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Home Learning Pack Year 1

Guidance and Answers

Week 6

01/06/2020

Classroom
secrets★

KIDS



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This week's pack supports the [Week 6 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Measure Mass (page 2)

This step refers to measuring the mass of objects using non-standard measuring items. In this resource, the measuring items include blocks, cubes and acorns.

Question 1 – This question asks children to complete the sentences by counting the non-standard units on the scales with the corresponding objects.

The train weighs 8 blocks; The duck weighs 5 acorns; The ball weighs 4 cubes.

Question 2 – To complete this question, children must identify the weight of each food item. The pear is lighter than 6 cubes, the apple weighs 6 cubes and the carrot is heavier than 4 cubes. This information can then be used to identify the correct sentence.

The correct sentence is C.

Question 3 – In this question, children are asked to select two items that would balance the scales. There are 9 cubes on the scales, so the two items that are selected must have a total weight of 9 cubes. Children can use the information in the table to find how many cubes each item weighs.

The two possible combinations are: The paint (4 cubes) and the spinning top (5 cubes); The pinwheel (3 cubes) and the boat (6 cubes).

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the pirate picture. **Sound buttons** are used to indicate how many sounds the children need. A single sound is marked with a single dot and a longer sound made up of two or three letters is indicated using a dash. For example; cat, rain. They may also choose to label other objects they can see in the picture.

Children should use the images and word bank they have made to write **simple sentences** about the pirate. A simple sentence includes a **verb**, also known as an action or doing word, and a **noun**, which is a person, place or object. For example, The pirate has a ship. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

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Tuesday

Maths – Introduce Capacity (page 4)

Question 1 – This question gives 3 possible statements to match a jug. Children are asked to circle the correct statement.

The jug is **half full**.

Question 2 – There are 2 cups of water with different amounts of water in each. The question explains that Zara needs the cup that is full. Children are asked to select the correct cup and write the corresponding letter.

Cup **B** is full.

Question 3 – There are 2 jugs of water in this question. Jug A is less than half full, jug B is nearly full. Children are asked to select the correct statement to match the jugs.

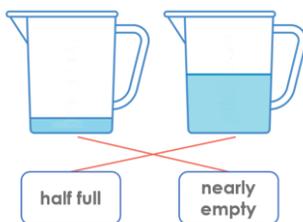
The correct statement is **1 – B has a greater volume than A.**

Question 4 – This question gives two cups of water. Children are asked to select the correct word card to complete the statement.

Less than is the missing statement.

Question 5 – Children are given 2 jugs with different volumes of water and 2 labels. They are asked to match the jugs to the label based on their volume of water.

The correct answer is as follows:



Question 6 – This question gives a jug of water that is nearly empty. Jack is describing the jug of water. Children are asked to explain whether Jack's statement is correct and explain why.

Jack is incorrect, the jug is nearly empty.

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Tuesday

Maths – Introduce Capacity (page 4)

Question 7 – In this question, children must compare the 3 cups of water to complete the sentences. Children must write the correct letter in the missing spaces to complete the sentences.

The answers are as follows: 1. Cup **A** has the greatest volume; 2. B has a greater volume than **C**; 3. Cup **B** is half full.

English – Commands with Exclamations (page 5)

Question 1 – There are 3 sentences given, children are asked to tick all sentences that are a command. Children may find it helpful to look at the punctuation of each sentence to determine their answer.

B and **C** are both commands. **A** is a question.

Question 2 – Children are asked to sort the 2 given sentences into the table. They can do this by writing the corresponding letter in the correct column.

A is not a command; **B** is a command.

Question 3 – In this question, there is a word bank that children must use to create a command. They can do this by rearranging the words and punctuation in the word bank.

The command is '**Sit on your chair!**'.

Question 4 – This question gives a command, however it needs to be changed to a command with an exclamation. Command with exclamations are required to have more urgency.

Children should write the command as '**Get me a drink!**'.

Question 5 – This is a writing prompt in which children can use the given words to create their own commands with an exclamation. Children are asked to write 3 commands and must include an exclamation mark to punctuate. Encouraging children to say each command out loud may help them to develop their ideas.

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Wednesday

Maths – Measure Capacity (page 6)

This step refers to measuring the capacity of containers using non-standard measuring items. In this resource, the measuring items include glasses, cups and jugs.

Question 1 – This question explains that the water from a vase has been emptied into glasses. Children are asked to complete the sentence. There are 7 glasses given but only 4 are filled with water.

The capacity of the vase is **4** glasses.

Question 2 – There are 7 cups that have been filled with water from the teapot. Children are asked to identify the correct statement to match the capacity of the teapot.

The correct statement is **B – The capacity of the teapot is 7 cups.**

Question 3 – In this problem, children are given the information that 1 bucket has a capacity of 2 jugs. Using this information, children are asked to identify the capacity of 5 buckets. To do this, they can multiply 2×5 or add together $2 + 2 + 2 + 2 + 2$.

The capacity of 5 buckets is **10 jugs.**

English – Recognising ‘-ing’, ‘-ed’ and ‘-er’ (page 7)

This step refers to using a **suffix**. A **suffix** is a group of letters that is added to the end of a root word, changing or adding to its meaning.

Question 1 – There are 6 words, children are asked to read each word and underline those that have the suffix ‘ing’, ‘ed’ or ‘er’.

Children should underline **looking; helper and shouted.**

Question 2 – Children are asked to read the given sentence and circle the words that include a suffix. Encourage children to look out for words ending in ‘ing’, ‘ed’ or ‘er’.

The words **looked** and **walked** should be circled.

Question 3 – This question gives a sentence with 2 missing words that children are asked to fill in using words from the word bank. The word bank includes the root words ‘clean’ and ‘sing’ with different suffixes. Children should select the correct words to ensure the sentence make sense.

The completed sentence is as follows: The pirate was **singing** as he **cleaned** the deck of the ship.

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Wednesday

Question 4 – In this question, the root word 'read' has had the 3 suffixes 'er', 'ed' and 'ing' added to it. Children must determine whether or not the words are correct and explain their answer.

The words 'reader' and 'reading' are both correct. 'Readed' is incorrect as this does not make sense, the correct past tense verb would be 'read'.

Question 5 – This is a writing prompt in which children can use the given words to create their own sentences using words ending in suffixes. Children are asked to write 3 sentences that include the given 'ed' words. Children should take care with their handwriting and sentences should be punctuated with capital letters and full stops.

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Thursday

Maths – Weight and Mass Problem Solving (page 8)

In this problem, Joseph is describing a fruit. To determine which fruit Joseph is describing, children must compare the weight of each given fruit using the scales. Joseph's clue explains that his fruit is lighter than a coconut but heavier than an apple. Initially, children must find all types of fruit that are lighter than a coconut. This will allow them to eliminate some fruits. The next step is to identify which of the remaining fruit is heavier than an apple.

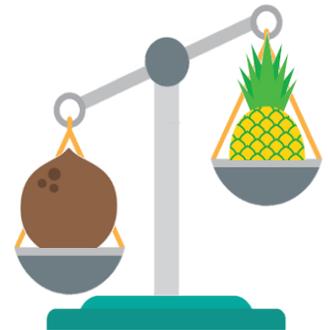
The lemon is lighter than the apple, so cannot be Joseph's fruit.



The pineapple is an equal weight to the banana.



The pineapple is lighter than the coconut.



The watermelon is heavier than the coconut, so it cannot be Joseph's fruit.



The banana is heavier than the apple, which means the pineapple must also be heavier than an apple as it is an equal weight to the banana.



From the information given above, we can see Joseph is describing the **pineapple** or the **banana**. Both are lighter than a coconut but heavier than an apple.

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Thursday

English – Exclamation of Full Stop? (page 9)

Question 1 – This question gives 2 sentences with missing punctuation. Children are asked to identify the sentence that needs an exclamation mark to complete it. It may help children to say each sentence out loud to understand the tone of each sentence.

The sentence that needs an exclamation mark is **A – Look, a map!**

Question 2 – There are 3 sentences, each with missing punctuation. Children must read each sentence and determine whether it should be completed with a full stop or an exclamation mark. The missing punctuation should be written in the corresponding box.

The boxes should be completed as follows: **A. We looked at the map.;** **B. We are lost!;** **C. Oh no!**

Question 3 – Children are asked to write a sentence using the word bank provided. The word bank includes a full stop and an exclamation mark so children can determine which is the most suitable to complete the sentence.

The sentence should say **'I can see gold!'**.

Question 4 – In this question, children must complete the sentence, using the picture as support. Children can choose their own sentence, which will determine whether their sentence requires a full stop or an exclamation mark.

There are various answers to this question. An example is **'Look, a huge shark is swimming towards the ship!'**.

Question 5 – This is a writing prompt in which children can use the given words to create their own sentences that end in an exclamation mark. Encourage children to say out loud what they would say if they were to see a pirate ship to help develop their ideas. Children should take care with their handwriting and sentences should be punctuated with capital letters and exclamation marks.

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Friday

Maths – Introduce Weight and Mass (online)

Click on the link to watch the video clip online. This video is all about comparing measures and includes a range of activities for children to try at home. Underneath the video, you will find information about addition resources to support children's learning at home.

<https://www.youtube.com/watch?v=btSTfmMIBkc>

English – Using '-ly' (page 10)

This step refers to using **adverbs**. An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Question 1 – In this question there are 4 words. Children must read each word and decide whether it could be come an adverb if -ly was added to it.

The words **sad** and **quick** can both become adverbs; sadly and quickly.

Question 2 – There are 2 sentences that include an adverb. Children must identify which one uses an adverb correctly and tick the corresponding box. Children should read each sentence to determine which one makes sense.

The correct sentence is 'The snail moved slowly.'

Question 3 – There are 5 words that end in -ly. Children must decide which one is not an adverb. It may help children to say each word in a sentence to decide if it is an adverb.

The word that is not an adverb is **bookly**.

Question 4 – This question gives 3 adjectives. Children are asked to decide which adjective can become an adverb by adding an -ly ending. They can write the correct adverb in the space provided.

Quick will become the adverb **quickly**.

Question 5 – In this question, children are asked to chose the correct word to change to an adverb and complete the sentence. They can use the example as support.

The answers are as follows: 2. **bravely**; 3. **quickly**; 4. **quietly**.

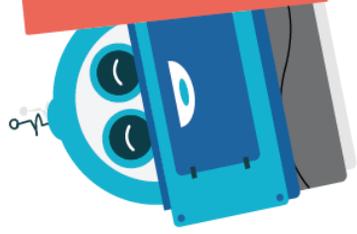
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Assembly Activity

Celebration certificate

On the following page in this pack (page 11), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be>

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

