

# The Farmer and his Sons - Answers

1. **Find** and **copy** the word that the author used to describe how the sons were feeling when they did not find the treasure.

**upset**

2. How many sons did the farmer have?

Tick one answer. ☐ two ☒ three ☐ four

3. Why do you think the sons 'dug and dug' in the soil?

**Any explanation that refers to their extra effort to find the treasure, and, because they didn't want to give up searching.**

4. Number the steps below from 1 to 4 to show the order they happen in the explanation.

**3** The sons dug and dug.

**2** The farmer sadly died.

**4** The sons couldn't find the treasure.

**1** The farmer told his sons to look for some treasure.

Fairy Tale Times  
**Farmer Grows An Enormous Turnip!**  
**Answers**

1. Can you find another word in the text that means 'enormous'?

**big**

2. Where does the vegetable show take place?

**Fairy Tale town**

3. Who is the first character that we meet in the text?

☐

the farm animals

☐

the farmer's wife

☒

Farmer Fred

☐

the farmer's grandchildren

4. Which fairy tale do you think this newspaper report is about?

☐

The Gingerbread Man

☒

The Enormous Turnip

☐

Goldilocks and the Three Bears

☐

The Princess and the Pea

# What Is Pink? by Christina Rossetti Answers

1. How does the poet describe how the swan moves?

☐ floating

☐ waddling

☐ swimming

☒ sailing

2. Draw lines to match the object to the colour it describes.

poppy	yellow
rose	red
pear	pink

3. Are the pears ready to be eaten?

**Example answer: Yes because they are ripe.**

4. This is the next line in the poem. Fill in what you think the missing word could be.

**Accept any answer that is green in colour, e.g.**

What is green? The **grass** is green.

What is green? The **leaf** is green.

What is green? The **frog** is green.

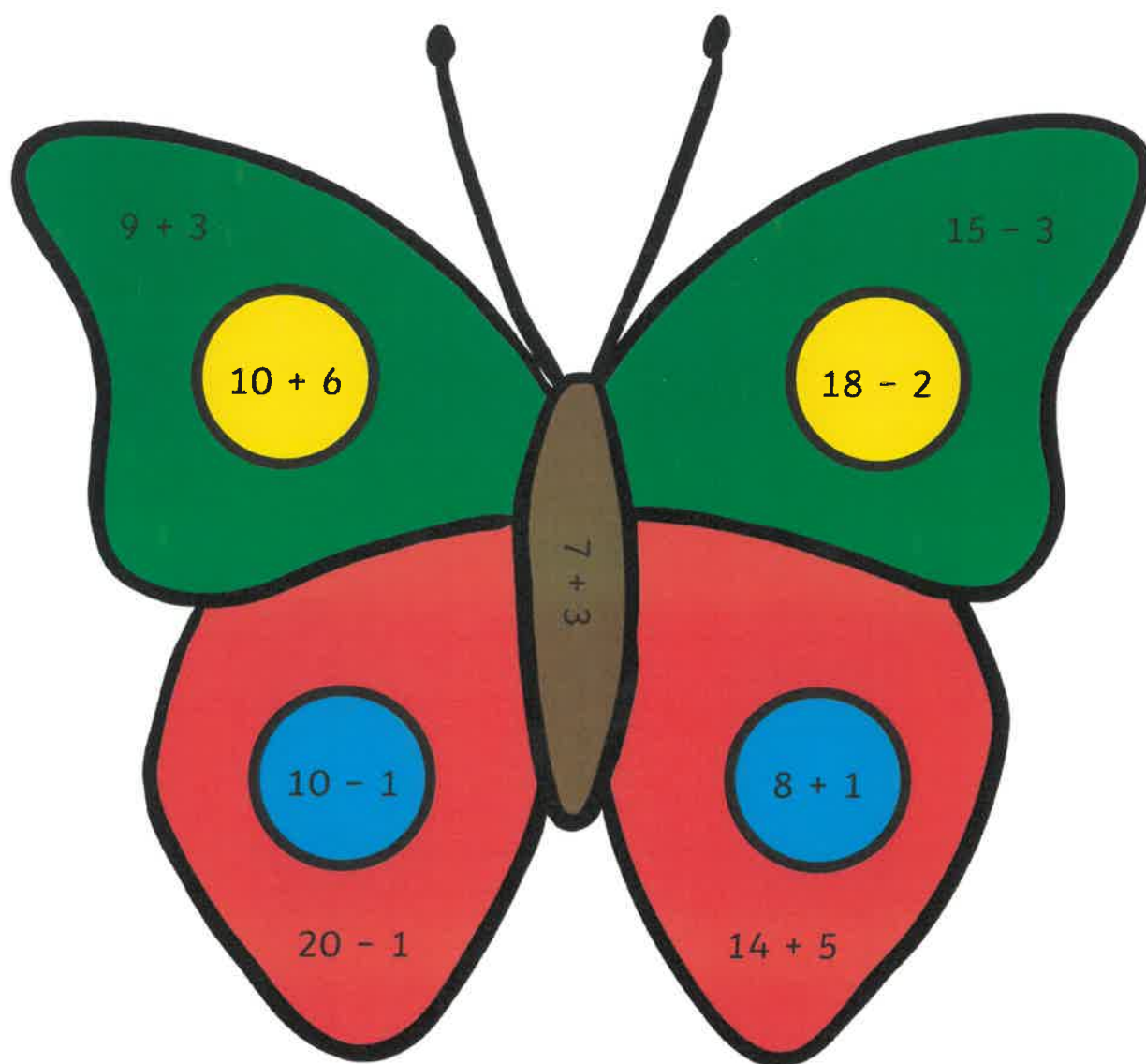
# Spring Maths Activity Booklet Answers



# Addition and Subtraction to 20

## Colour by Number

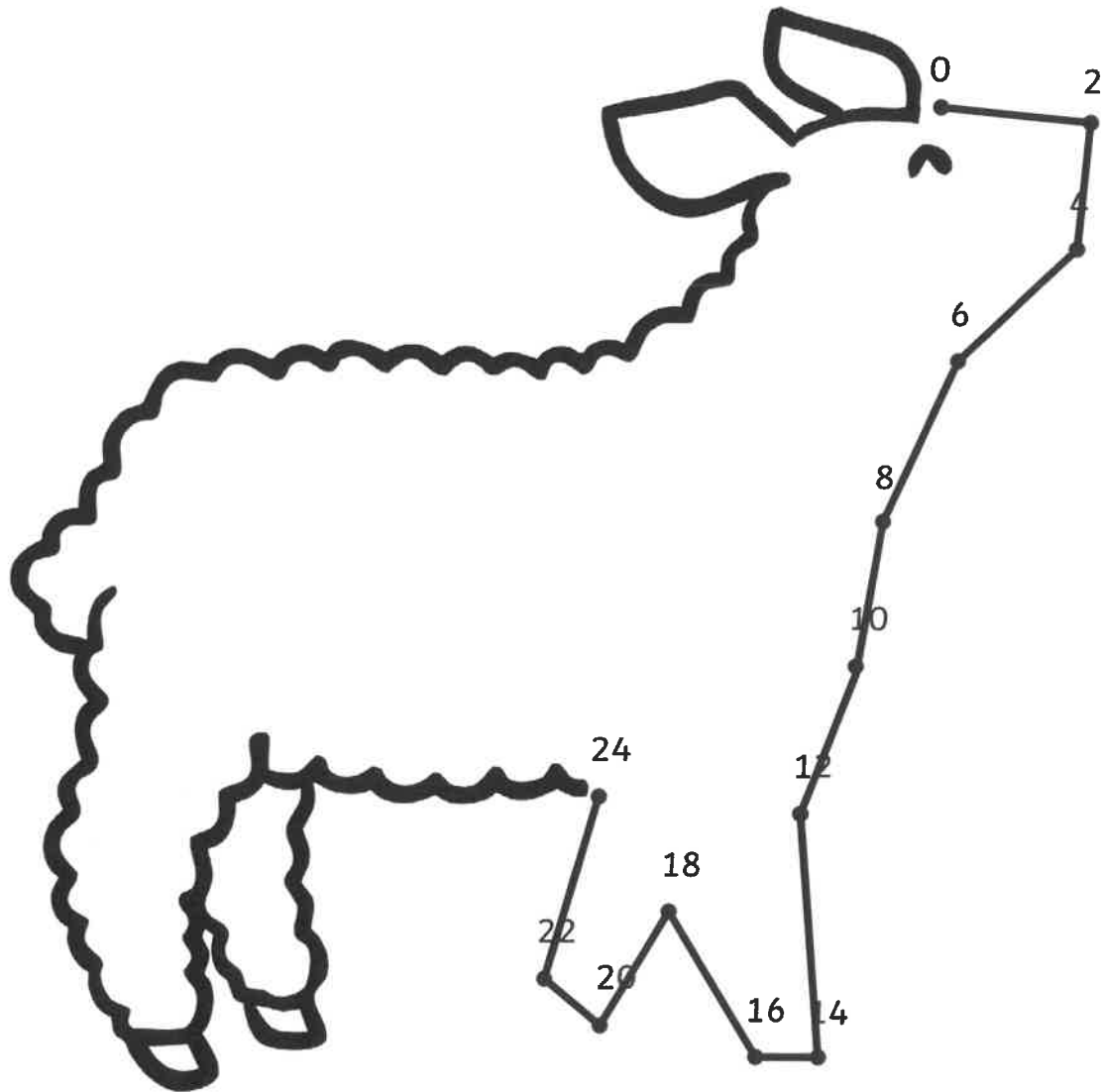
Solve the calculations to colour in this spring picture.



<b>Answer:</b>	<b>19</b>	<b>16</b>	<b>12</b>	<b>10</b>	<b>9</b>
<b>Colour:</b>	red	yellow	green	brown	blue

# Counting in 2s Dot to Dot

Join the dots to reveal the picture!



# Addition and Subtraction to 20

## Spring Mosaic

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

yellow = 0 to 8

green = 9 to 15

red = 16 to 20

			$10 + 6$			
			$18 - 2$			
	$19 - 3$	$12 + 5$	$10 - 5$	$9 + 9$	$19 - 2$	
	$10 + 10$	$17 - 1$	$4 + 4$	$18 - 1$	$9 + 8$	
			$8 + 8$			
			$20 - 1$			
			$15 - 1$			
	$9 + 4$		$8 + 3$		$13 - 3$	
		$14 - 4$	$12 - 2$	$7 + 3$		
			$1 + 10$			



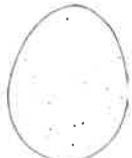
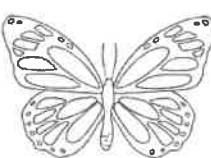




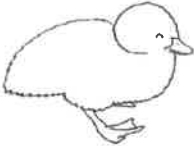

### Challenge

The flower has 4 petals. 2 fall off. How many petals are left? Write this problem as a calculation.

$$4 - 2 = 2$$

# I Spy and Count to 20

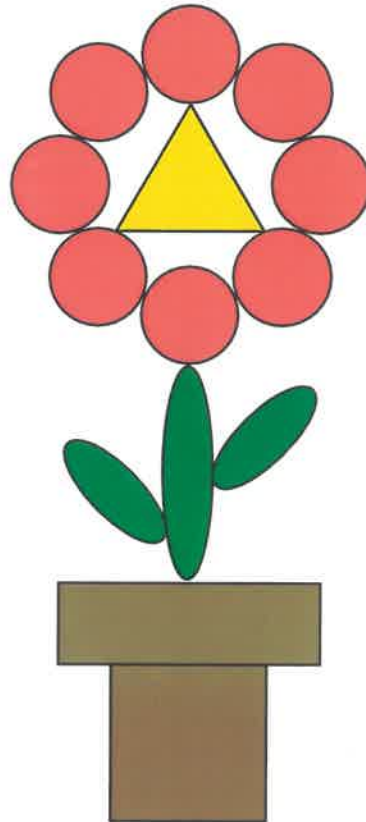
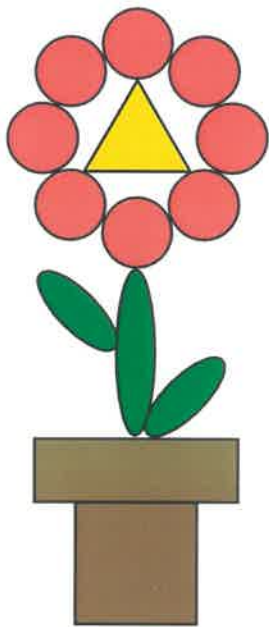
Count the spring objects and write the numeral and number words in the correct boxes.





Object	Numeral	Number Word	Object	Numeral	Number Word
	10	ten		4	four
	13	thirteen		20	twenty
	8	eight		11	eleven
	12	twelve		6	six
	15	fifteen		7	seven



# 2D Shape Hunt

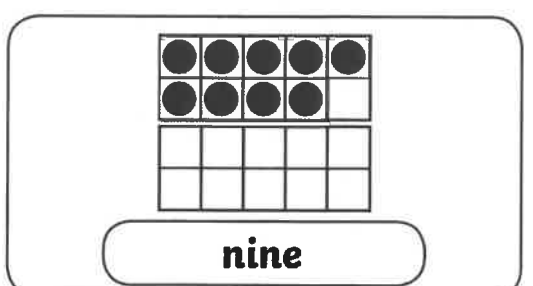
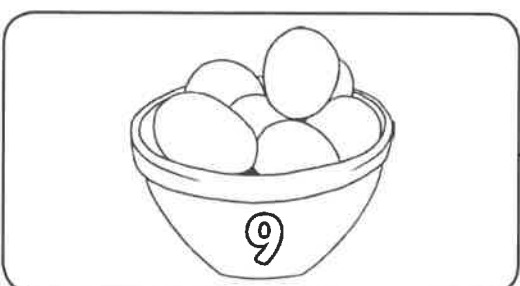
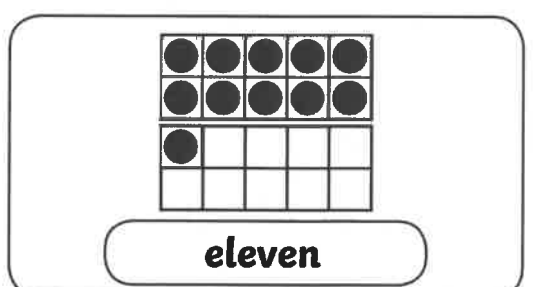
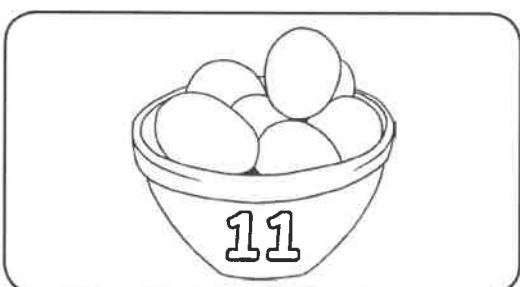
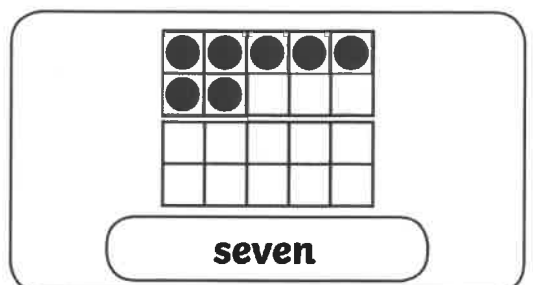
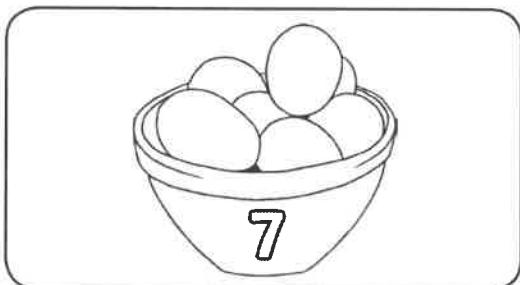
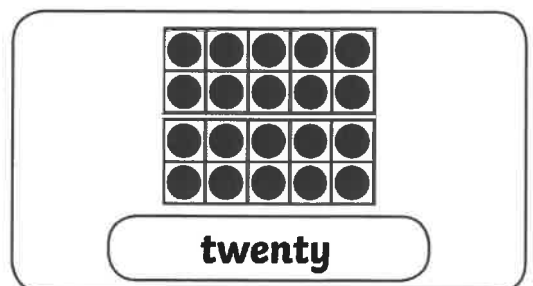
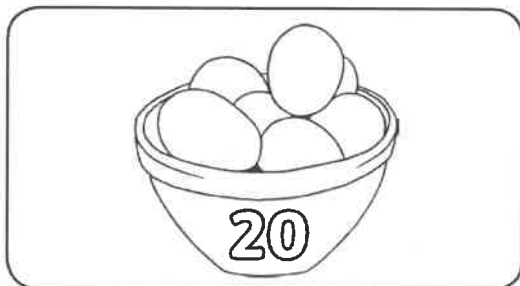
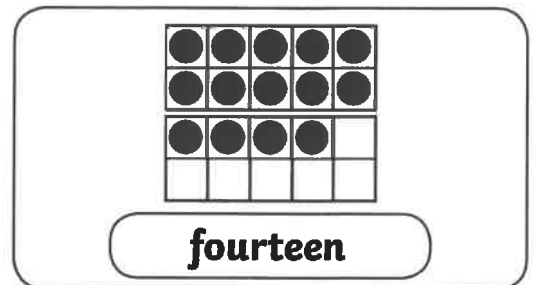
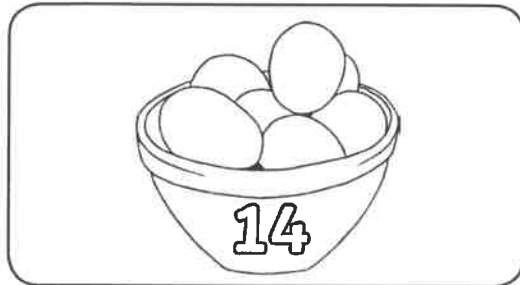
Count and colour the 2D shapes hidden in these spring flowers.



Shape		Colour	How many?
circle		pink	16
triangle		yellow	2
rectangle		brown	4
oval		green	6

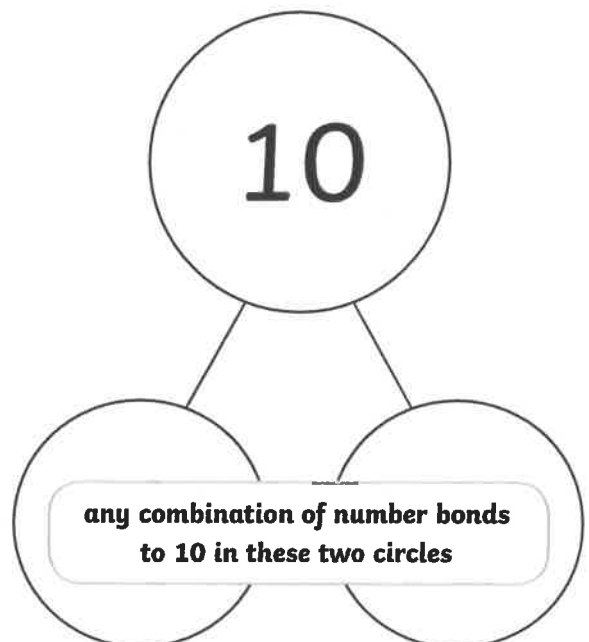
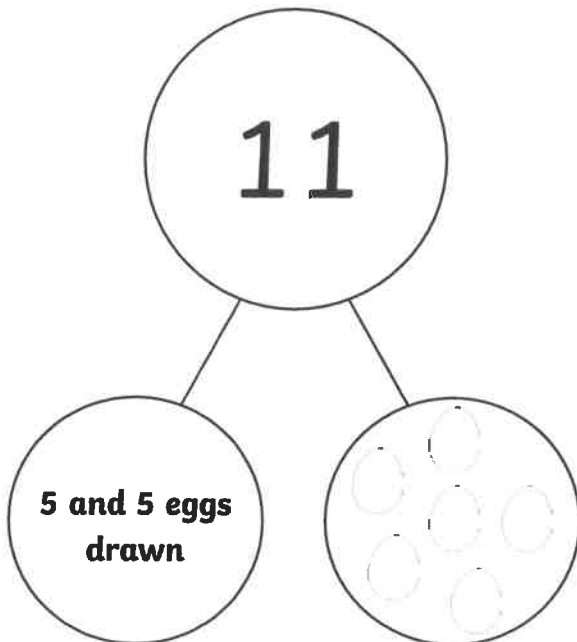
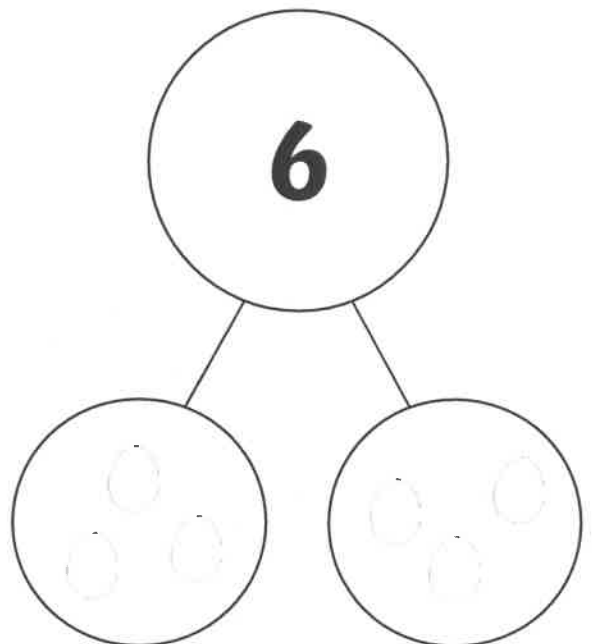
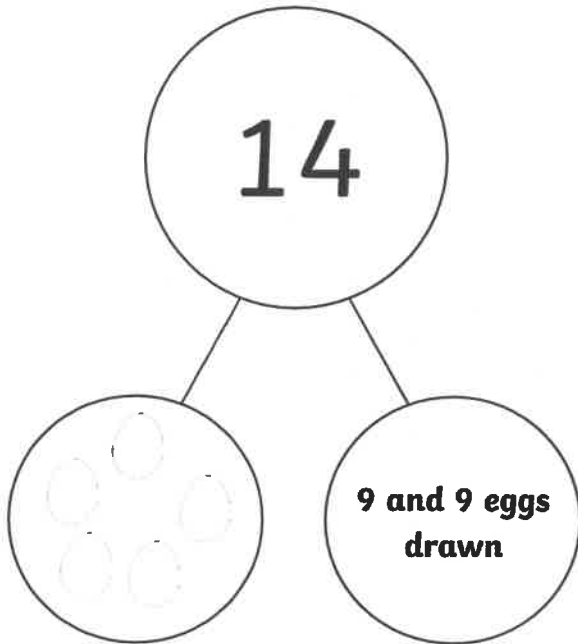
# Number Representations to 20

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



# Spring Number Bonds

Complete the part-part-whole pictures by writing numbers or drawing the eggs in the empty circles.



# Measuring Length and Height

Use the words 'shorter' and 'taller' to make these sentences correct.

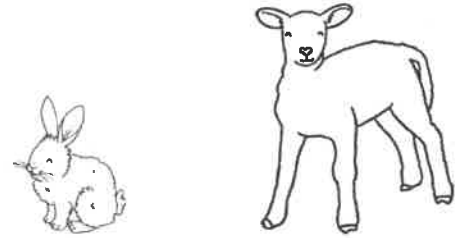
The chick is **taller**  
than the duckling.

The duckling is **shorter**  
than the chick.



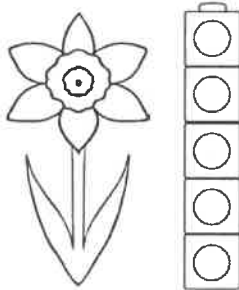
The rabbit is **shorter**  
than the lamb.

The lamb is **taller**  
than the rabbit.



Are the sentences true or false? Ring the correct answer.

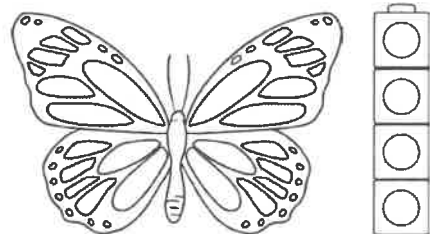
The daffodil is 5 cubes tall.



**true**

false

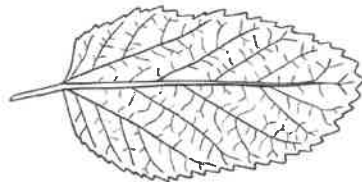
The butterfly is 10 cubes tall.



true

**false**

The leaf is 10 cubes long.



true

**false**

# Counting in 5s Mazes

Help the rabbit find the path through the mazes to the carrots by counting on in fives from zero.

Maze 1: A rabbit starts at the top left and must find a path to carrots at the bottom right by counting in 5s from 0. The path is marked with numbers: 0, 5, 10, 20, 45, 5, 10, 30, 15, 15, 25, 30, 5, 15, 40, 10, 50, 20, 25, 35, 40.

Maze 2: A rabbit starts at the top left and must find a path to carrots at the bottom right by counting in 5s from 0. The path is marked with numbers: 0, 5, 10, 15, 20, 45, 5, 10, 30, 15, 15, 25, 30, 5, 10, 35, 40, 45, 50, 45, 30, 40.

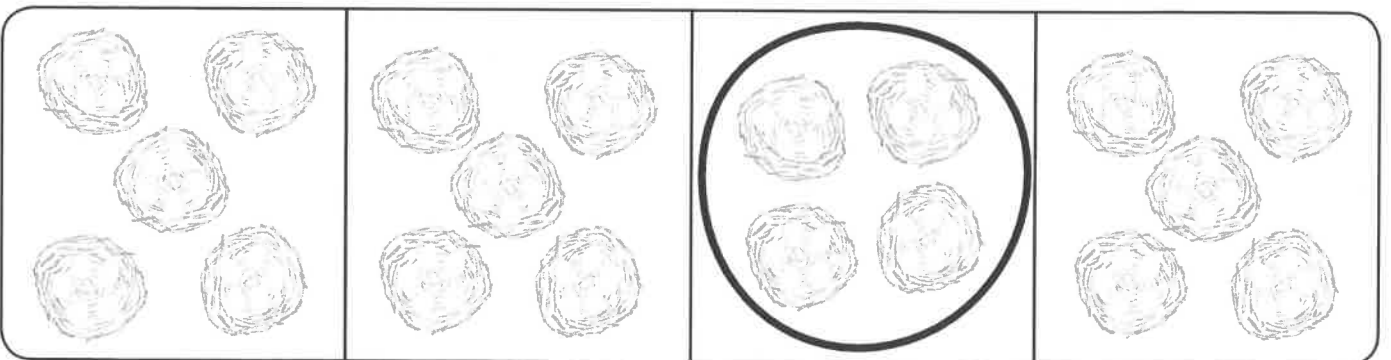
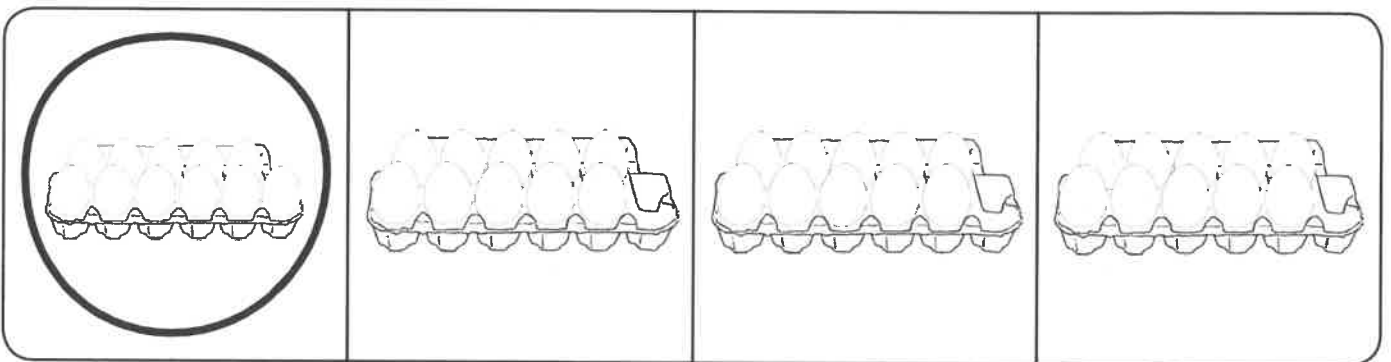
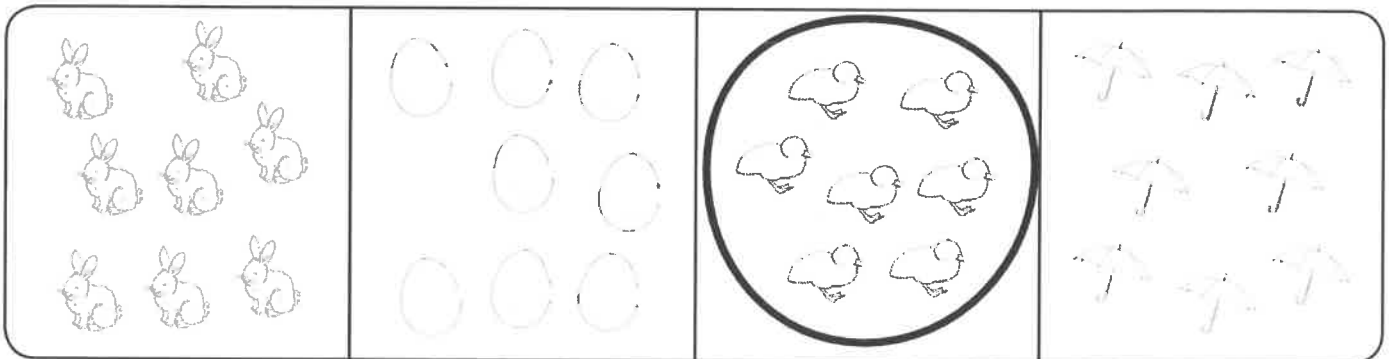
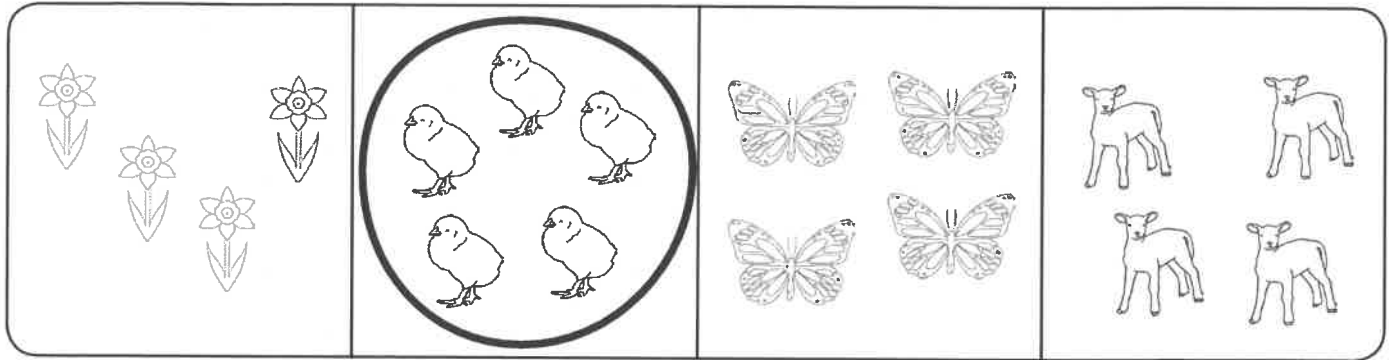
## Challenge

Complete this sequence.

0   5   **10**   15   20   **25**   30   **35**   40   45   **50**

# Comparing Groups of Objects

Count the items in each group and circle the odd one out in each row.





# Home Learning Pack Year 1

Guidance and Answers

## Answers – Developing One More One Less

### Varied Fluency

1a. 37

2a. One more is 37.

One less is 35.

3a. There are 27 beads.

One more than 27 is 28.

4a. 45

### Reasoning and Problem Solving

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

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

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

## Answers – Developing One More One Less

### Varied Fluency

1b. 16

2b. One more is 23.

One less is 21.

3b. There are 33 beads.

One less than 33 is 32.

4b. 26

### Reasoning and Problem Solving

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

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

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



## Answers – Expected One More One Less

### Varied Fluency

1a. 31

2a. One more is 32.

One less is 30.

3a. There are 43 straws.

One more than 43 is 44.

One less than 43 is 42.

4a. 39

### Reasoning and Problem Solving

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

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

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

## Answers – Expected One More One Less

### Varied Fluency

1b. 38

2b. One more is 41.

One less is 39.

3b. There are 29 straws.

One more than 29 is 30.

One less than 29 is 28.

4b. 39

### Reasoning and Problem Solving

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

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

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

## Answers – Greater Depth One More One Less

### Varied Fluency

1a. 49

2a. One more is 30.

One more again is 31.

3a. The number is 35.

One more than 35 is 36.

One more again is 37.

4a. 39

### Reasoning and Problem Solving

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

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

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

## Answers – Greater Depth One More One Less

### Varied Fluency

1b. 23

2b. One less is 30.

One less again is 29.

3b. The number is 29.

One less than 29 is 28.

One less again is 27.

4b. 29

### Reasoning and Problem Solving

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

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

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

## Answers – Developing Tens and Ones

### Varied Fluency

1a. 1 ten and 2 ones.

2a. 1 ten and 1 one:



3a. True

4a.  $15 \rightarrow 1$  ten and 5 ones;  $13 \rightarrow 1$  ten and 3 ones;  $11 \rightarrow 1$  ten and 1 one

### Reasoning and Problem Solving

1a. 2 ones

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

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

## Answers – Developing Tens and Ones

### Varied Fluency

1b. 1 ten and 5 ones.

2b. 1 ten and 4 ones:



3b. True

4b.  $14 \rightarrow 1$  ten and 4 ones;  $10 \rightarrow 1$  ten;  $12 \rightarrow 1$  ten and 2 ones

### Reasoning and Problem Solving

1b. 1 one

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

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

## Answers – Expected Tens and Ones

### Varied Fluency

1a. 1 ten and 6 ones.

2a. 1 ten and 7 ones:



3a. True

4a.  $14 \rightarrow 1$  ten and 4 ones;  $11 \rightarrow 1$  ten and 1 one;  $17 \rightarrow 1$  ten and 7 ones

### Reasoning and Problem Solving

1a. 6 ones

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

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

## Answers – Expected Tens and Ones

### Varied Fluency

1b. 1 ten and 8 ones.

2b. 1 ten and 5 ones:



3b. True

4b.  $20 \rightarrow 2$  tens;  $19 \rightarrow 1$  ten and 9 ones;  $12 \rightarrow 1$  ten and 2 ones

### Reasoning and Problem Solving

1b. 1 one

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

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

## Answers – Greater Depth Tens and Ones

### Varied Fluency

1a. 1 ten and 7 ones.

2a. 1 ten and 1 one:



3a. True

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

### Reasoning and Problem Solving

1a. 1 one

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

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

## Answers – Greater Depth Tens and Ones

### Varied Fluency

1b. 2 tens.

2b. 1 ten and 9 ones:



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

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

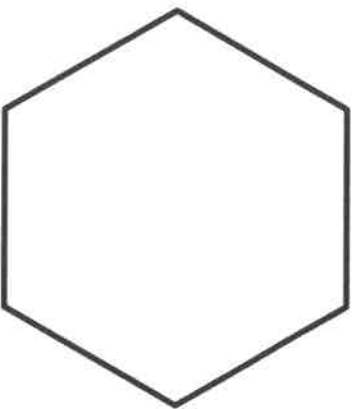
### Reasoning and Problem Solving

1b. 1 ten

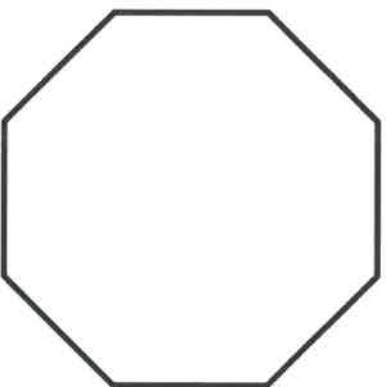
2b. B because it has partitioned 20. Both A and C have partitioned the number 19.

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

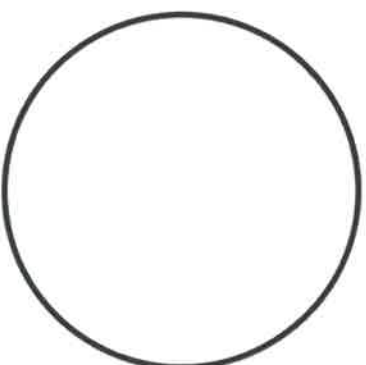
## Recognising 2D Shapes



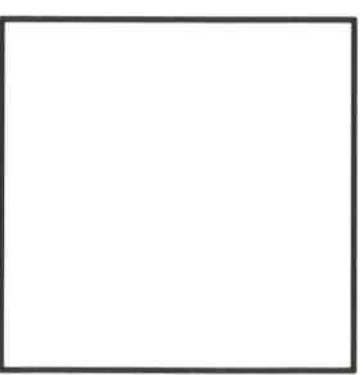
\_\_\_\_\_ **hexagon**



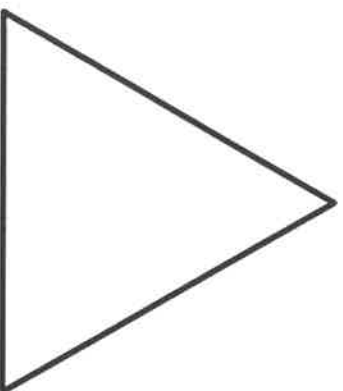
\_\_\_\_\_ **octagon**



\_\_\_\_\_ **circle**



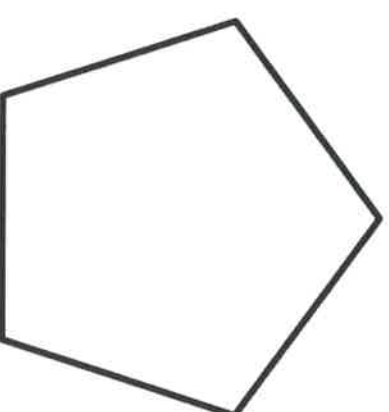
\_\_\_\_\_ **square**



\_\_\_\_\_ **triangle**



\_\_\_\_\_ **rectangle**



\_\_\_\_\_ **pentagon**

**Label each shape with the correct name.**

## Count in 5s

1. Mrs. Zuk is taking some aliens on a trip to the space farm. She needs to order wellies for each alien.



More than 3 aliens are going on the trip. She has space for up to 10 aliens on her spaceship.

Order Form

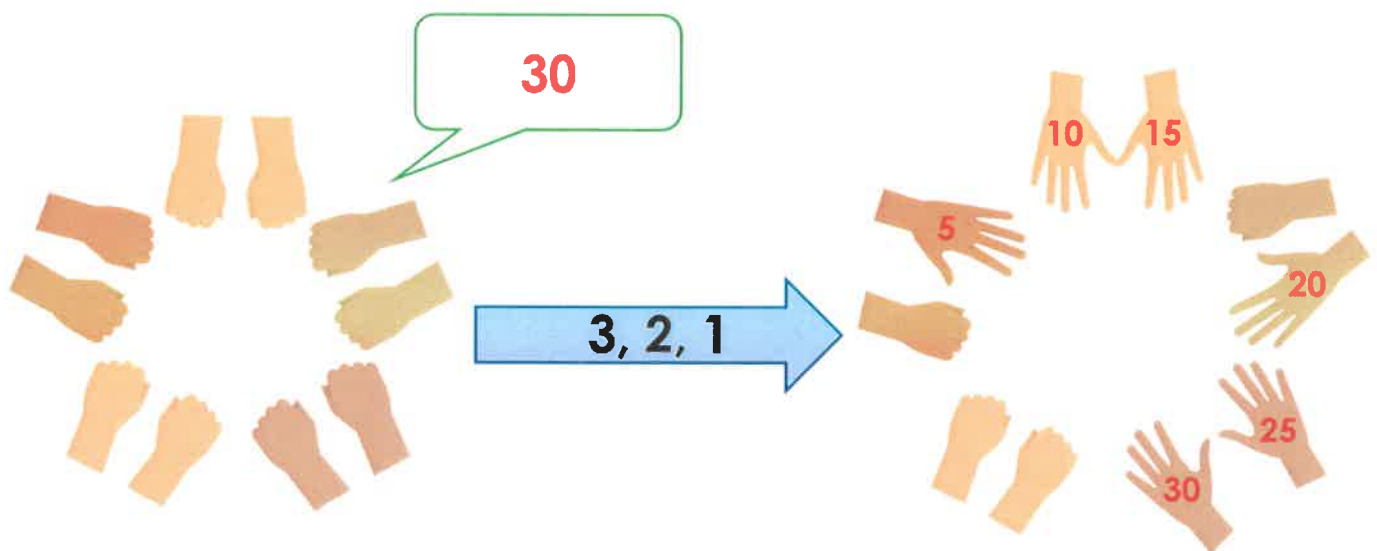
No. of aliens attending	No. of wellies needed
1	5
2	10
3	15
4	20
5	25



Explore how many wellies she might need in total. Various answers, for example: 6 aliens = 30 wellies; 7 aliens = 35 wellies; 8 aliens = 40 wellies; two other examples shown above.

DP

2. Stand in a circle with up to 4 friends. Put your hands in front of you, fists closed.



The hands shown match the number called.  
The caller gets one point.

One player shouts out a counting in 5s number. Count down 3, 2, 1. Either open your fist to show 5 or leave them closed. If the number shown matches the called number, that player gets a point.

Various answers, one example shown above.

DP

## Answers – Developing Capital Letters to Start Sentences 2

### Varied Fluency

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

### Application and Reasoning

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

## Answers – Developing Capital Letters to Start Sentences 2

### Varied Fluency

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

### Application and Reasoning

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



## Answers – Expected Capital Letters to Start Sentences 2

### Varied Fluency

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

### Application and Reasoning

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

## Answers – Expected Capital Letters to Start Sentences 2

### Varied Fluency

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

### Application and Reasoning

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

## Answers – Greater Depth Capital Letters to Start Sentences 2

### Varied Fluency

1a. on Friday, I travelled down a bumpy road.; the girl forgot her sports kit so she couldn't play football.

2a. Join in with the class on Monday.; Your horse is very frisky.

3a. My birthday is in March.; Ride the bike safely.

4a. A

### Application and Reasoning

1a. No because although she has capitalised 'jump' correctly, 'quickly' does not need a capital letter.

2a. Nana and I like to do gardening.

3a. Various answers, for example: Every Tuesday, she fed the cow.; She fed the cow every Tuesday.; Every Tuesday, she visited the cow and fed him.

## Answers – Greater Depth Capital Letters to Start Sentences 2

### Varied Fluency

1b. the best month of the year is June.; the jelly was disgusting and I did not enjoy it.

2b. Go and get your football.; Reading is fun and I read every night.

3b. June is the sixth month.; Under the bed is a mess.

4b. C

### Application and Reasoning

1b. No because 'sometimes' is the first word in the sentence, so it needs a capital letter.

2b. Kate and I went swimming on Monday.; On Monday, Kate and I went swimming.

3b. Various answers, for example: He had some difficult sums but I helped him.; He had some difficult work to complete but I helped him.; He had some difficult calculations but I helped him.

## Answers – Developing Using Questions

### Varied Fluency

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

### Application and Reasoning

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

## Answers – Developing Using Questions

### Varied Fluency

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

### Application and Reasoning

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

## Answers – Expected Using Questions

### Varied Fluency

1a. Questions opener – are, may, if;  
Not a question opener – pen, school,  
pencil

2a. Do

3a. Can I have an apple please?

4a. C

### Application and Reasoning

1a. Her question doesn't make sense,  
because she has used the wrong question  
opener. She could have used 'Are you  
going to play football?'.

2a. Could you open the door for me  
please?

3a. No, because A is asking if you have a  
sticker; B is asking if you are allowed to  
have a sticker.

## Answers – Expected Using Questions

### Varied Fluency

1b. Question opener – should, could, do;  
Not a question opener – table, board,  
chair

2b. Could

3b. Should we go home now?

4b. A

### Application and Reasoning

1b. His question doesn't make sense,  
because he has used the wrong question  
opener. He could have used 'Do you like  
fish and chips?'.

2b. Would you like to play outside?

3b. No, because A is asking for some  
grapes; B is wondering if you should have  
some grapes.

## Answers – Greater Depth Using Questions

### Varied Fluency

1a. Question opener – which, could, whose;

Not a question opener – but, village, jacket

2a. She asked if we knew where the nearest station was.

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

4a. B

### Application and Reasoning

1a. His question doesn't make sense, because he has used the wrong question opener. He could have used 'Can dogs bark?' or 'Do dogs bark?'.

2a. Various answers, for example: Could you tell me what we should be doing now please?

3a. No, because A is asking you to choose from books in general; B is asking you to choose a person's book.

## Answers – Greater Depth Using Questions

### Varied Fluency

1b. Question opener – would, does, should;

Not a question opener – children, because, beautiful

2b. They asked if I knew what time it was.

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

4b. B

### Application and Reasoning

1b. Her question doesn't make sense, because she has used the wrong question opener. She could have used 'Can birds fly?' Or 'Which birds fly?'.

2b. Various answers, for example: Do you know which football team they support?

3b. No, because A is asking if you ever play; B is asking if you are able to play.

## How to Make Pancakes – Follow-Up Work – Answers

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

What do you put in the bowl first? **Flour**

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

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

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

## By the River – Follow-Up Work – Answers

1. Who can you see in the picture?

A woman who is travelling.

2. What do you think she is doing?

She is travelling on a river.

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

The weather is sunny because you can see blue sky.

4. Where in the world could she be?

She is in a country where tropical plants grow.

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

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

## By the River – Follow-Up Work – Answers

6. Do you think she likes the river?

Yes. She is stood up rather.

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

The sound of the boat and the sound of animals.

8. Would you like to go there?

Various answers.

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

Various answers.

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

Monkeys and crocodiles.