

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

Monday

Maths – The 10 Times Table (page 2)

This step covers recalling the 10 times table, without hesitation. Children move on from adding together equal groups of 10, to using multiplication, for example $10 + 10 + 10 = 30$ becomes $10 \times 3 = 30$.

Question 1 – In this question, children are asked to use some **digit cards** to make a multiplication number sentence that equals 40. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9, or symbols +, =, x, ÷, are written on individual cards (or paper) and can be arranged to make different number sentences.

$$\boxed{10} \quad \boxed{+} \quad \boxed{4} \quad \boxed{\times} \quad \boxed{=}$$

Children do not need to use all of the digit cards.

The correct answer is either: $10 \times 4 = 40$ or $4 \times 10 = 40$

Question 2 – In this question, there are four different **representations** of multiplications by 10. A **representation** refers to a number or calculation that has been shown in different ways. This number may have been shown in numerals, words or using mathematical equipment such as Base 10 or objects. Children should work out what the corresponding number sentence would be for B and C first. Then they can decide which representation is the odd one out.

The correct answer is: **B which represents 10×6 . A, C and D all represent 10×7 .**

Question 3 – In this question, two characters are playing a game with dice and multiplying the number they roll by 10. They have each made a statement about the game. Children should work out which character's statement is correct and explain why they think that. Dice have the numbers 1 to 6 on them. Children should use the 10 times table to multiply each number by 10 to see what answers they get. They can use these answers to help them decide which character's statement is correct and explain why.

The correct answer is: **Lucy is correct because the highest number on the dice is a 6 and $6 \times 10 = 60$. Richard is incorrect because there is no zero on a dice to make $0 \times 10 = 0$.**

Guidance for Parents/Carers

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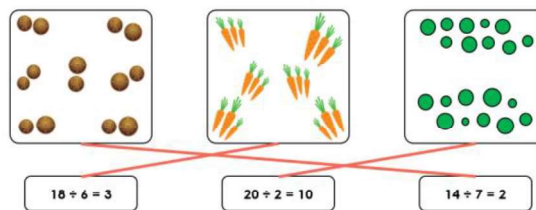
Tuesday

Maths – Make Equal Groups – Sharing (page 4)

This step is an introduction to division. Children can divide numbers by sharing that number of objects into equal groups and then counting how many are in each group, e.g. $10 \div 5$ would be 10 objects shared into five equal groups, with 2 in each group, so the answer is 2. With the sharing method children will know at the beginning how many groups there will be, but not how many will be in each group.

Question 1 – In this question there are three different representations of division **calculations**. A **calculation** is a way to determine an amount. It may involve addition, subtraction, multiplication or division. Children have to match each representation to its corresponding division number sentence. For each representation, children should first count how many objects there are in total, then count how many equal groups and then how many objects in each group. This should help them to identify which division calculation matches which representation.

The correct answer is:



Question 2 – In this question, there are four different representations of numbers. If possible, children could use small objects like pieces of pasta, pegs or blocks to share each number into equal groups. They should count the total number in each representation and then share that number of objects into 4 groups. All the groups should have the same number of objects in them. The number that has unequal groups is the number that cannot be shared equally into 4 groups. If there are no objects available to be used for sharing, children should draw around groups of 4 in each representation.

The correct answer is: D There are 14 lemons in this representation. 14 shared into 4 groups would make 3 groups of 4 and 1 group of 2. These groups are not equal, so that means that 14 cannot be shared equally into 4 groups.

Guidance for Parents/Carers

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Tuesday

Maths – Make Equal Groups – Sharing continued

Question 3 – In this question, two characters have each made a statement about sharing 16 into equal groups. Again, if possible, children should use 16 small objects to help them work out if Mia's statement is correct or not. Children should first try Isaac's method by sharing 16 objects into two groups and then sharing each of those groups again into two more groups (so they will end up with 4 groups). Then they should try Mia's method of sharing 16 objects into 4 equal groups to see if her groups have the same number of objects in them as Isaac's final 4 groups.

The correct answer is: **Mia is correct, because if you share 16 into two groups you will have 2 groups of 8. If you share those groups into two more groups you will have 4 groups of 4, the same as if you shared 16 into 4 groups.**

English – Using Commands (page 5)

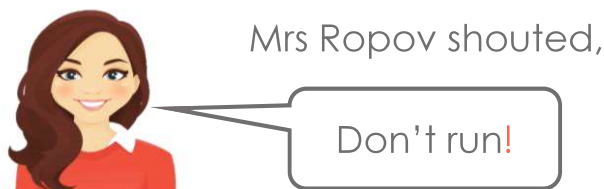
Commands are sentences that give an order or an instruction. We use an exclamation mark (!) to punctuate commands that are orders. We use a full stop for commands that are an instruction or polite request.

The activity involves recognising **commands** that are polite and **commands** that are orders, choosing the correct punctuation to complete a command and writing their own commands using verbs. The correct answers are shown below:

Question 1 – This question involves identifying the polite **commands**.

Walk quietly to your classroom and **Please pick up all the rubbish** are **commands** because they are polite requests to complete an instruction.

Question 2 – This question requires your child to add a full stop or an exclamation mark to complete the **command**. Your child first needs to decide if the **command** is a polite request or an order.



Mrs Ropov shouted and has not used words such as please so she has given an order. An **exclamation mark** would be used at the end of her **command**.

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Wednesday

Maths – Make Equal Groups – Grouping (page 6)

The aim of this activity is for children to practise making equal groups by grouping. Like Tuesday's activity, if possible, it would help children to use small objects like pieces of pasta, peg or blocks to put into groups to work out the answers. With the grouping method, children will know at the beginning how many objects will be in each group but not how many groups there will be.

Question 1 – In this question children are asked to find equal groups for the numbers 24 and 40. If possible, children should use 24 and 40 small objects to put into equal groups. They have to use the same amount of fruit in each group for both apples and pears. For example, 24 pieces of pasta put into groups of 2 would make 12 groups. 40 pieces of pasta put into groups of 2 would make 20 groups. Allow children to explore different solutions to the problem before deciding on their final answers.

The correct answers are:

Each basket is put into equal groups of **4**.

There are **6** groups of **4** apples. There are **10** groups of **4** pears.

Each basket is put into equal groups of **8**.

There are **3** groups of **8** apples. There are **5** groups of **8** pears.

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Thursday

Maths – Odd and Even Numbers

The aim of this activity is for children to practise recognising **odd** and **even numbers**.

An **odd number** is a number that cannot be divided equally by 2. The ones digit can be 1, 3, 5, 7 or 9. For example: 5, 31 and 103 are all odd numbers.

An **even number** is a number that can be divided equally by 2. The ones digit can be 0, 2, 4, 6 or 8. For example: 2, 24 and 108 are all even numbers.

Question 1 – In this question children should look for all the numbers that end in either a 0, 2, 4, 6 or 8, as these are the **even** numbers.

The correct answers are: **18, 20, 24, 46**

Question 2 – In this question children have to decide if the numbers in the circles have been sorted correctly into **odd** and **even** numbers. In the circle for **odd** numbers, there should only be numbers that end in 1, 3, 5, 7 or 9. In the circle for **even** numbers, there should only be numbers that end in 0, 2, 4, 6, or 8.

The correct answer is: **False; 32 should be in the even circle.**

Question 3 – In this question the children have to sort numbers themselves into **odd** or **even** boxes. Any numbers ending in 1, 3, 5, 7 or 9 should go in the box for **odd** numbers. Any numbers ending in 0, 2, 4, 6 or 8 should go in the box for **even** numbers.

The correct answers are: **Odd – 25, 31, 39; Even – 28, 42, 44**

Question 4 – In this question children are shown six dice. They should count the total number of dots they can see on the dice and then decide if that number is **odd** or **even**.

The correct answer is: **Even (12 dots on the dice)**

Question 5 – In this question children are asked to find three addition calculations that could be made by rolling two dice, but the answers must be an **odd** number between 4 and 10. If children are able to use actual dice to work this out it would help them. Dice have the numbers 1 to 6 on them. Children should try different combinations of adding two numbers between 1 and 6 that give an answer that is an odd number.

Various correct answers, for example: **Any combinations totalling 5, 7 or 9, for example: $1 + 4 = 5$, $2 + 3 = 5$, $1 + 6 = 7$.**

Continued ...

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Thursday

Maths – Odd and Even Numbers continued

Question 6 – In this question children are given six **digit cards** (please see explanation on p. 2) and a set of balance scales. Children have to use four of the **digit cards** to make two addition calculations that make the same answer so that the scales are balanced. The two **digit cards** used on the left hand side of the scales must be **odd** and the two **digit cards** used on the right hand side of the scales must be **even** (please see explanation of **odd** and **even** on p.10.) Children should first sort the six **digit cards** into **odd** and **even** numbers. Allow children to explore different solutions to the problem before deciding on their final answers.

The correct answers are: $9 + 21 (30) = 14 + 16 (30)$ or $21 + 9 (30) = 16 + 14 (30)$

Question 7 – In this question two characters have 45 pens between them and have each made a statement about them. Children have to use their knowledge of **odd** and **even** numbers to decide whether the number 45 is **odd** or **even** and therefore which character's statement is correct.

The correct answer is: **Kamron is correct. 45 is an odd number because it cannot be divided equally by 2 and it ends with a 5, which is an odd number.**

English – Using adjectives in sentences

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. **Nouns** are naming words. It is a person, animal, thing or place.

The activity involves recognising and using adjectives in sentences and writing exclamations for a pirate ship they've seen. An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day! The correct answers are shown on the next page: