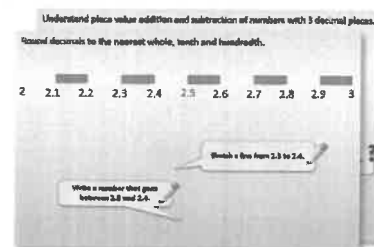


# Year 2: Week 3, Day 1

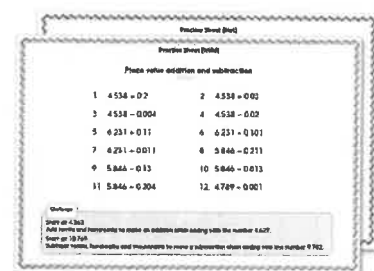
## Odd and even numbers

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!

Identify the value of the '4' in the following numbers:

(a) 3.407  
(b) 4.821  
(c) 0.043  
(d) 5.104  
(e) 48,739

---

How many times must Dan multiply 0.048 by 10 to get 48,000?

---

What number is one hundred times smaller than 0.4?

# Learning Reminders

Recognise even numbers.

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

What can you say about the yellow numbers?

They are all even numbers.

Choose an even number that is less than 20.

Take this number of cubes and try to share them fairly with a friend.

Even numbers can be shared fairly.

# Learning Reminders

Recognise odd numbers.

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

??

What can you say about the blue numbers?

They are all odd numbers.

Choose an odd

number less than 20.

Take this number of cubes and try to share them fairly with a friend.

Odd numbers always leave an 'odd one' left over if you try to share them between 2 people.

## Learning Reminders

Recognise odd and even numbers.

Look at these numbers.

136

487

835

Which numbers  
are odd and which  
are even?

How can you tell?

Even numbers have 1s  
digits 0, 2, 4, 6, 8.

Odd numbers have 1s  
digits 1, 3, 5, 7, or 9.

## Practice Sheet Mild

### Odds and evens

Make 2-digit odd and even numbers from the following digits:

2

7

4

9

3

6

0

5

#### Challenge

Use the cards to make as many even 3-digit numbers between 400 and 500 as you can.

## Practice Sheet Hot Sorting numbers

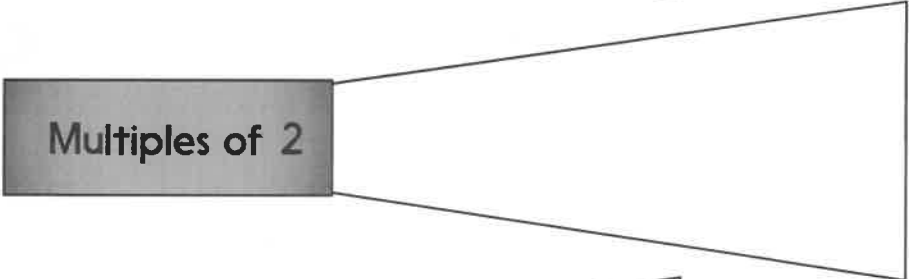
Can you sort the following numbers for each sorting machine? Some numbers can go in more than one box.

60, 45, 88, 39, 90, 76, 55, 31, 50, 22, 64, 13

Multiples of 10



Multiples of 2



Even numbers



Odd numbers



Multiples of 5



### Challenge

Think of three numbers that will fit into at least three of the sorting machines. Can you think of any numbers that would fit into four of the sorting machines?

# Practice Sheet Answers

## Odds and evens (mild)

Odd 2-digit numbers could include: 23, 25, 27, 29, 35, 37, 39, 43, 45, 47, 49, 53, 57, 59, 67, 69, 63, 65, 73, 75, 79

Even 2-digit numbers could include: 24, 26, 28, 34, 36, 38, 46, 48, 56, 58, 64, 66, 68, 74, 76, 80, 82, 84, 86, 90, 92, 94, 96

### Challenge

Use the cards to make as many even 3-digit numbers between 400 and 500 as you can.  
402, 406, 420, 426, 460, 462

## Sorting numbers (hot)

Multiples of 10: 60, 50, 90

Multiples of 2: 60, 88, 90, 76, 50, 22, 64

Even numbers: 60, 88, 90, 76, 50, 22, 64

Odd numbers: 45, 39, 55, 31, 13

Multiples of 5: 60, 90, 45, 55, 50

### Challenge

Think of three numbers that will fit into at least three of the sorting machines. e.g. Into Multiples of 10, Multiples of 2 and even numbers, any 2-digit number ending in a zero, e.g. 50, 70, 80, etc.

Can you think of any numbers that would fit into four of the sorting machines? e.g. Into Multiples of 10, Multiples of 2, Multiples of 5 and even numbers, 10, 20, 30, etc.

## A Bit Stuck? Blues and twos



### Things you will need:

- A set of blue cards (2, 4, 6... 20)
- A set of yellow cards (1, 3, 5... 19)

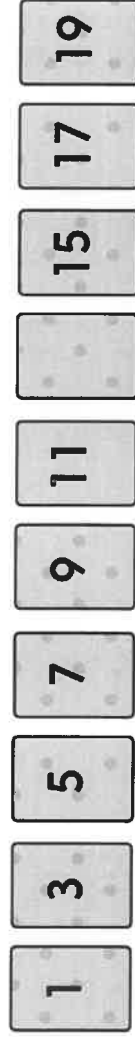
### Work in pairs

#### What to do:

- Take the blue cards and put them in order.
- Count in 2s along the line of cards.
- Close your eyes whilst your partner turns over a card in the line.
- Open your eyes. Which number do you think your partner turned over? Count in 2s along the line to check.
- Now turn over the card. Were you right? If so, collect a cube.
- Now swap roles, so you turn over a card for your partner.
- Keep taking turns.
- Who collected most cubes?



- Now play with the yellow cards.



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

Shuffle the blue cards. Take one. Count in 2s to that number. Your partner carries on the count to 20. Swap roles and use the yellow cards

### Learning outcomes:

- I can count in 2s from 1 and 2.
- I am beginning to count in 2s from other numbers.



**A Bit Stuck?**  
**Blues and twos**

2

4

6

8

10

12

14

16

18

20

**A Bit Stuck?**  
**Blues and twos**

1

3

5

7

9

11

13

15

17

19

## Check your understanding: *Questions*

How many numbers between 0 and 30 (including 30) are even?  
Are there the same number of odd numbers?

---

True or False: Odd numbers are always made of 'a multiple of 2 and 1 more'?

---

Write even or odd beside each number:

- a) 368
- b) 492
- c) 661

How did you know the answer?

Fold here to hide answers

---

## Check your understanding *Answers*

How many numbers between 0 and 30 (including 30) are even?

15 numbers - 2, 4, ..... 30.

Are there the same number of odd numbers?

Also 15 - 1, 3, 5 .... 29.

---

True or False: Odd numbers are always made of 'a multiple of 2 and 1 more'? This is true since multiples of 2 are even and an odd number always follows an even one.

---

Write even or odd beside each number:

- a) 368 even
- b) 492 even
- c) 661 odd

How did you know the answer? By checking the 1s digit.

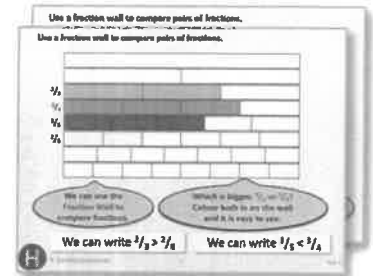


# Year 2: Week 3, Day 2

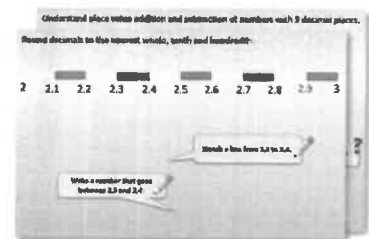
## Multiplication

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

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



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



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

Practice sheet (page 1)	
Place value addition and subtraction	
1. $4.538 + 0.2$	2. $4.538 - 0.05$
3. $4.538 - 0.004$	4. $4.538 - 0.02$
5. $4.231 + 0.11$	6. $4.231 - 0.101$
7. $4.231 + 0.011$	8. $5.846 - 0.211$
9. $5.846 - 0.1$	10. $5.846 - 0.015$
11. $5.846 - 0.204$	12. $4.789 - 0.001$

**Challenge 1:**  
Round all 4.538 to the nearest whole, tenth and hundredth to make an addition chain ending with the number 4.537.  
Start at 10.101.  
Subtract 10.101, round the result to make a subtraction chain ending with the number 4.537.

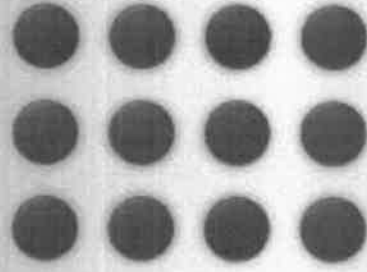
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



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

## Learning Reminders

Know that multiplication can be done in any order.



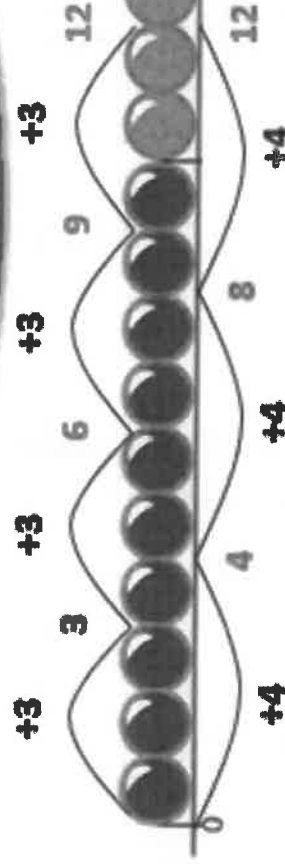
How many rows in this array? How many in each row?

$4 \times 3 = 12$ . We can read this as 4 lots of 3, or 4 times 3.

How many columns? How many in each column?

$3 \times 4 = 12$ . We can read this as 3 lots of 4, or 3 times 4.

Let's count in 3s on a bead string...

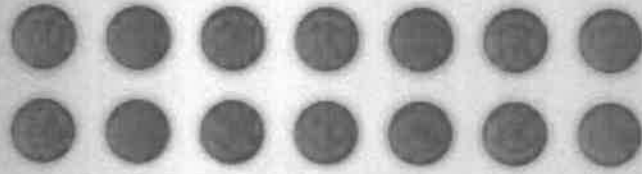


Now count in 4s...

$4 \times 3$  and  $3 \times 4$  have the same answer!

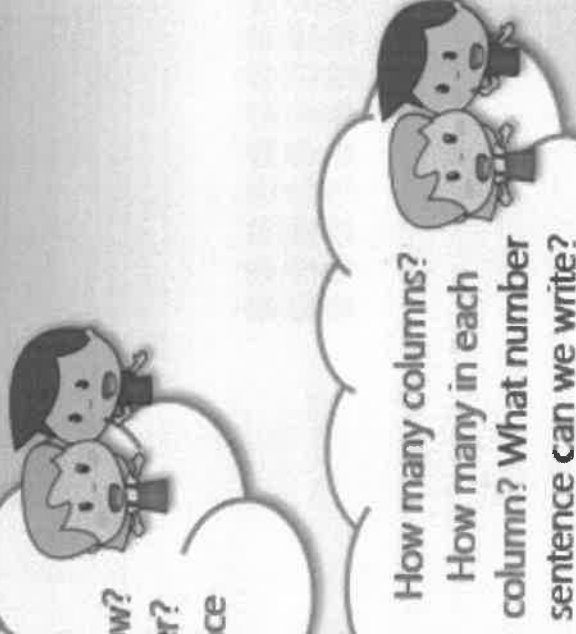
## Learning Reminders

Know that multiplication can be done in any order.



How many rows?  
How many in each row?  
How many altogether?  
What number sentence could we write?

$$7 \times 2 = 14$$



How many columns?  
How many in each column?  
What number sentence can we write?

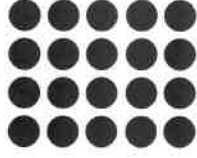
$$2 \times 7 = 14$$

**7 x 2 and 2 x 7 have the same answer!**  
**Multiplication can be done in any order.**

## Practice Sheet Mild

### Reading arrays

Write the two multiplication facts to go with each array.



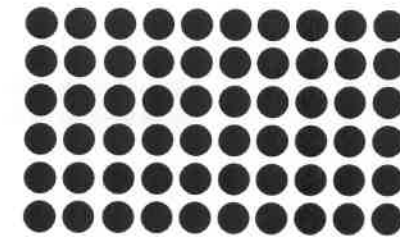
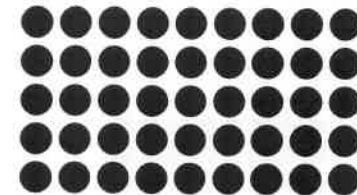
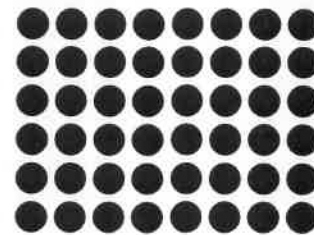
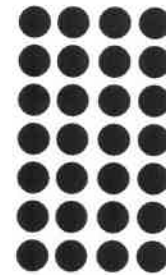
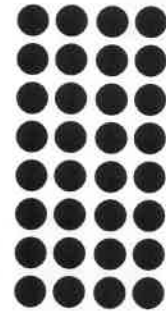
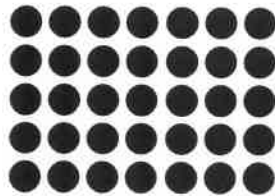
#### Challenge

Draw one more array to show  $6 \times 3$ . What else does it show?



# Practice Sheet Hot Reading arrays

Write the two multiplication facts to go with each array.



## Challenge

Draw one more array to show  $1 \times 11$ . What else does it show?

## Practice Sheets Answers

### Reading arrays (mild)



$$4 \times 6 = 24$$

$$6 \times 4 = 24$$



$$3 \times 5 = 15$$

$$5 \times 3 = 15$$



$$2 \times 8 = 16$$

$$8 \times 2 = 16$$



$$5 \times 4 = 20$$

$$4 \times 5 = 20$$



$$3 \times 7 = 21$$

$$7 \times 3 = 21$$



$$2 \times 9 = 18$$

$$9 \times 2 = 18$$



$$3 \times 10 = 30$$

$$10 \times 3 = 30$$

### Challenge



$$3 \times 6 = 18 \quad 6 \times 3 = 18$$

### Reading arrays (hot)



$$7 \times 5 = 35$$

$$5 \times 7 = 35$$



$$4 \times 8 = 32$$

$$8 \times 4 = 32$$



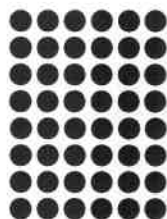
$$4 \times 7 = 28$$

$$7 \times 4 = 28$$



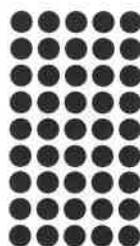
$$4 \times 9 = 36$$

$$9 \times 4 = 36$$



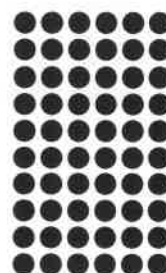
$$8 \times 6 = 48$$

$$6 \times 8 = 48$$



$$9 \times 5 = 45$$

$$5 \times 9 = 45$$



$$10 \times 6 = 60$$

$$6 \times 10 = 60$$

### Challenge

$$1 \times 11 = 11 \quad 11 \times 1 = 11$$



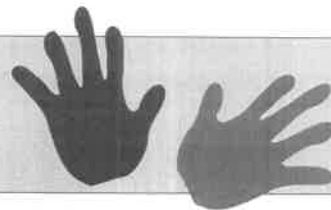
## A Bit Stuck?

### Row-row-row your bakes

**Work in pairs**

### Things you will need:

- counters
- pencil and paper



### What to do:

- On Monday, Mrs Multiple, the baker, made 12 cup cakes.



Rather than straight lines like this, she likes to arrange them in rectangles or **arrays**. How could she do it? Use counters to help you explore the arrays you can make with 12 cakes.

**Draw or write down what you discover.**

- On Tuesday, Mrs Multiple made 15 cakes, how could she arrange them in an array? It's a larger number of cakes, so do you think there will be more or fewer ways to arrange them than with Monday's 12 cakes?
- On Wednesday, Mrs Multiple baked 19 cakes!  
Can she place these in one or more **arrays**?

I wonder if the cakes can  
go in rows of three?

Six chocolate cupcakes with swirl frosting, each in a white paper liner. They are arranged in two horizontal rows of three. The top row is on a solid black background, and the bottom row is on a white background with faint horizontal lines.

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

Find which number of cakes from 10 to 20 can be arranged in the most ways. Which do you think it might be?

**Learning outcomes:**

- I understand that an array is a rectangular arrangement of objects with the same number in each of its rows.
- I can begin to use and remember multiplication facts.

## Investigation

### Mrs Multiple's cakes

1. Mrs Multiple, the baker, has made 12 cup cakes. She is thinking how to arrange them in her shop window. She likes to arrange them in rectangles like this:



In maths, these rectangles are called arrays.

She could also arrange the 12 cakes like this:



2. How else could she arrange them? Use 12 counters to help you and write down how many ways you found altogether.
3. In how many ways can she arrange 15 cakes in an array? Do you think there will be more or fewer ways of arranging 15 cakes than of arranging 12 cakes?
4. Which number of cakes from 10 to 20 can be arranged in the most ways?

Can bigger numbers of cakes always be arranged in more ways than smaller numbers?

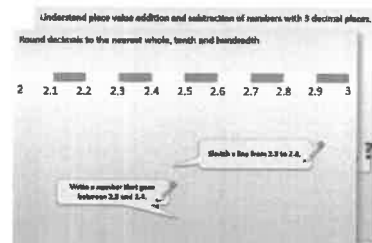
Can you think of a number of cakes between 20 and 30 that can only be arranged in two ways? Which numbers of cakes between 20 and 30 do you think could be arranged in lots of ways? Why?

# Year 2: Week 3, Day 3

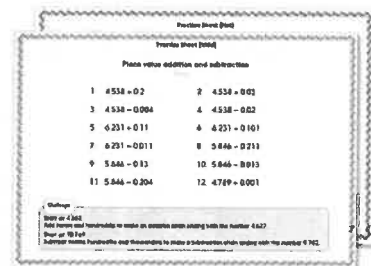
## Multiplication and division

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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!

Identify the value of the '4' in the following numbers:

(a) 3.407  
(b) 4.821  
(c) 0.043  
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(e) 48,739

---

How many times must Dan multiply 0.048 by 10 to get 48,000?

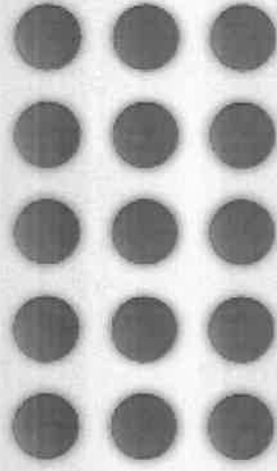
---

What number is one hundred times smaller than 0.4?

---

## Learning Reminders

Write divisions to match multiplications.



How many counters? How many rows? How many in each row? What number sentence could we write?

$$3 \times 5 = 15$$

How many 5s in 15? We can write a division.

$$15 \div 5 = 3$$

15 has 3 lots of 5 in it.

How many counters?

How many columns? How many in each column? What number sentence could we write?

$$5 \times 3 = 15$$

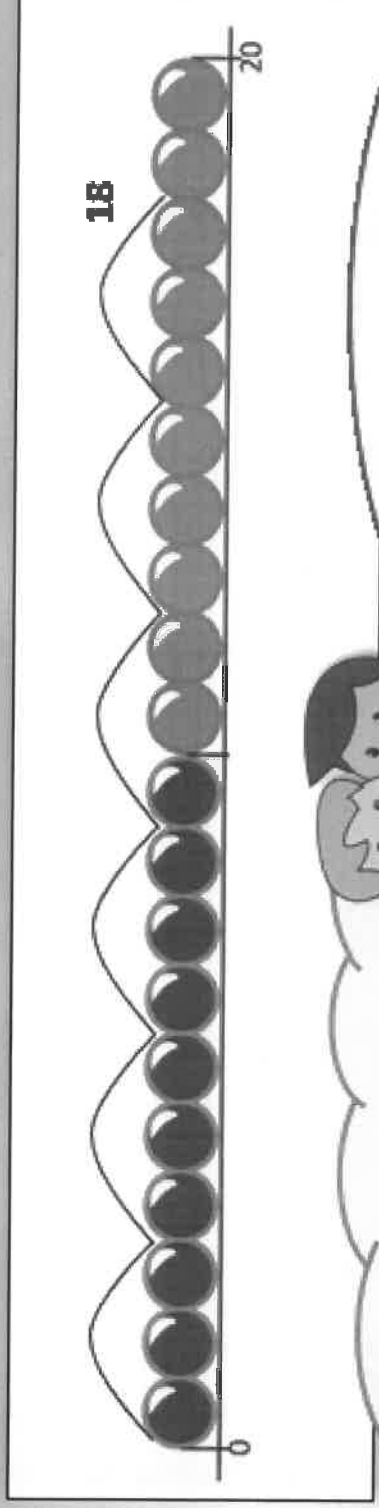
How many 3s in 15?

$$15 \div 3 = 5$$

15 has 5 lots of 3 in it.

## Learning Reminders

Write multiplications to match divisions.



How can we work out how many lots of 3 give us 18?

Mark 18 on the number line then draw hops of 3 to reach 18.

6 hops.

$$18 \div 3 = 6.$$

What multiplication can we write to match this?

6 hops of 3.

$$6 \times 3 = 18.$$

## Practice Sheet Mild

### Division and multiplication number families

Solve the following calculations. Then, write the division or multiplication that goes with it.

$2 \times 6 = \square$

$16 \div 2 = \square$

$3 \times 7 = \square$

$33 \div 3 = \square$

$\square = 5 \times 6$

$45 \div 5 = \square$

$9 \times 10 = \square$

$\square = 60 \div 10$

#### Challenge

Use the numbers on the cards to make four different number sentences.

8

40

5



## Practice Sheet Hot

### Word problems: division or multiplication?

Solve each problem using either division or multiplication.

1. How many packets of 5 stickers give us 35 stickers?
2. Beau has 7 packets of pencils. Each packet has 3 pencils in. How many pencils does he have?
3. How many baskets of 5 balls give us 25 balls?
4. Each bag of oranges contains 3 pieces of fruit. I have 8 bags. How many oranges do I have?
5. Ben wants 40 stickers. They come in strips of 5. How many strips does he need?
6. Ms Carter has 6 boxes of rubbers. There are 3 rubbers in each box. How many rubbers are there in total?
7. How many boxes of 10 mugs give us 40 mugs?
8. Tilly needs to buy 11 cupcakes, they come in packs of 2. How many packs does she need?

#### Challenge

Make up a word problem for each of these questions:

$$12 \times 2 = 24$$

$$45 \div 5 = 9$$

$$3 \times 10 = 30$$

## Practice Sheets Answers

### Division and multiplication number families (mild)

$2 \times 6 = 12$	$12 \div 6 = 2, 12 \div 2 = 6, 6 \times 2 = 12$
$16 \div 2 = 8$	$8 \times 2 = 16, 2 \times 8 = 16, 16 \div 8 = 2, 16 \div 2 = 8$
$3 \times 7 = 21$	$21 \div 3 = 7, 21 \div 7 = 3, 7 \times 3 = 21, 3 \times 7 = 21$
$33 \div 3 = 11$	$33 \div 11 = 3, 3 \times 11 = 33, 11 \times 3 = 33, 33 \div 11 = 3, 30 \div 5 = 6, 30 \div 6 = 5, 6 \times 5 = 30, 5 \times 6 = 30$
$5 \times 6 = 30$	$9 \times 5 = 45, 5 \times 9 = 45, 45 \div 9 = 5, 45 \div 5 = 9$
$45 \div 5 = 9$	$10 \div 9 = 9, 90 \div 9 = 10, 10 \times 9 = 90, 9 \times 10 = 90$
$9 \times 10 = 90$	$60 \div 10 = 6, 10 \times 6 = 60, 60 \div 6 = 10, 6 \times 10 = 60$
$60 \div 10 = 6$	

### Challenge

$8 \times 5 = 40$

$5 \times 8 = 40$

$40 \div 8 = 5$

$40 \div 5 = 8$

### Word problems: division or multiplication? (hot)

- $35 \div 5 = 7$  7 packs of stickers give 35 stickers.
- $3 \times 7 = 21$  Beau has 21 pencils.
- $25 \div 5 = 5$  5 bags of balls give us 25 balls.
- $8 \times 3 = 24$  There are 24 oranges.
- $40 \div 5 = 8$  Ben needs 8 strips of stickers.
- $6 \times 3 = 18$  There are 18 rubbers.
- $40 \div 10 = 4$  4 boxes of mugs give us 40 mugs.
- How many 2s make 11? Tilly needs to buy 6 packets of cupcakes, because 5 packs will only give her 10 cupcakes in total.

## A Bit Stuck? Ring the fives

*Work in pairs*

Things you will need:

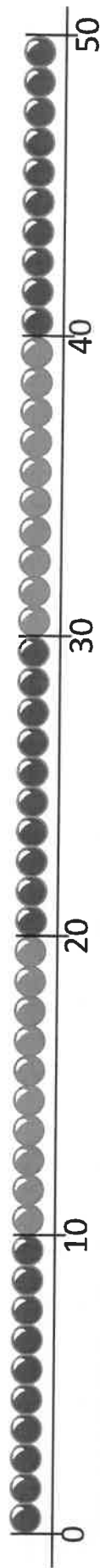
- A pencil



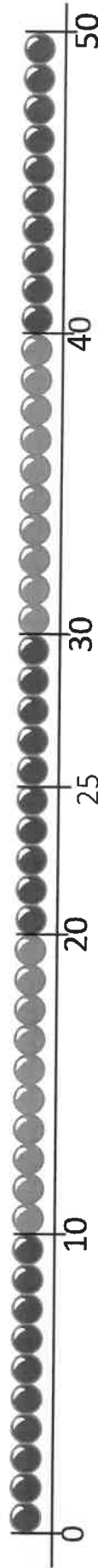
What to do:

Draw rings round groups of 5 beads to work out the answers to these questions:

1. How many 5s are in 20?



2. How many 5s are in 25?



**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 5s are in a number.
- I am beginning to see the link between multiplication and division.

**A Bit Stuck?**  
**Ring the fives**

3. How many 5s are in 40?



3. How many 5s are in 50?



3. How many 5s are in 45?



**A Bit Stuck?**  
**Ring the fives**



## Check your understanding *Questions*

Rewrite each missing-number multiplication as a division:

$$\square \times 2 = 18$$

$$\square \times 5 = 35$$

$$\square \times 10 = 70$$

Now find the missing numbers.

---

Solve:

(i)  $25 \div 5 = \underline{\quad}$

(ii)  $24 \div 2 = \underline{\quad}$

(iii)  $40 \div 5 = \underline{\quad}$

(iv)  $16 \div 2 = \underline{\quad}$

---

Fold here to hide answers

---

## Check your understanding *Answers*

Rewrite each multiplication as a division:

$$\square \times 2 = 18 \quad 18 \div 2 = \square \quad (9)$$

$$\square \times 5 = 35 \quad 35 \div 5 = \square \quad (7)$$

$$\square \times 10 = 70 \quad 70 \div 10 = \square \quad (7)$$

Children may just give the answers: 9, 7 and 7 respectively – but it is important that they see that for every multiplication number sentence there are corresponding divisions (and vice versa).

---

Solve

(i)  $25 \div 5 = 5$

(ii)  $24 \div 2 = 12$

(iii)  $40 \div 5 = 8$

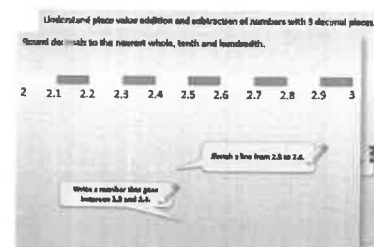
(iv)  $16 \div 2 = 8$

# Year 2: Week 3, Day 4

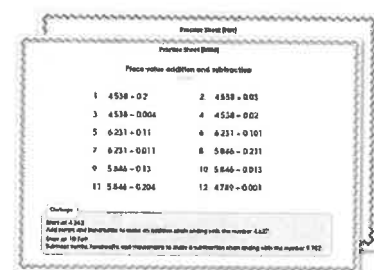
## Adding 5 numbers

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

## Learning Reminders

Add 5 single-digit numbers, using number facts to help.

$$\boxed{6} + \boxed{5} + \boxed{3} + \boxed{5} + \boxed{3} = \boxed{\phantom{00}}$$

Wow! That's a long number sentence! We could just add the numbers one at a time, but changing the order would make it easier.

How can we change the order to make it easier? Are there any number facts that can help?



$$\boxed{5} + \boxed{5} + \boxed{6} + \boxed{4} + \boxed{3} = \boxed{\phantom{00}}$$

Now we can add the pairs that make 10...

...and use place value to add 10, 10 and 3...

$$\boxed{10} + \boxed{10} + \boxed{3} = \boxed{23}$$



## Learning Reminders

Add 5 single-digit numbers, using number facts to help.

$$\boxed{8} + \boxed{3} + \boxed{8} + \boxed{7} + \boxed{5} = \boxed{\phantom{00}}$$



Let's try this one.

How can we change the order to make it easier?

Are there any number facts that can help?

Let's move the numbers around and see how it helps.

Did you spot double 8?

And the pair that makes 10?

$$\boxed{8} + \boxed{8} + \boxed{7} + \boxed{3} + \boxed{5} = \boxed{\phantom{00}}$$

We can use place value to add  $16 + 10$ , then count on 5.

$$\boxed{16} + \boxed{10} + \boxed{5} = \boxed{31}$$

## Practice Sheet Mild

### Adding using number facts

Can you spot any pairs to 10 or doubles that will help you add the numbers?

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
1, 9, 3	$9 + 1 = 10$			$10 + 3 = 13$
3, 7, 4				
4, 5, 4				
6, 2, 6				
2, 5, 8				
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3				
9, 2, 4, 8, 6				
7, 5, 7, 4, 5				
9, 3, 4, 3, 5				
8, 4, 2, 4, 1				

## Practice Sheet Hot

### Adding using number facts

Can you spot any pairs to 10 or doubles or other facts that will help you add the numbers?

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3				
9, 2, 4, 8, 6				
7, 5, 7, 4, 5				
9, 3, 4, 3, 5				
8, 4, 2, 4, 1				
6, 2, 3, 6, 9, 7				
4, 3, 8, 3, 6, 8				
9, 4, 5, 2, 1, 3				
4, 7, 4, 8, 9, 3,				
2, 3, 5, 9, 4, 2				
9, 1, 4, 5, 6, 9				

#### Challenge

Can you find any other ways to add your sets of numbers? Which way is the easiest? Which is the hardest?

## Practice Sheets Answers

Adding using number facts (mild)

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
1, 9, 3	$9 + 1 = 10$			$10 + 3 = 13$
3, 7, 4	$7 + 3 = 10$			$10 + 4 = 14$
4, 5, 4		$4 + 4 = 8$		$8 + 5 = 13$
6, 2, 6		$6 + 6 = 12$		$12 + 2 = 14$
2, 5, 8	$8 + 2 = 10$			$10 + 5 = 15$
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3	$7 + 3 = 10$	$6 + 6 = 12$		$10 + 12 + 3 = 25$
9, 2, 4, 8, 6	$6 + 4 = 10$ $8 + 2 = 10$			$10 + 10 + 9 = 29$
7, 5, 7, 4, 5		$5 + 5 = 10$ $7 + 7 = 14$		$10 + 14 + 4 = 28$
9, 3, 4, 3, 5		$3 + 3 = 6$	$5 + 4 = 9$	$6 + 9 + 9 = 24$
8, 4, 2, 4, 1	$8 + 2 = 10$	$4 + 4 = 8$		$10 + 8 + 1 = 19$

## Practice Sheet Answers Continued

Adding using number facts (hot)

Add these numbers	Pairs to 10	Doubles	Other facts	Answer
5, 4, 9, 4, 1	$9 + 1 = 10$	$4 + 4 = 8$		$10 + 8 + 5 = 23$
3, 6, 7, 6, 3	$7 + 3 = 10$	$6 + 6 = 12$		$10 + 12 + 3 = 25$
9, 2, 4, 8, 6	$8 + 2 = 10$ $6 + 4 = 10$			$10 + 10 + 9 = 29$
7, 5, 7, 4, 5		$5 + 5 = 10$ $7 + 7 = 14$		$14 + 10 + 4 = 28$
9, 3, 4, 3, 5		$3 + 3 = 6$	$5 + 4 = 9$ $9 + 9 = 18$	$18 + 6 = 24$
8, 4, 2, 4, 1	$8 + 2 = 10$	$4 + 4 = 8$		$10 + 8 + 1 = 19$
6, 2, 3, 6, 9, 7	$7 + 3 = 10$	$6 + 6 = 12$	$9 + 2 = 11$	$12 + 11 + 10 = 33$
4, 3, 8, 3, 6, 8	$6 + 4 = 10$	$3 + 3 = 6$ $8 + 8 = 16$		$16 + 10 + 6 = 32$
9, 4, 5, 2, 1, 3	$9 + 1 = 10$		$5 + 2 + 3 = 10$	$10 + 10 + 4 = 24$
4, 7, 4, 8, 9, 3,	$7 + 3 = 10$	$4 + 4 = 8$	$8 + 8 = 16$	$16 + 10 + 9 = 35$
2, 3, 5, 9, 4, 2		$2 + 2 = 4$	$5 + 4 = 9$ $9 + 9 = 18$	$18 + 4 + 3 = 25$
9, 1, 4, 5, 6, 9	$9 + 1 = 10$		$5 + 4 = 9$ $9 + 9 = 18$	$18 + 10 + 6 = 34$

## A Bit Stuck? Spot the 10

*Work in pairs*

**Things you will need:**

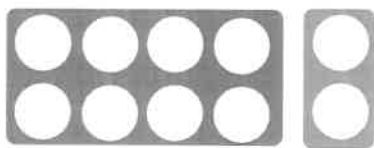
- A set of number shapes, e.g. Numicon®
- A set of sum cards
- A pencil



**What to do:**

- Choose a sum card.
- Find the number shapes to match.
- Which two shapes go together to make 10?
- Now add on the other number.
- Write the answer to the sum.
- Do the same for as many sums as you can.

$$8 + 2 + 3 = \square$$



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

Use the number shapes to help you to work out  $6 + 3 + 4 + 1$ .

Can you see a pair to 10?

Now work out  $5 + 3 + 2 + 7$ .

**Learning outcomes:**

- I can add three single-digit numbers, spotting a pair with a total of 10.
- I am beginning to add four single-digit numbers, spotting a pair with a total of 10.

A Bit Stuck?  
Spot the 10

$$8 + 3 + 2 = \square$$

$$3 + 2 + 7 = \square$$

$$4 + 5 + 5 = \square$$

$$1 + 2 + 8 = \square$$

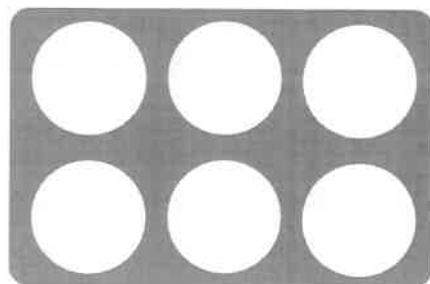
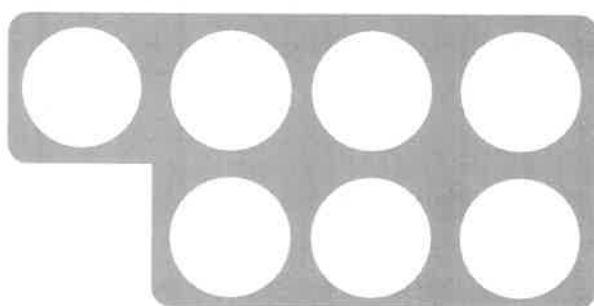
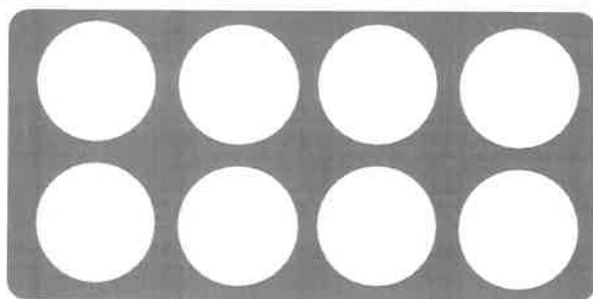
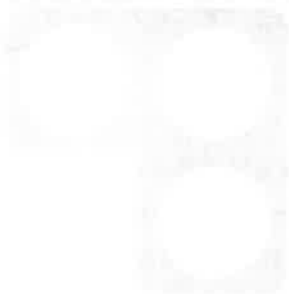
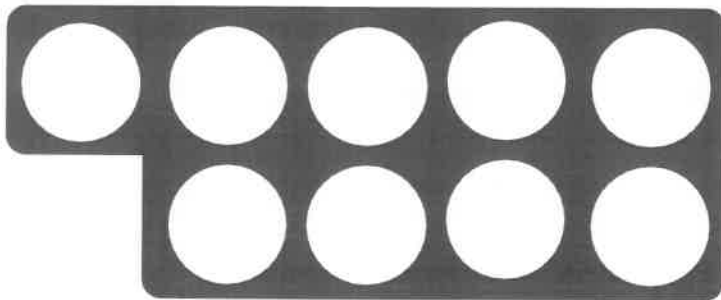
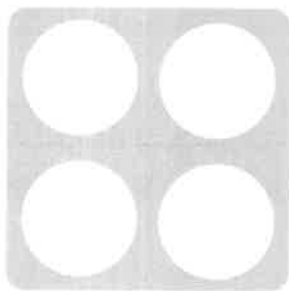
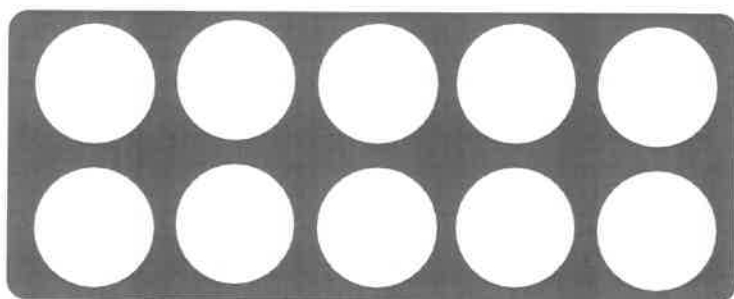
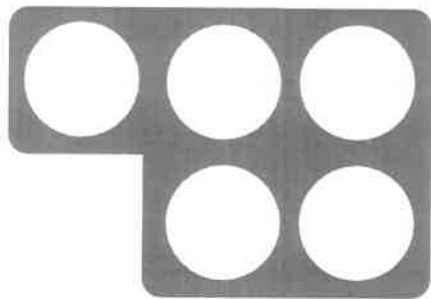
$$6 + 4 + 5 = \square$$

$$4 + 9 + 6 = \square$$

$$1 + 7 + 9 = \square$$

$$7 + 3 + 8 = \square$$

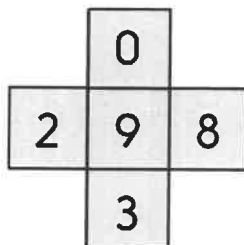
**A Bit Stuck?  
Spot the 10**





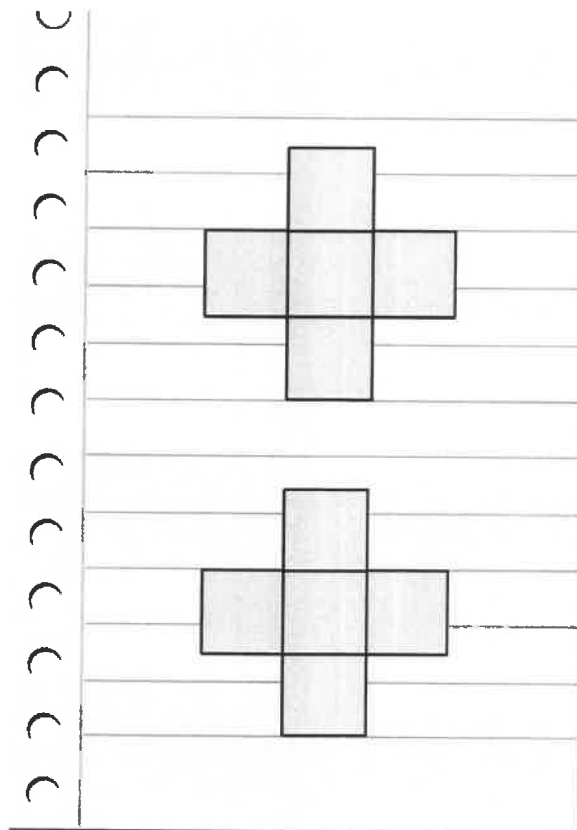
## Investigation Cross Additions

- Find the total of all five numbers in this cross. Can you see a pair to 10 which will help you to find the total more easily?



- Use any five digit cards from 0 to 9 to make your own cross and find the total. Think about the easiest way to add them.
- What is the smallest total that you can find? And the biggest total?
- Now for the real challenge!  
Use all the digit cards 0 to 9, once each to make two crosses so that one cross has a total which is 1 more than the other.

Can you find a different way to make two crosses with one total 1 more than the other?



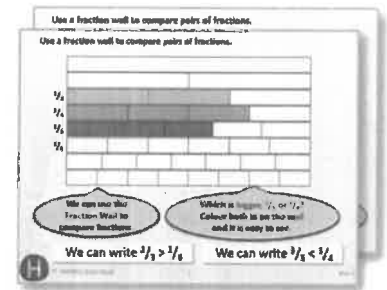


## Year 2: Week 3, Day 5

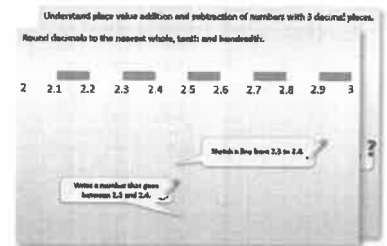
### Subtract 2-digit numbers by counting up

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

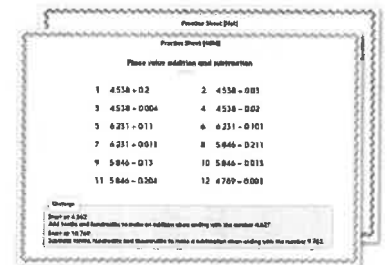
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



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



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



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



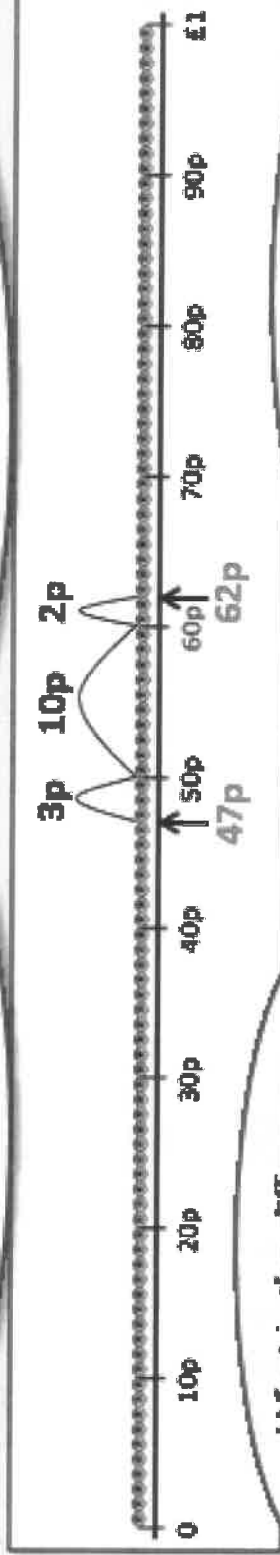
4. Have I mastered the topic? A few questions to **Check your understanding**.  
Fold the page to hide the answers!

## Learning Reminders

Subtract 2-digit amounts of money by counting up.

I have 62p and want to spend 47p on a drink.  
How much will I have left?

Let's mark 47p and 62p on the penny number line and count up to find the difference.



What is the difference between 47p and 50p ?

What is the difference between 50p and 60p ?

What is the difference between 60p and 62p ?

We had to do 3 jumps! Let's add them all up to find how much money is left.

$$10p + 3p + 2p = ?$$

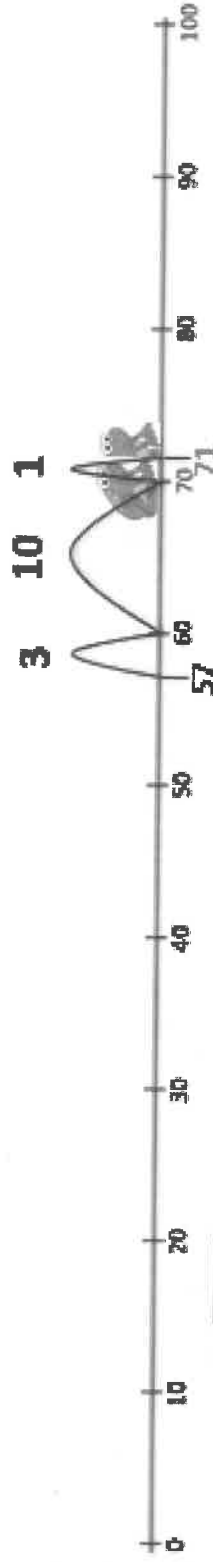
$$62p - 47p = 15p$$

## Learning Reminders

Subtract 2-digit numbers by counting up.

Let's try  $71 - 57$  on a number line.

First mark 57 and 71 on the number line; then use Frog to count up to find the difference.



What is the difference between 57 and 60?

What is the difference between 60 and 70?

What is the difference between 70 and 71?

Let's add all the jumps to find the difference.

$$10 + 3 + 1 = ?$$

$$71 - 57 = 14$$

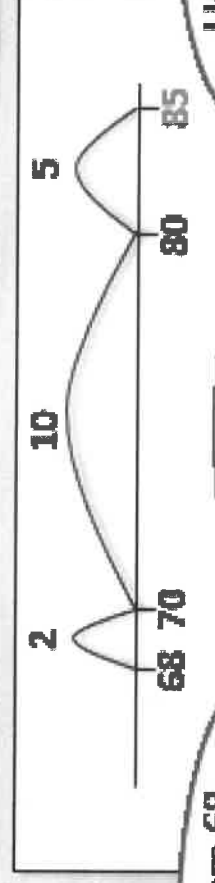
## Learning Reminders

Subtract 2-digit numbers by counting up.

Let's try  $85 - 68$ .

We can draw our own line and mark 68 and 85 and the 10s numbers between them.

We do not need the whole of the 0-100 line, just the part between 68 and 85.



How far from 68 to 70?

How far from 70 to 80?

How far from 80 to 85?

Let's add all the jumps to find the difference between 68 and 85.

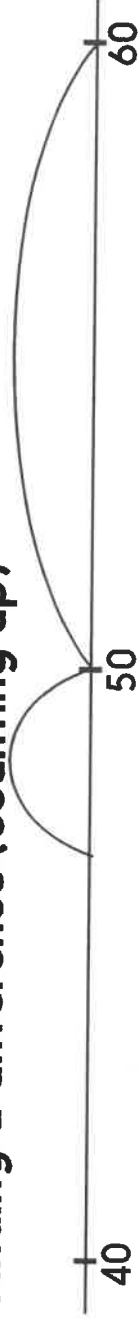
$$85 - 68 = 17$$

$$10 + 5 + 2 = ?$$

# Practice Sheet Mild 1

## Finding a difference (counting up)

$60 - 47 =$



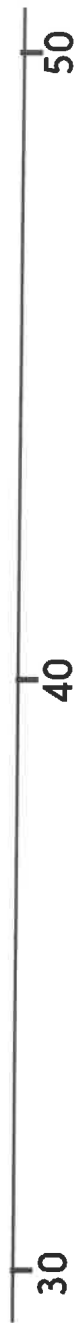

$70 - 58 =$




$40 - 26 =$




$50 - 34 =$




$90 - 72 =$




$100 - 85 =$



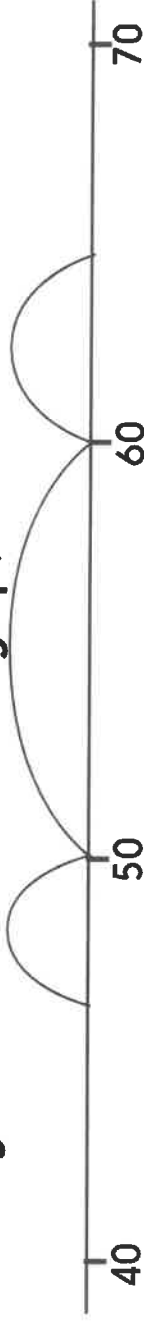
### Challenge

Draw your own number lines to solve  $50 - 38$  and  $80 - 65$ .

## Practice Sheet Mild 2

### Finding a difference (counting up)

$64 - 47 =$




$73 - 58 =$




$85 - 69 =$




$43 - 26 =$




$93 - 75 =$




$88 - 69 =$



### Challenge

Draw your own number lines to solve  $53 - 38$  and  $85 - 67$ .



# Practice Sheet Hot 1

## Finding a difference (counting up)

$64 - 47 =$




$73 - 58 =$




$85 - 69 =$




$43 - 26 =$




$93 - 75 =$




$88 - 69 =$



### Challenge

Draw your own number lines to solve  $53 - 38$  and  $85 - 67$ .

## **Practice Sheet Hot 2**

### **Finding a difference (counting up)**

Draw your own number lines to work out these subtractions:

1.  $55 - 38$

2.  $63 - 45$

3.  $44 - 27$

4.  $71 - 56$

5.  $92 - 79$

6.  $86 - 67$

7.  $75 - 58$

8.  $52 - 27$

## Practice Sheets Answers

### Finding a difference (counting up) (mild 1)

$$60 - 47 = 13$$

$$70 - 58 = 12$$

$$40 - 26 = 14$$

$$50 - 34 = 16$$

$$90 - 72 = 18$$

$$100 - 85 = 15$$

#### Challenge

$$53 - 38 = 15$$

$$80 - 65 = 15$$

### Finding a difference (counting up) (mild 2)

$$64 - 47 = 17$$

$$73 - 58 = 15$$

$$85 - 69 = 16$$

$$43 - 26 = 17$$

$$93 - 75 = 18$$

$$88 - 69 = 19$$

#### Challenge

$$53 - 38 = 15$$

$$85 - 67 = 18$$

### Finding a difference (counting up) (hot 1)

$$64 - 47 = 17$$

$$73 - 58 = 15$$

$$85 - 69 = 16$$

$$43 - 26 = 17$$

$$93 - 75 = 18$$

$$88 - 69 = 19$$

#### Challenge

$$53 - 38 = 15$$

$$85 - 67 = 18$$

### Finding a difference (counting up) (hot 2)

1.  $55 - 38 = 17$

2.  $63 - 45 = 18$

3.  $44 - 27 = 17$

4.  $71 - 56 = 15$

5.  $92 - 79 = 13$

6.  $86 - 67 = 19$

7.  $75 - 58 = 17$

8.  $52 - 27 = 25$

## A Bit Stuck? Tiptoe to ten



Things you will need:

- A pencil

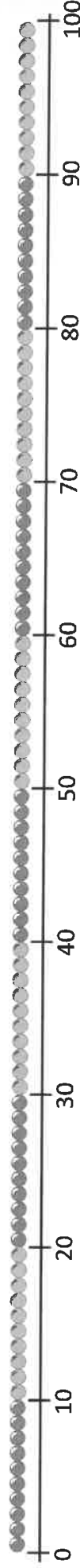
**What to do:**

Mark the first number in the sum on the line.

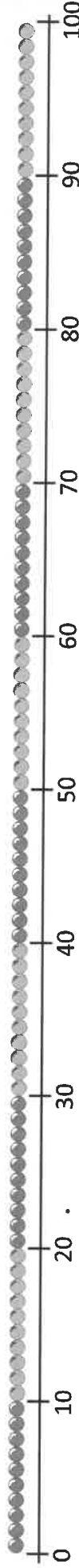
Work out how much is needed to make the next 10.

Remember to use your pairs to 10 to help you. Write the missing number.

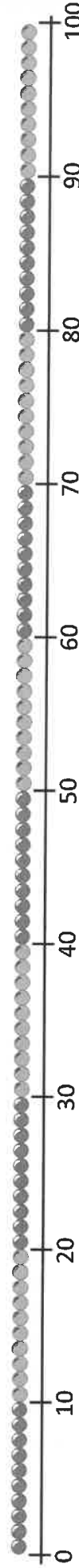
1.  $46 + \boxed{\phantom{00}} = 50$



2.  $67 + \boxed{\phantom{00}} = 70$

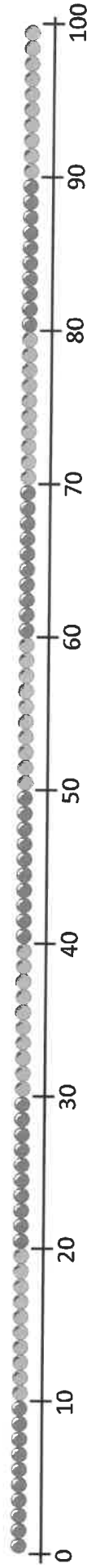


3.  $53 + \boxed{\phantom{00}} = 60$

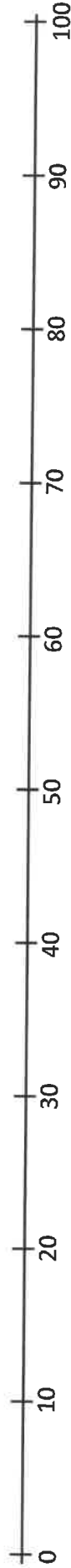


## A Bit Stuck? Tiptoe to ten

4.  $94 + \square = 100$



5.  $25 + \square = 30$



6.  $38 + \square = 40$



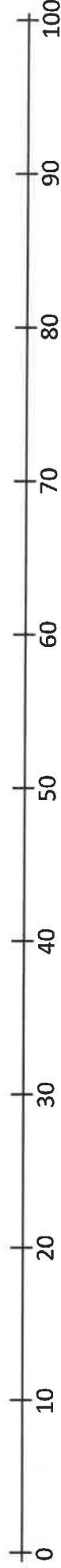
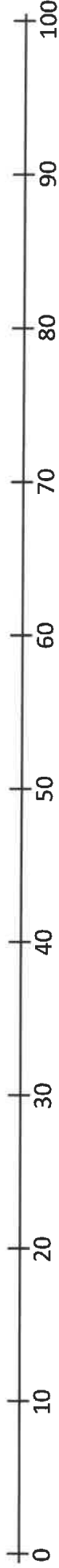
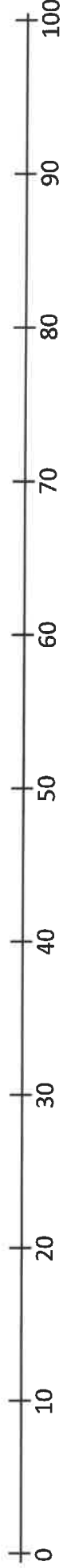
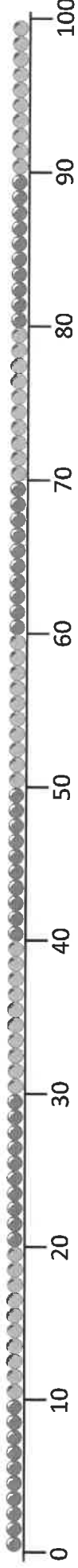
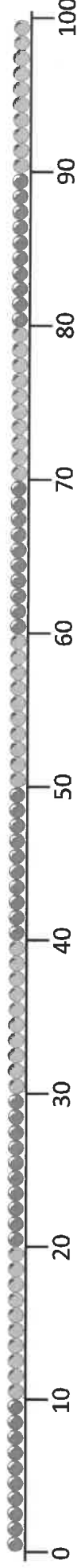
### S-t-r-e-t-c-h:

Use your additions to work out the answers to these subtractions:  $50 - 46$ ,  $70 - 67$  and  $60 - 53$ .

### Learning outcomes:

- I can use a bead string or beaded line to help me find how many more to the next 10.
- I am beginning to use landmark lines and number facts to work out how many more to the next 10.

# A Bit Stuck? Tiptoe to ten



## Check your understanding

### Questions

Find the change from 50p if I spend 38p.

---

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

Draw Frog's hops on a number line to show  $75 - 58$ .

---

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

(a)  $45 - 38$

(c)  $71 - 65$

(b)  $62 - 45$

(d)  $34 - 18$

Now use Maths Frog to help you solve each one.

Were you right about the number of hops?

Fold here to hide answers

---

## Check your understanding

### Answers

Find the change from 50p if I spend 38p. 12p – counting on 2 from 38 to 40 then 10 more.

---

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

Hop of 4 to 40 then 3 to 43;  $43 - 36 = 7$ .

Draw Frog's hops on a number line to show  $65 - 58$ .

Hop of 2 to 60 then 10 to 70, 5 to 75;  $75 - 58 = 17$ .

---

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

(a)  $47 - 38$  2 hops. 2, then 7

(b)  $82 - 57$  3 hops. 3, then 10 then 2

(c)  $74 - 65$  2 hops. 5, then 4

(d)  $63 - 48$  3 hops. 2, then 10 then 3

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

N.B. some children may realise that they can solve (b) and (d) in 2 hops – hops of 3 then 12 for (b) and hops of 2 then 13 for (d). This shouldn't be discouraged! The children's hops should clearly show that they understand how to use a 10s number as a bridge and that the answer to the subtraction is found by adding the hops.





## What to do today

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

### 1. It's reading time!

Read and enjoy the story of *Angry Cat*.

- Who do you feel more sorry for in the story – Cat, or her animal friends? Why do you feel more sorry for your choice?

### 2. Extending sentences

With a grown-up, carefully read the information on *Cat's Clauses and Conjunctions* and then read each of *Cat's Sentences*.

- Highlight the *conjunctions* in the sentences in one colour and the added *clauses* in another colour.

When you have finished, share the *Answers* with your grown-up and talk about any you didn't get!

### 3. Let's get ready for writing

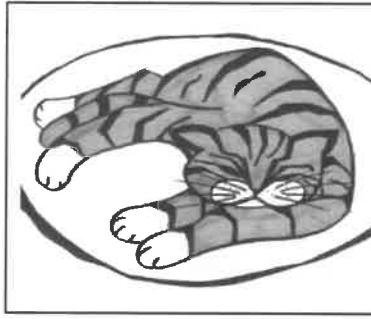
You are going to add conjunctions and clauses of your own to sentences.

- Begin by adding a new clause to each of *Dog's Sentences*.
- Now add a conjunction *and* a new clause to *Frog's Sentences*.
- Finish by writing some 2-clause sentences of your own about Angry Cat and her animal friends using conjunctions. For an extra challenge, see if you can place your conjunction at the start of some of your sentences.

### Now try these Fun-Time Extras

- On *What Makes Me Angry*, list all the things that can sometimes get you a bit cross.
- Do a drawing of you helping an angry friend calm down. Explain in sentences what you are doing in the drawing to cheer your friend up.

## Cat's Clauses and Conjunctions



A sentence is a group of words that makes sense on its own.

Cat was angry.

Squirrel laughed loudly.

The animals were all a bit scared of Cat.

A sentence has an active verb (an action or a state of being) and a subject (the person or thing doing or being the verb.)

Cat was angry.

Squirrel laughed loudly.

The animals were all a bit scared of Cat.

We can extend sentences by joining another clause to the original sentence with a conjunction.

Cat was angry because Dog had eaten her food.

Clauses also have an active verb (had eaten) but they don't really make complete sense on their own in the way that the original sentence did.

There are lots of conjunctions but the ones we are looking at today are:

because	when	if
---------	------	----

Conjunctions can go at the start of a sentence. They are doing the same job of linking the original sentence and the new clause but the order is different.

Because Dog had eaten her food, Cat was angry.

## Cat's Sentences



because      when      if

Highlight the conjunctions in the sentences in one colour and the clauses that have been added in another colour.

Remember – the conjunction might be at the start of the sentence!

Cat did not like getting wet because it made her cold.

Crow flapped her wings when Dog barked.

Frog jumped out of the pond when Cat walked past.

Squirrel threw nuts at Cat if she sat under the tree.

Dog lay down in his bed when he was sleepy.

If Rat drank the milk, Cat got very cross.

Because it was a hot day, all the animals slept in the shade.

Cat and Dog cuddled up because they were friends really.

## Dog's Sentences...



Dog was sad because \_\_\_\_\_

Frog dived into the pond when \_\_\_\_\_

Squirrel ate a huge stack of nuts if \_\_\_\_\_

Because Rat came into the room, \_\_\_\_\_

## ... and Frog's Sentences



because      when      if

Crow flew high in the sky \_\_\_\_\_

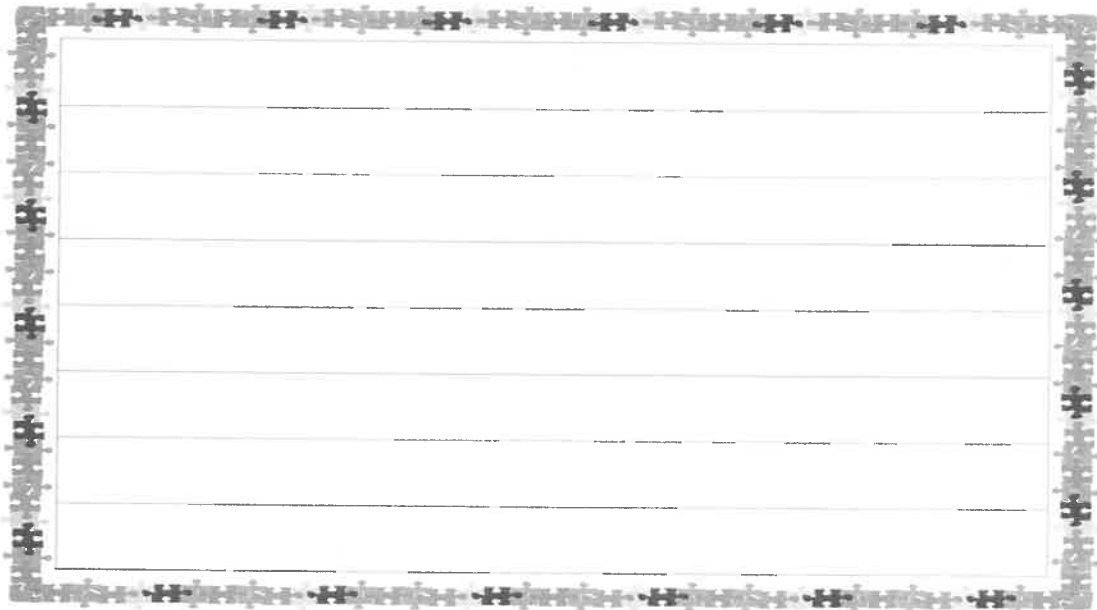
The animals played in the garden \_\_\_\_\_

Dog's bed was comfy \_\_\_\_\_

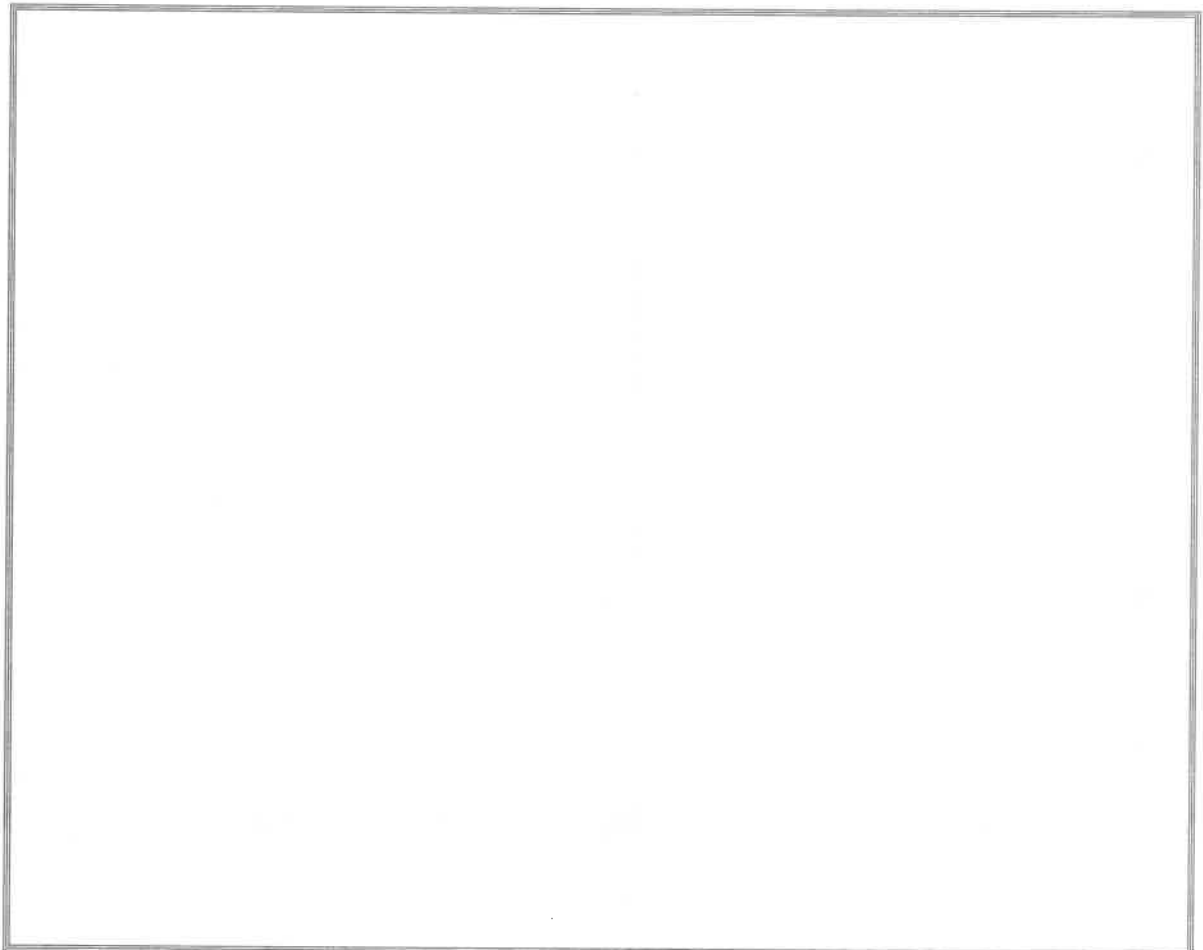
\_\_\_\_\_ it was a really cold day, \_\_\_\_\_

\_\_\_\_\_ Cat's bowl was empty, \_\_\_\_\_

## What Makes Me Angry



A rectangular box with a decorative border of small black squares. Inside the box are eight horizontal lines for writing.



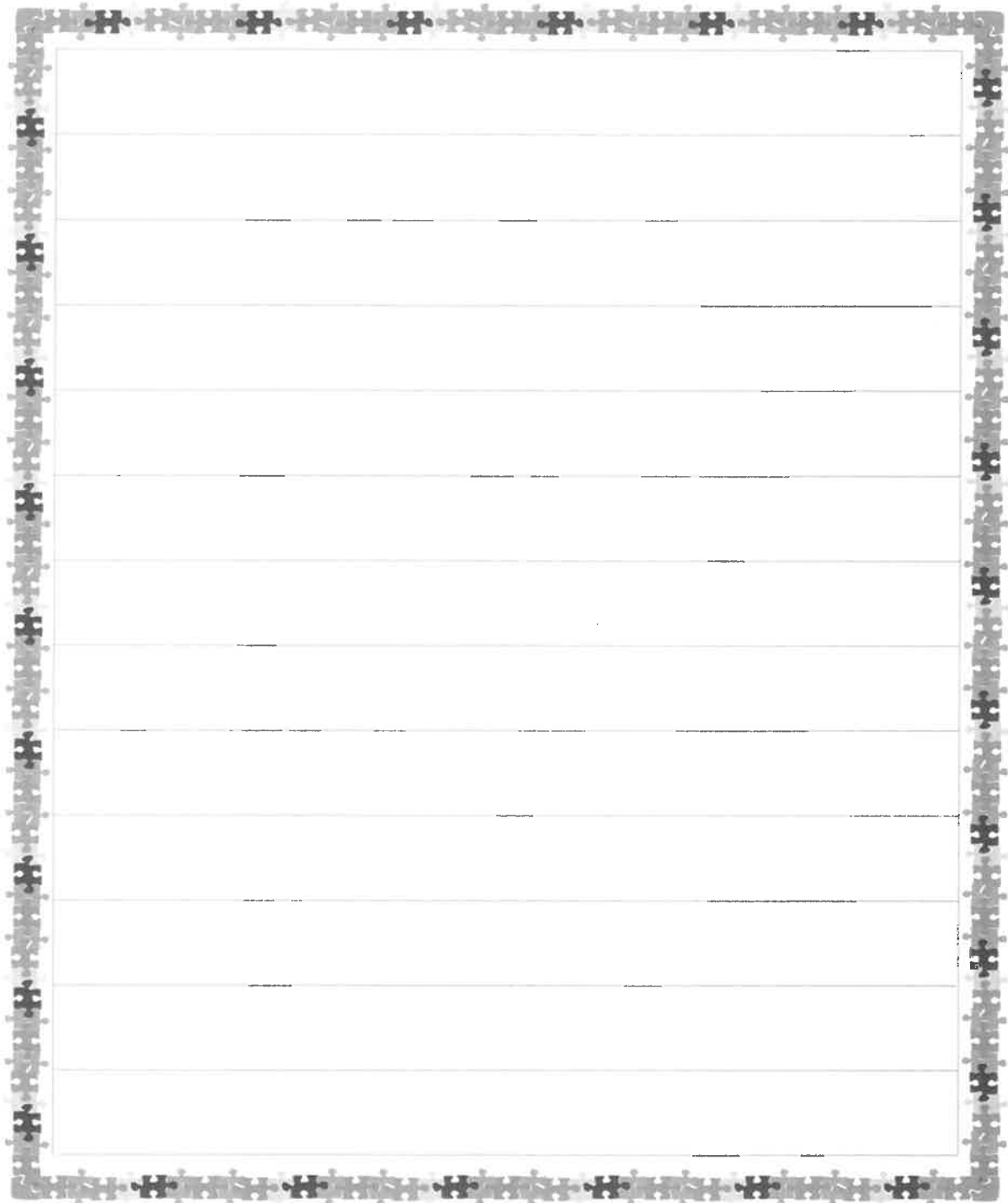
A large, empty rectangular box with a thin black border.

## My own sentences with conjunctions

because

when

if



A large rectangular area with a decorative border of puzzle pieces. Inside, there are 12 horizontal lines for writing sentences.

## Cat's Sentences - Answers



because

when

if

Highlight the conjunctions in the sentences in one colour and the clauses that have been added in another colour.

Remember – the conjunction might be at the start of the sentence!

Cat did not like getting wet because it made her cold.

Crow flapped her wings when Dog barked.

Frog jumped out of the pond when Cat walked past.

Squirrel threw nuts at Cat if she sat under the tree.

Dog lay down in his bed when he was sleepy.

If Rat drank the milk, Cat got very cross.

Because it was a hot day, all the animals slept in the shade.

Cat and Dog cuddled up because they were friends really.





# ANGRY

# CAT

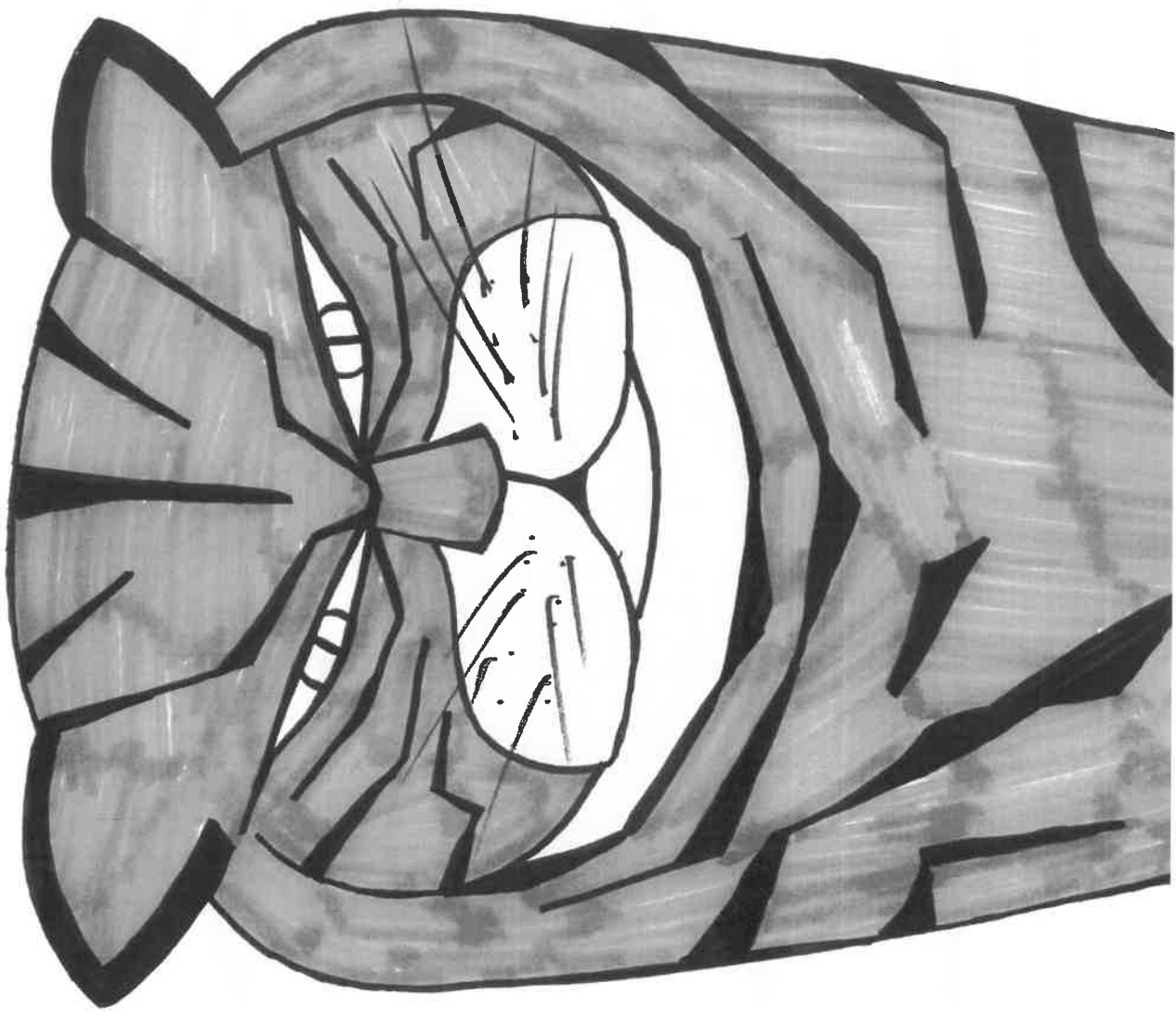


Written by Ruth Mертens  
Illustrated by Jackie Abey

Cat was angry.



But then, Cat was often angry.

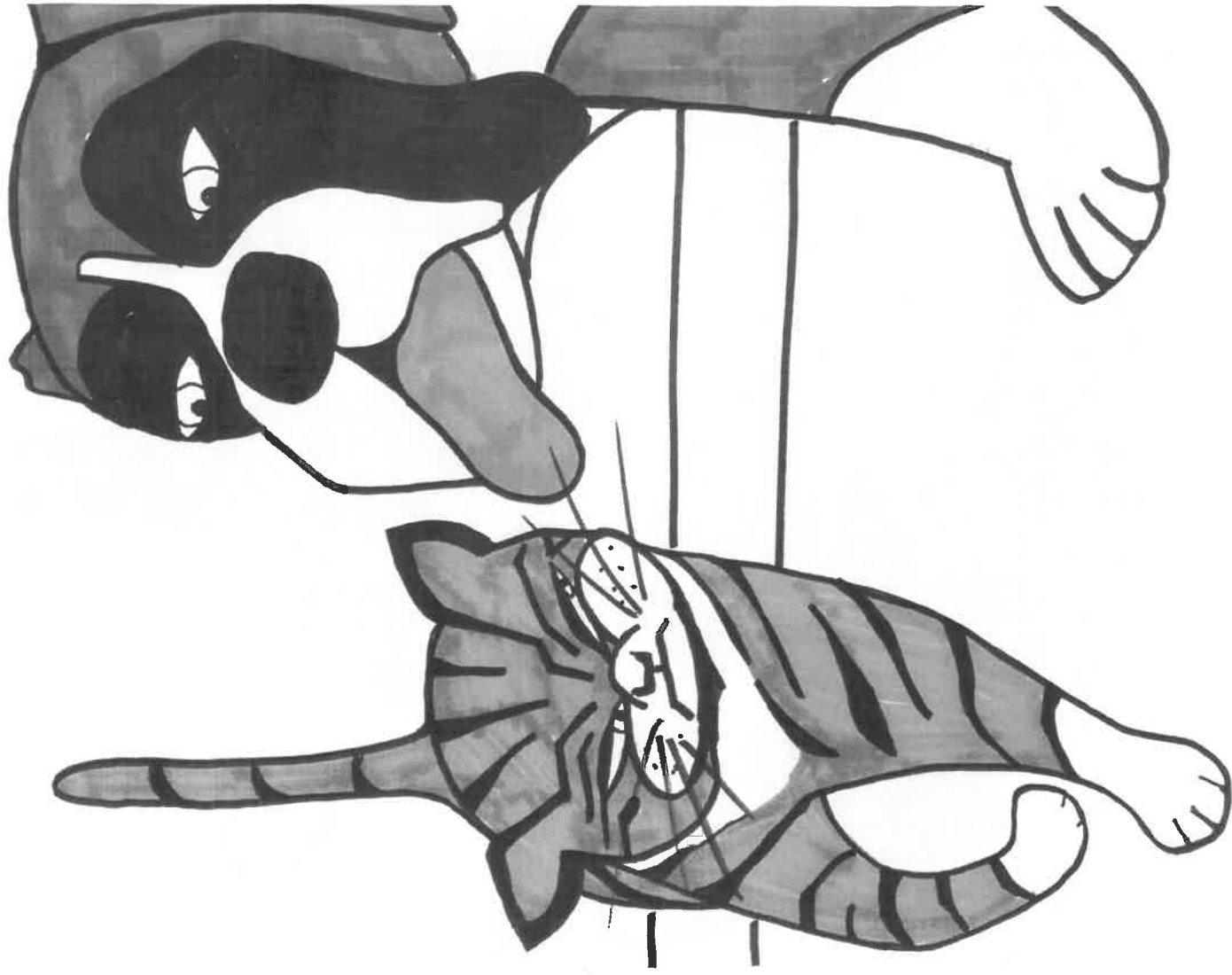


On this day, she was  
angry with Dog.



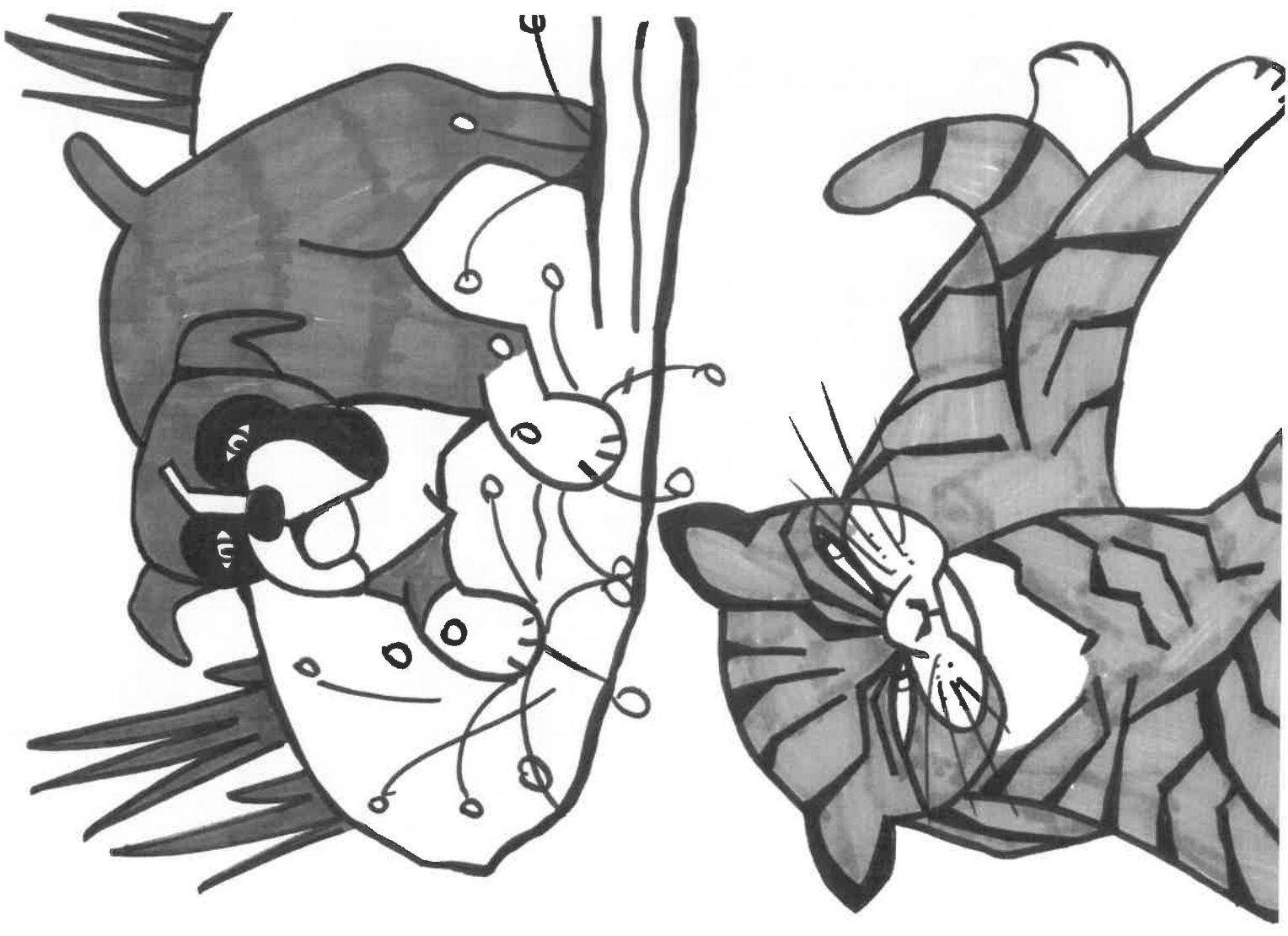
But then, Cat was  
often angry with Dog.





Dog was not angry.  
He liked Cat.

But Dog was always  
upsetting Cat.



Too often, Dog was clumsy.

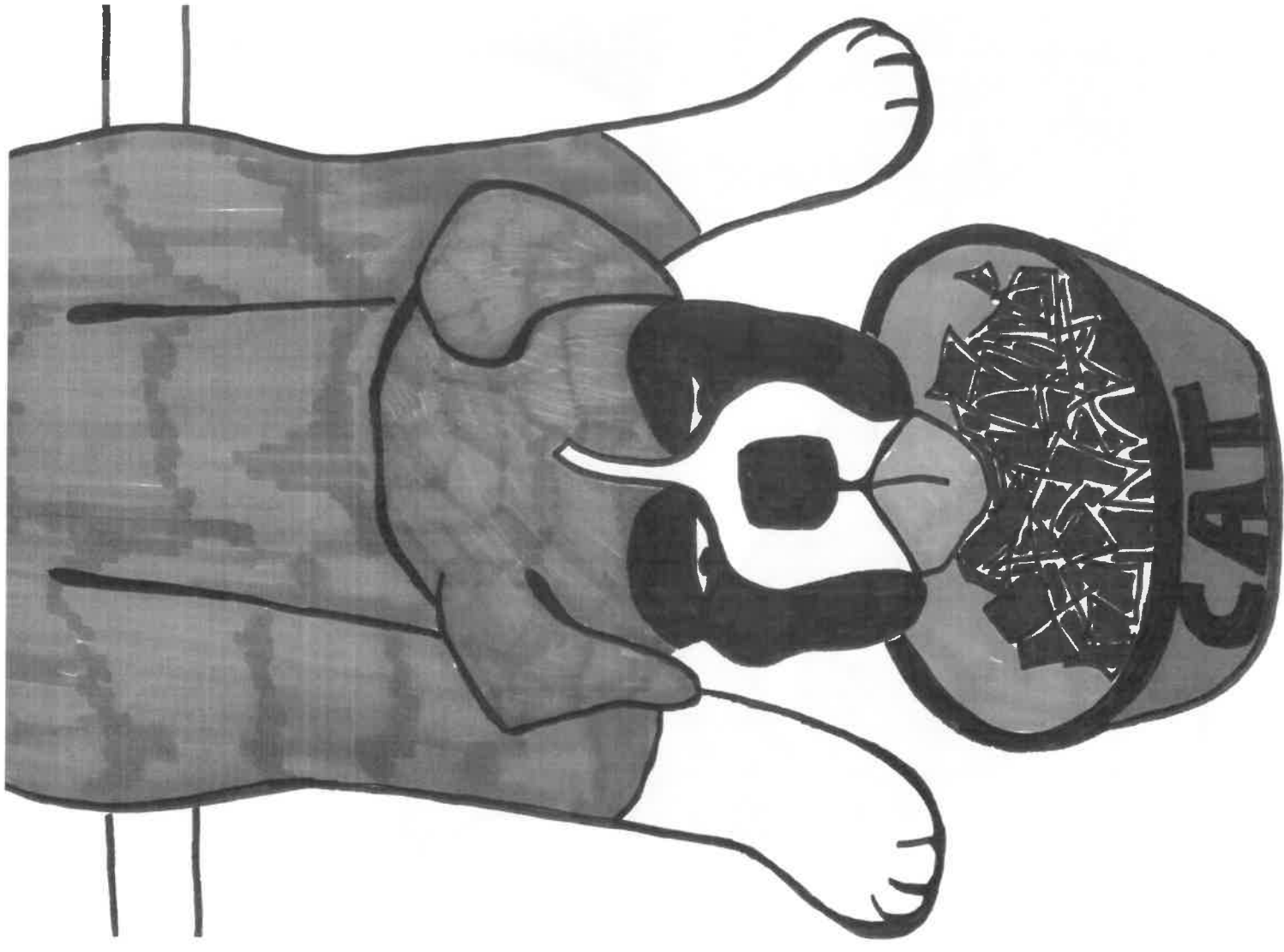




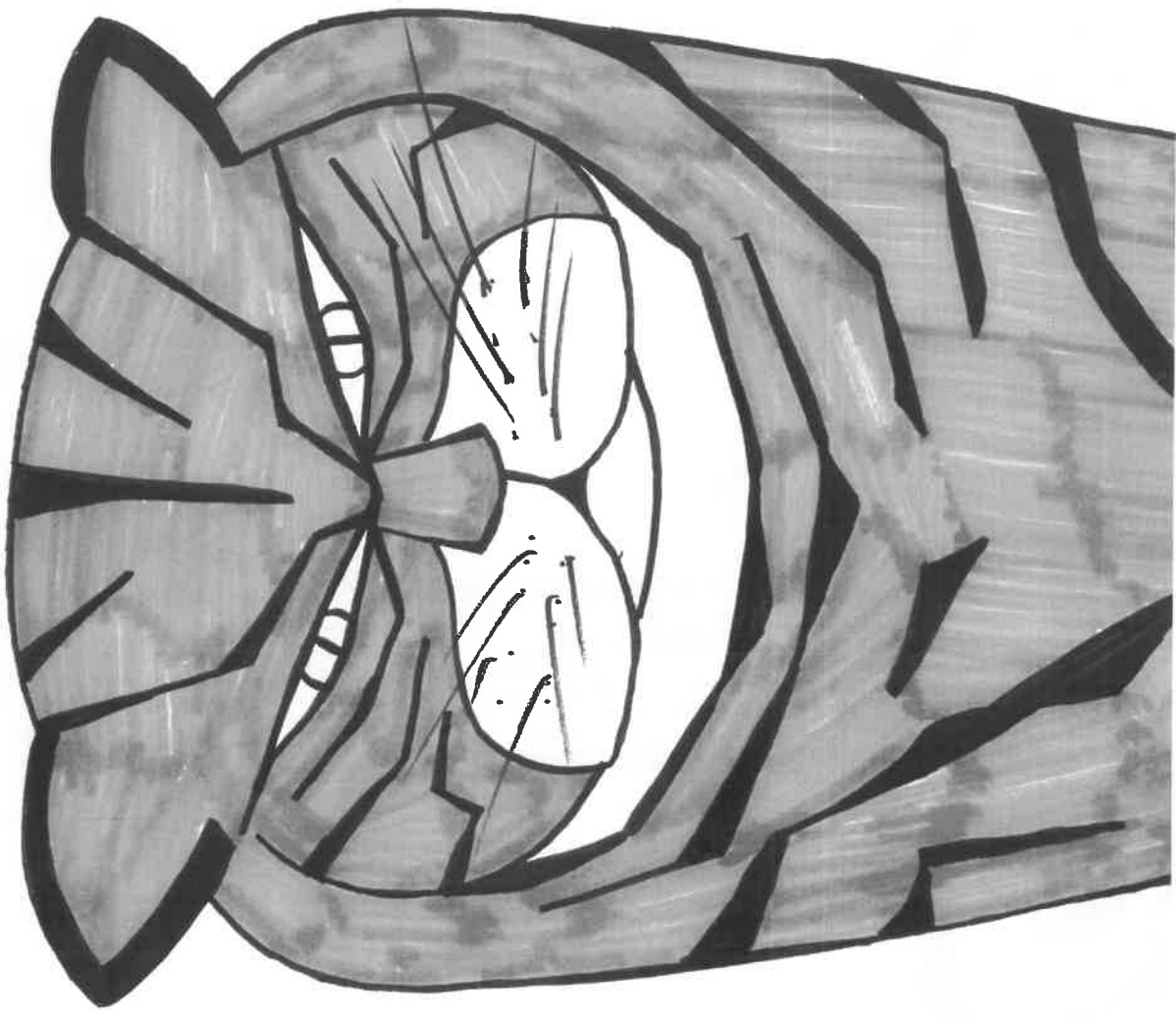
So Cat often got angry.



Sometimes, Dog was greedy.



So Cat was often angry.



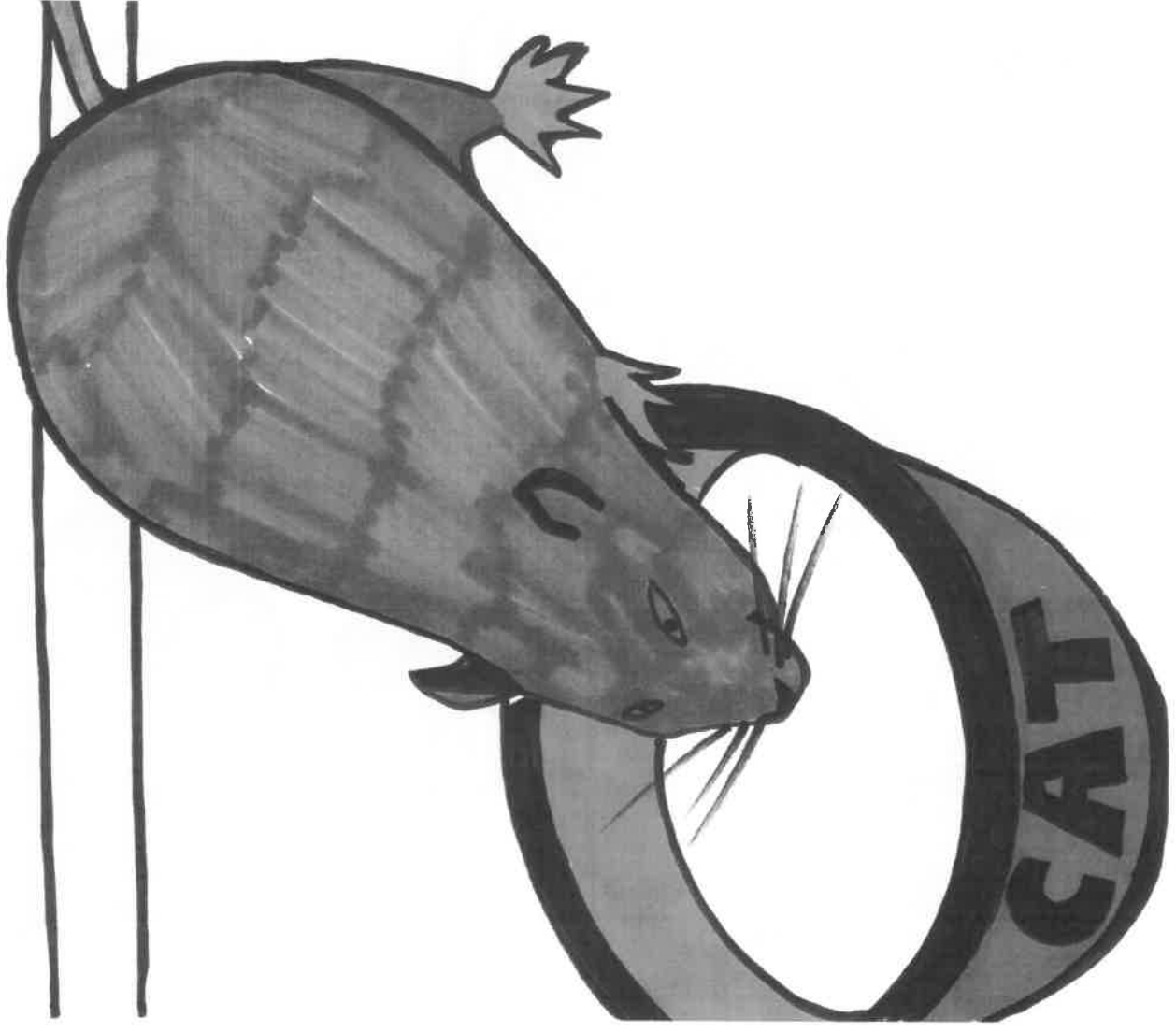
But other animals  
also made Cat angry.



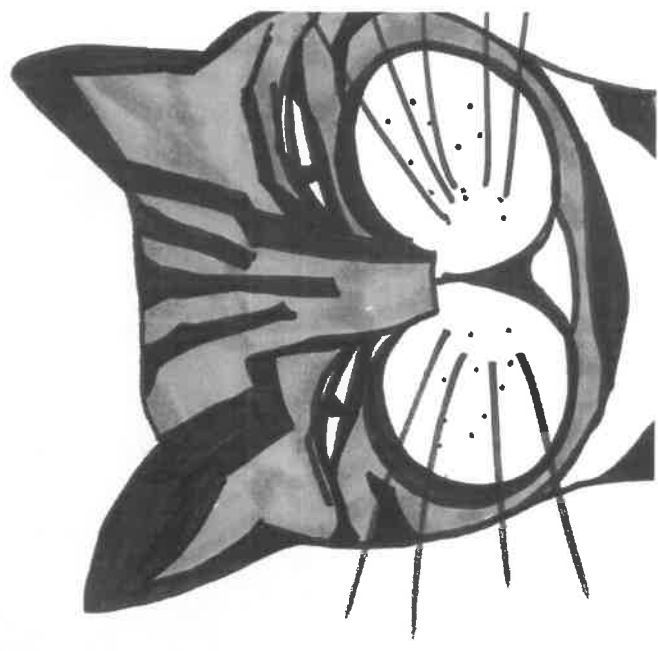
Frog jumped across  
her best sleeping place.



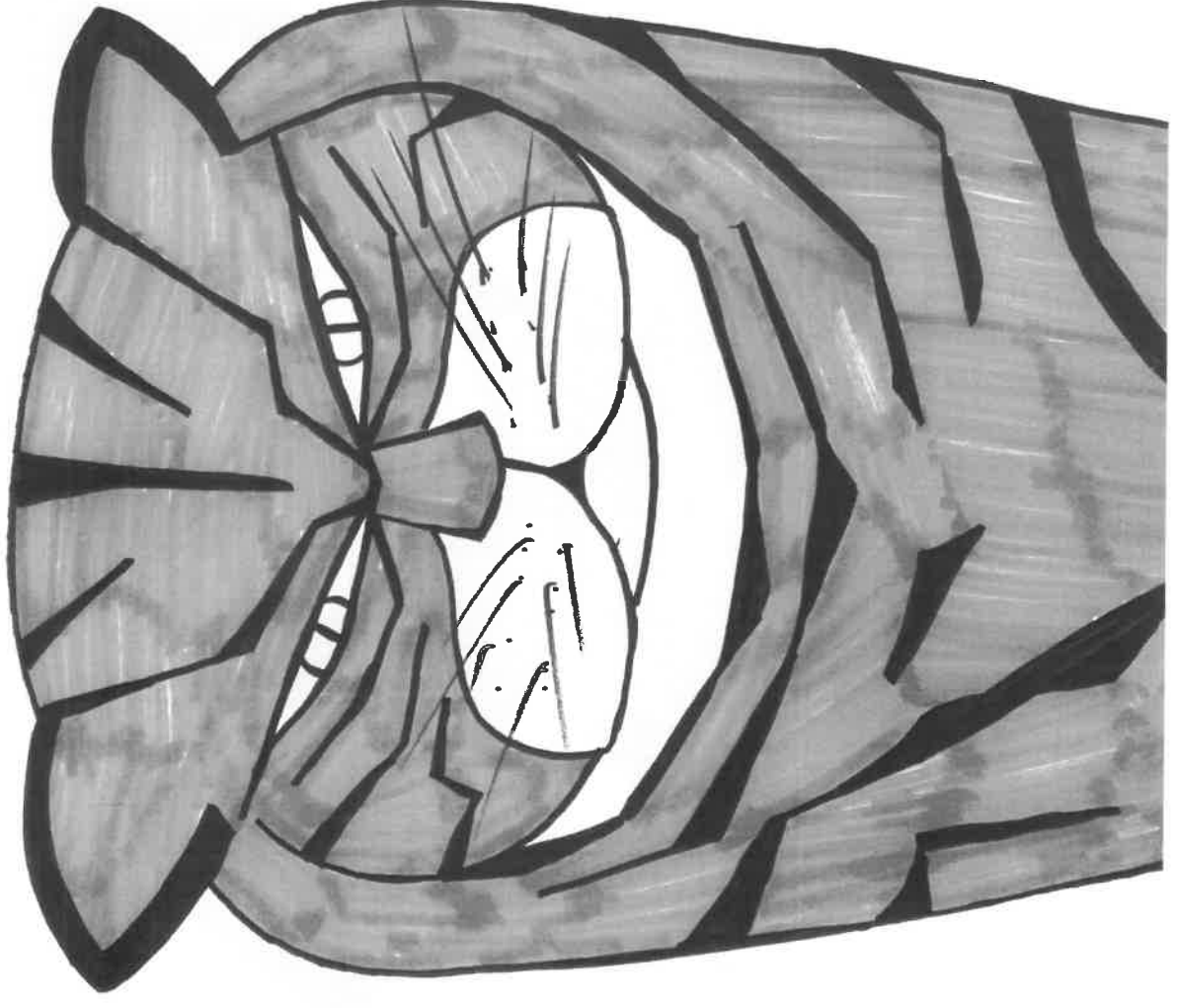
Rat stole her milk.



Crow scared her.

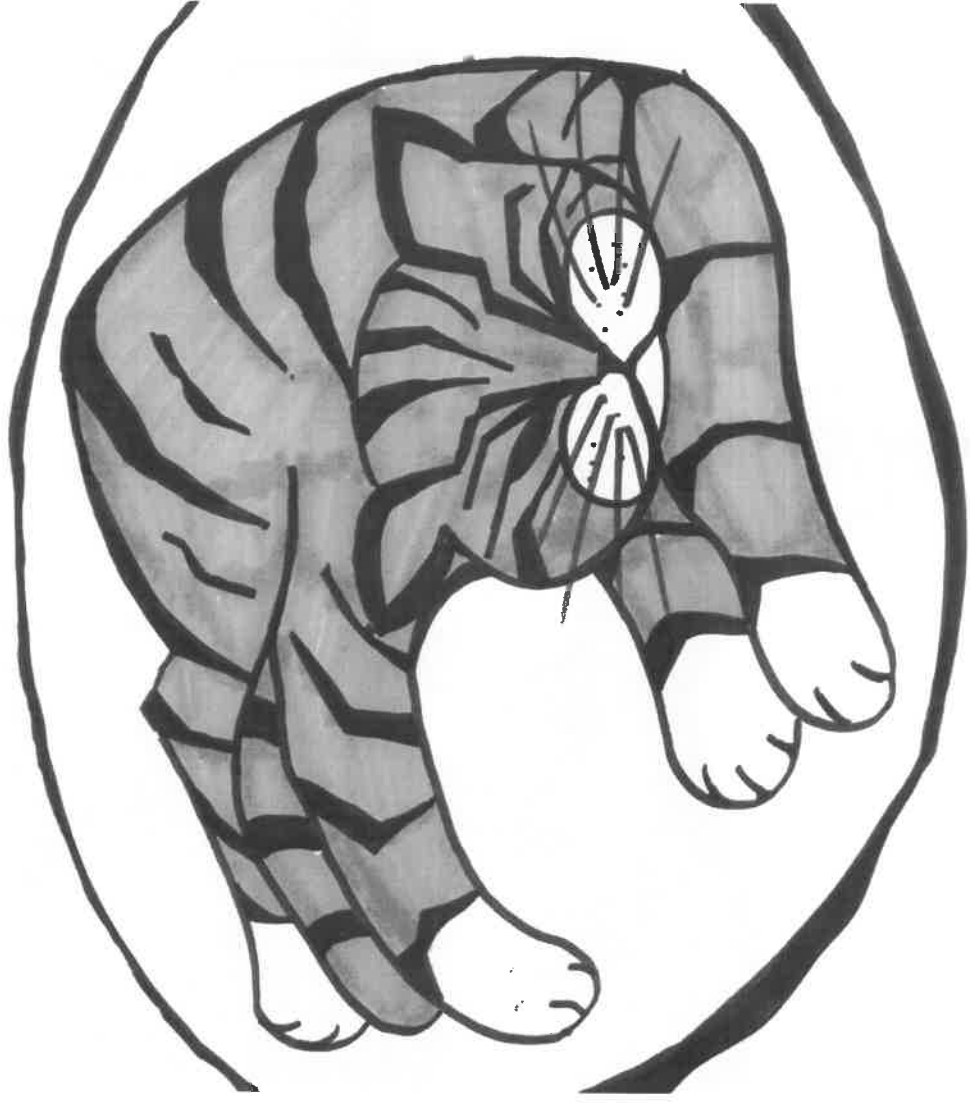


So Cat went around  
being angry.

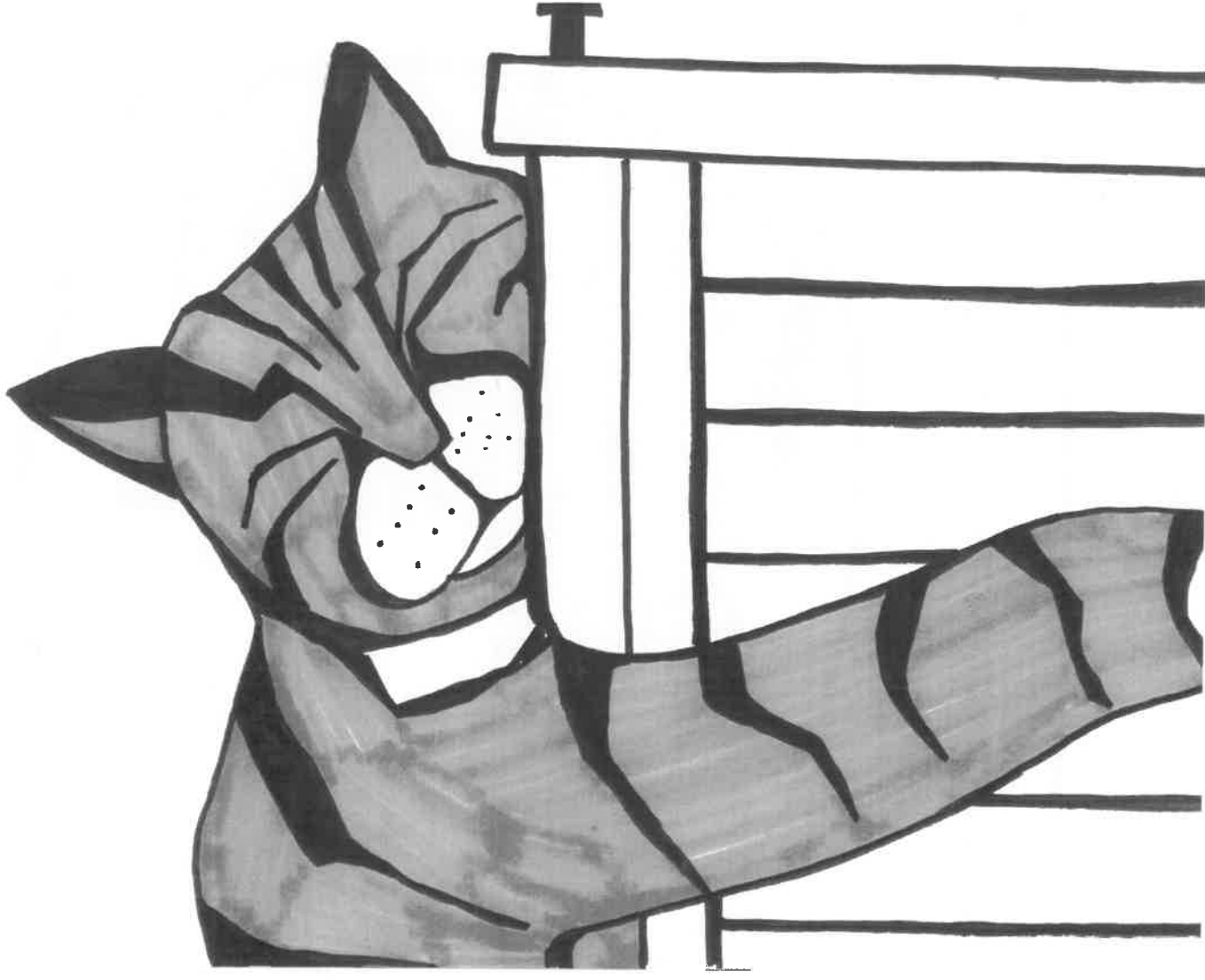




Being angry was very tiring.  
So Cat had to sleep a lot.



Cat had lots of places to sleep.

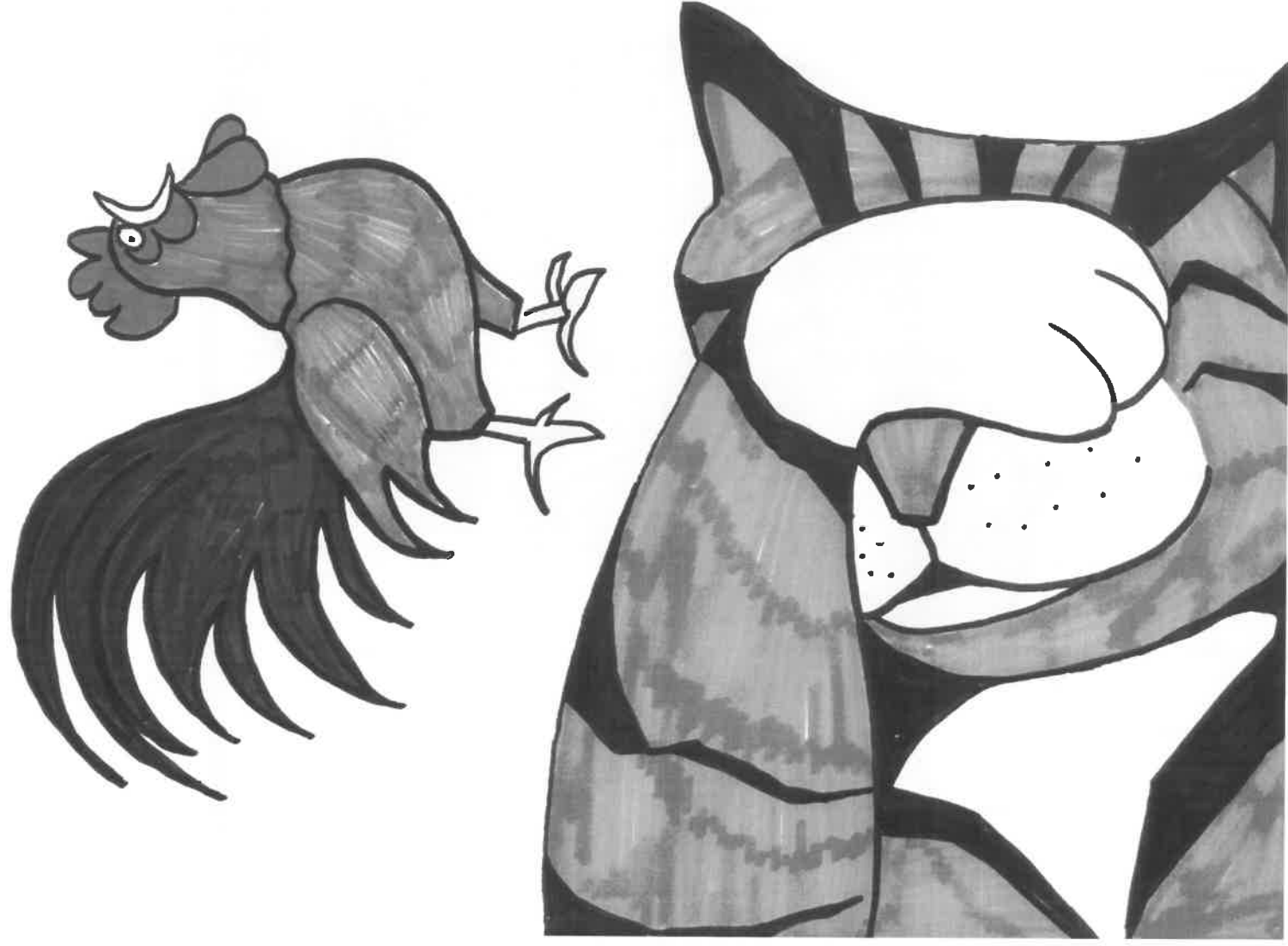


Some of Cat's sleeping  
places were inside.



Some of Cat's sleeping  
places were outside.



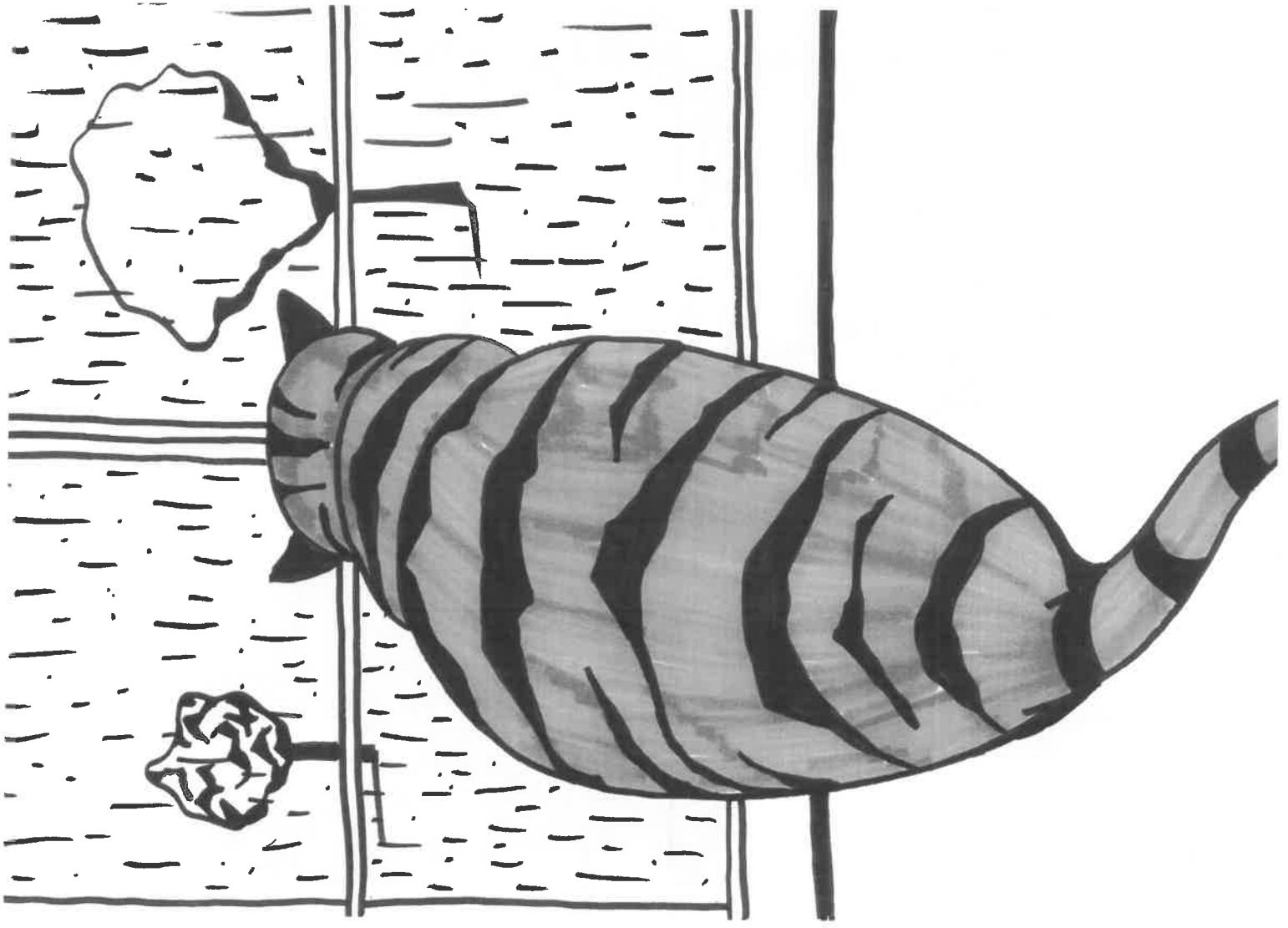


Cat got very cross indeed if  
anything woke her up!

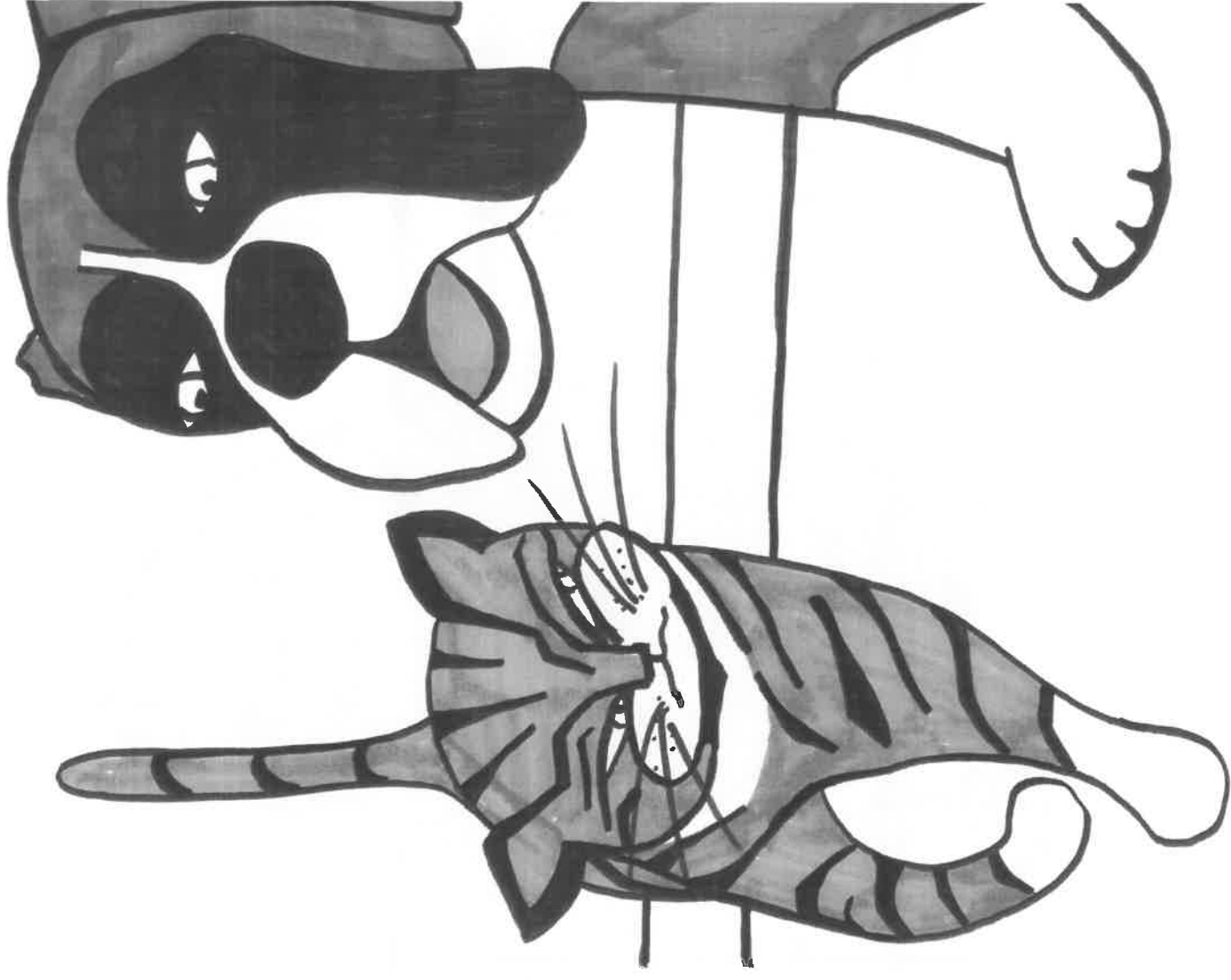
Cat did not like to be  
cold or wet. It made her  
angry. And sad.



Cat liked to be  
warm and dry.



"I can keep you warm  
and dry," Dog told her.

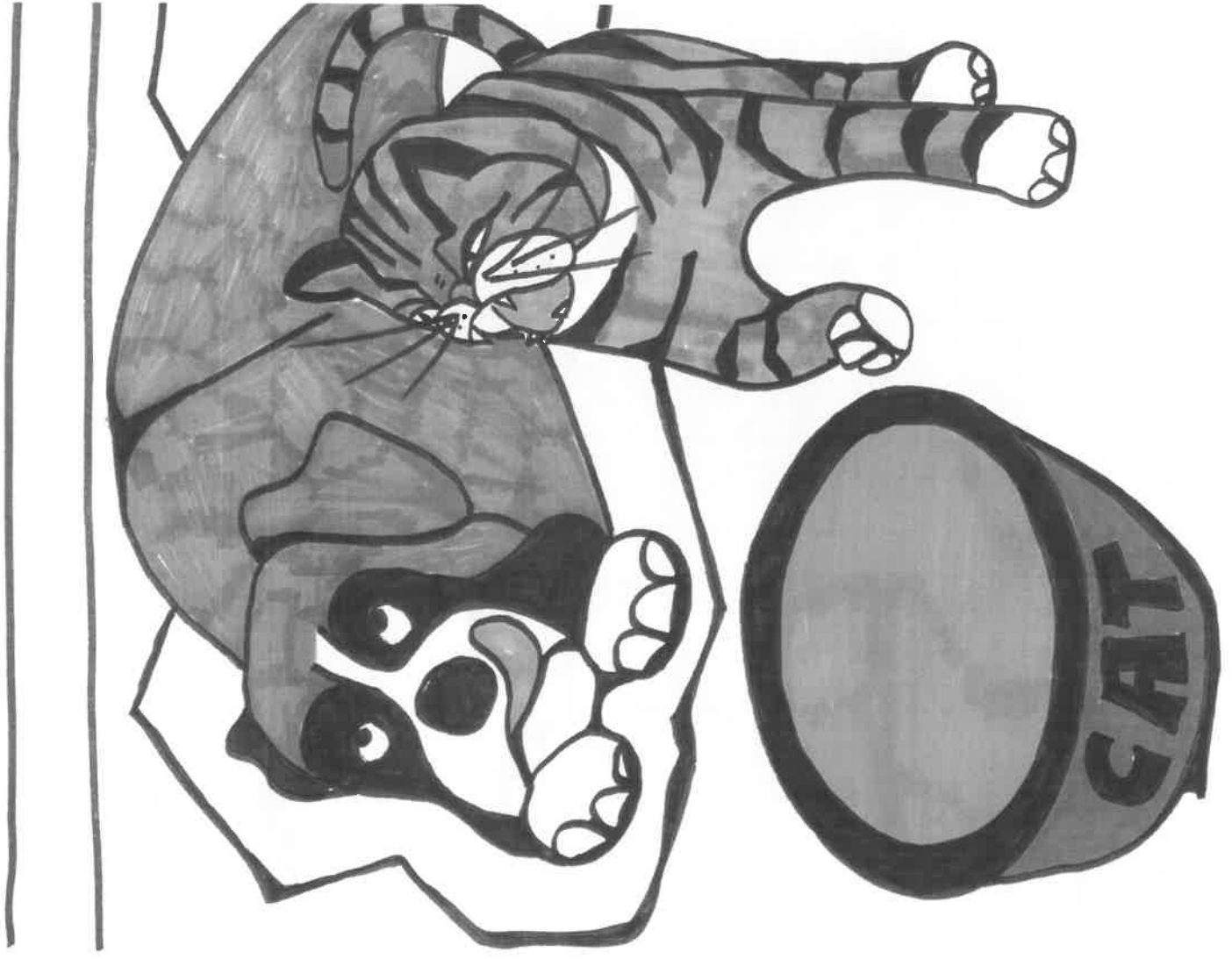




So he did.  
Cat was not angry any more.



Until the  
next day!



Sounds and letters
/c/ as c, /t/ as t, /a/ as a
/d/ as d, /g/ as g, /o/ as o
/m/ as m, /n/ as n
/i/ as i, /s/ as s and ss
/u/ as u, /r/ as r
/h/ as h, /l/ as l and ll
/e/ as e, /b/ as b
/f/ as f and ff, /sh/ as sh
/p/ as p, /c/ as k and ck
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)
/ee/ as ee, ea, e
/w/ as w and wh*, /ch/ as ch
/th/ as th, /ng/ as ng
/tthh/ as th, /v/ as v and ve
/oo/ as oo, u and oul
/j/ as j, /ar/ as ar and a*
/ou/ as ou, ow and ough
/or/ as or, ore, aw and a
/ay/ as ay, a-e, ai
/ie/ as y, ie, i-e, i and igh
/cw/ as qu/, /cs/ as x, /y/ as y
/oa/ as ow, o, oa, oe and o-e
/ooh/ as oo, ew, o
/z/ as z, zz and s, /g/ as, gu and gh
/er/ as er, ur, ir, ear and or
/s/ as c, se and ce
/j/ as g, ge and dge
/l/ as le + tt, gg, bb
/ue/ as ew, u-e and u
/ch/ as tch, /oy/ as oi, oy

## Code-Breakers

Extended Texts ~ Book 3

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## What to do today

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

### 1. It's reading time!

Read/re-read the story of *Angry Cat* and then read the *Page from Rat's Diary*.

- Can you spot the conjunctions that Rat has included in his writing?
- Watch out – some are at the *start* of his sentences.

### 2. All about diaries

Carefully read through *Rat's Diary Features Checklist* to learn all about the language and layout features of diaries.

- Compare the *Page from Rat's Diary* against the *Checklist*. Is there anything on the list that Rat did not use or do? (*no day/date.*)

### 3. Let's get ready for writing

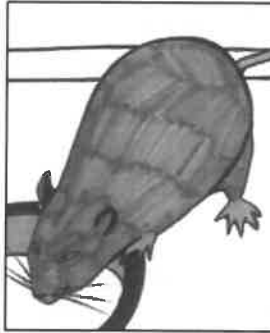
On pieces of *Diary Page Paper*, you are going to write Angry Cat's diary entry, recounting the *very* angry-making day she had!

- As you write, refer to the *Checklist* to make sure you have used all the features mentioned. When you have finished, tick off each one you have used.
- Can you use the conjunctions *because*, *when* and *if* in your diary writing? Can you use at least one conjunction at the start of a sentence? (*When Dog came in, I felt very angry indeed.*)

### Now try these Fun-Time Extras

- Use a book of your own or more sheets of *Diary Page Paper* to keep your own diary for a few days. How many days can you keep it going for?
- Write a diary entry as if written by your one of your teddies, dolls or toys

## A Page from Rat's Diary



*Dear Diary,*

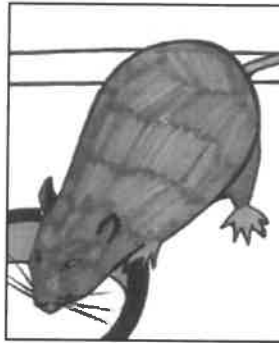
*What a day it has been! I felt very hungry when I woke up. I knew Cat's milk would be waiting for me if I was lucky, so I set off to have a cheeky gulp. I was just sniffing at the bowl when I saw a flash of blue. I knew it was Cat because I heard her growl and hiss. I was so scared because she has very sharp claws, especially when she is angry. Which is all the time. I ran back to my burrow as fast as I could. I had just lain down in the straw when Cat's snarling face appeared at the door. Luckily, she pushed off pretty quickly. It took me all day to recover. I won't be doing that again tomorrow because it is too scary!*

because

when

if

## Rat's Diary Features Checklist



<u>Writing or Layout Feature</u>	
Written in the first person ( <i>I woke up very early, I ate a huge breakfast</i> )	
Written in the past tense, talking about things that have already happened ( <i>I went to school this morning, I worked really hard today.</i> )	
Recount events in order ( <i>I walked home and then I watched some TV. Later I played a game.</i> )	
Sometimes begin with the line Dear Diary, as if it is being written to an actual person	
Sometimes have the date at the top of the page.	

## Diary Page Paper

A blank diary page with a decorative border made of interlocking puzzle pieces. The border is composed of grey and black pieces. The central area of the page is white and contains 12 horizontal lines, creating 11 rows for writing. The lines are evenly spaced and extend across the width of the page.



## 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!

Listen to award-winning storyteller Wilf Merttens read the traditional Russian folk story, *Baba Yaga and the Black Geese* at

<https://www.youtube.com/watch?v=lvbL4W52bJM&t=831s>.

(Parent advisory: the story is about 20 minutes long.)

### 2. Comprehension

Read each of the *Questions about Baba Yaga and the Black Geese* and write down your answers in the spaces provided.

- Ask if you can watch part of the story again if you need to check something.
- Remember to check all of your answers to be sure that you have actually written down what you wanted to

### 3. Retelling a story

You are going to retell the story of *Baba Yaga and the Black Geese* as if you were the storyteller in the video!

- Read the *Story Telling Hints* to help you get ready for your retelling.
- Use the *Story Map* to help you remember all the different parts of the story and the order they go in.

### Now try these Fun-Time Extras

- Retell the story for an audience.
- Get Mum or Dad to film you retelling the story so that you could let other people in your family see it later.

## Questions about Baba Yaga and the Black Geese



1. What sort of toys were Sergei and Olga playing with when Baba Yaga's black geese appeared?

---

2. Draws lines to show which animal gave Olga which gift on her journey to look for Sergei.

squirrel	fish scale
water rat	nut
fish	sheaf of wheat

3. After she has received all her magic gifts, Olga goes into the forest. What is it like in the forest?

---

---

4. True or False? Baba Yaga's house in the forest has legs it can walk around on.

---

5. Name some of the traps that Baba Yaga has in her house:

---

---

---

5. There is something a bit funny about how Baba Yaga sleeps. What is that?

---

6. Whereabouts in the house was Sergei being kept by Baba Yaga?

---

7. Olga uses her magic gifts to help them get away from Baba Yaga. What does each gift make happen? The first one has been done for you.

nut	make nets to trap the geese
sheaf of wheat	
fish scale	

8. What sort of things did they find inside Baba Yaga once she had been exploded by Sergei’s helicopter toy?

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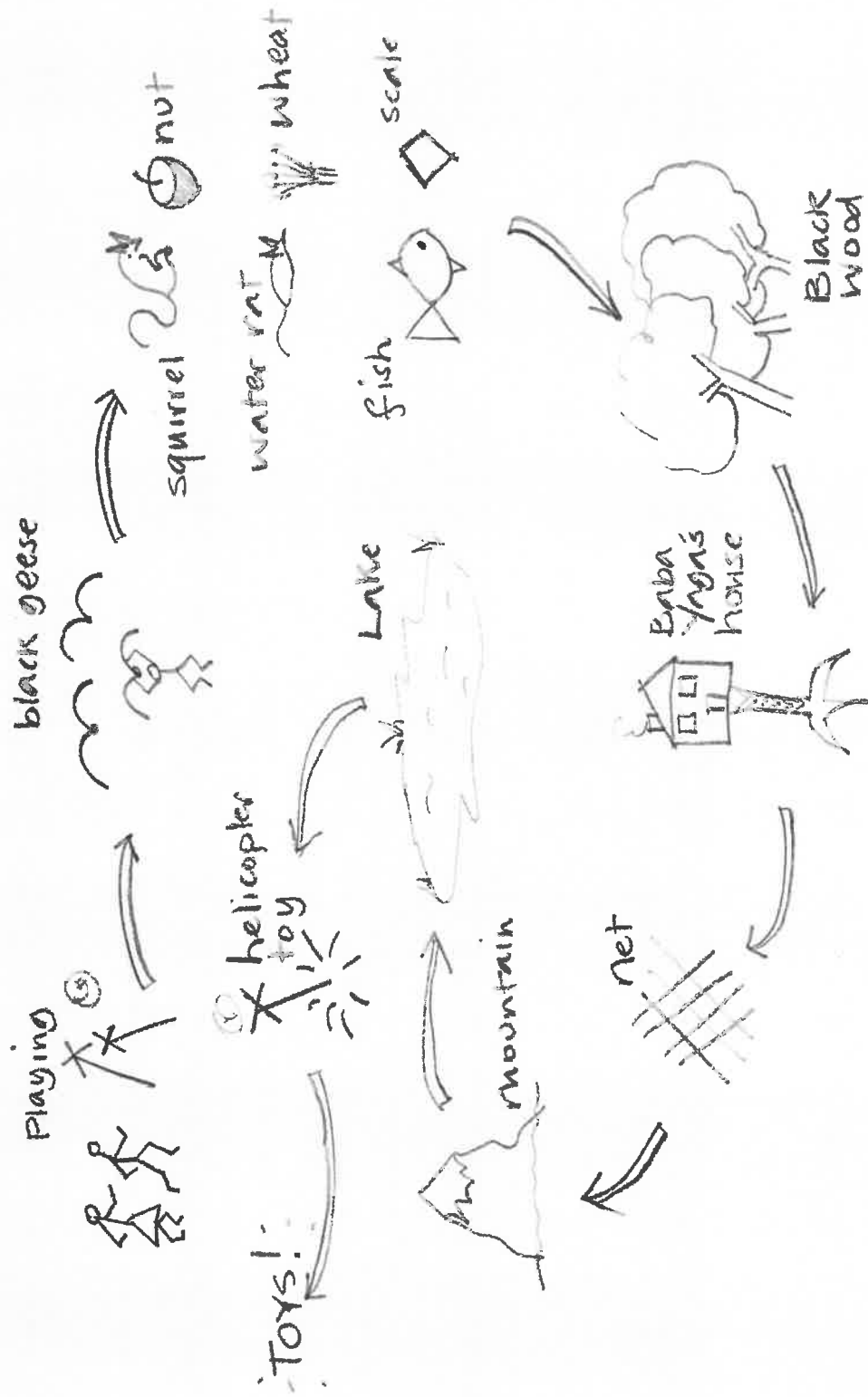
## Story Telling Hints



When you tell a story to an audience, you should:

- Use a **performance voice**, which is a bit louder than your usual talking voice, so the audience can hear you.
- Use a **different voice for different characters**, so that people can tell when a new person is speaking in your story.
- Change the **tone** of your voice depending on what is happening in the story. Make your voice gentle and slow for quiet moments in the story; make it urgent and quick for scary or exciting bits.
- **Speak clearly**, so that what you say doesn't confuse people.
- **Look at the faces of the audience** and into their eyes, so that everyone will be interested in you!
- If you get a bit lost, **DON'T PANIC!** Just pause and remember what happens next so that you can carry on.

# Story Map





## 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!

If necessary, watch Wilf Merttens read *Baba Yaga and the Black Geese* again at <https://www.youtube.com/watch?v=lvbL4W52bJM&t=831s>. Then ask a grown up or an older brother or sister to read you a text version of *Baba Yaga and the Black Geese*.

### 2. Compare two different versions of the same story

Think about what things are the same in the oral version and the story and what things are different.

- Complete the *Comparison Chart*.
- Think of 4 things that are the same in both stories
- Think of 4 things that are different between the stories

### 3. Let's get ready for writing

You will write about either Olga or Sergei or scary old Baba Yaga herself!

- On your *Character Profile* page, write the name of the character you are going to write about.
- Do a drawing of what you think Olga, Sergei or Baba Yaga looks like.
- Use full sentences to describe what your character is like.
- See if you can use the conjunctions *because*, *when* and *if* in your sentences.

### Now try these Fun-Time Extras

- On *Witchy Tales*, make a list of all the stories with witches in them that you know. Ask anyone at home if they know more witchy stories. Re-read any witch stories that you have in your house.

Label the drawing of *Baba Yaga's House* using expanded noun phrases to describe its different parts (*long bony chicken legs*; *step sloping roof*, etc).

### **Baba Yaga's House**



### **Baba Yaga and the Black Geese**

A long time ago in a far-away land, there lived two children who went by the names of Olga and Sergei. On this particular day, Olga and Sergei were playing outside, climbing the trees and playing hide and seek when, all of a sudden, they heard the bellowing voice of their terrified mama calling down to them from the house. "Olga! Sergei! Get indoors quickly! We've just heard, Baba Yaga's black geese have been seen round here."



Now if you don't know about Baba Yaga's three black geese, I'd better tell you. Baba Yaga has three dark-winged servants who fly around the world searching for delicious-looking children for Baba Yaga to eat. If you ever see them, be sure to hide.

Olga and Sergei came indoors and settled down in their bedroom to read. Now, as you can best imagine, on a nice day, it's very boring to be playing indoors. So when their mama and papa called upstairs to say that they were going to the market, the children waited until their horse and cart were out of sight, and crept outside to play.

Sure enough, from high in the sky, three black geese looked down to the ground and saw two delicious-looking children to eat and swooped down. Grabbing Sergei by the scruff of his neck they pulled him high into the sky, and off towards the deep, dark woods. Olga, who'd only managed to escape by diving under a prickly bush, knew what she had to do. As quick as she could, she put on her best running shoes and set off towards the deep, dark, woods.

She ran like the wind until... in a high, gurgly kind of voice she heard, "Olga! Olga! Olga!" "I haven't got time to stop!" shouted Olga. "I'm in a rush to get to the deep, dark woods to save my brother Sergei from Baba Yaga." But when she looked down to see what had been making this peculiar little noise, she saw a tiny, silver fish. The poor thing had been swimming down the river when, accidentally, he'd jumped too high and landed on the bank. Being a kind person, Olga bent down, picked the fish up in the palm of her hand and gently dropped it back into the river. The fish darted to the bottom and popped back up with a present. It was a shell, and the fish said: "As you have helped me, so I shall help you. If ever you find yourself in trouble, take this shell, throw it over your shoulder and I will come and help you." "Thanks," said Olga and she put the shell into her pocket and again, set off towards the deep, dark, woods.

She ran like the wind until... in a chirpy, yappy kind of a voice, she heard, "Olga! Olga! Olga!" "I haven't got time to stop!" cried Olga. "I'm in a rush to get to the deep, dark woods to save my brother Sergei from Baba Yaga." But when she looked down to see what had been making this bizarre little noise, she saw a very anguished looking squirrel. The poor little thing had been bounding around in a field when he'd accidentally put his foot in one of the farmer's rabbit traps and couldn't get out. Being a kind person, Olga bent down, pulled open the trap and freed the squirrel. The brown, furry creature limped his way up the nearest oak tree and came back down with a present. It was an

acorn, and the squirrel said: "As you have helped me, so I shall help you. If ever you find yourself in trouble, take this acorn, throw it over your shoulder and I will come and help you." "Thanks," said Olga and she put the acorn into her pocket and again, set off towards the deep, dark, woods.

She ran like the wind until... in a squeaky, squally kind of a voice, she heard, "Olga! Olga! Olga!" "I haven't got time to stop!" snapped Olga. "I'm in a rush to get to the deep, dark woods to save my brother Sergei from Baba Yaga." But when she looked down to see what had been making this annoying little noise, she saw the tiniest animal of all; a very sad-looking field mouse. Someone had been moving stones and boulders to make a wall and had covered up the mouse's hole. Being a kind person, Olga bent down to the boulder, grabbed it with both hands and pushed. The boulder rolled away and the tiny mouse gleefully jumped down its hole and came back up with a present. It was a stone, and the mouse said: "As you have helped me, so I shall help you. If ever you find yourself in trouble, take this stone, throw it over your shoulder and I will come and help you." "Thanks," said Olga and she put the stone into her pocket and went on until she came to the outskirts of the deep, dark, woods. Olga crept into the woods and through the tangled smelly trees. She was, hoping against hope, that she could find Baba Yaga's house in time.

Suddenly, there in a clearing she saw it. But Baba Yaga's House is no ordinary house. It stands on three chicken legs. It moves. And it talks. "Go away!" The house moaned. "Baba Yaga will surely eat you." But Olga knew what she had to do. She climbed up onto one of the legs and pulled herself up and into the house. And there she was. Baba Yaga, asleep in her rocking chair, snoring like a troll.

Now, if you don't know what Baba Yaga looks like, I'd better tell you. Baba Yaga has long white hair that comes all the way down to the floor. In it live some of the strangest creatures alive. Sometimes, she'll just pick them out of her hair and crunch on them with her long, red fangs. Her nose is long and crooked, with a twist at the end like a helter-skelter. From it drips the most disgusting, green slime. She lets it drip into a bucket, and when it's full she sucks it all up in one big mouthful. Baba Yaga has two pointed ears full of fur, rather like a badger's, only hers are full of treacly wax. She wears a green, pointy hat and a long, green cape that hides her long, bony arms and long, bony legs. Now, as you know, Baba Yaga likes, more than anything else in the world, to eat children!

Sitting next to Baba Yaga, too scared to move, was Olga's brother, Sergei. Knowing what she had to do, Olga tiptoed right up to Sergei and whispered: "Baba Yaga's asleep. Come on. We can make our

escape." As quietly as they could, the children slid down the legs of Baba Yaga's house. But Sergei was only halfway down when he slipped and crashed to the forest floor with an almighty bang! The three black geese, who had been perched on the roof in a deep slumber, woke up and squawked: "Baba Yaga! Baba Yaga! Someone's taking your dinner!" As quick as she could, Baba Yaga jumped to her feet and started to chase the children.

With her long, bony arms and her long, bony legs she reached out to grab the children when... Olga put her hand in her pocket and pulled out the present from the fish. Taking the shell, she threw it over her shoulder and... just like magic, a huge lake appeared. Baba Yaga was stuck on the other side. But do you think a lake can stop Baba Yaga? Bending down, she put her mouth right up to the water's edge, and started to slurp. In one humungous mouthful, Baba Yaga drank the whole lake, and with her cavernous belly full of water, she started to chase the children again.

With her long, bony arms and her long, bony legs she reached out to grab the children when... Olga put her hand in her pocket and pulled out the present from the squirrel. Taking the acorn, she threw it over her shoulder and... just like magic, a huge forest appeared, with Baba Yaga stuck on one side and the children safe on the other. But do you think a forest can stop Baba Yaga? Opening her tremendous jaws she started to eat the trees one by one until she'd devoured the entire forest. With her stomach full to bursting point, she started to chase the children again.

With her long, bony arms and her long, bony legs she reached out to grab the children for the final time when... Olga put her hand in her pocket and pulled out the present from the mouse. Taking the stone, she threw it over her shoulder and... just like magic, a huge mountain appeared, one so big that its summit disappeared into the clouds, with Baba Yaga stuck on one side and the children safe on the other. Not even Baba Yaga, with a belly full of lake and forest, can eat a mountain this size. She had to turn around and walk all the way back to the deep, dark wood, without any children to eat for tea. Olga and Sergei ran back home as fast as their legs could carry them and got back inside just in time to see mama and papa pulling up in their horse and cart. "Olga! Sergei!" they called. "We're home! We've got sugar buns for tea." Neither their mama or their papa ever got to hear the story of what happened to their children that day, but needless to say, whenever Baba Yaga's black geese were seen around those parts, Olga and Sergei stayed indoors with the door firmly shut!

## Comparison Chart



4 things that are the <u>same</u>	4 things that are <u>different</u>
1.	
2.	
3.	
4.	

---

This image shows a completely blank white rectangular area enclosed within a thin black border. There are no markings, text, or illustrations present on the page.[illegible]

## Witchy Tales

A writing template for 'Witchy Tales'. The page features a decorative border made of interlocking puzzle pieces in shades of gray. Inside the border, there are 15 horizontal lines for writing, providing a structured space for a story or tale.

## 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 story of *Hansel and Gretel*. Talk to someone about the story and discuss the *Questions about Hansel and Gretel*.

### 2. Correct capitals

Griselda has written an entry in her diary but, whoops, she has forgotten to use capital letters and full stops properly.

- Read *Griselda's Diary*.
- Put in the full stops where they should be.
- Circle all the letters that should be capital letters.

### 3. Let's get ready for writing

On *Diary Page Paper*, write out either Hansel or Gretel's diary recounting their adventures in the forest, or the Dad's diary written when the children were away.

- Make sure you use all the correct language features for diary writing. Look again at the *Checklist* to see what you need to remember.
- Use the conjunctions *because*, *if* and *when* in your diary entry.

### Now try these Fun-Time Extras

- What would your ideal 'gingerbread' house be made of? Draw it and then write sentences about it. Use lots of good describing words in your writing (*delicious milk chocolate, bright red chewy sweets, etc.*)
- In the story, poor old Hansel is on the menu! What else would a witch like to serve up for a meal? Plan her menu!

## Questions about the Story of Hansel and Gretel

- What did you like in the story?
- Was there anything you did not like about the story?
- Was this version of *Hansel and Gretel* different to other versions you know? In what ways?
- What other stories do you know that are a bit like *Hansel and Gretel*?





## Griselda's Diary



Thursday, March 26<sup>th</sup> 2020

Dear Diary,

those two naughty children hansel and gretel have finally gone they went into the woods yesterday and i hope i do not ever see them again their dad is very sad but i am glad to be rid of them maybe that nasty witch who lives in the forest will catch them she lives in a house made of sweets and cake

## Diary Features Checklist



<u>Writing or Layout Feature</u>	
Written in the first person ( <i>I woke up very early, I ate a huge breakfast</i> )	
Written in the past tense, talking about things that have already happened (I went to school this morning, I worked really hard today.)	
Recount events in order (I walked home and then I watched some TV. Later I played a game.	
Sometimes begin with the line Dear Diary, as if it is being written to an actual person	
Sometimes have the date at the top of the page.	

because

when

if

## Diary Page Paper

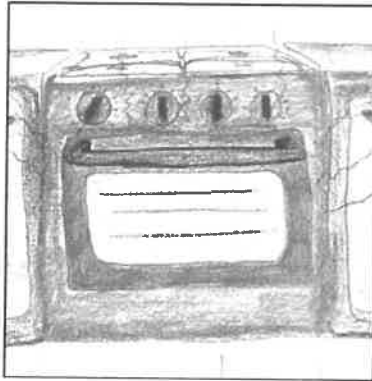
A blank diary page with a decorative border. The border is composed of a repeating pattern of small, stylized puzzle pieces in shades of gray. The page is ruled with horizontal lines, providing space for writing. The lines are evenly spaced and extend across the width of the page, leaving a small margin at the top and bottom. The overall design is simple and functional, suitable for a child's diary.

# My Ideal Gingerbread House

A large rectangular area for drawing, framed by a decorative border of small, repeating gingerbread house icons.

A rectangular area for writing, framed by a decorative border of small, repeating gingerbread house icons. The interior is divided into horizontal lines for text entry.

## A Witch's Menu



### Starters

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### Main courses

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### Puddings. sweets

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### Drinks

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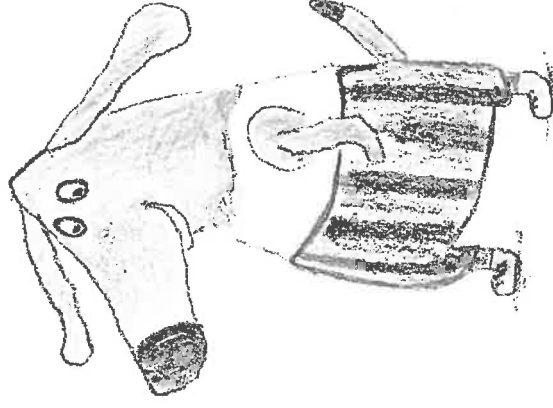
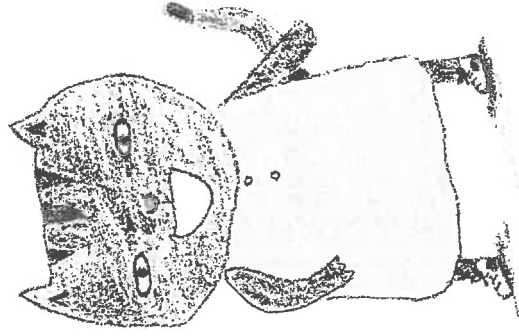
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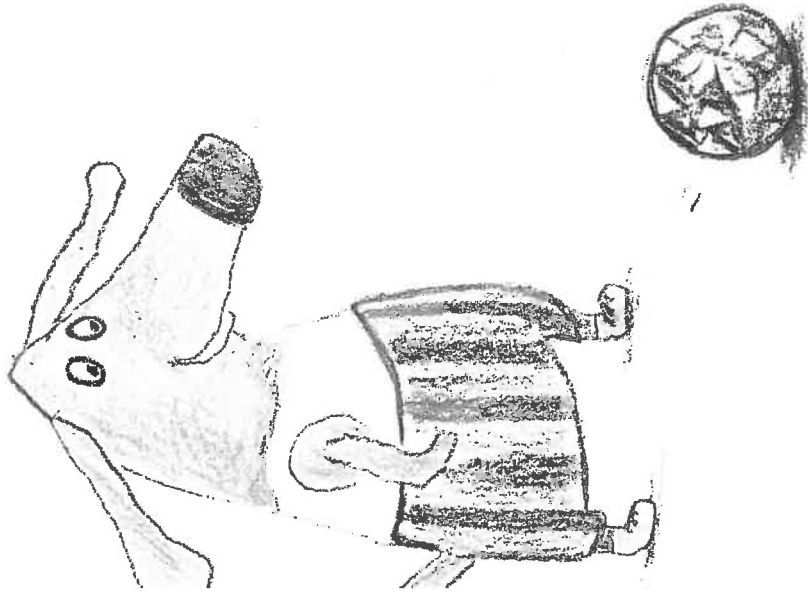
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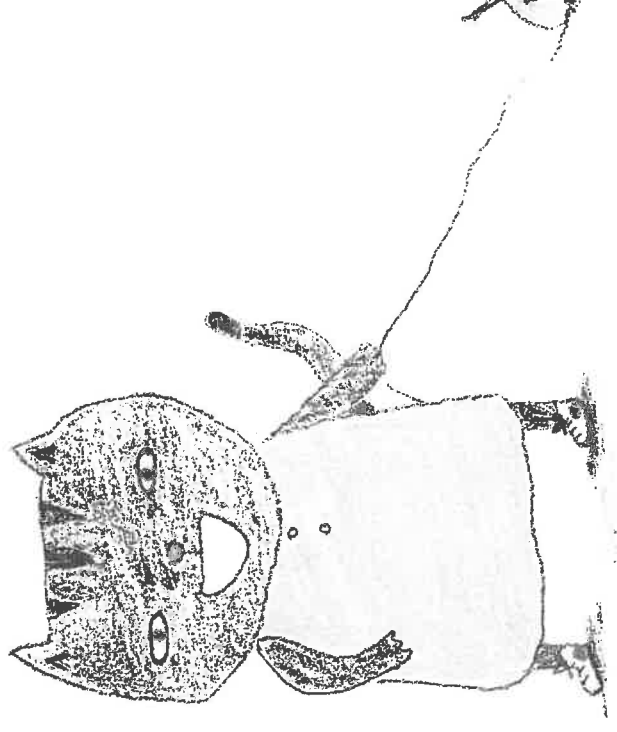
# Hansel & Gretel



By Ruth Mертens  
Illustrated by Anne Holm Petersen



el. He is a good dog – a lot of the time!

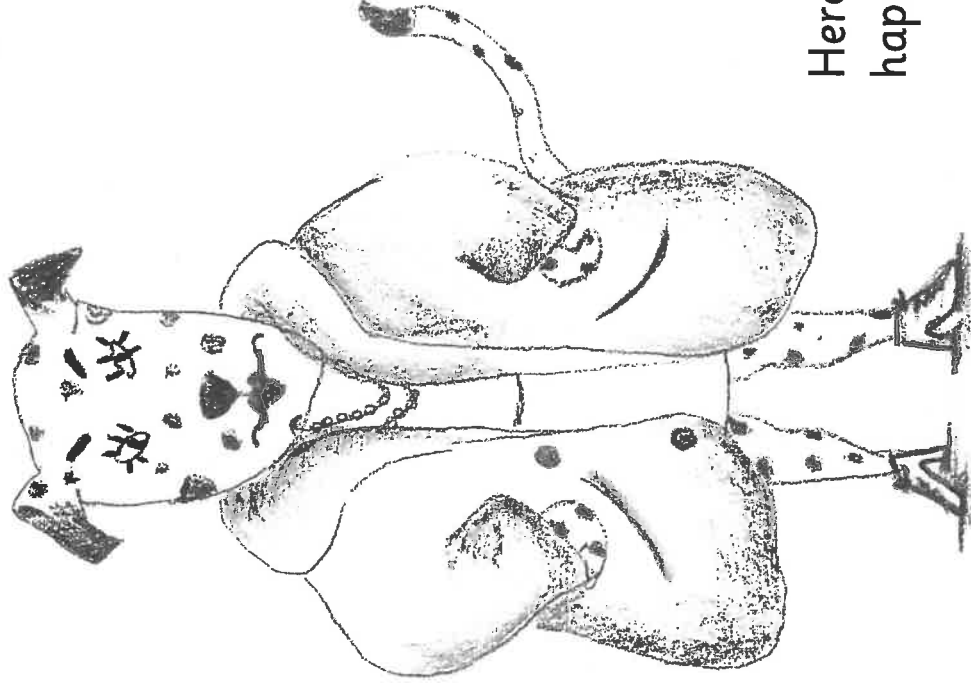


This is Gretel. She is a good cat – a lot

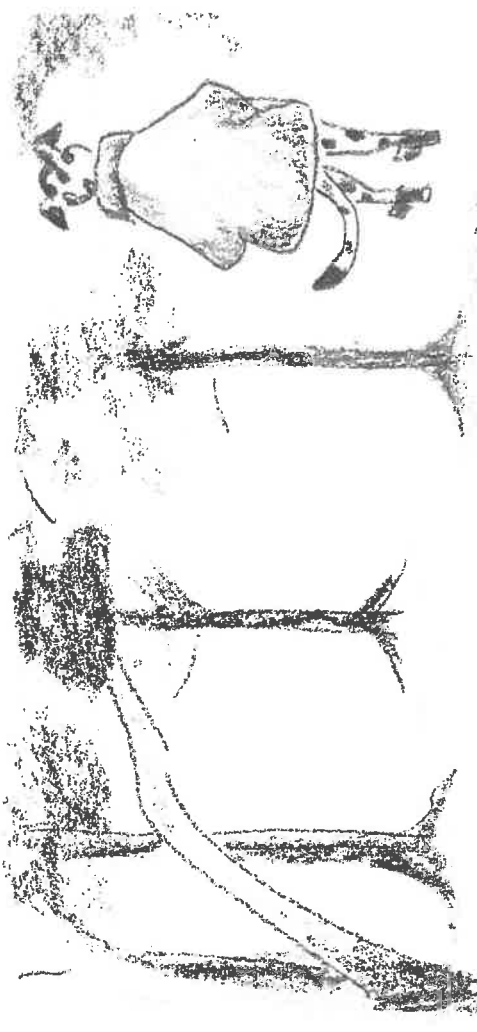




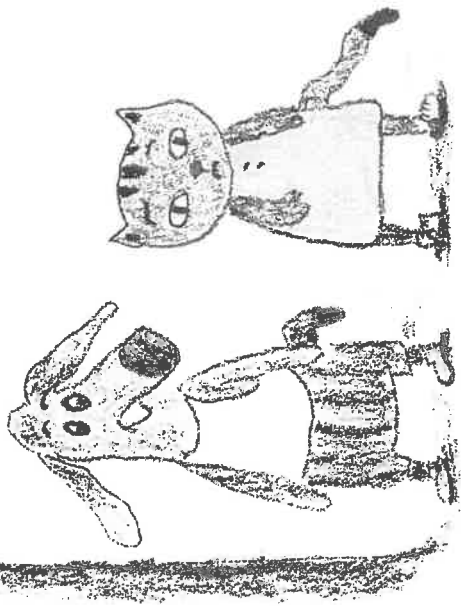
Hansel and Gretel love Dad.



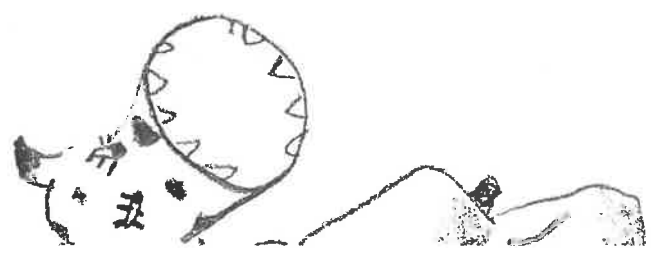
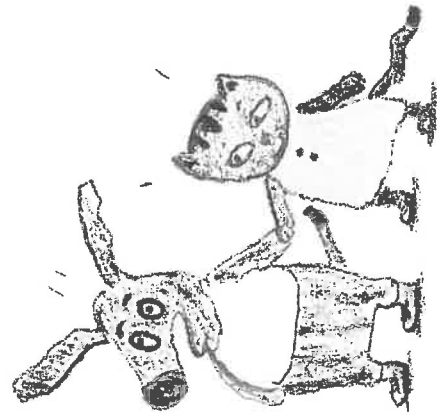
Here is Grise  
happy with I

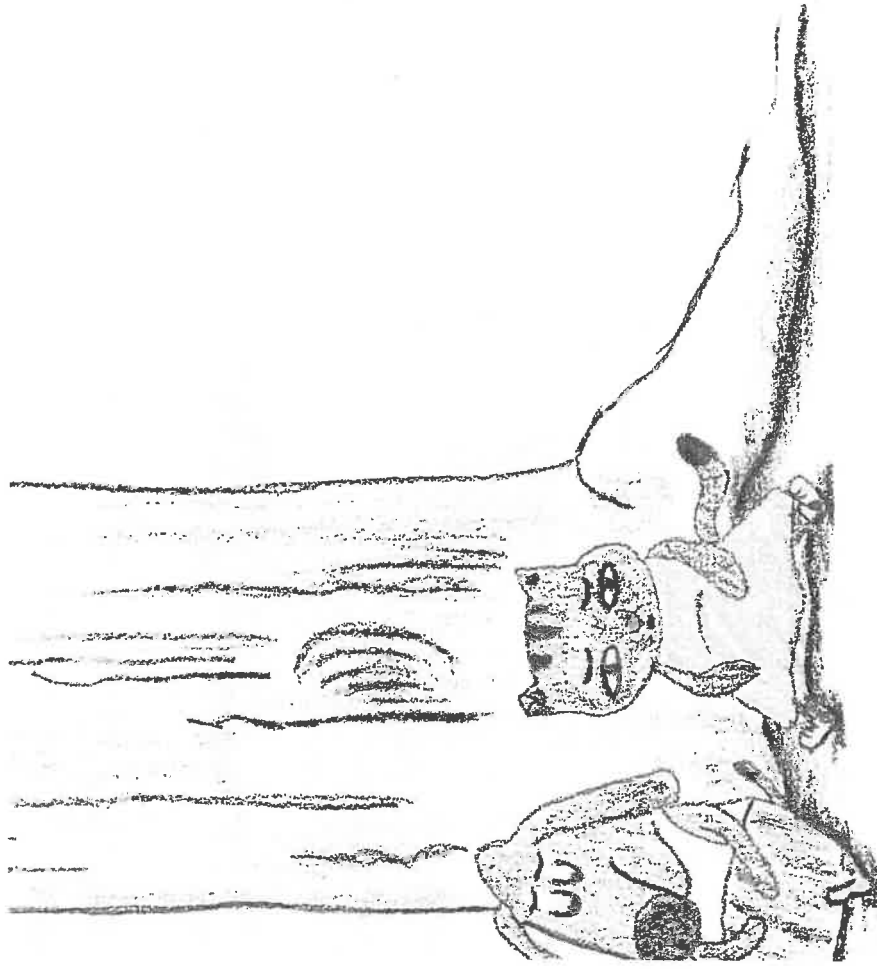


She takes Hansel  
forest and leave.

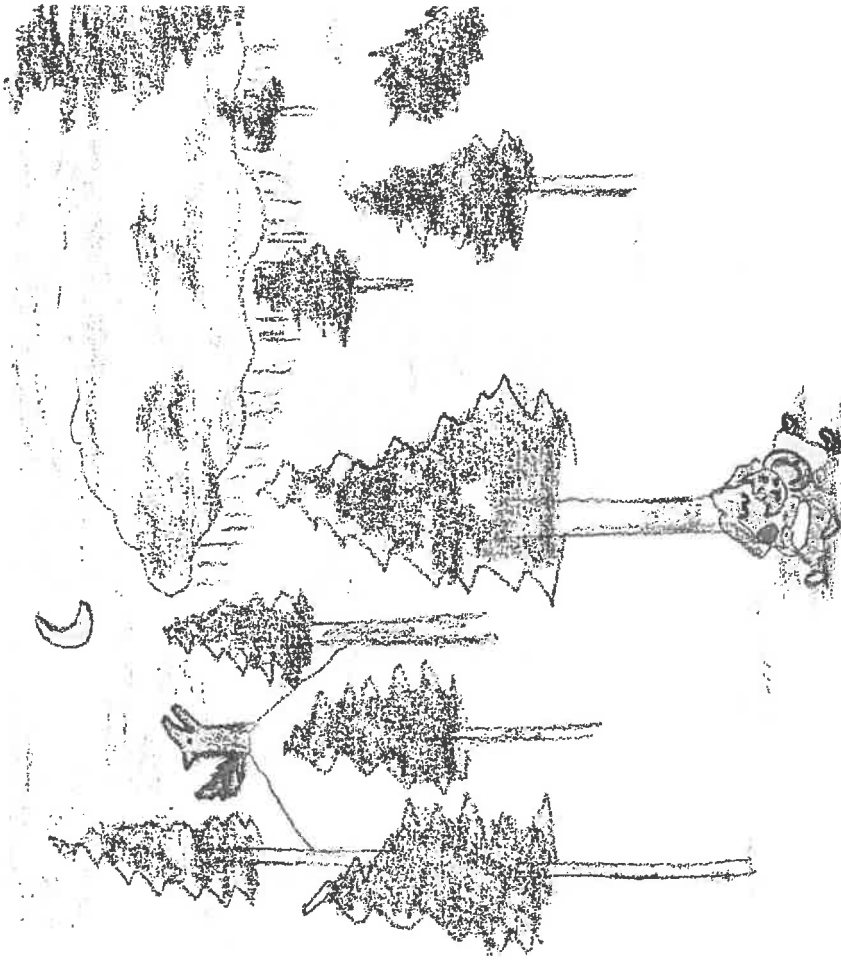


Griselda wants Hansel and  
Gretel to go away.

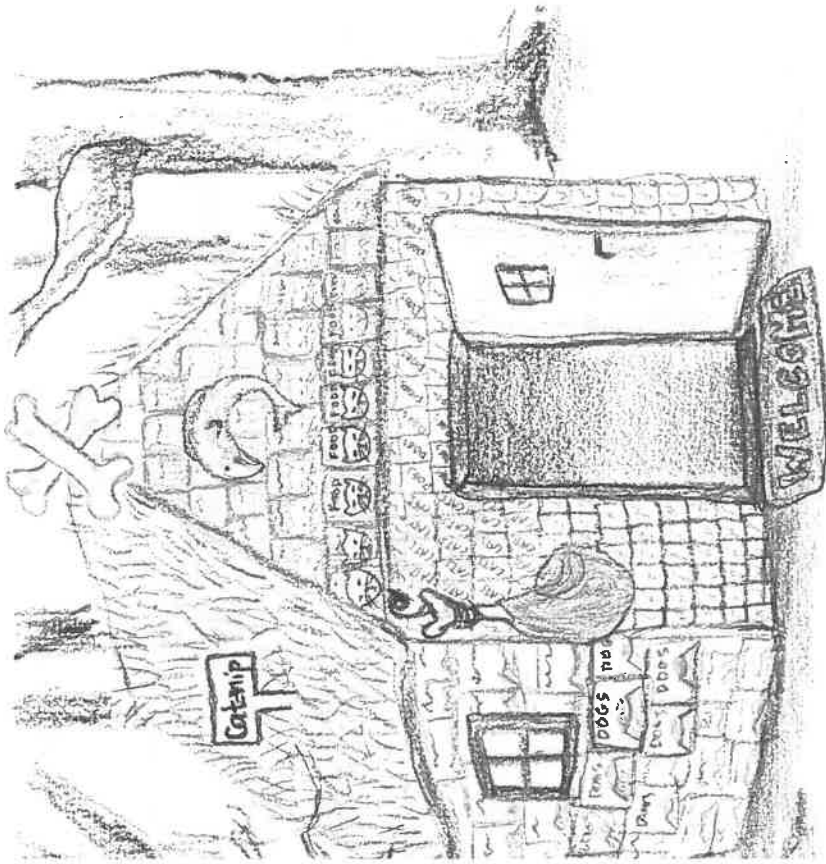




id Gretel are sad. They are all forlorn.



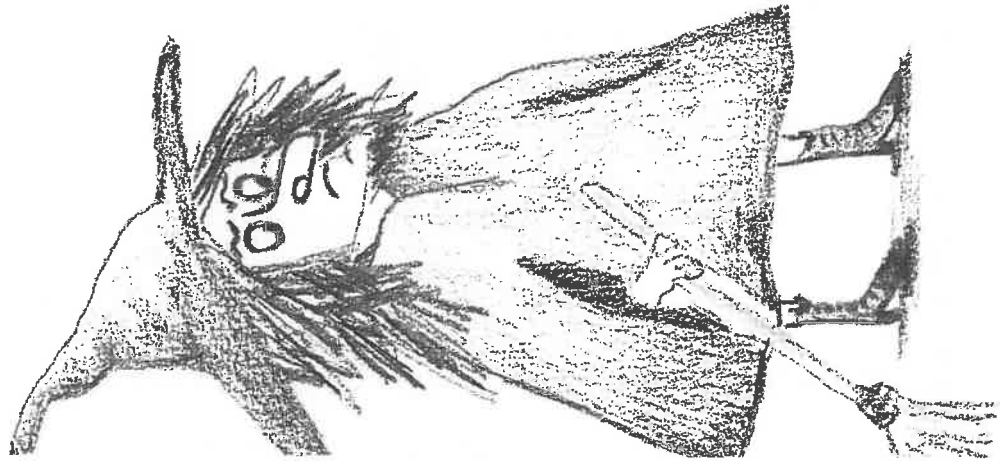
They run and run. Then it is dark. They sleep  
The owls hoot. The wolves growl.



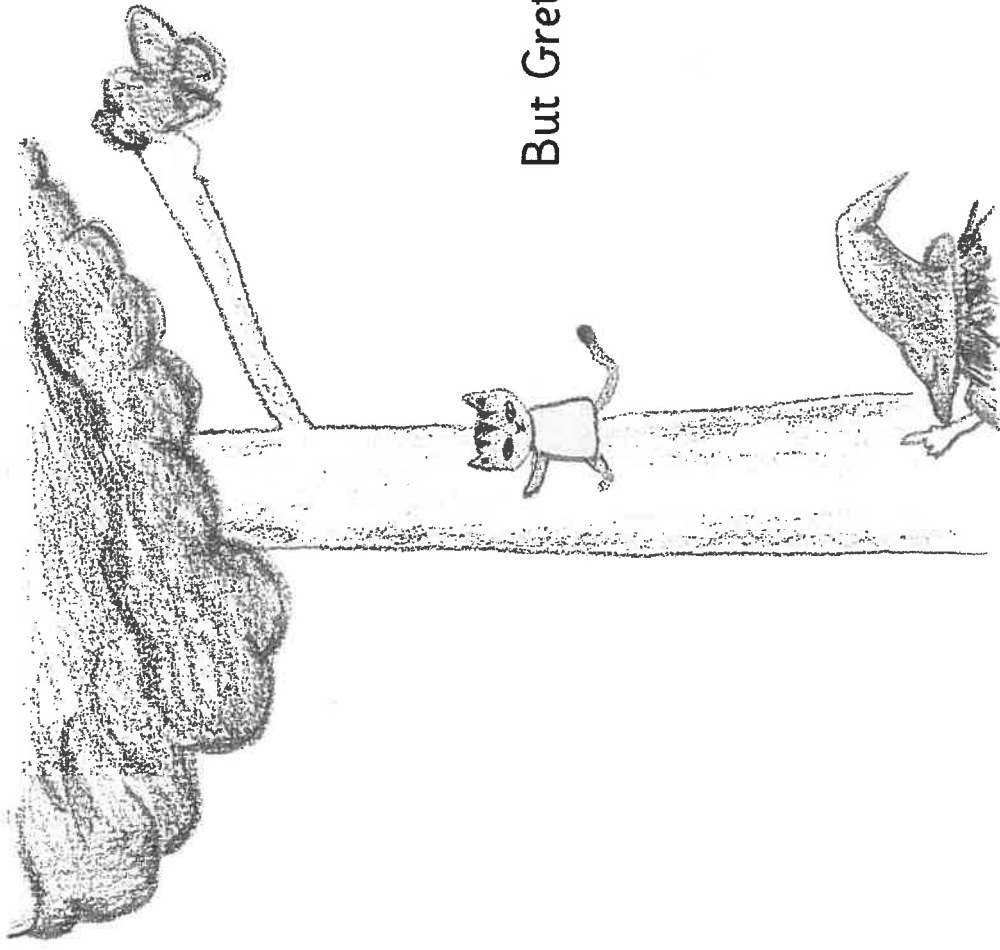
One morning, Hansel and Gretel see a  
house. It has good things to eat.



They eat and eat.  
Then they do more sleeping.

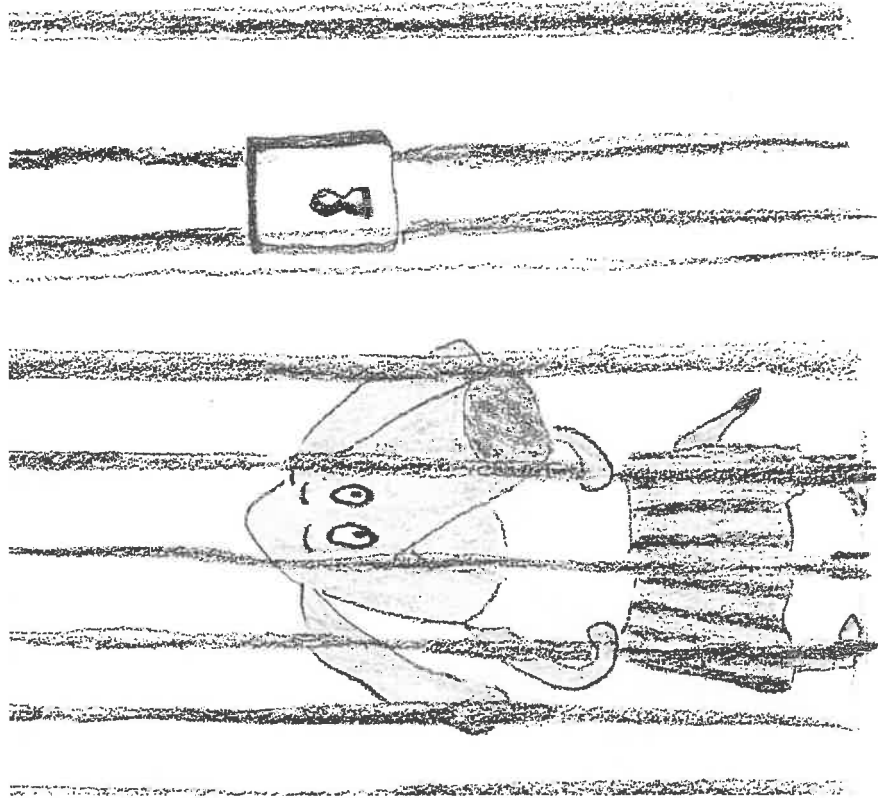


A witch lives here!  
She gets Hansel.

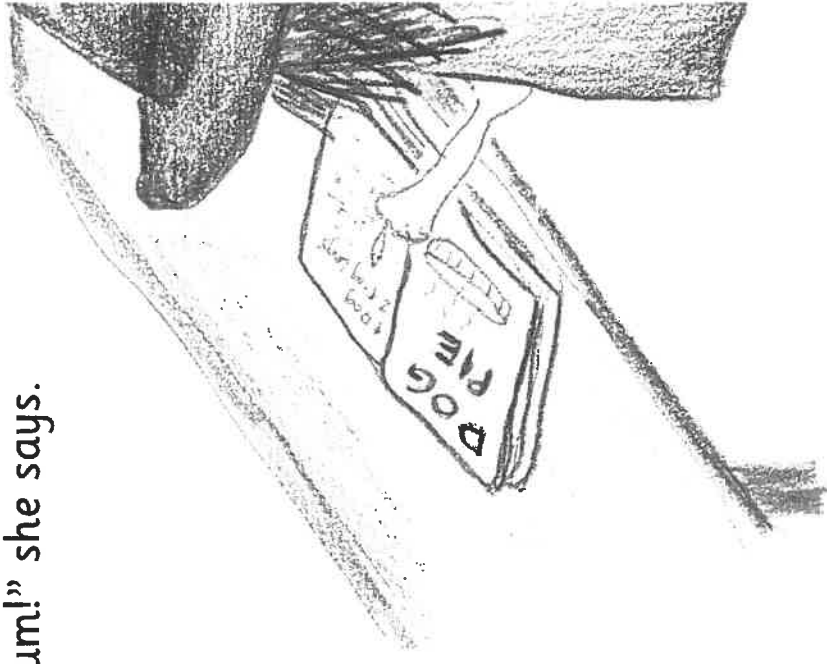


But Gret

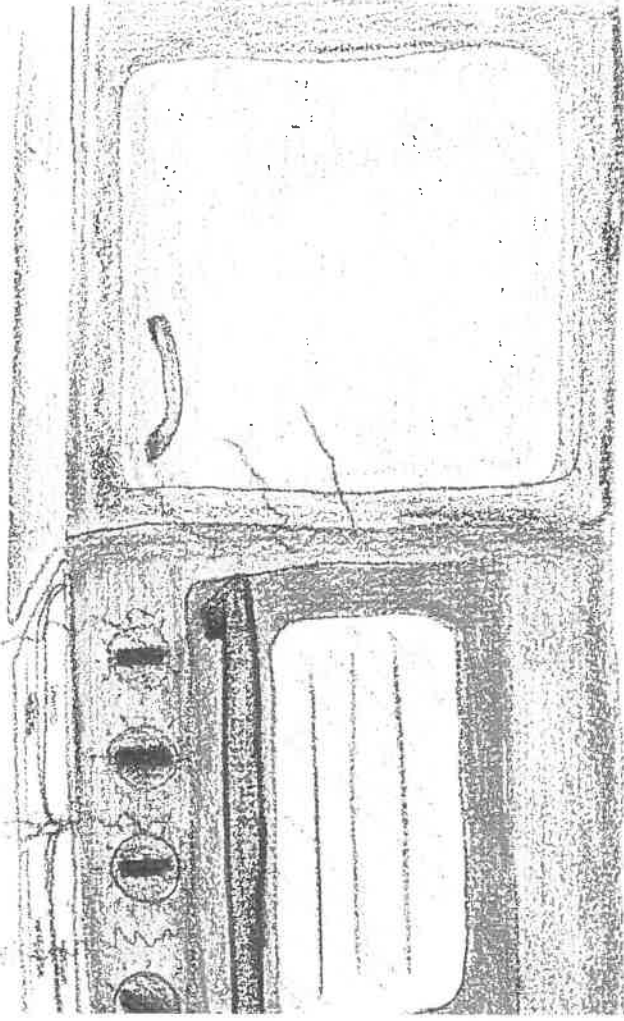
She puts Hansel in a big, strong cage.



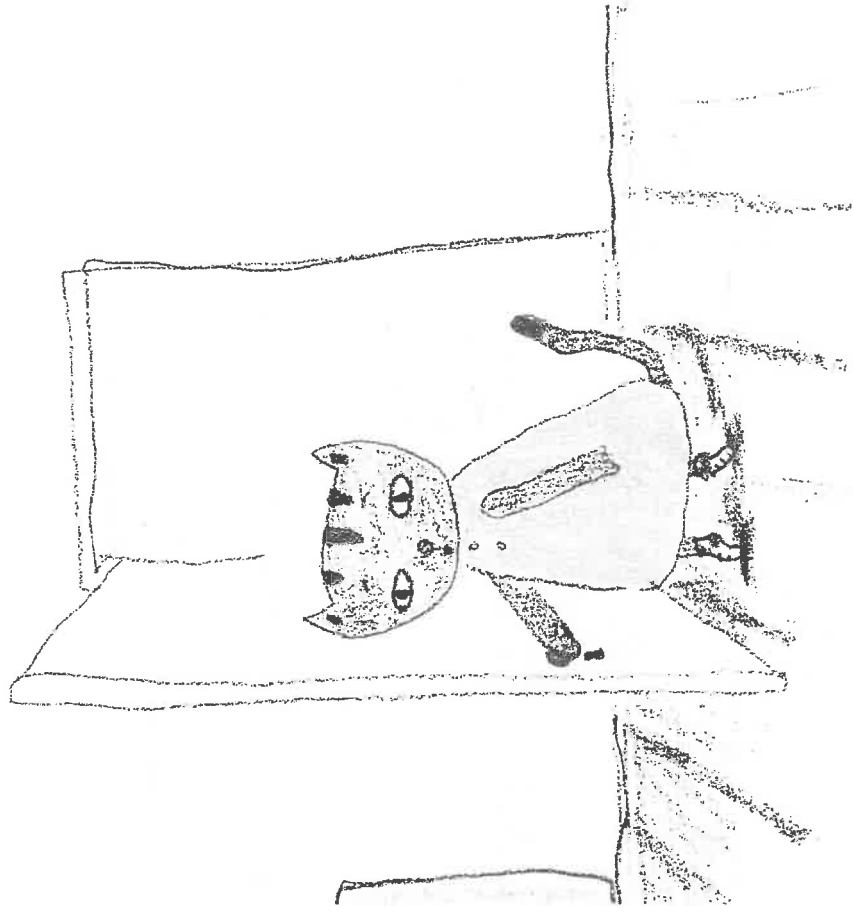
The witch will eat Hansel.  
"Yum, yum!" she says.



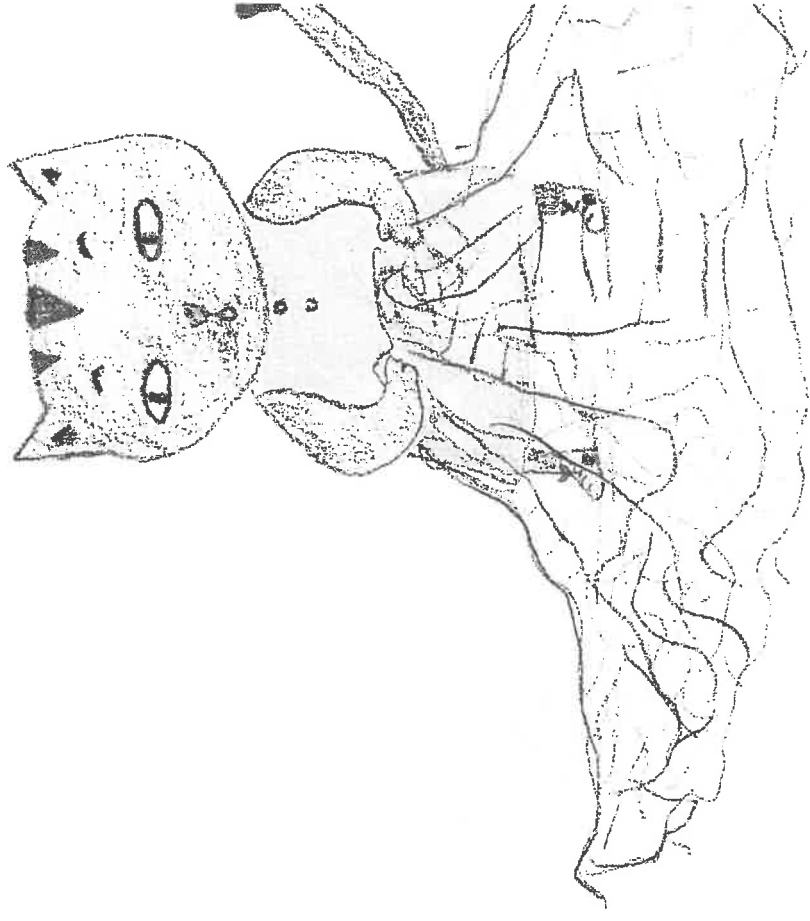
The witch has an oven.  
he will cook Hansel for dinner.



The c  
The



Gretel creeps into the house.  
She sees the witch.

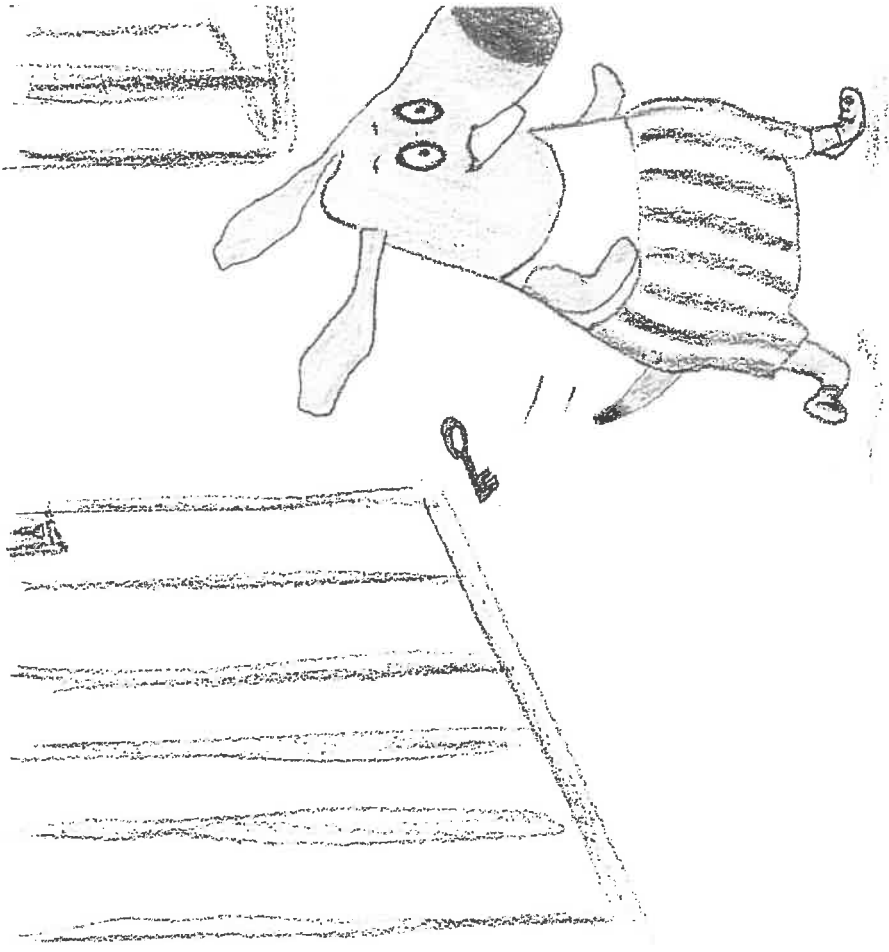


She puts a net all over the witch.



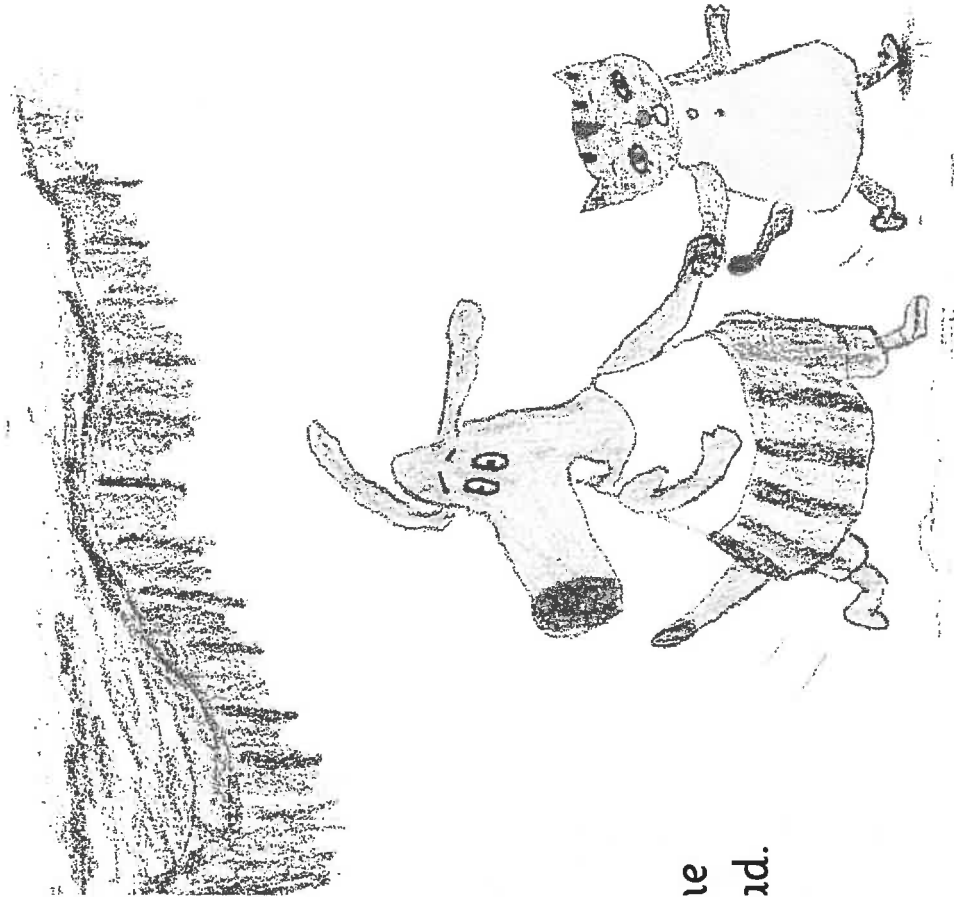
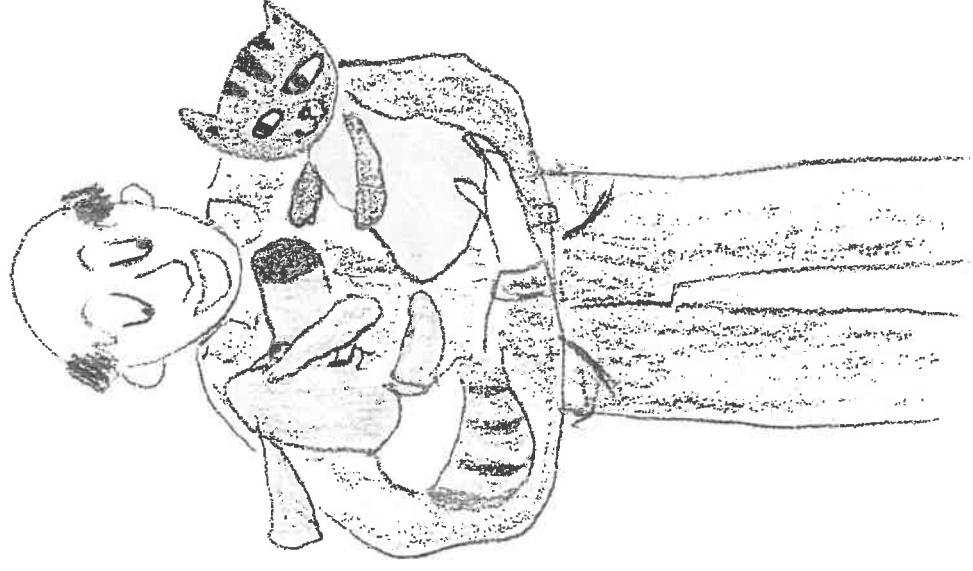


The witch wakes up.  
She is stuck! She is very cross.



Gretel gets Hansel out of the ca

Gris  
Di  
He is v  
Hans



ie  
ad.

These are in the story. Are they good

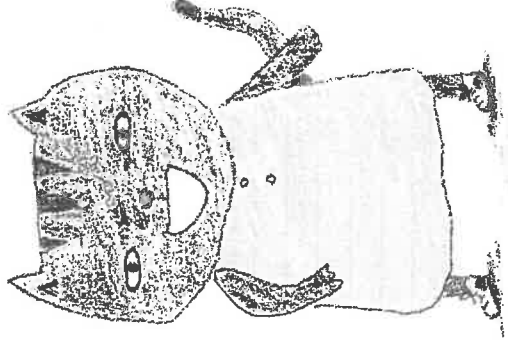
Hansel

Gretel

Dad

Griselda

The witch



They live happily ever after.

Sounds and letters	
/c/ as c, /t/ as t, /a/ as a	
/d/ as d, /g/ as g, /o/ as o	
/m/ as m, /n/ as n	
/l/ as l, /s/ as s and ss	
/u/ as u, /r/ as r	
/h/ as h, /l/ as l and ll	
/e/ as e, /b/ as b	
/f/ as f and ff, /sh/ as sh	
/p/ as p, /c/ as k and ck	
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)	
/ee/ as ee, ea, e	
/w/ as w and wh*, /ch/ as ch	
/th/ as th, /ng/ as ng	
/tthh/ as th, /v/ as v and ve	
/oo/ as oo, u and oul	
/j/ as j, /ar/ as ar and a*	
/ou/ as ou, ow and ough	
/or/ as or, ore, aw and a	
/ay/ as ay, a-e, ai	
/ie/ as y, ie, i-e, i and igh	
/cw/ as qu/, /cs/ as x, /y/ as y	
/oa/ as ow, o, oa, oe and o-e	
/ooh/ as oo, ew, o	
/z/ as z, zz and s, /g/ as, gu and gh	
/er/ as er, ur, ir, ear and or	
/s/ as c, se and ce	
/j/ as g, ge and dge	
/l/ as le + tt, gg, bb	
/ue/ as ew, u-e and u	
/ch/ as tch, /oy/ as oi, oy	

## Code-Breakers

Extended Texts ~ Book 3  
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