

## Guidance for Parents/Carers

This week's pack supports the [Week 9 timetable](#) on Classroom Secrets Kids.

### Monday

#### Maths – Measure Length cm (page 2)

Children may need to be reminded that cm is the abbreviation for centimetres.

**Question 1** – Children have to work out the length of each toy by looking at each ruler. The end of the train is aligned to the 2cm mark on the ruler and the front of the train is aligned to the 9cm mark. Children could use the ruler as a number track and count on from 2 to 9 to work out the length. They repeat this for B to work out the length of the torch.

The correct answers are: **A. 7cm; B. 8cm**

**Question 2** – In this question, children should position their pencil/pen exactly on the 6cm mark. They then draw a straight line of 3cm by counting on in ones each time their line goes past a whole cm mark. When they have drawn the 3cm line, they should look at the ruler to see which whole cm mark the line ends on.

The line would finish on **9cm**.

**Question 3** – Children must work out the length of the pencil to find out which character's statement is correct. The end of the pencil is aligned to the 2cm mark on the ruler and the tip of the pencil is aligned to the 8cm mark. Children could use the ruler as a number track and count on from 2 to 8 to work out the length.

**Mike is correct. He has noticed that the object is measured from 2cm and not 0cm.**

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### Tuesday

#### Maths – Compare Lengths (page 4)

$>$   $<$   $=$  are comparison symbols used to represent more than ( $>$ ), less than ( $<$ ) and equal to ( $=$ ).

**Question 1** – Children must identify the incorrect statements. For this question, children might need to be reminded that m (metres) are longer than cm (centimetres). Children should look carefully at which units of measurement have been used in each case in order to compare

The incorrect statements are:  $12\text{m} < 12\text{cm}$ ;  $21\text{cm} > 21\text{m}$ ; five metres = 5cm;  $45\text{m} = 45\text{cm}$

**Question 2** – This question explains that Dot is shorter than Simon and that Simon is 95cm tall. Children should find a measurement that is less than 95cm.

Dot's height could be 85cm.

**Question 3** – Children are given cards displaying measurements and comparison symbols. They should look carefully at the units of measurement used on the cards and remember that metres are longer than centimetres. It may help children to cut out the cards and physically arrange them into a comparison statement first.

Various answers, for example:  $40\text{cm} > 35\text{cm}$ ;  $40\text{cm} < 40\text{m}$ ;  $40\text{m} > 40\text{cm}$

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## Wednesday

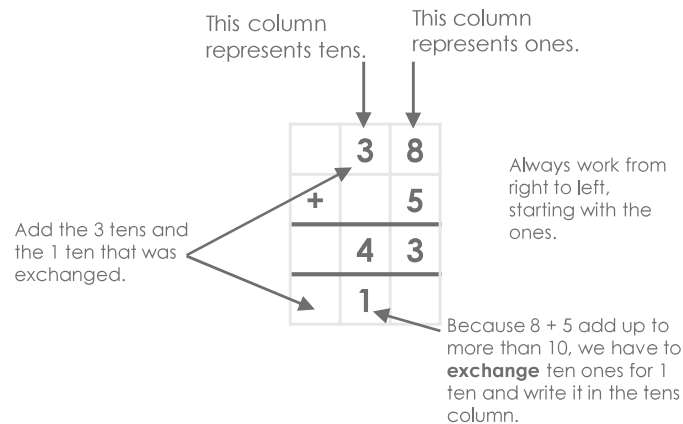
### Maths – Four Operations with Lengths (page 6)

The four operations used in these questions are addition, subtraction, multiplication and division.

**Question 1** – This question shows two pieces of ribbon (the images are not to scale). The longer piece of ribbon is 30cm long and the shorter one is five times shorter. To work this out, children need to divide 30 by 5. If they know the five times table, they can work out which number makes 30 when it is multiplied by 5. They could also draw five circles on paper and share 30 dots between them, or use 30 small objects and share them between 5 groups to find the answer.

Troy's ribbon is 6cm long.

**Question 2** – Children can see three objects in this question, each with a measurement underneath (the images are not to scale). They are asked to find which two items make a total of 70cm when their lengths are added together. Children should add the measurements of two objects at a time to see if the total is 70. These additions can be done using the column or formal written method, as follows:



**Exchange** is the term used to describe the exchange of 10 ones for 1 ten which was previously known as 'carrying'.

The **train** and **keyboard** give a total length of 70cm →  $39\text{cm} + 31\text{cm} = 70\text{cm}$

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## Wednesday

### Maths – Four Operations with Lengths

**Question 3** – The first part of the question is to work out how tall the second tower of cubes is. They know that the first tower is 18 cubes tall and the second tower is half the size of the first tower, so children should divide 18 by 2.

The second part is to work out how many cubes will be left. Children should add the number of cubes in both towers ( $18 + 9$ ) and then take their answer away from 30, which is the number of cubes Niko started with.

$18 \div 2 = 9 \rightarrow$  The second tower is 9cm tall;  $9 + 18 = 27$ ,  $30 - 27 = 3 \rightarrow$  There are 3 cubes left.

### English – Creative Writing Challenge – Forest Sports Day (page 7)

For this creative writing challenge, children are given the start of a story about some animals having a sports day in a forest. They should read the story carefully and they may like to discuss the meaning of any words they are not familiar with. It would also help them to discuss who the characters in the story are, what they are like and what has happened in the story so far.

Children should then discuss how they think the story will end. A word bank is given at the bottom of the page to help them. Children must make sure that all their sentences start with a capital letter and end with a full stop. They could also make their writing more interesting by using adjectives for description and conjunctions (and, so, if, but, because) to extend their sentences.

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## Thursday

### Maths – Compare Mass (page 8)

**Mass** is the quantity of matter in an object. In everyday life, **mass** is often called weight, but **mass** and weight are not the same. The weight of an object changes according to gravity, but the **mass** stays the same. A brick would be weightless in space, even though it still has the same **mass** on earth.

**Question 1** – This question presents a balance scale. Children may need to be reminded that the object on the side of the scale that is lower is the heavier object. They should read each comparison statement carefully and then look at the image to decide if it is true.

B and C should be ticked.

**Question 2** – Children will see that the balance scale shows that one apple has the same **mass** as two oranges. They should use this information to help them order the cards. It may help children to cut out the cards and physically order them before they record their answer.

The correct answer is: B, A, C, D

**Question 3** – In this question, there are two balance scales which are comparing the **mass** of three different fruits. They must use these images to help them work out whether the statement about true and explain their answer. The first balance scale shows that strawberries are heavier than cherries. The second balance scale shows that the apples are heavier than the strawberries.

Billy is incorrect. The strawberries are heavier than the cherries, but the apples are heavier than the strawberries. The apples are the heaviest.