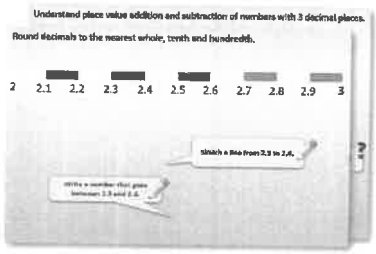
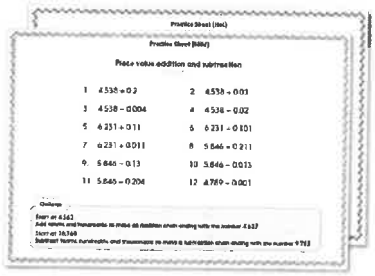
Year 2: Week 1, Day 1
Comparing numbers

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.

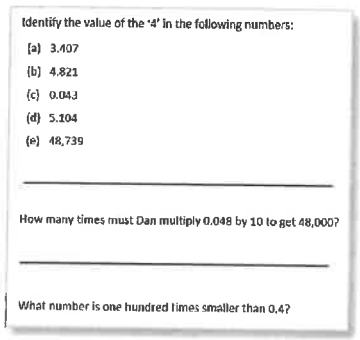


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

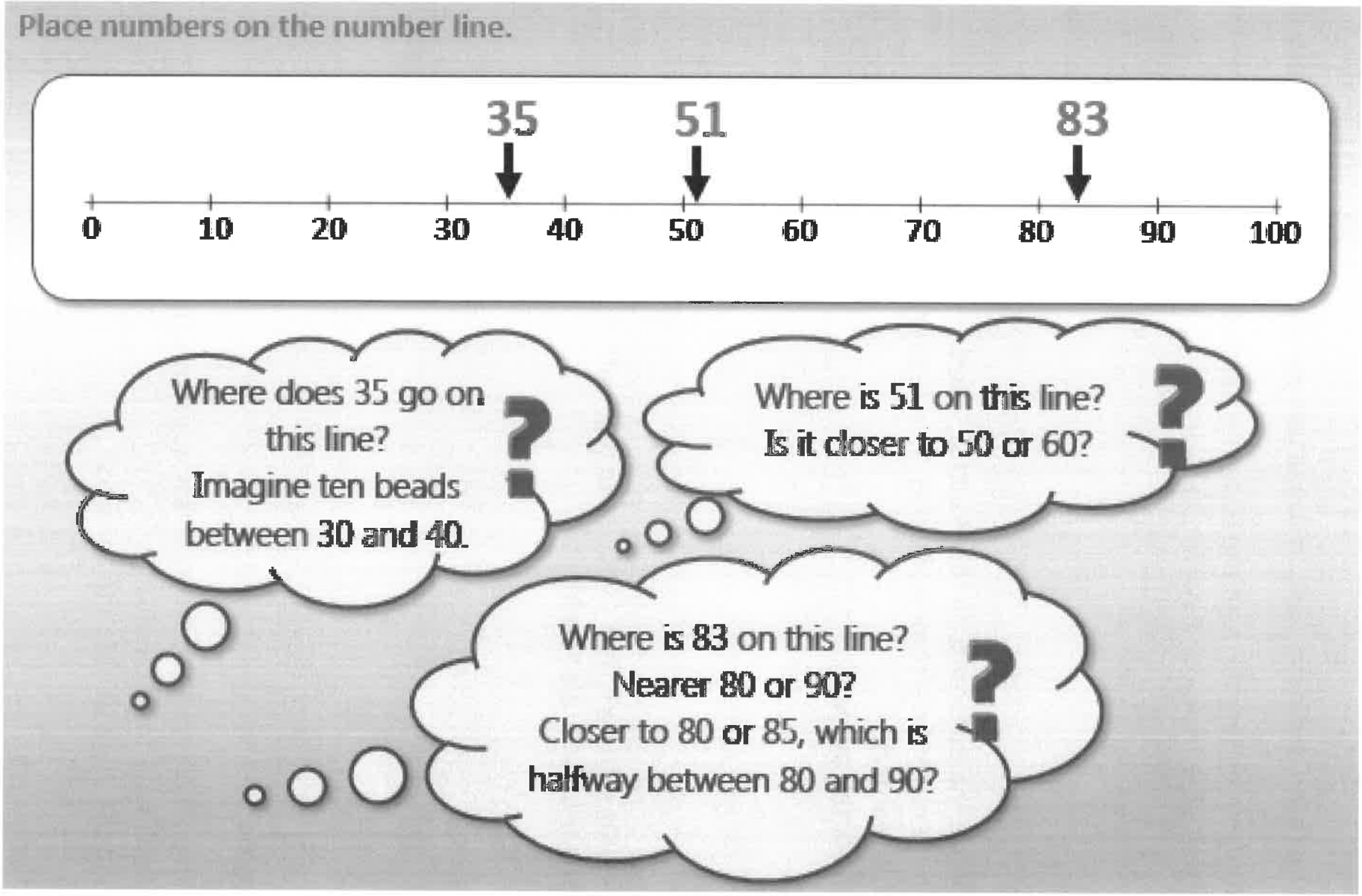


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

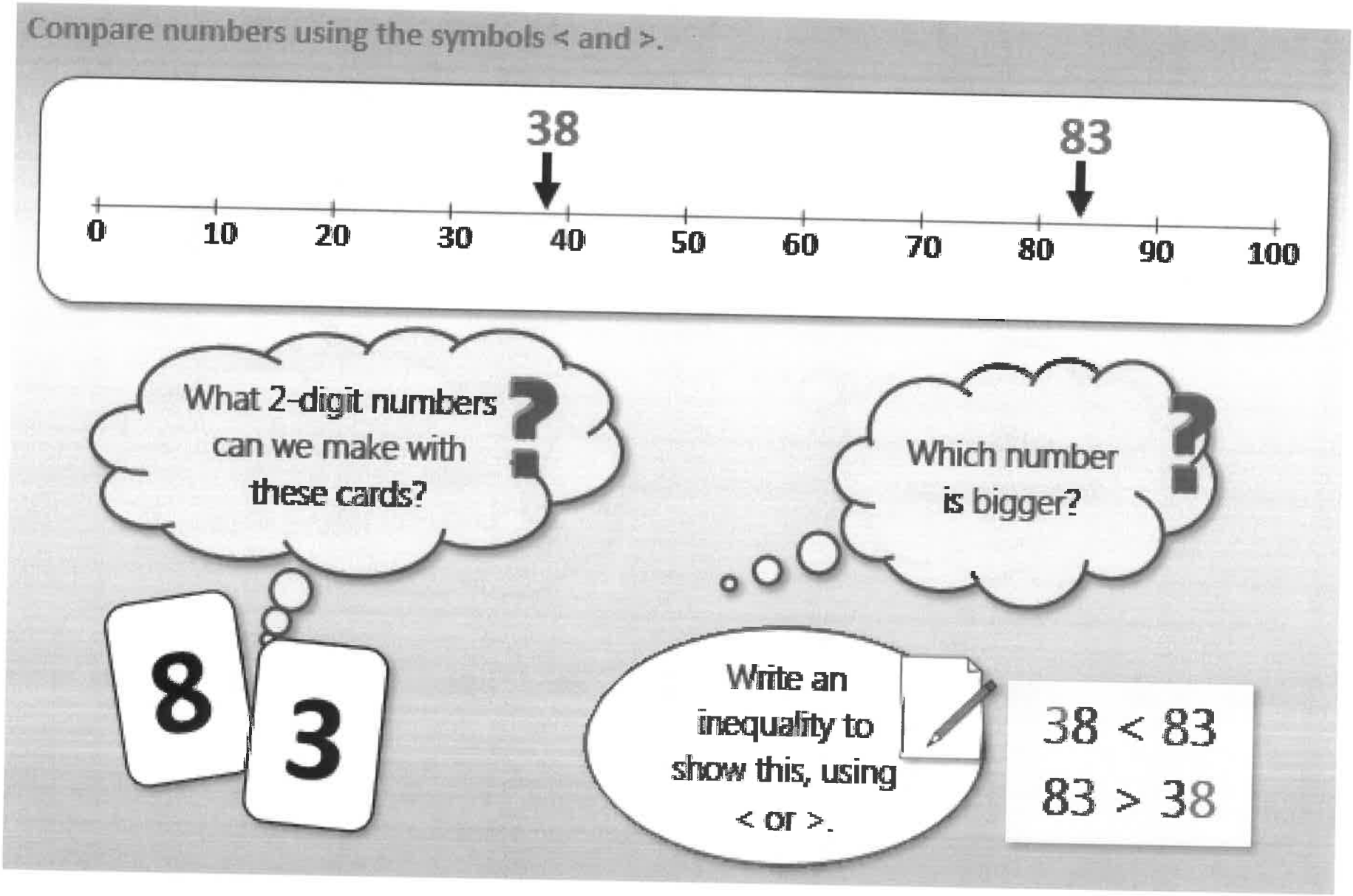
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



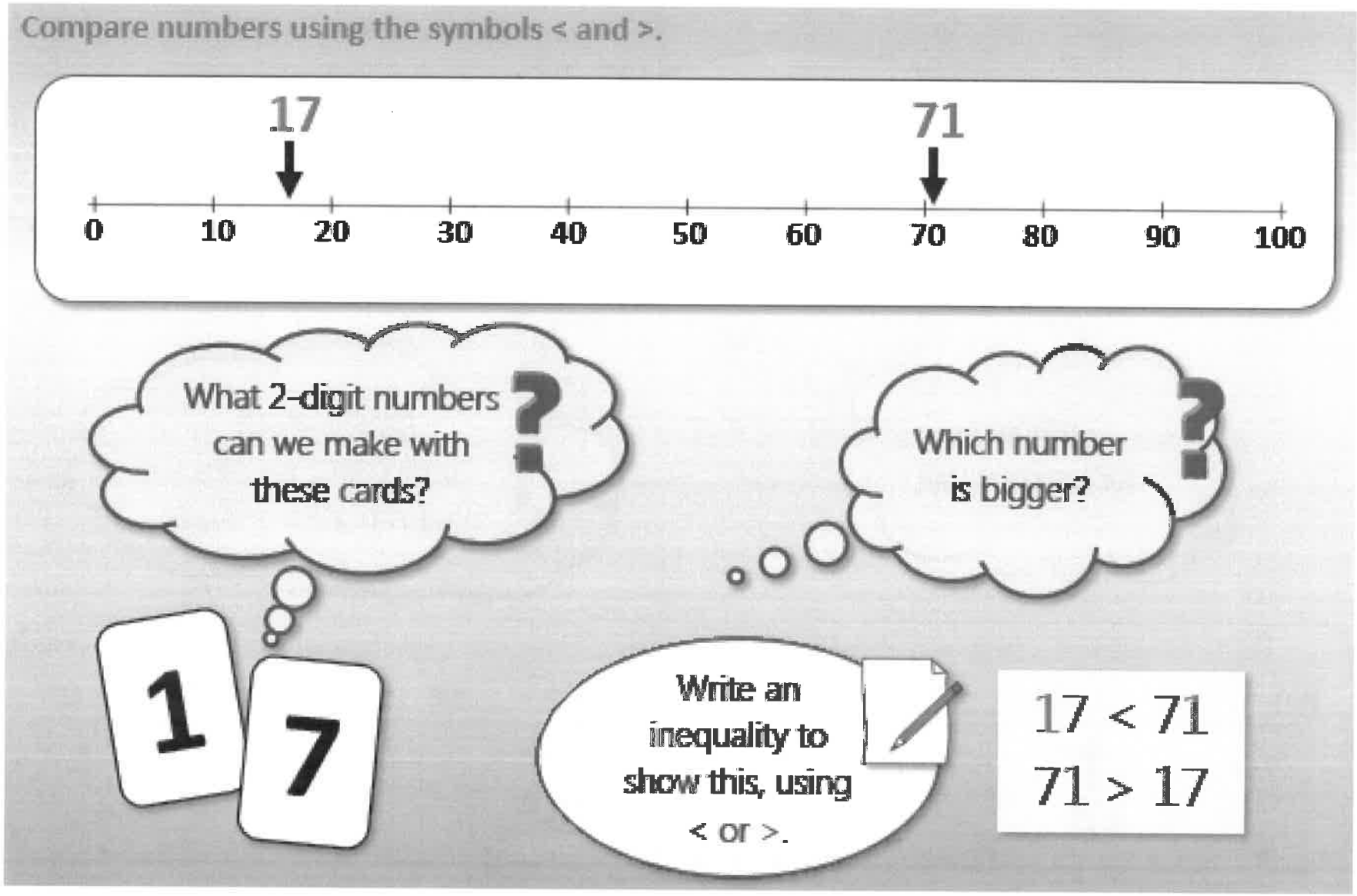
Learning Reminders



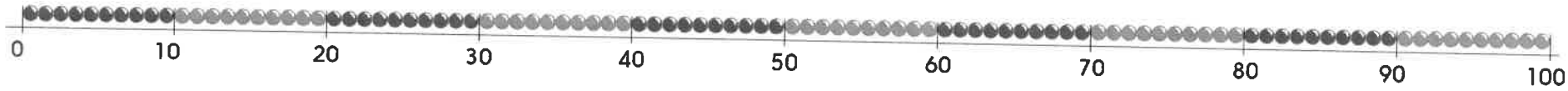
Learning Reminders



Learning Reminders



Practice Sheet Mild
Finding inequalities



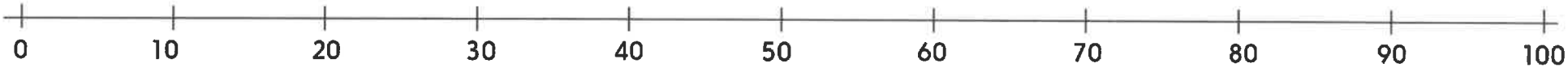
Mark each number on your beaded line. Suggest a number greater than each number and a number that it is less.

Number to mark on beaded line	My number is greater than >	My number is less than <
22	25 > 22	19 < 22
47		
35		
51		
26		
39		
14		
	☐ > 93	☐ < 100
	☐ > 71	☐ < 72

Challenge

Suggest two numbers for the last two rows.

Practice Sheet Hot
Finding inequalities



Mark each number on the landmarked line. Suggest a number greater than each number and a number that is less.

Suggest some more of your own for the last four rows.

Number to mark on beaded line	My number is greater than >	My number is less than <	Number lies between these multiples of 10:
62	65 > 62	52 < 62	60 and 70
57			
14			
81			
45			
26			
73			
39			
98			
☐			
	☐ > 76	☐ < 83	
☐			
			110 and 120

Challenge

Try to create a loop using alternate < and > signs so that the start and finish numbers are the same, e.g.

23 < 32 > 21 < 23

Practice Sheets Answers

Finding inequalities (mild)

There a many possible answers, e.g. numbers bigger than 48 are all >47 and numbers 46 and below are <47 in row 2 of the table.

Challenge

The number given should be in the range 94-99 inclusive.
The number should be 72.

Finding inequalities (hot)

There a many possible answers, e.g. numbers bigger than 58 are all >57 and numbers 56 and below are <57, and 57 lies between 50 and 60 in row 2 of the table.

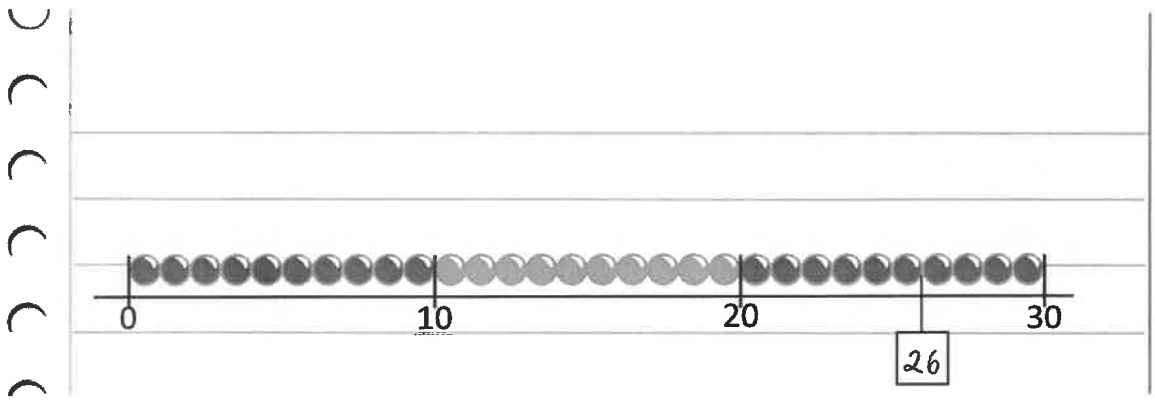
A Bit Stuck?
Tag, you're it!

Work in pairs

Things you will need:
- A set of 10s and 1s place value cards
- A 0 to 100 beaded line
- A pencil

What to do:

- Shuffle the 10s cards. Place on the table face down.
- Shuffle the 1s cards. Place face down.
- Take a card from each pile. Put the two cards together to make a 2-digit number.
- Draw a tag to show this number on your beaded line.
- Repeat. How many tags can you draw? You score 10 points for each correct tag!

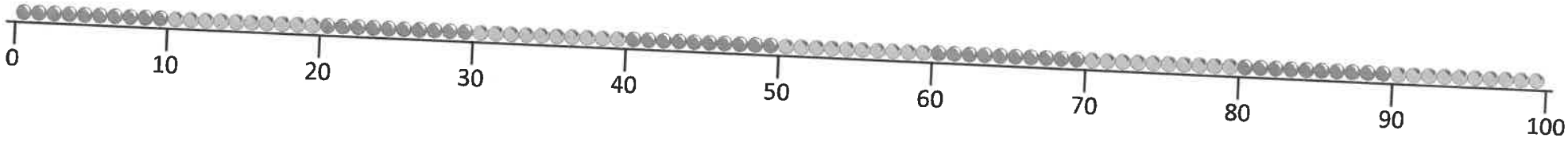


S-t-r-e-t-c-h:

Use the sheet with the beaded line and the landmarked line (the line where the beads have fallen off). Draw tags to show 25, 42 and 59 on the beaded line. Fold the paper so that the beaded line is hidden. Now draw tags to show 25, 42 and 59 on the landmarked line. Can you imagine where the beads should be?
Open up your paper so that you can check against the beaded line.

Learning outcomes:
- I can draw tags to show 2-digit numbers on a 0 to 100 beaded line.
- I am beginning to draw tags to show 2-digit numbers on a 0 to 100 landmarked line.

A Bit Stuck?
Tag, you're it!



A Bit Stuck?
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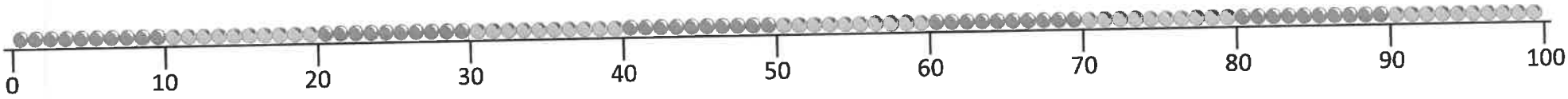

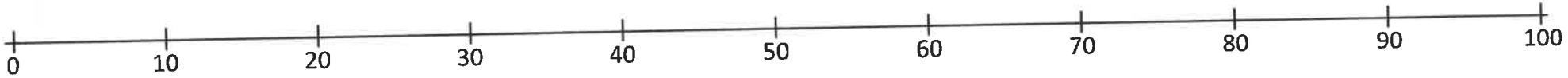

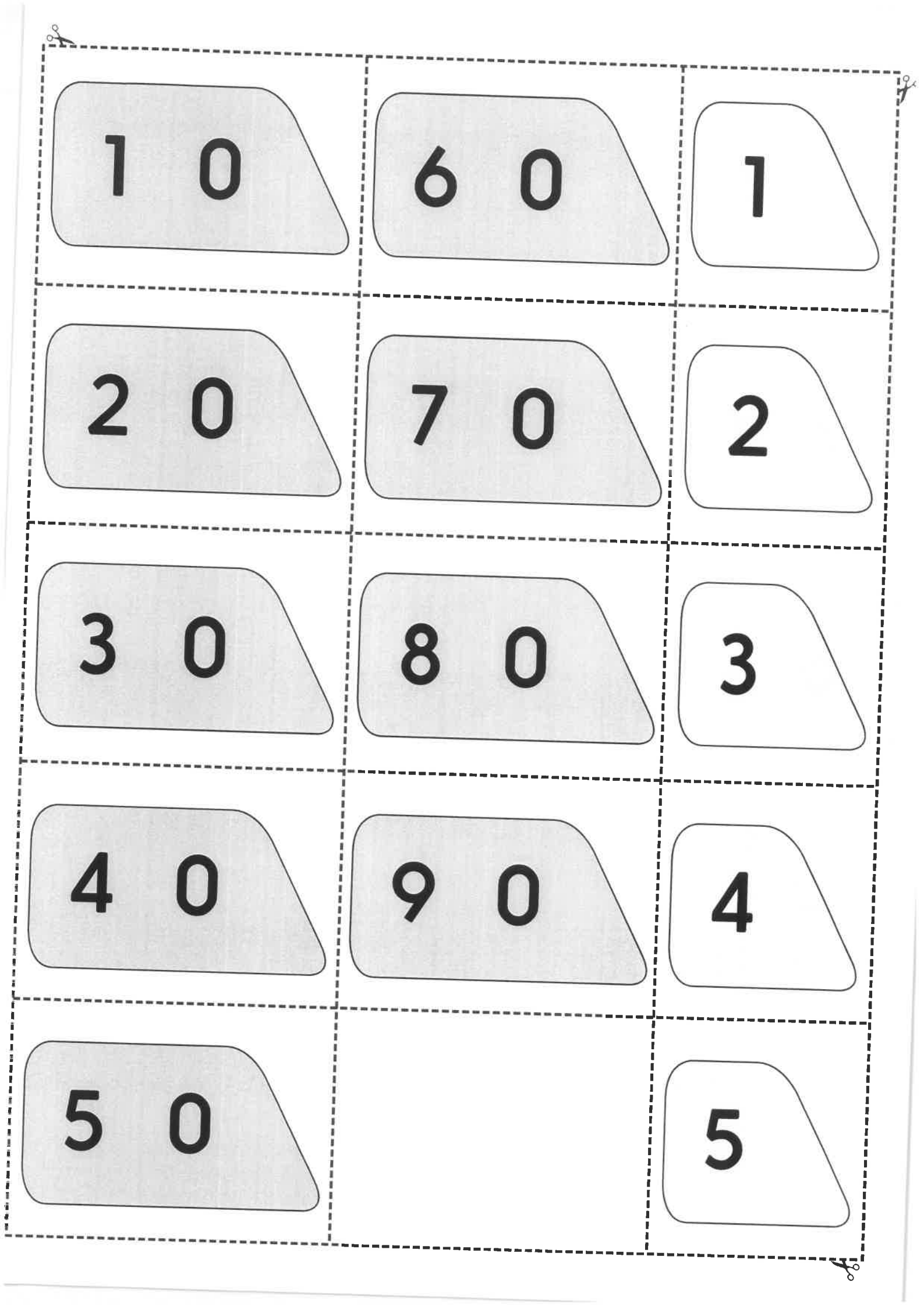
10
60
1
20
70
2
30
80
3
40
90
4
50
5

6

7

8

9

Check your understanding
Questions

Draw a line. Mark the ends 0 and 100. Draw marks for 59, 71, 19 and 91.

Write numbers to make these sentences true.

□ < 35

73 < □

13 < □ < 17

How many numbers are less than 40 and more than 31?

Fold here to hide answers:

Check your understanding
Answers

Draw a line. Mark the ends 0 and 100. Draw marks for 59, 71, 19 and 91.

Check order (19, 59, 71 and 91) and accuracy – 91 should be close to 100, 59 just over half way, 19 a small distance from 0.

Write numbers to make these sentences true.

□ < 35 Any number less than 35.

73 < □ Any number greater than 73.

13 < □ < 17 14, 15 or 16.

How many numbers are less than 40 and more than 31?

8 numbers – 32, 33, 34, 35, 36, 37, 38 and 39.

Year 2: Week 1, Day 2
Making amounts of money

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

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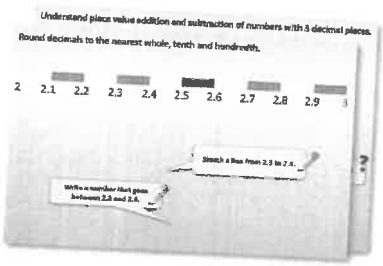

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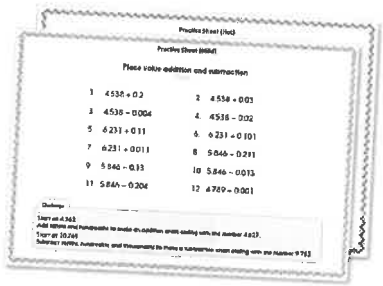

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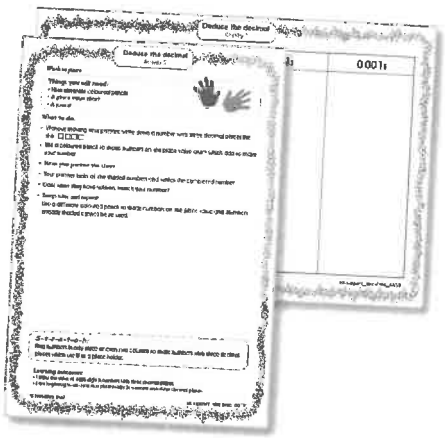

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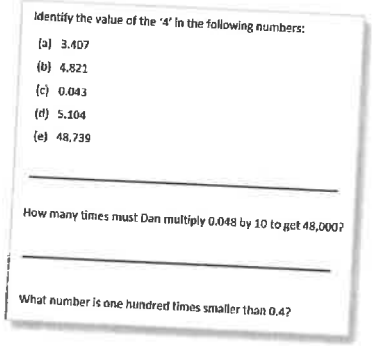
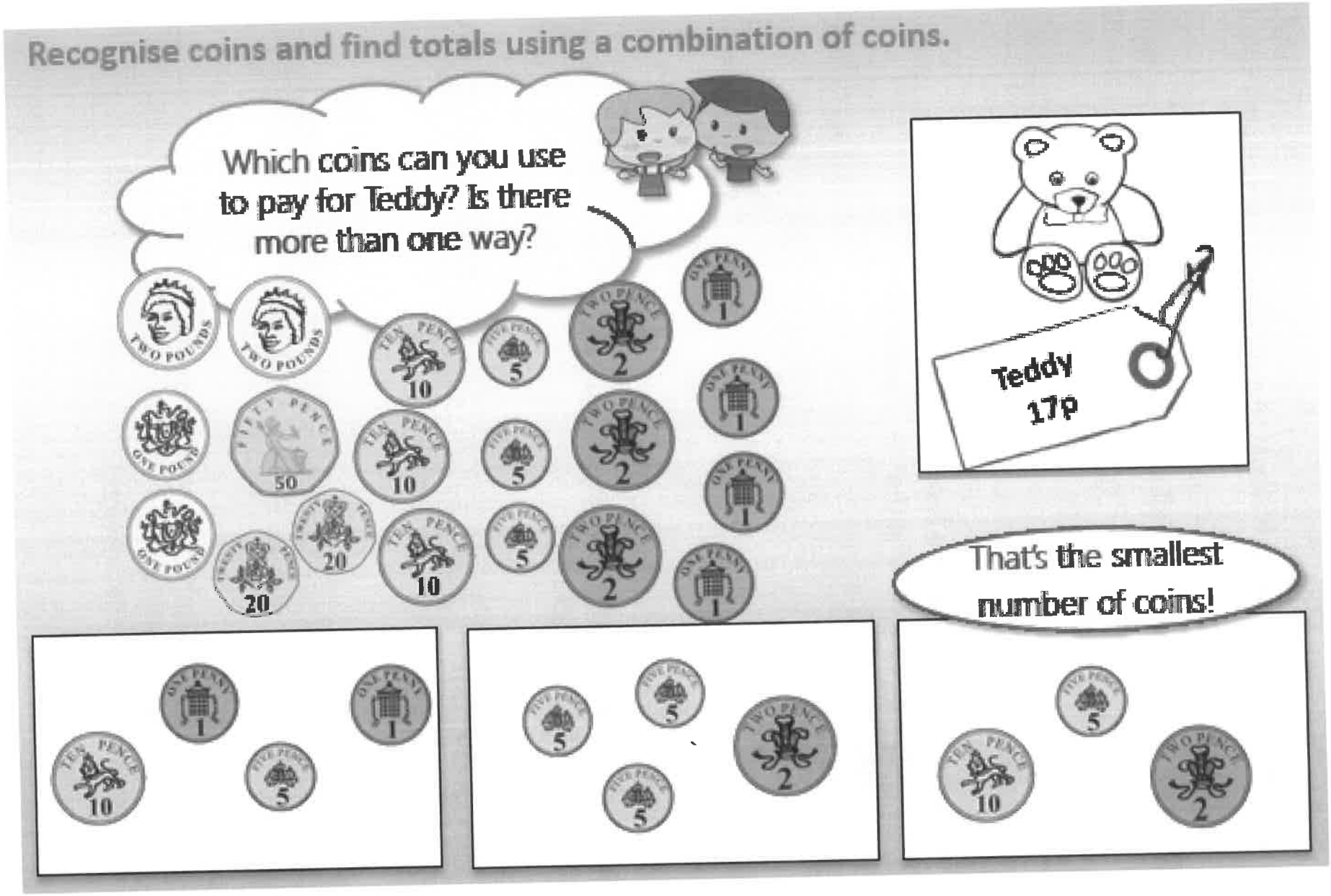


Learning Reminders



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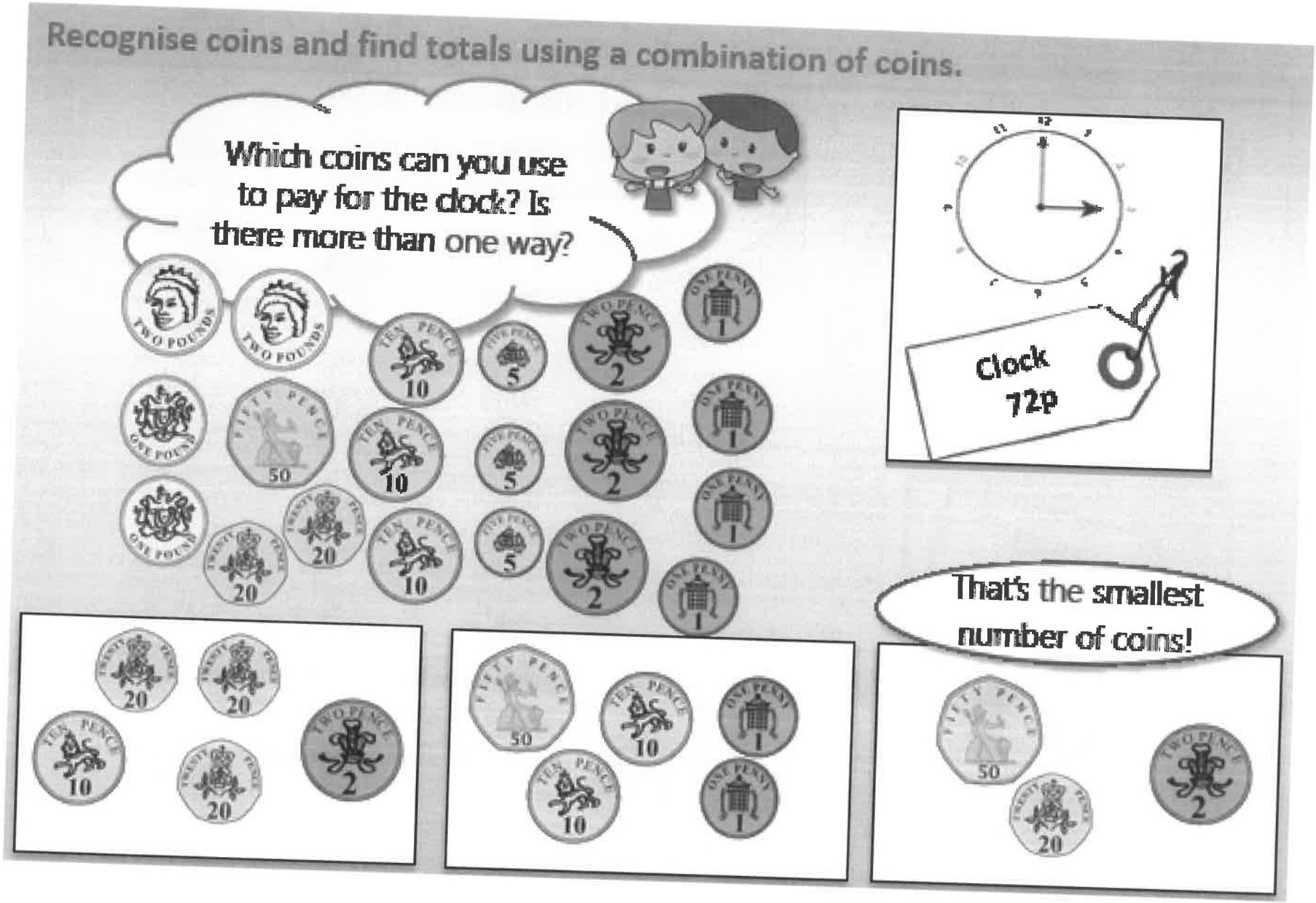
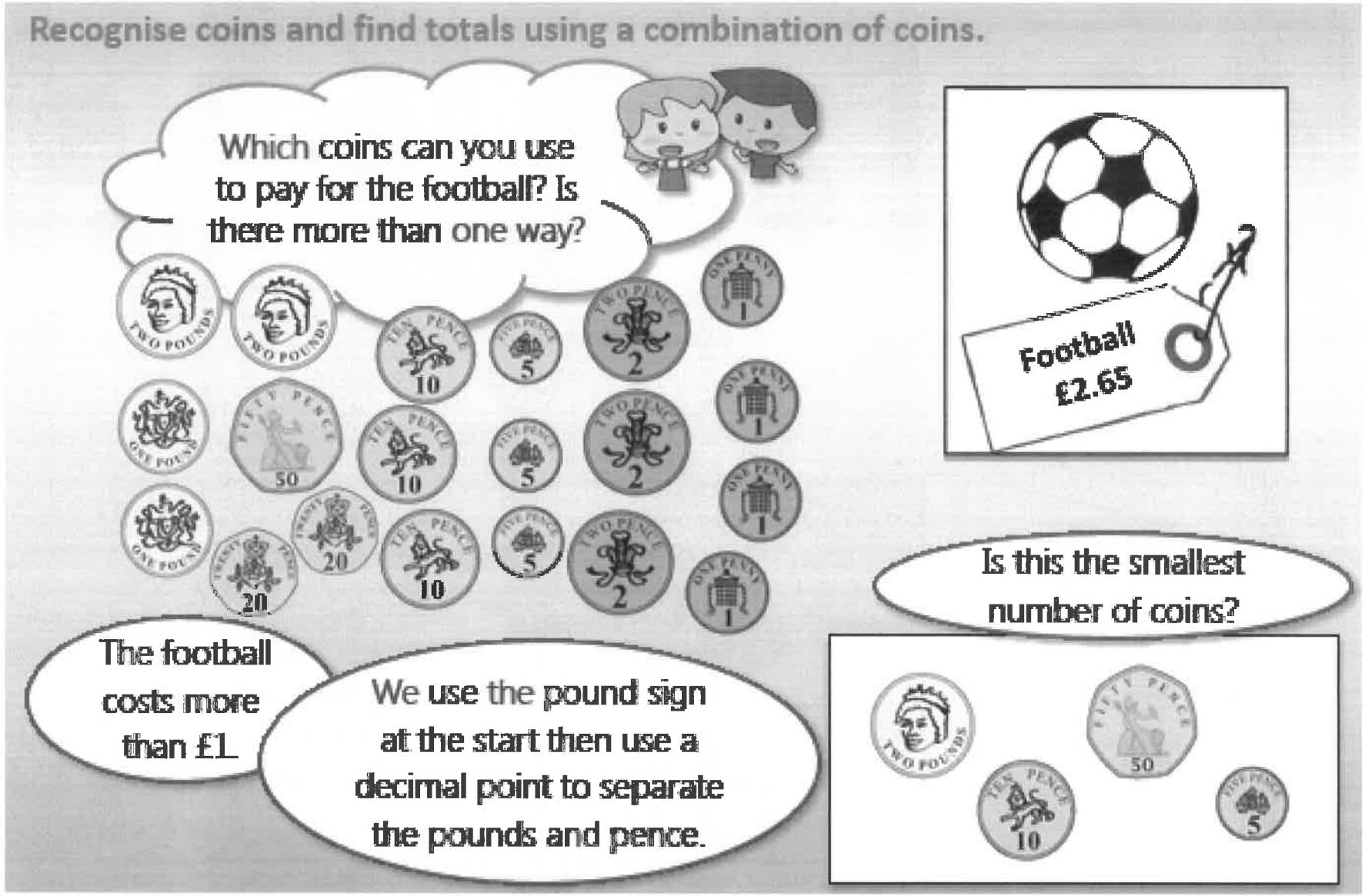


Learning Reminders



Practice Sheet Mild

Making amounts using multiple coins

Look at the amounts below. Can you draw the coins for each one? You must always use 3 or more coins.

50p
14p
25p
43p
37p
20p
19p

Practice Sheet Hot

Making amounts using multiple coins

Look at the amounts below. Can you draw the coins for each one? You must always use 3 or more coins.

50p							
75p							
99p							
86p							
£1.35							
£1.57							
£1.68							

Challenge

Ben has six coins in his pocket. Three are silver and three are copper. Can you suggest five different possible amounts of money he might have?

Practice Sheet Answers

Making amounts using multiple coins (mild)

Answers could include the following:

50p	10p	10p	10p	10p	10p		
	20p	20p	10p				
	10p	10p	10p	10p	5p	5p	
	10p	10p	10p	5p	5p	5p	5p
	20p	10p	10p	5p	5p		
	20p	20p	5p	5p			
14p	10p	2p	2p				
	10p	2p	1p	1p			
	10p	1p	1p	1p	1p		
	5p	5p	2p	2p			
	5p	5p	1p	1p	1p	1p	
	5p	2p	2p	2p	2p	1p	
	2p	2p	2p	2p	2p	2p	2p
25p	20p	5p					
	20p	1p	1p	1p	1p	1p	
	20p	2p	2p	1p			
	20p	2p	1p	1p	1p		
	10p	10p	5p				
	10p	10p	1p	1p	1p	1p	1p
	10p	10p	2p	2p	1p		
	10p	10p	2p	1p	1p	1p	
	5p	5p	5p	5p	5p		
	5p	5p	5p	5p	2p	2p	1p
43p	20p	20p	2p	1p			
	20p	20p	1p	1p	1p		
	20p	10p	10p	2p	1p		
	20p	10p	10p	1p	1p	1p	
	10p	10p	10p	10p	1p	1p	1p
	10p	10p	10p	10p	2p	1p	
	20p	10p	5p	5p	1p	1p	1p
	20p	10p	5p	5p	2p	1p	
37p	20p	10p	5p	2p			
	20p	10p	5p	1p	1p		
	10p	10p	10p	5p	2p		
	10p	10p	10p	5p	1p	1p	
	20p	5p	5p	5p	2p		
	20p	5p	5p	5p	1p	1p	
20p	10p	5p	5p				
	5p	5p	5p	5p			
	10p	5p	2p	1p	1p	1p	
	10p	5p	2p	2p	1p		
	5p	5p	5p	2p	2p	1p	
	5p	5p	5p	2p	1p	1p	1p
19p	10p	5p	2p	2p			
	10p	5p	1p	1p	1p	1p	
	10p	5p	2p	1p	1p		
	10p	2p	2p	2p	2p	1p	
	5p	5p	5p	2p	2p		
	5p	5p	5p	2p	1p	1p	

Making amounts using multiple coins (hot)

Answers could include the following:

50p	10p	10p	10p	10p	10p		
	20p	20p	10p				
	10p	10p	10p	10p	5p	5p	
	10p	10p	10p	5p	5p	5p	5p
	20p	10p	10p	5p	5p		
	20p	20p	5p	5p			
75p	50p	20p	5p				
	50p	10p	10p	5p			
	50p	10p	5p	5p	5p		
	50p	10p	5p	5p	2p	2p	1p
	20p	20p	20p	10p	5p		
	20p	20p	20p	5p	5p	5p	
	20p	20p	20p	10p	2p	2p	1p
	20p	20p	10p	10p	10p	5p	
	20p	20p	10p	10p	5p	5p	5p
99p	50p	20p	20p	5p	2p	2p	
	50p	20p	20p	5p	2p	1p	1p
	50p	20p	10p	10p	5p	2p	2p
86p	50p	20p	10p	5p	1p		
	50p	10p	10p	10p	5p	1p	
	50p	10p	10p	5p	5p	5p	1p
	50p	20p	10p	2p	2p	2p	
	50p	10p	10p	10p	2p	2p	2p
£1.35	£1	20p	10p	5p			
	£1	20p	5p	5p	5p		
	£1	20p	10p	2p	2p	1p	
	£1	20p	10p	2p	1p	1p	1p
	£1	10p	10p	10p	5p		
	£1	10p	10p	10p	2p	2p	1p
	£1	10p	10p	5p	5p	5p	
	£1	10p	5p	5p	5p	5p	5p
	50p	50p	20p	10p	5p		
	50p	50p	10p	10p	10p	5p	
	50p	50p	20p	5p	5p	5p	
	50p	50p	20p	10p	2p	2p	1p
	50p	20p	20p	10p	20p	10p	5p
£1.57	£1	50p	5p	2p			
	£1	50p	5p	1p	1p		
	£1	50p	2p	2p	2p	1p	
	£1	50p	2p	2p	1p	1p	1p
	50p	50p	50p	5p	2p		
	50p	50p	50p	5p	1p	1p	
	50p	50p	50p	2p	2p	2p	1p
	50p	50p	20p	20p	10p	5p	2p
£1.68	£1	50p		10p	5p	2p	1p
	£1	50p		10p	5p	1p	1p	1p
	£1	50p		5p	5p	5p	2p	1p
	£1	20p		20p	20p	5p	2p	1p
	50p	50p		50p	10p	5p	2p	1p

Challenge

Ben could have a number of different amounts. Make sure you have used 3 silver coins and 3 copper coins in calculating your answers.

A Bit Stuck?
Coin counting on

Play in pairs

Things you will need:
- A pot of 1p, 2p, 5p and 10p coins (two of each)

What to do:

- Take two coins out of the pot.
- Put the coin with the bigger number on it first.
  Count on the number on the other coin.
  Write the sum.
- Put the coins back.
  Pick two more coins. Find the total.
  Write the sum.
- Write as many different sums as you can.

5p + 2p = 7p

10p + 2p =

S-t-r-e-t-c-h:
Add a 20p coin to your pot and start again.

Learning outcomes:
- I can find the total of two coins (answers up to 20p).
- I am beginning to find the total of two coins (answers up to 30p).

Check your understanding
Questions

Amit makes £1.15 in three different ways using different coins.
He never uses any 'copper' coins.
Suggest three ways.
One uses 5 coins – can you find it?

Fold here to hide answers:

Check your understanding
Answers

Amit makes £1.15 in three different ways using different coins.
He never uses any 'copper' coins.
Suggest three ways.
One uses 5 coins – can you find it?
£1 + 10p + 5p (3 coins).
50p + 50p + 10p + 5p (4 coins).
50p + 50p + 5p + 5p + 5p (5 coins).
50p + 20p + 20p + 20p + 5p (5 coins).
Other solutions are possible with multiple 20ps, 10ps and 5ps.
Do children have a strategy, e.g. starting with a larger value coin, or do they start with multiple 20p or 10ps?

Year 2: Week 1, Day 3
Finding change

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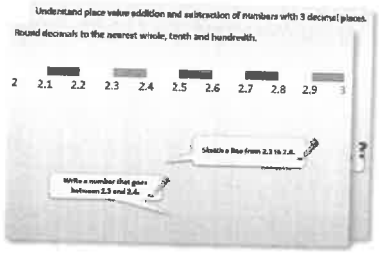

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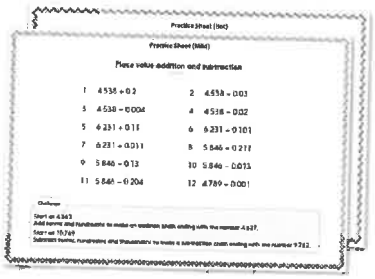
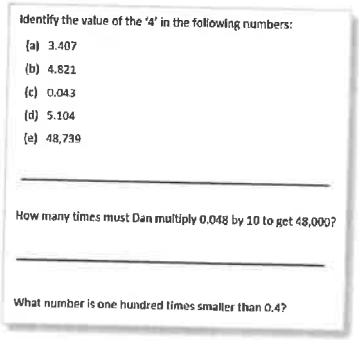
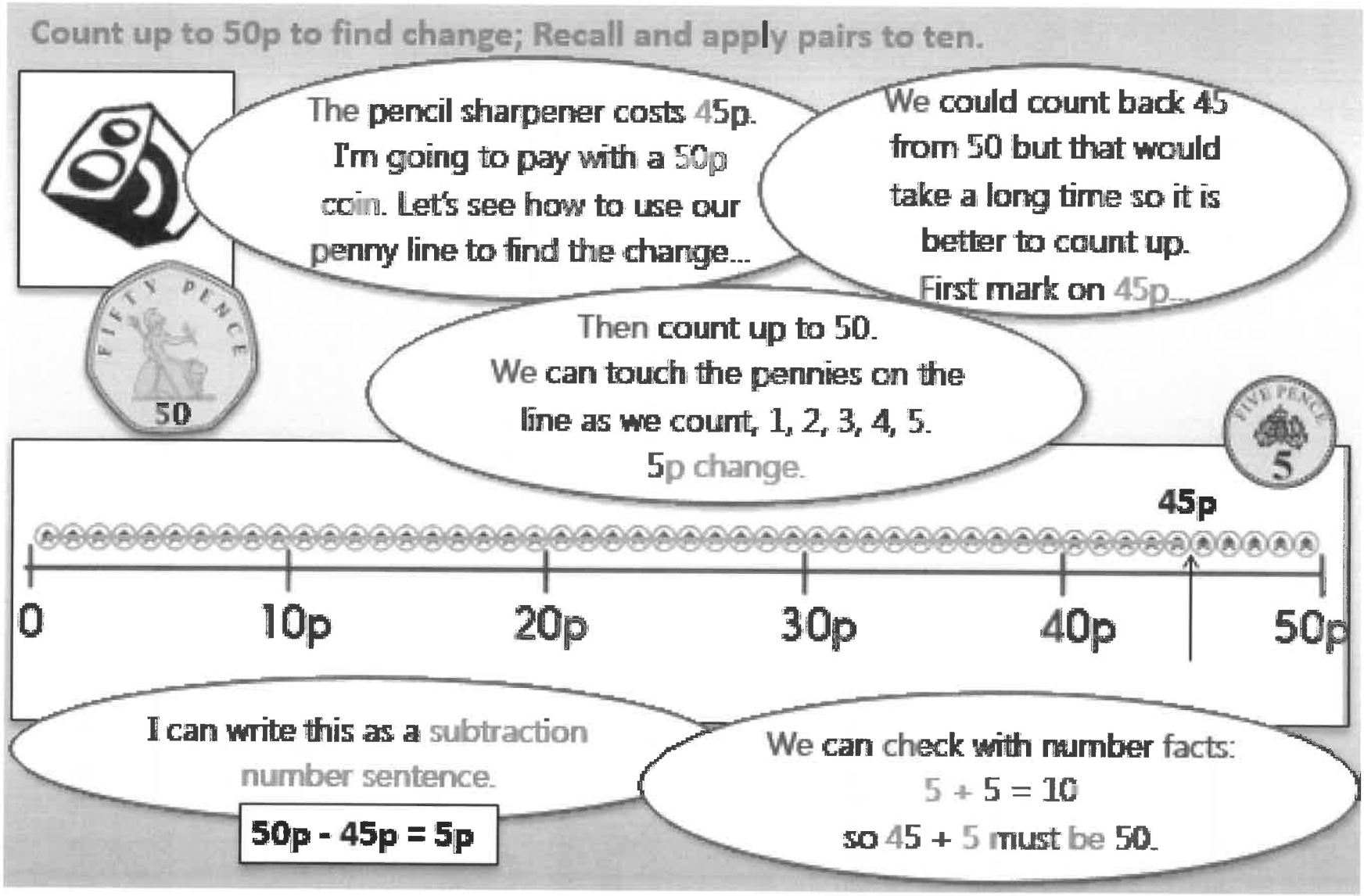


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



Learning Reminders



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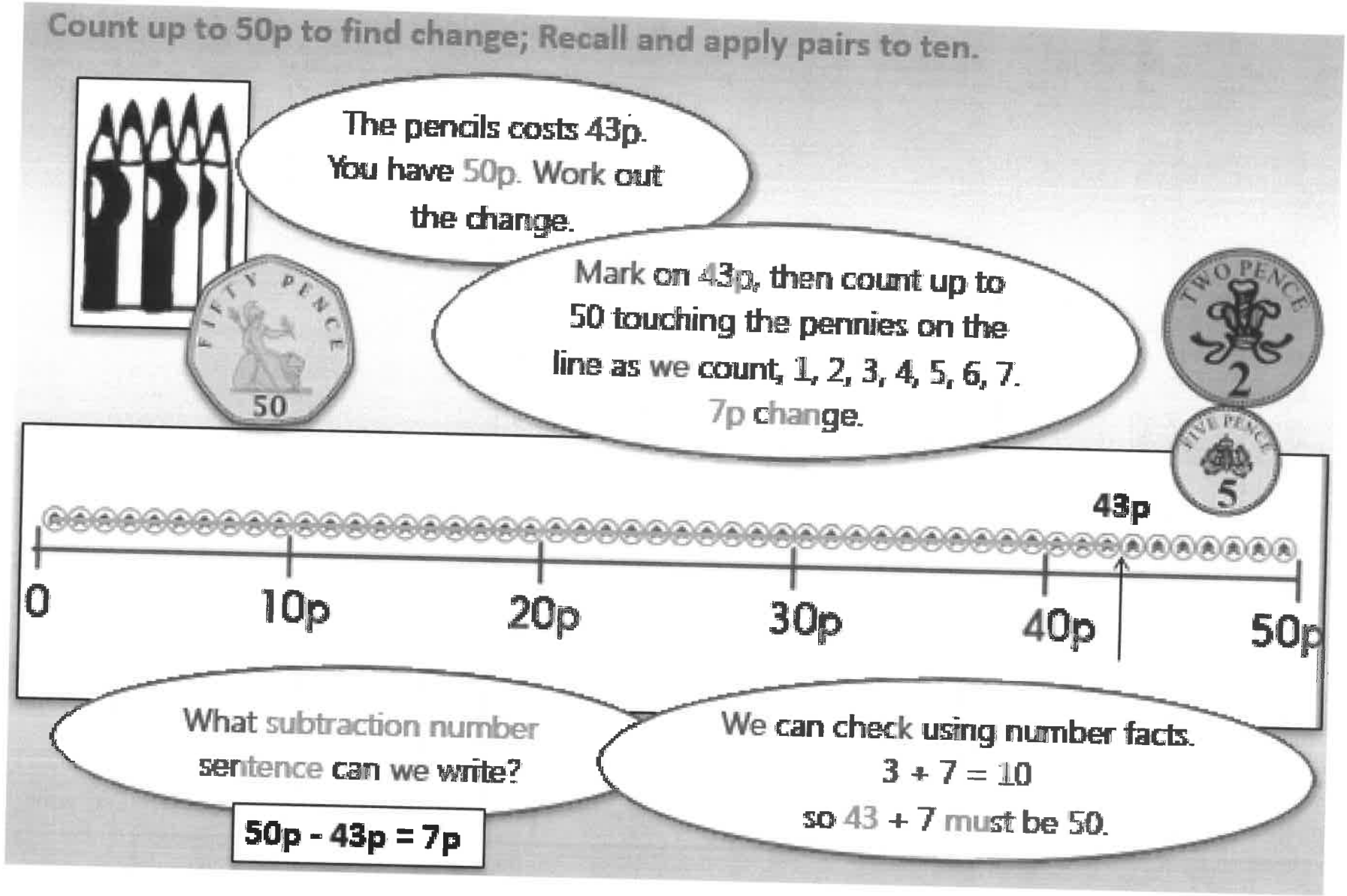


Practice Sheet Mild

Finding change using pairs to 10

How much change will you get from 10p if you spend the following amounts?
Write the subtraction sentence for each amount.

6p *10p – 6p = 4p*

5p

8p

4p

1p

7p

9p

2p

How much change will you get from 20p if you spend the following amounts?
Write the subtraction sentence for each amount.

6p *20p – 6p = 14p*

8p

3p

10p

12p

9p

14p

Practice Sheet Hot
Finding change using pairs to 10

How much change will you get from 50p if you spend the following amounts?
Write the subtraction sentence for each amount.

46p *50p – 46p = 4p*

48p

44p

41p

37p

35p

39p

These amounts are your change from 50p. How much did you spend?
Write the subtraction sentence for each.

4p *50p – 4p = 46p*

3p

8p

9p

11p

Practice Sheet Answers

Finding change using pairs to 10 (mild)

5p	10p - 5p = 5p
8p	10p - 8p = 2p
4p	10p - 4p = 6p
1p	10p - 1p = 9p
7p	10p - 7p = 3p
9p	10p - 9p = 1p
2p	10p - 2p = 8p

8p	20p - 8p = 12p
3p	20p - 3p = 17p
10p	20p - 10p = 10p
12p	20p - 12p = 8p
9p	20p - 9p = 11p
14p	20p - 14p = 6p

Finding change using pairs to 10 (hot)

48p	50p - 48p = 2p
44p	50p - 44p = 6p
41p	50p - 41p = 9p
37p	50p - 37p = 13p
35p	50p - 35p = 15p
39p	50p - 39p = 11p

3p	50p - 3p = 47p
8p	50p - 8p = 42p
9p	50p - 9p = 41p
11p	50p - 11p = 39p

A Bit Stuck?
Dinosaur day

Work in pairs

Things you will need:
- 1p, 2p, 5p and 10p coins
- Money lines
- A pencil

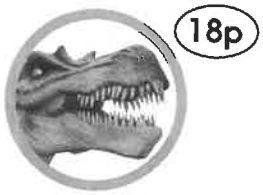
What to do:

- Take it in turns to be the shopkeeper and the customer.
- The customer chooses a sticker and gives the shopkeeper 20p.
- The shopkeeper uses the money line to find the change from 20p.
  The shopkeeper gives the change to the customer.
- Both people write the change by the sticker.

Change ☐p

Change ☐p

Change ☐p

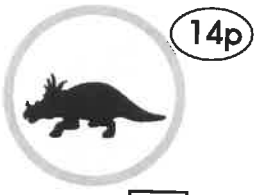


Change ☐p

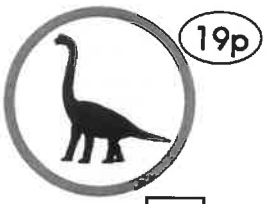
Change ☐p

Change ☐p

Change ☐p



Change ☐p

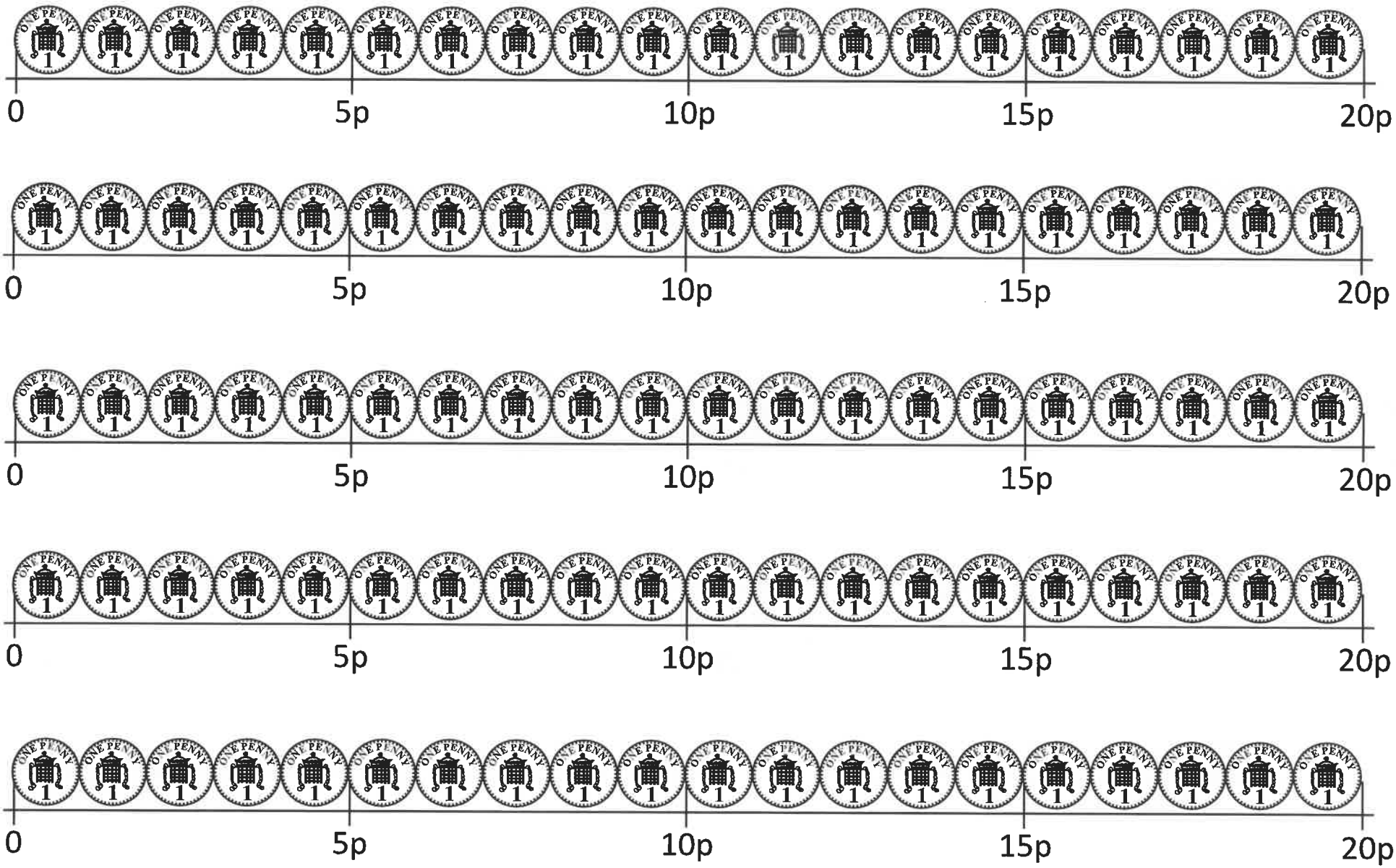


Change ☐p

S-t-r-e-t-c-h:
Use other coins, not just pennies to give the change.

Learning outcomes:
- I can find the change from 20p using a money line.
- I am beginning to pay change using coins other than pennies.

A Bit Stuck?
Dinosaur day



Check your understanding
Questions

Complete each sentence by writing the missing numbers:

47p + ☐ = 50p

50p - 43p = ☐

☐ + 39p = 50p

50p = ☐ + 45p

Fold here to hide answers:

Check your understanding
Answers

Complete each sentence by writing the missing numbers:

47p + 3p = 50p

50p – 43p = 7p

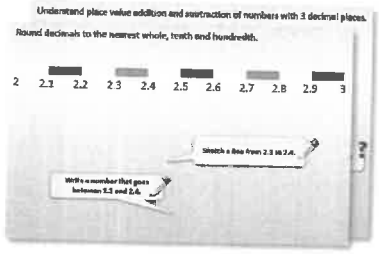
11p + 39p = 50p

50p = 5p + 45p

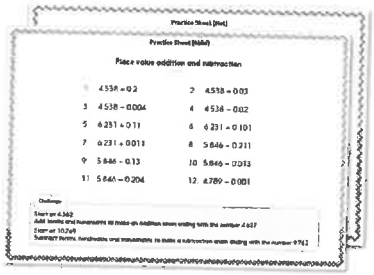
Year 2: Week 1, Day 4
Subtraction using Frog

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.

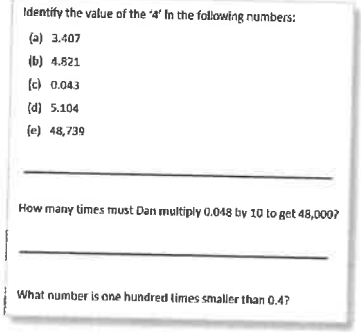


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

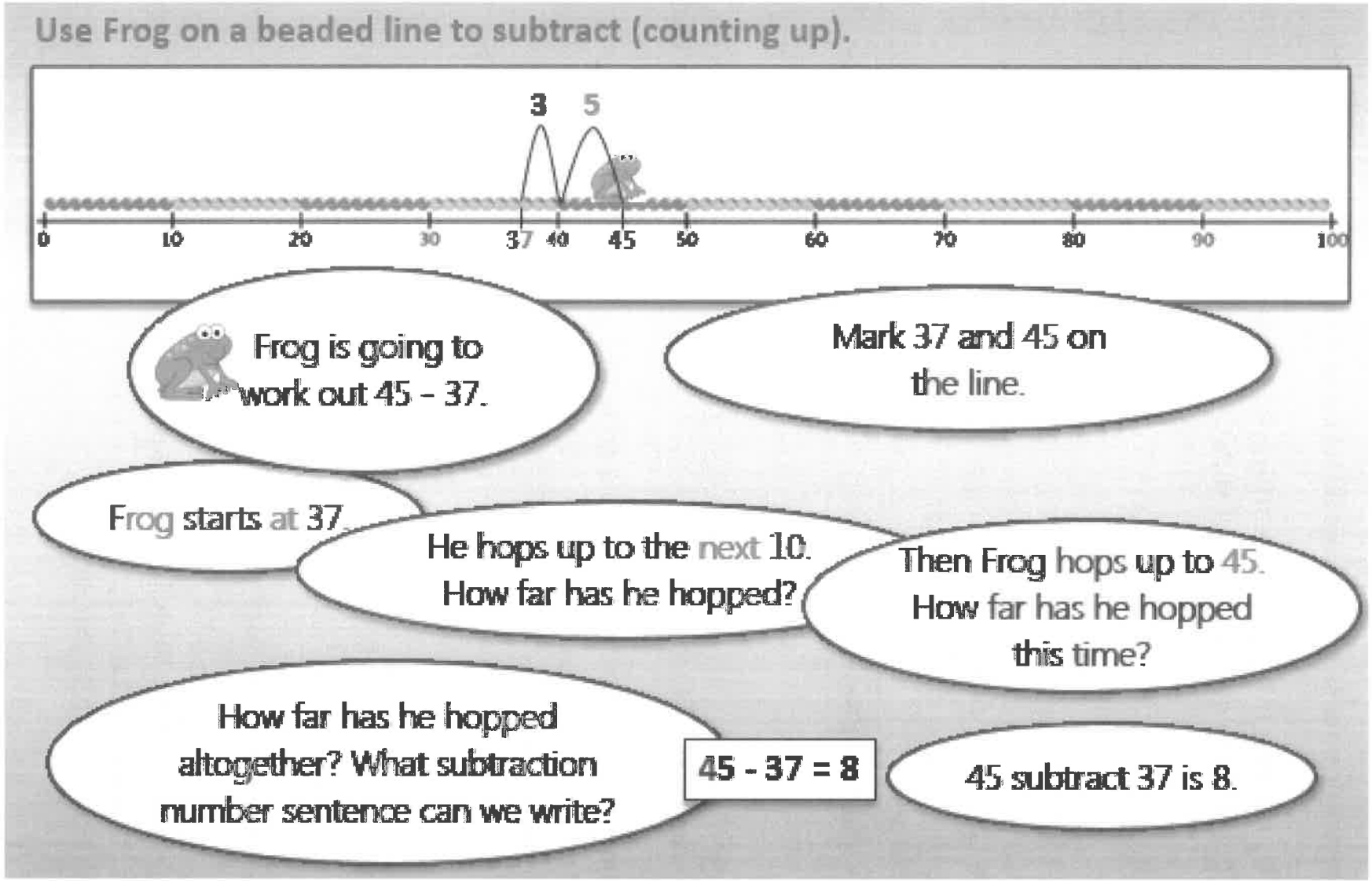


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

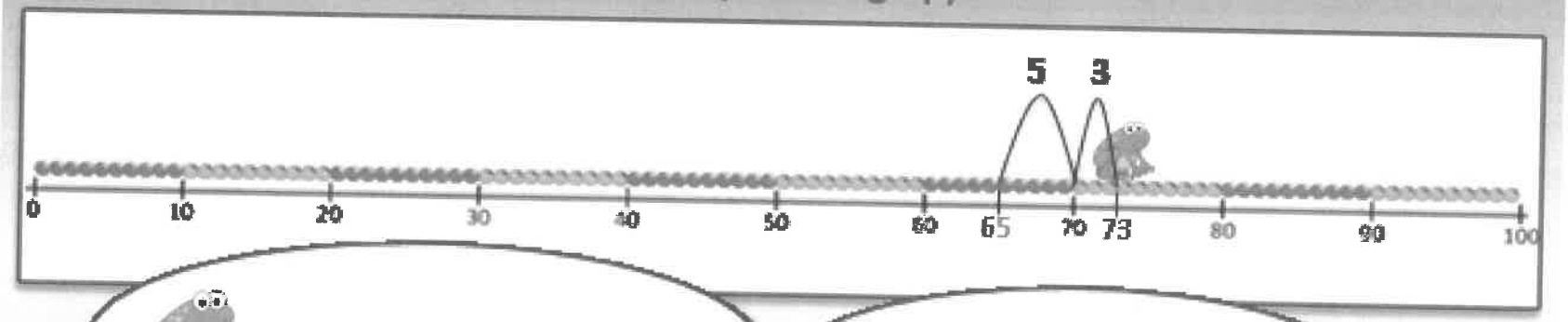


Learning Reminders



Learning Reminders

Use Frog on a beaded line to subtract (counting up).



Now let's try 73 – 65.

First mark 73 and 65 on the line.

Frog starts at 65, he always starts at the smaller number.

First he hops up to the next 10. How far has he hopped?

Then Frog hops up to 73. How far has he hopped this time?

How far has he hopped altogether? What subtraction number sentence can we write?

73 - 65 = 8

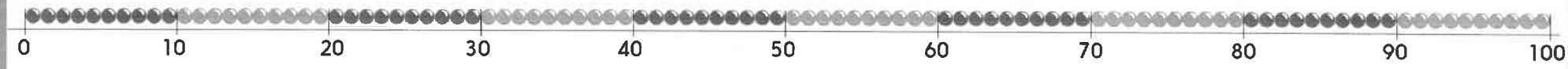
73 subtract 65 is 8.

Practice Sheet Mild

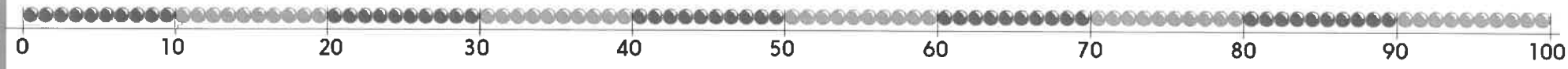
Subtracting 2-digit numbers by counting up

Use Frog (counting up) to solve the following subtractions:

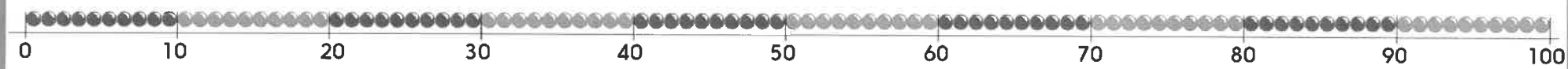
33 - 28



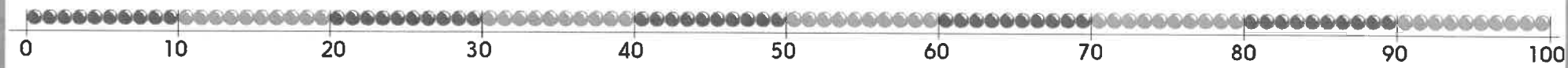
22 - 15



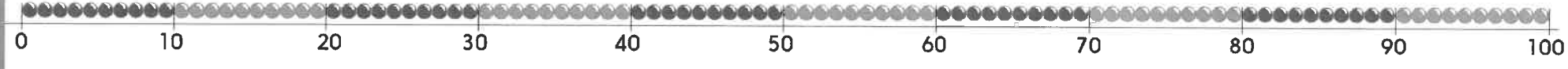
61 - 55



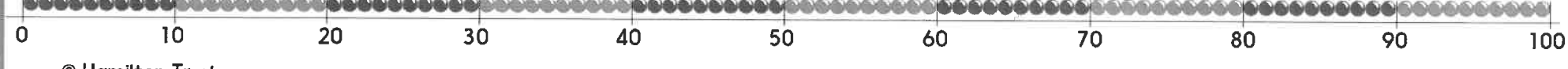
54 - 47



42 - 38

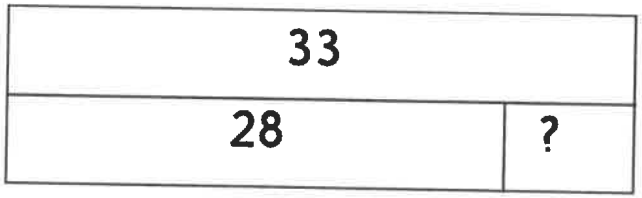


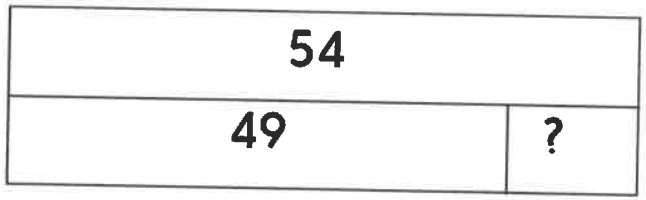
75 - 69

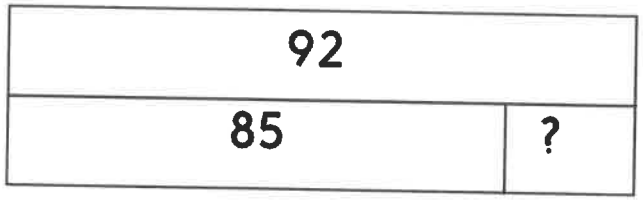


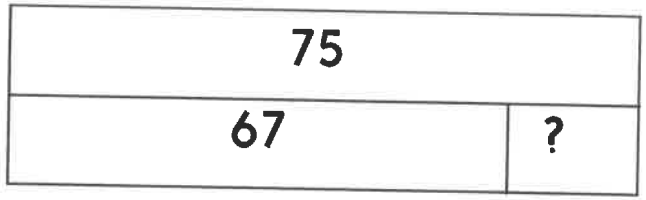
Practice Sheet Hot
Subtracting 2-digit numbers by counting up

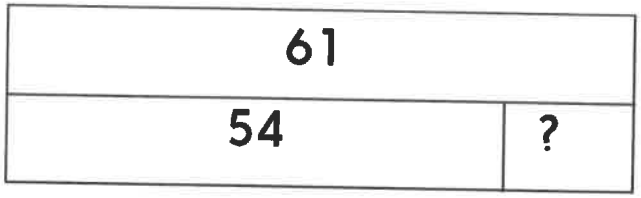
Look at the bar models. Use Frog (counting up) to find out the missing numbers.

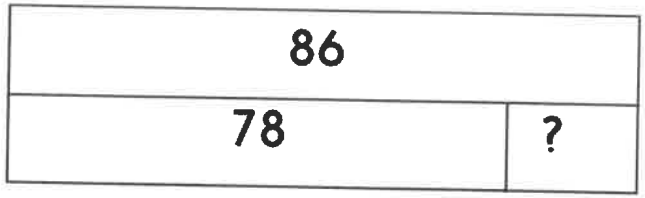












Challenge

Create your own bar pictures where the missing number is always 8 or 9.

Practice Sheets Answers

Subtracting 2-digit numbers by counting on (mild)

33 – 28 = 5
22 – 15 = 7
61 – 55 = 6
54 – 47 = 7
42 – 38 = 4
75 – 69 = 6

Subtracting 2-digit numbers by counting on (hot)

33 – 28 = 5
92 – 85 = 7
61 – 54 = 7
54 – 49 = 5
75 – 67 = 8
86 – 78 = 8

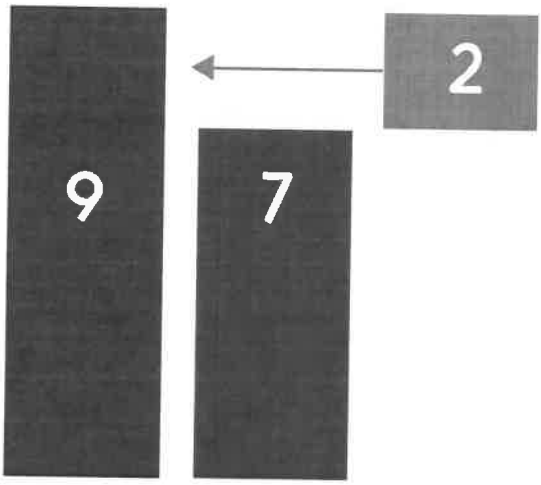
A Bit Stuck?
Tall towers

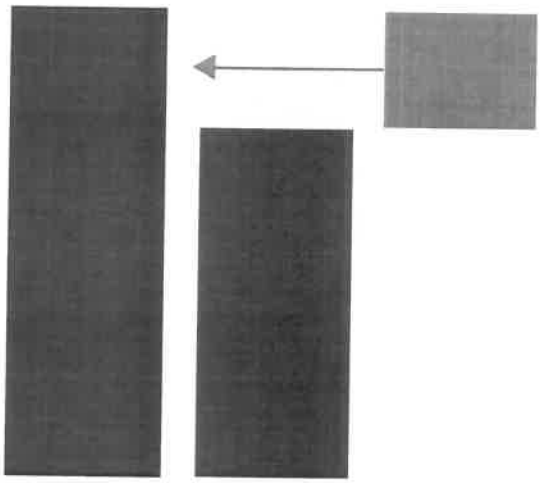
Work in pairs

Things you will need:
- Cubes or Lego bricks
- 6-15 number cards
- A pencil

What to do:

- Shuffle the number cards.
  Place face down in a pile.
- Take the top card.
  Build a tower using that number of cubes or bricks.
- Your partner does the same.
- What is the difference between your two towers?
  Write the three numbers in one of the pictures.
- Repeat with other pairs of cards.

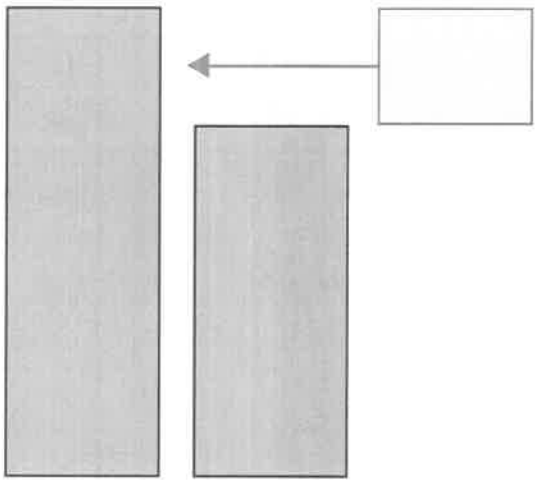


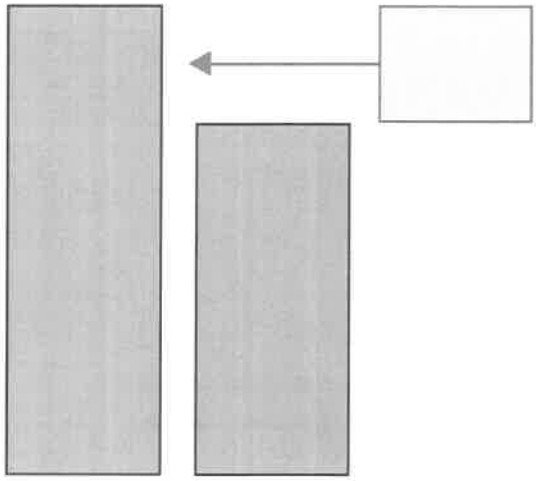


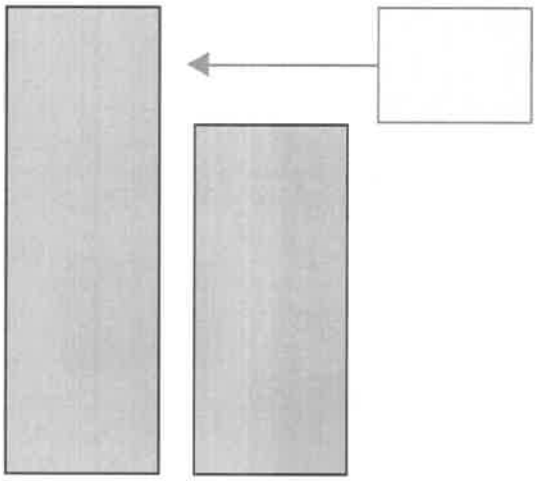
S-t-r-e-t-c-h:
Make a pair of towers with a difference of 3 cubes or bricks.
Write down the pair of numbers.

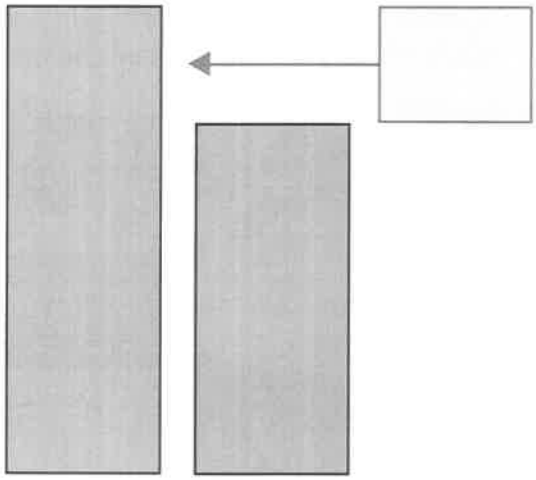
Learning outcomes:
- I can find a difference between pairs of towers.
- I am beginning to find pairs of towers with a given difference.

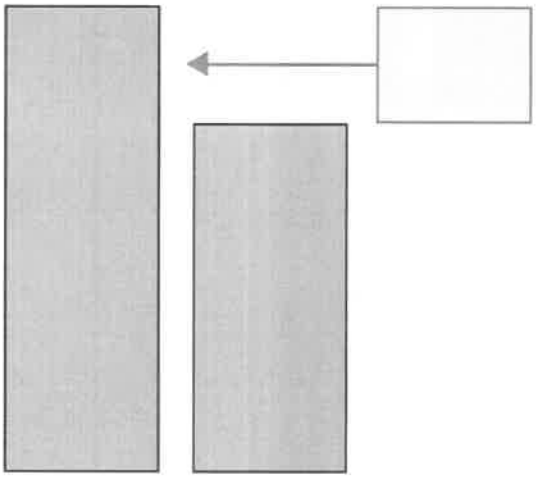
A Bit Stuck?
Tall towers

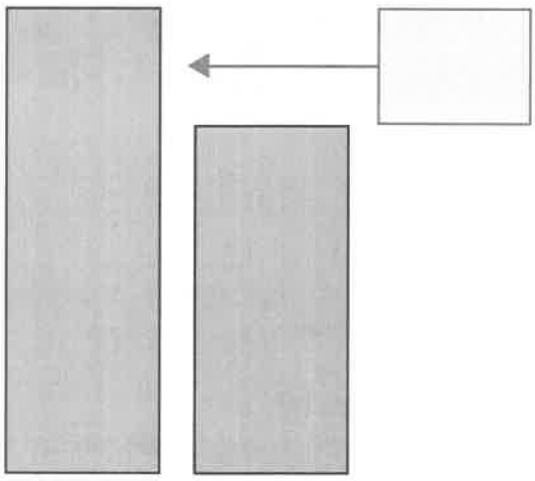












Check your understanding
Questions

Draw Frog's hops on a number line to show the difference between 43 and 36.
Draw Frog's hops on a number line to show 65 – 58.

Tell Frog how many hops he will need to do for each of these subtractions:

(a) 45 – 38

(b) 62 – 45

(c) 71 - 65

(d) 34 - 18

Now use Maths Frog to help you solve each one.
Were you right about the number of hops each time?

Fold here to hide answers:

Check your understanding
Answers

Draw Frog's hops on a number line to show the difference between 43 and 36. Hop of **4** to 40 then **3** to 43; 43 – 36 = **7**.
Draw Frog's hops on a number line to show 65 – 58.
Hop of **2** to 60 then **5** to 65; 65 – 58 = **7**.

Tell Frog how many hops he will need to do for each of these subtractions:

(a) 45 – 38 2 hops. 2, then 5

(b) 62 – 45 3 hops. 5, then 10 then 2

(c) 71 – 65 2 hops. 5, then 1

(d) 34 – 18 3 hops. 2, then 10 then 4

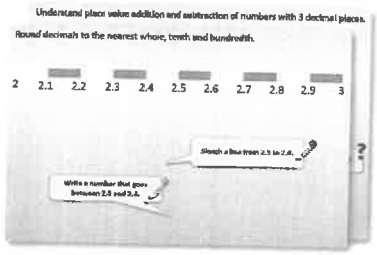
Now use Maths Frog to help you solve each one.
Were you right about the number of hops each time?

N.B. some children may realise that they can solve (b) and (d) in 2 hops – hops of 5 then 12 for (b) and hops of 2 then 14 for (d). This shouldn't be discouraged! The children's hops should clearly show that they understand how to use a 10s number as a bridge and that the answer to the subtraction is found by adding the hops.

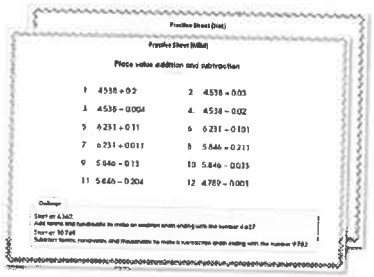
Year 2: Week 1, Day 5
Adding 2-digit numbers

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

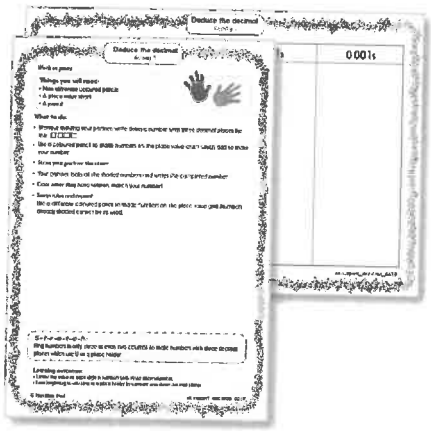
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



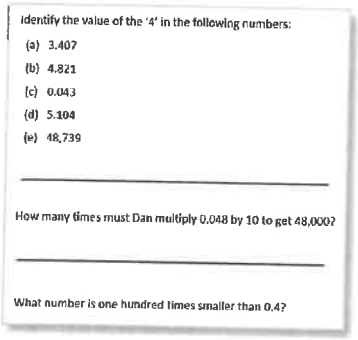
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



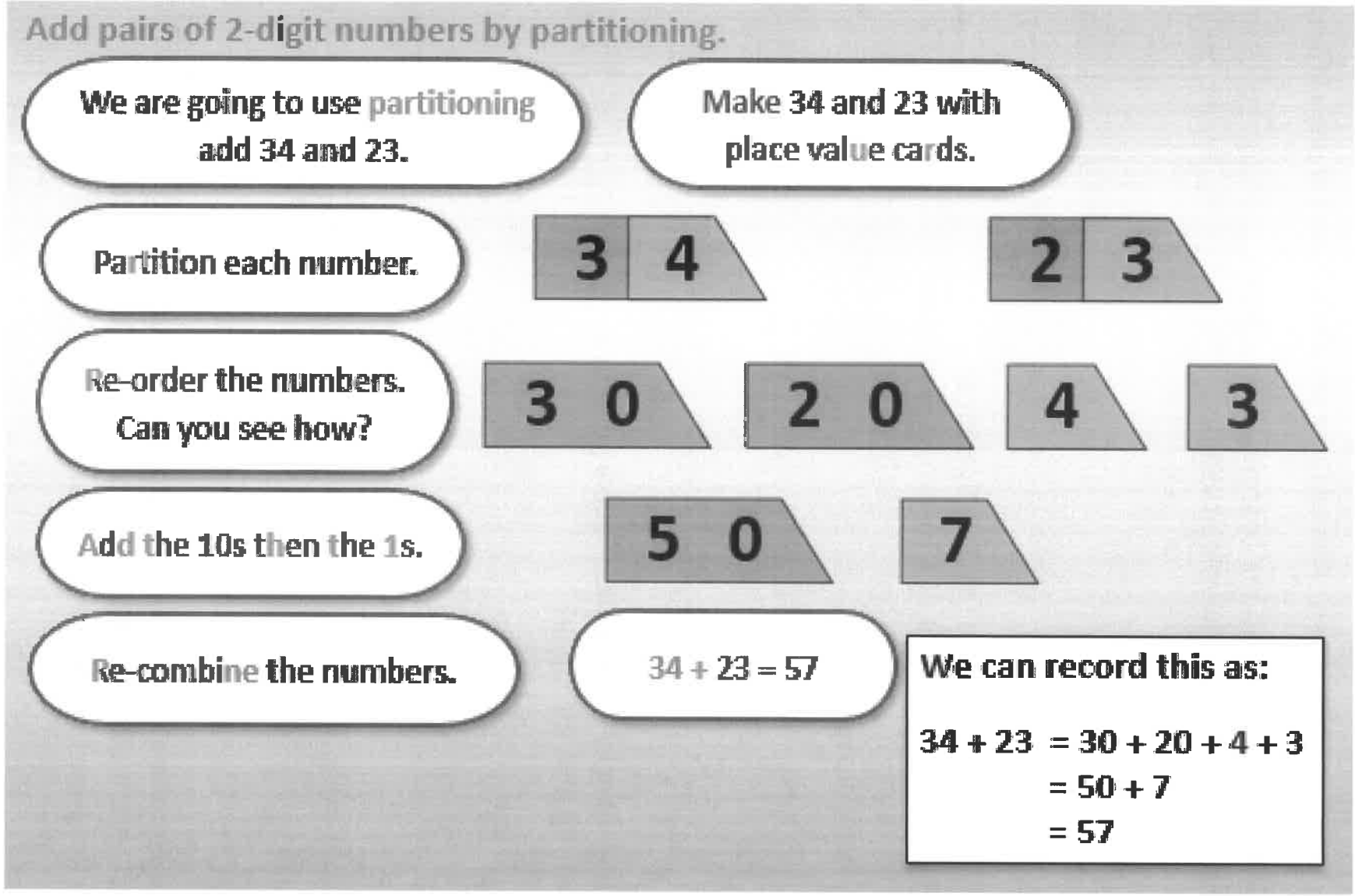
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



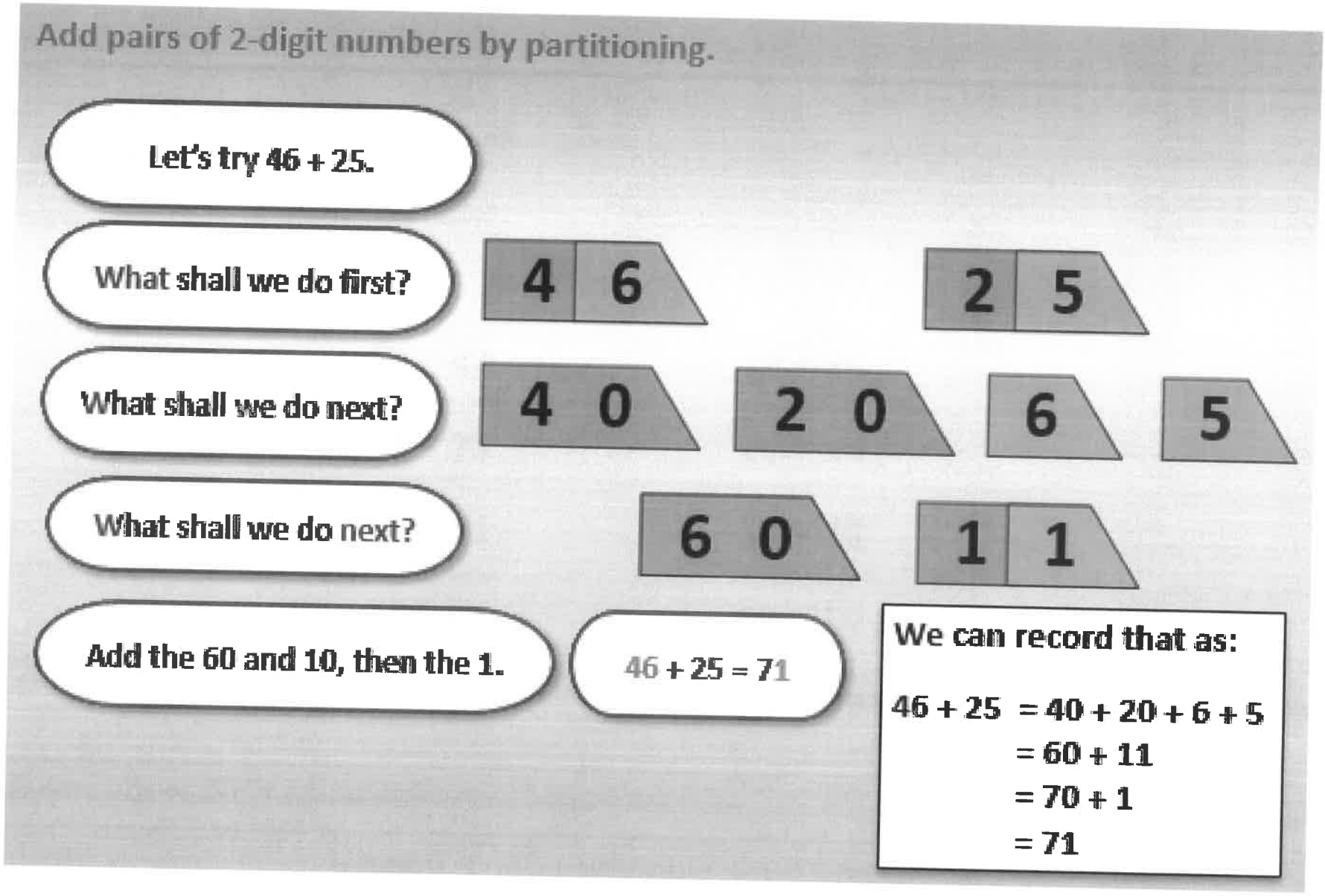
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



Learning Reminders



Practice Sheet Mild
Adding 2-digit numbers using partitioning

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

14 + 35	37 + 22
33 + 54	63 + 26
28 + 21	71 + 18
42 + 37	55 + 44
25 + 53	16 + 34

Challenge

Make up some calculations of your own, keeping the answers under 50.
How will you make sure the answer stays under fifty?

Practice Sheet Hot

Adding 2-digit numbers using partitioning

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

63 + 26	46 + 25
71 + 18	27 + 34
55 + 44	48 + 46
16 + 34	52 + 29
53 + 17	83 + 17

Challenge

Make up some calculations of your own, keeping the answers under 100.
How will you make sure the answer stays under a hundred?

Practice Sheets Answers

Adding 2-digit numbers using partitioning (mild)

14 + 35 = 49
33 + 54 = 87
28 + 21 = 49
42 + 37 = 79
25 + 53 = 78
37 + 22 = 59
63 + 26 = 89
71 + 18 = 89
55 + 44 = 99
16 + 34 = 50

Adding 2-digit numbers using partitioning (hot)

63 + 26 = 89
71 + 18 = 89
55 + 44 = 99
16 + 34 = 50
53 + 17 = 70
46 + 25 = 71
27 + 34 = 61
48 + 46 = 94
52 + 29 = 81
83 + 17 = 100

A Bit Stuck?
Six Beads

Practice recognising the place value of each digit in a two-digit number.

Click on the link: https://nrich.maths.org/152

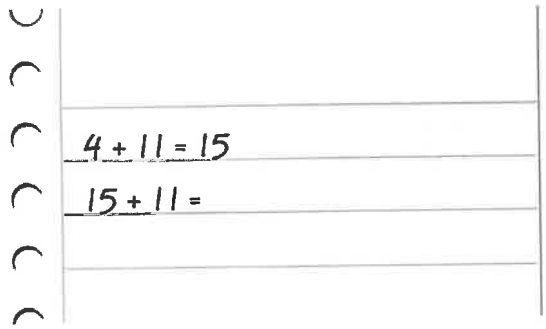
A Bit Stuck?
Down the stairs

Work in pairs

Things you will need:
- A 1-100 grid
- A pencil

What to do:

- Choose a number from the top row and ring it.
- Take it in turns to add 11, drawing the 'step'.
- Both record the addition.
- Keep adding 11 until you reach the end of a row.
- How many steps were in your staircase?
- Choose another square to start on using a different colour. Repeat the activity.



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

S-t-r-e-t-c-h:
Choose two numbers less than 90 and add 12 to them.

Learning outcomes:
- I can add 11 to numbers less than 90 on a 1-100 grid.
- I am beginning to add 12 to numbers less than 90.

A Bit Stuck?
Down the stairs

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

Check your understanding
Questions

Fill in the missing numbers:

65 + 24

add the 10s: 60 + ☐ = ☐

add the 1s: ☐ + 4 = ☐

so, 65 + 24 = ☐

46 + 35

☐ + 30 = ☐

6 + ☐ = ☐

so, 46 + 35 = ☐

Fold here to hide answers:

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

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 any weblinks or use of internet.

1. Download and read 'St George and the Dragon'

Slowly read the book together, taking turns to read each page.

2. Listen to an oral story

'St George and the Dragon' is told by Wilf Merttens.
https://www.youtube.com/watch?v=IgqO95n595Y&t=3s

3. Compare the two versions of the story

Consider what is the same and what is different about the stories.
Complete the *Comparing Stories* chart.

4. Now for some writing

In one of these tales, the girl being fed to the dragon was a healer.
In another she was a princess.
Who do you think she might have been? How was she chosen?
Use *Feed to the Dragon* for your writing.

Try these Fun-Time Extras

- Draw your own dragon.
- Write about what you do together.

Comparing Stories

What is the same?	What is different?
1.	1.
2.	2.
3.	3.

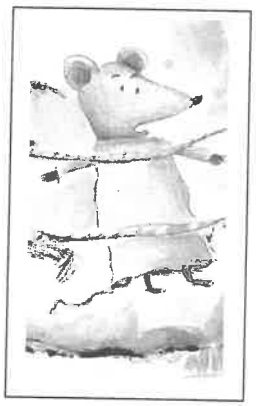
In the book we have...		In the oral story we have...

Cross one out

I liked book /oral story best because ...

Feed to the Dragon...

Imagine you are in charge of deciding how to choose the person to be fed to the dragon each month. Describe how you will choose to do this.



Now describe the first person who gets chosen.

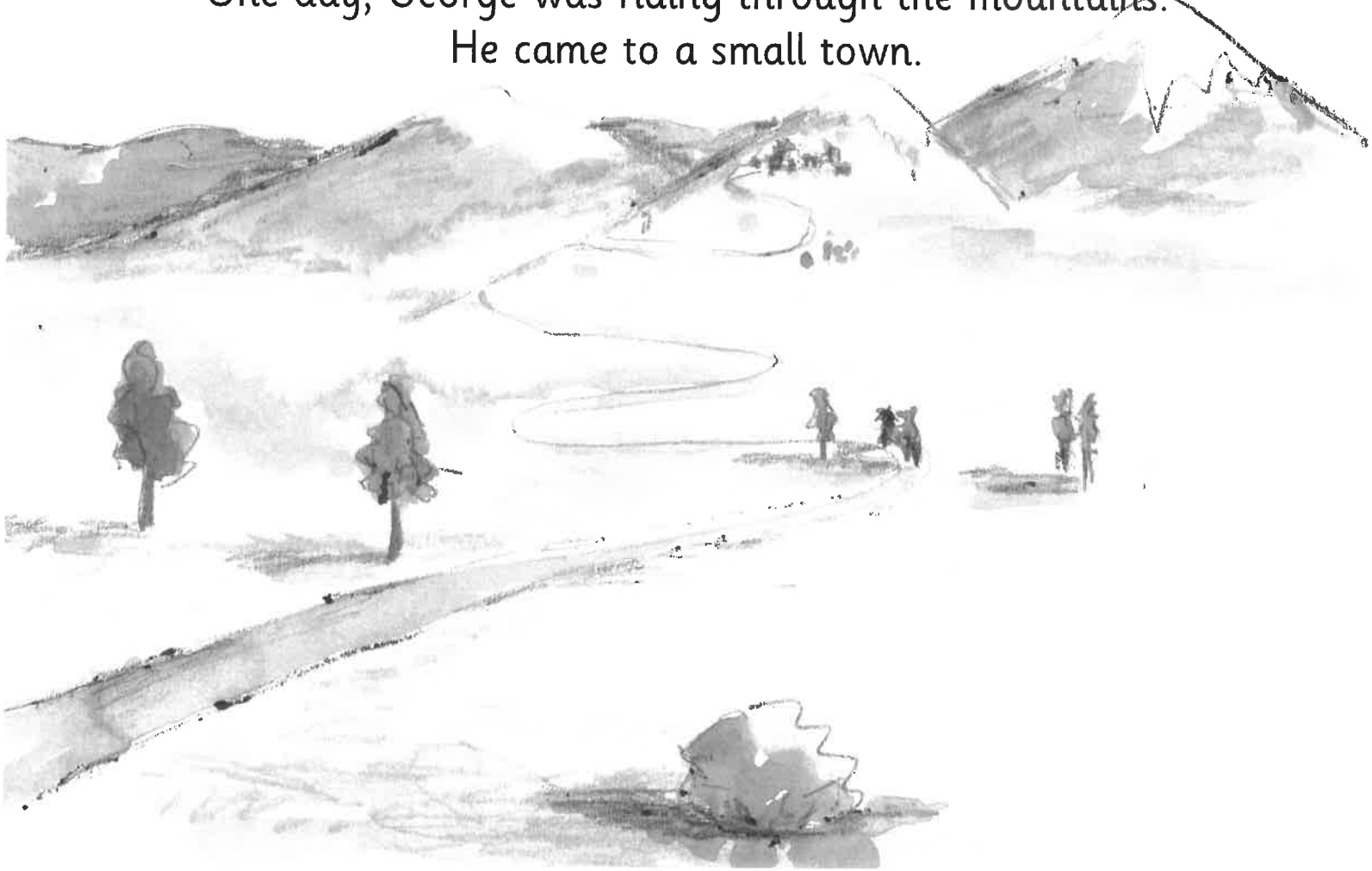
St George & the Dragon

Retold by Ruth Merttens
Illustrated by Anne Holm Petersen

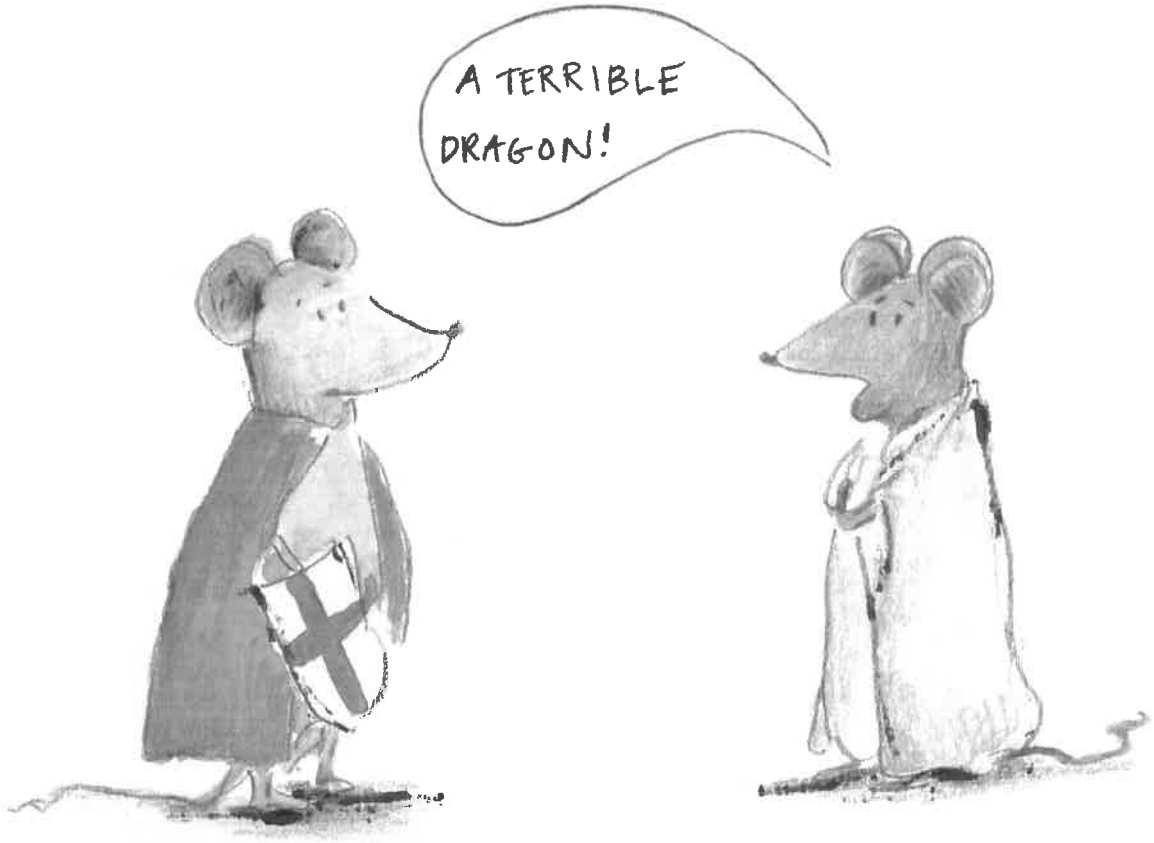
Once upon a time there was a knight.
His name was George.

George was part of the Roman army. Then he left to go and fight evil in the world.

One day, George was riding through the mountains.
He came to a small town.



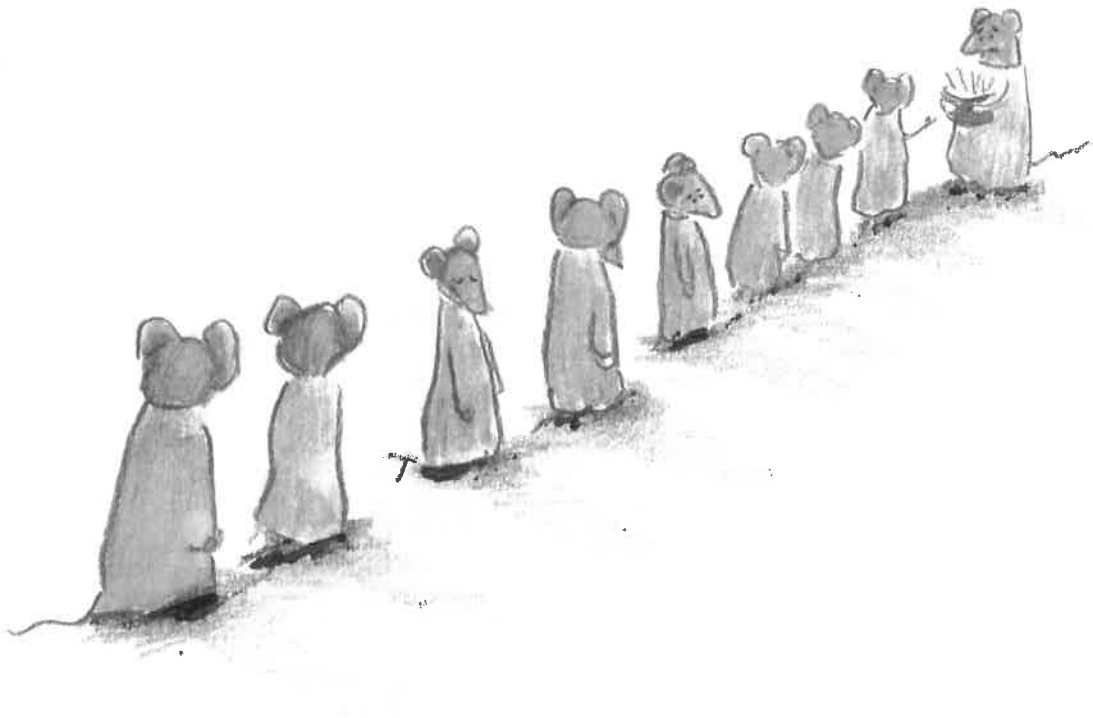
George saw that the town was very sad.
He asked some men why this was.



They told George about the TERRIFYING dragon who was holding the town to ransom.

They said, "The dragon breathes its poisonous breath. Men, women and children then get sick and die."

"So there is only one way that we can stop the dragon coming into the town and BREATHING the sickness over us," they told him.

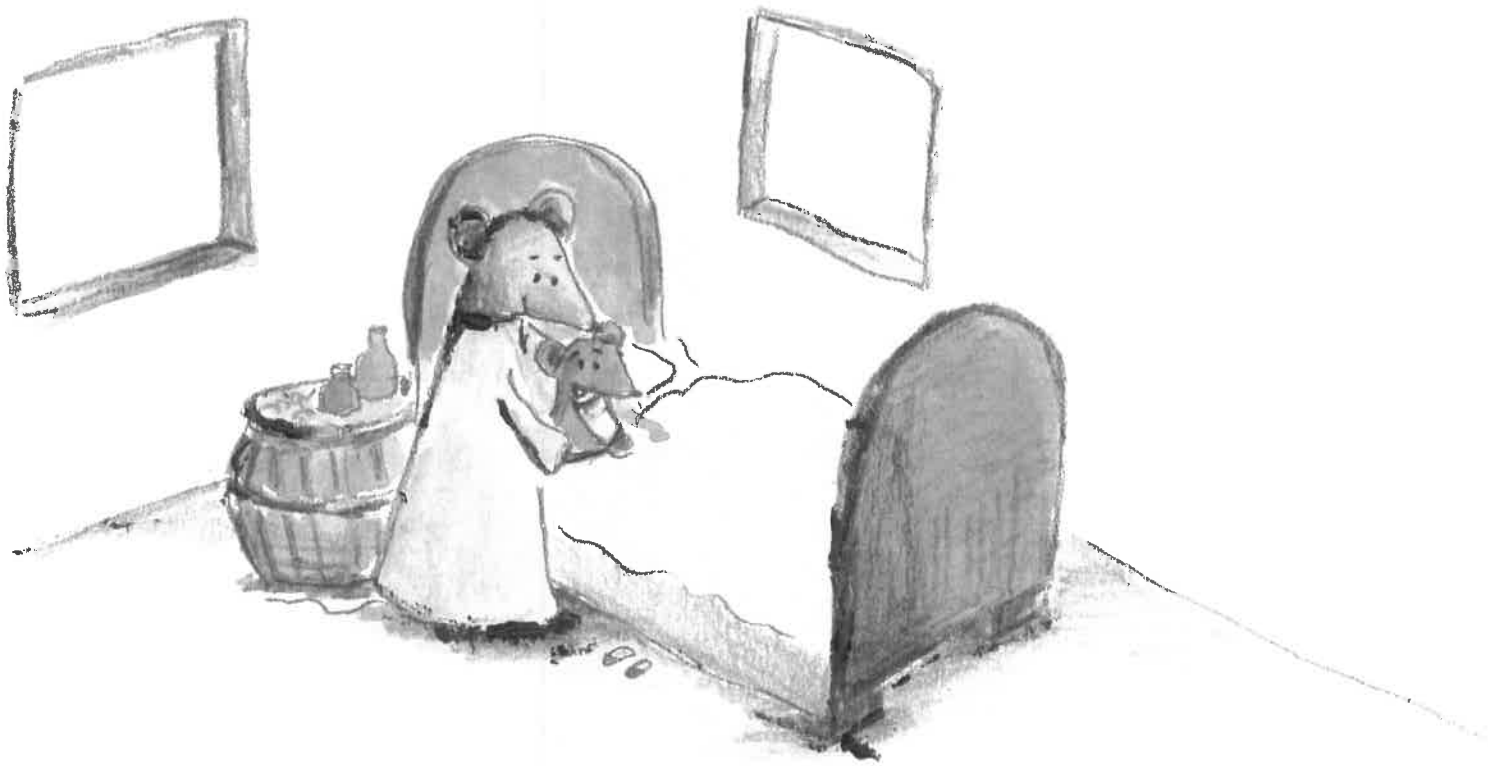


"Every month, all our girls take a straw from a pot. The one with the shortest straw is chosen."

"She is taken up the mountain and tied to a rock
outside the cave of the dragon."

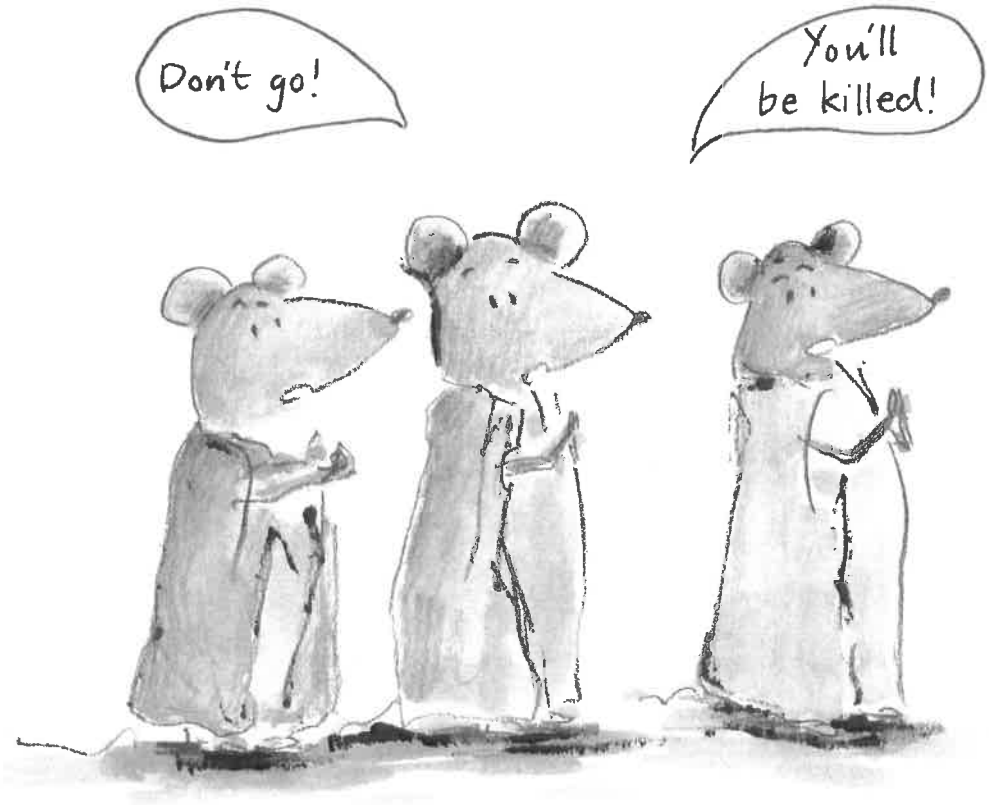
George was very shocked. "That is TERRIBLE!" he said sadly.

They told George that this month was the worst ever.
"The young maiden who is to be fed to the dragon is our healer."

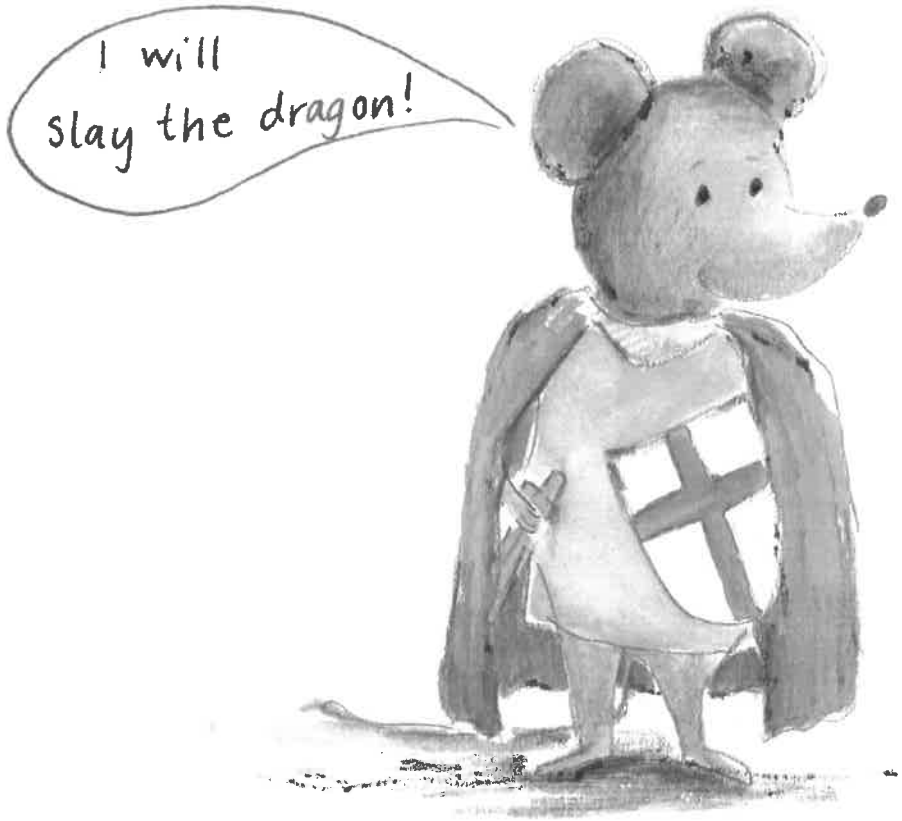


"She is amazing," a child told George. "She makes potions from herbs, and she often heals really sick children."

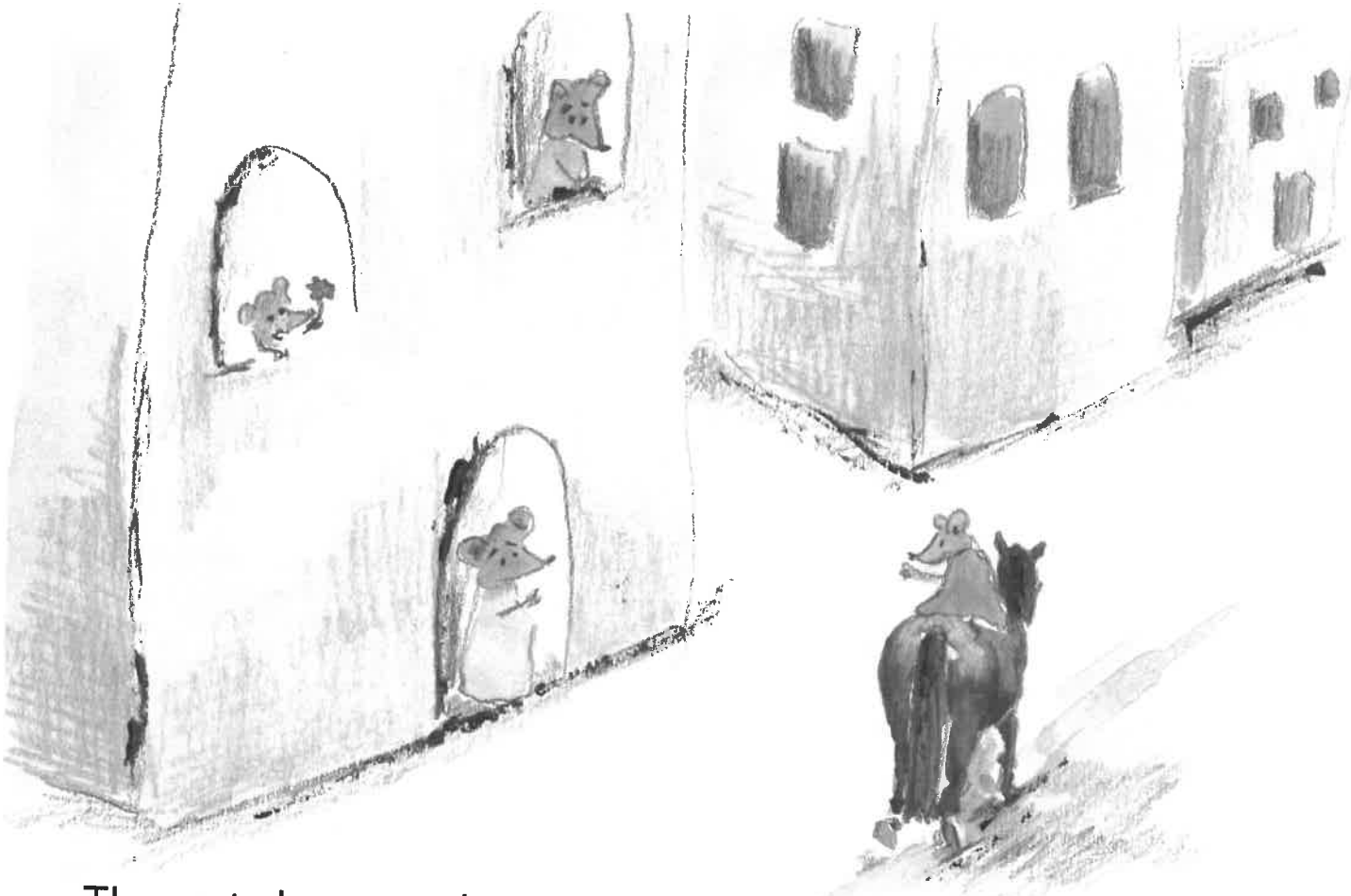
George knew he had to help. "I will go up the mountain to the dragon's cave," he said, "and I will kill the dragon."



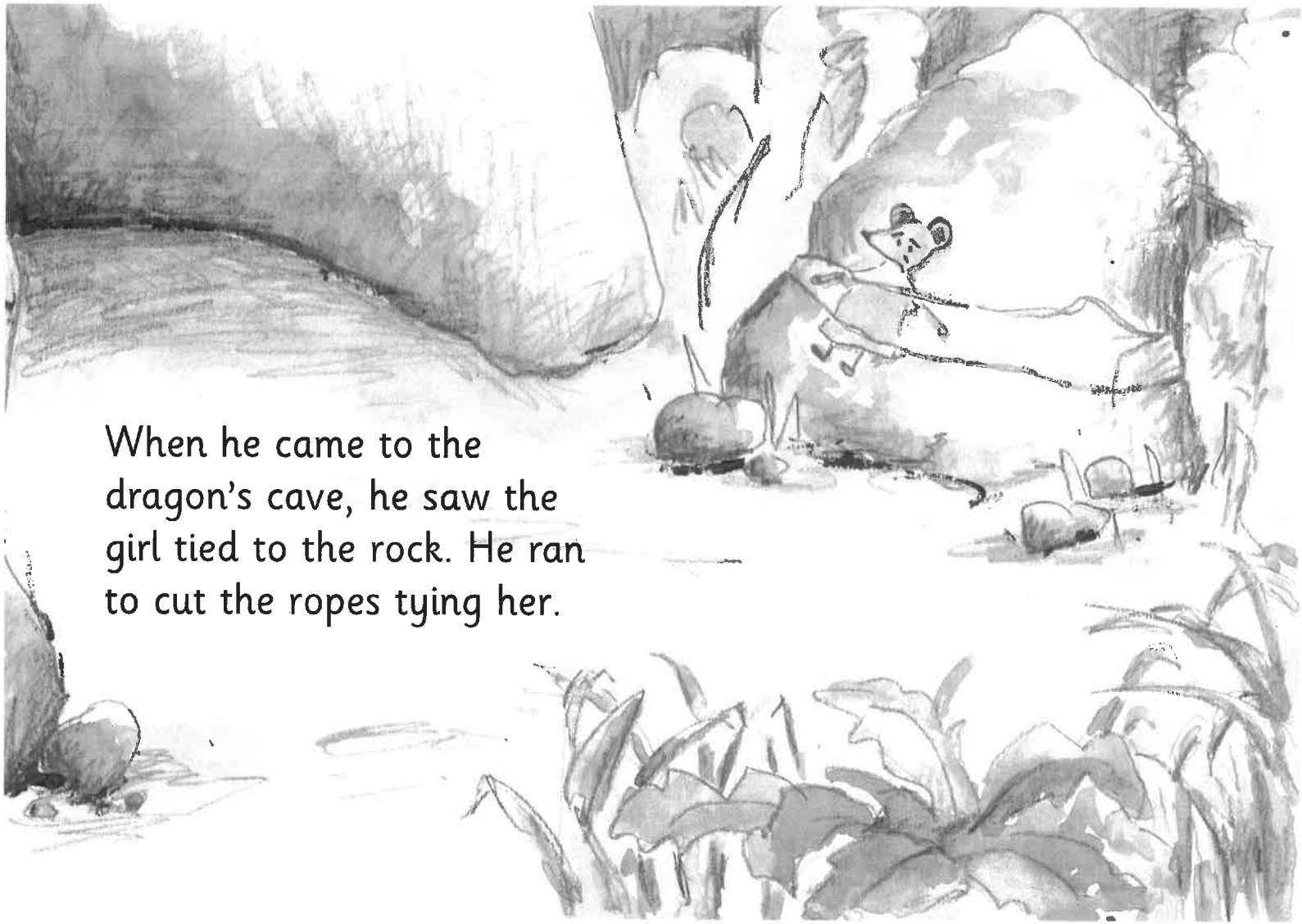
But the town folk tried to stop him.
"No!" they cried, "No! Many of our sons have tried.
The dragon kills anyone who tries to fight him."



But George was determined. "I will go," he said to the townsfolk, "and I will save your town from this terrible dragon."



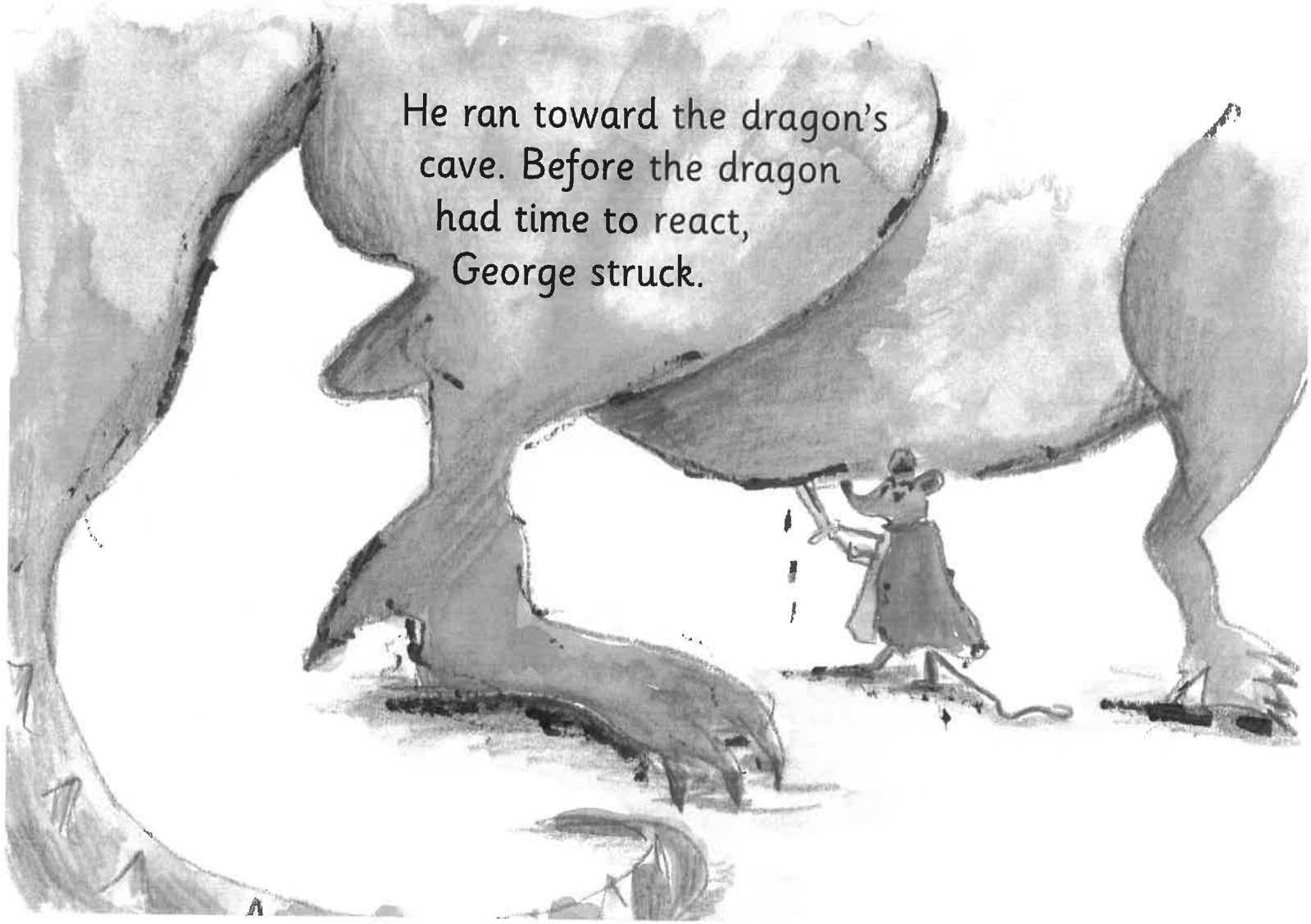
They tried to stop him, but George set off up the mountain. Soon it was too steep to take his faithful horse, so he tied her to a tree.

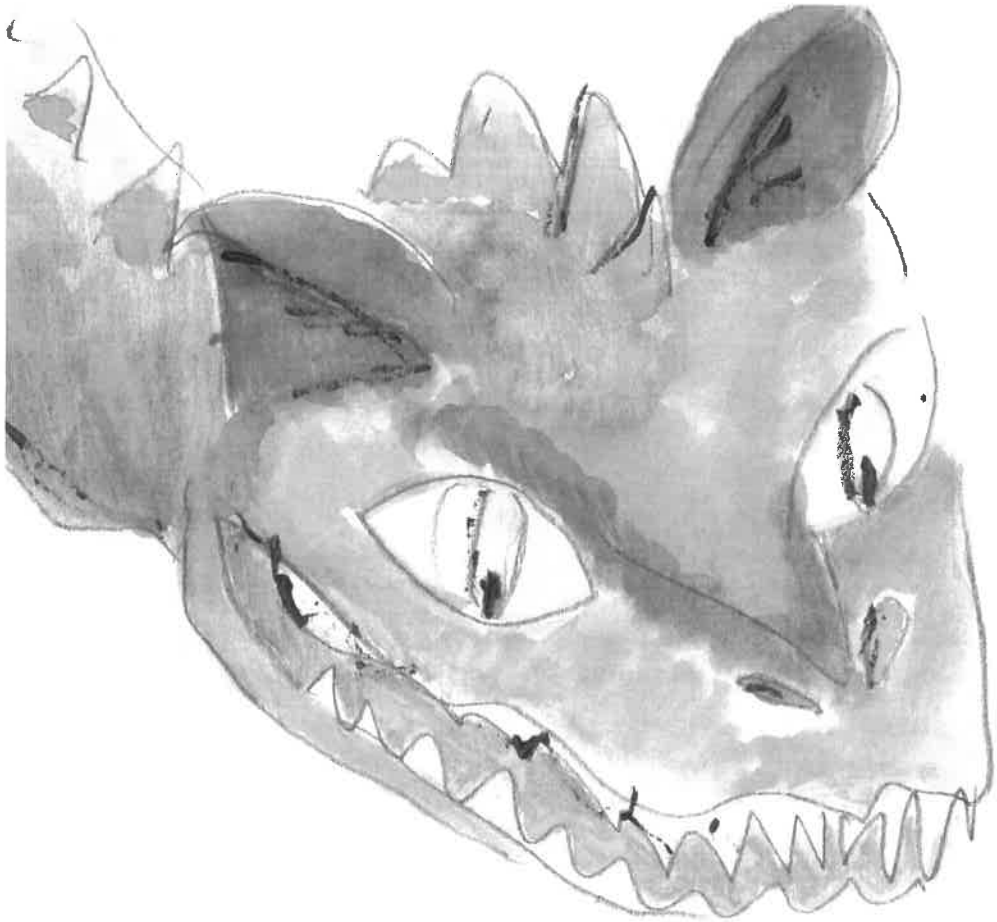


When he came to the dragon's cave, he saw the girl tied to the rock. He ran to cut the ropes tying her.

"Go back!" she cried, "The dragon will kill you! Go back to town."

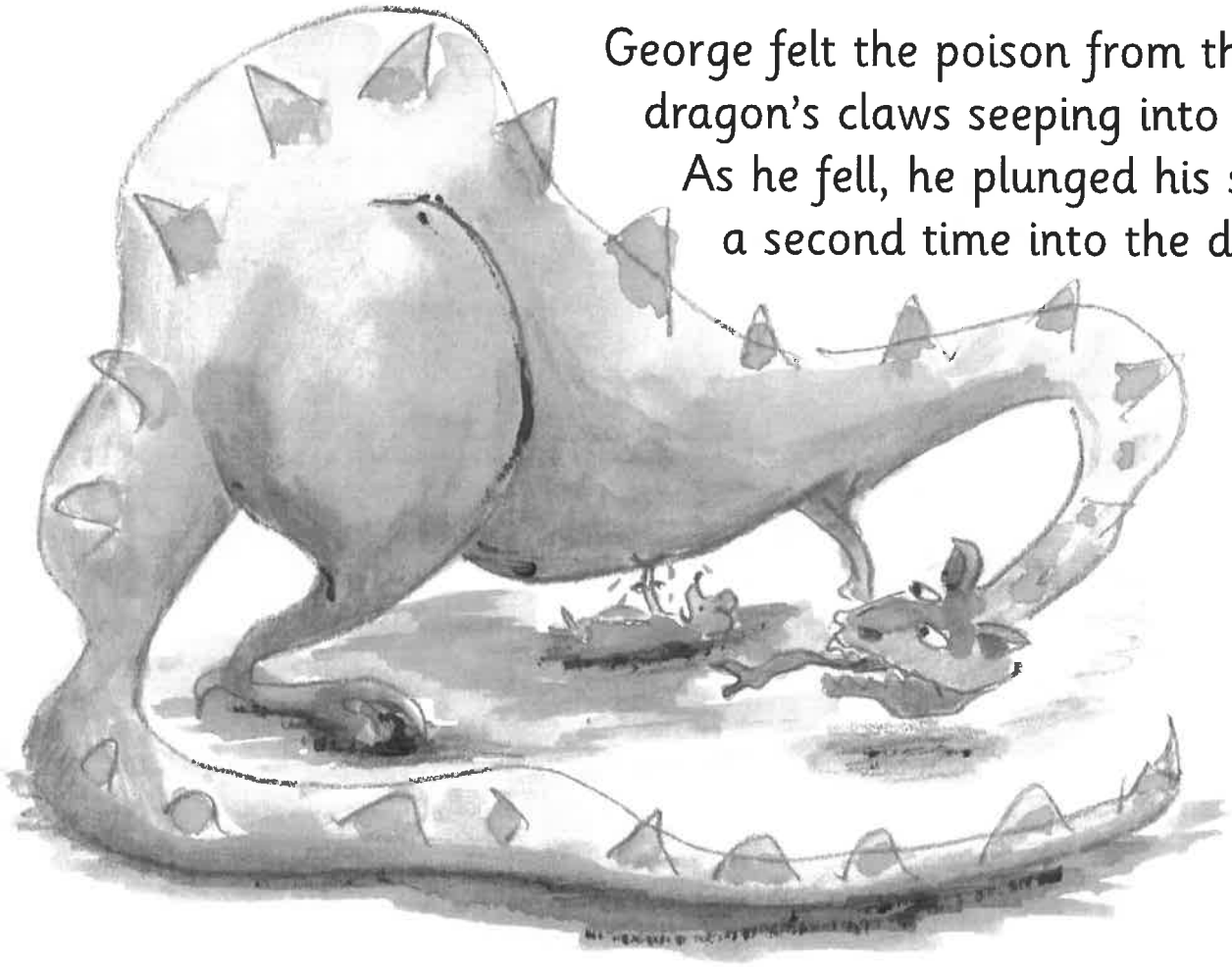
But George drew his sword and held it firm in both hands.
He knew that he had to be very quick.


He ran toward the dragon's
cave. Before the dragon
had time to react,
George struck.

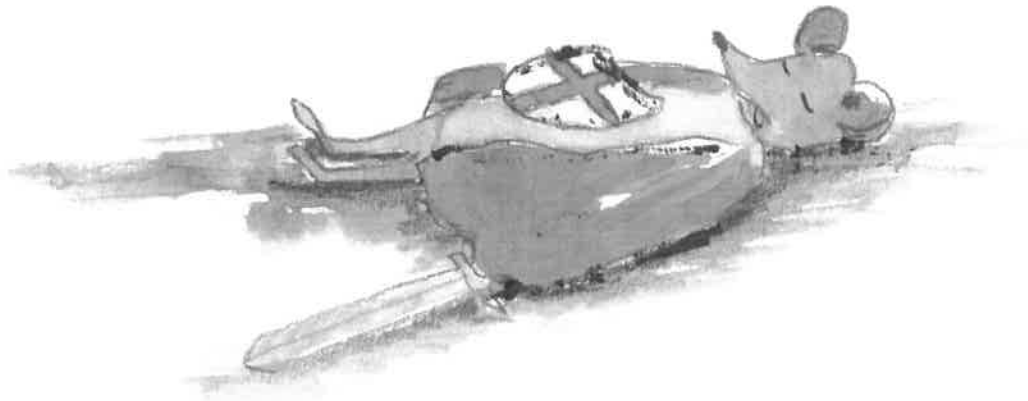


He plunged his sword deep into the dragon's side. But the dragon turned its terrible head toward him.

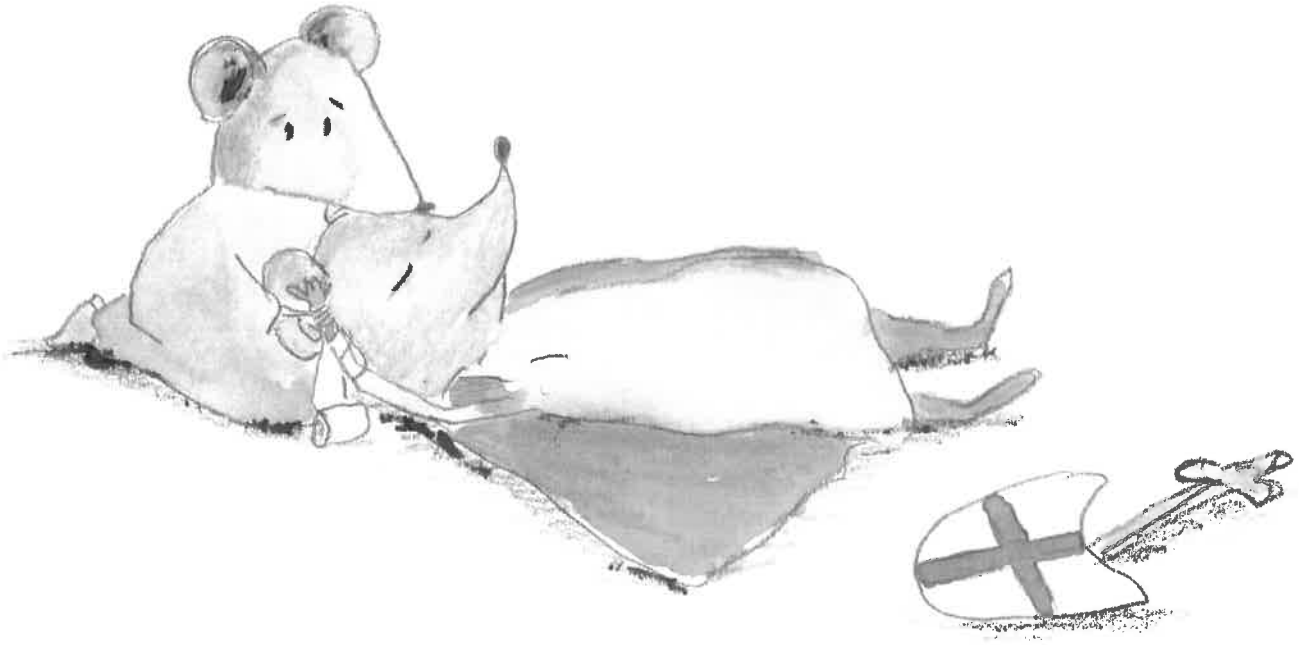
George knew its breath was poisonous. He ran past its head.
But the dragon scratched him with his great claws.



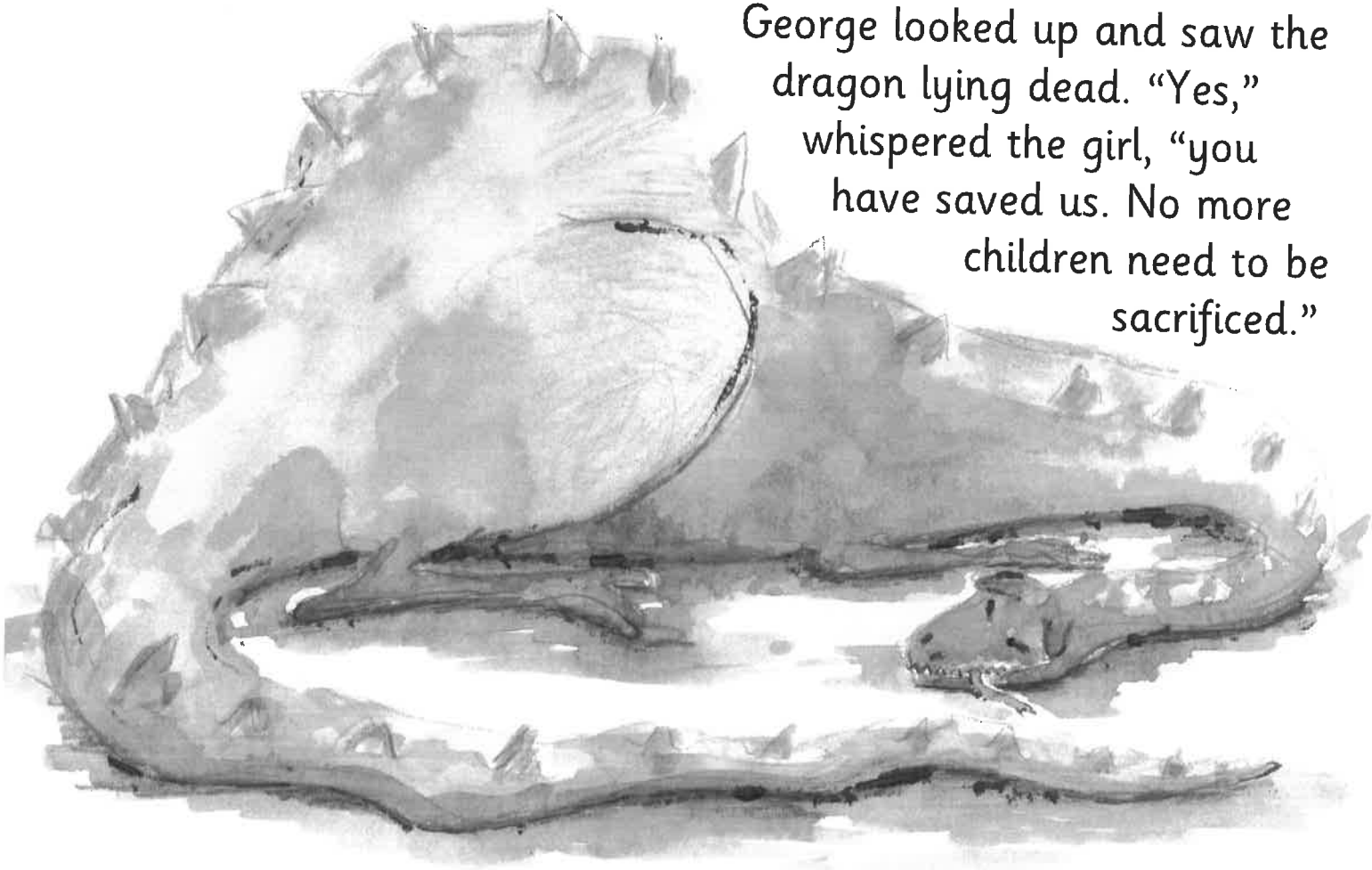
George felt the poison from the
dragon's claws seeping into him.
As he fell, he plunged his sword
a second time into the dragon.



Then the poison overcame him and
he fell as if he were dead.



When George woke up, the girl was bending over him. She was bandaging his leg with strips torn from her dress.



George looked up and saw the dragon lying dead. "Yes," whispered the girl, "you have saved us. No more children need to be sacrificed."

"Get my horse," he told her. "Then we can ride back to town."

George's leg was healed by the maiden. Everyone in the town was so happy to be free from the terrible dragon.

George married the healer and they lived
happily in the quiet little town.

PGCs	PGCs
/c/ as c, /t/ as t, /a/ as a	/cw/ as qu/, /cs/ as x, /y/ as y
/d/ as d, /g/ as g, /o/ as o	/oa/ as ow, o, oa, oe, o-e
/m/ as m, /n/ as n	/ooh/ as oo, ew, o
/i/ as i, /s/ as s and ss	/z/ as z, zz and s, /g/ as gu and gh
/u/ as u, /r/ as r	/er/ as er, ur, ir, ear, or
/h/ as h, /l/ as l and ll	/s/ as c, se and ce
/e/ as e, /b/ as b	/j/ as g, ge and dge
/f/ as f and ff, /sh/ as sh	/l/ as le + tt, gg, bb
/p/ as p, /c/ as k and ck	/ue/ as ew, u-e and u
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)	/ch/ as tch, /oy/ as oi, oy
/ee/ as ee, ea, e	/ooh/ as ue , u-e, ui /c/ as ch, (/ooh/ as ou)
/w/ as w and wh*, /ch/ as ch	/air/ as ear, air, are, (ere, eir)
/th/ as th, /ng/ as ng	/u/ as o, ou, (o-e) /f/ as ph and gh
/tthh/ as th, /v/ as v, ve	/e/ as ea, (a), /o/ as a
/oo/ as oo, u and oul	/ay/ as a, eigh, ea, ey
/j/ as j, /ar/ as ar and a*	/ee/ as ie, ey; /or/ as ar
/ou/ as ou, ow and ough	/or/ as oor, oar and au
/or/ as or, ore, aw and a	/or/ as ough, our, augh
/ay/ as ay, a-e, ai	/or/ as al; /t/ as ed
/ie/ as y, ie, i-e, i and igh	/d/ as ed; /ng/ as n
	/sh/ as ti, si, ci, ch /zh/ as si, as and s

Code-Breakers

Extended Texts ~ Book 4

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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 any weblinks or use of internet.

1. Read 'A Small Dragon' by Brian Patten

Read the poem twice aloud and enjoy it.

2. Revise Noun Phrases

Use the *What are Noun Phrases?* to remind you of these.

Now complete the *Noun phrases Activities.*

3. **Now for some writing**

Imagine that you too find a dragon ...

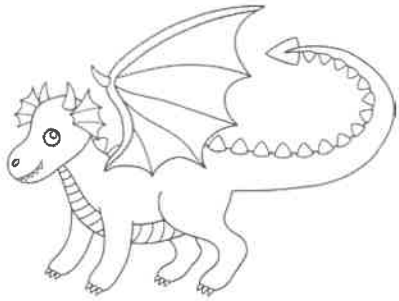
He is yours. What is he like? Add descriptions to the dragon picture.

Try these Fun-Time Extras

- Draw your own dragon.
- Write about what you do together.
- How many words can you make using these letters?

D R A G O N

A Small Dragon



I've found a small dragon in the woodshed.
Think it must have come from deep inside a forest
because it's damp and green and leaves
are still reflecting in its eyes.

I fed it on many things, tried grass,
the roots of stars, hazel-nut and dandelion,
but it stared up at me as if to say, I need
foods you can't provide.

It made a nest among the coal,
not unlike a bird's but larger,
it is out of place here,
and is quite silent.

If you believed in it I would come
hurrying to your house to let you share my wonder,
but I want instead to see
if you yourself will pass this way.

Brian Patten,

from *Collected Love Poems*, Harper Collins 2007

What are Noun Phrases?

Adjectives

Adjectives describe nouns.

Adjectives can come beside the noun.

The dragon — What sort of dragon?

The huge, terrifying dragon — Go on...

The huge, terrifying dragon felt... — How did the dragon feel?

Adjectives can complete a sentence.

Can you spot the adjectives?

The huge, terrifying dragon felt puzzled.

The huge, terrifying dragon felt puzzled.

Adverbs

Adverbs add to adjectives – they tell us more about the description.

The silly dragon... — How silly is the dragon?

The smart princess ... — How smart is the princess?

Now try it yourself!

We can choose an adverb.

extremely | very | unusually | really | exceptionally | quite

Now we can finish the sentence.

The extremely silly dragon tired himself out.

The really smart princess outwitted the dragon.

Noun phrases

Highlight the adjective

Highlight the adverb

Noun phrase = the words giving more detail about a noun

A dragon — What is the noun being described?

Which dragon?

Where?

A dragon in the sky

A dragon in the sky over the mountains — Tell me more about the dragon

A scary dragon in the sky over the mountains

There was a really **scary dragon** in the sky over the mountains.

Noun phrase

A dragon

A dragon on the mountain

A very scary dragon on the mountain above the town.

Hint!
Think of something really good to describe.

Now you have a go...

Start with a noun.

Add description about what, where or when.

Add adjectives and adverbs.

Writing Noun Phrases

	Examples
Start with a noun	girl
Add adjectives	a happy, laughing girl
Add adverbs	an extremely happy, laughing girl
Add phrases about where and when	an extremely happy laughing girl in the garden

Do this for three different characters, creatures or things.

Then write a short paragraph about your three chosen things or creatures.

You can be as imaginative as you want!

The scarily hungry green dragon in the high and rather snowy mountains flew toward the almost empty house in the valley.

My Dragon

Imagine that you have discovered a dragon of your own ...

Is it scary or cuddly?

What does it look like?

Where did you find it?

What is it like to be with?

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 any weblinks or use of internet.

1. Download and read 'The Cats Journey'

Slowly read the book together, taking turns to read each page.

2. Respond to the story

Look at the *Talking Points* and discuss these with someone.

3. Read Annie's Diary for Wednesday

Scratch the cat wrote *The Cat's Journey*. Imagine what Annie's diary would have said for the same time.

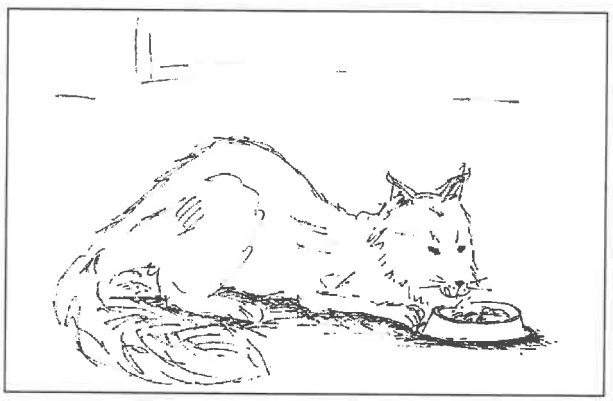
Read *Annie's Diary for Wednesday* chart.

4. Now for some writing

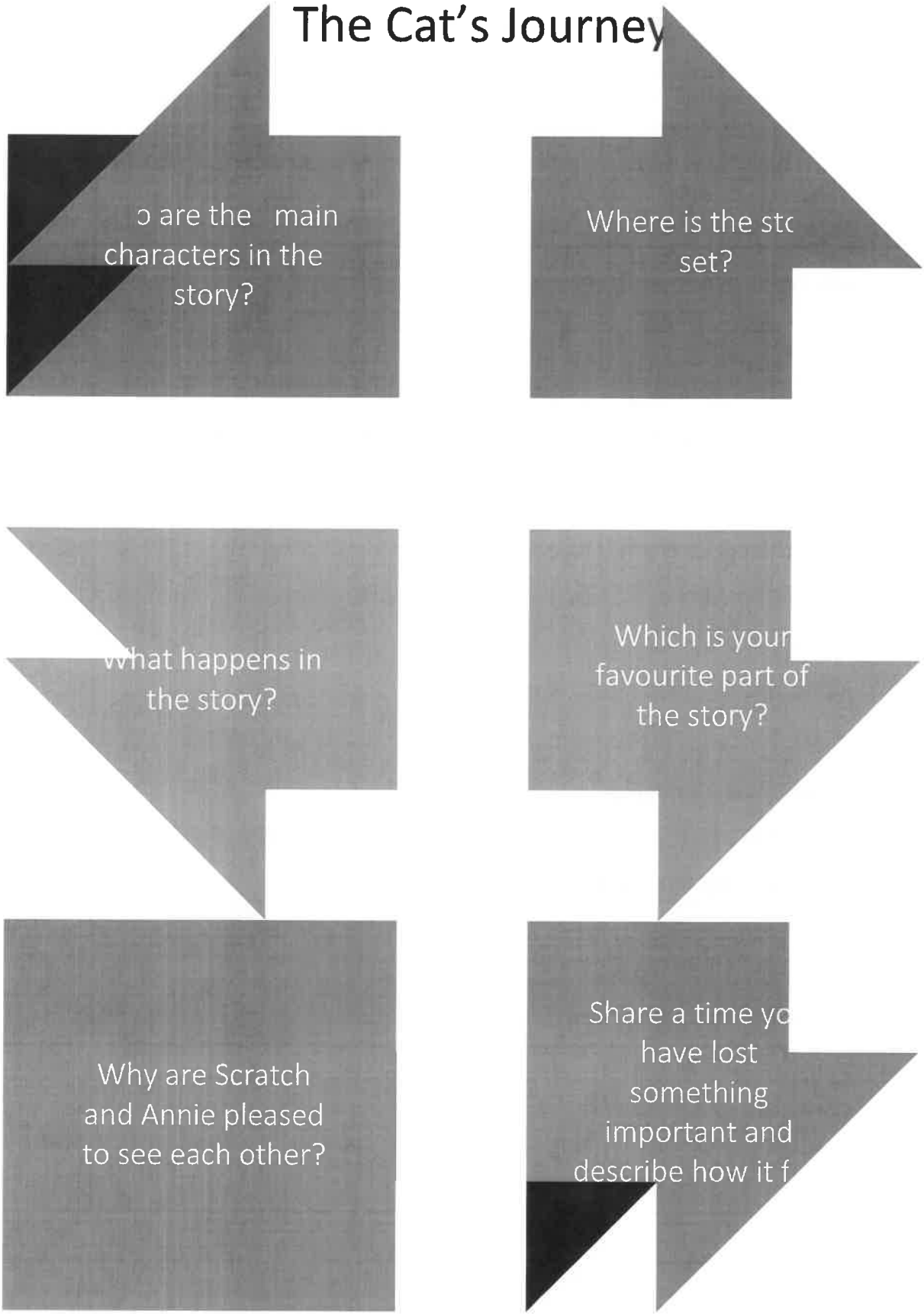
Use *Annie's Diary on the day Scratch came home* to write what you think Annie wrote on that day.

Try these Fun-Time Extras

- Draw a cat of your own.
- Write its name and something about it.



The Cat's Journey



Annie's Diary for Wednesday

Morning 	*I woke up and pulled back the curtains.*
	It was raining. The sun was trying to
	shine through, but it wasn't having any
	luck. I got dressed and hurried off
	shopping. Scratch meowed and
	rubbed my legs. I told him to stay dry.
Afternoon 	*I arrived home and Scratch was sleeping*
	in my chair. I put the shopping away in
	the kitchen and as I was walking back to
	hang my coat up I fell. My ankle hurt.
	Scratch came and sat with me. He made
	me feel better. I rang for an ambulance.
Evening 	*When the ambulance arrived, they lifted*
	me onto a stretcher and carried me into
	the back. My neighbour came out to see
	what the fuss was, and I asked him to
	feed Scratch until I came home. I waved
	to Scratch as the doors were closing.

Annie's diary on the day Scratch came home

Morning

Afternoon

Evening

The Cat's Journey

Written by Ruth Merttens, Illustrated by Anne Holm Petersen

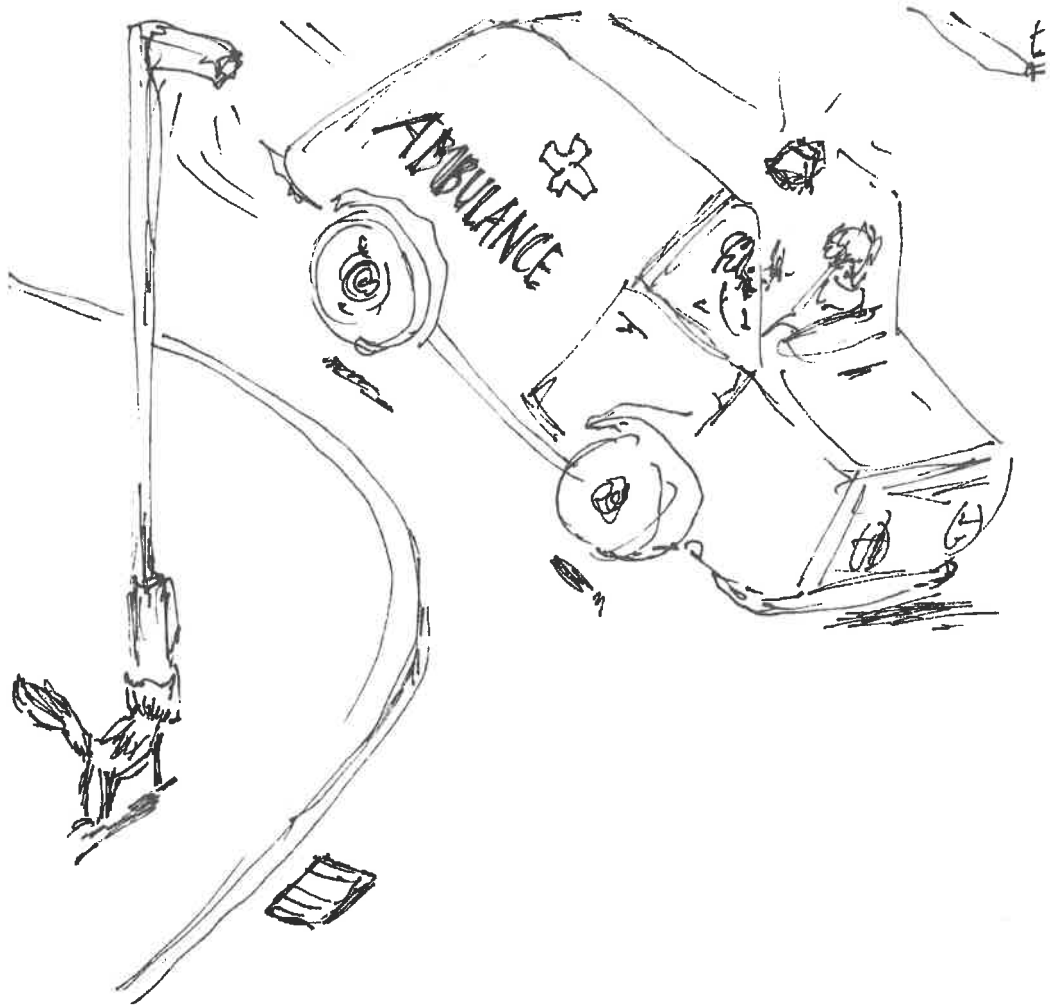
my name is Scratch.

ıt to tell you about an
ızing journey I made.

, I lived with an old lady
nnie. She really loved me
we were very happy.

ɔne day, she fell over.

ook her off to hospital.

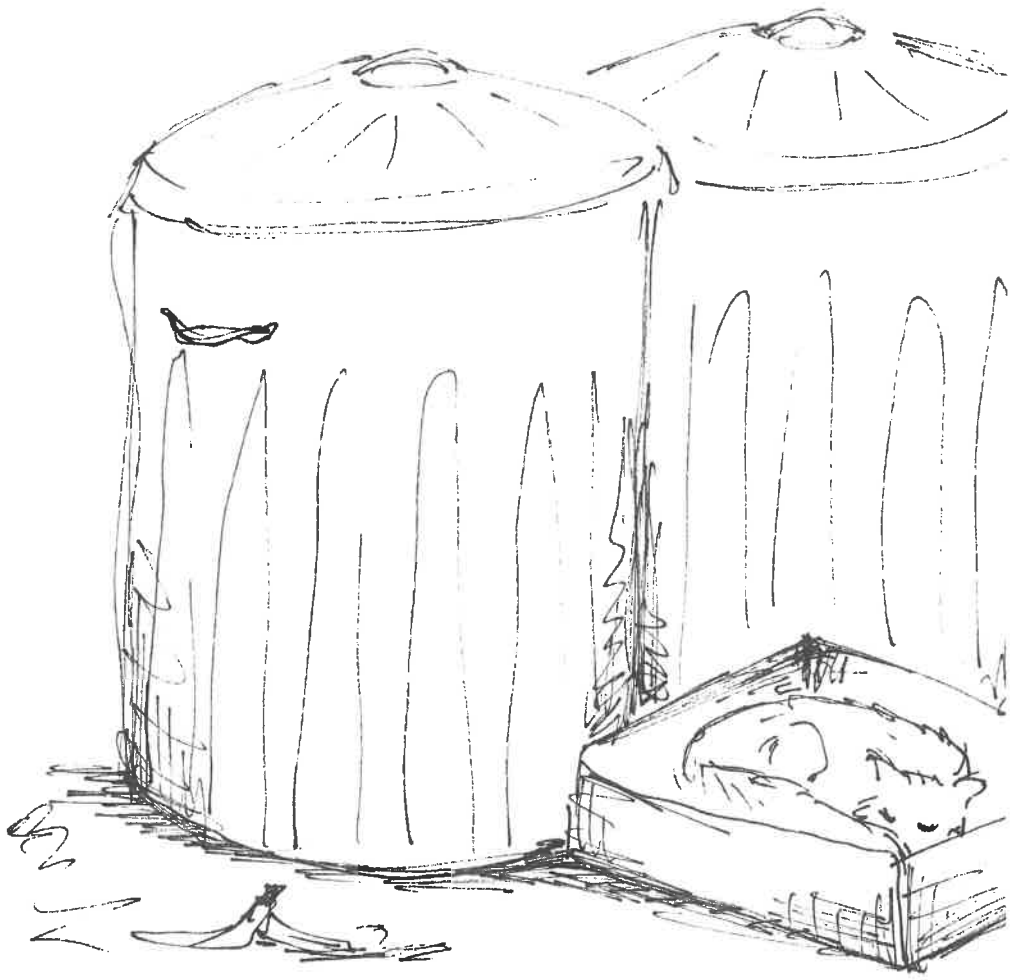


a time, they took her
:he hospital to live in a
:e to be looked after.

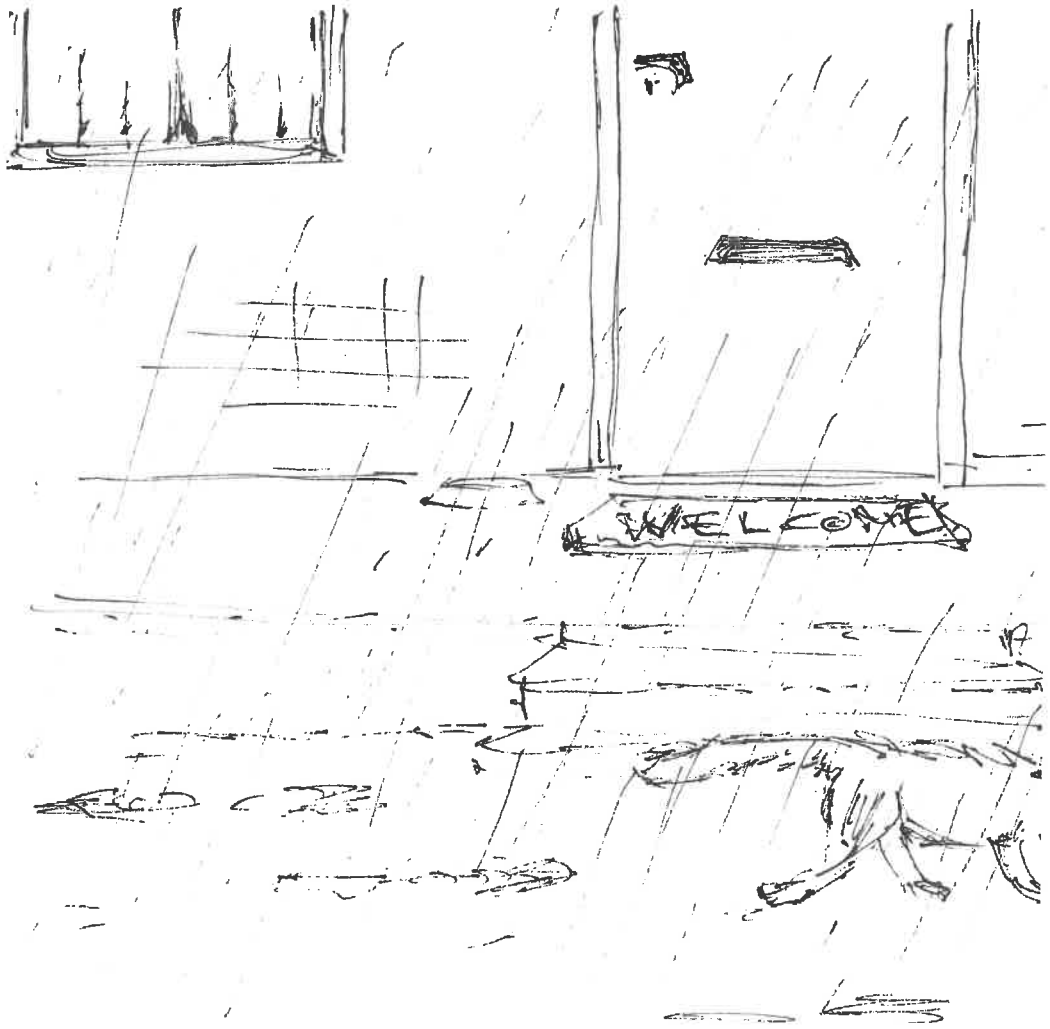
't with, I was fed by the
who lived next door.

ıs lonely. I missed Annie.
an often forgot to feed me.

as cold living outside.
ıed of finding Annie and
ing with her again.

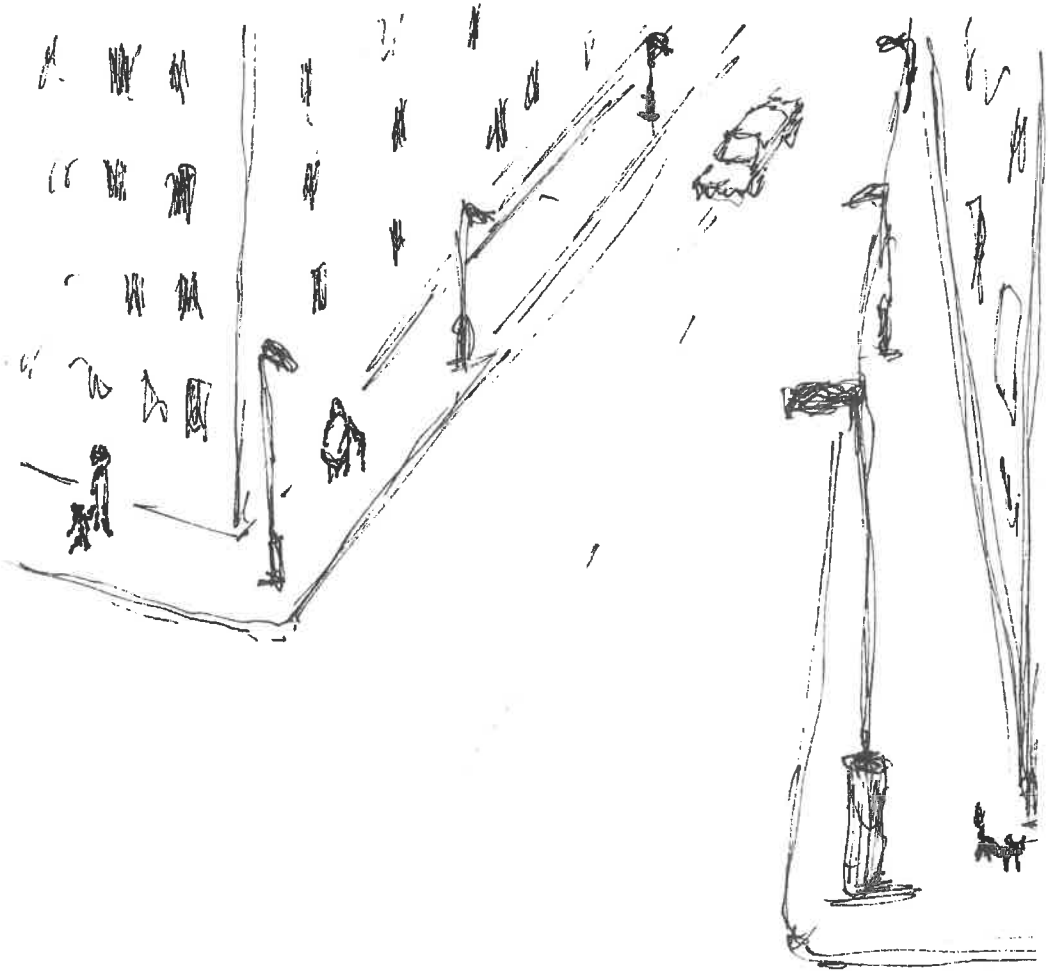


set out that night.
ıs raining when I left.

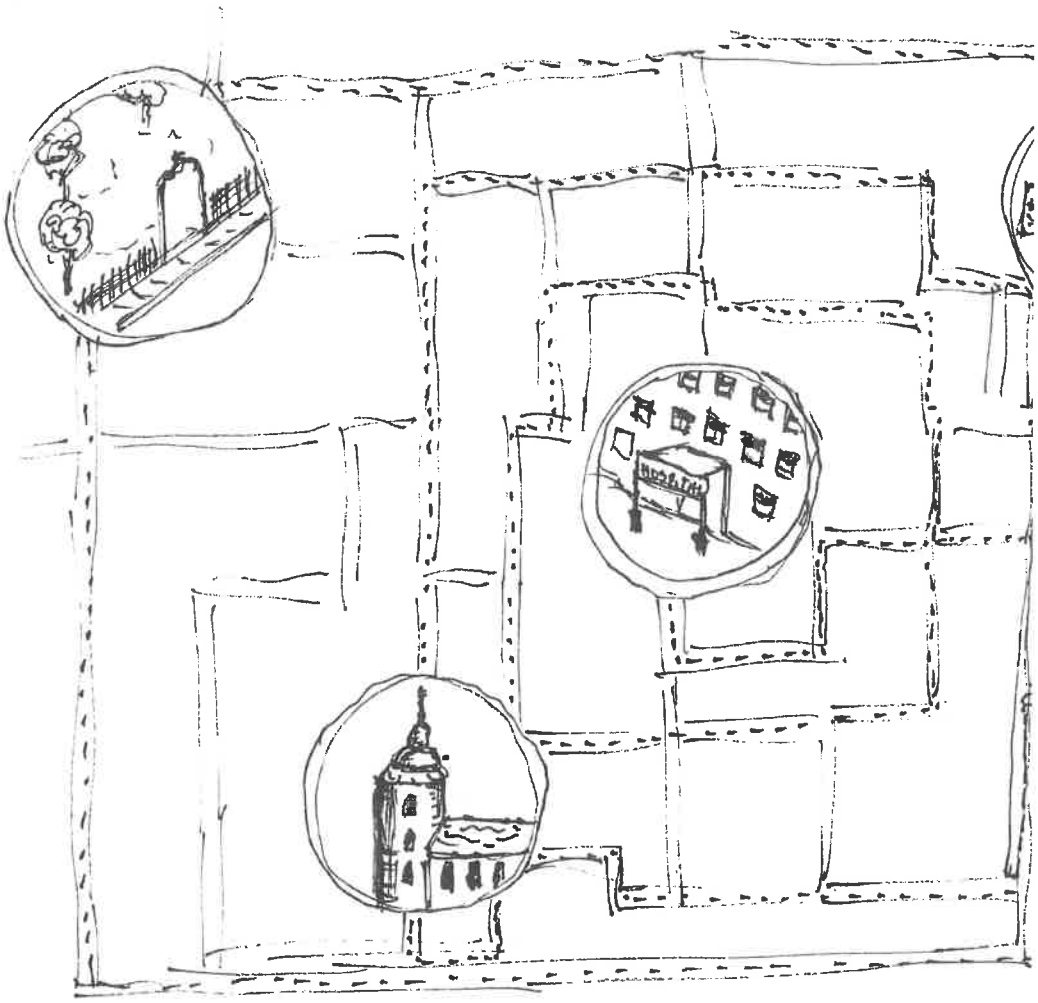


ıie had been in the hospital.
I started from there.

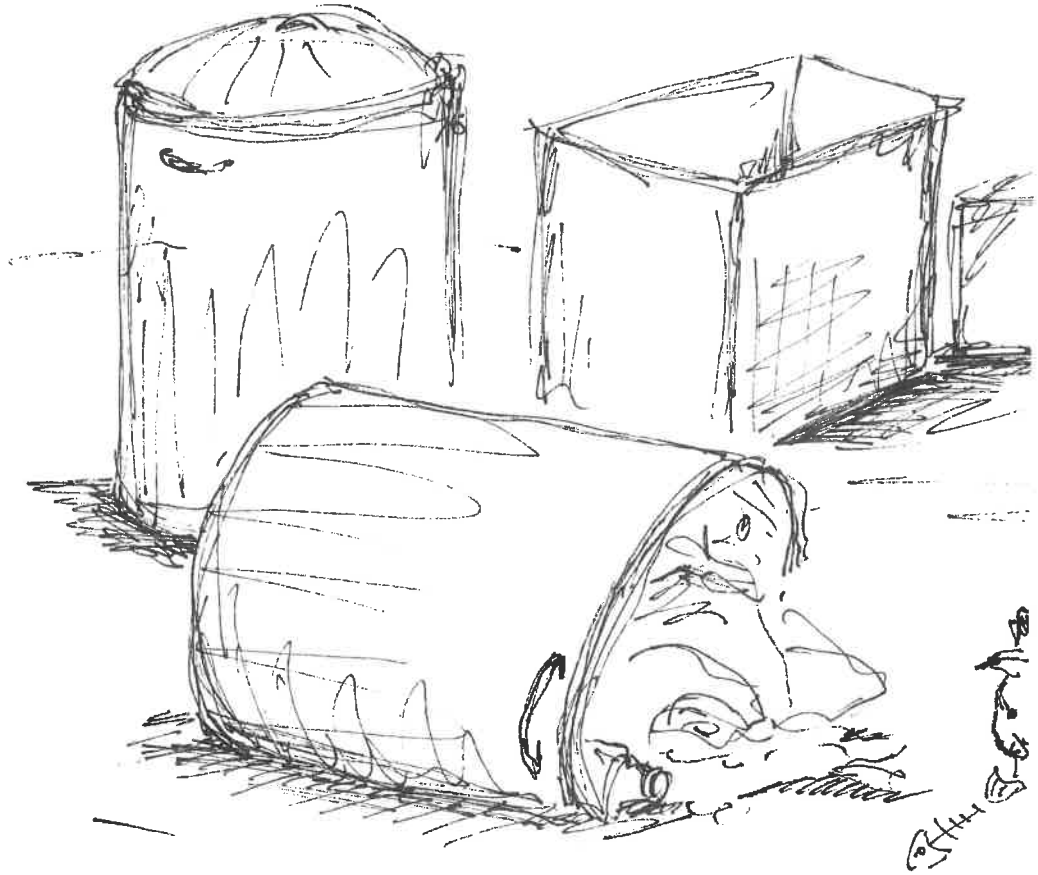
t know which way Annie
ne so I set off in a circle
the hospital. I looked in
:he streets as I went.



nd myself back at the start
arched in a wider circle.
y, I looked in all the streets,
bigger circles each time.

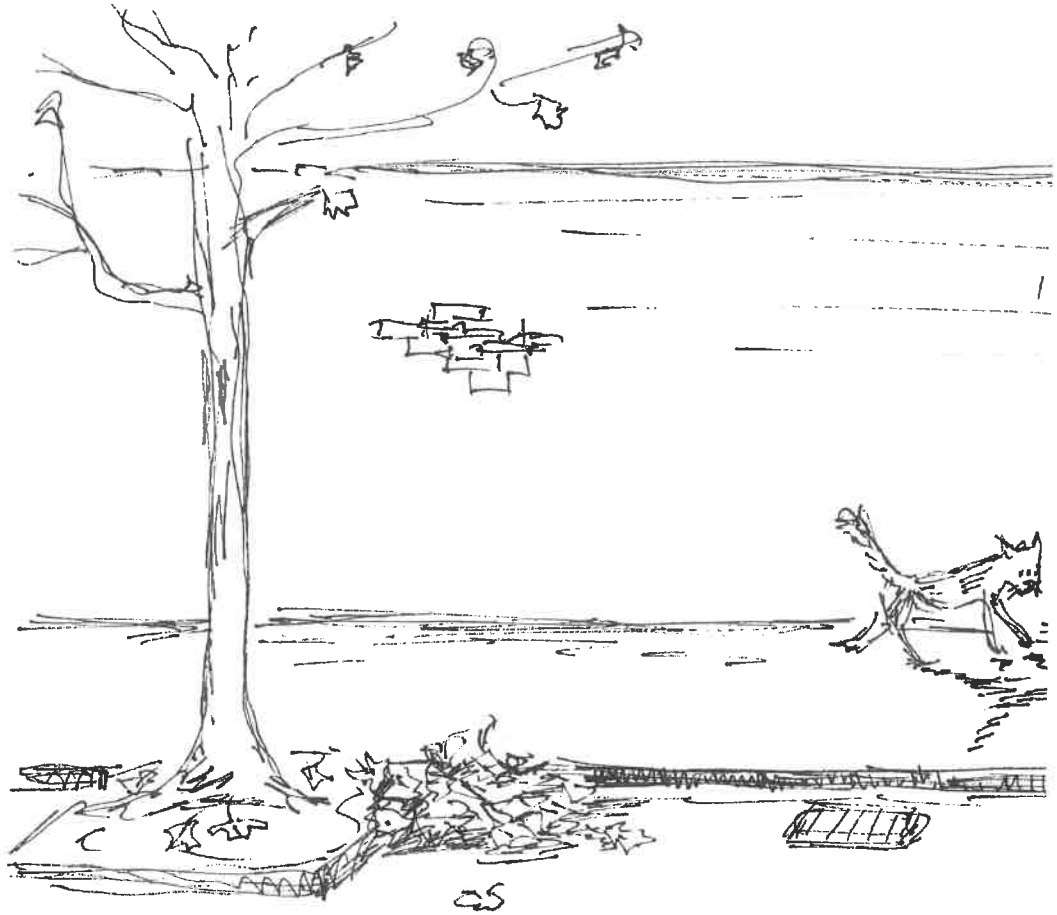


had to hunt for some food.
mice and small rats.
took stuff from dustbins.

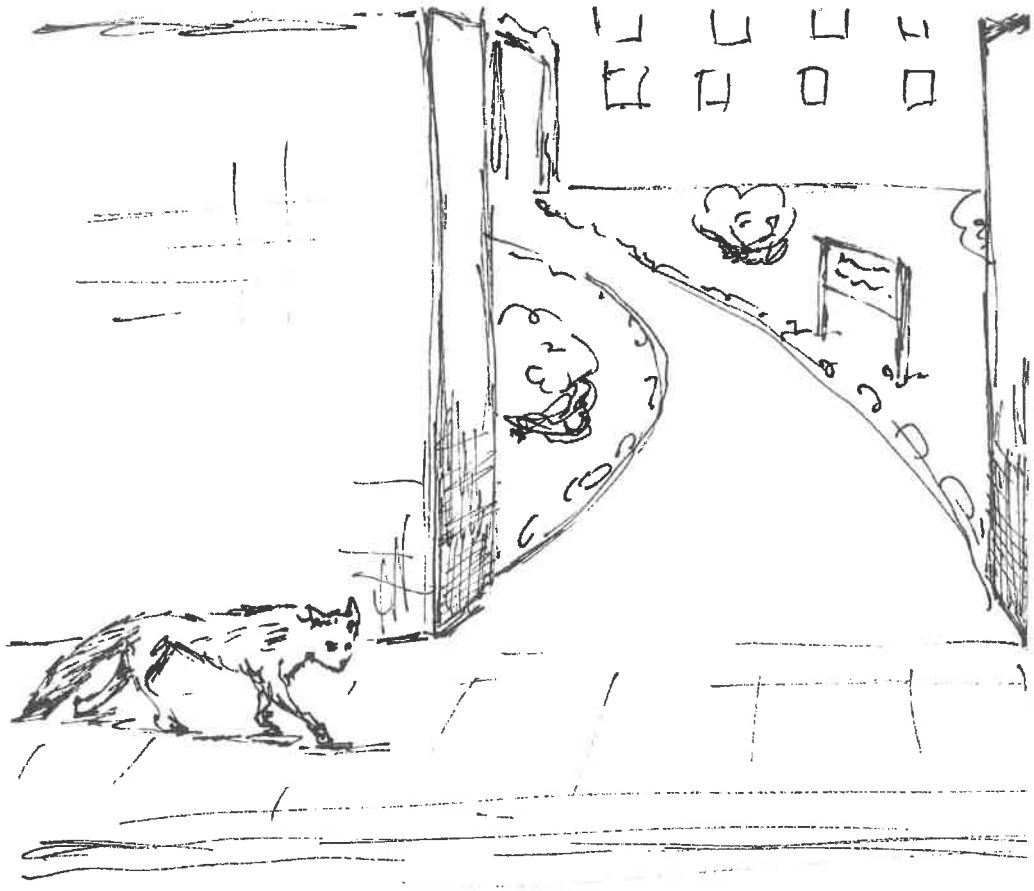


st of the time I was very
I got thinner and thinner.

assed. Then it was autumn.
ıs very thin and very tired.
vas going to find Annie!

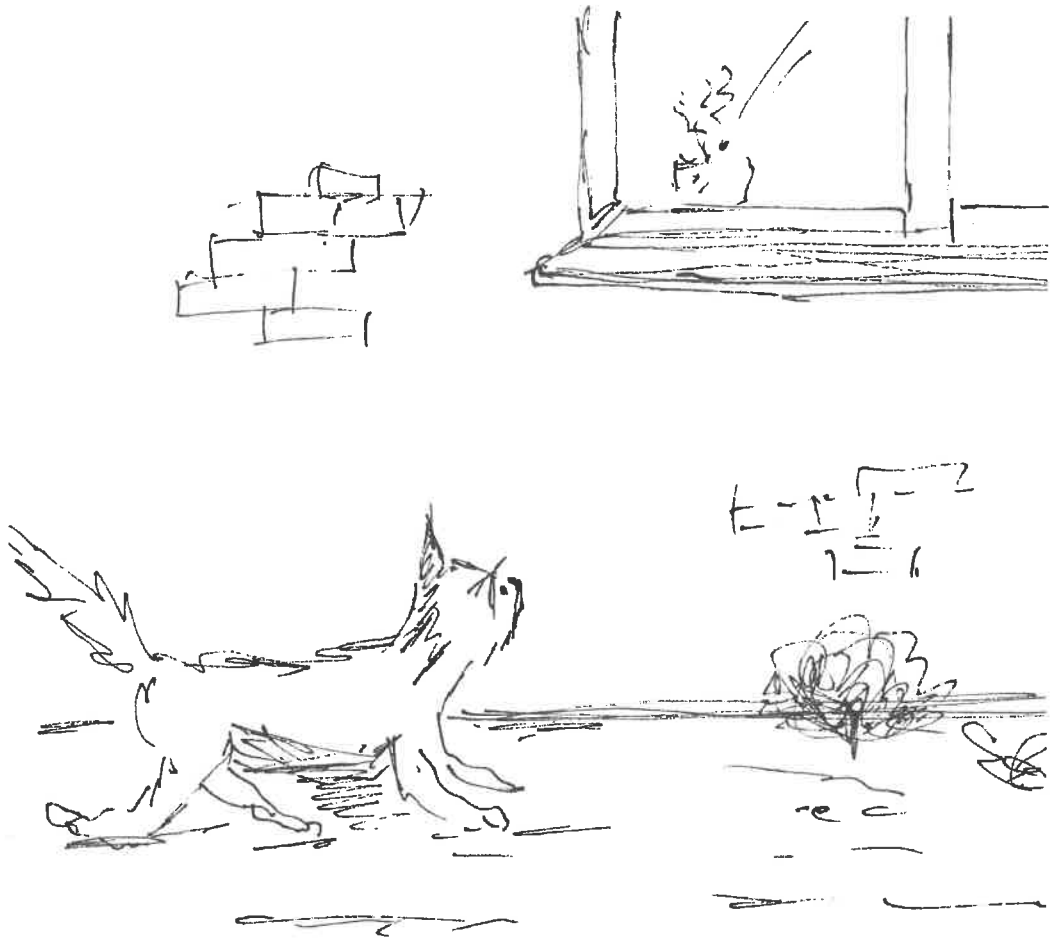


I was slinking along next
, when I heard something.



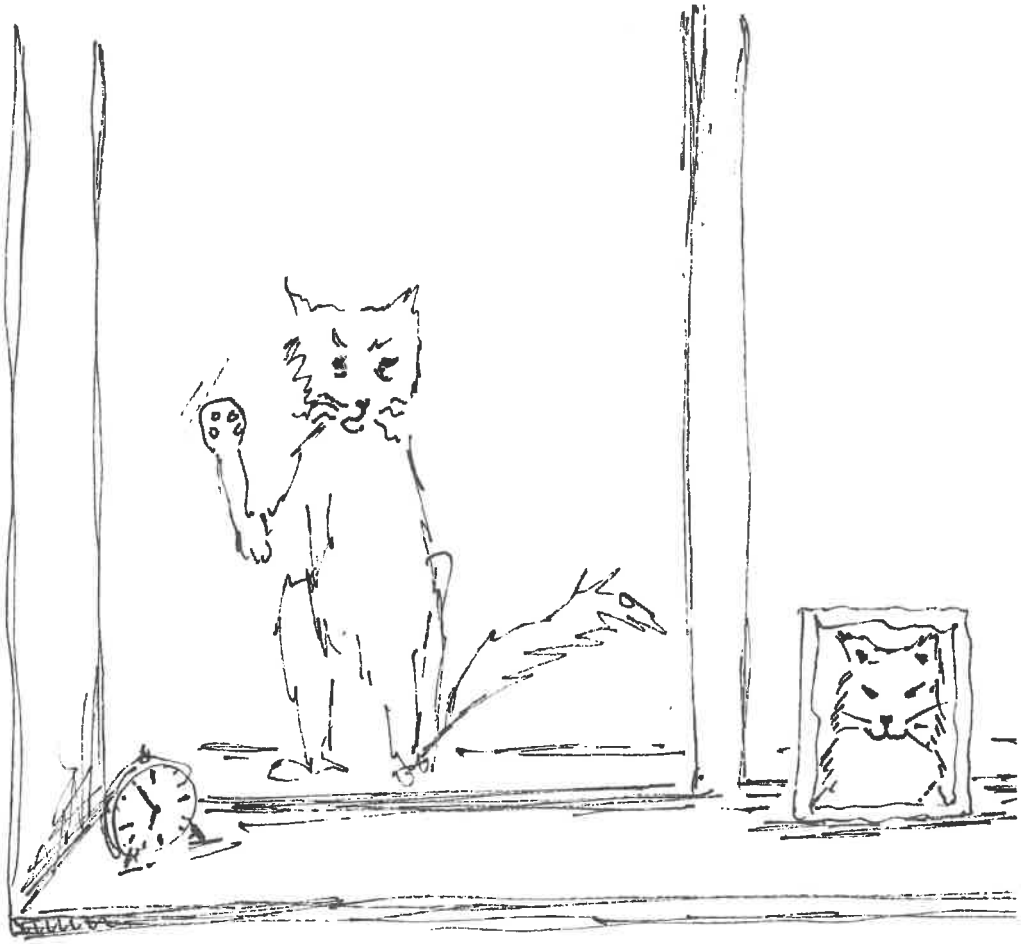
)meone talking. I listened.
was hard to hear...

g the wall into the garden.
t close to the window.



ɹmped onto the sill.
ɜ the room was Annie!

.iaowed very loudly!



/as SO happy to see me.

)w I live with Annie
.nd all her friends.

et very well fed so I
. not thin any more!

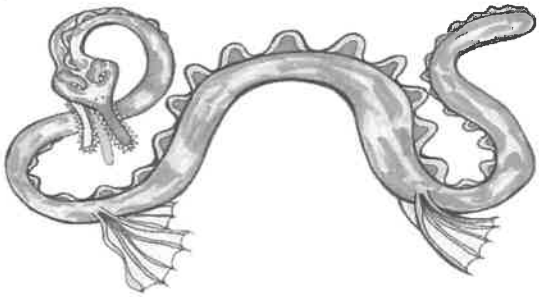
PGCs	PGCs
/c/ as c, /t/ as t, /a/ as a	/cw/ as qu/, /cs/ as x, /y/ as y
/d/ as d, /g/ as g, /o/ as o	/oa/ as ow, o, oa, oe, o-e
/m/ as m, /n/ as n	/ooh/ as oo, ew, o
/i/ as i, /s/ as s and ss	/z/ as z, zz and s, /g/ as gu and gh
/u/ as u, /r/ as r	/er/ as er, ur, ir, ear, or
/h/ as h, /l/ as l and ll	/s/ as c, se and ce
/e/ as e, /b/ as b	/j/ as g, ge and dge
/f/ as f and ff, /sh/ as sh	/l/ as le + tt, gg, bb
/p/ as p, /c/ as k and ck	/ue/ as ew, u-e and u
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)	/ch/ as tch, /oy/ as oi, oy
/ee/ as ee, ea, e	/ooh/ as ue , u-e, ui /c/ as ch, (/ooh/ as ou)
/w/ as w and wh*, /ch/ as ch	/air/ as ear, air, are, (ere, eir)
/th/ as th, /ng/ as ng	/u/ as o, ou, (o-e) /f/ as ph and gh
/tthh/ as th, /v/ as v, ve	/e/ as ea, (a), /o/ as a
/oo/ as oo, u and oul	/ay/ as a, eigh, ea, ey
/j/ as j, /ar/ as ar and a*	/ee/ as ie, ey; /or/ as ar
/ou/ as ou, ow and ough	/or/ as oor, oar and au
/or/ as or, ore, aw and a	/or/ as ough, our, augh
/ay/ as ay, a-e, ai	/or/ as al; /t/ as ed
/ie/ as y, ie, i-e, i and igh	/d/ as ed; /ng/ as n
	/sh/ as ti, si, ci, ch /zh/ as si, as and s

Code-Breakers

Extended Texts ~ Book 4

www.hamilton-trust.org.uk
Registered Charity no. 1150524.

What to do today



1. Read 'Aliens Stole My Underpants'

Ask someone to read the poem with you, taking turns to read, verse by verse. Enjoy it together.

2. Answer questions about the poem

- Read *Comprehension Questions*, making sure you understand what is being asked.
- Write your answers in complete sentences.

3. Now for some writing

What do you think the alien looked like?

Use *My Alien*. Write a paragraph describing it.

Try these Fun-Time Extras

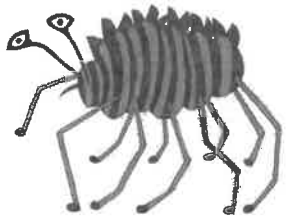
- Draw the alien
- Write about what you do next - together!

Aliens Stole My Underpants

To understand the ways
of alien beings is hard
and I've never worked it out
why they landed in my backyard.

And I've always wondered why
on their journey from the stars,
these aliens stole my underpants
and took them back to Mars.

They came on a Monday night
when the weekend wash had been done,
pegged out on the line
to be dried by the morning sun.



Mrs Driver from next door
was a witness at the scene
when aliens snatched my underpants-
I'm glad that they were clean!

It seems they were quite choosy
as nothing else was taken.
Do aliens wear underpants
or were they just mistaken?

I think I have a theory
as to what they wanted them for,
they needed to block off a draught
blowing in through the spacecraft door.

Or maybe some Mars museum
wanted items bought back from space.
Just think, my pair of Y-fronts
displayed in their own glass case.

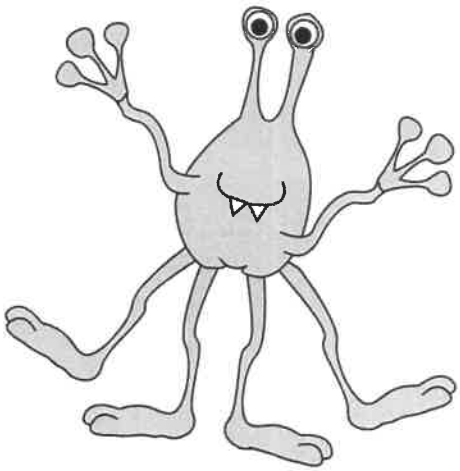
And on the label beneath
would be written where they got 'em
and how such funny underwear
once covered an Earthling's bottom!

By Brian Moses

Aliens Stole My Underpants Comprehension Questions

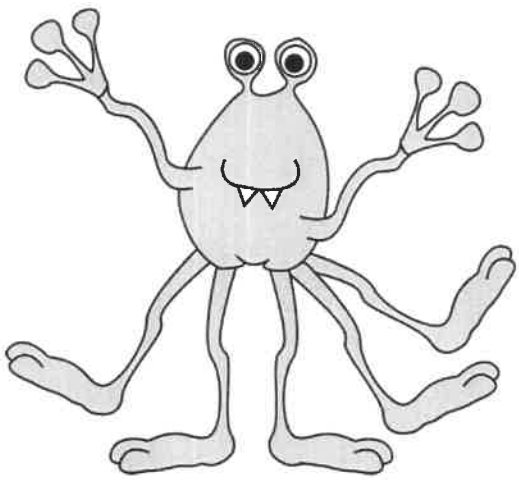
1. When did the aliens come?

2. Why did they choose that day?



3. Who was a witness as the aliens stole the underpants?

4. What else did they take from the line?



5. Why does the poet finally decide that aliens stole his underpants?

The Alien

What does it look like? How many arms and legs? What colour?
How many eyes? How many ears?
Where did it come from?
Write about how you imagine the alien.

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 any weblinks or use of internet.

1. Read On Some Other Planet by John Rice

Read the poem.

2. Identify nouns, verbs and adjectives

Using the *Nouns, Verbs, Adjectives* page, make sure that you remember how to recognise each of these.

3. Turn adjectives and verbs into nouns

We can turn some adjectives into nouns using the suffix –ness and some verbs into nouns using the suffix –er. Use *Turning adjectives into nouns* and *Turning verbs into nouns* to help you. Complete both sheets.

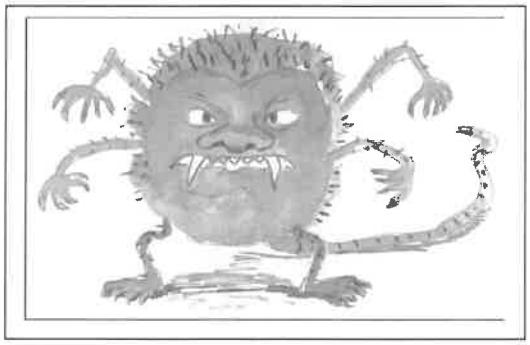
4. Now for some writing

On some other planet ... there is an alien who is just like me! Describe this alien's home, his/her family and pets. Let your imagination run riot!
Use *On some other planet* for your writing.

Try these Fun-Time Extras

- Watch The Alien and Me poem
  https://www.youtube.com/watch?v=Ugezt4msvgY
- Draw an alien who can come to visit you.

On Some Other Planet



On some other planet
near some other star,
There's a music-loving alien
who drives a blue car.

On some other planet,
on some distant world,
there's a bright sunny garden
where a cat lies curled.

On some other planet
a trillion miles away,
there are parks and beaches
where the young aliens play.

On some other planet
in another time-zone,
there are intelligent beings
who feel very much alone.

On some other planet
one that we can't see,
there must be one person
who's a duplicate of me.

By John Rice

Nouns, Verbs and Adjectives

A noun names a person, place, idea, thing or feeling.
In front of a noun, we often have
a an the
But sometimes we have
my your his her their

An adjective is a describing word.
It tells you more about a noun.

Adjectives sometimes come next to nouns.

The stinky fish

A sad alien

And sometimes don't.

The boy was scared

A verb names an action.
It is a doing or being word.
A verb often has one of these words in front of it.

They

He

She

We

It

You

A name

Turning adjectives into nouns

We can sometimes turn adjectives (describing words) into nouns by adding the suffix –ness. Happy becomes happiness.

- He is a **happy** alien. (adjective)
- With the alien returning, he felt the happiness come back. (noun).

Turn the adjectives in these sentences into nouns.
Choose two and write a sentence containing the noun.
The first one is done for you.

The **light** alien floated in the air. | lightness |

One of the aliens is really **mean**. |

How **kind** his friend is! |

What a **dirty** spaceship. |

I was **sad** when the spaceship went. |

The **dark** night felt lonely. |

Clean footprints were seen on the grass. |

Cold shivers ran down my back. |

In the **warm** room, I took off my coat. |

Now write two sentences using two of the nouns you have created.

_____

_____

Turning verbs into nouns

We can sometimes turn verbs (doing words) into nouns by adding the suffix –er. Run becomes runner.

- I run all the way home. (verb)
- I was overtaken by a very fast runner. (noun).

Turn the verbs in these sentences into nouns.
Choose two and write a sentence containing the noun.
The first one is done for you.

The runner wins the race.	winner
I often lose my water bottle.	
The aliens fight the sticky mud.	
A spaceship floats into the air.	
I climb a tree to see.	
We watch it flying away.	
Spaceships travel faster than planes.	
The aliens seem to drink from the air.	
I wish I could ride in the spaceship.	

Now write two sentences using two of the nouns you have created.

_____

_____

On some other planet...

On some other planet
one that we can't see,
there must be one person
who's a duplicate of me.

On this planet, where the alien who's like you lives, what is their home like? Who is in their family? Do they have sisters or brothers? How about a pet? What do you think alien pets look like?

Describe the home and family of the alien who is just like you but on another planet!