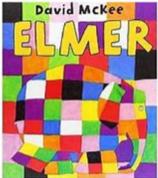


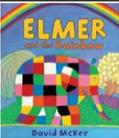
Year 1 and 2 Home Learning week beginning 18<sup>th</sup> May 2020

## Weekly Timetable of Activities

Here are some suggested activities to complete each day this week. When you have finished you could take a photograph (or scan) and upload it to your folder on Purple Mash so your teacher can see it.

Monday		
Maths	English	Topic
<p><b>Before completing the maths tasks for this week please watch the Subtraction Video. Y1 (start to 6min) Year 2 (6 min to end).</b></p>		
<p>Year 1</p> <p>Using objects and ten frames complete the subtraction sentences below.</p> <p>7 – 4 =</p> <p>17 – 4 =</p> <p>14 – 4 =</p> <p>14 – 8 =</p> <p>12 – 5 =</p>	<p>Year 2</p> <p>Using objects complete the subtraction sentences below.</p> <p>17 – 4 =</p> <p>57 – 24 =</p> <p>64 – 32 =</p> <p>78 – 32 =</p> <p>56 – 25 =</p>	<p><b>Phonics/spelling activity</b></p> <p>Please find the appropriate activity below in the 'Phonics and Spelling' section of this document.</p> <p>Year 2 – Please also complete comprehension activity Resource 2.</p>
		<p><b>Comparing the Weather</b></p> <p><b>Look at resource 3 below.</b></p> <p>Compare a possible week in the rainforest to a possible week in Swavesey.</p> <p>Don't forget to write your answers in full sentences. How does the <b>possible week in Swavesey</b> compare to the week of observations you made last week?</p> <p>Extension option: <b>Will need adult support!</b></p> <p>Have a go at making the weather graphs comparing the temperature and rainfall in London and Manaus. <b>See separate PDF.</b></p>

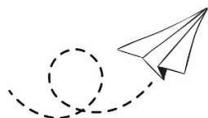
Tuesday		
Maths	English	ICT
<p><b>Please watch the Subtraction Video. Y1 (start to 6min) Year 2 (6 min to end).</b></p>		
<p>Year 1</p> <p>Complete the subtraction number sentences. Draw into ten frames to help you.</p> <p>9 – 5 =</p> <p>11 – 5 =</p> <p>16 – 4 =</p> <p>14 – 6 =</p> <p>23 – 5 =</p>	<p>Year 2</p> <p>Using drawings (tens and ones or a number line) complete the subtraction sentences below.</p> <p>18 – 5 =</p> <p>56 – 34 =</p> <p>67 – 35 =</p> <p>79 – 52 =</p> <p>54 – 22 =</p>	<p><b>WALT respond to a story</b></p> <p>Watch the video of Elmer read by David McKee who is the author and illustrator.</p> <p><a href="https://www.youtube.com/watch?v=ZFrD18XLmIM">https://www.youtube.com/watch?v=ZFrD18XLmIM</a></p> <p></p> <p>Imagine you are one of Elmer's friends how would you decorate yourself? Draw a picture of your design and write a description to explain the pattern you have chosen and why you have chosen it.</p>
		<p><b>2Type</b></p> <p>Complete the 2Do set on Purple Mash to continue practising your typing skills.</p> <p><b>Write a postcard</b></p> <p>Complete the 2Do set to practise your typing by writing a postcard. Imagine you are in the rainforest and sending a postcard to someone at home in England.</p>

Wednesday			
Maths	English	Science/PE	
Please watch the Subtraction Video. Y1 (start to 6min) Year 2 (6 min to end).			
<p style="text-align: center;"><b>Year 1</b></p> <p>Complete the reasoning and problem solving questions. Remember to fully explain why or how you got to your answer. (Resource 4)</p>	<div style="display: flex; align-items: center;">  <div> <p><b>Year 2</b></p> <p>Using drawings (tens and ones or a number line) complete the subtraction sentences below. (note these will all require exchange or bridging 10)</p> <p style="text-align: center;"> <math>15 - 7 =</math>  <math>32 - 14 =</math>  <math>54 - 38 =</math>  <math>71 - 56 =</math>  <math>43 - 28 =</math> </p> <p>(see Resource 5 for extra optional maths work as needed)</p> </div> </div>	<p style="text-align: center;"><b>English</b></p> <p>WALT create a story plan to retell a story</p> <p>Watch the video of Elmer and the Rainbow  <a href="https://www.youtube.com/watch?v=cKu-mUgg4Gw">https://www.youtube.com/watch?v=cKu-mUgg4Gw</a></p> <p>Answer these questions with an adult either as you are watching or write down the answers afterwards.</p> <ol style="list-style-type: none"> <li>1. What was the problem?</li> <li>2. How did Elmer want to solve the problem?</li> <li>3. Who helped Elmer?</li> <li>4. Where did they find the end of the rainbow?</li> <li>5. Why were the other elephants worried about Elmer?</li> <li>6. What did Elmer say that you can't give away?</li> </ol> <p><u>Use Resource 6</u> and complete the story plan. Remember to use BME</p> <p>B- what was the problem?  M- how did Elmer try to solve the problem?  E- what happened to the rainbow and Elmer at the end?</p> <p>You can draw pictures, write sentences or both.</p>	<p style="text-align: center;"><b>Science/PE</b></p> <p style="text-align: center;"><b>Humans needs</b></p> <p>Watch:  <a href="https://www.bbc.co.uk/bitesize/clips/zgtr82p">https://www.bbc.co.uk/bitesize/clips/zgtr82p</a></p> <p>Make a poster to help other people keep their bodies healthy.</p> <p>Think about what advice you could give them.</p> <p>You could choose one thing to focus on or a few things.</p> <p>You can make your poster using paper and colours to make it stand out or have a go on Purple Mash.</p>

**Thursday**

**Maths**

**Shape space and measure: Length**



Choose 2 different designs from

<https://www.foldnfly.com/#/1-1-1-1-1-1-1-1-2>

Make your paper aeroplanes.

Fly them both. Which one went the furthest?

Can you measure how far they both went?

Use non-standard measures like felt-tips, spaghetti, toy cars – any items that are equal in length. How many different measurements can you make?

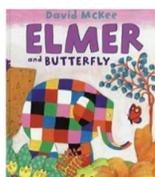
If you have a ruler or tape measure at home you could measure using CM or M. How will you decide which is the best unit of measure to use?

You could also measure out a piece of string 1M long and use that instead of a meter stick.

**English**

**WALT write a letter**

Watch the video Elmer and the Butterfly



[https://www.youtube.com/watch?v=n4OV\\_tXWSfg&feature=emb\\_logo](https://www.youtube.com/watch?v=n4OV_tXWSfg&feature=emb_logo)

**Talk to an adult about the story**

Who did Elmer meet?

How did he feel about the butterfly at the beginning and then at the end?

What unexpected things happened to him?

Who did he help?

Who helped him?

What did he learn?

**Year 2** – what adverbs did you notice in the story?

You are going to pretend that you are Elmer. Write a letter to a friend and tell them about your day. Think about what you have talked to your adult about.

In your letter tell your friend what you did, how you felt and if anything surprised you.

**Year 1** use your adjectives – describing words (huge cave).

**Year 2** use expanded noun phrases – adjective, adjective noun (a huge, dark cave) and an exclamation sentence which begins with **what** or **how** and ends with !

**Art**

**Elmer Collage**

Make a collage of an elephant (or other animal) like Elmer. Try to use different sources for each different colour. For example: Green – leaves, a magazine or a milk bottle top. Red – sweetie wrapper, newspaper, felt tip section.

How many different colours can you use? How many different sources of colour can you find? Did you need to use the same resource twice?



Friday		
Maths	English	Looking at Art
<p><b>10 for 10 – see Resource 10</b>            You have 10 minutes to complete the 10 questions. You need to try to do it all by yourself! How quickly can you do them? Continue to practise any of the ones you found tricky.</p>	<p><b>WALT prepare for a party</b>            Today we are going to make some things for Elmer’s birthday tomorrow. You can choose to do as many of the activities as you would like.</p> <ol style="list-style-type: none"> <li>1. <u>Make a card</u> for Elmer’s birthday. What will you draw on the front? Will it have a pop up, a lever or a slider? What message will you write inside? (There is a card you can colour in the pack linked below if you would rather).</li> <li>2. <u>Make a list</u> of Elmer’s friends that you would invite. Remember to think about the characters you have met in the stories. <b>Year 1</b> write a list going down the page with a new line for each guest. <b>Year 2</b> remember to use commas in a list and don’t forget to put <i>and</i> between the names of the last 2 guests.</li> <li>3. <u>Design an invitation</u> to his party. You will need to include who the invite is for, where the party is, what day the party is on, what time it starts and ends, what sort of arty it is (swimming, fancy dress...) and who it is from.</li> <li>4. <u>Create a menu</u> for the party. <b>Year 1</b> use adjectives – describing words (enormous cakes). <b>Year 2</b> use expanded noun phrases – adjective, adjective noun (round, red berries). You could even use alliteration (square sandwiches) or similes (cakes as big as boulders) like we practised in our poetry last week.</li> </ol> <p>There are additional activities here from Anderson press if you would like to have your own Elmer party at home.  <a href="https://www.elmer.co.uk/wp-content/uploads/2020/05/Elmer-Day-Activity-Pack-1.pdf">https://www.elmer.co.uk/wp-content/uploads/2020/05/Elmer-Day-Activity-Pack-1.pdf</a></p>	<p><a href="https://www.fitzmuseum.cam.ac.uk/work/chesterton-&lt;u&gt;hoard&lt;/u&gt;">https://www.fitzmuseum.cam.ac.uk/work/chesterton-<u>hoard</u></a></p> <p>What can you find out about this exciting ‘hoard’ of treasure that was found in Cambridge? Why do you think someone hid it? How would it feel to find treasure?</p> <p>Go on a treasure hunt in and around your home.</p> <p>Can you find the oldest thing? The smallest? Or something special to you?</p> <p>Now find something for someone to find in the future.            Where will you hide it?</p> <p>Make a treasure map to help you to remember where you put it.</p> <div style="text-align: center;">  </div>

## Reading

### Reading books

Two publishers are providing free access to some of their e-books. They are both publishers, which we use at school so some stories may be familiar to your children.

Please see the details below of how to log in to each of the websites.

If you are not sure which level your child should be reading please contact your child's class teacher via Purple Mash.

Please continue to read any other books you may have at home. Reading any book for at least 5 minutes daily will be a great help to your child's reading progress.

### Oxford Owl

Go to: <https://www.oxfordowl.co.uk/>

My class login >

Click: at top right of the page

Enter your child's class details:

Otters

Username: spsotters Password: otters1

Squirrels

Username: spssquirrels Password:  
squirrels1

Foxes

Username: spsfoxes Password: foxes1

### Collins Connect

Go to: <https://connect.collins.co.uk/school/Portal.aspx>

Follow instructions below

#### How to access free Collins Big Cat ebooks

Access 330+ free KS1 ebooks from our primary reading programme

Go to [Collins Connect](#) and click on the Teacher portal and enter:

Username: [parents@harpercollins.co.uk](mailto:parents@harpercollins.co.uk)

Password: Parents20!

and click Login.

When using these e-books the application will read the story aloud. If you want to stop this you need to press the pause button as you turn to each page.

Please remember the importance of discussing books with your children. Their understanding and comprehension of what they have read is just as important as the reading itself. Many of these e-books have questions already printed into them, which you can use as prompts.

### Comprehension (Year 2)

If you are a Year 2 please have a go at the 'Ronald the Rhino' comprehension in Resource 2. Try and do as much as you can by yourself. You can ask your adult to help you mark it using the answer sheet.

## Phonics and Spelling Activities

### Miss Lawton, Mrs Cowburn and Mrs Kellam's Phonics Groups

This week we are looking at different ways to spell the sound 'oa'. If you haven't already, watch Lesson 7 ('o') and Lesson 8 ('o-e') [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

Can you complete the sentences using the correct 'oa' spelling?.

1. The Billy \_\_\_\_\_ had long horns.
2. I want to \_\_\_\_\_ to the park.
3. The dog was chewing on a \_\_\_\_\_.
4. There are \_\_\_\_\_ pencils left in the pot.
5. I needed to blow my \_\_\_\_\_ with a tissue.
6. The \_\_\_\_\_ was bobbing in the sea.

Challenge: Can you think of your own words with 'oa', 'o' or 'o-e' in and put them into sentence.

### Daily Phonics Videos

Continue to watch daily phonics videos using the link below. If you are unsure which session your child should be watching please contact your child's class teacher via Purple Mash.

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured)

### Mrs Spevack's Phonics Group

We are going to practice the rule for adding the suffix -ly to adjectives to make **adverbs**.

Adverbs are often used to describe *how* something happens – they describe the verb.

(The ly is added to the adjective without changing it unless the adjective ends in a y then the y is changed to i and ly is added, if the word ends in le the le is changed to ly).

Have a look at the clip on BBC Bitesize

<https://www.bbc.co.uk/bitesize/articles/zbn492p> The first clip explains adverbs in a visual way.

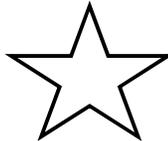
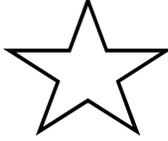
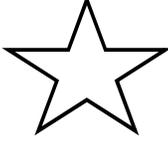
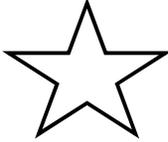
Activity 1 The Super Movers clip is a fun demonstration of using different suffixes.

Activity 3 is a good way of finding adverbs which have the suffix -ly.

1. Turn these adjectives in to adverbs –  
*slow, quick, easy, soft, happy, nice, confident, careful, quiet, generous, brave, dangerous, polite, foolish, terrible.*
2. Put an adverb in to the sentences below  
The boy walked ..... down the road.  
The dog barked ..... when it was given a bone.  
The girl jumped ..... over the turtle.
3. Use the adverbs that you have created and write your own sentences. Think about where to put your adverb so that the sentence makes sense – will it go before or after the verb?

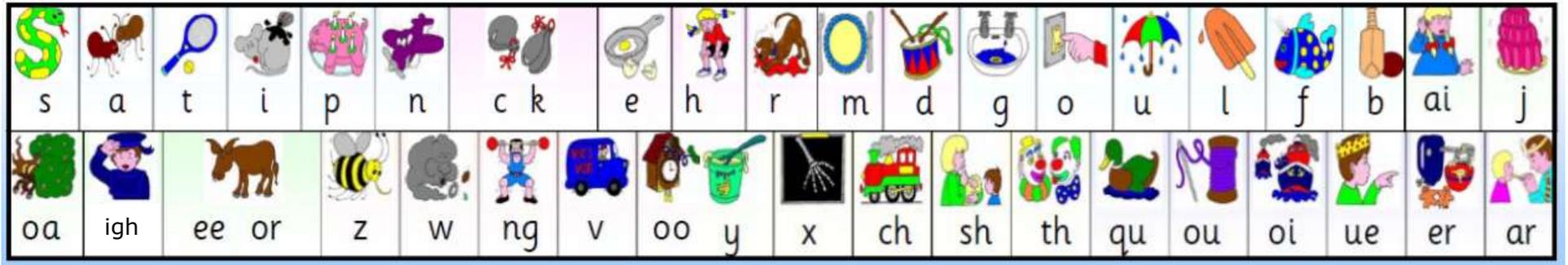
## Independent activities

Here are some activities for you to complete by yourself. Colour in the star when you have completed it. You can ask your adult to photograph your challenges and upload to *your Purple Mash folder so that we can see them.*

<p><b>Create a Den</b> Create your own explorer's den in a room at home. Use a blanket or sheet to create a 'tent', decorate the area with paper vines and leaves to make it feel 'rainforesty'. Add some cushions or a sleeping bag to make your 'tent' comfortable. You could store all of your rainforest work in the den, just like real Scientific Explorer's do when they visit the Rainforests, don't forget to keep your work space tidy!</p>		<p><b>Imaginary rainforest animal</b> Design your own animal to live in the rainforest. How will it move? (legs, tail, wings). How many legs will it have? How will it eat? (beak or teeth). Will it have fur, feathers or scales? What colour will it be? Label your features and explain why you have chosen them.</p>											
<p><b>Spelling practise</b></p> <table border="0"> <tr> <td>Year 1</td> <td>Year 2</td> </tr> <tr> <td>me            no</td> <td>great    break    steak</td> </tr> <tr> <td>she           go</td> <td>('ai' sound spelt 'ea')</td> </tr> <tr> <td>we            so</td> <td>door     floor     poor</td> </tr> <tr> <td></td> <td>('or' sound spelt 'oor')</td> </tr> </table>	Year 1	Year 2	me            no	great    break    steak	she           go	('ai' sound spelt 'ea')	we            so	door     floor     poor		('or' sound spelt 'oor')		<p><b>Explorers Badge</b> Draw an explorer onto a card rectangle. Add your name. Decorate the back of the card with Jungle images. Attach a safety pin so you can wear your badge when exploring.</p>	
Year 1	Year 2												
me            no	great    break    steak												
she           go	('ai' sound spelt 'ea')												
we            so	door     floor     poor												
	('or' sound spelt 'oor')												
<p><b>What's in your explorer's bag?</b> Draw the items you would put into your bag for a day exploring in the rainforest. Don't forget to add labels. Will you need food, clothes and equipment?</p>		<p><b>Make your own binoculars</b> Use sticky tape to join together 2 tubes. Attach string to hang round your neck.</p>											
<p><b>Matching trees and seeds</b> Can you match the seeds and leaves to the tree they came from (Resource 12). You can check if you matched them correctly using the answer sheet (Resource 13).</p>		<p><b>Keep Moving</b> Make up a dance routine to your favourite song. You could perform it for someone at home.</p>											
<p><b>Nature Diary</b> Look out of the window each day and keep a note of what you see. You might see birds, flowers, changes in the weather, what else?</p>		<p><b>Electric inventory</b> Can you make a list of all the electrical items in each room of your home? Remember not to touch any wires or plugs. What ideas can you come up with to use less electricity and help our planet?</p>											

## Resources

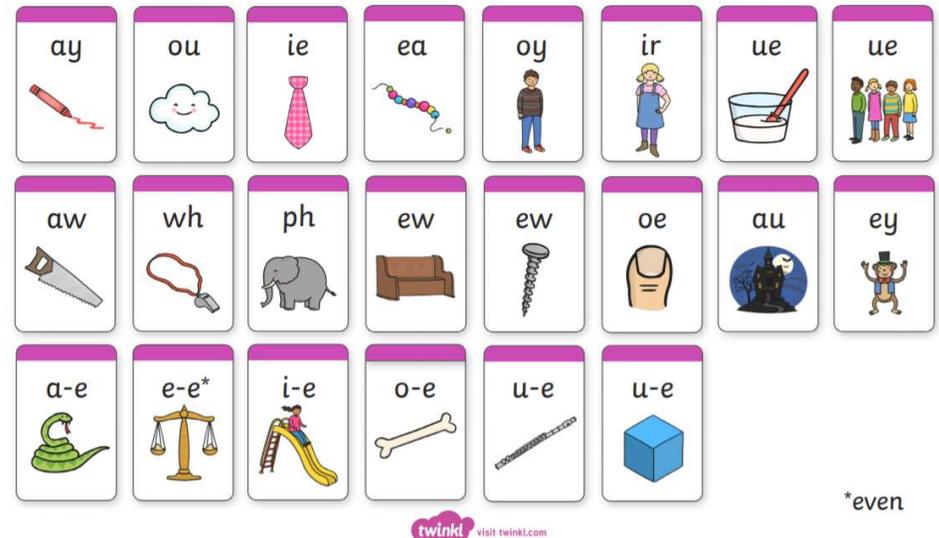
### Resource 1: Sound mats to support with spelling



#### My Phase 3 Sound Mat



#### My Phase 5 Sound Mat

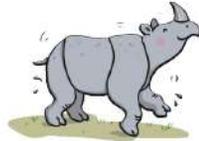


## Resource 2: Year 2 Ronald the Rhino Comprehension

### Ronald the Rhino

Ronald the Rhino is so big and strong.  
In the Javan Forest is where he belongs.

His dusky grey skin is very well worn.  
At the front of his head is a beautiful horn.



He eats fallen fruits from the damp forest floor,  
But Ronald is sad; he longs for much more.

"Why am I special?" he says with a tear.  
"I live by myself, I have no friends here."

"All of the animals have a grand trait,  
Something unique that makes them just great."

"I've got it!" he cries, with a smile on his face,  
And he wiggles and jiggles all over the place.

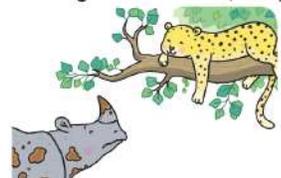
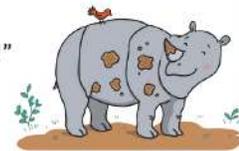
"I'll be a leopard with beautiful spots,  
All yellowish fur and dark brownish dots."

Ronald sets off to hatch out his plan,  
And through the dense forest his eyes start to scan.

He soon finds some mud, all sticky and wet.  
"Great!" Ronald says, "I'll have my spots yet!"

He starts right away, painting on patches,  
Using his horn to scoop mud up in batches.

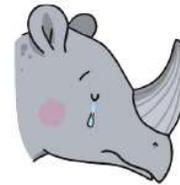
As soon as he's finished, he admires work,  
But high in the trees, Leopard does lurk.



"What are you doing?" Leopard asks  
with a grin.  
"You've mud in great patches all over  
your skin!"

"I want to be like you, with spots on my face,  
To sleep in a tree; to run, leap and race!"

"You can't be a leopard, you're too big and grey.  
You're a Javan rhino in every way!"



Ronald looks sad, unsure what to do.  
He lets out a sigh, he's feeling so blue.

"Why am I special?" he says with a tear.  
"I live by myself, I have no friends here."

"All of the animals have a grand trait.  
Leopard has spots that make him just great."

"I've got it!" he cries, with a smile on his face,  
And he wiggles and jiggles all over the place.

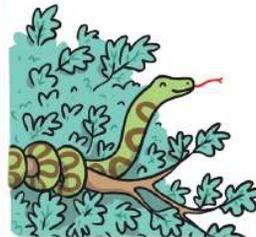
"I'll be a python, my body so strong,  
With smooth patterned skin and a tongue nice and long!"

He starts right away and gets down on  
the ground.

He slides through the mud with a  
terrible sound.



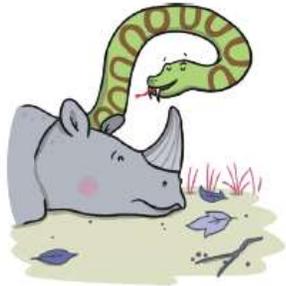
But as Ronald moves, he lets out a wail;  
His body is sore and bent round like a snail.



Out in the bushes, now Python can see  
What the young rhino is trying to be.

"Why are you moving around like a  
snake?  
Your back is all bent; I saw your  
legs shake!"

Ronald the Rhino



"I want to be like you, on the rough jungle ground,  
Slowly and smoothly sliding around."

"You can't be a python, your skin is too rough,  
Your horn is too hard and your feet are too tough."

Ronald sits down, his head hanging low.  
What could he be? He just doesn't know.

"Why am I special?" he says with a tear.  
"I live by myself, I have no friends here."

All of the animals have a grand trait.  
Python slides smoothly, which makes him just great."

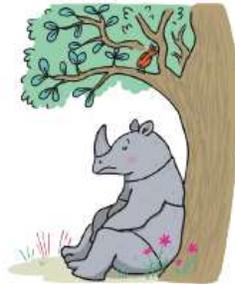
Leopard and Python see Ronald so glum,  
So they cook up a plan to cheer up their chum.

"We've got it!" they say, looking down at his face.  
Ronald wiggles and jiggles all over the place.

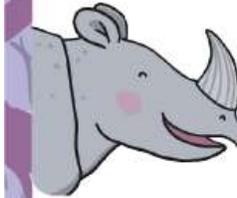
His skin is tough and looks like great armour,  
His eyes sparkle brightly – he's a real charmer!



His legs are so strong and his horn is the best.  
The animals love him, as you may have guessed.



Ronald the Rhino



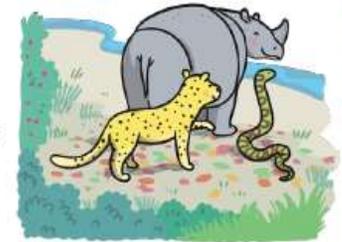
"I want to be like him!" Ronald cries out,  
His eyes shining bright as his feet dance about.

So into the forest they set off to find  
This mystery animal that might change his mind.

They come to a clearing, with few trees around,  
With a beautiful stream; no one to be found.

Leopard says with a smile, "He lives just down there."

Across the wet ground, he approaches with care.



Ronald moves closer to look at the beast,  
His heart all aflutter, his brow lined and creased.

He looks hard for a moment, his eyes flashing fast.  
The water is silty with mud flowing past.

He stops as he sees it and then gasps out loud.  
Leopard and Python could cry, they're so proud.

He grins at the animal that he can see,

"By golly,

It's amazing,

It's wonderfully...



Me!"

# Questions

1. Describe how Ronald feels at the start of the story.

\_\_\_\_\_

2. Which of these words is another word for 'special'?

- unique
- beautiful
- trait

3. Which two animals does Ronald try to copy?

\_\_\_\_\_

4. Draw lines to complete the sentences below.

You can't be a leopard, you're too	horn is the best.
You can't be a python, your skin	big and grey.
His legs are so strong and his	is too tough.

5. Find and write three adjectives from the story.

\_\_\_\_\_  
\_\_\_\_\_

6. Why is Ronald happy when he sees himself in the water?

\_\_\_\_\_

# Answers

1. Describe how Ronald feels at the start of the story.  
**sad, lonely, upset, or similar.**

2. Which of these words is another word for 'special'?

- unique**
- beautiful
- trait

3. Which two animals does Ronald try to copy?  
**Leopard / a leopard and Python / a python**

4. Draw lines to complete the sentences below.

You can't be a leopard, you're too	horn is the best.
You can't be a python, your skin	big and grey.
His legs are so strong and his	is too tough.

5. Find and write three adjectives from the story.

**Accept any three from: big, strong, dusky, grey, well worn, beautiful, damp, sad, special, grand, unique, great, yellowish, dark brownish, dense, sticky, wet, high, unsure, blue, smooth, patterned, nice, long, terrible, sore, bent, young, rough, hard, tough, low, glum, best, bright, lined, creased, silty, proud, amazing.**

6. Why is Ronald happy when he sees himself in the water?

**Accept answers about Ronald being happy that the amazing creature that Python and Leopard described is Ronald himself!**

Year 1 and 2 Home Learning week beginning 18<sup>th</sup> May 2020

### Resource 3: (Topic) Weather comparison Brazilian Rainforest and Swavesey

A possible week in Manaus (In the Brazilian rainforest) in the month of May

<u>Day</u>	<u>Morning weather</u>	<u>Afternoon weather</u>	<u>Daily temperature(*C)</u>	<u>Amount of rain (mm)</u>
Monday			24	10
Tuesday			25	6
Wednesday			26	4
Thursday			25	6
Friday			24	10
Saturday			25	8
Sunday			24	5

A possible week in Swavesey in the month of May

<u>Day</u>	<u>Morning weather</u>	<u>Afternoon weather</u>	<u>Daily temperature(*C)</u>	<u>Amount of rain (mm)</u>
Monday			8	2
Tuesday			12	0
Wednesday			10	1
Thursday			11	0
Friday			7	4
Saturday			8	2
Sunday			10	2

**Look at the charts for a week in Swavesey and a week in Manaus in the month of May.**

1. Which place had the hottest day? How hot was it? \_\_\_\_\_
2. Which place had the coldest day? How cold was it? \_\_\_\_\_
3. Which place had the wettest day? How much rain fell? \_\_\_\_\_
4. How much rain fell in the whole week?

Swavesey: \_\_\_\_\_

Manaus: \_\_\_\_\_

5. Which place would you rather be in? What are your reasons?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What was the weather like in Swavesey on the Monday? What clothing would you be wearing? Why?

\_\_\_\_\_

\_\_\_\_\_

7. What was the weather like in Manaus on the Thursday? What clothing would you be wearing? Why?

\_\_\_\_\_

\_\_\_\_\_

## Resource 4: Year 1 Maths Reasoning and Problem Solving

Here are some reasoning and problem solving questions linked to Place Value. If you choose to complete these activities, it would be beneficial to do so with your child in order that they can talk it through with you. The most important element of these types of questions is the explanation of **how and why** they got to the answer.

Amir has 16 apples. Ron has none.  
Amir gives Ron 9 apples.  
Who has the most apples now?  
Explain how you know.

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Whitney has 16 sweets and eats 7 of them.



Mo has 17 sweets and eats 8 of them.

Who has more sweets left?

Explain how you know.

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### Finish the pictures

	<input type="checkbox"/> people upstairs
	<input type="checkbox"/> people downstairs
	<input type="text" value="5"/> people in total

	<input type="text" value="2"/> people upstairs
	<input type="text" value="4"/> people downstairs
	<input type="text"/> people in total

	<input type="text" value="2"/> people upstairs
	<input type="text"/> people downstairs
	<input type="text" value="4"/> people in total

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### Resource 5: Year 2 Maths Reasoning and Problem Solving (optional)

Here are some reasoning and problem solving questions linked to Place Value. If you choose to complete these activities, it would be beneficial to do so with your child in order that they can talk it through with you. The most important element of these types of questions is the explanation of **how and why** they got to the answer.

Jack and Eva are solving the subtraction  $23 - 9$

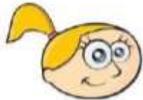
Here are their methods:

I put 9 in my head and counted on to 23

Jack



I put 23 in my head and counted back 9



Eva

Who's method is the most efficient?

Can you explain why?

Can you think of another method to solve the subtraction.

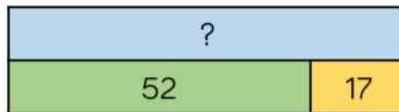
Annie has 33 stickers.

Dexter has 54 stickers.

How many more stickers does Dexter have?

What method did you use to solve the problem?

Amir has been asked to complete the bar model.



The whole is 78 because  $5 + 2 = 7$  and  $1 + 7 = 8$

Explain to Amir what he has done wrong. How could you help him work out the correct total?

Eva and Whitney are working out some subtractions.

I am working out  $74 - 56$

Whitney



One of my numbers in my question is 15



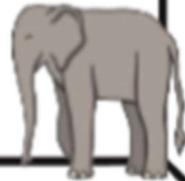
Eva

Whitney's answer is double Eva's answer.

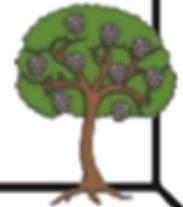
What could Eva's subtraction be?

## Elmer

What is the setting?



Who is the main character?



B

M

E



### Year 1

1.  $4+1=$

2.  $18+1=$

3.  $12+0=$

4.  $3+3=$

5.  $7+7=$

6.  $5+5=$

7.  $7+3=$

8.  $4+6=$

9.  $2+8=$

10.  $9+1=$

### Year 2

1.  $7+7=$

2.  $7+8=$

3.  $9+9=$

4.  $8+9=$

5.  $8+2=$

6.  $10= 5+ ?$

7.  $10=3+?$

8.  $10= 2+?$

9.  $4+?=10$

10.  $7+?=10$

Year 1 and 2 Home Learning week beginning 18<sup>th</sup> May 2020

## Resource 8: Seed matching (Independent Activity)



apple



avocado



beans

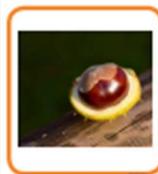


oak



horse chestnut

Plant



Seed



Leaves

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## Resource 9: Seed matching ANSWERS (Independent Activity)

