

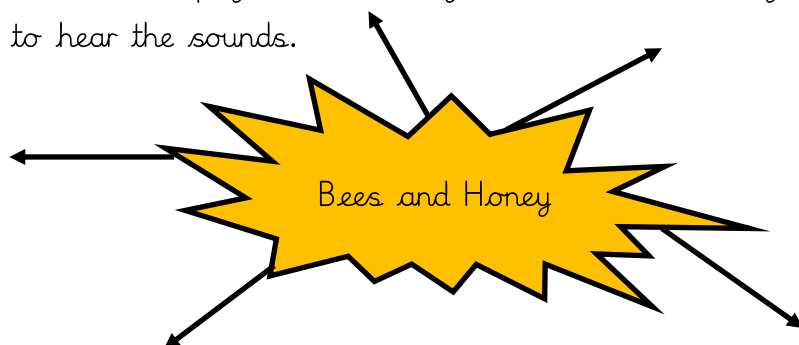
English

Hello, this week in English, our learning will very much linked into our topic of Flowers and Insects. Do you like honey? Well, this week you are going to become experts on how bees make honey and how the honey gets into jars to be sold in shops! I have learnt a lot this week. I hope you will enjoy learning all about honey with me.

Task 1

Learning objective: to record ideas about a topic.

Your first job is to make a mindmap to show what you know about bees and honey. A mindmap has a title/heading in the middle and your ideas around the edge. Try to include any important words you know about bees and honey and what they mean. Think carefully. Use your letter sounds to help you to record your ideas. Sound any words, you want to record, carefully to hear the sounds.



Now watch this short video about bees. Watch and listen carefully to the information. Watch it all the way through first of all so you can learn about the information. We will watch it again later in the week. Once you have finished, add any more things you have learned about bees and honey to your mindmap. You could use a different colour pen or pencil to show what you knew before you watched the video and what you know now.

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-how-honey-is-made/z7j76v4>

Task 2

Learning objective: to write definitions of words.

Today you are going to develop a more in-depth knowledge of how bees make honey. You need to listen and watch carefully to the video below. It's a different one to yesterday's. I will be asking you to explain the meaning of some words that will be explained in the video. These ideas will form a glossary for your writing later this week. Can you remember, a glossary is a sections of a non-fiction book that explains the meaning of important words in the book.

Here are the key words I would like you to listen out for and to explain in your own words afterwards:

- Honey bee
- Nectar
- Worker bee
- A crop
- Honeycomb

Only recently I have begun to enjoy honey, but after learning more about it, I may be changing my mind again. Do you know why? Watch carefully and see if you can work out why.

<https://www.youtubekids.com/watch?v=AECtOFpbgVs> (How do bees make honey?)

Task 3

Learning objective: to create a flow chart showing the process of how honey is made using key words and phrases. (Remember that we are working towards writing an explanation text so we need to understand the process well to write about it properly).

Today you are going to begin the process of showing how honey is made, one step at a time. You can use numbers and arrows to show the order of how the steps are followed, a bit like a recipe and also how recorded how paper is made. Can you remember?

You can watch both of the videos again, if it helps, but the second one, I think, explains the process the best.

When you record each step, think about what words, phrases or sentences will help you to remember the details of the process. This should also include information about the hive and the honeycomb sections in the frames. You could stop and start the video to help you remember the stages and to record them in order.

Task 4

Learning objective: to create a flow chart showing the process of how honey is made using key words and phrases.

This session continues from the previous session. Today you will learn how the honey is removed from the hive and put into jars. The video that I found is based on a small-scale

bee farm rather than a commercial farm so the process will slightly different, but this explains it clearly for us to understand. I hope you enjoy it! Remember, as you watch, record helpful words, phrases or sentences. To help you to remember the whole process.

<https://www.youtube.com/watch?v=xnhmxNoo4EY> (How to harvest honey!)

Task 5

Learning objective: to use the conjunction 'and' to extend and link ideas in a sentence.

To extend sentences with conjunctions 'for', 'nor', 'but', 'or', 'yet', and 'so'.

These words are called conjunctions and help to extend sentences and make writing less repetitive and more interesting. They help to show how ideas are linked. Conjunctions need to be used with care because not all conjunctions work well in all sentences.

Please write at least 4 sentences using the conjunction 'and' to link ideas from information you have found out using the 3 videos from previous lessons. If you fancy challenging yourself further, you could try to write sentences using some of the other conjunctions: 'for', 'nor', 'but', 'or', 'yet', and 'so'. Doing this will help us to make better sentences when we write our explanation text next week. Think carefully, it's a very tricky business! Have a go!

PSHE

Times have been quite different to what we have known before. Because of this, we can get quite distracted sometimes and forget about how we treat other people. I found this book that has been produced to share, during this time. It contains many, many different poems and stories and extracts. Have a look, I hope you enjoy, but I also want you to take a look at the poem on page 36, it's called: 'Say Something Nice'. Have a read and see how makes you feel? Could you say something nice to someone in your family? Have a go, I'm sure you could make someone smile!

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/> (Say Something Nice, page 36)

*Don't forget, Miss Brooks and I love seeing your photographs, videos and pieces of work.
We will try our best to share something special with you on Tapestry next week.*

Remember – to keeping smiling!

Maths

In response to some questions, the maths activity sheets are labelled at the bottom 'D, E and GD'

D - Developing. This is for the children that are not working at the expected level for their age and need some extra support.

E— Expected. This is for the children working securely at the expected level. This is where we would expect all children to be working at this time of year.

GD— Greater Depth. This is for the children that are able to push forward and challenge themselves to working slightly above the expected level.

These levels have been discussed at parents evening but if you are unsure which level your child should be working at then please contact us. Of course, you can also make your own judgements and try the children on which ever level you think they can cope with. If you feel they can challenge themselves, then go ahead. If not, please take a step back and take your time. There's no rush!





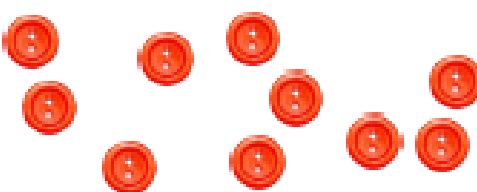
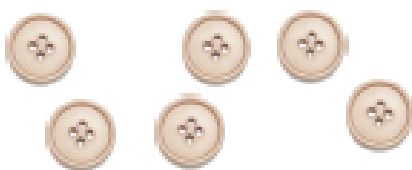
Varied Fluency

Step 4: Make Arrays

National Curriculum Objectives:

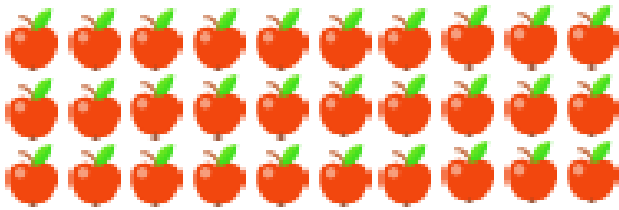
Mathematics Year 1: (1N1b) Count in multiples of twos, fives and tens

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

<u>Make Arrays</u>		<u>Make Arrays</u>	
<p>1a.</p>  <p>There are <input type="text"/> apples in each row.</p> <p>There are <input type="text"/> rows.</p> <p>★</p>	<p>1b.</p>  <p>There are <input type="text"/> pears in each column.</p> <p>There are <input type="text"/> columns.</p> <p>★</p>	<p>2a. There are 2 counters in each column. There are 6 columns. Draw the array.</p>  <p>★</p>	<p>2b. There are 2 counters in each row. There are 4 rows. Draw the array.</p>  <p>★</p>
<p>3a. Complete the calculations.</p> <p>There are 2 counters in each row. There are 3 rows.</p> $\square + \square + \square = \square$ <p>There are 2 counters in each column. There are 4 columns.</p> $\square + \square + \square + \square = \square$ <p>★</p>	<p>3b. Complete the calculations.</p> <p>There are 2 counters in each row. There are 6 rows.</p> $\square + \square + \square + \square + \square + \square = \square$ <p>There are 2 counters in each column. There are 3 columns.</p> $\square + \square + \square = \square$ <p>★</p>	<p>4a. Use the buttons to make an array representing $2 + 2 + 2 + 2 + 2 = 10$.</p>  <p>★</p>	<p>4b. Use the buttons to make an array representing $2 + 2 + 2 = 6$.</p>  <p>★</p>

Make Arrays

5a.



There are apples in each row.

There are rows.



VP

5b.



There are pears in each column.

There are columns.



VP

6a. There are 2 counters in each column.
There are 8 columns. Draw the array.



VP

6b. There are 10 counters in each row.
There are 4 rows. Draw the array.



VP

7a. Complete the calculations.

There are 10 counters in each row. There are 3 rows.

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

There are 2 counters in each column.
There are 2 columns.

$$\boxed{} + \boxed{} = \boxed{}$$



VP

7b. Complete the calculations.

There are 2 counters in each row. There are 4 rows.

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

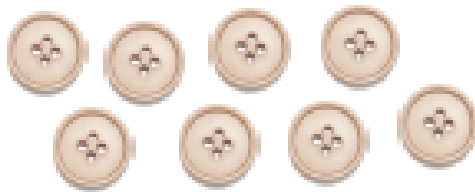
There are 10 counters in each column.
There are 3 columns.

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$



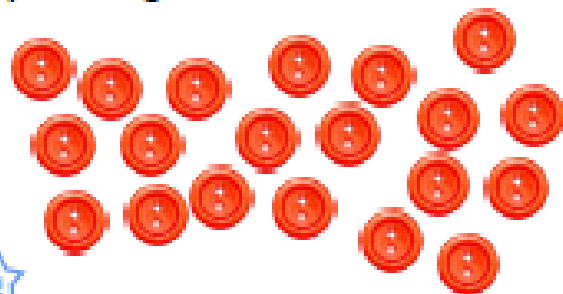
VP

8a. Use the buttons to make an array representing $2 + 2 + 2 + 2 = 8$.



VP

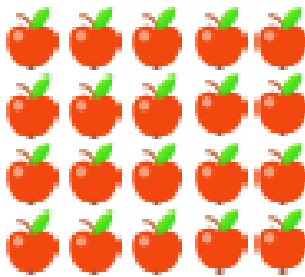
8b. Use the buttons to make an array representing $10 + 10 = 20$.



VP

Make Arrays

9a.



There are apples in each row.

There are rows.



VF

Make Arrays

9b.



There are pears in each column.

There are columns.



VF

10a. There are 10 counters in each column. There are 3 columns. Draw the array



VF

10b. There are 5 counters in each row. There are 6 rows. Draw the array.



VF

11a. Complete the calculations.

There are 5 counters in each row. There are 3 rows.

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

There are 10 counters in each column. There are 4 columns.

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$



VF

11b. Complete the calculations.

There are 2 counters in each row. There are 6 rows.

$$\boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

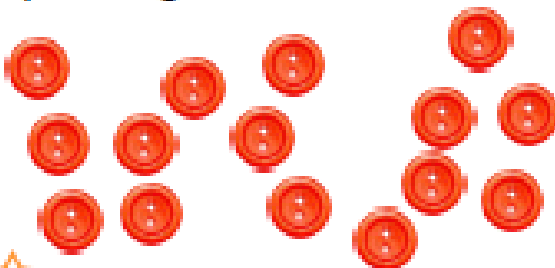
There are 5 counters in each column. There are 3 columns.

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$



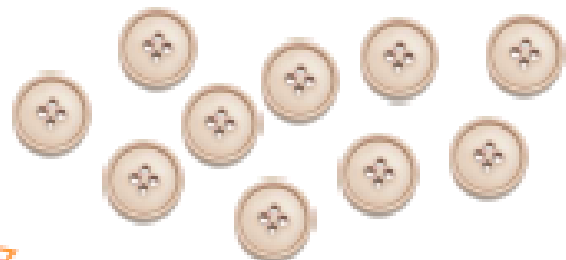
VF

12a. Use the buttons to make an array representing $5 + 5 + 5 = 15$.



VF

12b. Use the buttons to make an array representing $2 + 2 + 2 + 2 + 2 = 10$.



VF

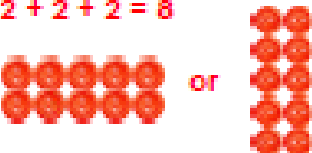
Varied Fluency Make Arrays

Developing

1a. There are 2 apples in each row. There are 4 rows.

2a. 

3a. $2 + 2 + 2 = 6$
 $2 + 2 + 2 + 2 = 8$

4a. 

Expected

5a. There are 10 apples in each row. There are 3 rows.

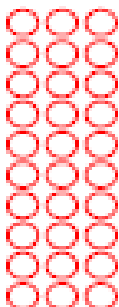
6a. 

7a. $10 + 10 + 10 = 30$
 $2 + 2 = 4$

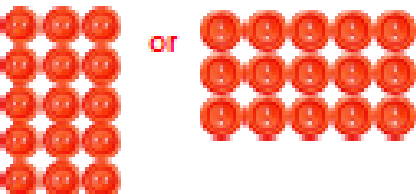
8a. 

Greater Depth

9a. There are 5 apples in each row. There are 4 rows.

10a. 


11a. $5 + 5 + 5 = 15$
 $10 + 10 + 10 + 10 = 40$

12a. 

Varied Fluency Make Arrays

Developing

1b. There are 2 pears in each column. There are 5 columns.

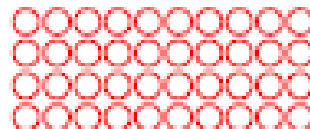
2b. 

3b. $2 + 2 + 2 + 2 + 2 + 2 = 12$
 $2 + 2 + 2 = 6$

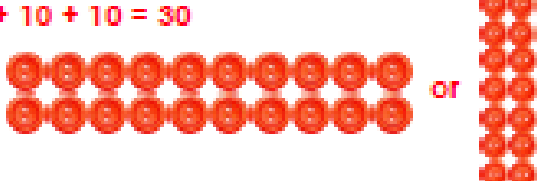
4b. 

Expected

5b. There are 2 pears in each column. There are 6 columns.

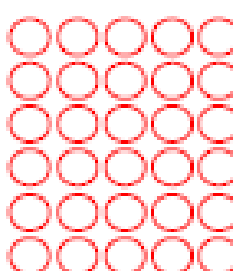
6b. 

7b. $2 + 2 + 2 + 2 = 8$
 $10 + 10 + 10 = 30$


8b. 

Greater Depth

9b. There are 2 pears in each column. There are 8 columns.

10b. 

11b. $2 + 2 + 2 + 2 + 2 + 2 = 12$
 $5 + 5 + 5 = 15$

12b. 







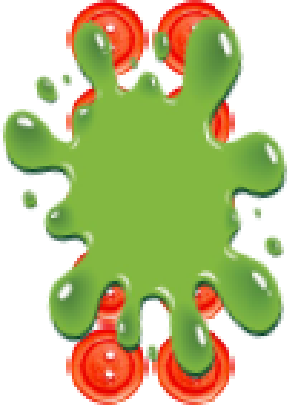









Reasoning and Problem Solving

Step 4: Make Arrays

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

<u>Make Arrays</u>		<u>Make Arrays</u>							
<p>1a.</p>  <p>My array has 5 columns with 2 in each column. I will need 7 counters to make it.</p> <p>Is Heike correct? Explain your answer.</p> <p> <small>R</small></p>	<p>1b.</p>  <p>I have 15 counters. I can make an array with 2 in each row using all the counters.</p> <p>Is Caleb correct? Explain your answer.</p> <p> <small>R</small></p>								
<p>2a. Complete the array.</p>  <p> <small>PS</small></p>	<p>2b. Complete the array.</p>  <p> <small>PS</small></p>								
<p>3a. Which is the odd one out? why?</p> <table border="1"><tr><td>$2 + 2 + 2 = 6$</td><td>There are 2 apples in each row. There are 4 rows.</td></tr><tr><td colspan="2"></td></tr></table> <p> <small>R</small></p>	$2 + 2 + 2 = 6$	There are 2 apples in each row. There are 4 rows.			<p>3b. Which is the odd one out? why?</p> <table border="1"><tr><td>$2 + 2 + 2 + 2 = 8$</td><td>There are 4 pears in each row. There are 4 rows.</td></tr><tr><td colspan="2"></td></tr></table> <p> <small>R</small></p>	$2 + 2 + 2 + 2 = 8$	There are 4 pears in each row. There are 4 rows.		
$2 + 2 + 2 = 6$	There are 2 apples in each row. There are 4 rows.								
									
$2 + 2 + 2 + 2 = 8$	There are 4 pears in each row. There are 4 rows.								
									

Make Arrays

4a.



My array has 3 columns with 2 in each column. I will need 8 counters to make it.

Is Alisha correct? Explain your answer.



R

Make Arrays

4b.



I have 10 counters. I can make an array with 5 in each row.

Is Edward correct? Explain your answer.



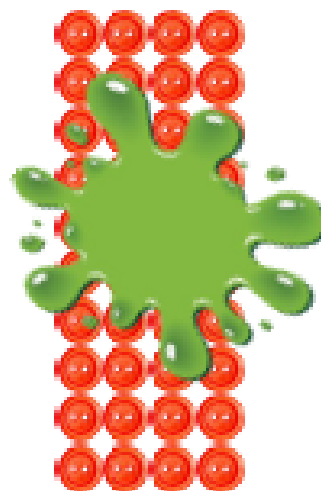
R

5a. Complete the array.



PS

5b. Complete the array.



PS

6a. Which is the odd one out? Why?

$$10 + 10 = 20$$

There are 10 apples in each row. There are 3 rows.

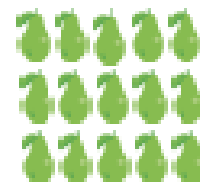


R

6b. Which is the odd one out? Why?

$$2 + 2 + 2 = 6$$

There are 5 pears in each row. There are 3 rows.



R

Make Arrays

7a.



My array uses 8 counters and has 1 more column than row. It has 2 in each row.

Is Henrick correct? Explain your answer.



R

Make Arrays

7b.



I have 15 counters. I can make an array with 5 in each row but not 5 in each column.

Is Phoebe correct? Explain your answer.



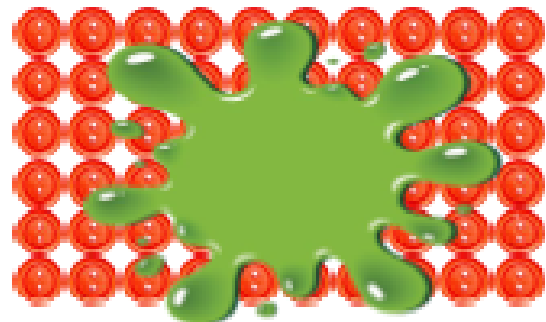
R

8a. Complete the array.



PS

8b. Complete the array.



PS

9a. Which is the odd one out? Why?

$5 + 5 + 5 + 5 = 20$	There are 5 apples in each column.
	There are 5 apples in each row.



R

9b. Which is the odd one out? Why?

	There are 5 columns.
$2 + 2 + 2 + 2 + 2 = 10$	There are 2 pears in each column.



R

Reasoning and Problem Solving

Make Arrays

Developing

1a. Heike is incorrect, she will need 10 counters to make her array.



3a. $2 + 2 + 2 = 6$. The calculation is the odd one out as it only adds up to 6, not 8.

Expected

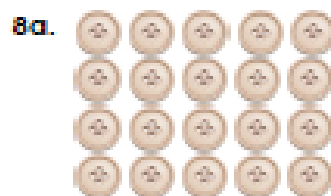
4a. Alisha is incorrect. She would only need 6 counters for 3 columns; $2 + 2 + 2 = 6$.



6a. The calculation is the odd one out as it only adds up to 20, not 30.

Greater Depth

7a. Henrick is incorrect, his array has 2 in each column and as there are 8 counters, there must be 4 columns, not 3.



9a. The column statement is the odd one out as there are 5 in each row.

Reasoning and Problem Solving

Make Arrays

Developing

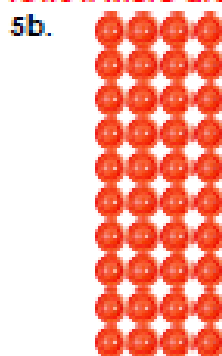
1b. Caleb is incorrect, he would need an even number of counters to make an array with 2 counters in each row.



3b. There are 4 pears in each row. There are 4 rows. The statements are the odd one out as it describes 4 rows of 4.

Expected

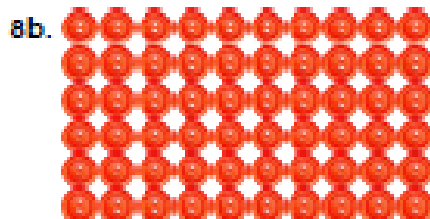
4b. Edward is correct. He would have 2 rows if there are 5 counters in each row.



6b. The calculation is the odd one out as it only adds up to 6, not 15.

Greater Depth

7b. Phoebe is incorrect. Using 15 counters she could make an array with 5 counters in each row (3 rows) or 5 counters in each column (3 columns).



9b. The array is the odd one out as the other statements all match 5 columns.

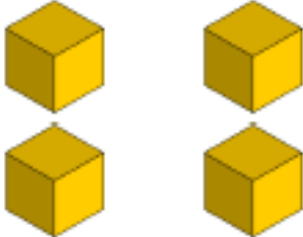







Varied Fluency

Step 5: Making Doubles

National Curriculum Objectives:

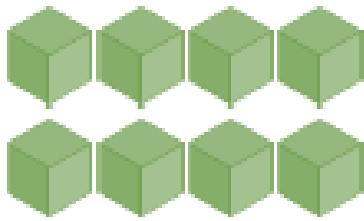
Mathematics Year 1: (1C4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

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

<u>Making Doubles</u>		<u>Making Doubles</u>															
<p>1a. What is the double of these objects?</p>  <p>★ VF</p>	<p>1b. What is the double of these objects?</p>  <p>★ VF</p>																
<p>2a. Complete the missing doubles from this table.</p> <table border="1"><tbody><tr><td>Double 2</td><td>4</td></tr><tr><td>Double 3</td><td></td></tr><tr><td>Double 4</td><td>8</td></tr><tr><td>Double 5</td><td></td></tr></tbody></table> <p>★ VF</p>	Double 2	4	Double 3		Double 4	8	Double 5		<p>2b. Complete the missing doubles from this table.</p> <table border="1"><tbody><tr><td>Double 1</td><td></td></tr><tr><td>Double 4</td><td>8</td></tr><tr><td>Double 5</td><td>10</td></tr><tr><td>Double 3</td><td></td></tr></tbody></table> <p>★ VF</p>	Double 1		Double 4	8	Double 5	10	Double 3	
Double 2	4																
Double 3																	
Double 4	8																
Double 5																	
Double 1																	
Double 4	8																
Double 5	10																
Double 3																	
<p>3a. Match the doubles using these pictures.</p>  <p>★ VF</p>	<p>3b. Match the doubles using these pictures.</p>  <p>★ VF</p>																
<p>4a. Complete these number sentences.</p> <p>Double 2 is ____.</p>  <p>Double ____ is 8.</p>  <p>★ VF</p>	<p>4b. Complete these number sentences.</p> <p>Double 3 is ____.</p>  <p>Double ____ is 4.</p>  <p>★ VF</p>																

Making Doubles

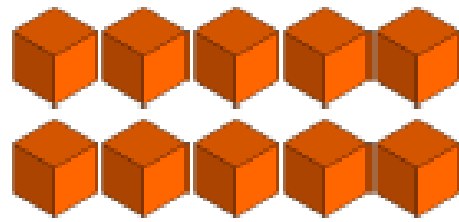
5a. What is the double of these objects?



VF

Making Doubles

5b. What is the double of these objects?



VF

6a. Complete the missing doubles from this table.

Double 6	12
Double 8	
Double 10	20
Double 7	



VF

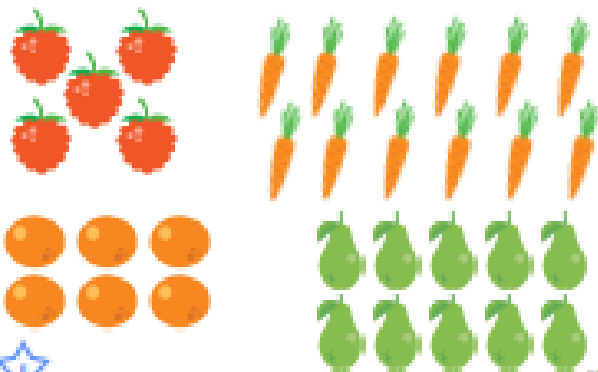
6b. Complete the missing doubles from this table.

Double 9	
Double 6	12
Double 8	16
Double 10	



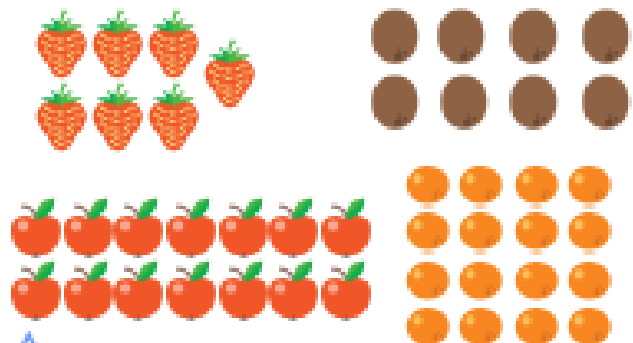
VF

7a. Match the doubles using these pictures.



VF

7b. Match the doubles using these pictures.



VF

8a. Complete these number sentences.

Double 5 is ____.



Double ____ is 12.



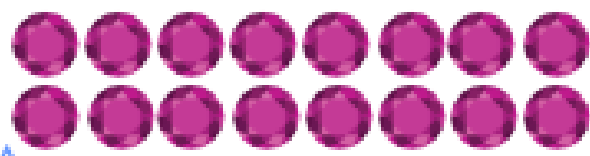
VF

8b. Complete these number sentences.

Double 7 is ____.



Double ____ is 16.



VF

Making Doubles

9a. What is the double of the given number?

6



VF

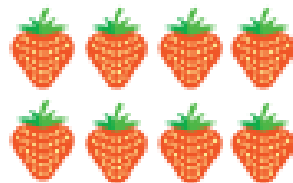
10a. Complete the missing doubles from this table.

Double nine	
Double 5	
Double seven	
Double 10	



VF

11a. Match the picture to its doubled number.



16

8

Four



VF

12a. Complete these number sentences.

A. Double seven is ____.

B. Double ____ is 14.

C. Double ____ is twelve.



VF

Making Doubles

9b. What is the double of the given number?

7



VF

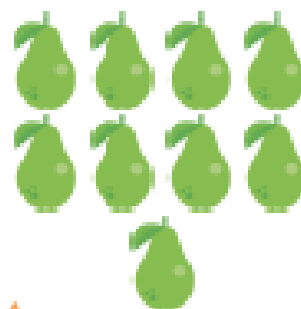
10b. Complete the missing doubles from this table.

Double 8	
Double four	
Double 6	
Double nine	



VF

11b. Match the picture to its doubled number.



nine

18

16



VF

12b. Complete these number sentences.

A. Double eight is ____.

B. Double ____ is ten.

C. Double ____ is 8.



VF

Varied Fluency
Making Doubles

Developing

- 1a. 8
- 2a. Double 3 is 6, Double 5 is 10.
- 3a. Raspberries and strawberries.
Oranges and pears.
- 4a. Double 2 is 4, Double 4 is 8.

Expected

- 5a. 16
- 6a. Double 8 is 16, Double 7 is 14.
- 7a. Raspberries and pears.
Oranges and carrots.
- 8a. Double 5 is 10, Double 6 is 12.

Greater Depth

- 9a. 12
- 10a. Double nine is 18, Double 5 is 10,
Double seven is 14, Double 10 is 20.
- 11a. 16
- 12a. A. Double seven is 14
B. Double 7 is 14.
C. Double 6 is twelve.

Varied Fluency
Making Doubles?

Developing

- 1b. 6
- 2b. Double 1 is 2, Double 3 is 6.
- 3b. Orange and pineapples.
Apples and strawberries.
- 4b. Double 3 is 6, Double 2 is 4.

Expected

- 5b. 20
- 6b. Double 9 is 18, Double 10 is 20.
- 7b. Coconuts and oranges.
Strawberries and apples.
- 8b. Double 7 is 14, Double 8 is 16.

Greater Depth


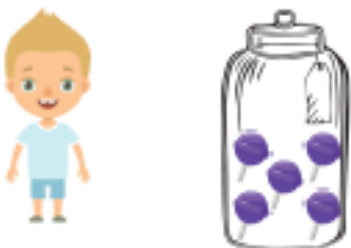
- 9b. 14
- 10b. Double 8 is 16, Double four is 8,
Double 6 is 12, Double nine is 18.
- 11b. 18
- 12b. A. Double eight is 16.
B. Double 5 is ten.
C. Double 4 is 8.

Reasoning and Problem Solving –Making Doubles

National Curriculum Objectives:

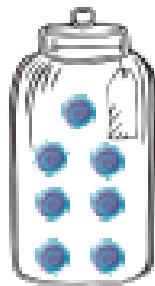
Mathematics Year 1: (1C4) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

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

<u>Making Doubles</u>		<u>Making Doubles</u>	
<p>1a. Della buys a jar of sweets. Each jar has 4 sweets inside. How many sweets will she have if she buys 2 jars?</p>  <p>Explain your answer.</p> <p>☆</p>	<p>1b. Ted buys a jar of sweets. Each jar has 5 sweets inside. How many sweets will he have if he buys 2 jars?</p>  <p>Explain your answer.</p> <p>☆</p>		
<p>2a. Find the errors in these calculations.</p> <p>Double 2 = 4 ● ●</p> <p>Double 5 = 9 ● ● ● ● ●</p> <p>Double 3 = 8 ● ● ●</p> <p>Double 1 = 2 ●</p> <p>☆</p>	<p>2b. Find the errors in these calculations.</p> <p>Double 4 = 10 ● ● ● ●</p> <p>Double 3 = 6 ● ● ●</p> <p>Double 2 = 5 ● ●</p> <p>Double 5 = 10 ● ● ● ● ●</p> <p>☆</p>		
<p>3a. Complete the doubling number sentences.</p> <p>Double 1 is 2.</p> <p>Double 2 is 4.</p> <p>Double 3 is 6.</p> <p>Double 4 is 8.</p> <p>Double 5 is ____.</p> <p>Explain how you know.</p> <p>☆</p>	<p>3b. Complete these doubling number sentences.</p> <p>Double 2 is 4.</p> <p>Double 5 is 10.</p> <p>Double 3 is ____.</p> <p>Double 1 is 2.</p> <p>Double 4 is 8.</p> <p>Explain how you know.</p> <p>☆</p>		

Making Doubles

4a. Ali buys a jar of sweets. Each jar has 7 sweets inside. How many sweets will he have if he buys 2 jars?



Explain your answer.



R

Making Doubles

4b. Alice buys a jar of sweets. Each jar has 8 sweets inside. How many sweets will she have if she buys 2 jars?



Explain your answer.



R

5a. Find the errors in these calculations.

Double 8 = 16



Double 6 = 12



Double 5 = 11



Double 10 = 19



PS

5b. Find the errors in these calculations.

Double 9 = 20



Double 7 = 14



Double 5 = 10



Double 6 = 13



PS

6a. Complete these doubling number sentences.

Double 6 is 12.

Double 7 is ____.

Double 8 is 16.

Double 9 is ____.

Double 10 is ____.

Explain how you know.



R

6b. Complete these doubling number sentences.

Double 5 is ____.

Double 6 is 12.

Double 7 is 14.

Double 8 is ____.

Double 9 is ____.

Explain how you know.



R

Making Doubles

7a. Sarah buys two jars of sweets.



Each jar has 9 sweets inside. How many sweets will I have if I buy 2 jars?

Explain your answer.



R

Making Doubles

7b. James buys two jars of sweets.



Each jar has 7 sweets inside. How many sweets will I have if I buy 2 jars?

Explain your answer.



R

8a. Find the errors in these calculations.

Double 8 = 18

Double seven = 14

Double 10 = 19

Double four = 6



PS

8b. Find the errors in these calculations.

Double three = 6

Double 9 = 18

Double six = 16

Double 5 = 25



PS

9a. Complete these doubling number sentences.

Double ten is ____.

Double 7 is ____.

Double 9 is 18.

Double six is ____.

Double four is ____.

Explain how you know.



R

9b. Complete these doubling number sentences.

Double three is ____.

Double 10 is 20.

Double eight is ____.

Double nine is ____.

Double 6 is ____.

Explain how you know.



R

Reasoning and Problem Solving Making Doubles

Developing

- 1a. Della will have 8 sweets because double 4 is 8.
2a. Double 3 is 6 (not 8) and Double 5 is 10 (not 9).
3a. Double 5 is 10 because $5 + 5 = 10$.

Expected

- 4a. Ali will have 14 sweets because double 7 is 14.
5a. Double 5 is 10 (not 11) and Double 10 is 20 (not 19).
6a. Double 7 is 14 because $7 + 7 = 14$.
Double 9 is 18 because $9 + 9 = 18$.
Double 10 is 20 because $10 + 10 = 20$.

Greater Depth

- 7a. Sarah has 18 sweets because $9 + 9 = 18$.
8a. Double 8 is 16 (not 18).
Double 10 is 20 (not 19).
Double four is 8 (not 6).
9a. Double ten is 20 because $10 + 10 = 20$.
Double 7 is 14 because $7 + 7 = 14$.
Double six is 12 because $6 + 6 = 12$.
Double four is 8 because $4 + 4 = 8$.

Reasoning and Problem Solving Making Doubles

Developing

- 1b. Ted will have 10 sweets because double 5 is 10.
2b. Double 4 is 8 (not 10) and Double 2 is 4 (not 5).
3b. Double 3 is 6 because $3 + 3 = 6$.

Expected

- 4b. Alice will have 16 sweets. Double 8 is 16.
5b. Double 9 is 18 (not 20) and Double 6 is 12 (not 13).
6b. Double 5 is 10 because $5 + 5 = 10$.
Double 8 is 16 because $8 + 8 = 16$.
Double 9 is 18 because $9 + 9 = 18$.

Greater Depth

- 7b. James has 14 sweets because $7 + 7 = 14$.
8b. Double six is 12 (not 16).
Double 5 is 10 not 25.
9b. Double three is 6 because $3 + 3 = 6$.
Double eight is 16 because $8 + 8 = 16$.
Double nine is 18 because $9 + 9 = 18$.
Double 6 is 12 because $6 + 6 = 12$.

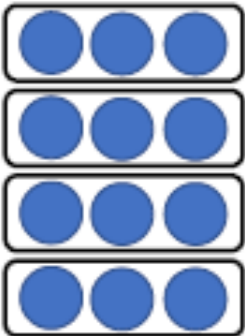







Varied Fluency

Step 6: Make Equal Groups (Grouping)

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

Make Equal Groups (Grouping)	Make Equal Groups (Grouping)
<p>1a. True or false? There are 3 equal groups of 5 counters.</p>  <p>★ VT</p>	<p>1b. True or false? There are 2 equal groups of 5 apples.</p>  <p>★ VT</p>
<p>2a. Fill in the blanks. There are <input type="text"/> equal groups of <input type="text"/> houses.</p>  <p>★ VT</p>	<p>2b. Fill in the blanks. There are <input type="text"/> equal groups of <input type="text"/> fish.</p>  <p>★ VT</p>
<p>3a. How many equal groups of 10 flowers can you make?</p>  <p>★ VT</p>	<p>3b. How many equal groups of 2 counters can you make?</p>  <p>★ VT</p>
<p>4a. Circle the correct statement to match the image.</p>  <div style="display: flex; justify-content: space-around;"> <div data-bbox="156 1899 316 2018"> <p>A. There are 2 equal groups of 5</p> </div> <div data-bbox="341 1899 501 2018"> <p>B. There are 4 equal groups of 2</p> </div> <div data-bbox="533 1899 692 2018"> <p>C. There are 5 equal groups of 2</p> </div> </div> <p>★ VT</p>	<p>4b. Circle the correct statement to match the image.</p>  <div style="display: flex; justify-content: space-around;"> <div data-bbox="724 1899 884 2018"> <p>A. There are 2 equal groups of 4</p> </div> <div data-bbox="900 1899 1059 2018"> <p>B. There are 6 equal groups of 2</p> </div> <div data-bbox="1091 1899 1251 2018"> <p>C. There are 2 equal groups of 5</p> </div> </div> <p>★ VT</p>

Make Equal Groups (Grouping)

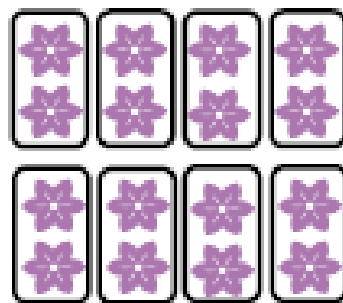
5a. True or false? There are 4 equal groups of 5 fish.



VF

Make Equal Groups (Grouping)

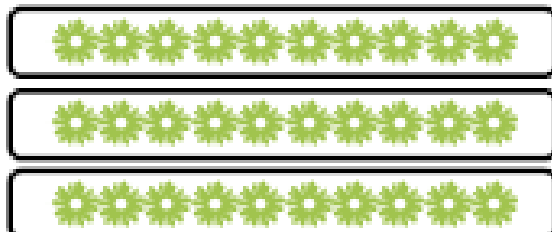
5b. True or false? There are 8 equal groups of 2 flowers.



VF

6a. Fill in the blanks.

There are equal groups of flowers.



VF

6b. Fill in the blanks.

There are equal groups of leaves.



VF

7a. How many equal groups of 5 bananas can you make?



VF

7b. How many equal groups of 2 animals can you make?



VF

8a. Circle the correct statement to match the image.



A. There are 4 equal groups of 5

B. There are 4 equal groups of 2

C. There are 4 equal groups of 6



VF

8b. Circle the correct statement to match the image.



A. There are 3 equal groups of 2 and 1 leftover

B. There are 4 equal groups of 2 and 1 leftover

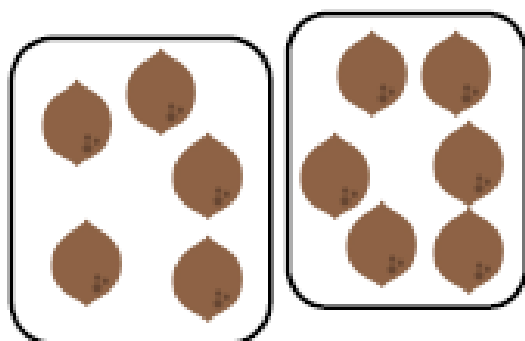
C. There are 2 equal groups of 5 and 1 leftover



VF

Make Equal Groups (Grouping)

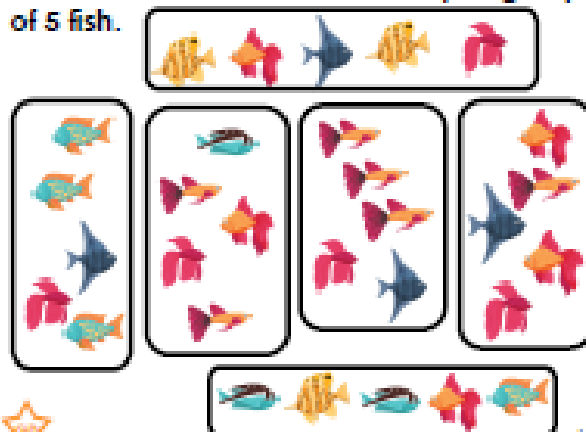
9a. True or false? There are 2 equal groups of 5 coconuts.



VF

Make Equal Groups (Grouping)

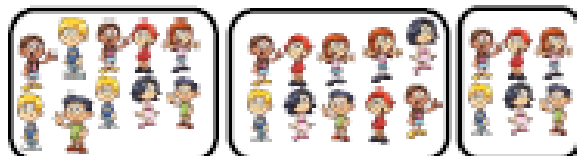
9b. True or false? There are 5 equal groups of 5 fish.



VF

10a. Fill in the blanks.

There are equal groups of children.



There are children leftover.



VF

10b. Fill in the blanks.

There are equal groups of flowers.



There is leftover.



VF

11a. How many equal groups of 5 leaves can you make?



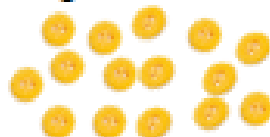
VF

11b. How many equal groups of 10 animals can you make?



VF

12a. Circle the correct statement to match the image.



A. There are 2 equal groups of 7 and 1 leftover

B. There are 5 equal groups of 2 and 1 leftover

C. There are 5 equal groups of 5 and 2 leftover



VF

12b. Circle the correct statement to match the image.



A. There are 10 equal groups of 2 and 1 leftover

B. There are 5 equal groups of 3 and 0 leftover

C. There are 2 equal groups of 5 and 3 leftover



VF

Varied Fluency
Make Equal Groups (Grouping)

Developing

- 1a. False, there are 4 equal groups of 3 counters.
- 2a. There are 2 equal groups of 2 houses.
- 3a. 2
- 4a. A

Expected

- 5a. False, the first group only has four fish in, not five.
- 6a. There are 3 equal groups of 10 flowers.
- 7a. 2. There are 3 bananas leftover.
- 8a. C

Greater Depth

- 9a. False, there are 5 coconuts in one group, and 6 coconuts in the other group.
- 10a. There are 2 equal groups of 10 children. There are 6 children leftover.
- 11a. 3. There are 2 leaves leftover.
- 12a. A

Varied Fluency
Make Equal Groups (Grouping)

Developing

- 1b. True
- 2b. There are 3 equal groups of 5 fish.
- 3b. 4
- 4b. B

Expected

- 5b. True
- 6b. There are 4 equal groups of 2 leaves. There is one leaf leftover.
- 7b. 15
- 8b. A

Greater Depth

- 9b. False. There are 6 equal groups of 5 fish.
- 10b. There are 13 equal groups of 2 flowers. There is one flower leftover.
- 11b. 2. There is 1 insect leftover.
- 12b. B

Reasoning and Problem Solving

Step 6: Make Equal Groups (Grouping)

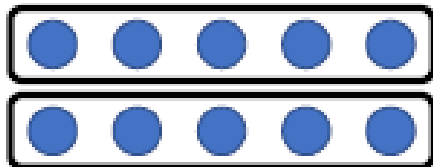
National Curriculum Objectives:

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

Make Equal Groups (Grouping)

1a. Jason has 10 counters. He can group them into 2 equal groups of 5.



How could he group them to make 5 equal groups?

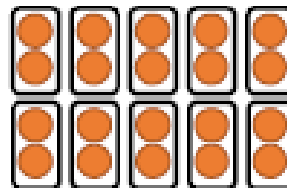
He can make 5 equal groups of .



PS

Make Equal Groups (Grouping)

1b. Cora has 20 counters. She can group them into 10 equal groups of 2.



How could she group them to make 2 equal groups?

She can make 2 equal groups of .



PS

2a. Ruby has fewer than 10 bananas. Some are hidden by the splat.



I can make equal groups of 2.

How many bananas could she have?



PS

2b. Arthur has fewer than 15 pineapples. Some are hidden by the splat.



I can make equal groups of 5.

How many pineapples could he have?



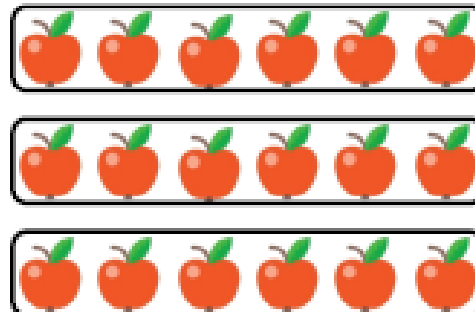
PS

3a. Mary has grouped 6 children into equal groups of 2. What mistake has she made?



R

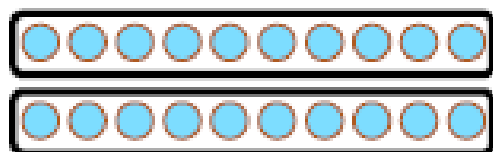
3b. Frances has grouped 18 apples into equal groups of 5. What mistake has he made?



R

Make Equal Groups (Grouping)

4a. Ellie has 20 counters. She can group them into 2 equal groups of 10.



How could she group them to make 10 equal groups?

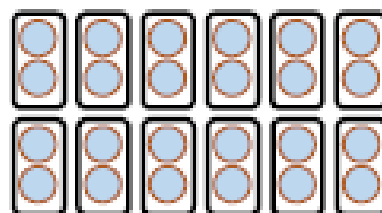
She can make equal groups of .



PS

Make Equal Groups (Grouping)

4b. Moe has 24 counters. He can group them into 12 equal groups of 2.



How could he group them to make 4 equal groups with 4 leftover?

He can make equal groups of with 4 leftover.



PS

5a. Callie has fewer than 25 buttons. Some are hidden by the splat.



I can make equal groups of 5.

How many buttons could she have?



PS

5b. Carl has fewer than 15 leaves. Some are hidden by the splat.



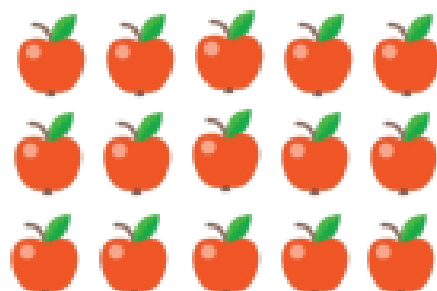
I can make equal groups of 2.

How many leaves could he have?



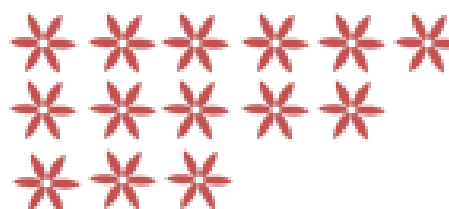
PS

6a. Charlie is grouping some apples. He wants to make 7 equal groups of 2. Does he have enough apples?



R

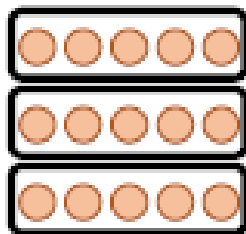
6b. Frankie is grouping some flowers. She wants to make 3 equal groups of 5. Does he have enough flowers?



R

Make Equal Groups (Grouping)

7a. Sarah has 15 counters. She can group them into 3 equal groups of 5.



How could she group them to make 7 equal groups? Will there be any leftover?

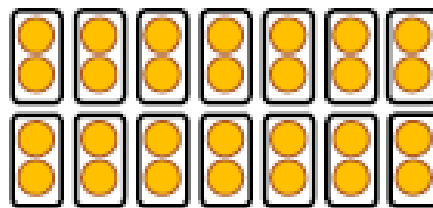
She can make equal groups of .
There will be leftover.



PS

Make Equal Groups (Grouping)

7b. Han has 28 counters. He can group them into 14 equal groups of 2.



How could he group them to make 5 equal groups? Will there be any leftover?

He can make equal groups of .
There will be leftover.



PS

8a. Chris has fewer than 40 coconuts. Some are hidden by the splat.



How many coconuts could he have?



PS

8b. Michelle has fewer than 30 toys. Some are hidden by the splat.

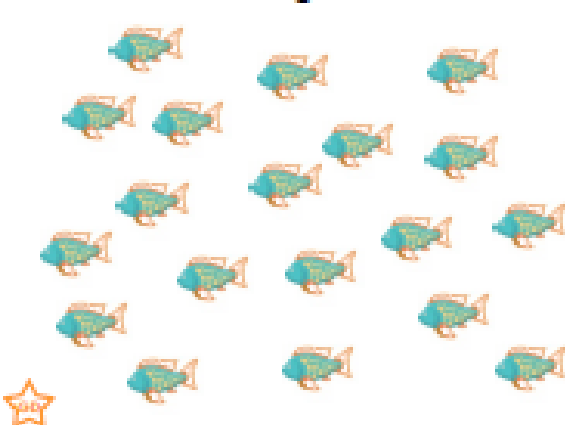


How many toys could she have?



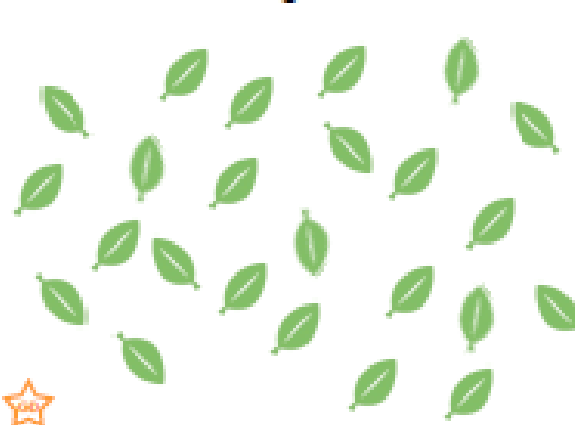
PS

9a. Rachelle is grouping some fish. She wants to make 4 equal groups of 5. Does she have enough fish?



R

9b. Zack is grouping some leaves. She wants to make 2 equal groups of 10. Does he have enough leaves?



R

Reasoning and Problem Solving
Make Equal Groups (Grouping)

Developing

- 1a. Jason can make 5 equal groups of 2.
- 2a. Ruby could have 6 or 8 bananas.
- 3a. Mary has put the children into 2 groups not into groups of 2. She has made 2 equal groups of 3.

Expected

- 4a. Ellie can make 10 equal groups of 2.
- 5a. Callie could have 15 or 20 buttons.
- 6a. Yes he will have enough to make 7 groups of 2 and there will be 1 apple leftover.

Greater Depth

- 7a. Sarah can make 7 equal groups of 2. There will be 1 leftover.
- 8a. Chris could have 20 or 30 coconuts.
- 9a. No she will not have enough. She could make 3 equal groups of 5 and there would be 4 leftover.

Reasoning and Problem Solving
Make Equal Groups (Grouping)

Developing

- 1b. Cora can make 2 equal groups of 10.
- 2b. Arthur could have 10 pineapples.
- 3b. Frances has put 6 apples in each group not 5. He has made 3 equal groups of 6.

Expected

- 4b. Moe can make 4 equal groups of 5 with 4 leftover.
- 5b. Carl could have 10, 12 or 14 leaves.
- 6b. No she will not have enough. She could make 2 equal groups of 5 and there would be 4 leftover.

Greater Depth

- 7b. Han can make 5 equal groups of 5. There will be 3 leftover.
- 8b. Michelle could have 15, 20 or 25 toys.
- 9b. Yes he will have enough to make 2 groups of 10 and there will be 4 leaves leftover.

Maths extension.

Many of you have asked for some more maths work. Whilst we are happy to add some extras on for those that want it, please be aware that the packs contain a whole weeks worth of maths lessons that we would normally do within school and we strongly encourage you to not overload yourselves with work.

We would recommend for anyone that wants to take the maths learning further, to use the websites below, as they provide some great resources.

Daily bite-size <https://www.bbc.co.uk/bitesize/dailylessons>

Oak National Academy <https://www.thenational.academy/online-classroom/>

Handwriting.

Some of you have requested handwriting sheets. These are available to print out via the letter join website but there are 5 included in this pack. They are Year 1 high frequency words to practice reading and writing.

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

High Frequency Words

Trace and copy all of the words:

the the

of of

and and

to to

in in

is is

you you

High Frequency Words

Trace and copy all of the words:

that that

it it

he he

for for

was was

on on

are are

High Frequency Words

Trace and copy all of the words:

as as

with with

they they

his his

I I I

at at

be be

High Frequency Words

Trace and copy all of the words:

this this

from from

have have

or or

by by

one one

had had

High Frequency Words

Trace and copy all of the words:

not not

but but

what what

all all

were were

when when

we we

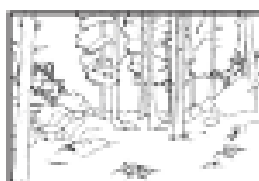
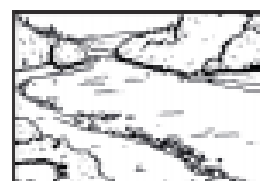
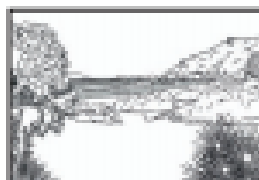
Topic—Animal habitats.

Use the sheets provided to make an animal habitat fact file. Don't do it all at once! Take your time and spread it out over the week.

Habitat Fact File Activity

Animal name: _____

Habitat:



Picture or Photo

Draw something interesting
about this animal.

Eats:



meat

plants

both

Habitat Fact File Activity

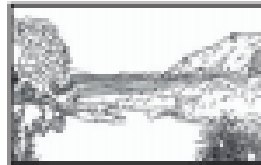
Animal: mammal ☐ bird ☐ amphibian ☐ reptile ☐ fish ☐

Name: _____

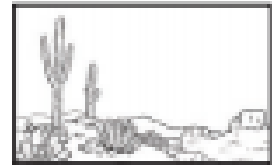
Habitat:



rainforest



ocean/beach



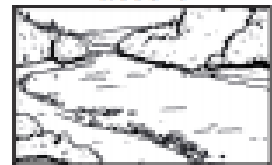
desert



arctic



mountains



river



field



woods



grasslands

Picture or Photo

Interesting Facts

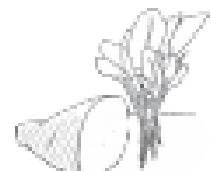
Types:



carnivore



herbivore



omnivore

Habitat Fact File Activity

Name: _____ Habitat: _____

Animal (mammal/bird/amphibian/reptile/fish): _____

Picture or Photo

Interesting Facts

Types:

☐

carnivore

☐

herbivore

☐

omnivore

Food it eats: _____

How it adapts to its environment: _____

Art.

This week we would like you to choose a medium and make a picture of a flower. You could use paint, pencils, chalk, felt tips, crayons or even a collage of materials if you like but you can use anything you prefer.

The weather isn't looking great for this next week which is a shame but if you can get outside to do a picture, that would be great. If not, maybe you have some flowers at home in a vase or in your garden that you could look at through the window.

Whatever you choose is fine. We would really love to see your pictures but there is no obligation. Please email a photo of them to your child class teacher. It would be nice to do a display when we return.