Maths

Varied Fluency

Step 3: Add Equal Groups

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

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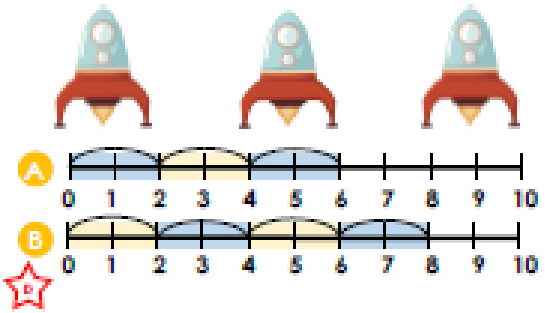
Add Equal Groups

1a. Which number line matches the number of windows?



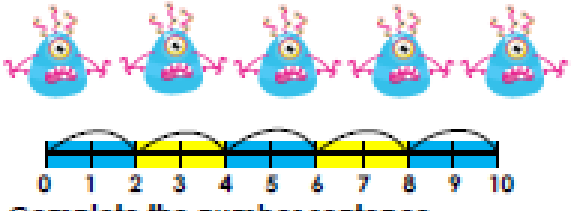
2a. How many wheels on 3 mopeds?

Which cubes match the calculation?

3a. There are 2 laces on each pair of boots.

True or false?
There are 5 laces in this shop window.

4a. Draw legs on the aliens to match the calculation on the number line.

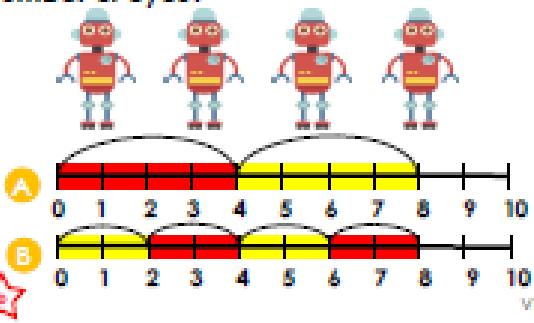


Complete the number sentence.

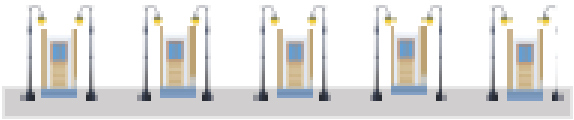
2 + 2 + 2 + 2 + 2 = ☐

Add Equal Groups

1b. Which number line matches the number of eyes?



2b. How many lamp posts on this street?



Which cubes match the calculation?

3b. There are 2 chicks on each hay bale.

True or false?
There are 10 chicks in the barn.

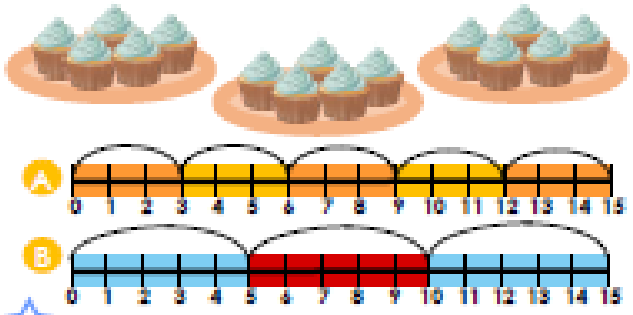
4b. Draw sweets in the jar to match the calculation shown by the cubes.

Complete the number sentence.

2 + 2 + 2 = ☐

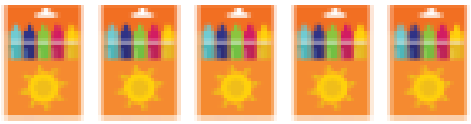
Add Equal Groups

5a. Which number line matches the buns?

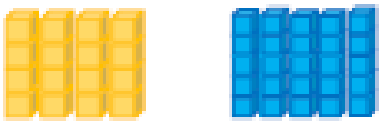


VF

6a. How many crayons in 5 packs?

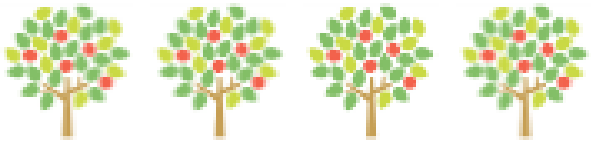


Which cubes match the calculation?



VF

7a. There are 5 apples on each tree.



True or false?
There are 25 apples in the orchard.

VF

8a. Draw eyes on the monsters to match the calculation on the number line.

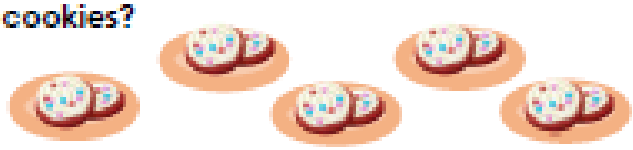
Complete the number sentence to match.

☐ + ☐ + ☐ + ☐ + ☐ = 10

VF

Add Equal Groups

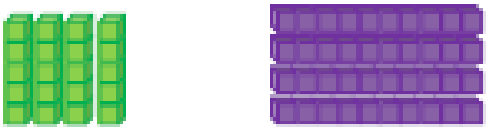
5b. Which number line matches the cookies?



VF

6b. How many paints on 4 trays?

Which cubes match the calculation?



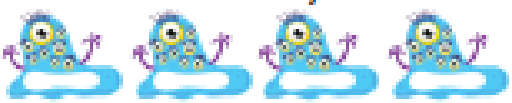
VF

7b. There are 10 jewels in each box.

True or false?
There are 40 jewels altogether.

VF

8b. Draw teeth on the monsters to match the calculation shown by the cubes.



Complete the number sentence to match.

☐ + ☐ + ☐ + ☐ = 20

VF

Add Equal Groups

9a. Which number line matches the bunting?

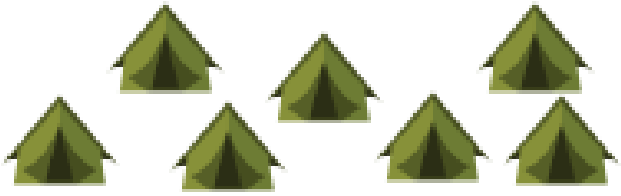
VF

10a. How many paints in six groups of ten?

Which cubes match the calculation?

VF

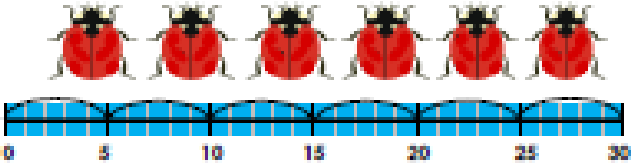
11a. There are 5 cub scouts in each tent.



True or false?
There are 35 cub scouts on camp.

VF

12a. Draw spots on the ladybirds to match the calculation on the number line.

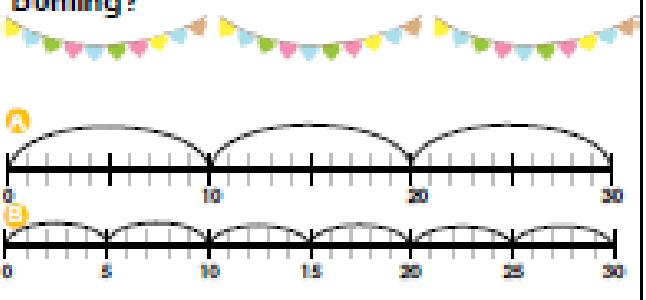


Complete the number sentence to match.

VF

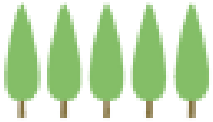
Add Equal Groups

9b. Which number line matches the bunting?



VF

10b. How many trees in ten groups of five?



Which cubes match the calculation?

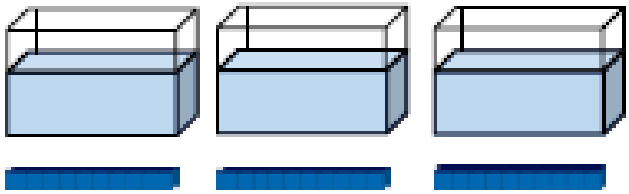
VF

11b. There are 10 metres of rope in each bundle.

True or false?
There are 100 metres of rope altogether.

VF

12b. Draw fish in the tanks to match the calculation shown by the cubes.



Complete the number sentence to match.

VF

Varied Fluency
Add Equal Groups

Developing

1a. A

2a. 6 wheels

Children to choose 3 lots of 2 cubes.

3a. False. There are 5 pairs of boots so 10 laces are in the window.

4a. 2 legs on each alien

2 + 2 + 2 + 2 + 2 = 10 or 5 x 2 = 10

Expected

5a. B

6a. 25 crayons

Children to choose 5 lots of 5 cubes.

7a. False. There are 4 trees so there are 20 apples in the orchard.

8a. 2 eyes on each monster

2 + 2 + 2 + 2 + 2 = 10

Greater Depth

9a. B

10a. 60 paints

Children to choose 6 lots of 10 cubes.

11a. True

12a. 5 spots on each ladybird

5 + 5 + 5 + 5 + 5 + 5 = 30 or 6 x 5 = 30

Varied Fluency
Add Equal Groups

Developing

1b. B

2b. 10 lamp posts

Children to choose 5 lots of 2 cubes.

3b. False. There are 4 bales of hay so there are 8 chicks in the barn.

4b. 2 sweets in each jar

2 + 2 + 2 = 6 or 2 x 3 = 6

Expected

5b. B

6b. 40 paints

Children to choose 4 lots of 10 cubes.

7b. False. There are 3 boxes so there are 30 jewels.

8b. 5 teeth per monster

5 + 5 + 5 + 5 = 20

Greater Depth

9b. A

10b. 50 trees

Children to choose 10 lots of 5 cubes.

11b. False. There are 9 bundles of rope so there is 90 metres of rope.

12b. 10 fish in each tank

10 + 10 + 10 = 30 or 3 x 10 = 30

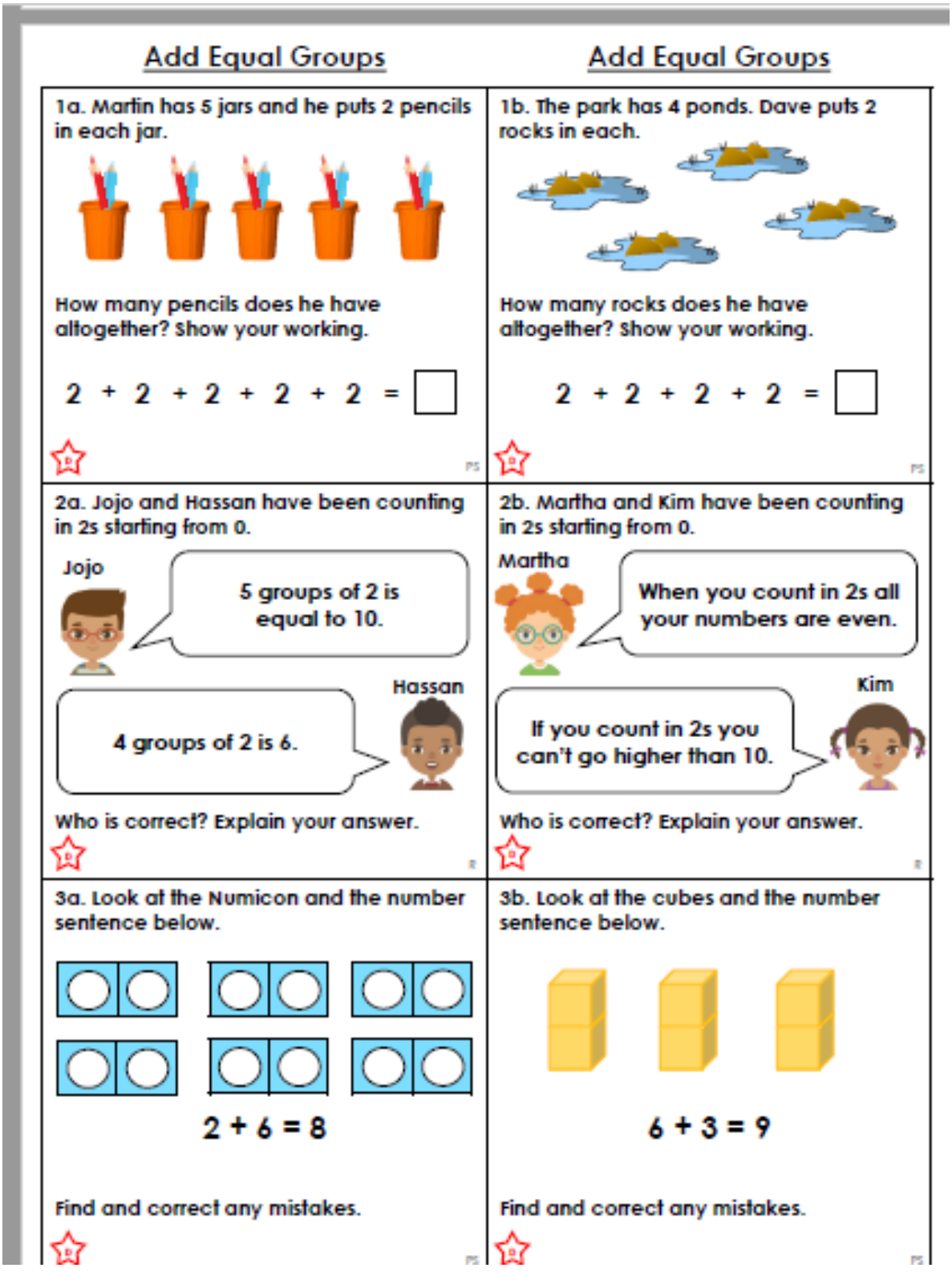
Reasoning and Problem Solving

Step 3: Add Equal Groups

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher



Add Equal Groups

1a. Martin has 5 jars and he puts 2 pencils in each jar.

How many pencils does he have altogether? Show your working.

2 + 2 + 2 + 2 + 2 = ☐

Add Equal Groups

1b. The park has 4 ponds. Dave puts 2 rocks in each.

How many rocks does he have altogether? Show your working.

2 + 2 + 2 + 2 = ☐

2a. Jojo and Hassan have been counting in 2s starting from 0.

Jojo: 5 groups of 2 is equal to 10.

Hassan: 4 groups of 2 is 6.

Who is correct? Explain your answer.

2b. Martha and Kim have been counting in 2s starting from 0.

Martha: When you count in 2s all your numbers are even.

Kim: If you count in 2s you can't go higher than 10.

Who is correct? Explain your answer.

3a. Look at the Numicon and the number sentence below.

2 + 6 = 8

Find and correct any mistakes.

3b. Look at the cubes and the number sentence below.

6 + 3 = 9

Find and correct any mistakes.

Add Equal Groups

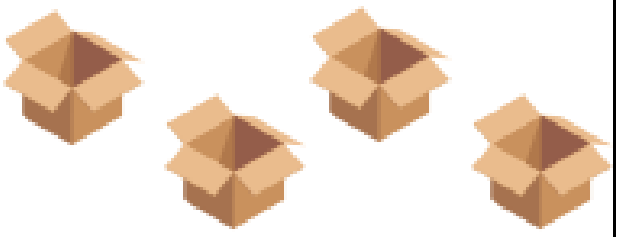
4a. Dion has 3 ships and he puts 5 pirates in each.

How many pirates does he have altogether? Show your working.

□ + □ + □ = □

Add Equal Groups

4b. Alexa has 4 boxes and she puts 2 spiders in each.



How many boxes does she have altogether? Show your working.

□ + □ + □ + □ = □

5a. Danyal and Theo have been counting in 5s starting from 0.

Danyal

All of my answers will be odd numbers.

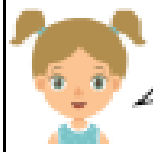
Theo

All of my answers will end in a 5 or a 0.

Who is correct? Explain your answer.

5b. Annie and Sonya have been counting in 10s starting from 0.

Annie



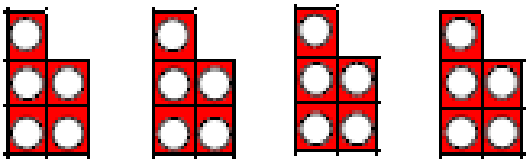
I will not have any numbers smaller than 20.

Sonya

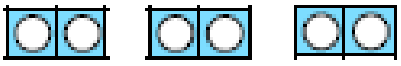
If I add one to the tens digit each time, I am counting in tens.

Who is correct? Explain your answer.

6a. Look at the Numicon and the number sentence below.



5 + 5 + 5 = 20



2 + 2 + 2 + 2 + 2 = 8

Find and correct any mistakes.

6b. Look at the cubes and the number sentence below.

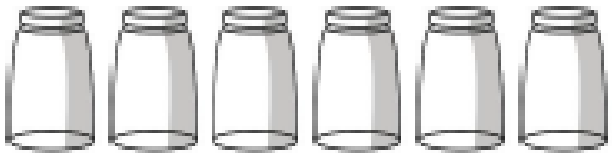
1 + 1 = 2

5 + 5 = 55

Find and correct any mistakes.

Add Equal Groups

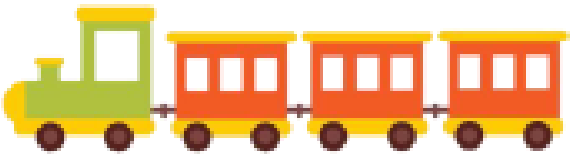
7a. Susie has six jars and she puts five sweets in each jar.



How many sweets does she have altogether? Show your working.

Add Equal Groups

7b. Ellie has three train carriages and she puts ten blocks in each.



How many blocks does she have altogether? Show your working.

8a. Paul and Sara have been counting in 5s and 10s.

Paul: If I count 4 lots of 5 and count 2 lots of 10, my answers are the same.

Sara: If I count 6 lots of 10 and 3 lots of 5, my answers will be the same.

Who is correct? Explain your answer.

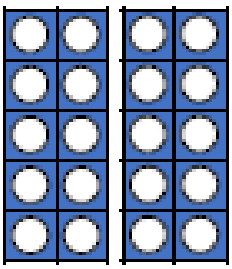
8b. Soraya and Aaron have been counting in 5s and 10s.

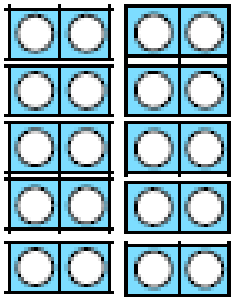
Soraya: I have counted 7 lots of 5. My answer is bigger than Aaron's answer.

Aaron: I have counted 4 lots of 10 so my answer is the biggest.

Who is correct? Explain your answer.

9a. Look at the Numicon and the calculation below.

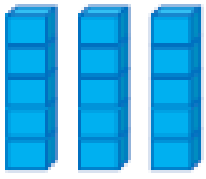




$10 + 10 = 2 + 2$

Find and correct any mistakes.

9b. Look at the cubes and the calculation below.



$5 + 5 + 5 = 10 + 10$

Find and correct any mistakes.

Reasoning and Problem Solving
Add Equal Groups

Developing

1a. 10 pencils; 2 + 2 + 2 + 2 + 2 = 10

2a. Jojo is correct because 5 groups of 2 is 10; 2 + 2 + 2 + 2 + 2 = 10

3a. 2 + 2 + 2 + 2 + 2 + 2 = 12

Expected

4a. 15 pirates; 5 + 5 + 5 = 15

5a. Theo is correct because numbers ending in 5 are odd but those ending in 0 are even.

6a. 5 + 5 + 5 + 5 = 20; 2 + 2 + 2 = 6

Greater Depth

7a. 30 sweets; 5 + 5 + 5 + 5 + 5 + 5 = 30

8a. Paul is correct because 6 lots of 5 is the same as 3 lots of 10.
5 + 5 + 5 + 5 + 5 + 5 = 30; 10 + 10 + 10 = 30

9a. 10 + 10 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2

Reasoning and Problem Solving
Add Equal Groups

Developing

1b. 8 rocks; 2 + 2 + 2 + 2 = 8

2b. Martha is correct because counting in 2s is counting in even numbers only.

3b. 2 + 2 + 2 = 6

Expected

4b. 8 spiders; 2 + 2 + 2 + 2 = 8

5b. Sonya is correct because counting in 10s only changes the tens column. Annie has forgotten about ten.

6b. 10 + 10 = 20; 5 + 5 = 10

Greater Depth

7b. 30 blocks; 10 + 10 + 10 = 30

8b. Aaron is correct because he has counted to 40. Soraya has counted to 35.

9b. 5 + 5 + 5 + 5 = 10 + 10

Varied Fluency

Step 1: Count in 10s

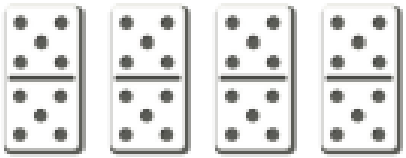
National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Count in 10s

1a. If one domino has 10 spots, how many spots do 4 dominoes have?

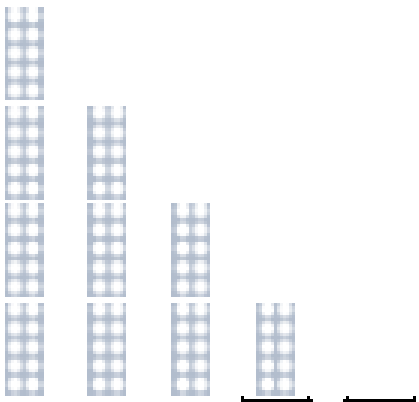


VF

2a. If one jar has 10 cookies, circle the jars you need to have 30 cookies.

VF

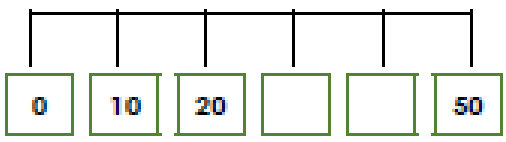
3a. Complete the sequence to find the missing numbers.



40 , 30 , 20 , ☐ , ☐

VF

4a. Label the missing numbers on the number line below.



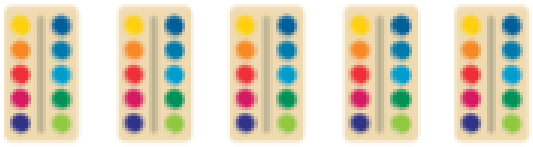
VF

Count in 10s

1b. If one flower has 10 petals, how many petals do 5 flowers have?

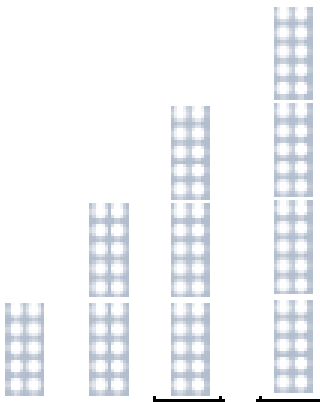
VF

2b. If one tray holds 10 paints, circle the trays you need to hold 40 paints.



VF

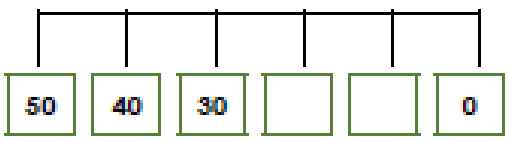
3b. Complete the sequence to find the missing numbers.



0 , 10 , 20 , ☐ , ☐

VF

4b. Label the missing numbers on the number line below.



VF

Count in 10s

5a. If one packet of seeds has 10 seeds, how many seeds do 9 packets of seeds have?

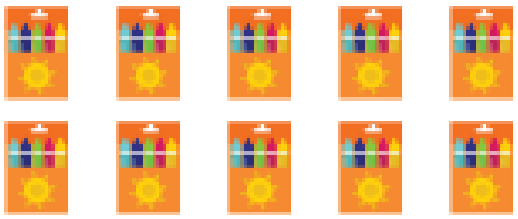
VF

Count in 10s

5b. If one packet has 10 biscuits, how many biscuits do 10 packets have?

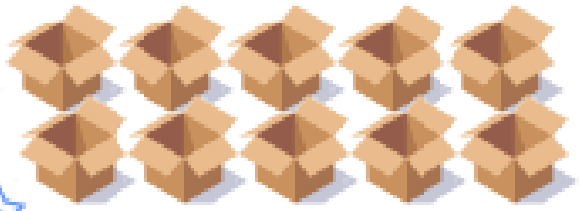
VF

6a. If one pack has 10 pens, circle the packs you need to have 80 pens.



VF

6b. If one box holds 10 toys, circle the boxes you need to hold 70 toys.



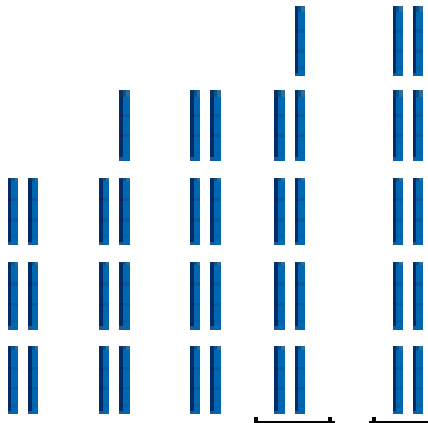
VF

7a. Complete the sequence to find the missing numbers.

80 , 70 , 60 , ☐ , ☐

VF

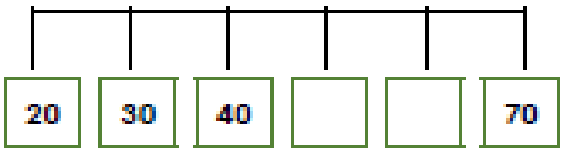
7b. Complete the sequence to find the missing numbers.



60, 70 , 80 , ☐ , ☐

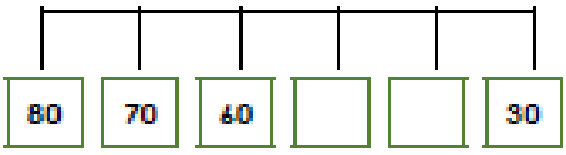
VF

8a. Label the missing numbers on the number line below.



VF

8b. Label the missing numbers on the number line below.



VF

Count in 10s

9a. If one packet of pens has 10 pens, how many pens do 8 packets of pens have?

VF

10a. If one packet has ten seeds, how many packets do you need to have ninety seeds?

VF

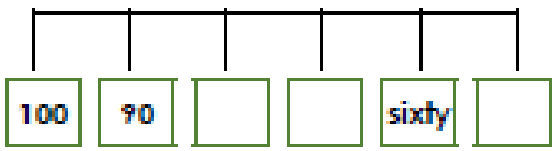
11a. Complete the sequences to find the missing numbers.

A. thirty, forty, 50, ☐, ☐

B. ninety, eighty, 70, ☐, ☐

VF

12a. Label the missing numbers on the number line below.



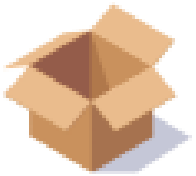
VF

Count in 10s

9b. If one packet of crisps has 10 crisps, how many crisps do 10 packets have?

VF

10b. If one box holds ten toys, how many boxes do you need to hold sixty toys?



VF

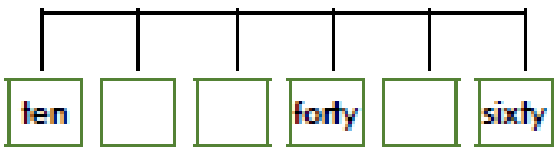
11b. Complete the sequences to find the missing numbers.

A. sixty, 70, 80, ☐, ☐

B. sixty, fifty, 40, ☐, ☐

VF

12b. Label the missing numbers on the number line below.



VF

Varied Fluency
Count in 10s

Developing

1a. 40

2a. 3 jars circled

3a. 10, 0

4a. 30, 40

Expected

5a. 90

6a. 8 boxes circled

7a. 50, 40

8a. 50, 60

Greater Depth

9a. 80

10a. 9 packs

11a. A = 60, 70; B = 60, 50

12a. 80, 70, 50

Varied Fluency
Count in 10s

Developing

1b. 50

2b. 4 trays circled

3b. 30, 40

4b. 20, 10

Expected

5b. 100

6b. 7 boxes circled

7b. 90, 100

8b. 50, 40

Greater Depth

9b. 100

10b. 6 boxes

11b. A = 90, 100; B = 30, 20

12b. 20, 30, 50

Reasoning and Problem Solving

Step 1: Count in 10s

National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

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Count in 10s

1a. Lee is counting in 10s starting from 10.
He shades all the numbers he lands on.

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

Is he correct? Explain your answer.

Count in 10s

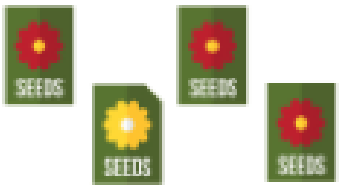
1b. Gia is counting in 10s starting from 10.
She shades all the numbers she lands on.

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

Is she correct? Explain your answer.

2a. Max is planting seeds.

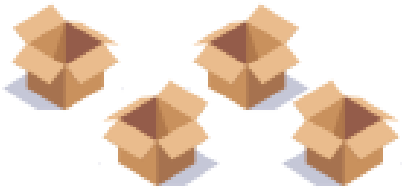
Each pack of seeds has 10 seeds.



Does he have enough seeds to plant 40 flowers?

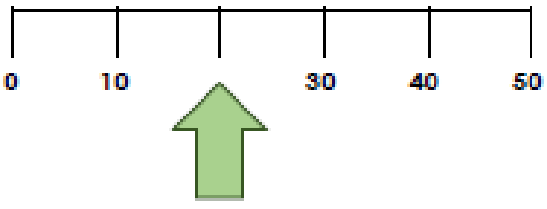
2b. Cam is packing her toys.

Each box will hold 10 teddies.



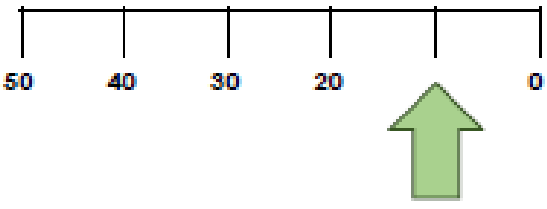
Does she have enough boxes to pack 50 teddies?

3a. Viv thinks the arrow is pointing to 10.



Is she correct? Explain how you know.

3b. Mo thinks the arrow is pointing to 0.



Is he correct? Explain how you know.

Count in 10s

4a. Fi is counting in 10s starting from 10.
She thinks she will land on the number 50.

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

Is she correct? Explain your answer.

Count in 10s

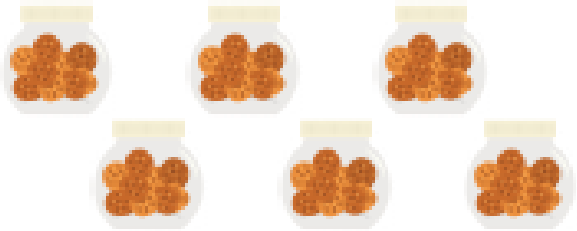
4b. Jim is counting in 10s starting from 10.
He thinks he will land on the number 19.

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

Is he correct? Explain your answer.

5a. Danika has 6 jars of cookies.

Each jar has 10 cookies.



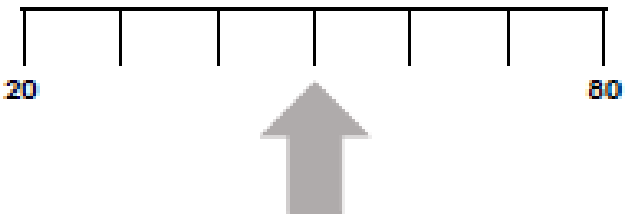
Does she have enough to give 1 cookie to 62 children?

5b. Miss Buttercup has 7 packs of pens.

Each pack has 10 pens.

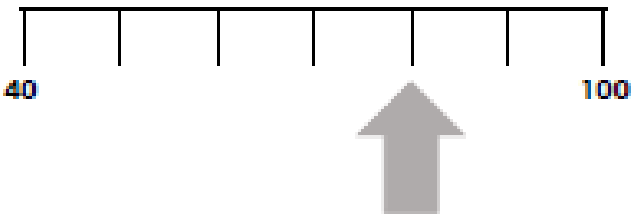
Does she have enough to give 1 pen to 50 children?

6a. Mia thinks the arrow is pointing to 70.



Is she correct? Explain how you know.

6b. Min thinks the arrow is pointing to 90.



Is he correct? Explain how you know.

Count in 10s

7a. Nina is counting backwards in 10s starting from 90. She thinks she will land on the number 50.

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

Is she correct? Explain your answer.

R

Count in 10s

7b. Neil is counting forwards in 10s starting from 40. He thinks he will land on the number 30.

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

Is he correct? Explain your answer.

R

8a. Marvin has 80 bottles of potions.

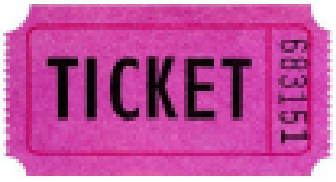
He puts 10 potions on each shelf.

Are seven shelves enough to hold all the bottles?

PS

8b. Nicola has 100 raffle tickets.

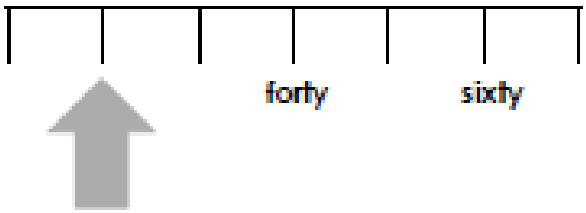
She puts 10 tickets in each pile.



Are nine piles enough to hold all of her tickets?

PS

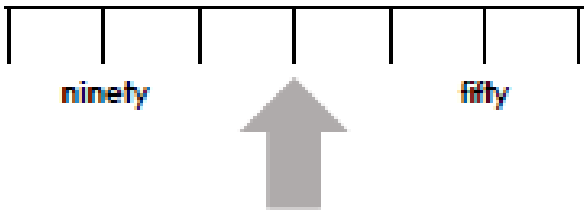
9a. Cara thinks the arrow is pointing to 10.



Is she correct? Explain how you know.

R

9b. Tim thinks the arrow is pointing to 60.



Is he correct? Explain how you know.

R

Reasoning and Problem Solving
Count in 10s

Developing

1a. Lee is incorrect. He has counted on in ones from 10.

2a. Yes, he has 40 seeds.

3a. She is not correct because the missing number is 20.

Expected

4a. Fi is correct. All multiples of 10 end in 0 when starting from 10.

5a. No, there are 60 cookies so she does not have enough.

6a. She is not correct because the missing number is 50.

Greater Depth

7a. Nina is correct. She will shade all the numbers that end with 0.

8a. No, he needs 8 shelves to hold 80 bottles.

9a. She is incorrect because the missing number is 20.

Reasoning and Problem Solving
Count in 10s

Developing

1b. Gia is incorrect. She has started from 1 instead of 10.

2b. No, she only has space for 40 teddies.

3b. He is not correct because the missing number is 10.

Expected

4b. Jim is incorrect. He has started at 10 and counted on 9 more, instead of 10 more.

5b.Yes, she has enough because she has 70 pens.

6b. He is not correct because the missing number is 80.

Greater Depth

7b. Neil is incorrect because he is counting forwards so the numbers he shades will be multiples of 10 greater than 40.

8b. No, she needs 10 piles to hold all of her tickets.

9b. He is incorrect because the missing number is 70.

Varied Fluency –Making Equal Groups

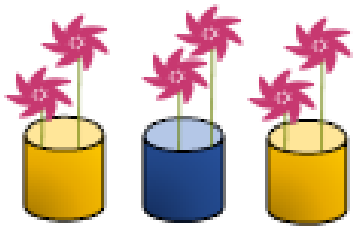
National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

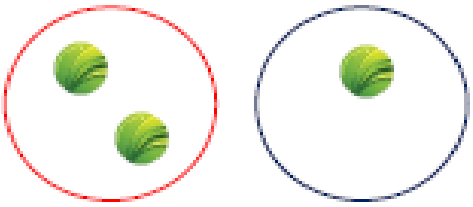
Making Equal Groups

1a. True or false?
There are 2 groups of 3 flowers.



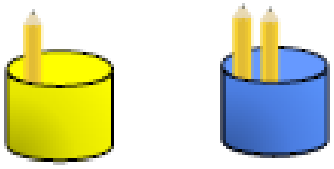
VF

2a. Are the groups equal?



VF

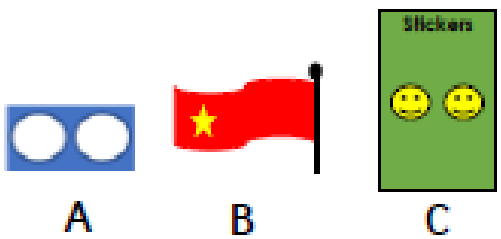
3a. How many more pencils do you need in pot A to make the groups equal?



A B

VF

4a. Which group is not equal to the others?

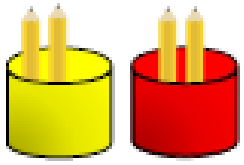


A B C

VF

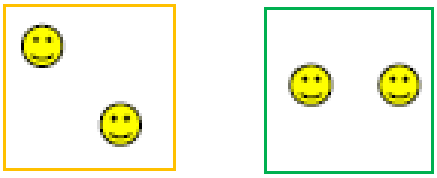
Making Equal Groups

1b. True or false?
There are 2 groups of 2 pencils.



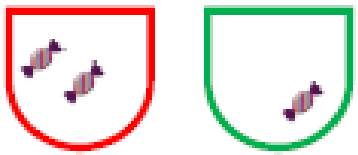
VF

2b. Are the groups equal?



VF

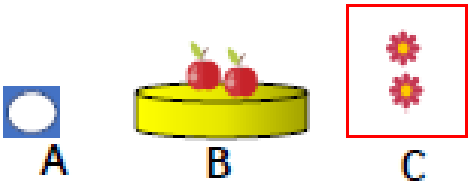
3b. How many more sweets do you need in bag B to make the groups equal?



A B

VF

4b. Which group is not equal to the others?

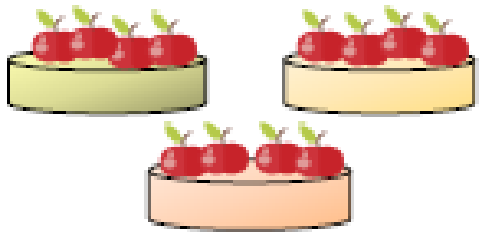


A B C

VF

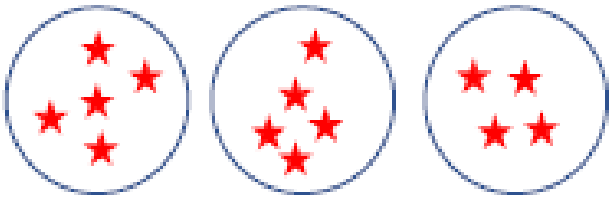
Making Equal Groups

5a. True or false?
There are 3 groups of 4 apples.



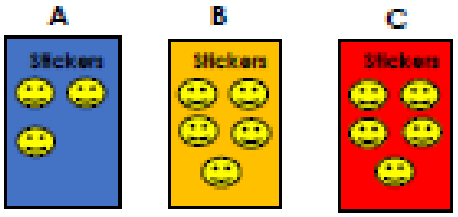
VF

6a. Are the groups equal?



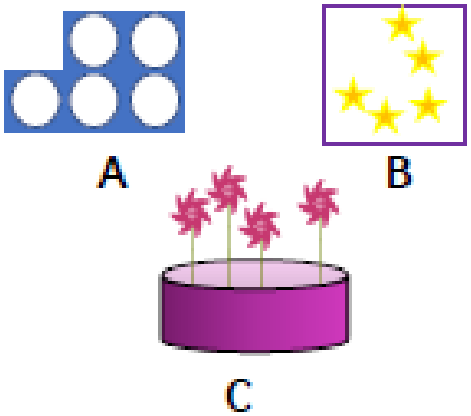
VF

7a. How many more stickers do you need on chart A to make each chart equal?



VF

8a. Which group is not equal to the others?



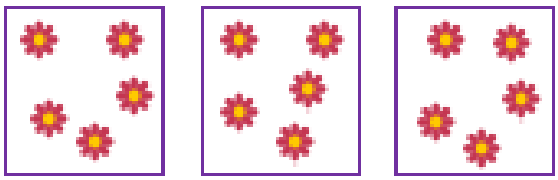
VF

Making Equal Groups

5b. True or false?
There are 3 groups of 5 sweets.

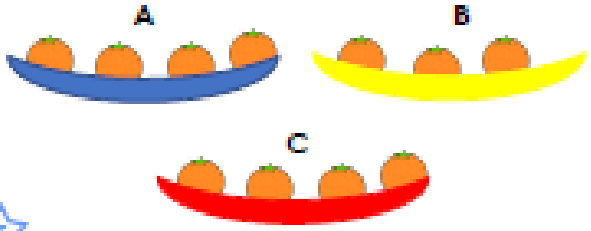
VF

6b. Are the groups equal?



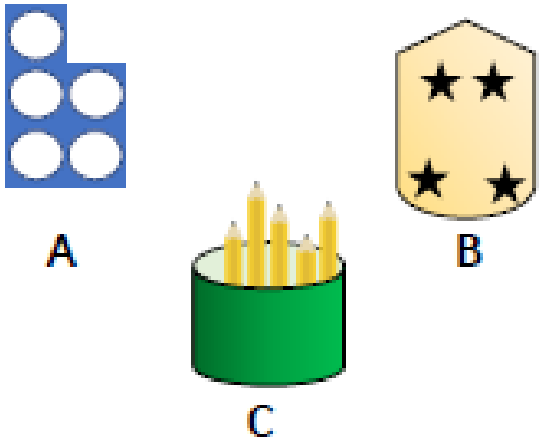
VF

7b. How many more oranges do you need on plate B to make the groups equal?



VF

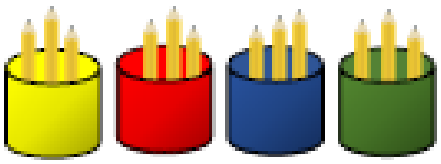
8b. Which group is not equal to the others?



VF

Making Equal Groups

9a. True or false?
There are 4 groups of 5 pencils.

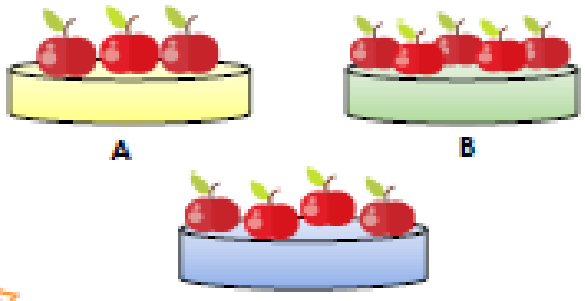


VF

10a. Are the groups equal?

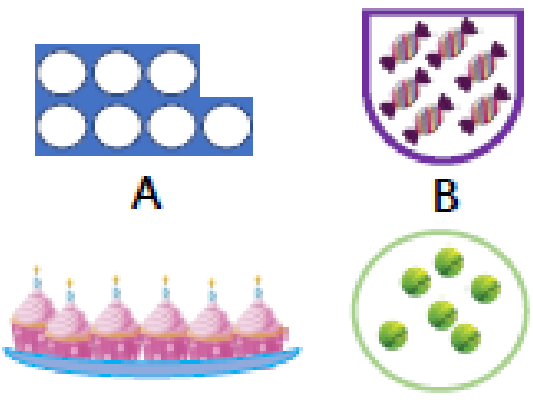
VF

11a. How many more apples do you need on plate A and plate C to make the groups equal?



VF

12a. Which group is not equal to the others?



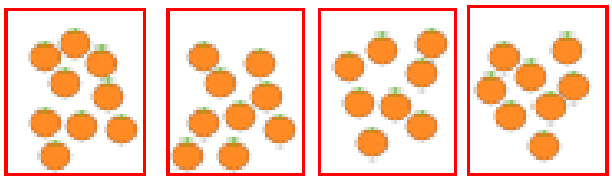
VF

Making Equal Groups

9b. True or false?
There are 5 groups of 3 sweets.

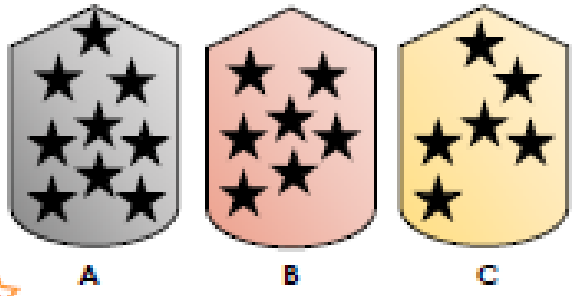
VF

10b. Are the groups equal?



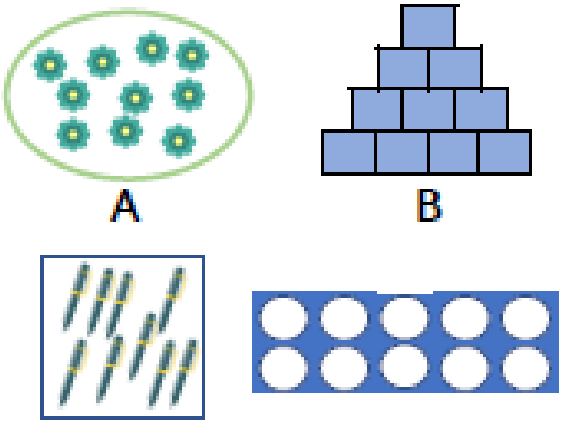
VF

11b. How many more stars do you need on the shield B and shield C to make the groups equal?



VF

12b. Which group is not equal to the others?



VF

Varied Fluency
Making Equal Groups

Developing

1a. False. There are 3 groups of 2 flowers.

2a. No. The first group has 2 and the second group has 1.

3a. 1

4a. B

Expected

5a. True.

6a. No. The last group only has 4.

7a. 2

8a. C

Greater Depth

9a. False. There are 4 groups of 3 pencils.

10a. No. The last group has 6.

11a. A = 2 C = 1

12a. A

Varied Fluency
Making Equal Groups

Developing

1b. True.

2b. Yes.

3b. 1

4b. A

Expected

5b. False. There are 3 groups of 4 sweets.

6b. Yes.

7b. 1

8b. B

Greater Depth

9b. True.

10b. No. The last 2 groups only have 8/the first 2 groups have 9.

11b. B = 2 C = 3

12b. C

Reasoning and Problem Solving –Making Equal Groups

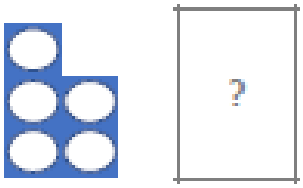
National Curriculum Objectives:

Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

Mathematics Year 1: (1C8) Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

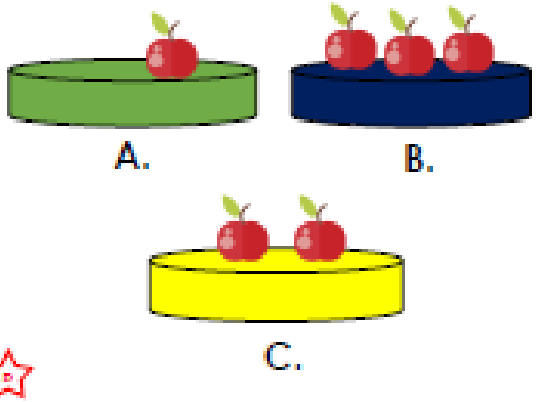
Making Equal Groups

1a. Sally is making 2 equal groups of 5. What combination of Numicon can she use to make the second group?



PS

2a. How can you make these groups below equal?



PS

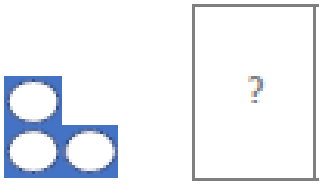
3a. Harun has 10 pens. Can he make 5 equal groups of 2 pens?

Explain your answer.

R

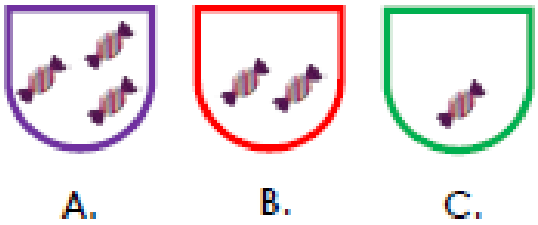
Making Equal Groups

1b. Johan is making 2 equal groups of 3. What combination of Numicon can he use to make the second group?



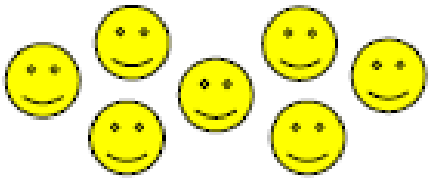
PS

2b. How can you make these groups below equal?



PS

3b. Harry has 7 stickers. Can he make 2 equal groups of 4 stickers?

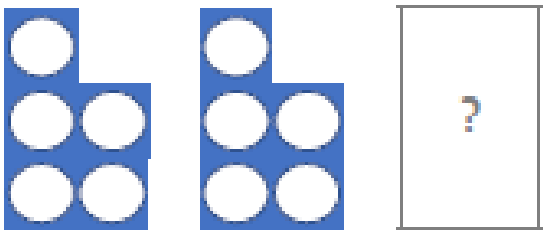


Explain your answer.

R

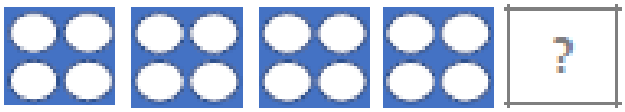
Making Equal Groups

4a. Jack is making 3 equal groups of 2. What combination of Numicon can he use to make the third group?

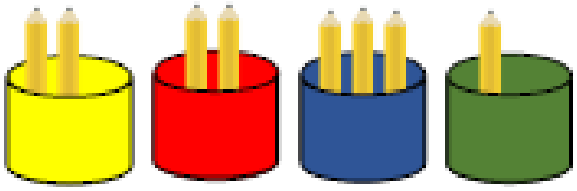


Making Equal Groups

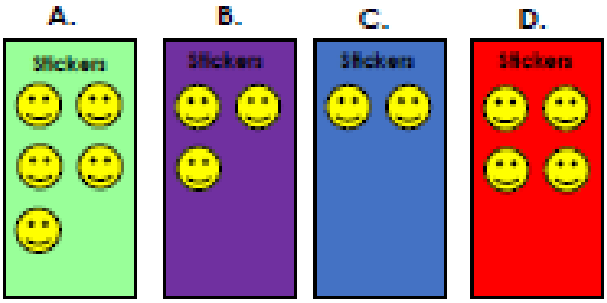
4b. Sara is making 5 equal groups of 4. What combination of Numicon can she use to make the fifth group?



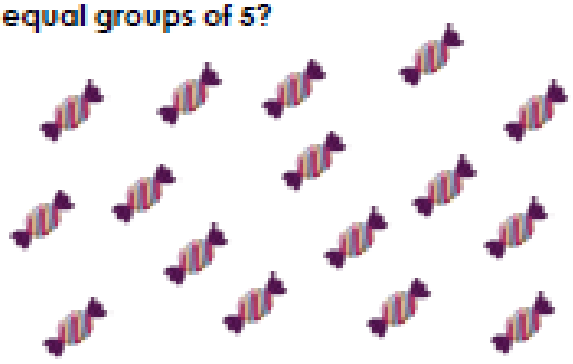
5a. How can you make these groups below equal?



5b. How can you make these groups below equal?

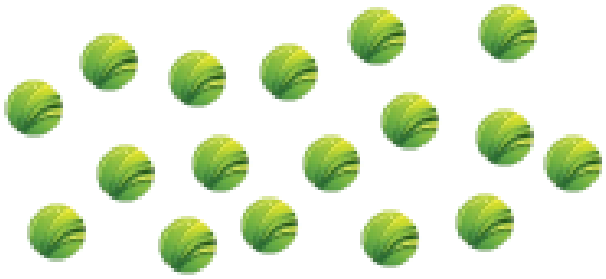


6a. Rosie has 16 sweets. Can she make 3 equal groups of 5?



Explain your answer.

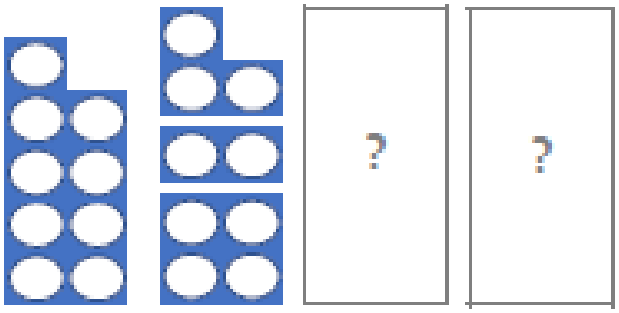
6b. Carl has 17 marbles. Can he make 8 equal groups of 2?



Explain your answer.

Making Equal Groups

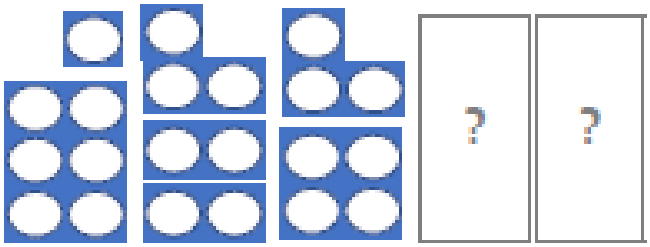
7a. Tia is making 4 equal groups of 9. What combination of Numicon can she use to make the third and fourth group?



PS

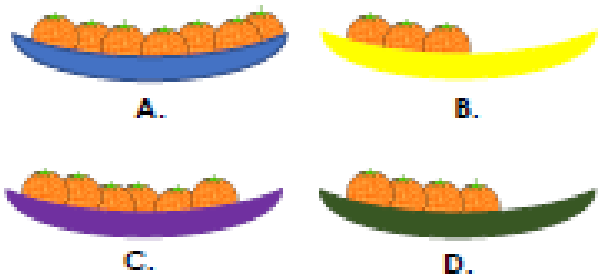
Making Equal Groups

7b. Tim is making 5 equal groups of 7. What combination of Numicon can he use to make the fourth and fifth group?



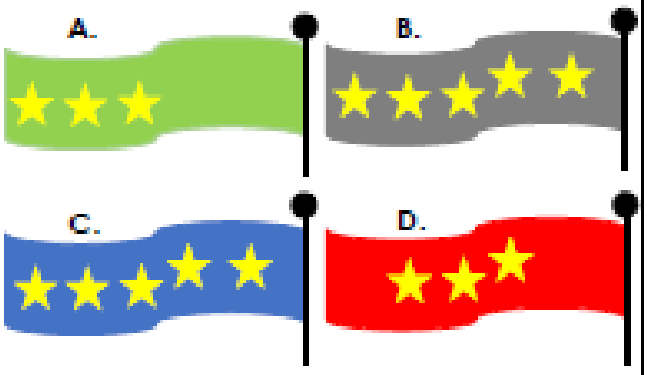
PS

8a. How can you make these groups below equal?



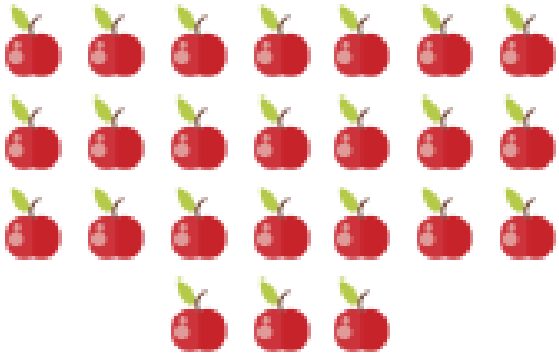
PS

8b. How can you make these groups below equal?



PS

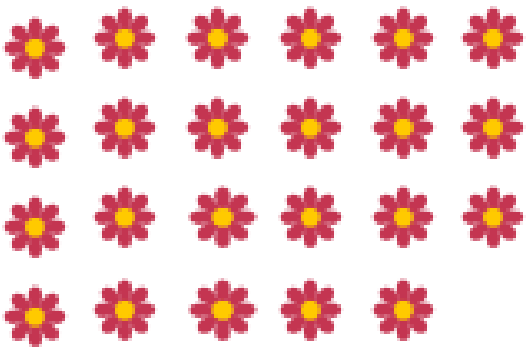
9a. Tammy has 24 apples. Can she make 4 equal groups of 5?



Explain your answer.

R

9b. Sameena has 23 flowers. Can she make 7 equal groups of 3?



Explain your answer.

R

Reasoning
Making Equal Groups

Developing

1a. Sally could use; 5, 3 and 2 or 1 and 4.
2a. Move 1 apple from plate B to plate A.
3a. Yes. He will have 5 equal groups of 2.

Expected

4a. Jack could use; 5, 4 and 1, four 1s or 3 and 2.
5a. A = 1, B = 1, D = 2.
6a. No Rosie can't make 3 equal groups of 5. She will have 1 sweet left over.

Greater Depth

7a. Tia could use: 6 and 3 or 5, 2 and 2 or 4, 2, 2 and 1.
8a. Move 2 oranges from the bowl A to bowl B. Move 1 orange from bowl C to bowl D.
9a. Tammy can't make 4 equal groups of 5. She will have 4 apples leftover.

Varied Fluency
Making Equal Groups

Developing

1b. Johan could use; 3 or 2 and 1.
2b. Move 1 sweet from bag A to bag C.
3b. No. He can only make 1 group of 4.

Expected

4b. Sara could use; 4, 2 and 2 or 3 and 1.
5b. B = 2, C = 3, D = 1.
6b. No Carl can't make 8 equal groups. He will have 1 marble left over.

Greater Depth

7b. Tim could use: 6 and 1 or 5 and 2 or 4 and 3.
8b. Move 1 star from flag B to flag A. Move 1 star from flag C to flag D.
9b. Sameena can't make 7 equal groups of 3. She will have 2 flowers leftover.

English

Task 1 – Listen to/read the story of The Very Hungry Caterpillar read by Eric Carle, the author of the story. https://www.youtube.com/watch?v=vkYmvxP0AJI

What words could be used for each of the foods the caterpillar ate: Draw a picture of each food and surround it with descriptive words, e.g. to describe the apple you could use the words, juicy (joosee), red, tasty (taystee), etc. (Don't expect these words to be spelt accurately, just encourage good use of phonic knowledge). Try and think of some extra special, descriptive words. You should also try to include some alliteration – that's when several words begin with the same letter sound, e.g. red, rosy, ruby... Try it yourself!

Task 2 – Watch the story being told again or read the story again. Today, we're going to think about the caterpillar and the butterfly in the story. What words could you use to describe the caterpillar and the butterfly? Like yesterday, draw each creature and surround them with descriptive words – remember – these are called adjectives. Share your picture and adjectives with an adult. Can they think of an extra adjective to add to your work? What does their word mean? Ask them to explain it to you.

Task 3 – You are going to rewrite The Very Hungry Caterpillar using your words – this task is expected to take 2 or 3 learning sessions. Remember that your sentences need to make sense, begin with a capital letter and end with a full stop. Also, work hard on showing your best handwriting. Think about the story pattern, e.g. On day one, the Very Hungry Caterpillar ate a red, juicy apple. Remember to include your special adjectives for each food and for the caterpillar and butterfly.

Task 4 – This term in guided reading we will be finding out and using the skill of prediction. We would like you to use this skill the next time you share a story with your parent/carer. Choose a book from your book shelf and when you have read a little bit of the story or you have listened to a parent or carer read, make a prediction about what you think will happen next. When you make a prediction, you make a thoughtful guess about what might happen next by being a detective and thinking carefully about what has happened in the story so far. Try it! See if you are good at making predictions.

Task 5 – Sit and look at a keyboard on a laptop, tablet or desktop computer, sing the alphabet song and while you sing find each of the letters. Ask a parent or carer to show you how to make upper and lower case letters so you can type out the alphabet, e.g. Aa Bb Cc…

Religious education.

Before we went into lockdown, we had begun a new RE topic called: Questions about God: How do my ideas about God compare with my friend's? The topic will help us to compare and consider our ideas about God. Some children may have very clear ideas, others may not. We began by thinking about what we thought God might look like by drawing a picture of him. The children had many different ideas and reasons for their ideas.. You could try this at home too. Ask your son/daughter to draw a picture of God and ask them about their picture. Remember no one idea is absolutely accurate or correct. Around or below the picture encourage them to record sentences about God, e.g. I think God is kind. The children shared some wonderful ideas when we were together. Have a go and see what thoughts they have!

Handwriting.

Last week you were asked to find a poem about an insect. Using your very best handwriting, write the poem out and decorate the page with a picture or patter. Remember to sit your letters on the lines and make sure tall letters and tall, long letters are long and short letters are short! Try your very best. Have some peaceful music on to listen to while you write out the poem.

Maybe you could send it to someone special, maybe a grandma or an uncle. You can access the on-line website https://www.letterjoin.co.uk/log-in.html to complete handwriting activities and to practise the cursive letter patterns.

Please continue with letter join practice if you can.

There are two log-ins that can be used, one for a desktop computer and another for a tablet.

Desktop – username: ak0599, password: home

Tablet – username: ak0599, swipe code: L

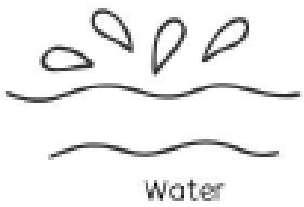
Topic.

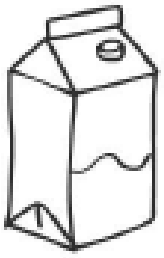
Name_____ Date_____

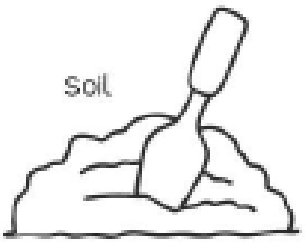
What do plants need to grow?

Cut out the 4 things that plants need. Paste them in the spaces below.

www.cleverlearner.com

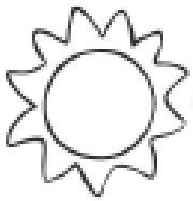

Water


Milk


Soil


Toothpaste

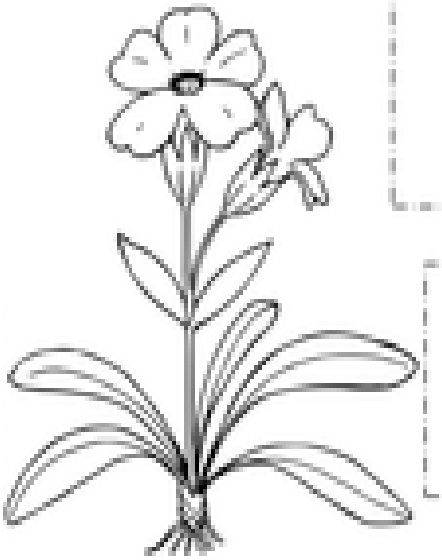

Air


SunLight

WB 27.4.20

LO: To identify what a plant needs to grow.

What do plants need?



Why do we need plants?

Which plants do we eat?

Plant name	Can we eat it?	Do you like it?
Broccoli 	✓ ✗	☺ 😐 ☹
Carrot 	✓ ✗	☺ 😐 ☹
Cactus 	✓ ✗	☺ 😐 ☹
Cabbage 	✓ ✗	☺ 😐 ☹

WB: 27.4.20

LO: To find out how silk is made.

Silk Production.

What is silk?

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Where does silk come from?

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……

How is silk made?

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What do we use silk for?

……

……

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Enjoy and have fun.

Any questions or comments please email us.

Mrs Emma Neville – eneville@deanshanger.northants.sch.uk

Miss Nico Brooks – nbrooks@deanshanger.northants.sch.uk