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Home Learning Pack Year 1

Guidance and Answers

Week 9

22/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the Week 9 timetable on Classroom Secrets Kids.

Monday

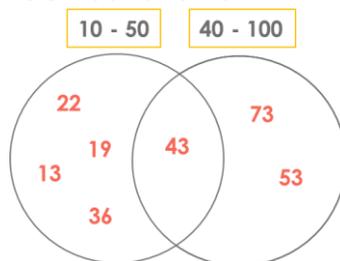
Maths – Counting to 100 (page 2)

Question 1 – This question gives a sequence that is formed using **Base 10**. **Base 10** refers to a physical resource which represents numbers. The small cubes represent 'ones'; the rods represent 'tens' and are made up of 10 small cubes. The Base 10 shows the sequence increases by one with each number. The numbers are 51, 52 and 53.

54 comes next in the sequence.

Question 2 – Children are asked to write each number into the Venn diagram depending on its value. A **Venn diagram** is a way of sorting a group of different things. It allows us to sort a group of data into two or three circles which overlap in the middle. Numbers between 10 and 50 will go in the first circle and numbers between 40 and 100 go in the second circle. Any numbers between 40 and 50 must be written in the overlapping section.

The completed Venn diagram will look as follows:



Question 3 – **Place value counters** refer to a physical resource which represent numbers. They are usually in different colours and have different numbers written on them, to represent 'ones', 'tens', 'hundreds' etc. This question gives 10 **place value counters**. Children must explain whether Beth has counted the **place value counters** correctly.

Beth is **incorrect**. She has placed the digits the wrong way around. The answer is 46.

English – Comparing and Correcting '-ing', '-ed' and '-er' (page 3)

This refers to the suffixes '-ing', '-ed' and '-er'. A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix -er changes the verb 'teach' to the noun 'teacher'.

Question 1 – Children are asked to select the correct word from the word bank to complete the sentence. It may help children to try each word to check which one is the most appropriate.

The correct sentences are: Erin is a very hard **worker**; Mum enjoys **running** to keep fit.

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Monday

English – Comparing and Correcting ‘-ing’, ‘-ed’ and ‘-er’ (page 3)

Question 2 – This question gives three sentences. Children are asked to select the word with the correct suffix to make the sentences correct. It may help children to try each word to check which one is the most appropriate.

The correct sentences are: Masood **painted** a big picture; The dirty shirts are **soaking** in the sink; Sophie is the best **boxer** in the world.

Question 3 – In this question, children are asked to select the correct word to fill in the sentence. They must then complete the sentence with their own ideas. Children should check each word with the sentence starter ‘Rosie is...’ to see which one makes sense.

There are various possible answers to this question, however the selected word must always be **shouting**: Rosie is **shouting** because **the music is very loud**.

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Tuesday

Maths – Partitioning Numbers (page 4)

Partitioning is when a number is split into different parts, usually into hundreds, tens and ones. For example, the number 547 can be partitioned into 500, 40 and 7.

Question 1 – There are 4 images that show numbers that have been partitioned into tens and ones. Children must circle all the images that have 6 tens.

A, B and C all have 6 tens and should be circled. D has 2 tens and should not be circled.

Question 2 – Similar to the previous question, each number has been partitioned into tens and ones. The red beads represent tens and the green beads represent ones. Children must match each image to the correct number.

The images should be matched as follows: A shows 52; B shows 78 and C shows 84.

Question 3 – This question includes a **place value chart**. A **place value chart** is used to identify the value of the digits that make up a number. The chart is broken up into columns which represent 'tens' and 'ones'. There are 6 counters in the 'tens' column which represents the number 60. There are 3 counters in the 'ones' column so the total number is 63.

The question explains that two counters are missing. Children must explore what number is represented if two more counters are added. Children can add them to either column, or one in each column to find the three possible answers.

If both counters are added to the 'tens' column, the total number would be 83. If both counters are added to the 'ones' column, the total number would be 65. If one counter is added to each column, the total number would be 74.

English – Removing 'un-' (page 5)

This worksheet refers to the **prefix** 'un-'. A **prefix** is a group of letters added to the start of a root word. Examples of prefixes are 'un-', 'dis-' and 'mis-'. The prefix changes the meaning of the root word, for example usual and unusual, regard and disregard.

Question 1 – This question asks children to enter each word into the function machine to remove 'un-'. They must then write the final words into the spaces provided. Removing 'un-' will change the meaning of each word.

Unwell will become **well**; unlock will become **lock**; unpack will become **pack** and uncover will become **cover**.

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Tuesday

English – Removing 'un-' (page 5)

Question 2 – This question gives 6 sentences. Children match each sentence with the sentence that has opposite meaning. To do this, they must look for the 'un-' word and look for the root word with the 'un-' removed. This will help find the words with the opposite meaning.

The sentences should be paired as follows: **A and E; B and C; D and F**

Question 3 – Children are given sentences using 'un-' words. They must rewrite the sentences using words with the opposite meaning. To do this they, must remove the 'un-' from each underlined word.

The new sentence should be written as follows: The kitchen was very **tidy** and the cooker was **clean**. This made it **safe** to cook a meal.

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Wednesday

Maths – Comparing Numbers 1 (page 6)

This worksheet includes the symbols $<$, $>$ and $=$. These are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

Question 1 – There are 3 comparison statements that must be matched to the correct image. The first step to completing this question is to find the value of each image. A is 54, B is 34 and C is 74.

A. equal to 54; B. < 45 and C. more than 70 but less than 75.

Question 2 – There are two images that represent different numbers. Children must select $<$, $>$ or $=$ to complete the given comparison statement. They can use the images to identify which is the greatest and smallest number.

43 is less than 60 so the missing symbol is $<$.

Question 3 – This question includes a **place value chart**. Find the definition on page 3. The place value chart is compared with a partially completed **number track**. A **number track** is a representation of the order of numbers when counting. Firstly, children must identify the number the arrow is pointing to on the **number track**. This is one less than 65; the missing number is 64. Following this, children should identify the number represented by the **place value chart**. There are 7 tens and 2 ones so the total number is 72.

64 is less than 72 so the statement is **false**. The correct symbol is $<$.

English – Forest Sports Day Writing Prompt (page 7)

Children should read through the start of the story and use the given space to write their own ending. Children can use the image and word bank to help them generate ideas.

Sentences should include a **verb**, also known as an action or doing word, and a **noun**, which is a person, place or object. For example: The good friends all had fun on sports day. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

This week's pack supports the Week 9 timetable on Classroom Secrets Kids.

Thursday

Maths – Comparing Numbers 2 (page 8)

This worksheet includes the symbols $<$, $>$ and $=$. These are comparison symbols used to represent more than ($>$), less than ($<$) and equal to ($=$).

Question 1 – There are 2 comparisons that need to be completed with the correct symbol. Each comparison is made up a number and **Base 10** (see page 2 for the definition). Comparison A shows the numbers 34 and 65. Comparison B shows the numbers 65 and 65.

A. 34 is $<$ 65; B. 65 = 65

Question 2 – This question gives 6 comparison statements, 4 of which are incorrect. Children are asked to identify the two correct statements. To do this, they must check all statements to find any errors.

$43 < 76$ and $81 < 90$ are the two correct statements.

Question 3 – This question is a word problem. Emma has one round gem and has a total of 20 points. Sarah has two square gems and has a total of 12 points. Sarah thinks she has more points than Emma because she has more gems. Children are asked to explain if Sarah is correct. To do this, they must compare the numbers 20 and 12.

Sarah is **incorrect**. Although she has more gems, $20 > 12$.

English – Adding 'un-' (page 9)

This worksheet refers to adding the **prefix** 'un-'. You can find the definition of a **prefix** on page 4.

Question 1 – This question asks children to add the **prefix** 'un-' to each word. This will create words with the opposite meaning. The spelling of each root word will remain the same.

Finished will become **unfinished**; true will become with **untrue**; fold will become **unfold**; load will become **unload**.

Question 2 – There are 4 sentences, each with a missing word that needs to be completed. Children must write the correct 'un-' word into the space provided.

The sentences should be completed as follows: Sam has lost his keys so he can't **unlock** the door; The library books were left **unread** on the shelf; My house is dusty and **unclean**; This game is silly and **unfair**.

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Thursday

English – Adding 'un-' (page 9)

Question 3 – In this question, children are asked to choose one of the given words. They must add 'un-' to this word to change its meaning. This must then be written into a sentence. Children can use their own ideas to create their sentence, but must include the 'un-' word they have chosen.

There are various answers as children can create their own sentence. For example: Mum had to **unblock** the sink because the water was not draining away.

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Friday

Maths – Compare Numbers to 100 (online)

Click on the link to watch the video clip online. This video is all about comparing numbers to 100 and includes a range of activities for children to try at home. The video is part of the live videos for Year 2, but can be used to support Year 1 learning. Underneath the video, you will find information about addition resources to support children's learning at home.

<https://www.youtube.com/watch?v=c6oJINATJI8&list=PLrrPYDDGPV7e9hJL8I1Fm0CK5B0MCN-O3&index=16&t=0s>

English – Guided Reading – The UEFA Champions League (page 10 – 11)

Children should read the text and answer the questions explaining, where possible, how they know the answer. Children may find it easier to read the text first and discuss what it is about and what is happening and then answer the questions.

The answers to the questions are given below.

1. Who organises the Champions League?

UEFA

2. When was the Champions League formed?

1955

3. Why do you think the logo is called the *starball*?

It is called the *starball* because of the star pattern.

4. Why do you think the games are held in the biggest stadiums?

Various answers, for example: The games are held in the biggest stadiums so that lots of supporters can go to watch.

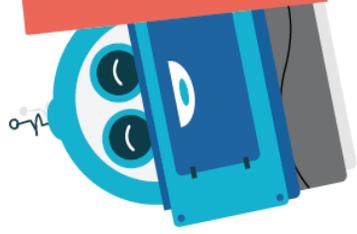
5. What do fans wave to support their teams?

Fans wave their scarves to support their teams.

6. Who won the European cup last year?

Liverpool

Home learning



HERO!

This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

