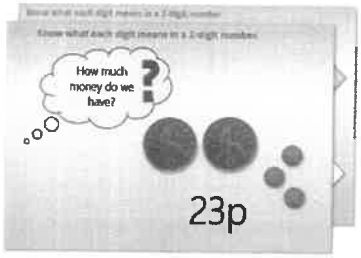
Year 1: Week 1, Day 1
Make 2-digit numbers; place them on a number line

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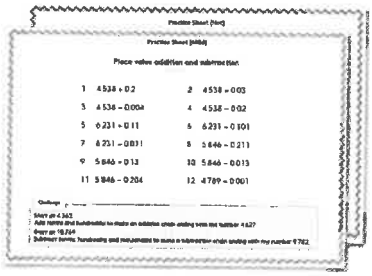
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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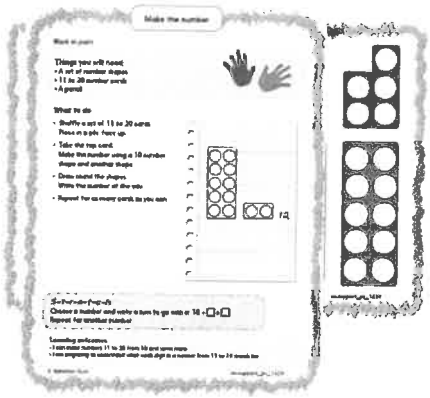
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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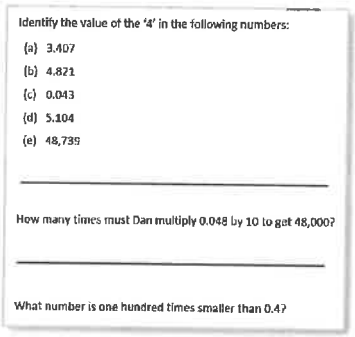
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!


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

(a) 3.407

(b) 4.821

(c) 0.043

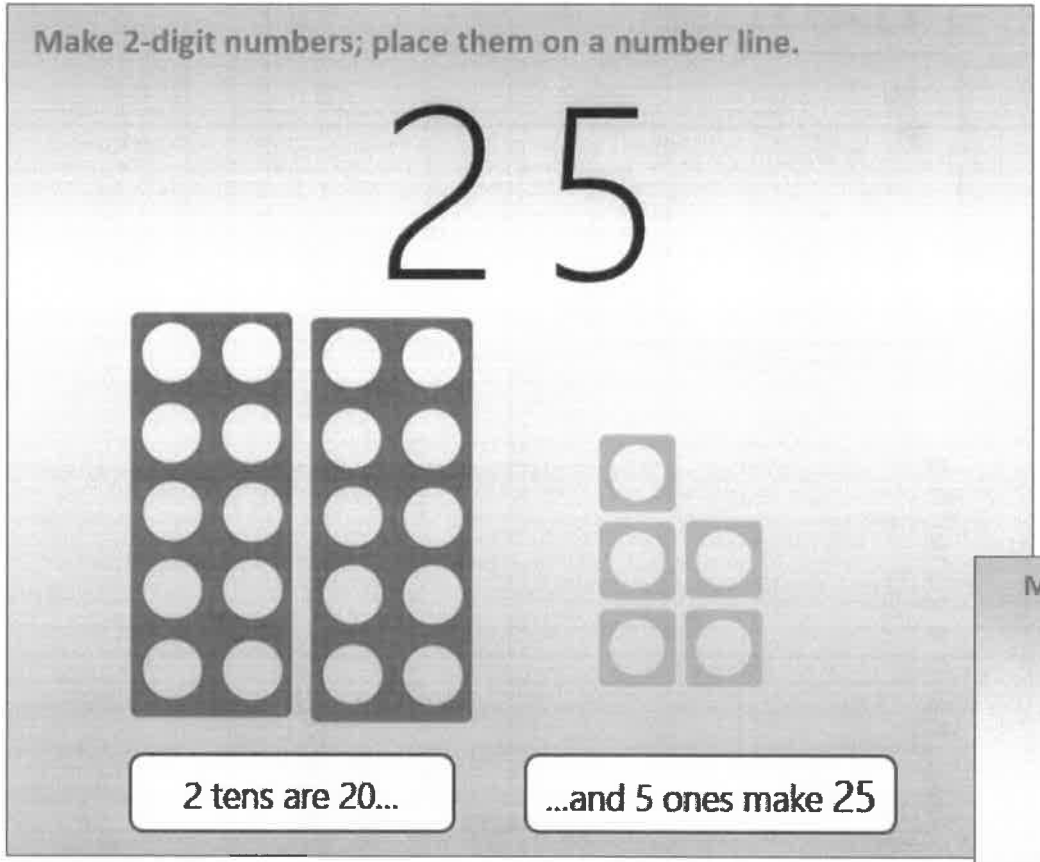
(d) 5.104

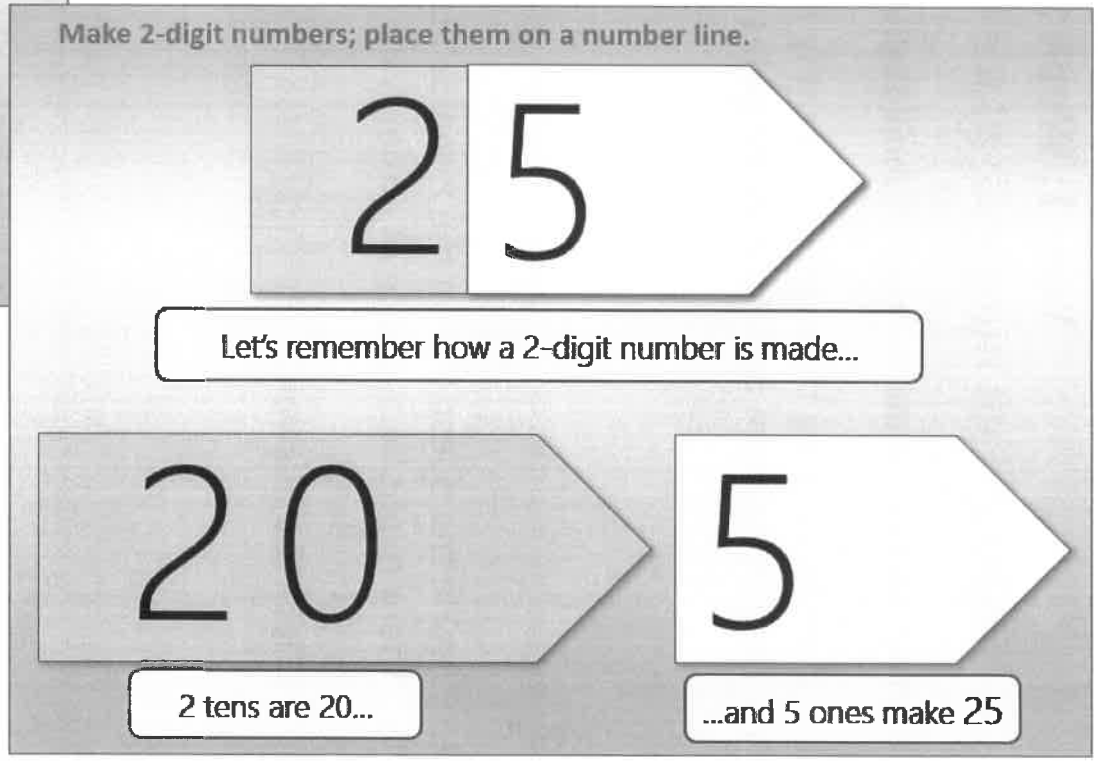
(e) 48,739

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

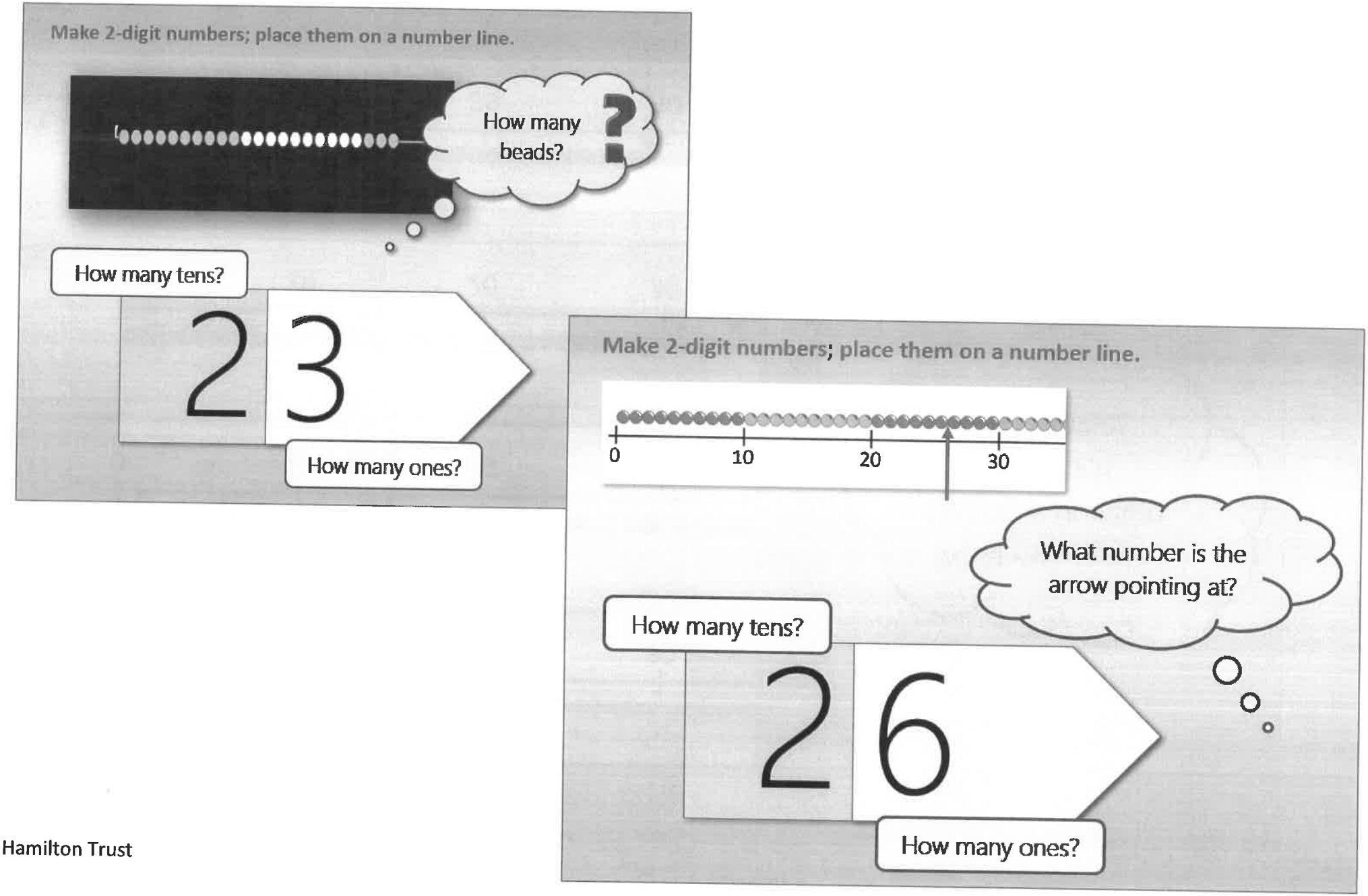
What number is one hundred times smaller than 0.4?

Learning Reminders

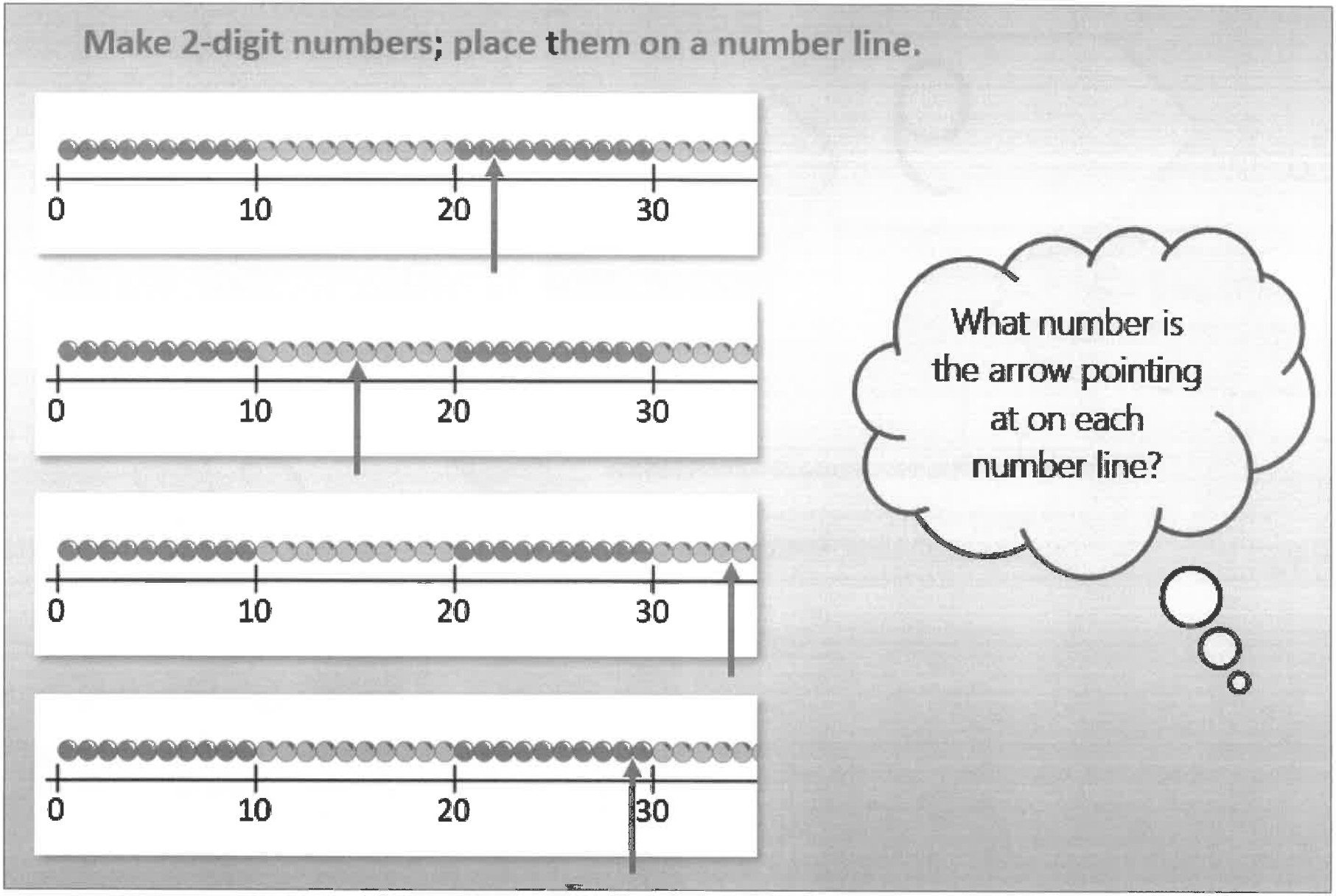




Learning Reminders

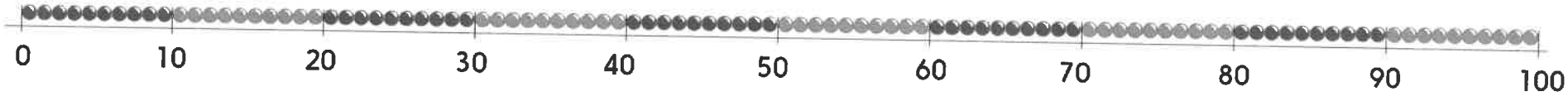


Learning Reminders



Practice Sheet Mild

Find the numbers



Mark these numbers on the line:

23 58 75 12 61 83 88 24 32 47

Practice Sheet Hot
Find the numbers

Mark the numbers on the line:

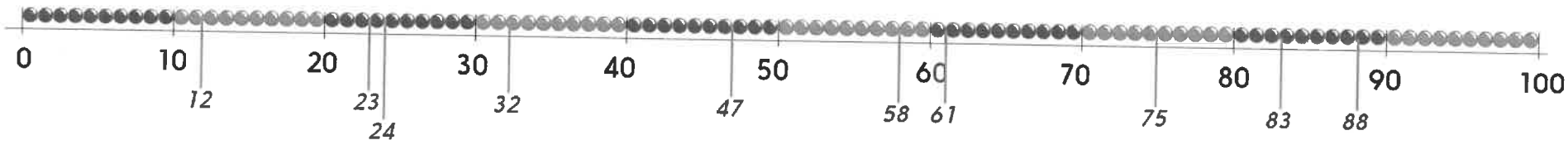
23 58 75 12 61 83 79 24 32 47 96

Challenge

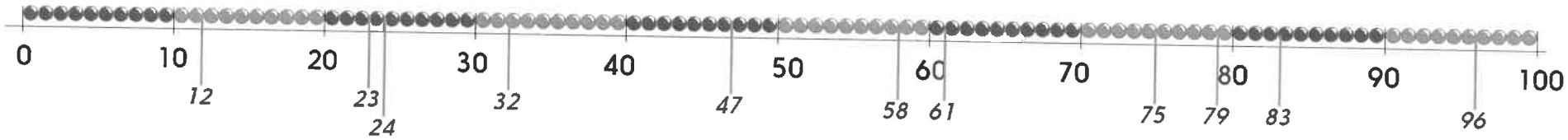
Draw three arrows on the line. Ask a partner to write the numbers they show.

Practice Sheets Answers

Find the numbers (mild)



Find the numbers (hot)



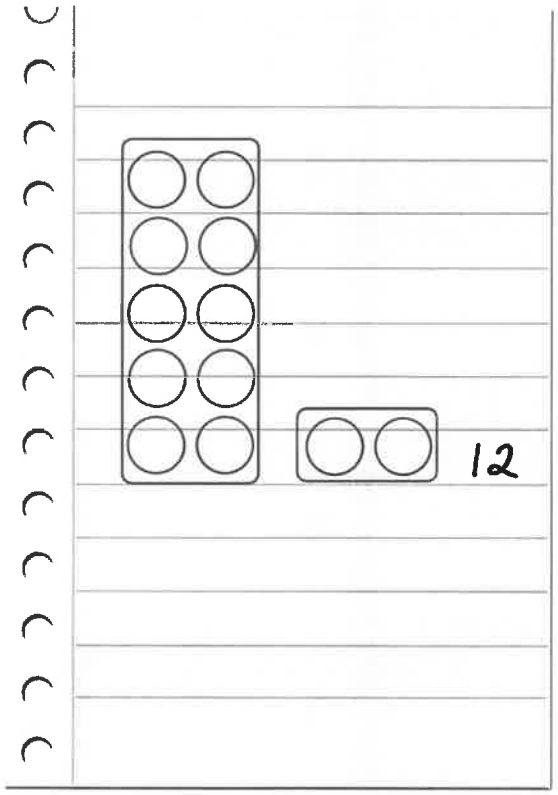
A Bit Stuck?
Make the number

Work in pairs

Things you will need:
- A set of number shapes
- 11 to 20 number cards
- A pencil

What to do:

- Shuffle a set of 11 to 20 cards. Place in a pile, face up.
- Take the top card. Make this number using a 10 number shape and another shape.
- Draw round the shapes. Write the number at the side.
- Repeat for as many cards as you can.

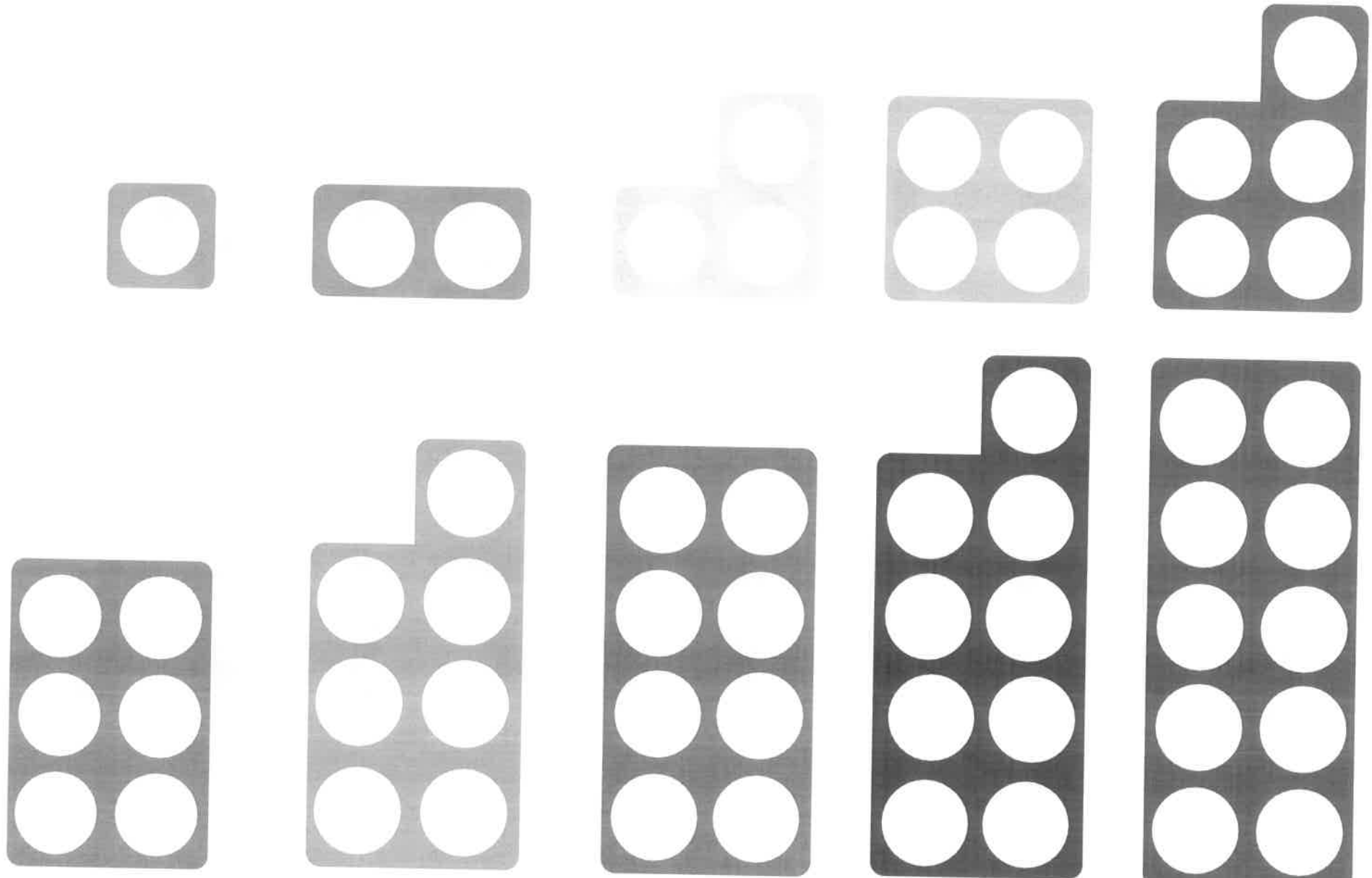


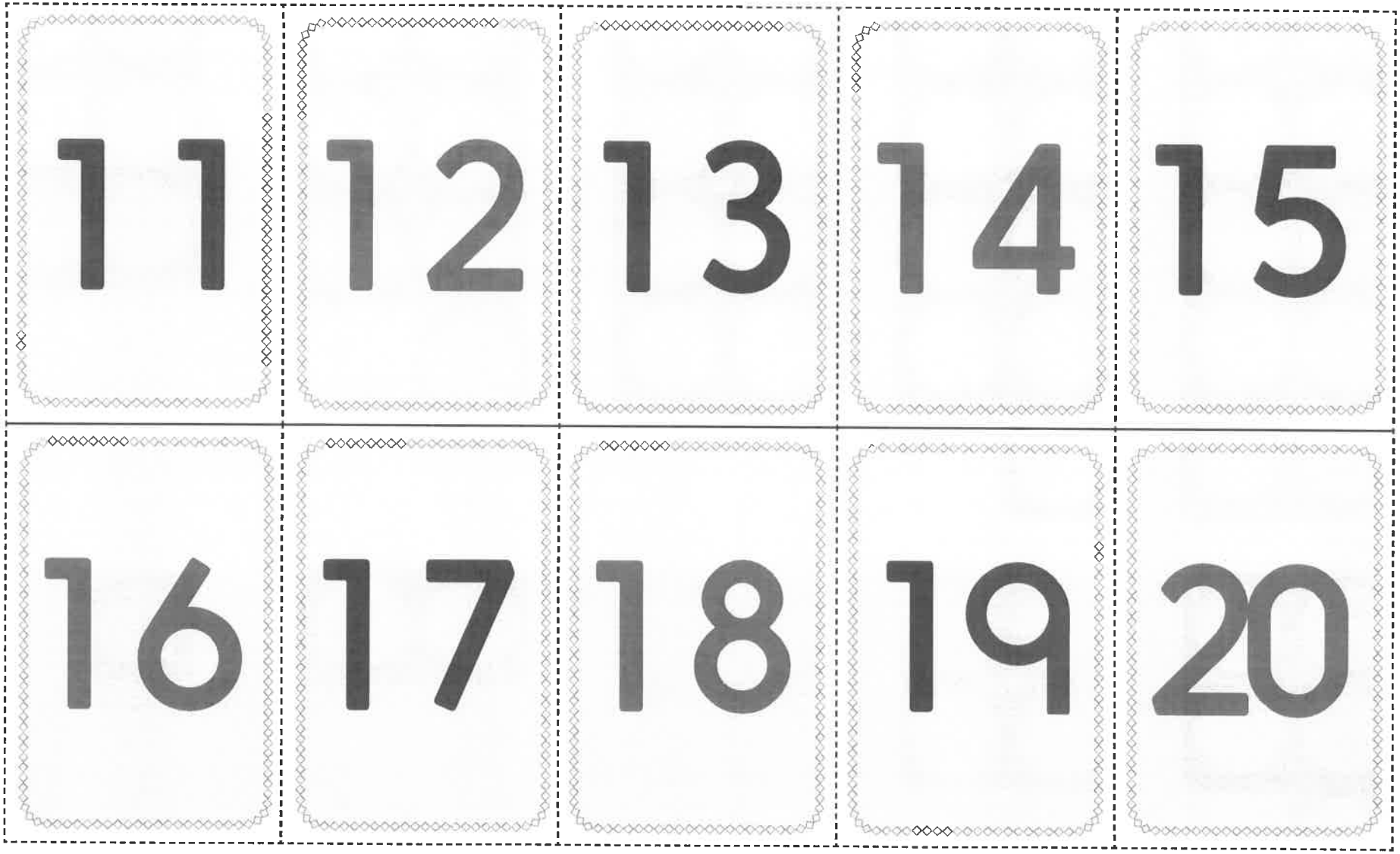
S-t-r-e-t-c-h:

Choose a number and write a sum to go with it. 10 + ☐ = ☐
Repeat for another number.

Learning outcomes:
- I can make numbers 11 to 20 from 10 and some more.
- I am beginning to understand what each digit in a number from 11 to 19 stands for.

A Bit Stuck?
Make the number



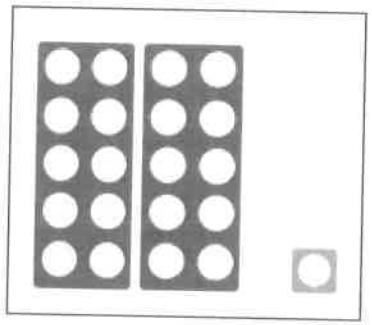


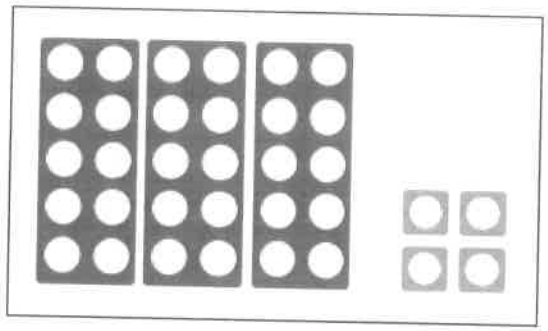
Check your understanding
Questions

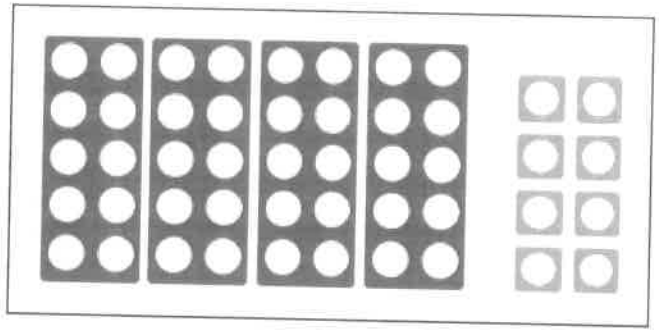
Say how many 10s and how many 1s are in each of these numbers:

46 19 34 21 50 72 81 18 23 6

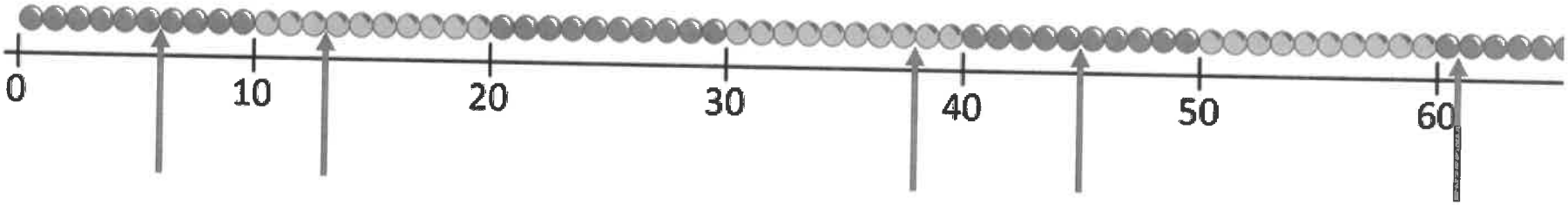
What 2-digit numbers are represented by these sets of number shapes?







What number is each arrow pointing to?



Check your understanding

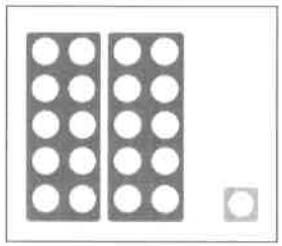
Answers

Say how many 10s and how many 1s are in each of these numbers:

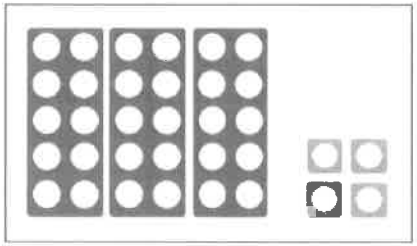
	10s	1s
46	4	1
19	1	9
34	3	4
21	2	1
50	5	0

	10s	1s
72	7	2
81	8	1
18	1	8
23	2	3
6	0	6

What 2-digit numbers are represented by these sets of number shapes?



21



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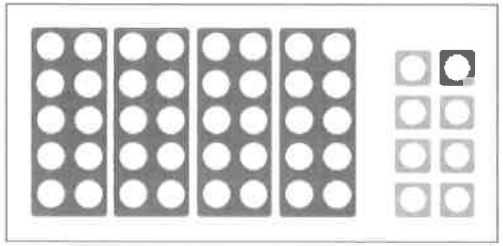
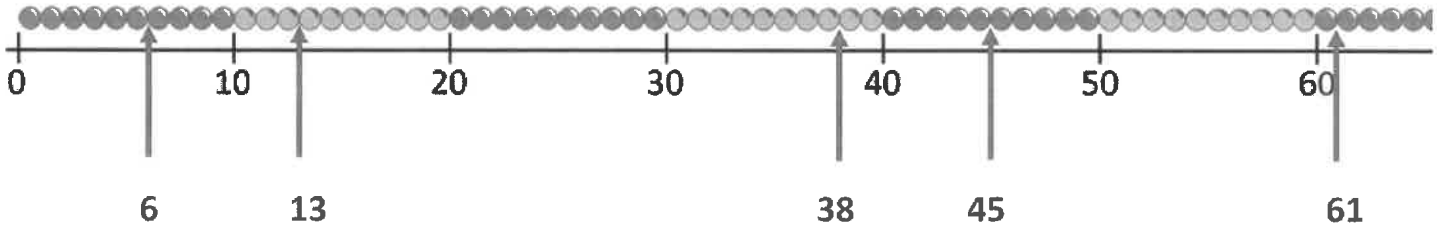


48

What number is each arrow pointing to?



Year 1: Week 1, Day 2
Count money in 10ps and 1ps

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

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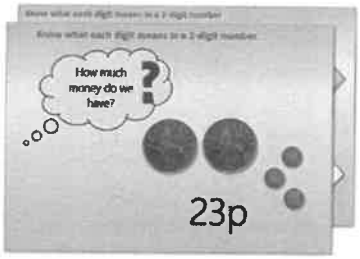

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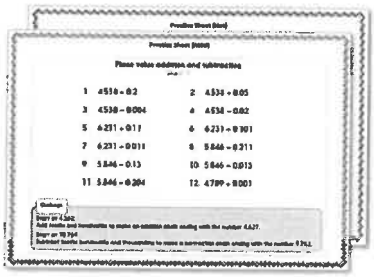

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3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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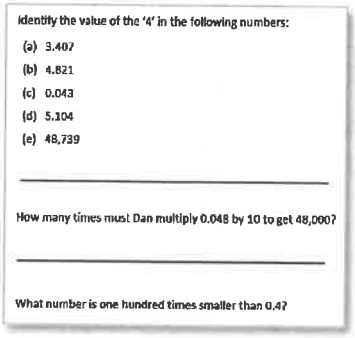
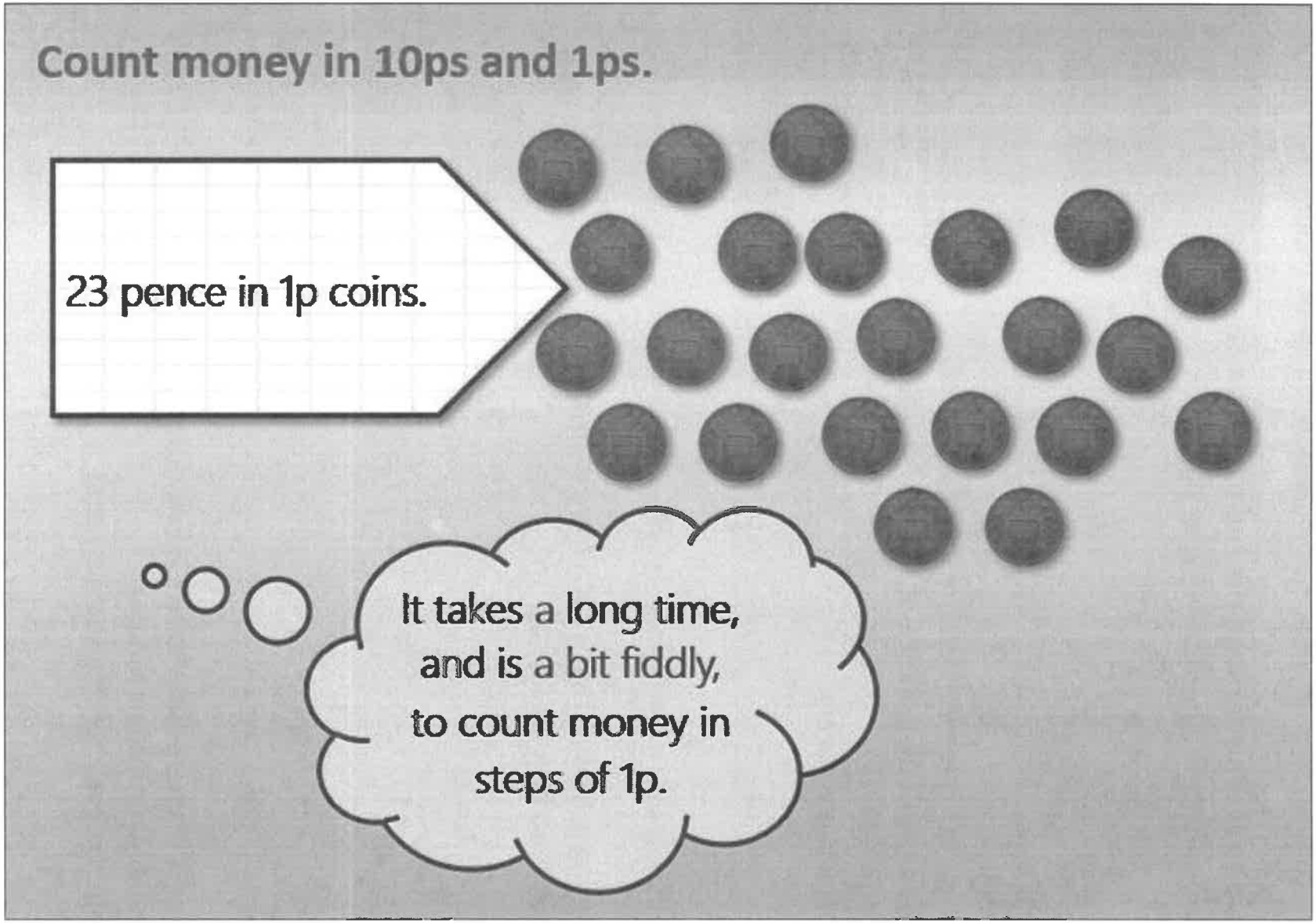
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



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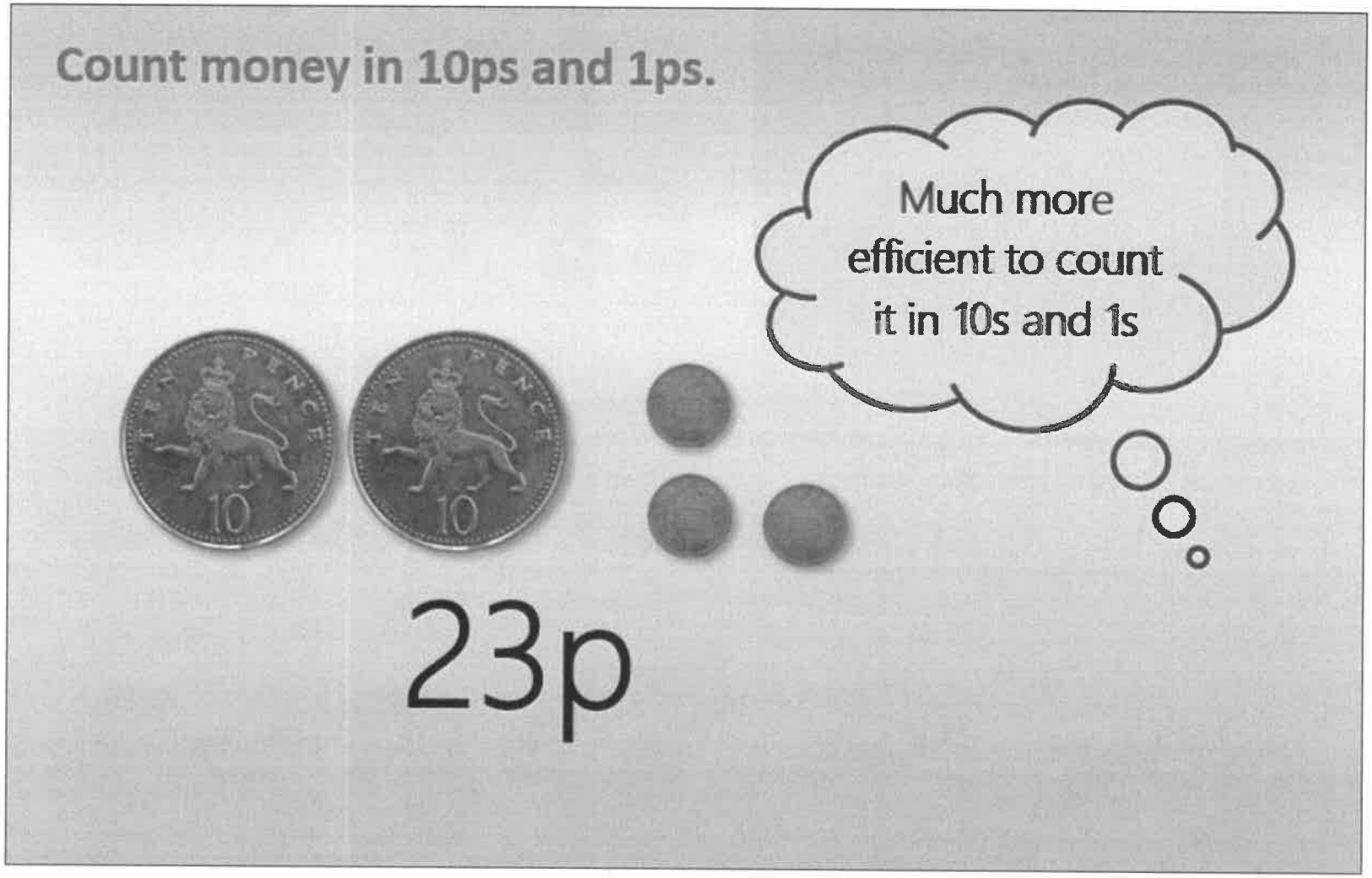

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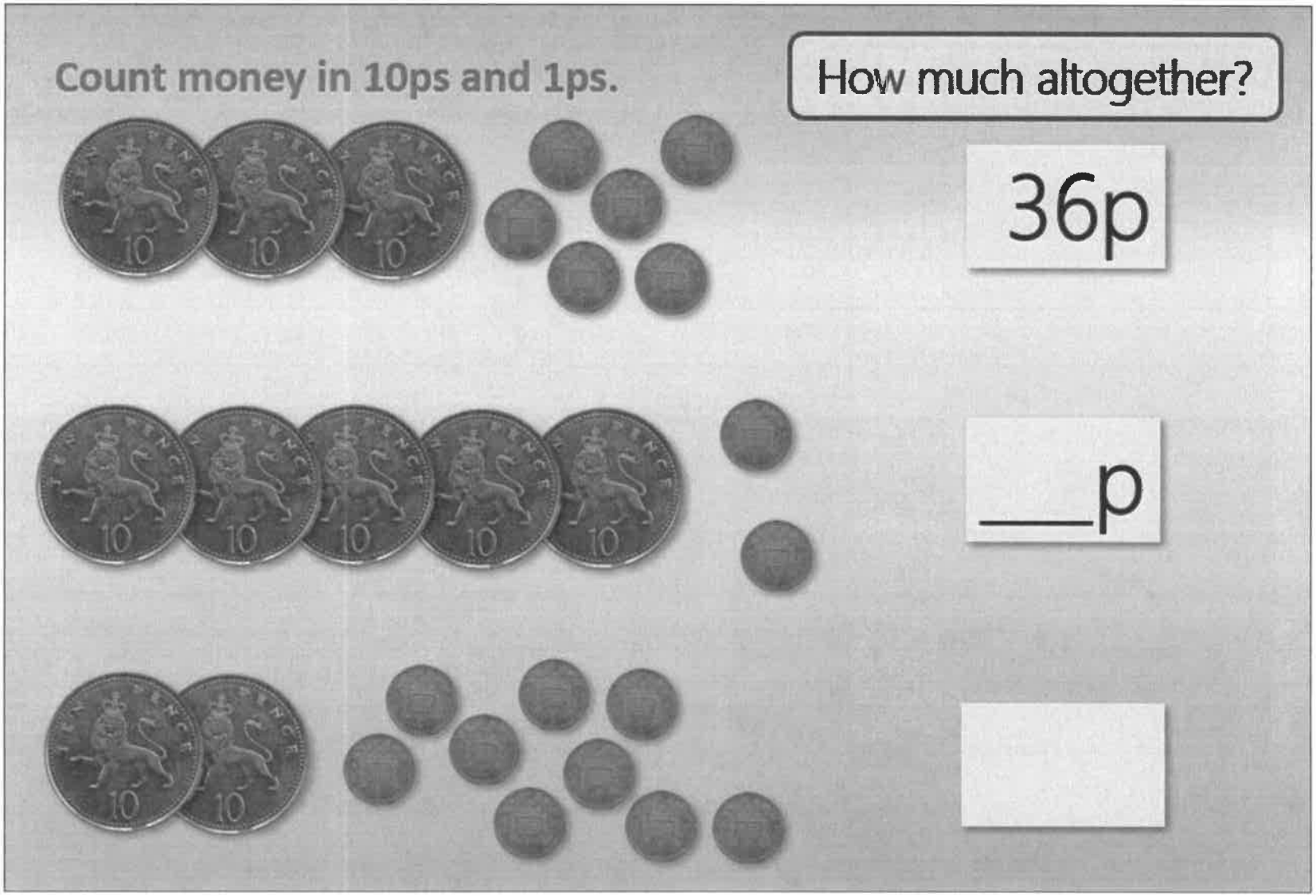
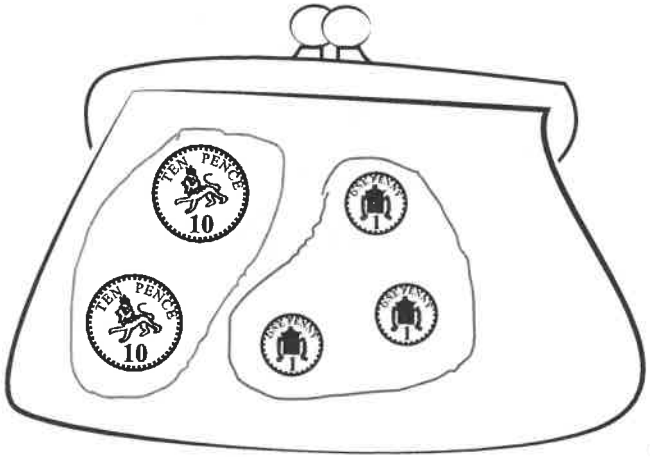


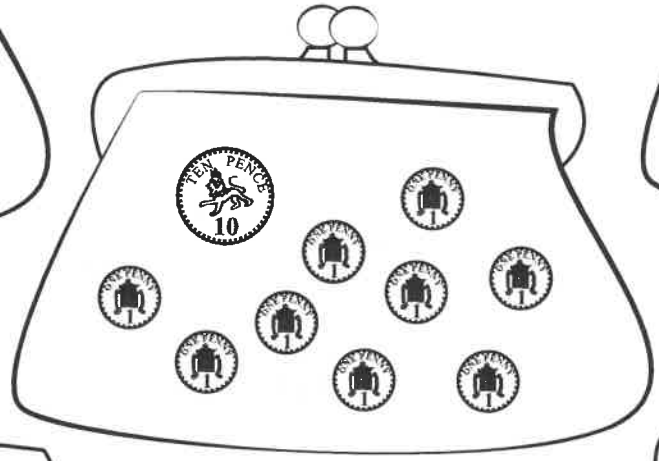
Practice Sheet Mild

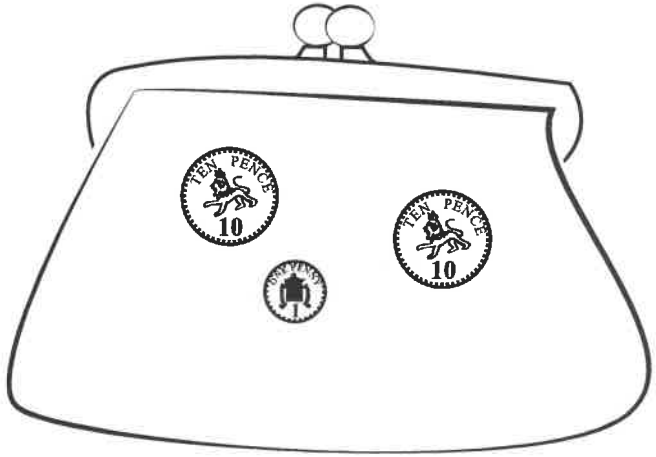
How much money?

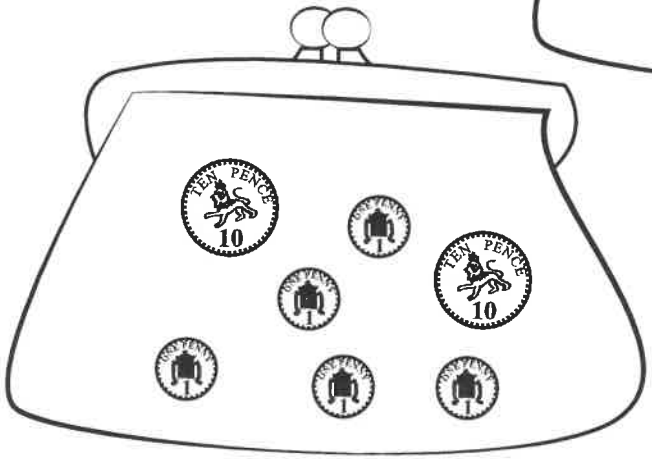
Work out how much money is in each purse by counting the 10ps and then the 1ps. Write the amount underneath.

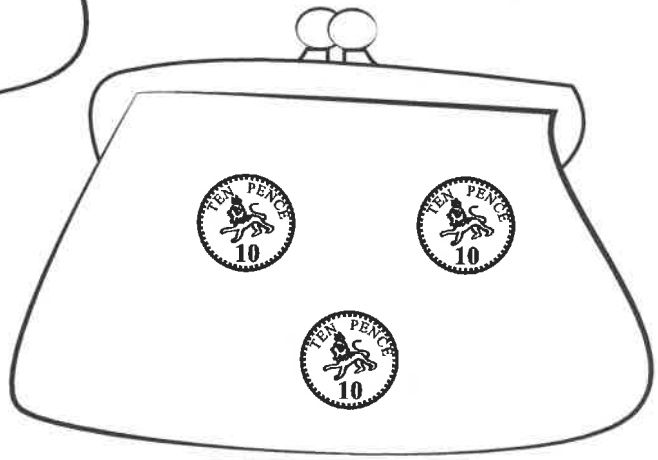


23p





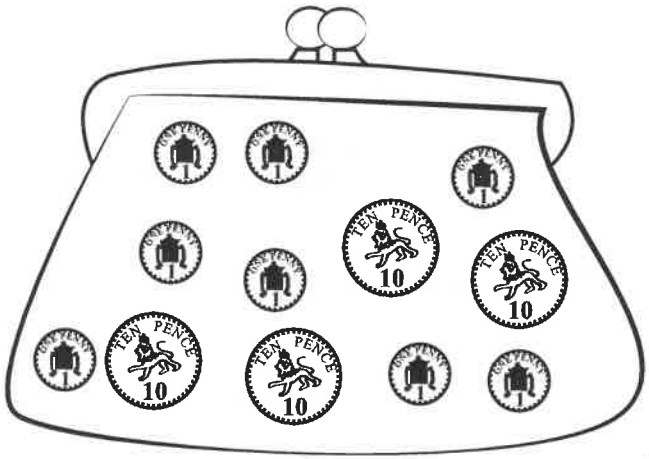


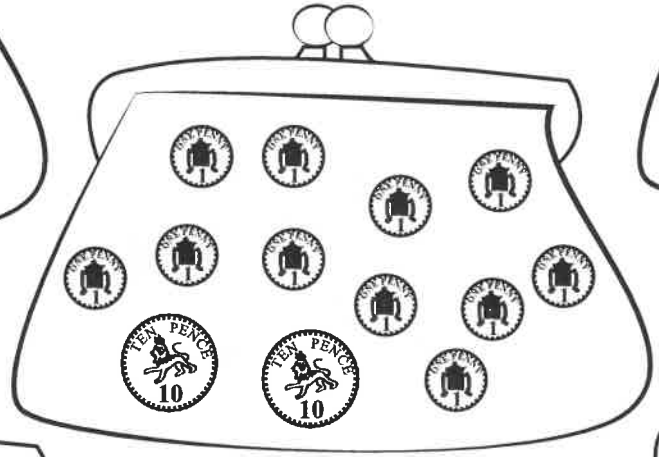


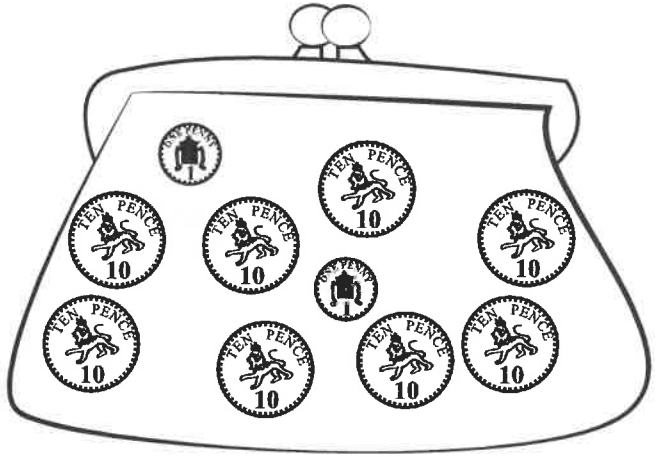
Practice Sheet Hot

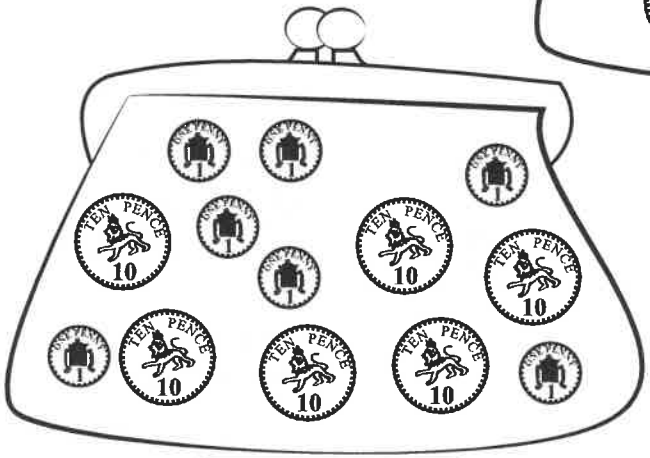
How much money?

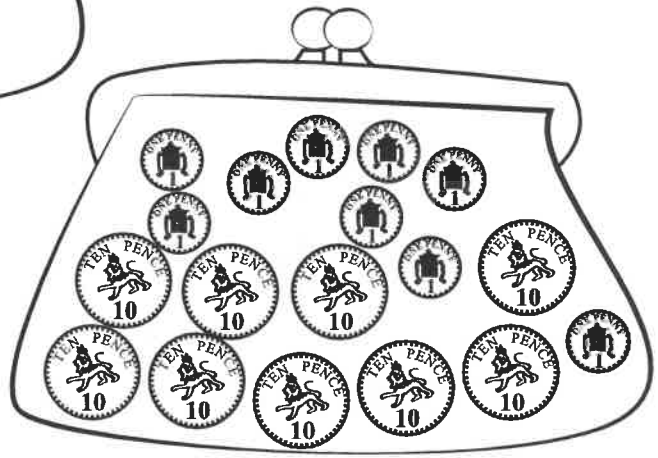
Work out how much money is in each purse by counting the 10ps and then the 1ps. Write the amount underneath.











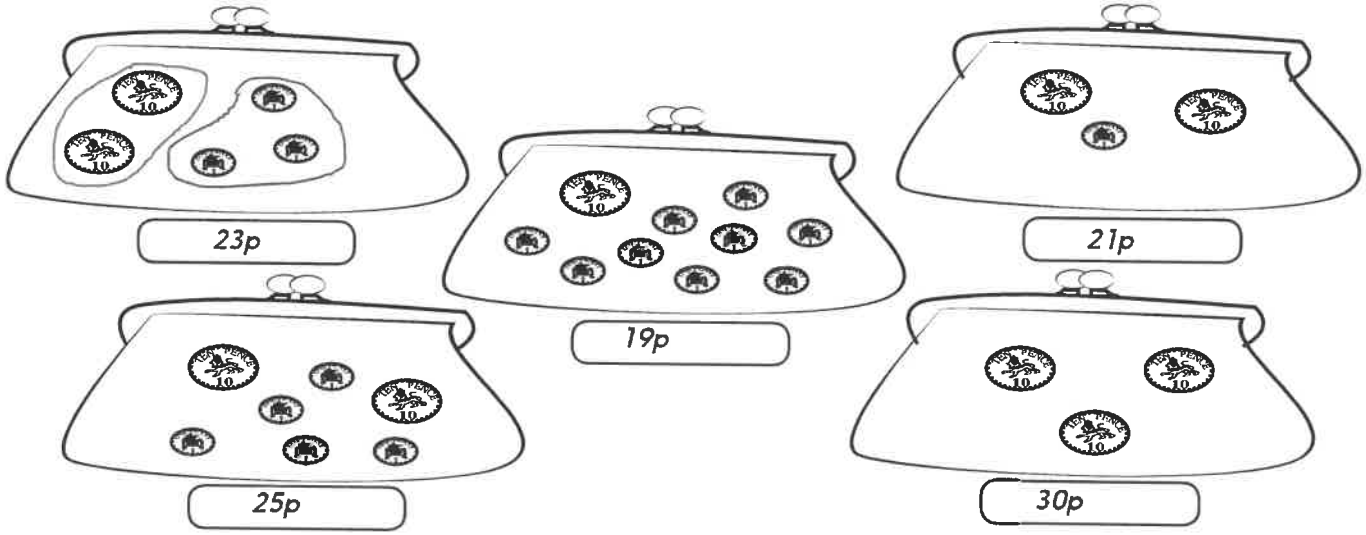
Challenge

Katy says, 'I have 38p in my purse'.

Draw her purse and her coins.

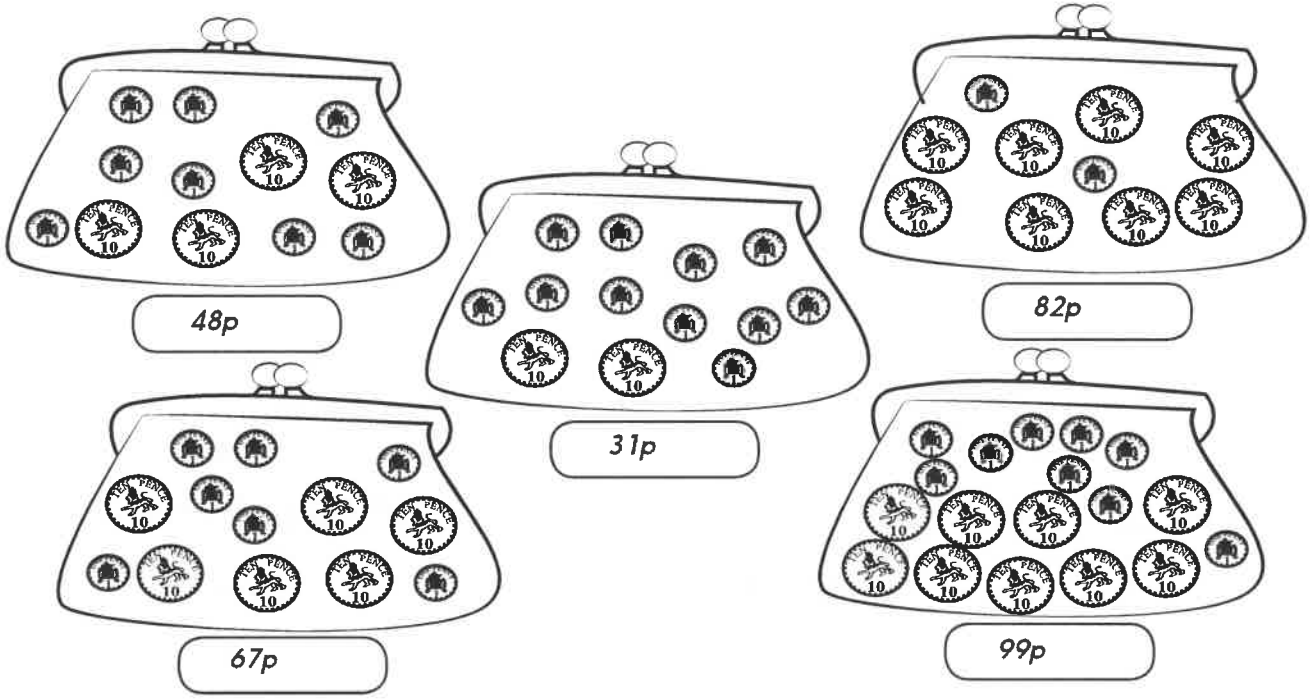
Practice Sheets Answers

How much money? (mild)



Practice Sheets Answers Continued

How much money? (hot)



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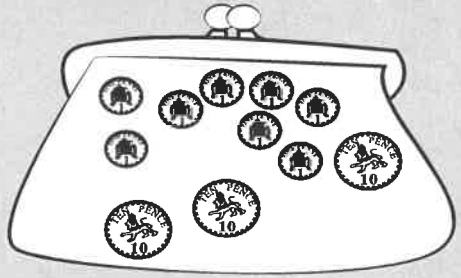


A Bit Stuck?
Money makers

Work in pairs

Things you will need:
- Two 10p coins and ten 1p coins
- 11 to 20 number cards
- A pencil

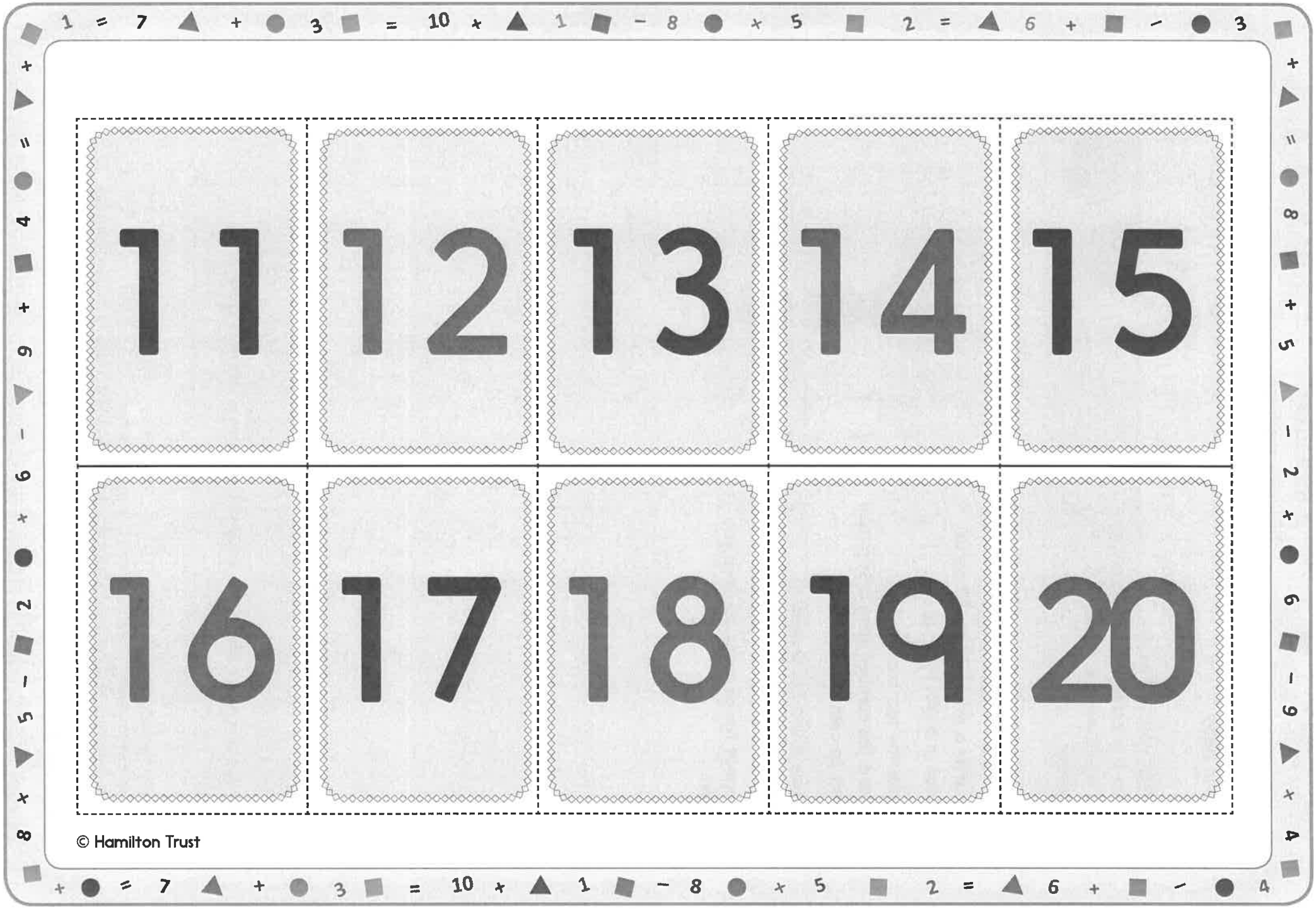
What to do:

- Shuffle a set of 11 to 20 cards. Place in a pile, face up.
- Take the top card. Make this number using a 10p coin and 1p coins.
- Draw round the shapes. Write the amount at the side.
- Repeat for as many cards as you can.

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

Choose a number and write a sum to go with it. 10p + ☐ = ☐
Repeat for another number.

Learning outcomes:
- I can make numbers 11 to 20 from 10 and some more.
- I am beginning to understand what each digit in a number from 11 to 19 stands for.



Check your understanding
Questions

How many 10ps and 1ps in each amount?

10ps		1ps	
3	and	6	= 36p
4	and	8	= ☐p
☐	and	2	= 52p
7	and	☐	= 70p

Fold here to hide answers

Check your understanding
Answers

How many 10ps and 1ps in each amount?

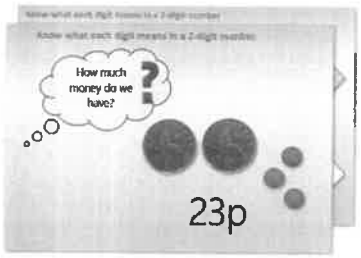
10ps		1ps	
3	and	6	= 36p
4	and	8	= 48p
5	and	2	= 52p
7	and	0	= 70p

Support or check by counting out real 10p and 1p coins.

Year 1: Week 1, Day 3
Finding 1 more/less than a number

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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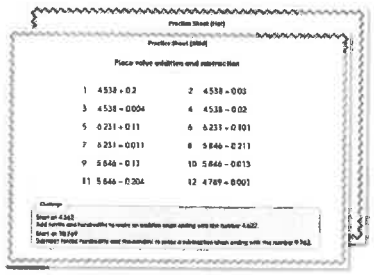

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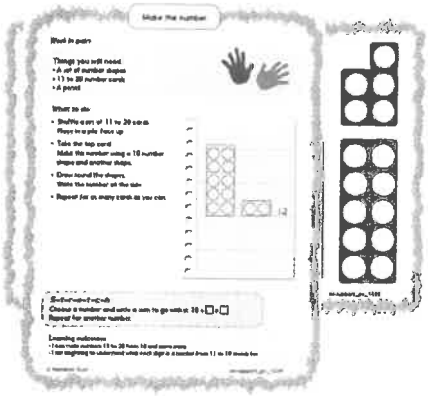
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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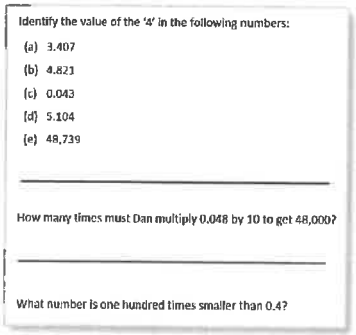
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!


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

(a) 3.407

(b) 4.823

(c) 0.043

(d) 5.104

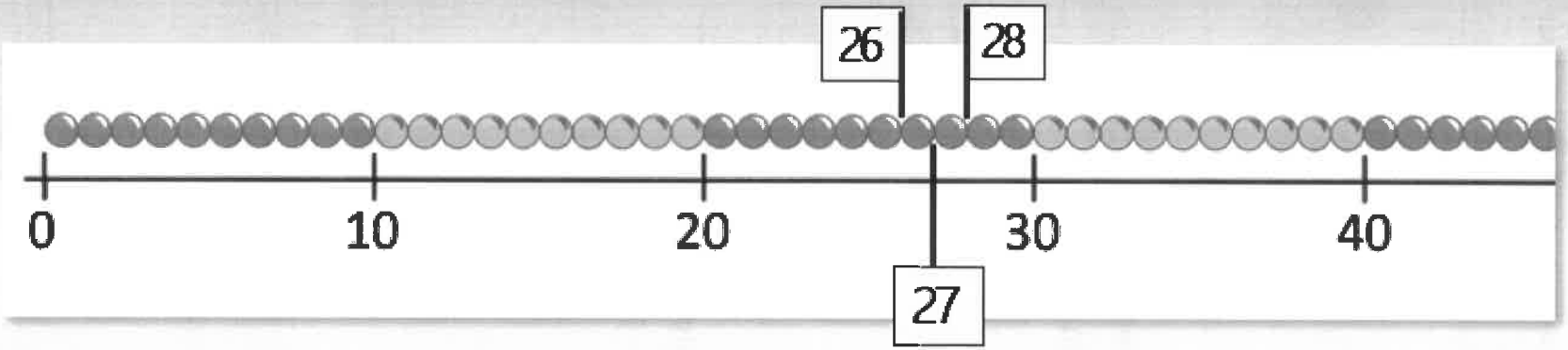
(e) 48,739

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

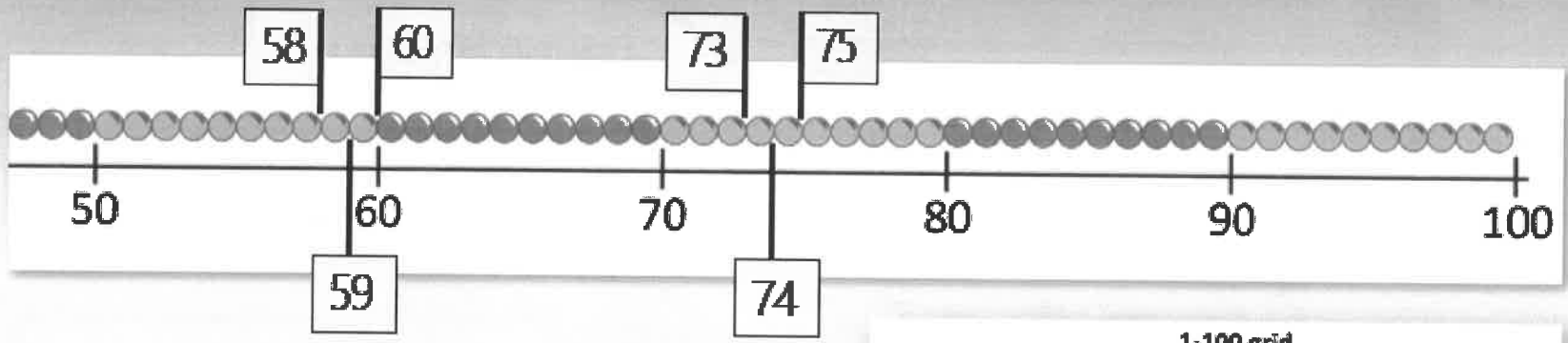
Find one more and one less than any 2-digit number.



Look at the numbers 1 more and 1 less than 27 on the beaded line...

Learning Reminders

Find one more and one less than any 2-digit number.



Find 1 more and 1 less than 59.

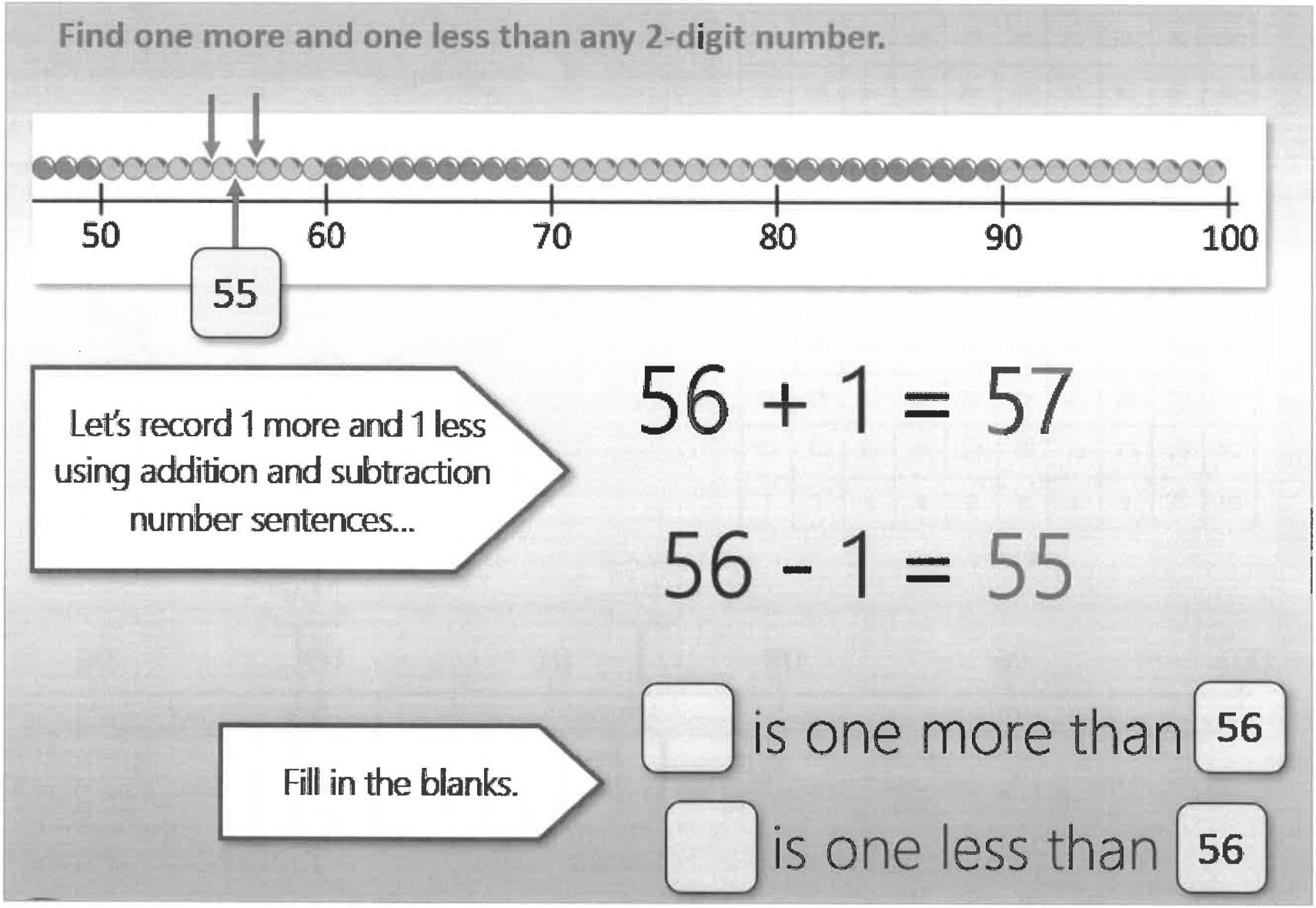
Find 1 more and 1 less than 74.

We can show these on the 1-100 grid too.

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

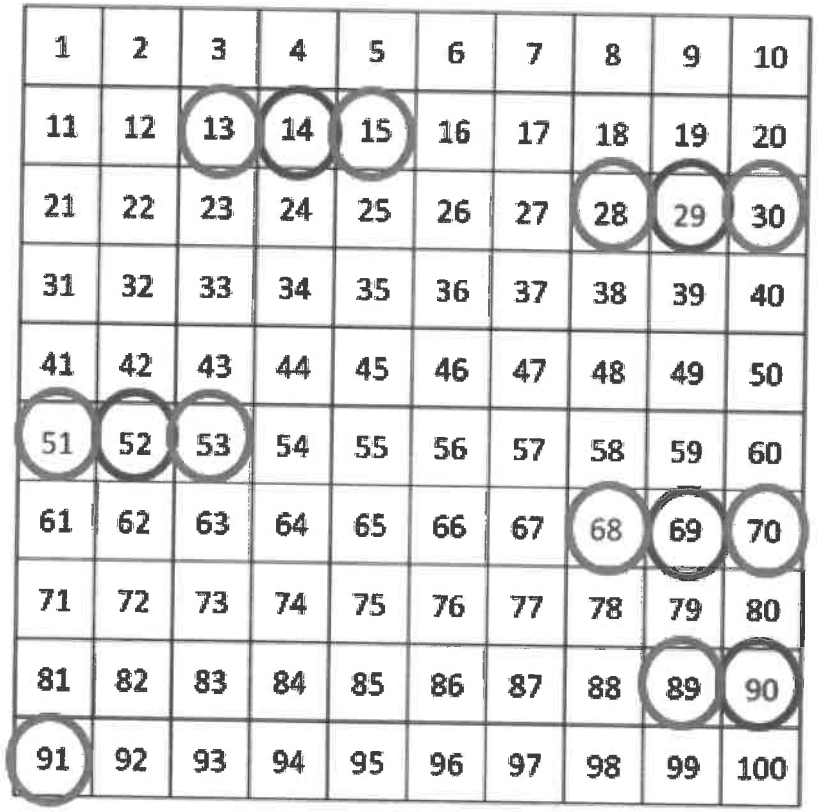
Learning Reminders



Learning Reminders

Find one more and one less than any 2-digit number.

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

Write a number sentence to describe the 1 more and 1 less facts shown by the ringed numbers.

14 + 1 = ___ 14 – 1 = ___

Practice Sheet Mild (sheet 1)
One more/one less

Find one more and one less than the numbers in the middle column. Write 5 addition and 5 subtraction number sentences to describe your choice of 1 more/1 less relationships.

One less	Number	One more
	12	
	17	
	13	
	20	
	22	
	33	
	48	
	64	
	39	
	50	
	59	
	61	

Practice Sheet Mild (sheet 2)
Missing numbers - one more/one less

Look at the number square. There are lots of missing numbers.
Use the numbers one less and one more than the blank squares to work out what the missing numbers are (up to 60).

1	2	3		5	6	7	8	9	
11	12		14	15		17	18		20
	22	23	24	25	26	27		29	
31	32		34	35	36		38	39	40
	42	43		45	46	47	48		50
51		53	54		56	57	58	59	
61	62		64	65	66		68		
71			74	75	76	77			80
	82	83	84	85	86	87		89	
	92	93	94	95	96		98		

Practice Sheet Hot (sheet 1)
Missing numbers - one more/one less

Find one more and one less than the numbers in the middle column.
Write 5 addition and 5 subtraction number sentences to describe your choice of 1 more/1 less relationships.

One less	Number	One more
	12	
	17	
	13	
	20	
	22	
	33	
	48	
	64	
	39	
	50	
	59	
	61	

Challenge

The number one less than the number I am thinking of is 75. What is my number?
The number one more than the number I am thinking of is 69. What is my number?
The number one less than the number I am thinking of is 29. What is my number?

Practice Sheet Hot (sheet 2)
Missing numbers - one more/one less

Look at the number square. There are lots of missing numbers.
Use the numbers one less and one more than the blank squares to work out what the missing numbers are.

1	2	3		5	6	7	8	9	
11	12		14	15		17	18		20
	22	23	24	25	26	27		29	
31	32		34	35	36		38	39	40
	42	43		45	46	47	48		50
51		53	54		56	57	58	59	
61	62		64	65	66		68		
71			74	75	76	77			80
	82	83	84	85	86	87		89	
	92	93	94	95	96		98		

Practice Sheets Answers

One more/one less (mild sheet 1)

One less	Number	One more
11	12	13
16	17	18
12	13	14
19	20	21
21	22	23
32	33	34
47	48	49
63	64	65
38	39	40
49	50	51
58	59	60
60	61	62

Missing numbers - one more/one less (mild sheet 2)

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		64	65	66		68		
71			74	75	76	77			80
	82	83	84	85	86	87		89	
	92	93	94	95	96		98		

Practice Sheets Answers Continued

One more/one less (hot sheet 1)

One less	Number	One more
11	12	13
16	17	18
12	13	14
19	20	21
21	22	23
32	33	34
47	48	49
63	64	65
38	39	40
49	50	51
58	59	60
60	61	62

Challenge

The number one less than the number I am thinking of is 75. What is my number? 76
The number one more than the number I am thinking of is 69. What is my number? 68
The number one less than the number I am thinking of is 29. What is my number? 30

Missing numbers - one more/one less (hot sheet 2)

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

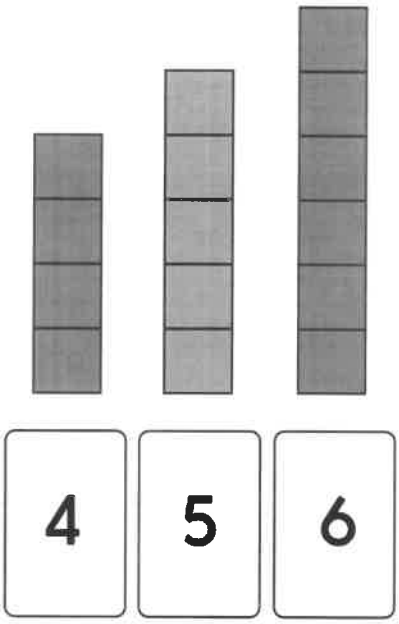
A Bit Stuck?
Tower trios

Work in pairs

Things you will need:
- Lots of cubes (e.g. sugar cubes)/lego bricks etc.
- 1 to 20 number cards

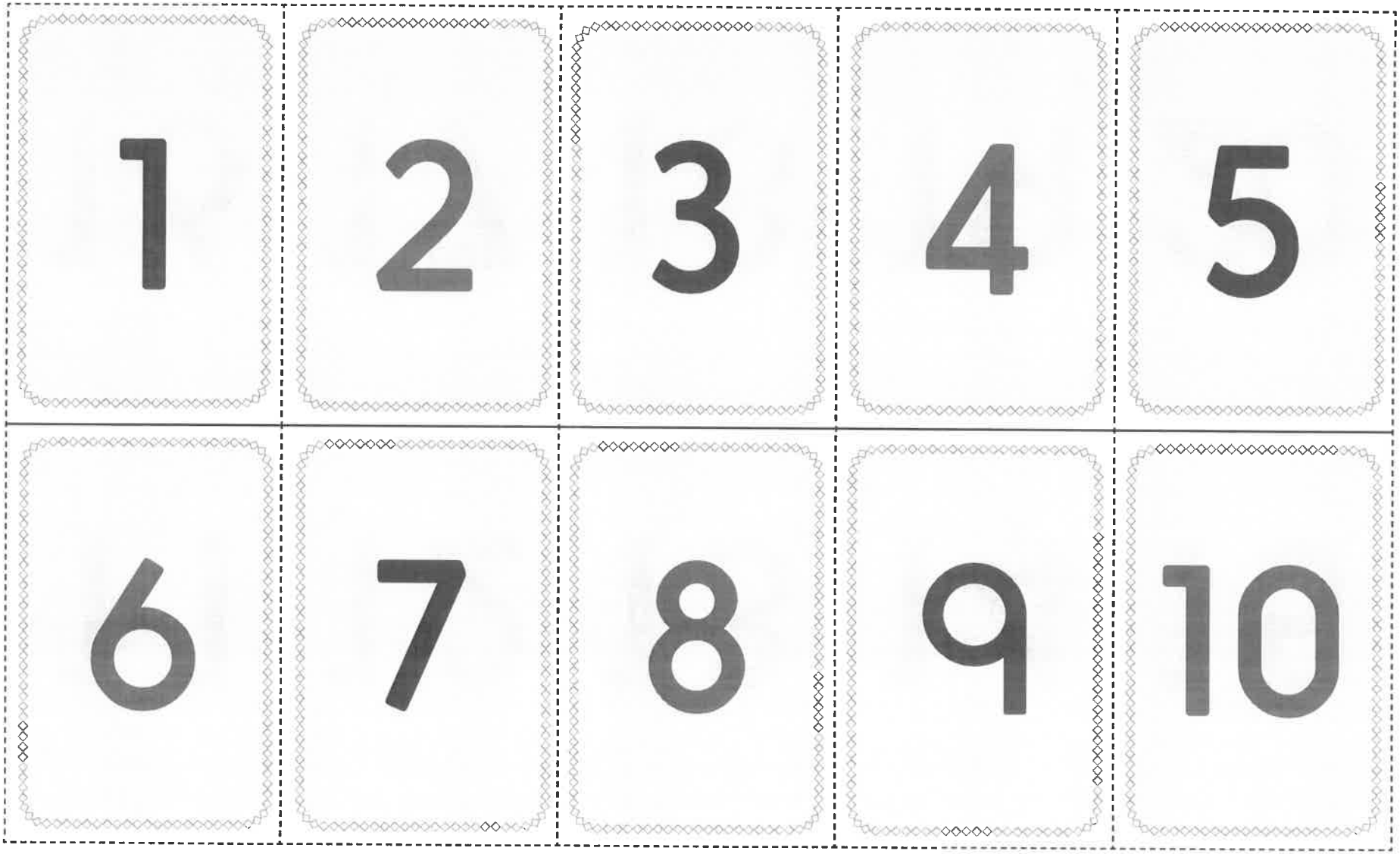
What to do:

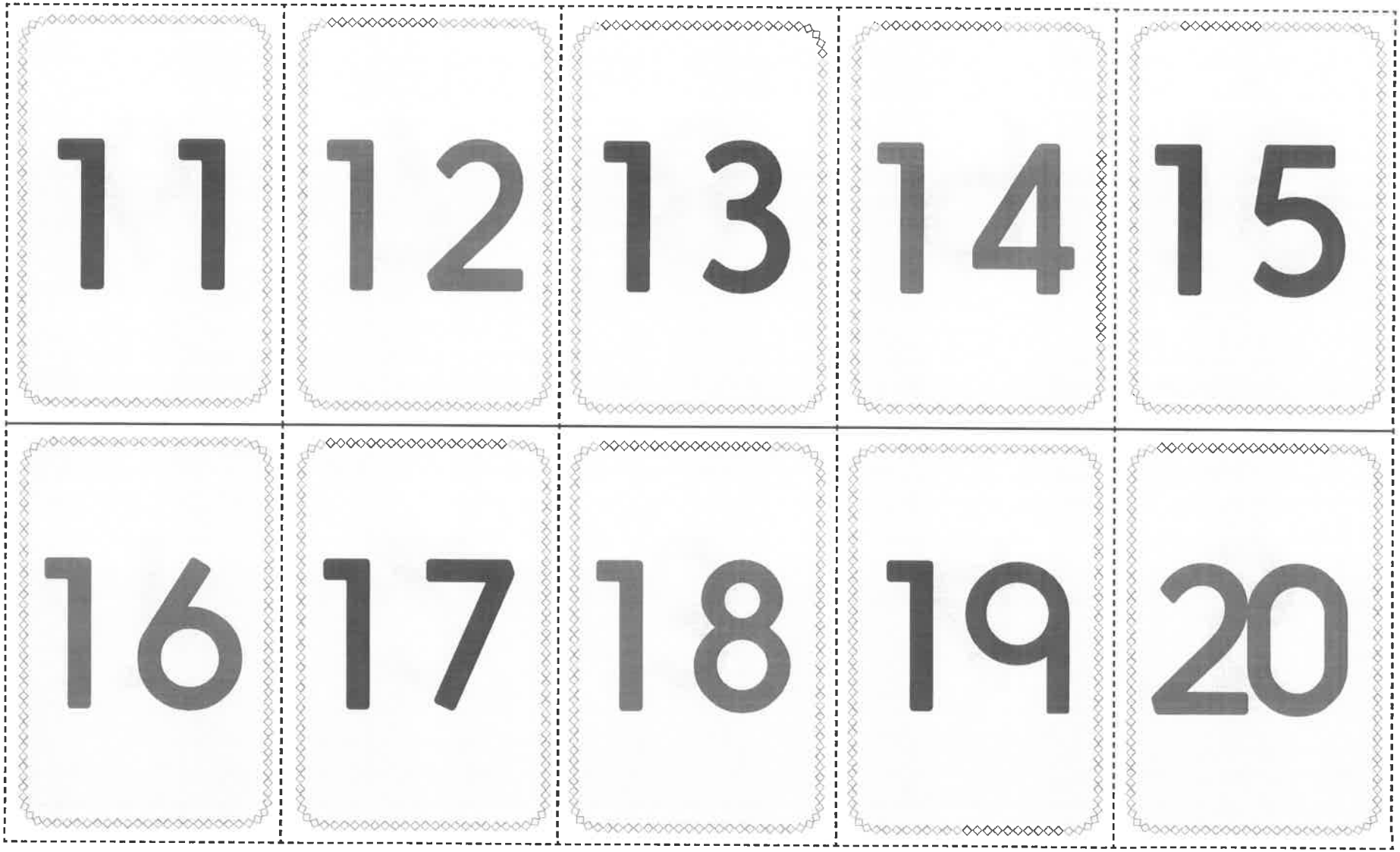
- Pick a card. Make a tower with that number of cubes.
- Make a tower with one more cube. Find the matching number card.
- Make a tower with one less cube. Find the matching number card.
- Repeat for other towers.
- Repeat for as many cards as you can.



S-t-r-e-t-c-h:
Choose a number card. Find the number that is one more.
Find the number that is one less.

Learning outcomes:
- I can find one more and one less than numbers up to 20 using towers of cubes.
- I am beginning to say the number that is one more and one less than numbers up to 20.





Check your understanding
Questions

What is the number after...
(a) 46?
(b) 59?
(c) 80?

What is the number before...
(a) 81?
(b) 70?
(c) 39?

Mystery number... I add one to my number and get 75.
What is my number?

Jim takes one away from his number and gets 52.
What is Jim's number?

Fold here to hide answers

Check your understanding
Answers

What is the number after...
(a) 46? **47**
(b) 59? **60**
(c) 80? **81**

What is the number before...
(a) 81? **80**
(b) 70? **69**
(c) 39? **38**

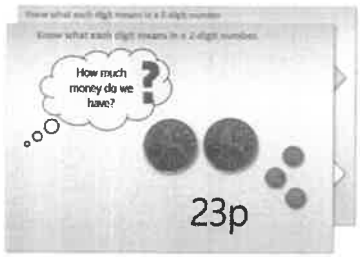
Mystery number... I add one to my number and get 75.
What is my number? **74**

Jim takes one away from his number and gets 52.
What is Jim's number?. **53**

Year 1: Week 1, Day 4
Finding 10 more/less than a number

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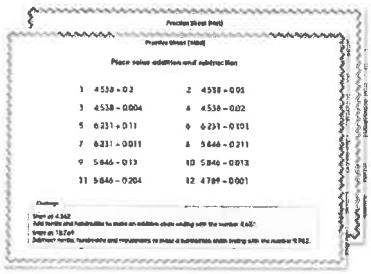
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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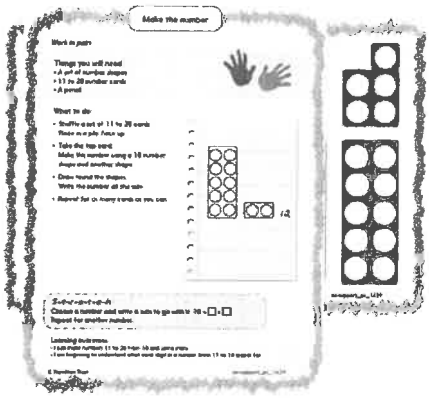
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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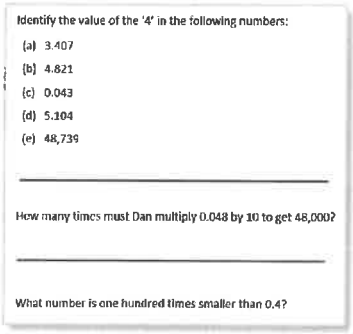
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!


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 10 more and 10 less than any 2-digit number.

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

Remember how Spider counts on in 10s by moving down the grid?

Spider is on 17.
10 more than 17 is 27.
10 more than 27 is 37.
10 more than 37 is 47.
And so on...

Learning Reminders

Find 10 more and 10 less than any 2-digit number.

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		44	45	46	47			
51	52	53	54	55		57			
61	62	63	64	65	66				
71	72	73	74	75	76				
81	82	83	84	85	86	87			
91	92	93	94	95	96	97	98	99	100

Remember how Spider counts back in 10s by moving up the grid?

Spider is on 43.
10 less than 43 is 33.
10 less than 33 is 23.
10 less than 23 is 13.
And so on...

Learning Reminders

Find 10 more and 10 less than any 2-digit number.

1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17		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		
51	52	53	54	55	56	57			
61	62	63	64	65	66	67			
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 less than 18 is 8.
10 more than 18 is 28.

Find 10 more and 10 less than any 2-digit number.

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

10 less than 13 is ____.
10 more than 13 is ____.

10 less than 51 is ____.
10 more than 51 is ____.

10 less than ____ is 66.
10 more than ____ is 86.

Practice Sheet (all children)
Ten more/ten less

Ten less		Ten more
	20	
	13	
	29	
	35	
	40	
	42	
	57	
	69	
	74	
	88	
	90	

Challenge

Choose your own numbers for these.

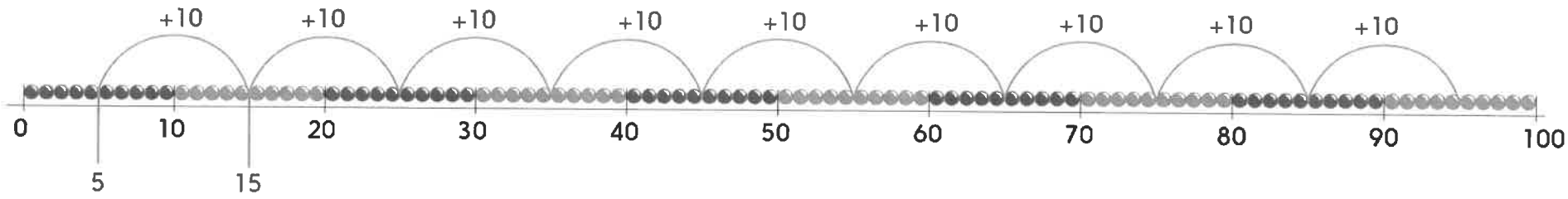
Practice Sheet Answers

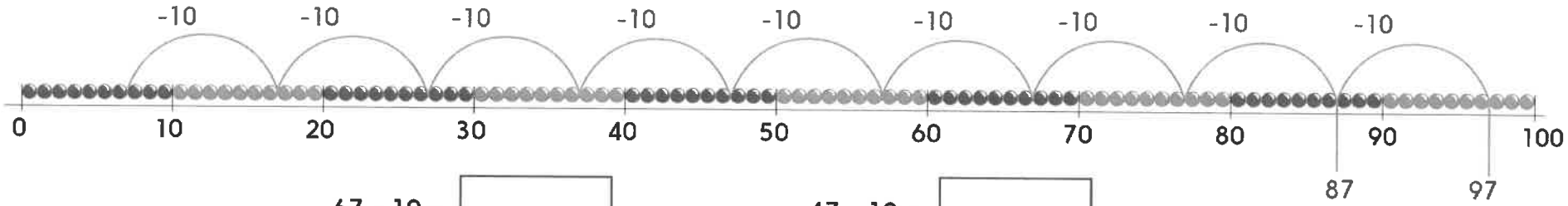
Ten more, ten less (all children)

10	20	30
3	13	23
19	29	39
25	35	45
30	40	50
32	42	52
47	57	67
59	69	79
64	74	84
78	88	98
80	90	100

Practice Sheet - Extra Challenge

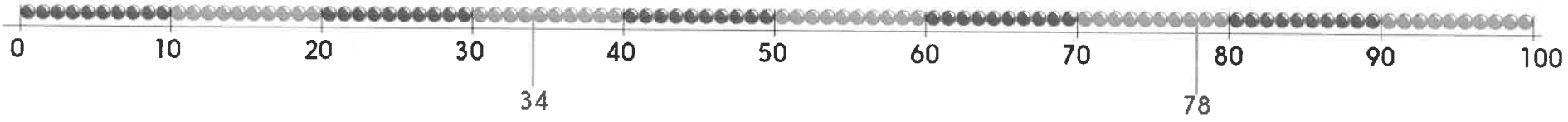
Label where each jump lands.





67 - 10 = ☐

47 - 10 = ☐

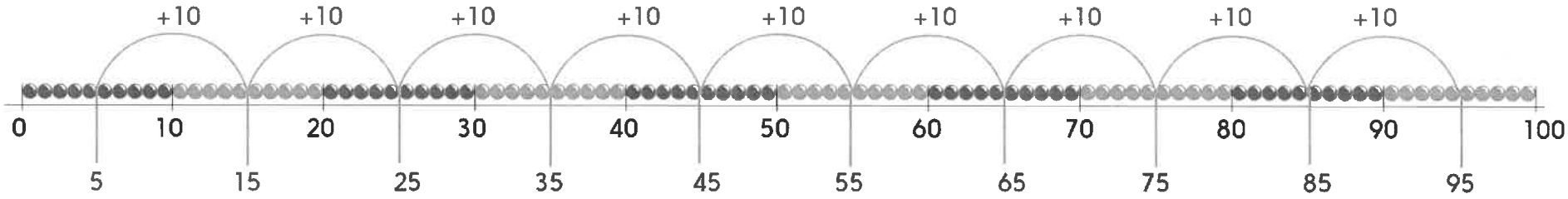


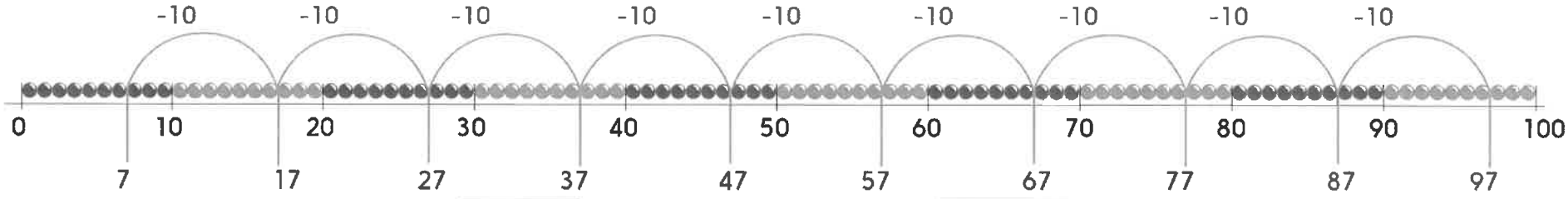
78 + 10 = ☐

34 - 10 = ☐

Practice Sheet - Extra Challenge

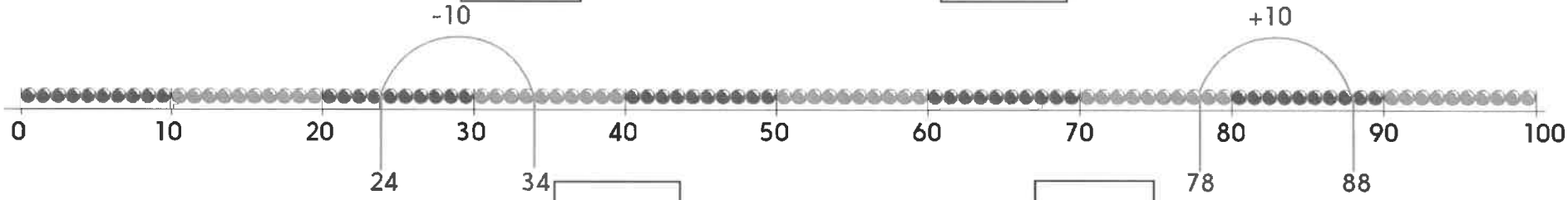
Answers





67 - 10 = 57

47 - 10 = 37



78 + 10 = 88

34 - 10 = 24

A Bit Stuck?
Spider counting

Work in pairs

Things you will need:
- Spider's counting strips
- A pencil

What to do:

- Choose one of Spider's counting strips.
- Write the missing numbers.
- Fill in as many strips as you can.

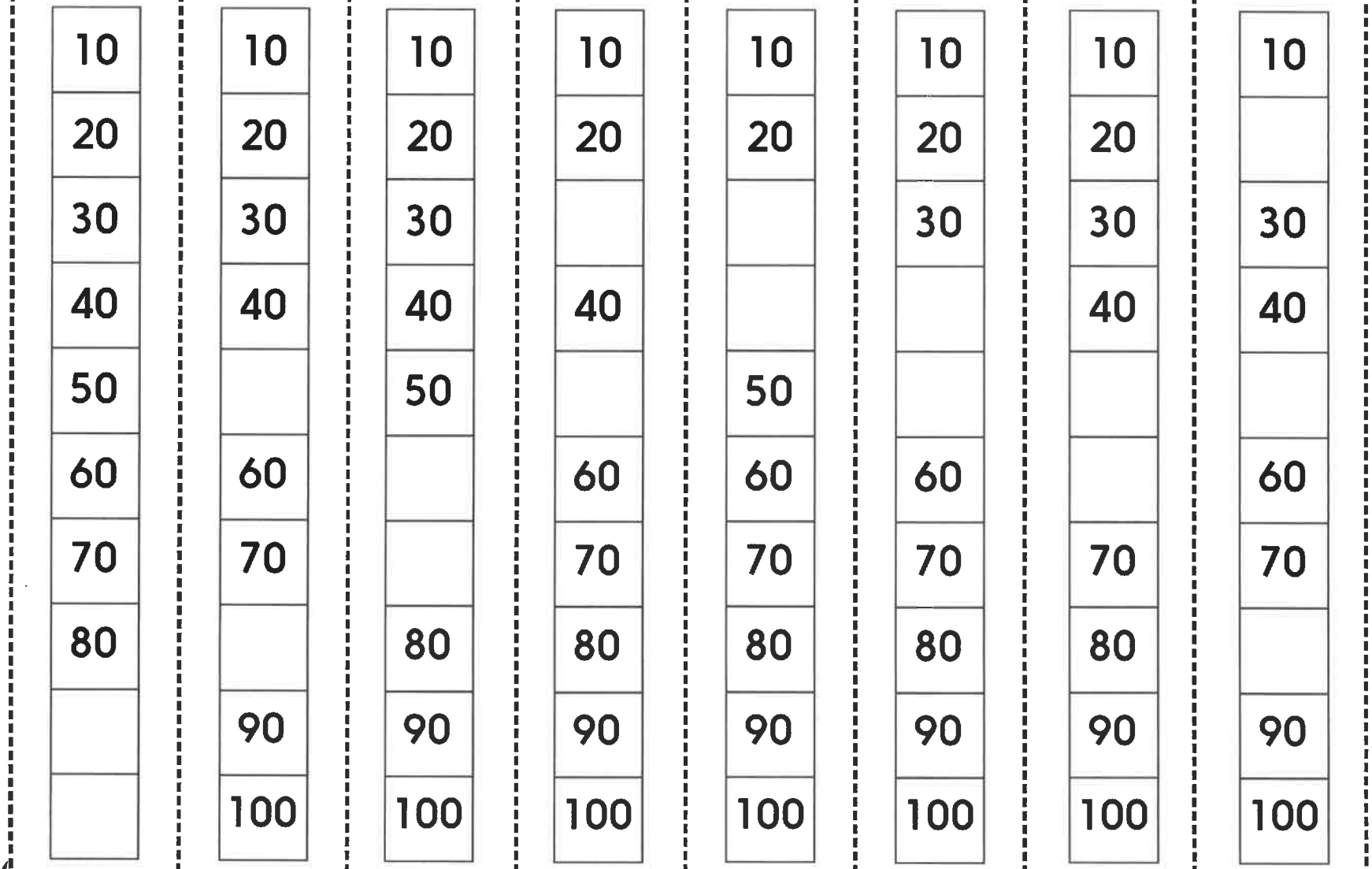
10
20
40
60
70
80
90
100

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

Perform Spider counting to an adult or your maths partner.
Say the 10s numbers without looking at the 1-100 grid. *10, 20, 30...*

Learning outcomes:
- I can count in 10s from 10 to 100 using the bead bar or 1-100 grid.
- I am beginning to recite counting in 10s from 10 to 100.

A Bit Stuck?
Spider counting



10	10	10	10	10	10	10	10
20	20	20	20	20	20	20	
30	30	30			30	30	30
40	40	40	40			40	40
50		50		50			
60	60		60	60	60		60
70	70		70	70	70	70	70
80		80	80	80	80	80	
	90	90	90	90	90	90	90
	100	100	100	100	100	100	100

A Bit Stuck?
Spider counting

Check your understanding
Questions

What number is 10 more than 19?
What number is 10 less than 42?

Fill in the missing numbers.

26 + 10 = _____ _____ = 57 + 10
60 - 10 = _____ _____ = 83 – 10

True or false?

- Adding 10 to a number ending in 0 always gives another number ending in 0.
- You count six tens to get from 10 to 60.
- Counting back 3 tens from a number more than 50 always gives an answer more than 30?

Fold here to hide answers

Check your understanding
Answers

What number is 10 more than 19? 29
What number is 10 less than 42? 32

Fill in the missing numbers.

26 + 10 = 36 67 = 57 + 10
60 - 10 =50 73 = 83 – 10

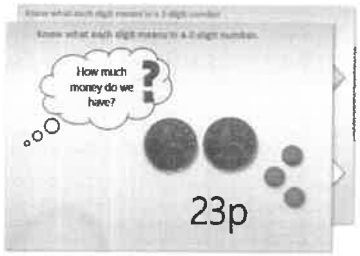
True or false?

- Adding 10 to a number ending in 0 always gives another number ending in 0. True
- You count six tens to get from 10 to 60. False - it is 5 tens. This misunderstanding may arise from children including the initial 10.
- Counting back 3 tens from a number more than 50 always gives an answer more than 30? False, e.g. 53 – 30 = 23. The number would have to be more than 60 for this to be true.

Year 1: Week 1, Day 5
Make and compare 2-digit numbers

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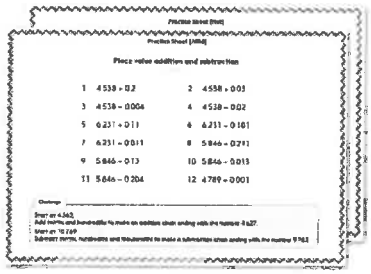
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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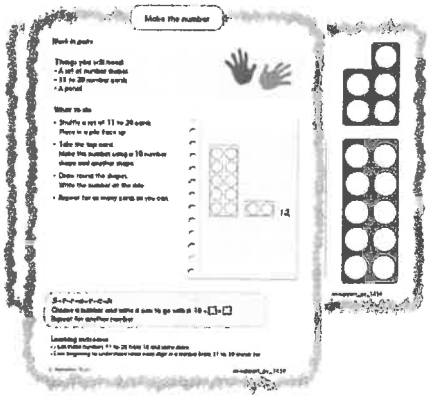
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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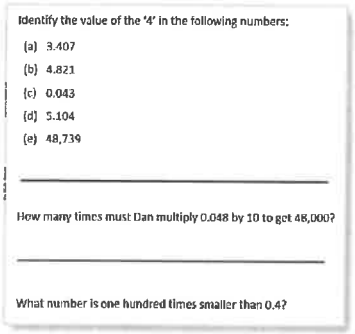
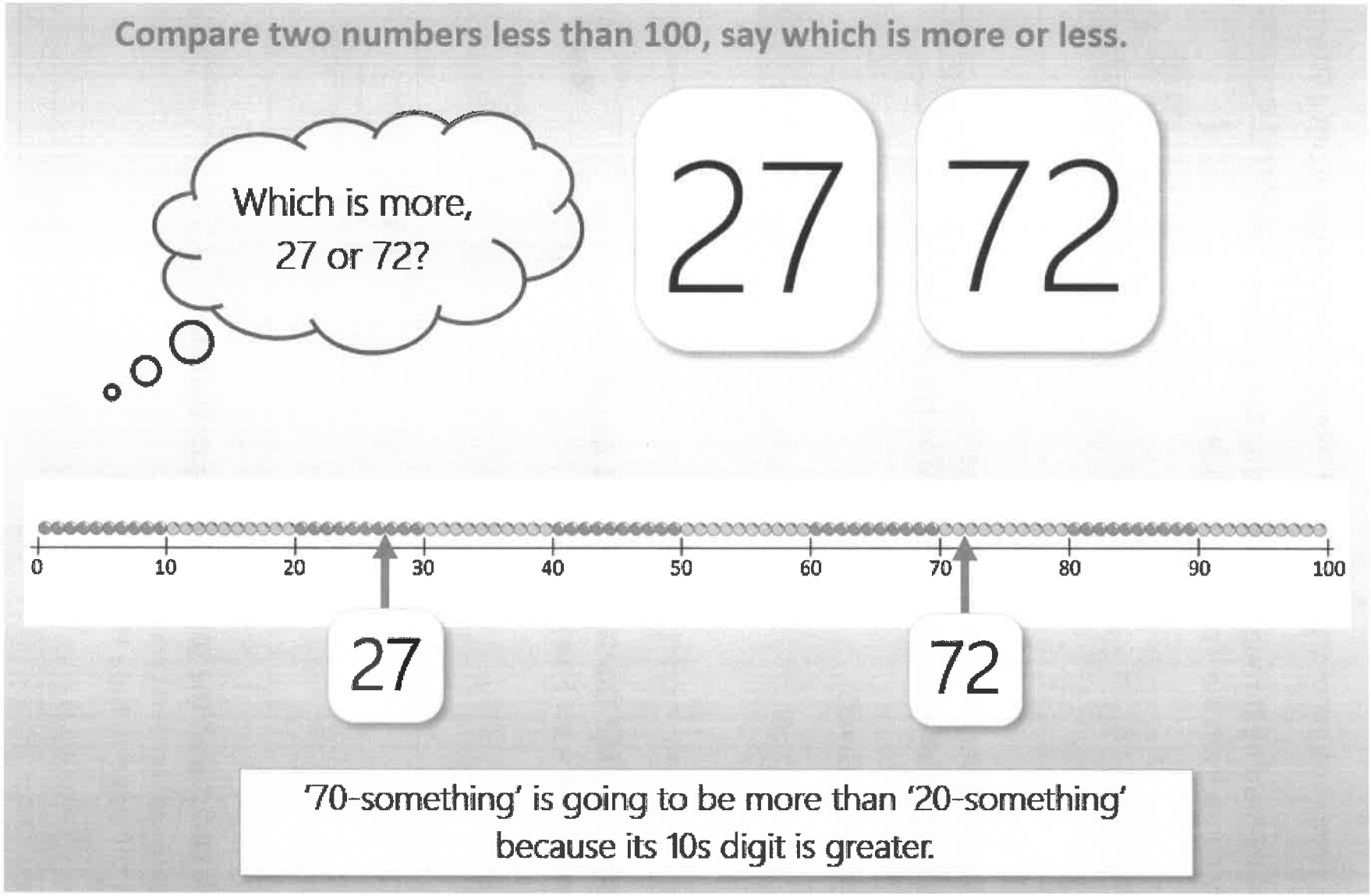
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

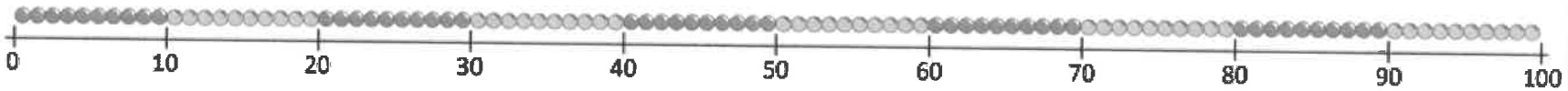


Learning Reminders

Compare two numbers less than 100, say which is more or less.

Which is more, 95 or 59?

Place them on the number line and look at the 10s digits to check...

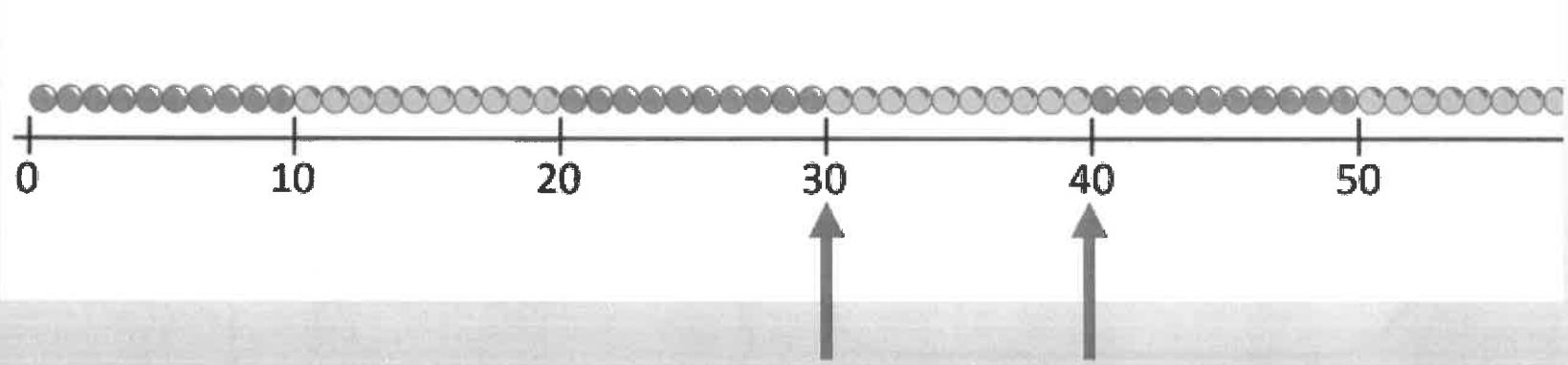


Learning Reminders

Compare two numbers less than 100, say which is more or less.

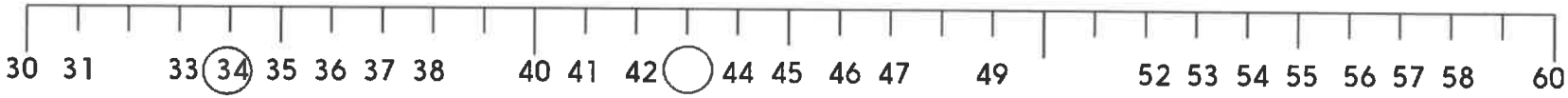
Finish this list of numbers between 30 and 40:

31, 32, ...



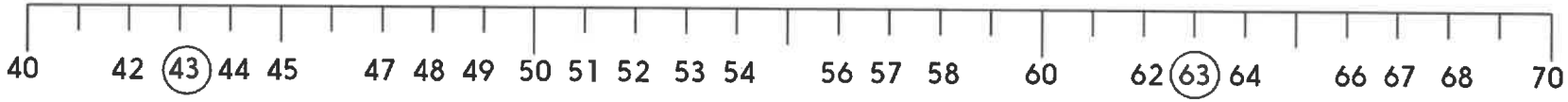
Practice Sheet Mild
Missing numbers

1.



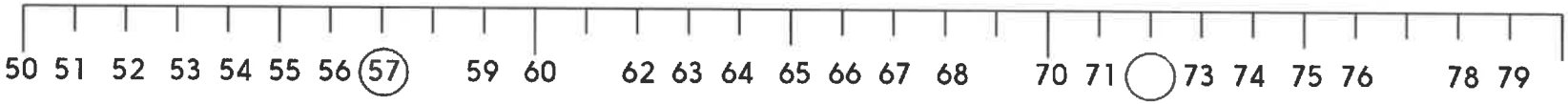
Bigger number: _____

2.



Bigger number: _____

3.

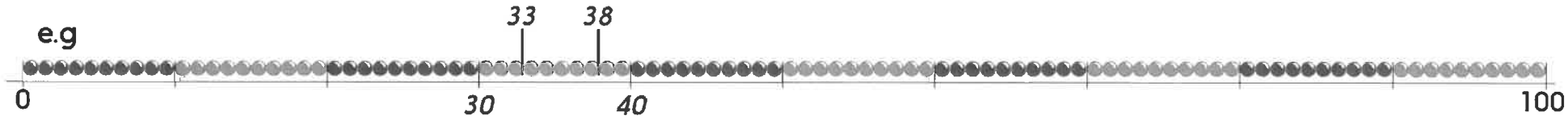


Bigger number: _____

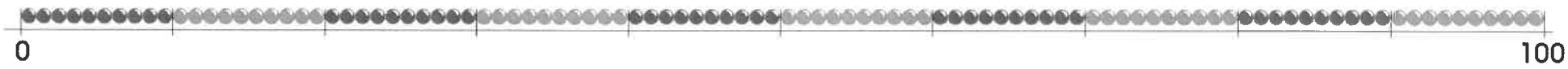
Practice Sheet Hot
In between numbers

Find the two numbers on each beaded line. Write them in the correct place.
Mark two numbers between them.

e.g



30 and 40.



60 and 70.

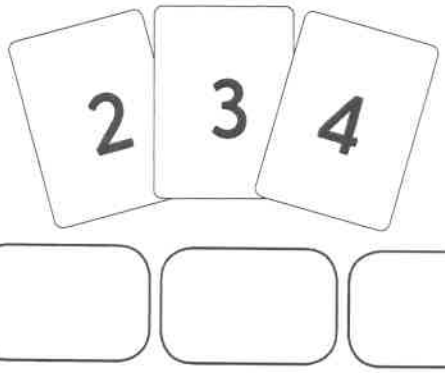
80 and 90.

40 and 50.

Extra Practice Sheet for All
Making numbers

Look at the numbers on the cards.
Can you make 3 different 2-digit numbers using the cards?
Circle the biggest number you have made.

1.



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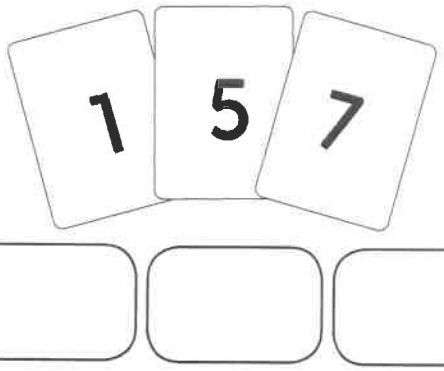

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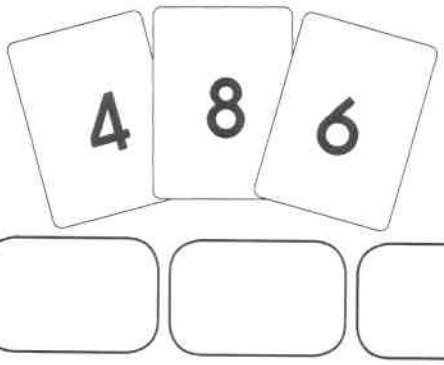

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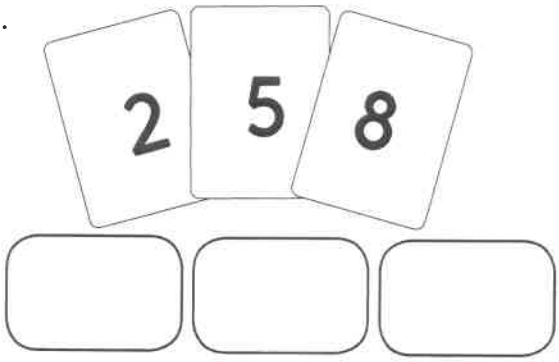

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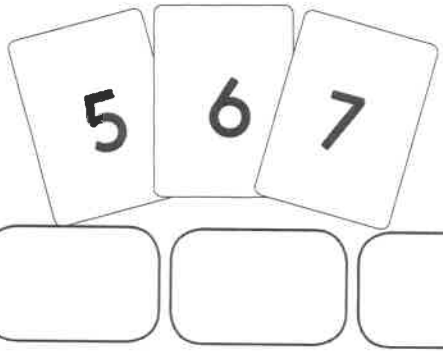
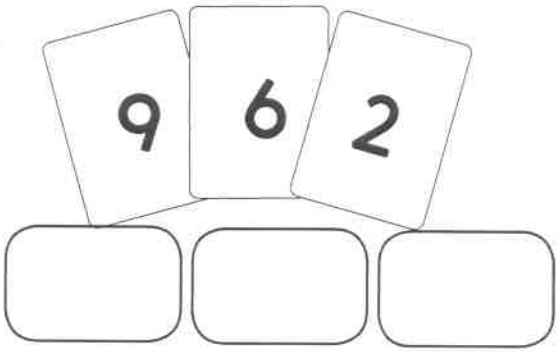
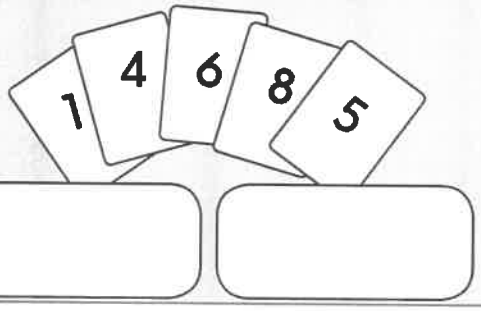


6.

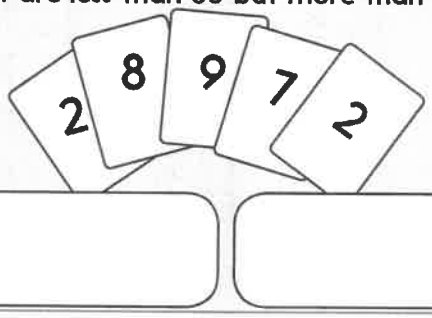


Challenge

1. Using these cards make 2 numbers that are less than 60 but more than 50.



2. Using these cards make 2 numbers that are less than 85 but more than 65



Practice Sheets Answers

Missing numbers (mild)

1.

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

Bigger number 43

2.

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

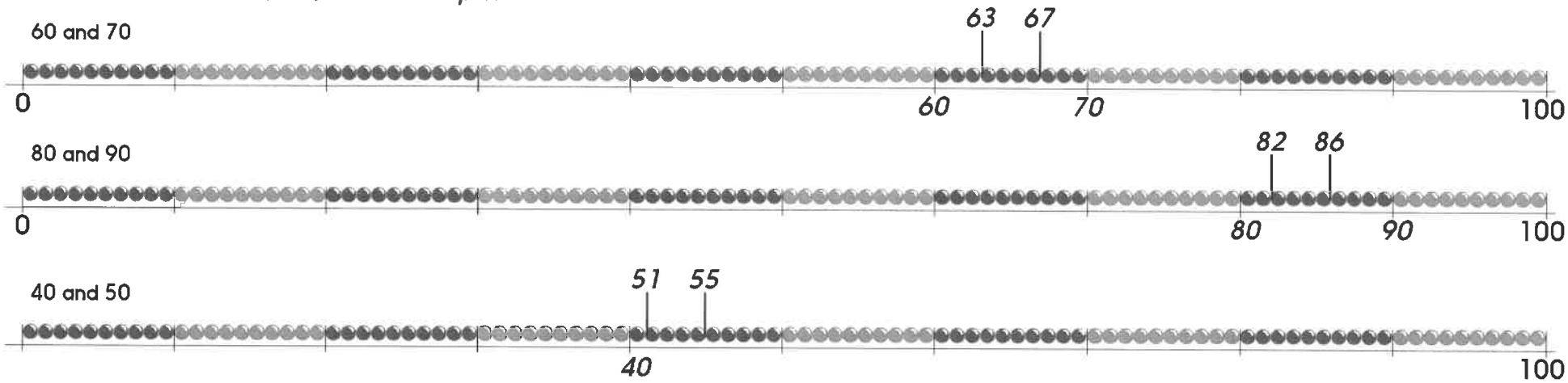
Bigger number 63

3.

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

Bigger number 72

Inbetween numbers (hot) *some examples*



Practice Sheets Answers Continued

Making numbers (Extra practice for all)

Children's answers should be two including the biggest number from the following:

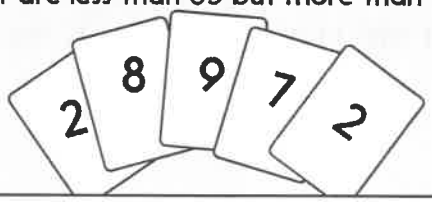
1.	234	243	342	324	423	**432**
2.	157	175	517	571	715	**751**
3.	486	468	846	**864**	648	684
4.	258	285	528	582	825	**852**
5.	567	576	657	675	756	**765**
6.	**962**	926	692	629	296	269

Challenge

1. Using these cards make 2 numbers that are less than 60 but more than 50.

e.g. 58, 56, 54, 51

2. Using these cards make 2 numbers that are less than 85 but more than 65



e.g. 72, 79, 79, 82

A Bit Stuck?
Beady numbers

Work in pairs

Things you will need:
- 11-20 number cards
- 0-20 beaded line
- Counters (or similar)

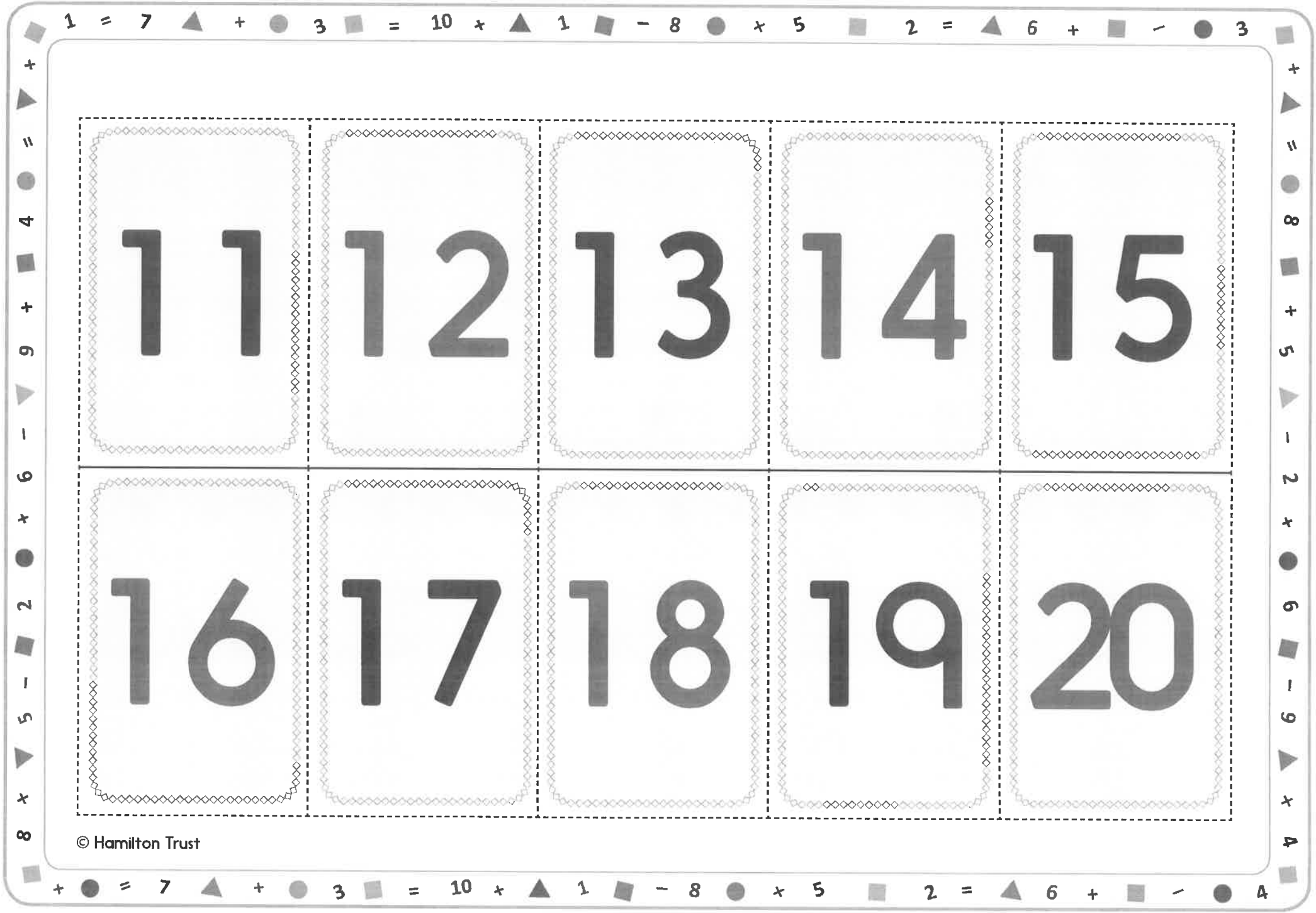
What to do:

- Shuffle a set of 11 to 20 cards. Place in a pile, face up.
- Each person takes a card. Show that number on your beaded line.
- Who has the bigger number? They win a counter.
- Repeat until all cards are gone.
- Who won most rounds? Count the counters to check.

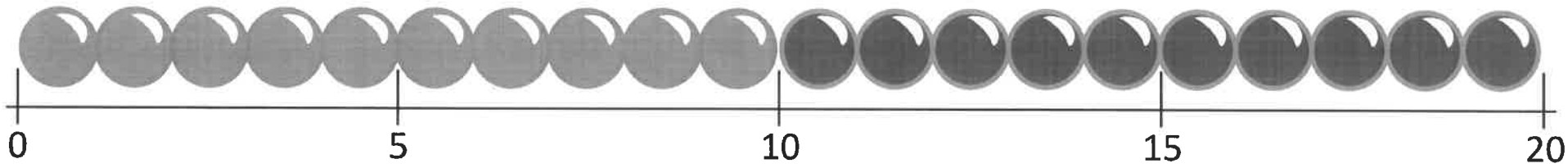
S-t-r-e-t-c-h:

Write two numbers which are more than 15.
Next, write two numbers which are less than 15.

Learning outcomes:
- I can compare pairs of numbers from 11 to 20 using bead strings.
- I am beginning to say a number which is more or less than a number up to 20.



Beaded number line



Check your understanding
Questions

Circle the greater number in each pair:

41 14 53 35 19 90 68 96

Write a number between...

20		30
40		50
45		55
76		82

Fold here to hide answers

Check your understanding
Answers

Circle the greater number in each pair:

41 14 53 35 19 90 68 96

Write a number between...

20		30

Any 2-digit number beginning 2, e.g. 23.

40		50

Any 2-digit number beginning 4, e.g. 45.

45		55

Any 2-digit number from 46 to 54 inclusive.

76		82

Any 2-digit number from 77 to 81 inclusive.

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.

1. Listen to an oral story

'Dragon/Dinosaur' is told by Wilf Merttens at
https://www.youtube.com/watch?v=OF7FzzHk0Yo

2. Respond to the story

What fierce, scary creatures did the people in the town try to frighten away the dragon dinosaur with?

- Draw the creatures on the *Fierce, Scary Creatures* page.
- Label each one with their name.
- In the empty spaces, draw and name other fierce and scary creatures that could have been used to frighten the Dragon Dinosaur.

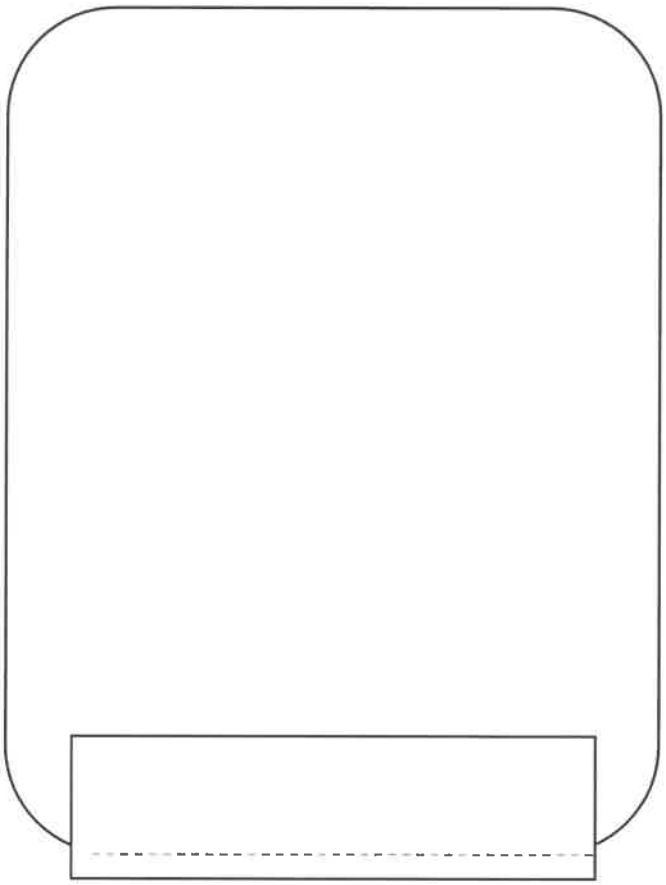
3. Now for some writing

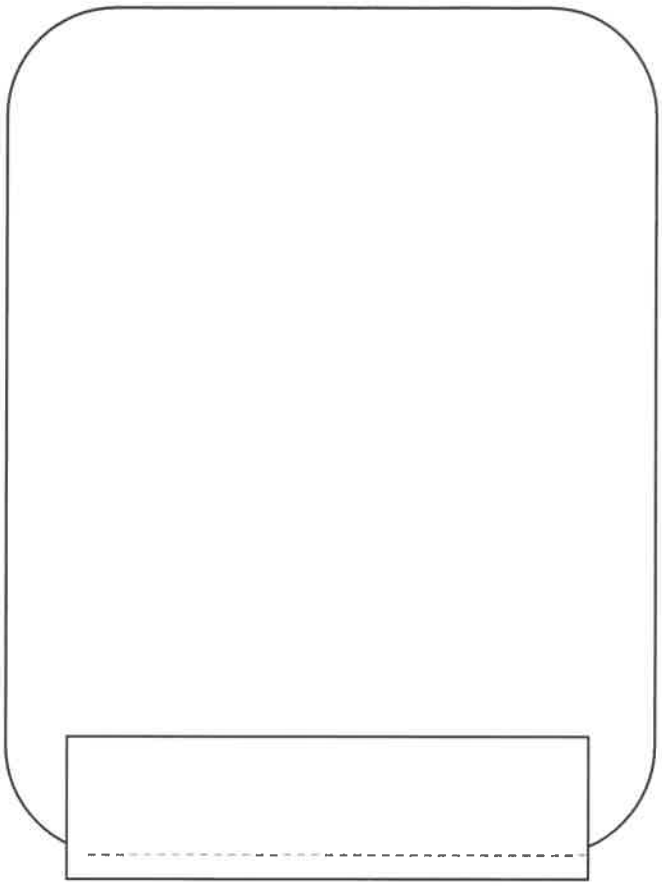
- On *My Favourite Part of the Story*, draw a picture of the bit you liked most.
- Write sentences explaining *why* you liked that bit the most.
  The *Useful Words* will help you with spellings.

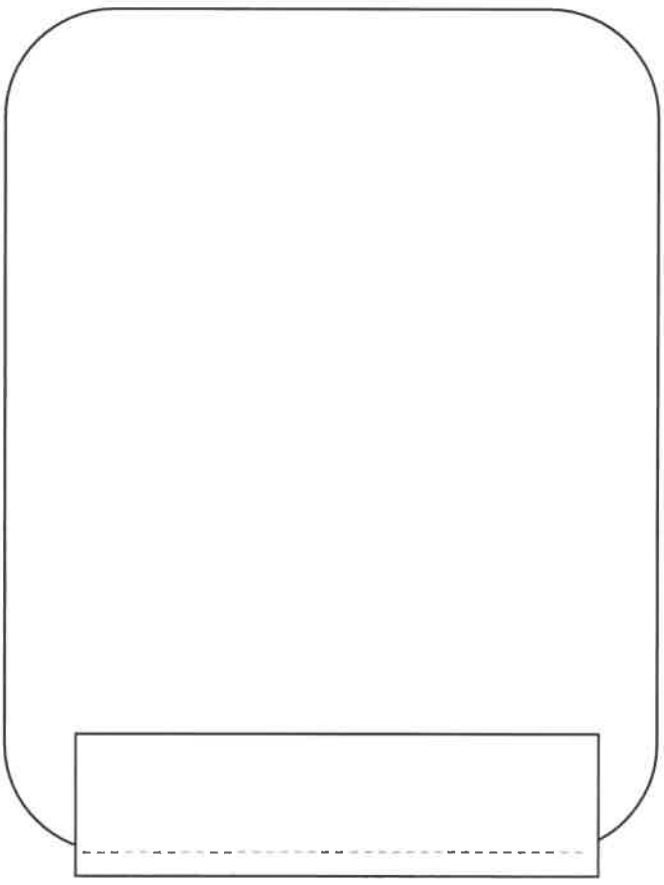
Try these Fun-Time Extras

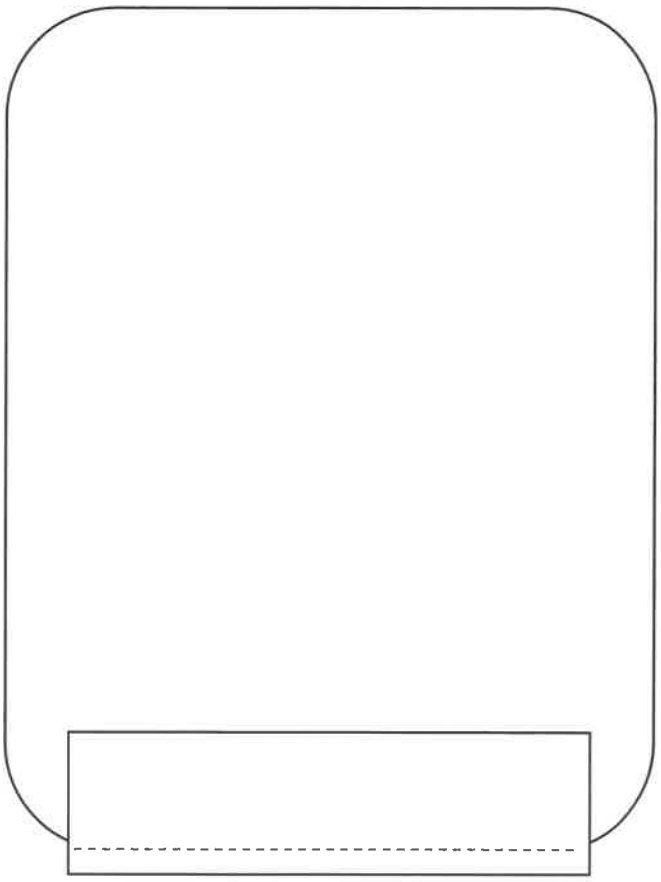
- How many different dinosaurs do you know about? Find out about dinosaurs at https://www.kids-dinosaurs.com or from books at home.
- The story is set in China. China is in Asia. Can you find China on an atlas or globe? Look at https://www.factmonster.com/atlas and find where China is in the world.
- In the story the class are getting ready for the New Year's party. What do you do if you are having a party? Draw a picture and make a list of all the preparations you might make on *We Are Having a Party!*

Fierce, Scary Creatures









My Favourite Part of the Story

Useful words

class town mayor

dinosaur advisor soldier

zoo-keeper lion tiger

elephant because

We Are Having a Party!

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.

1. Listen to a story

Listen to Floella Benjamin read *Chicken Licken* at
https://www.bbc.co.uk/cbeebies/radio/floellas-story-sack-chicken-licken
As you listen, make a note of who Chicken Licken meets.

NB It's very good for children to LISTEN to a story and follow it without pictures! This really improves their listening skills.

2. Respond to a story

- On *Chicken Licken and his Friends*, order the animals in the story.
- Write a sentence underneath, explaining what all the animals (apart from Foxy Loxy) wanted to do.

3. Now for some writing

Chicken Licken was scared and worried that the sky was falling on his head.

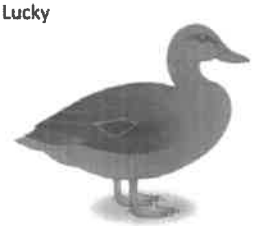
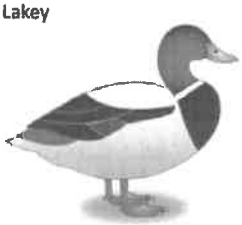
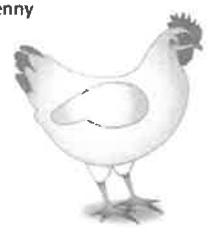
- On *When I was a bit scared and worried*, write some sentences about a time YOU were scared or worried. *I was a bit scared and worried when...*
- Make sure you start your sentences with capital letters and end them with full stops.
- See if you can use the word *and* to join some of your sentences together.
- Draw a picture to go with your writing.

Try these Fun-Time Extras

- On *Chicken Licken Says* draw a picture of Chicken Licken under the speech bubble. Write what Chicken Licken always said when he met an animal.
- On *Chicken Licken – Other Creatures* draw four new animals or birds that Chicken Licken might have met. Write their rhyming names underneath.
- Read or watch other stories with chickens and animals in them.
- Stage a show of Chicken Licken starring your teddies and stuffed animals.

Chicken Licken and Friends

Number the friends in the order that they appear in the story.

Goosey Loosey 	Drakey Lakey 
Ducky Lucky 	Cocky Locky 
Foxy Loxy 	Drakey Lakey 
Henny Penny 	Chicken Licken 

_____

_____

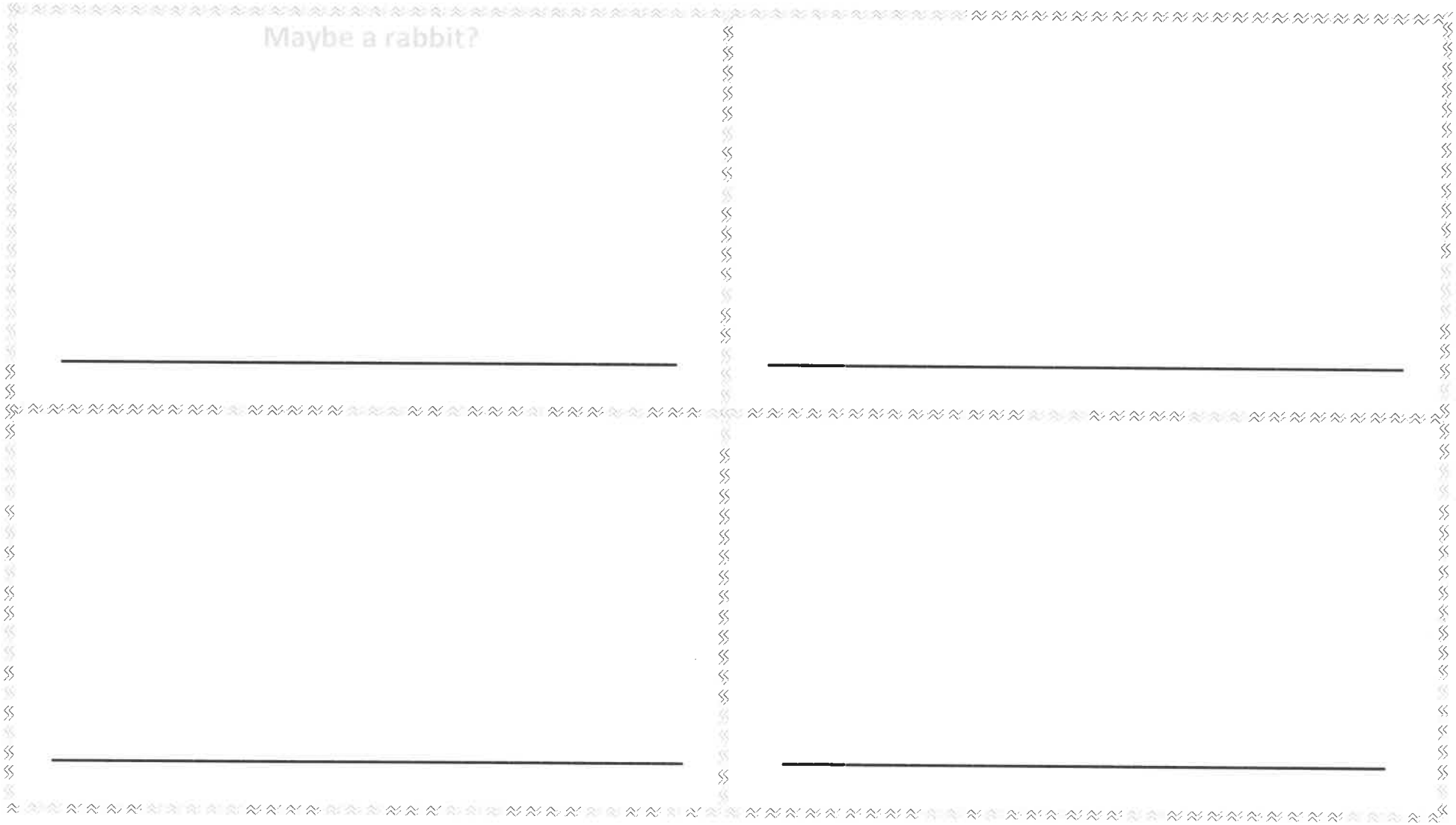
_____

_____

When I was a bit scared and worried

Chicken Licken Says...

Chicken Licken – Other Creatures



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.

1. **Read and enjoy *Where Teachers Keep Their Pets* by Paul Cookson**
   - The line about the last teacher, Mrs Vickers, doesn't say where she keeps her pet. Can you think of a place that rhymes with Vickers!?

2. **Creating rhymes**
   - Read the words on *Boxes of Rhymes*. How many rhyming words can you write under each heading? If you get stuck, use rhyming dictionary at https://www.rhymezone.com. Form all your letters very carefully.

3. **Rhyme a creature with a teacher**
   - Read the list of teachers' names on *Whose is it?*
   - Think of a pet for each teacher that rhymes with their name!
   - Write out the poem you've created in your best handwriting on the *My Poem*.
   - Learn some of the lines of your poem off by heart.

Try these Fun-Time Extras

- On *Names* write out the names of as many people in your family as possible, putting Mr, Master, Mrs, Miss or Ms before the name. Remember to use a capital letter at the start of the person's name.
- Draw a picture of one of the people whose name you have written. Write some rhyming lines about them.
- Ask people in your family if they know any poems. Can they tell you some of the lines from the poems they know?
- Read some of the poems together at https://www.familyfriendpoems.com/poems/famous/children/. Which one did you like the best? Can you say why?

Where Teachers Keep Their Pets

Mrs Cox had a fox
nesting in her curly locks.

Mr Spratt's tabby cat
sleeps beneath his bobble hat.

Miss Cahoots has various newts
swimming in her zip-up boots.

Mr Spray has Fred his fly
eating food stains from his tie.

Mrs Groat shows off her stoat
round the collar of her coat.

Mr Spare's got grizzly bears
hiding in his spacious flares.

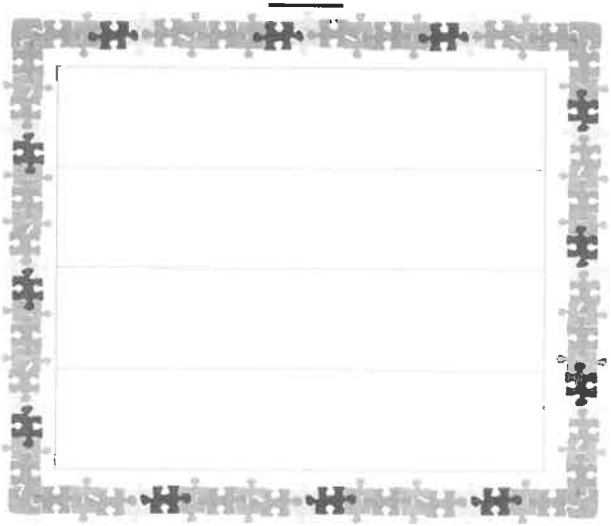
And...

Mrs Vickers has a stick insect called 'Stickers'
... but no one's ever seen where she keeps it.

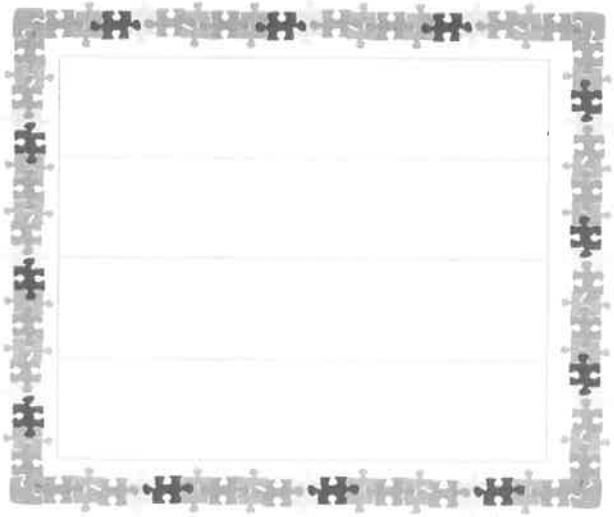
Paul Cookson

Boxes of Rhymes

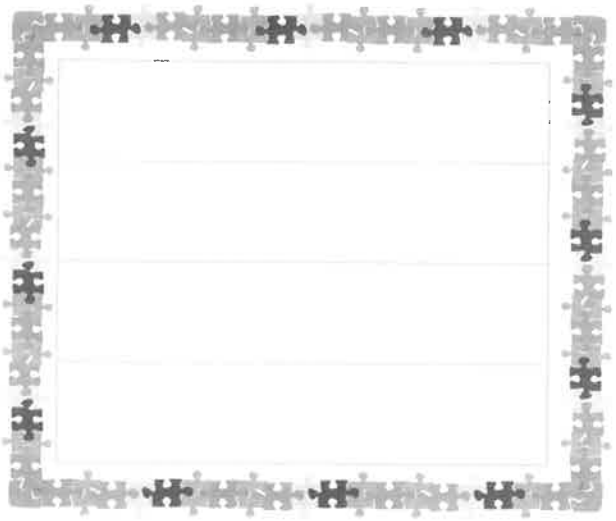
Said



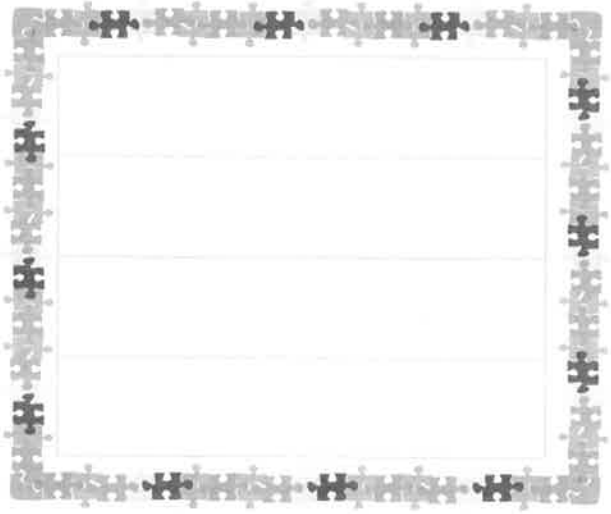
Like



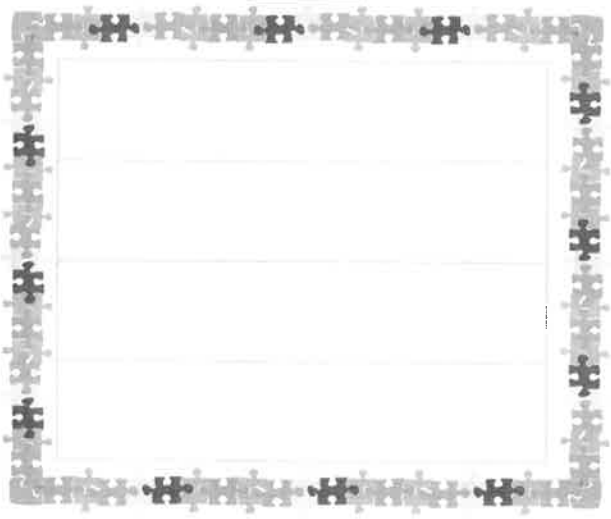
Car



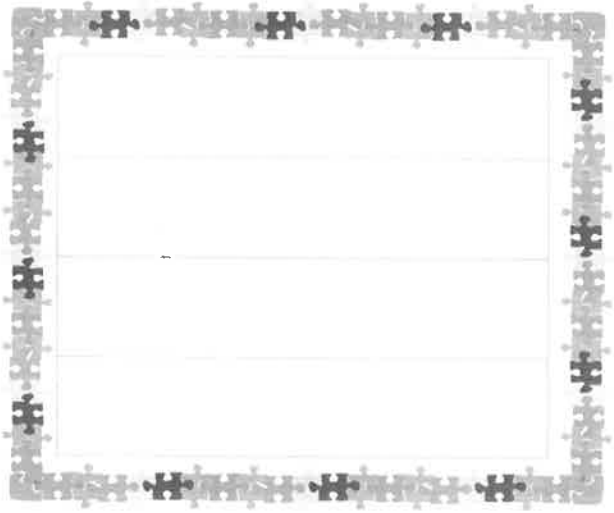
Book



Funny



Sea



Whose is it?

Mr Pow has a _____

Mrs Pratt has a _____

Miss Ben has a _____

Mr Hog has a _____

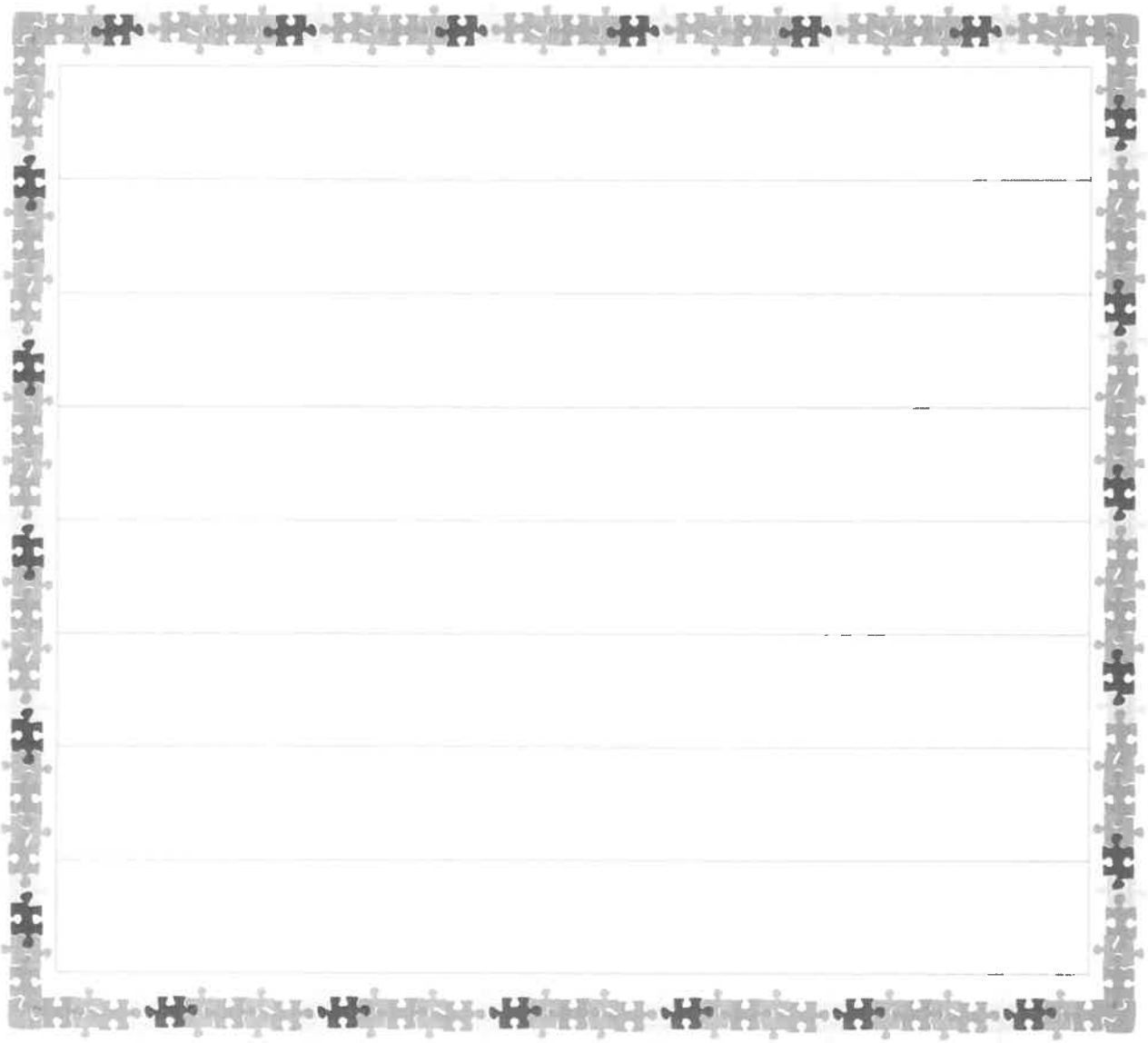
Mrs Lake has a _____

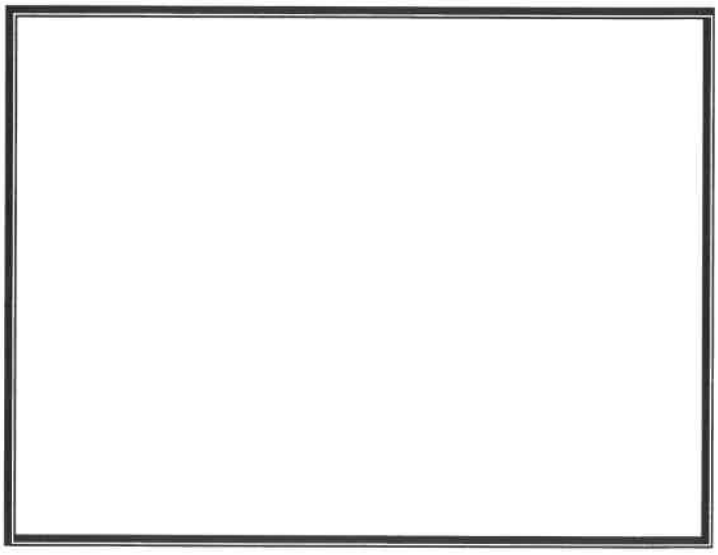
Miss Blatt has a _____

Mr Morse has a _____

My Poem

Names





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.

1. Read and enjoy *Make a Face* by Tony Mitton

2. Mood Faces

- Respond to the poem and complete the sheets: *Make a Face* and *Moody Faces*.

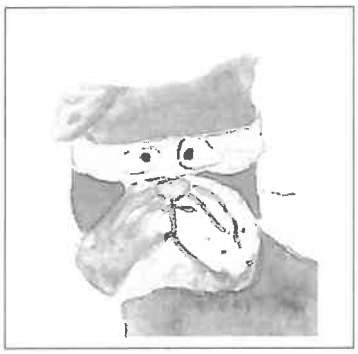
3. Write your own version of *Make a Face*

- Use *My Version of Make a Face* to write out a new poem of your own based on the poem you have read.
- The first two lines have been done for you. Can you keep the rhyming pattern the same in your poem?

Try these Fun-Time Extras

- Read the three *Tongue Twister Poems*. Try and learn one and say it to someone in your family. Can you say it really fast?!
- How did your mouth feel when you said your tongue twister? Write about it on *Twisted Tongues*.
- *What on earth is that on your face?* Draw a picture of your own face. Label all the different parts of your face using a rhyming word for each part (*A nose like a hose; Two eyes like pies*, etc.)

Make a Face



I can make a fat face,
a dog face, a cat face.
I can make a thin face,
a skinny little pin face.
I can make a mad face,
a horrid, mean and bad face,
a sick face, a sad face,
a rather like my dad face.
I can make a funny face,
a just as sweet as honey face.
I can make a happy face,
a sharp snarl and snappy face.
I can make a true face,
a just for me and you face.
But this face,
you ain't seen this face –
NO PLACE!

Tony Mitton

Moody Faces

Let's really look at this poem

- Use coloured pens to highlight all the pairs of rhyming words you can find in the poem. (Don't include face!)

I can make a fat face,
a dog face, a cat face.
I can make a thin face,
a skinny little pin face.
I can make a mad face,
a horrid, mean and bad face,
a sick face, a sad face,
a rather like my dad face.
I can make a funny face,
a just as sweet as honey face.
I can make a happy face,
a sharp snarl and snappy face.
I can make a true face,
a just for me and you face.
But this face,
you ain't seen this face –
NO PLACE!

- Think of all the different moods you can be in and how your face looks when you feel like that way.

- Now go on to the next activity . . .

Moods

Try looking in the mirror and pretending to be in that mood. Try looking happy, sad, sleepy, excited, hungry, bored, surprised – and angry!

Write your moody words below.

Complete this sentence with a chosen mood and draw a picture of yourself

This is me when I am _____

My Version of Make a Face

I can make a fat face,

a dog face, a cat face

I can make

_____

_____

I can make

_____

_____

I can make

_____

_____

But this face,
you ain't seen this face –
NO PLACE!

by _____

Three Tongue Twister Poems

Peter Piper

Peter Piper picked a peck of pickled pepper;
Did Peter Piper pick a peck of pickled pepper?
If Peter Piper picked a peck of pickled pepper,
Where's the peck of pickled pepper Peter Piper picked?

Anon

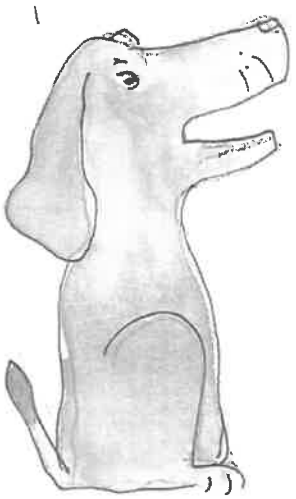
Camilla Caterpillar

Camilla Caterpillar kept a caterpillar killer-cat.
A caterpillar killer categorically she kept.
But alas the caterpillar killer-cat attacked Camilla
As Camilla Caterpillar catastrophically slept.

Mike Jubb

Dick's Dog

Dick had a dog
The dog dug
The dog dug deep
How deep did Dick's dog dig?

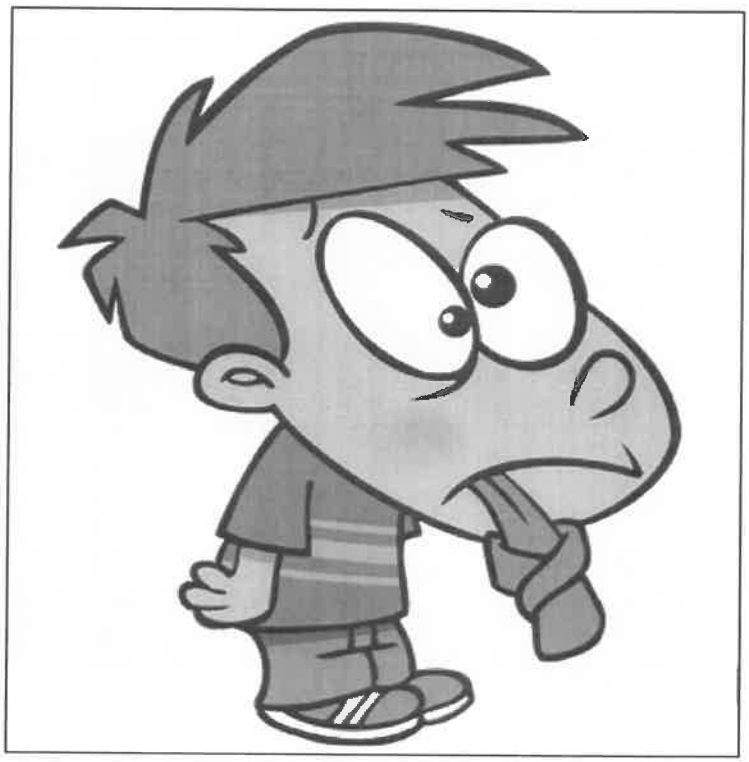


Dick had a duck
The duck dived
The duck dived deep
How deep did Dick's duck dive?

Dick's duck dived as deep as Dick's dog dug.

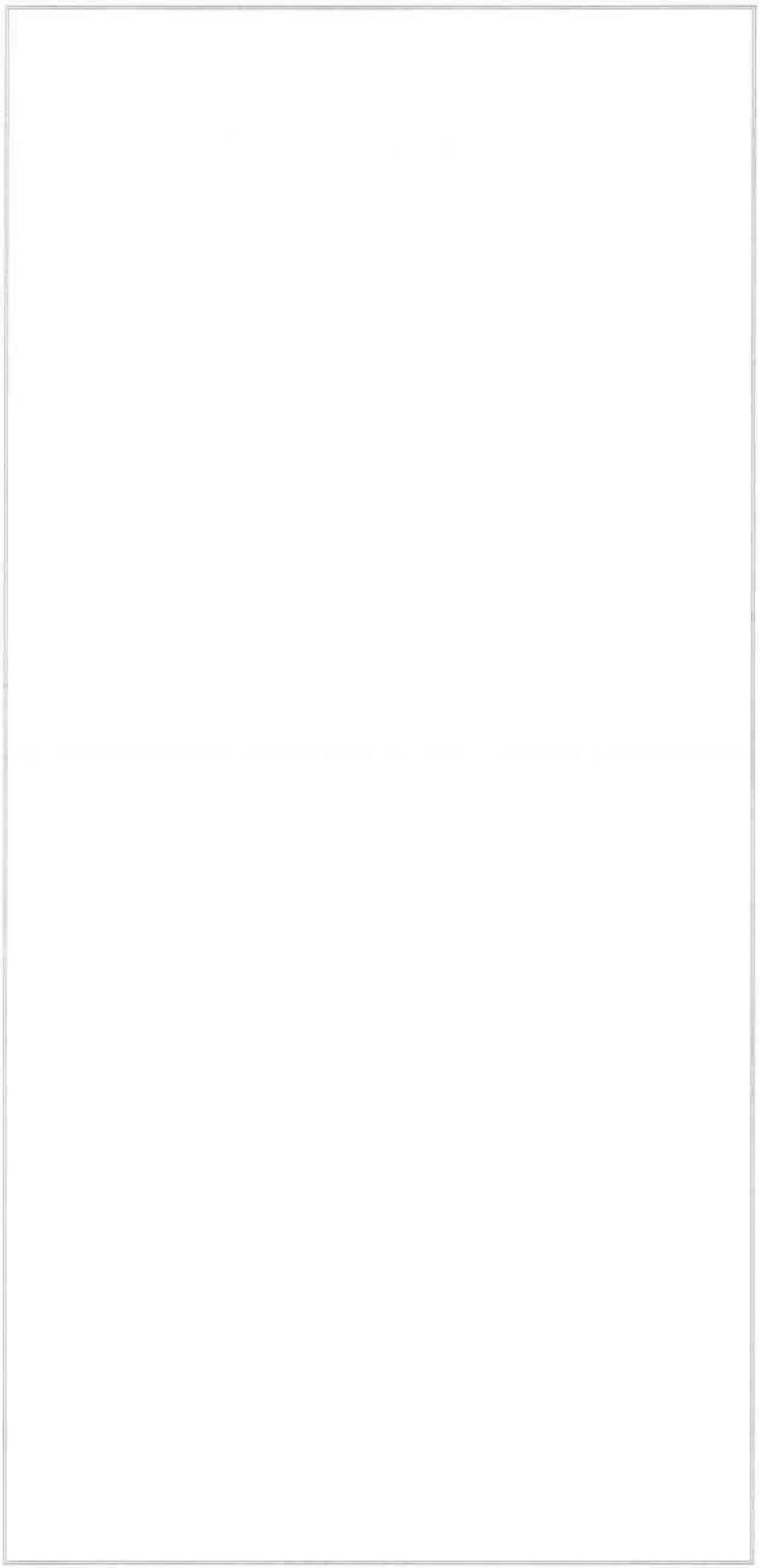
Trevor Millum

Twisted Tongues



When I read my tongue twister, this is what my mouth tongue and face felt like. *Start, My mouth felt...*

What on earth is that on your face?



What to do today

Print the letter on P2 and place it inside an envelope. Write an address for the Wizard on the front. Let your child open the letter, then read it together.

1. Read the *Letter from Princess Tiana to her Wizard*

- Discuss the letter.
- Use the *Talking Points* to identify features and different aspects.

2. Learn how to set out a letter

- Using different coloured pens, put neat circles round the letter features in the list on the *Talking Points*.

3. Write a letter

Using the *Letter Template*, write a letter back from the Wizard to Princess Tiana. Use your best handwriting, punctuation and word spacing.

Now try these Fun-Time Extras

- Learn your own address and postcode off by heart
- Write a letter, postcard or email to a relative or write a letter from your teddy or toy to one of their friends
- Look at stamps on envelopes. Design a stamp of your own and explain what it shows.

The Highest Tower
The Tallest Castle
Far Far Away Land
FA1 RY2

27th March

Dear Wizard,

Yesterday a small, slimy, green frog came to live in the deep cold water of the palace pond. Who does he belong to?

Since he arrived he has been following me around the garden and pestering me for a kiss. What a nuisance!

I need you to use a very clever spell to stop him or at least to help me find him a nice, new home.

Love from,

Princess Tiana

Talking Points

Read the letter together, then answer these questions

- How does Princess Tiana sound in her letter? What words would you use to describe her mood or tone of voice?
- What does *pestering* mean?
- If the frog could speak, what sort of things might he have said to Princess Tiana?
- Can you find a *question* in the letter?
  What about an *exclamation*? Or a *statement*?
- Look hard at the letter. Using different coloured pens, put neat circles round each of the...
  - *address*,
  - *date*
  - *Dear* line
  - *three main paragraphs*
  - *'sign off line'*
  - *signature*

- Describe where each part is – at the top, in the middle or at the bottom? On the left or on the right?

Now write your own letter

- Copy the Wizard's address from the envelope or make one up yourself
- Put today's date on the letter and write it to *Dear Princess Tiana,*
- Get the Wizard to explain what he is going to do to help the Princess with the frog.
- Sign it from Wizard + your own name, or another name you think sounds really good for a wizard!

Design a Stamp for an Envelope

Describe in as much detail as you can what is on your stamp.