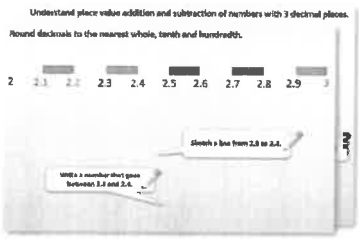
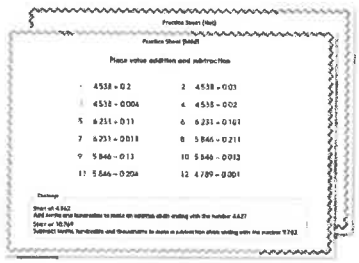
Year 1: Week 4, Day 1
Add 10s to 2-digit numbers

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.

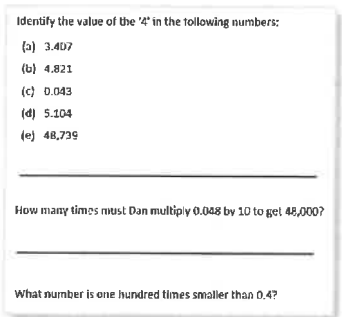


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

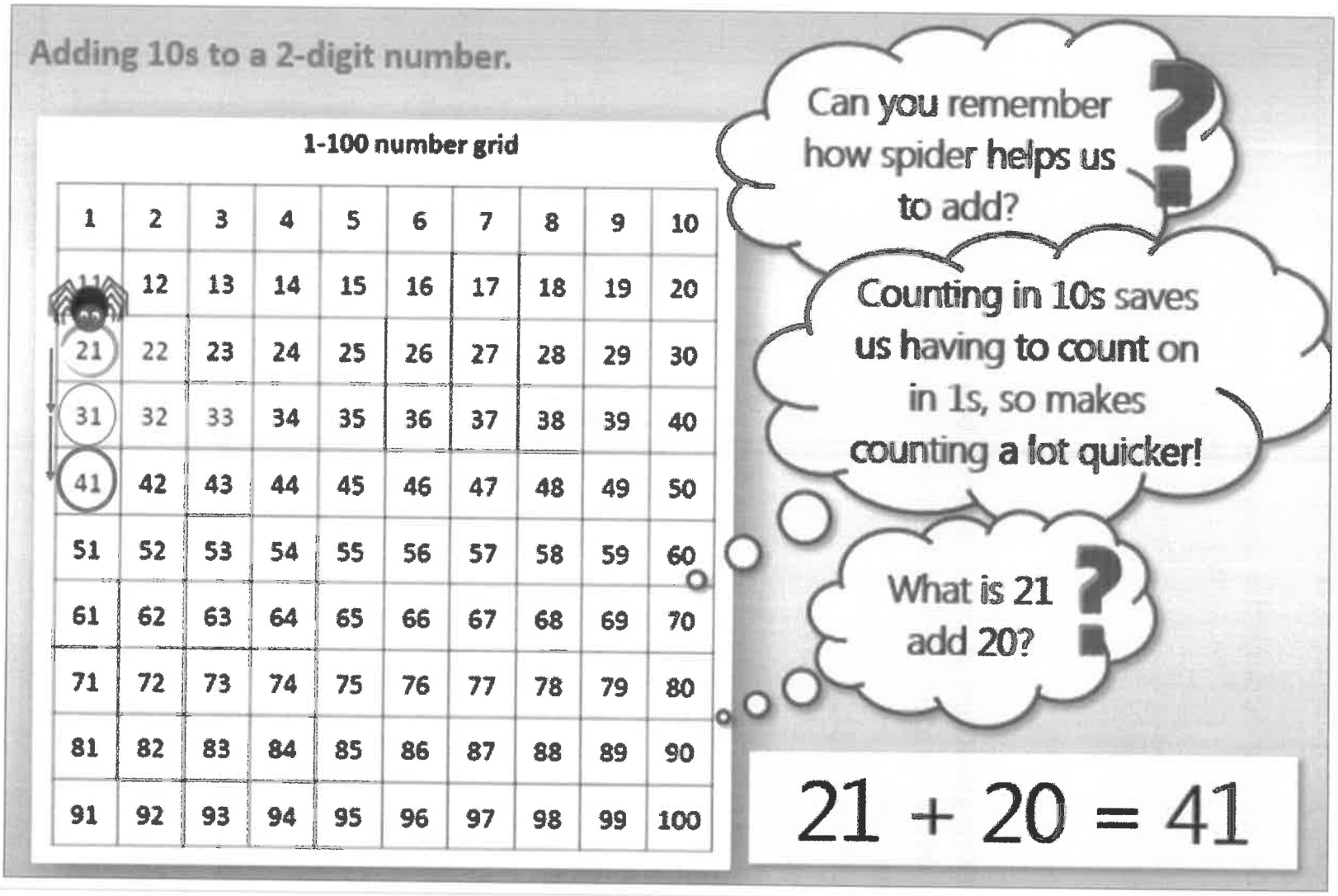


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



Learning Reminders



Learning Reminders

Adding 10s to a 2-digit number.

1-100 number grid

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

Let's try 26 add 30.

Where do you think Spider will land?

$$26 + 30 = 56$$

Learning Reminders

Adding 10s to a 2-digit number.

1-100 number grid

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

Can we do 27 add 40?

Where do you think Spider will land?

$$27 + 40 = 67$$

Practice Sheet Mild
Adding tens

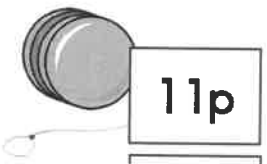
Part A

The toy shop needs to increase all of its prices by 10p.
Can you work out the new prices?

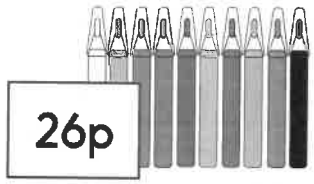
39p

48p

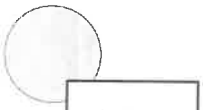
51p



11p



26p

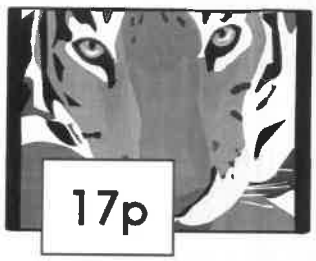


33p

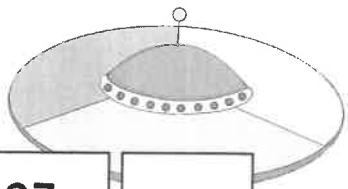
Part B

The toy shop needs to increase all of its prices by 20p.
Can you work out the new prices?

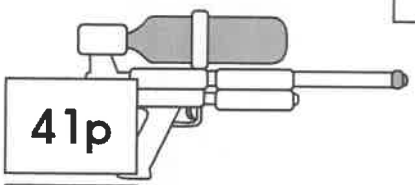
32p



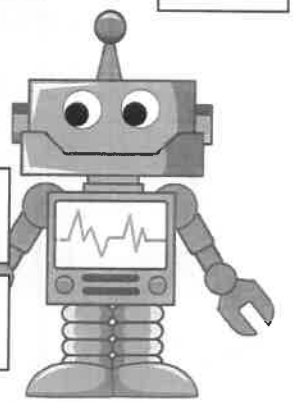
17p



27p



41p



43p

23p

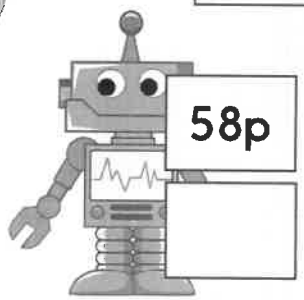
Practice Sheet Hot
Adding tens

Part A

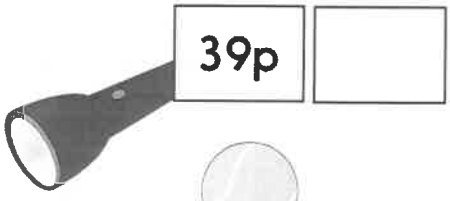
The toy shop needs to increase all of its prices by 40p.
Can you work out the new prices?

36p

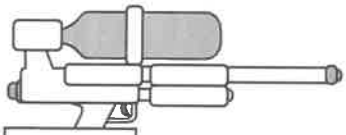
29p



58p



39p



47p

11p

Part B

These toys have had a price increase too but the owner cannot work out how much.

Boat

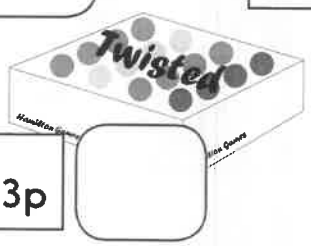
~~33p~~ 53p

How much has the price increased?

~~46p~~ 86p

~~62p~~ 92p

~~29p~~ 79p



~~13p~~ 53p

Practice Sheets
1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice Sheets Answers

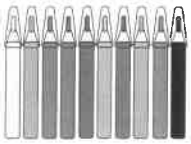
Adding tens (mild)

Part A

39p + 10p = 49p

48p + 10p = 58p

51p + 10p = 61p



26p + 10p = 36p

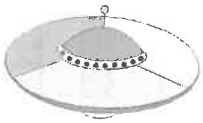
11p + 10p = 21p

33p + 10p = 43p

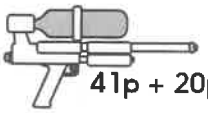
Part B

32p + 20p = 52p

17p + 20p = 37p



27p + 20p = 47p



41p + 20p = 61p

43p + 20p = 63p

23p + 20p = 43p

Adding tens (hot)

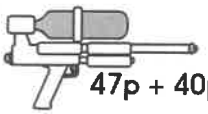
Part A

36p + 40p = 76p

29p + 40p = 69p

39p + 40p = 79p

58p + 40p = 98p

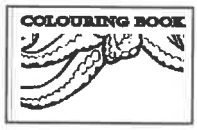


47p + 40p = 87p

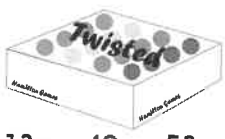
11p + 40p = 51p

Part B

46p + 40p = 86p



62p + 30p = 92p



13p + 40p = 53p

29p + 50p = 79p

A Bit Stuck?
Spider adds

Work in pairs

Things you will need:

- A 1-100 grid
- A spider
- Spider sums
- A pencil

What to do:

- Choose a Spider sum.
- Place Spider on the first number in the sum.
- Use Spider to add 10. Write the answer in the sum.
- Repeat for as many sums as you can.

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

Make up some of your own Spider sums.

Learning outcomes:

- I can use Spider to add 10 to 2-digit numbers.

A Bit Stuck?
Spider adds

$18 + 10 = \square$

$24 + 10 = \square$

$27 + 10 = \square$

$38 + 10 = \square$

$36 + 10 = \square$

$50 + 10 = \square$

$42 + 10 = \square$

$85 + 10 = \square$

A Bit Stuck?
Spider adds

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
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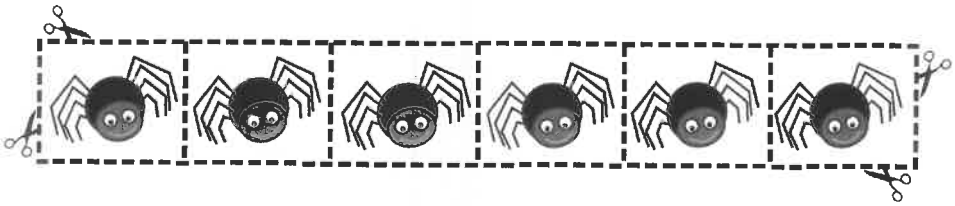
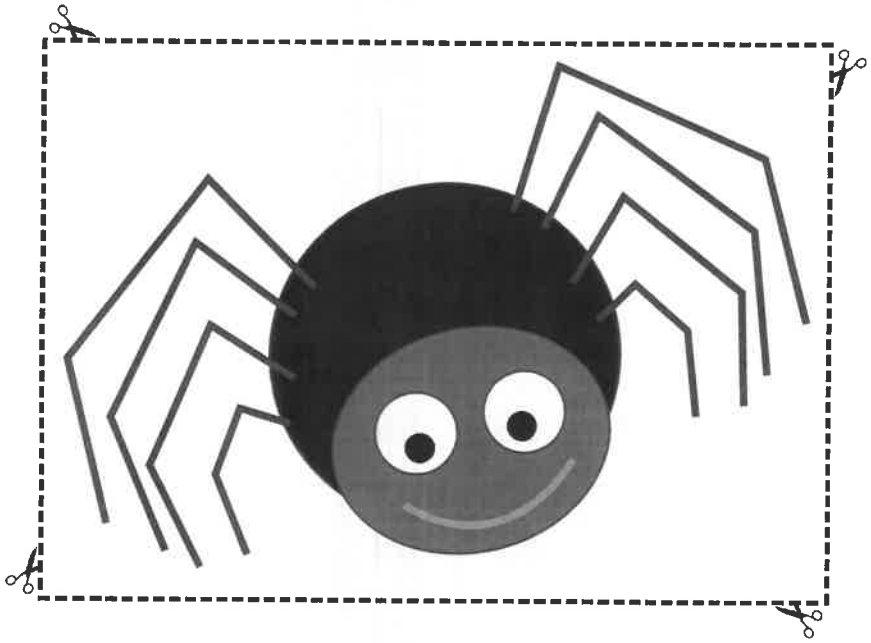
A Bit Stuck?
Spider adds





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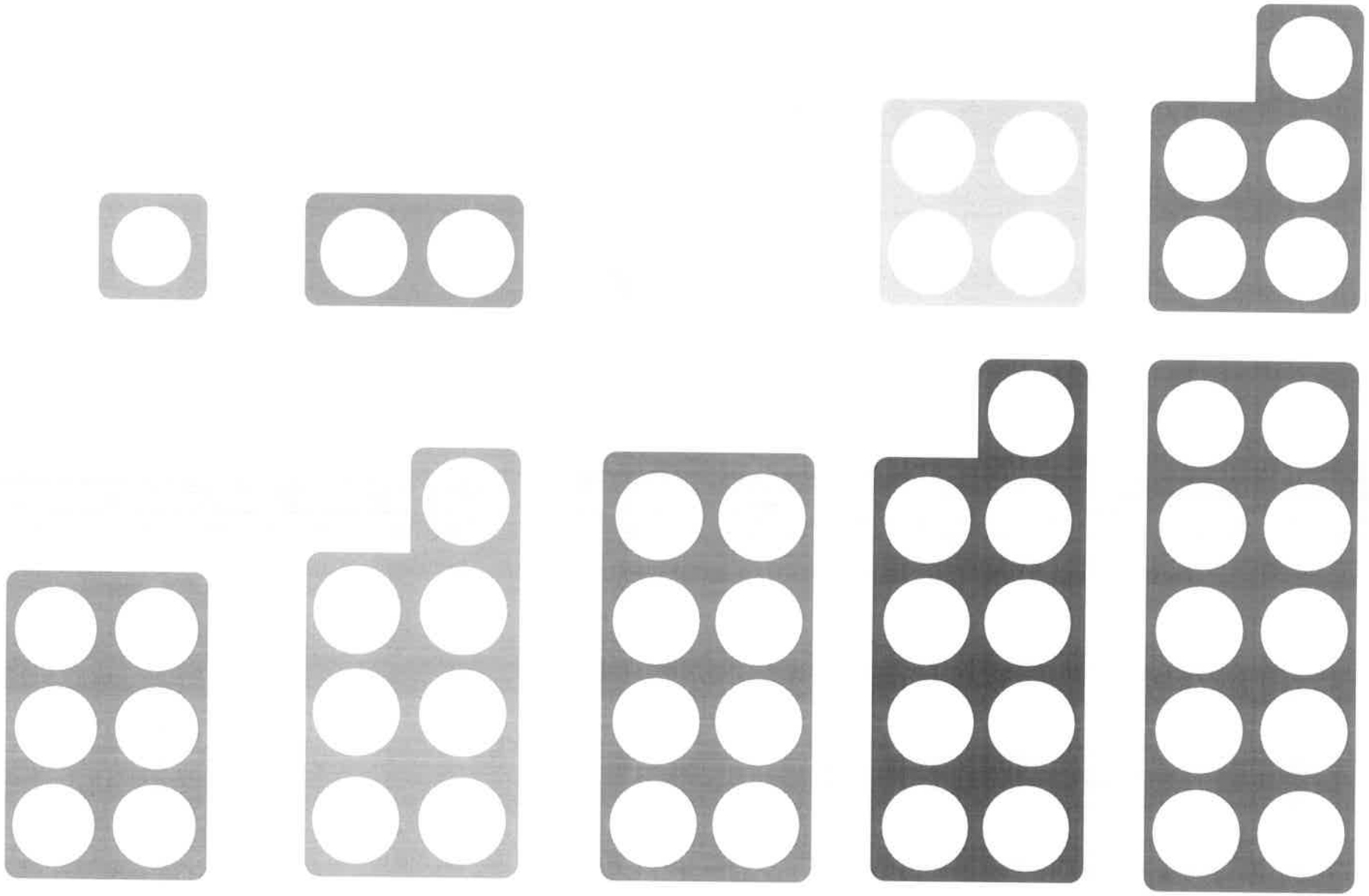
Spider adds



Check your understanding
Questions

Complete each sentence.

54 + 10 = ☐

37 + ☐ = 47

42 + 20 = ☐

☐ + 20 = 83

66 + ☐ = 96

Add 30 to each number:

53 24 18 46

Fold here to hide answers

Check your understanding
Answers

Complete each sentence.

54 + 10 = 64 37 + 10 = 47

42 + 20 = 62 63 + 20 = 83

66 + 30 = 96

Some children may find the questions with the missing number on the left hand side (what has to be added to 37 to equal 47) trickier.

Add 30 to each number:

53 83 24 54 18 48 46 76

Year 1: Week 4, Day 2
Add 11 to 2-digit numbers

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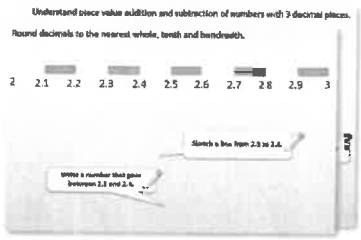

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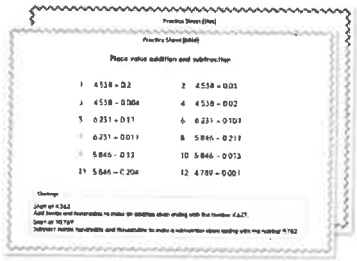

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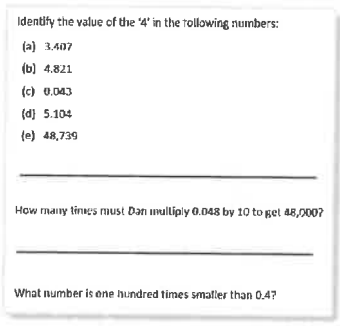
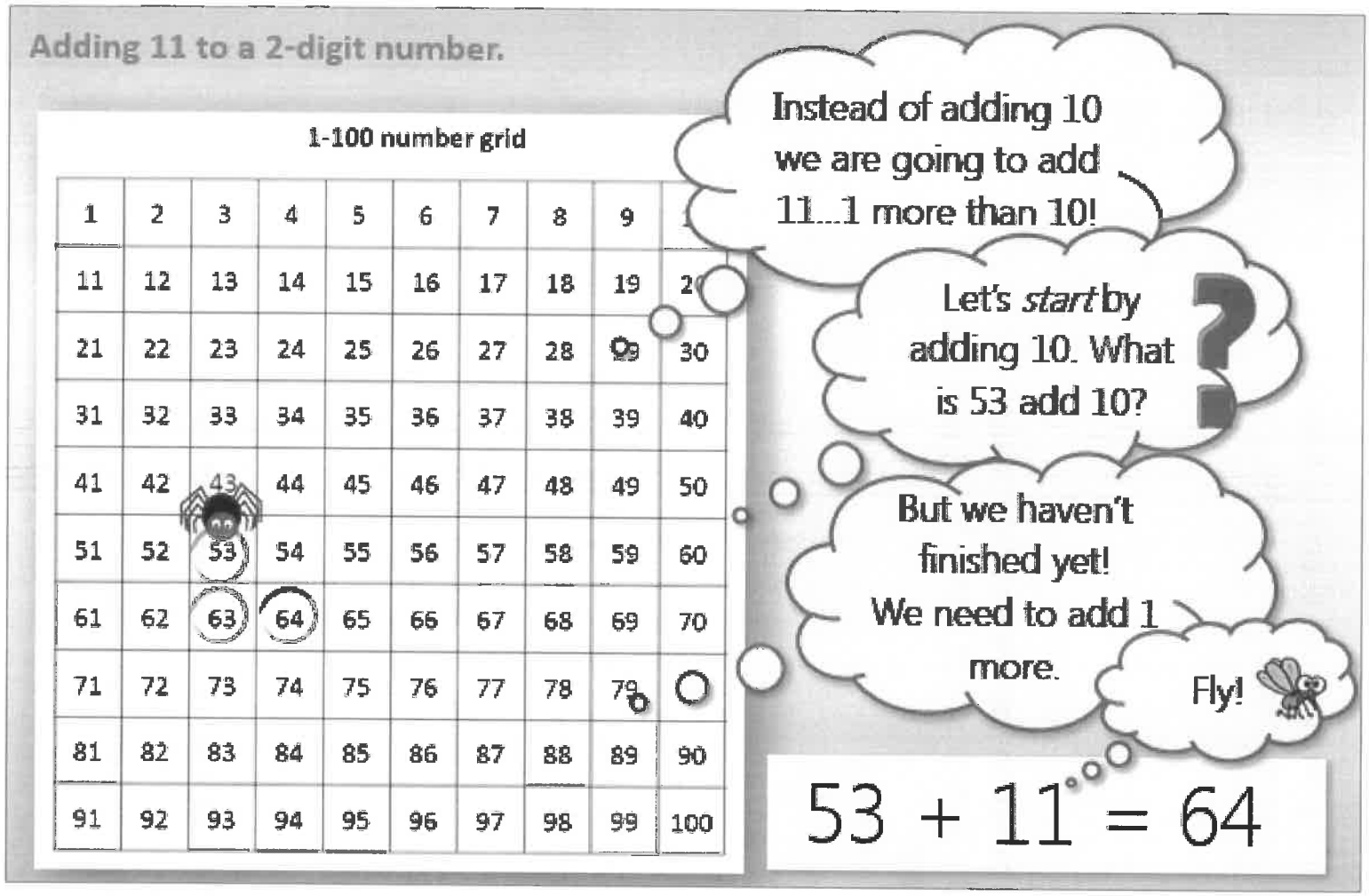
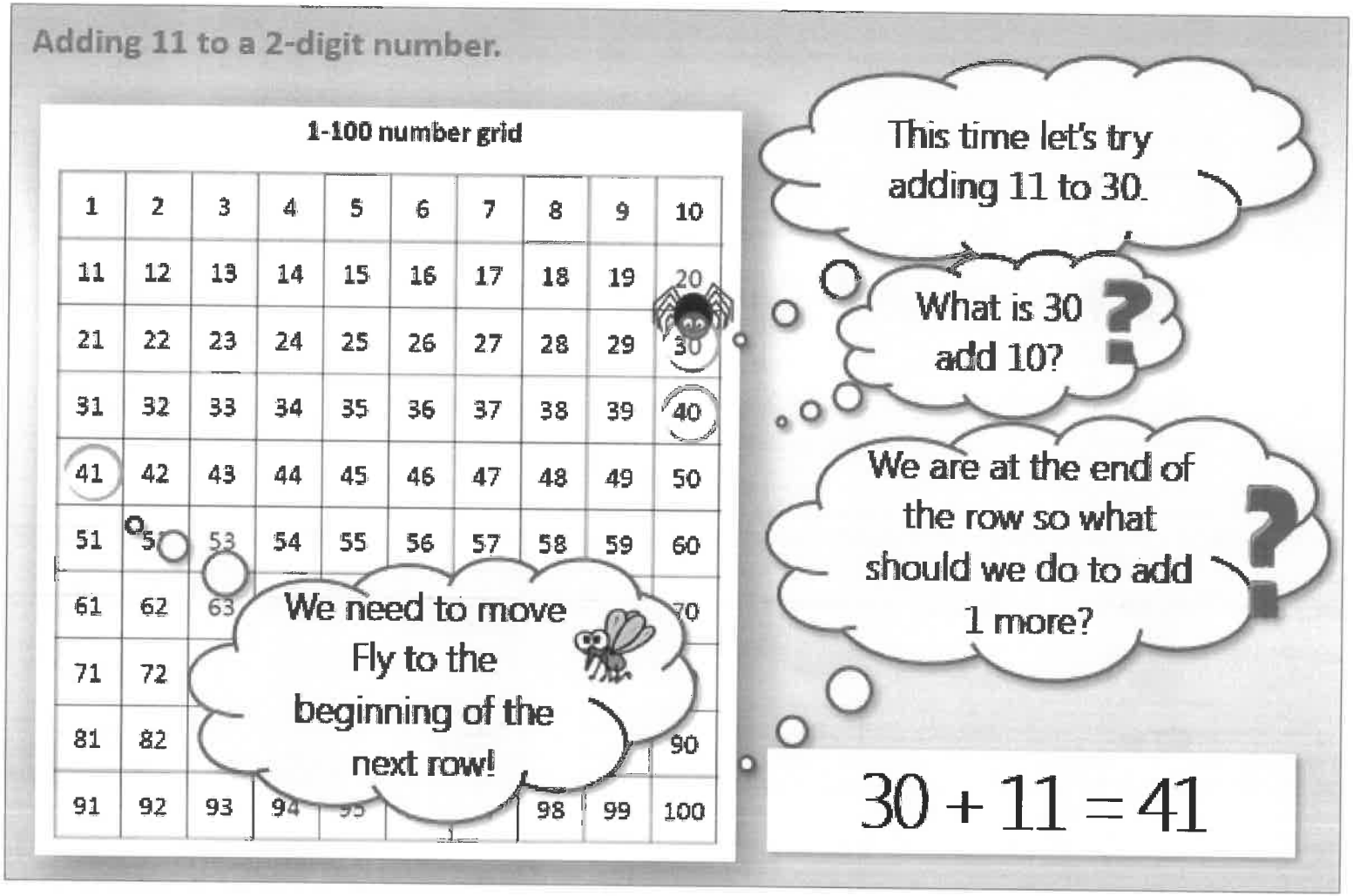


Learning Reminders



Learning Reminders



Practice Sheet Mild

Part A

Sally has some cakes to sell on the cake stall but she has been told to increase the price of each cake by 11p.
Can you help her change her signs?

23p

30p

45p

42p

20p

26p

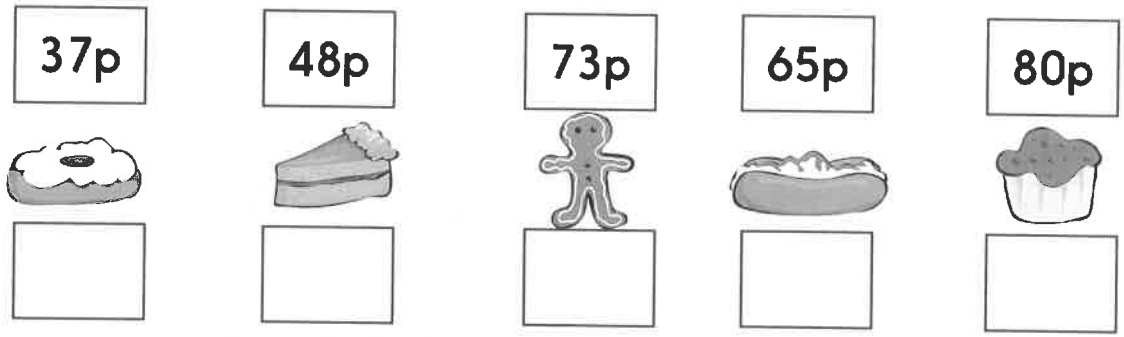
60p

67p

Practice Sheet Hot

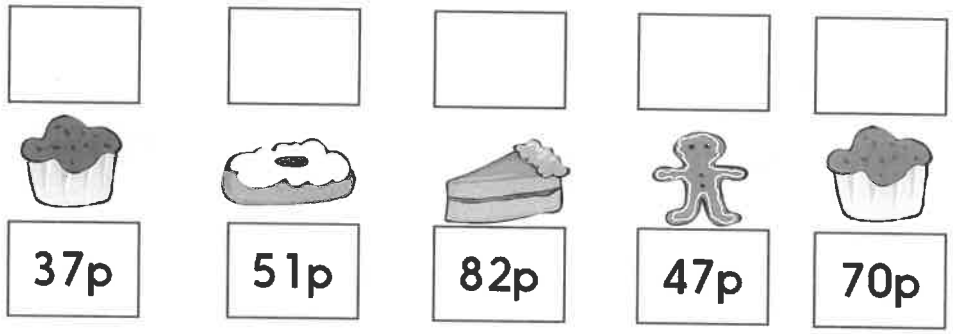
Part A

Sally has some cakes to sell on the cake stall but she has been told to increase the price of each cake by 11p.
Can you help her change her signs?



Part B

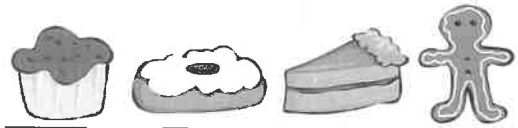
What was the original price of these cakes?



Practice Sheet Answers

Adding 11 (mild)

Sally's new cake signs for 11p price increase:



34p | 41p | 56p | 53p

31p | 37p | 71p | 78p

Adding 11 (hot)

Sally's new cake signs for 11p price increase:

48p | 59p | 84p | 76p | 91p

Original cake prices:

Practice Sheets
0-100 grid

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

A Bit Stuck?
More spider counting

Work in pairs

Things you will need:
- Spider's counting strips
- A pencil

What to do:

- Choose one of Spider's counting strips.
- Write the missing numbers.
- Fill in as many strips as you can.

2
12
22
32
42
62
72
82

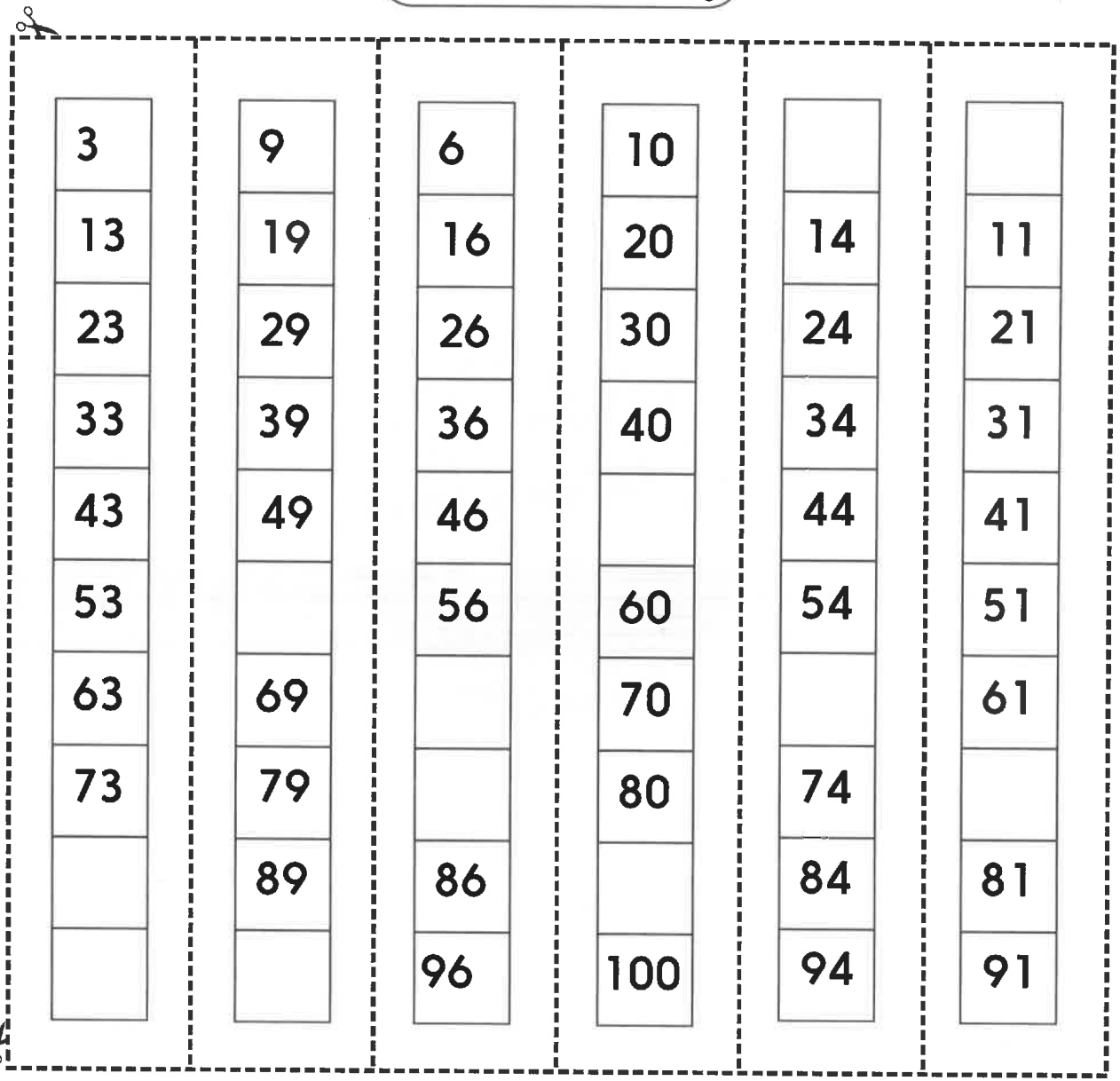
S-t-r-e-t-c-h:

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

25 + 10 = ☐ 53 + 10 = ☐

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

A Bit Stuck?
More spider counting



3	9	6	10		
13	19	16	20	14	11
23	29	26	30	24	21
33	39	36	40	34	31
43	49	46		44	41
53		56	60	54	51
63	69		70		61
73	79		80	74	
	89	86		84	81
		96	100	94	91

More spider counting

Check your understanding
Questions

Complete each sentence.

42 + 11 = ☐

☐ + 11 = 86

66 + ☐ = 77

Add 11 to each number:

83 24 18 46

True or false?

- Adding 11 to a 2-digit number with both digits the same (like 22 or 33) always gives another 2-digit number with both digits the same.
- Adding 10 to a number where the first digit is 1 less than the second digit (like 12 or 23) always gives an answer with 2 digits the same.

Fold here to hide answers

Check your understanding
Answers

42 + 11 = 53 75 + 11 = 86 66 + 11 = 77

Some children may find the questions with the missing number on the left hand side (what has to be added to 37 to equal 47) trickier.

Add 11 to each number:

83 94 24 35 18 29 46 57

Mistakes may arise if children count on in 1s rather than adding 10 then 1 ('Spider then fly').

True or false?

- Adding 11 to a 2-digit number with both digits the same (like 22 or 33) always gives another 2-digit number with both digits the same. False. It works for *most*, e.g. 22 + 11 = 33; 33 + 11 = 44, but not for 79 + 11 (=90).
- Adding 10 to a 2-digit number where the first digit is 1 less than the second digit (like 12 or 23) always gives an answer with 2 digits the same. True, e.g. 12 + 10 = 22; 89 + 10 = 99.

Year 1: Week 4, Day 3

Subtract 10s from 2-digit numbers

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

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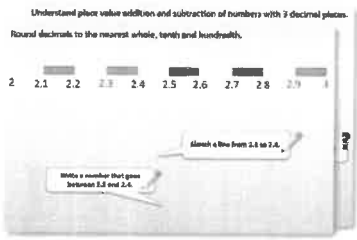

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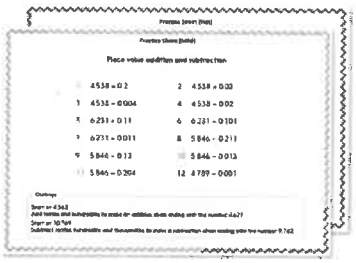

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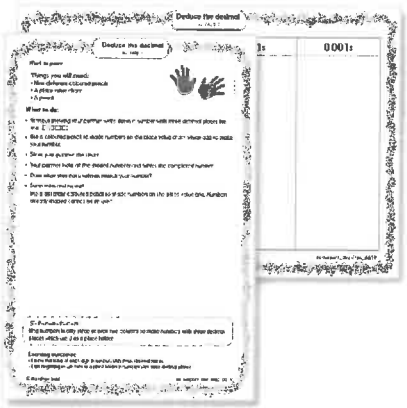
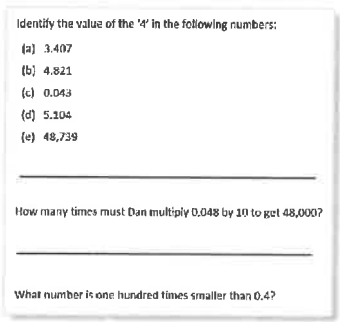
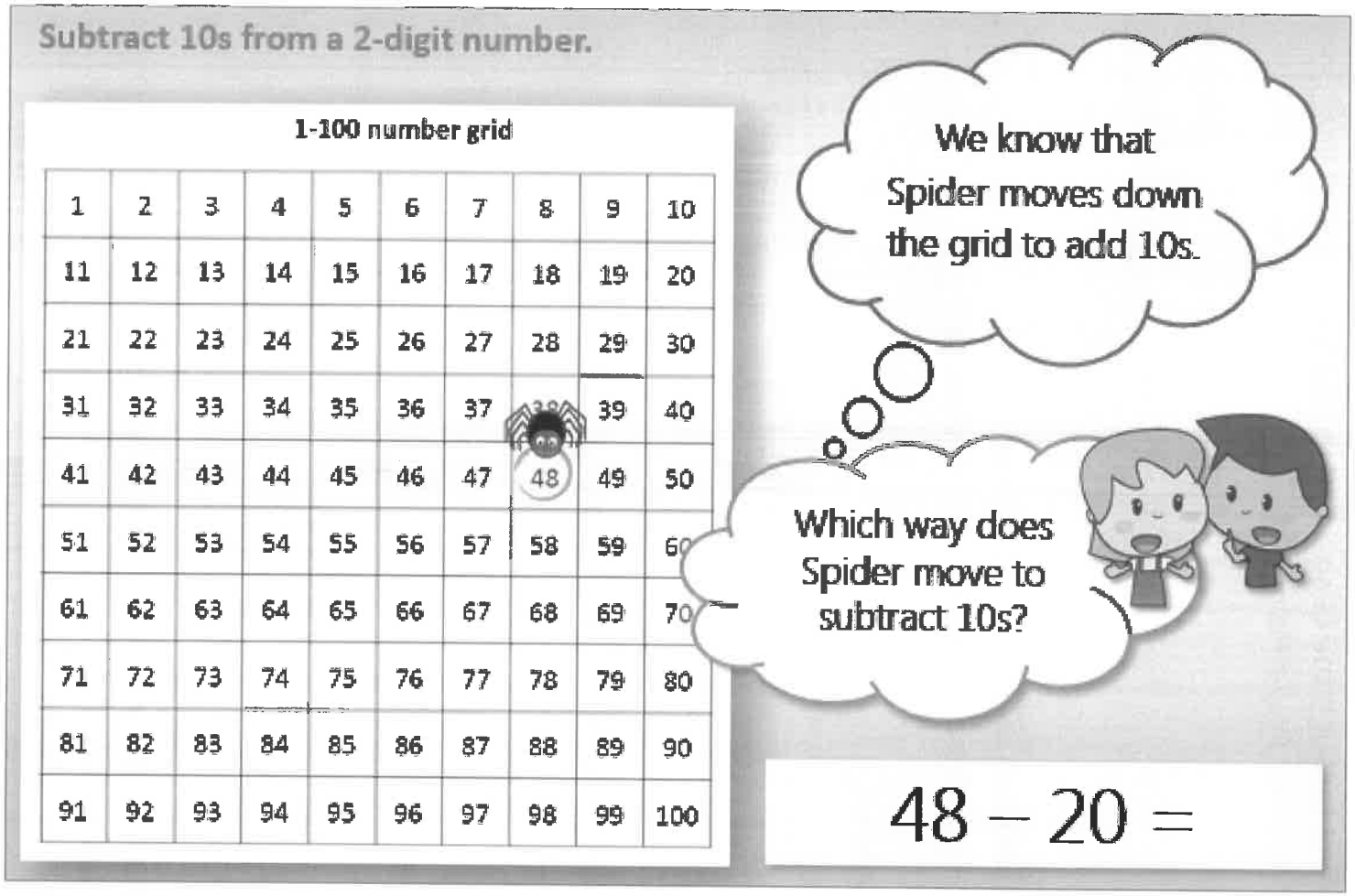


4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



Learning Reminders

Subtract 10s from a 2-digit number.

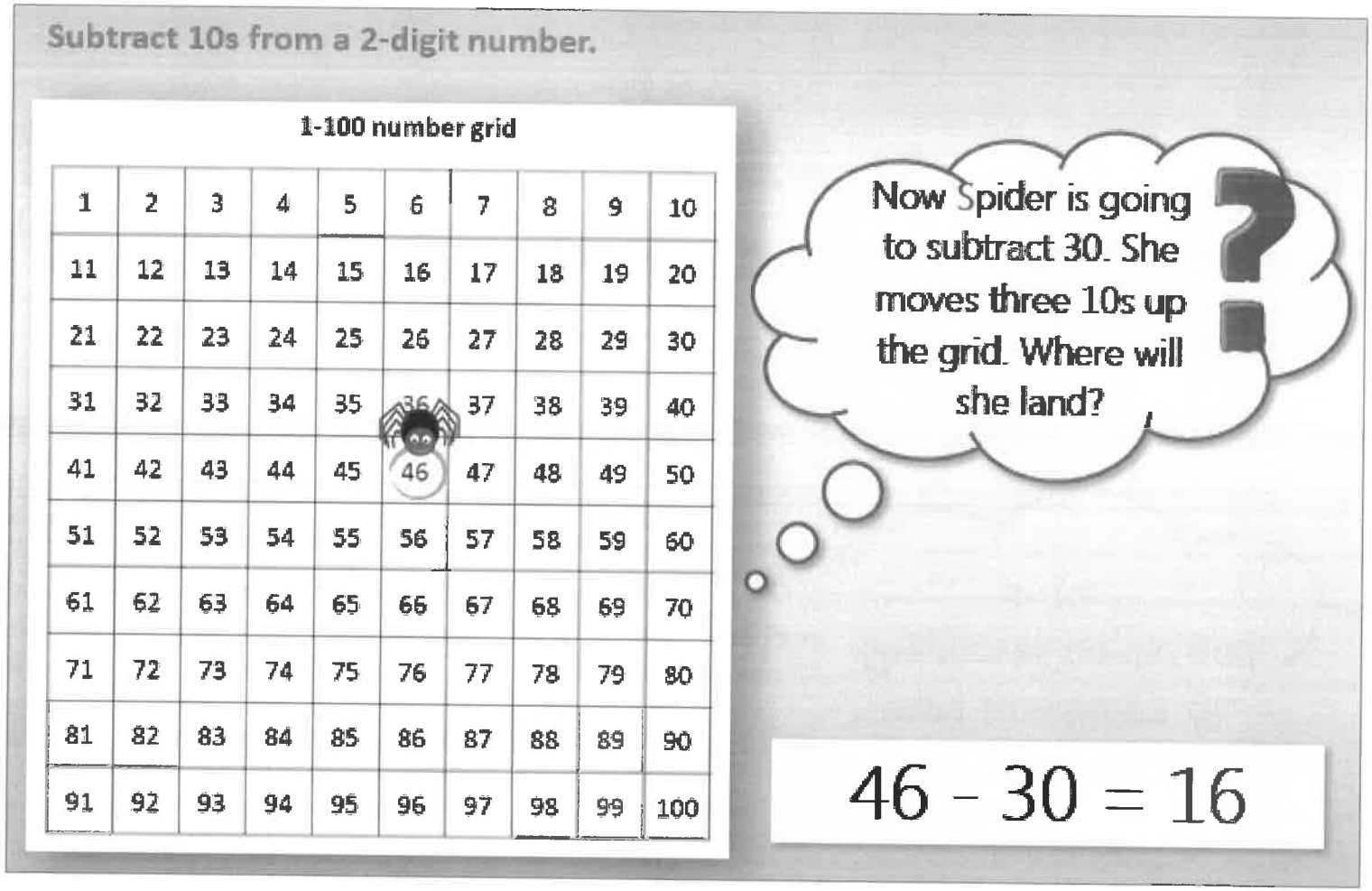
1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	
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

Spider is on 48 but we want to subtract 20. She moves up the grid in 10s.

$$48 - 20 = 28$$

Learning Reminders



Practice Sheet Mild
Subtracting tens

What number is missing in these calculations?

For example:
30 - ? = 20
? = 10, so 30 - (10) = 20.

1. 50 - ? = 30 — 50 - ☐ = 30
2. 60 - ? = 50 — 60 - ☐ = 50
3. 80 - ? = 60 — 80 - ☐ = 60
4. 40 - ? = 20 — 40 - ☐ = 20
5. 60 - ? = 30 — 60 - ☐ = 30
6. 70 - ? = 40 — 70 - ☐ = 40
7. 53 - ? = 33 — 53 - ☐ = 33
8. 65 - ? = 35 — 65 - ☐ = 35

Practice Sheet Hot
Subtracting tens

What number is missing in these calculations?

For example, 68 - ? = 48
? = 20, so 68 - (20) = 48.

1. 67 - ? = 57 — 67 - ☐ = 57
2. 55 - ? = 35 — 55 - ☐ = 35
3. 92 - ? = 72 — 92 - ☐ = 72
4. 89 - ? = 49 — 89 - ☐ = 49
5. 38 - ? = 18 — 38 - ☐ = 18
6. 99 - ? = 59 — 99 - ☐ = 59
7. 81 - ? = 31 — 81 - ☐ = 31
8. 77 - ? = 27 — 77 - ☐ = 27

Practice Sheets
0-100 grid

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

Practice Sheets Answers

Subtracting tens (mild)

1. 50 - 20 = 30
2. 60 - 10 = 50
3. 80 - 20 = 60
4. 40 - 20 = 20
5. 60 - 30 = 30
6. 70 - 30 = 40
7. 53 - 23 = 30
8. 65 - 25 = 40

Subtracting tens (hot)

1. 67 - 10 = 57
2. 55 - 20 = 35
3. 92 - 20 = 72
4. 89 - 40 = 49
5. 38 - 20 = 18
6. 99 - 40 = 59
7. 81 - 50 = 31
8. 77 - 50 = 27

A Bit Stuck?
Spider subtracts

Work in pairs

Things you will need:

- A 1-100 grid
- A spider
- Spider subtractions
- A pencil

What to do:

- Choose a Spider subtraction.
- Place Spider on the first number.
- Use Spider to subtract 10. Write the answer.
- Repeat for as many subtractions as you can.

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

35 + 10 = ☐ 45 - 10 = ☐

27 + 10 = ☐ 37 - 10 = ☐

Learning outcomes:

- I can use Spider to subtract 10 from 2-digit numbers.
- I am beginning to see how subtraction is the opposite of addition.

A Bit Stuck?
Spider subtracts

26 - 10 = ☐

29 - 10 = ☐

30 - 10 = ☐

32 - 10 = ☐

40 - 10 = ☐

48 - 10 = ☐

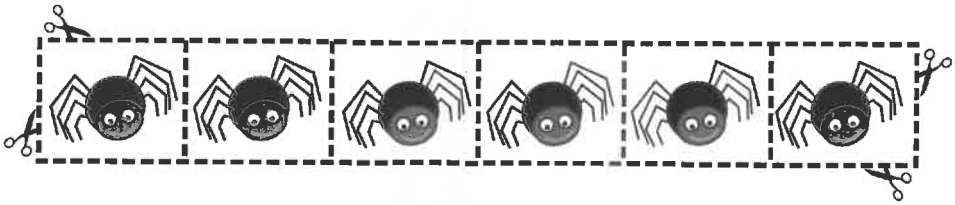
43 - 10 = ☐

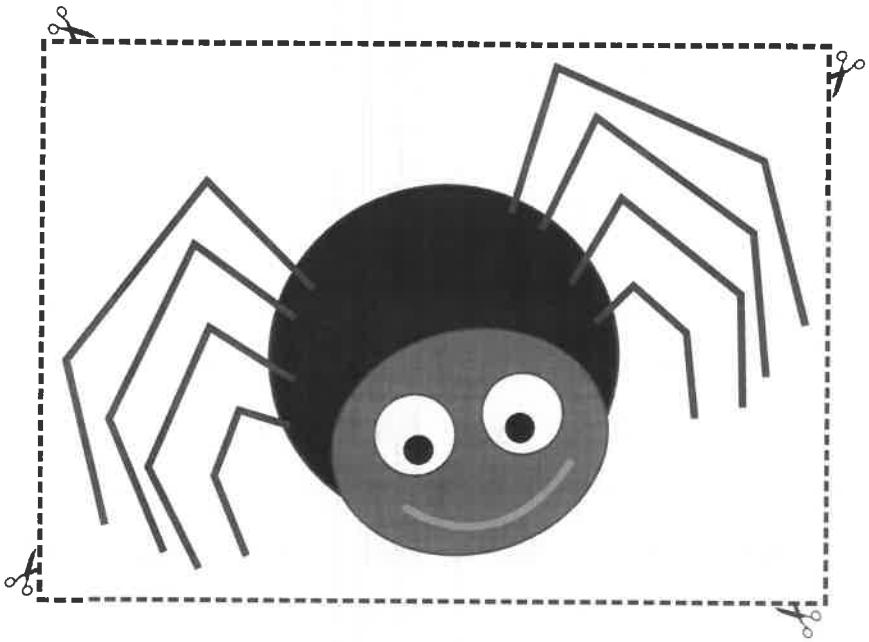
95 - 10 = ☐

A Bit Stuck?
Spider subtracts

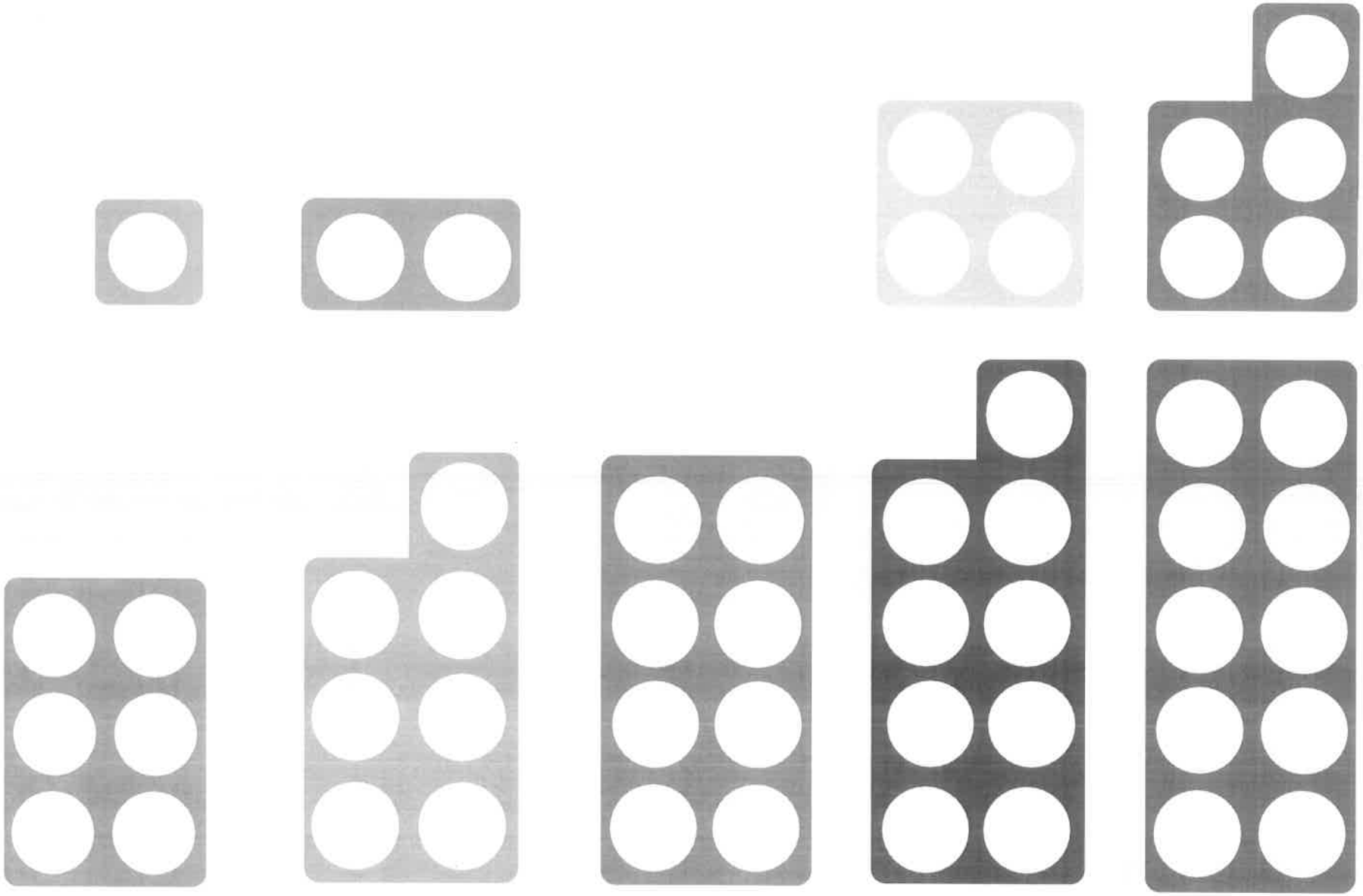
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Bit Stuck?
Spider subtracts





A Bit Stuck?
Spider subtracts



Check your understanding
Questions

Write the number 20 less than...

35 95 66 21

Start at 82.

Count back 10 three times. What is your answer?

Fold here to hide answers

Check your understanding
Answers

Write the number 20 less than...

35 15 95 75 66 46 21 1

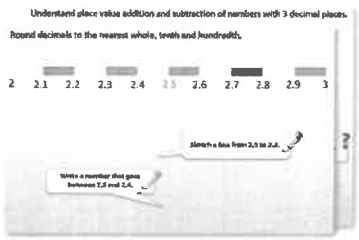
Answers such as 25, 85, 56 and 11 may be the result of counting back two 10s but counting the initial number as the first 10.
Other errors are possible if children attempt to count back in 1s.

Start at 82.
Count back 10 three times. What is your answer? 52.

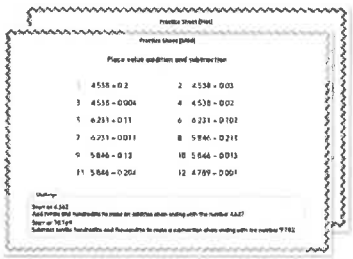
Year 1: Week 4, Day 4
Measuring height and length (1)

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

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

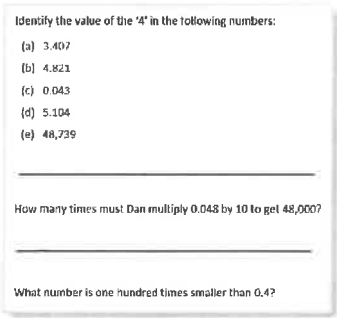


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

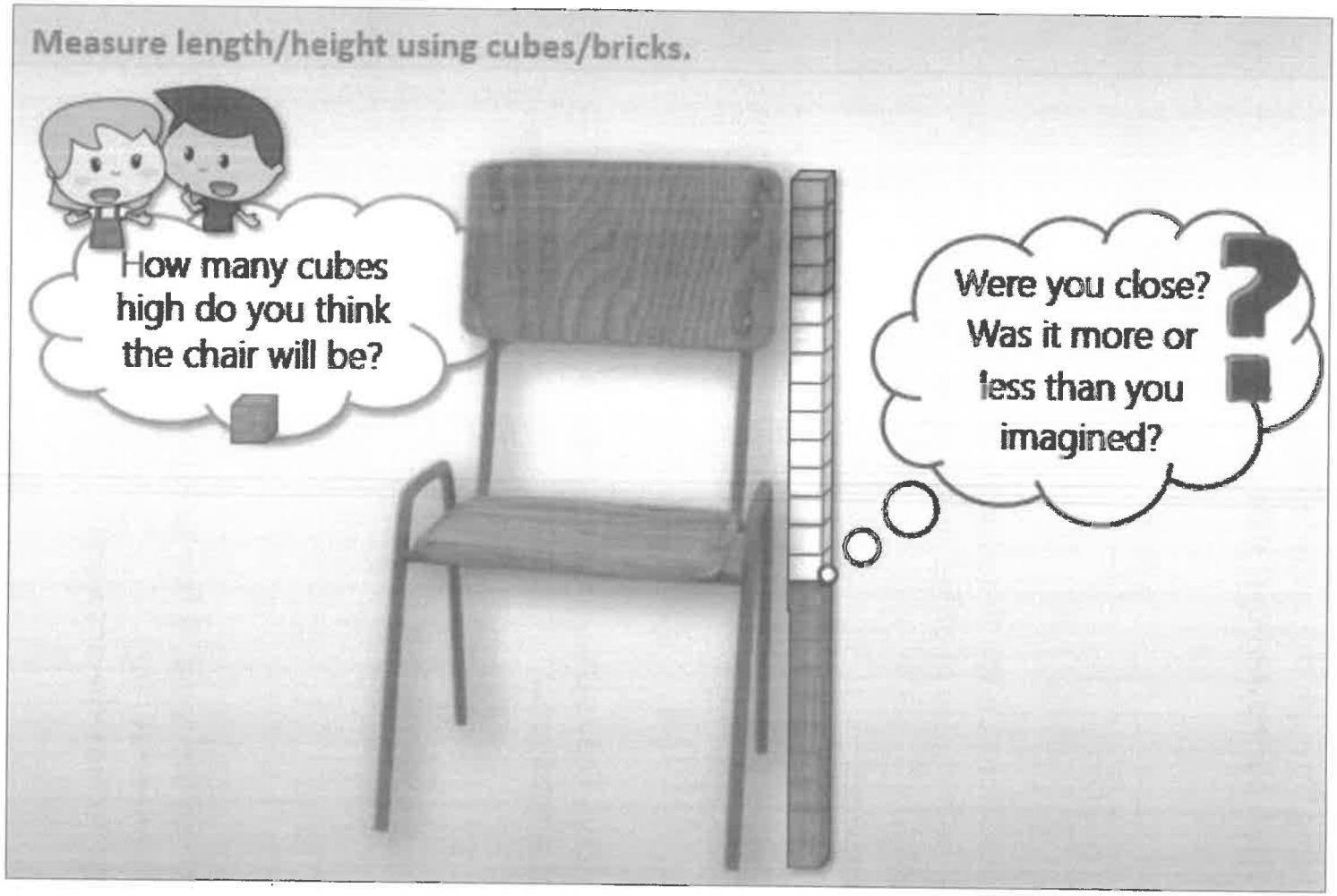


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

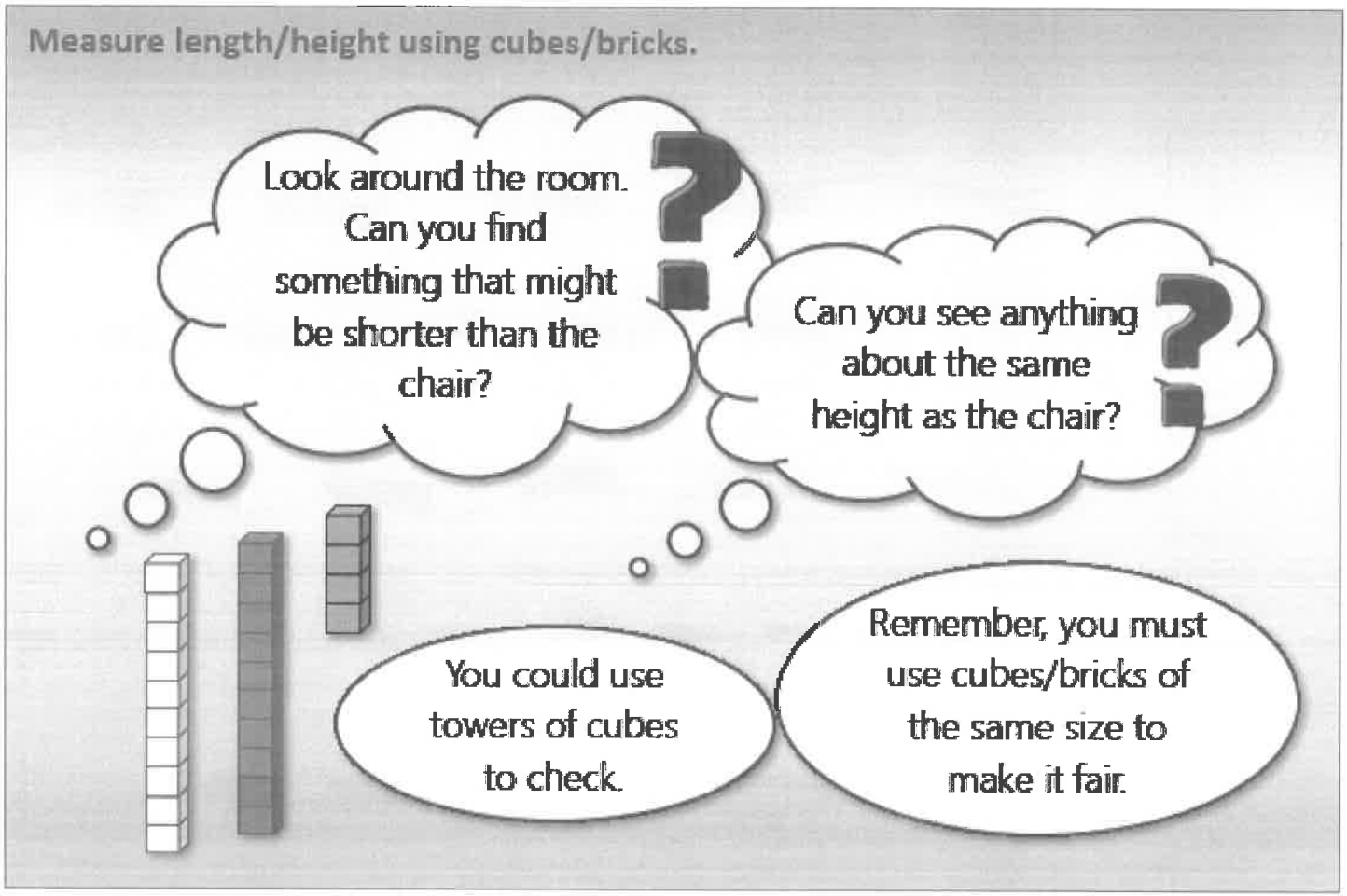
4. Have I mastered the topic? A few questions to **Check your understanding.** Fold the page to hide the answers!



Learning Reminders



Learning Reminders



Practice Sheet Mild

Snake lines: measuring with small blocks/Lego bricks

Estimate how many small blocks/Lego bricks long each snake is before measuring and recording the actual length.

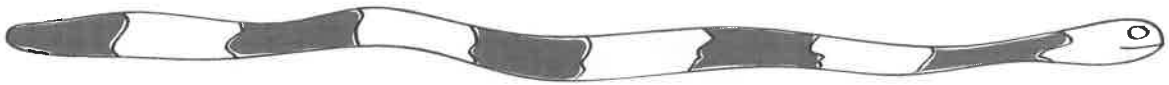
A. 

B. 

C. 

D. 

E. 

F. 

Challenge

Write the snakes' letters in order from longest to shortest.

Practice Sheet Hot

Build a tower of 10 small blocks/ Lego bricks and a tower of 20 small blocks/ Lego bricks.

1. Find two things which you think are shorter than 10 bricks. Measure their heights using bricks.
2. Find two things which you think are taller than 10 bricks. Measure their heights using bricks.
3. Find two things which you think are between 10 and 20 bricks tall. Measure their heights using bricks.

How accurate were your estimates?

Practice Sheet Answers

Snake lines: Measuring with cubes (mild)

Challenge

Write the snakes' letters in order from longest to shortest.
A, C, B, E, D, F

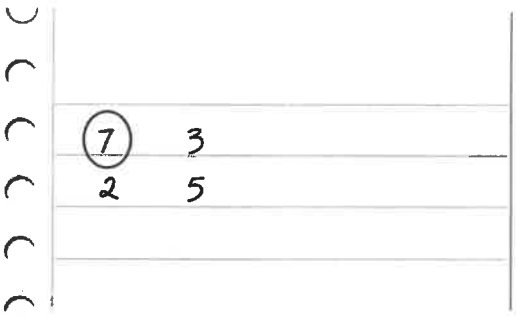
A Bit Stuck?
Tall towers

Work in pairs

Things you will need:
- A set of 1-10 cards
- Small blocks/Lego bricks

What to do:

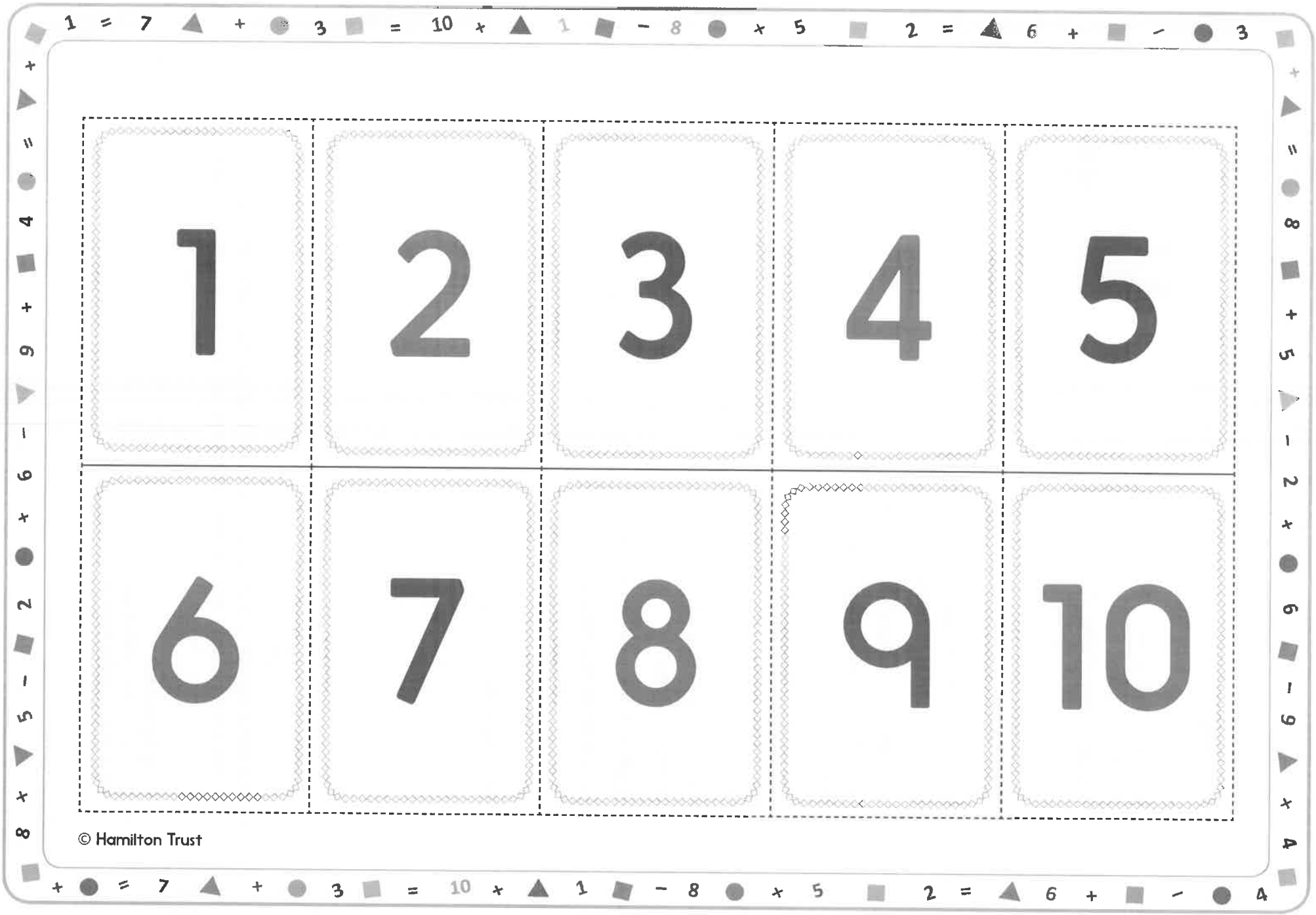
- Shuffle a set of 1 to 10 cards. Spread out face down on the table.
- Each take a card. Build a tower with that number of small blocks/Lego bricks.
- Who has the bigger number? That person wins a small blocks/Lego bricks.
- Write down your pair of numbers. Ring the larger number.
- Repeat until there are no cards left.
- Who can make the tallest tower using all their small blocks/Lego bricks?
- Who has collected the most small blocks/Lego bricks?



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

Choose three number cards. Make towers using these numbers. Arrange them in order of height, shortest first. Write the three numbers, smallest first.

Learning outcomes:
- I can compare two numbers up to 10.
- I am beginning to order three numbers up to 10.



Check your understanding
Questions

Find a book which is...

(a) 9 small blocks/ Lego bricks long

(b) more than 16 small blocks/ Lego bricks long

(c) between 10 and 12 small blocks/ Lego bricks long

Draw the number of small blocks/ Lego bricks which will fit along your shoe length.
Estimate how many of the same bricks will fit along an adult's shoe length.

Fold here to hide answers

Check your understanding
Answers

Find a book which is...

(a) 9 bricks long

(b) more than 16 bricks long

(c) between 10 and 12 bricks long

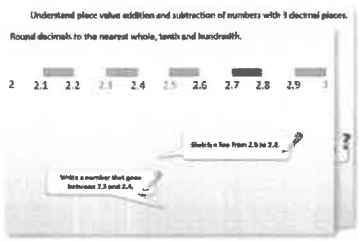
Check children's strategies. Are they lining up the end of their bricks with the 'top' or 'bottom' edge of the book? Are the bricks placed straight in line with the length of the book? Do they check the number of bricks carefully?

Draw the number of cubes which will fit along your shoe length. See above for strategies.
Estimate how many of the same bricks will fit along an adult's shoe length. Do children's estimates reflect the larger shoe size?

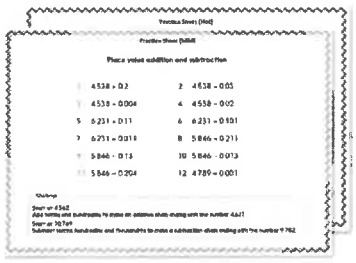
Year 1: Week 4, Day 5
Measuring height and length (2)

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

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



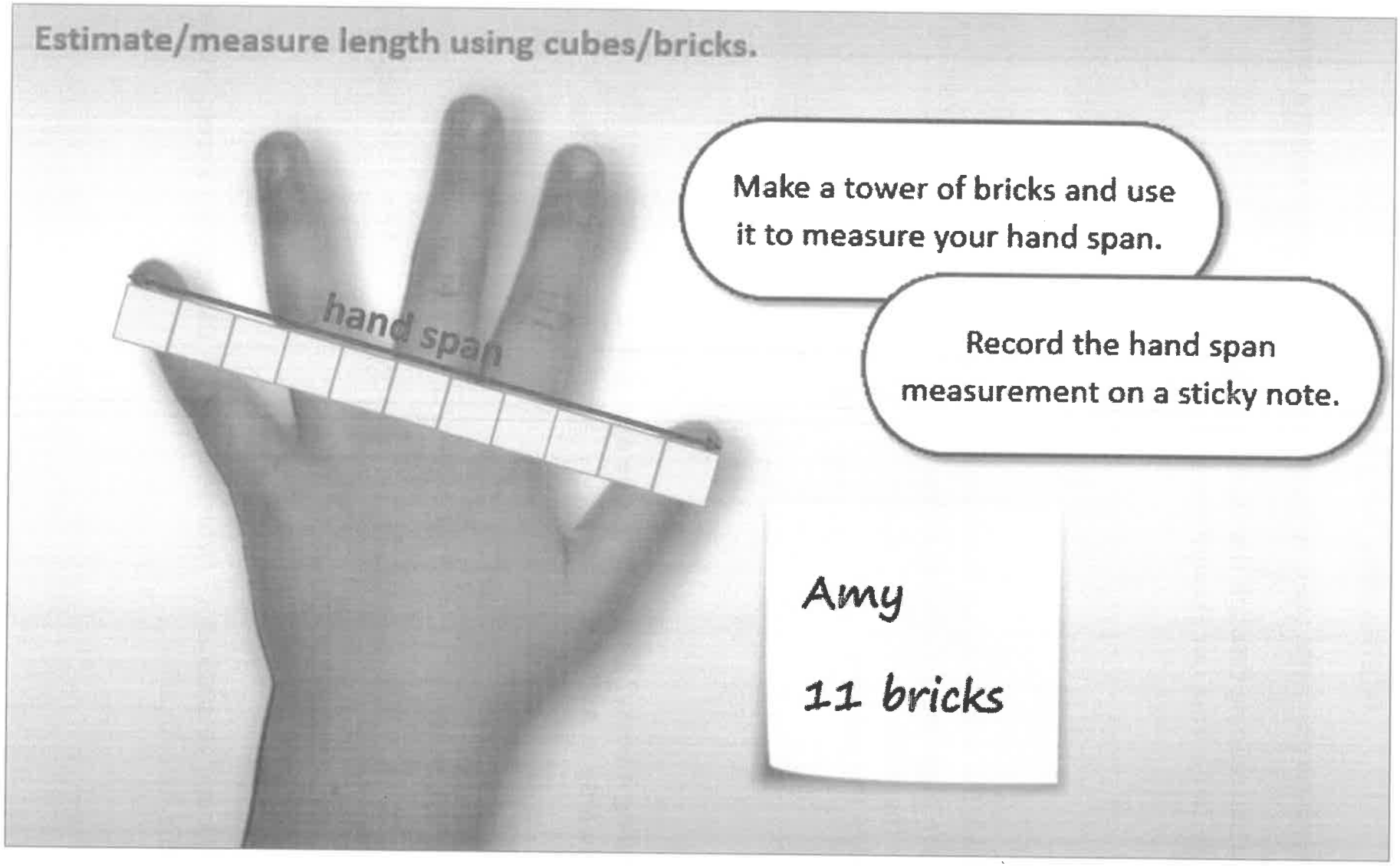
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



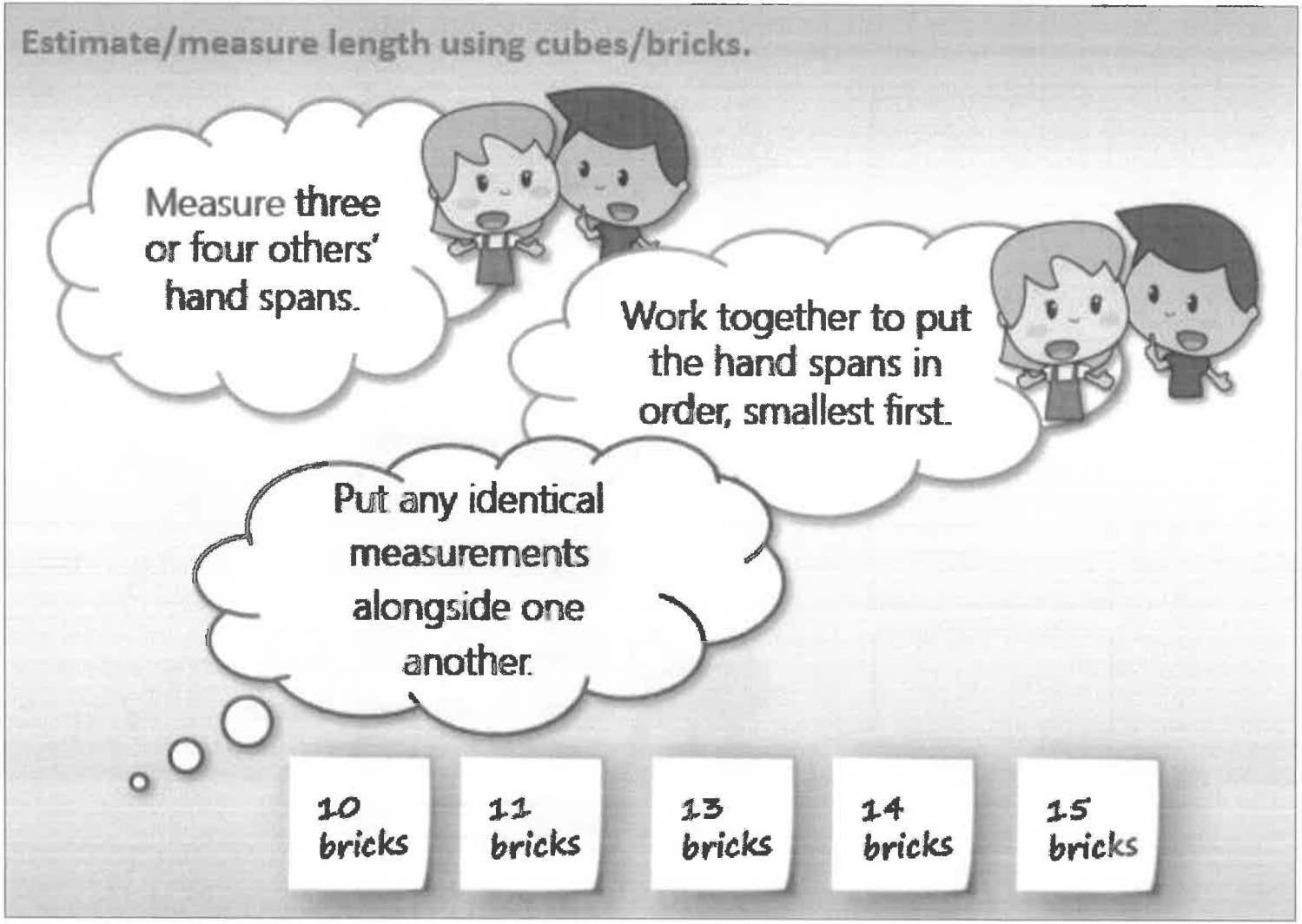
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

Learning Reminders



Learning Reminders



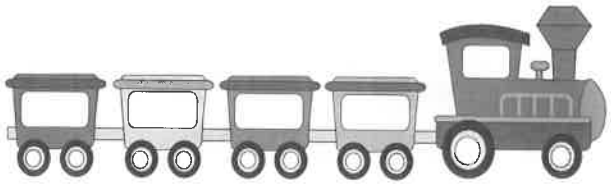
Practice Sheet Mild

Measuring with small blocks/Lego bricks

Estimate how many small blocks/ Lego bricks long each pictured object is before measuring and recording the actual length.
[Estimation is an important skill that helps children to secure their 'mental map' of the relative sizes of numbers.]

A.

B.



C.

D.

E.

F.

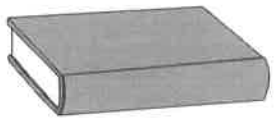
Challenge

Write the objects in order from longest to shortest.

Practice Sheet Hot

Longer or shorter than a metre?

Ask an adult to show you how long one metre is on a tape measure. Think of objects which might be shorter or longer than 1 metre. Write or draw them in the table.

Shorter than one metre	Longer than one metre
	

Challenge

Find something as close to one metre as possible.

Practice Sheet Answers

Measuring with small blocks/Lego bricks (mild)

Challenge

Write the objects in order from longest to shortest.
B, F, E, D, A, C

Longer or shorter than a metre (hot)

Shorter than a metre	Longer than a metre
Classroom items could include: *exercise books* *short rulers* *pencils* *crayons* *teddy bear...*	*Classroom items could include:* *tables if measured along their length* *drawers measured along their length*

A Bit Stuck?
Teddy long legs

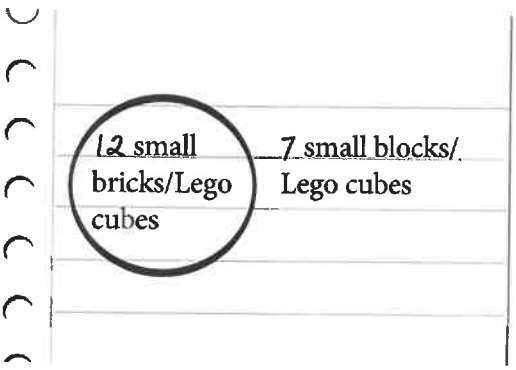
Work in pairs

Things you will need:

- Teddies
- Small blocks/Lego bricks
- A pencil

What to do:

- Take two teddies.
  Which do you think has longer legs?
  Which do you think has shorter legs?
- Use small blocks/Lego bricks to measure the teddies' legs.
- Write the two numbers of small blocks/Lego bricks. Ring the bigger number.
- Put the teddies back.
  Take two different teddies.
  Measure their legs using small blocks/ Lego bricks.
  Write down the two numbers.
  Ring the bigger number.
- Repeat with another pair of teddies.



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

Write all the leg lengths in order, from shortest to longest.
Did the tallest teddy have the longest legs?
Did the shortest teddy have the shortest legs?

Learning outcomes:

- I can compare heights and lengths.
- I can measure heights and lengths using small blocks/Lego bricks.
- I can use words like shorter, taller and longer.
- I am beginning to compare more than two heights or lengths.

Investigation
Make a stick

1. Find items from around your home which are shorter than one metre. Place them on the carpet.

2. With an adult, find a group of items that - when they are placed end to end - measure one metre in total.

3. Try again with another group of items. You've made a 'metre stick' of things!

4. Turn your back on your metre stick of things. Can you hold your hand above the floor to show an estimate of a metre? Ask someone to check. How close were you?.

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

Enjoy the animated reading of *This is the House that Jack Built* by Simms Tabac at https://www.youtube.com/watch?v=qYymDq0muDI (6 mins long).

- Pause at 4.40. Who do you think the mystery guest is going to be?
- Finish the story and find out!

2. Recalling and sequencing details from the story

The story has 6 different animals in it. Can you remember all of them and the order they appeared in?

- On *Story Animals*, write the names of all the animals from the story that you can remember.
- Check on the *Characters* mini poster to see how many you got right.
- Give yourself 1 point for every animal you remembered. You get 2 extra points if you got all of them. You get 5 extra points if you managed to get all the animals in the right order. What's your score?

3. Let's get ready for writing

Read the lines at the top of *Animal Sentences* (*This is the sneaky rat. It eats some stinky cheese*). Notice the describing words used for rat and cheese.

- Write your own sentences, following the instructions.

Now try these Fun-Time Extras

- Label the picture of *Jack's House* (pink front door, tall chimney, etc.)
- Draw your own version of Jack's strange house!

Story Animals

Number	Animal
1	
2	
3	
4	
5	
6	

My score was:

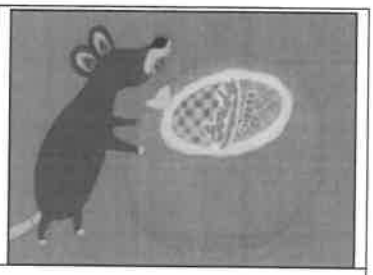
Characters

Number	Animal
1 rat	
2 cat	
3 dog	
4 cow	
5 rooster	
6 little red hen	

Animal Sentences

Instructions

- Write your own sentences like these for 3 other animals in the story.
- Use a describing word for each animal or thing in your sentences.
- Make sure you use good finger spaces. Use a capital letter at the start of your sentences. Put a full stop at the end of each sentence.

This is the sneaky rat. It eats some of the stinky cheese.	

Jack's House

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

Watch/re-watch *This is the House that Jack Built* by Simms Taback at https://www.youtube.com/watch?v=qYymDq0muDI.

- What food is the Rat so fond of? Cheese!
- What words are used to describe the cheeses that Rat eats? (Stinky, smelly, yummy, gooey.)

2. Listing favourite foods

Think about 5 things you really like eating and 1 thing that you really don't enjoy scoffing! Only 2 of your favourites can be sugary things like chocolate, sweets or biscuits.

- Draw each of your 6 things in the boxes on *My Best and Worst Foods*.
- Follow the instructions.

3. Let's get ready for writing

Read what Rat says about what he likes to eat on *Food, Glorious Food*. Show how we use the words *but* and *and* to join together two independent clauses in a sentence.

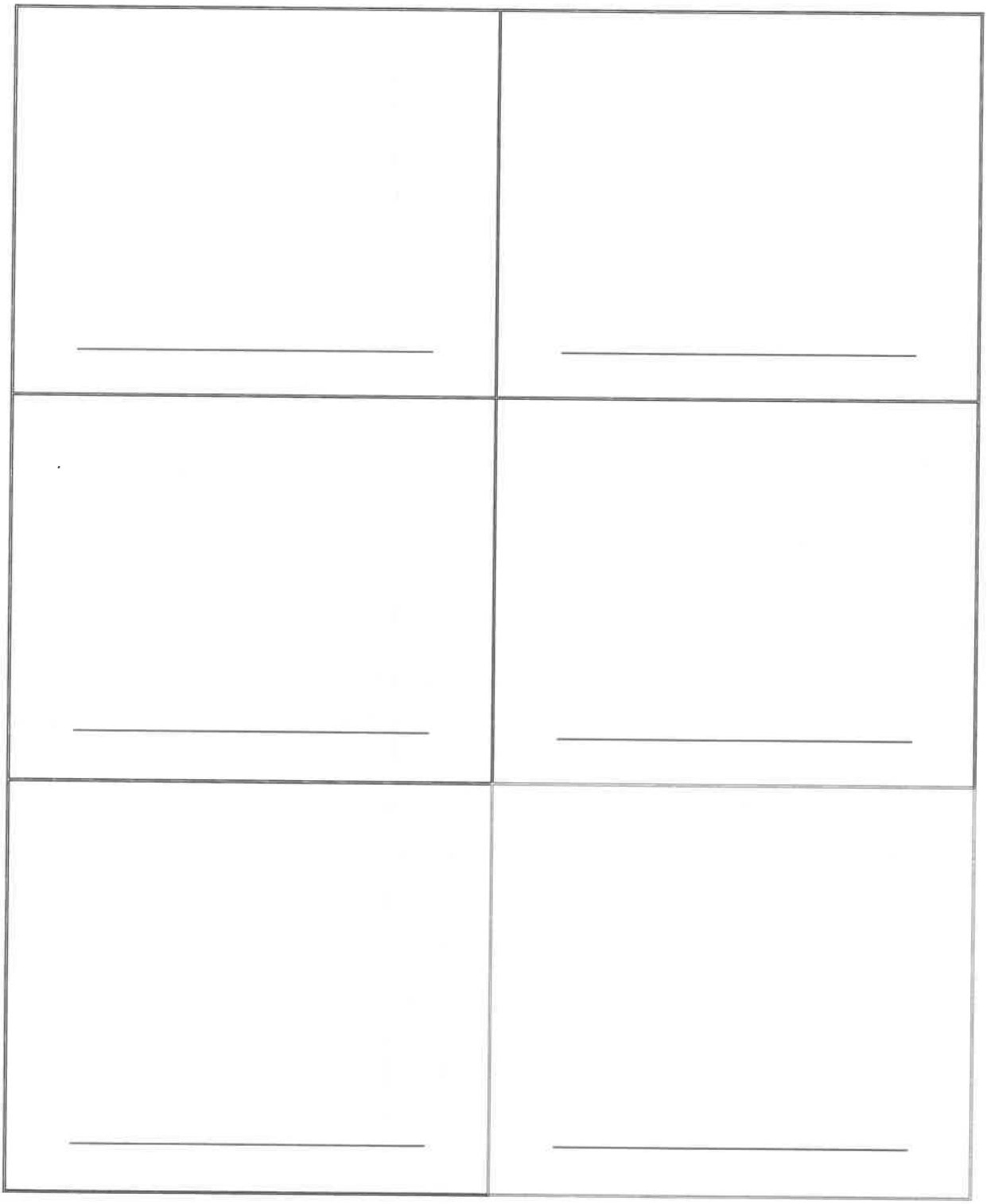
- Copy Rat and write 3 sentences with the words *but* and then *and* in them to talk about your favourite (and least favourite!) foods. *I like yummy pasta but I love delicious roast* potatoes, etc.
- Remember to use proper sentence punctuation and word spaces.

Now try these Fun-Time Extras

- Label the picture of *Rat's Cheese* with lots of good describing words
- Create a *Menu* for the Rat's supper.

My Best and Worst Foods

- Draw each of your 6 things in the boxes on *My Best and Worst Foods*. The red box is for the thing you do not like.
- Write each one's name with a good describing word for it (*tasty chocolate, yummy pasta/ horrible eggs, nasty yoghurt*, etc.)



Food Glorious Food!

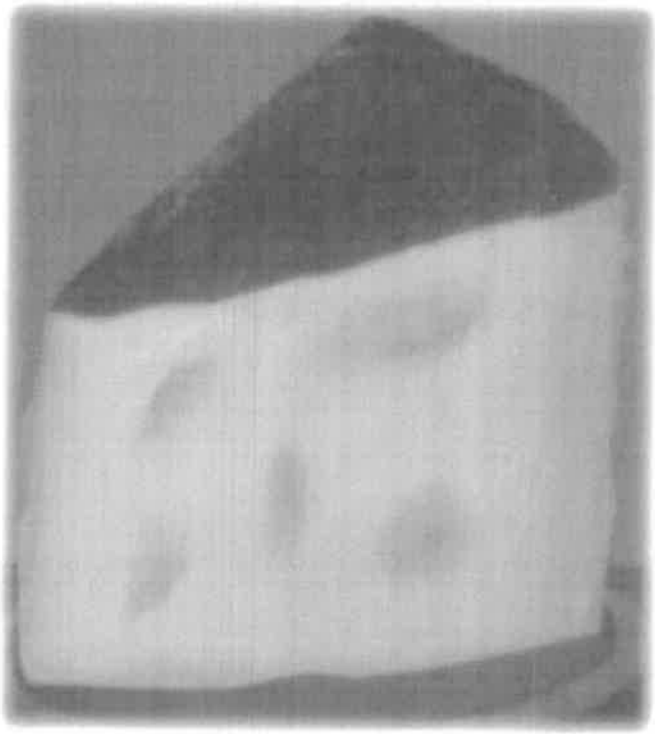
Rat says....

I like smelly cheddar but I love delicious gouda.
I love gooey camembert but I adore beautiful Swiss cheese.
I adore tasty Port Salut...and I hate boring sprouts!

What do you say about your foods?

but and
like love adore
hate

Rat's Cheese



A Menu for Rat

Can you create a lovely dinner menu for Rat? Use lots of good describing words to make the food sound extra tasty.

Starters	
Main courses	
Side orders	
From the sweet trolley	
To drink	

What to do today

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

1. It's story time

Re-watch *This is the House that Jack Built* for the last time on Youtube at https://www.youtube.com/watch?v=qYymDq0muDI.

- Now read the text version of *The House That Jack Built* to your child. What differences do you both notice between the two versions?
- Which one did you prefer? Why was that?

2. Sequence

Read *Because* to explore how using the word allows us to join independent clauses together in a sentence and give a reason or explanation for something.

- Read the questions and answers on *Why Did...?*
- Highlight the word *because* in each of the answers.
- Learn to spell *because* off by heart by making your own copy of the mnemonic. Think of a different animal beginning with 'e' to use instead of '*elephants*' in your own version. *Eels, eagles, emu, elves.*

3. Let's get ready for writing

On *Responding to The House That Jack Built*, write sentences in response to the prompts.

- Use the word *because* in each answer to give a reason for a comment: *I like the look of Jack's house because it is really strange and crazy.*

Now try these Fun-Time Extras

- Try learning part of the story off by heart, either from the start or from the line: *This is the horse and the hound and the horn...*
- When you are ready, ask if someone can film or record you reciting the story. Send the film to your Granny and Grandad!

This is the house that Jack built.
This is the malt
That lay in the house that Jack built.
This is the rat that ate the malt
That lay in the house that Jack built.
This is the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the judge all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the rooster that crowed in the morn
That woke the judge all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the farmer sowing his corn
That kept the rooster that crowed in the morn
That woke the judge all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.
This is the horse and the hound and the horn
That belonged to the farmer sowing his corn
That kept the rooster that crowed in the morn
That woke the judge all shaven and shorn
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.

Trad.

Why Did...?

Q: Why did the rat eat all the cheese?

A: The rat ate all the cheese because it was really hungry.

Q: Why did the cat try and hide?

A: The cat tried to hide because the dog was chasing her across the farmyard.

Q: Why did the dog run away from the cow?

A: The dog ran away from the cow because the cow had big, scary horns.

Q: Why did the tattered man kiss the milkmaid?

A: The man kissed the milkmaid because he felt very sorry for her and wanted to cheer her up.

Q: Why did the Judge get woken up?

A: The Judge got woken up because the rooster crowed extremely loudly in the morning.

Q: Why did the sow seeds on his farm?

A: The farmer sowed seeds on the farm because he wanted to grow lots of crops and feed his animals.

because

big elephants can always understand small elephants

The word because joins together two independent clauses in a sentence.

The rat ate all the cheese **and** **It was really hungry.**

The rat ate the cheese because it was really hungry.

Using because lets you explain or give a reason for something.

The dog ran away from the cow because the cow had big, scary horns.

Responding to The House that Jack Built

Say why you **like** or don't like the following things from the story.
Remember to use the word *because* in all your answers to explain why you like or don't like them.

The look of Jack's house

The rat's stinky cheeses

The tattered man's clothes

The drawings in the story

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 funny poem '*Twas Midnight*.

- Explain unusual words – '*twas* means *it was*; a *streetcar* is a tram.
- Discuss all the funny things that don't go together in the poem *(cars in the ocean; a barefoot child wearing shoes*, etc.)

2. Rhymes and Rhyming

Re-read the poem and highlight pairs of words that rhyme. *Fast* and *grass* are a funny kind of rhyme called a 'half rhyme'.

- Now read the words in the first of the *Sets of Rhyming Words*. Identify the non-rhyming word in each set.

3. Writing time

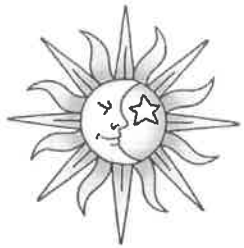
Read the short poem, *Jumble It Up!*

- Carefully cut off the second part of each sentence and glue them down swapped over to make 'jumbled' lines *(A galloping horse with two whizzing wheels,* etc.*).*
- Continue like this. Then see if you can add a pair of funny jumbled lines of your own at the end!

Now try these Fun-Time Extras

- Midnight. What are you doing then? On *Times of the Day* say what you do at particular times. *At 7 o'clock I...*
- Copy out your favourite funny 2 lines from either '*Twas Midnight* or *Jumble it Up!* and draw pictures to go with them on *Funny Lines*.

'Twas Midnight



'Twas midnight on the ocean,
Not a streetcar was in sight,
The sun was shining brightly,
For it rained all day that night.
'Twas a summer day in winter
And snow was raining fast
As a barefoot boy with shoes on
Stood sitting on the grass.

Anon

Sets of Rhyming Words

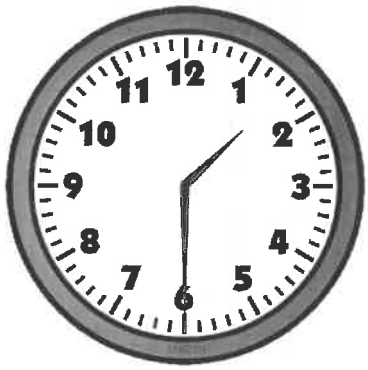
- Each set contains a word that does not belong with the others, as it does not rhyme.
- Find the word in each set that is the odd one out.
- Add 2 further words that *do* rhyme to each set.

sea see **me key say** **pea**	**sun gum** **son** **one done**
night bite **site quite weight** **fight**	**shoe do** **crew moo** **no**

Jumble it up!

A galloping horse with	four strong legs
A speeding bicycle on	two whizzing wheels
An old mother hen	sitting on eggs
A rock at the seaside	covered in seals
A star up in the sky	shining and bright
A lump of stinky cheese	dotted with holes
A teacher in the classroom	turning off the light
An amazing keeper	saving lots of goals

Times of the Day



At midnight I _____

At 7 o'clock in the morning I _____

At 11 O'clock in the morning I _____

At midday I _____

At 4 o'clock in the afternoon I _____

At 8 o'clock in the evening I _____

And at midnight I _____ again!

Funny Lines

What to do today

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

1. It's reading time

Read the poem, *Goodnight*.

- What's funny about the poem?
- Does it remind you of '*Twas Midnight*? In what way are the two poems alike?
- What was your favourite line in the poem? Can you say why?

2. Getting a fright

What does the poem say made the person get all muddled up? *They were given a fright.*

- Have you ever had a fright? What happened? Did it muddle you up like in the poem? Write about a fright on *Fright!*, following the instructions.

3. Let's get ready for writing

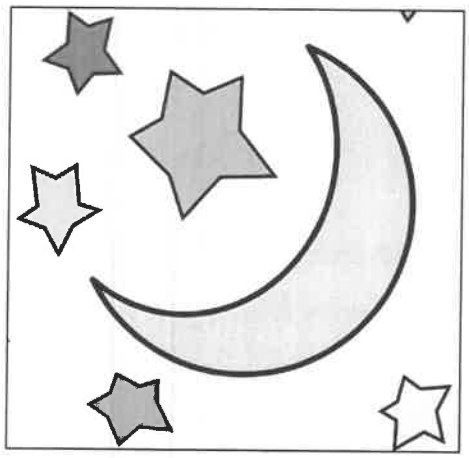
You are going to write your own jumbled poem about *Breakfast Time*.

- Create your own jumbled poem.
- Then re-write it beautifully.

Now try these Fun-Time Extras

- Try and learn Goodnight or your Breakfast poem off by heart.
- What are your bedtime routines? Draw a picture and describe what you do.

Goodnight



I said my pyjamas,
I slipped on my prayers.
I went up my slippers,
I took off my stairs.
I turned off the bed,
I jumped in the light.
The reason for this...?
You gave me a fright!

Trad.

Fright!

- What sort of things could have given the person in the poem a fright? See if you can think of 3 different things.

- Draw one of these situations on *Fright!* and describe what is going on with 2/3 well-punctuated sentences.

Breakfast Time

- Read the beginning part of the first line. *I walked ...*
- On the planner <u>follow the arrow</u> and add the real, normal thing that could finish that line (*downstairs/ into the kitchen/ in the room*)
- Do the same for all the other lines.
- Write out the poem in best, being very careful this time to ignore the arrows and just write out the funny jumbled lines.

I walked	
I sat down	
I picked up	
I ate	
I drank	
I washed up	

The reason for this?
You gave me a fright!

My Bedtime Routines