi)

Place value addition and subtraction

1	4538 + 02	2	4538 - 003
3	4538 - 0054	4	4538 - 002
5	0231 + 011	6	0231 - 0101
7	0231 + 0013	8	0846 - 0213
9	3846 - 013	10	5846 - 0012
11	9846 - 0204	12	4709 - 0001

1. Write

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

[illegible]

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

Identify the value of the '4' in the following numbers:

- (a) 3.407
- (b) 4.821
- (c) 0.043
- (d) 5.104
- (e) 48,739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

Learning Reminders

Find totals using number facts.

At the toy shop

The toy shop contains the following items and prices:

- Top shelf: 10p (ball), 15p (teddy bear), 8p (hourglass), 5p (star), 11p (brush), 14p (toy car).
- Middle shelf: 13p (basket), 12p (car), 9p (piggy bank), 7p (toy car), 6p (toy car).
- Bottom shelf: 19p (box), 1p (brush).

Use a number fact to add these two prices.
 $15p + 5p = 20p$

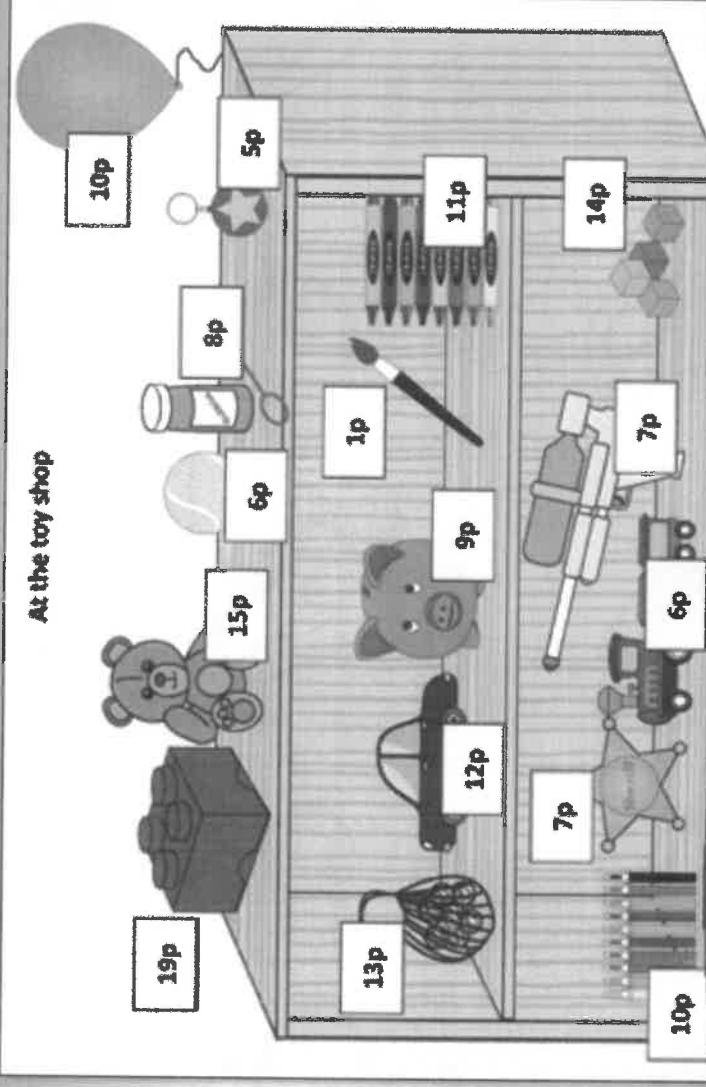
Use a double to add these two prices.
 Double 6p is 12p

Count on to add these two prices.
 $19p + 7p = 26p$

Learning Reminders

Find totals using number facts.

At the toy shop



Choose two toys to buy.

Add the amounts
together.

Use number facts that you know, e.g.
doubles, number bonds to 10 or 20, or
counting on from the larger number.

Practice Sheet Mild

Sports shop

Choose at least five pairs of items to add. What number facts can you use?

3p



3p



14p



6p



18p



2p



8p



8p



6p



4p



15p



5p



7p



10p




















Challenge

Which is the cheapest pair of items? And the most expensive?

Practice Sheet Hot Sports shop

Choose at least five pairs of items to add. What number facts can you use?

9p		11p		16p		4p		20p		20p		10p		15p			
5p		7p		7p		14p		6p		17p		3p		12p		8p	

Challenge

Which is the cheapest pair of items? And the most expensive?

Practice Sheets Answers

Sports shop (mild)

Challenge

The cheapest pair of items is the table tennis bat (3p) or the ball (3p) plus the rugby ball (2p). $3p + 2p = 5p$

The most expensive pair is the two pairs of shoes: $18p + 15p = 33p$

Sports shop (hot)

Challenge

The cheapest pair of items is the tennis ball (3p) plus the baseball (4p).
 $3p + 4p = 7p$

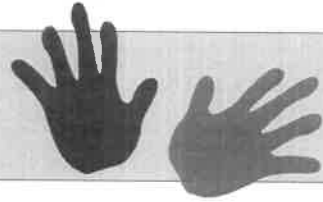
The most expensive pair is the two pairs of shoes: $20p + 20p = 40p$

A Bit Stuck? Count the Pennies

Work in pairs

Things you will need:

- A pot of pennies
- A pencil



What to do:

- Match pennies to each coin.
Find the total.
Write the answer in the box.



$$5p + 1p = \square p$$



$$2p + 2p = \square p$$



$$10p + 1p = \square p$$



$$10p + 2p = \square p$$



$$5p + 5p = \square p$$



$$10p + 5p = \square p$$

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

Match pennies to the second coin each time.
Use the pennies to count on from the first coin.

Learning outcomes:

- I can find the total of two coins up to 20p.
- I am beginning to count on to find the total.

Check your understanding

Questions

Add the amounts to write the missing numbers in the table.

+	4p	7p
16p		23p
13p		
7p	11p	

14p 6p 9p

Choose two amounts and add them.

Choose a different two and add them.

Choose another two amounts and add them.

Fold here to hide answers

Check your understanding

Answers

Add the amounts to write the missing numbers in the table.

+	4p	7p
16p	20p	23p
13p	17p	20p
7p	11p	14p

14p 6p 9p

Choose two amounts and add them.

Choose a different two and add them.

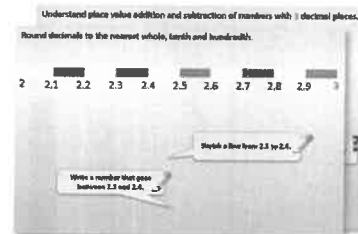
Choose another two amounts and add them.

14p + 6p = 20p, 14p + 9p = 23p and 9p + 6p = 15p are all possible additions.

Week 6, Day 3
Change from 20p

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.

Practice Sheet (Jug)

Practice Sheet (Jug)

Place value addition and subtraction

1	$4538 + 0.2$	2	$4538 - 0.03$
3	$4538 - 0.004$	4	$4538 - 0.02$
5	$6.231 + 0.31$	6	$6.231 - 0.101$
7	$6.231 + 0.011$	8	$5.846 - 0.231$
9	$5.846 - 0.31$	10	$5.846 - 0.013$
11	$5.846 + 0.204$	12	$4.789 - 0.001$

Challenge

Write a story

Add tens and hundreds to three an addition story ending with the number 4.627

Don't use 100

Subtract tens hundreds and thousands to make a subtraction story ending with the number 5.767

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

<h1>Describe the past</h1> <p>10-12</p>	
<p>Student can practice by:</p> <p>Read or write:</p> <ul style="list-style-type: none"> Read various magazine pieces Write various short stories Journal <p>Write to do:</p> <ul style="list-style-type: none"> Write a short story that contains what it is a conflict with three detailed pieces he has EXPERIENCED Write a detailed piece on how he feels about what he has EXPERIENCED and how he feels. Write your personal life story Write a poem about the conflict situation that when you are finished read it Write what they have written. Read your names! Keep your story open Use a STORYBOARD to write about the conflict situation. Use the story board and the storyboard answer center to be used. 	<p>DO it!</p>
<p>Teacher can practice by:</p> <ul style="list-style-type: none"> Write a short story that contains what it is a conflict with three detailed pieces he has EXPERIENCED Write a detailed piece on how he feels about what he has EXPERIENCED and how he feels. Write your personal life story Write a poem about the conflict situation that when you are finished read it Write what they have written. Read your names! Keep your story open Use a STORYBOARD to write about the conflict situation. Use the story board and the storyboard answer center to be used. 	

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

Identify the value of the '4' in the following numbers:

- (a) 3.407
- (b) 4.821
- (c) 0.043
- (d) 5.104
- (e) 48,739

How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

Learning Reminders

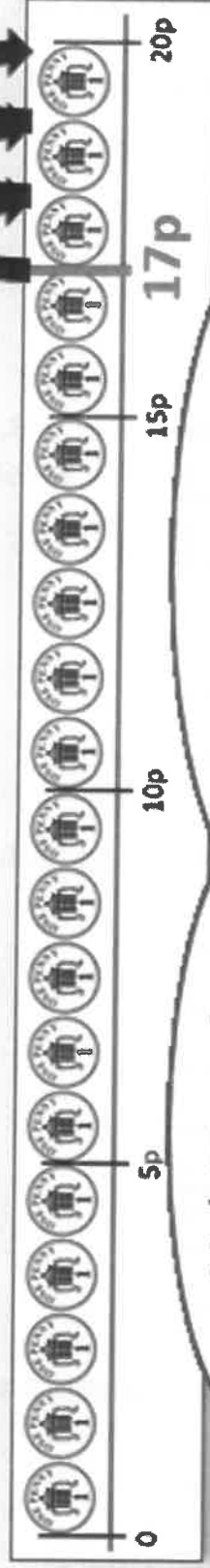
Find change by counting up.



I'm going to buy this
rubber.
It costs 17p.



I'm going to pay with this
20p coin. Let's find out how
much change I should get.



Mark 17p on the
penny line...

Then count up to 20p
to find the change...

How many hops did I
need to reach 20p?

That's 3p change!

Is there another way to
make 3p?

A 2p and a 1p.

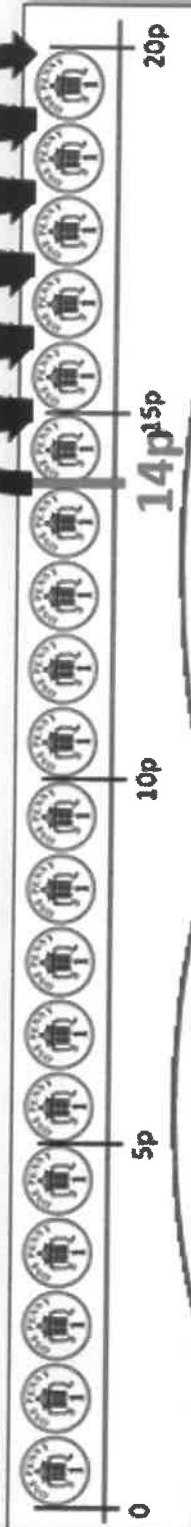


Learning Reminders

Find change by counting up.

I'm going to buy this sweet. It costs 14p.

I'm going to pay with this 20p coin. Let's find out how much change I should get.



Mark 14p on the penny line...

Then count up to 20p to find the change...

How many hops did I need to reach 20p?

That's 6p change!

Is there another way to make 6p?

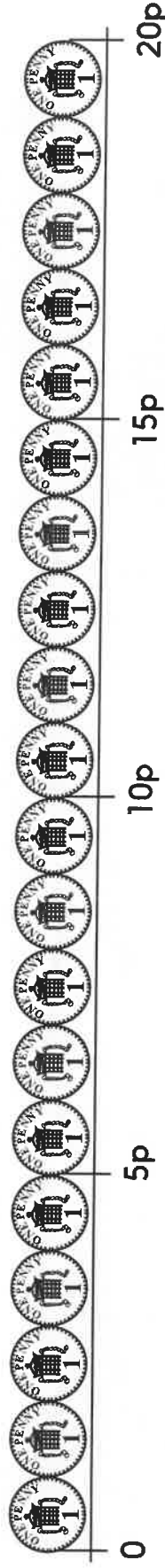
A 5p and a 1p.









Three 2ps.

Practice Sheet Mild

Change from 20p

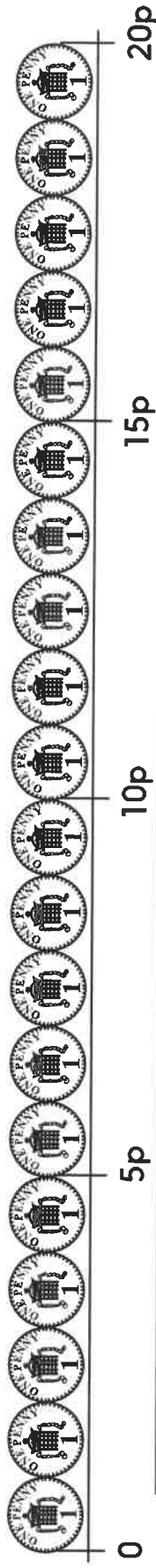
Find the change from 20p and draw the change.












 15p	20p - 15p = <input type="text"/>	<input type="text"/>
 18p	20p - 18p = <input type="text"/>	<input type="text"/>
 12p	20p - 12p = <input type="text"/>	<input type="text"/>
 14p	20p - 14p = <input type="text"/>	<input type="text"/>
 10p	20p - 10p = <input type="text"/>	<input type="text"/>
 9p	20p - 9p = <input type="text"/>	<input type="text"/>
 7p	20p - 7p = <input type="text"/>	<input type="text"/>
 11p	20p - 11p = <input type="text"/>	<input type="text"/>

Practice Sheet Hot Change from 20p

Find the change from 20p and draw two ways to make the change.



	12p	20p - 12p = <input type="text"/>	
	14p	20p - 14p =	
	17p		
	11p		
	5p		
	10p		
	13p		
	8p		

Practice Sheets Answers

Change from 20p (mild)

$$20\text{p} - 15\text{p} = 5\text{p}$$

$$20\text{p} - 18\text{p} = 2\text{p}$$

$$20\text{p} - 12\text{p} = 8\text{p}$$

$$20\text{p} - 14\text{p} = 6\text{p}$$

$$20\text{p} - 10\text{p} = 10\text{p}$$

$$20\text{p} - 9\text{p} = 11\text{p}$$

$$20\text{p} - 7\text{p} = 13\text{p}$$

$$20\text{p} - 11\text{p} = 9\text{p}$$

Change from 20p (hot)

$$20\text{p} - 12\text{p} = 8\text{p}$$

$$20\text{p} - 14\text{p} = 6\text{p}$$

$$20\text{p} - 17\text{p} = 3\text{p}$$

$$20\text{p} - 11\text{p} = 9\text{p}$$

$$20\text{p} - 5\text{p} = 15\text{p}$$

$$20\text{p} - 10\text{p} = 10\text{p}$$

$$20\text{p} - 13\text{p} = 7\text{p}$$

$$20\text{p} - 8\text{p} = 12\text{p}$$

A Bit Stuck? Mystery sums

Work in pairs

Things you will need:

- Ten pennies
- Mystery sums
- A pencil



What to do:

- Choose a mystery sum.
- Show the first number in the sum with a line of pennies.
- How many more pennies are needed to make 10p?
So, what is the mystery number? Write it in the box.
- Complete as many mystery sums as you can.

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

Take it in turns to choose a mystery sum. Guess what number needs to go in the box. Your partner checks with some pennies. How many can you guess correctly?

Learning outcomes:

- I can find how many more are needed to make 10.
- I am beginning to know some pairs to 10 by heart.

A Bit Stuck?
Mystery sums

$$9 + \square = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$5 + \square = 10$$

$$8 + \square = 10$$

$$10 + \square = 10$$

$$6 + \square = 10$$

$$1 + \square = 10$$

$$3 + \square = 10$$

$$2 + \square = 10$$

Check your understanding

Questions

Write the change from 20p when buying:

- (i) 16p biscuit
 - (ii) 14p cracker
 - (iii) 9p drink
-

True or false?

- You always get change if you pay for something with a 20p coin.
- You can buy two 8p sweets and still have change from 20p
- You pay with 20p and you spend 9p. You get more than 9p change.

Fold here to hide answers

Check your understanding

Answers

Write the change from 20p when buying:

- (i) 16p biscuit 4p
- (ii) 14p cracker 6p
- (iii) 9p drink 11p

Children should be applying number facts (or possibly counting **up**) to find change.

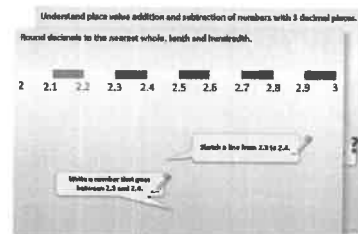
True or false?

- You always get change if you pay for something with a 20p coin. False – only if the item is less than 20p, if it costs 20p you will get no change.
- You can buy two 8p sweets and still have change from 20p
True since two 8p sweets cost 16p.
- You pay with 20p and you spend 9p. You get more than 9p change.
True, you get 11p change.

Week 6, Day 4 Symmetry (1)

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.

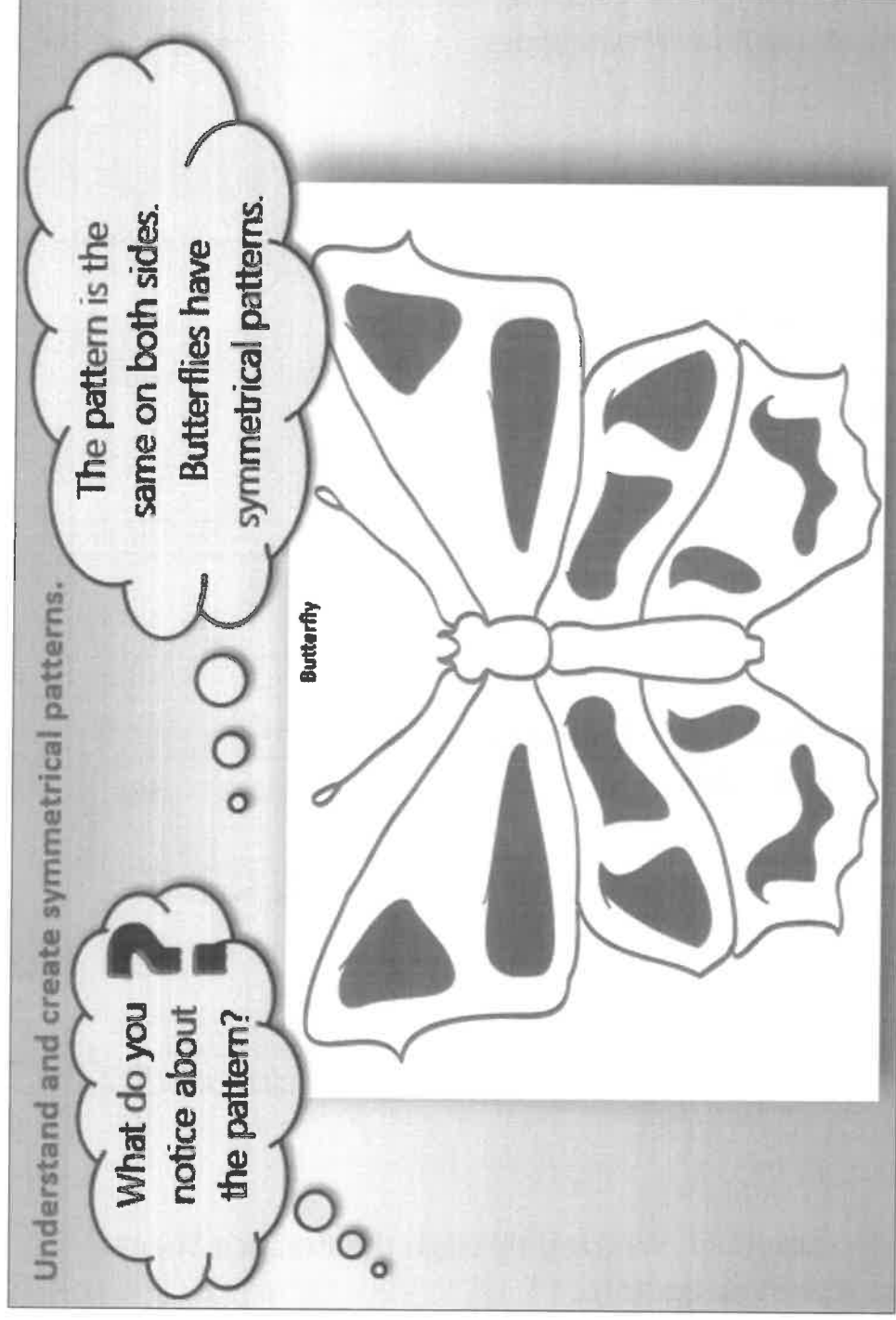
Practice Sheet (Mild)	
Place value addition and subtraction	
1. $4.518 + 0.2$	2. $4.518 - 0.02$
3. $4.518 - 0.004$	4. $4.518 - 0.02$
5. $6.231 + 0.1$	6. $6.231 + 0.101$
7. $6.231 - 0.011$	8. $5.846 - 0.211$
9. $5.846 - 0.1$	10. $5.846 - 0.013$
11. $5.846 - 0.204$	12. $4.787 - 0.001$

Challenge:
Start on 4.518.
Add tenths and hundredths to make an addition chain ending with the number 4.627.
Start on 10.547.
Subtract tenths, hundredths, and thousandths to make a subtraction chain ending with the number 9.742.

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

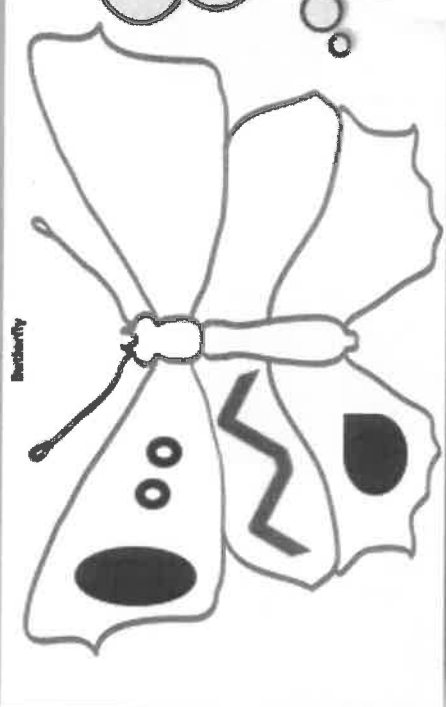
4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

Learning Reminders



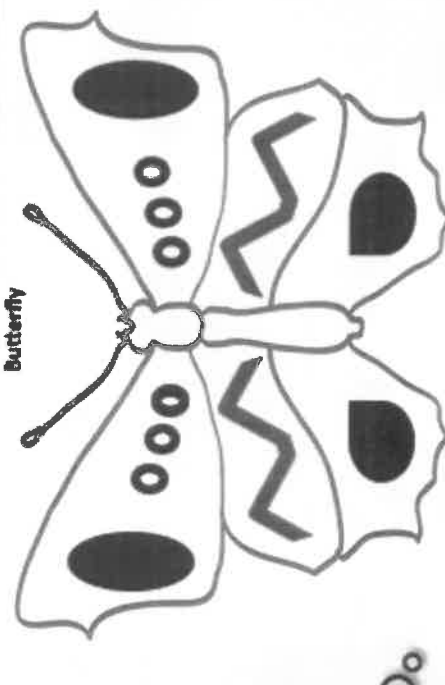
Learning Reminders

Understand and create symmetrical patterns.



Butterfly

To make it symmetrical, we need to draw the exact same patterns on the other half



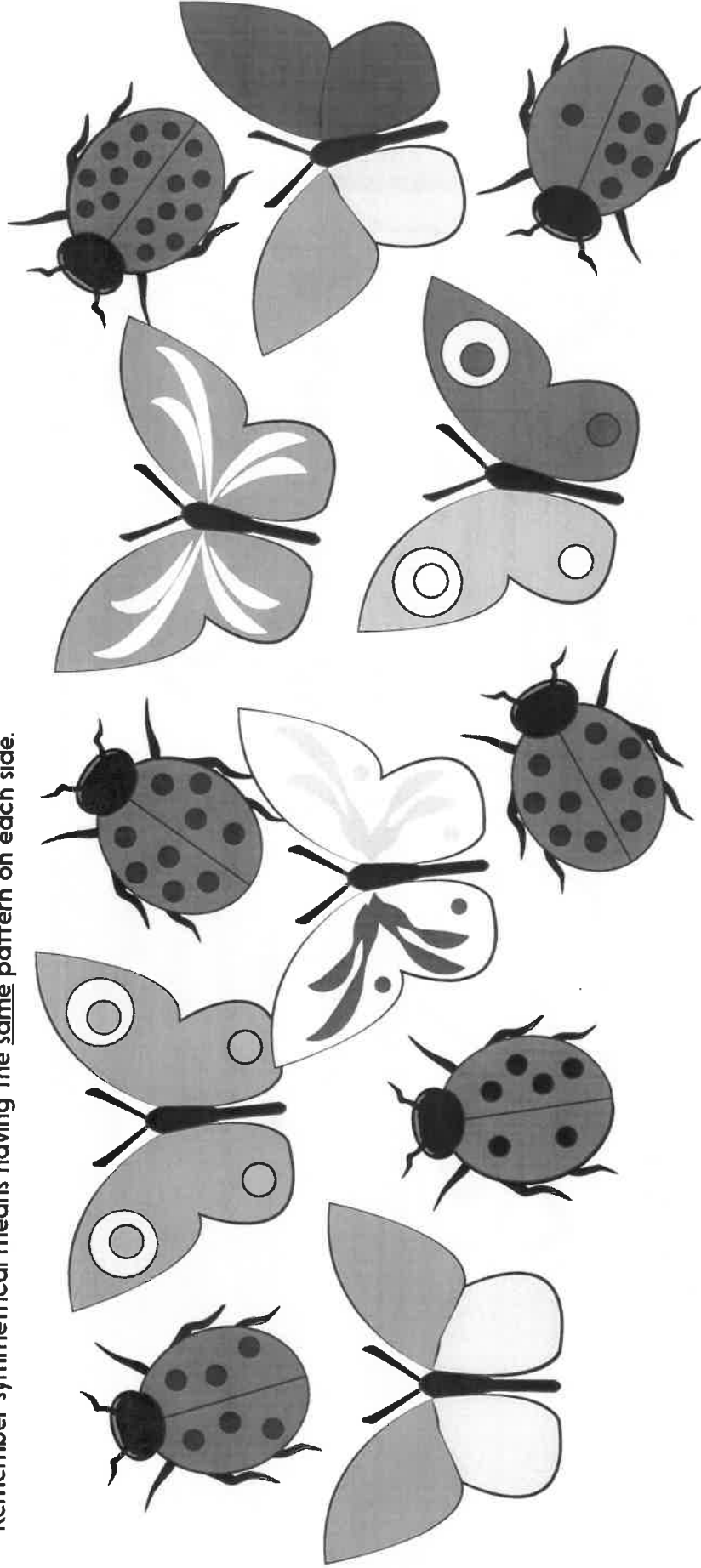
Butterfly

We could use a mirror to check it is symmetrical.

Practice Sheet Mild

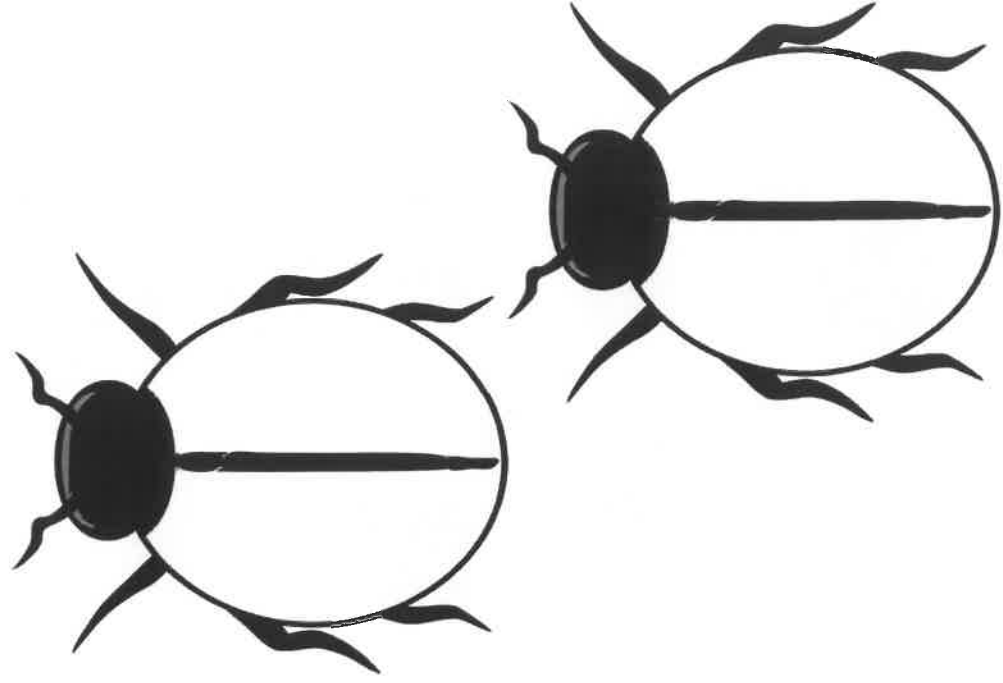
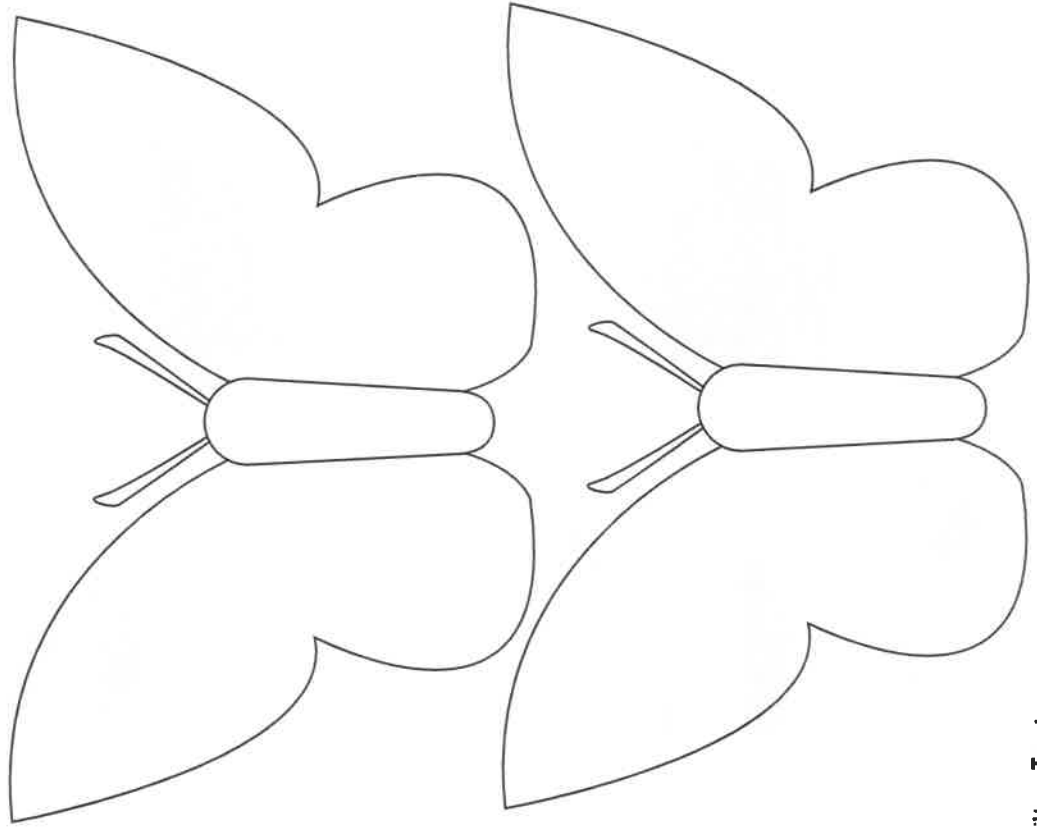
Bug symmetry

Circle the bugs that have a symmetrical pattern on their wings.
Remember symmetrical means having the same pattern on each side.



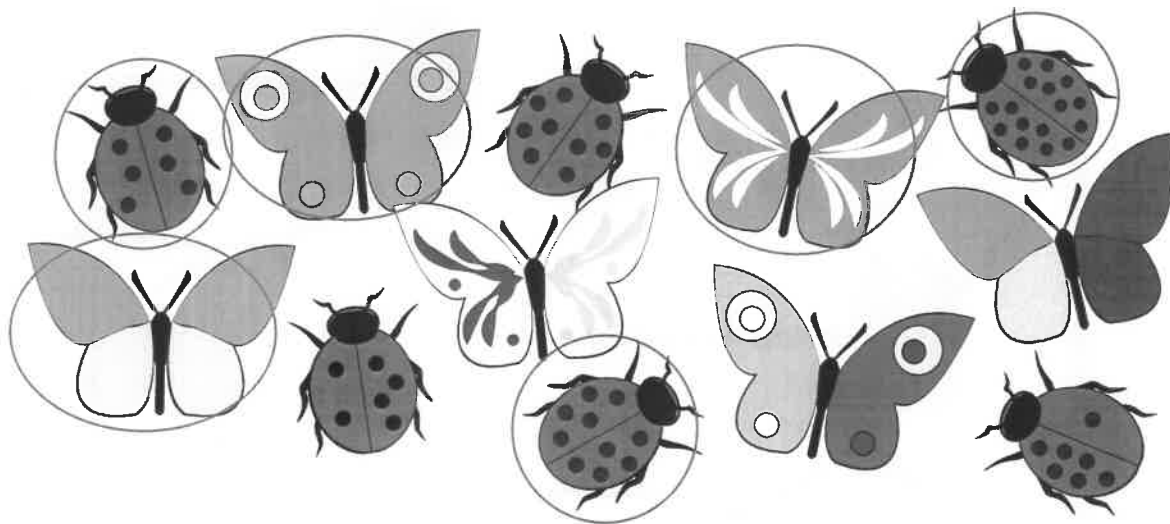
Practice Sheet Hot Bug symmetry

Can you draw two butterflies and two ladybirds – one of each with a symmetrical pattern and one without?



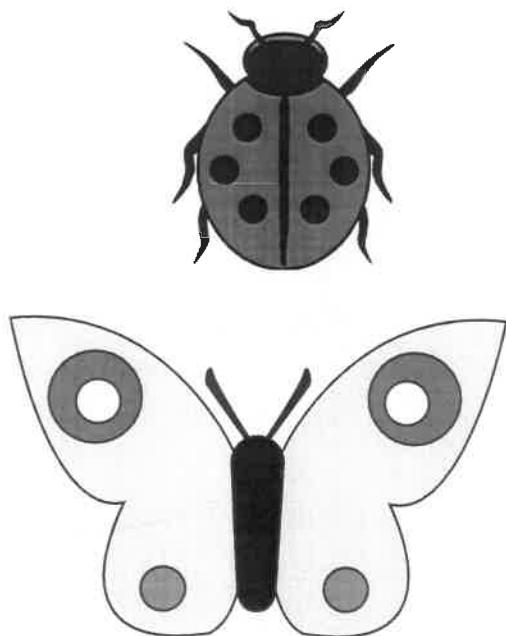
Practice Sheets Answers

Bug symmetry (mild)

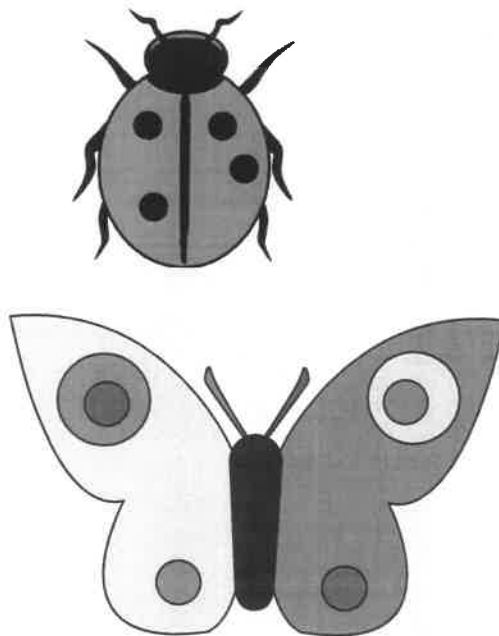


Bug symmetry (hot)

e.g. Symmetrical



Not symmetrical



A Bit Stuck? Send a card to a friend

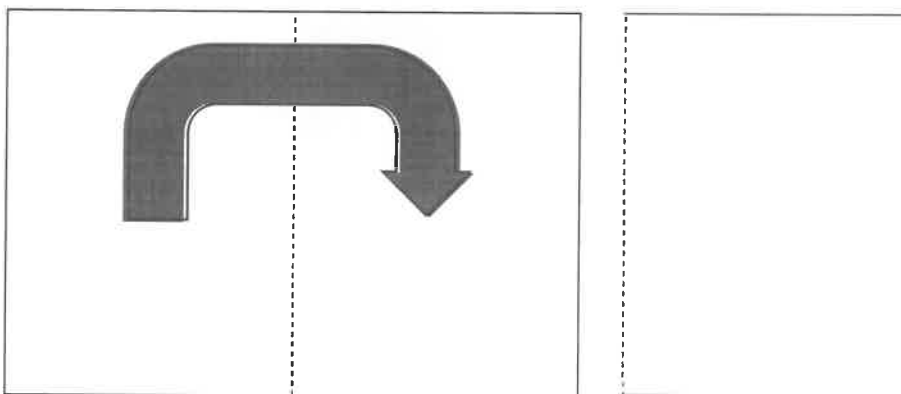
Things you will need:

- Pieces of card
- Scissors
- Pencil and ruler

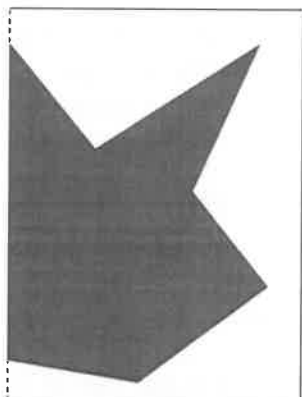


What to do:

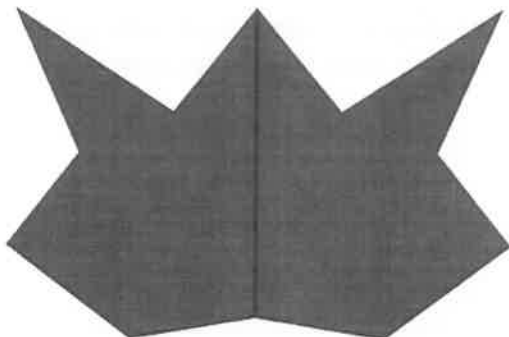
1. Fold a piece of card in half.



2. Draw a shape on the card, where the fold forms the left side, e.g.

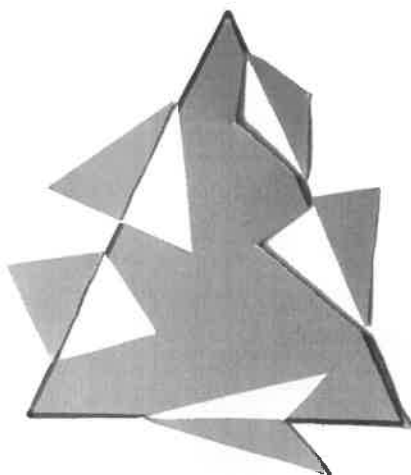


3. Cut out the shape, leaving the fold. Open to make a symmetrical shape, e.g.



4. Repeat with other shapes.
5. Choose your favourite(s) to make a greetings card to send to a friend or grandparent.

Investigation Flip and flop

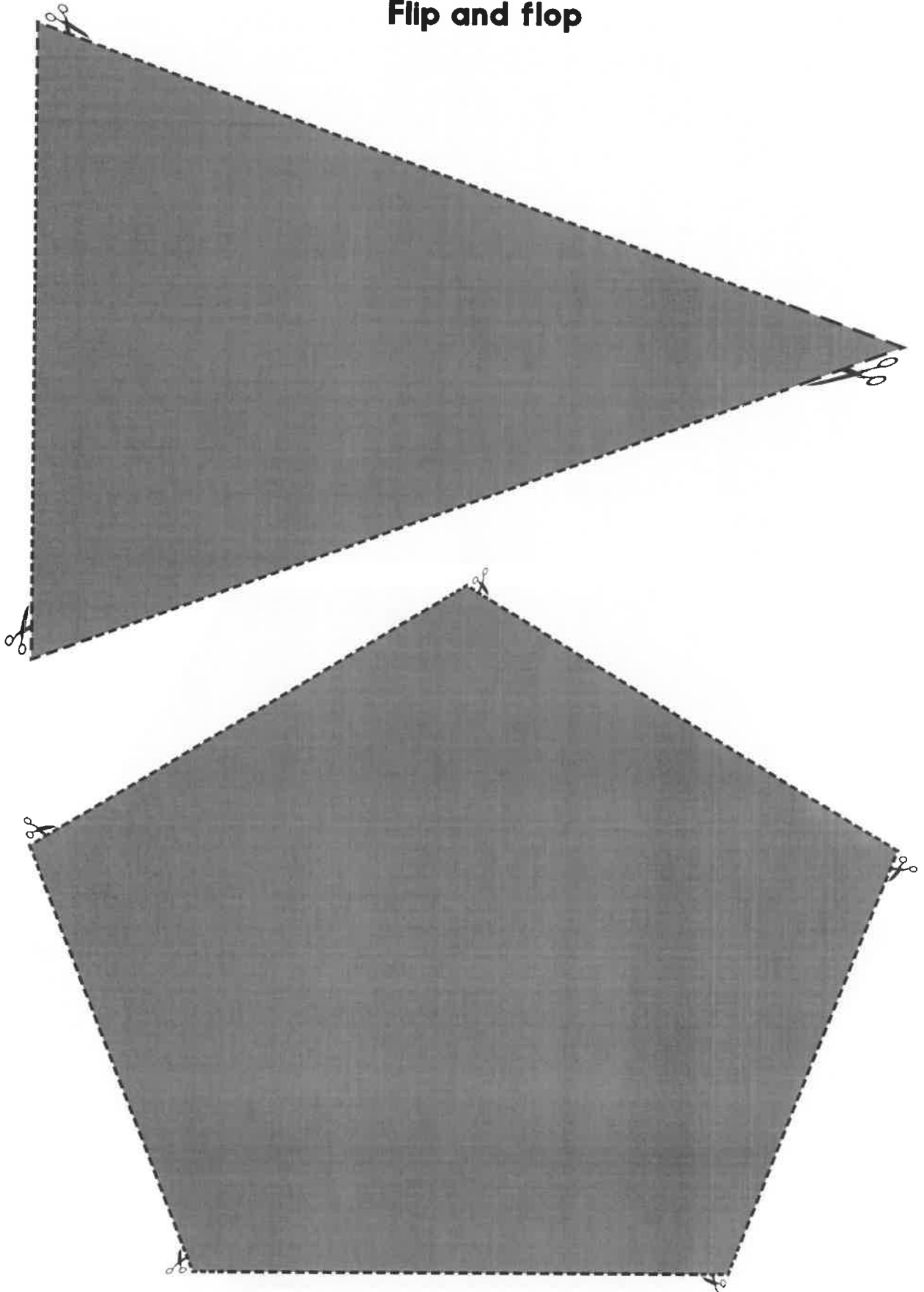


1. Spread out the shape cards.
2. Correctly identify and name each shape.
3. Each choose a shape.
4. Draw round it on one colour of card. Cut it out carefully!
5. You are both going to cut smaller versions of your shape from its sides.
 - Cut small triangles of different shapes from the triangle.
 - Cut small rectangles of different shapes from the rectangle.
 - Cut small pentagons of different shapes from the pentagon. And so on.
6. Each time you cut a shape, make sure it is **DIFFERENT** from the one before – the same type of shape, e.g. triangle, but a different size, orientation or shape.
7. Keep cutting *different* shapes of the same type from round the sides.
8. Now stick your original large shape, with all the bits cut out of it, on a piece of contrasting coloured card.
9. Now flip each little shape so that it is exactly symmetrical to its 'gap' in the side of your large shape. Each little shape and its 'hole' then make a symmetrical pattern.

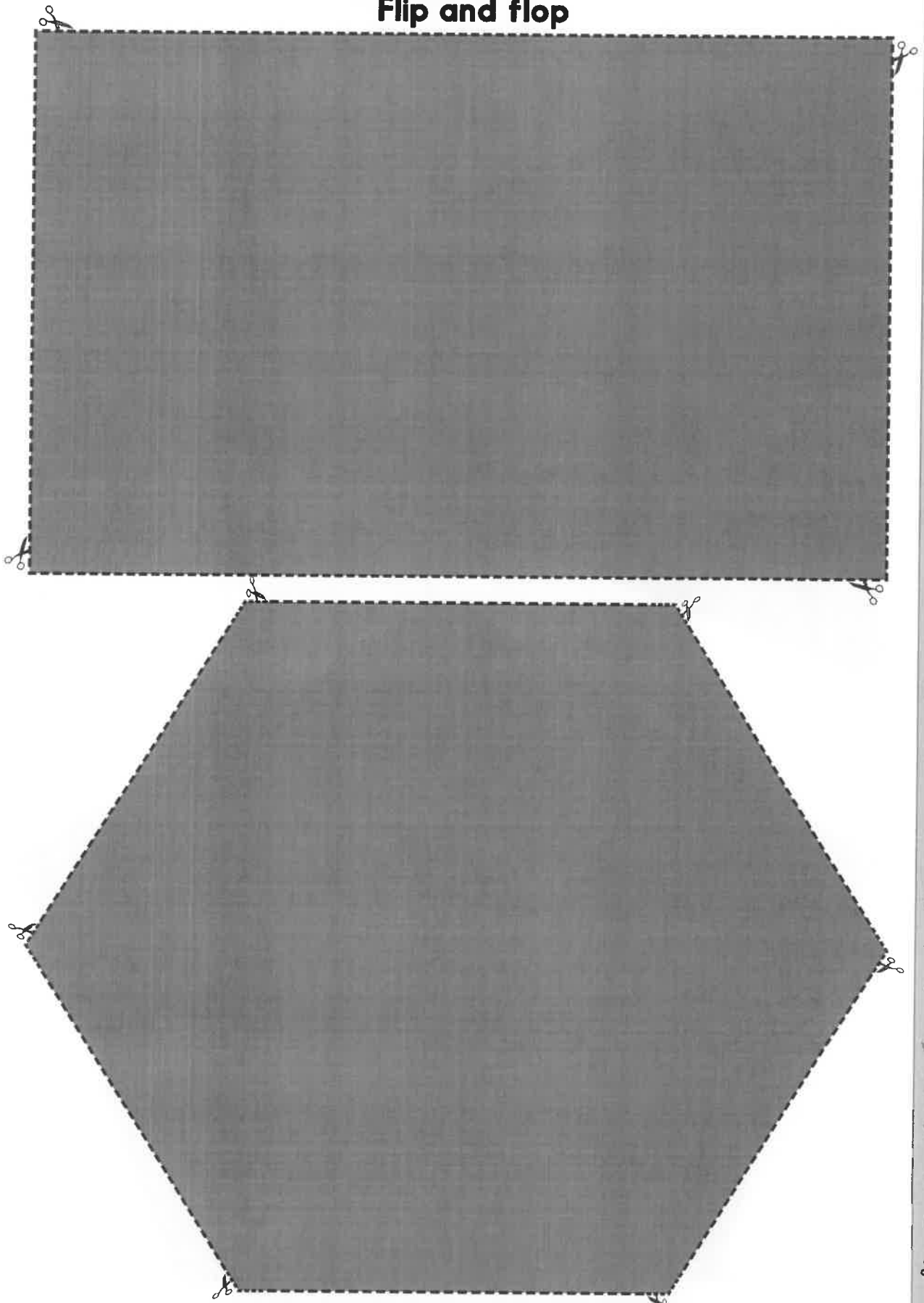
Challenge

Can you do this activity, starting with a semi-circle?

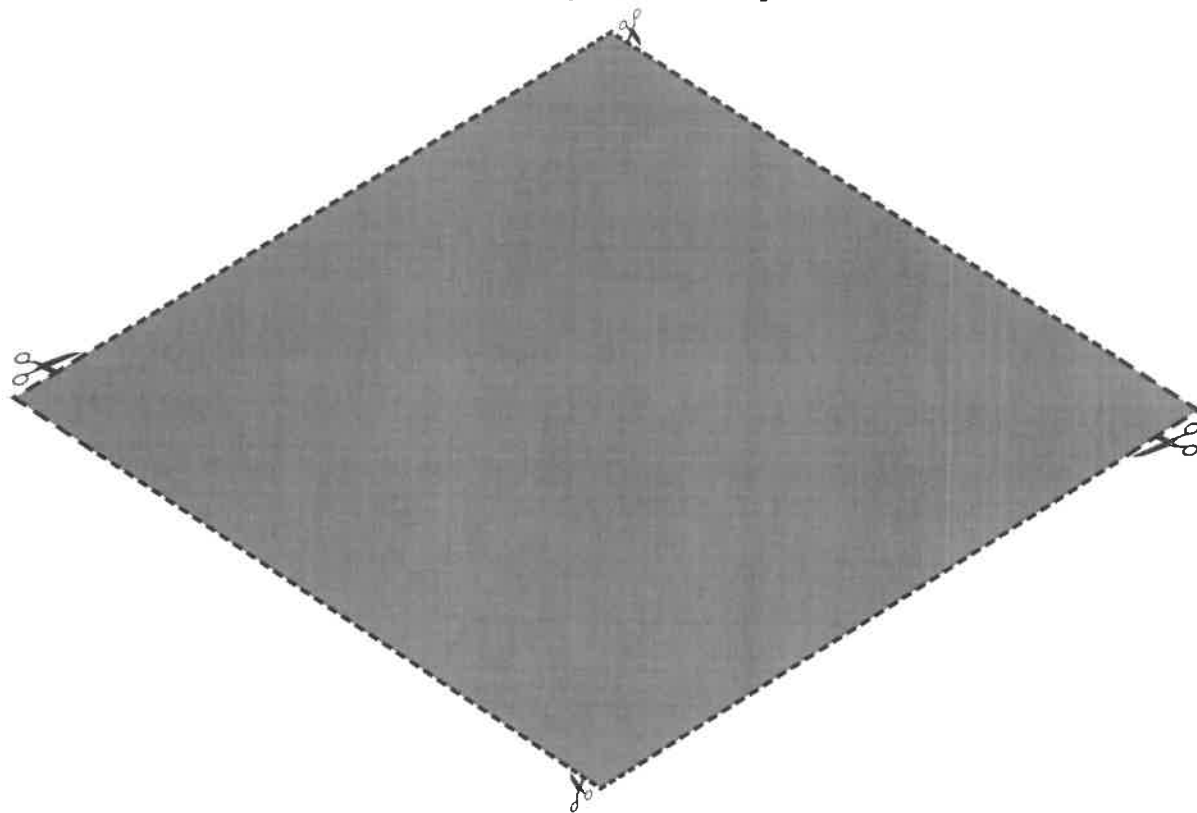
Investigation Flip and flop



Investigation Flip and flop



Investigation Flip and flop

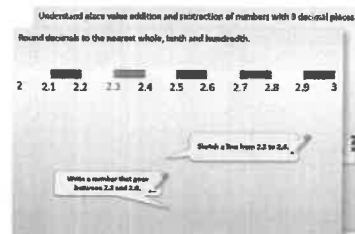


Week 6, Day 5

Symmetry (2)

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.

Figure 1: Scatter plot showing the relationship between the number of children in a household (X-axis) and the number of children in a household (Y-axis). The data points are labeled with their respective X and Y values. The plot shows a positive correlation, with a regression line drawn through the points. The regression equation is $Y = 0.5X + 0.5$, and the coefficient of determination is $R^2 = 0.8$.

Point	X (Number of children in household)	Y (Number of children in household)
1	0.5	0.5
2	1.5	1.5
3	2.5	2.5
4	3.5	3.5
5	4.5	4.5
6	5.5	5.5
7	6.5	6.5
8	7.5	7.5
9	8.5	8.5
10	9.5	9.5
11	10.5	10.5
12	11.5	11.5

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

[illegible]

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

Identify the value of the '4' in the following numbers:

(a) 3.407
(b) 4.821
(c) 0.043
(d) 5.304
(e) 48,739

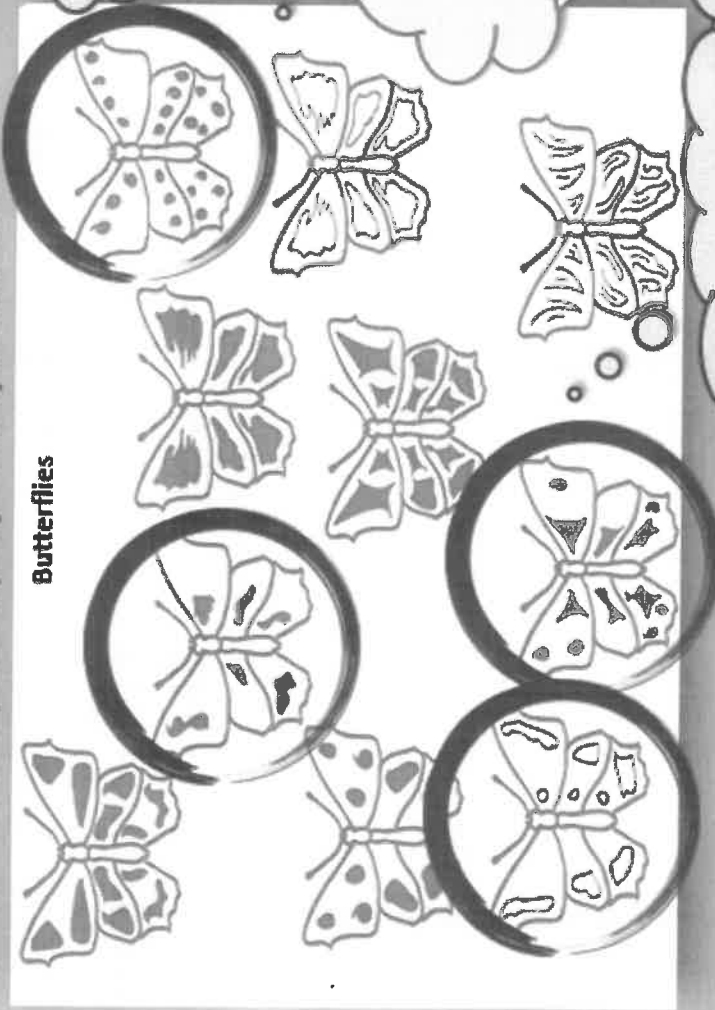
How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

Learning Reminders

Spot whether a pattern/object is symmetrical.

Butterflies



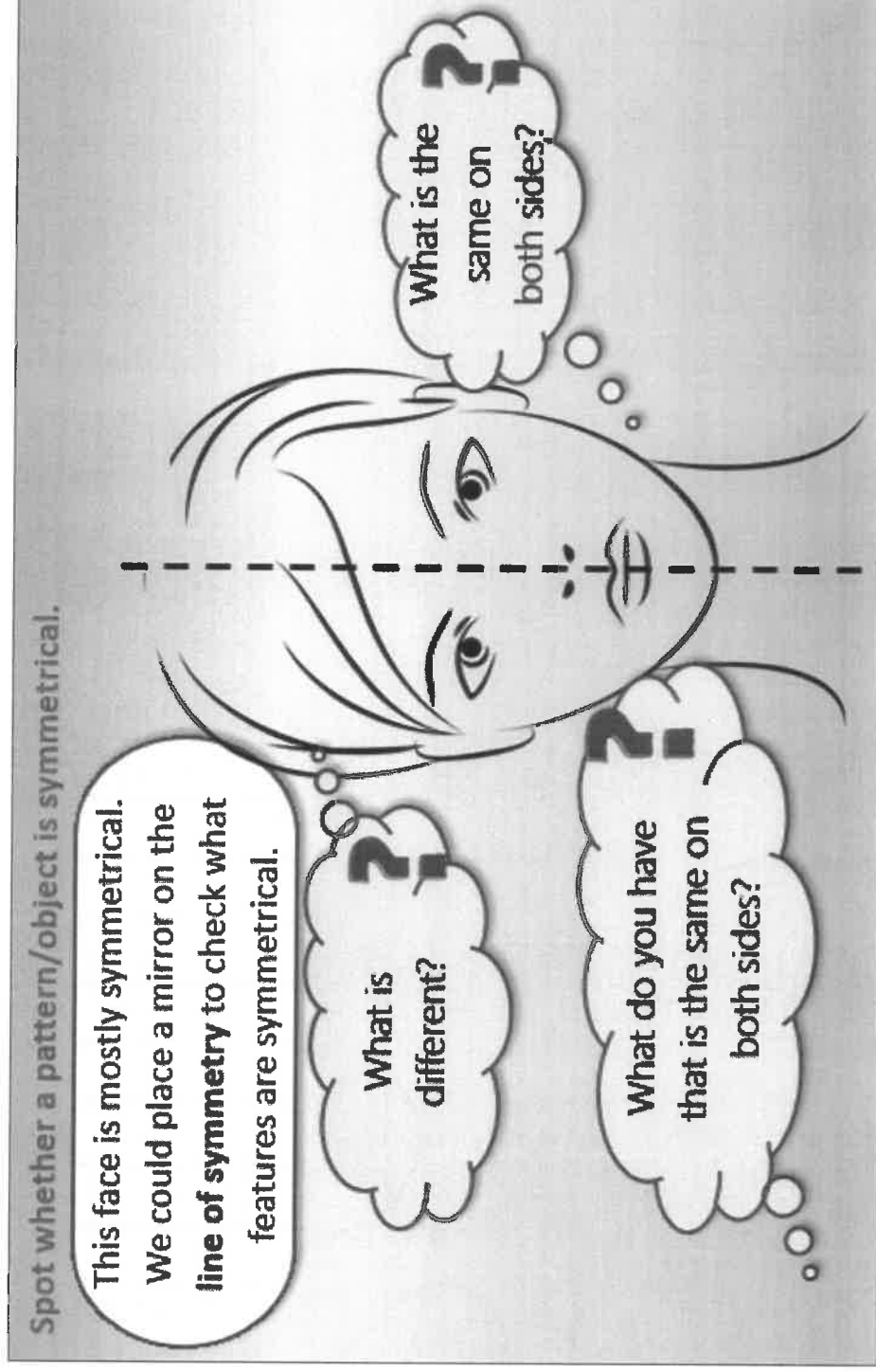
What does symmetry mean?

Which butterflies are not symmetrical?

What is different?

Why aren't they symmetrical?

Learning Reminders

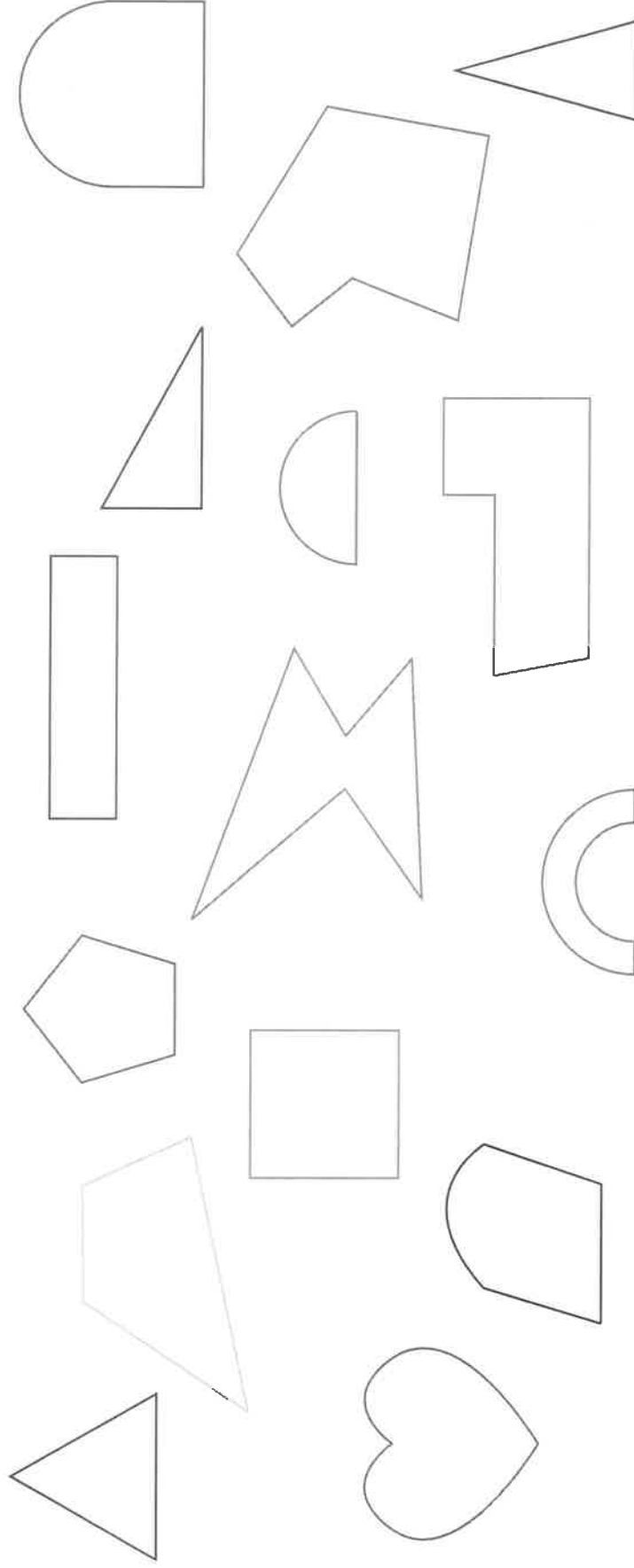


A collection of 15 various geometric shapes scattered across a white background. The shapes include: a large semi-circle at the top left; a small triangle at the top right; a complex polygon with a notch at the top center; a right-angled triangle on the middle left; a semi-circle on the middle left; a tall, thin rectangle on the middle left; a large, complex polygon with multiple points in the center; a tall, thin rectangle on the middle right; a semi-circle on the middle right; a regular pentagon on the bottom left; a square in the bottom center; a tall, thin rectangle on the bottom right; a semi-circle on the bottom right; a right-angled triangle at the bottom left; and a heart shape at the bottom right.

A collection of 15 various geometric shapes scattered across a white background. The shapes include: a semi-circle, a triangle, a pentagon, a hexagon, a heptagon, an octagon, a square, a rectangle, a parallelogram, a trapezoid, a circle, a crescent moon, a heart, a star, and a cross. Each shape is outlined in black and is empty, suitable for coloring or identification.

Can you draw a line of symmetry on each symmetrical shape?
You can use a mirror to help, e.g.

Can you draw a line of symmetry on each symmetrical shape?
You can use a mirror to help, e.g.

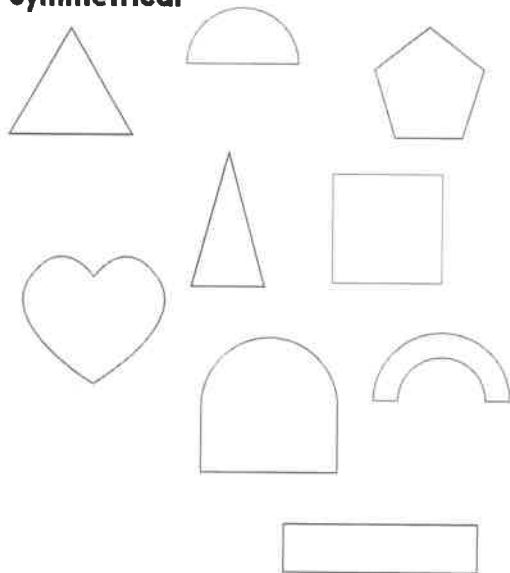


Do any of these shapes have more than one line of symmetry? Draw on more lines where you think they belong...

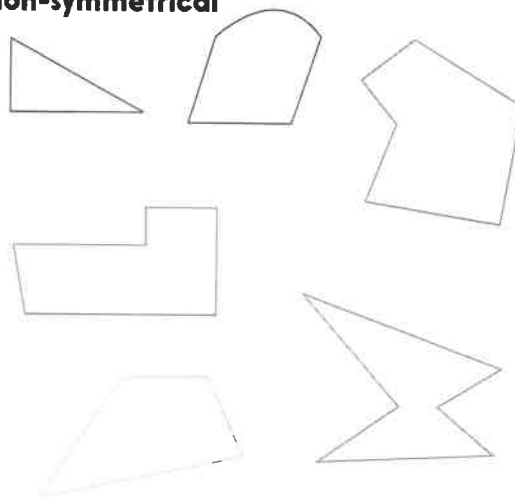
Practice Sheets Answers

Lines of symmetry (mild)

Symmetrical

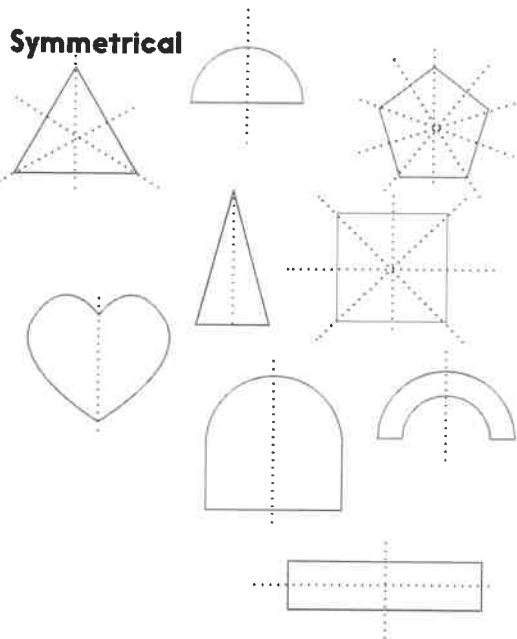


Non-symmetrical

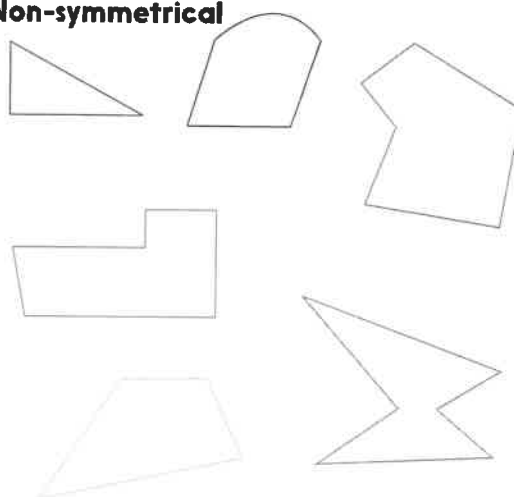


Lines of symmetry (hot)

Symmetrical



Non-symmetrical



A Bit Stuck? In the garden

Things you will need:

- Flowers, real or pictures printed from the internet
- Coloured pencils, pens and/or collage materials
- Mirror



What to do:

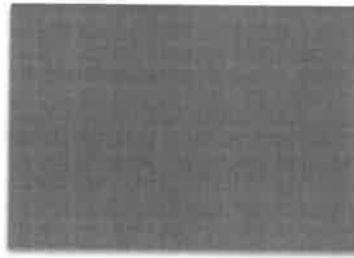
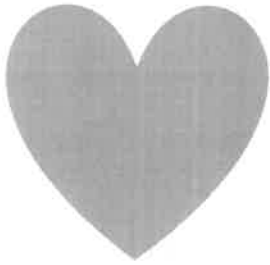
1. Look at some real flowers, or pictures of them on the internet.
Talk about their symmetry.
2. Draw, paint or use collage materials to make symmetrical flowers.
3. Use a mirror to check that they are symmetrical.

Check your understanding

Questions

Draw a symmetrical pattern by colouring squares on squared paper. You may only colour 24 squares in all – NO more!

Draw a line of symmetry on each of these shapes:



Draw a symmetrical shape with two straight lines and one curved line.

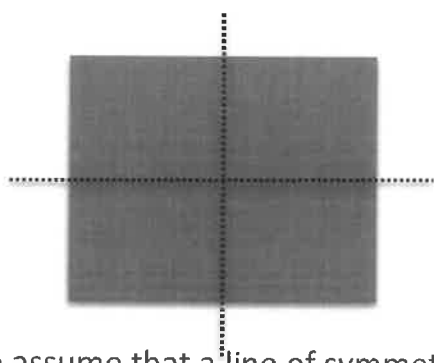
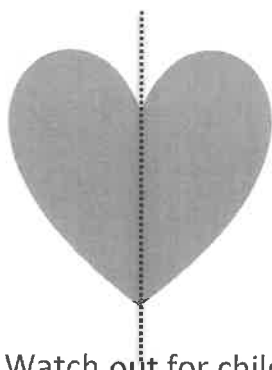
Check your understanding

Answers

Draw a symmetrical pattern by colouring squares on squared paper. You may only colour 24 squares in all – NO more!

Various answers possible – check with a mirror.

Draw a line of symmetry on each of these shapes:



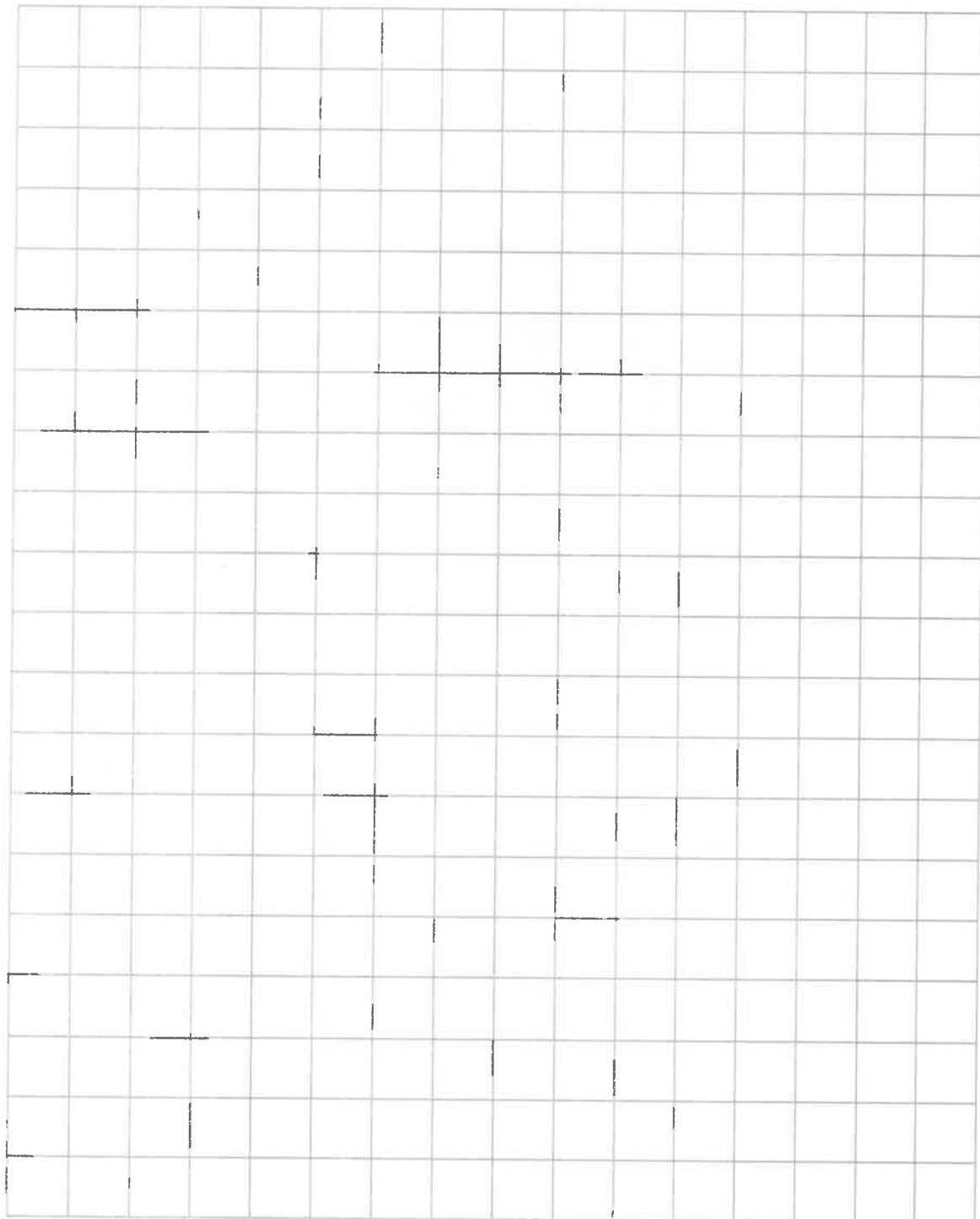
Watch out for children who assume that a line of symmetry must be vertical. Check with a mirror.

Draw a symmetrical shape with two straight lines and one curved line

One example is shown:



**Check your
understanding**



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, *The Race Across the River*, by Ruth Merrittens and Anne Holm Petersen.

- Do you think a race between lots of animals would be an exciting thing to have at a birthday party? Why?
- How would you control all those noisy, squabbling animals?

2. The Jade Emperor's birthday: ideas

The Jade Emperor needs your help planning his perfect birthday party.

What things do you suggest the Emperor has or does at his party?

- Games: hide and seek, pass the parcel. Food: cake, crisps.
Decorations: balloons, fairy lights, etc.
- Record all your good ideas on the *Party Planner*.
- Use describing words where you can: yummy cake, colourful balloons.

3. The Jade Emperor's birthday: writing sentences

Now, on *The Jade Emperor's Birthday Party*, write down your suggestions in sentences. Follow the instructions on the sheet.

Now try this Fun-Time Extra

- Decorate the borders of your page with lots of 'birthday party' pictures.

Party Planner



This is what I suggest the Jade Emperor has and does at his party.

Food	Drinks	Games	Decorations

The Jade Emperor's Birthday

- Use *and* to join two of your ideas together in a single sentence: *You can play a game of chase and have a massive chocolate cake.*
- Remember to use capital letters to start your sentences and a full stop to end them.
- Challenge yourself! How many sentences can you write in your very best handwriting?

and

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 *The Race Across the River* by Ruth Merttens & Anne Holm Petersen.

- Say which animals feature in the story.

2. Reading animals' names

- Look at the animal names listed in *The Jade Emperor's Zoo*.
- Use *My Best Reading Strategies* to help read new and tricky words.
- Highlight only the names of the animals that are in the story.
- Check by re-reading the story if you are not sure you have got them all.

3. Sequencing events from *The Race Across the River*

Which animal won the race? Who was second? And third?

- Use the *Race Result Chart* to record the order the animals came in in the race. The first one has been done for you.
- Use a descriptive word for each animal (the tiny rat, the huge ox, etc.).
- Look at *The Emperor's Twelve Animals* if you need to make sure you got the order right.

Now try these Fun-Time Extras

- Think up an alternative set of animals that you would put in the story: the Year of the Hamster, the Year of the Blackbird, etc.
- Go to <https://www.chinahighlights.com/travelguide/chinese-zodiac/> and discover which animal is linked to the year you were born.

The Jade Emperor's Zoo



giraffe	elephant	ox	cat	crocodile	horse
rat	dragon	unicorn	horse	eagle	blackbird
monkey	caterpillar	cat	ostrich	hippo	rooster
pig	rabbit	hamster	snake	mouse	goat
					dog
					squirrel
					tiger

My Best Reading Strategies



Slowly sound out and blend the letters

c a t e r p i l l a r

Break longer words up into syllables

ca – ter – pill – ar

Look for smaller words you know that are hidden inside the bigger word

caterpillar

Think if the word makes sense

A caterpillar is a kind of animal. Yes! It makes sense in a list of animals.

Race Result Chart

- Use your best handwriting to write the animals' names and the numbers 1 to 12.
- At the bottom of the page, write a sentence about the animal which is your favourite.



The Emperor's Twelve Animals



Number	Animal
1	rat
2	ox
3	tiger
4	rabbit
5	dragon
6	snake
7	horse
8	goat
9	monkey
10	rooster
11	dog
12	pig

Alternative Animals Zodiac

Number	Animal
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

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 story time!

Go to <https://www.youtube.com/watch?v=idUIDEOrJec&t=450s> and listen to storyteller Adele Moss tell the tale of *The River Race* (14 mins).

2. Using *because* to help express an opinion.

Think carefully about the two versions of the Jade Emperor's story that you have read and heard.

- On *My Opinions*, write a full, punctuated sentence in your best handwriting giving a reason you liked *The Race Across the River*.
- In your sentence, use the word *because* to give reasons.
- Now do the same for *River Race*.
- Now say which you think was the best story, and why you feel that.

3. Being a storyteller

Now you are going to tell a simple version of the story of the animals' race across the river!

- Begin with the Jade Emperor's birthday. *Once upon a time...*
- When you get to the race, read from the *Race Result Chart* you completed yesterday to help get the animals in the right order.
- Keep retelling the story till you feel confident. Speak in a big, strong storyteller voice. Try adding in some funny voices for the animals.

Now try this Fun-Time Extra

- When you are ready, perform your story for Mum or Dad. Ask them to record or film you telling the story so that other relatives can see and hear it too.

My Opinions

This image shows a full page of a notebook or worksheet. It features a wide, grey border composed of interlocking puzzle piece patterns. Inside the border, there are ten horizontal white lines spaced evenly apart, providing a template for writing. The entire page is otherwise blank.

because

big elephants can always understand small elephants

The word **because** joins together two independent clauses in a sentence.

I like *The Race Across the River* and It has funny drawings

I like the Race Across the River **because** it has funny drawings.

Using **because** lets you explain or give a reason for something.

I think *River Race* is the best **because** you hear the animals speaking.

Helping Children Tell Their Story Out Loud

1. Getting the story started

- Suggest children use a traditional story opening such as *Once upon a time...*, *One day many years ago...*, etc.

2. Setting the scene

- Help chn to begin by explaining what is happening at the start of the story.
 - *It was the Jade Emperor's birthday*
 - *The Jade Emperor decided to have a race between all the animals*
 - *The Emperor wanted to name the years after different animals etc.*

3. Recounting the race

- Encourage less confident storytellers to begin by reading from their *Race Results* from Day 2. *First was the cheeky rat, second was the kind ox*, etc.
- As their confidence grows, children can try simply recalling the order of the animals and adding in more detail.

4. Developing storytelling skills

- Encourage children to use big, strong voices and to speak slowly & clearly.
- Once they have got the outline of the story clear, help them to add in some lines spoken in character voices – deep and booming for the Jade Emperor, miaows and oinks, hisses and moos for the cat, pig, snake and ox, etc!
- They may also wish to add movements to indicate each animal or what they do (swimming or jumping motions, for example. Fingers twitching by their noses for the rat, using a slithering arm to show the snake.)

5. Ending the story

- Remind children of how both versions they have seen end – with the cat chasing the rat.
- Teach children to use a traditional story ending – *And that is why cat's chase rats; And they all lived happily ever after*, etc.

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!

Can you remember who came fifth in the Jade Emperor's race across the river? The dragon! Poems and stories about dragons are very popular all around the world, not just in China.

- Read and enjoy *I Wish I Had a Dragon* by Shel Silverstein.
- What sounds like the best thing about the dragon Shel Silverstein says he wants? Why is that so cool?

2. Rhymes and rhyming

Highlight the pairs of words in *I Wish I Had a Dragon* that rhyme.

- Use the *Answers* page to check. Did you get all the pairs of words? Well done!
- Look at *Rhyme Time*. Copy the words from the big box into the correct column, making sure that the words rhyme.
- Now add some rhyming words of your own to each column.

3. Let's get ready to write

What would your perfect pet dragon be like?

- Use *My Perfect Dragon* to draw your ideal pet.
- Now write sentences about your dragon, following the instructions on the page.

Now try this Fun-Time Extra

- Look at the dragon body part anagrams on *Here be Dragons!* Can you work out what each word is? Check with the *Answers*.

I Wish I Had A Dragon



I wish I had a dragon
With diamond-studded scales,
With claws like silver sabres,
And fangs like silver nails,
A dragon fierce and faithful,
Always ready by my side,
A dragon to defend me
Or take me for a ride

I wish I had a dragon
With eyes of shining gold,
Who breathed a plume of fire
Whenever it was told,
A dragon so ferocious
It might frighten Frankenstein,
But not a lazy dragon
Who sleeps all day...like mine.

Shel Silverstein,

http://www.tooter4kids.com/MedievalTimes/dragon_poetry.htm

Answers – Rhymes in I Wish I Had A Dragon

I wish I had a dragon
With diamond-studded scales,
With claws like silver sabres,
And fangs like silver nails,
A dragon fierce and faithful,
Always ready by my side,
A dragon to defend me
Or take me for a ride

I wish I had a dragon
With eyes of shining gold,
Who breathed a plume of fire
Whenever it was told,
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Who sleeps all day...like mine.

Shel Silverstein,

http://www.tooter4kids.com/MedievalTimes/dragon_poetry.htm

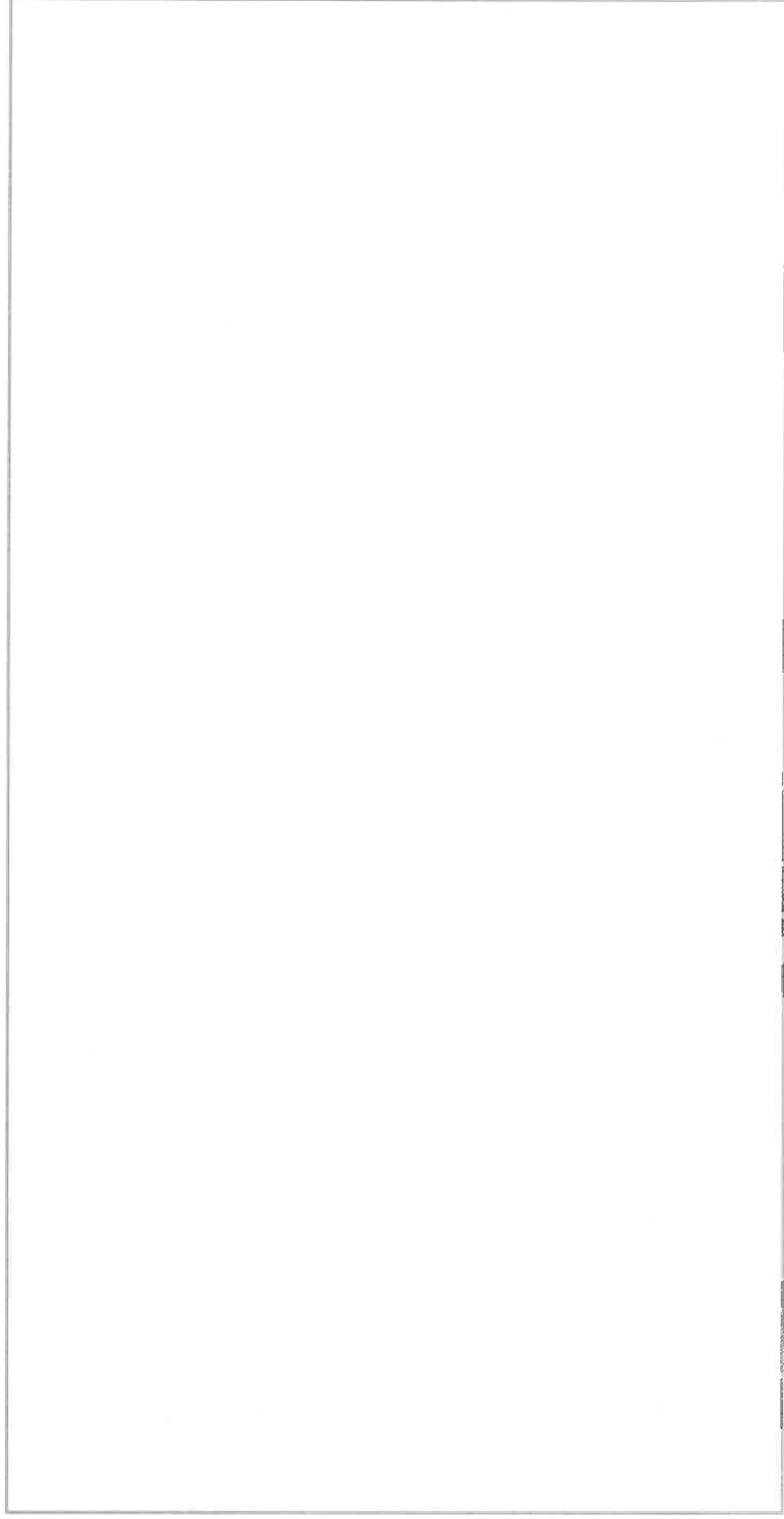
Rhyme Time



scales nails	side ride	gold told	stein mine

sold	rails	sign	mould	died	gaols	lied	tales	fold	gales	guide	sighed	tails
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My Perfect Dragon - Picture



My Perfect Dragon

- Write sentences with the word *and* in them to describe you're your dragon looks like. *My dragon is green with a long tail and a huge horn on its head, etc.*
- Think about all the things your pet dragon would be really useful for. Write sentences about your dragon with the word *because* in them to say why or how it would be useful. *My dragon would be useful for cooking because it could make toast with its flames, etc.*



Here be Dragons!

liat

lawc

nwig

rhon

gel

cnek

yee

psiek

slaces

touhm

ttehe

lamfe

Here be Dragons!

Answers

<i>tail</i>	<i>claw</i>
<i>wing</i>	<i>horn</i>
<i>leg</i>	<i>neck</i>
<i>eye</i>	<i>spike</i>
<i>scales</i>	<i>mouth</i>
<i>teeth</i>	<i>flame</i>

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 *Custard the Dragon* by Ogden Nash. Read it slowly talking about it as you go. Make sure that you understand how brave Custard is!

- Discuss what was your favourite part of the poem.

2. Describing characters

Read the names of each of the characters on *Custard's Family*.

- Write a sentence or two describing each one. Use the word *and* to join ideas in your sentence. *Blink is a small mouse and she has grey fur. She is brave and chases lions down the stairs.*
- If you need to, go back to the poem to check what the characters are like and what they do.

3. Let's get ready to write

Imagine that Custard and his friends climbed into their little red wagon and went on holiday. Write the story of where everyone went, following the instructions on *Write about Custard's Holiday*.

Now try these Fun-Time Extras

- Draw a picture to go with your story.
- Read your story out loud to your family.

Custard the Dragon



Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink,
And the little grey mouse, she called her Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him
Custard.

Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.

Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him
Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

Belinda giggled till she shook the house,
And Blink said Week!, which is giggling for a
mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked
around.
Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

Belinda paled, and she cried, Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the
household,
And little mouse Blink strategically mouseholed.

But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.

Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pyrate.

Belinda still lives in her little white house,
With her little black kitten and her little grey
mouse,
And her little yellow dog and her little red
wagon,
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs,
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.

Ogden Nash,
The Tale of Custard the Dragon
1935

Custard's Family

<i>Belinda</i>	<hr/> <hr/> <hr/>
<i>Blink</i>	<hr/> <hr/> <hr/>
<i>Ink</i>	<hr/> <hr/> <hr/>
<i>Mustard</i>	<hr/> <hr/> <hr/>
<i>Custard</i>	<hr/> <hr/> <hr/>

Write about Custard's Holiday

Imagine that Custard and his friends climbed into their little red wagon and went on holiday.

- Where did Custard and the others go? Maybe the seaside or London, a camp site – or America!
- What did they do when they got there? Swam, went bicycling, played games, visited friends, etc.
- On *Custard's Holiday*, write the story of where everyone went on their holiday in your best handwriting. *One day, Custard and his friends went on holiday to...*
- Say one thing that Custard did on the holiday. Do the same for each of the other characters – Belinda, Ink, Blink and Mustard.

Custard's Holiday

A picture of Custard and his friends on holiday

