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Home Learning Pack Year 1

Guidance and Answers

Classroom
secrets★



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Mathematics

One More One Less Resource Pack (pages 2-7)

- Independent activity with 3 levels of difficulty

Tens and Ones Resource Pack (pages 8-13)

- Independent activity with 3 levels of difficulty

2D Shapes Labelling Activity (page 14)

- Independent activity
- Extension: ask your child to find 2D shapes around the house

Number Bonds to 10 Matching Card Game (pages 15-16)

- Practical activity, played with another person
- Cut out the cards to play
- Extension: Add your own number bonds

Count in 2s Games (page 17)

- Supported activity, play and explore with your child using the instructions on page 17

English

Capital Letters to Start Sentences Resource Pack (pages 18-23)

- Independent activity with 3 levels of difficulty

Using Questions Resource Pack (pages 24-29)

- Independent activity with 3 levels of difficulty

'How to Make Pancakes' Guided Reading Activity (page 30-32)

- Supported activity. Read the instructions and answer the questions through discussion. You could also make the recipe together!

'By the River' Non-Text Guided Reading Activity (page 33-35)

- Supported activity. Discuss the questions and encourage children to try to write some answers
- Extension: Draw your own pictures to ask questions about

Autobiography Writing Prompt (page 36)

- Independent writing activity. Children may need support
- Extension: Add drawings or photographs to make a full autobiography

Other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 1 learning including activities just like the ones in this pack for just £4.83 for a full month on www.classroomsecrets.co.uk

Glossary of Terms

Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of the activities have three levels of 'differentiated' challenge:

D – Developing

E – Expected

GD – Greater Depth

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.

AR – Application and Reasoning

Application and reasoning. Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

Question openers

Also known as *interrogative words* or *WH words*, question openers are used to ask certain types of questions. Examples include *what, when, why, where, who* and *how*.

Further Support and Resources

Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](#).

More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they're ready by clicking [here](#).



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Answers – One More One Less

Developing 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

D – 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 1 more than 27. A/C show 1 more than 37.
3a. Esme is correct because both representations show one less than 29.

Expected 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

E – 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 1 more than 38. B/C show 1 more than 34.
3a. Stan is incorrect. He has shown one less than 39.

Greater Depth – 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

GD – 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 – One More One Less

Developing 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

D – 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 1 less than 20. A/B show 1 less than 16.
3b. Ben is incorrect. The ten frames show one less than 45.

Expected 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

E – 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 1 less than 26. A/C show 1 less than 28.
3b. Emma is incorrect. She has shown one less than 31.

Greater Depth – 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

GD – 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 – Tens and Ones

Developing – 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

D – 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.

Expected – 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

E – 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.

Greater Depth – 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

GD – 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 – Tens and Ones

Developing – 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

D – 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.

Expected – 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

E – 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.

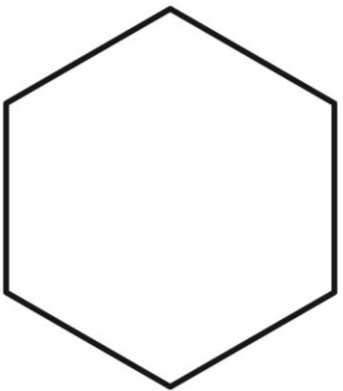
Greater Depth – Varied Fluency

- 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

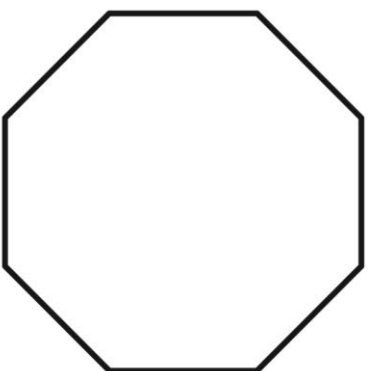
GD – Reasoning and Problem Solving

- 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

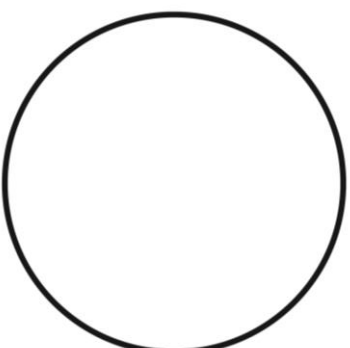
Recognising 2D Shapes



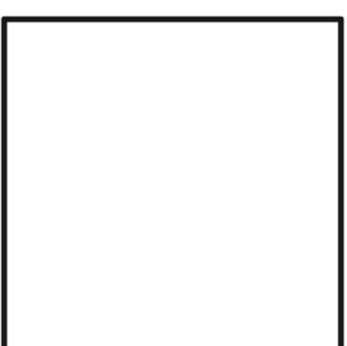
_____ **hexagon**



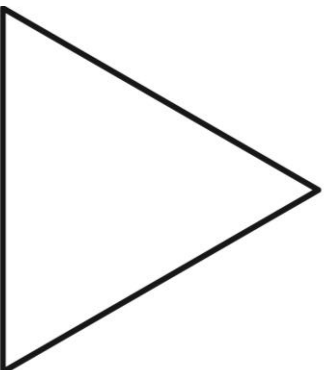
_____ **octagon**



_____ **circle**



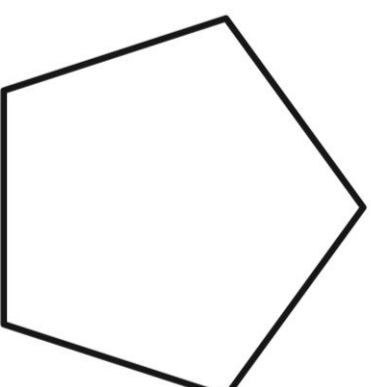
_____ **square**



_____ **triangle**



_____ **rectangle**

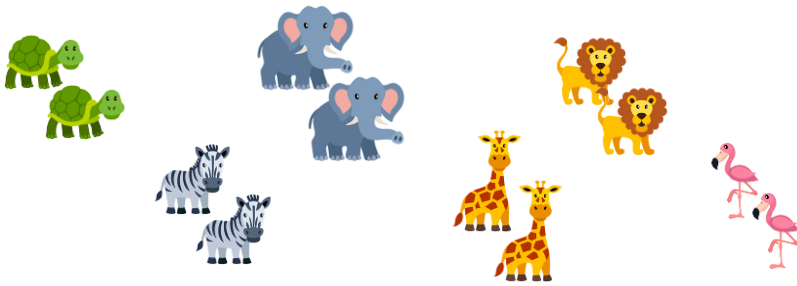


_____ **pentagon**

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.

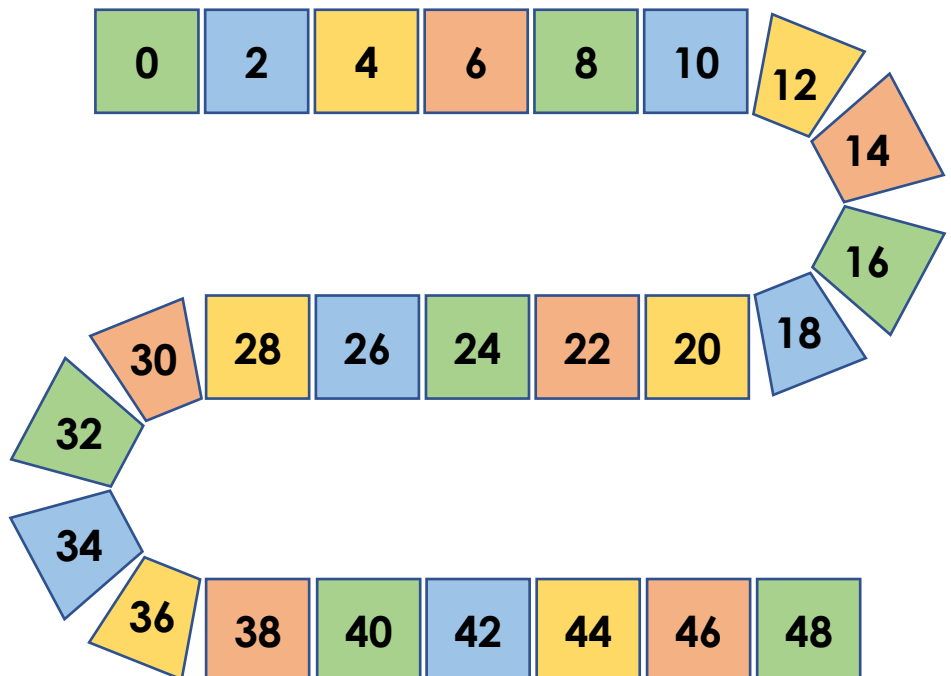
Rules

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 – Capital Letters to Start Sentences

Developing – Varied Fluency

- 1a. her ; the
- 2a. His coat is red.; Pat the cat.
- 3a. The moon is big.; She likes to play.
- 4a. A

D – Application and Reasoning

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

Expected – Varied Fluency

- 1a. the ; look
- 2a. Five is more than four.; Fetch your hat and scarf.
- 3a. Come to my house. Draw a green bird.
- 4a. B

E – 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.

Greater Depth – Varied Fluency

- 1a. on ; the
- 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

GD – Application and Reasoning

- 1a. No because '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.

Answers – Capital Letters to Start Sentences

Developing – Varied Fluency

- 1b. it ; put
- 2b. The pig can dig.; Eat the plum.
- 3b. Ask your dad.; Look at the trees.
- 4b. C

D – Application and Reasoning

- 1b. No because 'her' 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.

Expected – Varied Fluency

- 1b. she ; the
- 2b. The train came but I was late.; Dogs are good pets.
- 3b. We like school.; She went to the shop.
- 4b. A

E – 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.

Greater Depth – Varied Fluency

- 1b. the ; the
- 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

GD – Application and Reasoning

- 1b. No because 'sometimes' 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.

Answers – Using Questions

Developing – Varied Fluency

1a. **Question opener – what, how, why;**

Not openers – garden, pen, book

2a. **Where**

3a. **When**

4a. **B**

D – Application and Reasoning

1a. **Her question doesn't make sense, because she has used the wrong question opener.**

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.**

Expected – Varied Fluency

1a. **Questions opener – are, may, if;**

Not question openers – pen, school, pencil

2a. **Do**

3a. **Can**

4a. **C**

E – Application and Reasoning

1a. **Her question doesn't make sense, because she has used the wrong question opener.**

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.**

Greater Depth – Varied Fluency

1a. **Question opener – which, could, whose; Not question openers – but, village, jacket**

2a. **where**

3a. **Various answers, for example: may, could, should**

4a. **B**

GD – Application and Reasoning

1a. **His question doesn't make sense, because he has used the wrong question opener.**

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 – Using Questions

Developing – Varied Fluency

1b. **Question opener – where, when, who;**

Not question openers – desk, seat, paper

2b. **Why**

3b. **What**

4b. **C**

D – 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.**

Expected – Varied Fluency

1b. **Question opener – should, could, do;**

Not question openers – table, board, chair

2b. **Could**

3b. **Should**

4b. **A**

E – Application and Reasoning

1b. **His question doesn't make sense, because he has used the wrong question opener.**

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.**

Greater Depth – Varied Fluency

1b. **Question opener – would, does, should; Not question openers – children, because, beautiful**

2b. **what**

3b. **Various answers, for example: can, should, what if**

4b. **B**

GD – Application and Reasoning

1b. **Her question doesn't make sense, because she has used the wrong question opener.**

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

1. What type of text is this? **A set of instructions about how to make a pancake.**
2. What do you put in the bowl first? **Flour**
3. What ingredients are used to make pancakes? **Milk, flour and eggs**
4. What item do you use to mix the ingredients up? **A whisk**
5. What topping would you have on your pancake? **Answer will be specific to your child.**

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, accept answers such as the Amazon/rain forest.**
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.**
6. Do you think she likes the river? **Accept any answer that has a reason, such as: I don't know because I cannot see her face, or Yes because she would not be there if she didn't.**
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? **Ask children to explain their answer.**
9. If you could ask the lady in the picture a question, what would it be? **Ask children to explain why they want to ask the question they choose.**
10. What might be living in the forest by the river? **Accept any animals that could be found there, such as monkeys, snakes or crocodiles.**