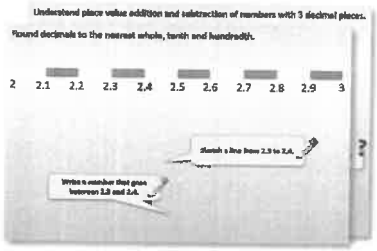
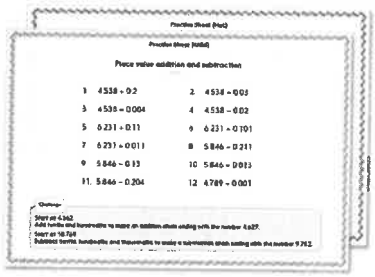
Year 1: Week 2, Day 1
Making money amounts

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.



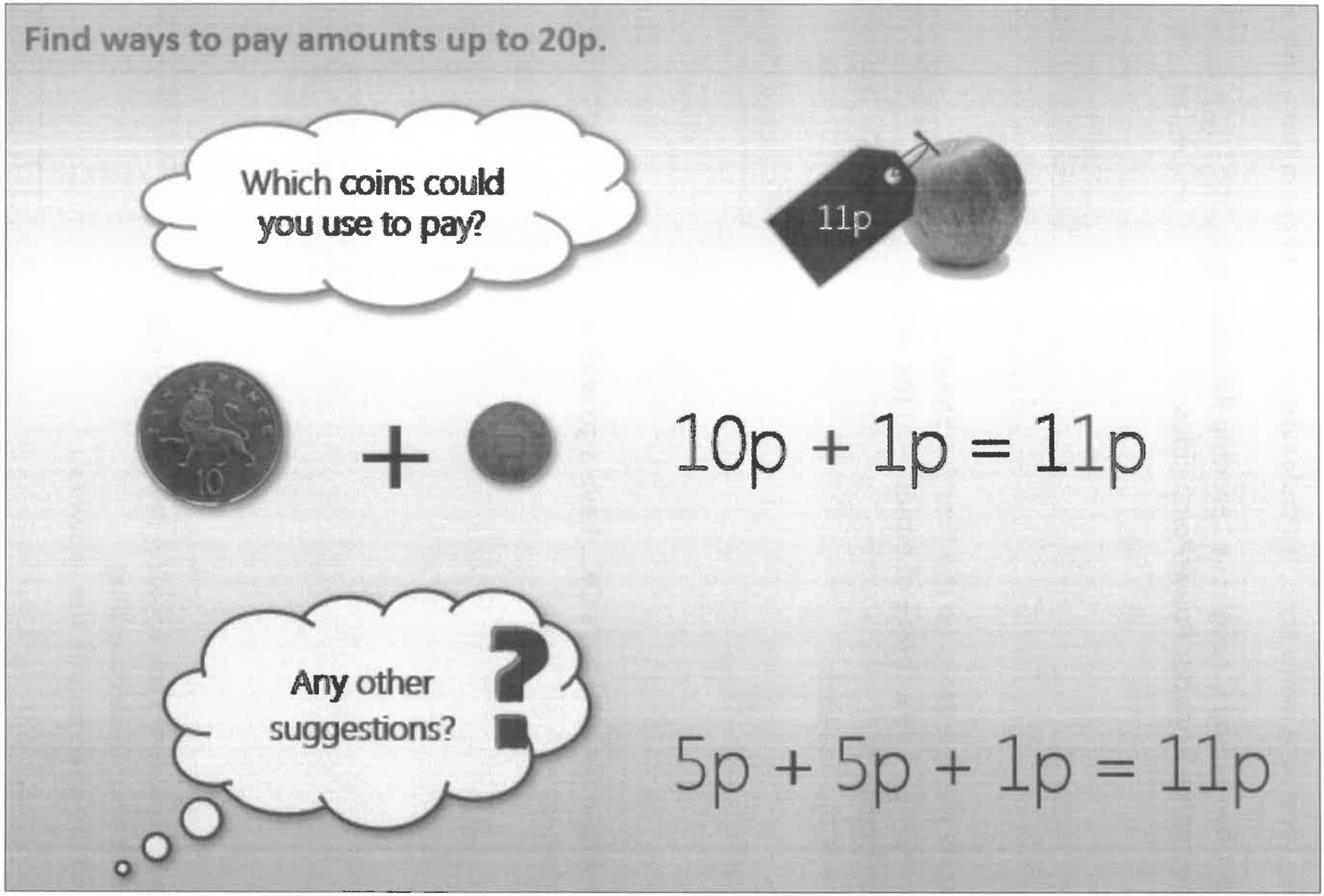
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

Partitioning decimals
Decimal place value
Decimal number sentences
Decimal addition
Decimal subtraction
Decimal multiplication
Decimal division
Decimal problems
Decimal sequences
Decimal rounding
Decimal equivalents
Decimal comparisons
Decimal ordering
Decimal fractions
Decimal percentages
Decimal measures
Decimal time
Decimal money
Decimal data
Decimal probability
Decimal geometry
Decimal algebra
Decimal ratio
Decimal proportion
Decimal rate
Decimal speed
Decimal density
Decimal pressure
Decimal force
Decimal energy
Decimal power
Decimal work
Decimal heat
Decimal light
Decimal sound
Decimal electricity
Decimal magnetism
Decimal matter
Decimal atoms
Decimal molecules
Decimal elements
Decimal compounds
Decimal mixtures
Decimal reactions
Decimal conservation
Decimal energy transfers
Decimal energy resources
Decimal energy efficiency
Decimal energy calculations
Decimal energy problems
Decimal energy investigations
Decimal energy skills
Decimal energy knowledge
Decimal energy understanding
Decimal energy application
Decimal energy analysis
Decimal energy evaluation
Decimal energy creation
Decimal energy synthesis
Decimal energy review
Decimal energy assessment
Decimal energy feedback
Decimal energy improvement
Decimal energy progress
Decimal energy success
Decimal energy challenge
Decimal energy extension
Decimal energy support
Decimal energy intervention
Decimal energy enrichment
Decimal energy differentiation
Decimal energy personalisation
Decimal energy inclusion
Decimal energy equality
Decimal energy diversity
Decimal energy culture
Decimal energy community
Decimal energy partnership
Decimal energy collaboration
Decimal energy communication
Decimal energy leadership
Decimal energy management
Decimal energy governance
Decimal energy policy
Decimal energy strategy
Decimal energy vision
Decimal energy mission
Decimal energy values
Decimal energy ethos
Decimal energy culture
Decimal energy climate
Decimal energy environment

Learning Reminders



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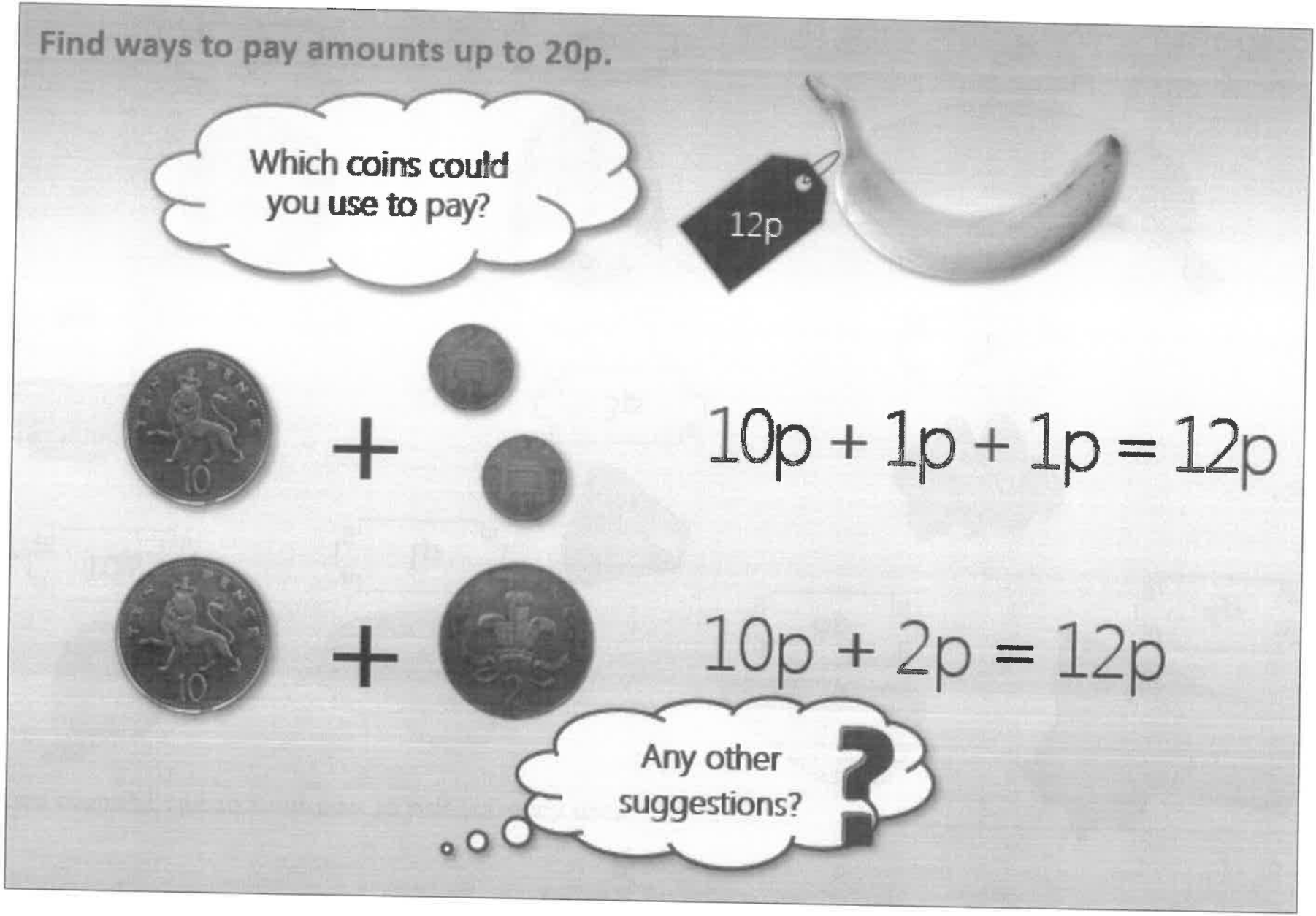
Learning Reminders



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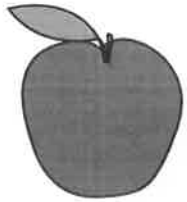
Practice Sheet Mild

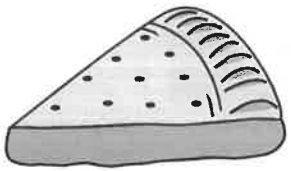
Prices

Draw around coins to show how to pay for each item.

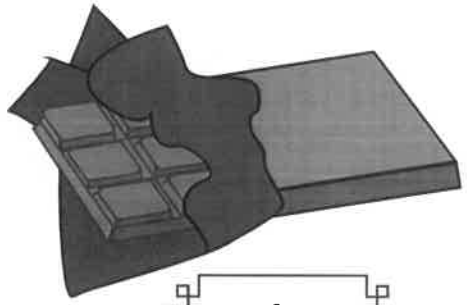


10p

1p

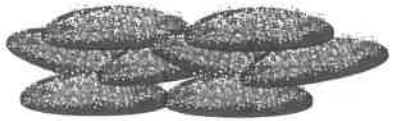


6p



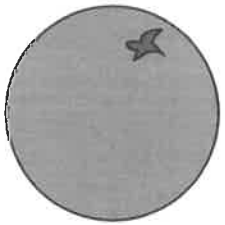
4p

3p

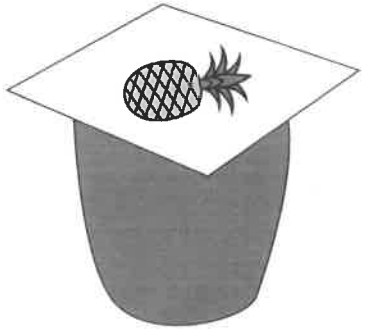


8p

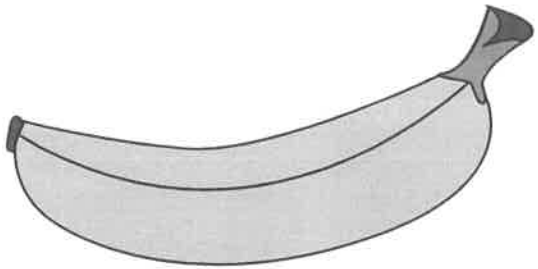
7p



5p



2p



9p

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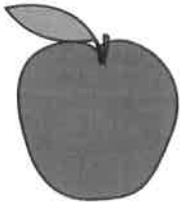
Practice Sheet Hot
Prices

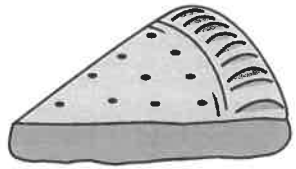
Draw around coins to show how to pay for each item.
Use as few coins as possible.



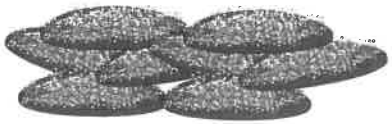
4p

8p

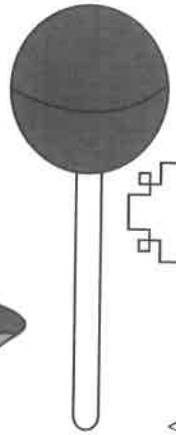
11p



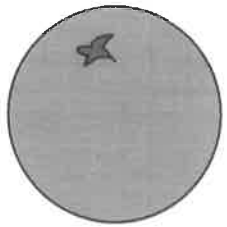
15p



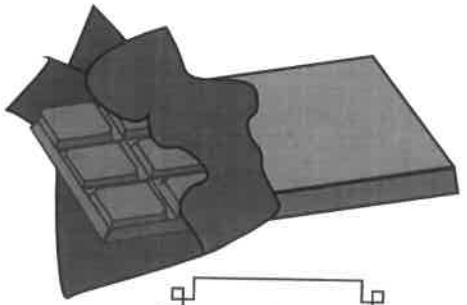
20p



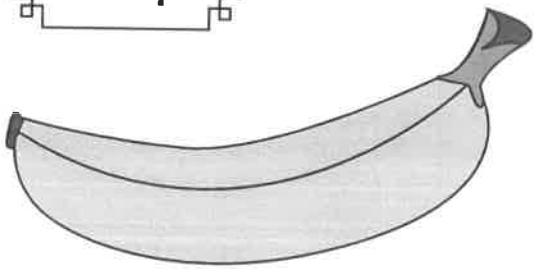
6p



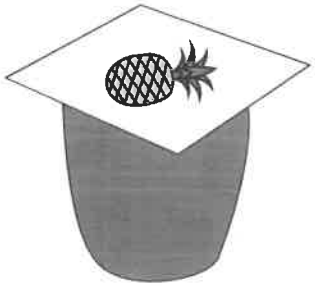
18p



7p

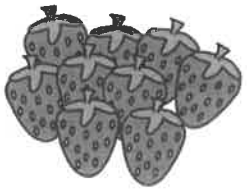


14p



16p

19p



17p

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Practice Sheets Answers

Prices (mild)

Children should have drawn around coins to show how to pay for each item, e.g.
Jammie biscuit 1p
Sweet 1p + 2p
Shortbread 5p + 1p, 2p + 2p + 2p...
Chocolate bar 2p + 2p, 2 + 1p + 1p...
Strawberries 5p + 2p, 2p + 2p + 2p + 1p...
Yogurt 2p, 1p + 1p
Orange 5p, 2p + 2p + 1p...
Banana 5p + 2p + 2p, 5p + 2p + 1p + 1p...
Rainbow sweets 5p + 2p + 1p, 2p + 2p + 2p + 2p...
Apple 10p, 5p + 5p...

Prices (hot)

Children should have drawn around coins to show how to pay for each item using the least number of coins, e.g.
Jammie biscuit 5p + 2p + 1p
Sweet 10p + 1p
Shortbread 10p + 5p
Chocolate bar 5p + 2p
Strawberries 10p + 5p + 2p
Yogurt 10p + 5p + 1p
Orange 10p + 5p + 2p + 1p
Banana 10p + 2 + 2p
Rainbow sweets 10p + 10p
Apple 2p + 2p
Bourbon biscuit 10p + 5p + 2p + 2p
Lollipop 5p + 1p

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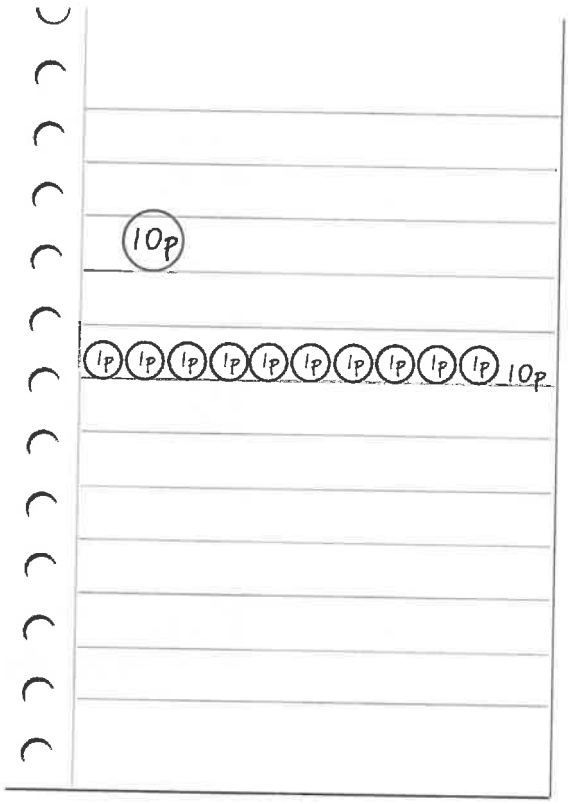
A Bit Stuck?
Money bags

Work in pairs

Things you will need:
- A feely bag with 1p, 2p, 5p, 10p and 20p coins inside
- A pot of pennies
- A pencil

What to do:

- Take a coin from the feely bag, without looking!
- Now look at your coin. Take the matching number of pennies from the pot.
- Your partner does the same.
- Draw your own coin and the pennies.
- Count up your pennies. Write the total by the side of your coins.
- Who has more pennies? They win!
- Play again, but this time your partner goes first.



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

Choose a coin. Now add 1p. How much money do you have altogether? Repeat with two other coins.

Learning outcomes:
- I know the value of each coin from 1p to 20p.
- I am beginning to add 1p to coins up to 20p.

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Check your understanding
Questions

Find two different ways of making each amount.

a) 12p

b) 25p

c) 17p

Draw the coins you use.

Fold here to hide answers

Check your understanding
Answers

Find two different ways of making each amount.

a) **12p** e.g. 10p + 2p, 5p + 5p + 1p + 1p.

b) **25p** e.g. 20p + 5p, 10p + 10p + 2p + 2p + 1p.

c) **17p** e.g. 10p + 5p + 2p, 5p + 5p + 5p + 1p + 1p.

Draw the coins you use. Many further answers are possible, particularly using multiple 2p and 1p coins. Encourage children to use the larger value coins, which is more efficient.

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Year 1: Week 2, Day 2
Add money by counting on

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

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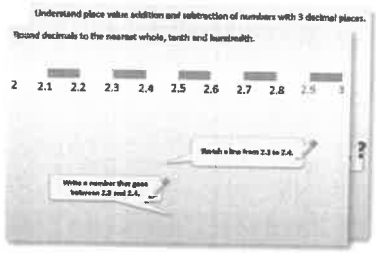

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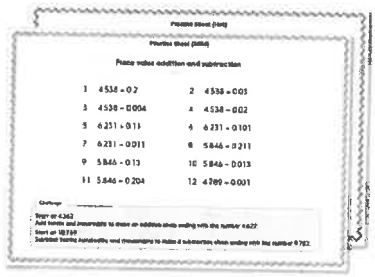
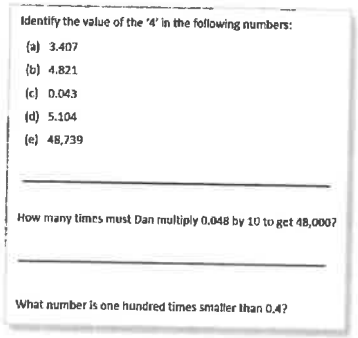


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



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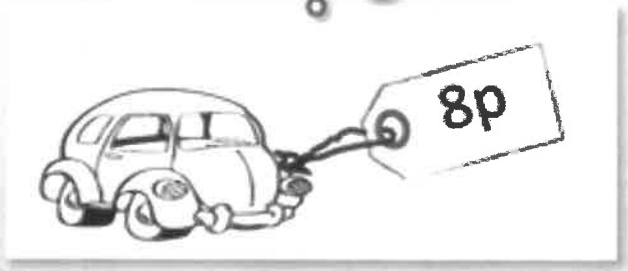
Learning Reminders

Find totals of single-digit prices using known facts or counting on.

How can I work out how much I'd have to pay for these two items?



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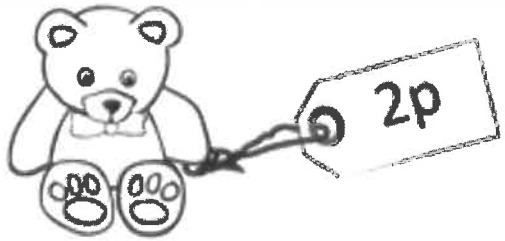

We don't need to do a calculation as we know 8 + 2 = 10 as a number fact...

= 10p

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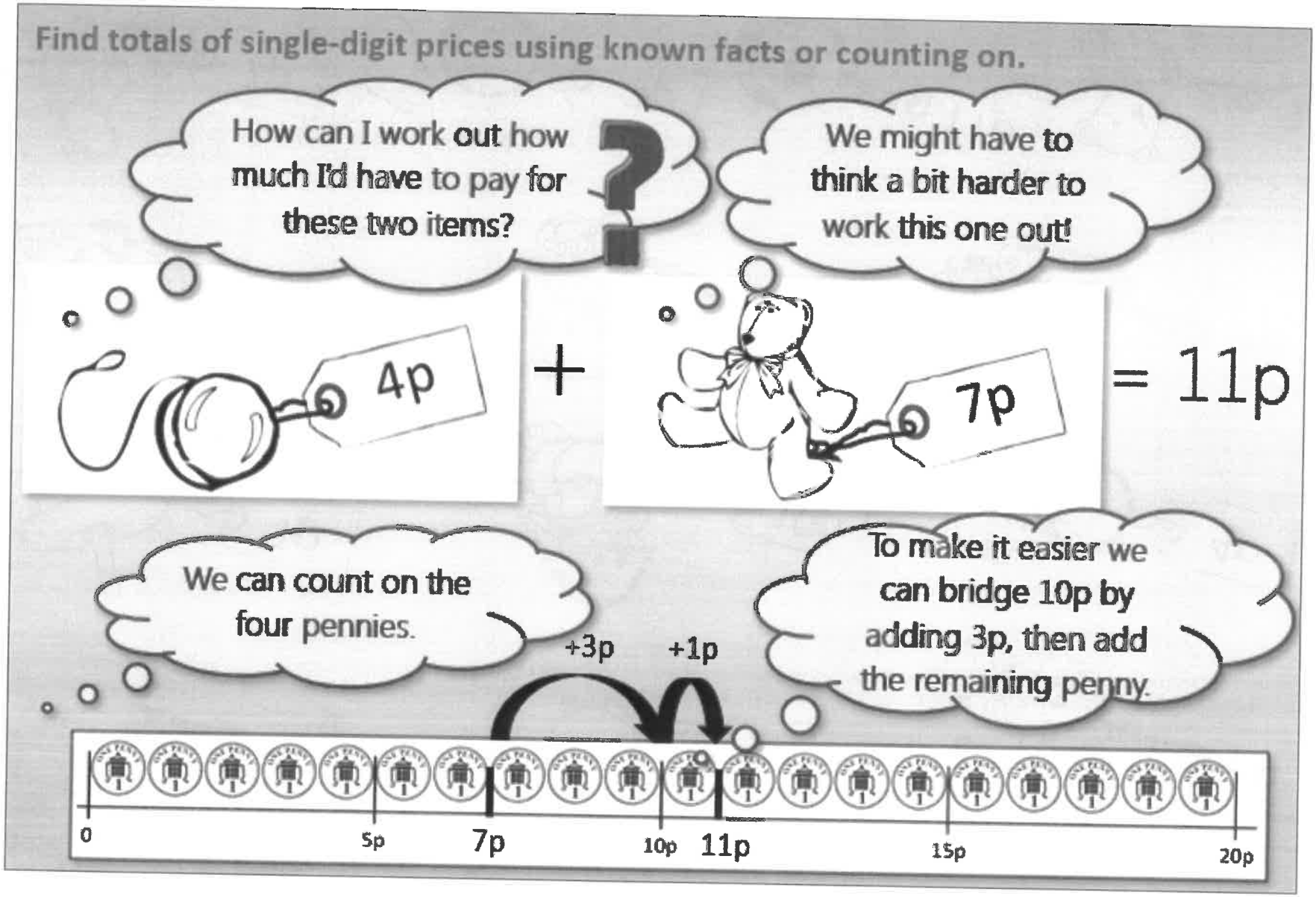
Learning Reminders



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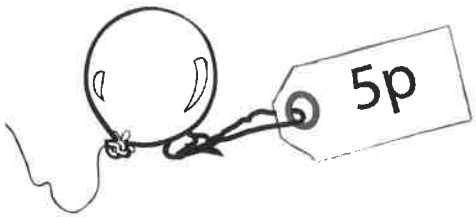
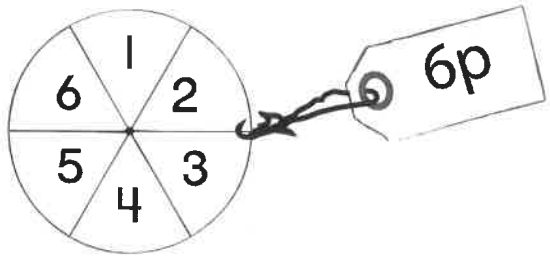
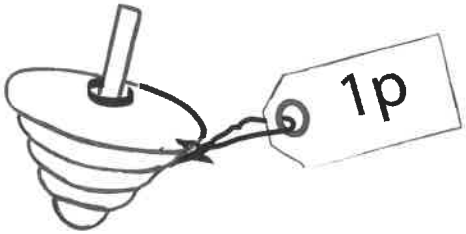
Practice Sheet Mild

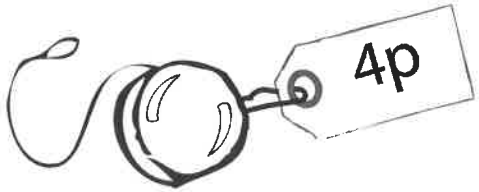
Toy shop

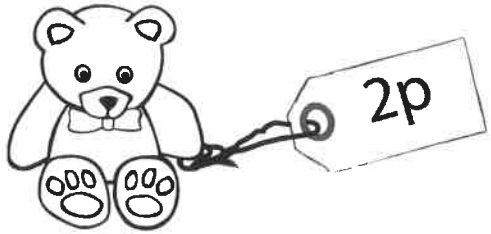
Choose 2 items and find the total. You can use the penny line to help.
Repeat at least five times.

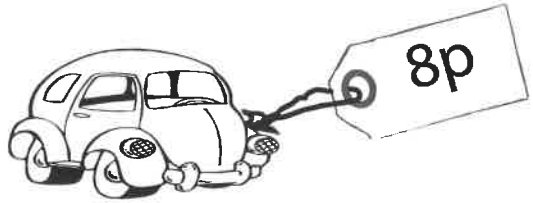


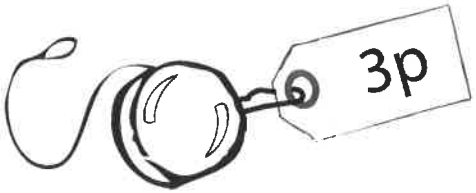


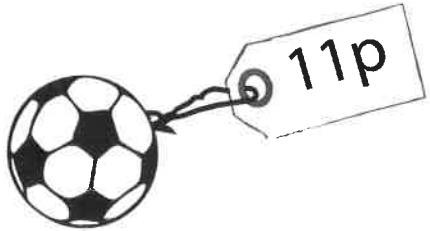


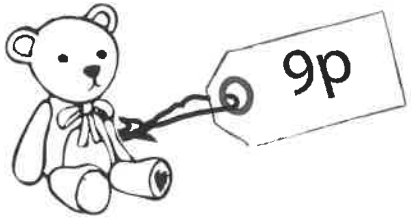












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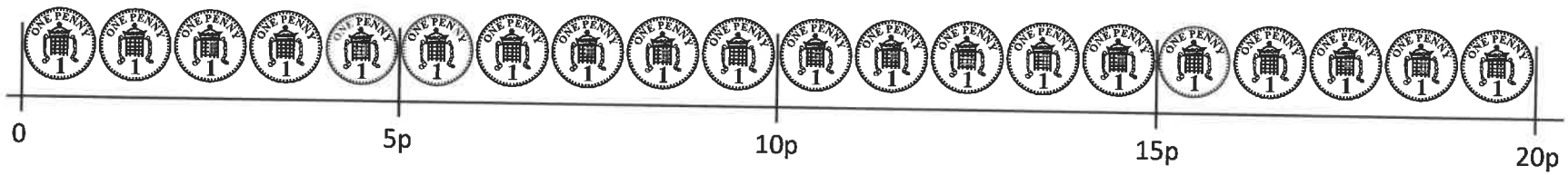
Practice Sheet Mild Resource

0 to 20p money line



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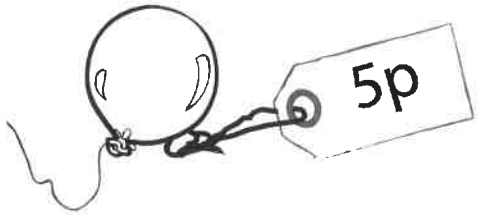
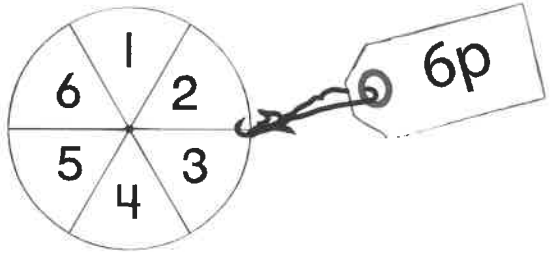
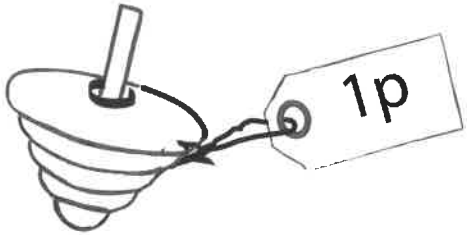
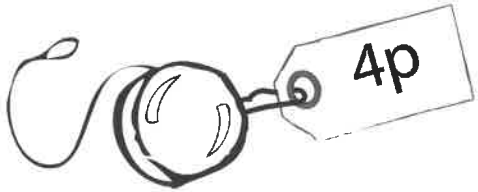
Practice Sheet Hot
Toy shop

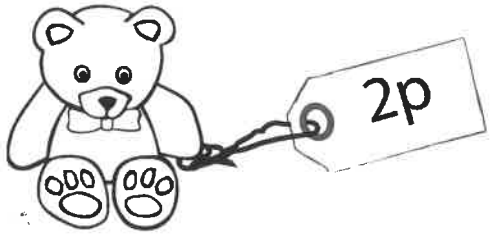
Choose 3 items and find the total. Repeat at least five times.

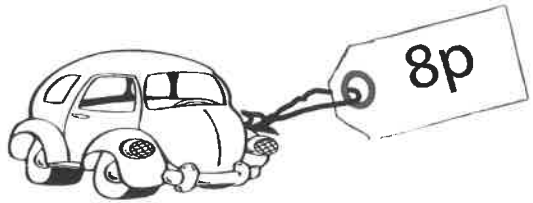


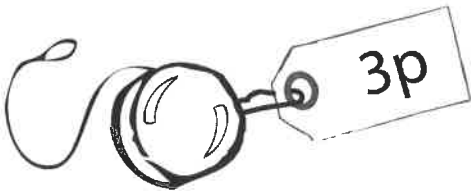


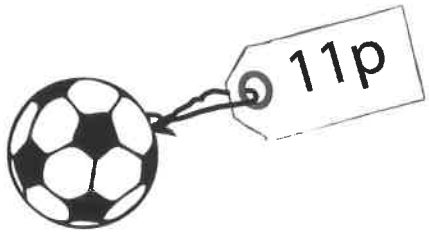


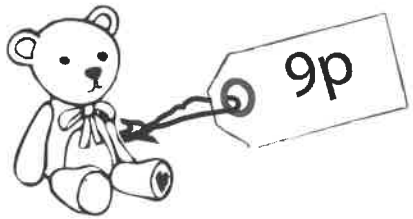












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Practice Sheet Answers

Toy Shop (mild)

Children should choose 2 items from the Toy shop and calculate the total cost.
Look out for children using number facts such as pairs to 10, doubles or near doubles, 1 more, 10 more.

Toy Shop (hot)

Children should choose 3 items and find the total.
Look out for children using number facts such as pairs to 10, doubles or near doubles, 1 more, 10 more.

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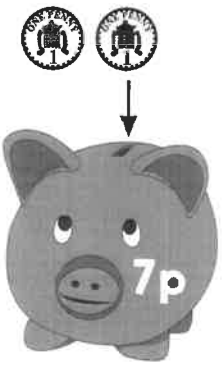
A Bit Stuck?
Tap twice

Work in pairs

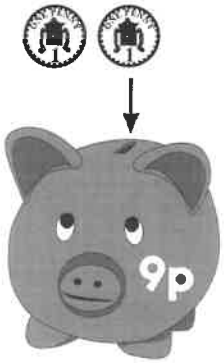
Things you will need:
- 1p and 2p coins
- A pencil

What to do:

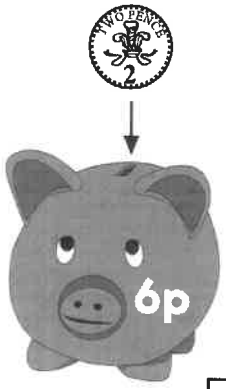
- Each money box has some money in.
- Add pennies or 2p to each box.
- Then write how much money is in each money box.
- Remember to tap the 2p coin twice to add on two pence.



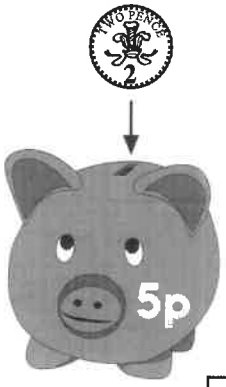
7p + 1p + 1p = ☐ p



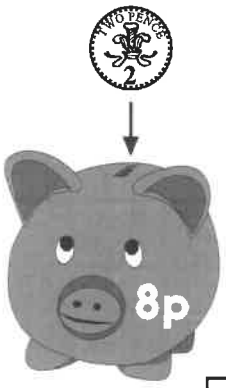
9p + 1p + 1p = ☐ p



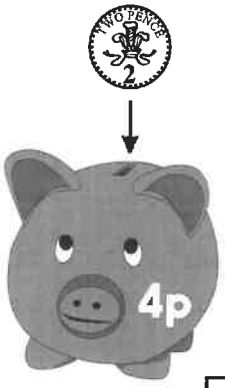
6p + 2p = ☐ p



5p + 2p = ☐ p



8p + 2p = ☐ p



4p + 2p = ☐ p

S-t-r-e-t-c-h:
Start with a 10p coin. Add a 2p coin. How much do you have now?
Now add another 2p coin. Keep going. How far can you get?

Learning outcomes:
- I can add 2p to amounts up to 10p by counting on.
- I am beginning to add 2p to amounts up to 20p.

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Check your understanding
Questions

Write the missing numbers:

8p + 12p = ☐

6p + ☐ = 13p

☐ = 13p + 3p + 6p

Fold here to hide answers

Check your understanding: *Answers*

Write the missing numbers:

- 8p + 12p = 20p
- 6p + 7p = 13p
- 22p = 13p + 3p + 6p

Children should be applying number bond knowledge and addition strategies to help solve these.

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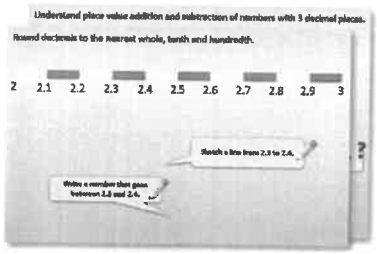
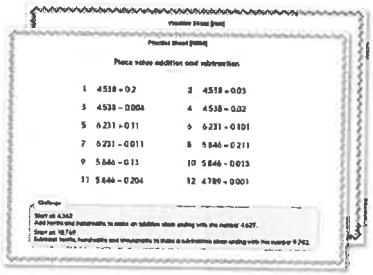
Year 1: Week 2, Day 3
Add 10p and 20p to prices

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

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

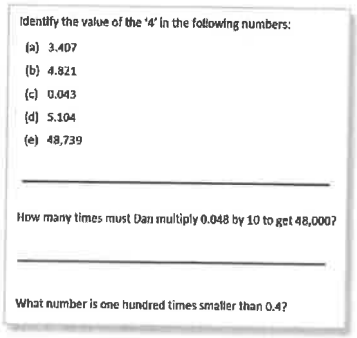


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

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



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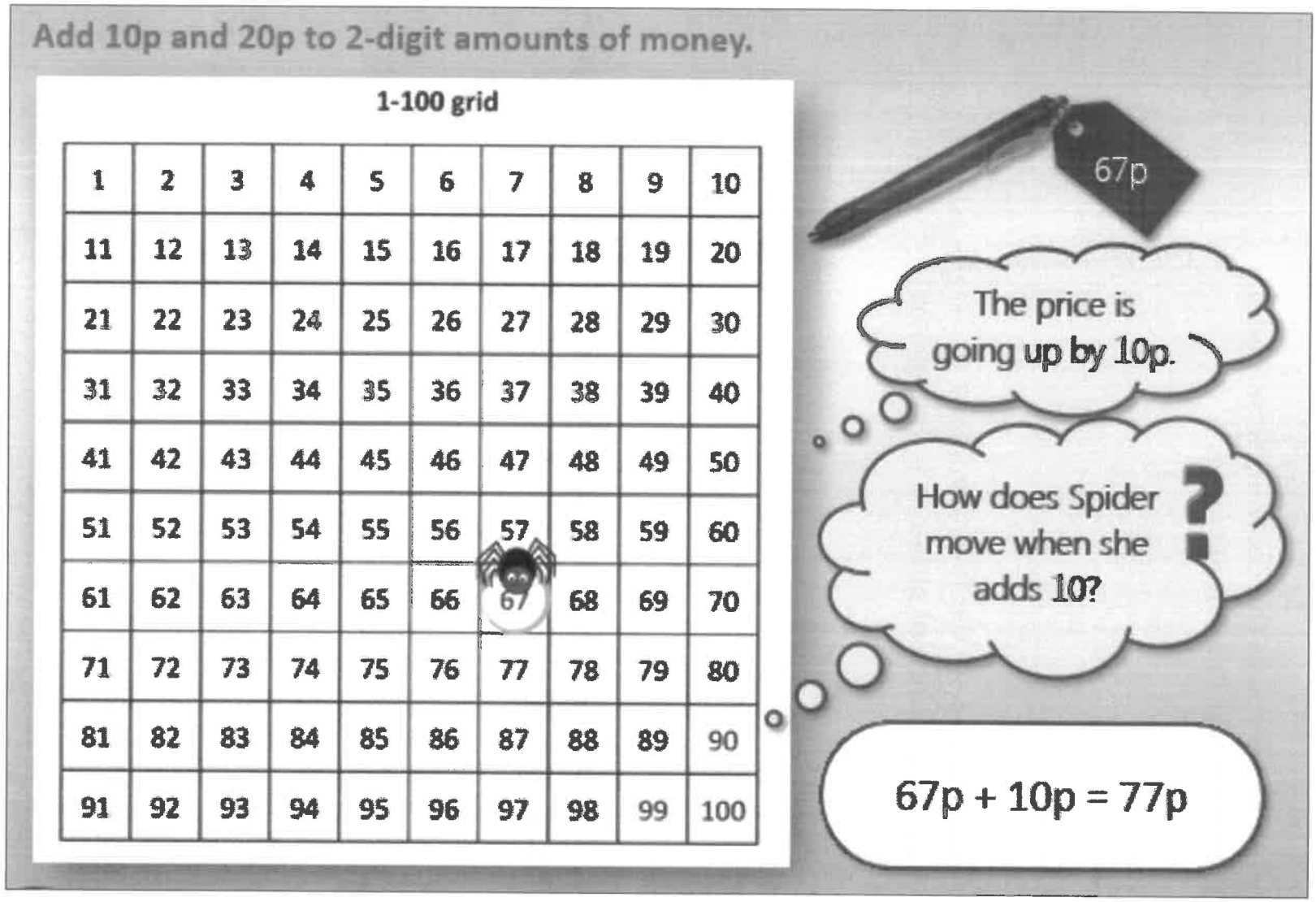
Learning Reminders



© Hamilton Trust

Learning Reminders

Add 10p and 20p to 2-digit amounts of money.

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

The price is going **up by** 20p.

How does Spider move when she adds 20?

73p + 20p = 93p

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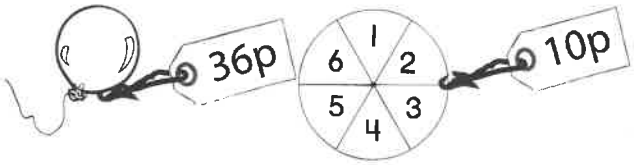
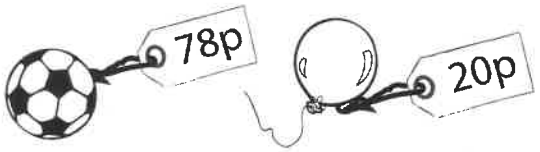
Practice Sheet Mild
Toys





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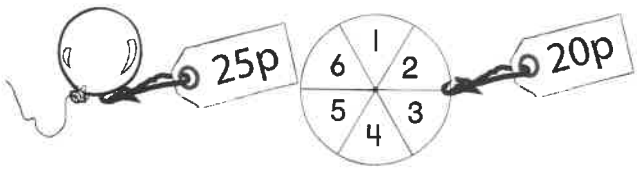
Practice Sheet Hot Toys



+ =

+ =

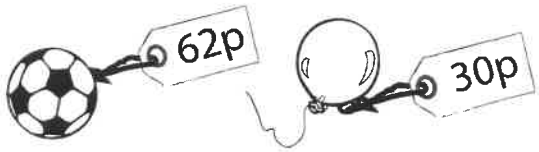
+ =

+ =

+ =

+ =

+ =



+ =

© Hamilton Trust

Practice Sheets Answers

Toys (mild)

36p + 10p = **46p**
83p + 10p = **93p**
25p + 20p = **45p**
52p + 20p = **72p**

71p + 10p = **81p**
46p + 10p = **56p**
64p + 20p = **82p**
78p + 20p = **98p**

Toys (hot)

25p + 20p = **45p**
47p + 20p = **67p**
78p + 20p = **98p**
38p + 30p = **68p**

64p + 20p = **84p**
52p + 20p = **72p**
45p + 30p = **75p**
62p + 30p = **92p**

© Hamilton Trust

1-100 number grid

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

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A Bit Stuck?
More 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.

2
12
22
32
42
62
72
82

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

Use Spider on the grid to work out the answers to these additions.

25 + 10 = ☐ 53 + 10 = ☐

Learning outcomes:
- I can count on in 10s from a single-digit number.
- I am beginning to use Spider to add 10 to 2-digit numbers.

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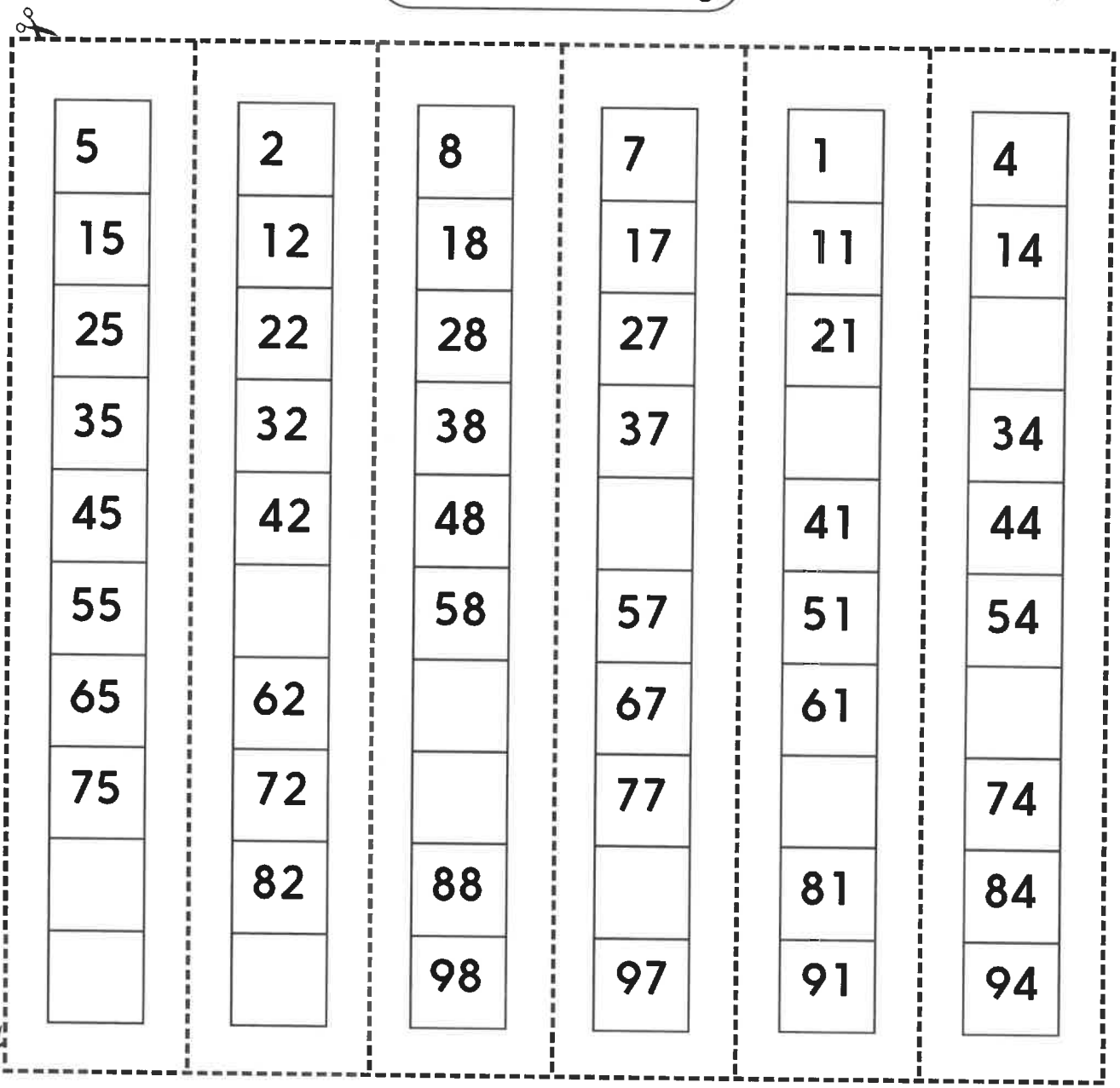
A Bit Stuck?
More spider counting



5	2	8	7	1	4
15	12	18	17	11	14
25	22	28	27	21	
35	32	38	37		34
45	42	48		41	44
55		58	57	51	54
65	62		67	61	
75	72		77		74
	82	88		81	84
		98	97	91	94

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A Bit Stuck?
More spider counting

© Hamilton Trust

Check your understanding
Questions

Add amounts to write the missing totals in the table.

+	10p	20p
42p	52p	
66p		86p
70p		

Fold here to hide answers

Check your understanding
Answers

Add amounts to write the missing totals in the table.

+	10p	20p
42p	52p	62p
66p	76p	86p
70p	80p	90p

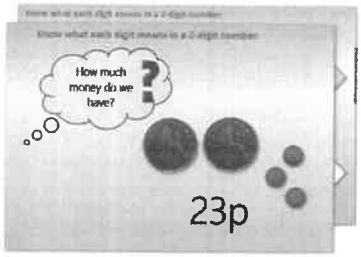
Children should be counting on in 10s, not 1s to solve these

© Hamilton Trust

Year 1: Week 1, Day 4
Finding change when shopping

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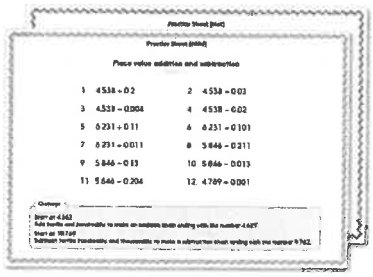
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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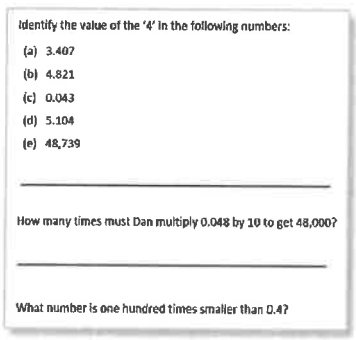
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

---

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?

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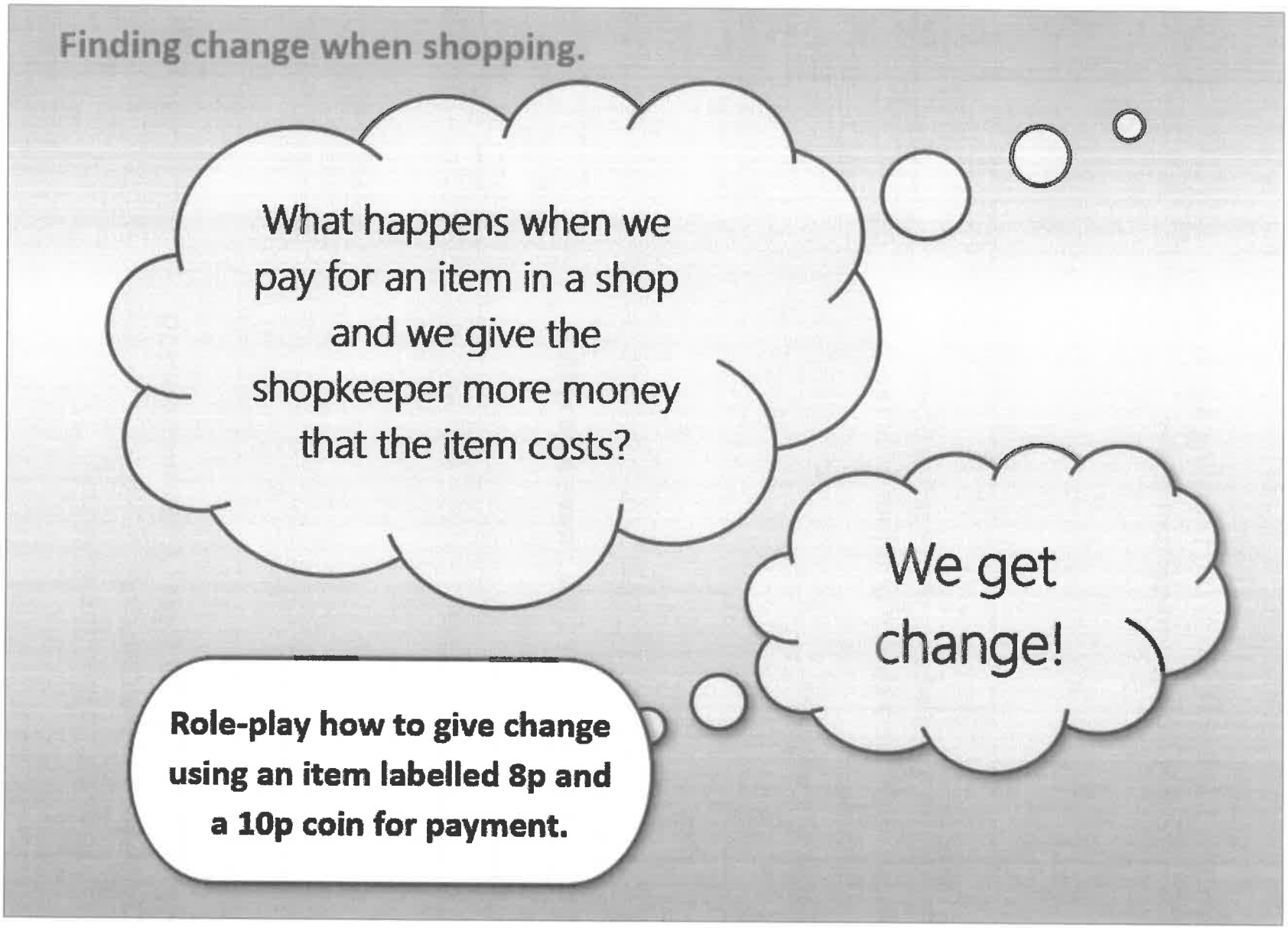
Learning Reminders



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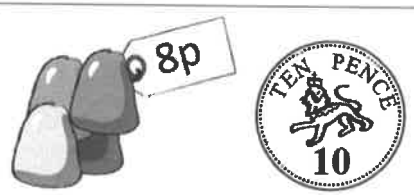
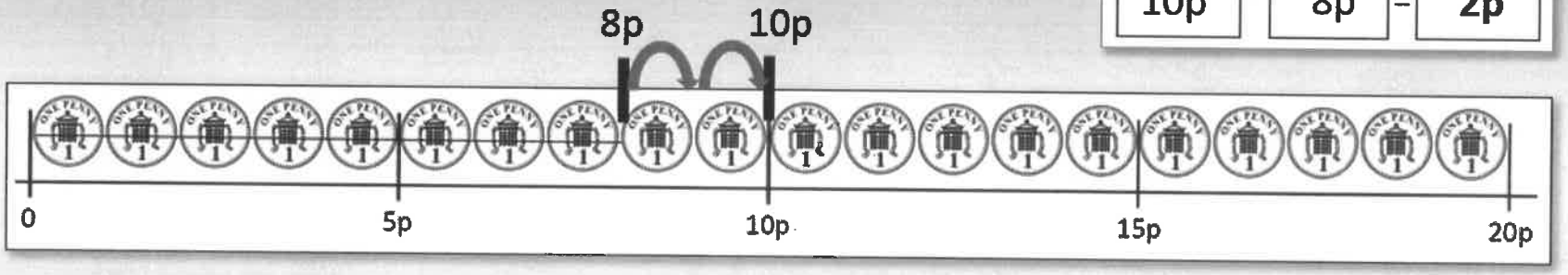
Learning Reminders

Finding change when shopping.



10p	-	8p	=	2p



Step 1
The cost is 8p.
Cross out the pennies spent.

Step 2
The amount paid is 10p.
Mark it on the number line.

Step 3
Count up in 1s from 8p to 10p to find the difference.

You need 2p change

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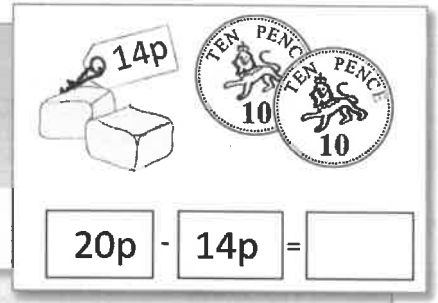
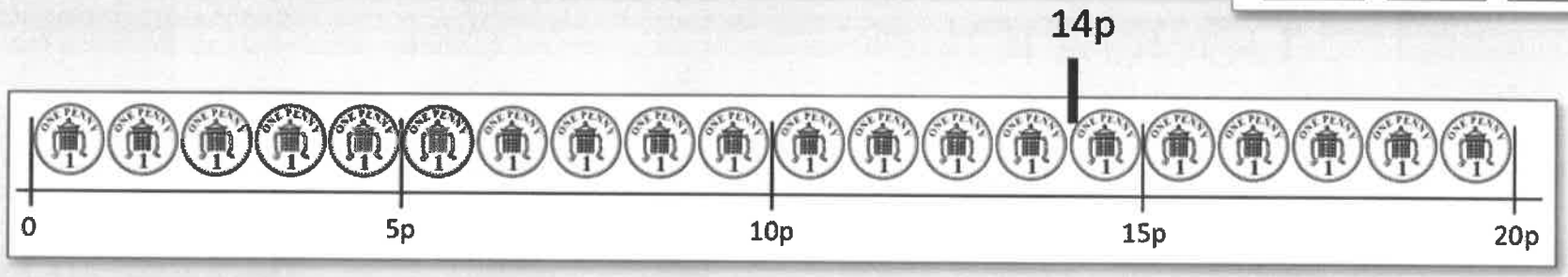
Learning Reminders

Finding change when shopping.



What if you spend 14p and pay with 20p?



Step 1
The cost is 14p.
Cross out the pennies spent.

Step 2
The amount paid is 20p.
Mark it on the number line.

Step 3
Count up in 1s from 14p to 20p to find the difference.

You need ___p change

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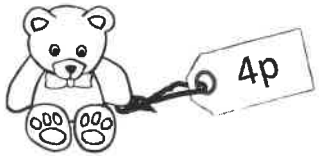
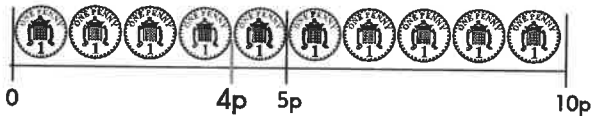
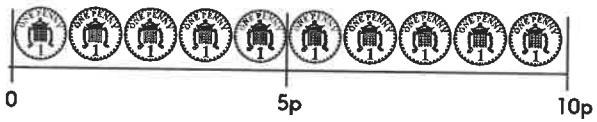
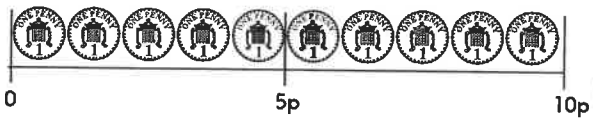
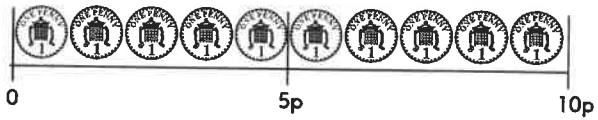
Practice Sheet Mild
Count up to find change from 10p

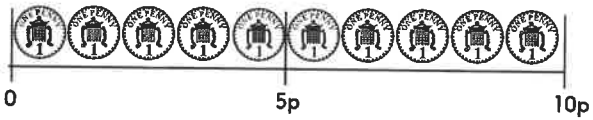


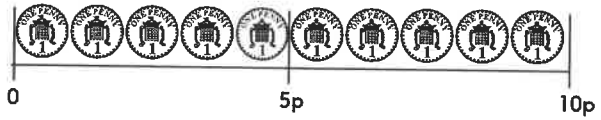


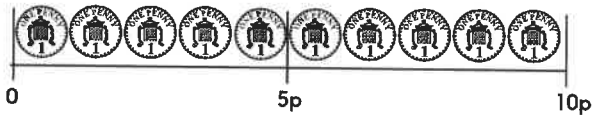


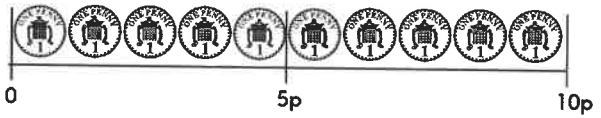












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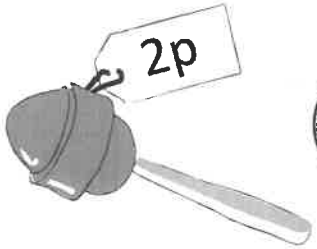
Practice Sheet Hot

Count up to find change from different amounts



5p - 2p = ☐

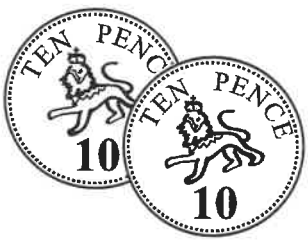
☐ - ☐ = ☐

☐ - ☐ = ☐

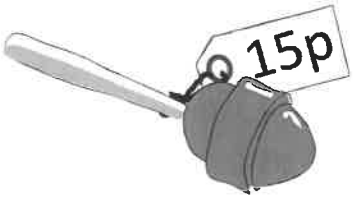
☐ - ☐ = ☐

☐ - ☐ = ☐

☐ - ☐ = ☐



☐ - ☐ = ☐



☐ - ☐ = ☐

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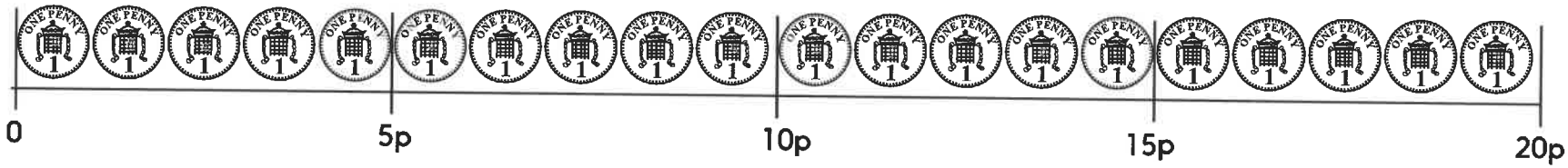
Practice Sheet Resource
0 to 20p money line



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Practice Sheet Answers

Count up to find change from 10p (mild)

10p - 4p = **6p**
10p - 6p = **4p**
10p - 5p = **5p**
10p - 9p = **1p**

10p - 7p = **3p**
10p - 2p = **8p**
10p - 8p = **2p**
10p - 6p = **4p**

Count up to find change from different amounts (hot)

5p - 2p = **3p**
10p - 3p = **7p**
20p - 7p = **13p**
20p - 14p = **6p**

10p - 8p = **2p**
20p - 17p = **3p**
20p - 12p = **8p**
20p - 15p = **5p**

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A Bit Stuck!
Dino stickers

Work in pairs

Things you will need:
- 1p and 10p coins
- Money lines
- A pencil

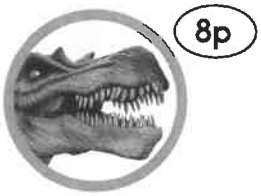
What to do

- Take it in turns to be the shopkeeper and the customer.
- The customer chooses a sticker and gives the shopkeeper 10p.
- The shopkeeper uses the money line to find the change from 10p. The shopkeeper gives the change to the customer.
- Both people write the change by the sticker.

Change ☐p

Change ☐p

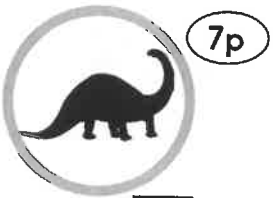
Change ☐p



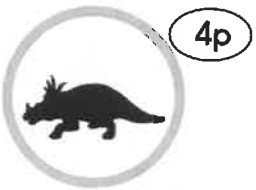
Change ☐p

Change ☐p

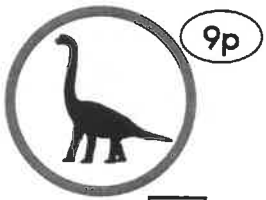
Change ☐p



Change ☐p



Change ☐p



Change ☐p

S-t-r-e-t-c-h:
Use your knowledge of pairs to 10 to help find the change.

Learning outcomes:
- I can find the change from 10p using a money line.
- I am beginning to use pairs to 10 to find change from 10p.

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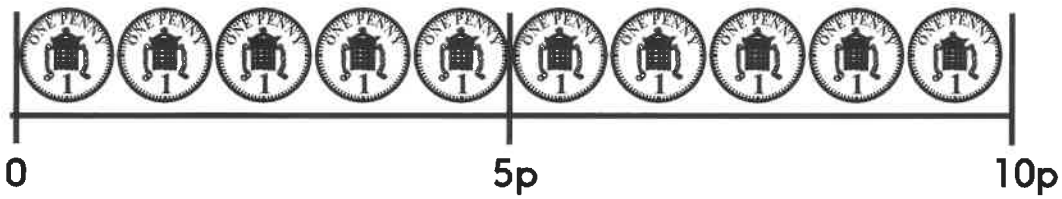
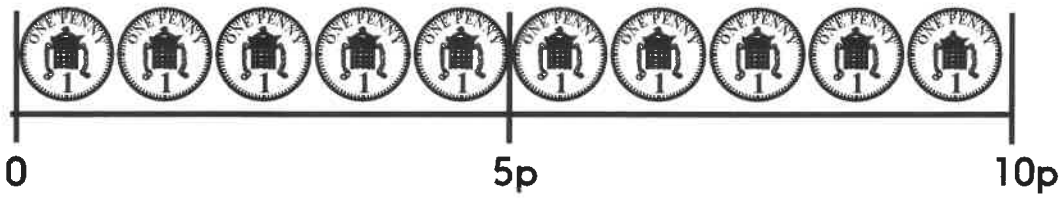
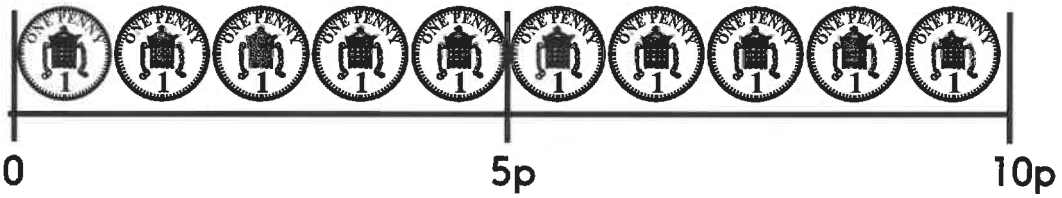
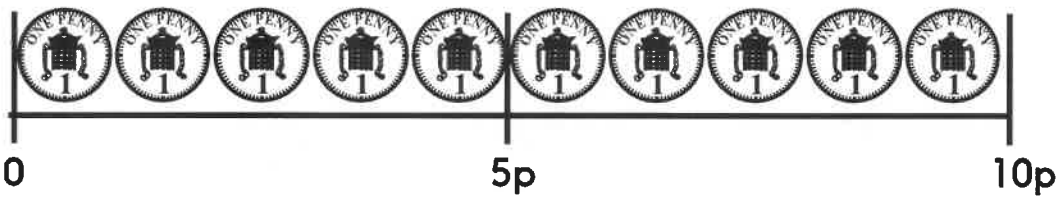
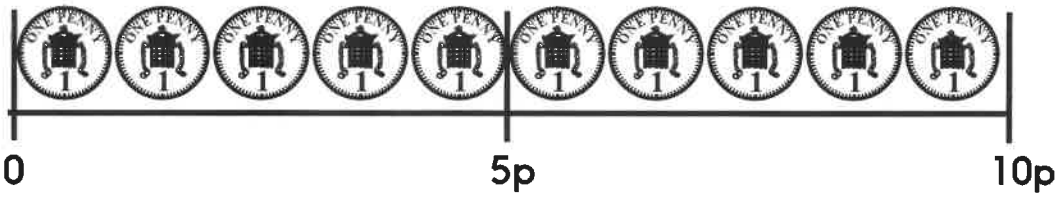
A Bit Stuck!
Dino stickers

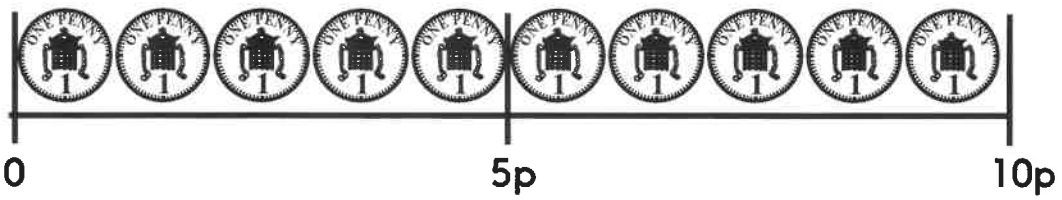












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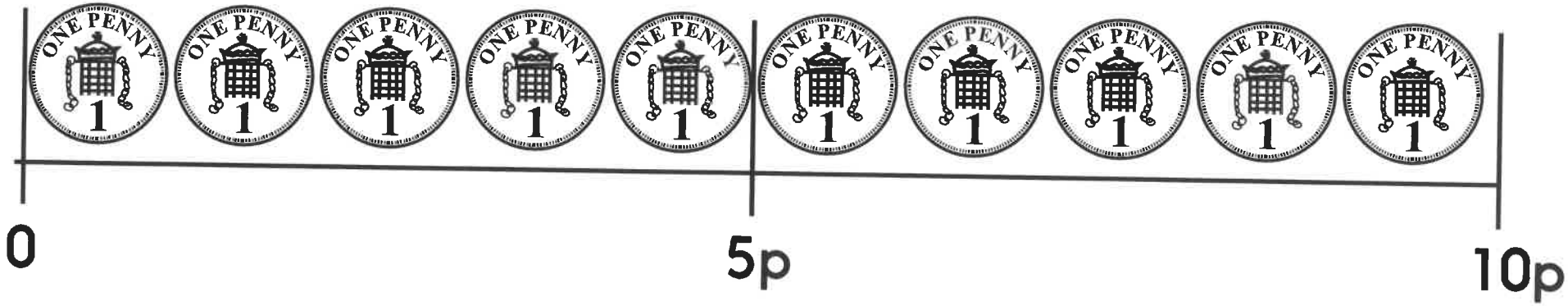
A Bit Stuck!
Dino stickers



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Check your understanding
Questions

Write the change from 10p when buying...

(i) 6p biscuit

(ii) 4p cracker

(iii) 9p drink

True or false

- You always get change if you pay for something with a 10p coin.
- You can buy two 4p sweets and still have change from 10p.
- You may not use a 20p coin to buy something that costs 11p.

What does a pen cost if I get 5p change when paying for it using a 10p coin?

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Check your understanding
Answers

Write the change from 10p when buying...

(i) 6p biscuit 4p

(ii) 4p cracker 6p

(iii) 9p drink 1p Are children applying knowledge of number bonds to 10?

True or false

- You always get change if you pay for something with a 10p coin. False – if it costs 10p there is no change!
- You can buy two 4p sweets and still have change from 10p. True, two 4p sweets costs 8p so there should be 2p change.
- You may not use a 20p coin to buy something that costs 11p. False, 20p is more than 11p so it is fine to use it.

What does a pen cost if I get 5p change when paying for it using a 10p coin? 5p, since 10p – 5p = 5p

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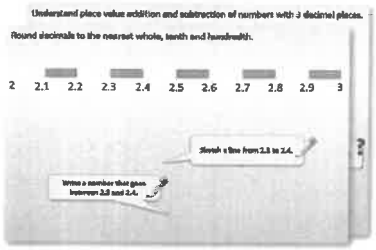
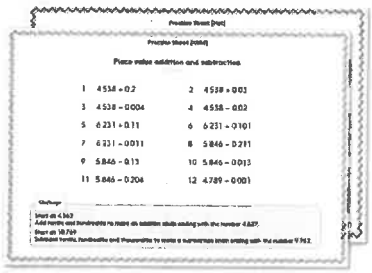
Year 1: Week 2, Day 5
Difference between prices

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

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

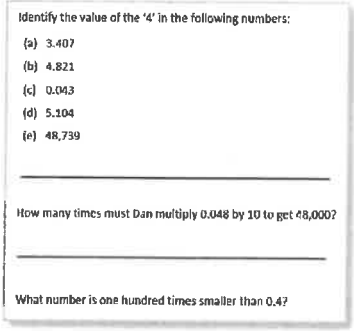


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

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



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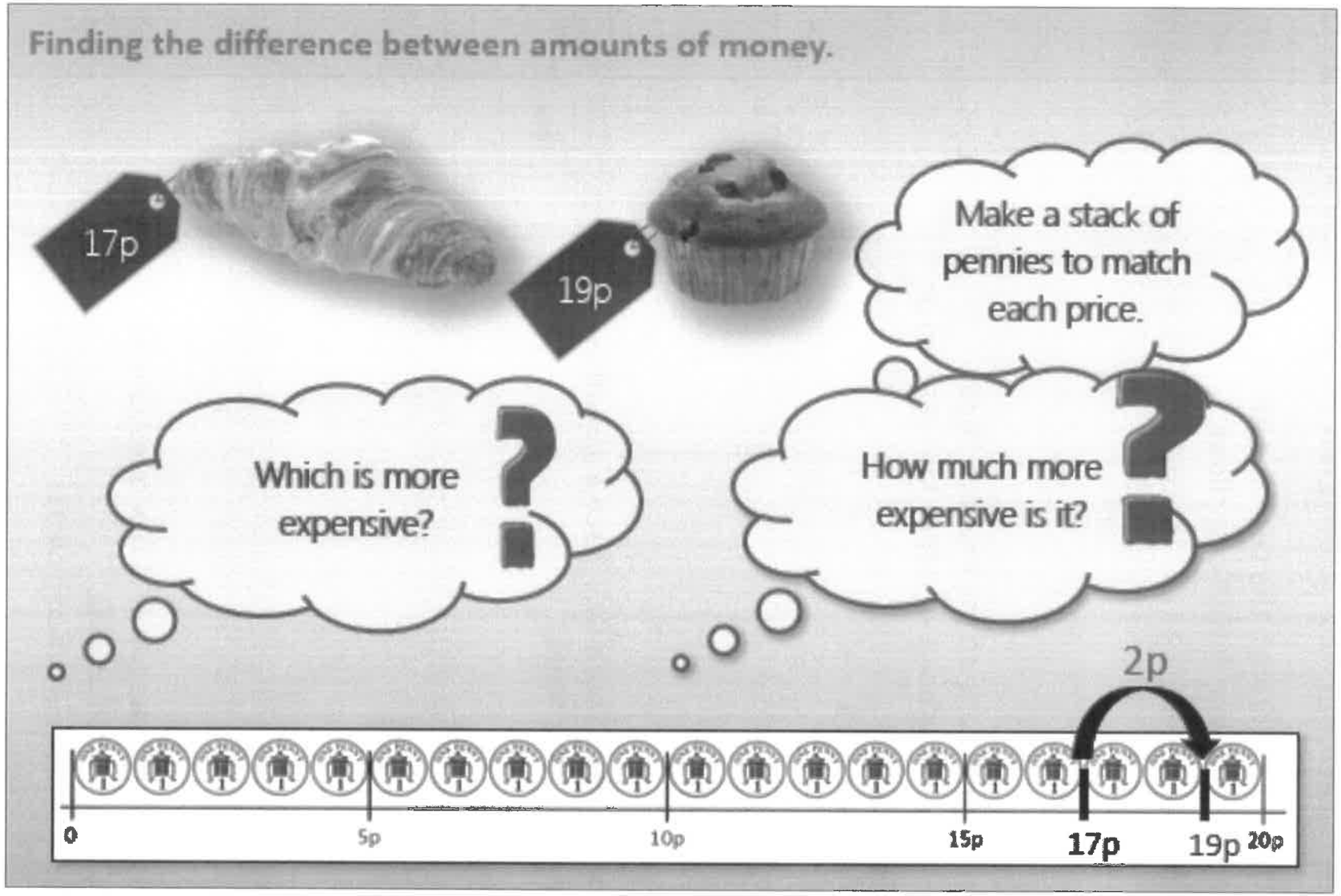
Learning Reminders



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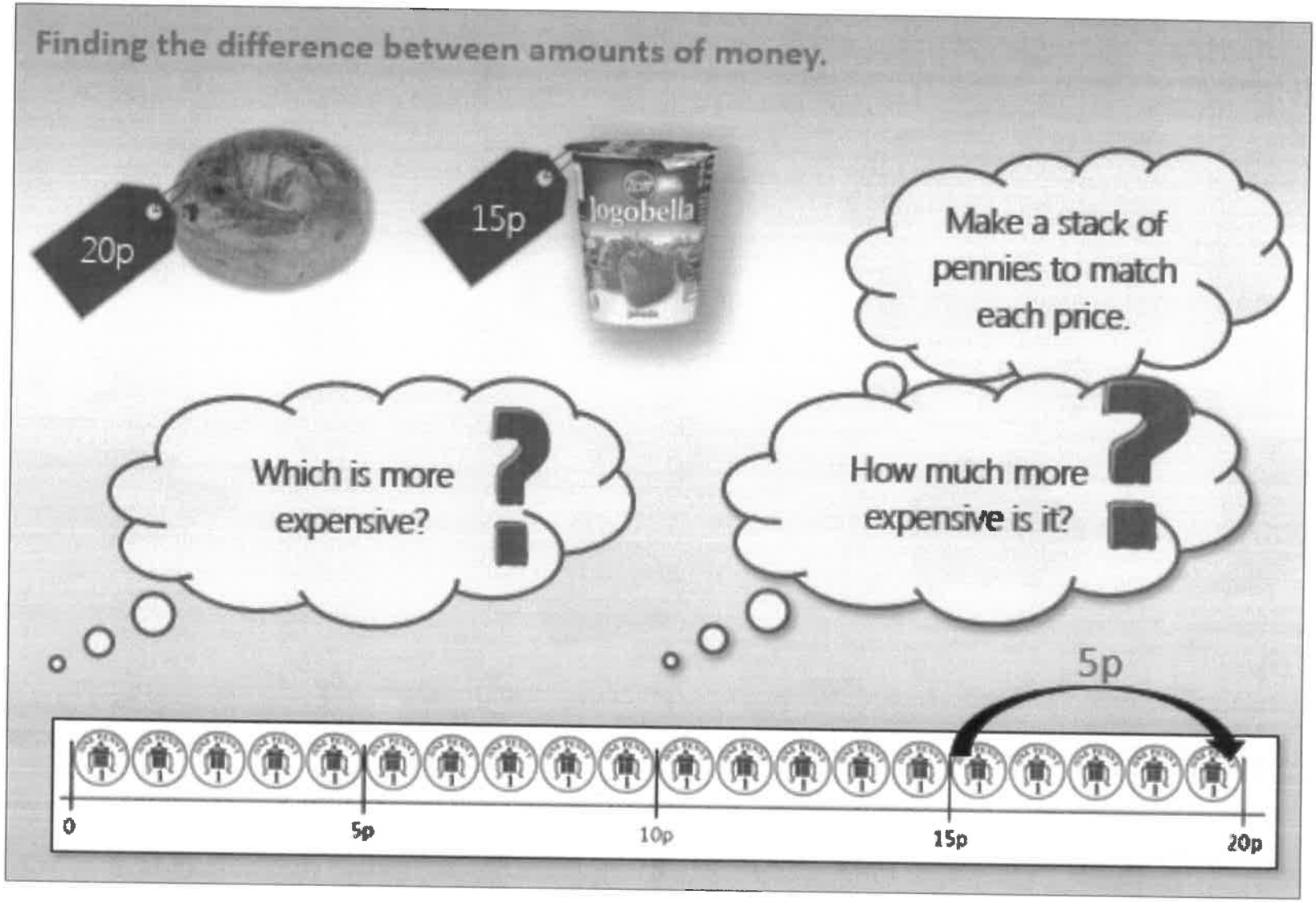
Learning Reminders



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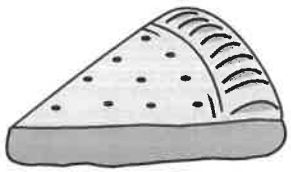
Practice Sheet Mild

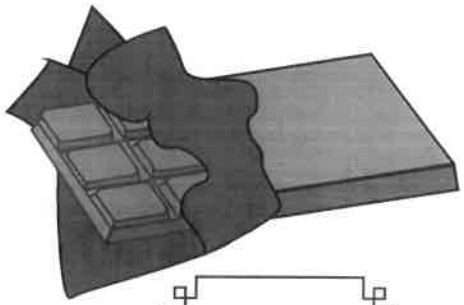
Count up to find differences

Choose 2 items.
Mark both on the penny number line, then write the difference at the side.
Repeat with new items.

1p



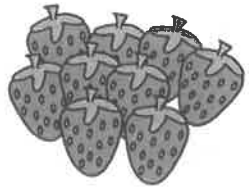
6p



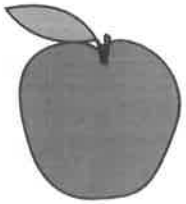
4p

3p

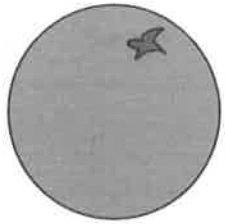
8p



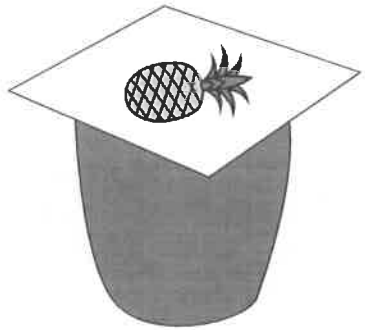
7p



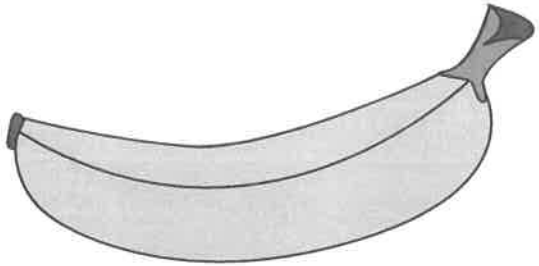
10p



5p



2p



9p

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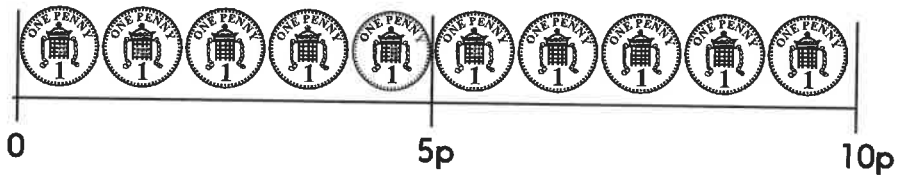
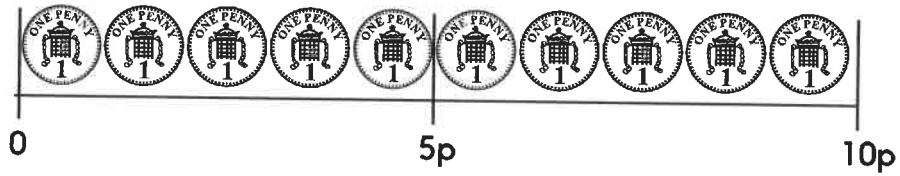
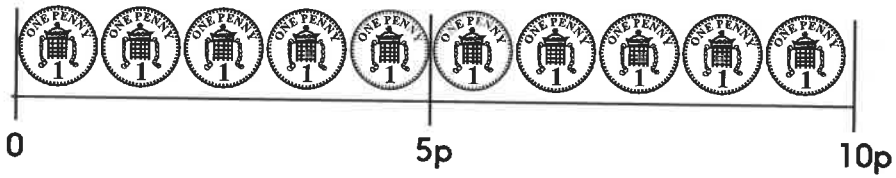
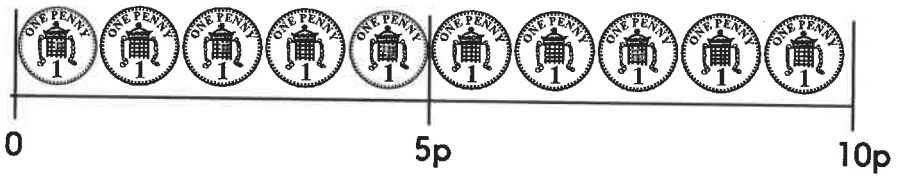
Practice Sheet Mild
Count up to find differences









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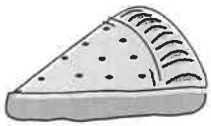
Practice Sheet Hot
Count up to find differences

Choose 2 items and find the price difference. You can use the 0-20p money line to help. Repeat with lots of different pairs of items.

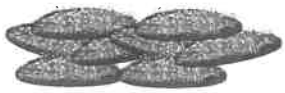
4p

8p

11p



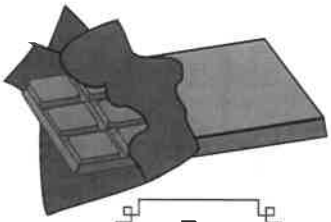
15p



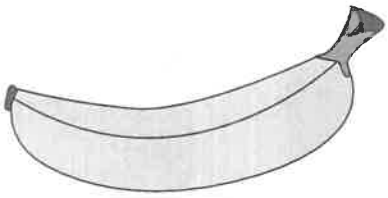
20p

6p

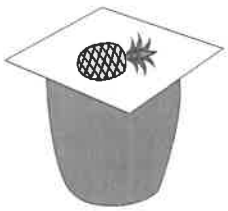
18p



7p

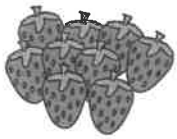


14p



16p

19p



17p

Challenge

1. Can you find two items with a difference of 3p?
2. Can you find two items with a difference of 6p?
3. Can you find two items with a difference of 4p?
4. Can you find two items with a difference of 7p?
5. Can you find two items with a difference of 10p?
6. Draw two new items with a difference of 12p.

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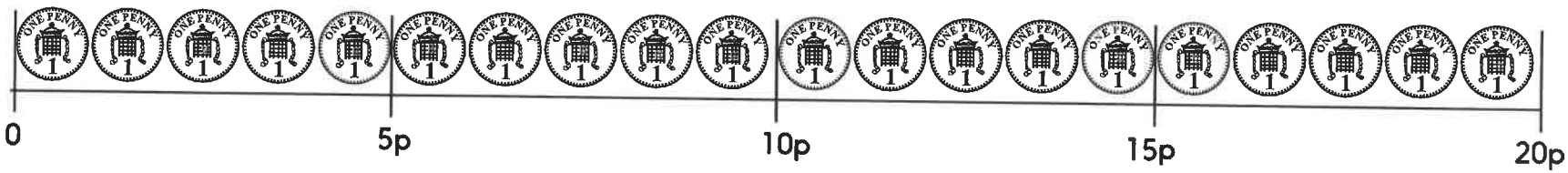
Practice Sheet Hot
0 to 20p money line



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Practice Sheets Answers

Count up to find differences (mild)

Children should have chosen two items and used the penny number lines to calculate the difference between the two amounts.

Count up to find differences (hot)

Children should have chosen two items and calculated the difference between the two amounts (using the penny number lines for support if necessary).

Challenge

Items with a difference of 3p
18p - 15p orange and shortbread
11p - 8p sweet and jammie biscuit
20p - 17p rainbow sweets and strawberries
19p - 16p bourbon biscuit and yogurt
7p - 4p chocolate bar and apple
14p - 11p banana and sweet

Items with a difference of 4p
15p - 11p shortbread and sweet
19p - 15p bourbon biscuit and shortbread
11p - 7p sweet and chocolate bar
20p - 16p rainbow sweets and yogurt

Items with a difference of 10p
17p - 7p strawberries and chocolate bar
18p - 8p orange and jammie biscuit
16p - 6p yogurt and lollipop
14p - 4p banana and apple

Items with a difference of 6p
14p - 8p banana and jammie biscuit
17p - 11p strawberries and sweet
20p - 14p rainbow sweets and banana

Items with a difference of 7p
15p - 8p shortbread and jammie biscuit
18p - 11p orange and sweet
14p - 7p banana and chocolate bar
11p - 4p sweet and apple

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A Bit Stuck!
Money makers

Work in pairs

Things you will need:
- 11p - 20p number cards
- Several 10p and lots of 1p coins
- Counters or similar

What to do:

- Shuffle the set of 11p to 20p cards. Place in a pile, face up.
- Each person takes a card. Make that amount using a 10p and 1p coins.
- Who has the greater amount? They win a counter.
- Repeat until all cards have been used.
- Who won most counters?

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

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

Learning outcomes:
- I can compare pairs of money amounts from 11p to 20p using coins.
- I am beginning to say a number which is more or less than a number up to 20.

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11p

12p

13p

14p

15p

16p

17p

18p

19p

20p

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Check your understanding
Questions

Draw a ring around the greater amount:

1. 11p 14p
2. 16p 12p
3. 17p 13p

Write the difference in price between:

1. 17p and 20p
2. 19p and 15p
3. 13p and 18p

Write two prices with a difference of 2p.

Fold here to hide answers

Check your understanding
Answers

Ring the more expensive price

1. 11p **14p**
2. **16p** 12p
3. **17p** 13p

Write the difference in price between

1. 17p and 20p 3p
2. 19p and 15p 4p
3. 13p and 18p 5p

Write two prices with difference of 2p.

Any two prices with a difference of 2p, e.g. 11p and 13p. 12p and 14p, 13 and 15p...

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What to do today

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

1. Read *Dear Postman* and enjoy it together

- Use the *Reading Strategies* to help with new and tricky words.

2. Look at sentence punctuation

- Study the letter using *Looking at Sentences*. Focus on sentence endings. Use *Punctuation* to explore why they are there.
- Write a sentence of you own that uses a question mark. Repeat for a sentence with an exclamation mark.

3. Write two short letters

- Using the *Letter Template*, write a letter asking the postman to bring you something a bit strange!
- Write a letter back from the postman, explaining that he couldn't get it, but that he has got you something else instead.

Now try these Fun-Time Extras

- On *Please, Mr Postman* draw and label further animals and the things you think *they* would have asked for.
- Write a letter to your postman or woman thanking them for all their hard work delivering your family's letters and parcels.
- Would you like to be a postman or woman? Give your answers on *Being a Postman or Postwoman*

Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

Sound out the word *This is the first strategy to use!*	
Break words into **syllables** e.g. *cat-er-piller*	Look for **smaller words** within words e.g. *c-at*
Skip the word and read the rest of the sentence to try and work out what it says	Did the sentence you read **make sense**?
Use the **pictures**	**Remember** the text

Punctuation

Full stop	.	We always put a full stop at the end of a normal sentence.	Sam wrote a letter.
Comma	,	We use commas top put a little pause in a sentence and to put a gap between things that are in a list	Sam, feeling excited, waited for the postman. Sam used a pen, two pencils, a rubber and a crayon.
Question mark	?	We put a question mark at the end of a question instead of a full stop.	Are you OK?
Exclamation mark	!	We use an exclamation mark to show something is written with emphasis or extra strength.	That's amazing! Come over here, Sam!

Looking at Sentences

1. Look at sentence punctuation

- In the first letter, point out these:
  - full stop,
  - comma,
  - question mark
  - exclamation mark.

- Use *Punctuation* above ↑ to explore why they are there.
- Find further examples of these punctuation marks in the letters.
- Practise forming them on scrap paper.
- Write a sentence of you own that uses a question mark.
- Repeat for a sentence with an exclamation mark.

2. Write two short letters

Using the *Letter Template* below, write a letter asking the postman to bring you something a bit strange!

- Try to use a comma, a question mark and an exclamation mark as well as full stops in your letter.
- Write a letter back from the postman explaining he couldn't get it but he has got you something else instead.

Please, Mr Postman!

Animal	What might they have asked for?

Being a Postman or Postwoman

In the box below, say what would be really cool about being a postman or postwoman.

Is there anything that would be <u>not</u> so good about doing their job?

Dear Postman

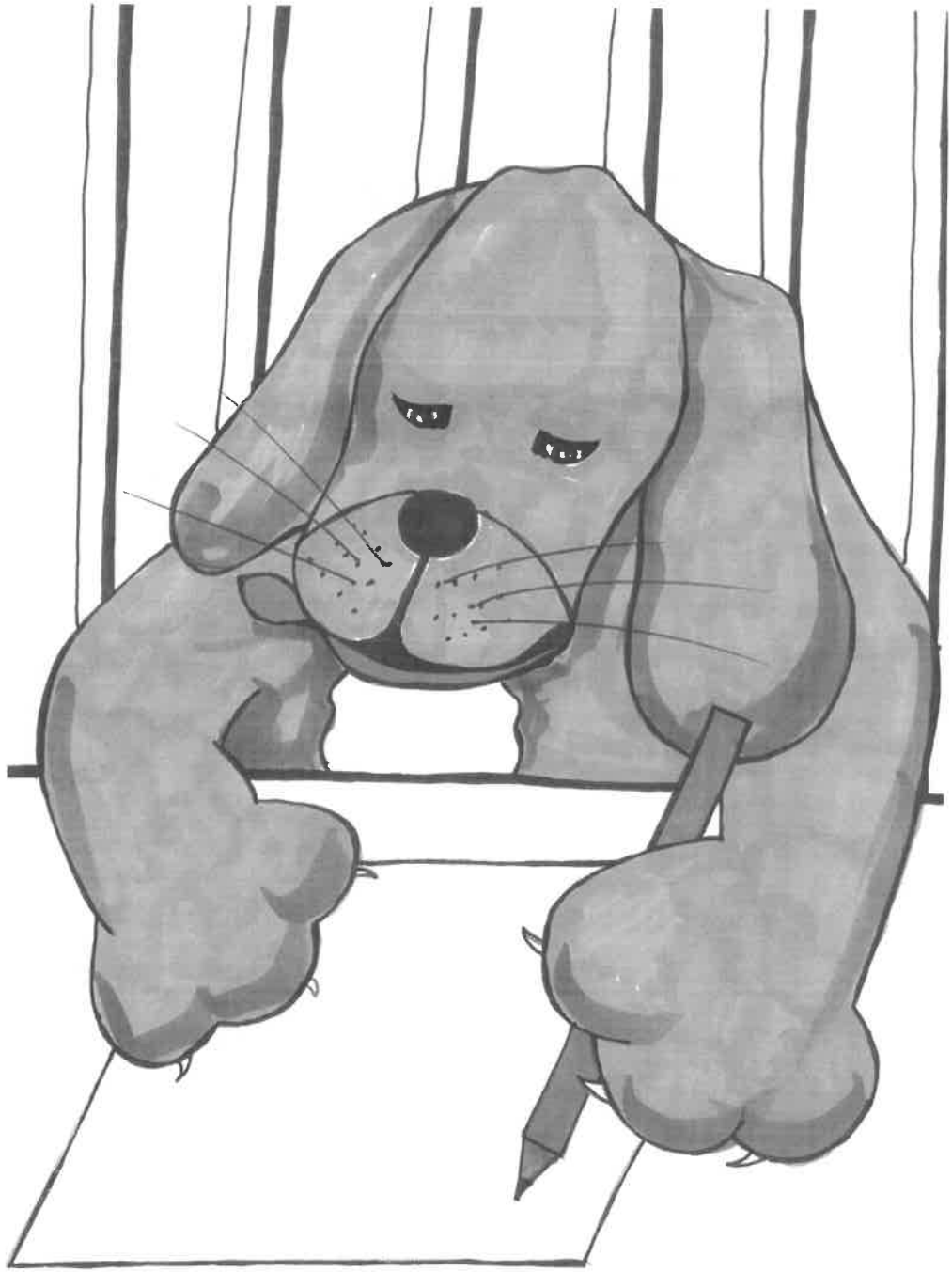
Written by Ruth Merttens,
illustrated by Jackie Abey

Dear Postman,

Please can you bring me a bone?

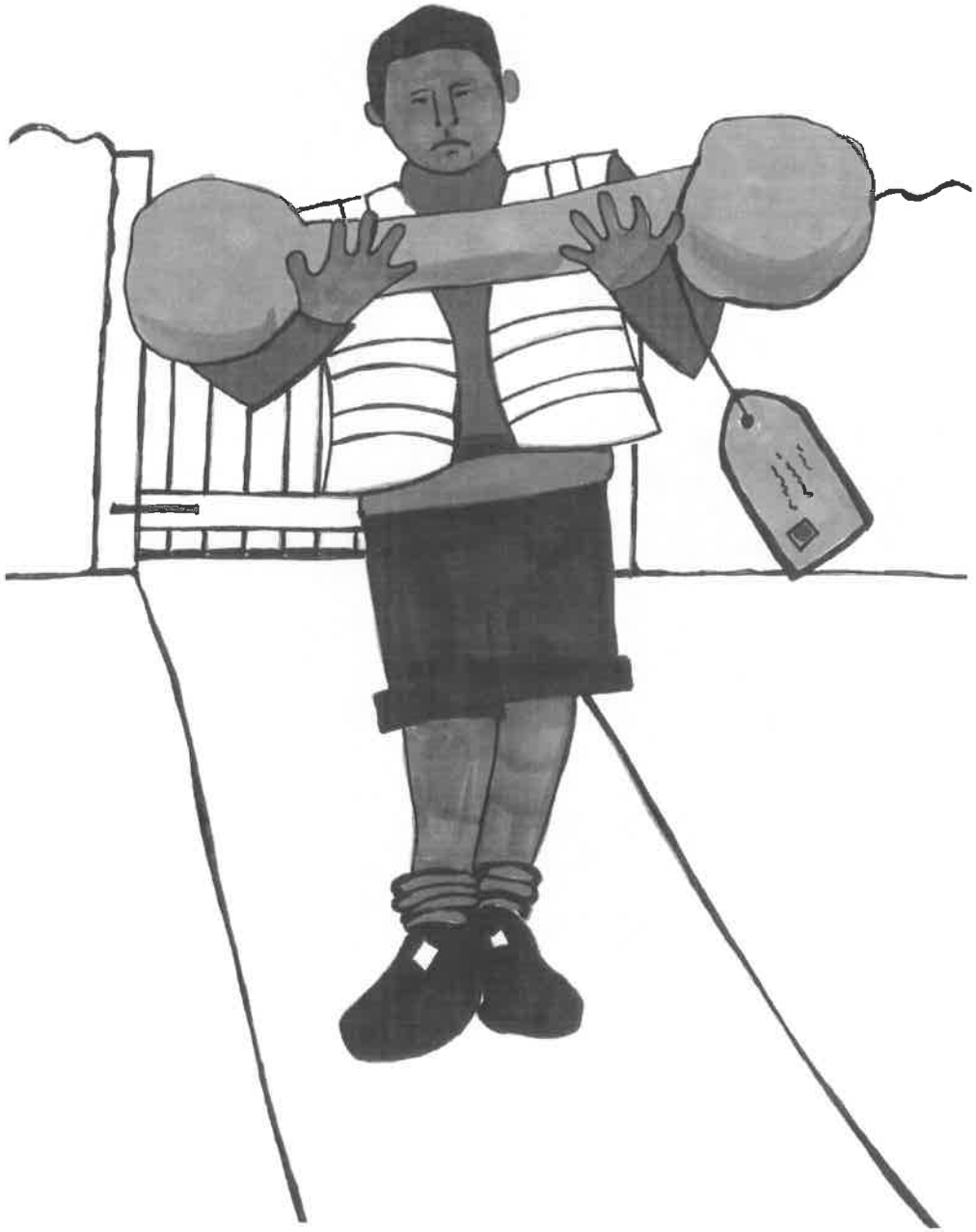
Love,

Puppy



Puppy waited.

It is in the post!

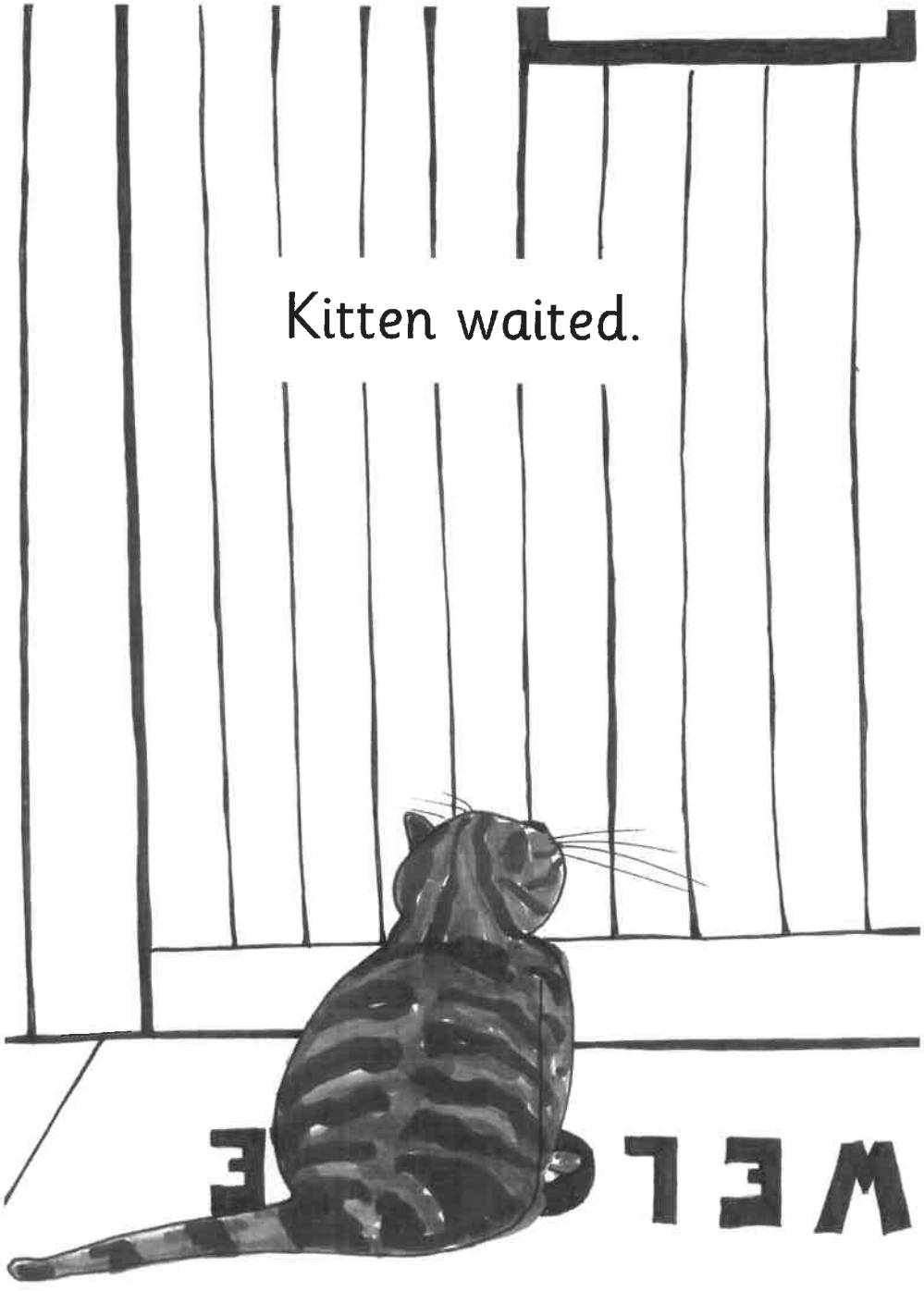


Dear Postman,

Please can you bring me a fish?

Love,

Kitten


Kitten waited.

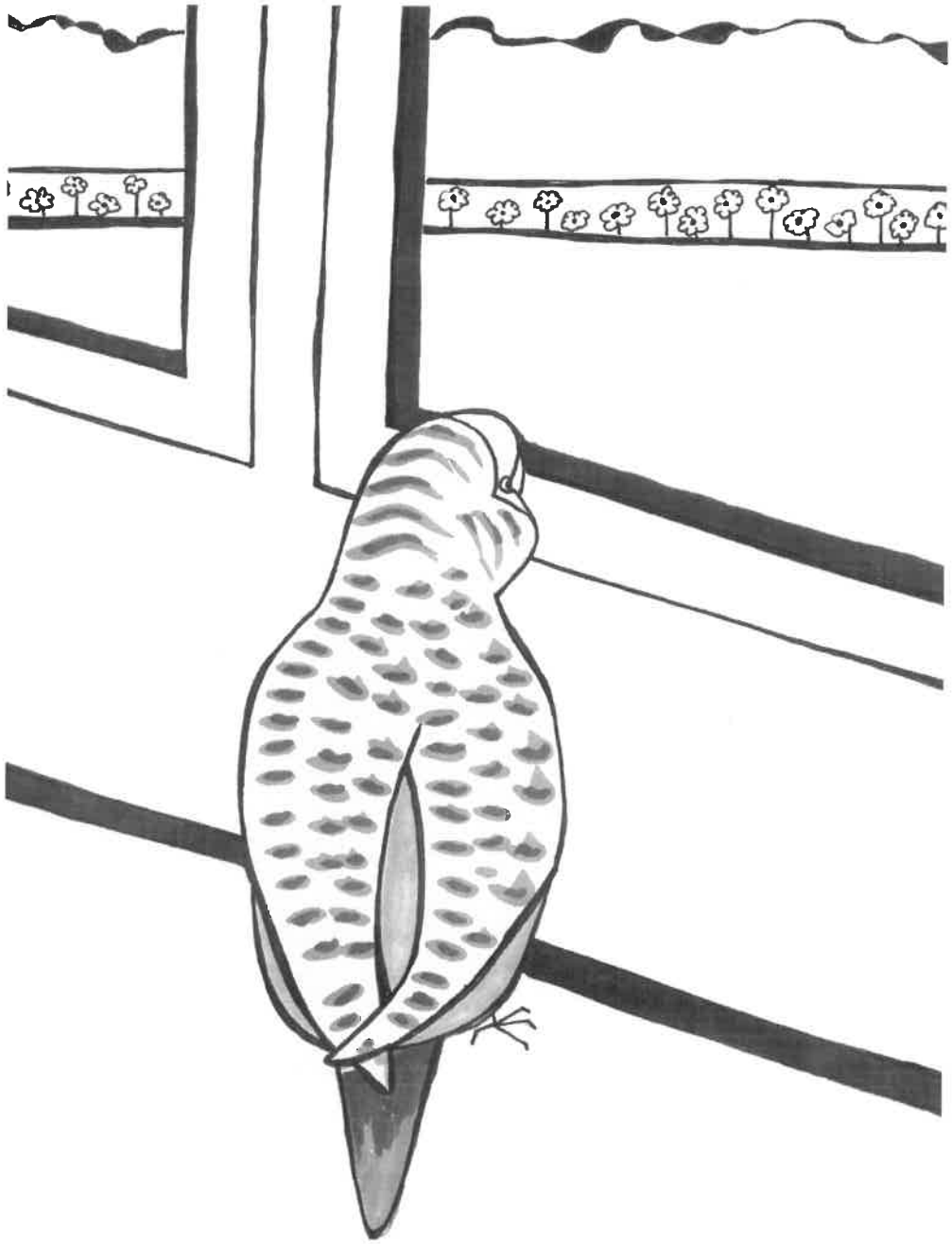
It is in the post!

Dear Postman,

Please can you bring me some millet?

Love,

Budgie



Budgie waited.

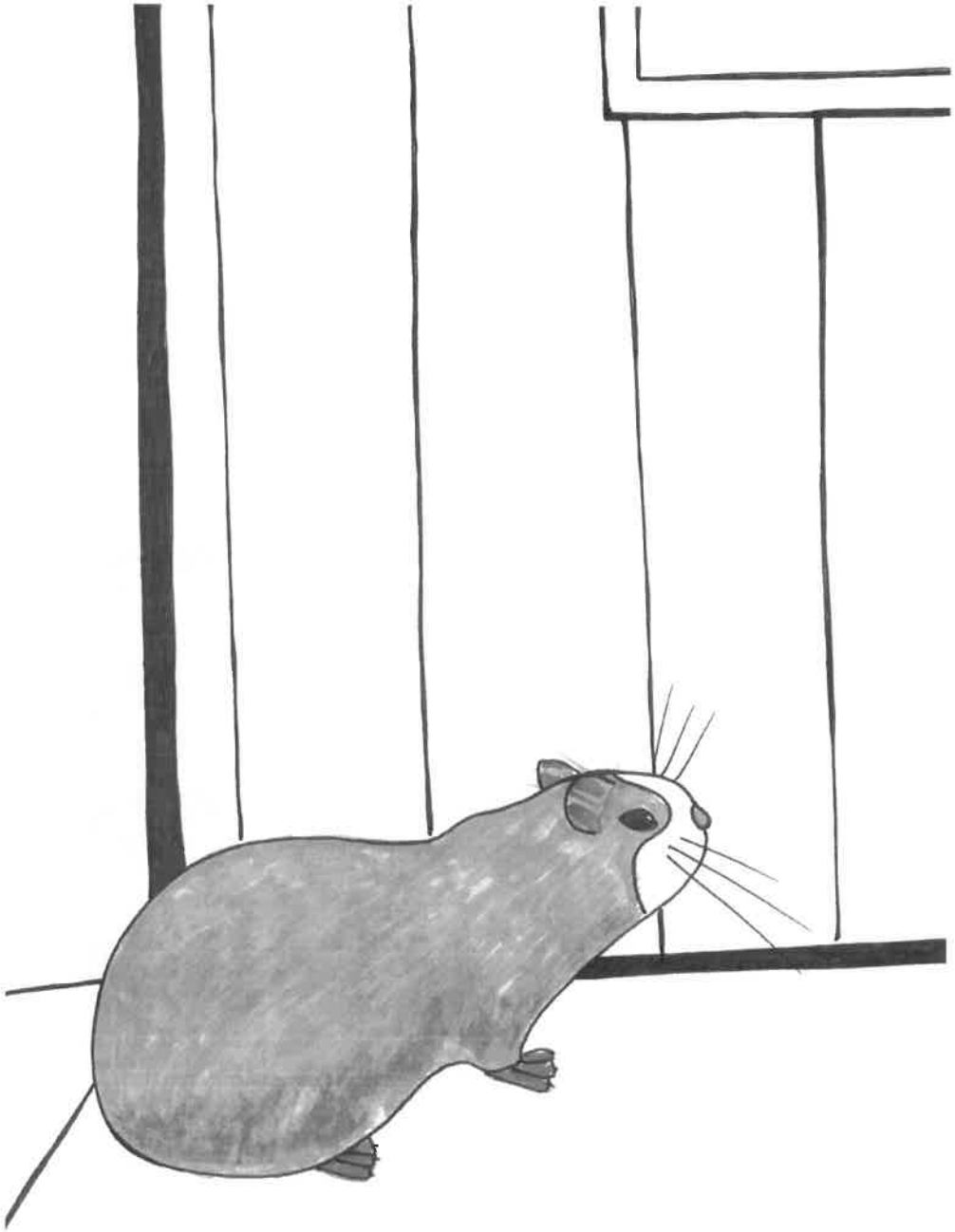
It is in the post!

Dear Postman,

Please can you bring me a nut?

Love,

Hamster



Hamster waited.

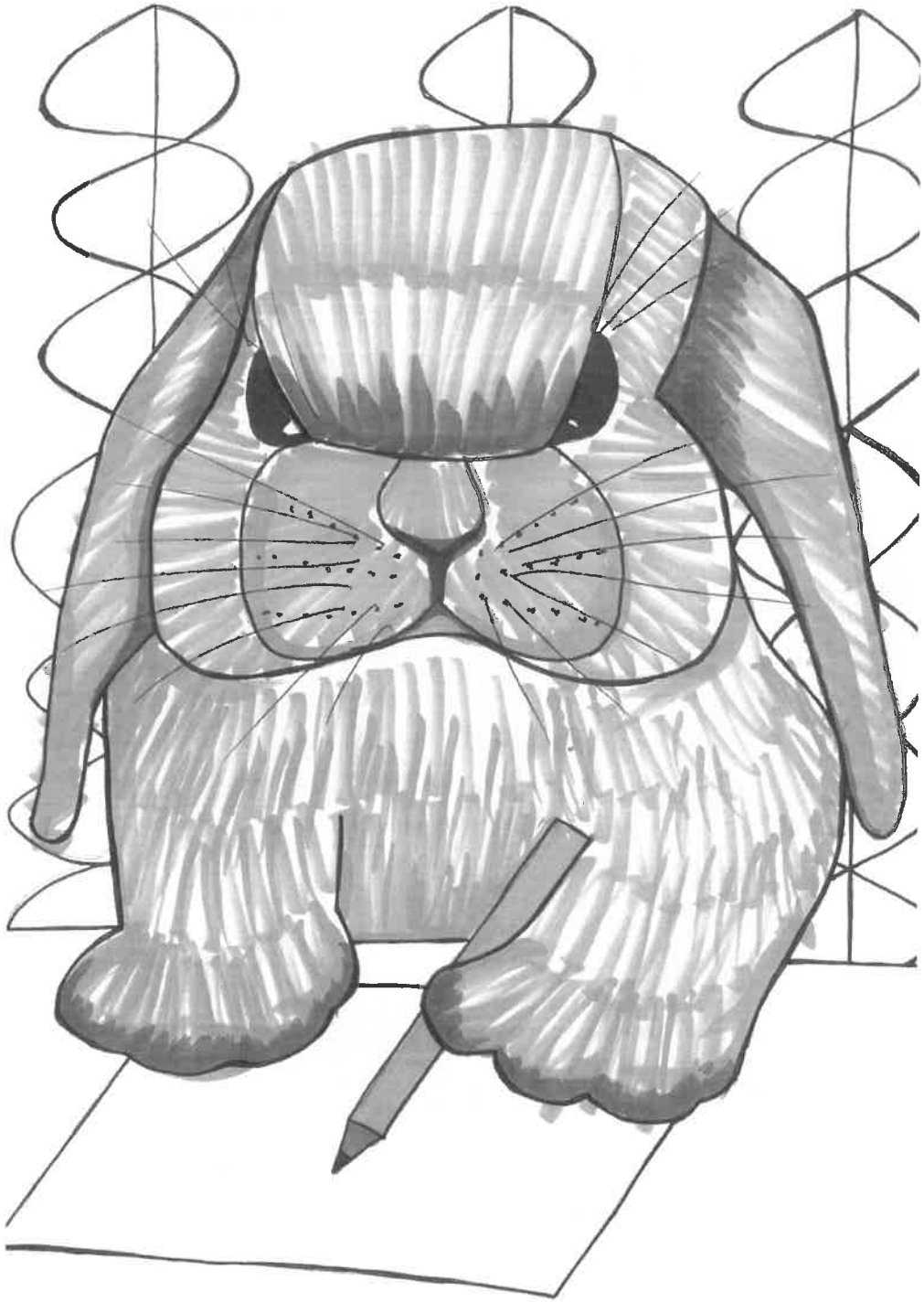
It is in the post!

Dear Postman,

Please can you bring me a carrot?

Love,

Bunny



Bunny waited.

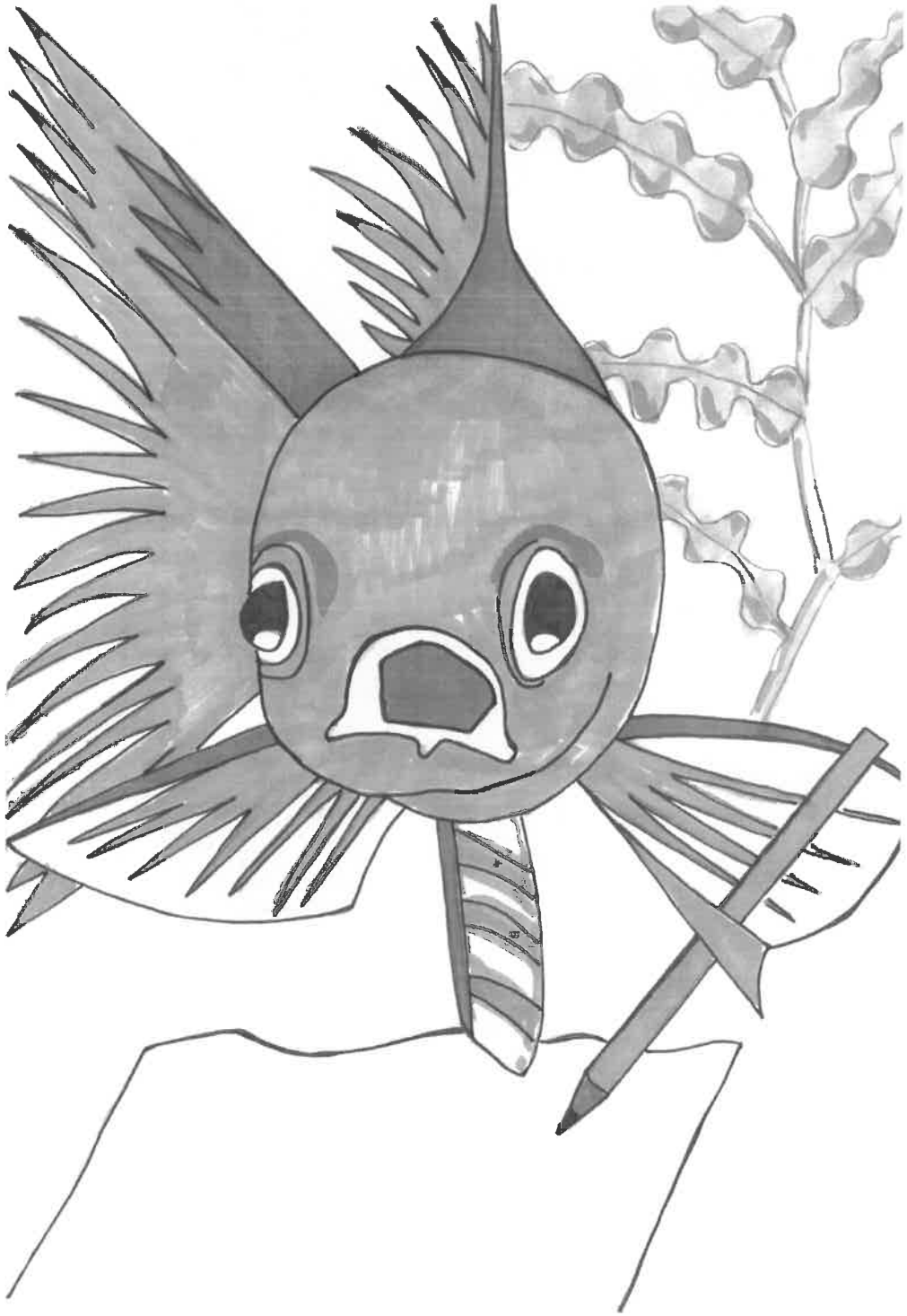
It is in the post!

Dear Postman,

Please can you bring me a worm?

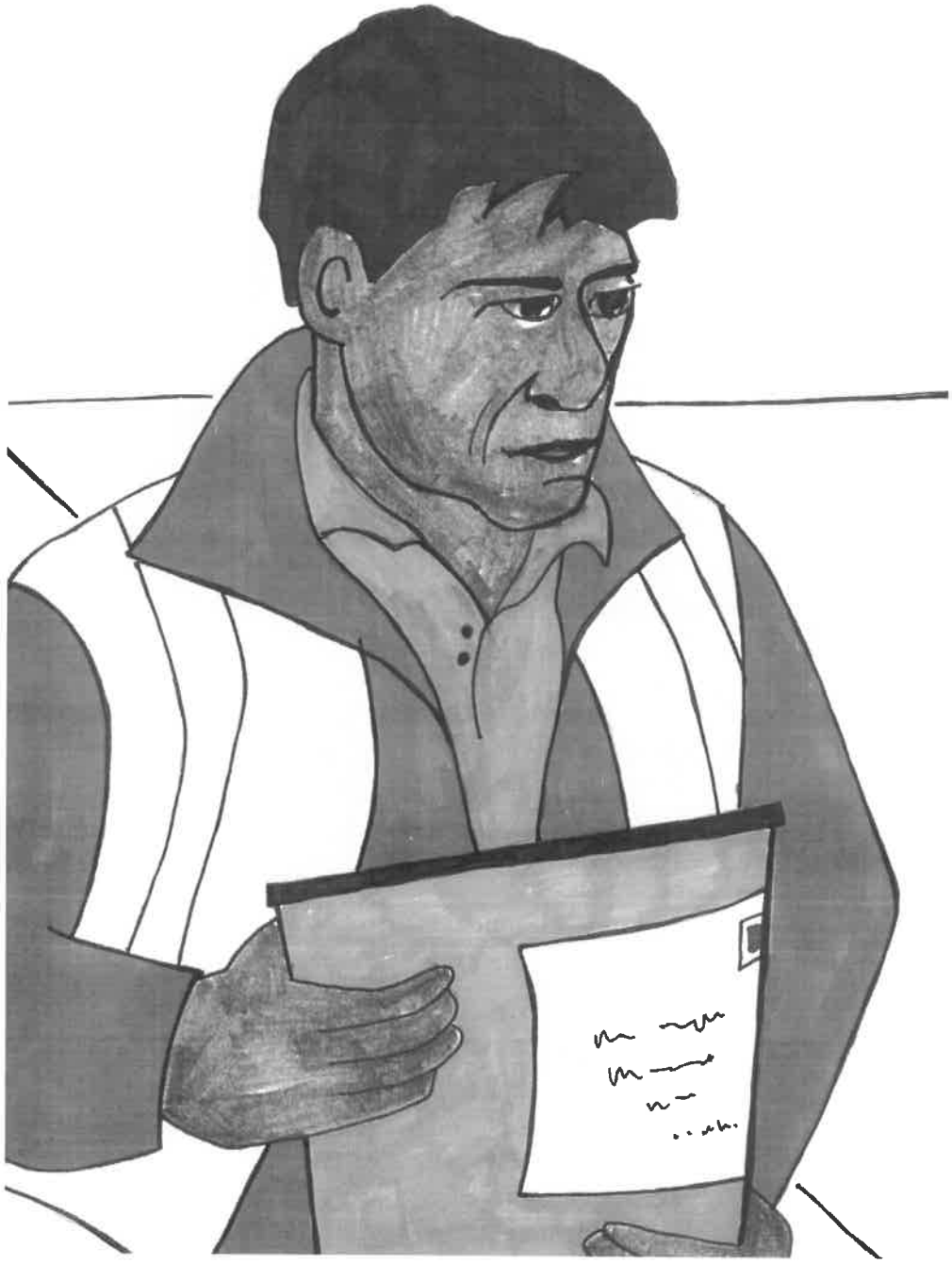
Love,

Goldfish



Fish waited.

It is in the post!



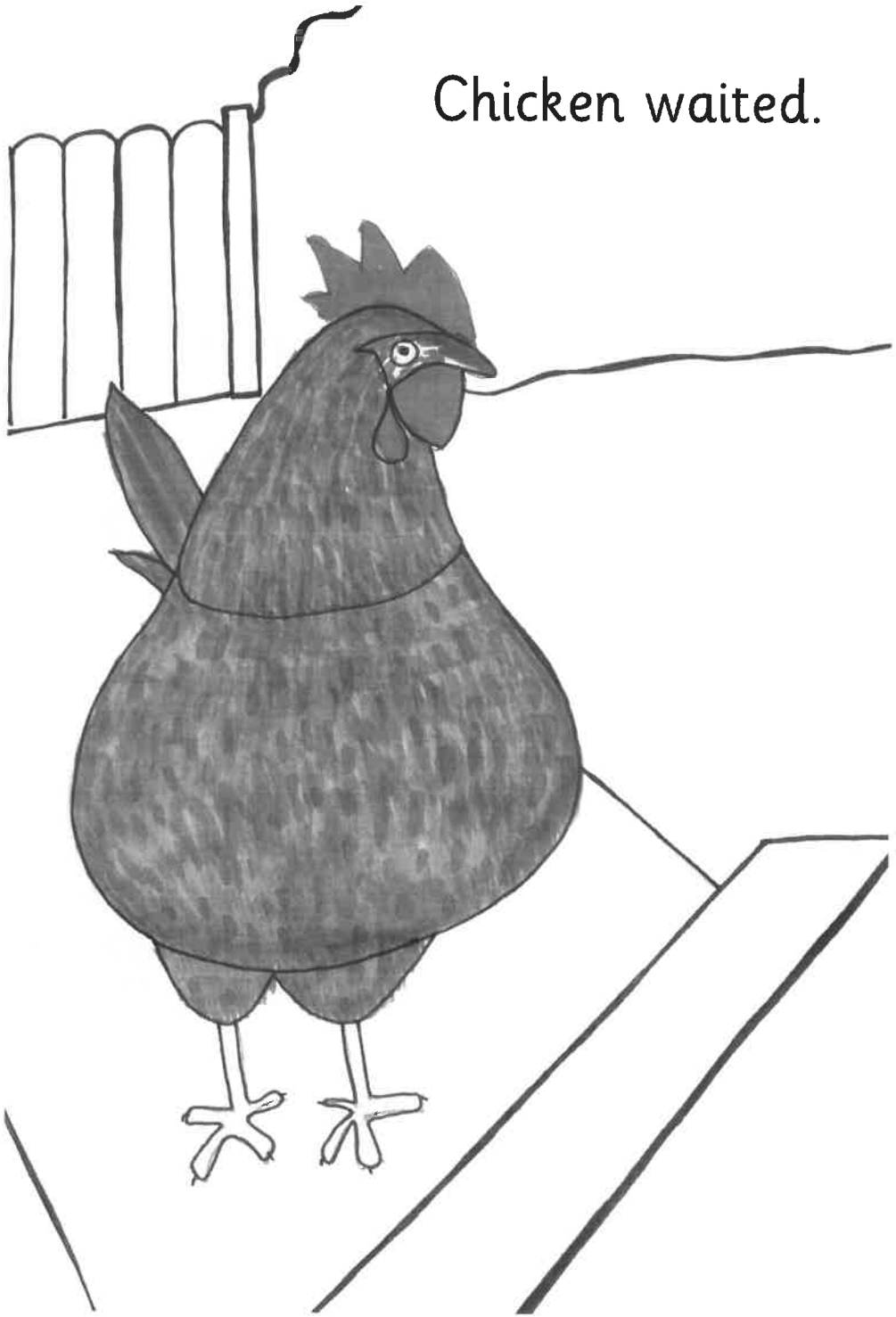
Dear Postman,

Please can you bring me some corn?

Love,

Chicken

Chicken waited.



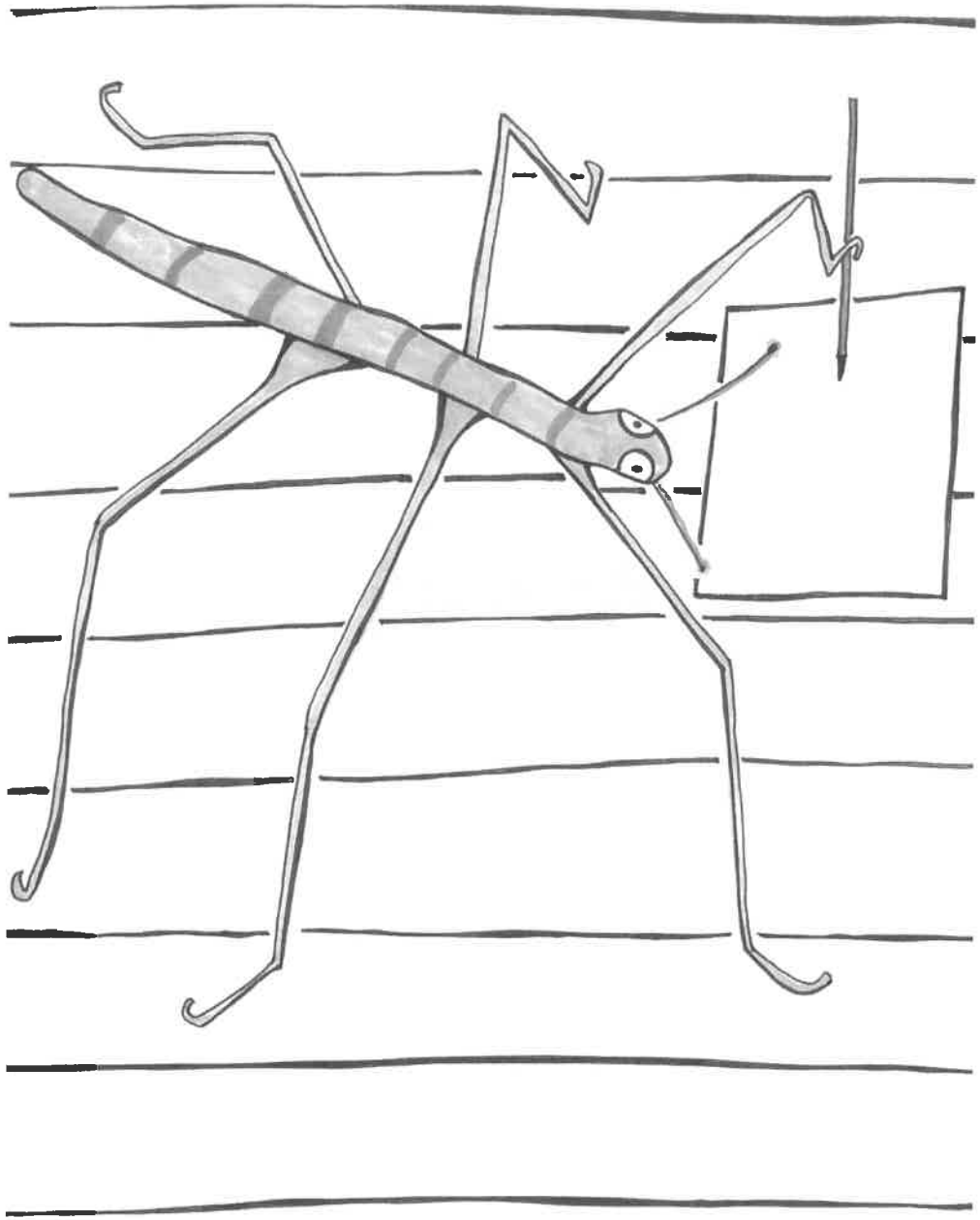
It is in the post!

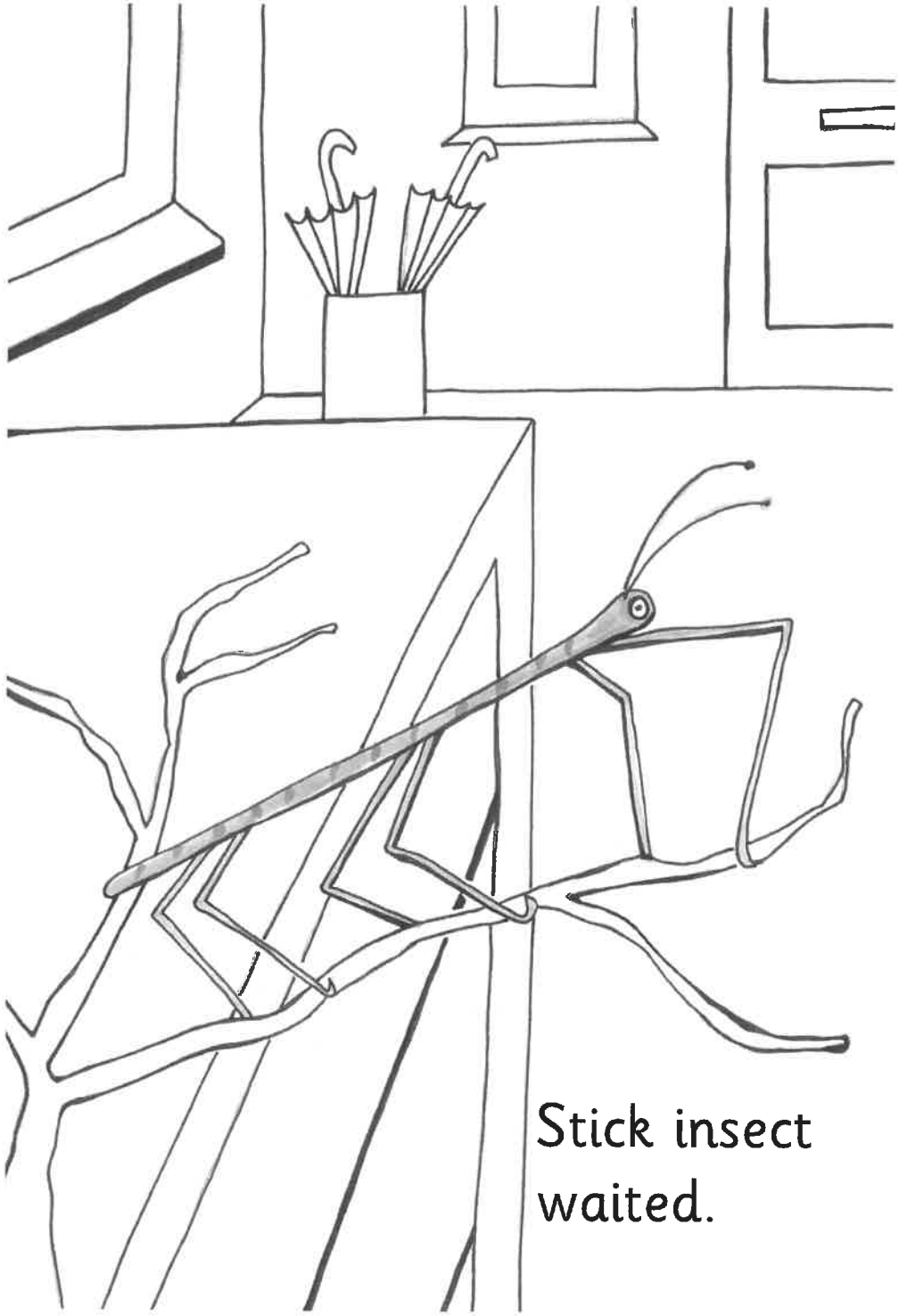
Dear Postman,

Please can you bring me a leaf?

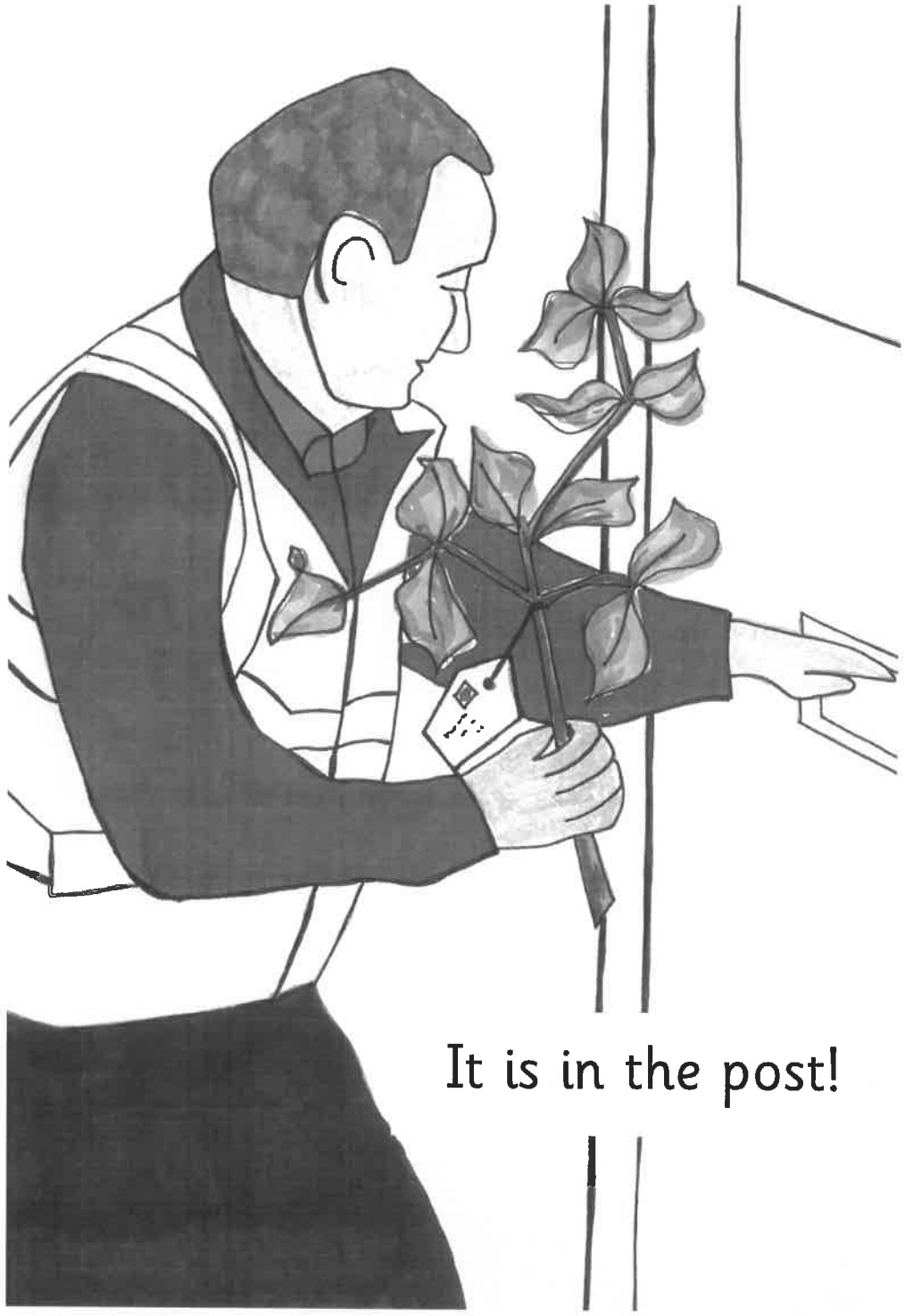
Love,

Stick Insect





Stick insect
waited.



It is in the post!

Dear Postman,

Please can you bring me a tiger?

Love,

Sam

Sam waited.

A letter
arrived.

Dear Sam,

Sorry, no!

I cannot bring you a tiger.

Have this instead!

Love,

Postman

Ticket

for a trip to the Zoo.

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

Code-Breakers
Extended Texts ~ Book 2
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Registered Charity no. 1150524.

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 the story, *Boris and Sid Are Bad***
   Use the *Reading Strategies* to help decode any new and tricky words and answer the *Questions* about the story.

2. **Recognise single-sentence instructions**

What might Sid and Boris have said to each other during their arguments?

- Read through the sentences on *What Sid and Boris Said* and identify these as instructions.
- Read the checklist of single-sentence instruction features.

3. **Write instructions from Mum and Dad to Boris and Sid**

Mum and Dad are cross with Boris and Sid.
On *Mum and Dad's Instructions*, write some instructions that Mum and Dad give to the naughty pair.

Now Try These Fun-Time Extras

- Read the *Jumbled Sentences*. Tick only the ones that are instructions.
- Can you find any examples of instructions around your house?
- Using *Falling Out and Making Up*, describe a time when you and a friend had an argument and what you did to make friends again.

Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

Sound out the word *This is the first strategy to use!*	
Break words into **syllables** e.g. *cat-er-piller*	Look for **smaller words** within words e.g. *c-at*
Skip the word and read the rest of the sentence to try and work out what it says	Did the sentence you read **make sense**?
Use the **pictures**	**Remember** the text

Questions

What started the argument?

What other emotions do you feel when you are cross?

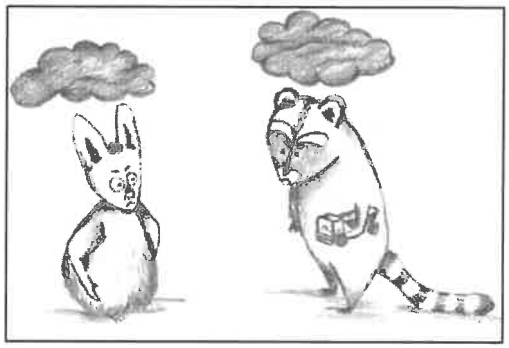
What do you think mummy and daddy said to Boris and Sid?

How do Boris and Sid show each other they are friends again?

Share a time when you have been very cross.

Share a time you have fallen out with a friend, and how you made up.

What Sid and Boris Said



Sid said...
Go away Boris.
Do not tip that mud on me!
Say sorry and keep out of my way.

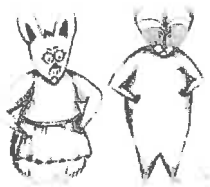
Boris said...
Give me back my lorry!
Stay away from me.
Don't come round to my house.
Never speak to me again!

Sentences which are instructions...

▪ are usually quite short
▪ have a bossy doing word (a verb) at the start of the sentence
▪ sometimes have an exclamation mark (!) at the end of the sentence instead of a full stop

Mum and Dad's Instructions

In some sentences, use the word *and* to join two instructions together.

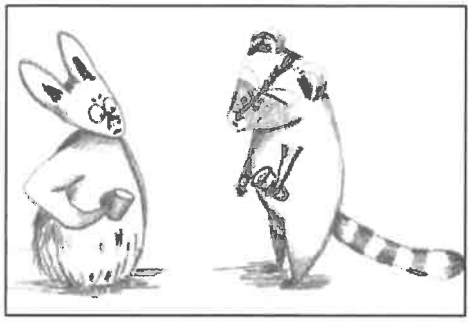


Check your sentences against the list on previous page. Are yours proper instructions?

Mum's instructions to Sid and Boris

Dad's instructions to Sid and Boris

Jumbled Sentences

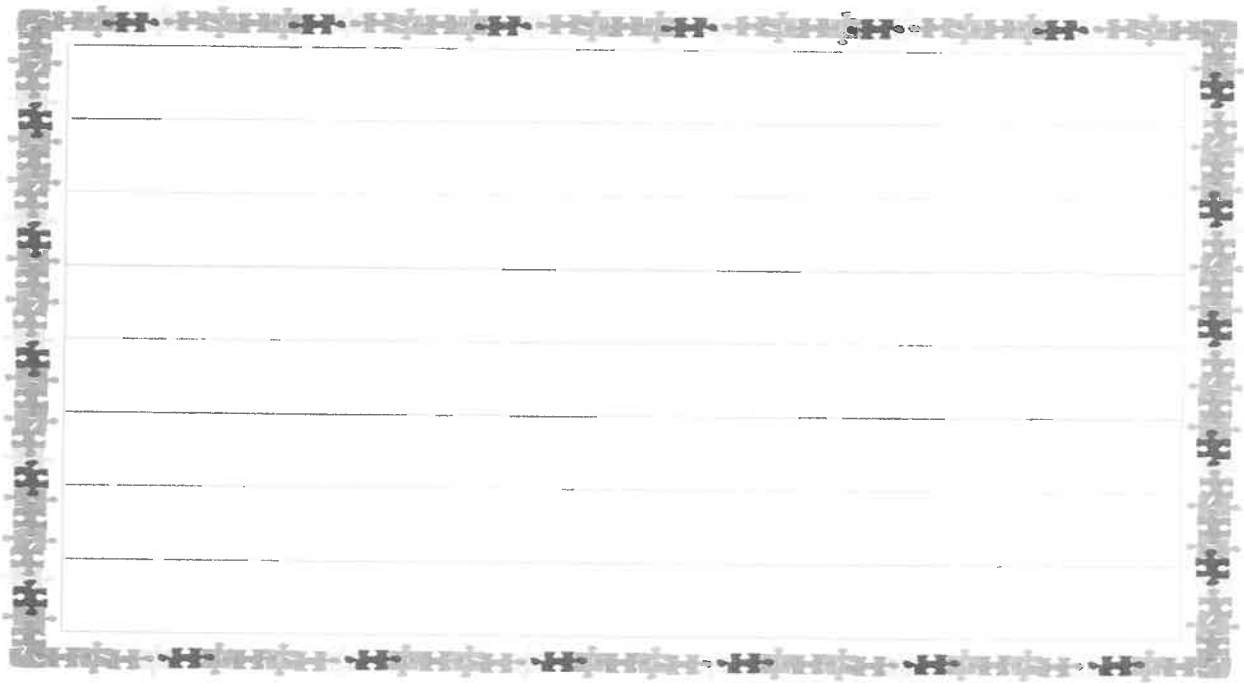


Sentence	Tick or cross?
It's a beautiful day today.	
Can I play with Sid?	
Go to the shops for me.	
Buy two packets of biscuits.	
I like biscuits.	
Why do we need two packets of biscuits?	
Give one to Sid!	
Do I have to?	
Yes, or he will be sad.	
Be quick and do not stay out too late.	

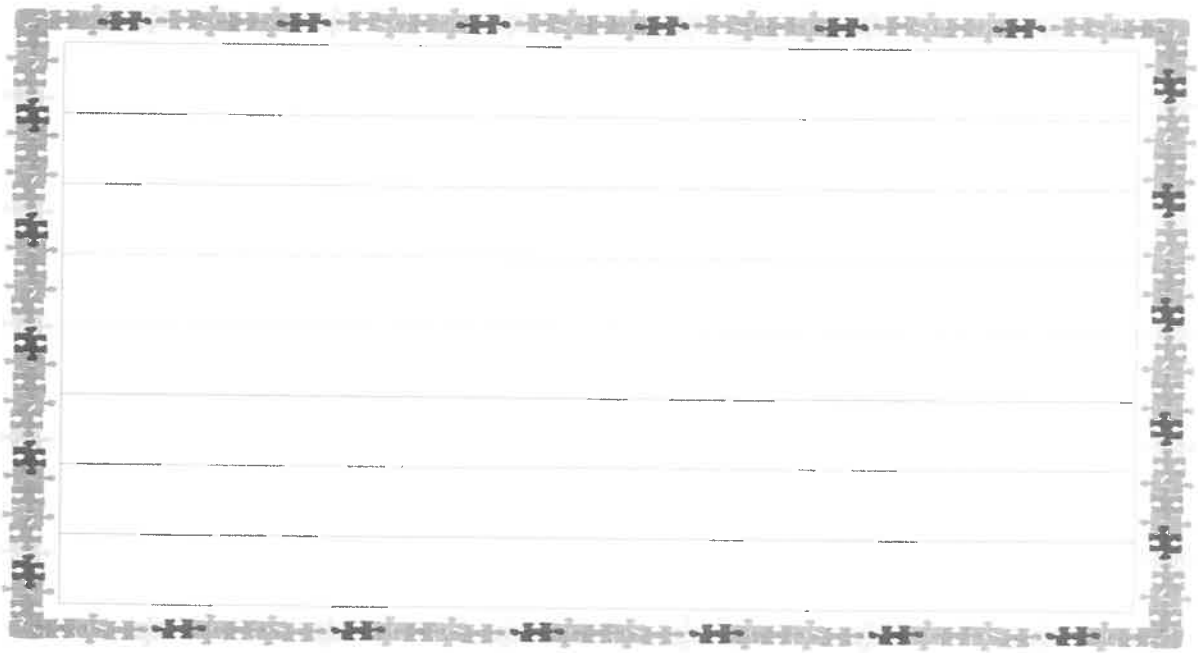
Try writing some more instruction of your own!

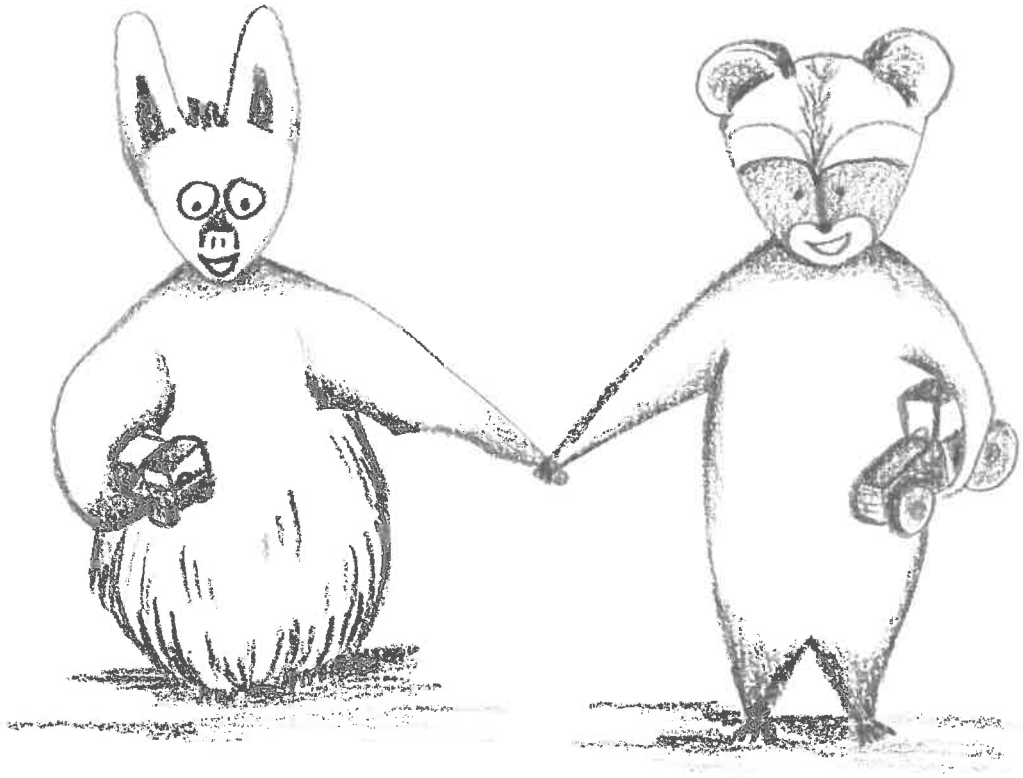
A time a friend and I had an argument

Describe a time that you and a friend had an argument.



Now describe what you did to make friends again.

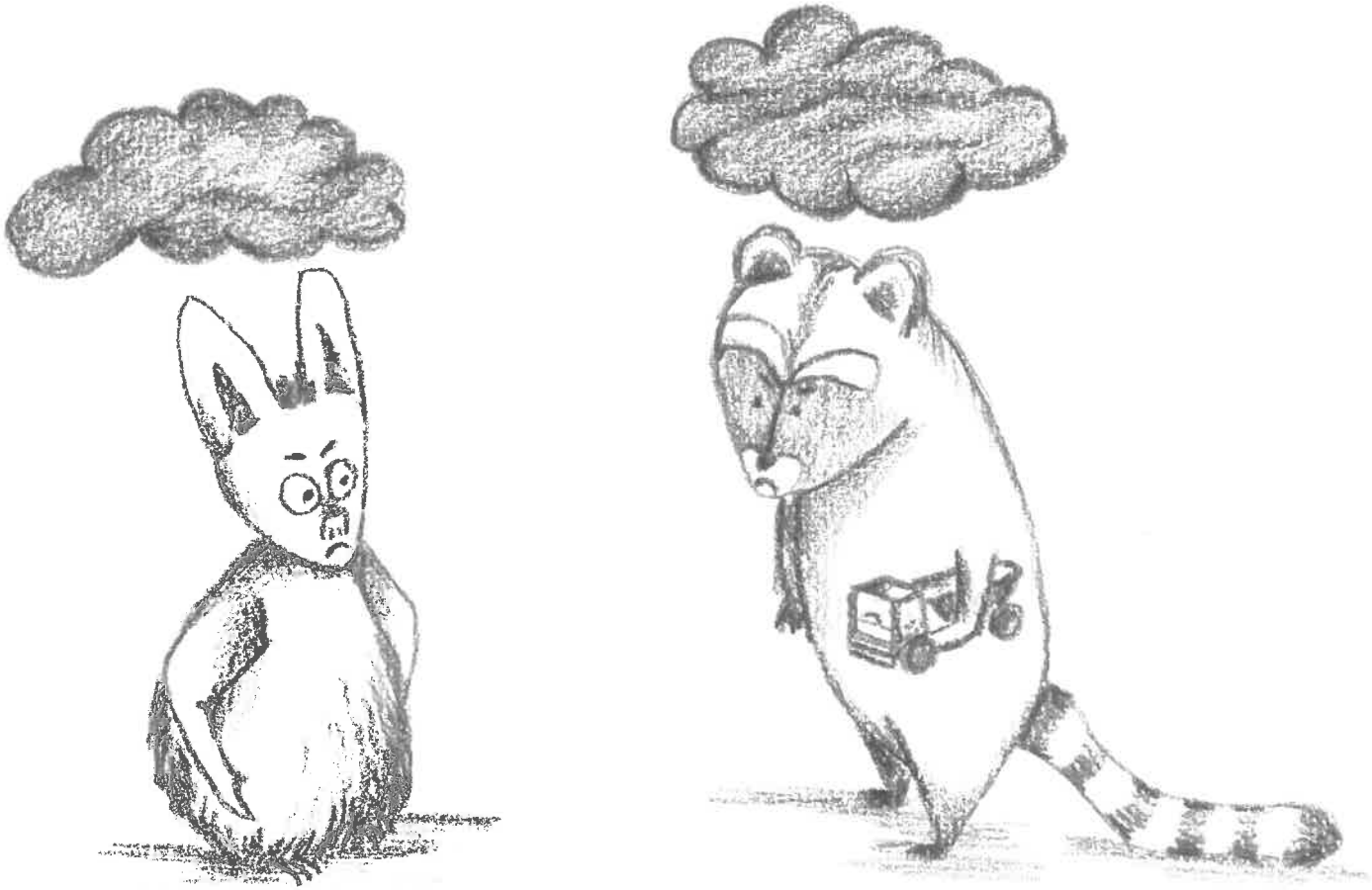




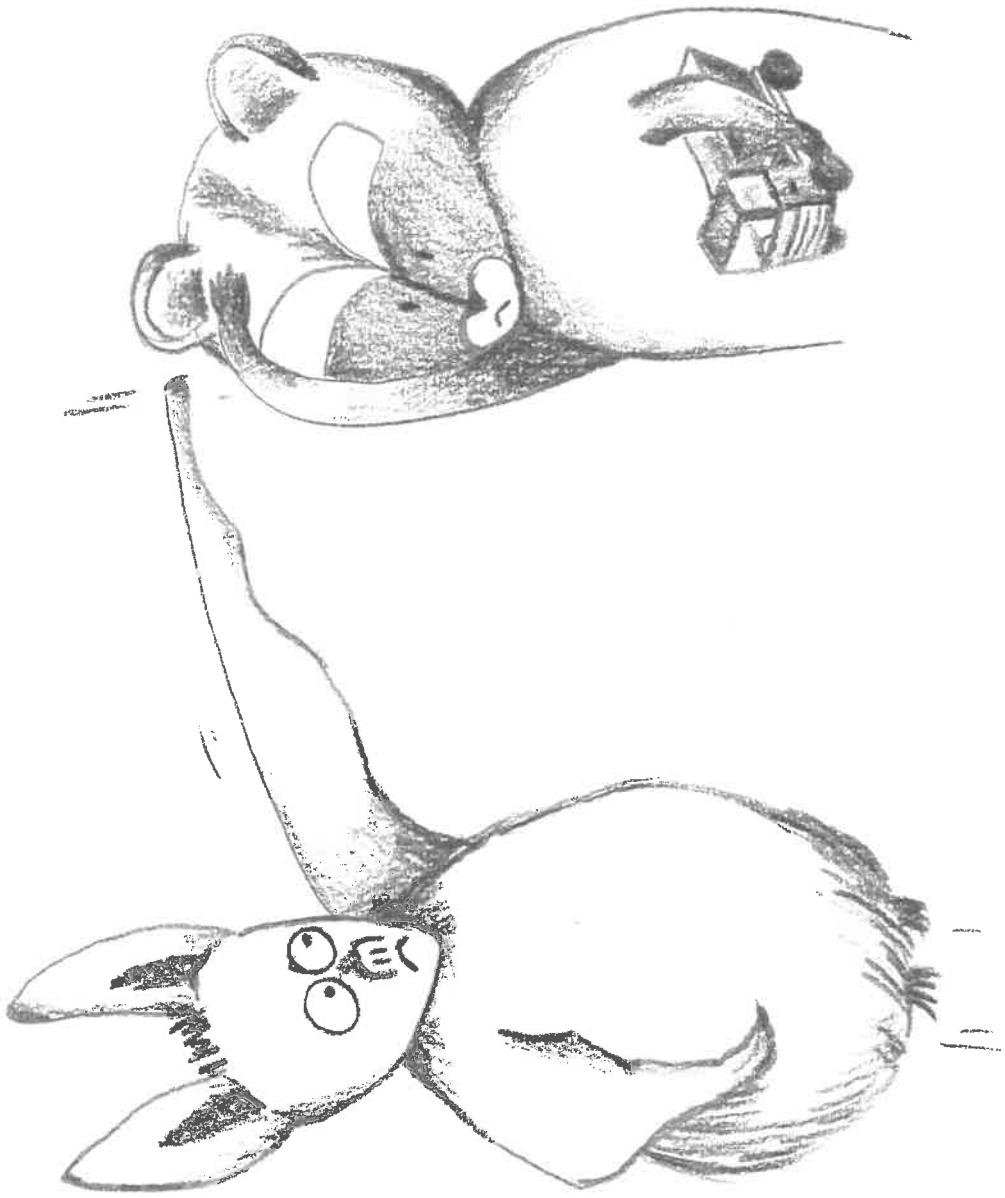
Boris and Sid are bad!

Story by Ruth Merttens
Illustrated by Anne Holm Petersen

Boris is cross.
Sid has his lorry.

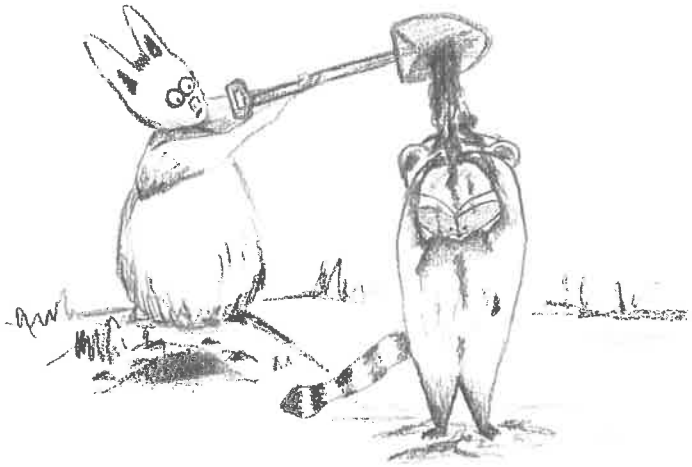


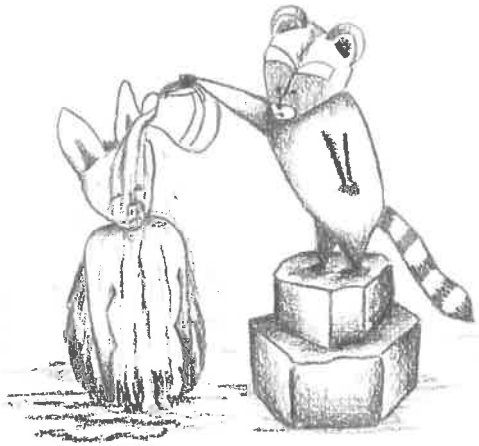
Boris hits Sid.
Sid hits Boris.



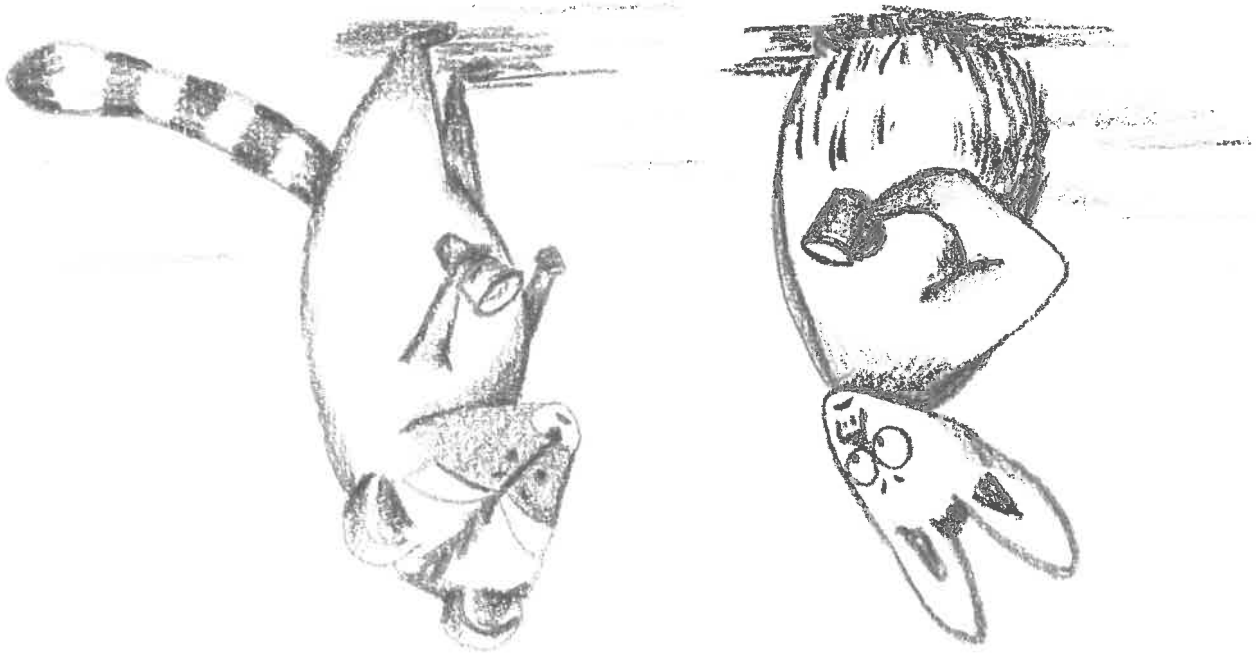
Boris tips socks on Sid.
Sid tips sand on Boris.

Boris tips mud on Sid.
Sid tips milk on Boris.





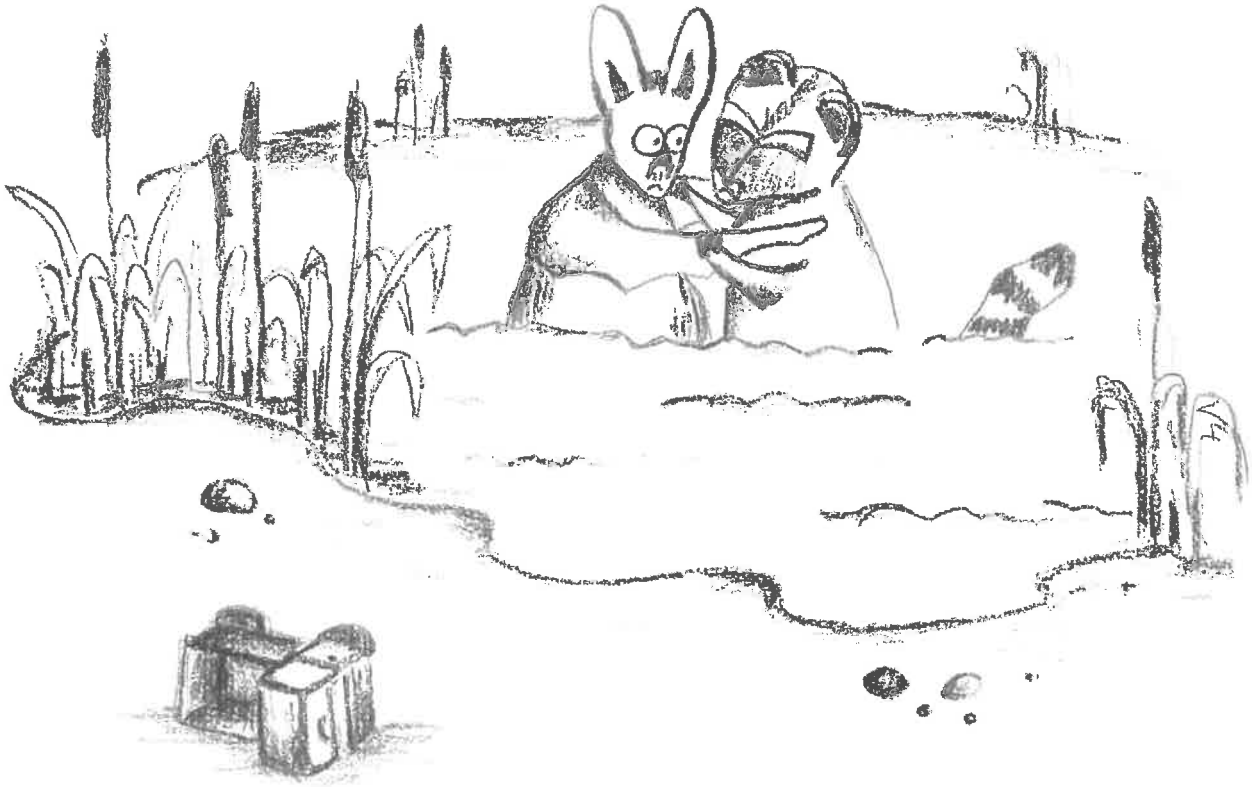
Boris grabs a mug.
Sid grabs a cup.



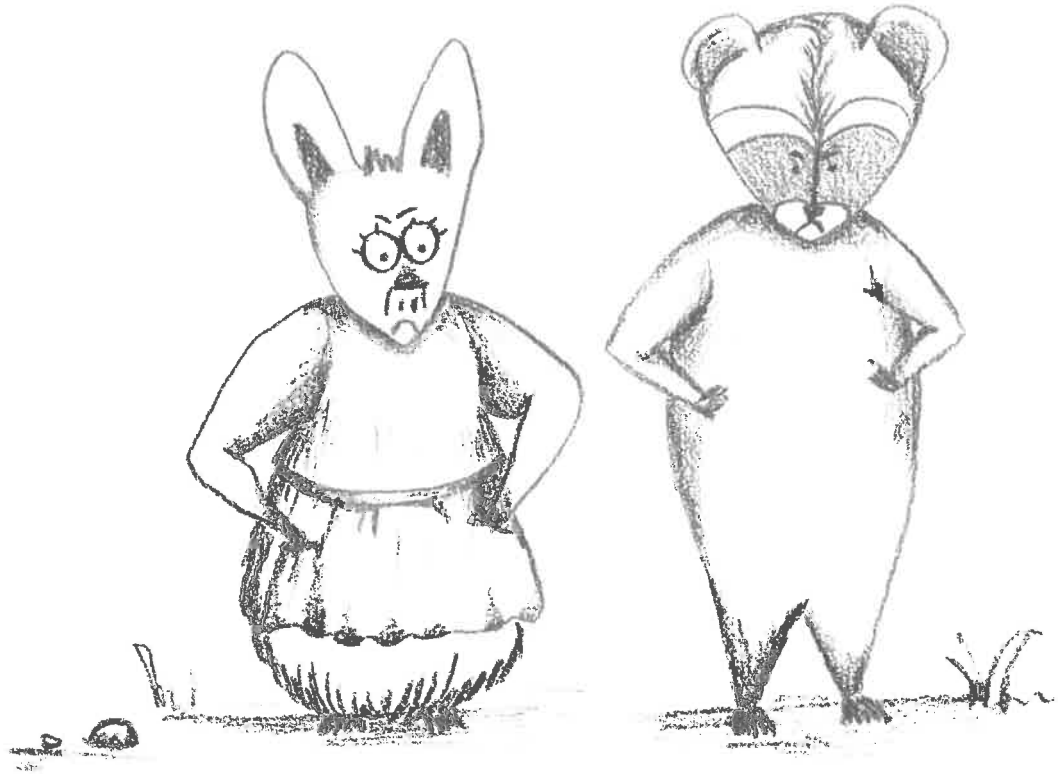
Boris chucks the mug at Sid.
Sid chucks the cup at Boris.

Boris is cross.
Sid is cross.

Boris and Sid are in the pond!

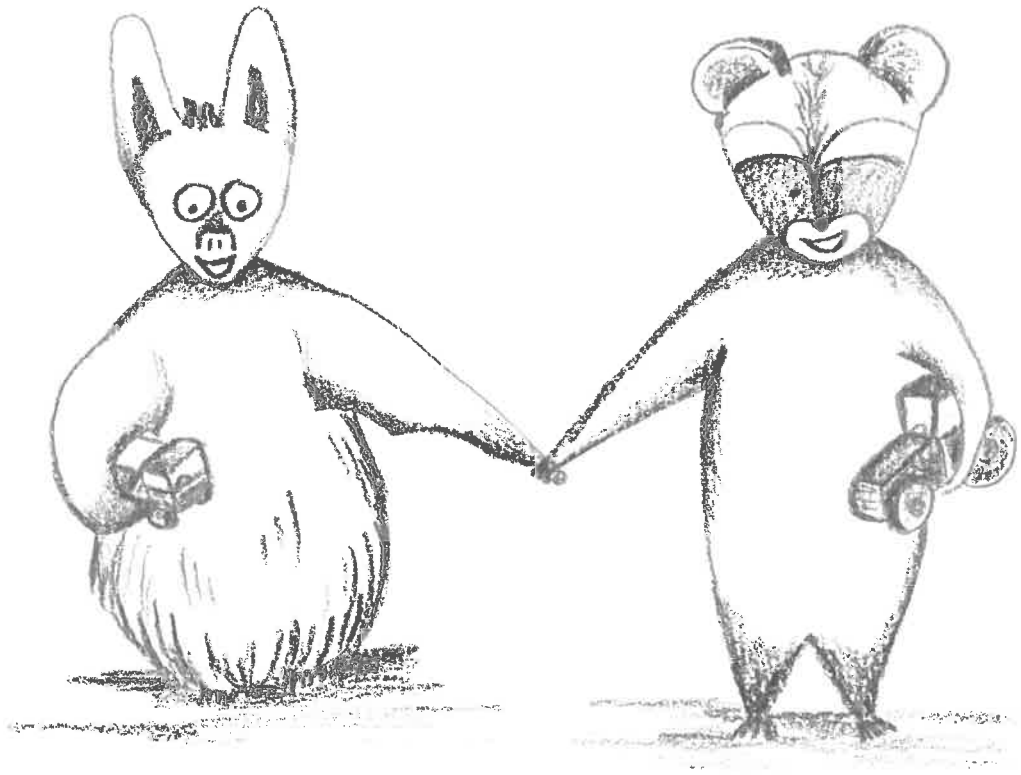


Mummy and Daddy are here.



Boris is muddy and damp.
Sid is muddy and damp.

Boris is sorry.
Sid is sorry.



Sounds and letters
/c/ as c, /t/ as t, /a/ as a
/d/ as d, /g/ as g, /o/ as o
/m/ as m, /n/ as n
/i/ as i, /s/ as s and ss
/u/ as u, /r/ as r
/h/ as h, /l/ as l and ll
/e/ as e, /b/ as b
/f/ as f and ff, /sh/ as sh
/p/ as p, /c/ as k and ck
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

Code-Breakers
Extended Texts ~ Book 1
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What to do today

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

1. Read the *Instructions for Playing Noughts and Crosses*

- Were the instructions easy to understand? Why? Or why not?
- Follow the instructions and play a few games of noughts and crosses against someone at home. Who won?

2. Get familiar with the key features of sets of instructions

- Read and discuss the *Key Features of Sets of Instructions*.
- Use different coloured pens to circle all the listed features you can find on the *Instructions for Playing Noughts and Crosses.*

3. Write a set of instructions

Get ready to write a set of instructions for brushing your teeth.

- You can use the *Instructions template* or – for a challenge – just use lined paper.
- Keep referring to the *Key Features* to check that your instructions are really good.

Now Try These Fun-Time Extras

- Read the instructions for other games you have at home.
- Reorder the jumbled instructions for *How to get ready for sleep*.
- Follow the *Instructions for drawing a pigeon*. Send your picture to a relative and explain what you did.
- Follow a recipe's instructions to make something yummy in the kitchen.

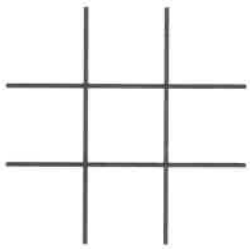
Instructions for Playing Noughts and Crosses

Aim: Draw three in a row!

Equipment:
Pens or pencils
Paper

Instructions:

- First, draw a simple grid like this on a piece of paper



- Next, choose one player to begin
- Then let that player decide to be either noughts (O) or crosses (X).
- Now take it in turns to draw either a nought or a cross somewhere on the grid
- Keep going in turn until....

...someone has three of their shapes in a row!

The Key Features of Sets of Instructions

They have a clear **title**
They say what the instructions are **for**
They give a **list of the equipment** you need
Set out the instructions in order using **numbers** or **bullet points**
The instruction sentences begin with **sequence** or **order** words (first, next, then, finally)
The instruction sentences have **bossy doing words** (verbs) near or at the start
Some instruction sentences have **exclamation marks** (!)

Instructions template

Aim:

Equipment:

Instructions

How to get ready for sleep

Afterwards, listen to a bedtime story.

Next, brush your teeth and hair.

After that, snuggle into bed and cuddle your favourite soft toy.

First, undress and put your clothes in a neat pile.

Finally, let an adult turn off the light so you can go to sleep.

Then, enjoy a hot bath or shower.

Then, put on clean pyjamas.

How to get ready for sleep

How to draw a picture of a pigeon

You will need:

- A pencil
- Some paper

1. First draw a circle near the top of your paper a bit bigger than a 50p (head).
2. Then put another circle inside that circle (eye).
3. Then make another circle inside that circle and colour it black (pupil).
4. Next draw 2 straight lines down from the first big circle (neck).
5. Then draw a straight line from the right side of the neck to make an L shape (back).
6. After that draw a curved line from the left side of the neck (tummy).
7. Then draw a wing shape.
8. Then draw 2 lines for the legs.
9. Next add the feet and the band on the neck.
10. Finally draw 2 small triangles for the beak

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 *The Owl and the Moon*** by Sinead Gaffney and Jackie Abey.
   - Would you like to be out in the middle of the night like the owl and the mouse? What would you do?

2. **What kind of writing is *The Owl and the Moon*?**

Use the poster, *Fiction or Non-Fiction?*, to decide whether *The Owl and the Moon* is fiction or non-fiction.

3. **It's writing time!**

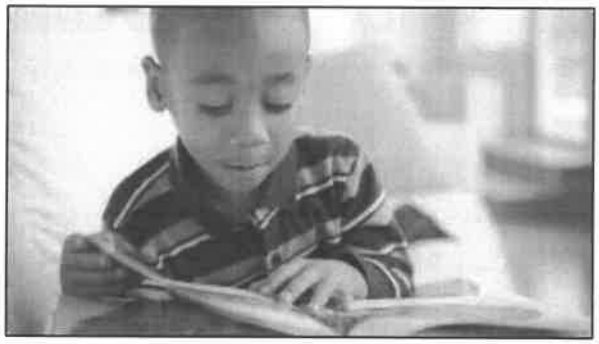
Write full sentences on *Night Time* to record all the facts you know about night time.

- Use the words and ideas in the *Hints* box to get you started.
- Remember to use capital letters, full stops and good word spaces for all your sentences.
- Read out loud the facts you have written.

Now try these Fun-Time Extras

- Find all the *igh* words in *The Owl and the Moon* and write them out carefully in the *Spelling Box*.
- Find books, magazines, comics and newspapers from around your house. Divide them up into piles of fiction and non-fiction titles. Which do you have more of? Are there some that are both?
- Learn the nighttime rhymes, *Star Light, Star Bright* or (for a challenge!) the complete version of *Twinkle, Twinkle Little Star*!

Fiction or Non-Fiction?



Fiction texts...	Non-Fiction texts...
Contain stories about made up people or animals (characters), events or places	Are about real people, things, events or places
Have to be read in order, starting at the beginning	Can be read in any order
Sometimes have illustrations and pictures	Often contain lots of photographs, diagrams and charts. These images usually have labels and captions with them
Are sometimes divided up into chapters	Are sometimes divided up into chapters but also have other sections, like an index, a glossary, headings and subheadings
Often contain speech and talking	Tell you facts and information
Examples of fiction texts include: story books, novels, poems, plays and film scripts	Examples of non fiction texts include: encyclopaedias, magazine and newspaper articles, biographies and autobiographies, instructions and explanations

Night Time

Hints

stars moon dark sleep quiet

animals owls mice

Spelling Box

How many different words with igh in them can you find in the story?

Write them in the box below.

Star Light, Star Bright

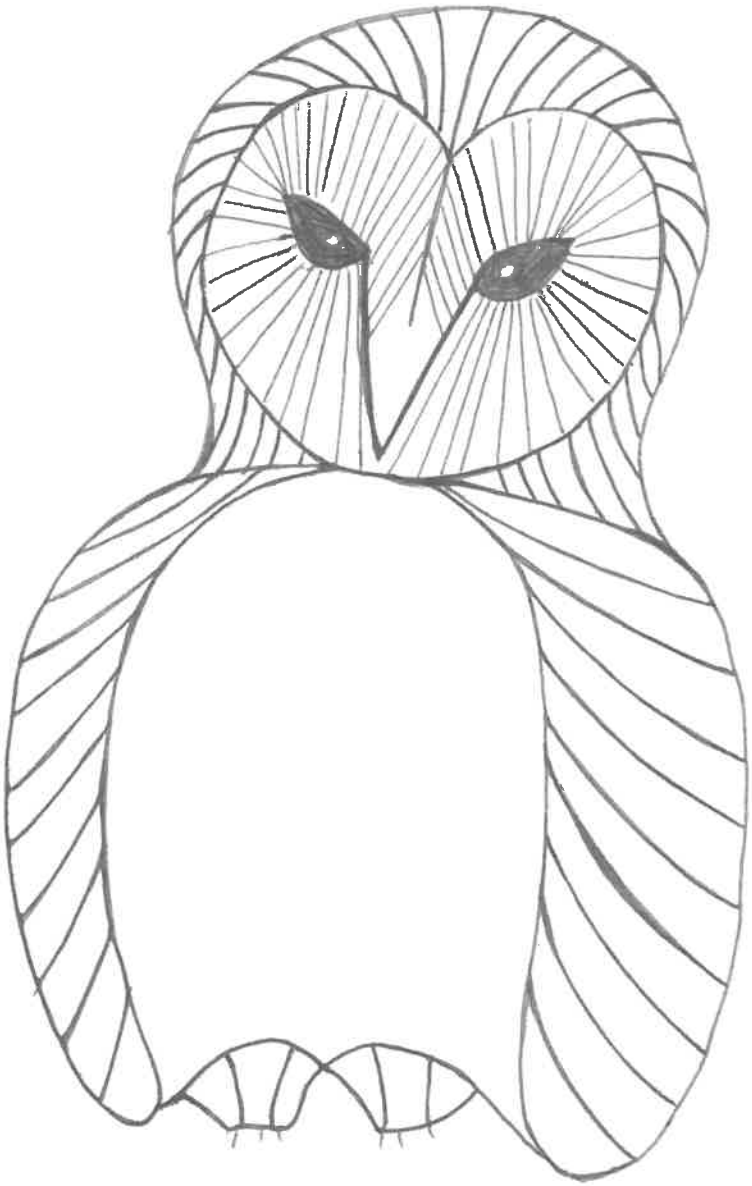
Star light, star bright,
From first star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Traditional

Twinkle Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.
When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are.
Then the traveller in the dark,
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are.

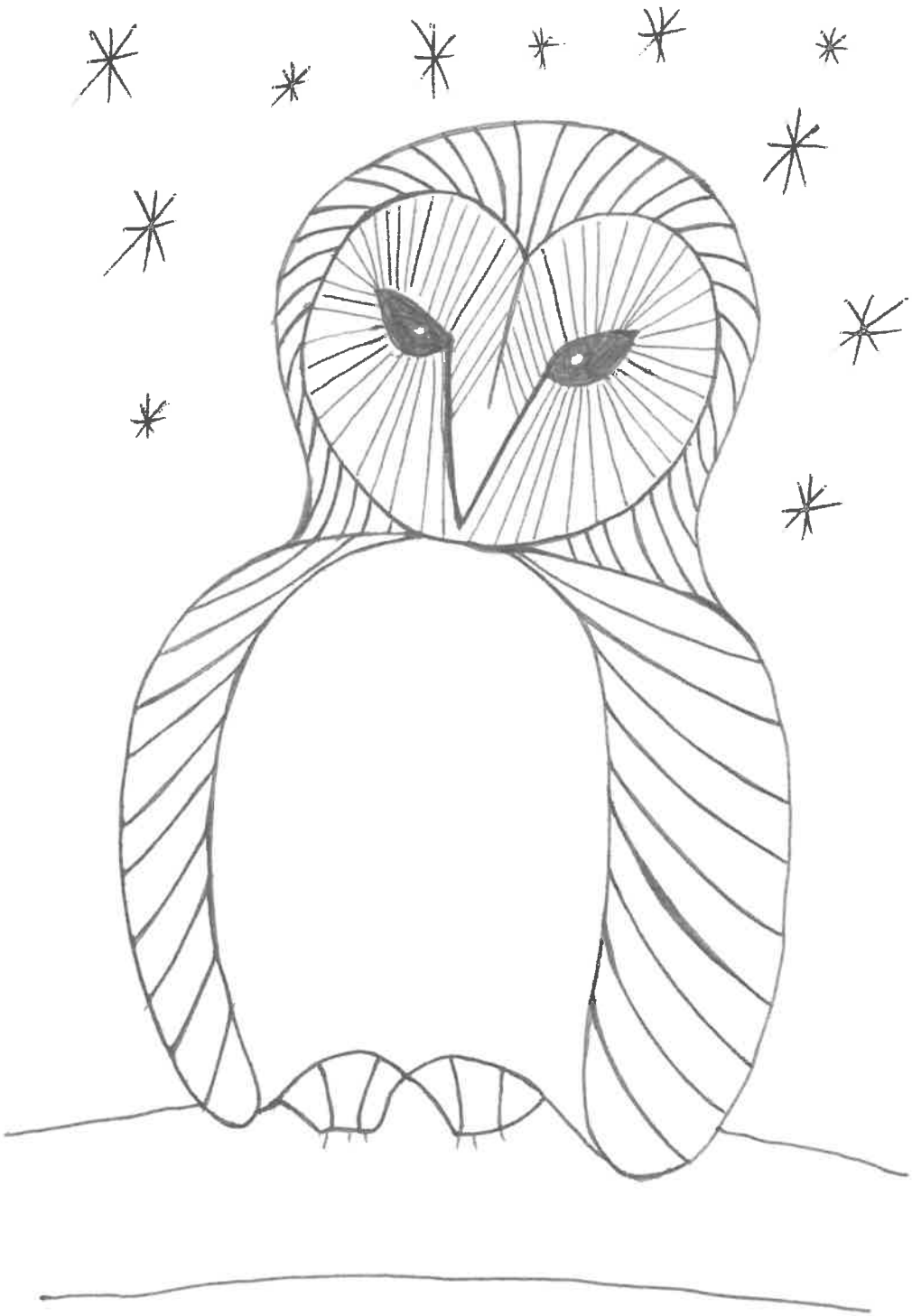
Traditional



The Owl and the moon

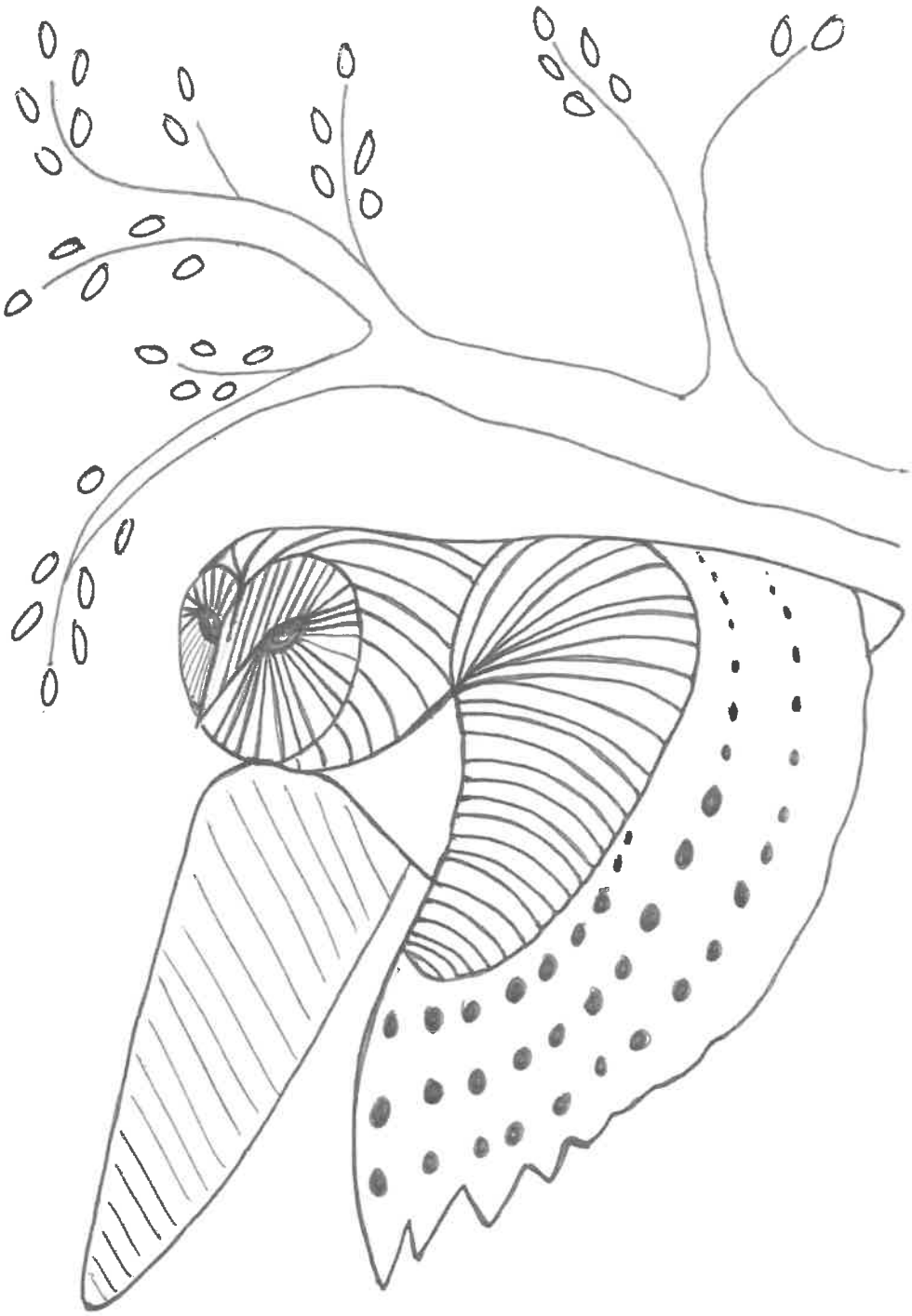
Story by Ruth Merttens
Illustrated by Jackie Abey

It is night time.
Most animals are asleep.
A screech owl sits in her nest in the
tree. She is looking out
for the moon to rise.
She hopes it will come soon.

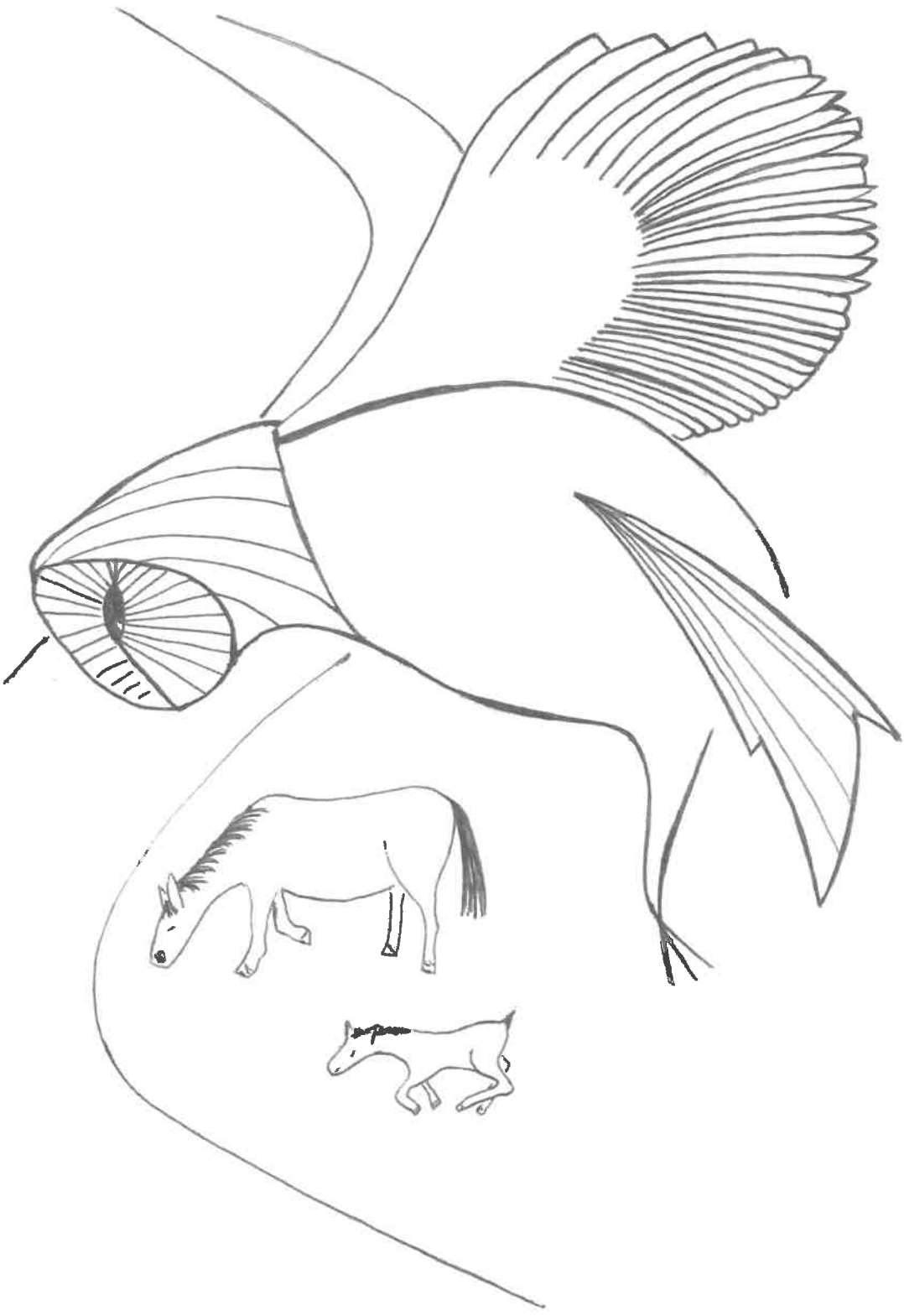


Owl is very happy when
the moon comes up.
Then she can catch mice
beside the house, voles
under the hedge and
moles in the garden.

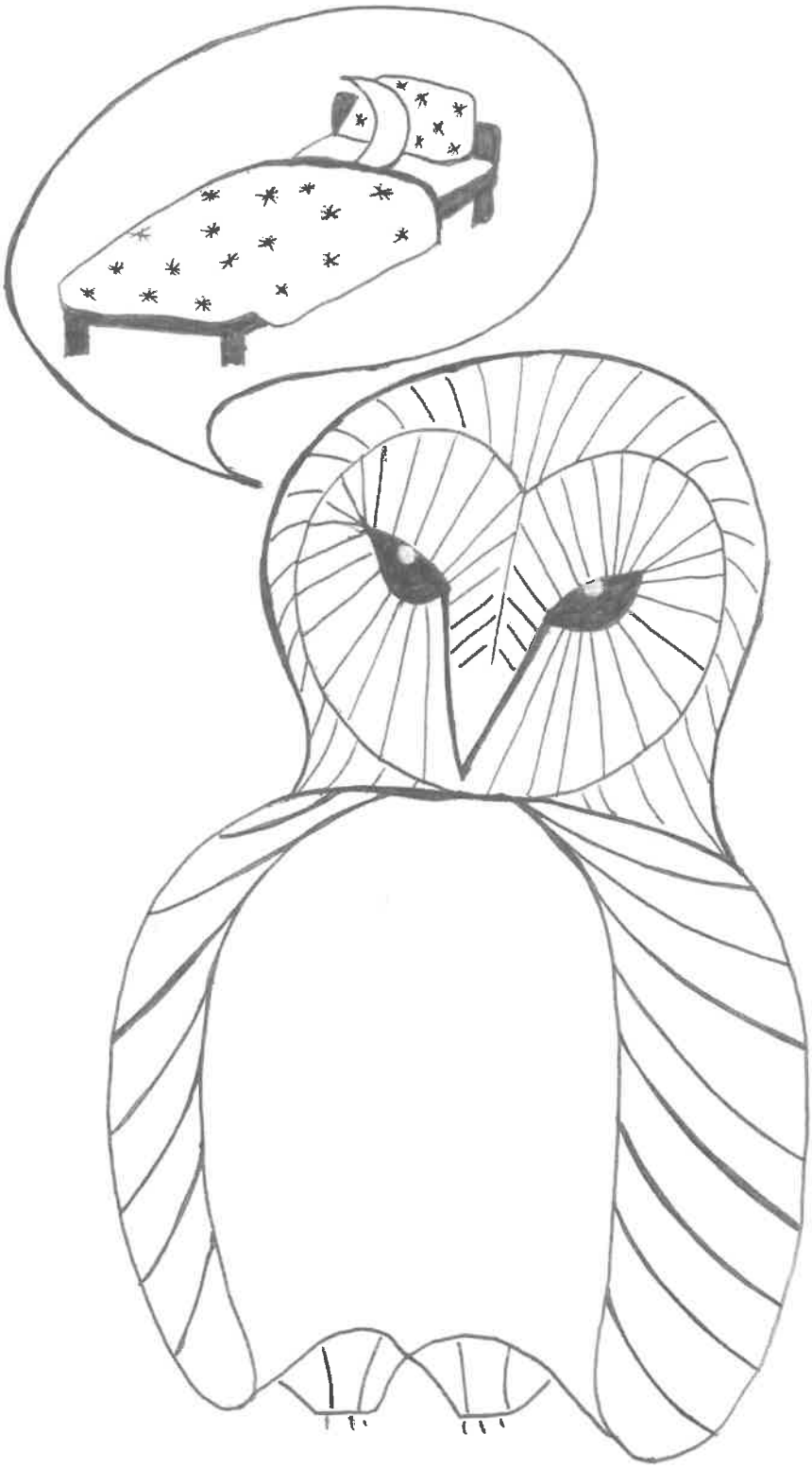
Owl is still looking,
waiting for the moon.
It has not yet come up.
It is late at night,
so she flies off to find it.



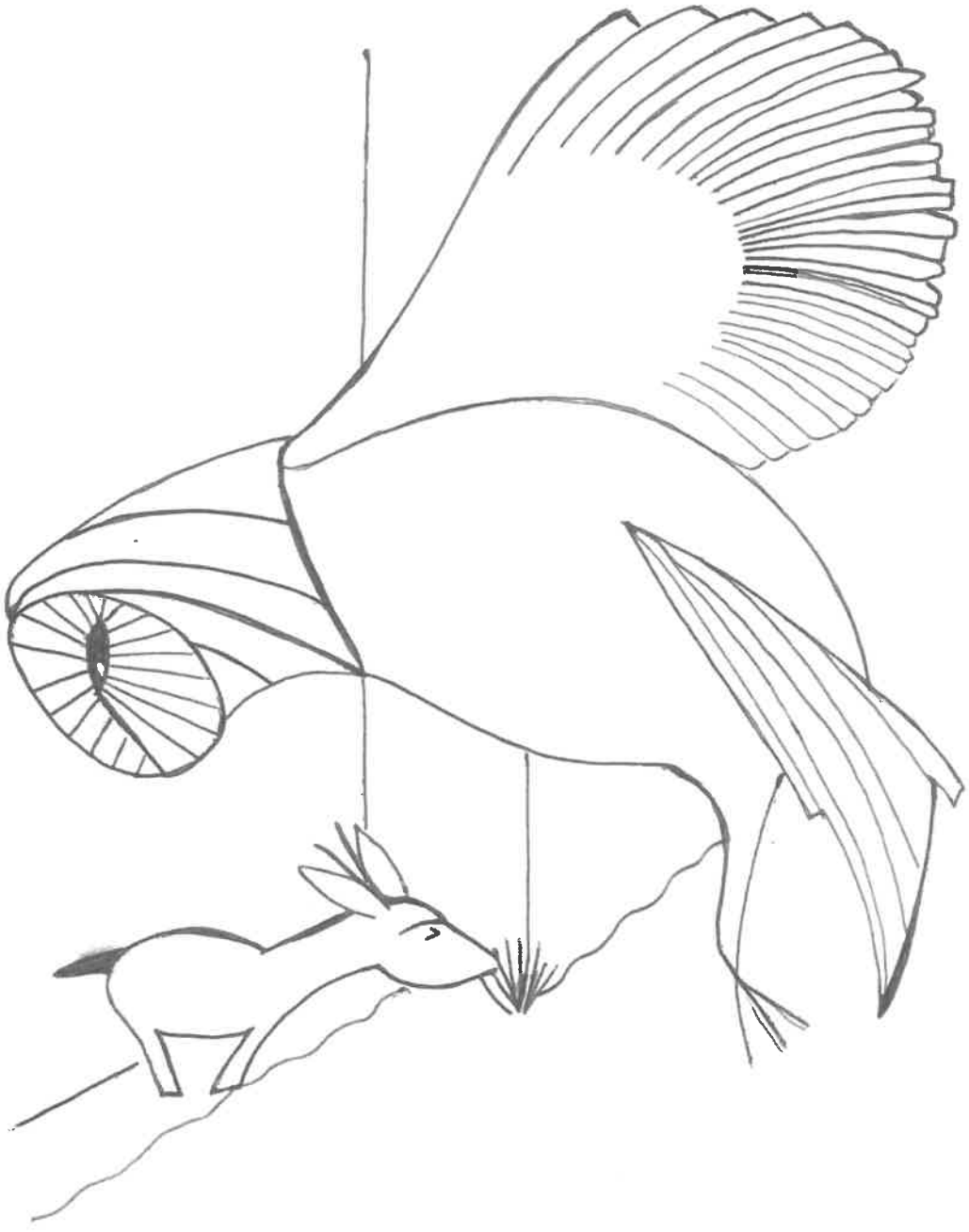
Owl goes past a horse
with her foal.
She is standing beside
the river, eating some grain.



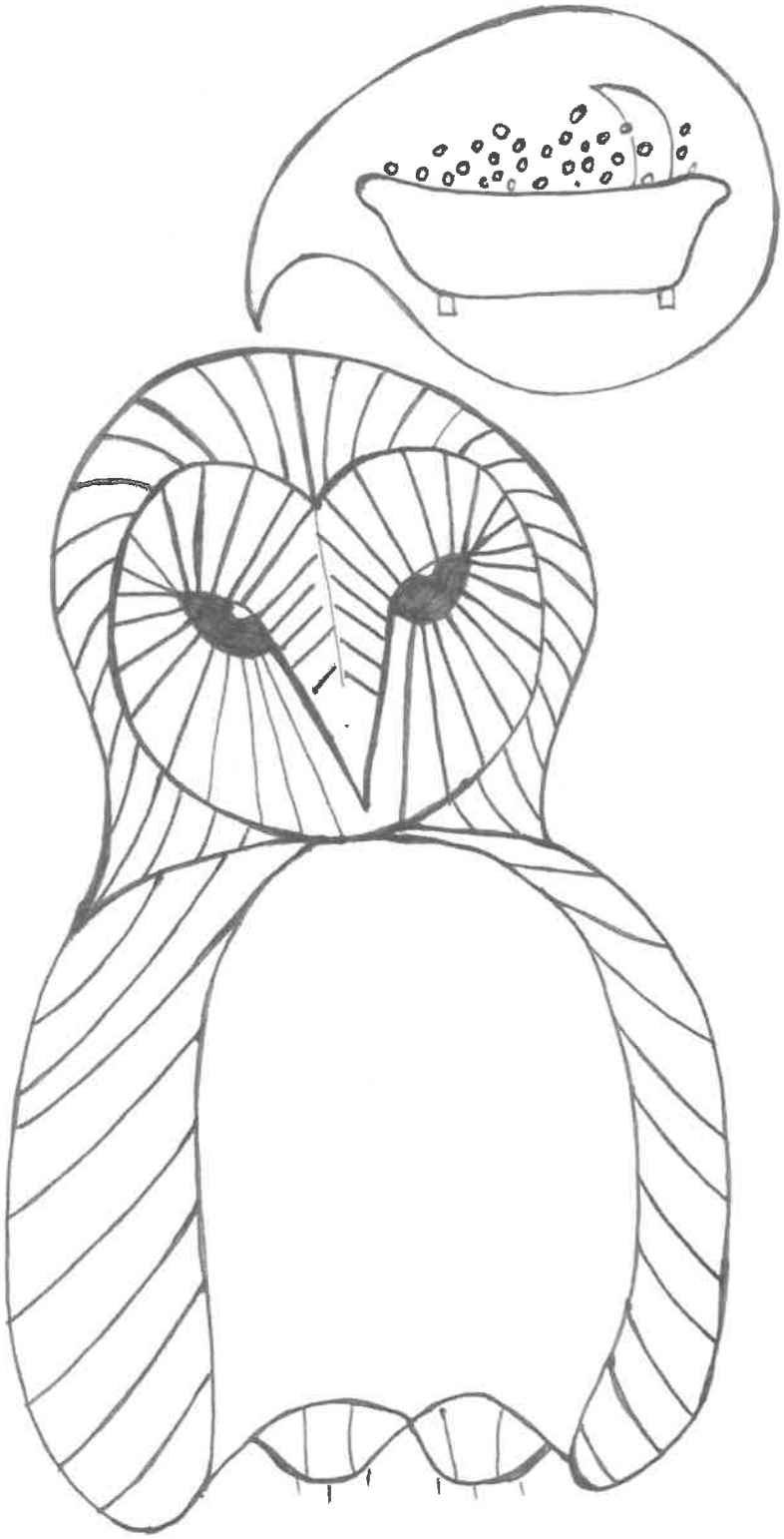
Owl lands on a
fence beside them.
"Have you seen the
moon tonight?"
The horse goes on chewing
the grain in her mouth.
Then she says,
"No. I have not seen the moon."
Perhaps it is still in bed!"



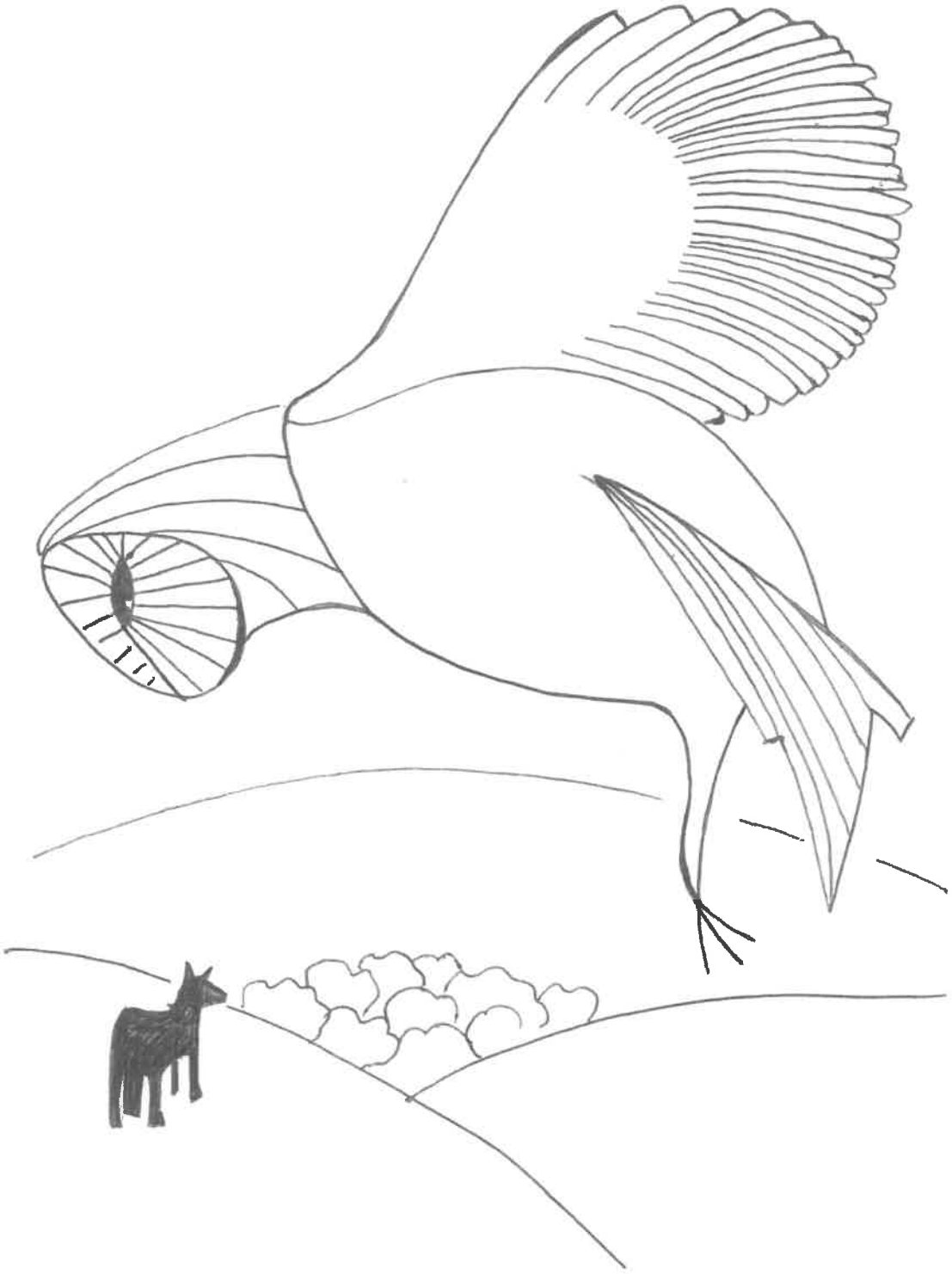
Owl loops round the
river and spots a goat.
He is standing on a ledge
on the side of the bridge.
He is leaning over to
eat a small bush growing
out of the wall.



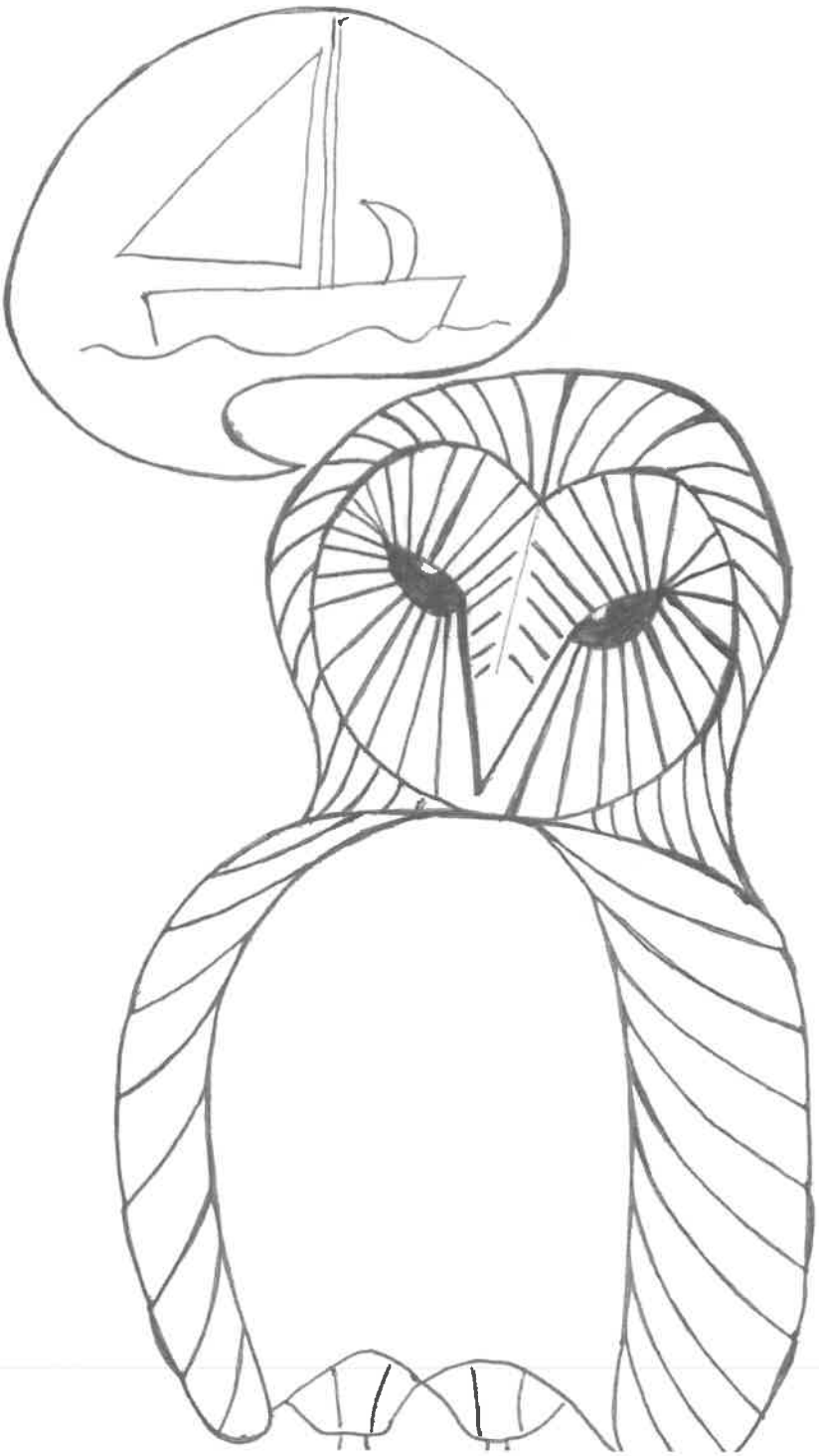
Owl drops down to the bridge.
"Have you seen the
moon tonight?"
The goat goes on trying to
eat the bush. Then he says,
"No. I have not seen the moon.
Perhaps it is in the bath!"



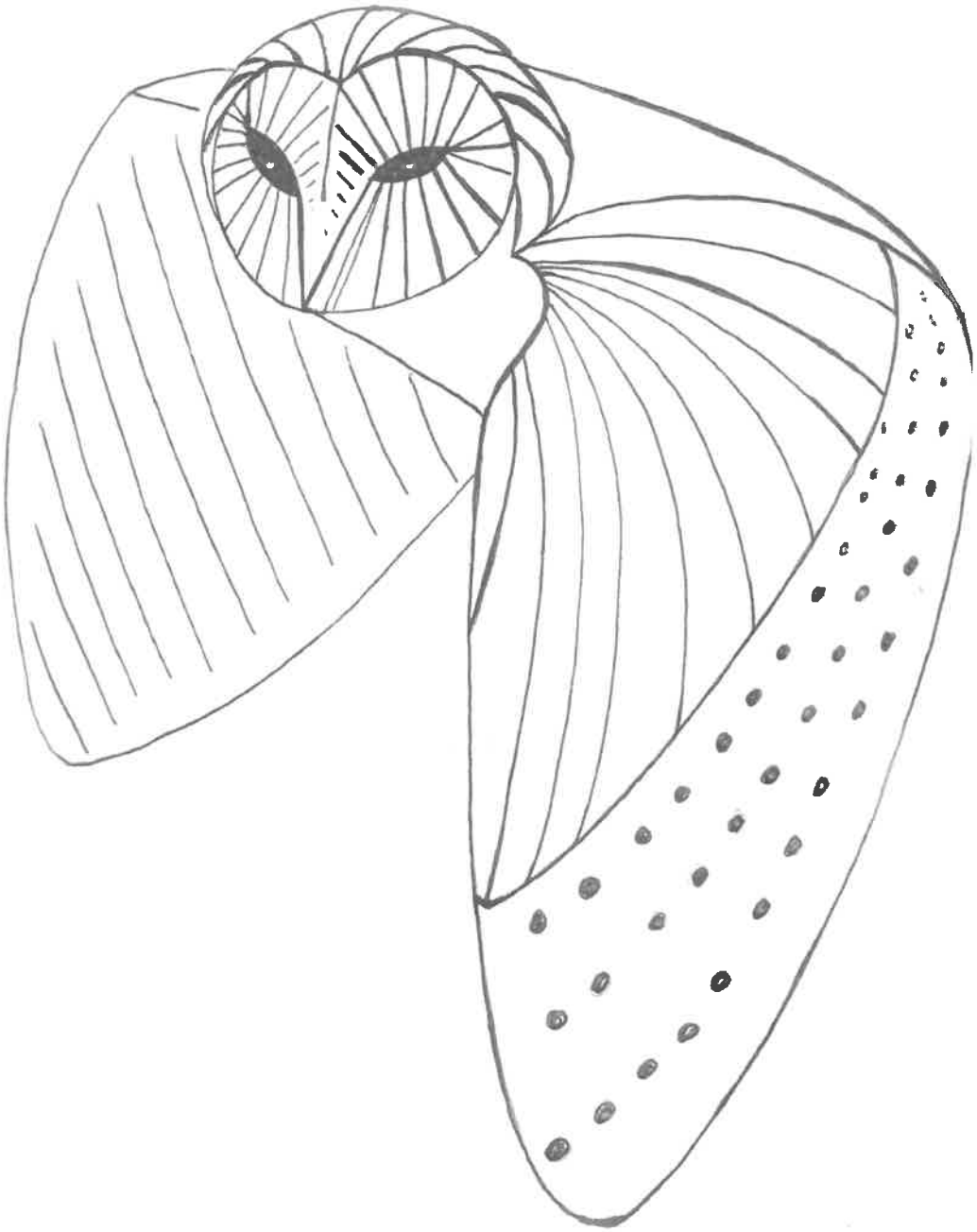
Owl flies high along the
edge of the moor.
There is a pony standing
on the side of the gorge.
He is gazing out over the
sleeping trees.



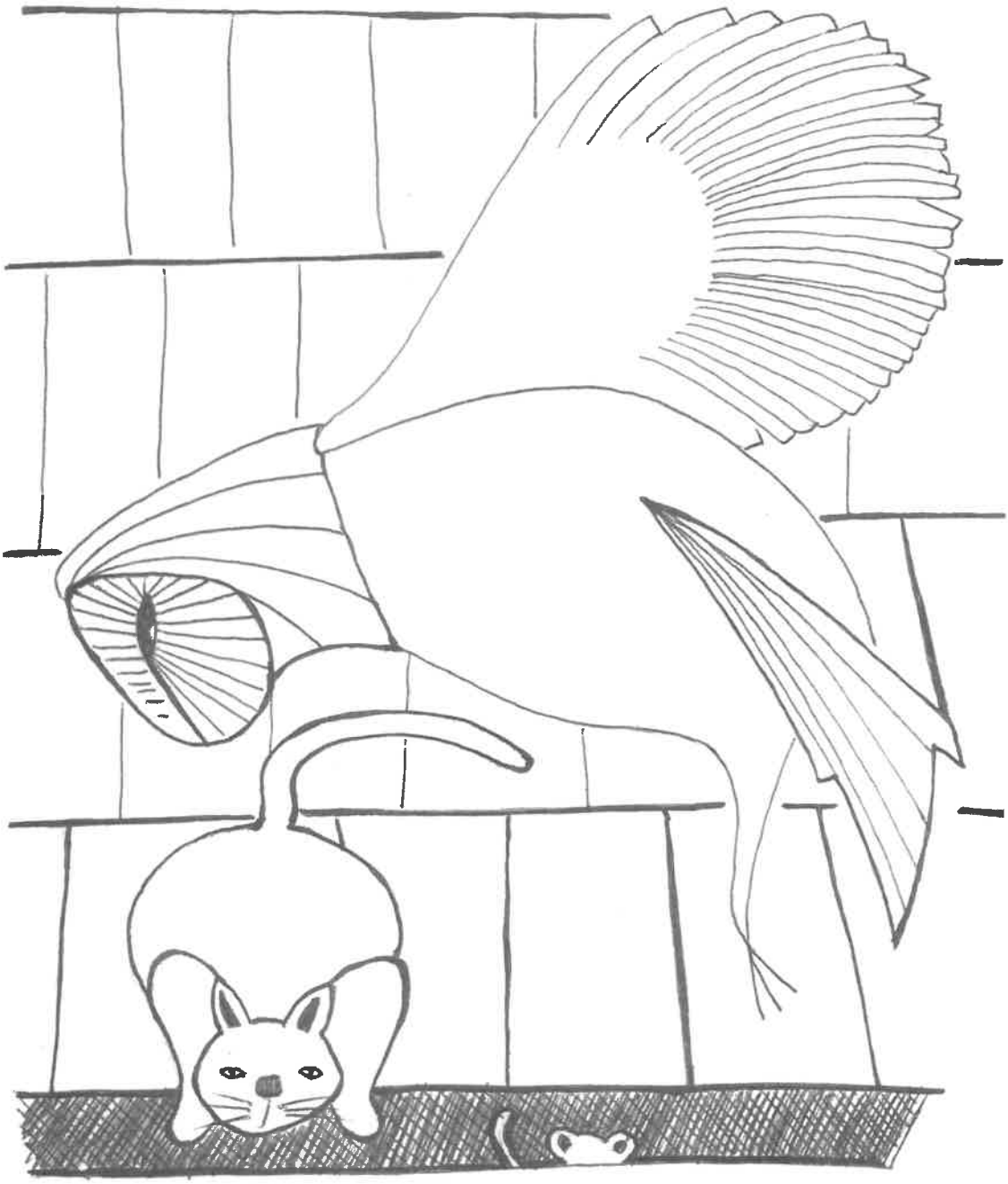
Owl alights on the top
of the ridge.
"Have you seen the
moon tonight?"
The pony thinks about this.
"No. I have not seen the moon.
Perhaps it is going down
the river and out over the sea."



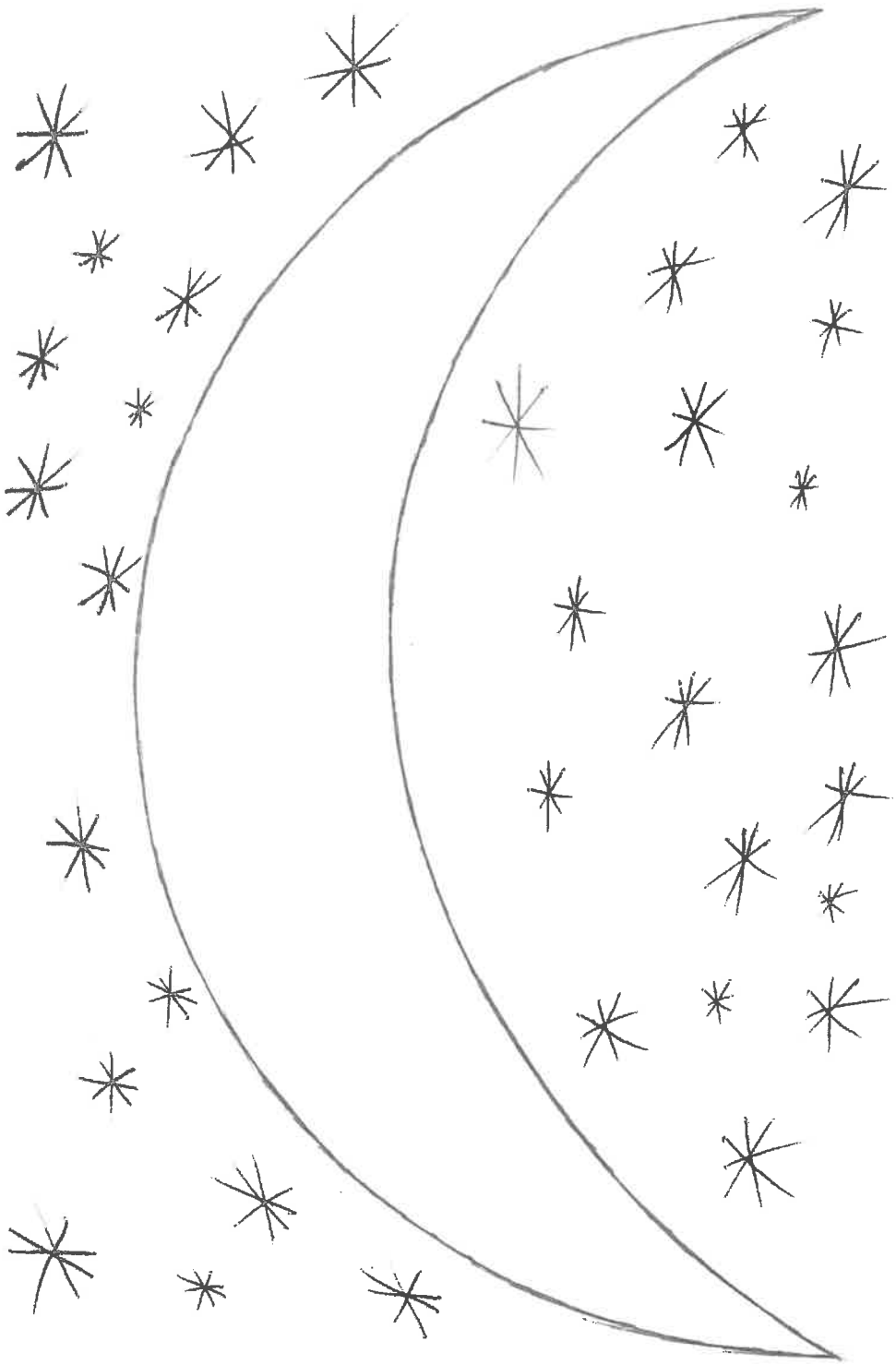
Owl flies on.
She is getting very hungry.
She really needs the moon
so that she can see to
catch her food.
Sadly she starts to
fly back home.



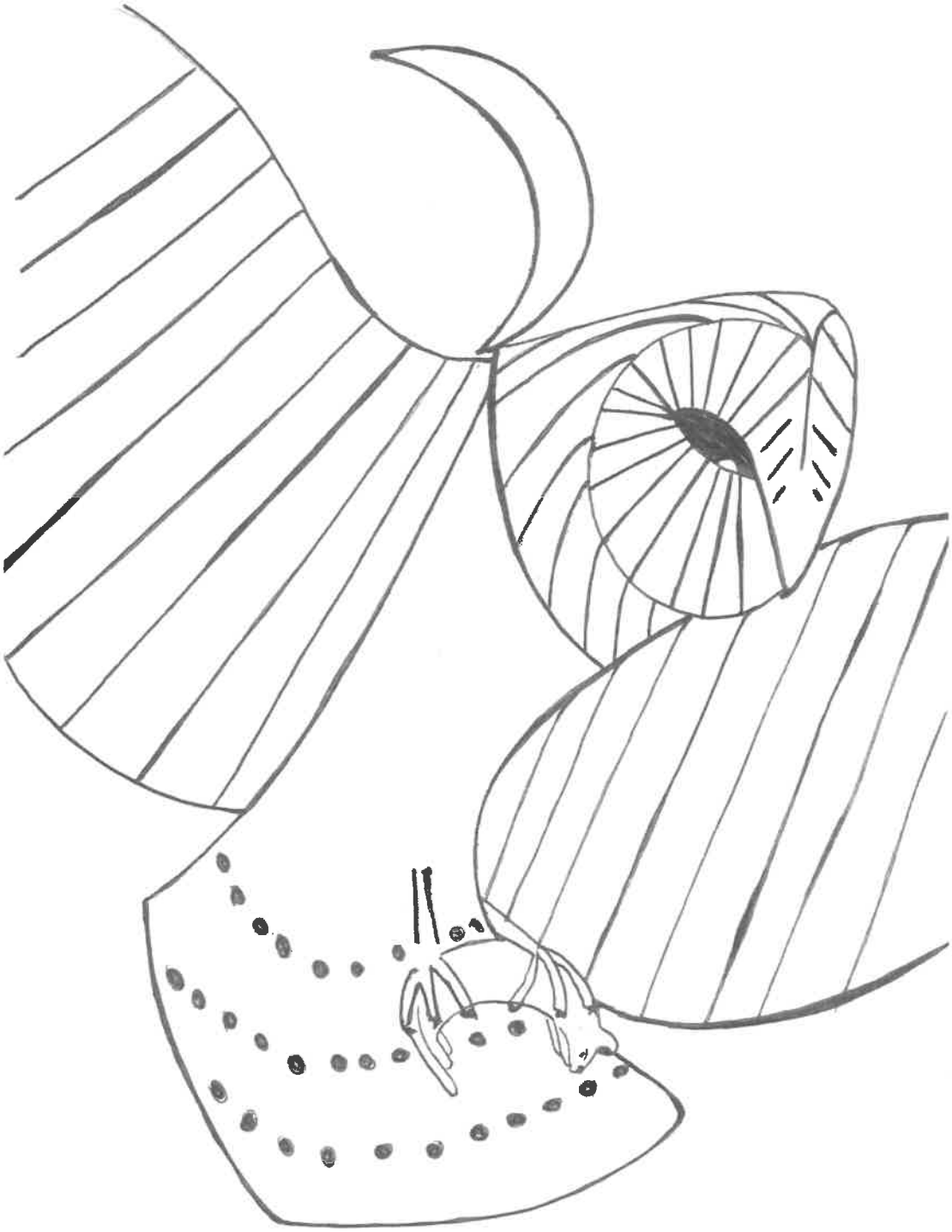
Owl swoops low over a house.
She sees a cat sneaking
along the edge of the roof.
He looks as if he is chasing a
mouse down a drain pipe!



Owl circles down and lands
on the gutter.
She speaks to the cat.
"Have you seen the
moon tonight?"
"Why, yes!" Cat shows a
paw and waves it at the sky.
"The moon is up there.
That's how I can
see the mouse!"



Owl gazes up.
She sees a thin banana moon
hanging in the night sky.
"Thank goodness you are here!"
she hoots softly. "Now I can go
hunting too!"



Sounds and letters
/c/ as c, /t/ as t, /a/ as a
/d/ as d, /g/ as g, /o/ as o
/m/ as m, /n/ as n
/i/ as i, /s/ as s and ss
/u/ as u, /r/ as r
/h/ as h, /l/ as l and ll
/e/ as e, /b/ as b
/f/ as f and ff, /sh/ as sh
/p/ as p, /c/ as k and ck
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)
/ee/ as ee, ea, e
/w/ as w and wh*, /ch/ as ch
/th/ as th, /ng/ as ng
/tthh/ as th, /v/ as v and ve
/oo/ as oo, u and oul
/j/ as j, /ar/ as ar and a*
/ou/ as ou, ow and ough
/or/ as or, ore, aw and a
/ay/ as ay, a-e, ai
/ie/ as y, ie, i-e, i and igh
/cw/ as qu/, /cs/ as x, /y/ as y
/oa/ as ow, o, oa, oe and o-e
/ooh/ as oo, ew, o
/z/ as z, zz and s, /g/ as, gu and gh
/er/ as er, ur, ir, ear and or
/s/ as c, se and ce
/j/ as g, ge and dge
/l/ as le + tt, gg, bb
/ue/ as ew, u-e and u
/ch/ as tch, /oy/ as oi, oy

Code-Breakers

Extended Texts ~ Book 3

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What to do today

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

1. Learn about nocturnal animals

Watch the short video clip at https://www.bbc.co.uk/bitesize/clips/zsshfg8.

- Which animal did you like the most? Why?
- Try spelling the word 'nocturnal' on a piece of paper. Use a "look cover write check" strategy to help you get the spelling right.

2. Making lists

- On *Night Creatures*, list all the nocturnal animals that were mentioned in the video.

3. What do nocturnal animals eat?

In the video, what did we learn that owls, hedgehogs, bats and moles liked to eat?

- On *Nocturnal Nosh*, draw a picture of one of the nocturnal animals we learned about.

Now try these Fun-Time Extras

- How many words can you make from the letters in this word?
  N O C T U R N A L
- Name all the creatures on the *Nine Nocturnal Animals* poster. You might have to look some up on the internet or in books! Explain which one you like the best, and why.
- With a grown up, read the poem *The Moon* by Robert Louis Stevenson.

Night Creatures

List all the nocturnal animals that were mentioned in the video.

- Can you put numbers next to each one to show the order they were mentioned in in the clip?
- Re-watch the video to see if you got the order right.

Nocturnal Nosh

Write a sentence explaining what the animal you have chosen eats.

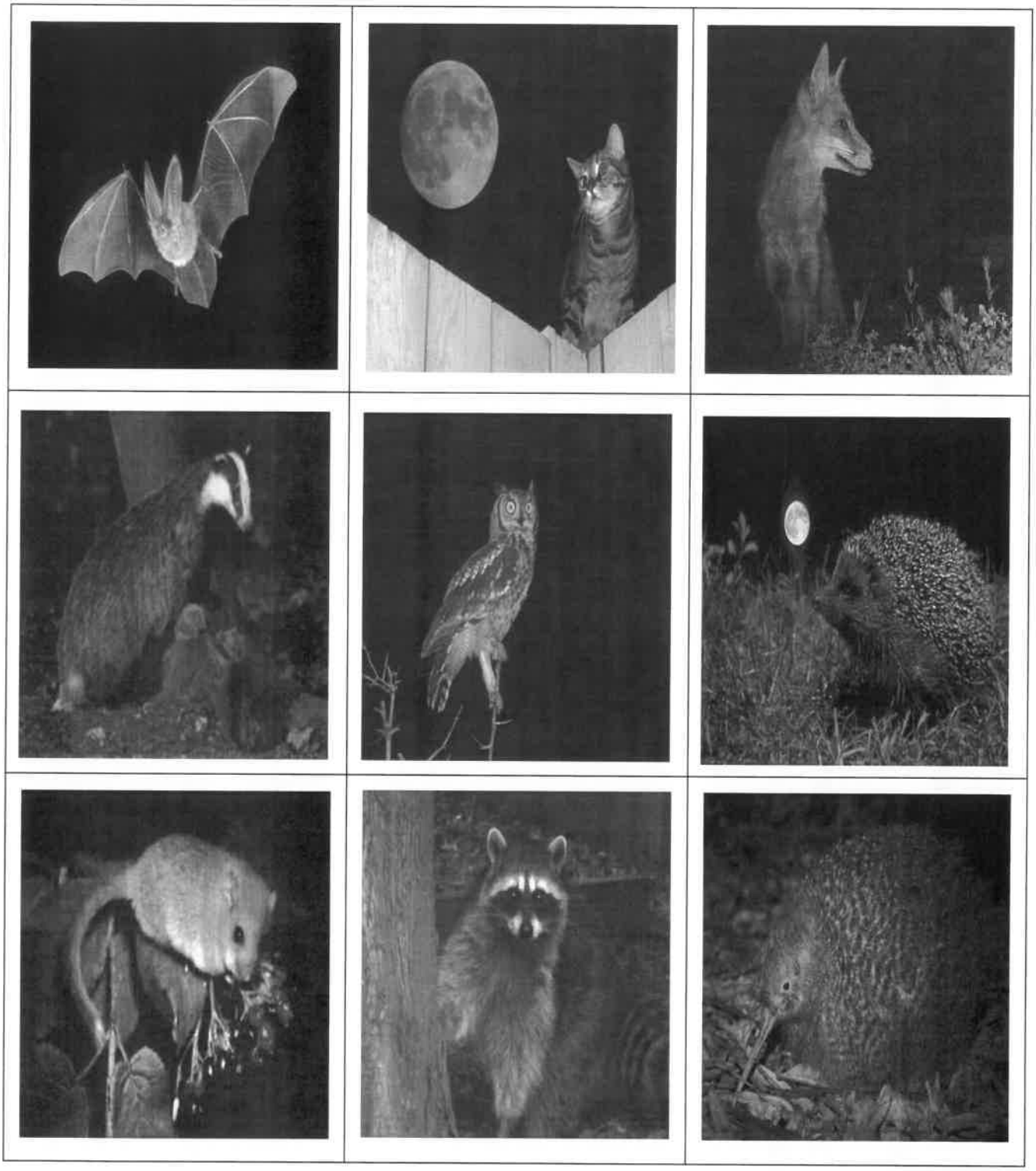
Write another sentence saying whether you think you would like that food!

Say why you would or would not!

My nocturnal animal

Nine Nocturnal Animals

Do you know these nocturnal animals?



The Moon

By Robert Louis Stevenson

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.
The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in the bed at noon,
All love to be out by the light of the moon.
But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.