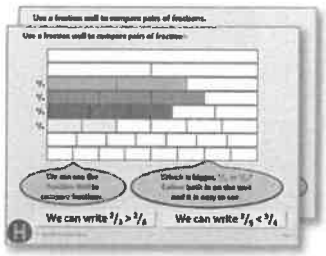
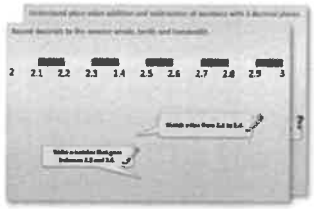
Week 6, Day 1
Multiplication

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

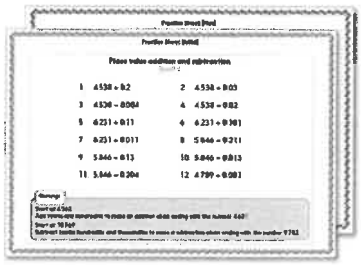
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.

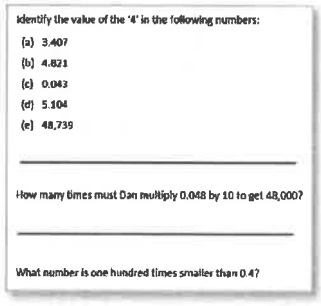


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

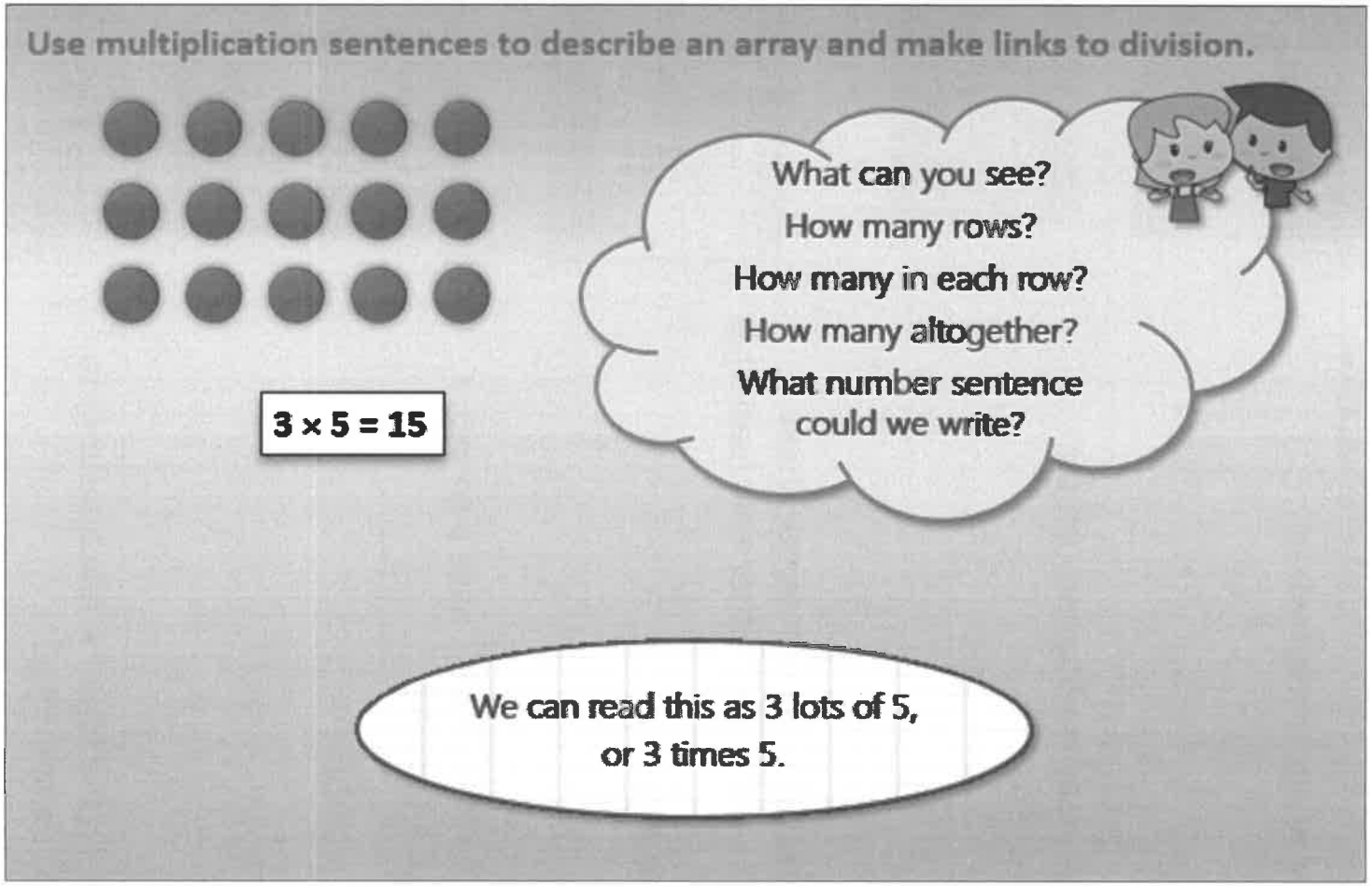


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

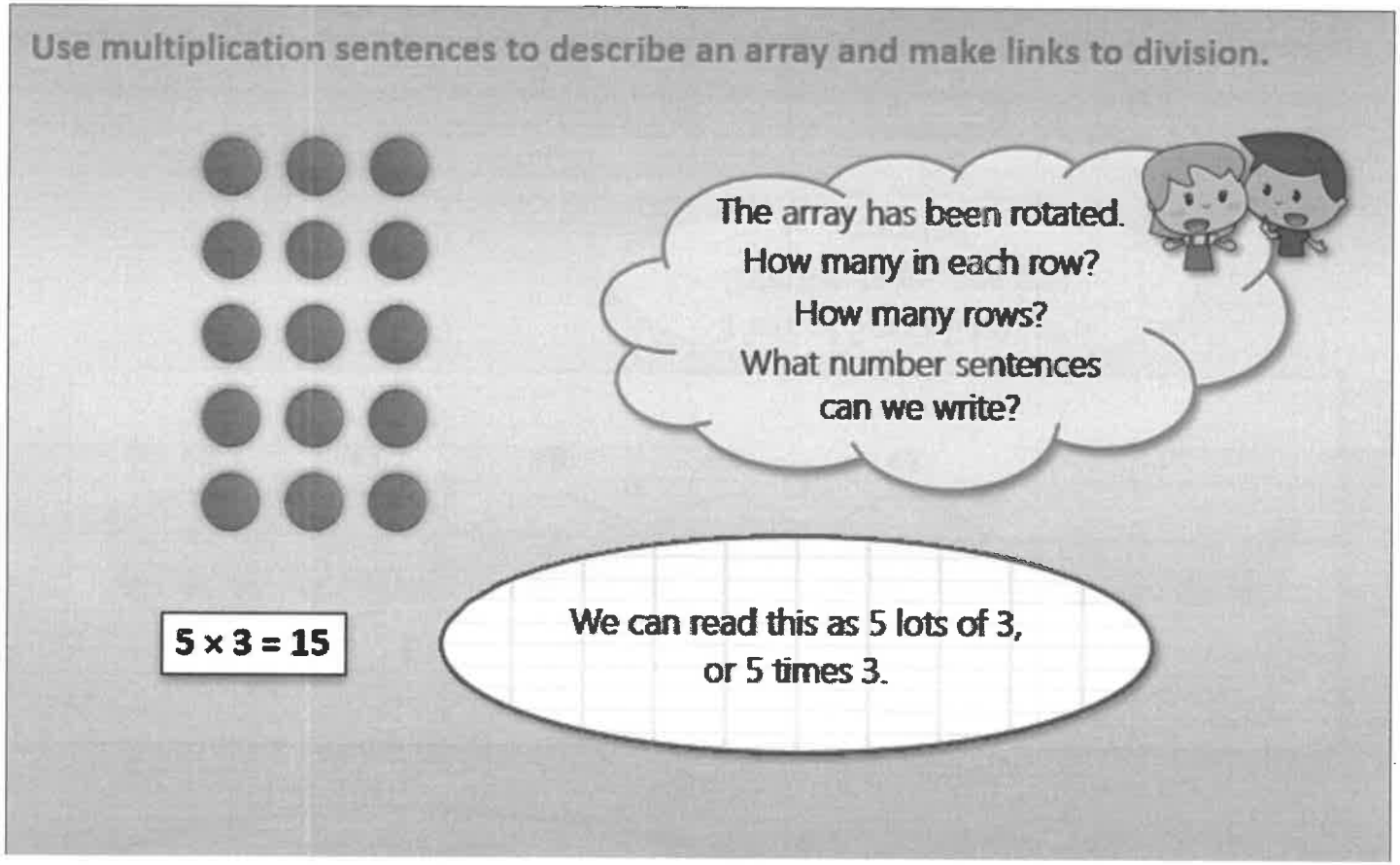
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders



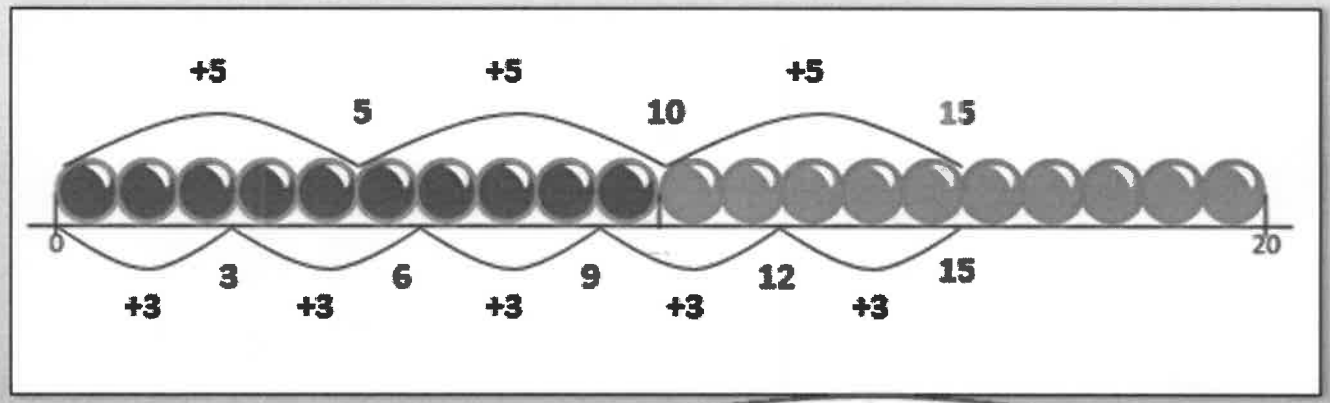
Learning Reminders



Learning Reminders

Use multiplication sentences to describe an array and make links to division.

3 × 5 and 5 × 3 have the same answer! Let's check back on the beaded line...



3 lots of 5 and 5 lots of 3 are the same, can you see why?

Practice Sheet Mild
Match the multiplication

Draw a line to the matching multiplication sentence for these arrays then write the matching multiplication sentence next to it.

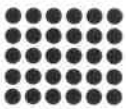
6 × 4 = 24

7 × 5 = 35

5 × 4 = 20

5 × 6 = 30

8 × 3 = 24



4 × 8 = 32

4 × 10 = 40

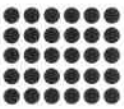
3 x 9 = 27

Challenge

For each array can you write another multiplication fact?

Practice Sheet Hot
Match the multiplication

Write the two multiplication sentences for each of these arrays.

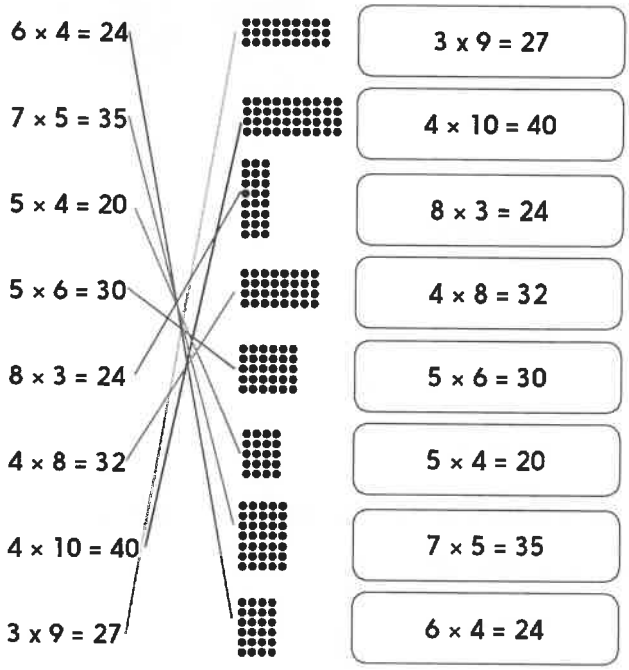


Challenge

Choose two of the arrays and write a maths problem story for each.

Practice Sheets Answers

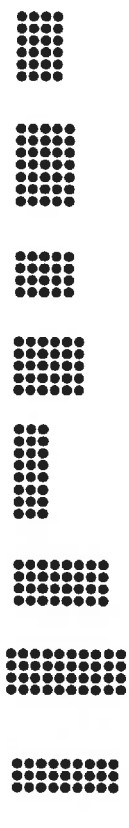
Match the multiplication (mild)



Challenge

9 x 3 = 27
10 x 4 = 40
3 x 8 = 24
8 x 4 = 32
6 x 5 = 30
4 x 5 = 20
5 x 7 = 35
4 x 6 = 24

Match the multiplication (hot)



6 x 4 = 24	4 x 6 = 24
7 x 5 = 35	5 x 7 = 35
4 x 5 = 20	5 x 4 = 20
5 x 6 = 30	6 x 5 = 30
8 x 3 = 24	3 x 8 = 24
4 x 8 = 32	8 x 4 = 32
4 x 10 = 40	10 x 4 = 40
3 x 9 = 27	9 x 3 = 27

Challenge

Accept any number stories which use the numbers given and would require a multiplication calculation to solve them.

A Bit Stuck?
Clever counting

Work in pairs

Things you will need:

- Ten 10p coins
- 1-10 cards
- A pencil

What to do:

- Take a 1-10 card. Take that number of 10p coins.
- Count in 10s to find the total.
- Fill in a number sentence, ☐ lots of 10p is ☐ p.
- Put the coins back.
- Take another card and repeat as many times as you can.
- You score 10p for each correct answer! Count in 10s to find your total score.

☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p
☐	lots of 10p is	☐	p

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

Write your own number sentences using the x sign, e.g. 7 x 10p = 70p.

Learning outcomes:

- I can count in 10s to 100.
- I am beginning to understand multiplication.
- I am beginning to use the multiplication sign.

A Bit Stuck?
Clever Counting

1	2	3	4	5
6	7	8	9	10

Check your understanding

Questions

The same number is missing from each number sentence.

What is it?

☐ x 3 = 15

1 x ☐ = 5

30 = 6 x ☐

Write each addition as a multiplication.

Work out the total.

5 + 5 + 5 + 5 + 5 + 5 + 5 = ☐

☐ = 2 + 2+ 2 + 2 + 2 + 2

10 + 10 + 10 + 10 = ☐

- How many groups of 3 make 18?
- How many groups of 6 make 12?
- How many groups of 5 make 45?

Check your understanding

Answers

The same number is missing from each number sentence.

What is it? It is 5.

☐ x 3 = 15

1 x ☐ = 5

30 = 6 x ☐

Write each addition as a multiplication.

Work out the total.

5 + 5 + 5 + 5 + 5 + 5 + 5 = 7 × 5 = 35

12 = 2 + 2 + 2 + 2 + 2 + 2 = 6 × 2 = 12

10 + 10 + 10 + 10 = 4 × 10 = 40

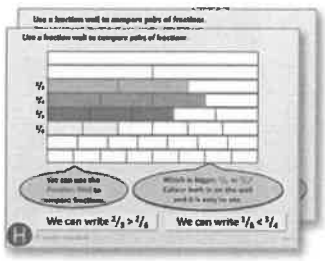
- How many groups of 3 make 18? 6.
- How many groups of 6 make 12? 2.
- How many groups of 5 make 45? 9.

Do children count on or use multiplication facts?

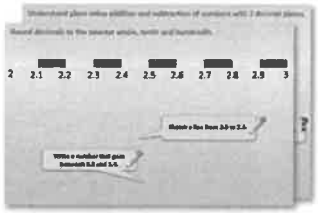
Week 6, Day 2
Division

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

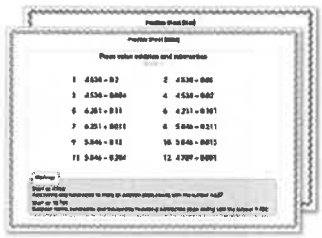
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



   OR start by carefully reading through the **Learning Reminders.**



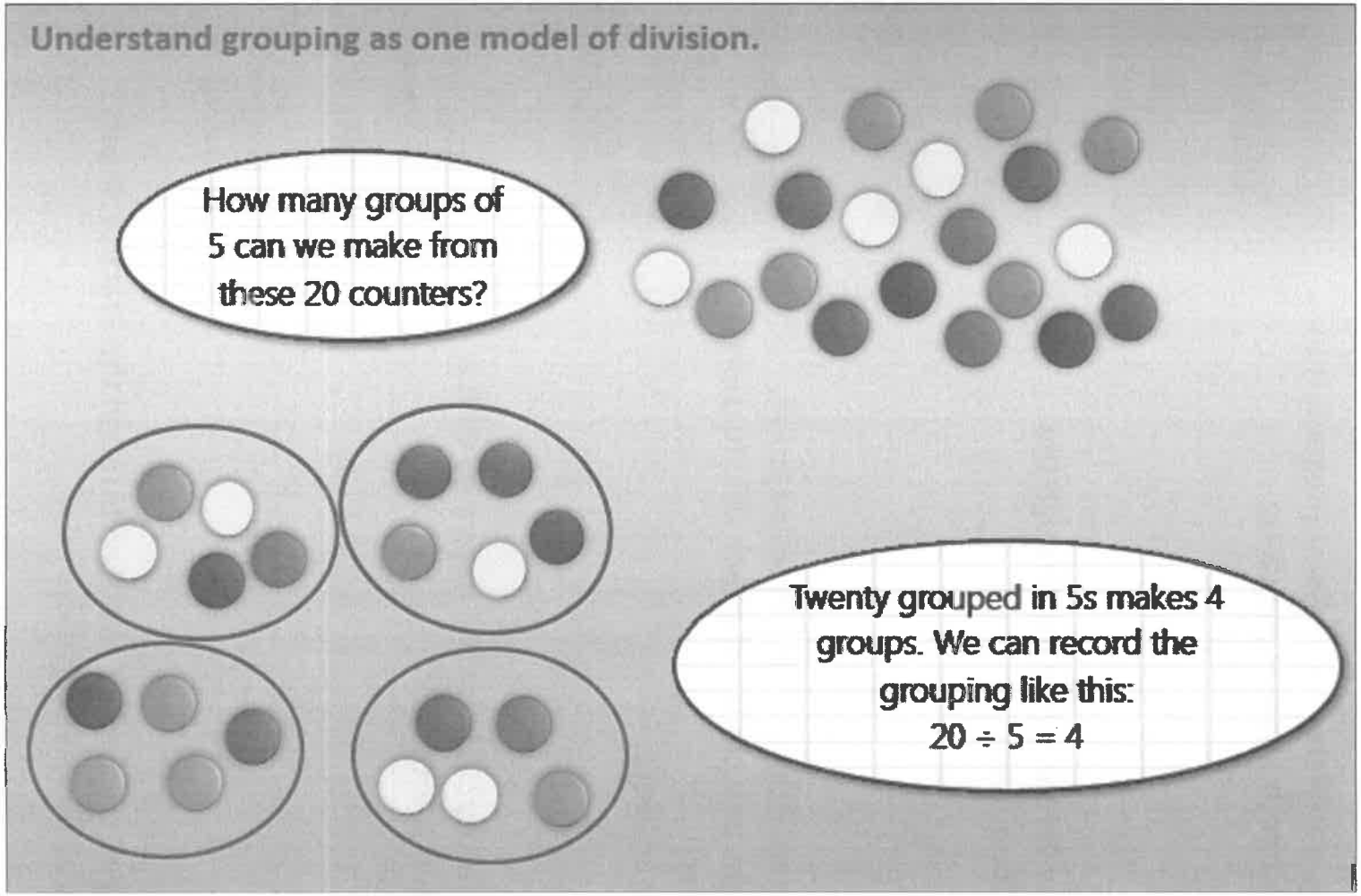
2. Tackle the questions on the **Practice Sheet.**
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



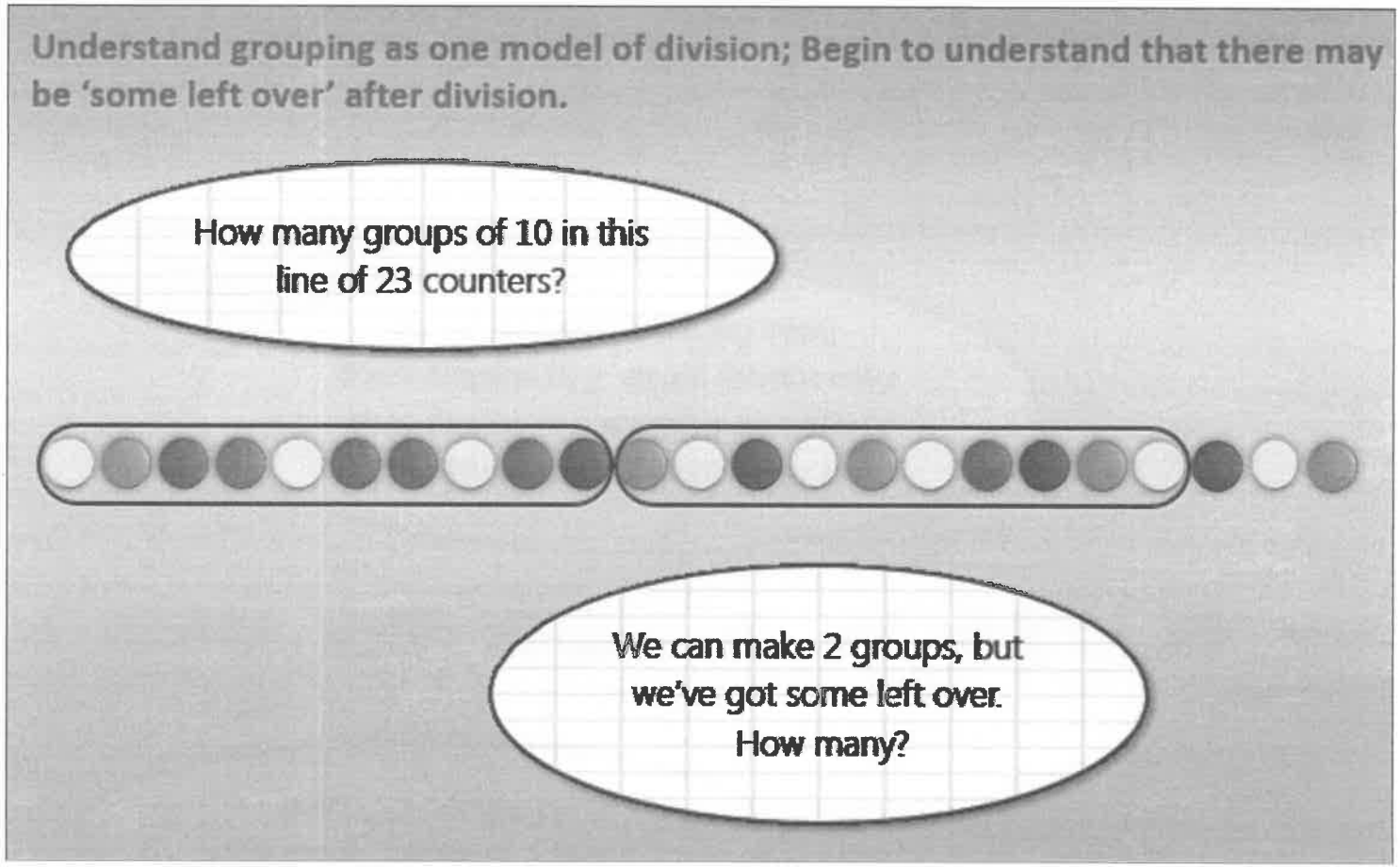
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

Learning Reminders



Learning Reminders



Learning Reminders

Understand grouping as one model of division; Begin to understand that there may be 'some left over' after division.

How many groups of 5 in this line of 23 counters?

Sometimes this happens when we want groups of 5 for PE, if we haven't got a multiple of 5, all the groups can't be 5s, we have some left over!

Practice Sheet Mild
How many groups?

Answer the following questions by making groups.
Write the corresponding division number sentence.

1. How many groups of 4 are in 24?

2. How many groups of 6 are in 30?

3. How many groups of 3 are in 15?

4. How many groups of 4 are in 32?

5. How many groups of 10 are in 90?

6. How many groups of 5 are in 45?

7. How many groups of 7 are in 35?

8. How many groups of 10 are in 33? How many are left over?

Challenge

Make up two more division questions of your own.

Practice Sheet Hot
How many groups?

Answer the following questions by making groups.
Write the corresponding division number sentence.
Which questions have some left over?

1. How many groups of 4 are in 32?
2. How many groups of 6 are in 30?
3. How many groups of 5 are in 35?
4. How many groups of 4 are in 44?
5. How many groups of 3 are in 16?
   How many left over?
6. How many groups of 10 are in 90?
7. How many groups of 5 are in 45?
8. How many groups of 3 are in 21?
9. How many groups of 4 are in 26?
   How many left over?
10. How many groups of 3 are in 27?

Challenge

Make up three more division questions of your own, including one with some left over.

Practice Sheet Answers

How many groups? (mild)

1.	How many groups of 4 are in 24?	24 ÷ 4 = 6
2.	How many groups of 6 are in 30?	30 ÷ 6 = 5
3.	How many groups of 3 are in 15?	15 ÷ 3 = 5
4.	How many groups of 4 are in 32?	32 ÷ 4 = 8
5.	How many groups of 10 are in 90?	90 ÷ 10 = 9
6.	How many groups of 5 are in 45?	45 ÷ 5 = 9
7.	How many groups of 7 are in 35?	35 ÷ 7 = 5
8.	How many groups of 10 are in 33? How many are left over?	33 ÷ 10 = 3 and 3 left over

Challenge

Accept any division questions following the same pattern as above.

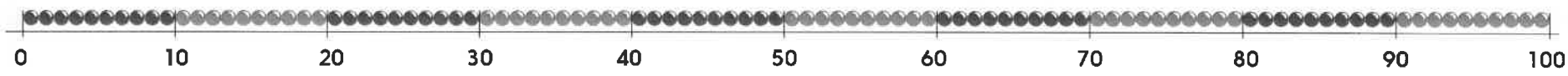
How many groups? (hot)

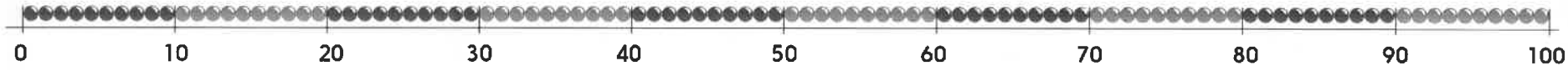
1.	How many groups of 4 are in 32?	32 ÷ 4 = 8
2.	How many groups of 6 are in 30?	30 ÷ 6 = 5
3.	How many groups of 5 are in 35?	38 ÷ 5 = 7
4.	How many groups of 4 are in 44?	44 ÷ 4 = 11
5.	How many groups of 3 are in 16? How many left over?	16 ÷ 3 = 5 and 1 left over
6.	How many groups of 10 are in 90?	90 ÷ 10 = 9
7.	How many groups of 5 are in 45?	45 ÷ 5 = 9
8.	How many groups of 3 are in 21?	21 ÷ 3 = 7
9.	How many groups of 4 are in 26? How many left over?	26 ÷ 4 = 6 and 2 left over
10.	How many groups of 3 are in 27?	27 ÷ 3 = 9

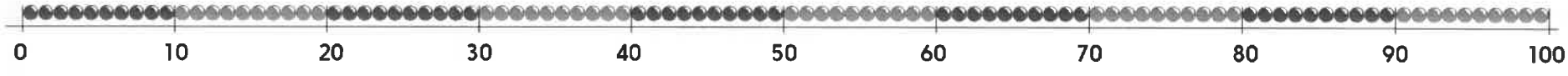
Challenge

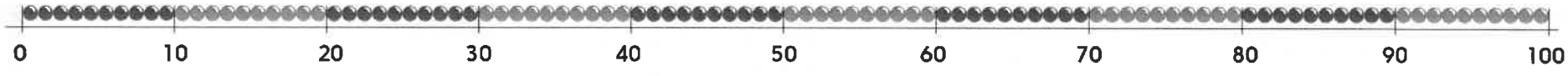
Accept any division questions following the same pattern as above.

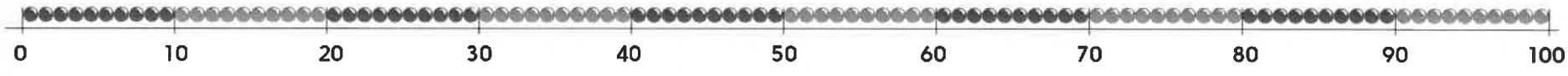
Practice Sheets Resource
How many groups?











A Bit Stuck?
Hopping maths

Work in pairs

Things you will need:
- 0 to 50 beaded lines
- 1 to 10 cards
- A pencil

What to do:

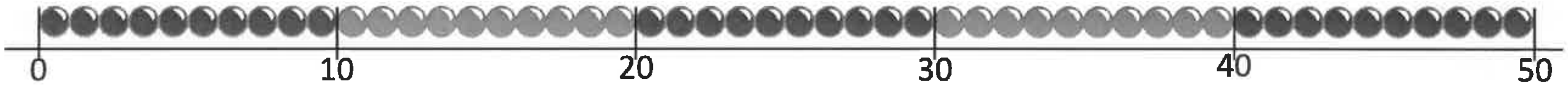
- Shuffle a set of 1-10 cards.
  Place face down.
- Take the top card.
  Draw this number of hops of 5 on the beaded line.
  Fill in the number sentence.
- Repeat four more times.
- Score 5 points for each correct number sentence.
- At the end, count in 5s to work out your final score.

S-t-r-e-t-c-h:
Write your own number sentences using the x sign, e.g. 7 x 5 = 35.

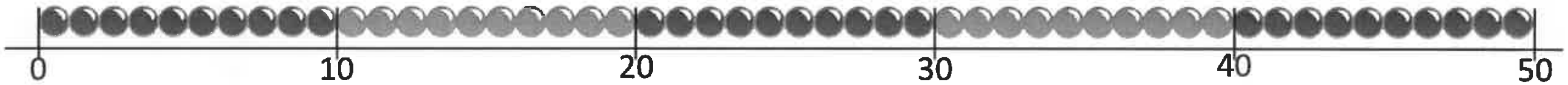
Learning outcomes:
- I can use 'clever counting' in 5s.
- I can fill in matching multiplications.
- I am beginning to use the multiplication sign.

A Bit Stuck?
Hopping maths

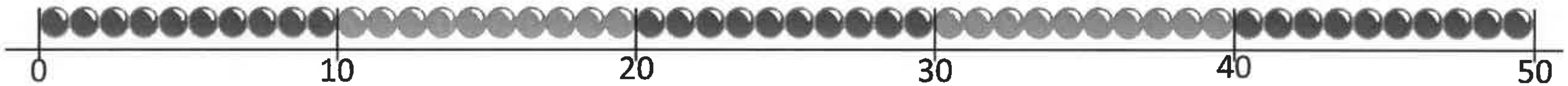
☐ lots of 5 is ☐



☐ lots of 5 is ☐

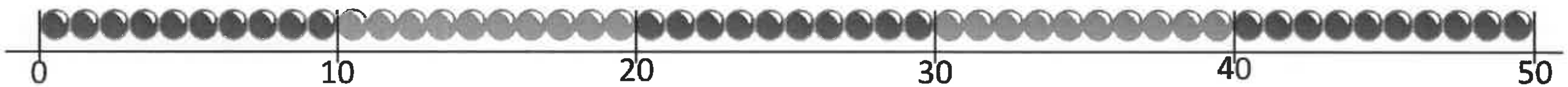


☐ lots of 5 is ☐

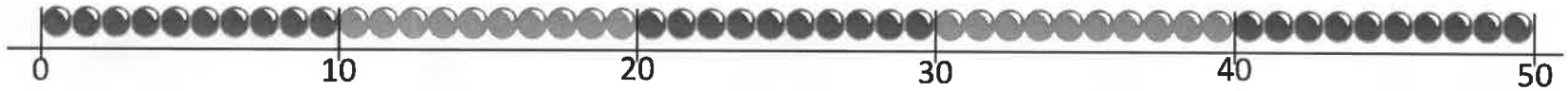


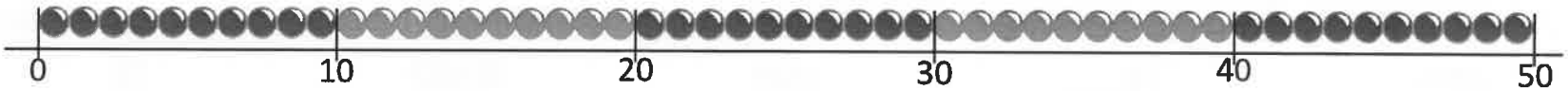
☐ lots of 5 is ☐

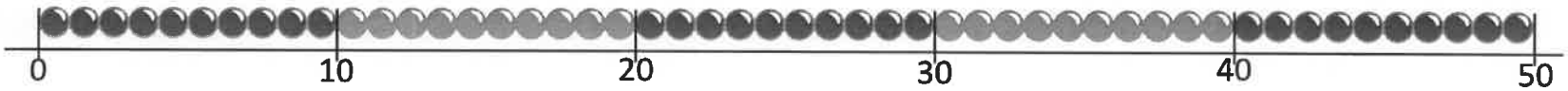
☐ lots of 5 is ☐



A Bit Stuck?
Hopping maths







A Bit Stuck?
Hopping maths

1	2	3	4	5
6	7	8	9	10

Investigation
Left Overs Anyone?

Find a whole number less than 20...

It must:

- leave 1 left over when you divide it by 2
- AND leave 1 left over when you divide it by 5
- AND leave 1 left over when you divide it by 10.

Now use what you've learned to find other numbers, less than 50, which leave 1 left over when divided by 2, 5 and 10...

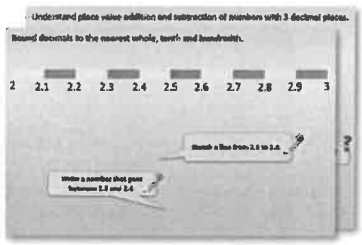
Can you explain what this family of numbers all have in common?

Lottie thinks that 99 will be in this family of numbers. Is she correct?

Week 6, Day 3
Multiplication and division

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

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



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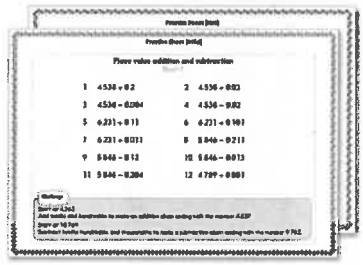
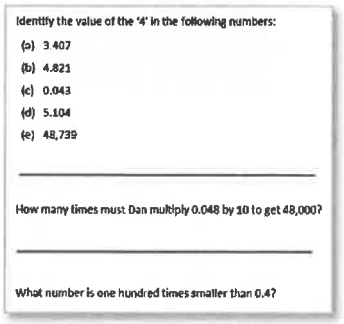
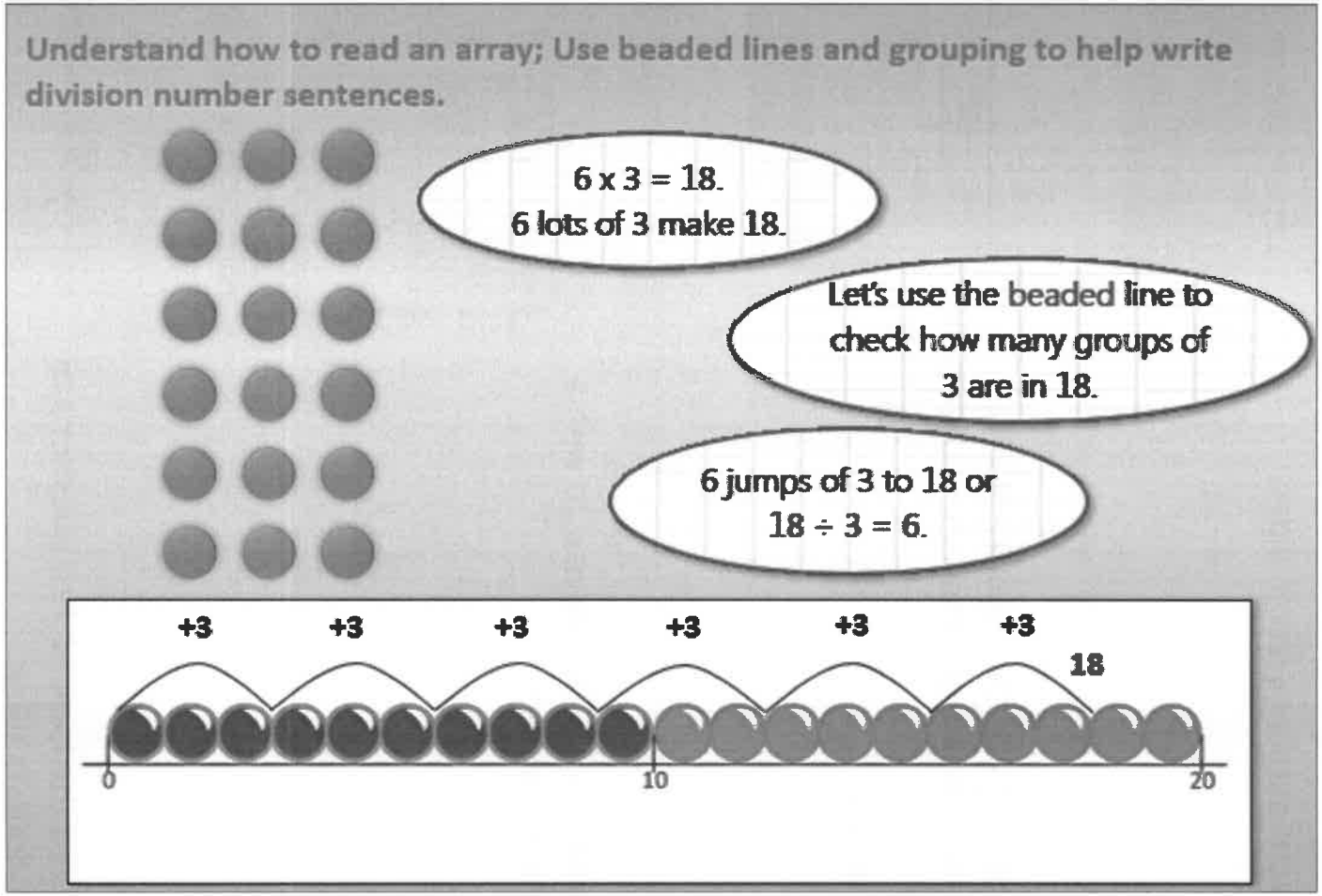


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



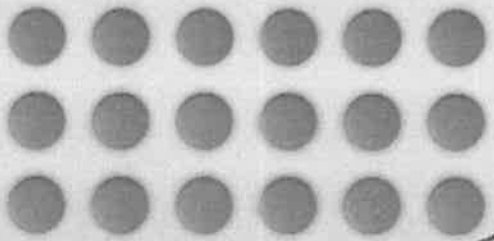
Learning Reminders



Learning Reminders

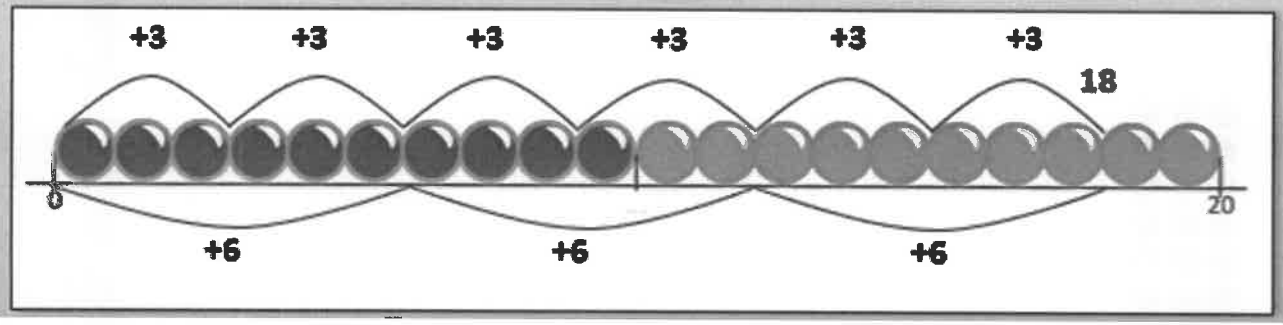
Understand how to read an array; Use beaded lines and grouping to help write division number sentences.

3 x 6 = 18.
3 lots of 6 make 18.



Let's use the bead string to check how many groups of 6 are in 18.

3 jumps of 6 to 18 or
18 ÷ 6 = 3.



Practice Sheet Mild

Making arrays and their matching facts

Draw an array for the following numbers then use beaded lines and hops to help identify the multiplication and division facts for each number.

21

3 x 7 = ☐ 7 x 3 = ☐

21 ÷ 7 = ☐ 21 ÷ 3 = ☐

12

18

20

Challenge

Create an array for a number between 20 and 30 and write a multiplication and division fact for your array.

Practice Sheet Hot

Making arrays and their matching facts

Draw an array for the following numbers then use beaded lines and hops to help identify the multiplication and division facts for each number.

30

32

27

28

Challenge

Create an array for a number between 32 and 40 and write a multiplication and division fact for your array.

Practice Sheets Answers

Making arrays and their matching facts (mild)

21	Possible arrays: 1 x 21		21 x 1	3 x 7	7 x 3	
	21 x 1 = 21	21 ÷ 1 = 21	1 x 21 = 21	21 ÷ 21 = 1		
	3 x 7 = 21	21 ÷ 3 = 7	7 x 3 = 21	21 ÷ 7 = 3		
12	Possible arrays: 1 x 12	12 x 1	2 x 6	6 x 2	3 x 4	4 x 3
	1 x 12 = 12	12 ÷ 1 = 12	12 x 1 = 12	12 ÷ 12 = 1	2 x 6 = 12	12 ÷ 2 = 6
	6 x 2 = 12	12 ÷ 6 = 2	3 x 4 = 12	12 ÷ 3 = 4	4 x 3 = 12	12 ÷ 4 = 3
18	Possible arrays: 1 x 18	18 x 1	2 x 9	9 x 2	3 x 6	6 x 3
	1 x 18 = 18	18 ÷ 1 = 18	18 x 1 = 18	18 ÷ 18 = 1	2 x 9 = 18	18 ÷ 2 = 9
	9 x 2 = 18	18 ÷ 9 = 2	3 x 6 = 18	18 ÷ 3 = 6	6 x 3 = 18	18 ÷ 6 = 3
20	Possible arrays: 1 x 20	20 x 1	2 x 10	10 x 2	4 x 5	5 x 4
	1 x 20 = 20	20 ÷ 1 = 20	20 x 1 = 20	20 ÷ 20 = 1	2 x 10 = 20	20 ÷ 2 = 10
	10 x 2 = 20	20 ÷ 10 = 2	4 x 5 = 20	20 ÷ 4 = 5	5 x 4 = 20	20 ÷ 5 = 4

Challenge

Accept any arrays with an accompanying multiplication and division fact.

Making arrays and their matching facts (hot)

30	Possible arrays: 1 x 30	30 x 1	2 x 15	15 x 2	3 x 10	10 x 3	5 x 6	6 x 5
	1 x 30 = 30	30 ÷ 1 = 30	30 x 1 = 30	30 ÷ 30 = 1	2 x 15 = 30	30 ÷ 2 = 15
	15 x 2 = 30	30 ÷ 15 = 2	3 x 10 = 30	30 ÷ 3 = 10	10 x 3 = 30	30 ÷ 10 = 3
	5 x 6 = 30	30 ÷ 5 = 6	6 x 5 = 30	30 ÷ 6 = 5		
32	Possible arrays: 1 x 32	32 x 1	2 x 16	16 x 2	4 x 8	8 x 4	1 x 32 = 32	32 ÷ 1 = 32
	32 x 1 = 32	32 ÷ 32 = 1	2 x 16 = 32	32 ÷ 2 = 16	16 x 2 = 32	32 ÷ 16 = 2
	4 x 8 = 32	32 ÷ 4 = 8	8 x 4 = 32	32 ÷ 8 = 4		
27	Possible arrays: 1 x 27	27 x 1	3 x 9	9 x 3	1 x 27 = 27	27 ÷ 1 = 27	27 x 1 = 27
	27 ÷ 27 = 1	3 x 9 = 27	27 ÷ 3 = 9	9 x 3 = 27	27 ÷ 9 = 3	
28	Possible arrays: 1 x 28	28 x 1	2 x 14	14 x 2	4 x 7	7 x 4		
	1 x 28 = 28	28 ÷ 1 = 28	28 x 1 = 28	28 ÷ 28 = 1	2 x 14 = 28	28 ÷ 2 = 14
	14 x 2 = 28	28 ÷ 14 = 2	4 x 7 = 28	28 ÷ 4 = 7	7 x 4 = 28	28 ÷ 7 = 4

Challenge

Accept any arrays with an accompanying multiplication and division fact.

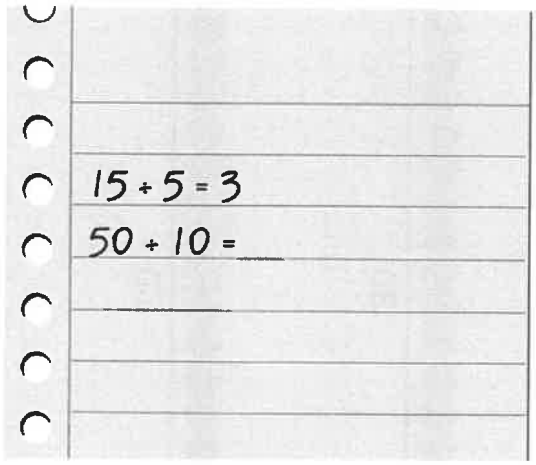
A Bit Stuck?
Beads and rings

Work in pairs

Things you will need:
- A pencil
- A set of division cards
- 0 to 50 beaded lines

What to do:

- Spread the division cards face up on the table.
- Choose a division to work out.
- Label the first number on the beaded line. Draw rings round groups of 3, 5 or 10 to work out how many 3s, 5s or 10s are in that number.
- Write the division.
- Repeat at least three more times.
- Score a point for each correct division. Score a bonus point for any answer over 5.



S-t-r-e-t-c-h:
Write multiplications to go with some of your divisions.

Learning outcomes:
- I can ring groups on a beaded line or use 'clever counting' to divide by 3, 5 and 10 (whole number answers less than 10).
- I am beginning to see the link between multiplication and division.

A Bit Stuck?
Beads and rings

A Bit Stuck?
Beads and rings

$15 \div 5$	$50 \div 10$	$9 \div 3$	$15 \div 3$
$30 \div 10$	$40 \div 10$	$12 \div 3$	$30 \div 5$
$21 \div 3$	$30 \div 3$	$40 \div 5$	$50 \div 5$

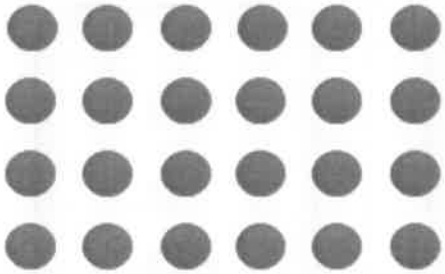
Check your understanding

Questions

How many hops to count in 3s along the beaded line to reach 21?

How many hops to count in 5s to reach 50?

Write two multiplications and two divisions to match this array:



Can you write the multiplication and division facts represented by this bar model?

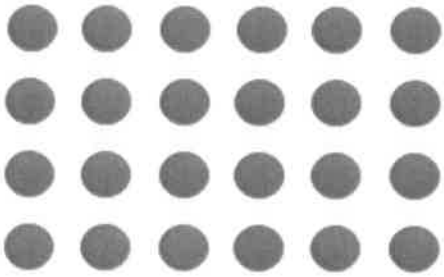
15		
5	5	5

Check your understanding
Answers

How many hops to count in 3s along the bead bar to reach 21? 7.

How many hops to count in 5s to reach 50? 10.

Write two multiplications and two divisions to match this array:



$4 \times 6 = 24$ $6 \times 4 = 24$ $24 \div 4 = 6$ $24 \div 6 = 4$

Can you write the multiplication and division facts represented by this bar model?

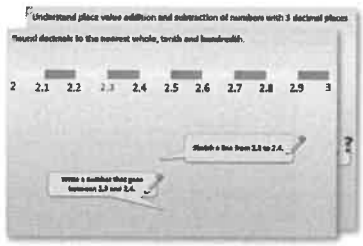
15		
5	5	5

$3 \times 5 = 15$ $15 \div 5 = 3$

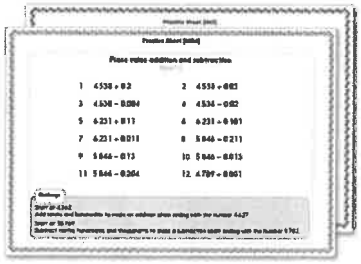
Week 6, Day 4
Weight (1)

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

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



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



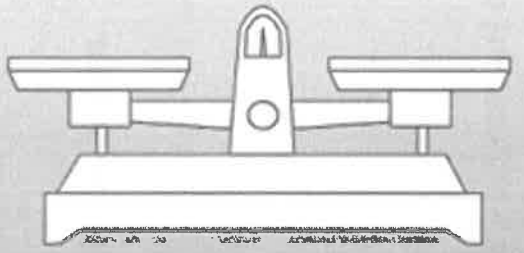
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

Learning Reminders

Know that weight can be measured in kg and g.

Pick up a large bag of cotton wool, a roll of kitchen paper and a bag of pasta. Which do you think is the heaviest and which the lightest? How could we check?

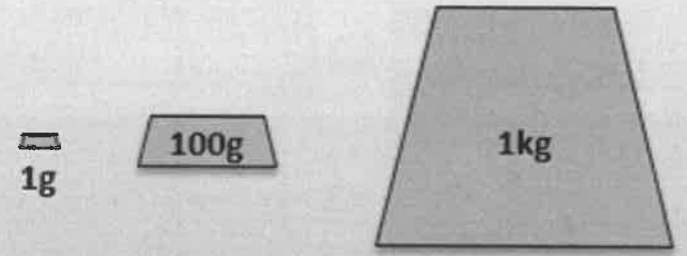


We can use a pan balance both to directly compare the weight of any pair of objects and also to find the number of wooden blocks each weigh.

Learning Reminders

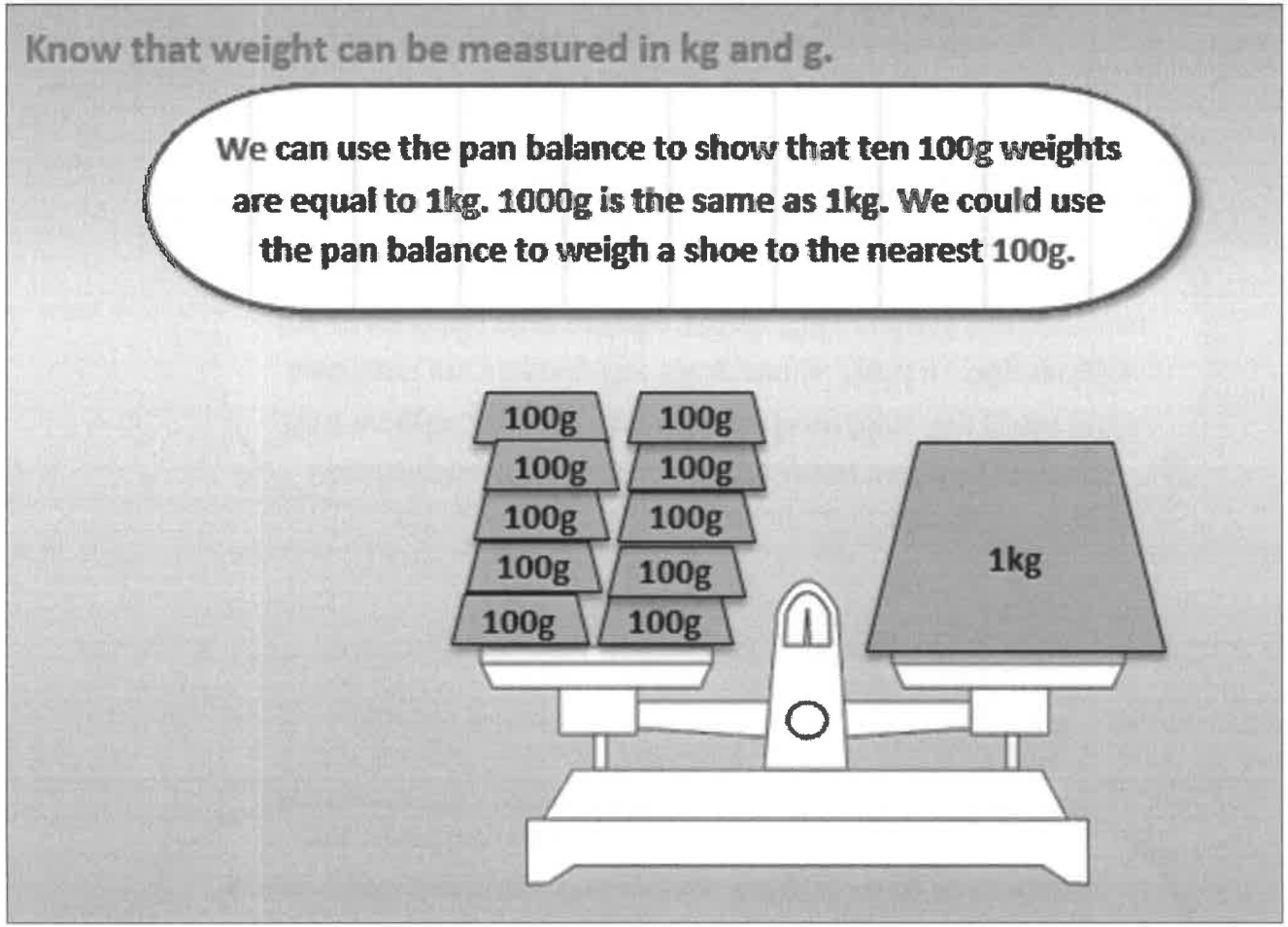
Know that weight can be measured in kg and g.

Shopkeepers, farmers and factories which package food don't use wooden bricks or marbles to weigh food, they use grams and kilograms. This makes weights easy to compare because they all use the same units of measure.



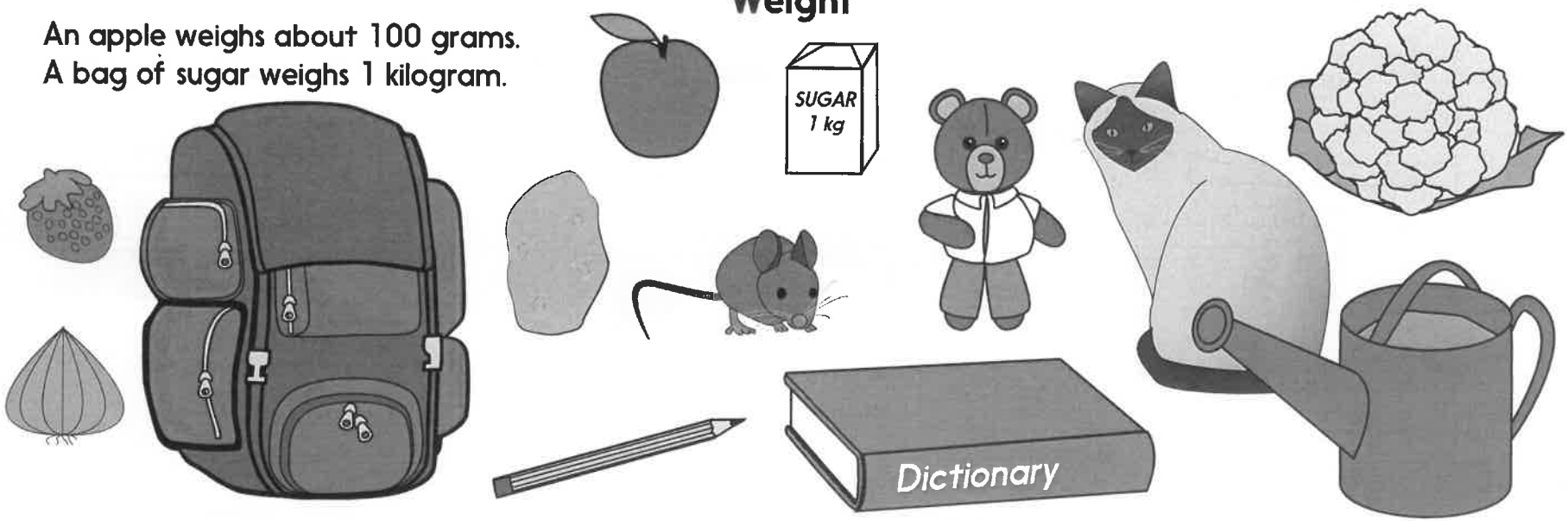
Carefully hold a kilogram and a gram weight (or items that weight 1kg and 1g). Discuss how light the gram feels and how very heavy the kilogram is. Hold a 100g weight (or something that weighs 100g). This weighs the same as 100 of the little grams! The kilogram weight weighs the same as 1000 of those little gram weights!

Learning Reminders



Practice Sheet Mild
Weight

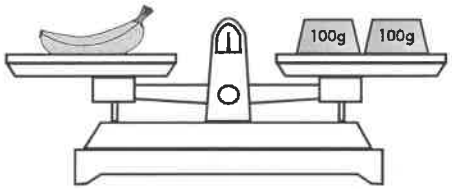
An apple weighs about 100 grams.
A bag of sugar weighs 1 kilogram.



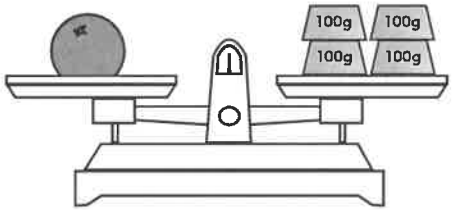
Draw the things you think will weigh **less than** 100 grams	Draw the things that might weigh **about** 1 kilogram	Draw the things you think will weigh **more than** 1kg

Practice Sheet Hot
Weight

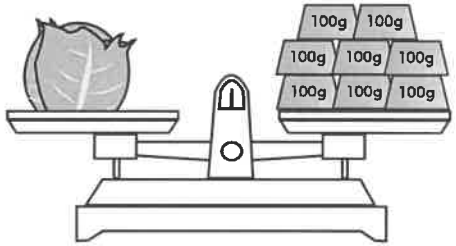
How many 100g weights balance each item?
Write the number of weights. Count in steps of 100 to find the weight in grams.
The first one is done for you.



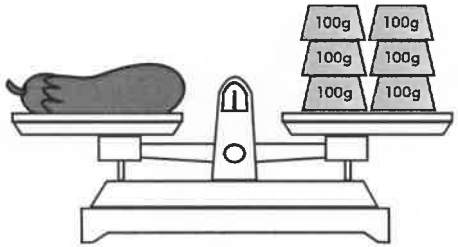
2 weights 200 grams



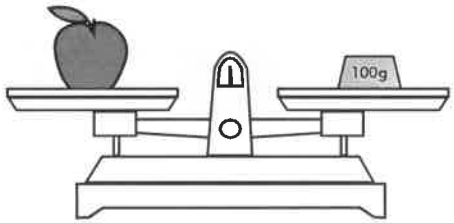
_____ weights _____ grams



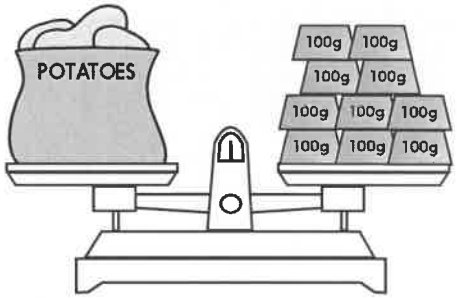
_____ weights _____ grams



_____ weights _____ grams



_____ weights _____ grams



_____ weights _____ grams

Practice Sheet Hot
Weight

Draw each item weighed in the correct place in the table below.

Lighter than 500 grams	Heavier than 500 grams

Challenge

Write some items that make the same weight, e.g. 8 apples = 1 cabbage.

Practice Sheets Answers

Weight (mild)

Draw the things you think will weigh **less than** 100 grams,
e.g. strawberry, apple, onion, pencil, mouse, potato

Draw the things that might weigh **about** 1 kilogram,
e.g. Bag of sugar, book, cauliflower, teddy bear

Draw the things you think will weigh **more than** 1kg,
e.g. rucksack, cat, watering can

Weight (hot)

200g	400g	800g
600g	100g	1000g or 1kg

Lighter than 500g	*Heavier than 500g*
banana = 200g *orange = 400g* *apple = 100g*	*cabbage = 800g* *aubergine = 600g* *bag of potatoes = 1kg*

Challenge

Accept any equality, e.g. 2 bananas = 1 orange
2 oranges = 1 cabbage
1 bag of potatoes = 2 bananas + 1 aubergine, etc.

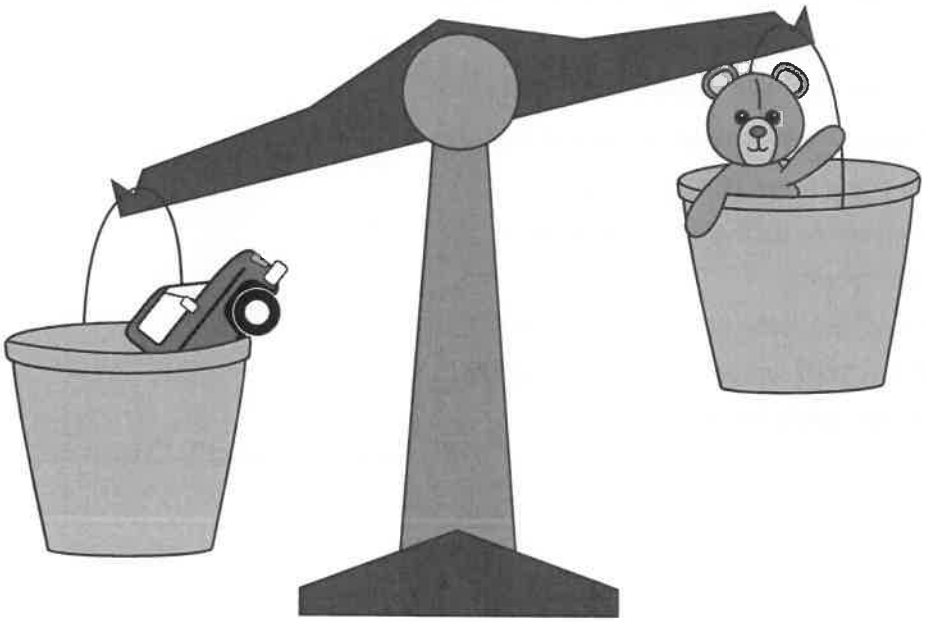
A Bit Stuck?
Ups and downs

Things you will need:

- Toys

What to do:

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



Learning outcomes

- I can compare the weights of two toys.

Investigation
Ten to the kilo

You will need:

- Objects weighing:
  - 1kg (e.g. a full bag of sugar)
  - 1/2 kg (e.g. a 500ml bottle of water. A pack of butter is also close at 454g)
- A range of small household objects

1. Feel the kilogram weight – pass it between you so everyone can feel it. Be careful not to drop it!
2. Feel the $\frac{1}{2}$kg weight. This is half a kilo or 500 grams.
3. Find exactly ten objects that weigh precisely one kilogram.
   You will need to weigh different things to check out their weights.
   You will also need to use a lot of estimation!
4. Discuss what sorts of things you can use. Try fairly heavy things like books or shoes or light things like socks or paintbrushes.
5. When you think you have exactly 10 things that weigh exactly a kilogram ask an adult to check!

	Book 200g
	Shoe 350g
	Pencil 15g

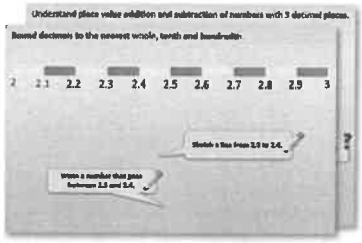
Challenge

Can you find 10 things that weigh exactly 100 grams?

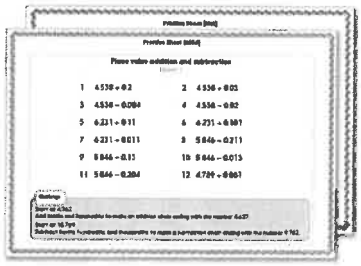
Week 6, Day 5
Weight (2)

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

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

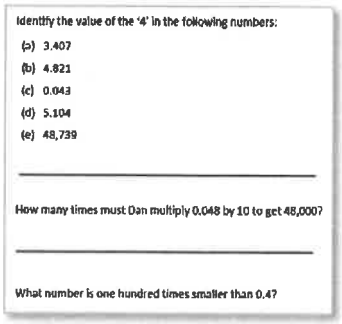


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

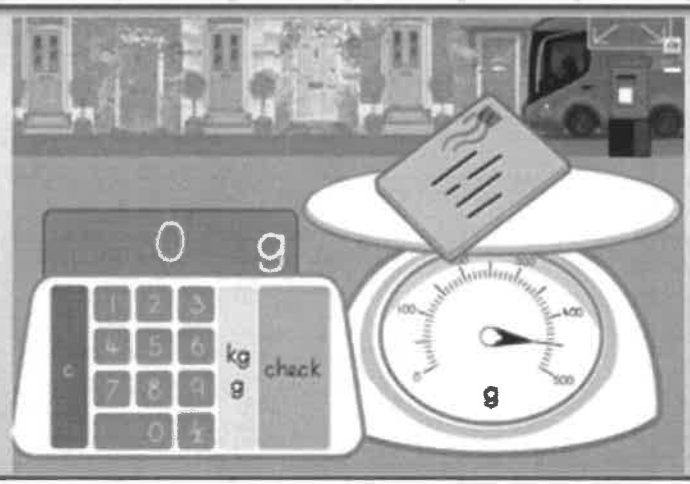
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

Measure weight to the nearest 100g, reading scales.

Rather than counting 100g weights to weigh things, we can put items into the pan of weighing scales and read off the dial.



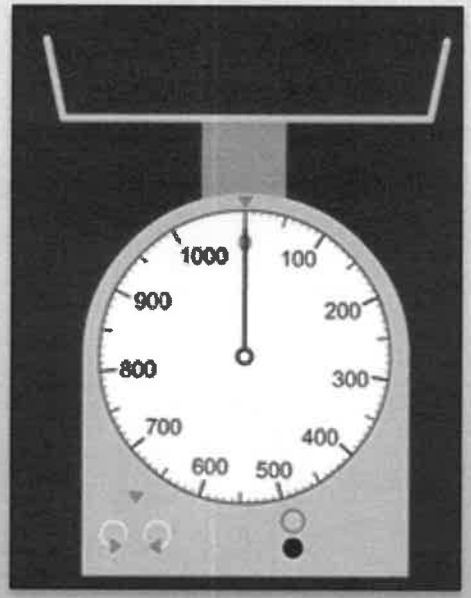
Play 'Mostly Postie' at
http://www.ictgames.com/mobilePage/mostlyPostie/index.html
choosing answers in steps of 50g – count round the dial in steps of 50g before playing the game.

http://www.ictgames.com/mobilePage/mostlyPostie/index.html

Learning Reminders

Measure weight to the nearest 100g, reading scales.

Hold a grapefruit (or other large fruit/vegetable) and a 100g weight (or apple which weighs around 100g). Estimate the weight of the grapefruit.

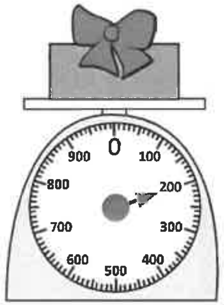


Place the grapefruit on a weighing scale and read the weight to the nearest 100g.

Repeat with a book and other objects.

Practice Sheet Mild
Weighing presents

Read each scale.
Write the weight of each present.



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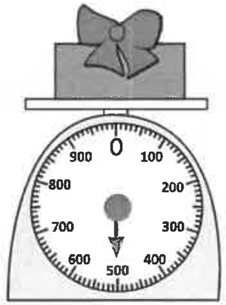

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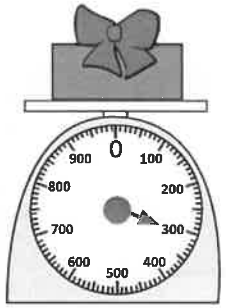

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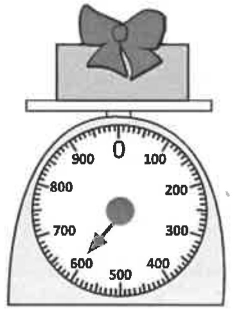

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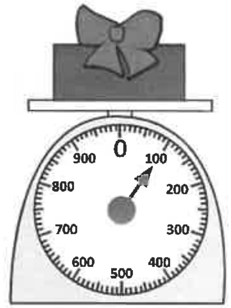

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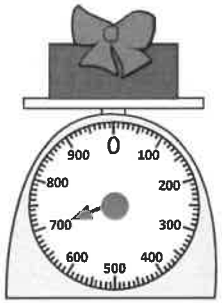

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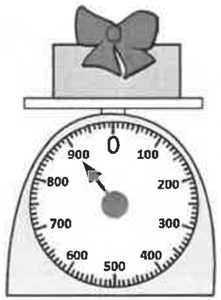

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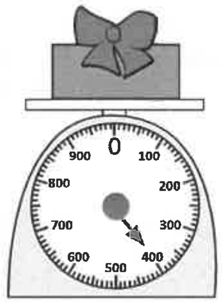

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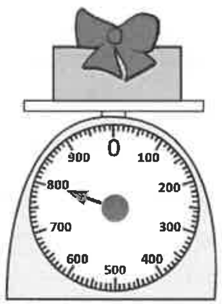

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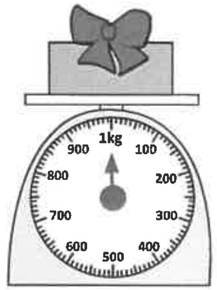

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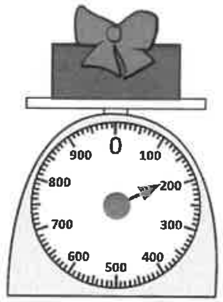
Challenge

Using your weighing scales, can you find two different items that together weigh exactly 100g? 500g? 1kg?

Practice Sheet Hot
Weighing presents

Read each scale. Write the weight of each present to the nearest 100g.



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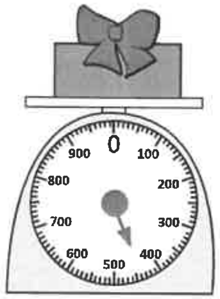

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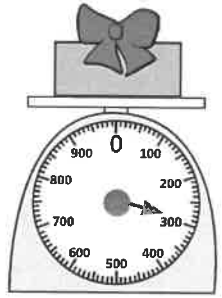

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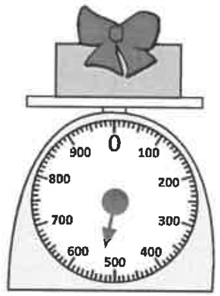

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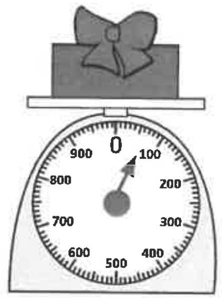

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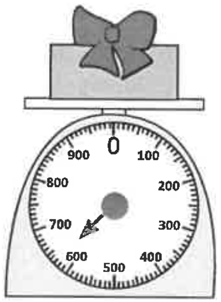

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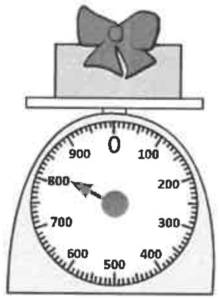

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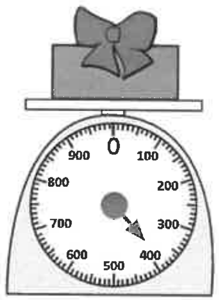

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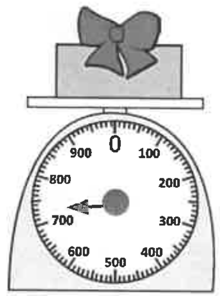

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Challenge

Using your weighing scales, can you find 5 things that together weigh exactly 100g? 500g? 1kg?

Practice Sheets Answers

Weighing presents (mild)

200g	500g	300g	600g	100g
700g	900g	400g	800g	1kg

Weighing presents (hot)

200g	400g	300g	500g	100g
600g	800g	400g	700g	

A Bit Stuck?
Mystery parcels

Work in pairs

Things you will need:
- Eight parcels weighing between 100g and 1kg (e.g. tins or books wrapped in paper)
- Kitchen scales
- A pencil

What to do:

- Take two parcels. Which do you think is heavier?
- Weigh them one at a time on the scales.
  Each time, look to see which multiple of 100g the needle is nearest.
  Write the name of the parcel next to its weight in the table.
- Put the two parcels back for other people to weigh.
- Take a different pair of parcels.
  Which do you think is heavier? Make a guess of each parcel's weight, choosing a weight for each from the table.
- Weigh them both. Write their names in the table by their weights.
- Repeat for another two parcels, and then the last two parcels.

Weight	Parcel
100g	
200g	
300g	
400g	
500g	
600g	
800g	
1kg	

S-t-r-e-t-c-h:
Work out how many of the lightest parcel would weigh the same as the heaviest parcel. Remember that there are 1000g in 1kg.

Learning outcomes:
- I can weigh objects to the nearest 100g, reading scales.
- I am beginning to estimate weights in multiples of 100g.

Check your understanding
Questions

Does each item weigh more or less than 100g?

- A ruler
- Can of lemonade
- A hard-boiled egg

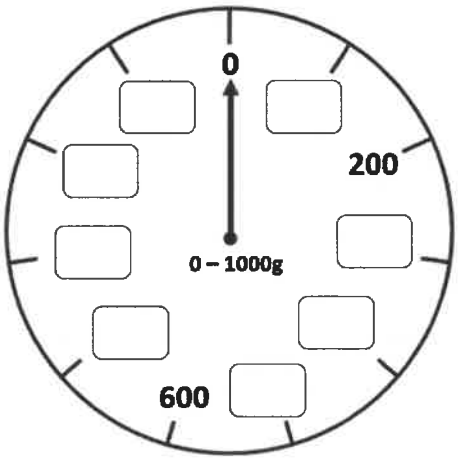
Check using balances/scales.

Match each object to one of the weights:

tin of beans	1 gram
bag of sugar	3 kilograms
grapefruit	400 grams
feather	1 kilogram
box of books	200 grams

How many 100g weights balance a kilogram?

Fill in the missing numbers on this scale:



Check your understanding
Answers

Does each item weigh more or less than 100g?

- **A ruler** Less.
- **Can of lemonade** More if full, Less, if empty.
- **A hard-boiled egg** Less.

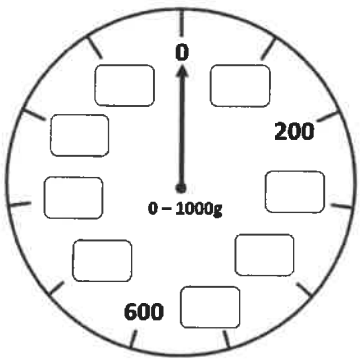
Check using balances. Do children successfully put a 100g weight on one side to compare the different objects?

Match each object to one of the weights:

tin of beans	1 gram
bag of sugar	3 kilograms
grapefruit	400 grams
feather	1 kilogram
box of books	200 grams

How many 100g weights balance a kilogram? 10, since 1kg = 1000g. Count in 100s to check.

Fill in the missing numbers on this scale: Each marker represents 100g so check children have correctly labelled 100g, 300g, 400g ...900g, 1000g.



What to do today

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

1. Story time

Go to https://www.youtube.com/watch?v=Ra4pZ3OTUKA&t=32s and listen to Neil Gaiman read his book, *Instructions*.

- Which fairy tale characters and settings did you recognise in the story?
- Why is the story called *Instructions*? Did you hear any instructions being given in the story?

2. All about instructions

Carefully read through *The Features of Instructions*.

- Now read the three instructions on *Catching a Dragon.*
- Write the next three instructions.
- Read *How to Catch a Dragon* and compare these instructions with your own.
- Whose might be more successful in helping you to catch a dragon?! Why do you think that?

3. Instruction Hunting

Read the first Extract from *Instructions*.

- Find and highlight each instruction in it.
- How many did you find? Give yourself a point for each one you find. (There are 16 – see *Answers*).

Now try this Fun-Time Extra

- Decide which your favourite bit in *Instructions* was. Draw this part of the story and write about what happened in it.

The Features of Instructions

***Instructions** are sentences that give commands or orders. They are bossy and tell the reader what to do. They:*

- **are usually** short, sharp sentences **that do not contain much description or story language.**

Open the gate. Go down the garden path.

- **always** contain bossy verbs **that tell someone what to do or not do.**
  These verbs are always in the present tense.

Listen for the doorbell. Do not use the door knocker.

- **are** addressed to the reader**, as if the reader is being spoken to directly by someone.**

Go into the wood.
Watch out for the wolves.

- **often** 'list' things to do or avoid doing.

Walk through the wood, jump over the wall and then climb into the tree.

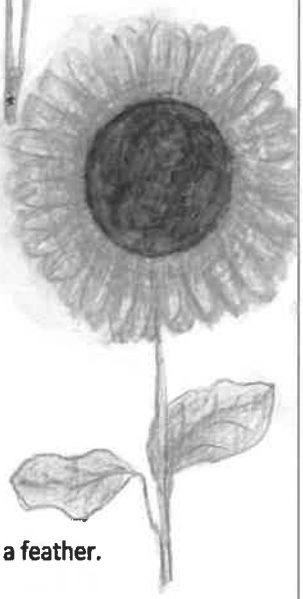
- **can be numbered or have bullet points.**

1. *Jump on board the ferry*
2. *Pay the ferryman*
3. *Stay sat down till you reach the far side of the river*

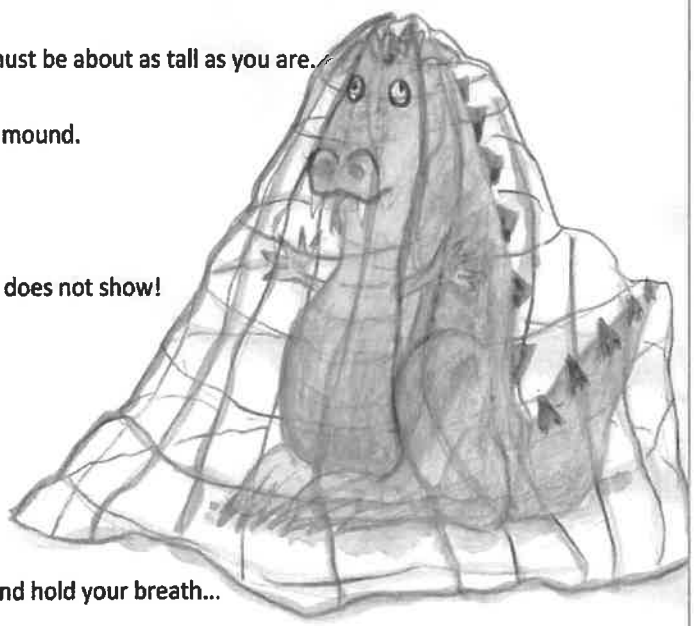
Catching a Dragon

- Find some bait.
- Wait until a new moon rises.
- Take a very large net – it needs to be as big as a tree and as light as a feather.
- _____
  _____
- _____
  _____
- _____
  _____

How to catch a dragon



- Find some bait. This must be one of the following:
  - A perfect sunflower
  - Six humming birds in a golden cage
  - A golden crown
  - Four pairs of pink ballet shoes
  - A unicorn
  - A young juicy princess (it is best if she is pretty)
  - A young handsome prince
- Wait until a new moon rises.
- Take a very large net – it needs to be as big as a tree and as light as a feather.
- Choose a quiet place in the mountains – you need a glade with plenty of trees around it.
- Build a mound of stones. It must be about as tall as you are.
- Place your bait on top of the mound.
- Hide behind a nearby tree.
- Make sure that your shadow does not show!
- Wait.
- Wait some more.
- Start hoping.
- Take your net in your hand and hold your breath...
- When the dragon arrives, POUNCE.
- Swing the net down over the dragon as swiftly and gently as you can, *swoooooosh.*
- You have caught your dragon!



Extract from *Instructions*
by Neil Gaiman

Touch the wooden gate in the wall you never saw before, say "Please" before you open the latch, go through, walk down the path.

A red metal imp hangs from the front door, as a knocker. Do not touch it – it will bite your fingers.

Walk through the house. Take nothing. Eat nothing. However, if any creature tells you that it hungers, feed it. If it tells you that it is dirty, clean it. If it cries to you that it is hurt, if you can, ease its pain.

From the back garden you will be able to see the wild wood. The deep well you walk past leads to Winter's realm; there is another land at the bottom of it. If you turn around here, you can walk back, safely; you will lose no face. I will think no less of you.

Once through the garden you will be in the wood. The trees are old. Eyes peer from the undergrowth. Beneath a twisted oak sits an old woman. She may ask for something; give it to her. She will point the way to the castle.

Inside it are three princesses. Do not trust the youngest. Walk on.

In the clearing beyond the castle the twelve months sit, warming their feet, exchanging tales. They may do favours for you, if you are polite. You may pick strawberries in December's frost.

Trust the wolves, but do not tell them where you are going.

How many instructions did you find?

Extract from *Instructions*
by Neil Gaiman

Answers

Touch the wooden gate in the wall you never saw before, say "Please" before you open the latch, go through, walk down the path.

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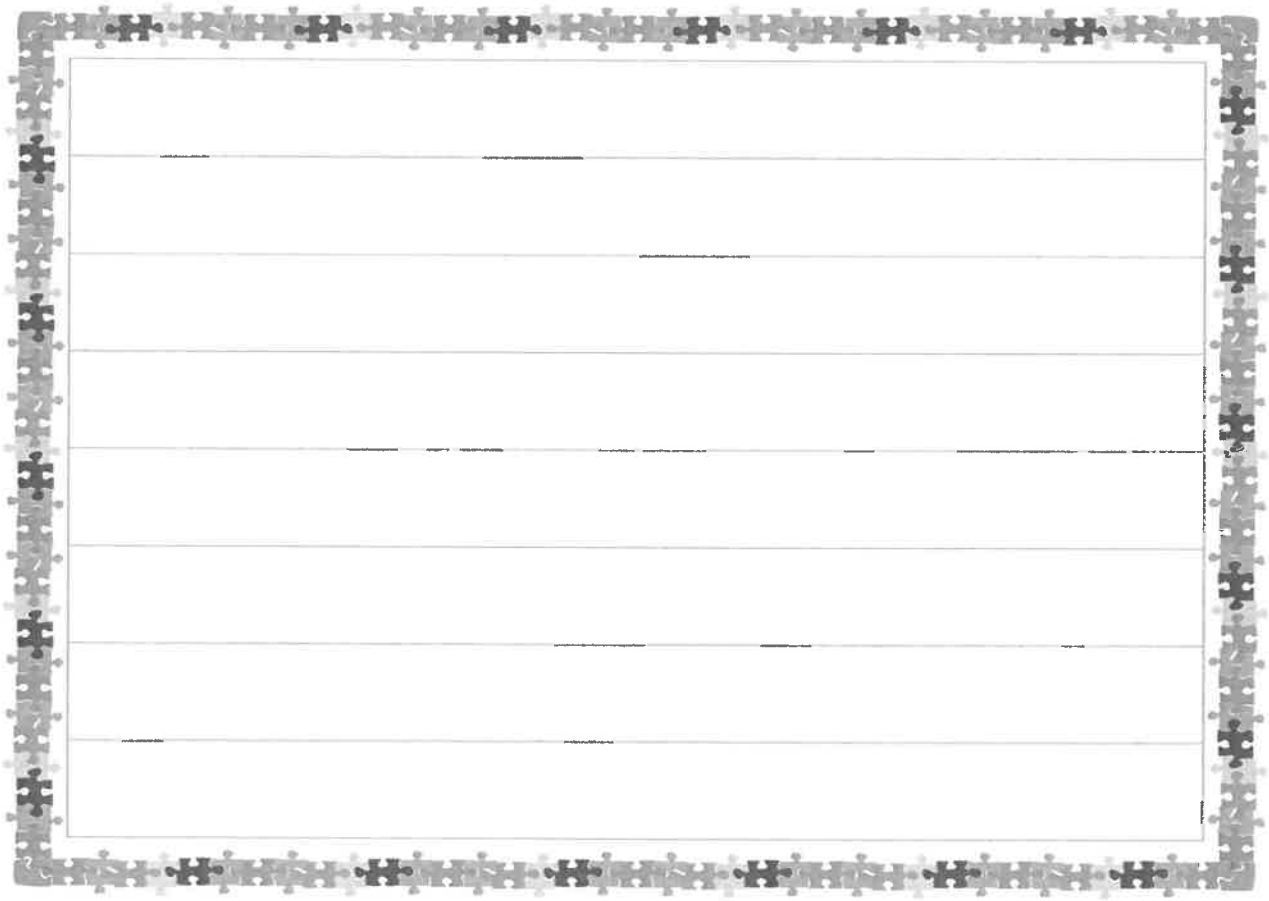
My Favourite Bit in *Instructions*



What to do today

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

1. It's reading time!

Go back to https://www.youtube.com/watch?v=Ra4pZ3OTUKA&t=32s and re-listen to *Instructions* by Neil Gaiman.

2. Thinking about verbs

Say what a verb is – the 'doing' or 'action' word in a sentence. Remind yourselves by reading *Verbs*.

- There are 9 verbs in the box of words on *Dragon Trapping*. How many can you find?
- Check the *Answers* to see if you got all of them. Well done!
- Now re-read *Features of Instructions* and highlight the verbs. The first two have been done for you.
- Are the verbs all bossy? Are they all at or near the beginning of the sentence? Confirm that in each case, they are. Check the *Answers*.

3. Finding bossy verbs, writing bossy sentences

Read *The Magic Cottage*.

- Highlight all the bossy, instructional verbs.
- Follow the rest of the instructions.

Now try this Fun-Time Extra

- Look at the picture of the *Months of the Year* sitting round the fire. Learn the order of the months of the year by heart. Try learning the spellings – Look, cover write, check. Which months are special to you? Why is that?

Verbs

A verb names an action.

It is a doing or being word.

A verb often has one of these words in front of it.

You	She	He	It

They	We	I

OR

The name of a person or thing

*I run **quickly.*** *He chases **me.*** *It rains **heavily.***

We laugh. *The dog feels **sad.*** *The cat was **mean.***

What a bad day the dragon was having.

Dragon Trapping

Which of these words are **verbs**?

dragon wriggle food follow hide cave teeth

catch flames tree brave jump run wings

fly nets potion sword wait charge huge

Dragon Trapping

Answers

dragon wriggle food follow hide cave teeth

catch flames tree brave jump run wings

fly nets potion sword wait charge huge

The Features of Instructions

Instructions are sentences that give a commands or orders. They are bossy and tell the reader what to do. They:

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Open the gate. Go down the garden path.

- always contain bossy verbs that tell someone what to do or not do.
  These verbs are always in the present tense. They come at or near the beginning of the sentence.

Listen for the doorbell. Do not use the doorknocker.

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1. *Jump on board the ferry*
2. *Pay the ferryman*
3. *Stay sat down till you reach the far side of the river*

The Features of Instructions - ANSWERS

Instructions are sentences that give a commands or orders. They are bossy and tell the reader what to do. They:

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  These verbs are always in the present tense. They come at or near the beginning of the sentence.

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Go into the wood.
Watch out for the wolves.

- often 'list' things to do or avoid doing.

Walk through the wood, jump over the wall and then climb into the tree.

- can be numbered or have bullet points.

4. *Jump on board the ferry*
5. *Pay the ferryman*
6. *Stay sat down till you reach the far side of the river*

The Magic Cottage

Highlight all the bossy, instructional verbs.

Identify the 2 sentences that are <u>not</u> instructions.

Underneath, re-write these 2 sentences as instructions.

You will not need to use all the words; just have fun creating an instruction that links to what is going on in the sentence

Ask the elf for the map that shows the magic cottage.

Pay him with a pocketful of pebbles, shining and bright.

Read the map carefully.

If you breathe gently upon the map, the path you need to follow will magically appear.

Begin your great journey.

Listen to the birds; their song will be clear.

Pay attention to the wind; it will tell you your future.

What ever you do, do not pick any mushrooms – they will lull you into a deep and dreamless sleep.

On arriving at the cottage, knock three times upon the oak door.

Take off your cap, bow and curtsey to the old woman within.

She is 109 years old but still dances through the trees in search of healing herbs.

Relax - your quest is at an end.

The Magic Cottage

Answers

Each instructional verb is highlighted. The two sentences that are not instructions are in orange.

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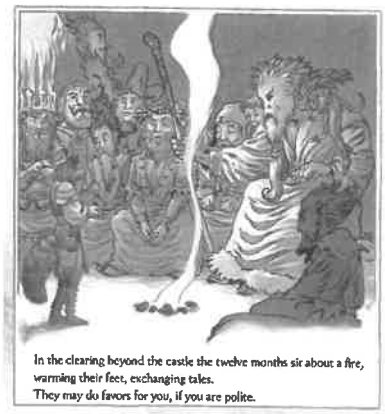


In the clearing beyond the castle the twelve months sit about a fire, warming their feet, exchanging tales.
They may do favors for you, if you are polite.

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

September _____

October _____

November _____

December _____

What to do today

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

1. It's reading time!

Read and enjoy the Hamilton Group Reader, *Dream On*.

2. Comprehension

Read each of the *Questions about Dream On*.

- Write your answers in the spaces provided.
- Go back and check with the story if you are not sure of an answer.
- Re-read your answers to check that what you have written makes sense.

3. Let's get ready to write

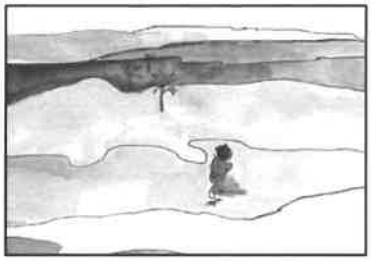
What do you think the thing in the room was?

- Read the suggestions at the top of *The Thing in the Room*.
- Decide what you think the creature was and do a drawing of it.
- Write a good paragraph about what you think was in the room. Use full sentences, remembering to use a capital letter and full stop for each one.

Now try this Fun-Time Extra

- What are the best things to do if you have a slightly scary dream? On *What to do if you have a scary dream*, write some instructions for things to help you to feel better and go back to sleep.

Questions about Dream On



What is the girl doing at the very start of the story?

_____

Which of these lines best describes the trees that the girl runs through in her dream?

Short and wide with lots of leaves _____

Spaced far apart with high branches _____

Bare and skinny with long scratchy branches _____

Peaceful and calm with birds singing in them _____

The girl says the house in her dreams was a *crazy* house. Why do you think she called it a 'crazy' house?

_____

_____

Would you have gone through the door into the crazy house like the girl does? Why/ why not?

_____

_____

_____

She says the room inside the house was *massive*. Can you think of some other words that mean the same thing as *massive*? How many can you come up with?

In your own words, describe what the inside of the house is like.

The girl says her heart was in her mouth. What does *my heart was in my mouth mean*?

Would you have been more frightened or excited to go into the room where the thing was breathing and moving around? Why is that?

Does the little girl seem to be happy or sad at the end of the story? Why do you think that?

The Thing in the Room

What do you think was in the room?
Could it have been an angel? What things in the story might make us think that?
Could it have been a fairy or a bird? Maybe it was a giant butterfly, or a ghost – or a dragon?

Decide what <u>you</u> think the thing was. Think really hard about what it looked like. Consider its personality too – was it a kind or a fierce creature? Do you think it was scared of the girl or did it want to be her friend?

What to do if you have a scary dream

What to do today

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

1. Story time

Re-read the Hamilton Group Reader, *Dream On.*

2. Finding out about different sorts of sentence

Open the Hamilton PowerPoint, *Sentence Types*.

- Read the information on identifying and writing questions, statements, exclamations and commands.
- Complete the 2 exercises on the slides. Don't look at the answers until you have had a go yourself!

3. Identifying different sentences linked to *Dream On.*

Read each of the *Dream On Sentences* in turn.

- Say what type of sentence each is – a question, a statement, an exclamation or a command. Write it with correct punctuation.
- Carefully check your work against the *Answers* page. Did you get all of them right?

4. Let's get ready to write

On *My Dream*, write an account of a dream of your own, made up or real.

- Start like *Dream On*: *I dreamed that I....*
- As well as statement sentences, challenge yourself to use a question, an exclamation and a command in your writing.

Now try this Fun-Time Extra

- Do a drawing of your dream to go with your writing.
- Keep a diary of any dreams you have.

Dream on Sentences

- Say what <u>type</u> of sentence each one below is – a question, a statement, an exclamation or a command.
- Write the sentence out, adding all the correct punctuation.

why wasn't the girl scared (_____)

_____

the house had a calm, quiet feeling (_____)

_____

walk upstairs as softly as possible (_____)

_____

did the thing in the upstairs room want to be seen (_____)

_____

how amazing (_____)

_____

in dreams, we can realise something important (_____)

_____

how could she find the house (_____)

_____

perhaps it only exists in a dream (_____)

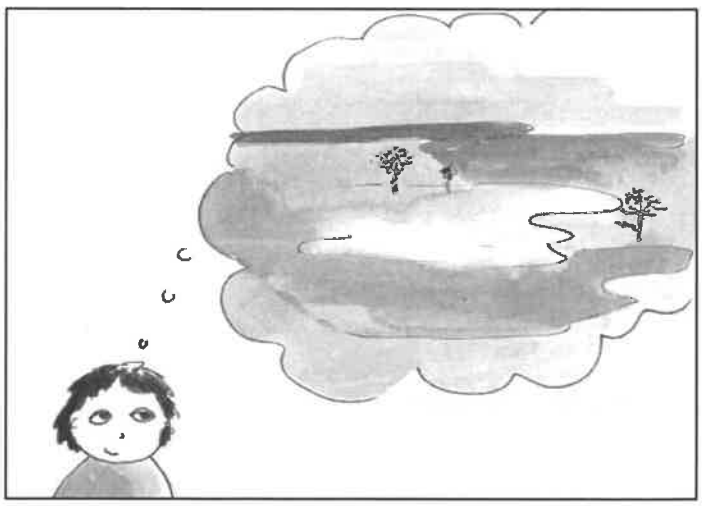
_____

keep on searching (_____)

_____

what a task (_____)

_____



Dream On Sentences

Answers

Why wasn't the girl scared? *question*

The house had a calm, quiet feeling. *statement*

Walk upstairs as softly as possible. or ! *command*

Did the thing in the upstairs room want to be seen? *question*

How amazing! or . *exclamation*

In dreams, we can realise something important. *statement*

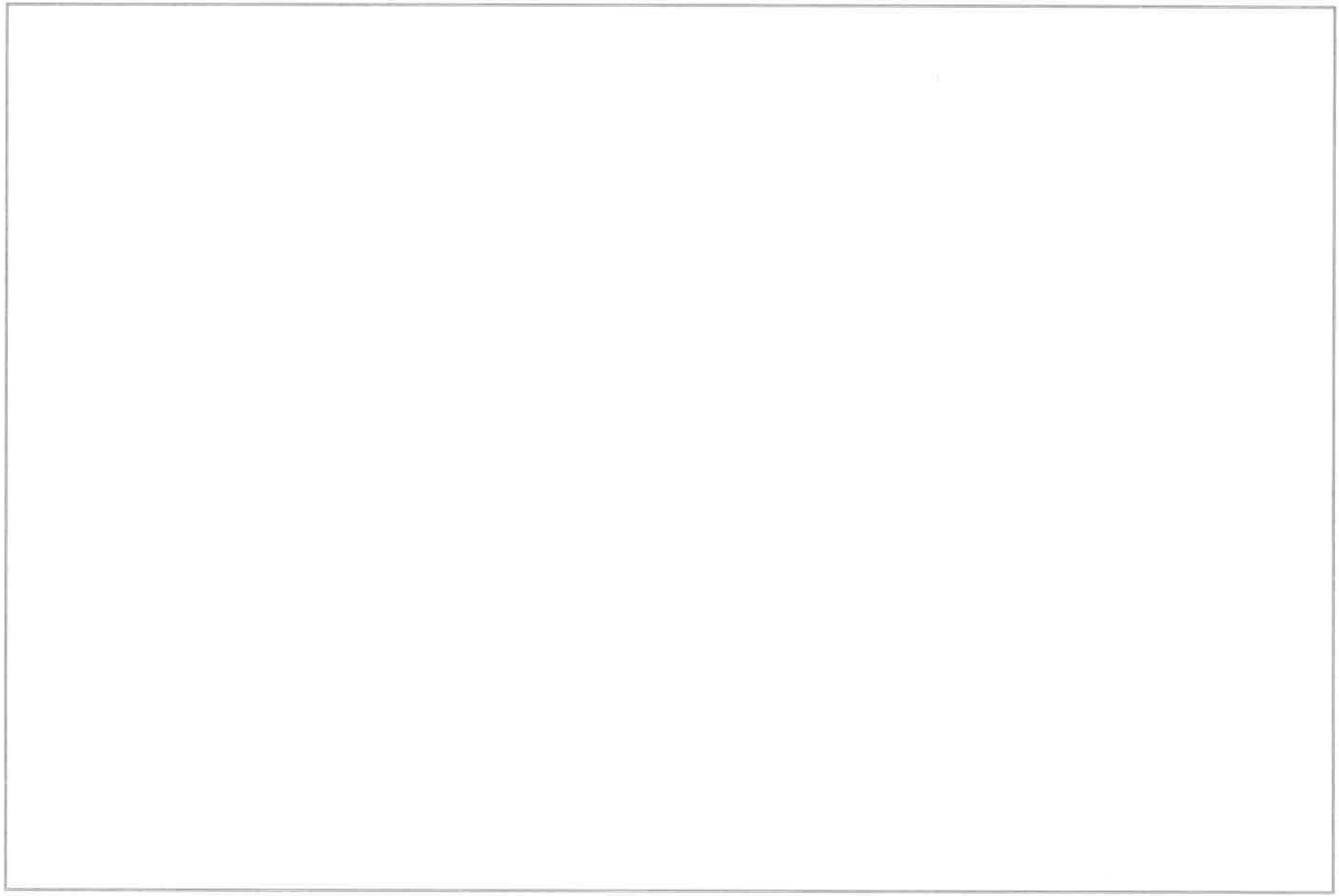
How could she find the house? *question*

Perhaps it only exists in a dream? *question*

Keep on searching. or ! *command*

What a task! or . *exclamation*

My Dream



What to do today

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

1. It's reading time!

Read all about *How to Escape a Giant.*

- Are all the sentences commands? See if you can spot the sentence that is not a command. *It's coming to get you!*

2. Laying out a set of instructions

Look carefully at the layout of *How to Escape a Giant.*

- Find and highlight the following features – (i) the heading; (ii) bullet points. Do the bullet points go in order, or are they all jumbled?
- Read *Some Instructions.* Have these instructions been laid out properly, like they have in *How to Escape a Giant*?
- Copy out the instructions, reformatting the sentences so that you have a clear heading and numbered or bulleted points in order.

3. Now for some writing

Write a set of instructions for someone coming into your space, whether it's a part of, or the whole of, a bedroom.

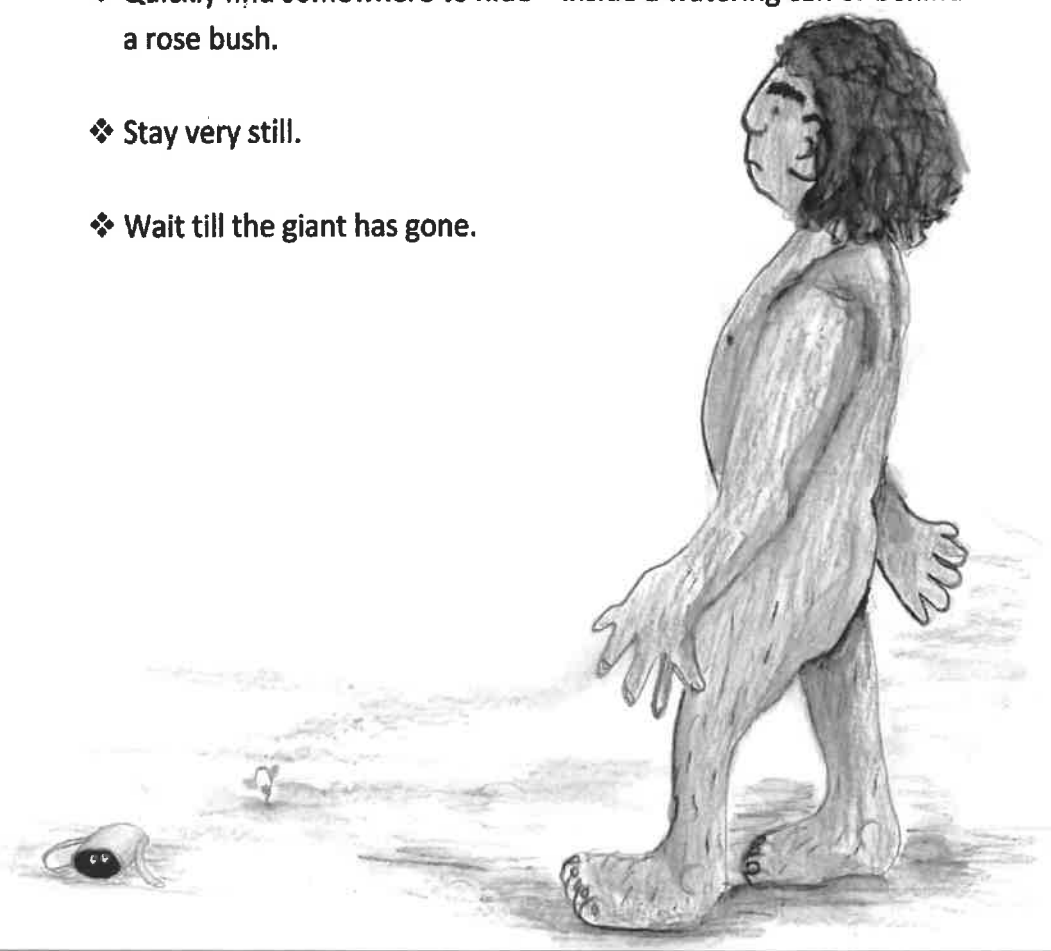
- State some things that person must do if they come into your room.
- Say some things they must not do.
- Use the language and layout features of instructions.

Now try these Fun-Time Extras

- Decorate and/or illustrate your instructions and put them up on your bedroom door!
- Write some other instructions to put in different rooms. E.g. next to taps: *Wash your hands carefully*; By the back door: *Take your shoes off before you come in!*

How to escape a giant

- Do not run – he will be faster than you!
- Turn round to face the giant.
- Point at something behind the giant.
- Shout as loud as you can, "Look behind you! It's coming to get you!"
- Watch the giant turn his head to look behind him. (Remember, giants are slow to react.)
- Quickly find somewhere to hide – inside a watering can or behind a rose bush.
- Stay very still.
- Wait till the giant has gone.



Some Instructions

2. Push the door open. 1. Walk up to the door. 3 Walk confidently in (unless it's a giant's house in which case – RUN AWAY!) How to open a door.

Instructions – for my space!