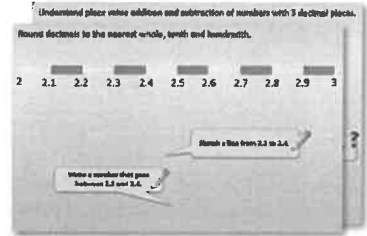


Week 7, Day 1

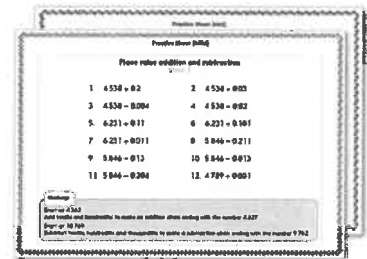
Word problems

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.



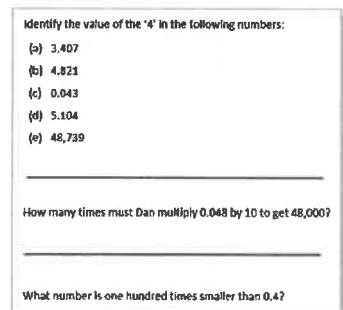
2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



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

Identify an appropriate operation (addition/subtraction) needed to solve a word problem.

Farmer Pete collected 54 eggs. Unfortunately, he dropped his basket and 23 eggs broke. How many eggs does he have left to sell?

How could we solve this problem?

We can use this bar model to show the problem...

54	?
23	

How can we find $54 - 23$?

Learning Reminders

Identify an appropriate operation (addition/subtraction) needed to solve a word problem.

Let's use Spider and Fly.



Put spider on 54.

Count back 20, to land on 34.

Now swap to Fly. He counts back 3.


$54 - 23 = 31$

31 eggs left

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		35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53		55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Learning Reminders

Identify an appropriate operation (addition/subtraction) needed to solve a word problem.



Let's read some more word problems.

Decide if you will solve each one by addition or subtraction.

Gabby had 24 birthday cards.
She had her party the day after her birthday and received another 12!
How many does she now have altogether?

This one needs addition.

Olivia baked 35 cupcakes for the class bake sale.
She was very sad because she burnt 14.
How many did she have left to sell?

This one needs subtraction.

Practice Sheet Mild

Addition and subtraction word problems

Decide which type of calculation would be best to solve each word problem, then find the answers.

1. Hayley normally has 48 pencils in her pencil pot, but 16 are missing. How many does she have left?
2. There are 24 socks on the line and another 12 in the washing machine. How many socks are there altogether?
3. Nancy has eaten 23 berries but there are still another 15 on her plate. How many berries did she have to start with?
4. Noah picked up 25 pebbles from the beach and put them in his pocket. 15 fell out on the way home. How many are still in his pocket?
5. Harry has 24 football cards and Georgia has 55. How many do they have altogether?
6. Polly has 17 grapes in her bowl and Jacob has 17 in his. How many are there altogether?

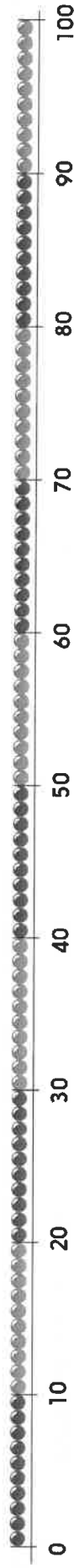
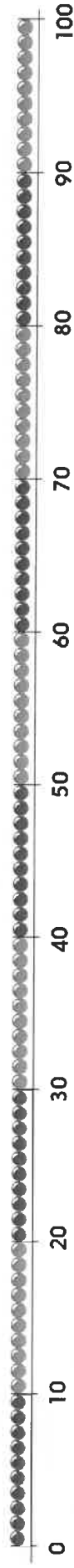
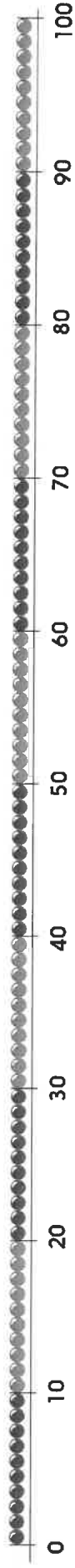
Practice Sheet Mild

Addition and subtraction number problems

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

Practice Sheet Mild

Addition and subtraction number problems



Practice Sheet Hot

Addition and subtraction word problems

Decide if it is best to add or subtract to solve these problems. Write out a number sentence and then solve.

1. Hayley normally has 48 pencils in her pencil pot, but 16 are missing. How many does she have left?
2. There are 24 socks on the line and another 12 in the washing machine. How many socks are there altogether?
3. Nancy has eaten 23 berries but there are still another 15 on her plate. How many berries did she have to start with?
4. Noah picked up 25 pebbles from the beach and put them in his pocket. 15 fell out on the way home. How many are still in his pocket?
5. Harry has 24 football cards and Georgia has 55. How many do they have altogether?
6. Polly has 17 grapes in her bowl and Jacob has 17 in his. How many are there altogether?
7. There are 35 biscuits in one packet and 44 in another. How many are there altogether?
8. Aimee used 56 Lego™ bricks to build her tower, while Angus used 33. How many bricks did they use between them?
9. George ate 14 blueberries from the fruit bowl. There were 48 to start with. How many are there now?
10. Khalid collected 72 stickers but gave 21 of them away. How many does he have in his collection now?

Challenge

Can you write a word problem that requires addition and subtraction?

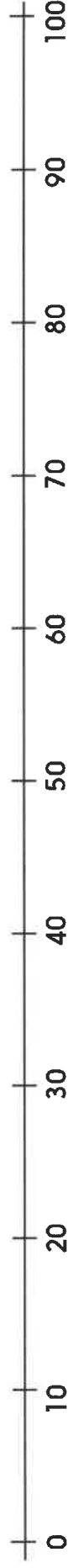
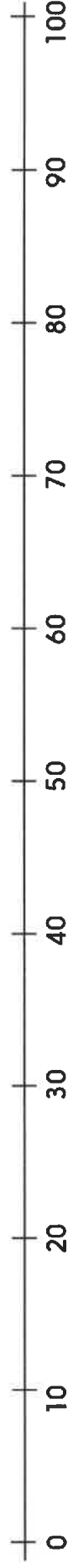
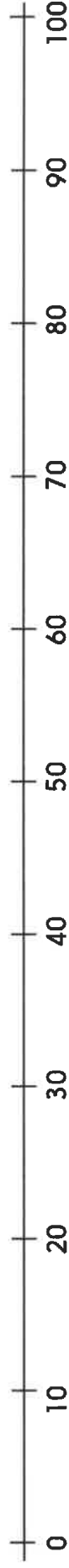
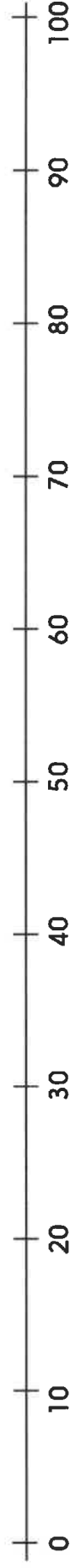
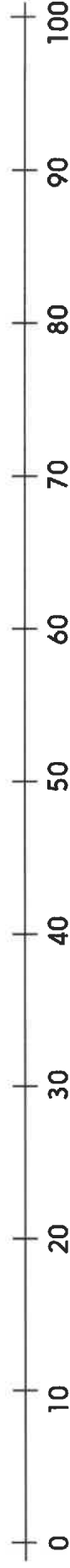
Practice Sheet Hot

Addition and subtraction number problems

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

Practice Sheet Hot

Addition and subtraction word problems



Practice Sheets Answers

Addition and subtraction word problems (mild)

1. Hayley has 32 pencils left.
2. There are 36 socks altogether.
3. Nancy had 38 berries to start with.
4. Noah still has 10 pebbles in his pocket.
5. They have 79 cards altogether.
6. There are 34 grapes altogether.

Addition and subtraction word problems (hot)

1. Hayley has 32 pencils left.
2. There are 36 socks altogether.
3. Nancy had 38 berries to start with.
4. Noah still has 10 pebbles in his pocket.
5. They have 79 cards altogether.
6. There are 34 grapes altogether.
7. There are 79 biscuits altogether.
8. Aimee and Angus used 89 bricks between them.
9. There are 34 berries left in the bowl.
10. Khalid has 51 stickers left in his collection.



A Bit Stuck? Sort the problems

You will need:

- Number stories

What to do:

- Read the number stories one at a time. Try to imagine the story.
- Sort them into 2 piles: a pile that need addition to solve them and a pile that need subtraction to solve them.
- You should have three in each pile!
- Choose at least one from each pile to solve.

A Bit Stuck?
Sort the problems

There were 24 birds in the front garden.
10 flew away. How many were left?

There were 16 cups on the staff room shelf and another 4 in the dishwasher.
How many cups were there altogether?

Bethany had read 12 pages but there were still another 12 to go.
How long was her book?

The tree had 28 conkers but 13 of them had fallen off .
How many were left on the tree?

James caught 20 fish in the river but he let 6 of them go.
How many did he have left in his bucket?

Ryan had 16 Smarties in his tube and Jessica had 16 in hers.
How many were there altogether?

Check your understanding

Questions

Read each number story. Write + or – by each one according to whether you think you need to add or subtract to solve it.

<p>Paul had 34 Moshi Monsters but he lost 22 of them under his bed. How many does he have now?</p>	<p>Florence collected 63 ladybirds in the field but 22 of them had flown away by the time she had got back to her car. How many were in her bag now?</p>
<p>Susi collected 22 daisies at lunch play and her friend Rosie collected 34. How many did they collect altogether?</p>	<p>Luke had 46 pieces of Lego but his baby sister came along and pinched 25 bits. How many did poor Luke have left now?</p>
<p>Steve ate 12 biscuits from the biscuit barrel and there were 45 to start with. How many are left now?</p>	<p>Belle had 19 books in her bookcase and her sister had 23. How many did they have altogether?</p>

Check your understanding

Answers

Read each number story. Write + or – by each one according to whether you think you need to add or subtract to solve it.

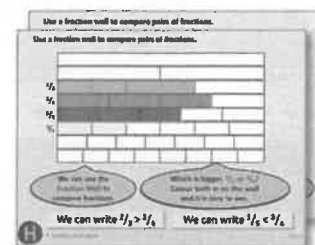
<p>Paul had 34 Moshi Monsters but he lost 22 of them under his bed. How many does he have now?</p> <p>- subtraction</p>	<p>Florence collected 63 ladybirds in the field but 22 of them had flown away by the time she had got back to her car. How many were in her bag now?</p> <p>- subtraction</p>
<p>Susi collected 22 daisies at lunch play and her friend Rosie collected 34. How many did they collect altogether?</p> <p>+ addition</p>	<p>Luke had 46 pieces of Lego but his baby sister came along and pinched 25 bits. How many did poor Luke have left now?</p> <p>- subtraction</p>
<p>Steve ate 12 biscuits from the biscuit barrel and there were 45 to start with. How many are left now?</p> <p>- subtraction</p>	<p>Belle had 19 books in her bookcase and her sister had 23. How many did they have altogether?</p> <p>+ addition</p>

Week 7, Day 2

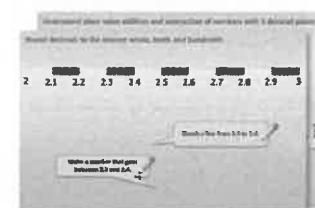
Add 2-digit numbers using partitioning

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

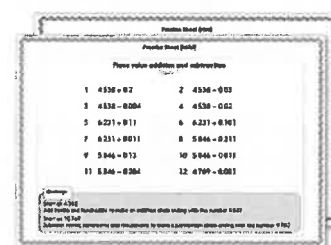
1. If possible, watch the PowerPoint presentation with a teacher or another grown-up.



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.

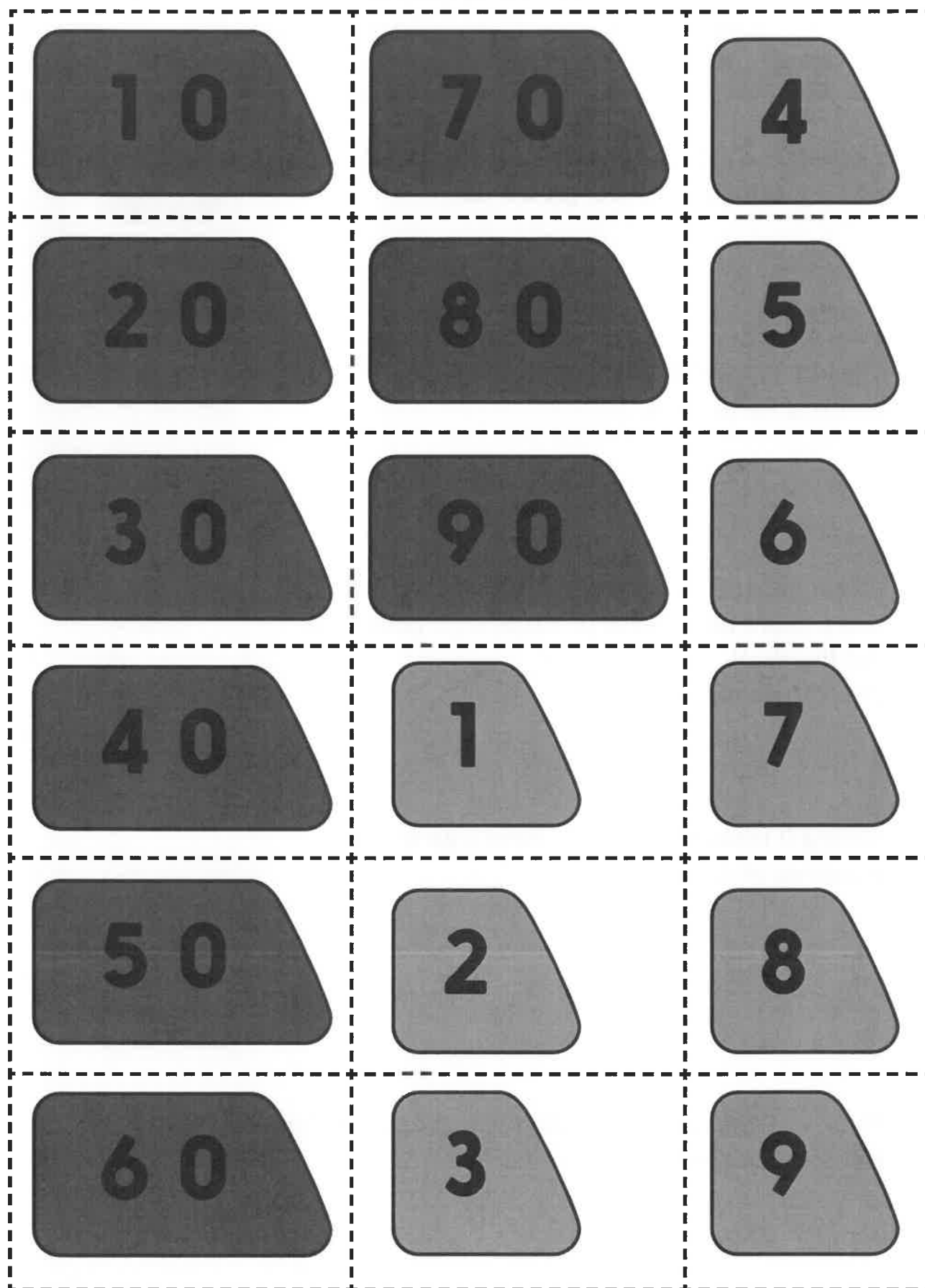


3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?



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

Cut out these cards to use during this lesson.



Learning Reminders

Add pairs of 2-digit numbers by partitioning.

When we learnt to double numbers like 34, we used partitioning. Could we use this method to add 34 and 23?

Make 34 and 23 with place value cards.

Partition each number.
Re-order the numbers.
Can you see how?

Add the 10s then the 1s.

Re-combine the numbers.

We can record that as:

$$\begin{array}{r}
 34 + 23 = 30 + 20 + 4 + 3 \\
 = 50 + 7 \\
 = 57
 \end{array}$$

$34 + 23 = 57$

Learning Reminders

Add pairs of 2-digit numbers by partitioning.

Let's try $46 + 25$.

What shall we do first?

What shall we do next?

What shall we do next?

Add the 60 and 10, then the 1.

We can record that as:

$$\begin{aligned} 46 + 25 &= 40 + 20 + 6 + 5 \\ &= 60 + 11 \\ &= 70 + 1 \\ &= 71 \end{aligned}$$

Practice Sheet Mild

Adding 2-digit numbers

Add each pair of two 2-digit numbers using partitioning. Record your jottings.

1. $53 + 25$

2. $36 + 32$

3. $72 + 17$

4. $41 + 34$

5. $67 + 22$

6. $54 + 43$

7. $46 + 25$

8. $68 + 34$

Challenge

Write a pair of 2-digit numbers with a total of 90. All four digits must be different!

Practice Sheet Hot

Adding 2-digit numbers

Add each pair of two 2-digit numbers using partitioning. Record your jottings.

1. $44 + 25$

2. $56 + 34$

3. $34 + 28$

4. $44 + 28$

5. $68 + 27$

6. $59 + 35$

7. $82 + 43$

8. $75 + 42$

Challenge

Write a pair of 2-digit numbers with a total of 100. All four digits must be different!

Practice Sheets Answers

Adding 2-digit numbers (mild)

1. $53 + 25 = 78$
2. $36 + 32 = 68$
3. $72 + 17 = 89$
4. $41 + 34 = 75$
5. $67 + 22 = 89$
6. $54 + 43 = 97$
7. $46 + 25 = 71$
8. $68 + 34 = 102$

Challenge

Write a pair of 2-digit numbers with a total of 90. All four digits must be different! e.g. $76 + 14$

Adding 2-digit numbers (hot)

1. $44 + 25 = 69$
2. $56 + 34 = 90$
3. $34 + 28 = 62$
4. $44 + 28 = 72$
5. $68 + 27 = 95$
6. $59 + 35 = 94$
7. $82 + 43 = 125$
8. $75 + 42 = 117$

Challenge

Write a pair of 2-digit numbers with a total of 100. All four digits must be different! e.g. $74 + 26$

A Bit Stuck?

Do the splits

Work in pairs

Things you will need:

- A set of 10s and 1s place value cards
- A pencil



What to do:

- Shuffle the 10 to 50 cards and place face down in a pile. Shuffle the 1 to 5 cards and place face down.
- Take the top card from each pile and put them together to make a 2-digit number.
- Take the next card from each pile to make another 2-digit number.
- One person collects the 10s.
The other person collects the 1s.
How much do you have each?
Now add your totals.
- Record the addition.
- How many 9 split sums can you do before the time is up?

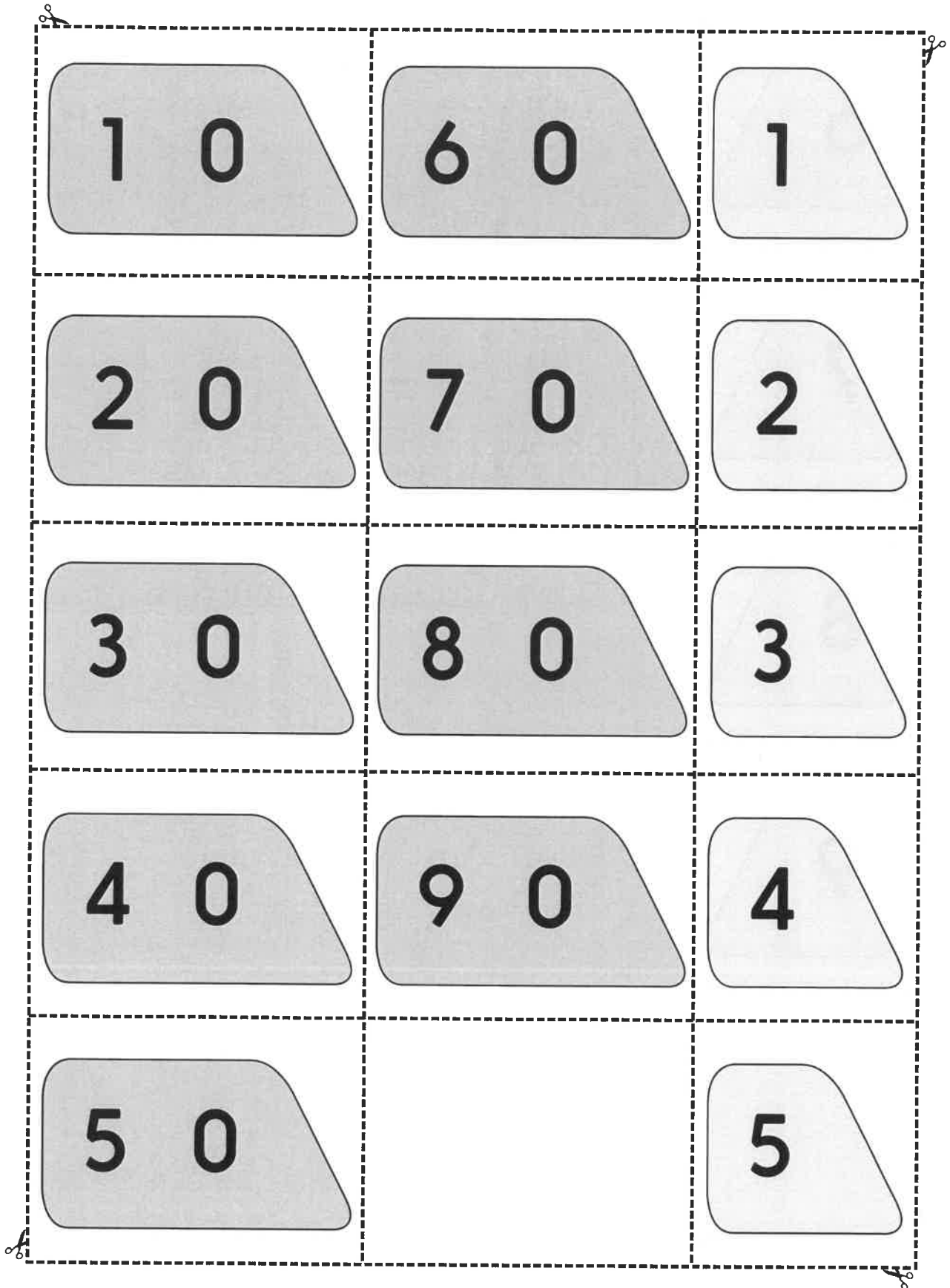
$$\begin{aligned} & 53 + 24 \\ &= 50 + 20 + 3 + 4 \\ &= 70 + 7 \\ &= 77 \end{aligned}$$

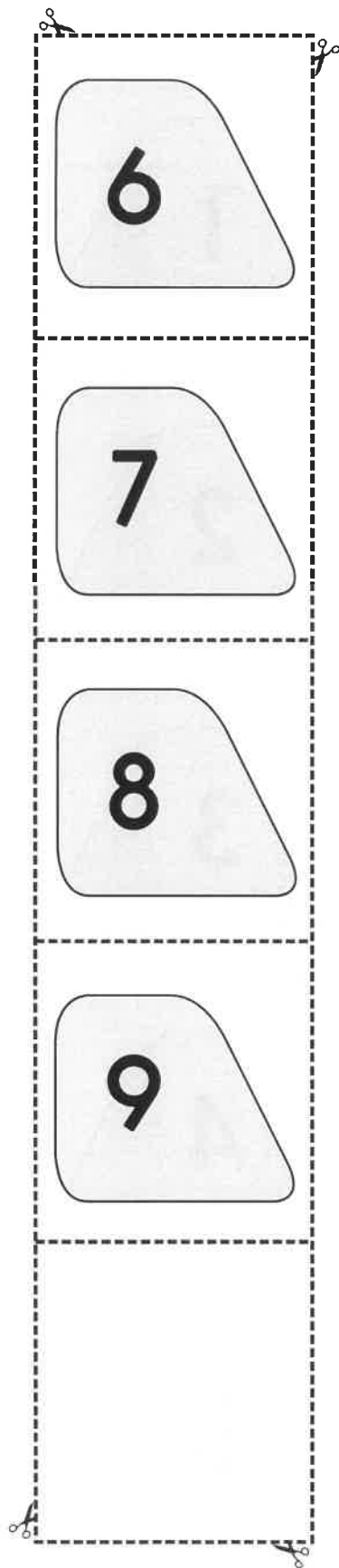
S-t-r-e-t-c-h:

Include the 6 to 9 cards so that sometimes the 1s will total more than 10.

Learning outcomes:

- I can add pairs of 2-digit numbers using partitioning ($1s < 10$, $10s < 100$)
- I am beginning to add pairs of 2-digit numbers where the 1s total more than 10.



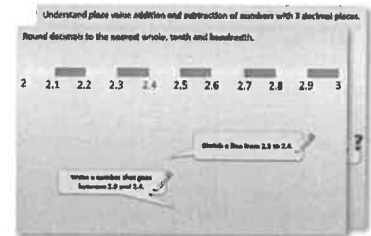


Week 7, Day 3

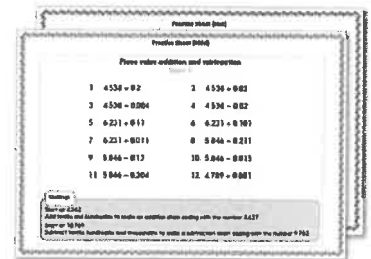
Choose how to add 2-digit numbers

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

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



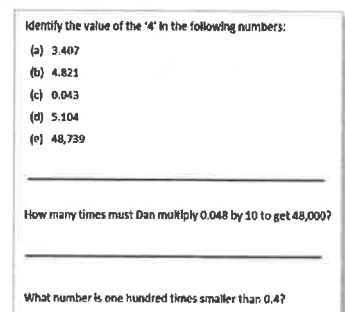
2. Tackle the questions on the Practice Sheet. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

Add pairs of 2-digit numbers by partitioning or counting on.

Make 65 and 24 using place value cards then use partitioning to add them together.

Partition each number.

Re-order the numbers.

Add the 10s then the 1s.

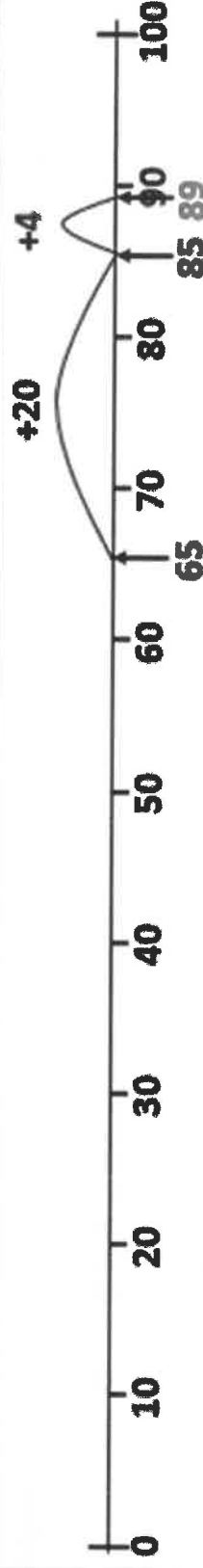
Re-combine the numbers.

Remember we record that as:

$$\begin{array}{r} 65 + 24 = 60 + 20 + 5 + 4 \\ = 80 + 9 \\ = 89 \end{array}$$

Learning Reminders

Add pairs of 2-digit numbers by partitioning or counting on.



We can also add 65 and 24 by counting on in 10s and 1s on a number line.

We mark 65 then jump 20 to 85.

Then a hop of 4 to 89.

There is no one 'right' way to do this...
Which strategy do you prefer?

Practice Sheet Mild

Adding pairs of 2-digit numbers

Choose to use partitioning or counting on to find the totals.

1. $51 + 37$

2. $72 + 11$

3. $45 + 23$

4. $44 + 44$

5. $56 + 32$

6. $62 + 25$

7. $34 + 21$

8. $53 + 31$

Challenge

'Super 7s' Make up some additions of your own, with just one rule: there must be at least one 7 in the answer!

Practice Sheet Hot

Adding pairs of 2-digit numbers

Choose to use partitioning or counting on to find the totals.

1. $25 + 22$
2. $45 + 34$
3. $35 + 25$
4. $33 + 26$
5. $29 + 34$
6. $36 + 25$
7. $35 + 58$
8. $47 + 26$
9. $35 + 56$
10. $21 + 69$

Challenge

'Super 7s' Make up some additions of your own, with just one rule: there must be at least one 7 in the answer!

Practice Sheets Answers

Adding pairs of 2-digit numbers (mild)

1. $51 + 37 = 88$
2. $72 + 11 = 83$
3. $45 + 23 = 68$
4. $44 + 44 = 88$
5. $56 + 32 = 88$
6. $62 + 25 = 87$
7. $34 + 21 = 55$
8. $53 + 31 = 84$

Adding pairs of 2-digit numbers (hot)

1. $25 + 22 = 47$
2. $45 + 34 = 79$
3. $35 + 25 = 60$
4. $33 + 26 = 59$
5. $29 + 34 = 63$
6. $36 + 25 = 61$
7. $35 + 58 = 93$
8. $47 + 26 = 73$
9. $35 + 56 = 91$
10. $21 + 69 = 90$

A Bit Stuck? Coin collections

You will need:

- Ten 10p coins and ten 1p coins
- A 1-6 dice

What to do:

Roll the dice. Take that number of 10p coins.
Roll the dice. Take that number of 1p coins.
How much money do you have?

Don't put the coins back.

Repeat as above.

How much money do you have this time?

Now collect all the 10p coins together.

How much is this?

Collect all the 1p coins together.

How much is this?

How much money do you have altogether?

Write the additions to describe what you did.

Repeat rolling the dice to make two amounts of money, then collecting the 10ps and the 1ps to find the total.

What is the biggest total you made?

And the smallest?



e.g.

$$34p + 23p$$

$$= 30p + 20p + 4p + 3p$$

$$= 50p + 7p$$

$$= 57p$$

Check your understanding

Questions

Fill in the missing numbers:

65 + 24

add the 10s: $60 + \square = \square$

add the 1s: $\square + 4 = \square$

so, $65 + 24 = \square$

46 + 35

$\square + 30 = \square$

$6 + \square = \square$

so, $46 + 35 = \square$

Explain why it is probably easier to do these two additions in different ways.

a) $65 + 21$

b) $56 + 35$ Now find both totals.

Check your understanding

Answers

Fill in the missing numbers:

$65 + 24$

add the 10s: $60 + 20 = 80$

add the 1s: $5 + 4 = 9$

so, $65 + 24 = 89$

$46 + 35$

$40 + 30 = 70$

$6 + 5 = 11$

so, $46 + 35 = 81$

Explain why it is probably easier to do these two additions in different ways.

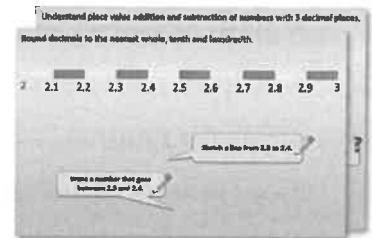
- a) $65 + 21 = 86$ might be best solved by adding 20 then 1, as there is only one 1 to add.
- b) $56 + 35 = 91$ might be best solved by partitioning and recombining, since the 1s total is more than 10.

Week 7, Day 4

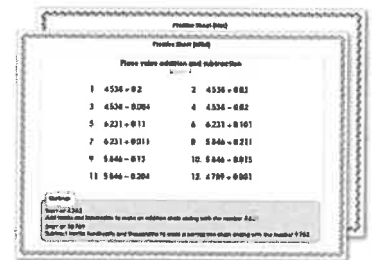
Capacity

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

1. Start by sharing the Practical Activity.



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...

Practical activity

Make a Measuring Device for Capacity

You will need:

- ☺ A glass or transparent plastic bottle
- ☺ A strip of paper and Sellotape
- ☺ A felt-tip pen
- ☺ Rice, sand or small pieces of pasta or macaroni
- ☺ An egg cup or small cup from a doll's tea-set or a ladle
- ☺ Other containers, e.g. some different mugs

What to do:

- Attach the strip of paper from the bottom to the top of the glass.
- Tip 1 egg cup of rice into the glass.
- Make a mark on the paper to show 1 cup (or ladle).
- Tip in a second cup and then write 2 on the strip.
- Repeat until no more whole cups of rice will fit.
- Empty the rice out. You've made a measuring device!
- We can use this to find out how much other containers can hold. We are measuring their **capacity**.
- Show a mug. *How many cupfuls of rice do you think this might hold?* Less than 5? Between 5 and 10? More than 10?
- Take suggestions and write down your guesses.
- Fill the mug. Then use your measuring glass to count.
- Repeat to measure the capacity of other containers.
Do we improve at estimating?
Who is the best at estimating?!



Practice Sheet Mild

The cats' tea party

The teapot is full.
Each cat drinks the same number of MUGS of tea.
So, for example, they might drink 4 MUGS each.
Each cat's MUG holds a different number of CUPS.
The teapot is empty at the end.
How many MUGS does each cat drink?



Measuring CUP



HINT: The best way is to try this with real mugs and a pretend teapot (which could be a bottle!)

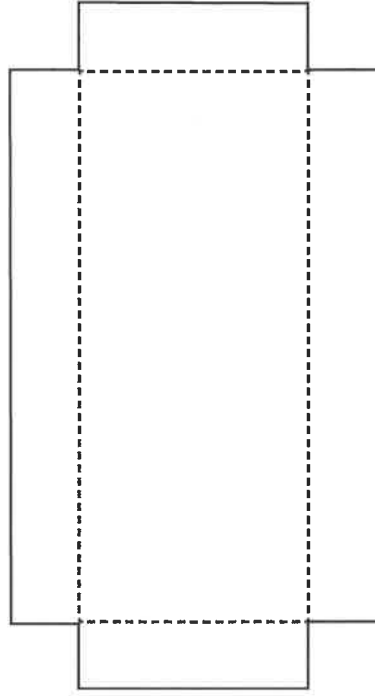
Challenge

What if each cat drank the same amount of tea?
About how many mugs would each of the different cats have to drink to empty the teapot?

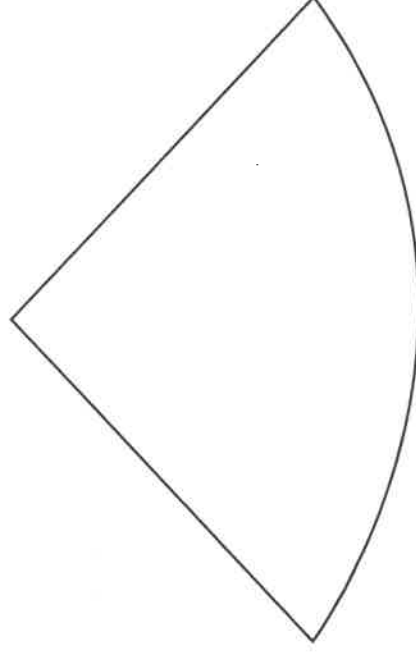
Practice Sheet Hot Capacity

Cut round the cone template. Roll this to create a cone. Use sticky tape to stick the edges.
Cut round the box template. Fold the sides along the dotted lines to make a box. Use sticky tape to stick the corners.
Which do you think holds more - which has the greater capacity?
Use lentils or rice to find out. Think about how you will do this.

Box template



Cone template

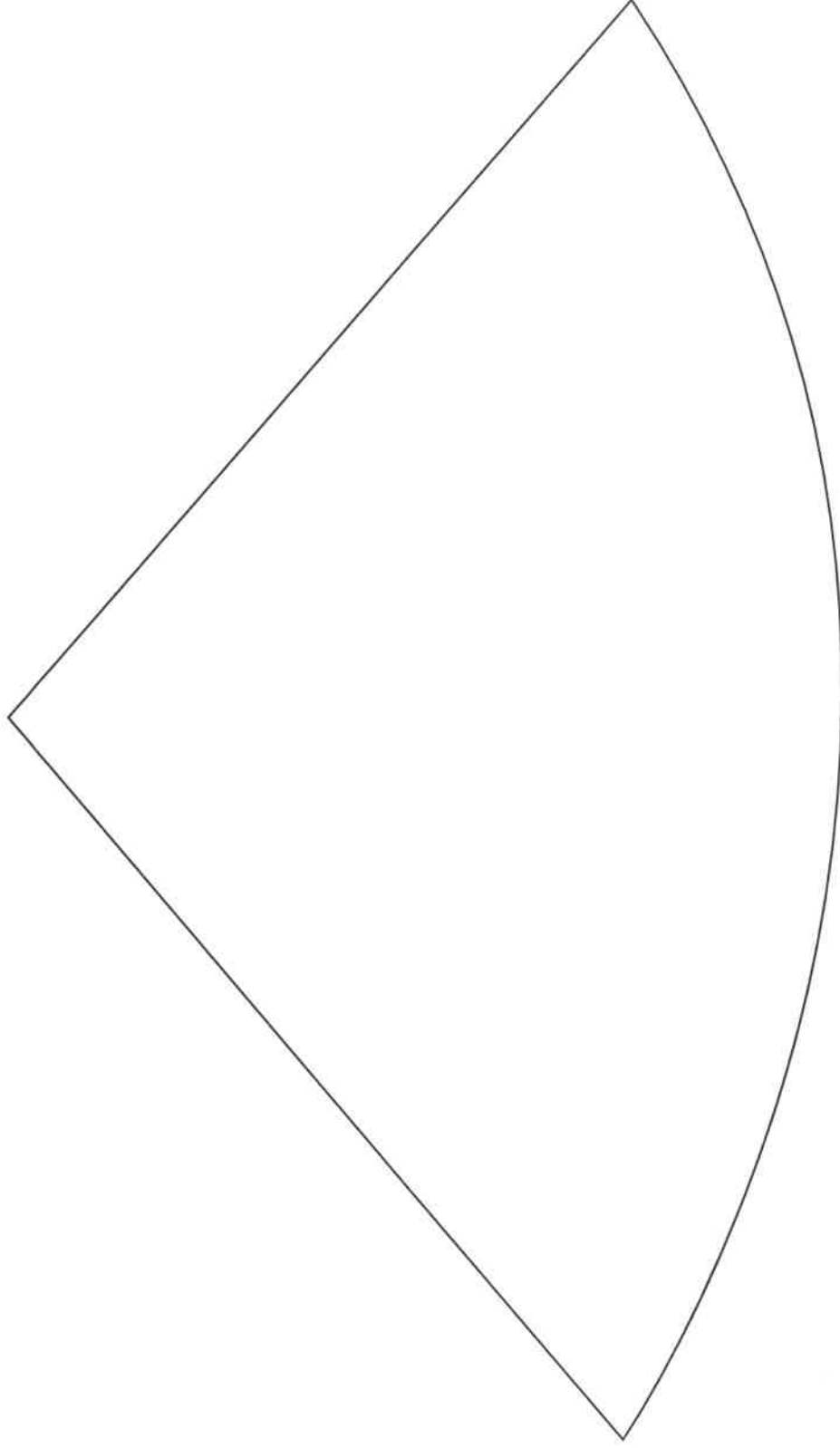


Challenge

Design a cone of your own which holds exactly 3 egg cupfuls.

Practice Sheet Hot Capacity

Cone template

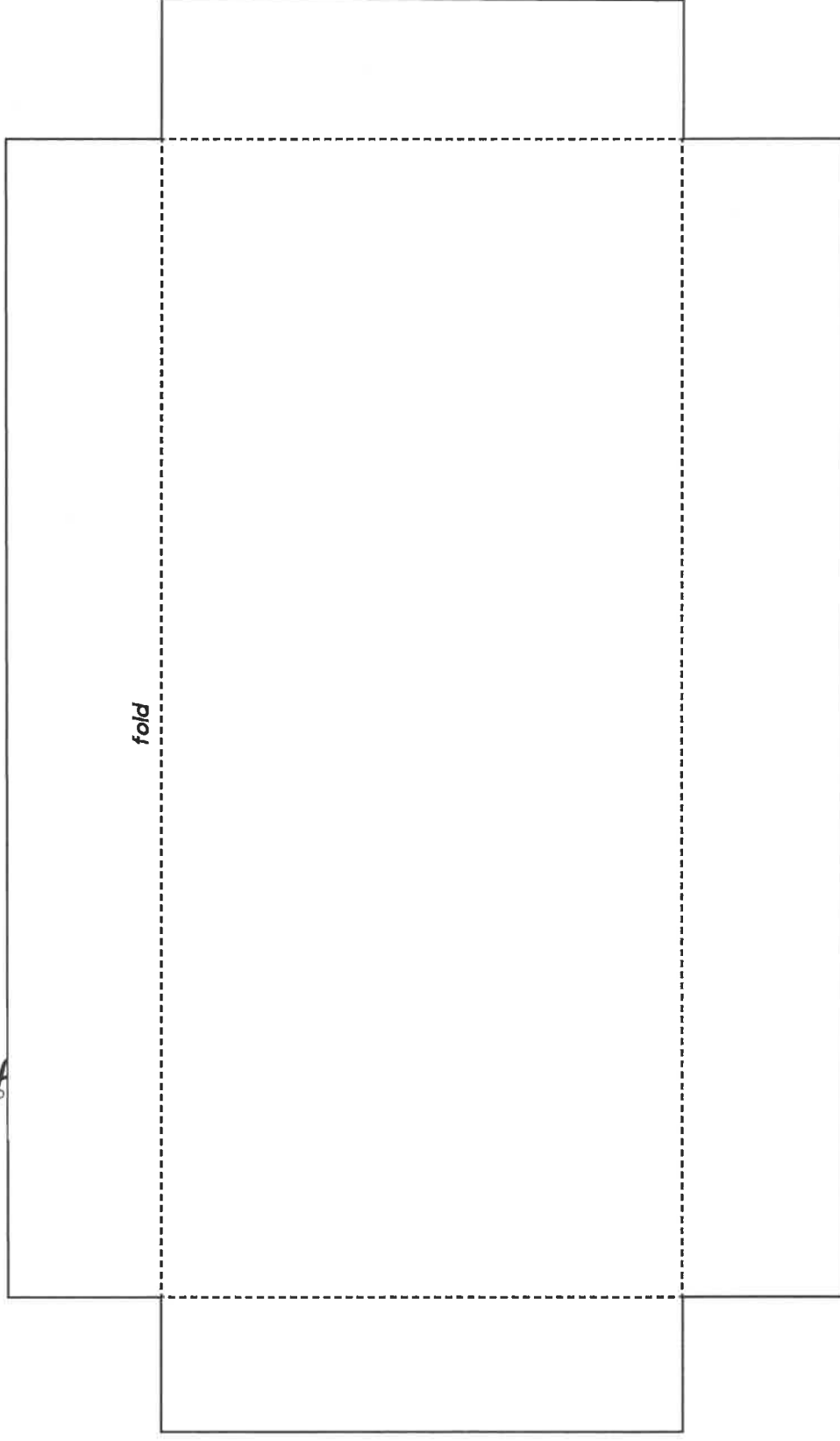


Practice Sheet Hot Capacity

Box template



fold



Practice Sheets Answers

The cats' tea party (mild)

Each cat drinks 2 mugs of tea.

From left to right the cats drink: $3 \text{ cups} \times 2 = 6 \text{ cups}$, $5 \text{ cups} \times 2 = 10 \text{ cups}$, $1 \text{ cup} \times 2 = 2 \text{ cups}$, $4 \text{ cups} \times 2 = 8 \text{ cups}$ and $2 \text{ cups} \times 2 = 4 \text{ cups}$ (there are $6 + 10 + 2 + 8 + 4 = 30$ cups in the teapot).

If each cat drank the same amount of tea, each would drink 6 cups.

Capacity (hot)

The box has the greatest capacity.

A Bit Stuck? Pouring potions

Work in pairs

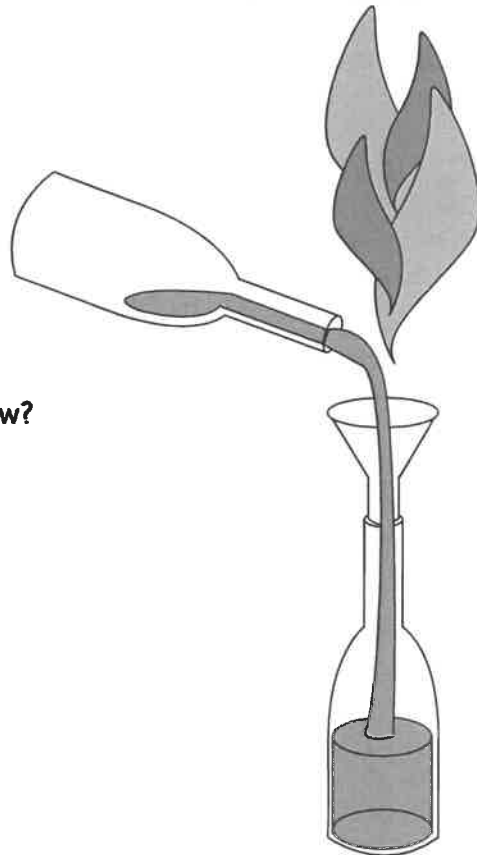
Things you will need:

- Jug of magic potion
- Funnel
- Washing up bowl
- Range of containers (bottles and cups)



What to do:

- Choose two containers.
Which do you think will hold more potion?
- Put the two containers in the washing up bowl to catch any spilled potion.
- Fill the bigger container with potion.
- Now pour the potion from the bigger container through the funnel into the small container. Is there room left or did it overflow? Which container holds more potion?
- Repeat with other pairs of containers.



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

Choose two containers. Which do you think will hold most potion? Fill an egg cup with potion. Pour the egg cup of potion into one container. Keep doing this until you know how many egg cups of potion it will hold.

Repeat for the other container.

Which container held most egg cups of potion?

Learning outcomes:

- I can compare the capacities of two containers by pouring water from one to the other.
- I am beginning to measure how much containers can hold using an egg cup.

Investigation Mystery potion

- Here is a mystery recipe for a secret potion!
This potion makes you really good at maths! Can you work out the recipe?

Potion for magical mathematical powers

Ingredients:

Eyeball juice
 Dragon's blood
 Frog's spit
 Phoenix tears
 Water from the Magical Maths Mountain waterfall

You will need:

- one thimbleful of Phoenix tears
- one hand of thimblefuls of eyeball juice
- twice as much Dragon's blood as Frog's spit
- twice as much water as Dragons' blood

The whole recipe uses 20 thimblefuls

- Work with your partner to find out how many thimblefuls of each ingredient you need. What do you think the recipe means by 'one hand'?
- When you think you have found a solution, check that the total number of thimblefuls is 20.
- Test out your recipe. Pour 20 thimblefuls of water into a clear plastic glass. After each 2 thimblefuls, mark the number of thimblefuls on the side with a whiteboard marker. Tip out the water.
- Add the correct thimbleful of each ingredient. Does the potion come to 20 thimblefuls? Dare you taste it?! If so, see if it works during your next maths lesson!

The recipe needs 20 thimblefuls.

I have 1 of Phoenix tears.

Now I have 19 left to work out.

Challenge

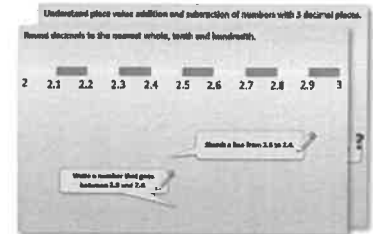
Together write your own mystery recipe for another pair to work out. Remember to say how many thimblefuls there are in total and check that it works!

Week 7, Day 5

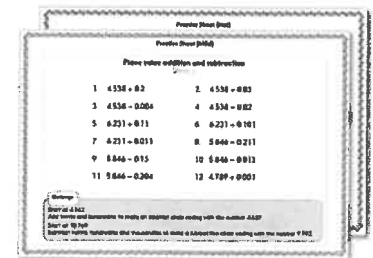
Time in seconds

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

1. Start by sharing the Practical activity.



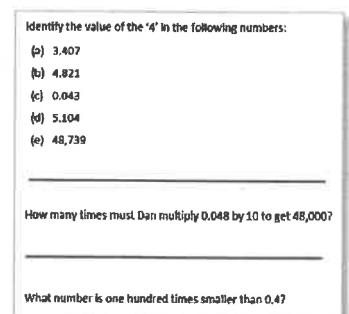
2. Tackle the questions on the Practice Sheet.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



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!



Practical activity

Seconds count

This activity is designed to help your child to gain a sense of how long a minute is.

*When we say, 'wait a minute'
we often don't actually mean
a minute!
It's often longer...*

- Show your child the stopwatch on a mobile phone.
- Start it and point out which digits are showing seconds.
- Stop it after it reaches a minute and point out that there are 60 seconds in a minute.
- Reset and start again.
- Together say '1 second, 2 seconds, 3 seconds' and so on until 21, then just say '22, 23,' etc. until 60.
- Start the timer again, but turn the phone over as you count for 60 seconds. Turn back over as soon as you stop counting. How close were you?!
- Ask your child to silently count 15 seconds while you time them. They shout 'stop' when they've finished.
How close was their estimate?
- Repeat; this time counting 30 seconds. They can also time you!
- How many letters of the alphabet do you think you could write in 30 seconds? Ask your child to write as many letters as they can in alphabetical order while you time them. Try other activities like jumping or hopping.



Practice Sheet Mild

Is it possible?

Read the table below line by line.
Put a tick under possible or impossible.
Write an estimate for the time in seconds.

Activity	Possible in 30 seconds	Impossible in 30 seconds	Estimate time in seconds	Check your estimates
Write the alphabet once				
Write the numbers 1 to 10 twice				
Build a tower of 18 blocks				
Stand up and sit down 5 times				
Count aloud to 100				
Draw a square with a circle inside it				
Cut out a square				
Count backwards to 20 to 0				
Draw a house				
Colour a rainbow				
Write the even numbers to 20				
Tie a bow				

Check some of your estimates using a stopwatch.

Challenge

Write this sentence as many times as possible in one minute:
The quick brown fox jumps over the lazy dog.
What is special about the sentence?

Practice Sheet Hot Minute measuring

1. Write this sentence: The quick brown fox jumps over the lazy dog.
2. How many times you can write it in a minute?
Ask a partner to time you.
3. Create a sentence of your own that takes EXACTLY one minute to write.
4. Start writing all the numbers, 0, 1, 2, 3, etc.
Stop when you think you have been going for 1 minute.
What number did you reach? How close to 1 minute were you?

Challenge

- o Start a minute timer. Roll a dice. Roll it again.
Add the number to the first number rolled.
- o Roll it again and add the number to the previous total.
- o Keep going until the minute has finished.
- o What total did you get to?
- o Try again... Can you beat your score?!

Practice Sheets Answers

Is it possible? (mild)

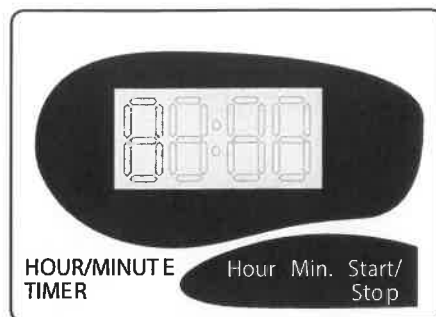
Challenge

The sentence contains ALL letters from a to z.

A Bit Stuck? Just a minute

You will need:

- A timer, e.g. on a mobile phone



What to do:

1. Ask an adult to help you to set the timer to 60 seconds, so that it counts back from 60 to 0 seconds. This is one minute.
2. Choose one of these activities and see how many you can do in one minute!
 - Put on and take off your shoes (or socks if you have lace-up shoes).
 - Write your first name over and over again.
 - Sing 'head, shoulders, knees and toes', with actions!
 - Write numbers, starting with 100 and going backwards. How far can you get before time runs out?
 - Write today's day (e.g. Friday) over and over again.
 - Build a pyramid of six cups: three at the bottom, two in the next layer and one at the top, knock it down and repeat.
 - Take a pillowcase off the pillow and put it back on again.
 - Tip out a box of Lego and see how many pieces you can put back in one minute.
 - Draw as many smiley faces in a line as you can.
3. Choose another activity. This time GUESS how many you might be able to do in a minute before you try.
4. Repeat with another activity. You might want to repeat an activity and try to even more!

Check your understanding *Questions*

In 1 minute, I can Sometimes/ Always/ Never:

- Tie both shoelaces;
 - Count to 100;
 - Roll ten 6s on a 0-9 dice;
 - Toss a coin and get five *heads*.
-

Give your most accurate estimates to complete these sentences:

In 30 seconds, I can...

- drink cups of water;
- climb up steps;
- run times across the playground.

In 1 minute, I can...

- walk there and back across the classroom times;
 - do push-ups;
 - write *Tyrannosaurus Rex* times.
-

Check your understanding

Answers

In 1 minute, I can Sometimes / Always / Never:

- Tie both shoelaces;
- Count to 100;
- Roll ten 6s on a 0-9 dice;
- Toss a coin and get five *heads*.

In these and the following estimating activities it is probably best to assess children through discussion: *How did you make your choice? Is it realistic? Is it based on prior experience?* Some children will naturally exaggerate...challenge any estimates that seem unrealistic.

Give your most accurate estimates to complete these sentences:

In 30 seconds, I can...

- drink cups of water; 2-3? Will depend on size of cup.
- climb up steps; 30 – assumes 1 step per second.
- run times across the playground. 1-2? Will depend on the size of the playground...

In 1 minute, I can...

- walk there and back across the classroom times; 5-10? - depending on classroom size.
- do push-ups; 12-15? – assumes 4-5 seconds per push up and that the rate is maintained for a full minute.
- write *Tyrannosaurus Rex* times. 5-6 - taking around 10 seconds to write it each time.

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

Read and enjoy the story, *Wild Pets*.

2. Answering Questions

Look at the set of *Wild Pet Questions*.

- Carefully read each question.
- Write your answers neatly in the spaces provided.

3. Writing time

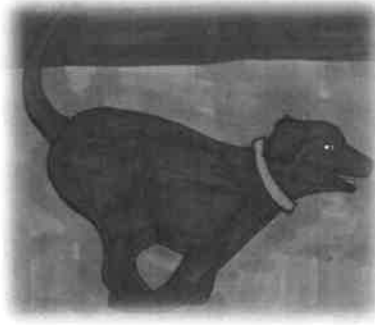
You are going to write a story about a pet and what it gets up to at night time. Today you will plan your story.

- Use the *Story planner* to write your ideas in each section.
- If you get stuck or not sure what to do, look at the *Example Planner*.

Now try this Fun-Time Extra

- Look at *Night*. How many other words spelt *-ight* can you collect?
- Write sentences containing your words. *I got a really big fright.*
- Can you get more than one of your words into the same sentence? *I got a fright at night when I put on the light. What a sight! There was a bright green frog having a fight with a beetle all slender and slight.*

Wild Pet Questions



1. Explain what a 'pet' is.

2. Match the owner to their pet by drawing lines between the correct pairs.

Matt	dog
Bella	rabbit
Sunil	cat
Mia	fish

3. In your own words, say what things Bella and her cat get up to during the day.

4. Circle all the words in the set that you think describe the rabbit in the story.

loving ferocious cruel gentle quiet dangerous

5. Find and copy the line in the story that explains the thing that Sam's pets really like.

6. Explain one thing you think Sunil's dog and his friends might do when they go wild at night.

7. All the pets in the story change and become wild at night. But which pet seems to change the most when they become wild?

1. Do you think the pets really turn into wild animals at night?

Story Planner

- Begin by recording the name of the child who is going to be in your story.
- Decide what very normal pet they have and list some ordinary things the pet does in the day.
- Then have fun thinking up amazing and crazy things it could get up to at night when it has gone wild!

1. The child in my story is called:	2. Their pet is:
3. Some very ordinary things the pet does during the day:	4. The wild and amazing things it does at night:

Example planner

<p>1. The child in my story is called:</p> <p><i>Oli</i></p>	<p>2. Their pet is:</p> <p><i>Pog the hamster</i></p>
<p>3. Some very ordinary things the pet does during the day:</p> <p><i>Sleeps quietly in a box filled with old wool</i></p> <p><i>Goes on his wheel</i></p> <p><i>Eats seeds and a piece of carrot</i></p> <p><i>Sometimes roll round the house in a ball</i></p>	<p>4. The wild and amazing things it does at night:</p> <p><i>Gets out of his cage</i></p> <p><i>Pushes through the cat flap and out into the garden</i></p> <p><i>Meets up with other hamsters from the street</i></p> <p><i>They all climb the trees in the garden, dig burrows, chase the mice and scoff all the salad in next door's veg patch!</i></p>

Night



Collect some -ight words here

might

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 story, *Wild Pets*.

2. Using apostrophes to show possession

Find the following phrases in the story and carefully copy them down onto a piece of paper: *Bella's cat* and *Sunil's dog*.

- Can you name the punctuation mark used in each one?
- Can you say why it is there?
- Together with a grown-up, read the information on *Using an apostrophe to show possession*.
- Complete the exercises on *Possessive Apostrophes*.

3. Writing time

Today you are going to write out the wild pet story that you planned yesterday.

- Begin by make your own *Mini Story Book* ready for writing in.
- Continue by using your planner from yesterday and the instructions on *Writing a story* below.

Now try this Fun-Time Extra

- Decorate your story and read it aloud to your family.

Using an apostrophe to show possession



**'Possession' means belonging to someone or something.
When we have or own something, we say we possess it.**

**We can show that someone or something possesses something by adding an apostrophe (')
and an s to their name.**

The cat that belongs to Bella is Bella's cat

Sunil's dog is the dog that Sunil owns.

The blanket that the cat sleeps under is the cat's blanket.

The dog's collar is the collar that the dog wears.

The pattern on the blanket is the blanket's pattern.

**When we are showing possession, the apostrophe and the s always come after the person
or thing's name.**

Matt's fish CORRECT
Mat'ts fish NOT CORRECT
Matts' fish NOT CORRECT

**The apostrophe always goes high up between the name and the s, not down on the line like
a comma.**

Matt's fish CORRECT
Matt,s fish NOT CORRECT

**Remember! Words that are just plurals (when we have more than one of something), like
dogs, cats, blankets or collars, end in an s but do not need an apostrophe because the
sentence is not about possession, e.g. Three dogs ran down the street.**

Possessive Apostrophes

1. Highlight the possessive apostrophe +s in these sentences:

Mia's rabbit is white and gentle.

Mia sits calmly outside the rabbit's hutch.

Mia picks the rabbit's food from her own garden.

2. Add a possessive apostrophe in the right place in these sentences:

Sunils dog runs through the park at night with the other dogs.

Night time is when Matts fish turn into wild sharks.

Everybody loves the childrens pets.

3. Mark these sentences right or wrong depending on whether the apostrophe + s has been used correctly or not.

Jim's puppy is three months old. _____

It is walk time for Ruths dogs. _____

Alic'es cat is black and white. _____

Tom,s hamster is ENORMOUS! _____

It is bathtime for Eva's terrapin, Horace. _____

With the ones that you have marked WRONG, rewrite the apostrophe word so that it is correct.

Now check with the Answers page to see how you did!

Writing a story

- Make the mini-book outlined in the instructions below
- Start to turn the ideas on your planner into full sentences in your mini book.

Once there was a kind and cheerful boy called Oli. He had a tiny golden hamster called Pog who liked to...

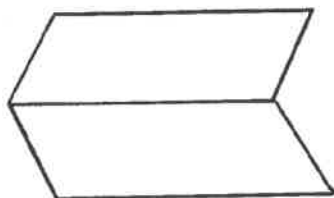
- When you get to the part about the pet going wild at night, go into as much detail as you can!

Pog pushed open his cage's door and scrambled out onto the table. All around he could hear the tiny squeaks of other hamsters breaking out of their cages too.

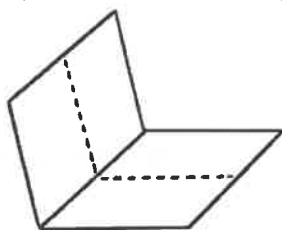
- Remember to include possessive apostrophes where you need to (cage's door).
- Make sure all your sentences start with capital letters and end with full stops.

Mini Story Book Making Instructions

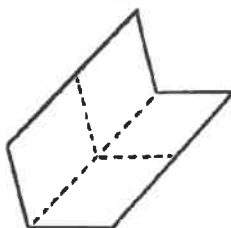
1. Fold a sheet of paper in half lengthways and then unfold it.



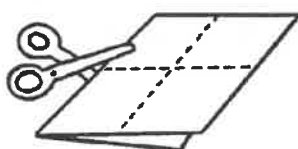
2. Fold the same sheet of paper in half widthways and leave it folded.



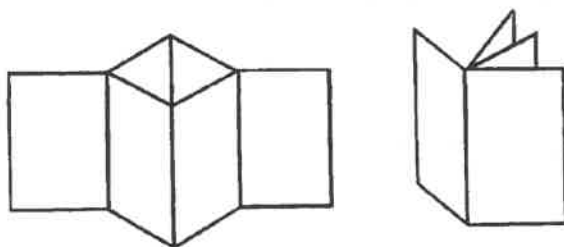
3. Fold it in half again in the same direction and then unfold the last fold.



4. Cut along the centre crease until you reach the middle of the piece of paper.



5. Unfold the paper completely. There should be a slit through the middle of the paper. Fold the paper in half lengthways again and then push the two ends inwards towards each other to create a star shape with four arms.



6. The four arms are the pages of the book. Fold all of the arms around to face the same direction and the book is complete.

My Possessive Apostrophes – Answers

1. Highlight the possessive apostrophe +s in these sentences:

Mia's rabbit is white and gentle.

Mia sits calmly outside the rabbit's hutch.

Mia picks the rabbit's food from her own garden.

2. Add a possessive apostrophe in the right place in these sentences:

Sunil's dog runs through the park at night with the other dogs.

Nighttime is when Matt's fish turn into wild sharks.

Everybody loves the children's pets.

3. Mark these sentences right or wrong depending on whether the apostrophe + s has been used correctly or not.

Jim's puppy is three months old. *Right!*

It is walk time for Ruths dogs. *Wrong! Ruth's*

Alic'es cat is black and white. *Wrong! Alice's*

Tom,s hamster is ENORMOUS! *Wrong! Tom's*

It is bathtime for Eva's terrapin, Horace. *Right!*

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. Looking at noun phrases

If possible, open the *PowerPoint – Noun Phrases_1*.

- Read through it, revising nouns, adjectives and adverbs.
- See if you can tell someone what a noun, an adjective and an adverb are. If you get muddled, re-read the slides until you are clear.
- If you cannot open a PowerPoint, look at *Revise Noun Phrases*.

2. Locating nouns, adjectives and adverbs.

Read the story of *The Girl Who Cried... Monster!*

- Use one colour to highlight 10 of the nouns in the story.
- Use a second colour to highlight 10 of the adjectives.
- Use a third colour to highlight 5 of the adverbs.

3. Descriptive writing

Now read and enjoy the story, *In Every Corner*.

- Pick one of the monsters you really like the look of.
- Copy it onto *Monster!*
- Write a descriptive paragraph about your monster using adverbs and adjectives to describe nouns (...*extremely long, greasy hair*; ...*very sharp white teeth*).
- Do the same things for another monster if you have time.

Now try this Fun-Time Extra

- Think of the best monster hiding places in your house. On *The Best Monster Hiding Places in MY House*, list them, describe each and say why they would be so good.

Revise Noun Phrases

Nouns

A noun names a person, place, idea, thing or feeling.



a monster
the child
an enemy
that sound



In front of a **noun**, we often have

a an the this that his her their my your

Revision

Adjectives

An **adjective** is a describing word.

It tells you more about a **noun**.

a **terrifying** monster
the **brave** child
an **ancient** enemy
that **scary** sound



The monster was **prickly**.

Adjectives sometimes come next to 'their' nouns...
but sometimes they do not.

Revision

Noun Phrases

Adjectives can add extra detail to a **noun**.



the **hungry, hairy** monster
a **short and skinny** creature
this **quite terrifying** beast
that **really pathetic** creature

More than one adjective can be added.
And adverbs can tell us more about the adjectives.



The Girl Who Cried... Monster!

At their school, all the children had been told to look out for really horrible, hairy monsters. Hansini from Year 2 had been given the job of keeping watch by the very tall school gates. She was really excited and she looked along the busy road. She looked amongst the green trees. She looked up into the grey sky and she looked out to the distant hills.



But it was an extremely cold, windy day and Hansini began to feel quite bored and lonely. She decided to pretend that she had seen a monster. She cried out, 'Help! Help! A huge, horrible and hairy monster!' The children and the teachers came running, but of course there was no scary monster there. The Head Teacher told Hansini off and she promised not to make up any more stories. Everyone went back to their lessons.

A bit later it began to rain and Hansini felt even more lonely and sad. So she cried out again, 'Help! Help! A quite slimy and ugly monster!' All the children and teachers rushed to see what was happening, but once again there was no monster there. Hansini's kind teacher, Mrs Woollard, was upset and cross. 'You must not make up silly stories about terrible monsters, Hansini!' she said.

Hansini promised and went back to watching. Suddenly a really big, bald, green monster appeared by her side! It had bright, red eyes and a round, yellow nose. Its chin was very hairy. 'HELP! HELP! A hideous, frightening monster!' screamed Hansini in a loud and anxious voice.

In the school everyone heard her shouts but just thought, 'Oh, it's only Hansini, making things up again.' The teachers carried on teaching and the children carried on learning. And that was the end of poor Hansini. At least the monster had a nice, full tummy!

Monster!



The Best Monster Hiding Places in MY House

A large rectangular area for writing, framed by a decorative border made of interlocking puzzle pieces. The border is composed of grey and black pieces. Inside the frame, there are 12 horizontal lines for writing, creating 11 rows of space. The lines are evenly spaced and extend across the width of the writing area.

The Girl Who Cried... Monster! ANSWERS

At their school, all the children had been told to look out for really horrible, hairy monsters. Hansini from Year 2 had been given the job of keeping watch by the very tall school gates. She was really excited and she looked along the busy road. She looked amongst the green trees. She looked up into the grey sky and she looked out to the distant hills.



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What to do today

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

1. Prepositions and prepositional phrases

Open the *PowerPoint, Noun Phrases 2*.

- Read through it looking at prepositions and prepositional phrases.
- Complete the exercise on slide 6.
- If it is not possible to watch the PowerPoint, revise prepositional phrases by looking at the *Revision Card*.

2. Poem reading

Read and enjoy the monster poem, *The Glamdrack*.

- Highlight the prepositional phrases in the poem. There are 9 to find.
- Check on the *Answers* copy of the poem. How many did you get?
- Highlight any remaining prepositions that you didn't find first time.

3. It's writing time

Look at the 'creature feature' sentence starters on *Monster Mash Up*.

- Read each sentence starter.
- Using those listed on *Prepositions* to get you started, add a prepositional phrase to each starter. *The vampire flew through the open window.*
- Use one of the phrases you have created as the beginning of a monster story.
- Carry on writing the story, using as many prepositions as you can in your sentences.

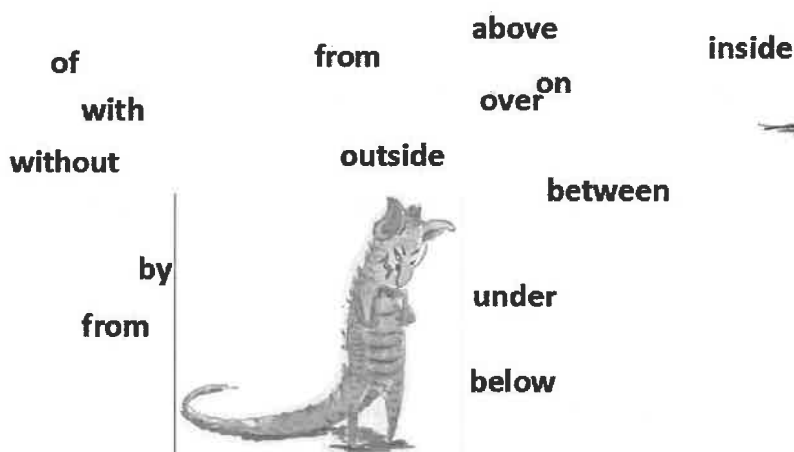
Now try this Fun-Time Extra

- Add monster pictures to your *Monster Mash Up* sentence starters page.

Revision Card

Prepositions

Prepositions tell us how words are related.



Prepositions are useful for adding extra information about a **noun**.

Expanded Noun Phrases

Add more description using a **preposition** as a linking word.

adjectives

*The naughty, little **monster***

*The naughty, little **monster** under the bath.*

*The naughty, little **monster** between the cupboards.*

*The naughty, little **monster** inside the toilet.*

The phrase modifies the **noun**.



Useful prepositions
with, of
by, from, on, under,
beyond, below,
between, inside, next
to, over, in, outside

The Glamdrak



Over the hill the Glamdrak came,
its claws were large,
its eyes aflame.

Across the fields the Glamdrak strode,
straddled the fence,
and stood on the road.

Into the town the Glamdrak walked,
with poisoned breath
its quarry it stalked.

In the square the Glamdrak paused,
and screeched its fury
at all the locked doors.

Past the church the Glamdrak went,
into the distance
its anger spent.

by Robin Mellor

From **Monster Poems** by John Foster and Korky Paul

The Glamdrak – Prepositional Phrases

Answers



Over the hill the Glamdrak came,
its claws were large,
its eyes aflame.

Across the fields the Glamdrak strode,
straddled the fence,
and stood on the road.

Into the town the Glamdrak walked,
with poisoned breath
its quarry it stalked.

In the square the Glamdrak paused,
and screeched its fury
at all the locked doors.

Past the church the Glamdrak went,
into the distance
its anger spent.

by Robin Mellor

From **Monster Poems** by John Foster and Korky Paul

Monster Mash Up

The vampire flew _____

The monster hid _____

A werewolf growled _____

The yeti jumped _____

Frankenstein's monster ran _____

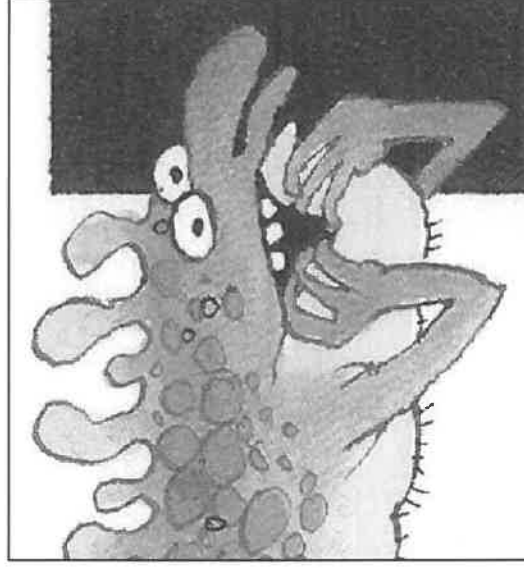
Some alien creatures swam _____

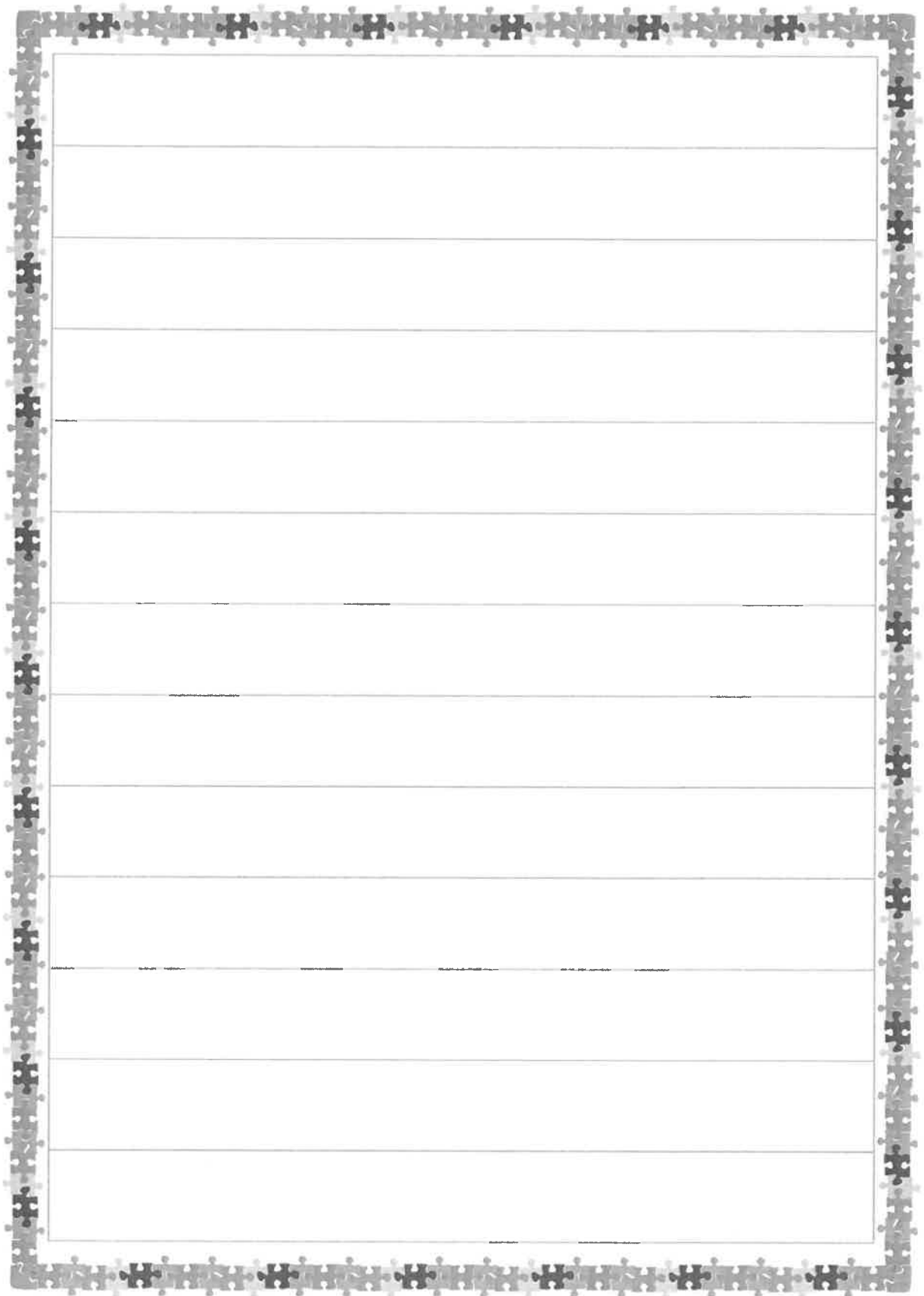
The Loch Ness Monster crawled _____

One robot smashed _____

Prepositions

*in on under between beside with
next to through above inside on top of
towards along down at to across
beyond past beneath below within*





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

Read and enjoy the monster poem, *The Alien*.

- Why do you think the alien laughs and laughs when he sees the person in the poem?
- Could it be because the person looks really funny to the alien?

2. Similes

Now use the information on *Similes* to identify the simile used in *The Alien*.
(*The alien was as round as the moon.*)

- Look at the set of four *Monster Pictures*. Choose one.
- Draw four labels around the picture.
- Compose simile phrases to label different things about your choice of monster. *Eyes as big as saucers; a tongue like a long pink sausage.*
- Use examples of both *as...as* and *like* similes in your labels.

3. Writing time

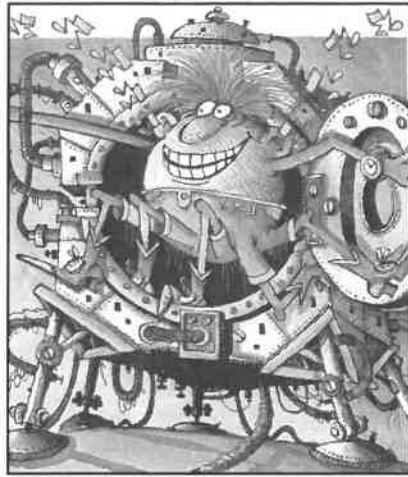
Read *The Alien* for the last time.

- You are now going to write two paragraphs about another alien who comes to visit the Earth.

Now try this Fun-Time Extra

- Spot the 'odd word out' in sets of words linked to aliens and monsters. Create own 'odd word out' puzzles for Mums and Dads to solve.

The Alien

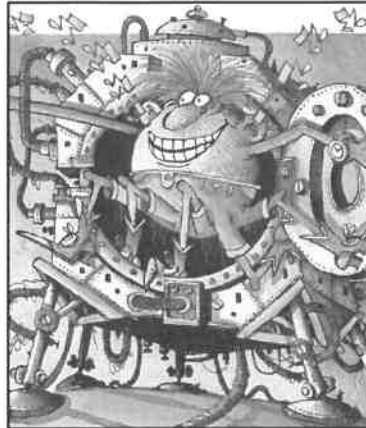


The alien
was as round as the moon.
Five legs he had
And his ears played a tune.
His hair was pink
And his knees were green,
He was the funniest thing I'd seen
As he danced in the door
Of his strange spacecraft,
He looked at me –
And laughed and laughed!

by Julie Holder

From *Monster Poems* by John Foster and Korky Paul

Similes



Similes are a special kind of comparison in writing. We can use similes to describe something by comparing it to something that it is similar too.

There are two ways we can do this.

1. We can say what the thing we are describing is like.

The monster's eyes rolled around like golf balls.

The alien jumped down from his flying saucer like a leopard.

Or

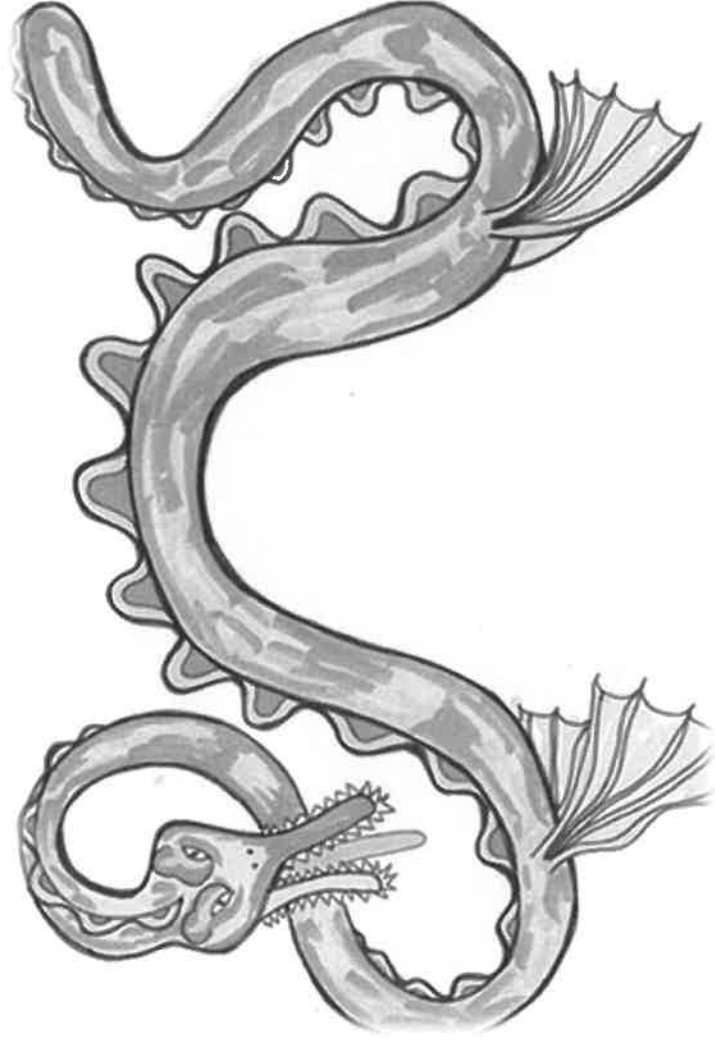
2. We can compare the thing we are talking about by using the word as, twice.

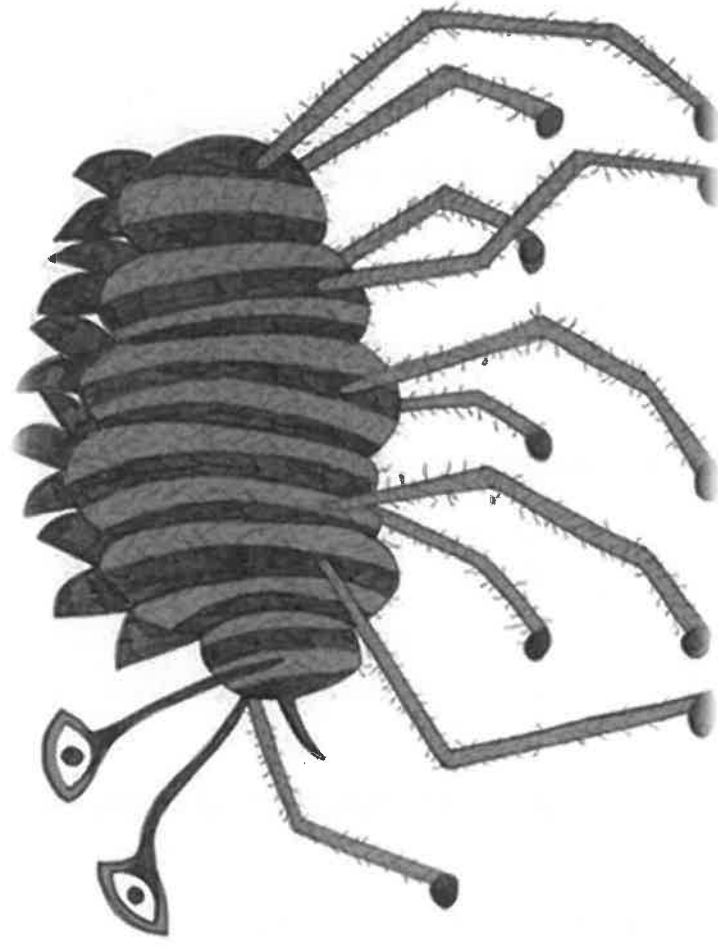
The monster's eyes were as white as whale blubber.

The alien jumped out of the water as quick as a flash.

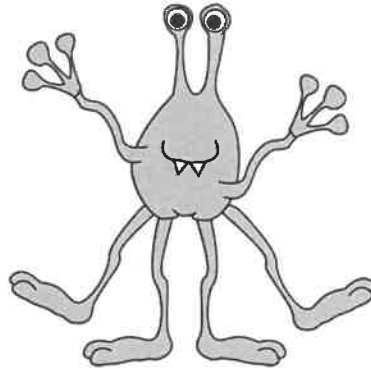








The Alien who came to visit earth



Advice on writing about it.

Make paragraph 1 a description of your creature.

- Use adjectives and adverbs as well as similes in your sentences.

*huge green eyes...;
really long thin legs; hair like writhing snakes....*

Make paragraph 2 about what the alien gets up to on its visit.

- Use prepositional phrases in your sentences.

*It reached under the bed...;
It jumped clean over the house....*

The Alien who came to visit earth

A writing template for a story. It features a decorative border made of interlocking puzzle pieces in shades of grey and black. Inside the border, there are 15 horizontal lines for writing, providing a structured space for a student to tell a story about an alien visiting Earth.

Odd Word Out

Which is the odd word out in this group? Can you say why?

roast

freeze

scorch

burn

toast

Now try this set. Again, can you say your word is the odd one out?

roar

whisper

howl

yell

cry

scream

Make up some odd word out puzzles for your family. They could be about monsters or anything else you like.