Maths Homework Grid (Y1)

Learn 5 addition facts, play a maths game and choose one other thing to work on each day. The video links are there to help you understand the activities.

Addition facts Choose 5 addition facts from the grid on the next page to practise each day. Start by practising the green and blue facts first. Spend 5 minutes each day practising your number bonds to 10 and to 20. Link to a website for practising your numberbonds: https://www.topmarks.co.uk/maths-games/hit-the-button	**Maths Games** Choose a maths game to play each day. Have a go at inventing your own maths game. Link to a blog on maths games: https://matr.org/blog/fun-maths-games-activities-for-kids/
One more and one less Get some raisins, grapes, cereal pieces. Place some on a plate. If the grown up with you says 'one more', add one more and say what number you have now. If they say 'one less', eat one and count how many you have left. Ask a grown up to give you some toys. Count how many you have. Can you put out another group of toys so you have one more and then one less? Build a tower with bricks. Can you build another tower with one more brick? Can you build another with one less brick?	**Addition** Make your own tens frames or print some off the internet and use counters, or anything you can find to use instead of counters (raisins, grapes, cereal pieces etc.....). Choose 2 numbers 1-digit numbers to add together , e.g. 7 + 5. On your tens frame set out 7 on one thing, e.g. raisins and then add another 5 of something else e.g. cereal pieces. Have you filled a tens frame? How many are in the next tens frame? What is your answer? Try this adding different numbers. You can also draw them out. Link to video on using tens frames to add (2nd activity on video) https://www.youtube.com/watch?v=-v46SIlY4ho&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index
Number bonds to 10 Practise your number bonds to 10 by playing the 'Total of 10' card game Can you think of any new rules for playing this game? Link to the 'Total of 10' card game: https://www.youtube.com/watch?v=SD028NO-ZGc&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=5&t	**Subtraction** Use your tens frames and counters from the addition activity to practise subtracting. Make the first number using the tens frame and subtract the number of counters/ pieces to work out how many you now have. Try it with different numbers. Watch the 3rd activity on the video: https://www.youtube.com/watch?v=-v46SIlY4ho&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index
Represent different numbers Make your own tens frames or print some off the internet and use counters, or anything you can find to use instead of counters (raisins, grapes, cereal pieces etc.....) Start by using one tens frame to make numbers up to 10, then use a second tens frame to show numbers up to 20. You can also draw them out. Link to video on using tens frames and counters to make numbers (see 2nd activity) https://www.youtube.com/watch?v=Hur7sKFpKPQ&list=PLWIJ2KbiNEypnO-un0c9IthOv_RGjtEvG&index	**Fractions of shapes** Find things you can cut into halves and quarters, e.g a pizza, a cake, an apple. Ask your grown up to draw some circles on a page. Can you split them into halves and quarters? Link to video on fractions of shapes: https://www.youtube.com/watch?v=EGcZIrYouSA&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index

Fractions of amounts Use some raisins, grapes, cereal pieces to help you find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of a set of objects. Use your teddies to help you. If your finding $\frac{1}{2}$ - share them between 2 of your teddies, $\frac{1}{4}$ - share them between 4 of your teddies and $\frac{1}{3}$ - share them between 3 of your teddies. Once you have done this, ask your grown up to draw some bar models (Split a rectangle 2 to work out $\frac{1}{2}$, 3 to work out $\frac{1}{3}$ and 4 to work out $\frac{1}{4}$ Link to video for finding fractions of amounts using the bar model: https://www.youtube.com/watch?v=PgrF1TYXP6Y&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index	**Count in multiples of 2, 5 and 10** Use raisins, grapes, cereal pieces etc... to help you practise counting in multiples of 2, 5 and 10. Group into 2s to practise counting in 2s, group into 5 to practise counting in 5s and into 10 to practise counting in 10s. Once you've done it with the objects, draw out circles to help you practise counting in 2s, 5s and 10s.
Time to o'clock and half past Ask your grown up to draw a number line from 1-12 and cut out an arrow (this will be your hour hand). Each number represents an hour on the clock, so if the arrow points to 1 it is showing 1 o'clock. Position your arrow on different numbers and read out the time. Then put your arrow half way between 2 numbers. This represents half past, so if your arrow is half way between 2 and 3, it is half past 3. Next draw a round clock and do the same with just one hand. Once you are happy telling the time with one hand, you can make a 2nd longer hand. This is your minute hand. Where should it point for o'clock? Where should it point for half past? Link to video on telling the time to o'clock and half past: https://www.youtube.com/watch?v=V32tRiEQ2AA	**Read and write numbers from 1-20 in numbers and in words** Make 1-20 number cards and one to twenty word cards out of paper. Have a go at matching up the numbers and words. Play the memory game, by turning all your cards over and taking it in turns to pick 2 cards. If the number and word matches, you get to keep both cards. The winner is the person with the most pairs at the end.
2D shapes and 3D shapes How many 2D and 3D shapes can you name? Go round your house/garden and make a list of all the circles, squares, rectangles and triangle shapes you can see. Can you find any other 2D shapes? Then go round looking for 3D shapes (cubes, cuboids, cylinders and spheres). Can you find any others? Ask your grown up to cut out some 2D shapes. Can you make different pictures with them? Try drawing out a picture using just 2D shapes.	**Mass/weight** Follow a recipe to bake some biscuits or cakes. Can you weigh out all the ingredients yourself? Find food in your kitchen, such as a tin of beans. Can you find something which is heavier and something which is lighter?
Money Ask your group up for some money. Can you identify all the coins? Can you make 10p? Can you find a different way to make 10p, using different coins? Try this for different amounts of money	**Length** Find something in your house you could use to measure with. They all need to be the same size e.g. counters, lego bricks, paper clips etc.... Choose different objects, such as a pen or book. Estimate how many counters etc... long it will be and then use them to measure what it actually is. Can you find different things round your house which are longer/shorter.

Adding 1 | Bonds to 10 | Adding 10 | Bridging/ compensating

Adding 2 | Adding 0 | Doubles | Near doubles

Y1 facts

Y2 facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

Maths Homework Grid (Y2)

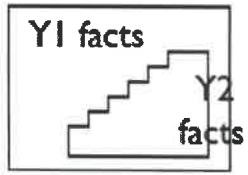
Practise your number facts, play a maths game and choose one other thing to work on each day. The video links are there to help you understand the activities.

Number facts Choose 5 addition facts from the grid on the next page to practise each day. Spend 10 minutes each day practising your number bonds, doubling & halving and times tables. Link to a website for practising: https://www.topmarks.co.uk/maths-games/hit-the-button	**Place value** Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Have a go at using them to make different 2-digit numbers. Use plates to make your own part-whole models. Once you are confident, have a go at drawing out your tens and ones as pictures. (Link to video in next box)
Maths Games Choose a maths game to play each day. Have a go at inventing your own maths game. Link to a blog on maths games: https://matr.org/blog/fun-maths-games-activities-for-kids/	**Place value (continued)** Link to place value video: https://www.youtube.com/watch?v=vBIZal-8Kr4&list=PLWIJ2KbiNEyplZvdo0-OU48R3KSq3ywhV&index
Number bonds to 10 Practise your number bonds to 10 by playing the Total of 10 and the 'Make 10' pyramid card game. Link to the 'Total of 10' card game: https://www.youtube.com/watch?v=SD028NO-ZGc&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index=5&t Link to the 'Make 10 Pyramid' card game: https://www.youtube.com/watch?v=3IFFRWkMWGk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index Can you make up your own game to practise number bonds to 10?	**10 more and 10 less** Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Make your own tens and ones baseboard and practise adding and subtracting 10 from your number. Link to video on adding 10: https://www.youtube.com/watch?v=qqUtj9rkYCU&list=UUob4tkfOSXy6yav9Y54SKIQ&index Link to video on subtracting 10: https://www.youtube.com/watch?v=ZWhOUv5mC9s&list=UUob4tkfOSXy6yav9Y54SKIQ&index
Place value Play the 'Guess my Number' place value game. Make 2 sets of 2-digit Link to 'Guess my Number' video: https://www.youtube.com/watch?v=wzvQ5R-A0Bk&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index	**Addition** Practise adding numbers together by playing games with dice. Have a go at playing 'Pig' and 'Skunk' and then try and think of your own game Link to dice game 'Pig': https://www.youtube.com/watch?v=foj6ujoT_HU&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index Link to dice game 'Skunk': https://www.youtube.com/watch?v=-SWReEQOVr4&list=PLWIJ2KbiNEyoBDc5yLJ4PaiaY3o5E5xCB&index

Column addition of 2-digit numbers Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Use them to have a go at adding 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more. Link to column addition of 2-digit numbers video: https://www.youtube.com/watch?v=hHM25Nx4vhg&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index	**Fractions of amounts** Find some things you can use to share out, to practise finding fractions of amounts. E.g. raisins, grapes, sweets etc…. Share them out between 2 teddies to find $\frac{1}{2}$ and then between 4 teddies to find $\frac{1}{4}$ of them. Draw a bar model split into 2 to find halves and into 4 to find quarters. Link to video on fractions of amounts: https://www.youtube.com/watch?v=PgrF1TYXP6Y&t
Column subtraction of 2-digit number Make your own tens and ones using straws, tooth pics, pencils (or anything else you can think of which you can make into bundles of ten). Use them to have a go at subtracting 2 2-digit numbers and to understand what happens when your 2 digits add to 10 or more. Link to column subtraction of 2-digit numbers video: https://www.youtube.com/watch?v=pADFYrGdyYE&list=PLWIJ2KbiNEyq1iZ36fRe-xTJ4NNZsmYz9&index	**Time (o'clock, half past, quarter past and quarter to)** Why don't you make your own clock and have a go at telling the time to o'clock and half past using just the hour hand. Once you are confident with that, have a go at telling the time to quarter past and quarter to. Once you have tried it using just the hour hand, bring in the minute hand too. Link to video on time (o'clock and half past): https://www.youtube.com/watch?v=V32tRiEQ2AA&t Link to video on quarter past and quarter to: https://www.youtube.com/watch?v=86RbCwhdJSs&t
Division as grouping and sharing Find things around the house you can use to practise division as sharing and division of grouping. You could use raisins, grapes, lego bricks etc… Link to video on division as grouping and sharing: https://www.youtube.com/watch?v=bdqIPNNhuI	**2D and 3D Shapes** How many 2D and 3D shapes can you name? Go round your house/garden and make a list of all the circles, squares, rectangles and triangle shapes you can see. Can you find any other 2D shapes? Then go round looking for 3D shapes (cubes, cuboids, cylinders and spheres). Can you find any others?
Equivalent fractions Find different things you can use to prove that a half is equal to 2 quarters. Cut a pizza/cake, share raisins, grapes, lego out into halves and quarters. Link to video on fractions equal to a half: https://www.youtube.com/watch?v=ieT9k537jP4&list=PLWIJ2KbiNEypS0zxt54Wez5X4gnQ-xxvu&index	**Money** Ask your parents for some money. Can you identify all the coins? Can you make 50p? Can you find a different way to make 50p, using different coins? Try this for different amounts.

Adding 1 | Bonds to 10 | Adding 10 | Bridging/ compensating

Adding 2 | Adding 0 | Doubles | Near doubles

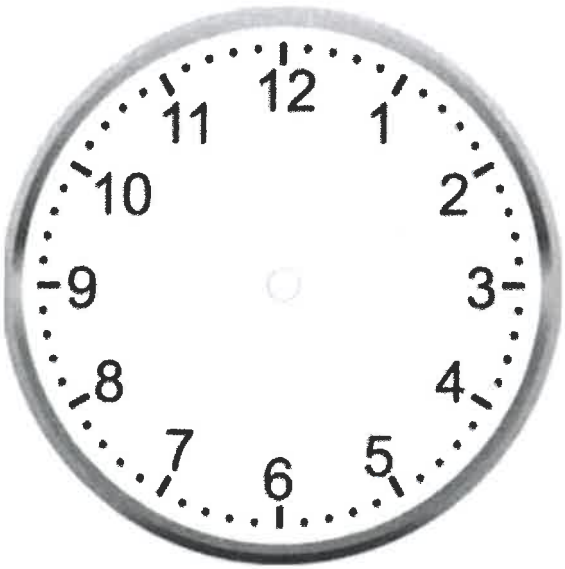


+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

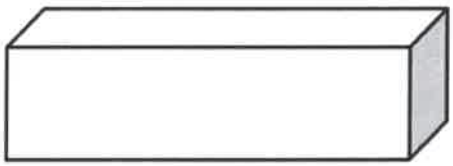
Select from the list below and complete one each day. Make sure you enjoy the activity and share it with your parents. Complete as much as you can but each activity should take no longer than an hour.

	Activity	Parent Comment
1	Split your school telephone number into single digits. How many two-digit numbers can you make? Can you order them from smallest to largest? Pick 2 of the two-digit numbers and add them together. What strategies did you use? Partitioning? Number line? Repeat 3 times. Can you pick 2 two-digit numbers that would add to make 100? If not how close can you get to 100? Pick 2 two-digit numbers and subtract the smallest from the largest. What strategies did you use? Partitioning? Number line? Repeat 3 times. Can you pick 2 two-digit numbers that when you subtract the smallest from the largest you get an answer between 40 and 50?	

2	Challenge a member of your family to an exercise competition. Make sure you both warm up and then see how many of each exercise you can complete in one minute? Star jumps Press ups Burpees Sit ups Squats What is the total amount of each activity that you both managed to complete? What was your joint total for each activity? What was the difference between the amounts that you both managed to complete?	
3	Buy a Smartie tube or a pack of multicoloured sweets. Count how many smarties are in the tube. If it's an odd number eat one! Can you count the smarties in 2s or 5s? Which colour is the most popular? What is the difference between the most popular and the least popular colour? Can you draw a pictogram to show how many smarties are in your tube?	

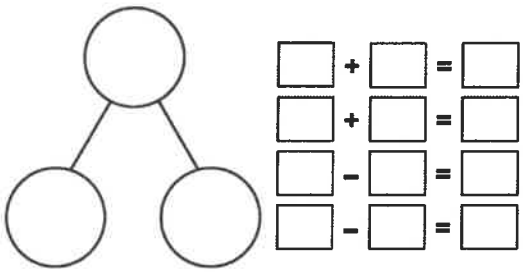
4	Using squared paper, can you draw a robot where half your robot is red and $\frac{1}{4}$ of your robot is blue. Choose another colour for the rest of the robot. How many of each colour do you have?	
5	I have 50p in my purse. What coins could I have in my purse? Can you work in a system to find them all? If I only have silver coins in my purse, what could they be? How many possibilities can you find?	
6	Complete a diary of what you have done during the day. Think about the time you started/ finished. Can you record the times on a clock face?  	

7	Make a fruit cocktail at home that is 100ml in total. What ingredients are you putting into the cocktail? Record your recipe using the correct units of measure. How did it taste? Would you change the amounts of each ingredient to improve it?	
8	Choose a question to ask your family and friends e.g. What is your favourite sport? How are you going to collect the information? Contact at least 10 people and then decide how you are going to record your results. You can make a table or a graph or both!	
9	In a toy box there are lorries with 10 wheels, bikes with 2 wheels and trolleys with 5 wheels. If I can see 45 wheels, what could be in the toy box? Is there more than one answer? Can you use your multiplication facts to help you?	

10	Can you make a model with 3D shapes? What shapes have you used? What is the same and what is different about the shapes you have used? Draw/ take a picture of your model and label the shapes and their properties. Remember to use the correct vocabulary when describing the shapes. When we talk about 3D shapes, we talk about **faces**, **edges** and **vertices**. The **faces** are the **flat parts of the shape.** The **edges** are the **lines where two faces meet**. The **vertices** are the **points where two or more edges meet.** For example, this 3D shape has 6 faces, 12 edges and 8 vertices: 	
11	Can you measure 10 objects in your house that are less than a metre, you could choose items such as toys, plants or furniture. Can you measure them in cms? Can you create a 1 metre number line and order all of the heights? Make your number line vertical if it helps. Can you work out the differences in height between the some of the objects that you have measured?	

12	Download a 100 square. Find a partner to play the game with you. Each player needs a different object to mark their place on the board. Start on number 1 on the hundred square. Choose a number from the row of numbers starting with 21. Multiply the two digits together to get the number of moves you take. E.g. I might choose 23 so I calculate 2x3 = 6 so I move 6 places and land on 6. Take it in turns with your partner, choosing a number between 21 and 29 each time. The winner is the person who lands on 100 exactly. Repeat the game but choose numbers from the row beginning with 51. Who can get to 100 first?	

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

13	Make a 2-digit number by rolling a dice twice. How many ways can you partition the number? Use a part-part-whole model to record each result.  Can you record any mathematical statements about your part-part-whole models?	
14	Make a 2-digit number by throwing a dice twice. What is 10 more than your number? 20 more? 30 more? 10 less? 20 less? Can you record your results in a table? Repeat 5 times. What patterns are you noticing? Can you explain what is happening in the pattern?	
15	Create a poster about 2D shapes. Can you draw them accurately and label the parts of the shape? Which shapes have lines of symmetry?	

16	Can you find something in your house that measures exactly 1 metre? How many metres long do you think your bedroom is? Check it to see how close you were. Now try another room, were you closer this time? How many objects in your house can you find that are greater than 1 metre but smaller than 1 metre and 50cms?	
17	Find a recipe for your favourite food. With the supervision of an adult make this dish as independently as you can. Weigh and measure the ingredients, follow the instructions systematically and make sure it is cooked for the correct amount of time and at the correct temperature.	
18	Download Our Numbers from Nrich. https://nrich.maths.org/7006 Use the interactive spinners to make your numbers to collect? What type of numbers do you want to collect. Record the numbers you collected each time.	

19	Solve Magic Plant on Nrich https://nrich.maths.org/145 Can you draw the plant each day to help you solve the problem?	
20	I can feel 16 straight sides in my bag.  What shapes might be in there? Record all the possibilities you might have?	

- Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fictional story, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer five different types of question based on what you have read.

Each of the five different question types has its own helper to remind you of what to do:

Vocabulary Questions with Vocabulary Victor
Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.

Retrieval Questions with Rex Retriever
Rex Retriever will help you to go into a text and retrieve the facts.

Sequence Questions with Sequencing Suki
Sequencing Suki likes everything in order! She will help you sequence the events in a text.

Inference Questions with Inference Iggy
Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Prediction Questions with Predicting Pip
Predicting Pip tries to see the future and she will help you work out what might happen next.

Four Little Blossoms and Their Winter Fun by Mabel C. Hawley

"Where's Mother?" Meg and Bobby Blossom demanded the moment they opened the front door. It was the first question they always asked when they came home from school. Twaddles, their little brother, looked up at them serenely from the sofa cushion.

"Mother and Aunt Polly went into town," he informed his brother and sister.

"They're going to bring us something nice. They promised."

Meg pulled off her hat and unbuttoned her coat. "I'm starving," she announced. "It's awfully cold out. What are you doing anyway, Twaddles?"

"Sliding down the banisters," answered Twaddles calmly. "See, we spread down sofa cushions so that we wouldn't hurt ourselves. It's Dot's turn now!"

"Here I come—look out!" With a swish of a pink, spotty skirt a small, plump little girl came flying down the banister to land luckily on a red, satin sofa cushion.

"Well, I must say," announced Meg, "that's a fine way to use Mother's best cushions! Where's Norah?"

"Gone to the movies," replied Dot, smiling cheerfully. "She waited until she saw you turn the corner because she said she couldn't leave us alone."

Twaddles, who had been pressing his short nose against the glass in the door panel, hoping to see his mother coming with the promised gift, suddenly started to jump up and down. That was Twaddles' way of expressing delight. "It's snowing!" he cried. "Oh, I hope it snows all night."

1. Find and copy **three** adverbs from the text.

_____ _____ _____

2. Tick the names of the two children who are sliding down the banister.
Tick two.

☐ Norah	☐ Twaddles	☐ Dot
☐ Meg	☐ Bobby	☐ Polly

3. How does the author show that Twaddles is excited about the snow?

_____

4. What do you think that the children did after Twaddles said that it was snowing?

_____

_____

Four Little Blossoms and Their Winter Fun Answers

1. Find and copy **three** adverbs from the text.
   Accept any of the following:
   - **serenely**
   - **calmly**
   - **awfully**
   - **cheerfully**
   - **suddenly**

2. Tick the names of the two children who are sliding down the banister. **Tick two.**

☐ Norah	☑ **Twaddles**	☑ **Dot**
☐ Meg	☐ Bobby	☐ Polly

3. How does the author show that Twaddles is excited about the snow?
   Accept either of the following:
   - **He starts to jump up and down in delight.**
   - **He cries out that 'It's snowing!'**

4. What do you think that the children did after Twaddles said that it was snowing?
   Accept any reasonable answers relating to the child's knowledge of anticipating snowy weather.
   E.g.
   - **The children ran outside and began to play in the snow.**
   - **The children excitedly ran to the window to look outside at the weather.**
   - **The children looked for their scarves and gloves.**

All About Butterflies

Fascinating Facts

A butterfly's life cycle is made up of four parts.

1. The female butterfly lays her eggs on a leaf.
2. The egg hatches and a caterpillar comes out. It lives and eats on the leaf where it was born and will shed its skin many times.
3. When the caterpillar has grown much bigger, it creates a chrysalis.
4. Inside the chrysalis, the caterpillar turns into a butterfly. The chrysalis breaks open and a butterfly comes out.

Where Do They Live?

Butterflies live in lots of different places depending on what season it is. They like to live in warm places and can be found in many countries around the world. Butterflies tend to live where they can find food. They are awake during the day while looking for food and at night, they may be found on the underside of a leaf or tucked away in a crevice in a rock.

1. **Find** and **copy** the sentence which tells the reader what happens inside the chrysalis.

_____

2. Number the stages of a butterfly's life cycle from **1 to 4** in the order they occur. The first one has been done for you.

- [ ] The butterfly comes out of the chrysalis.
- [ ] The caterpillar lives on the leaf where it is born.
- [1] The female butterfly lays her eggs.
- [ ] The caterpillar creates a chrysalis.

3. **Find** and **copy** two verbs that tell the reader what the caterpillar does on the leaf where it was born.

_____ _____

4. Do butterflies like cold weather? Find a sentence in the text to support your answer.

_____

_____

All About Butterflies Answers

1. **Find** and **copy** the sentence which tells the reader what happens inside the chrysalis.
   The sentence which tells the reader what happens inside the chrysalis is 'inside the chrysalis the caterpillar turns into a butterfly'.
2. Number the stages of a butterfly's life cycle from **1 to 4** in the order they occur. The first one has been done for you.

4	The butterfly comes out of the chrysalis.
2	The caterpillar lives on the leaf where it is born.
1	The female butterfly lays her eggs.
3	The caterpillar creates a chrysalis.

3. **Find** and **copy** two verbs that tell the reader what the caterpillar does on the leaf where it was born.
   Accept any two of the following:
   - **hatches**
   - **lives**
   - **eats**
   - **sheds**
4. Do butterflies like cold weather? Find a sentence in the text to support your answer.
   No, butterflies do not like cold weather because it says that 'they like to live in warm places.'

The Animal Show by Leroy F. Jackson

Father and mother and Bobbie will go
To see all the sights at the animal show.
Where lions and bears
Sit on dining room chairs,
Where a camel is able
To stand on a table,
Where monkeys and seals
All travel on wheels,
And a hairy baboon
Rides a baby balloon.
The sooner you're ready, the sooner we'll go.
Aboard, all aboard, for the animal show!

1. Draw a **line** to match the animal to the trick it performs.

baboon	○	○	travels on wheels
monkey	○	○	rides a baby balloon
lion	○	○	sits on dining room chairs

2. **Find** and **copy** the adjective used to describe the baboon.

_____

3. What else might the family see if they go to the animal show?

_____

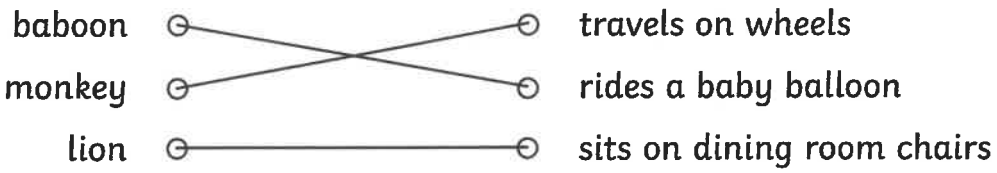
_____

4. Number the animals below from **1 to 4** to show the order they appear in the poem.

☐	baboon	☐	seal
☐	camel	☐	bear

The Animal Show Answers

1. Draw a **line** to match the animal to the trick it performs.



2. **Find** and **copy** the adjective used to describe the baboon.
   hairy

3. What else might the family see if they go to the animal show?
   Accept answers relating to the child's existing knowledge or experiences of attending a show or circus.
   E.g.

   - **other animals performing tricks, e.g. an elephant standing on one leg.**
   - **a ringmaster and / or other human performers (acrobats, clowns etc.)**
   - **a big tent (a big top) or stage**

4. Number the animals below from **1 to 4** to show the order they appear in the poem.

4	baboon	3	seal
2	camel	1	bear

Spring

Maths Activity Booklet

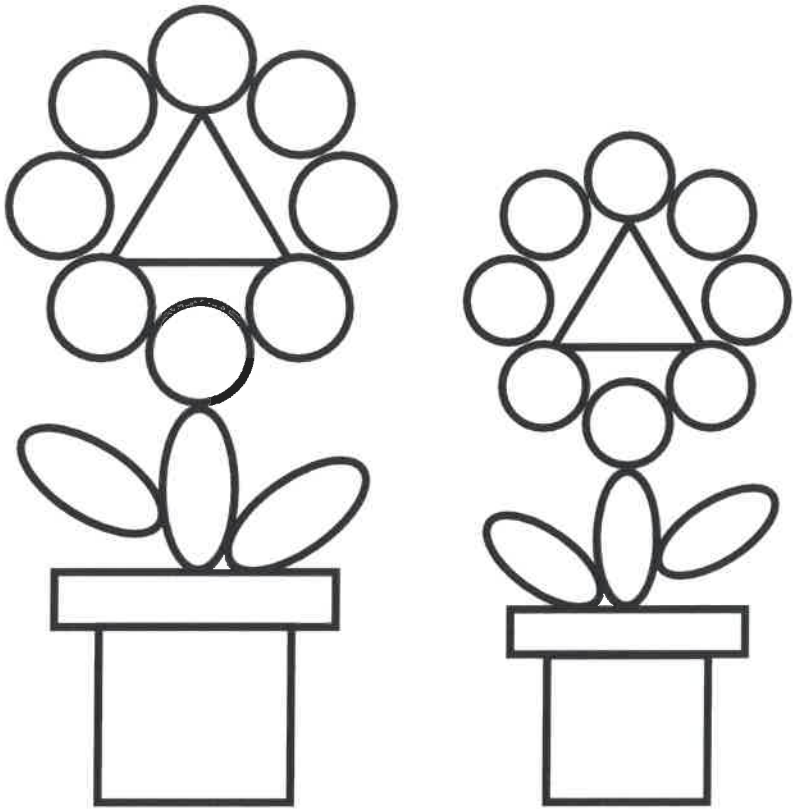
Name: _____

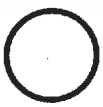
Springtime Colour by Multiplication

Answer:	1-10	11-20	21-30	31-60	61-80	81-100
Colour:	Red	Skin colour of your choice	Yellow	Green	Blue	Brown

2D Shape Picture

Write the shape properties and colour the 2D shapes hidden in this spring picture.



Shape	Name	Number of Sides	Number of Vertices	Colour
				Pink
				Yellow
				Brown
				Green

Spring Mosaic

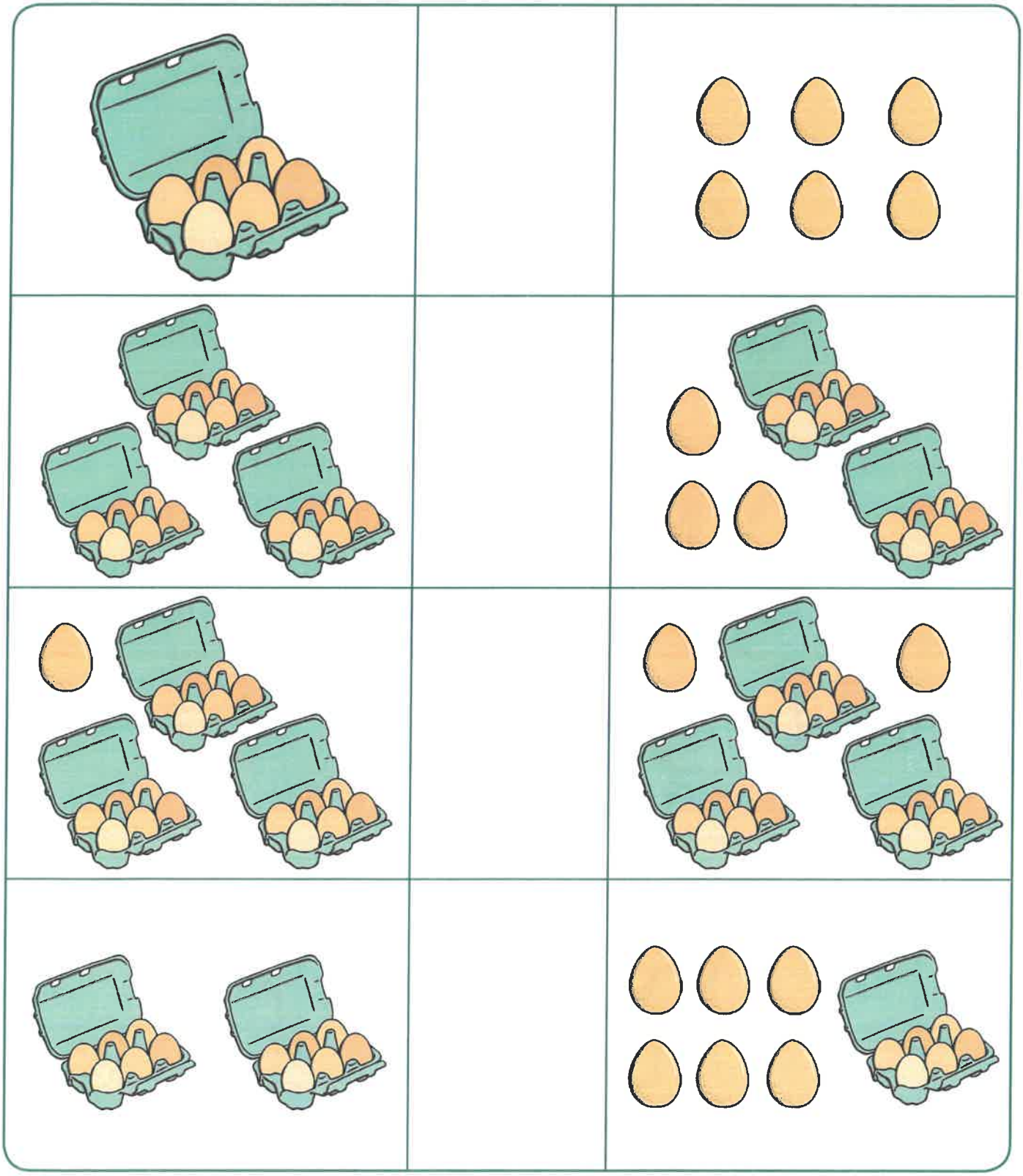
Solve the calculations to reveal the hidden picture.
Each answer has a special colour.

Answer:	1-12	14-35	40-55	60-80
Colour:	Green	Yellow	Orange	Brown

				37 + 15				
		22 + 10	20 + 20	39 + 11	50 – 10	35 – 12		
	15 + 14	11 + 12	80 – 30	44 + 6	55 – 12	18 + 12	19 + 8	
		35 – 9	34 – 10	30 – 5	29 + 3	13 + 10		
				10 + 10				
	3 + 8			6 + 6			7 + 3	
		15 – 4		10 – 8		3 + 3		
			5 + 5	5 + 3	19 – 10			
30 + 30	90 – 20	55 + 25	70 – 9	11 – 1	55 + 11	56 + 15	35 + 35	80 – 12

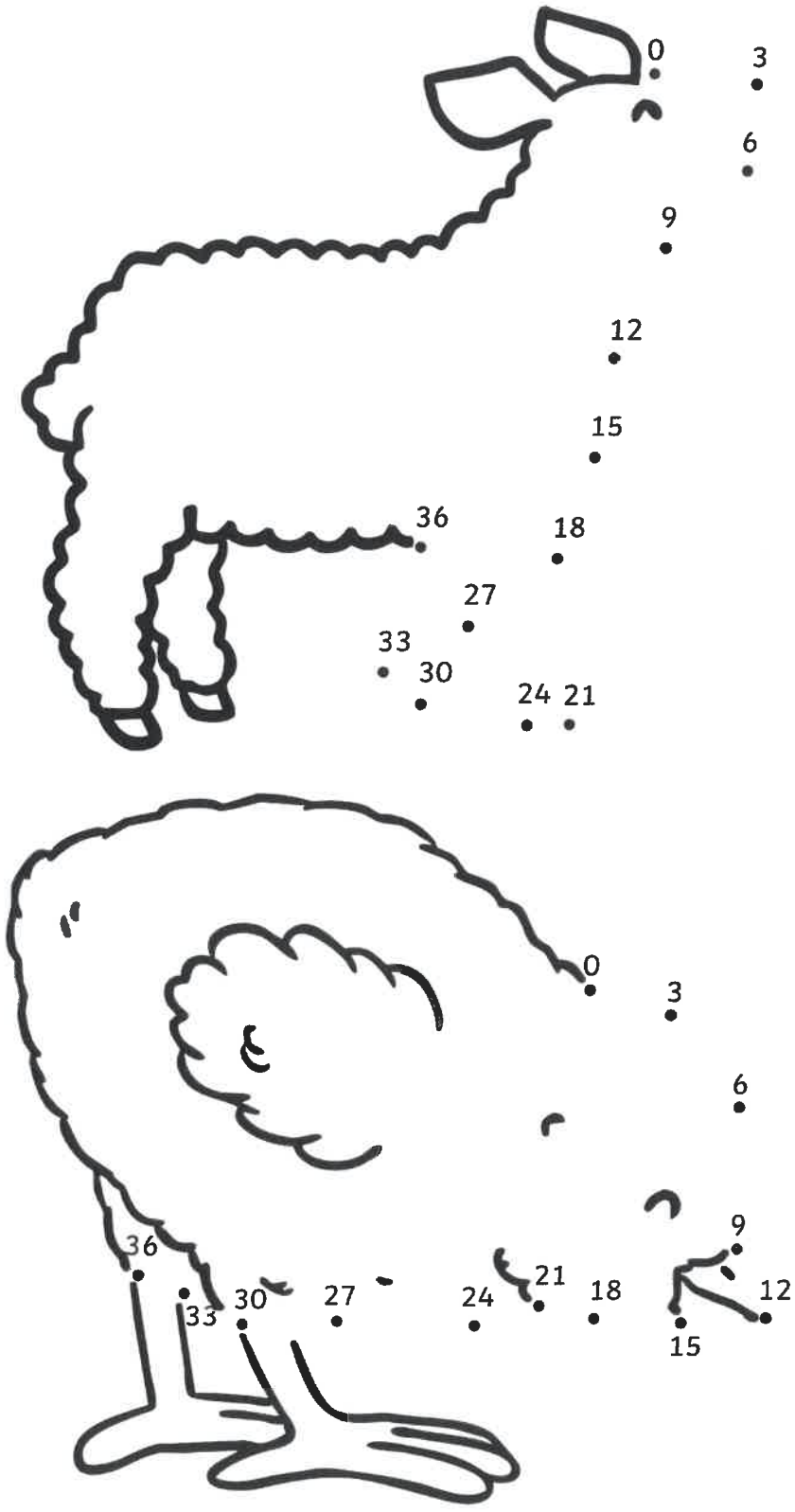
Comparing Numbers to 100

Use the >, < or = symbol to compare the number of eggs.



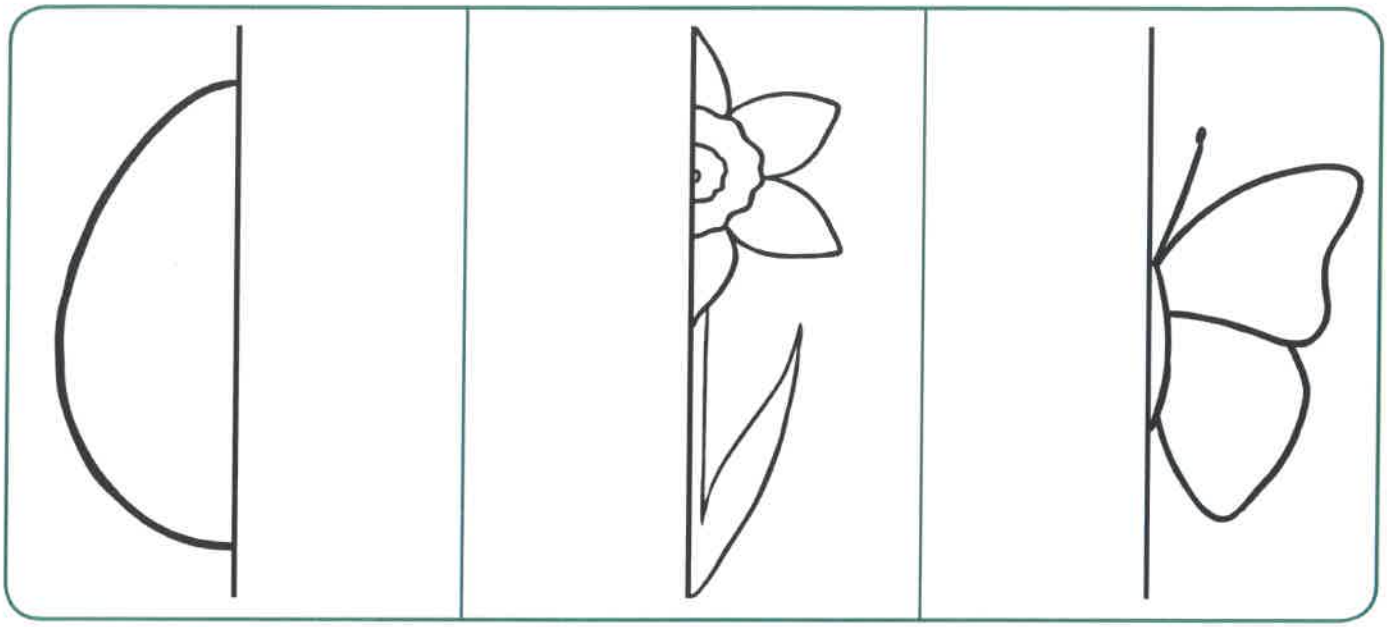
Count in 3s Dot to Dot

Join the dots to reveal the two spring pictures!

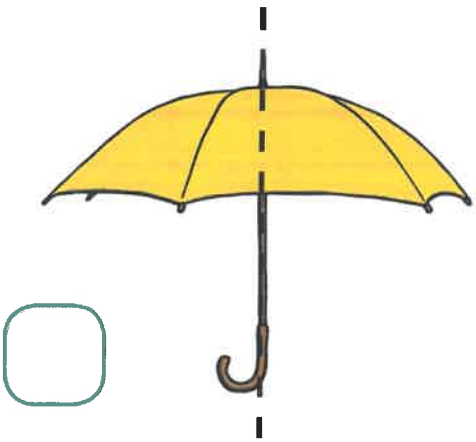


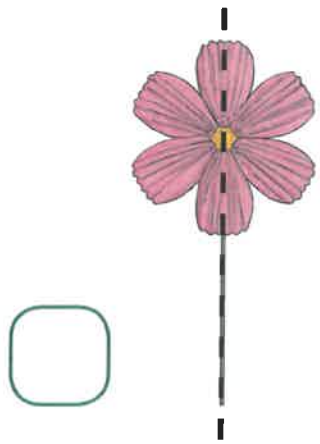
Spring Lines of Symmetry

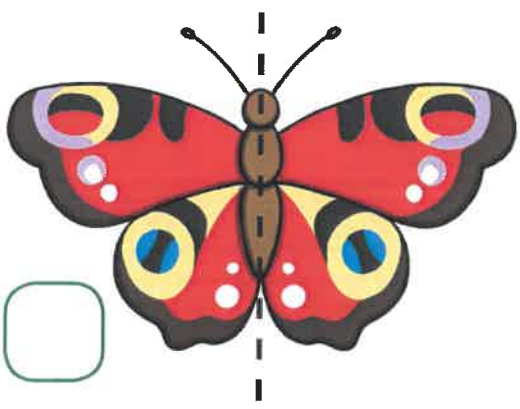
Complete the other halves of these spring pictures.

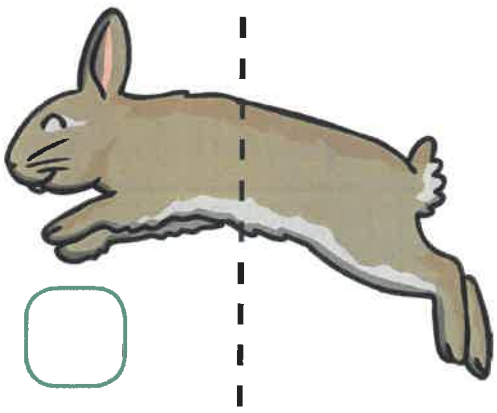


Are these lines of symmetry correct? Tick or cross.





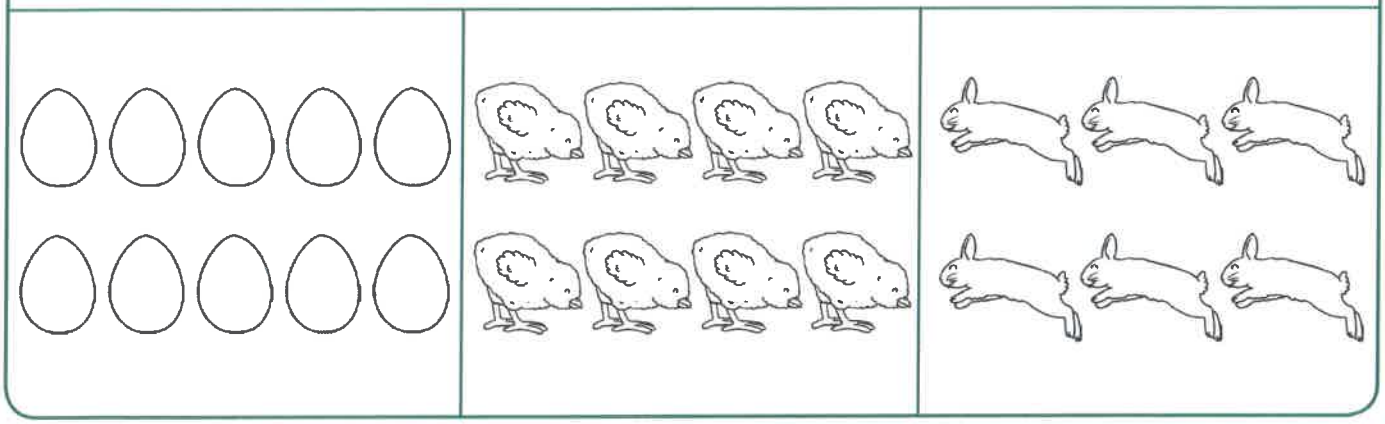




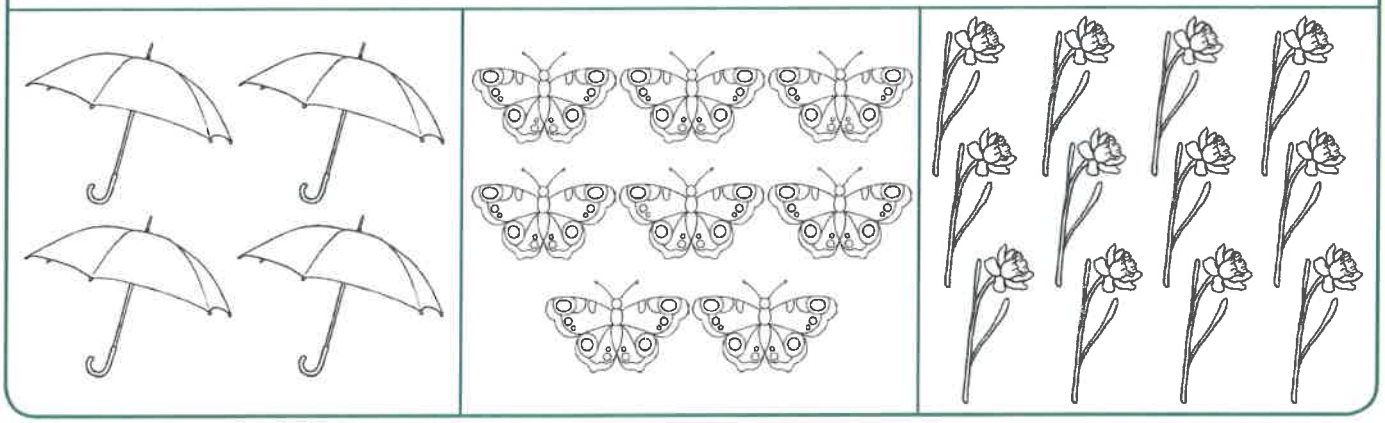
Spring Fractions

Colour the correct fractions of the spring pictures.

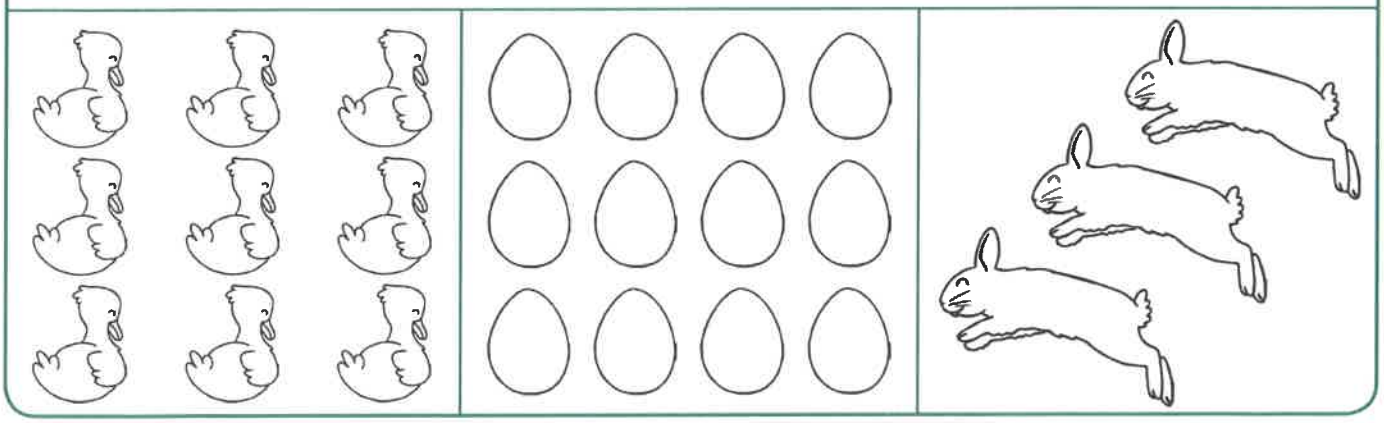
For each group of spring pictures, colour in $\frac{1}{2}$.



For each group of spring pictures, colour in $\frac{1}{4}$.

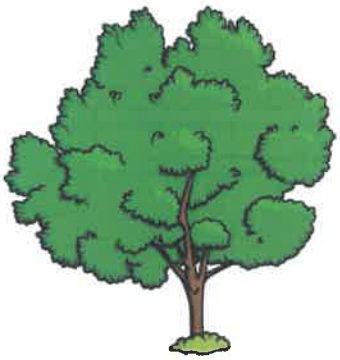


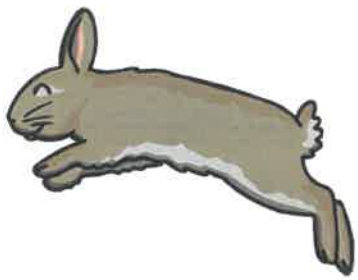
For each group of spring pictures, colour in $\frac{1}{3}$.

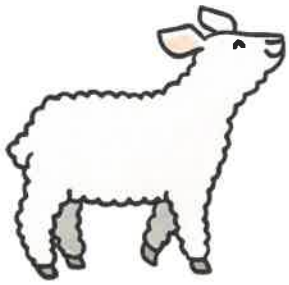


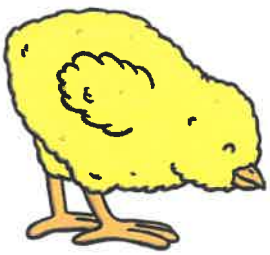
Measuring Length and Height

Circle the objects you would measure in centimetres. Tick the objects you would measure in metres.









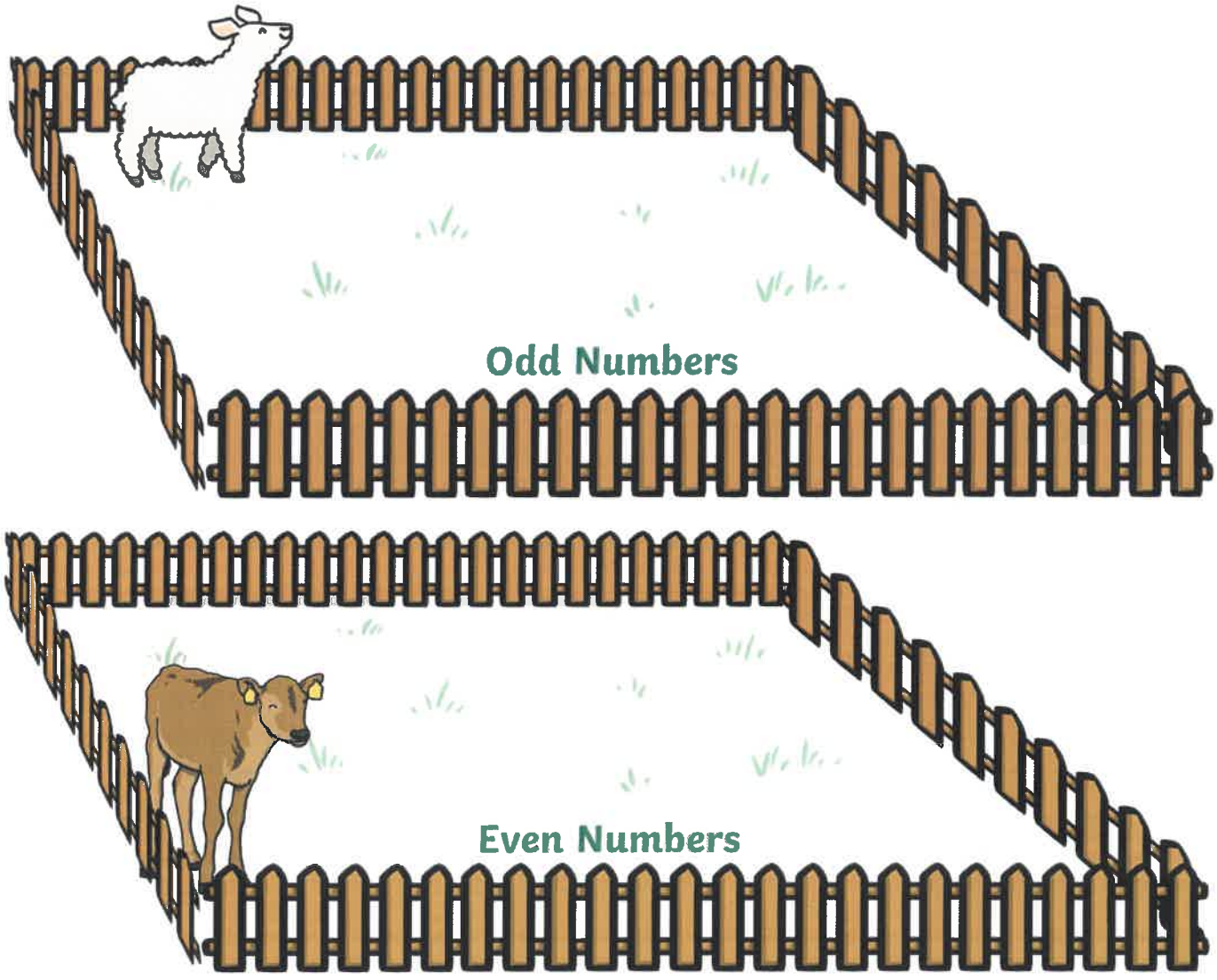
Odd and Even Farm Game

You will need:

- Two players
- Two 1-6 dice

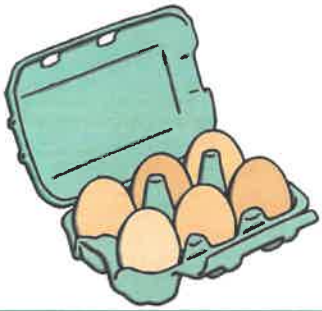
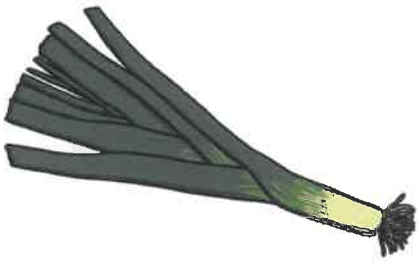
Instructions

- Decide which player is collecting even numbers and which player is collecting odd numbers.
- When it's your turn, roll both dice and add the numbers together. If the answer is odd, write the number in the lamb's field. If it is even, write it in the calf's field. The first player to collect 10 numbers in their field is the winner.



Spring Shopping

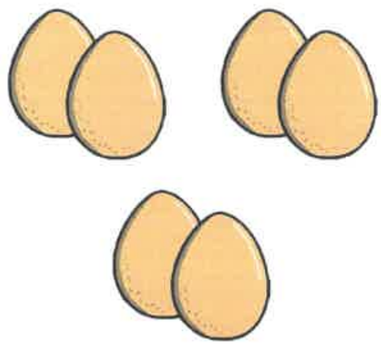
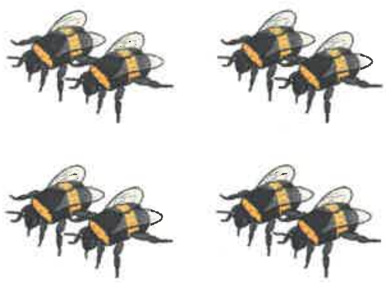
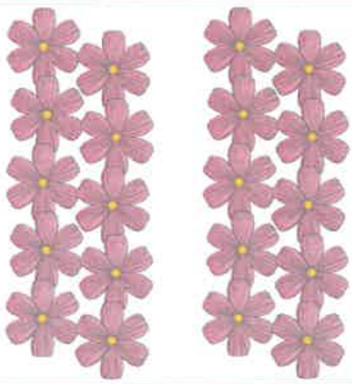
Work out how much change you would get if you bought these items.

You buy	You Pay	Change
£1.00 		
80p 		
20p 		
60p 		

Challenge: Which coins could you get for your change?

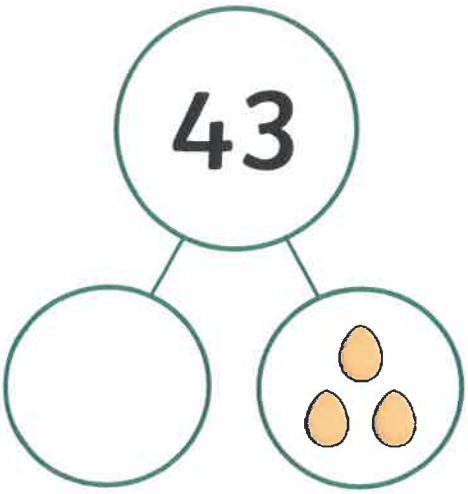
Spring Division by Grouping

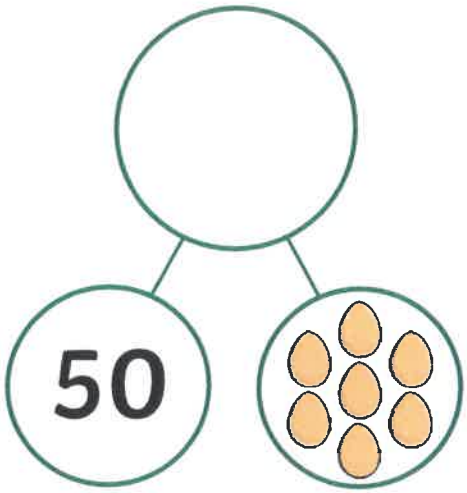
Use the spring pictures to complete the sentences and the calculations.

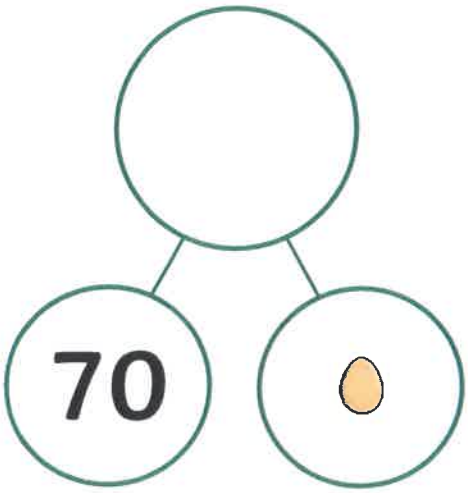
	There are ___ altogether. There are ___ groups. There are ___ in each group.	___ ÷ ___ = ___ ___ × ___ = ___
	There are ___ altogether. There are ___ groups. There are ___ in each group.	___ ÷ ___ = ___ ___ × ___ = ___
	There are ___ altogether. There are ___ groups. There are ___ in each group.	___ ÷ ___ = ___ ___ × ___ = ___
	There are ___ altogether. There are ___ groups. There are ___ in each group.	___ ÷ ___ = ___ ___ × ___ = ___

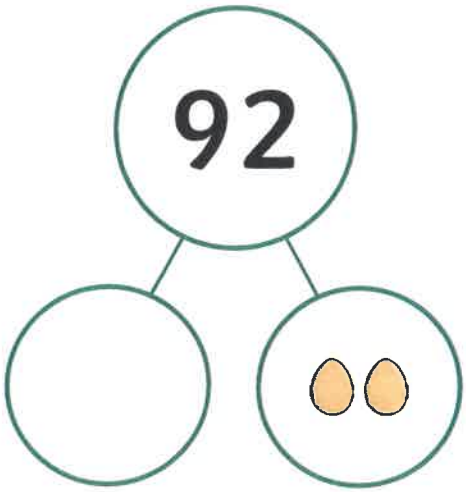
Egg Tens and Ones

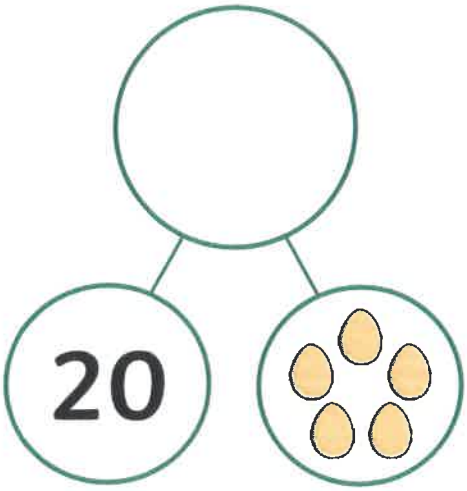
Complete the part-part-whole pictures by adding the missing number.

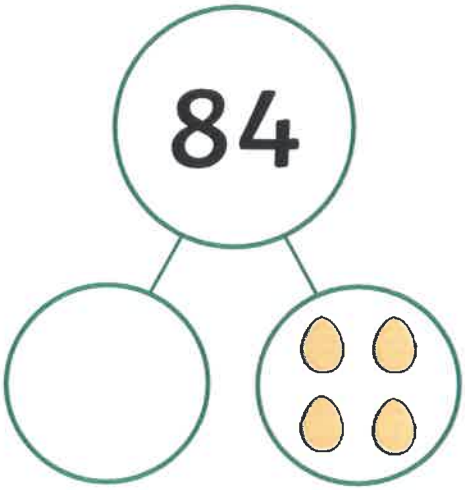






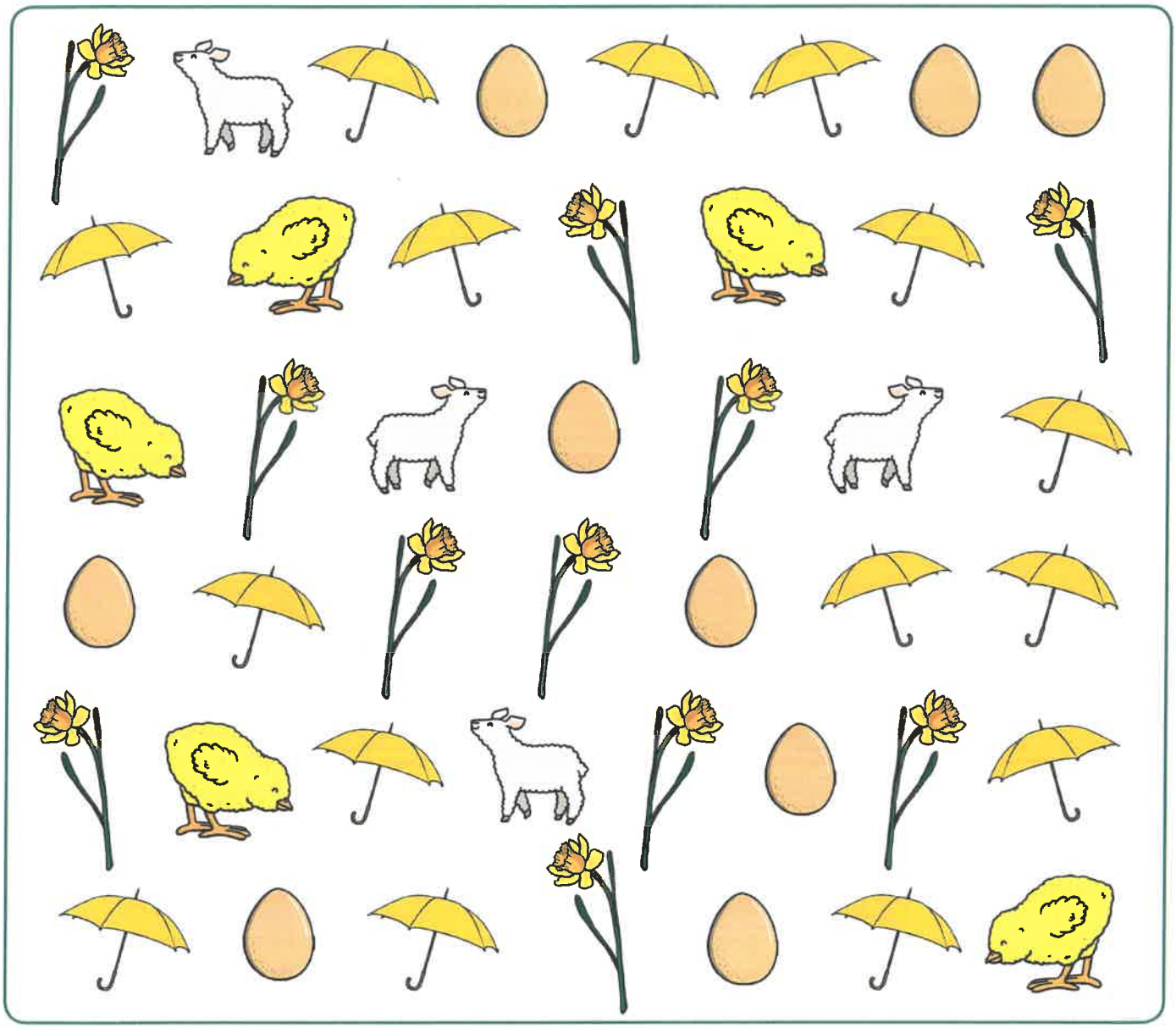






Spring Tally Chart

Count the objects to complete the tally chart.

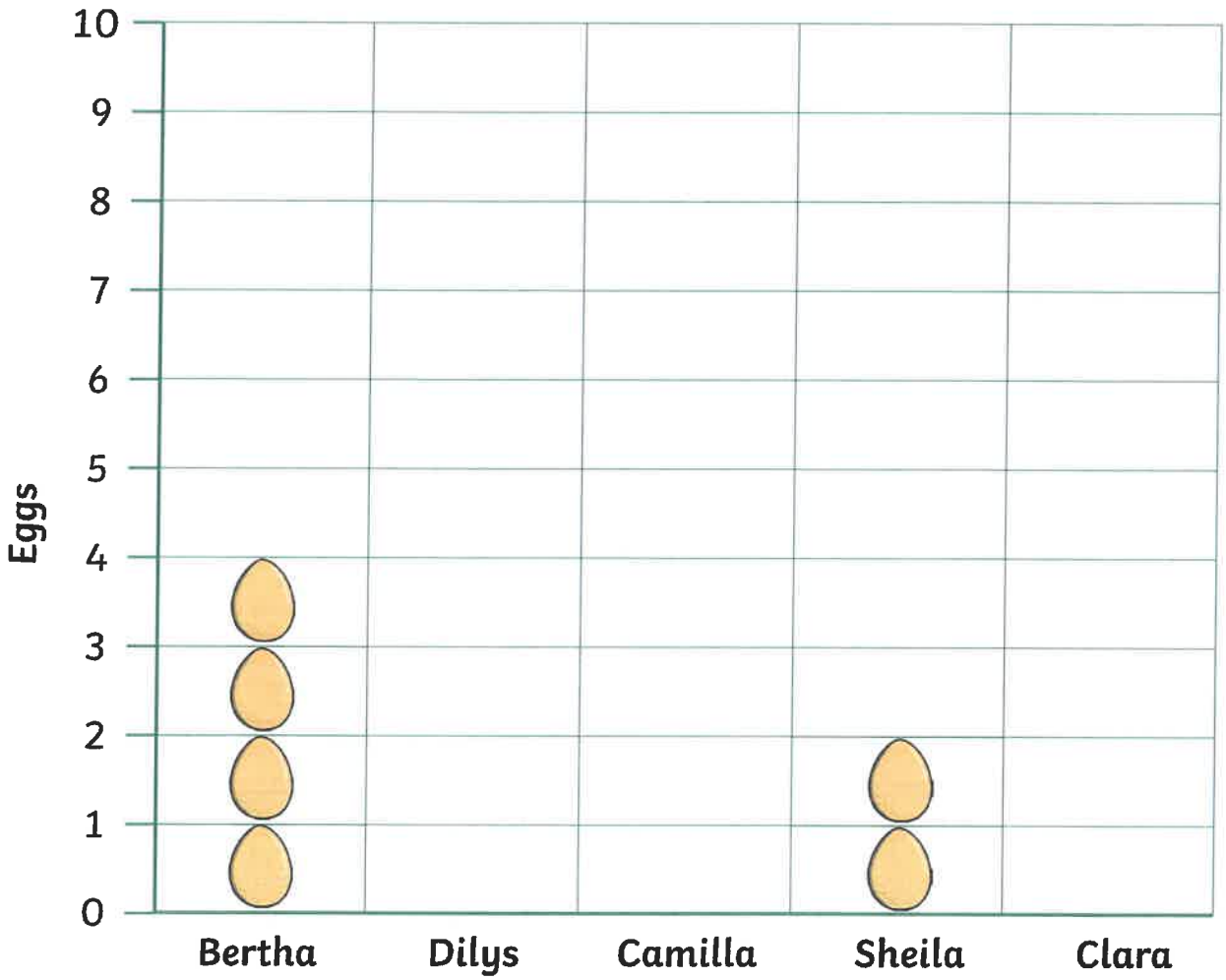


Spring Picture	Tally	Total
Chick		
Egg		
Umbrella		
Lamb		
Daffodil		

Chicken and Egg Pictogram

Connie has chickens in her garden. She recorded how many eggs they laid in a week. Complete the tally chart and pictogram using the data given.

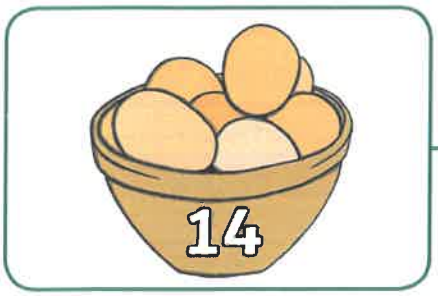
Chicken's name	Tally
Bertha	
Dilys	𝍸 I
Camilla	𝍸 II
Sheila	
Clara	𝍸 III

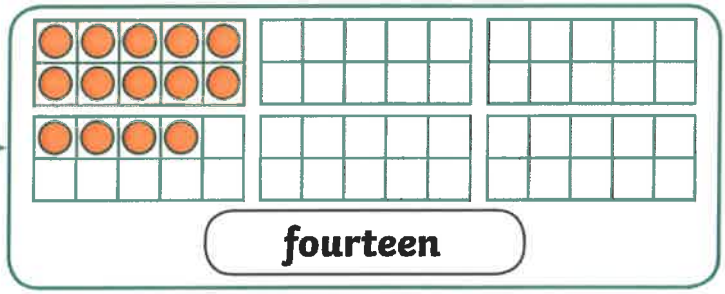


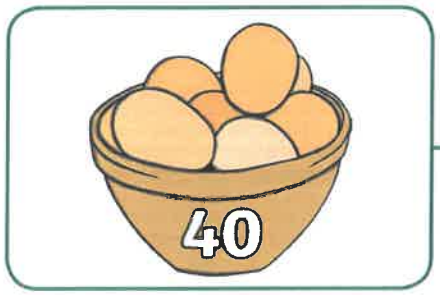
Challenge: How many more eggs did Camilla lay than Bertha?

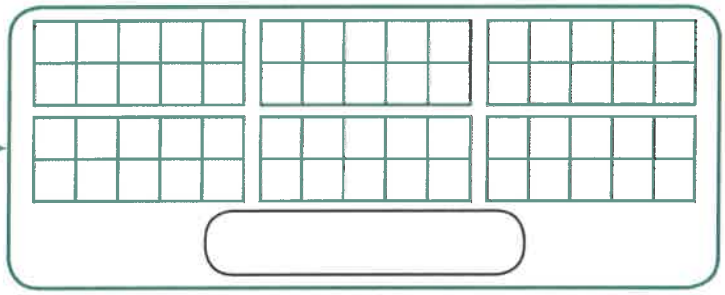
Number Representations to 100

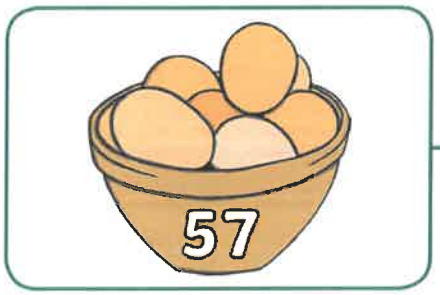
Draw circles in the ten-frames to represent the number on the egg baskets. Write the number in words. The first one has been done for you.

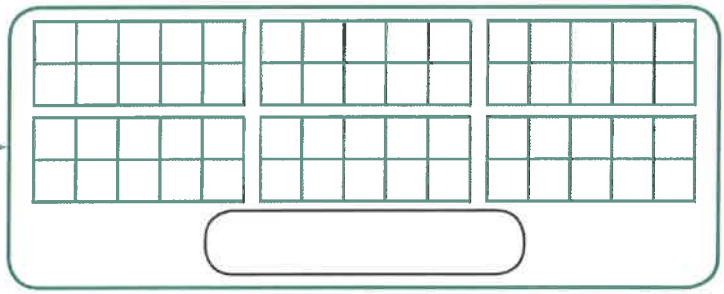


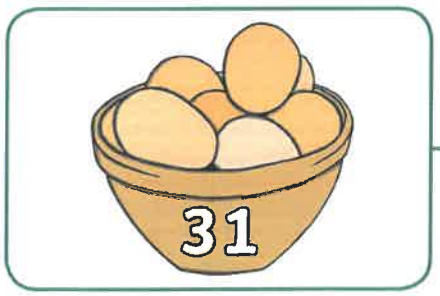


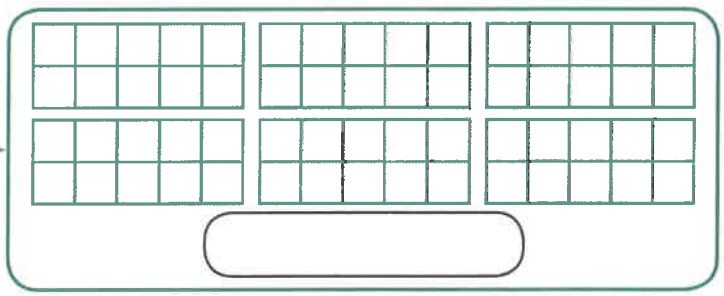


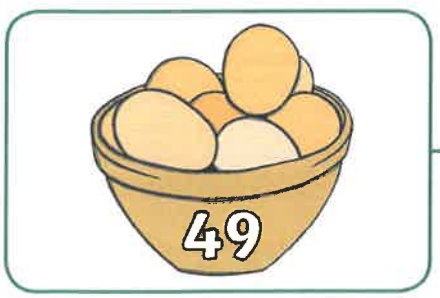


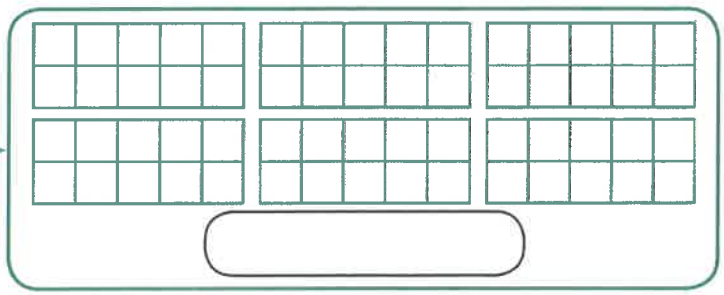




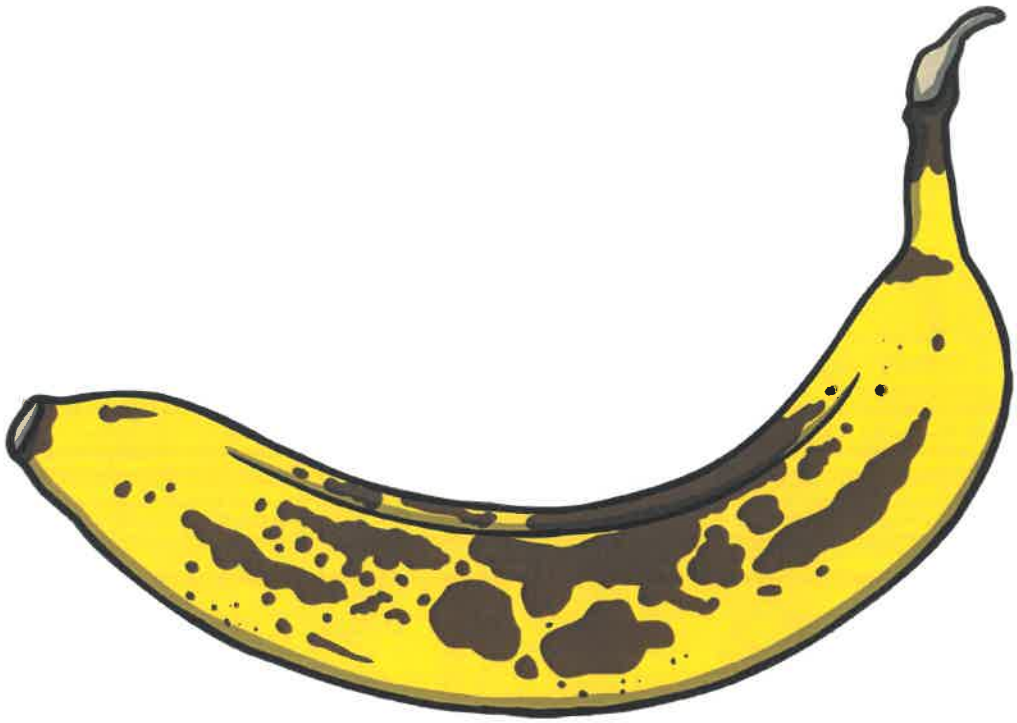








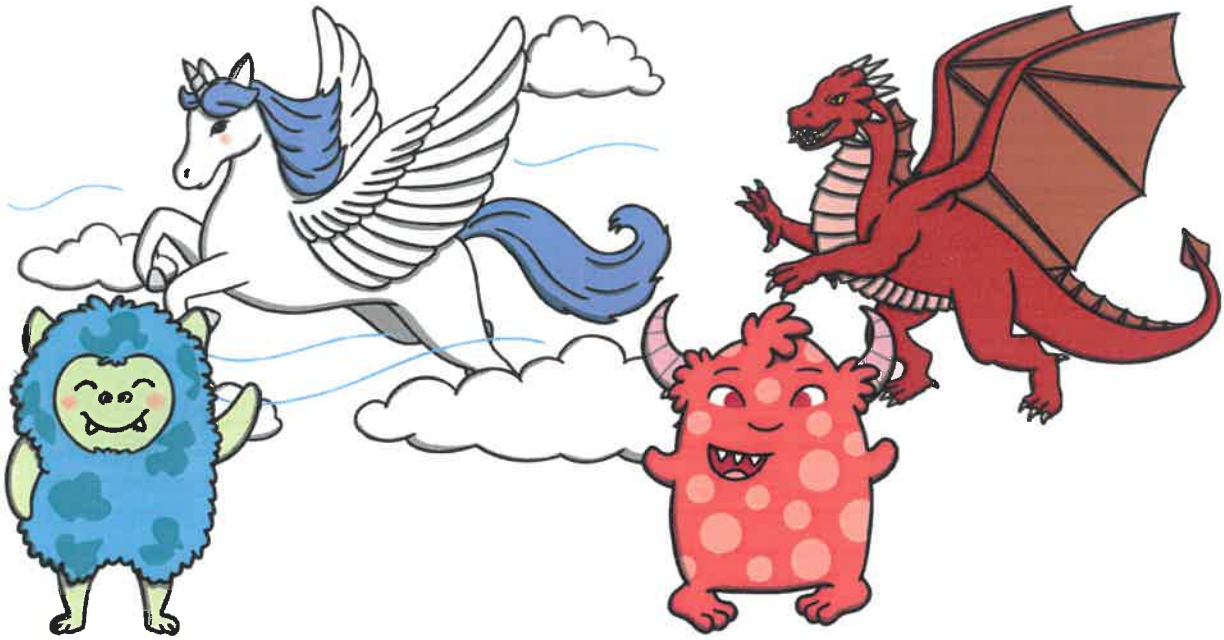
How did this banana grow so huge?



How did this pirate get stuck on a deserted island?

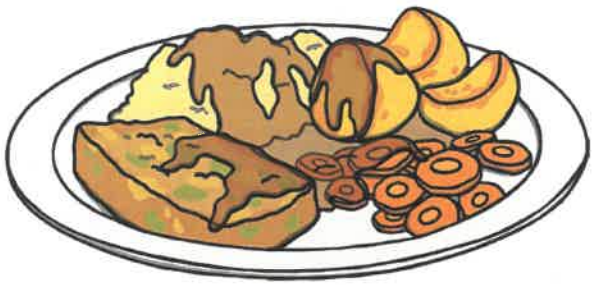
If you could go anywhere, where would you go and why?

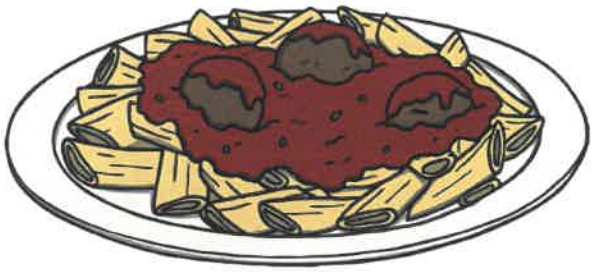
If you could have any fantasy pet, what would it be and why?

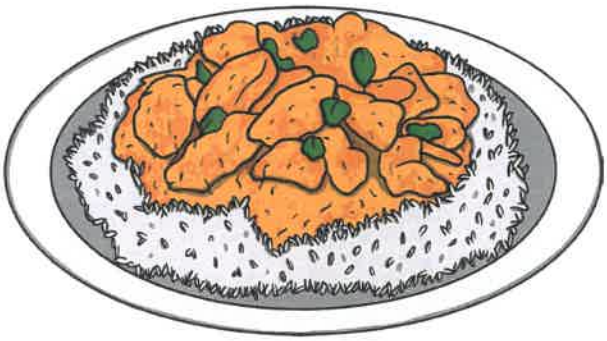


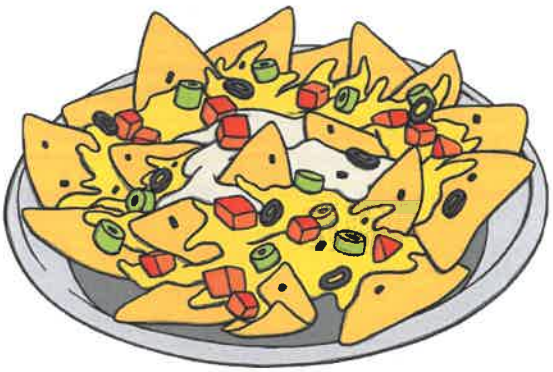
If you could meet anyone, who would it be and why?

If you had to eat one meal for the rest of your life, what would it be and why would you choose it?







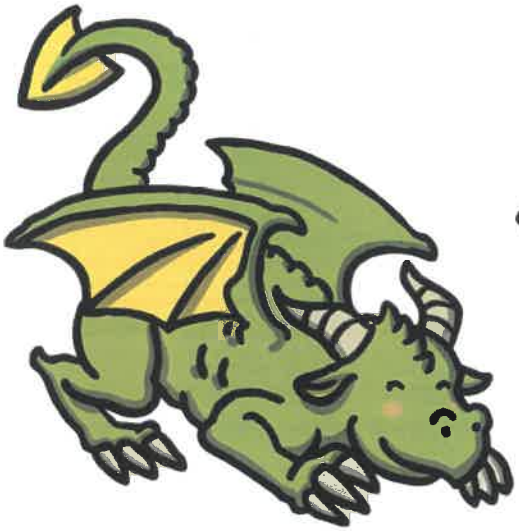


What invention do you think would change the world?

What made this dog turn green?

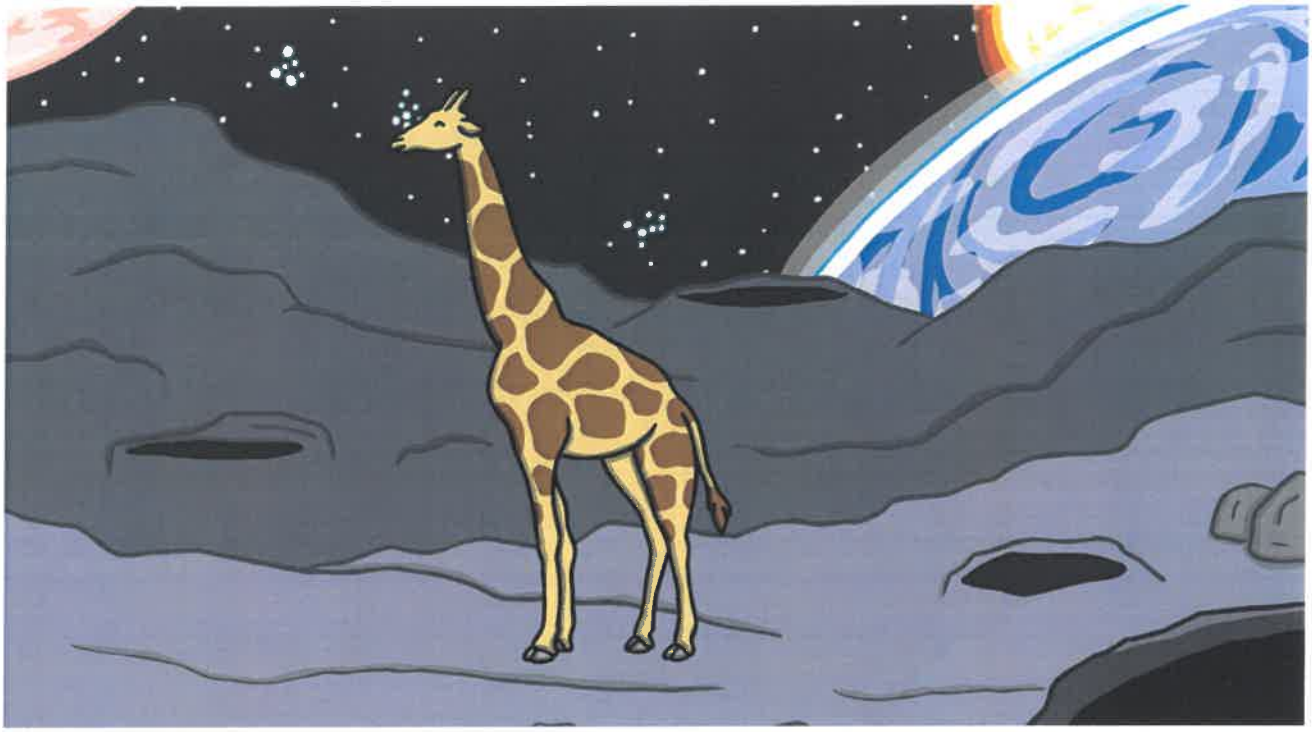
What would happen if you woke up in a different world?

What would you do if you had a pet dragon?



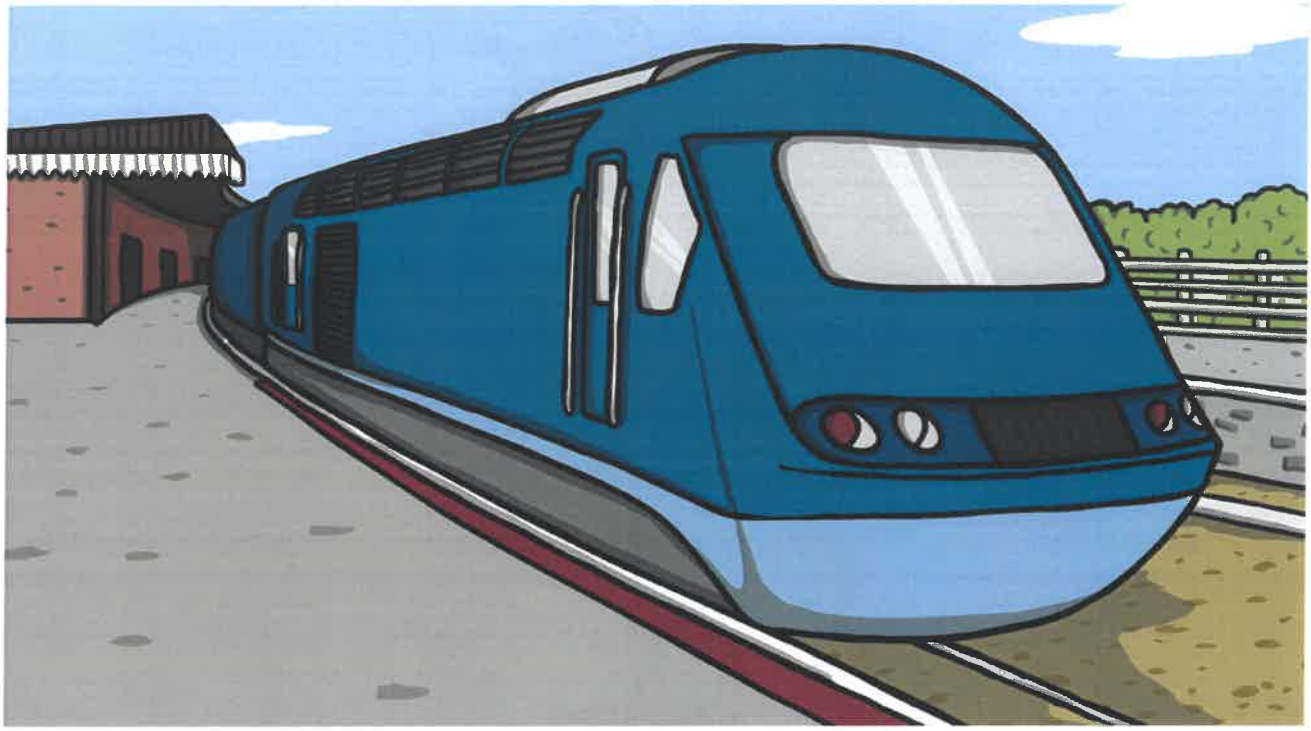
What would you do if your favourite toy came to life?

How did this giraffe get on the moon?



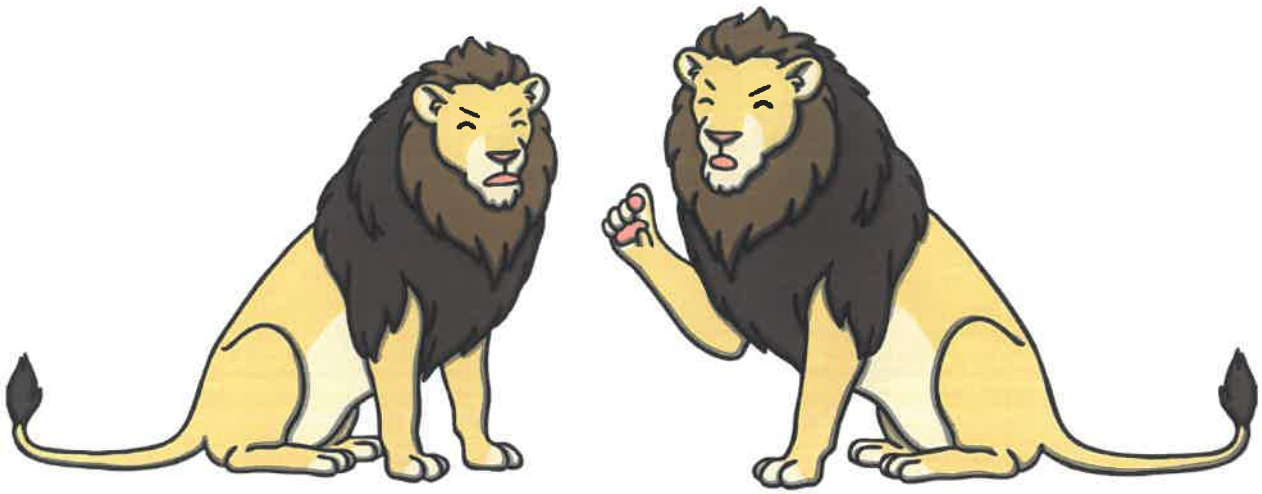
How did this duck get this hat?

Where is this train going?



What has Detective Dog found under the stairs?

How did these lions become worst enemies?



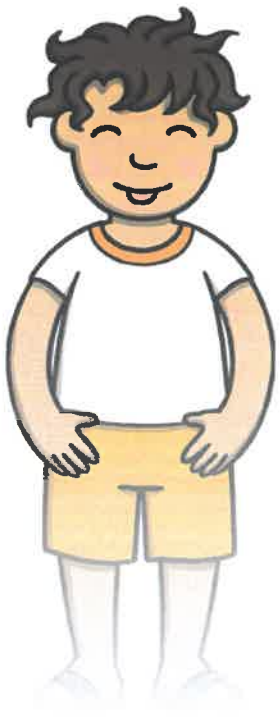
Why did this alien come to Earth?

Where will this bus go next?

Why can this baby fly?

Why are they all laughing?

Jake woke up invisible. What did he do next?



When Lottie woke up, she had grown wings! What did she do next?

My cat is no ordinary pet cat. Shall I tell you what he can do?

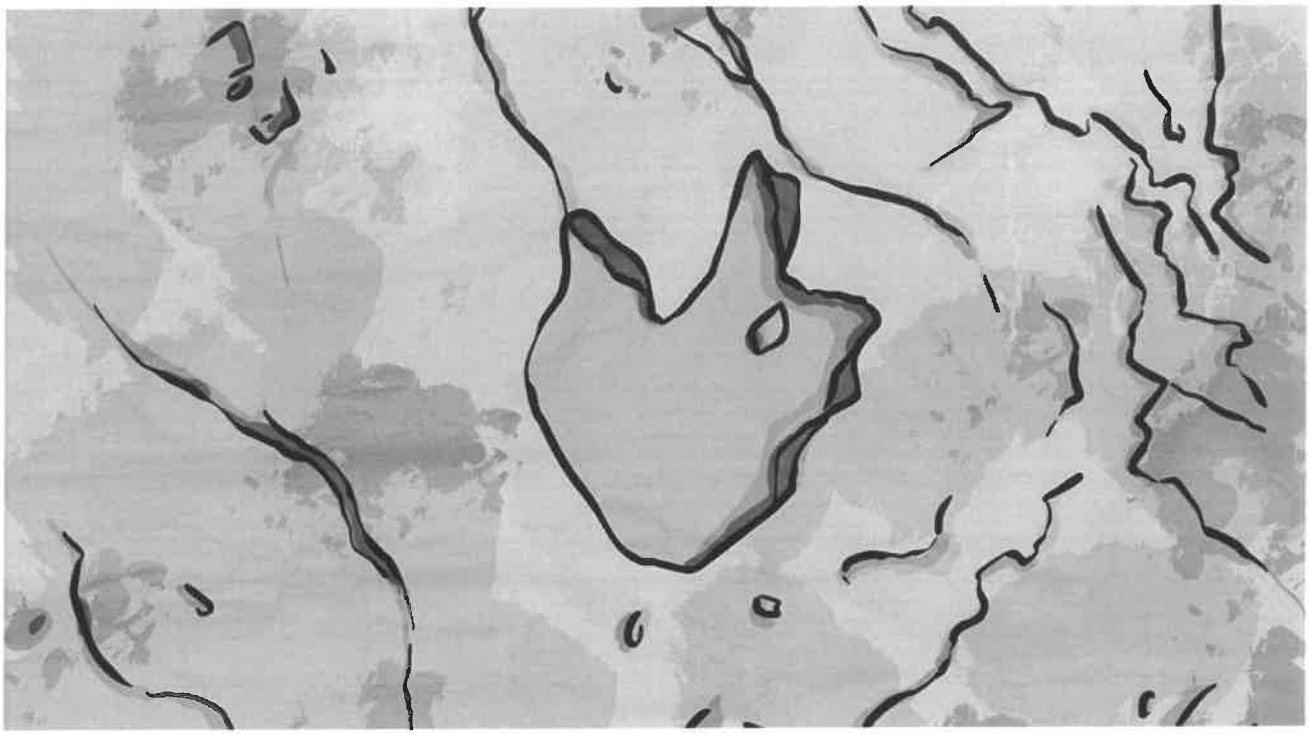
My grandfather has an amazing story of bravery. Do you know what he did?

The town was eerily empty. What had happened to everyone?

That seagull stole my ice cream! What happened next?

What has this eagle seen above the clouds?

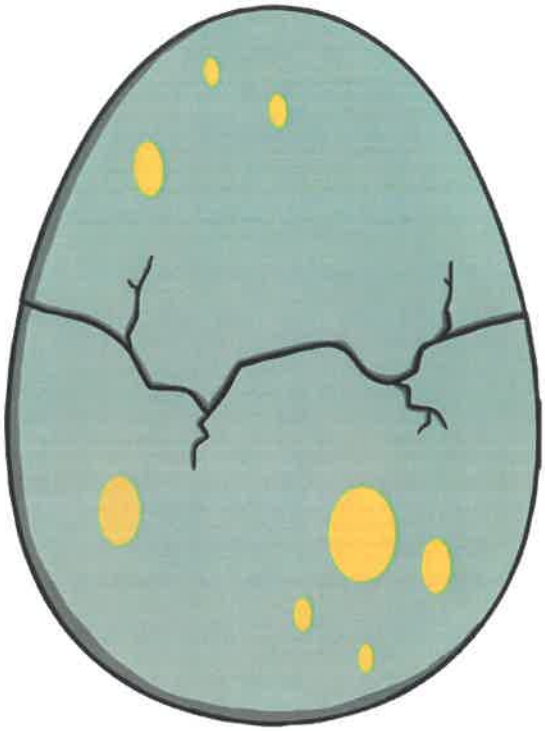
Whose footprint is this?
How did it get there?



In Backwards Land, everything is back to front. Write your name backwards and write what that character did in Backwards Land.

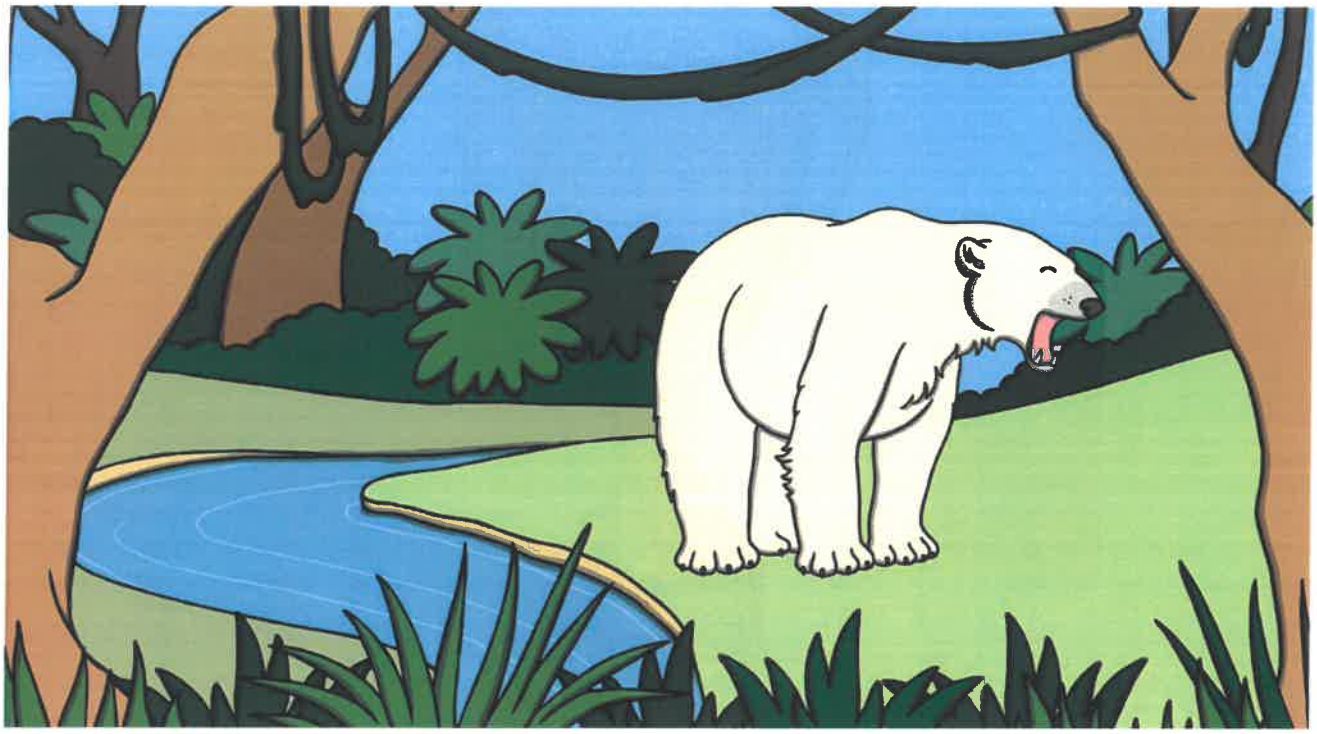
What are these animals cheering for?

What will hatch from this egg? What will it do?



Why is this penguin wearing a jumper?

How did this polar bear get lost?



Hamza cannot believe that he won the cup! Why did he deserve it?

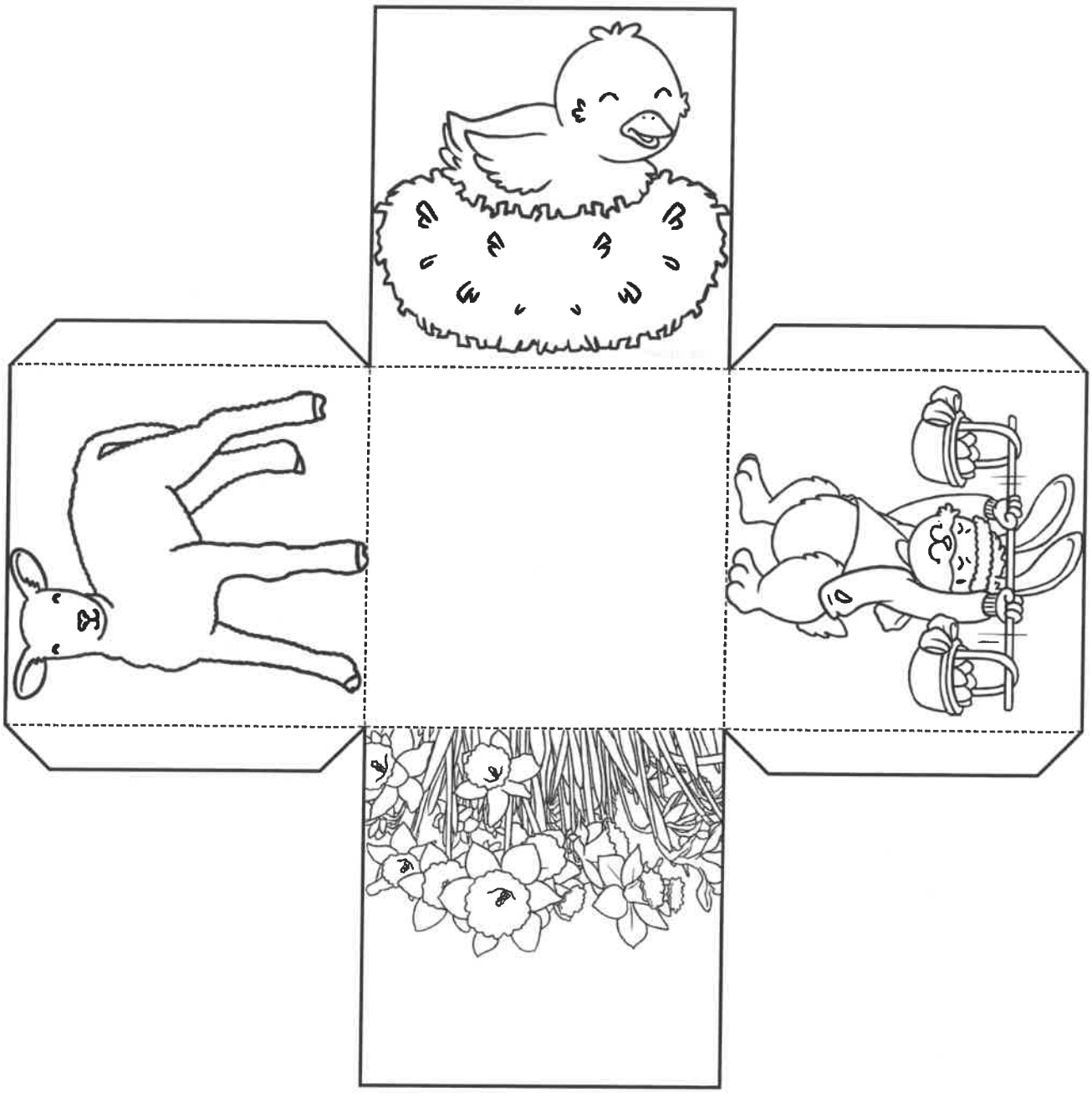
The whole class sat wide-mouthed in wonder as Ivy stood up for Show and Tell. It was...

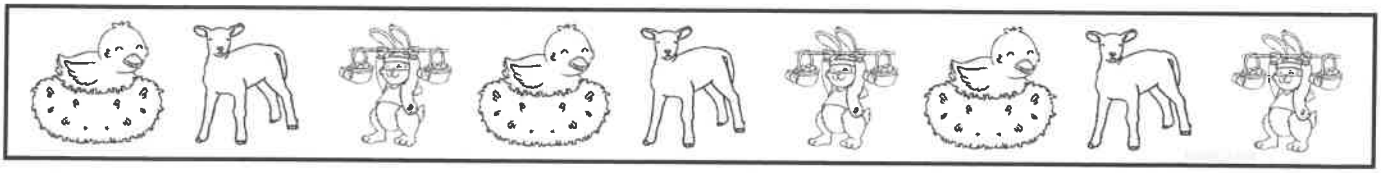
After a storm, Rashmi found an old bottle washed up on the beach. Inside it, there was a note that said...

Easter Themed Basket Craft

Instructions:

1. Colour in the basket and the handle.
2. Cut out and fold on the dotted lines.
3. Glue the sides together and staple on the handle.
4. Fill your box with Easter goodies.





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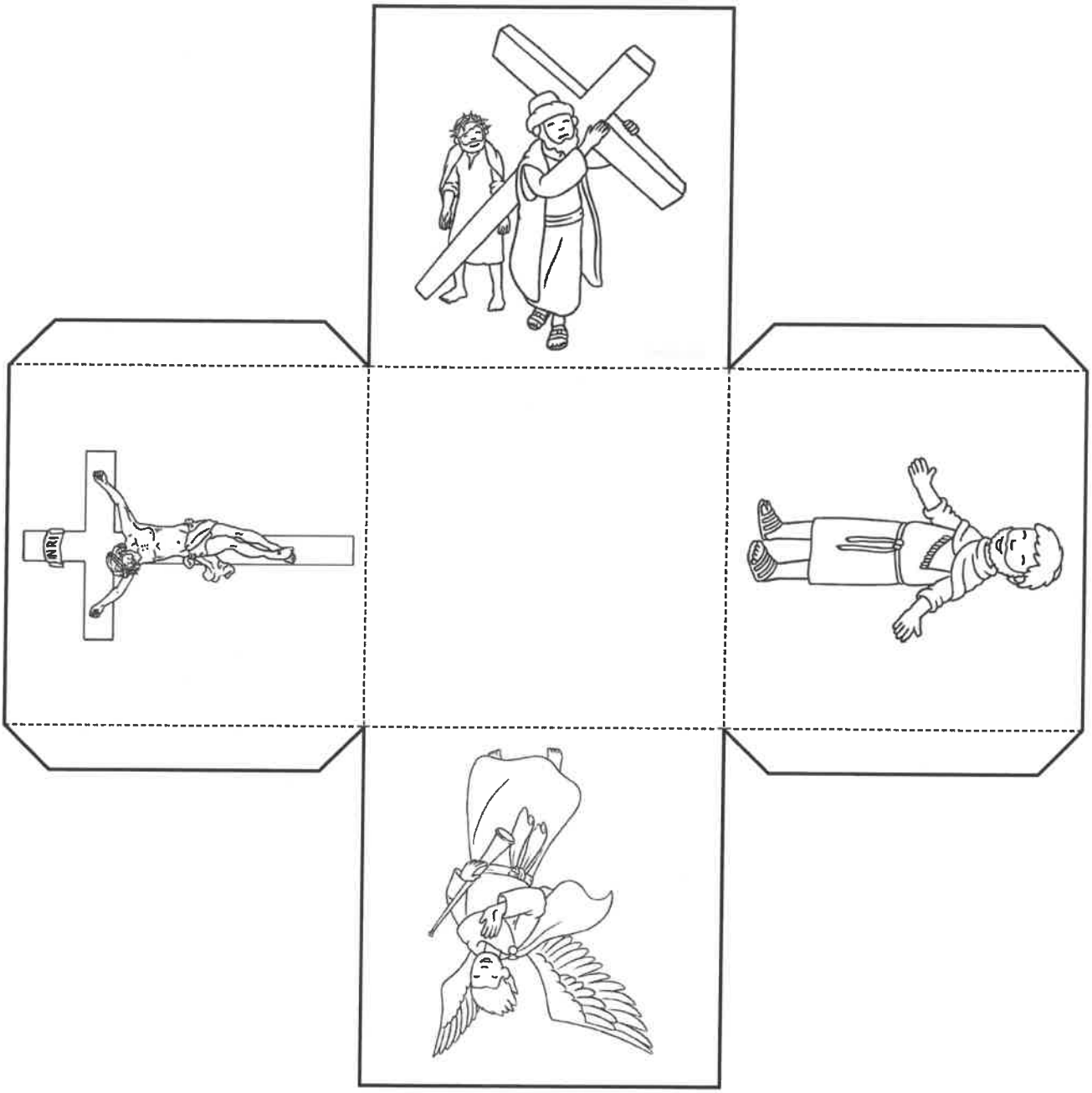

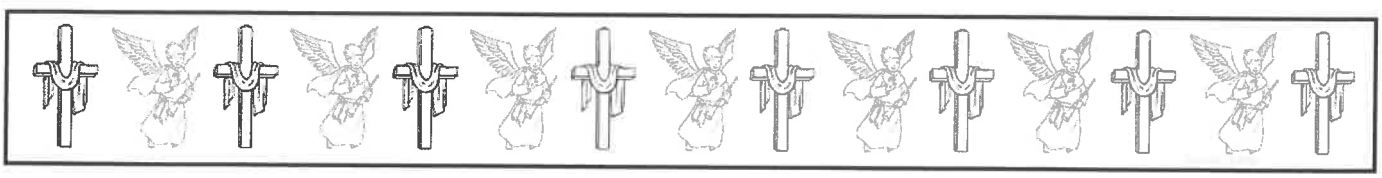

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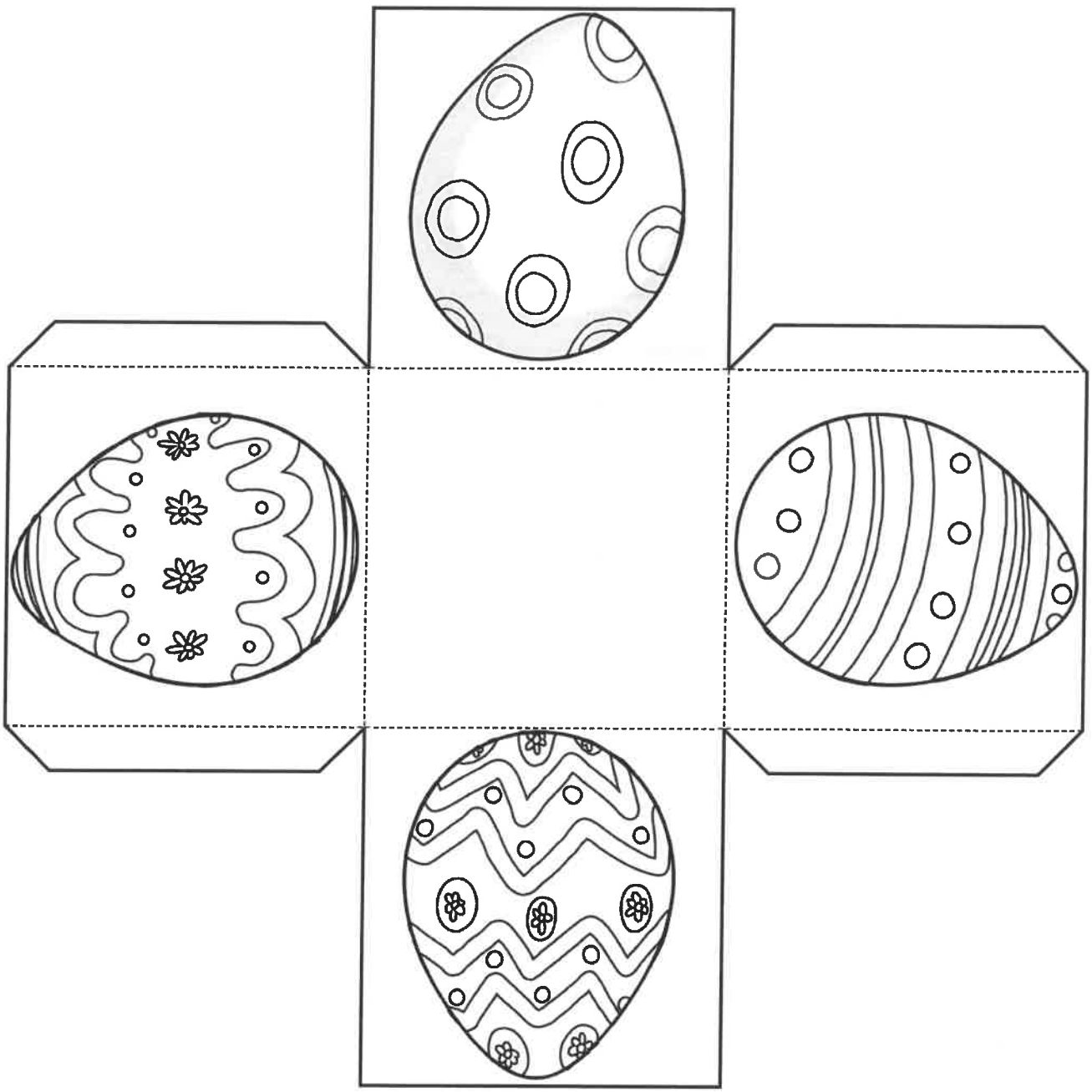
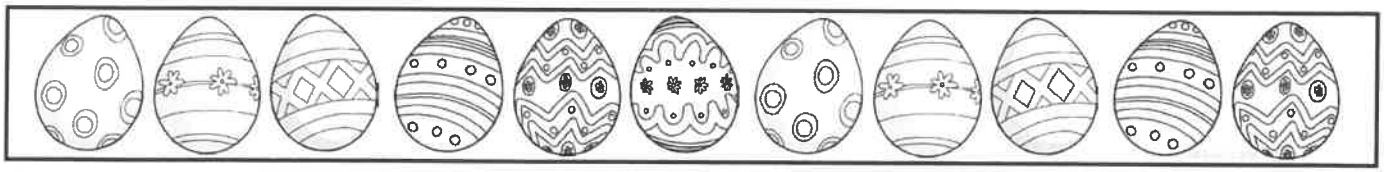




The Mystery at the Grand Portrait Gallery

The pupils of Masters Academy are going on a school trip to the Grand Portrait Gallery. They have been studying famous artists and are excited at the thought of seeing their favourite and most famous portraits at the gallery.

When they arrive, they are led into the reception area where they are counted twice for good measure and then told which groups they are in.

However, disaster has struck! Some budding artist has sneaked away from the group and, with their felt tip pen, drawn moustaches on all the portraits!

Your task is to use the evidence and the descriptions of the suspects to identify the mystery moustache meddler!

The Mystery at the Grand Portrait Gallery

Description of Suspects

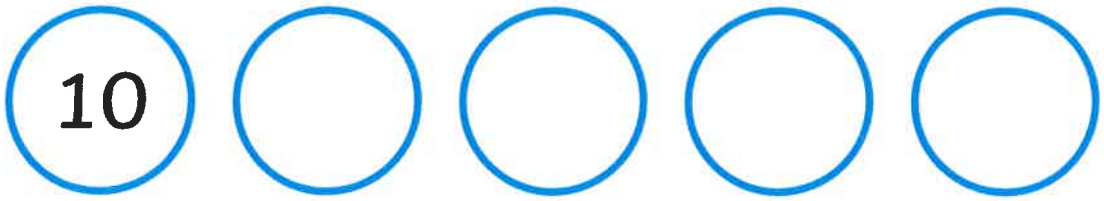
Name	Male/ Female	Height	Group Name	Type of Chocolate in Lunchbox	Shoe Size
Alesso	m	tall	Klee	Caramel Bite	5
Bridget	f	short	Mondrian	Dippy Duo	5
Claude	m	tall	Klee	Caramel Bite	3
Dora	f	tall	Cézanne	Dippy Duo	5
Eugene	m	tall	Klee	Dippy Duo	3
Frieda	f	short	Mondrian	Nutty Choc	3
Georgia	f	tall	Klee	Caramel Bite	4
Hans	m	short	Cézanne	Nutty Choc	3
Ingrid	f	tall	Klee	Caramel Bite	5
Jean	m	tall	Mondrian	Dippy Duo	3
Kiki	f	tall	Cézanne	Caramel Bite	5
Louis	m	short	Mondrian	Dippy Duo	4
Maya	f	tall	Monet	Dippy Duo	3
Nicolas	m	tall	Klee	Caramel Bite	5
Orlan	m	tall	Klee	Dippy Duo	4
Pierre	m	short	Mondrian	Dippy Duo	4
Raphael	m	tall	Klee	Caramel Bite	4
Sisco	m	tall	Monet	Nutty Choc	4
Tomas	m	tall	Klee	Choco Glory	4
Veronique	f	short	Monet	Caramel Bite	5

The Mystery at the Grand Portrait Gallery

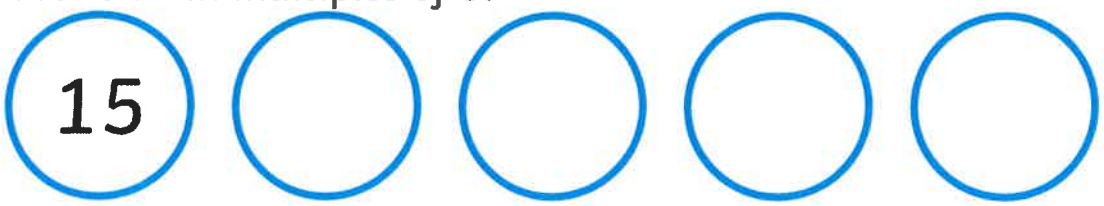
Clue 1: Forwards and Backwards

Add the missing numbers to complete the number patterns.

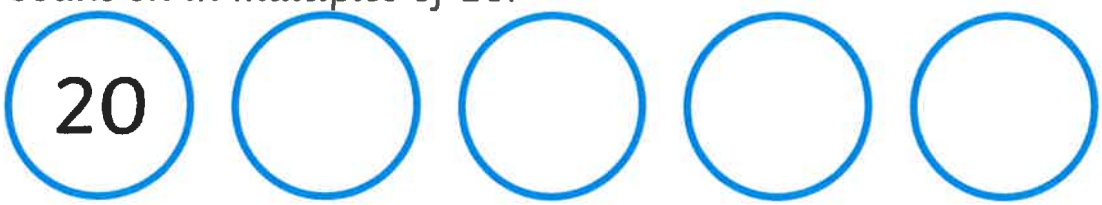
Count on in multiples of 2.



Count on in multiples of 5.

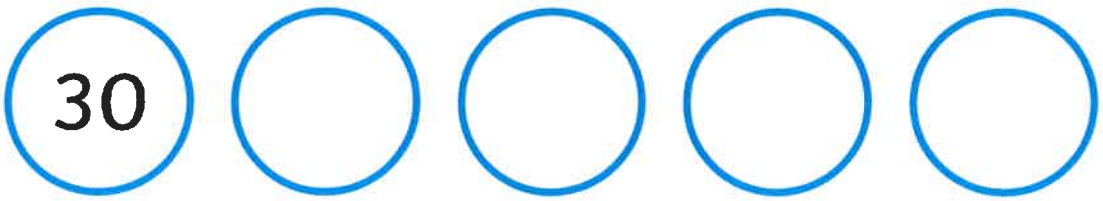


Count on in multiples of 10.

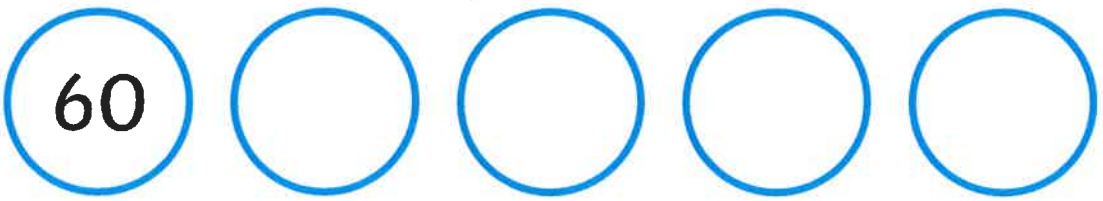


Count back in multiples of 2.

Count back in multiples of 5.



Count back in multiples of 10.



The Mystery at the Grand Portrait Gallery

Look at the last number in each row. Find the numbers in the table below and colour them in.

Rearrange the words into a sentence to solve the first clue.

18 is	60 doodler	35 the
50 short	20 tall	14 female
10 mysterious	16 moustache	15 chocolate

Answer to clue 1: _____

The Mystery at the Grand Portrait Gallery

Clue 2: Right or Wrong

Work out if these statements are right or wrong.

Then count the number of right answers and the number of wrong answers.

	Right	Wrong
A rectangle has two long sides the same length and two shorter sides the same length.		
These coins add up to £1.16. 		
140cm is the same as 1m 40cm.		
There are 15 days in two weeks.		
A cylinder has two squares at each end.		
2 + 2 + 2 + 2 is equal to 4 × 2.		
42 – 13 = 30		

If there are more right answers, the moustache doodler is female.

If there are more wrong answers, the moustache doodler is male.

Circle one: male female

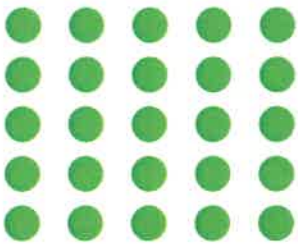
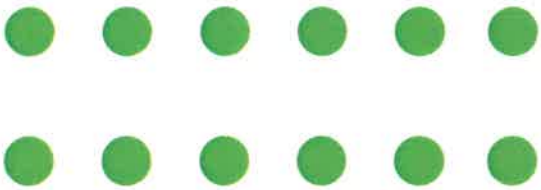
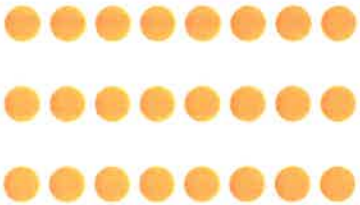
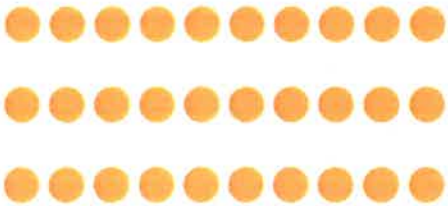
The Mystery at the Grand Portrait Gallery

Clue 3: Arrays of Arrays!

Here are some arrays.

Use the table below to find which calculation they show.

Rearrange the words to make a sentence to solve the third clue.

1. 	4. 
2. 	5. 
3. 	6. 

8 × 3 = 24 is	10 × 3 = 30 Klee	4 × 5 = 20 Cézanne	4 × 3 = 12 in
10 × 5 = 50 Choco Glory	8 × 2 = 16 Monet	6 × 2 = 12 vandal	2 × 7 = 14 chocolate
5 × 2 = 10 the	2 × 3 = 6 found	5 × 5 = 25 group	10 × 2 = 20 wrapper

Answer to clue 3: _____

The Mystery at the Grand Portrait Gallery

Clue 4: Fraction of a Whole

Match up the fraction statements with the correct answers. Rearrange the words to make a sentence to solve the fourth clue.

$\frac{1}{2}$ of 8	$\frac{1}{4}$ of 24	$\frac{1}{2}$ of 10	$\frac{1}{4}$ of 28
$\frac{1}{2}$ of 6	$\frac{1}{4}$ of 48	$\frac{1}{2}$ of 18	$\frac{1}{4}$ of 40

3 was	0 shoe	4 beside	10 found
1 Dippy Duo	5 wrapper	11 Choco Glory	7 Caramel Bite
6 the	9 a	12 paintings	2 size

Answer to clue 4: _____

The Mystery at the Grand Portrait Gallery

Clue 5: Missing Moustaches

Fill in the missing numbers.

Then, colour in the numbers you have written in the table below.

Rearrange the words to make a sentence to solve the final clue.

Be careful, sometimes you need to count forwards and sometimes backwards!

96	97		99	 101
103		101	100	 98
88	89		91	 93
75	74		72	71 

102 the	76 five	101 drawing
90 vandal	73 moustache	105 three
66 behind	100 a	99 left
98 size	70 four	92 footprint

Answer to clue 5: _____

The Mystery at the Grand Portrait Gallery

Have you solved the mystery of the moustache doodling vandal?

The mysterious moustache doodler is: _____

The Mystery at the Grand Portrait Gallery

Answers

Clue 1: Forwards and Backwards

18 is	60 doodler	35 the
50 short	20 tall	14 female
10 mysterious	16 moustache	15 chocolate

Answer to clue 1: The mysterious moustache doodler is tall.

Clue 2: Right or Wrong

	Right	Wrong
A rectangle has two long sides the same length and two shorter sides the same length.	✓	
These coins add up to £1.16. 		✓
140cm is the same as 1m 40cm.	✓	
There are 15 days in two weeks.		✓
A cylinder has two squares at each end.		✓
2 + 2 + 2 + 2 is equal to 4 × 2.	✓	
42 – 13 = 30		✓

Answer to clue 2: There are more wrong answers so the culprit is male.

The Mystery at the Grand Portrait Gallery

Answers

Clue 3: Arrays of Arrays!

8 × 3 = 24 is	10 × 3 = 30 Klee	4 × 5 = 20 Cézanne	4 × 3 = 12 in
10 × 5 = 50 Choco Glory	8 × 2 = 16 Monet	6 × 2 = 12 vandal	2 × 7 = 14 chocolate
5 × 2 = 10 the	2 × 3 = 6 found	5 × 5 = 25 group	10 × 2 = 20 wrapper

Answer to clue 3: The vandal is in Klee group.

Clue 4: Fraction of a Whole

3 was	0 shoe	4 beside	10 found
1 Dippy Duo	5 wrapper	11 Choco Glory	7 Caramel Bite
6 the	9 a	12 paintings	2 size

Answer to clue 4: A Caramel Bite wrapper was found beside the paintings.

Clue 5: Missing Moustaches

102 the	76 five	101 drawing
90 vandal	73 moustache	105 three
66 behind	100 a	99 left
98 size	70 four	92 footprint

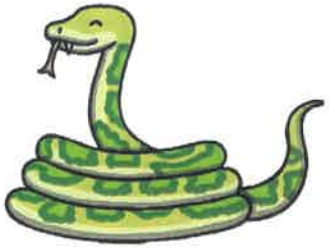
Answer to clue 5: The moustache drawing vandal left a size four footprint.

The mysterious moustache doodler is Raphael!

Snakes and Ladders
2, 3 and 5 Times Tables

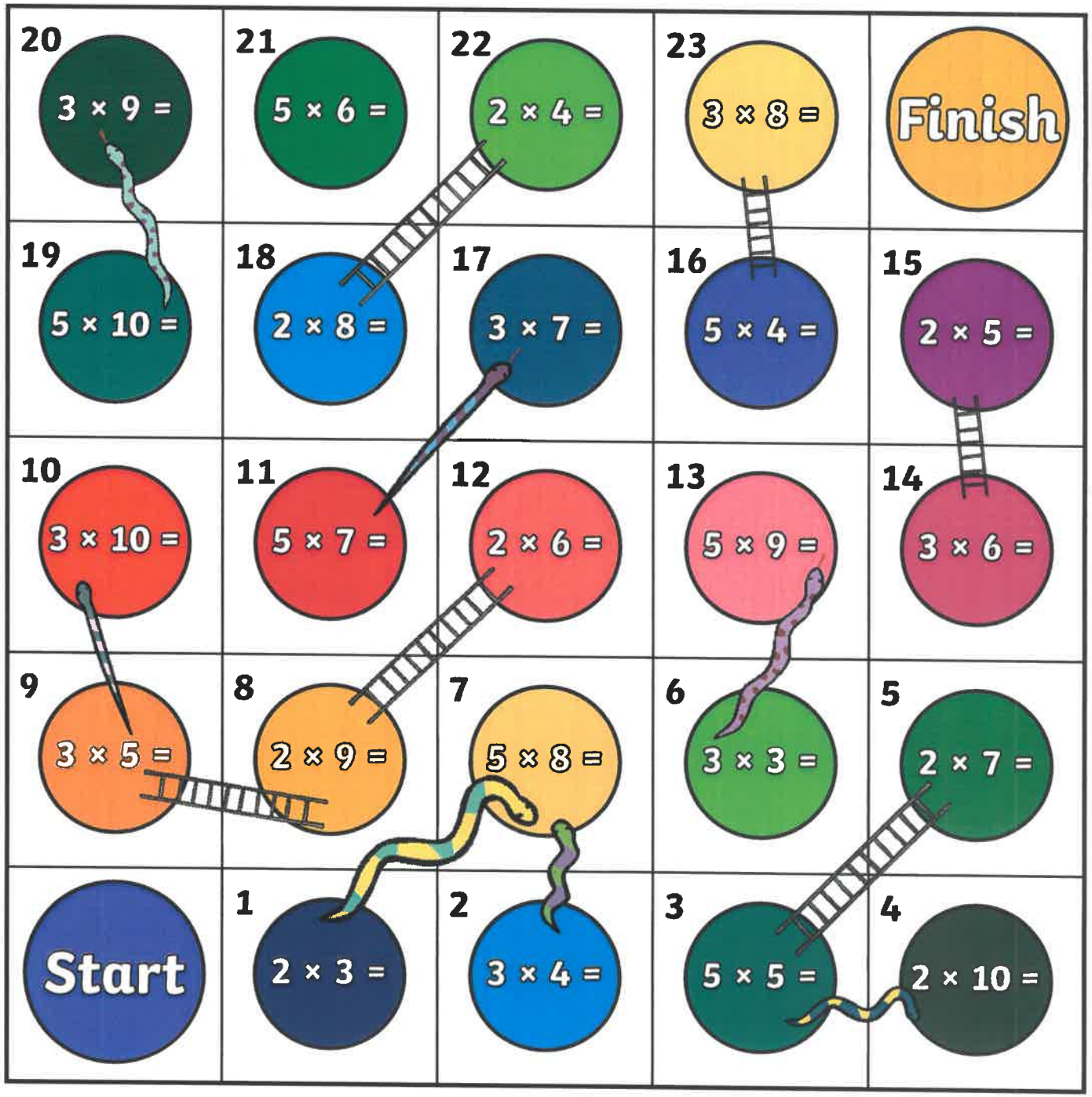
You will need...

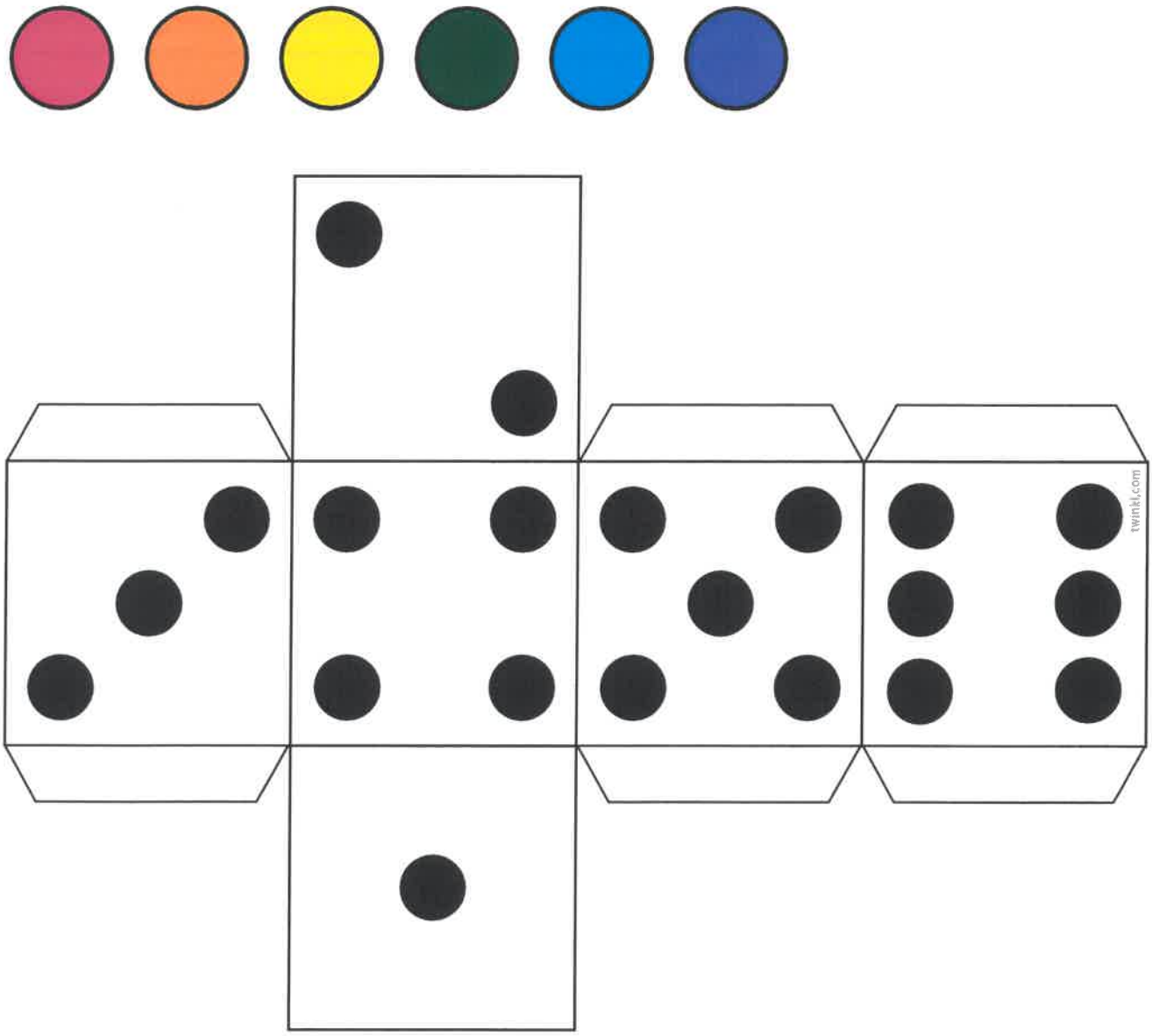
- The Snakes and Ladders Board Game board
- A dice
- A counter per player



How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.
2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
3. If the answer given to the calculation is correct, play continues as usual:
   - landing on a snake's head - the player's counter slides down;
   - landing at the bottom of a ladder - the player's counter climbs up.
4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

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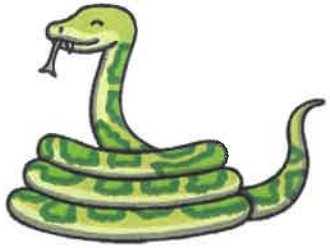
Snakes and Ladders
2, 3 and 5 Times Tables
Answers

You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player



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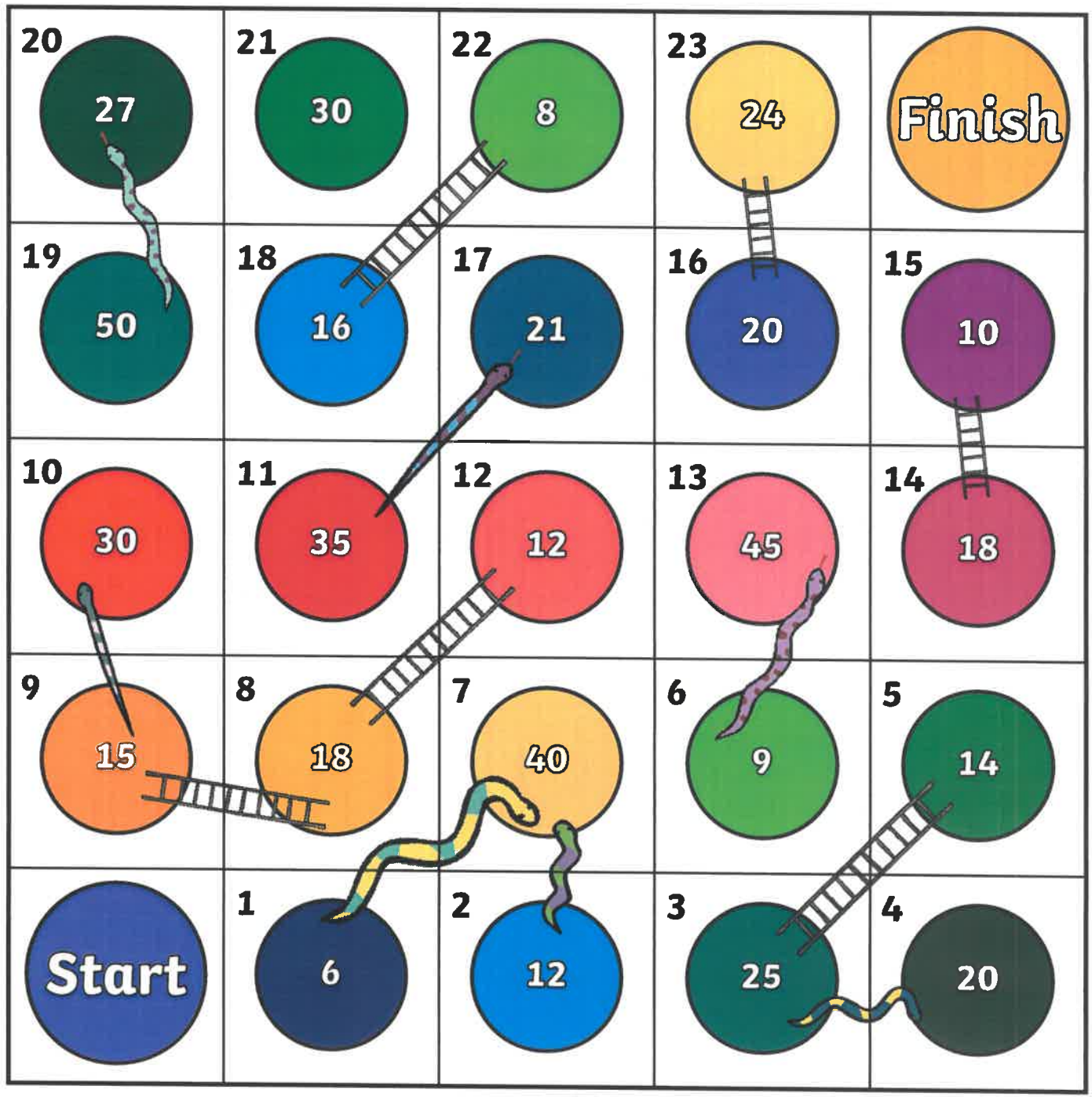
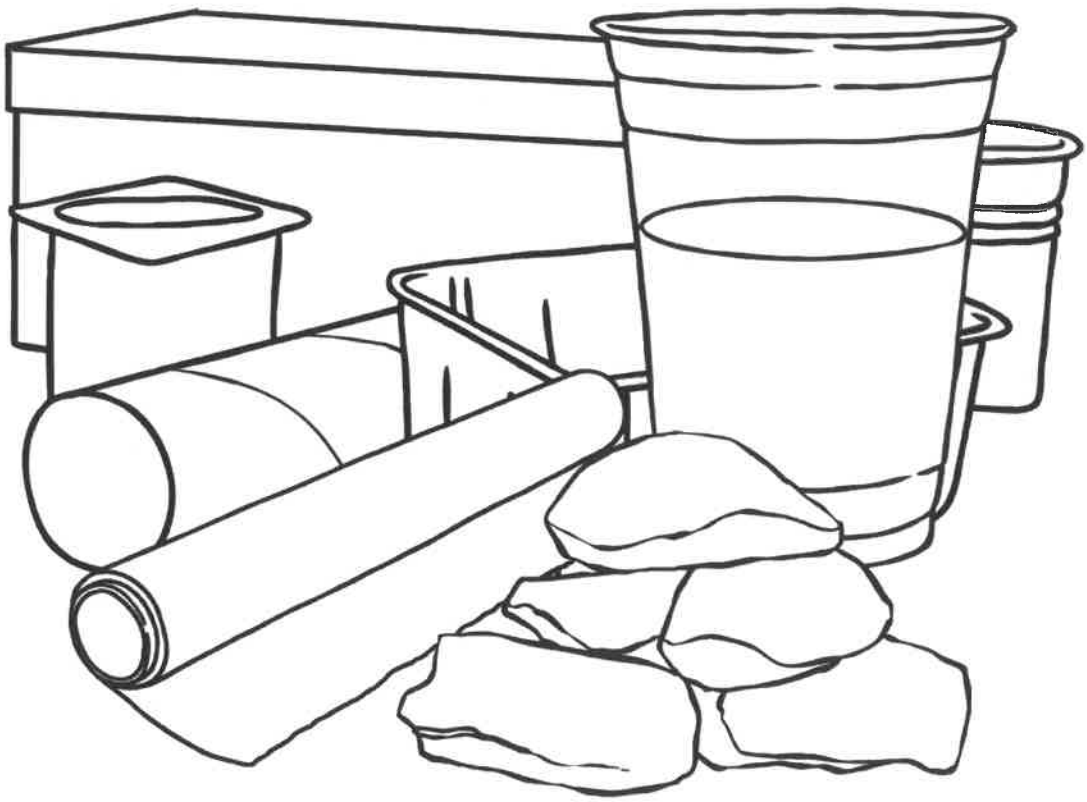
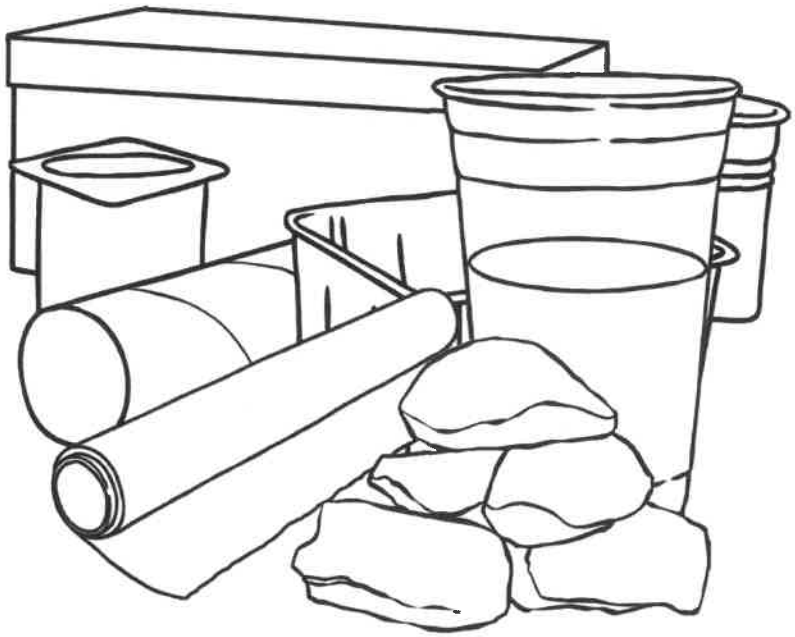


Science
Uses of Everyday Materials
Learning from Home Activites



Year 2 Programme of Study – Uses of Everyday Materials

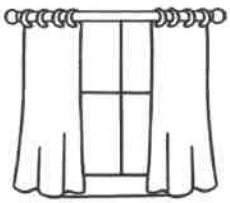
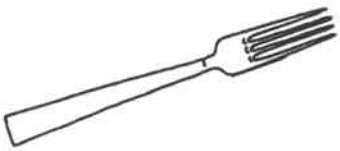
Statutory Requirements	Activity Sheet	Page Number	Notes
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Magic Materials Challenges The Day the Materials Went Wrong!	2 3 4	
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Bend, Stretch and Squash Key Vocabulary	5 6	



Note for parents: The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things, and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice, and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests, and finding things out using books and the internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

Magic Materials

Find the following objects around your home. For each object, write what material it is made from, and one property of that material which makes it suitable for this object. You will find the words you need on the key vocabulary page (page 6).

	A window is made from glass because it is transparent.
	A fork is made from _____ because it is _____.
	An umbrella is made from _____ because it is _____.
	A coat is made from _____ because it is _____.
	A pencil is made from _____ because it is _____.
	A house is made from _____ because it is _____.

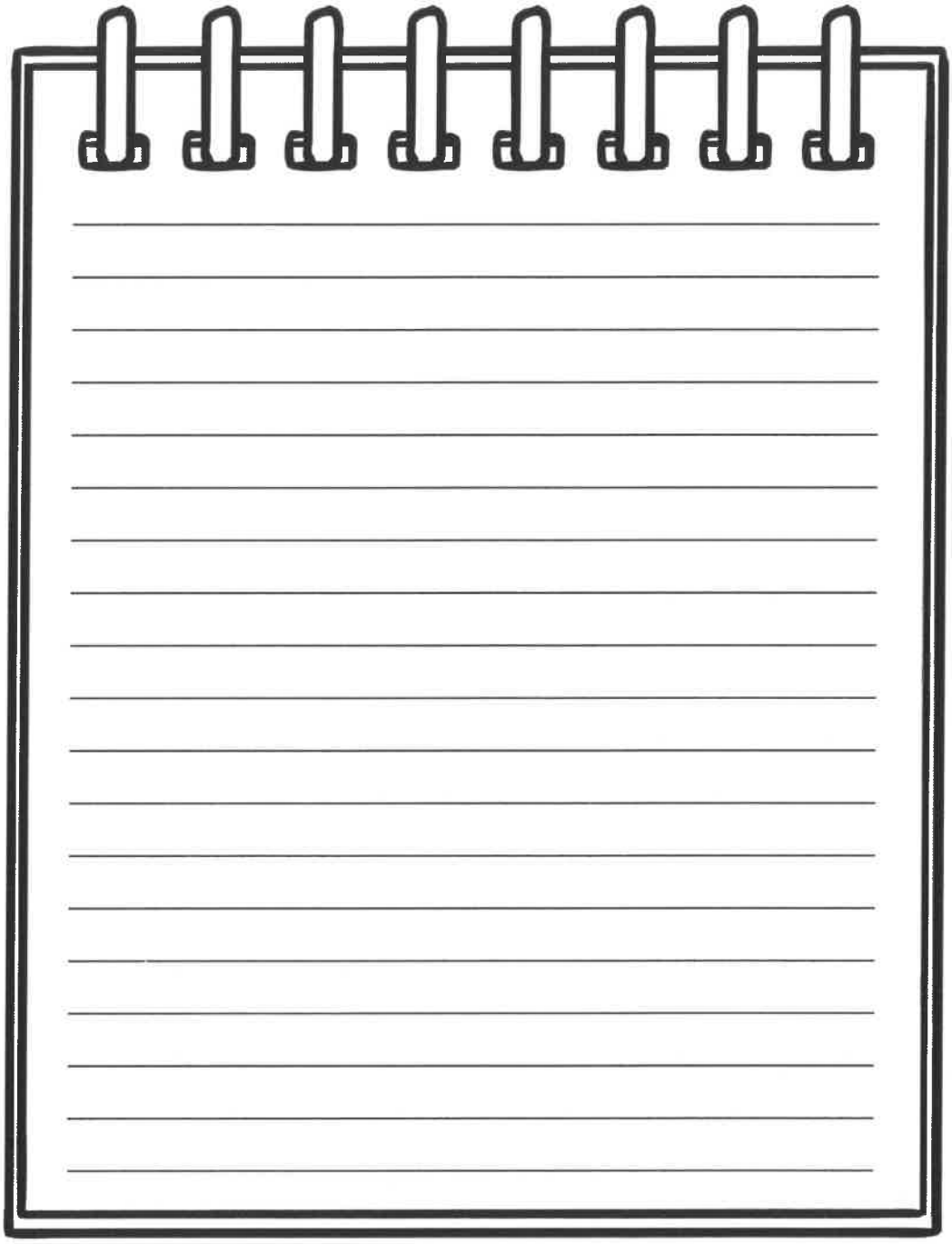
Note for parents: In year 1, children will have learnt about the most common materials in everyday use including; wood, metal, plastic, fabric, rock and glass. They also learned some of the properties of these materials, such as if it was hard/soft, rigid/flexible, transparent/opaque, shiny/dull, waterproof or strong. In year 2, this knowledge is extended by asking children to think about why materials are used for particular uses.

Challenges

Think of another property for each of these materials. For example, 'A window is made from glass because it is waterproof.'
Find six new objects and put them on a tray. Describe two properties of the material each one is made of and see if your helper can guess which object you describing.
Look in your toy box or around your bedroom. Can you find a toy made out of each material you have learnt about? Why is each material used?
How many objects can you find around your home that are made of two or more materials? Can you talk to your helper about why this is?
Plastic is a very popular material, as it can have lots of different properties. How many different forms of plastic can you find in your home?
Ask your helper to talk to you about recycling. Have a look at what goes into your recycling bin at home. Find out why we recycle lots of materials.
Make a poster encouraging people to recycle. Explain why we do this and what can be made by recycling different materials.
Can you find examples of the same material having different properties, for example rigid/flexible, transparent/opaque? Hint: try metal, plastic and glass.
Use books or the Internet to find out where paper comes from.
Use books or the Internet to find out how glass and plastic are made.
Investigate which materials would be best to make a cage for a hamster, who is trying to escape. Which materials will stand up to being nibbled by a hamster's teeth?
Which materials are best for making a mirror? Look at a window on a dark night, can you see your reflection? Investigate backing a piece of clear plastic with different materials to see which would make the best mirror.
Investigate objects which can be made of different materials- for example, can you find spoons made of metal, plastic and wood? Find out and talk about why the same object might be made from different materials.

The Day the Materials Went Wrong!

Imagine you have woken up one day and all the materials have gone wrong! The properties they used to have are all changed. Glass is now flexible, fabric is rigid and plastic isn't waterproof. Write a diary to show what happens to you as a result.



Note for parents: Children can complete this task at their own level. Confident writers can write their own diary after discussing their ideas with you. Less confident writers can draw pictures and label them, or simply talk about their ideas and write simple sentences.

Bend, Stretch and Squash

Some objects can be changed by bending, stretching, squashing or squeezing them. Can you find any objects made from each of these materials, which can be changed by bending, stretching, squashing or squeezing? Can you find another object which cannot be changed? Talk to your helper about why one can be changed but one cannot.

Material	Objects	Can it be changed?	Why/why not?
plastic			
wood			
rubber			
fabric			
glass			
clay			

Challenge: Find out which of your objects can go back to the way they were after being twisted or stretched, and which stay in their new shape.

Further challenge: Make some biscuit dough or pastry with your helper. How do the properties of the dough or pastry change when it is baked?

Note for parents: Before starting this activity, have some of the following items to hand: playdough, pastry, a plastic bag, something made from fabric, a rubber band, a paper clip, sawdust/wood shavings/pencil shavings or a small twig or stick.

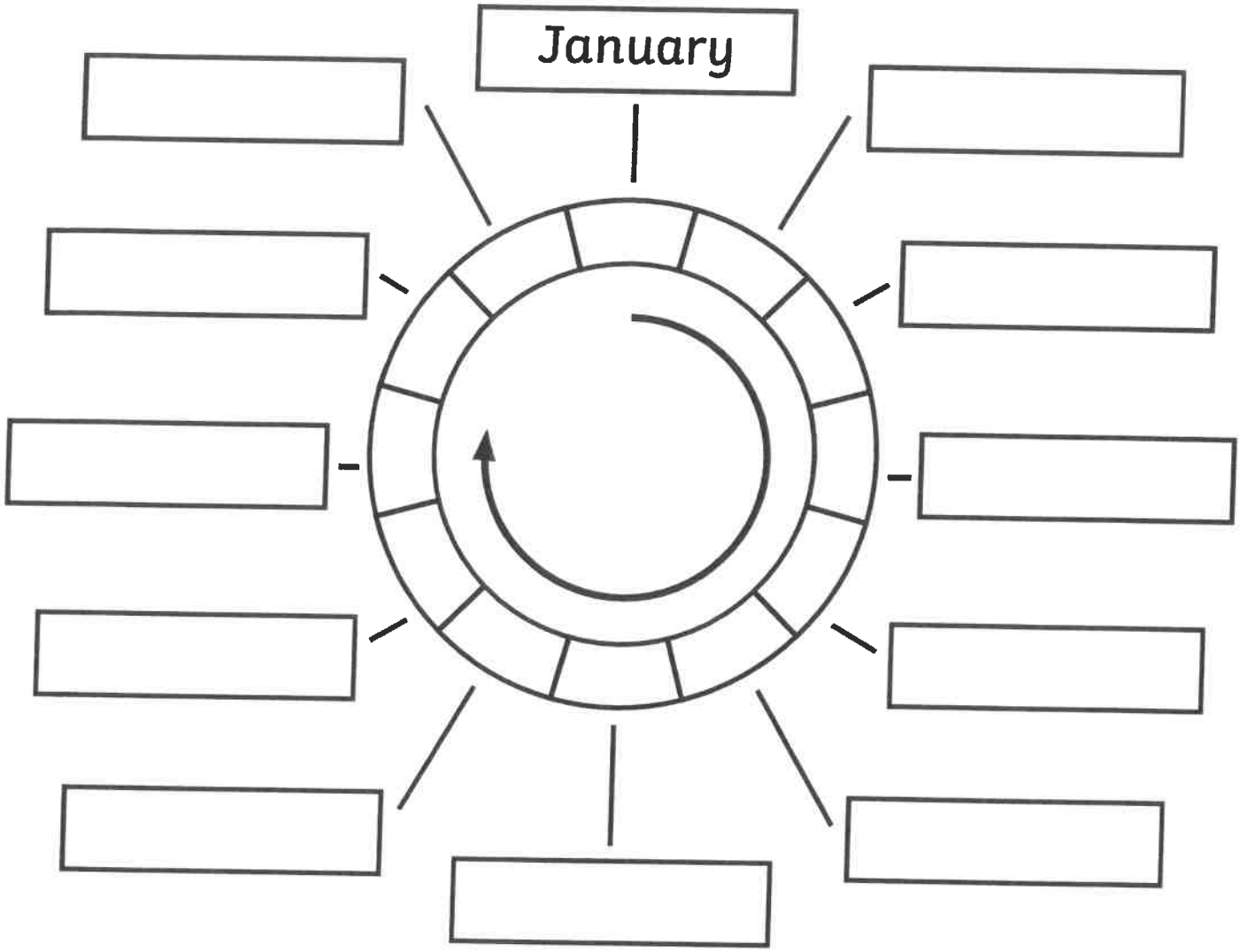
Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate, depending on age and ability, read and spell the words.

material	hard	transparent
wood	soft	opaque
paper	rigid	shiny
fabric	flexible	dull
rock	strong	bend
glass	waterproof	stretch
plastic	brittle	twist
clay		squeeze

Months of the Year Cycle

Cut out the months of the year and put them in the correct order in the boxes below. The first month has been filled in.



September	May	July
March	December	October
June	August	February
November	April	

Days of the Week

Cut out the days of the week and put them in the correct order in the boxes below. The first day has been filled in.

Monday

Sunday	Friday
Wednesday	Tuesday
Saturday	Thursday