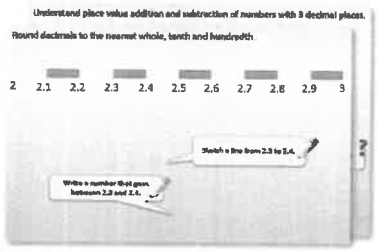
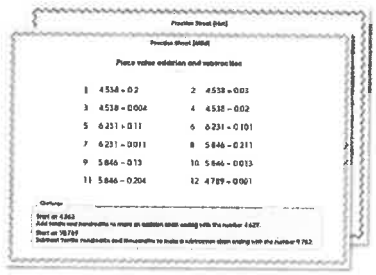
Year 2: Week 2, Day 1
Doubles and halves

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.

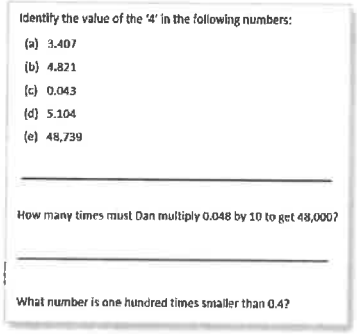


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

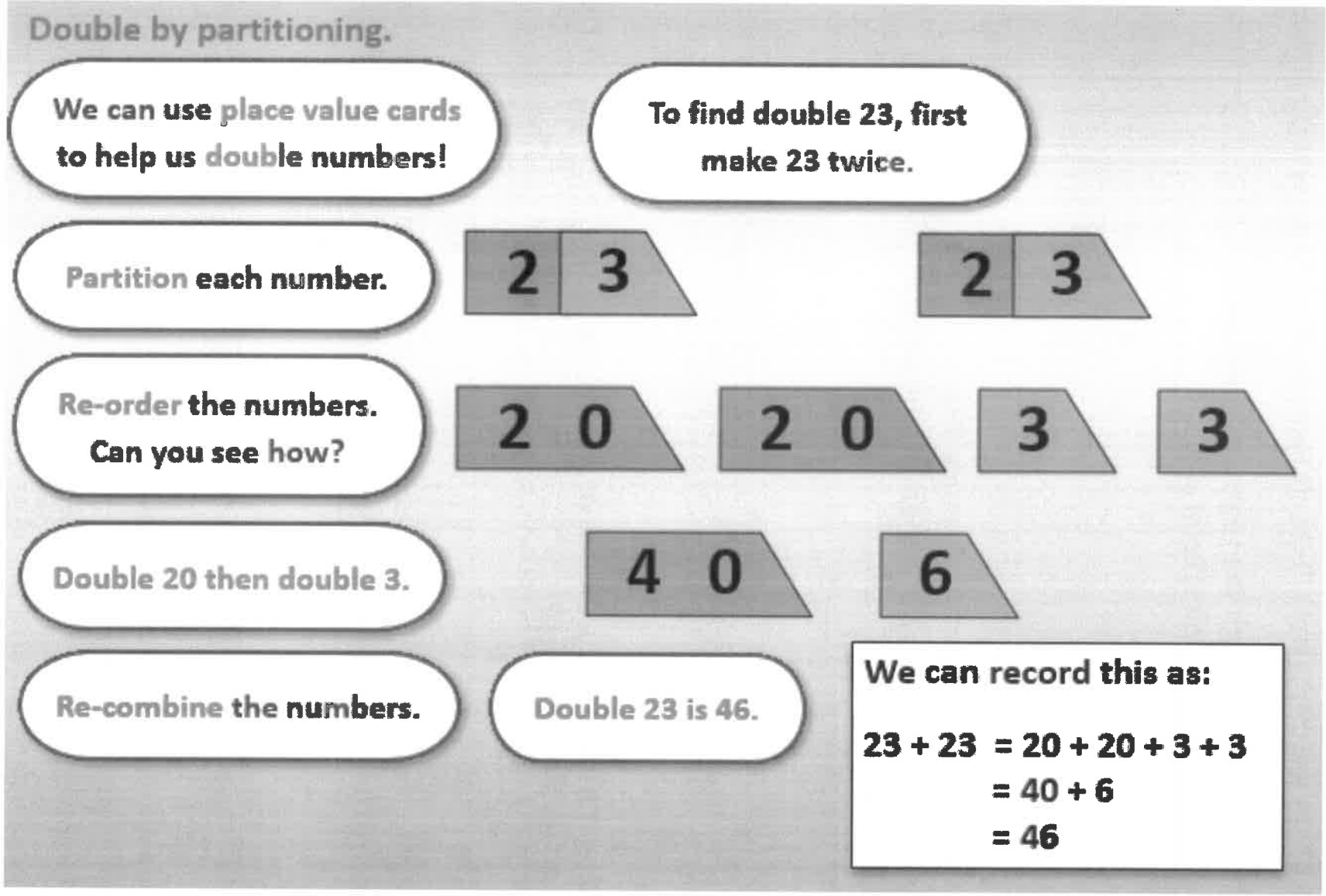


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

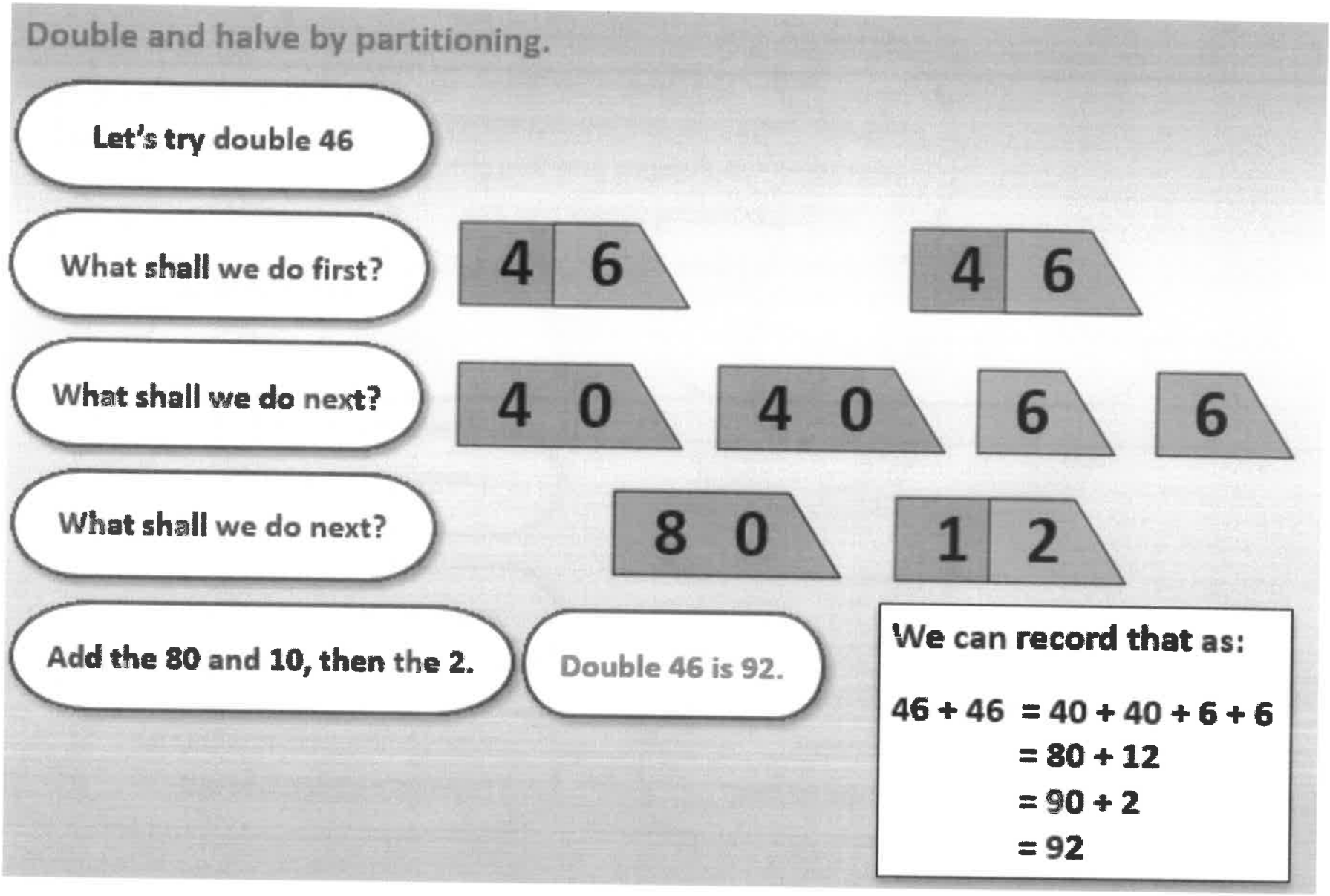
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



Learning Reminders



Learning Reminders

Double and halve by partitioning.

We can use the same strategy to halve numbers.

Make 46 with place value cards.

Partition the number.

Halve 40 then halve 6.

Then re-combine.

Half of 46 is 23.

We can check by doubling 23.
Doubling and halving are opposites – in maths we say that they are the inverse of one another.

Practice Sheet Mild
Doubles and halves

Draw the number of cubes in the box to create the double. Write the double. Then write the half.

Double 4 = ☐

Half of 8 = ☐

Double 6 = ☐

Half of ☐ = ☐

Double 8 = ☐

Half of ☐ = ☐

Double 5 = ☐

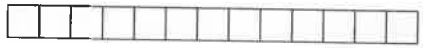
Half of ☐ = ☐

Double 7 = ☐

Half of ☐ = ☐

Double 11 = ☐

Half of ☐ = ☐



Double 13 = ☐

Half of ☐ = ☐

Double 15 = ☐

Half of ☐ = ☐

Challenge

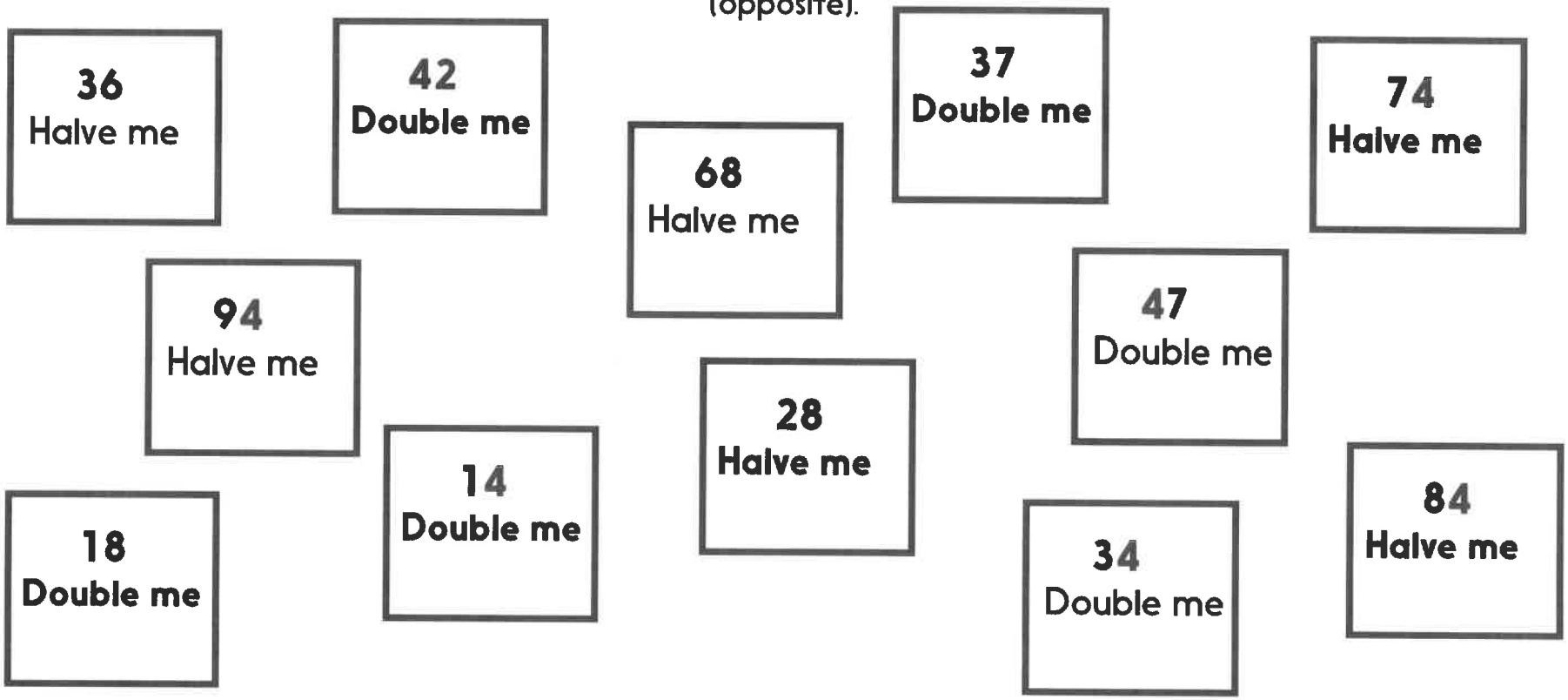
Double ☐ is 18 Half of ☐ is 12 Double ☐ is 20

A ladybird has 7 spots on one of its wings. How many spots are there in total on both wings?

Practice Sheet Hot

Doubling and halving to find pairs of numbers

Pick a number, either halve or double it using partitioning and then draw a line to link it to its inverse (opposite).



Challenge

Pick a ones number and double it. Keep doubling the answer until you reach 100.
How many times did you have to double it?

Practice Sheets Answers

Doubles and halves (mild)

a) Half of 12 = 6 Double 6 = 12

b) Half of 16 = 8 Double 8 = 16

c) Half of 8 = 4 Double 4 = 8

d) Half of 18 = 9 Double 9 = 18

e) Half of 14 = 7 Double 7 = 14

f) Half of 20 = 10 Double 10 = 20

g) Half of 24 = 12 Double 12 = 24

h) Half of 30 = 15 Double 15 = 30

i) Half of 22 = 11 Double 11 = 22

j) Half of 28 = 14 Double 14 = 28

k) Half of 26 = 13 Double 13 = 26

l) Half of 0 = 0 Double 0 = 0

Challenge

Half of 30 = 15 Double 14 = 28

Half of 32 = 16 Double 19 = 38

Doubling and halving to find pairs of numbers (hot)

36	halve me	18	double me	36
42	double me	84	halve me	42
68	halve me	34	double me	68
37	double me	74	halve me	37
94	halve me	47	double me	94
28	halve me	14	double me	28

A Bit Stuck?
Be fair

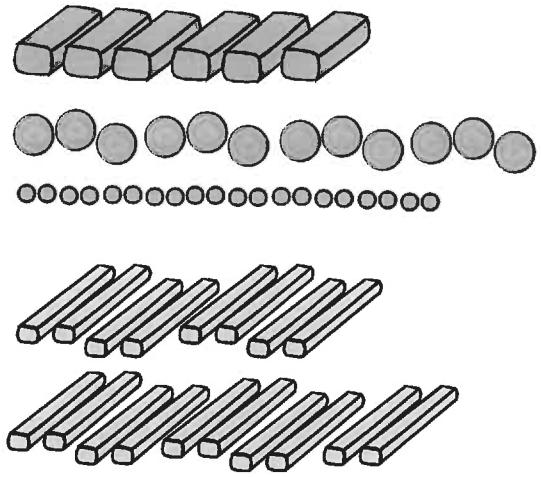
Work in pairs, but draw on your own sheet

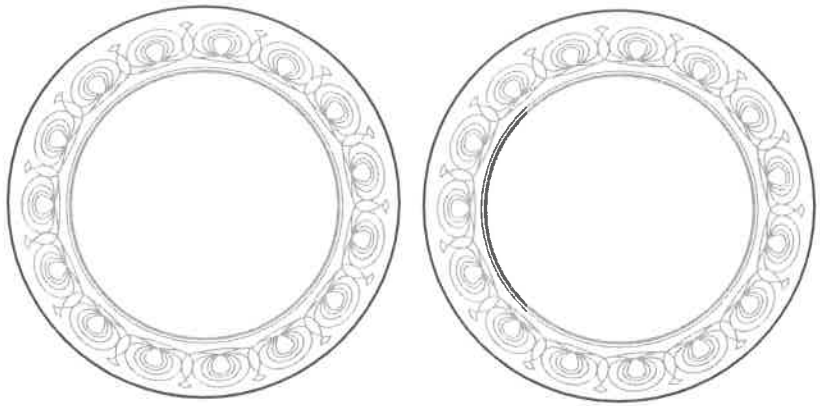
Things you will need:
- Coloured pencils
- A pencil

What to do:

- The twins insist that they have the same number of everything!

  Draw food on their plates, making sure that you are sharing everything fairly.





Half of 6 is ☐

Half of 12 is ☐

Half of 20 is ☐

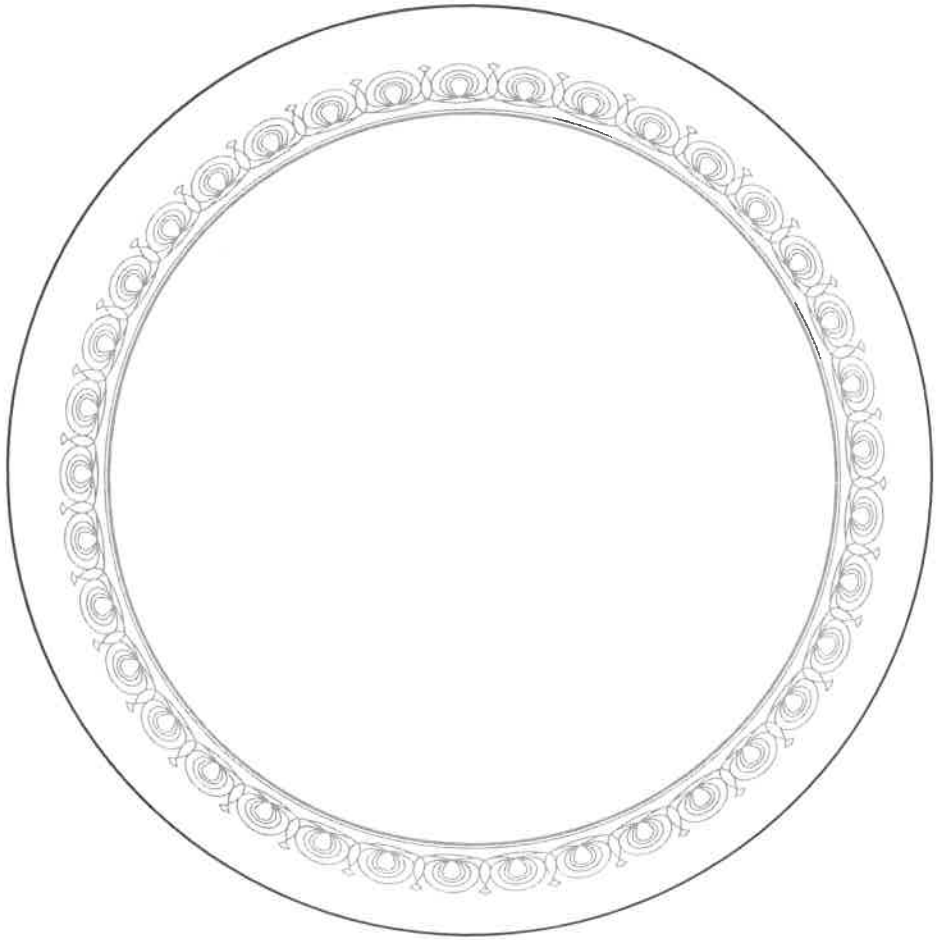
Half of 18 is ☐

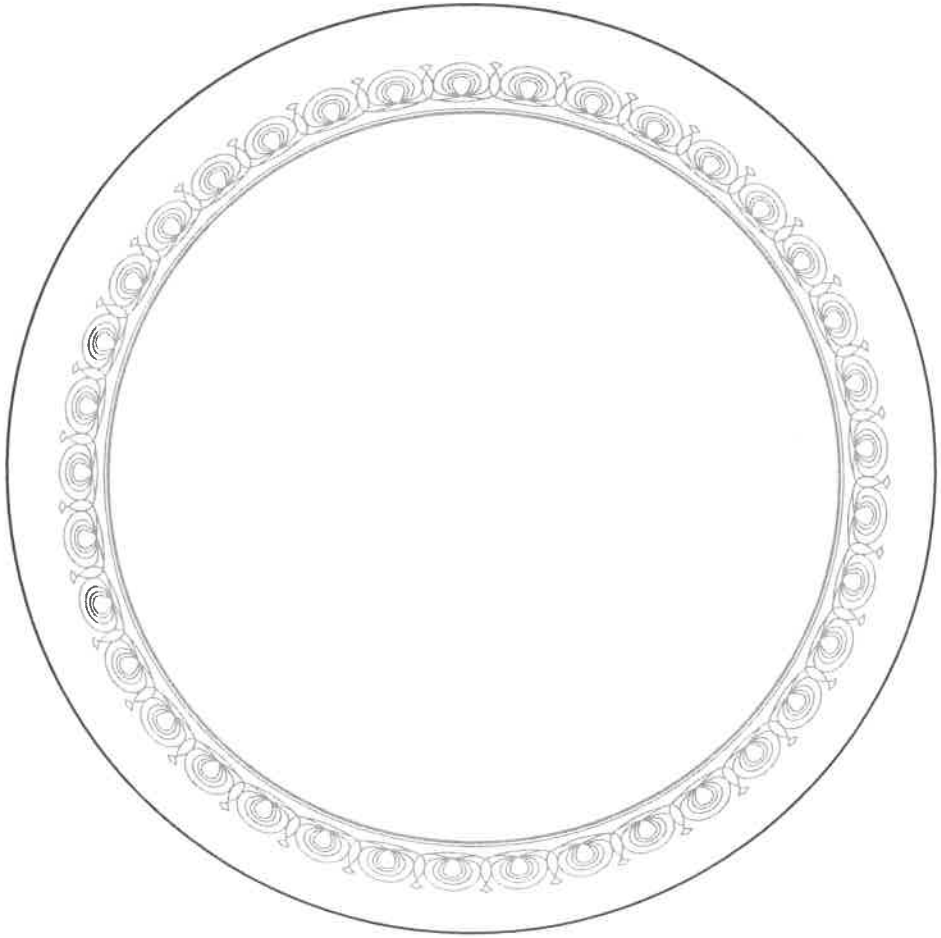
S-t-r-e-t-c-h:

Double 5 is 10 so half of 10 is ☐.
Double 4 is 8 so half of 8 is ☐.
Double 6 is 12 so half of 12 is ☐.

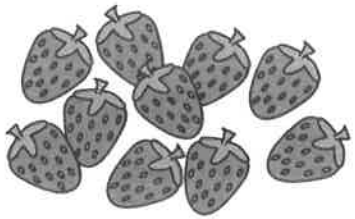
Learning outcomes:
- I can find half of even numbers up to 20.
- I am beginning to relate doubling and halving.

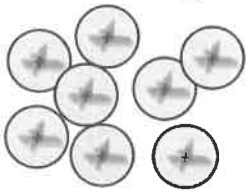
A Bit Stuck?
Be fair

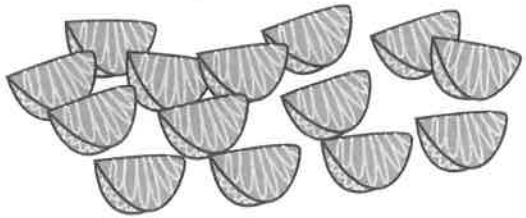


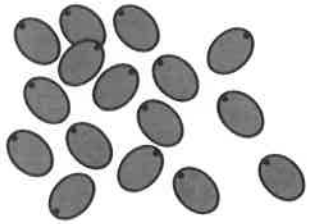


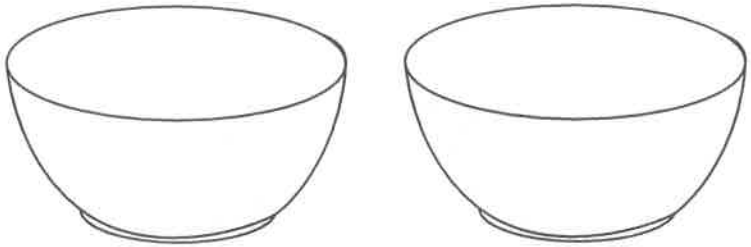
A Bit Stuck?
Be fair











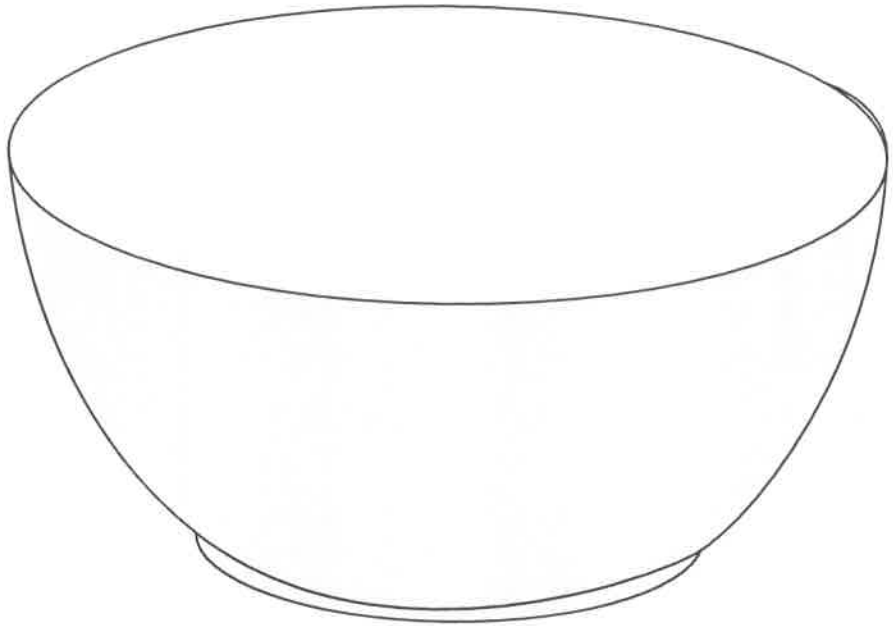
Half of 10 is ☐

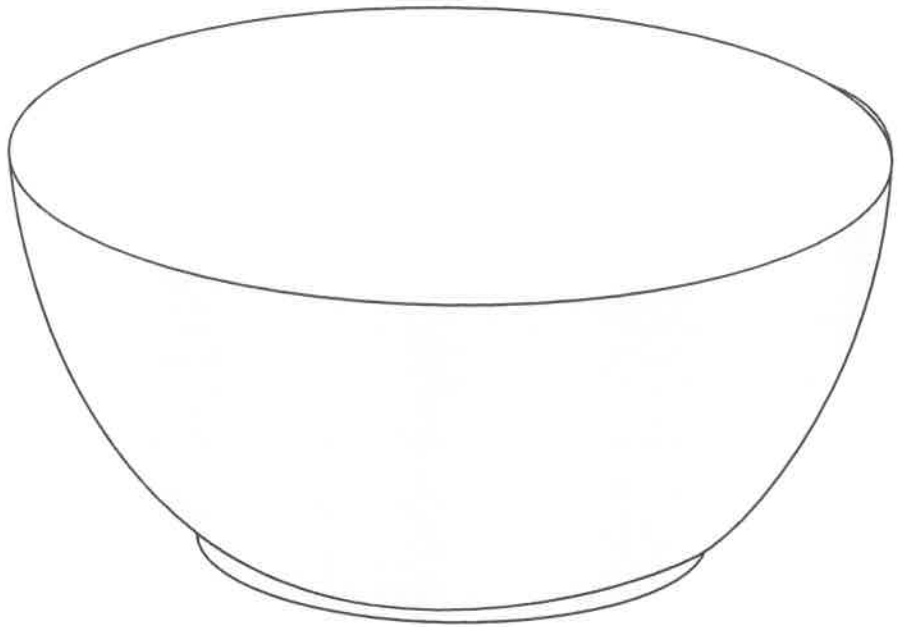
Half of 8 is ☐

Half of 14 is ☐

Half of 16 is ☐

A Bit Stuck?
Be fair





Check your understanding
Questions

Double 13 = △

Double △ is ◇

Double ◇ is □ Find △, ◇ and □

Fold here to hide answers

Check your understanding
Answers

Double 13 = 26

Double 26 is 52

Double 52 is 104 Find △, ◇ and □ 26, 52, 104.

Do children partition each number twice to find the double? An answer of 42 for double 26 suggests children were not sure what to do when the sum of the 1s is greater than 10.

Year 2: Week 2, Day 2
Find fractions of amounts

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

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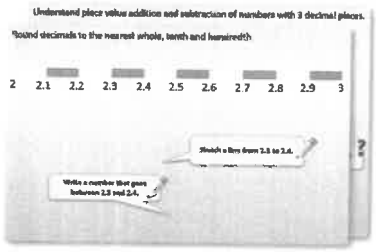

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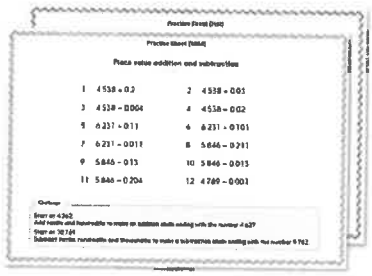
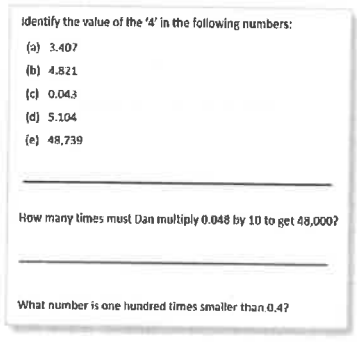
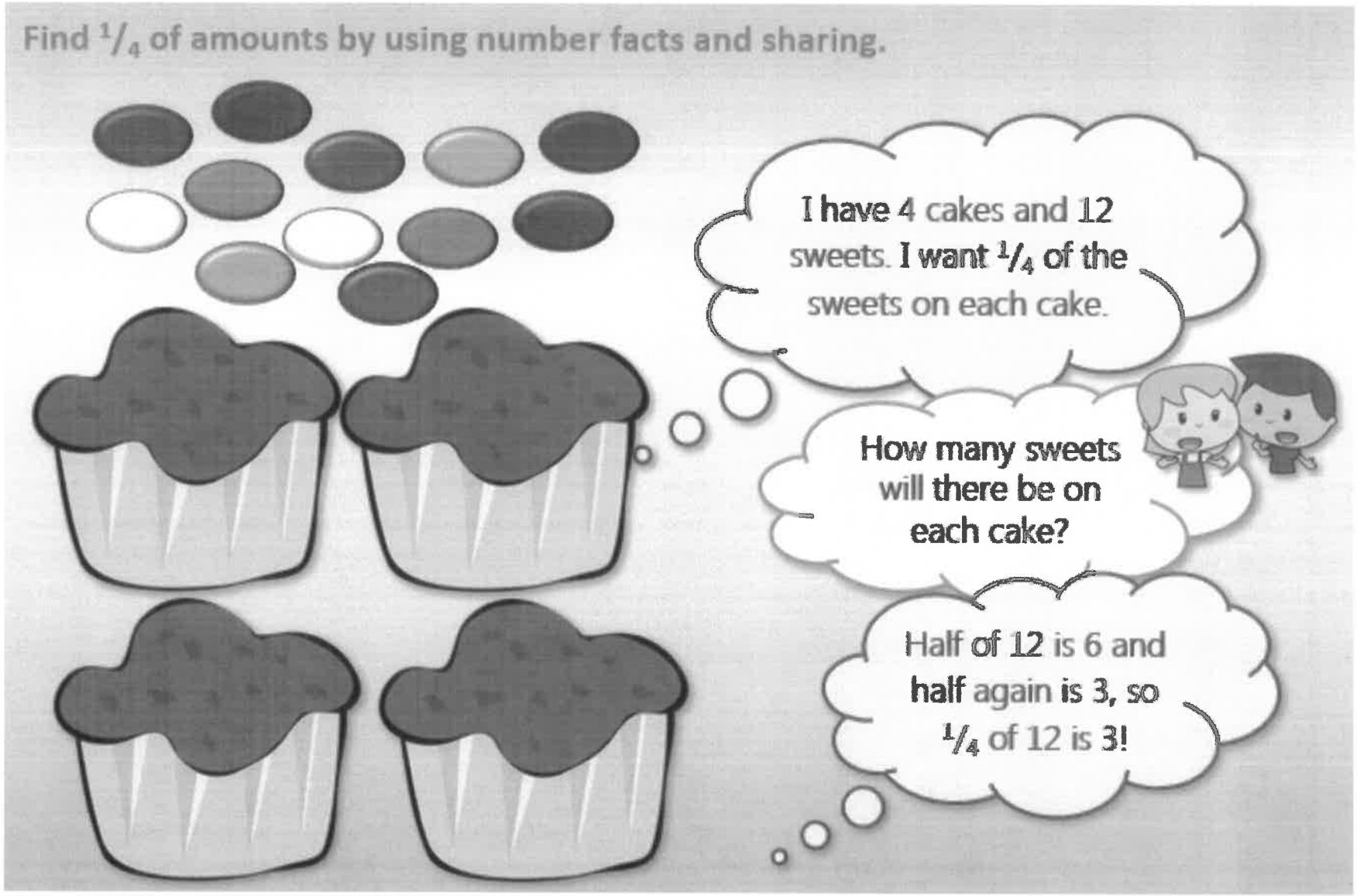


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



Learning Reminders



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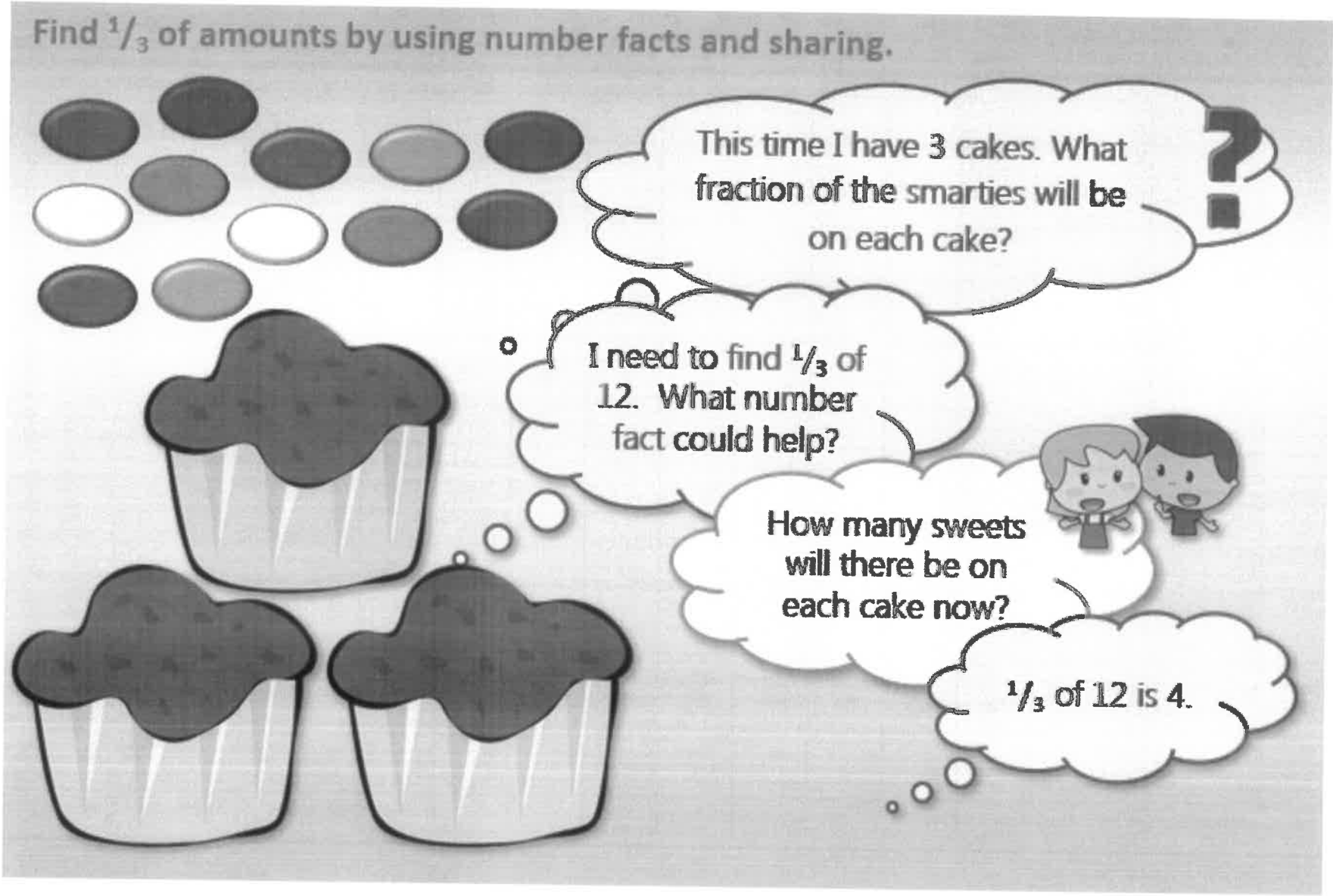


Practice Sheet Mild
Halving and quartering

Complete the table by finding half, then a quarter of each of the numbers.

	$\frac{1}{2}$	$\frac{1}{4}$
4		
8		
12		
16		
20		
24		
28		
32		
36		

Challenge

What do you notice about the numbers in the $\frac{1}{2}$s column? What number would come next? What about the $\frac{1}{4}$s column? How would this pattern continue?

Practice Sheet Hot
Finding fractions of numbers

Find the following:

$\frac{1}{4}$ of 16

$\frac{1}{4}$ of 8

$\frac{1}{4}$ of 32

$\frac{1}{4}$ of 28

$\frac{1}{3}$ of 12

$\frac{1}{3}$ of 6

$\frac{1}{3}$ of 9

$\frac{1}{3}$ of 21

$\frac{1}{4}$ of 20

$\frac{1}{3}$ of 24

$\frac{1}{2}$ of 22

$\frac{1}{4}$ of 24

$\frac{1}{2}$ of 16

$\frac{1}{3}$ of 15

$\frac{1}{4}$ of 36

$\frac{1}{2}$ of 26

$\frac{1}{3}$ of 27

$\frac{1}{2}$ of 24

$\frac{1}{2}$ of 32

$\frac{1}{3}$ of 18

Challenge

$\frac{1}{4}$ of a number is 10. What is the number?

$\frac{1}{3}$ of the number is 1. What is the number?

Practice Sheets Answers

Halving and quartering (mild)

	$\frac{1}{2}$	$\frac{1}{4}$
4	2	1
8	4	2
12	6	3
16	8	4
20	10	5
24	12	6
28	14	7
32	16	8
36	18	9

Challenge

What do you notice about the numbers in the $\frac{1}{2}$s column? Go up in 2s.
What number would come next? 20
What about the $\frac{1}{4}$s column? Go up consecutively.
How would this pattern continue? 10, 11, 12, etc.

Finding fractions of numbers (hot)

$\frac{1}{4}$ of 16	4	$\frac{1}{2}$ of 22	11
$\frac{1}{4}$ of 8	2	$\frac{1}{4}$ of 24	6
$\frac{1}{4}$ of 32	8	$\frac{1}{2}$ of 16	8
$\frac{1}{4}$ of 28	7	$\frac{1}{3}$ of 15	5
$\frac{1}{3}$ of 12	4	$\frac{1}{4}$ of 36	9
$\frac{1}{3}$ of 6	2	$\frac{1}{2}$ of 26	13
$\frac{1}{3}$ of 9	3	$\frac{1}{3}$ of 27	9
$\frac{1}{3}$ of 21	7	$\frac{1}{2}$ of 24	12
$\frac{1}{4}$ of 20	5	$\frac{1}{2}$ of 32	16
$\frac{1}{3}$ of 24	8	$\frac{1}{3}$ of 18	6

Challenge

$\frac{1}{4}$ of 40 is 10

$\frac{1}{3}$ of 3 is 1

A Bit Stuck?
Fair cakes

Work in pairs

What to do:

- The twins have each made a cake.
  They are obsessed with fairness.
  They want the same number of chocolate buttons'.
  Write the missing numbers in the sentence.

- Shuffle the number cards and place face down.
  Turn the top card over.
  Take this number of chocolate buttons' (counters) and put half on each cake.
  Fill in a number sentence.

- Repeat for as many cards as you can.

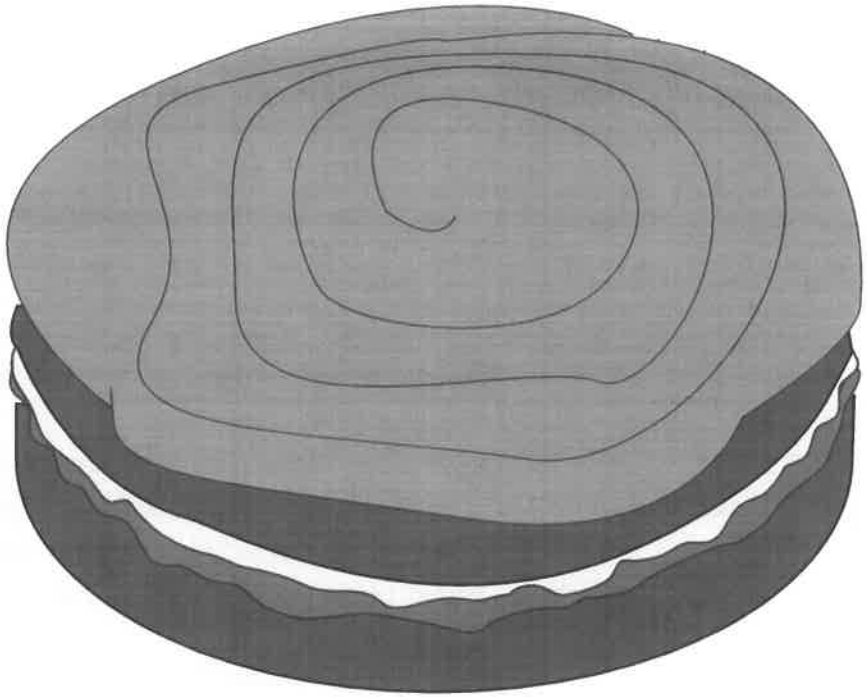
Things you will need:
- Even 2 to 20 cards
- 20 counters
- A pencil

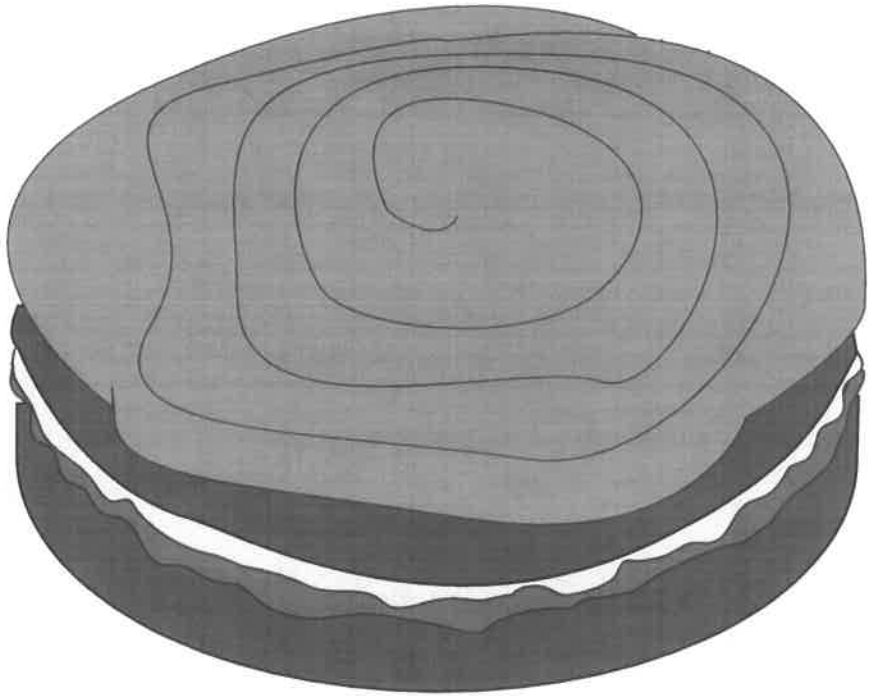
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	
Half of		is	

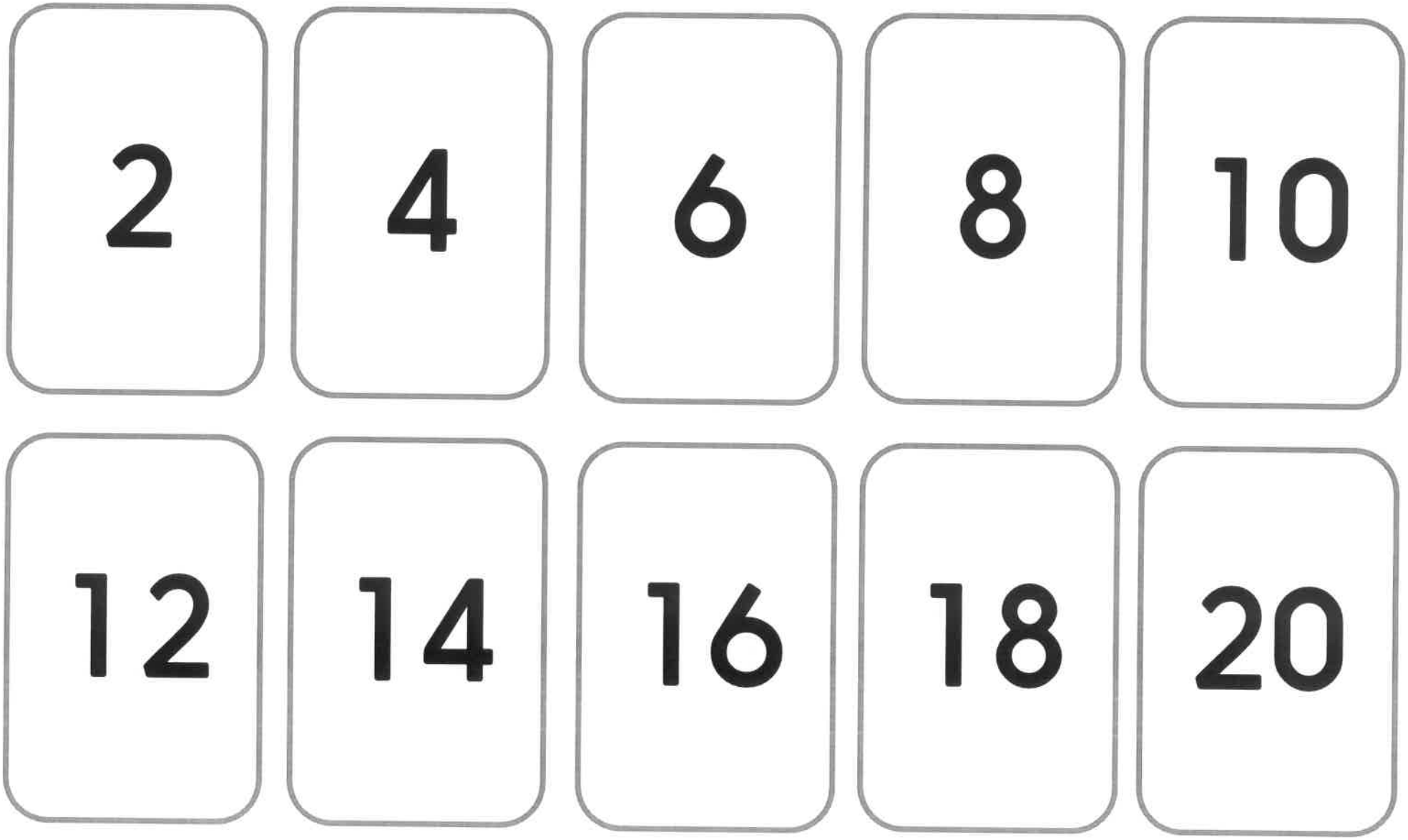
S-t-r-e-t-c-h:
Write doubles facts to go with some of your halving facts, e.g. half of 10 is 5, so double 5 is 10.

Learning outcomes:
- I can find half of even numbers up to 20.
- I am beginning to relate doubling and halving.

A Bit Stuck?
Fair cakes







Check your understanding
Questions

Complete each sentence.

$^1/_4$ of 20 is _____ $^1/_3$ of 12 is _____ $^1/_2$ of 24 is _____

Look at this bar diagram. It shows that $^1/_4$ of 12 is 3.

12			
3	3	3	3

Write a fraction sentence to match each bar diagram below:

22	
11	11

15		
5	5	5

8			
2	2	2	2

---

18 children are in a class and $^1/_3$ are boys. How many are girls?

10 of the 15 children in a class are girls. What fraction are boys?

Check your understanding
Answers

Complete each sentence.

$^1/_4$ of 20 is 5 $^1/_3$ of 12 is 4 $^1/_2$ of 24 is 12

Some children may need a physical model to help solve these.

Look at this bar diagram. It shows that $^1/_4$ of 12 is 3.

12			
3	3	3	3

Write a fraction sentence to match each bar diagram below:

22	
11	11

$^1/_2$ of 22 is 11

15		
5	5	5

$^1/_3$ of 15 is 5

8			
2	2	2	2

$^1/_4$ of 8 is 2

---

18 children are in a class and $^1/_3$ are boys. How many are girls?

12 are girls. 6 are boys ($^1/_3$). An answer of 6 suggests that the question hasn't been read carefully.

10 of the 15 children in a class are girls. What fraction are boys?

$^5/_{15}$ or $^1/_3$ since 5 out of 15 are boys.

Year 2: Week 2, Day 3
Multiplication

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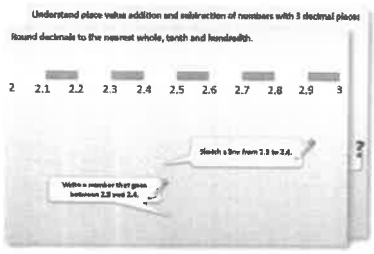

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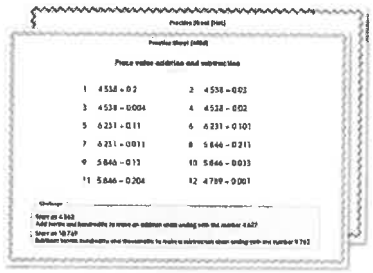

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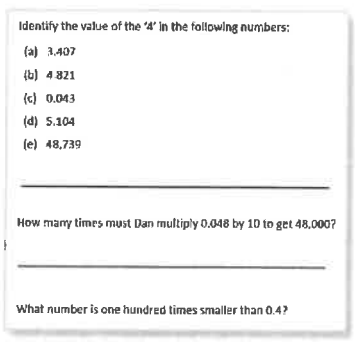
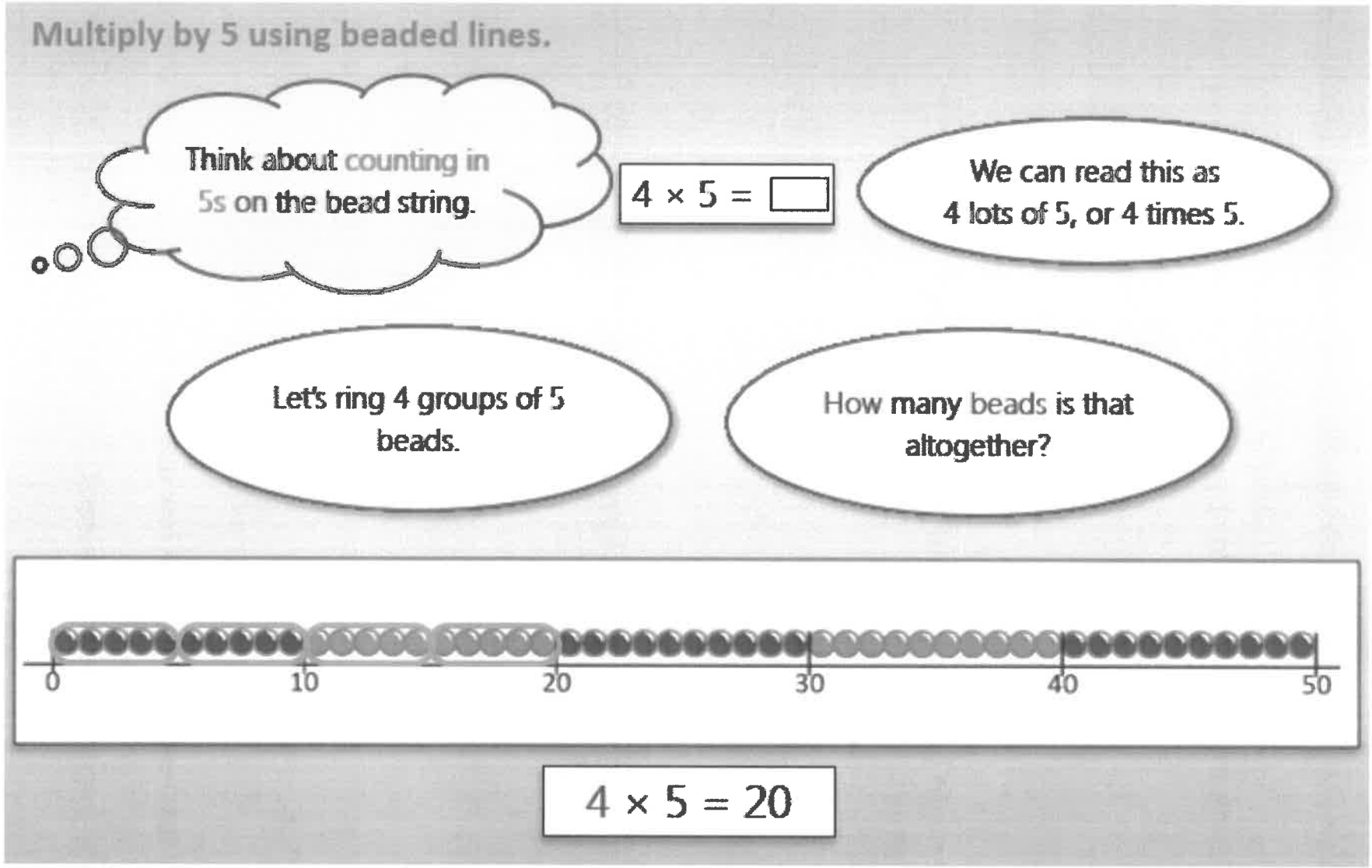


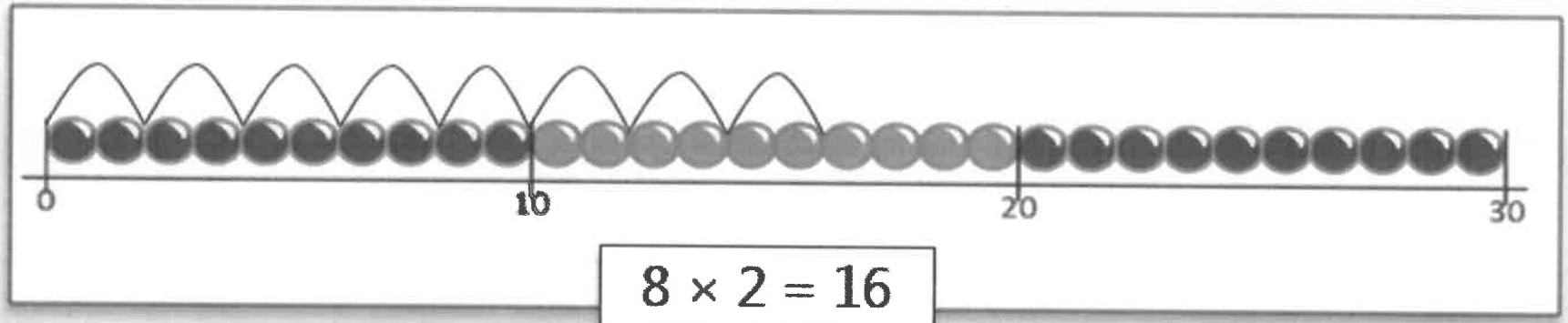
Learning Reminders



Learning Reminders

Multiply by 2 using beaded lines.

Let's find 8 × 2, this time drawing hops ...



$8 \times 2 = 16$

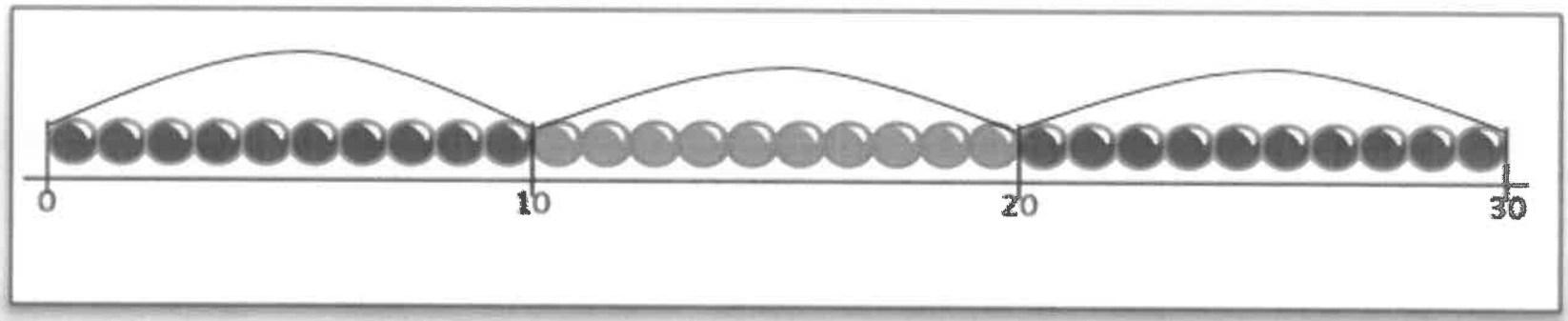
How many beads is that altogether? Count in 2s to check.

Learning Reminders

Multiply by 10 using beaded lines.

Let's find 3 × 10. How many jumps? How big is each one?

Remember it's 3 lots of 10!



How many beads is that altogether?

$3 \times 10 = 30$

Practice Sheet Mild
Multiplying by 5

Solve the following:

1. $2 \times 5 =$
2. $5 \times 5 =$
3. $10 \times 5 =$
4. $7 \times 5 =$
5. $4 \times 5 =$
6. $8 \times 5 =$
7. $1 \times 5 =$
8. $3 \times 5 =$
9. $6 \times 5 =$
10. $9 \times 5 =$
11. $12 \times 5 =$
12. $11 \times 5 =$

Challenge

☐ x 5 = 45

60 = 5 x ☐

How many 5s in 25?

Practice Sheet Hot
Multiply by 2, 5 and 10

Solve the following:

1. $3 \times 5 =$
2. $10 \times 2 =$
3. $7 \times 10 =$
4. $6 \times 5 =$
5. $8 \times 5 =$
6. $3 \times 10 =$
7. $6 \times 2 =$
8. $9 \times 10 =$
9. $12 \times 2 =$
10. $11 \times 2 =$
11. $12 \times 5 =$
12. $7 \times 2 =$
13. $6 \times 10 =$
14. $4 \times 10 =$
15. $7 \times 5 =$
16. $\square = 2 \times 8$
17. $\square = 10 \times 8$
18. $\square \times 2 = 4 \times 5$

Challenge

A classroom has 6 tables. Each table has 5 children sitting at it. Write in the boxes to show how many children there are altogether.

☐ x ☐ = ☐ children

Practice Sheets Answers

Multiplying by 5 (mild)

1. $2 \times 5 = 10$
2. $5 \times 5 = 25$
3. $10 \times 5 = 50$
4. $7 \times 5 = 35$
5. $4 \times 5 = 20$
6. $8 \times 5 = 40$
7. $1 \times 5 = 5$
8. $3 \times 5 = 15$
9. $6 \times 5 = 30$
10. $9 \times 5 = 45$
11. $12 \times 5 = 60$
12. $11 \times 5 = 55$

Challenge

$9 \times 5 = 45$ $60 = 5 \times 12$

There are five 5s in 25.

Multiply by 2, 5 and 10 (hot)

1. $3 \times 5 = 15$
2. $10 \times 2 = 20$
3. $7 \times 10 = 70$
4. $6 \times 5 = 30$
5. $8 \times 5 = 40$
6. $3 \times 10 = 30$
7. $6 \times 2 = 12$
8. $9 \times 10 = 90$
9. $12 \times 2 = 24$
10. $11 \times 2 = 22$
11. $12 \times 5 = 60$
12. $7 \times 2 = 14$
13. $6 \times 10 = 60$
14. $4 \times 10 = 40$
15. $7 \times 5 = 35$
16. $16 = 2 \times 8$
17. $80 = 10 \times 8$
18. $10 \times 2 = 4 \times 5$

Challenge

$6 \times 5 = 30$ children.

A Bit Stuck?
Clever twos

Work in pairs

Things you will need:
- 0 to 20 beaded lines
- 1 to 10 cards
- A pencil

What to do:

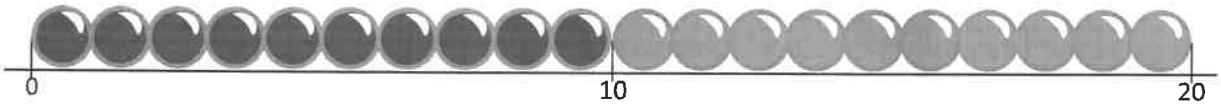
- Shuffle a set of 1-10 cards.
  Place face down.
- Take the top card.
  Draw this number of hops on the 0 to 20 beaded line.
  Fill in the number sentence.
- Repeat four more times.
- Score 2 points for each correct number sentence.
- At the end, count in 2s to work out your final score.

S-t-r-e-t-c-h:
Write your own number sentences using the x sign, e.g. 7 x 2 = 14.

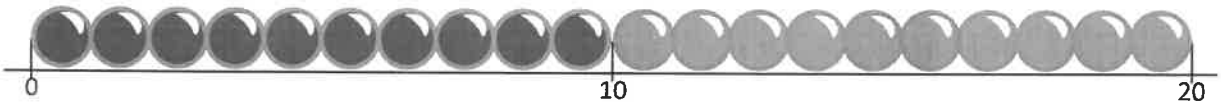
Learning outcomes:
- I can use 'clever counting' in 2s.
- I can fill in matching multiplications.
- I am beginning to use the multiplication sign.

A Bit Stuck?
Clever twos

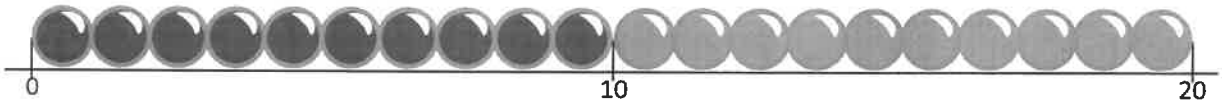
☐ lots of 2 is ☐



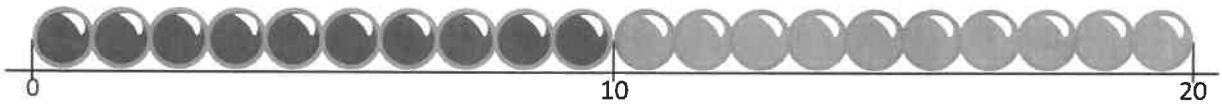
☐ lots of 2 is ☐



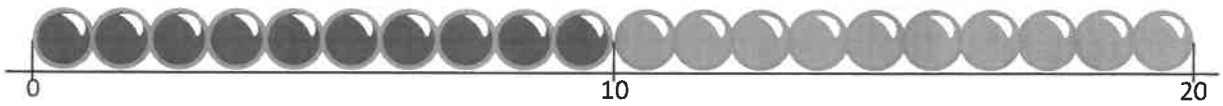
☐ lots of 2 is ☐

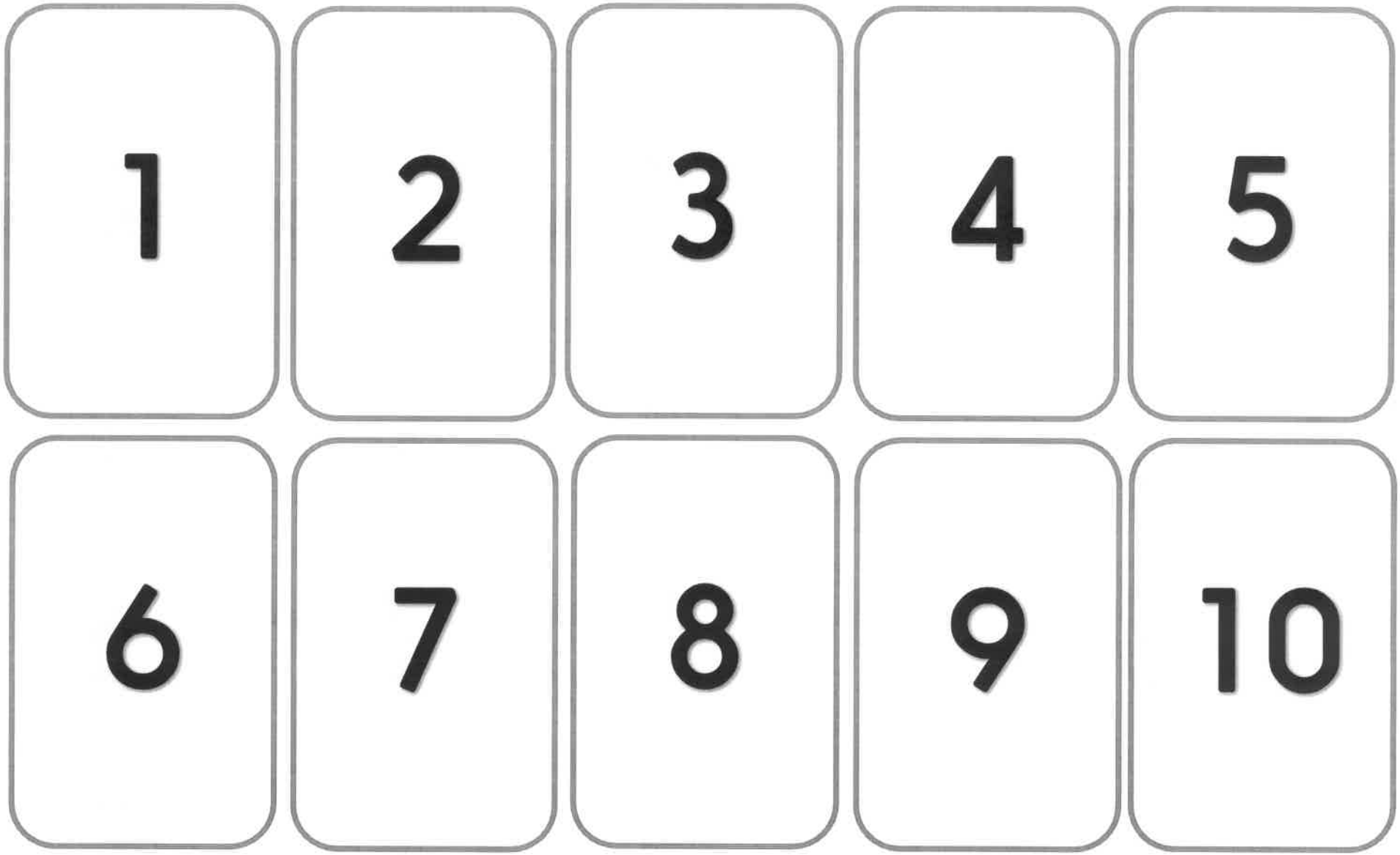


☐ lots of 2 is ☐



☐ lots of 2 is ☐





Check your understanding
Questions

What are...
4 lots of 5?

9 lots of 2?

8 lots of 10?

Sam counts in 2s from 0.
What are the 5th, 6th and 7th numbers he says?

Gill counts in 5s from 0.
What are the 6th, 7th and 8th numbers she says?

Complete these multiplications:
8 x 5 =

7 x 2 =

4 x 10 =

11 x 2 =

Check your understanding
Answers

What are...
4 lots of 5? 20
9 lots of 2? 18
8 lots of 10? 80

Sam counts in 2s from 0.
What are the 5th, 6th and 7th numbers he says? 10, 12, 14

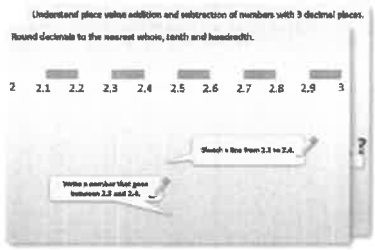
Gill counts in 5s from 0.
What are the 6th, 7th and 8th numbers she says? 30, 35, 40.

Complete these multiplications.
8 x 5 = 40
7 x 2 = 14
4 x 10 = 40
11 x 2 = 22 Answers of 13, 9, 14 and 13 suggest child has added, not multiplied.

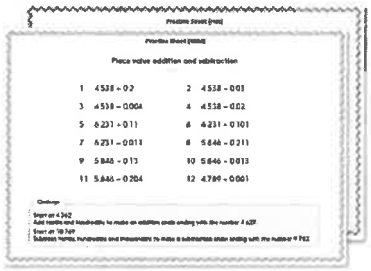
Year 2: Week 2, Day 4
Division

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

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

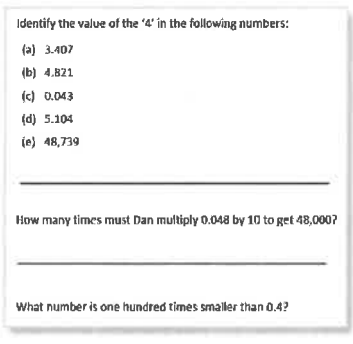


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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!

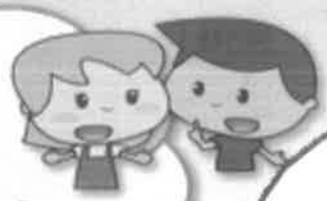


Learning Reminders

Work out division using beaded lines; Understand division as the inverse of multiplication.

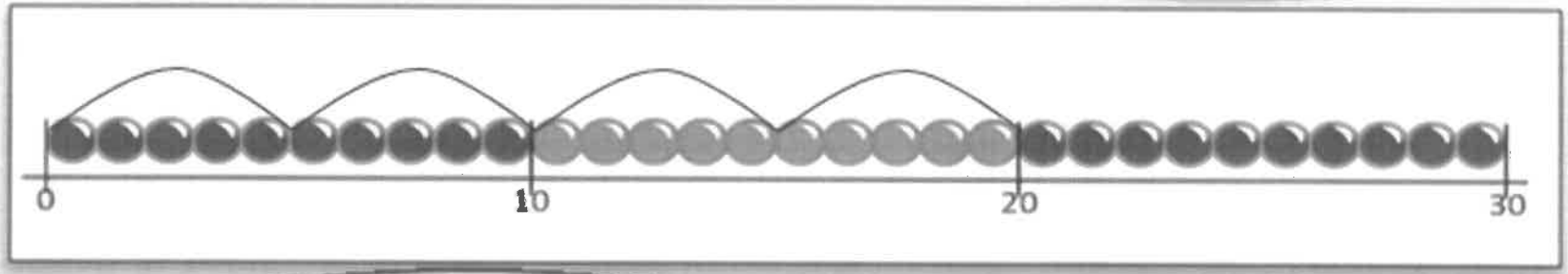
$20 \div 5 = \square$

What does this number sentence ask us to do?



How many lots of 5 are in 20? $\square \times 5 = 20$

We can start at 20 and jump back in 5s.



That's 4 jumps.

$20 \div 5 = 4$.

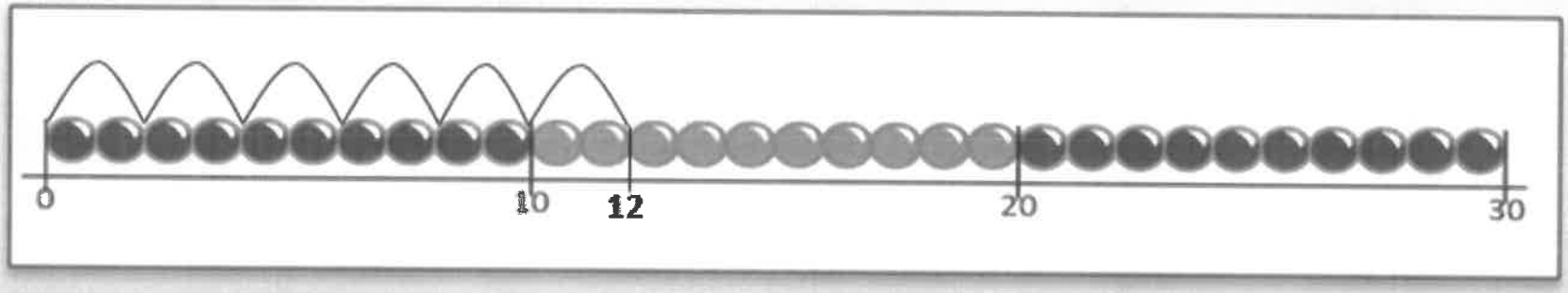
What would the matching multiplication look like?

$4 \times 5 = 20$

Learning Reminders

Work out division using beaded lines; Understand division as the inverse of multiplication.

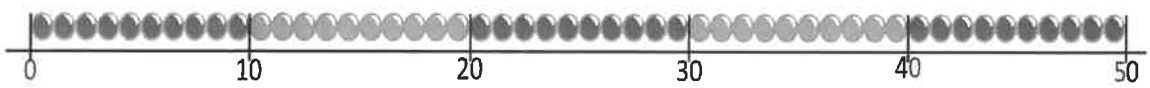
Let's try 12 ÷ 2. □ x 2 = 12
I start at the number to be divided then draw hops back along the line in groups of the smaller number until I can't make any more groups.



6 groups of 2.
12 ÷ 2 = 6

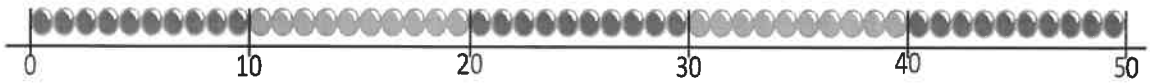
Practice Sheet Mild
Division on beaded lines

15 ÷ 5 =

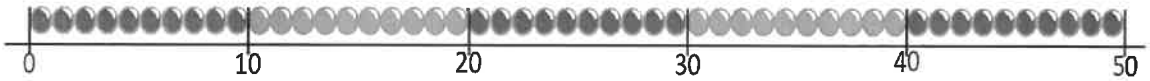


16 ÷ 2 =

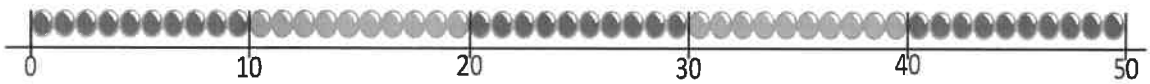
40 ÷ 10 =



40 ÷ 5 =



45 ÷ 5 =



Challenge

Now try to solve these calculations and write a matching multiplication for each:

90 ÷ 10 = 55 ÷ 5 = 24 ÷ 2 =

Practice Sheet Hot
More mystery numbers

Find the missing numbers.

1. $\square \times 5 = 30$
2. $10 \div 5 = \square$
3. $\square \times 2 = 24$
4. $20 \div 2 = \square$
5. $\square \times 10 = 60$
6. $\square \times 2 = 22$
7. $\square \times 2 = 16$
8. $\square \times 5 = 25$
9. $30 \div 2 = \square$
10. $\square \times 10 = 90$
11. $70 \div 10 = \square \div 2$
12. $45 \div 5 = 18 \div \square$

Challenge

Make up three more balancing problems like questions 11 and 12 for your partner to solve.

Practice Sheet Answers

Division on beaded lines (mild)

15 ÷ 5 = 3
16 ÷ 2 = 8
40 ÷ 10 = 4
40 ÷ 5 = 8
45 ÷ 5 = 9

Challenge

90 ÷ 10 = 9	10 x 9 = 90 or 9 x 10 = 90
55 ÷ 5 = 11	11 x 5 = 55 or 5 x 11 = 55
24 ÷ 2 = 12	2 x 12 = 24 or 12 x 2 = 24

More mystery numbers (hot)

1. 6 × 5 = 30
2. 10 ÷ 5 = 2
3. 12 × 2 = 24
4. 20 ÷ 2 = 10
5. 6 × 10 = 60
6. 11 × 2 = 22
7. 8 × 2 = 16
8. 5 × 5 = 25
9. 30 ÷ 2 = 15
10. 9 × 10 = 90
11. 70 ÷ 10 = 14 ÷ 2
12. 45 ÷ 5 = 18 ÷ 2

A Bit Stuck?
Ring the twos

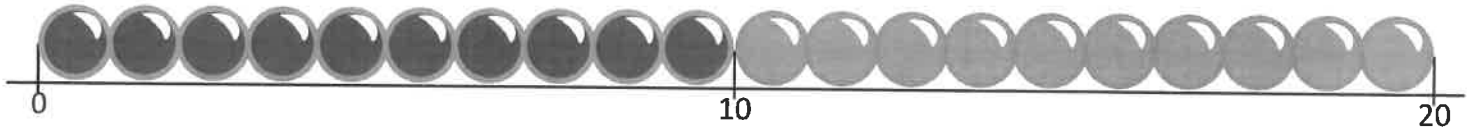
Work in pairs

Things you will need:
- A pencil

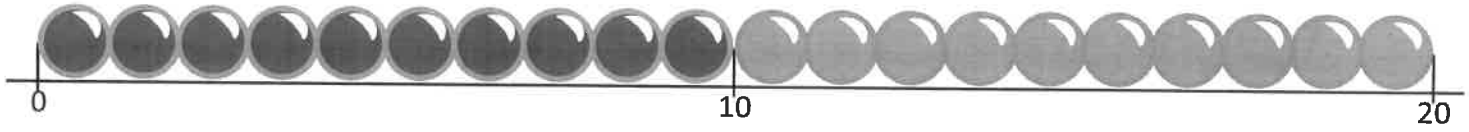
What to do:

Draw rings round groups of 2 beads to work out the answers to these questions:

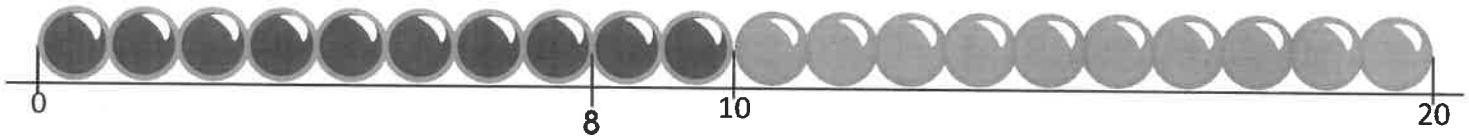
How many 2s are in 10?



How many 2s are in 20?

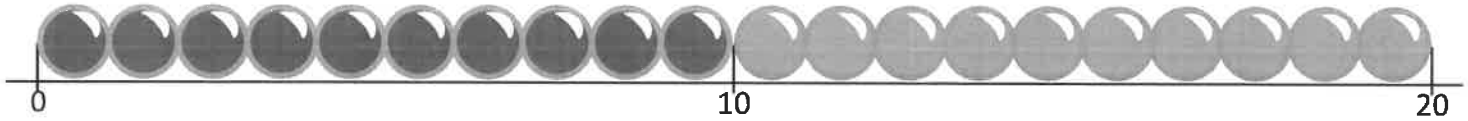


How many 2s are in 8?

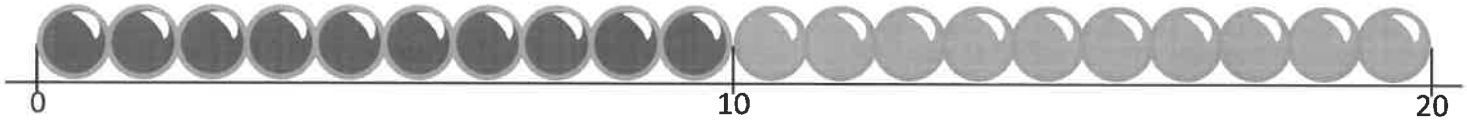


A Bit Stuck?
Ring the twos

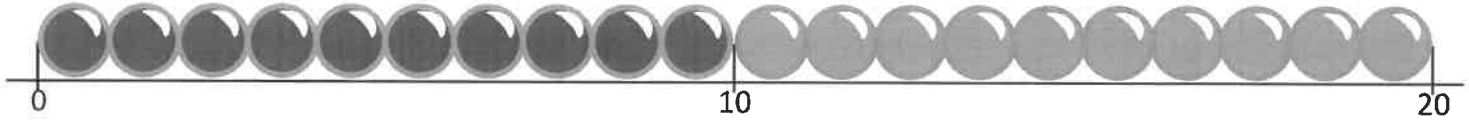
How many 2s are in 12?



How many 2s are in 16?



How many 2s are in 18?



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

Write multiplications to go with some of your answers.

Learning outcomes:

- I can ring groups on a beaded line to find how many 2s are in a number.
- I am beginning to see the link between multiplication and division.

Check your understanding

Questions

How many hops of 5 in...

(i) 20?

(ii) 35?

(iii) 50?

How many 2s in ...

(i) 16?

(ii) 20?

(iii) 24?

Explain why 20 ÷ 5 = ☐ can also be written as ☐ x 5 = 20.

Write the missing numbers:

x 2 = 12

x 2 = 20

x 5 = 30

☐ x 10 = 60

Check your understanding

Answers

How many hops of 5 in...

(i) 20? 4

(ii) 35? 7

(iii) 50? 10

How many 2s in ...

(i) 16? 8

(ii) 20? 10

(iii) 24? 12

Explain why 20 ÷ 5 = ☐ can also be written as ☐ x 5 = 20.

Each is asking how many groups (or 'lots') of 5 equal 20.

Write the missing numbers:

☐ 6 x 2 = 12

10 x 2 = 20

6 x 5 = 30

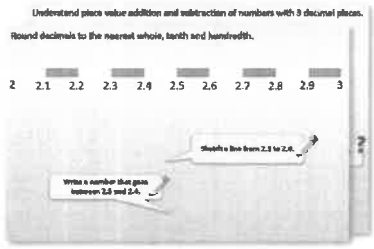
☐ 6 x 10 = 60

Children can count up in 2s, 5s or 10s to confirm the multiplication facts.

Year 2: Week 2, Day 5
Telling the time

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

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



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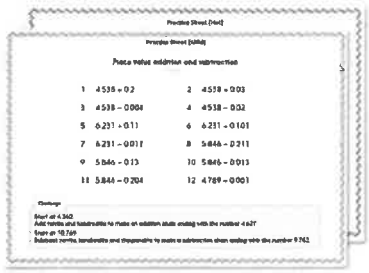
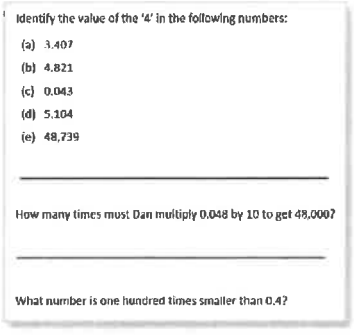


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



Learning Reminders

Order times shown on a clock.

All these times are in the afternoon. Which one is the earliest? And latest?

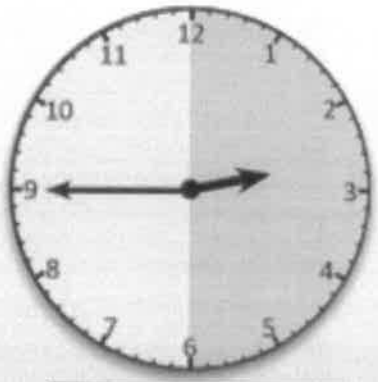
Quarter past 3

Half past 4

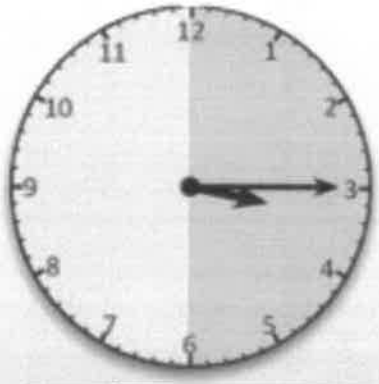
2 o'clock

Quarter to 3

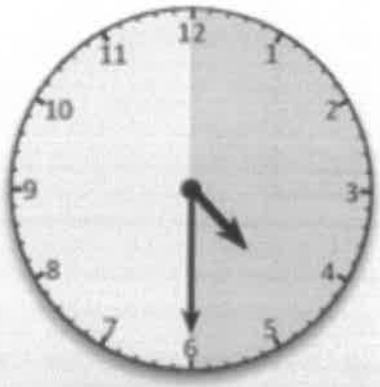
2 o'clock



Quarter to 3



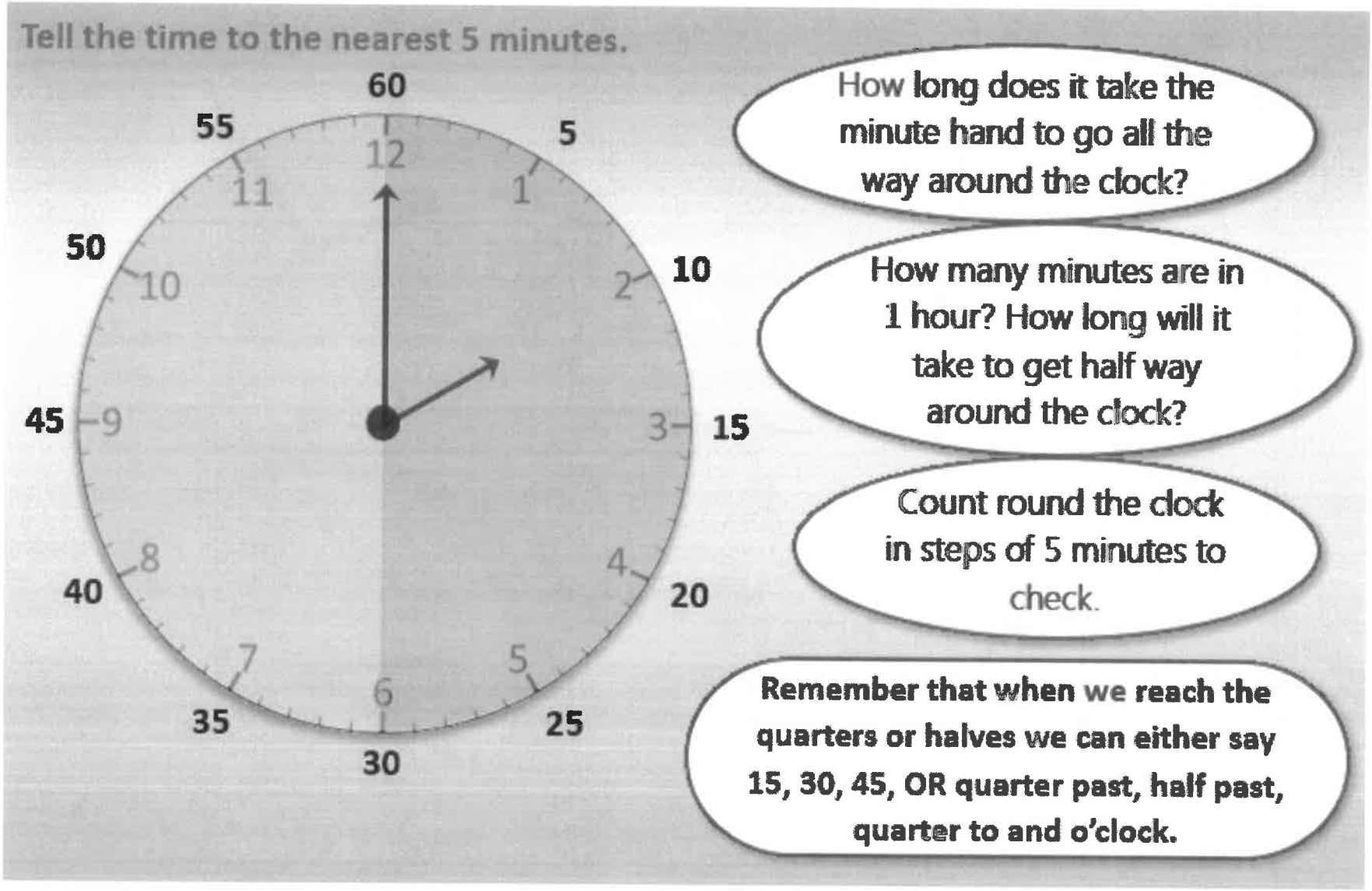
Quarter past 3



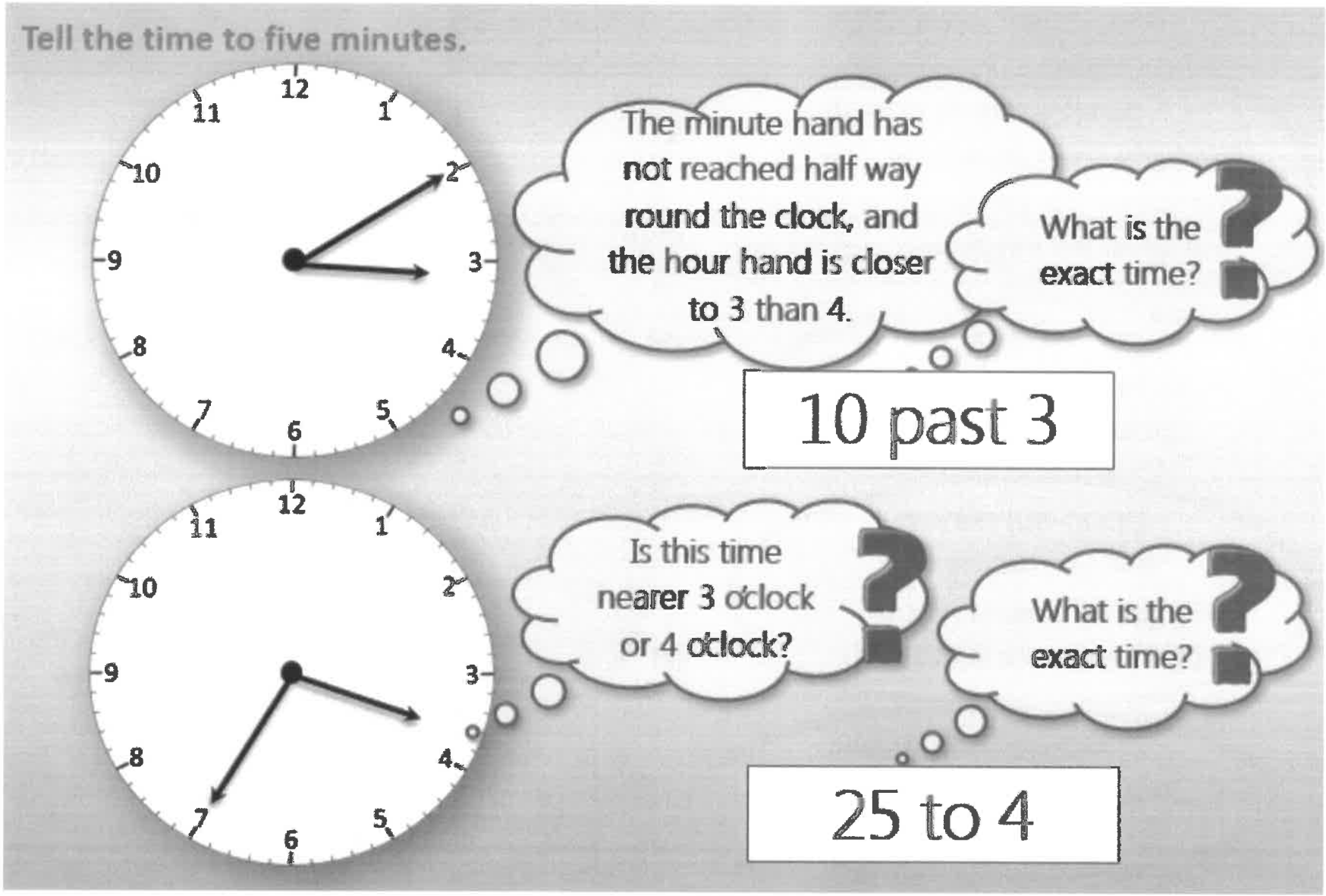
Half past 4

Remember that when the long/minute hand is in the pink it is a 'past' time, when it is in the blue it is a 'to' time.

Learning Reminders

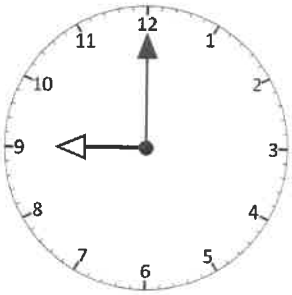


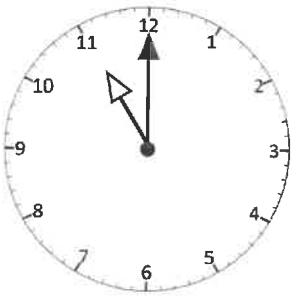
Learning Reminders

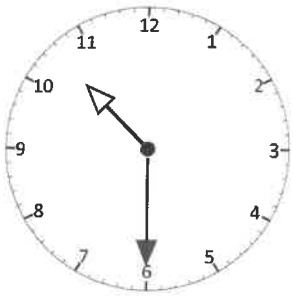


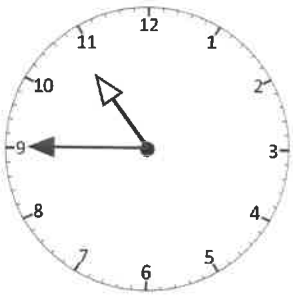
Practice Sheet Mild
Ordering time

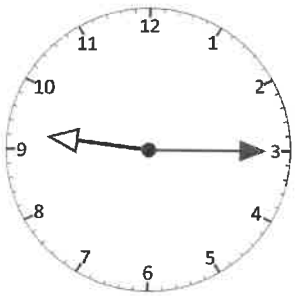
Write the times shown on these clocks.

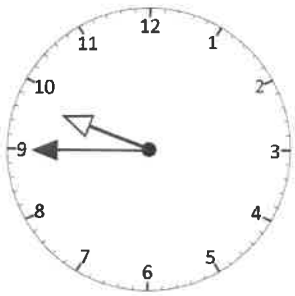












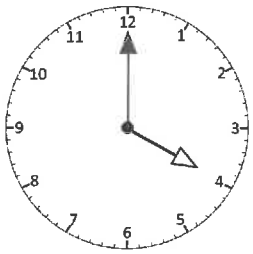
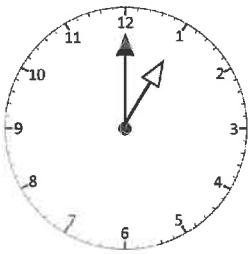
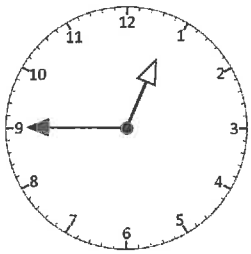
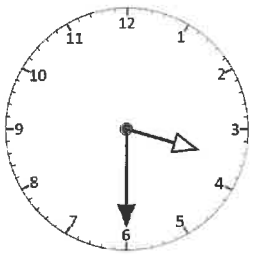
Now starting with 9 o'clock write out the times in order.

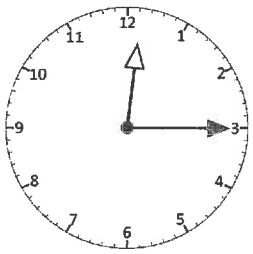
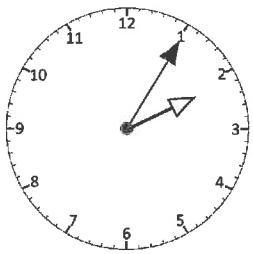
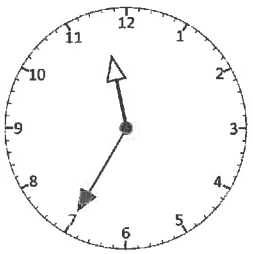
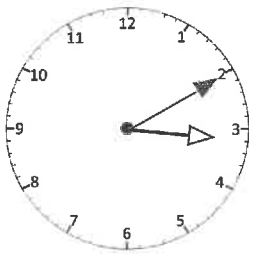
1. _____ 2. _____ 3. _____

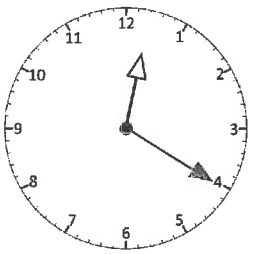
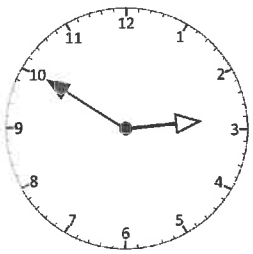
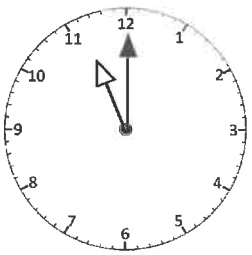
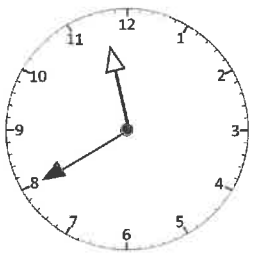
4. _____ 5. _____ 6. _____

Practice Sheet Hot
Ordering time

Write the times shown on these clocks. They run from 11 o'clock in the morning to 4 o'clock in the afternoon.

Now starting with 11 o'clock write out the times in order.

1. 11 o'clock	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12. 4 o'clock

Practice Sheets Answers

Ordering time (mild)

9 o'clock	11 o'clock	half past 10
quarter to 11	quarter past 9	quarter to 10

1. 9 o'clock
2. quarter past 9
3. quarter to 10
4. half past 10
5. quarter to 11
6. 11 o'clock

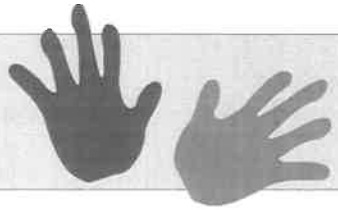
Ordering time (hot)

1. 11 o'clock	2. 25 minutes to 12	3. 20 minutes to 12
4. quarter past 12	5. 20 minutes past 12	6. quarter to 1
7. 1 o'clock	8. 5 minutes past 2	9. 10 minutes to 3
10. 10 minutes past 3	11. half past 3	12. 4 o'clock

A Bit Stuck?
Time loop

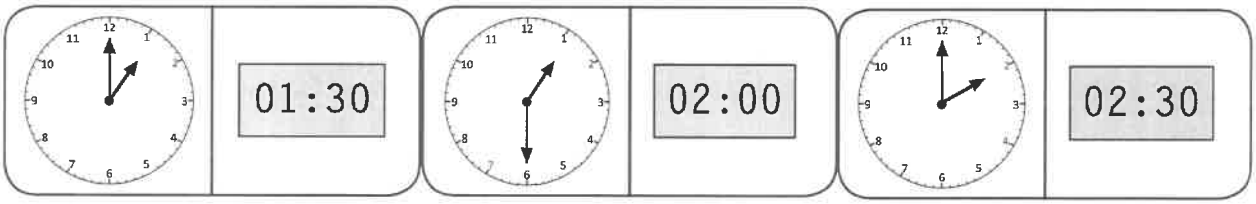
Work in pairs

Things you will need:
- Time dominoes



What to do:

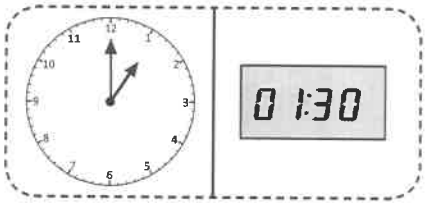
- Work together to match the time dominoes end to end.
  See how many dominoes you can match.
  It is possible to make a BIG loop using all 24 dominoes!



S-t-r-e-t-c-h:
Use ALL the dominoes. Then count round the loop in steps of half an hour.

Learning outcomes:
- I can tell the time to the half hour on analogue and digital clocks.
- I am beginning to say the time half an hour later.

A Bit Stuck?
Time loop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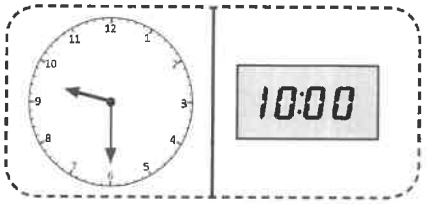
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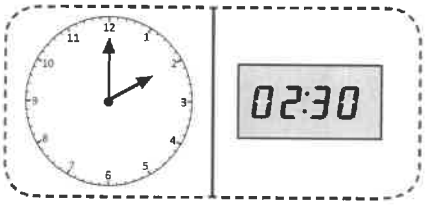
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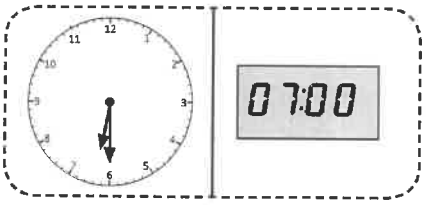
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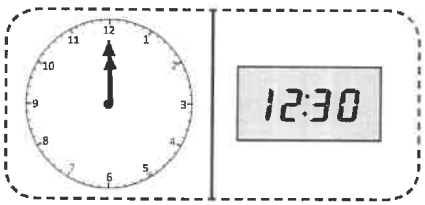
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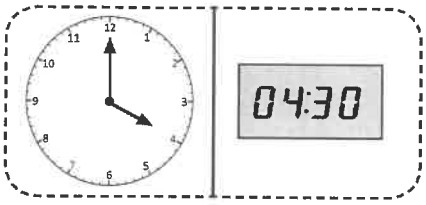
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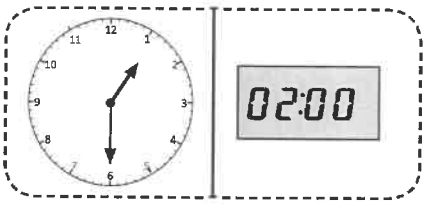
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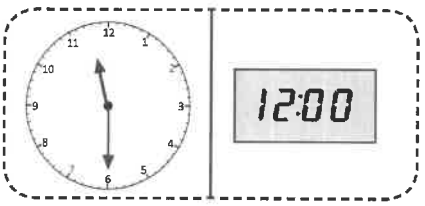
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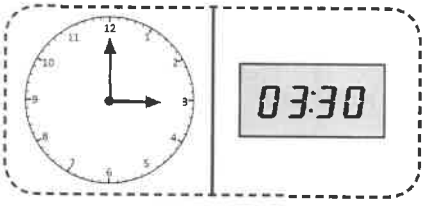
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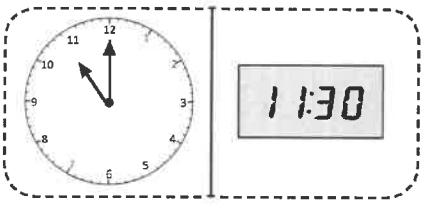
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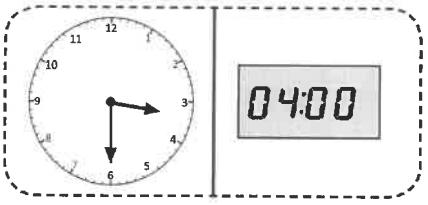
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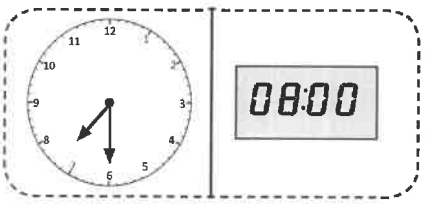
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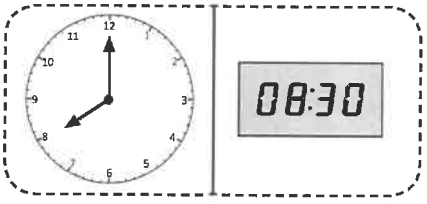
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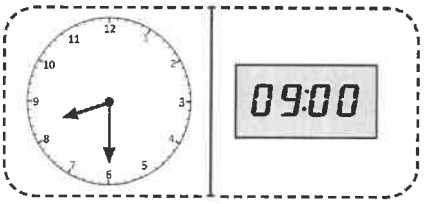
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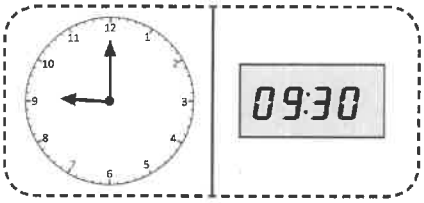
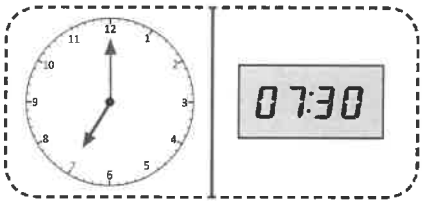
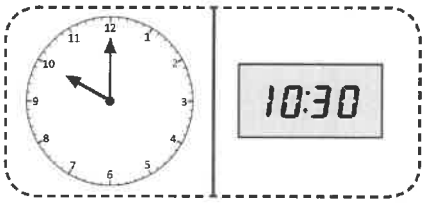
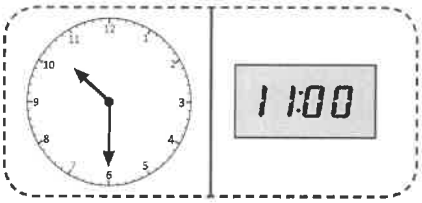
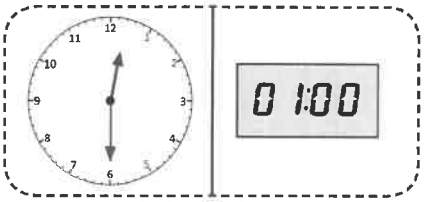
A Bit Stuck?
Time loop

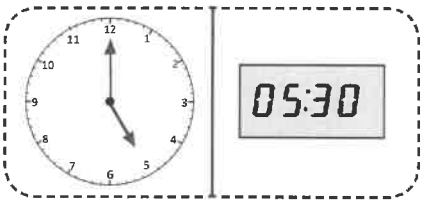


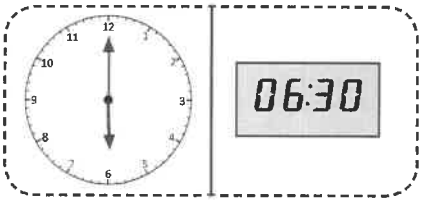












Check your understanding
Questions

Draw hands on clock faces to show these times:

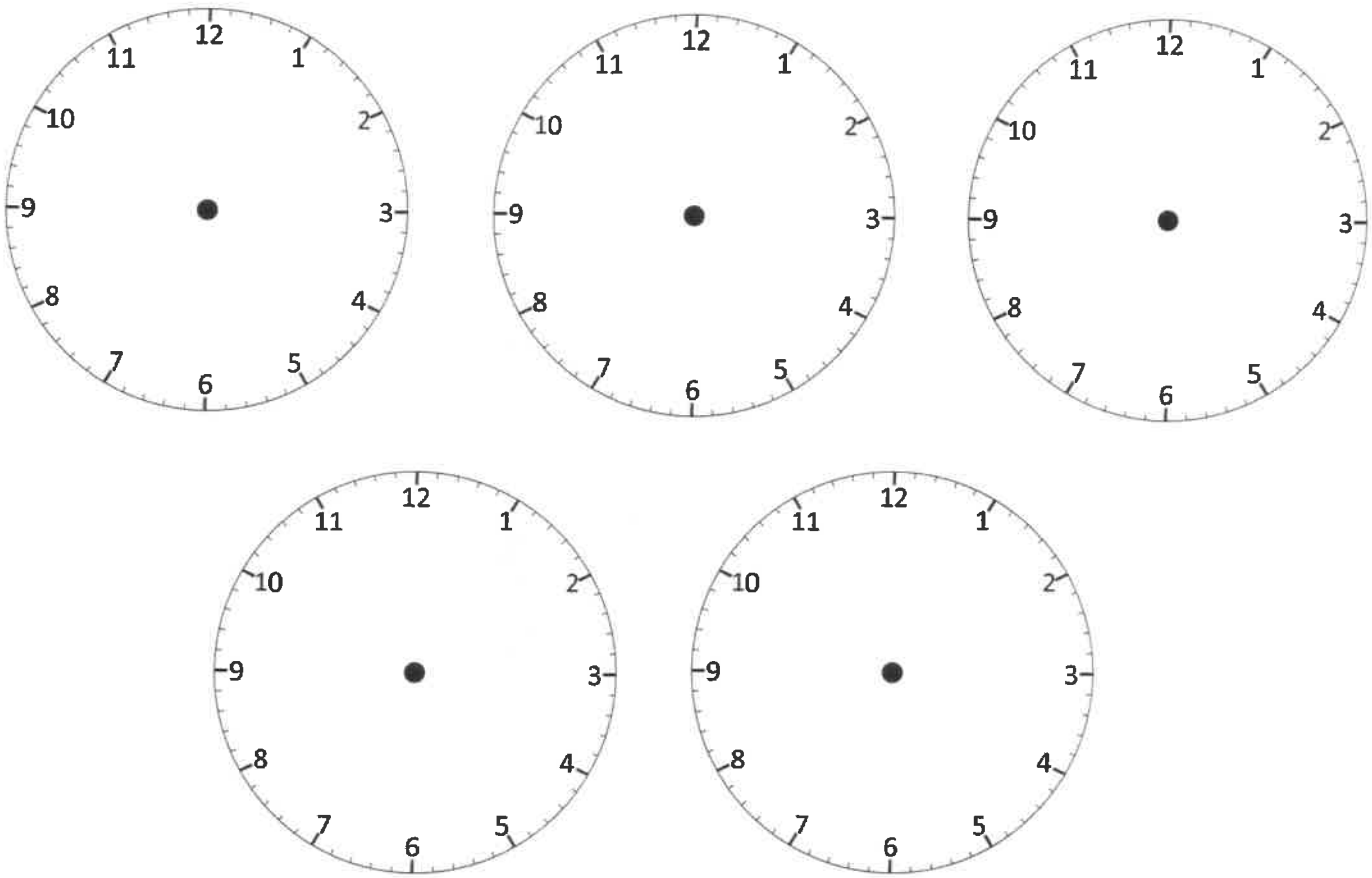
a) Quarter to four

b) Ten past 7

c) Five to 8

d) Quarter past 12

e) Ten to 2



Check your understanding
Answers

Draw hands on clock faces to show these times

a) Quarter to four

b) Ten past 7

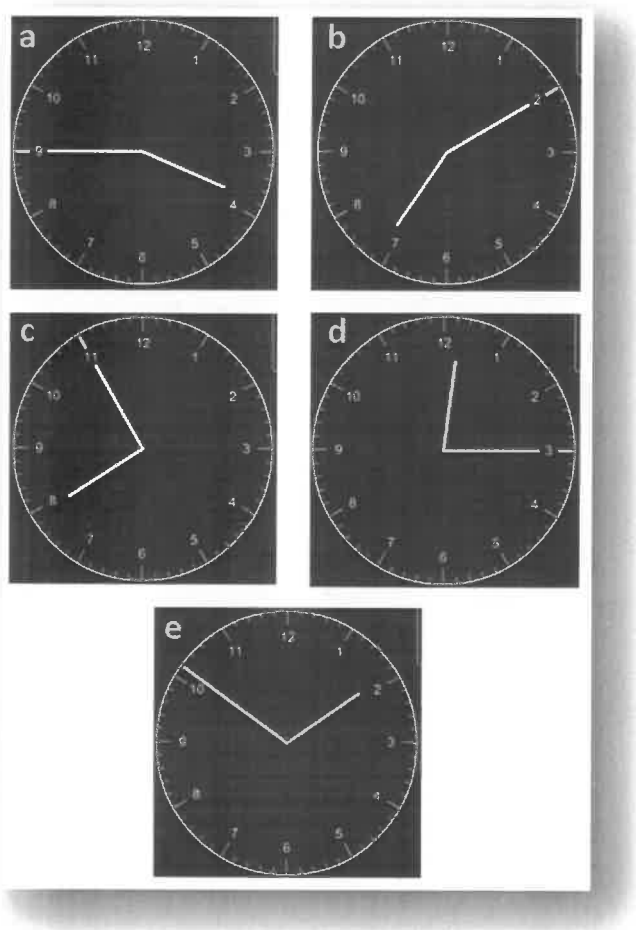
c) Five to 8

d) Quarter past 12

e) Ten to 2

Check placement of the hour hand

– it should not be pointing at the specific hour.



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. Listen to the reading of *Fox* by Margaret Wild and Ron Brooks at https://www.youtube.com/watch?v=txXpJvbGvhE

2. Grammar: nouns phrases

- Together, read the information on *Fox's Noun Phrases.*
- Read *Magpie's Journey Home.* Use one colour to highlight the nouns. Use another colour to highlight the adjectives.

3. Writing: Describe an animal using nouns and adjectives

- Take a normal piece of paper or follow the instructions for *Making Tea Paper* to make paper that looks like a page in *Fox.*
- On the paper, draw an animal you like.
- On *My Animal*, describe your animal in full sentences using nouns and adjectives. Hang your writing and picture up in your bedroom.

Try these Fun-Time Extras:

- Dog and Magpie are friends in the book and are loyal to each other. Who are your friends? On *My Friends*, draw two or three of your good friends and explain what each of them is like.
- On *Foxes in Stories*, list the names of any books, stories, rhymes and poems you know with foxes in them. Say what the foxes in these are often like.
- Read the short passage on *Dog's Spellings*. There are 10 spelling mistakes. Can you spot them all? Correctly rewrite each of the misspelt words on the lines underneath the passage.
- *Fox* is set in Australia. Visit https://www.kids-world-travel-guide.com/animals-in-australia.html and discover about other Australian animals NOT mentioned in the story!

Fox's Noun Phrases

Nouns

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

a bird
the dog
a cave
their surprise

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.**

the miserable magpie

a kind dog

that sly fox

their big surprise

The cave was dark.

Adjectives sometimes come next to 'their' nouns...

but sometimes they do not.

Revision

Noun Phrases

A noun phrase **adds** extra detail to the **noun.**

The hungry, thirsty dog
A sad and lonely bird
this quite amazing forest
that truly cunning fox

It can be made by adding an adjective or two.

Magpie's Journey Home

Slowly, jiggety-hop, the hot, tired Magpie began her long journey home.

The bright sun was beaming down on the sandy desert and poor Magpie felt tired before she had even begun! Her legs ached from all her jiggety-hopping and her mouth was dry and sore. However, a few more hops brought her to the banks of a cool dark stream, flowing between smooth rocks and leafy green bushes. Jumping up onto a stone at the water's edge, Magpie took a long drink of the sparkling water and felt much better. 'I wonder what Dog is doing now?' she thought to herself before carrying on.

Leaving the river behind, Magpie entered a small wood, in which grew all sorts of beautiful trees and bushes. There were tall gum trees and short pine trees, wide oak trees and slender yellow box trees. On many of the branches sat birds with bright feathers, who called cheery greetings to Magpie as she passed.

Beyond the wood and its friendly birds lay a rocky valley. Magpie had to scramble over all sorts of tumbled stones and fallen branches to reach the other side but she pushed on, determined to get back to Dog.

Finally, just as she was beginning to run out of energy, Magpie heard a loud bark quite nearby. Looking up she saw Dog, all sandy brown in the sunshine, standing at the edge of the valley.

'This way, Magpie – I'm up here!' called Dog.

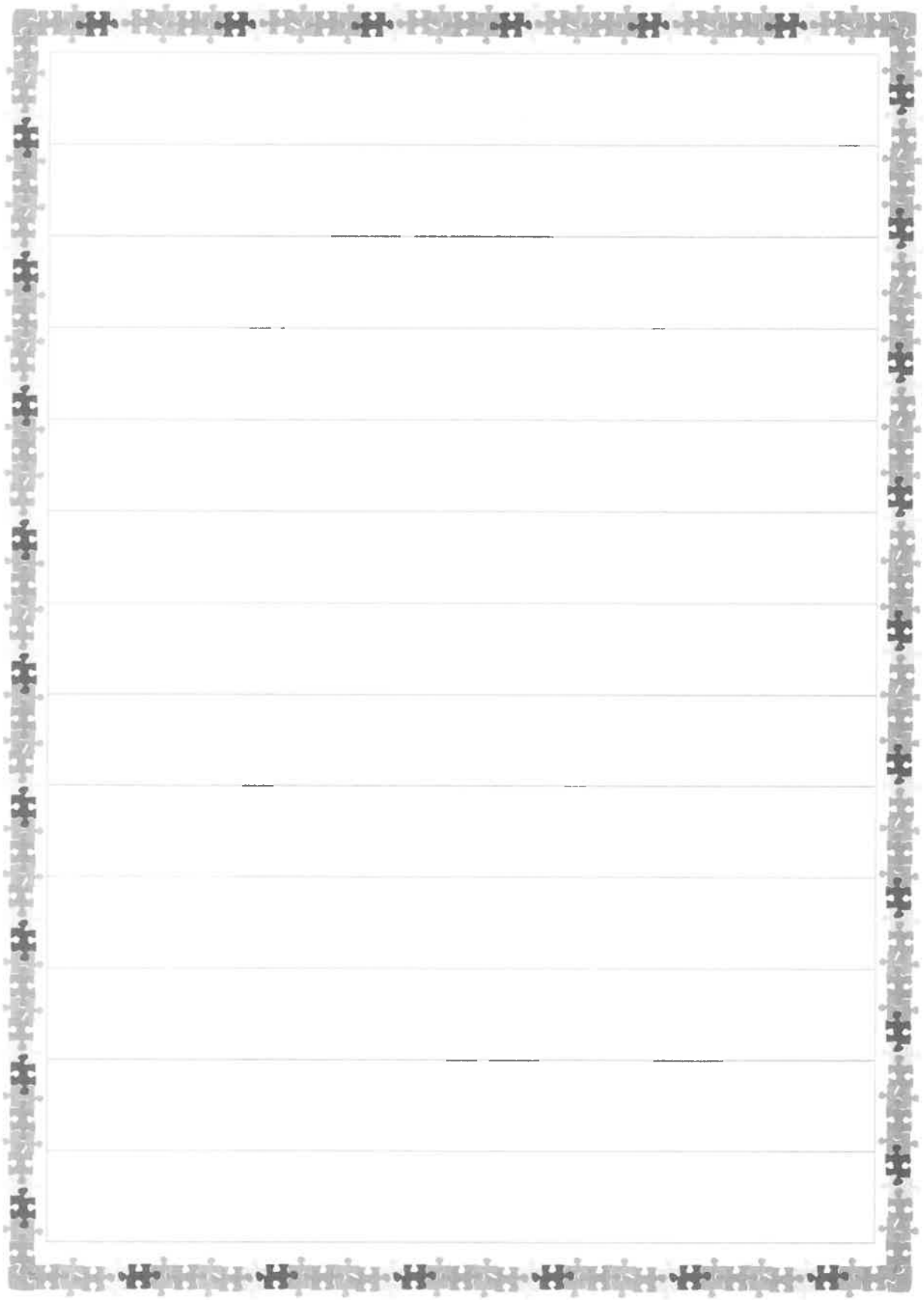
And with one final jiggety-hop, Magpie was home, and reunited with her kind friend.

Making Tea Paper

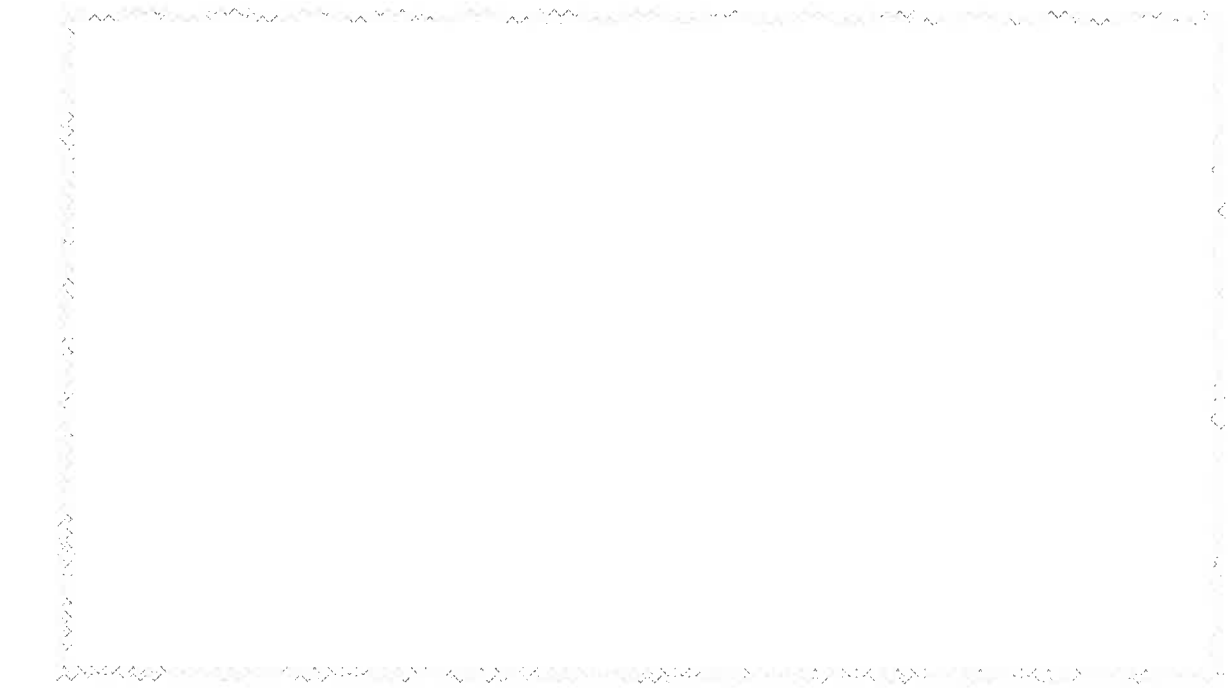
1. Heat the oven to approximately 160^0.
2. Put two tea bags in a large (bigger than A4) baking tray and add hot water so that you have a couple of centimetres depth.
3. Allow the tea mixture to infuse, darken and cool a little.
4. Lay a sheet of white A4 paper in the tea and leave to soak for a few minutes.
5. Transfer the wet sheet to another baking tray and place in the oven to dry through.

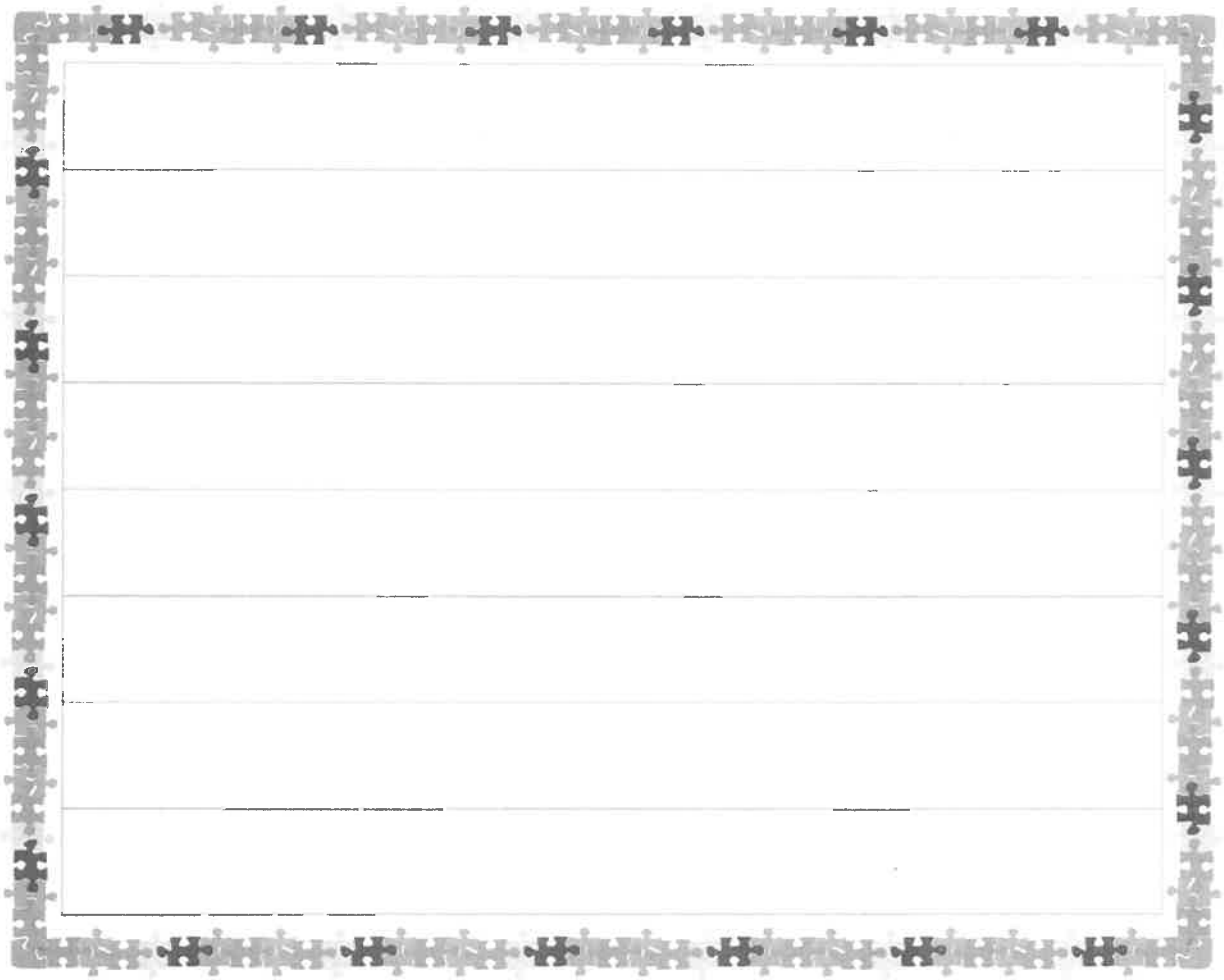
6. Check the paper occasionally, turning if need be to keep the sheet flat as it dries.
7. When dry, tear at the paper's edge to make it look older. You can also singe the edges with a flame.
8. Stick smaller bits of paper down on a larger piece and draw an animal in the way that Ron Brooks does, using charcoal, pencils and paints.

My Animal



My Friends

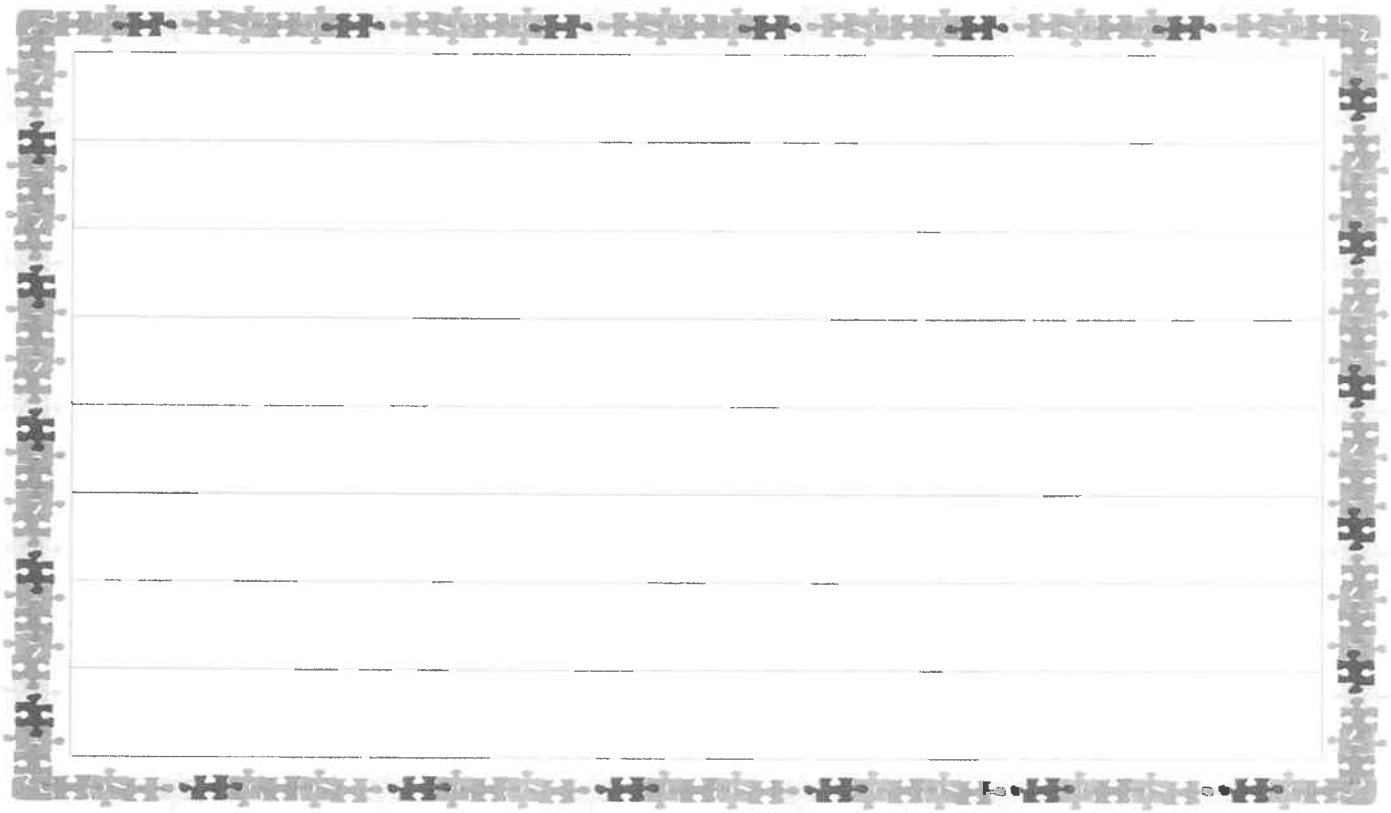




Foxes in Stories

These are the stories I know that have foxes in them:

This is what foxes in stories are often like



Dog's Spellings

Magpie's wing was damaged by the forist fire. She hid in a kave and was very sad. When she was beter she sat on Dog's back and the animals raced along toogether as if they were flying. Fox came to joyn the animals in the springtime as he was lonelie. But Dog did not trust him becuase he was sly. Wen Magpie went of with Fox, Dog was terribly upset. It looced as if Magpie was not coming back at all! However, Fox left Magpie in the desert and she began the long journey back to Dog, her freind.

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. Listen to a reading of *The Whales' Song* by Dyan Sheldon and Gary Blythe.

- Watch this reading of the book https://www.youtube.com/watch?v=tJDF3GSrZ9g&t=94s which shows some of the book's illustrations and / or listen to an audio-only version read by Helena Bonham Carter https://www.youtube.com/watch?v=sShJ23J9ZMM .

2. Comprehension

Answer the *Questions* about *The Whales' Song*.

- Listen back to the story if you need to check something.
- Use full sentences for your answers.
- Read all your answers through carefully before you finish.

3. Writing: Perfect Gifts

In the story, Lily's Grandma tells her you have to take the whales a special present or gift if you want them to sing.

- Decide what your special present for the whales would be.
- On *My Perfect Gift*, draw and describe your perfect gift.

Try these Fun-Time Extras

- In the story, Lily has a lovely time with her Grandma. List all the fun things you like doing with your grandparents and other relatives.
- In *The Whales' Song*, Dyan Sheldon uses similes for description – whales as big as hills, whales as peaceful as the moon. On *Similes to Describe Me!* draw a picture of yourself and create three or four really good similes that describe you (My eyes are as green as sea water; I am as a tall as a tower and as brave as a lion, etc.)

Questions

1. How would you describe Lily's Grandma in the story? Say what she looks like and what she is a like as a person.

2. What does Lily's great Uncle Frederick think about the stories that Lily's Grandma tells her?

3. List three of the things that Great Uncle Frederick says whales were used for in the old days.

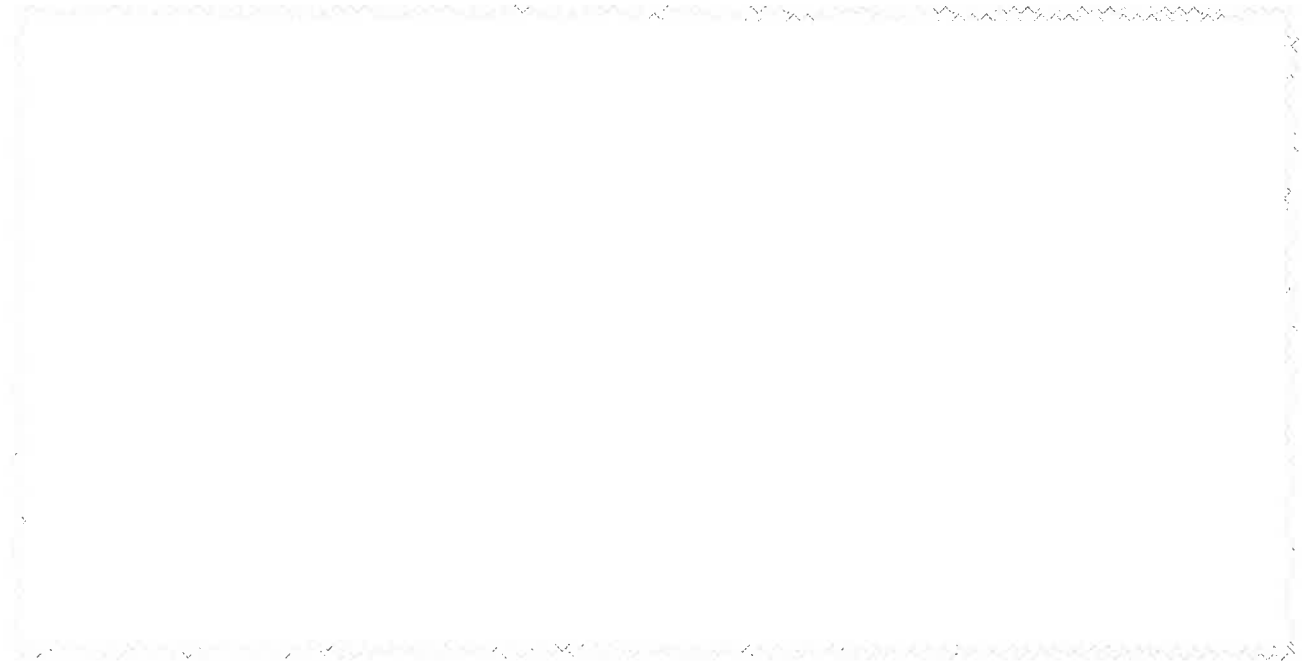
4. What does Lily drop into the water from the end of the old pier? Why does she do that?

5. What does Great Uncle Frederick say to Lily when he comes down to collect her from the pier at the end of the day?

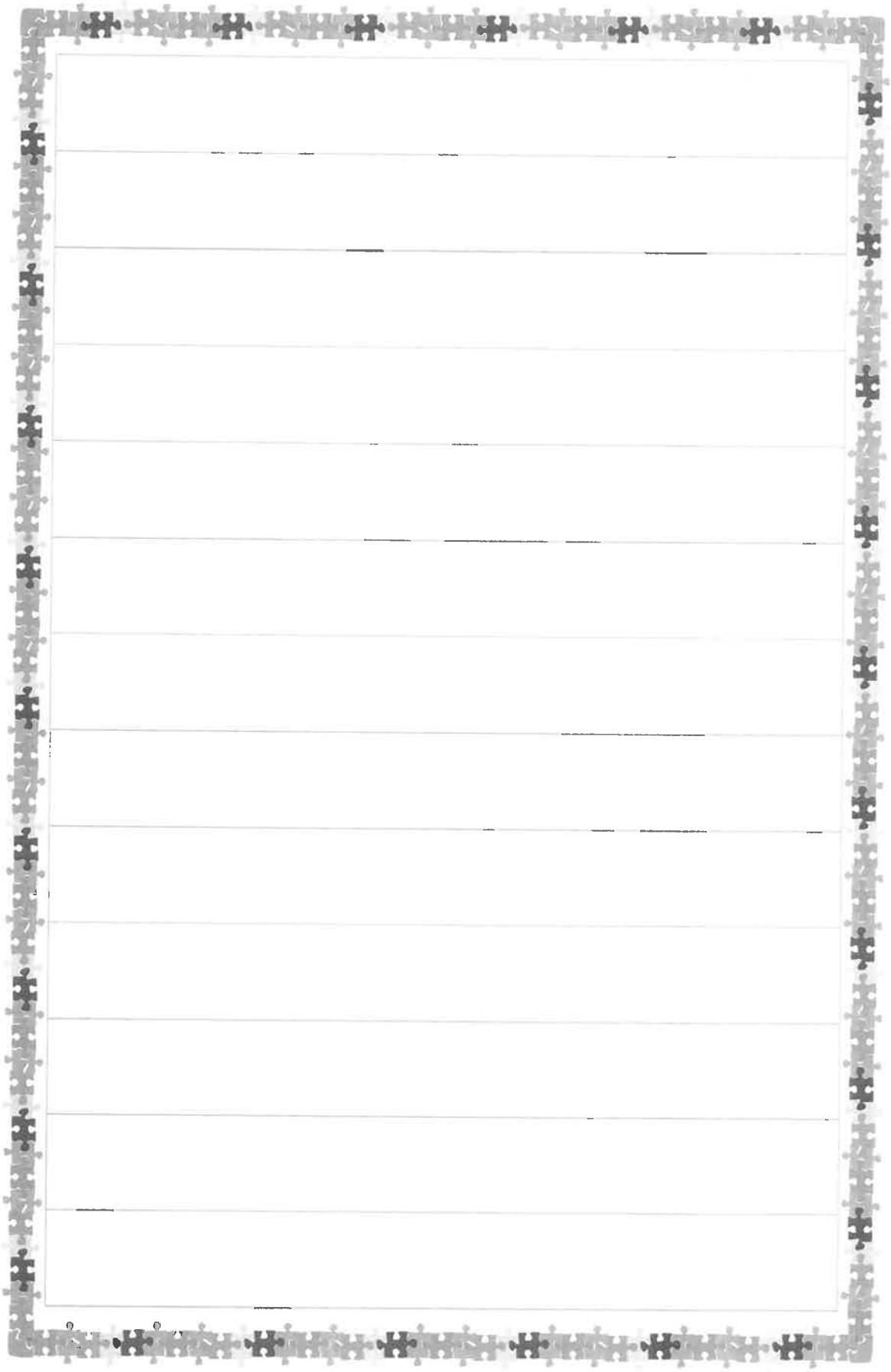
6. Do you think Lily <u>really</u> saw the whales or was it all just a dream she had? Explain why you think that.

My Perfect Gift

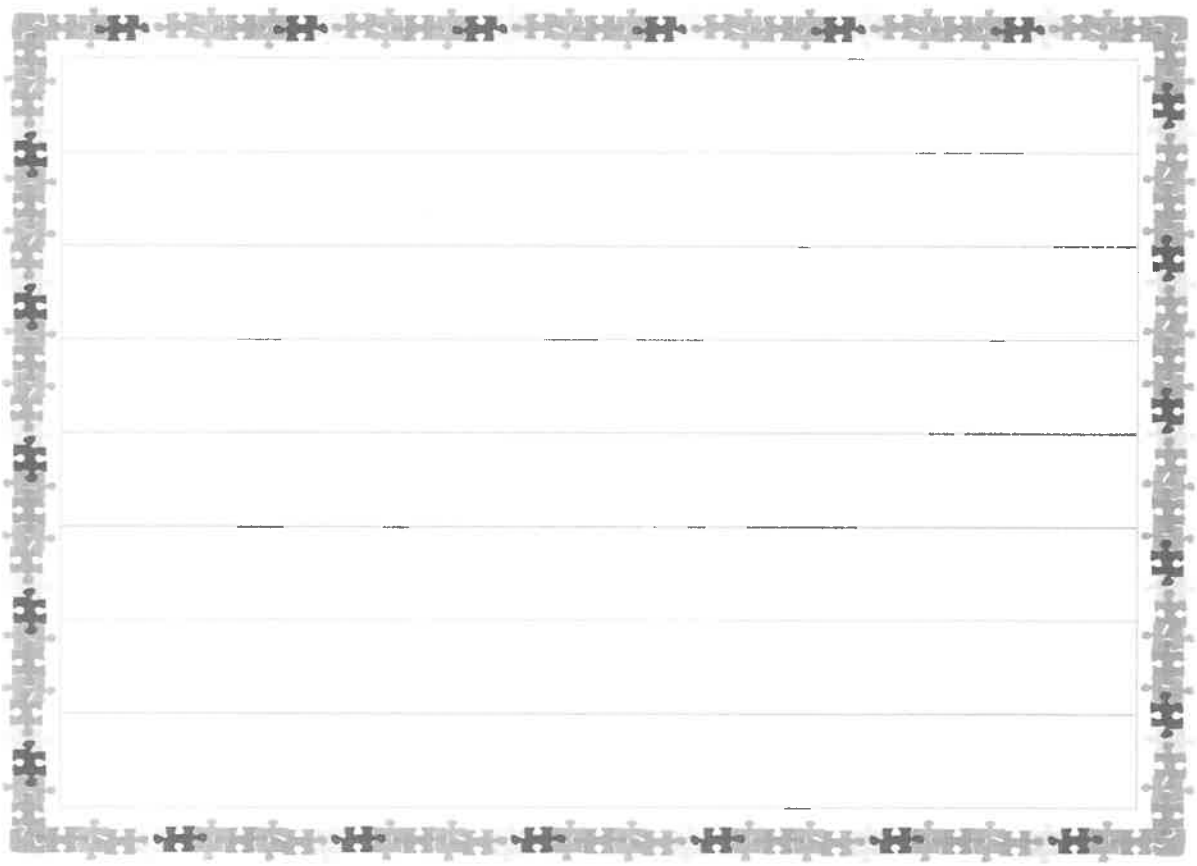
- Draw and colour in your special present.
- Use full sentences to describe it and say why it is so special.
- Use your best handwriting and word spacing. Remember to use capital letters and full stops in your writing.



Fun things I like to do with my grandparents and other relatives



Similes to Describe Me!



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

Listen to *The Whales' Song* by Dyan Sheldon and Gary Blythe at https://www.youtube.com/watch?v=tJDF3GSrZ9g&t=94s and to *Fox* by Margaret Wild and Ron Brooks at https://www.youtube.com/watch?v=txXpJvbGvhE, even if you have heard the stories once before already.

2. Comparing stories

Think carefully about each of the stories you have heard.

- Read each of the statements in the first column of the *Story Comparison Table*, then fill in the boxes.

3. Writing: My favourite story

Pick your favourite of the two stories you have heard and then write about why you like it the best on *My Favourite Story*.

- Say what happens in the story and explain why you like it, giving three reasons why. Use the ideas on *Reasons* to help you get started.
- Use your best handwriting and word spacing in your writing. Remember to use capital letters and full stops in all your sentences.

Try these Fun-Time Extras

- Read *Dog's Spellings*. There are 10 spelling mistakes. Can you spot them all? Highlight the incorrect words. Rewrite each word correctly under the passage. (Answers provided below)
- Visit https://www.kidzone.ws/animal-facts/whales/facts.htm and look at the section, Whale Types. Which is the coolest sort of whale?

My Story Comparison Table

	Fox	*The Whales' Song*
Features some scenes set in wild, natural places		
Has a character in the story who is lonely		
Has an old person in the story		
Features characters getting a bit cross with each other		
Has a child in the story		
Features a kind animal		
Makes you feel sad at some point in the story		
Has a happy ending		
Has amazing illustrations		

The story's illustrations	***The book's cover***	***The story's characters***
The things that happen in the story	***Reasons***	***The story's settings***
The descriptive words used in the story	***The story's themes or ideas***	***The activities we did with the story***

My Favourite Book

Title: _____

What the story is about:

The first reason I like it:

The second reason I like it:

The third reason I like it:

Dog's Spellings

Magpie's wing was damaged by the forist fire. She hid in a cave and was very sad. When she was beter she sat on Dog's back and the animals raced along toogether as if they were flying. Fox came to joyn the animals in the springtime as he was lonelie. But Dog did not trust him becuase he was sly. Wen Magpie went of with Fox, Dog was terribly upset. It looced as if Magpie was not coming back at all! However, Fox left Magpie in the desert and she began the long journey back to Dog, her freind.

Dog's Spellings – Answers

Magpie's wing was damaged by the forist (forest) fire. She hid in a cave and was very sad. When she was beter (better) she sat on Dog's back and the animals raced along toogether (together) as if they were flying. Fox came to joyn (join) the animals in the springtime as he was lonelie (lonely). But Dog did not trust him because (because) he was sly. Wen (when) Magpie went of (off) with Fox, Dog was terribly upset. It looced (looked) as if Magpie was not coming back at all! However, Fox left Magpie in the desert and she began the long journey back to Dog, her friend (friend).

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. Reading time

Read and enjoy the poem, *The Snake Song* by John Mbiti.

2. Describing the poem

Discuss the structure and patterns in the poem.

3. Writing a poem about a deadly creature

Follow the *Instructions* and write a poem about an animal of your own choice based on *The Snake Song*.

- Use the *writing frame* if you wish to.
- Then make a 'very best handwriting' copy of your poem on the *poem paper*. You may need more than one sheet.
- Decorate the borders with imagery that goes with your animal.

Try these Fun-Time Extras

- Make a 'word snake', where the last letter of your first word is also the first letter of the next word you write. How many can you do? Can you make all the words 'snake' words (*hiss, slither, rattle, eggs*, etc.).
- We call the word used for a group of a particular animal its collective noun. The collective noun for birds is 'flock'. The collective noun for cows is 'herd'. Read the collective nouns for different animals at https://jellyquest.com/collective-nouns-for-animals/. **Do not look at the collective noun for snakes**: what do you think it could be? A slither of snakes? A hiss of snakes? Check to see what it really is!

The Snake Song

Neither legs nor arms have I
But I crawl on my belly
And I have
Venom, venom, venom!

Neither horns nor hoofs have I
But I spit with my tongue
And I have
Venom, venom, venom!

Neither bows nor guns have I
But I flash fast with my tongue
And I have
Venom, venom, venom!

Neither radar nor missiles have I
But I stare with my eyes
And I have
Venom, venom, venom!

I master every movement
For I jump, run and swim
And I spit
Venom, venom, venom!

John Mbiti

Answer these questions

- How many verses does the poem have?
- Which verse is the 'odd one out' in the poem? Can you explain what makes that verse different to all the others?
- What things get repeated in each of the verses?
- Is there any rhyming within a verse?

Writing Frame

Use the *writing frame* below to build your poem. Or, if you want a real challenge, try writing the poem without the writing frame!

The _____ Song

Neither _____ nor _____ have I
But I _____
And I can/have _____ , _____ , _____ !

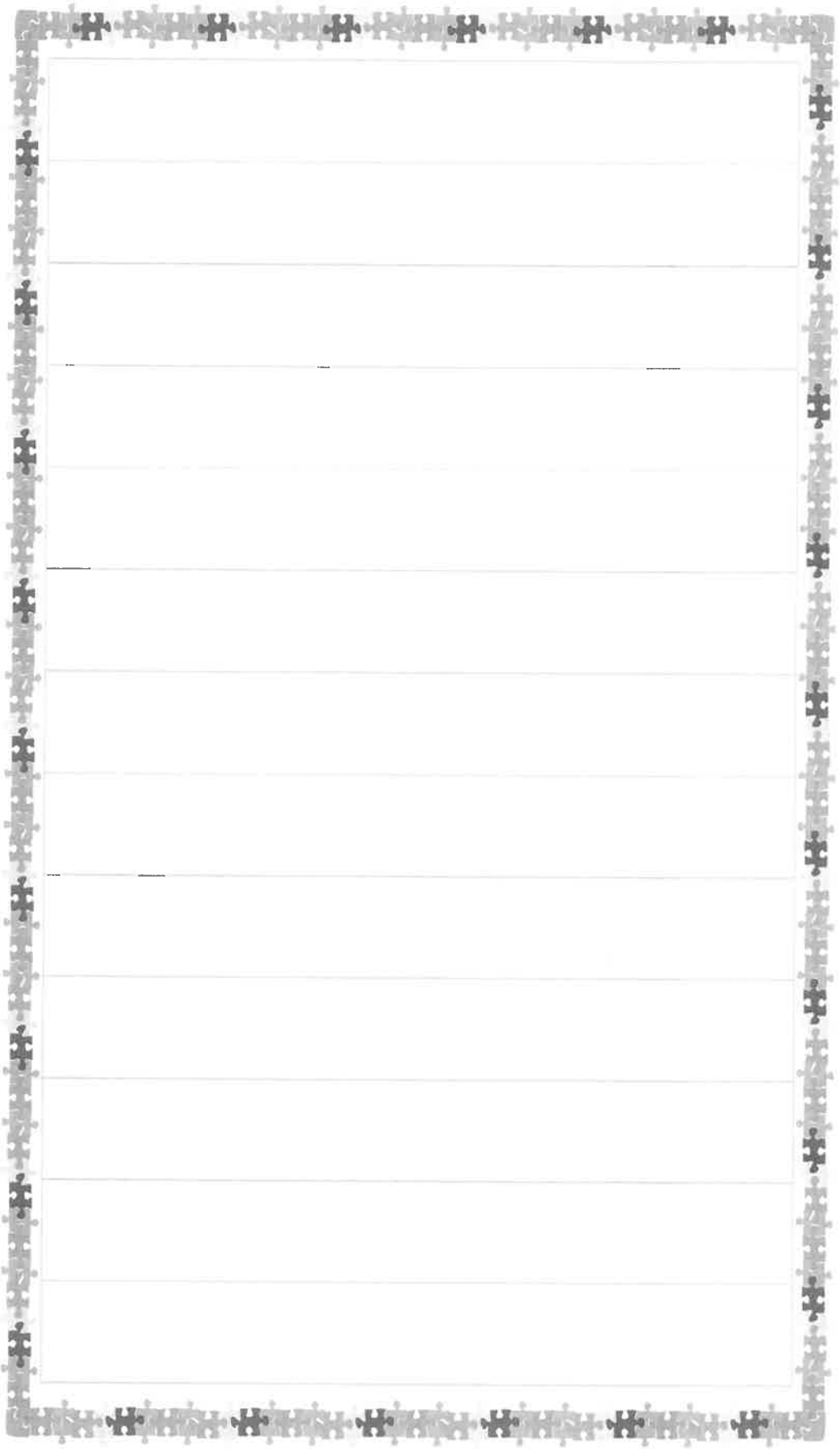
Neither _____ nor _____ have I
But I _____
And I can/have _____ , _____ , _____ !

Neither _____ nor _____ have I
But I _____
And I can/have _____ , _____ , _____ !

I master every movement
For I _____ , _____ and _____
And I can/have
_____ , _____ , _____ !

Instructions

1. Think of an animal that is very good at defending itself and/or is amazing at doing something. This is your title creature.
2. For each of the three main verses, think of <u>two</u> human tools, weapons or skills that the animal does **not** have or need. Put these on the first line of each verse.
3. Think of what amazing thing the animal **can** nevertheless do despite not having these tools or objects. Use this to write the second line of your poem.
4. Think of the repeated word you will use for the last line of your poem. This might be a noise your animal makes or something it does. You may need to replace *can* or *have* with something different for the line to make sense.
5. For the last verse of the poem, think of three actions or movements that your creature is very good at. Write these on the second line and then use your refrain from the earlier verses for the final line.



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. Reading time

Read the poem *The Spangled Pandemonium* by Palmer Brown.

2. Rhymes in poetry

Explore rhyme patterns in *The Spangled Pandemonium*.

- Use a felt pen or crayon to highlight the rhyming words in each verse
- On *Rhyming Words*, add as many words as you can to each set and score some points!

3. Writing

What on earth actually IS a spangled pandemonium?!

- On *My Spangled Pandemonium*, draw what you think the creature looks like. Colour in your drawing.
- Now write a description of the creature using full, correctly punctuated sentences.
- Use lots of really good adjectives (describing words) in your writing.

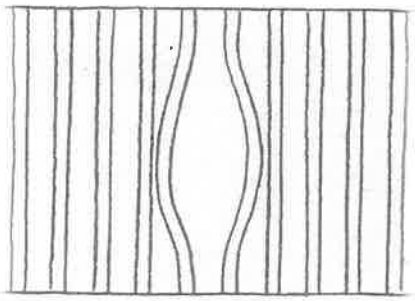
Now try these Fun-Time Extras

- How many words can you make from the letters of the word

p a n d e m o n i u m

- Get a piece of paper, Draw and label a bird's eye view map which shows the route the spangled pandemonium took after he had broken out of his cage. Add your own places and things that are not mentioned in the poem.

The Spangled Pandemonium



The spangled pandemonium
Is missing from the zoo.
He bent the bars the barest bit,
And slithered glibly* through.

He crawled across the moated wall,
He climbed the mango tree,
And when the keeper scrambled up,
He nipped him in the knee.

To all of you a warning
Not to wander after dark,
Or if you must, make very sure
You stay out of the park.

For the spangled pandemonium
Is missing from the zoo,
And since he nipped his keeper,
He would just as soon nip you.

Palmer Brown

* glibly – *easily, smugly, like a show-off*

Rhyming Sets

Give yourself 1 point for each new word you can think of. Give yourself 2 points if you use a different spelling pattern to make the same sound. How many points did you manage to score altogether?

zoo through you	tree knee	dark park

Points:

Grand total points:

My Spangled Pandemonium