Home Learning Pack

Year 1

Guidance and Answers

Classroom secrets KIDS

Answers – Developing One More One Less

Varied Fluency

1a. 37

2a. One more is 37.
One less is 35.

3a. There are 27 beads.
One more than 27 is 28.

4a. 45

Reasoning and Problem Solving

1a. Tom is incorrect. He has counted 10 more than 22.

2a. B is the odd one out because it shows one more than 27. A and C show one more than 37.

3a. Esme is correct because both representations show one less than 29.

Answers – Developing One More One Less

Varied Fluency

1b. 16

2b. One more is 23.
One less is 21.

3b. There are 33 beads.
One less than 33 is 32.

4b. 26

Reasoning and Problem Solving

1b. Theo is incorrect. He has counted one less and one less again.

2b. C is the odd one out because it shows one less than 20. A and B show one less than 16.

3b. Ben is incorrect. The ten frames show one less than 45. The number track shows one less than 46.

Answers – Expected
One More One Less

Varied Fluency

1a. 31

2a. One more is 32.
One less is 30.

3a. There are 43 straws.
One more than 43 is 44.
One less than 43 is 42.

4a. 39

Reasoning and Problem Solving

1a. Abra is incorrect. He has counted one less than 44.

2a. A is the odd one out because it shows one more than 38. B and C show one more than 34.

3a. Stan is incorrect. He has shown one less than 39.

Answers – Expected
One More One Less

Varied Fluency

1b. 38

2b. One more is 41.
One less is 39.

3b. There are 29 straws.
One more than 29 is 30.
One less than 29 is 28.

4b. 39

Reasoning and Problem Solving

1b. Luca is incorrect. He has counted three less than 25.

2b. B is the odd one out because it shows one less than 26. A and C show one less than 28.

3b. Emma is incorrect. She has shown one less than 31.

Answers – Greater Depth
One More One Less

Varied Fluency

1a. 49

2a. One more is 30.
One more again is 31.

3a. The number is 35.
One more than 35 is 36.
One more again is 37.

4a. 39

Reasoning and Problem Solving

1a. Tess is incorrect. She has worked out two more and two more again.

2a. A is the odd one out because it shows one more and one more again than 30. B and C show one more and one more again than 29.

3a. Theo is incorrect. He has shown one less than 29.

Answers – Greater Depth
One More One Less

Varied Fluency

1b. 23

2b. One less is 30.
One less again is 29.

3b. The number is 29.
One less than 29 is 28.
One less again is 27.

4b. 29

Reasoning and Problem Solving

1b. Gus is incorrect. He has worked out three less than 25.

2b. B is the odd one out because it shows one less than 48. A and C show one less and one less again than 48.

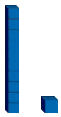
3b. Isla is incorrect. She has shown one less than and one less again than 40.

Answers – Developing Tens and Ones

Varied Fluency

1a. 1 ten and 2 ones.

2a. 1 ten and 1 one:



3a. True

4a. 15 → 1 ten and 5 ones; 13 → 1 ten and 3 ones; 11 → 1 ten and 1 one

Reasoning and Problem Solving

1a. 2 ones

2a. A because it has partitioned 11. Both B and C have partitioned the number 13.

3a. Tom is correct because 14 is the same as 1 ten and 4 ones. They already have 1 ten and 2 ones, so they need 2 more ones.

Answers – Developing Tens and Ones

Varied Fluency

1b. 1 ten and 5 ones.

2b. 1 ten and 4 ones:

3b. True

4b. 14 → 1 ten and 4 ones; 10 → 1 ten; 12 → 1 ten and 2 ones

Reasoning and Problem Solving

1b. 1 one

2b. C because it has partitioned 10. Both A and B have partitioned the number 11.

3b. Kat is correct because 13 is the same as 1 ten and 3 ones. They already have 1 ten and 2 ones, so they need 1 more one.

Answers – Expected
Tens and Ones

Varied Fluency

1a. 1 ten and 6 ones.

2a. 1 ten and 7 ones:

3a. True

4a. 14 → 1 ten and 4 ones; 11 → 1 ten and 1 one; 17 → 1 ten and 7 ones

Reasoning and Problem Solving

1a. 6 ones

2a. C because it has partitioned 11. Both A and B have partitioned the number 12.

3a. Holly is correct because 15 is the same as 1 ten and 5 ones. They already have 1 ten and 3 ones, so they need 2 more ones.

Answers – Expected
Tens and Ones

Varied Fluency

1b. 1 ten and 8 ones.

2b. 1 ten and 5 ones:

3b. True

4b. 20 → 2 tens; 19 → 1 ten and 9 ones; 12 → 1 ten and 2 ones

Reasoning and Problem Solving

1b. 1 one

2b. A because it has partitioned 14. Both B and C have partitioned the number 15.

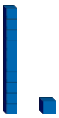
3b. Shan is correct because 18 is the same as 1 ten and 8 ones. They already have 8 ones, so they need to add 1 ten.

Answers – Greater Depth
Tens and Ones

Varied Fluency

1a. 1 ten and 7 ones.

2a. 1 ten and 1 one:



3a. True

4a. 12 → 1 ten and 2 ones; fourteen → 1 ten and 4 ones; 20 → 2 tens

Reasoning and Problem Solving

1a. 1 one

2a. B because it has partitioned 16. Both A and C have partitioned the number 15.

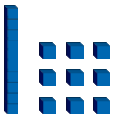
3a. Roz is correct because 20 is the same as 2 tens. They already have 1 ten, so they need to add 1 more ten.

Answers – Greater Depth
Tens and Ones

Varied Fluency

1b. 2 tens.

2b. 1 ten and 9 ones:



3b. False. Thirteen has 1 ten and 3 ones.

4b. eleven → 1 ten and 1 one; 17 → 1 ten and 7 ones; sixteen → 1 ten and 6 ones

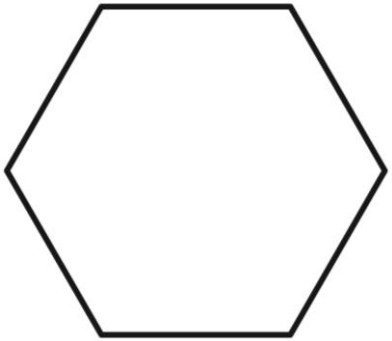
Reasoning and Problem Solving

1b. 1 ten

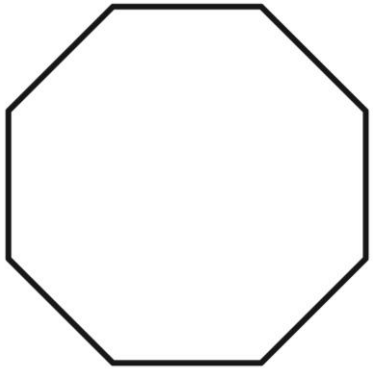
2b. B because it has partitioned 20. Both A and C have partitioned the number 19.

3b. Jin is correct because 16 is the same as 1 ten and 6 ones. They already have 1 ten and 3 ones, so they need 3 more ones

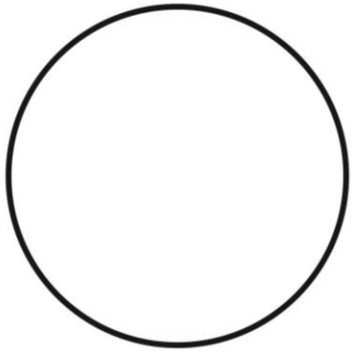
Recognising 2D Shapes



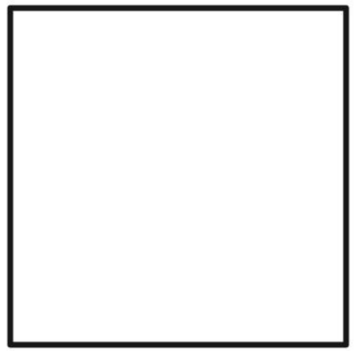
hexagon



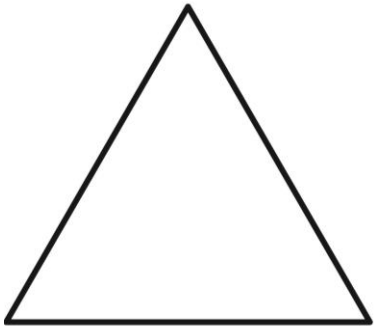
octagon



circle

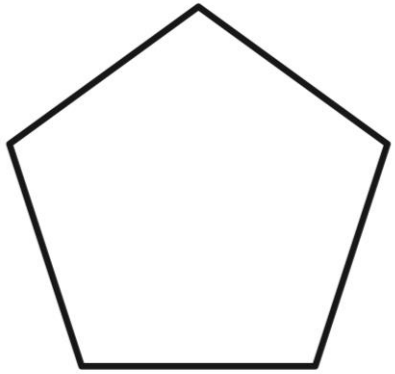


square



triangle

rectangle

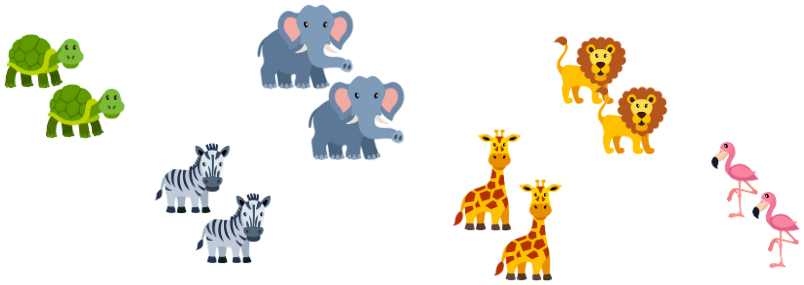


pentagon

Label each shape with the correct name.

Count in 2s

1. Ranger Bill is feeding his pairs of animals. He wants to find out how many animals he has in total. Some pairs are inside and some are outside.



I know that there are more than 30 animals altogether. There are less than 13 pairs of animals inside.

Use the clues to explore how many animals there are altogether and how many are kept inside.

Possible answers: 6 pairs (outside) + 10 pairs (inside) = 32 animals; 6 pairs (outside) + 11 pairs (inside) = 34 animals; 6 pairs (outside) + 12 pairs (inside) = 36 animals

DP

2. With someone at home, play the Count in 2s game below.

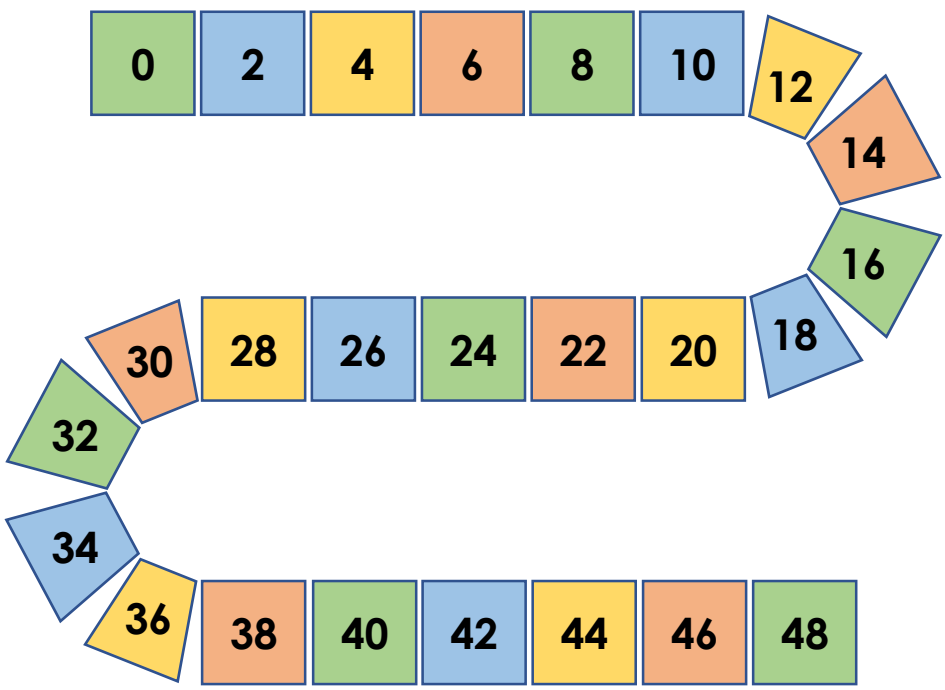
Rules

Place your counter on 0.

Roll the dice to find out how many spaces to move your counter.

Count in 2s as you move.

The first person to reach 48 is the winner.



Possible route: player rolls a 6, 5, 3, 6 and 4.

DP

Answers – Developing Capital Letters to Start Sentences 2

Varied Fluency

1a. her leg is stuck in a box.; the egg is big and round.
2a. His coat is red.; Pat the cat.
3a. The moon is big.; She likes to play.
4a. A

Application and Reasoning

1a. Yes because 'put' is the first word in the sentence, and Jim has used a capital letter.
2a. The dog is black.
3a. Various answers, for example: He can kick it.; He can kick it in the net.; He can kick it into the goal.

Answers – Developing Capital Letters to Start Sentences 2

Varied Fluency

1b. it was a fun day.; put the peg in the tray.
2b. The pig can dig.; Eat the plum.
3b. Ask your dad.; Look at the trees.
4b. C

Application and Reasoning

1b. No because 'her' is the first word in the sentence, so it needs a capital letter. 'Tent' does not need a capital letter.
2b. A frog is green.
3b. Various answers, for example: He pet the cat.; He can pet the cat.; He will pet the cat.

Answers – Expected
Capital Letters to Start Sentences 2

Varied Fluency

1a. the wheel is broken and I can't fix it.; look at that big fish in the pond!
2a. Five is more than four.; Fetch your hat and scarf.
3a. Come to my house.; Draw a green bird.
4a. B

Application and Reasoning

1a. No because 'you' is the first word in the sentence, so it needs a capital letter.
2a. Mum said we can go to the zoo.
3a. Various answers, for example: She painted and I helped.; I painted and she helped.; She painted a picture and I helped her.

Answers – Expected
Capital Letters to Start Sentences 2

Varied Fluency

1b. she dropped the coin in the sea.; the doctor looked in my mouth.
2b. The train came but I was late.; Dogs are good pets.
3b. We like school.; She went to the shop.
4b. A

Application and Reasoning

1b. No because 'we' is the first word in the sentence, so it needs a capital letter. 'The' does not need a capital letter.
2b. She fell over and I helped her.
3b. Various answers, for example: He likes to dance and sing to songs.; He likes to sing and dance to songs.; He likes to sing and dance to songs in his room.

Answers – Greater Depth
Capital Letters to Start Sentences 2

Varied Fluency

1a. on Friday, I travelled down a bumpy road.; the girl forgot her sports kit so she couldn't play football.
2a. Join in with the class on Monday.; Your horse is very frisky.
3a. My birthday is in March.; Ride the bike safely.
4a. A

Application and Reasoning

1a. No because although she has capitalised 'jump' correctly, 'quickly' does not need a capital letter.
2a. Nana and I like to do gardening.
3a. Various answers, for example: Every Tuesday, she fed the cow.; She fed the cow every Tuesday.; Every Tuesday, she visited the cow and fed him.

Answers – Greater Depth
Capital Letters to Start Sentences 2

Varied Fluency

1b. the best month of the year is June.; the jelly was disgusting and I did not enjoy it.
2b. Go and get your football.; Reading is fun and I read every night.
3b. June is the sixth month.; Under the bed is a mess.
4b. C

Application and Reasoning

1b. No because 'sometimes' is the first word in the sentence, so it needs a capital letter.
2b. Kate and I went swimming on Monday.; On Monday, Kate and I went swimming.
3b. Various answers, for example: He had some difficult sums but I helped him.; He had some difficult work to complete but I helped him.; He had some difficult calculations but I helped him.

Answers – Developing Using Questions

Varied Fluency

1a. Question opener – what, how, why; Not a question opener – garden, pen, book
2a. Where
3a. When did you get there?
4a. B

Application and Reasoning

1a. Her question doesn't make sense, because she has used the wrong question opener. She could have used how, where or who.
2a. What is your name?
3a. No, because A is asking which person is being talked to; B is asking what animal/plant/thing is being talked to.

Answers – Developing Using Questions

Varied Fluency

1b. Question opener – where, when, who; Not a question opener – desk, seat, paper
2b. Why
3b. What did they leave?
4b. C

Application and Reasoning

1b. Her question doesn't make sense, because she has used the wrong question opener. She could have used where, why or when.
2b. How old are you?
3b. No, because A is asking what time; B is asking what transport.

Answers – Expected
Using Questions

Varied Fluency

1a. Questions opener – are, may, if;
Not a question opener – pen, school, pencil
2a. Do
3a. Can I have an apple please?
4a. C

Application and Reasoning

1a. Her question doesn't make sense, because she has used the wrong question opener. She could have used 'Are you going to play football?'.
2a. Could you open the door for me please?
3a. No, because A is asking if you have a sticker; B is asking if you are allowed to have a sticker.

Answers – Expected
Using Questions

Varied Fluency

1b. Question opener – should, could, do;
Not a question opener – table, board, chair
2b. Could
3b. Should we go home now?
4b. A

Application and Reasoning

1b. His question doesn't make sense, because he has used the wrong question opener. He could have used 'Do you like fish and chips?'.
2b. Would you like to play outside?
3b. No, because A is asking for some grapes; B is wondering if you should have some grapes.

Answers – Greater Depth Using Questions

Varied Fluency

1a. Question opener – which, could, whose;
Not a question opener – but, village, jacket
2a. She asked if we knew where the nearest station was.
3a. Various answers, for example: may, could, should
4a. B

Application and Reasoning

1a. His question doesn't make sense, because he has used the wrong question opener. He could have used 'Can dogs bark?' or 'Do dogs bark?'.
2a. Various answers, for example: Could you tell me what we should be doing now please?
3a. No, because A is asking you to choose from books in general; B is asking you to choose a person's book.

Answers – Greater Depth Using Questions

Varied Fluency

1b. Question opener – would, does, should;
Not a question opener – children, because, beautiful
2b. They asked if I knew what time it was.
3b. Various answers, for example: can, should, what if
4b. B

Application and Reasoning

1b. Her question doesn't make sense, because she has used the wrong question opener. She could have used 'Can birds fly?' Or 'Which birds fly?'.
2b. Various answers, for example: Do you know which football team they support?
3b. No, because A is asking if you ever play; B is asking if you are able to play.

How to Make Pancakes – Follow-Up Work – Answers

What type of text is this? A set of instructions about how to make a pancake.

What do you put in the bowl first? Flour

What ingredients are used to make pancakes? Milk, flour and eggs

What item do you use to mix the ingredients up? A whisk

What topping would you have on your pancake? Personal Response.

By the River – Follow-Up Work – Answers

1. Who can you see in the picture?

A woman who is travelling.

2. What do you think she is doing?

She is travelling on a river.

3. What is the weather like? How do you know?

The weather is sunny because you can see blue sky.

4. Where in the world could she be?

She is in a country where tropical plants grow.

5. Do you think she is there just for the day? How do you know?

No. She has a big rucksack that is filled to the top.

By the River – Follow-Up Work – Answers

6. Do you think she likes the river?

Yes. She is stood up rather.

7. What do you think she might be able to hear?

The sound of the boat and the sound of animals.

8. Would you like to go there?

Various answers.

9. If you could ask the lady in the picture a question, what would it be?

Various answers.

10. What might be living in the forest by the river?

Monkeys and crocodiles.