






Reception – Here are some great fun ways to teach addition and subtraction at home.



Reception phonics 'ar' sound.
 Can you think of words that
 have the ar sound in . Have a go
 at spelling some and try writing
 them in a sentence.
 'I like the park' .

Year 1/ 2 phonics oi sound.

Name _____		staple	
ar like in		 bar	
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staple		staple	
 jar	 car	 star	 park

Digraphs are two letter graphemes.

oi

...make a single **phoneme**.

oi



Boil an egg.



<u>oi</u> l	<u>oi</u> let
<u>oi</u> nk	bo <u>oi</u> ling
<u>so</u> il	mo <u>oi</u> st
<u>co</u> il	po <u>oi</u> nt
<u>vo</u> id	po <u>oi</u> son

Year 2 could look through a book and see if they can find any 'ed' words and decide on the rule.

Suffixes

Year 2 Spelling

Adding **-ed** to the end of a word often puts it in the past tense.

When adding **-ed** to a root word ending in **y** (with a consonant before it), first change the **y** to an **i**, then add **-ed**.

Example words:

copied, cried, replied

Example words:

played, helped,
walked

When adding **-ed** to a root word ending in **e** (with a consonant before it), drop the **e**, then add **-ed**.

Example words:

liked, waved, baked

When adding **-ed** to words with one syllable, the last consonant letter of the root word is **doubled**.

Example words:

patted, hummed, dropped

SPELLING RULE ONE

When a word ends with a **short vowel** followed by a **consonant**, double the last **consonant** before adding 'ed'



The girls skip.

The girls skipped.

drop	→	dropped	trim	→	trimmed
admit	→	admitted	shop	→	shopped
occur	→	occurred	flip	→	flipped

Try these ...

trip	→	_____	trot	→	_____
mop	→	_____	rub	→	_____
submit	→	_____	prefer	→	_____

Can you write
these words in
a sentence?


Year 1 and 2 - MATHS **Learning objective** - Subtract using a place Value Grid

WARM UP Counting in 2s to 100.

Challenge can you count backwards in 2s

Can you count in 2s from 3? What do you notice?

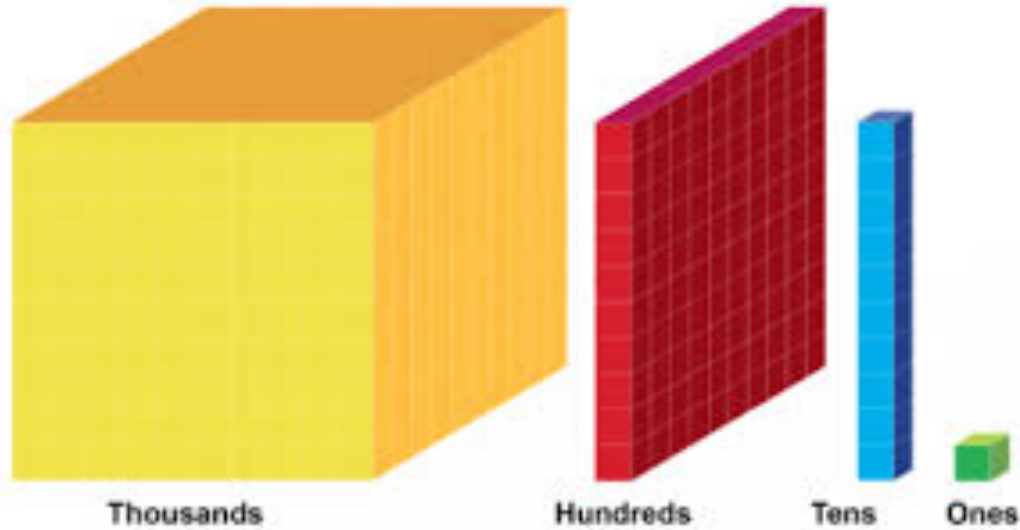
MENTAL MATHS



How quickly can you take away 10 from these 'ty' numbers?

$30 - 10 =$ <input type="text"/>	$70 - 10 =$ <input type="text"/>	$80 - 20 =$ <input type="text"/>
$50 - 10 =$ <input type="text"/>	$40 - 10 =$ <input type="text"/>	$60 - 30 =$ <input type="text"/>

Key Vocabulary and explanation



Dienes are wooden or plastic cubes, rods and flats used to support children basic maths. **Dienes** are used by students when learning mathematical concepts such as addition, subtraction, number sense and place value. **Dienes** are also called base ten blocks or multi-base arithmetic blocks

Place value is the value of each digit in a number. It means understanding that 582 is made up of 500, 80 and 2, rather than 5, 8 and 2

H	T	U
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

=

H	T	U
<input type="text"/>	<input type="text"/>	<input type="text"/>

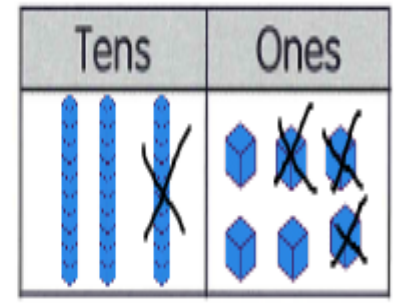
Place Value Grid

Same sum, different appearance!

$$\begin{array}{r|l} \text{T} & \text{O} \\ \hline 3 & 7 \\ - 1 & 6 \\ \hline \square & \square \\ \hline \end{array}$$

$$37 - 16 =$$

$$\begin{array}{r|l} \text{T} & \text{O} \\ \hline 3 & 6 \\ - 1 & 3 \\ \hline \square & \square \\ \hline \end{array}$$



You can still partition the number into 10s and units. Draw the Chips and peas, **children have ben practising this in class**, and take away by crossing them out. Count the tens and units left to find the total.

$$\begin{array}{r|l} \text{T} & \text{O} \\ \hline 2 & 2 \\ - 1 & 1 \\ \hline \square & \square \\ \hline \end{array}$$

$$22 - 11 =$$

$$45 - 23 =$$

T	U	
40	5	-
20	3	
<hr/>		
20	2	= 22



How would you solve this number sentence?

Make the numbers with... Subtract...

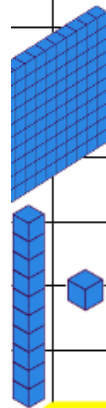


Remember partition into 10s and units or hundreds, tens and units.

Cross out the total you are taking away and count what is left.

$$234 - 121 =$$

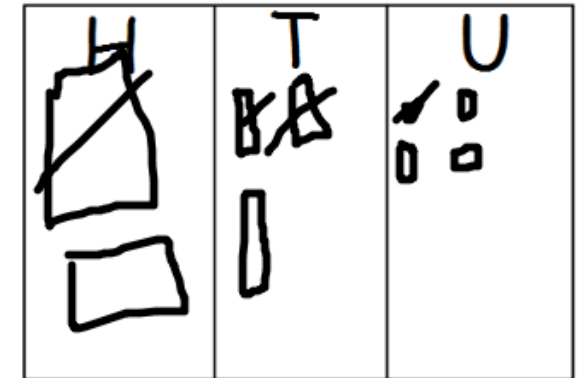
H	T	U	
200	30	4	-
100	20	1	
<hr/>			
100	10	3	= 113



Do you think we could use partitioning to solve this number sentence?

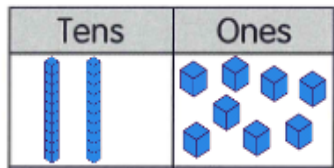


Make the numbers with... Subtract...

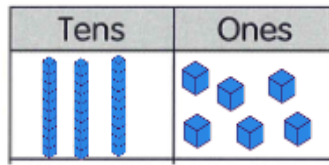


Red Challenge

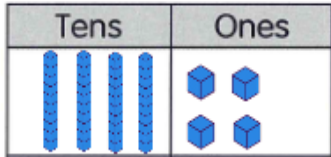
$$\begin{array}{r} \text{T} \quad \text{O} \\ 2 \quad 8 \\ - 1 \quad 2 \\ \hline \square \quad \square \\ \hline \end{array}$$



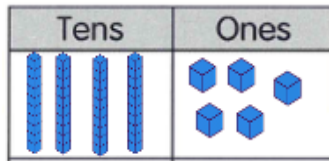
$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 6 \\ - 1 \quad 4 \\ \hline \square \quad \square \\ \hline \end{array}$$



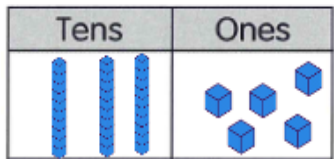
$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 4 \\ - 1 \quad 3 \\ \hline \square \quad \square \\ \hline \end{array}$$



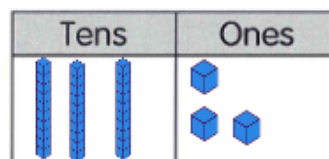
$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 2 \quad 3 \\ \hline \square \quad \square \\ \hline \end{array}$$



$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 5 \\ - 1 \quad 1 \\ \hline \square \quad \square \\ \hline \end{array}$$



$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 3 \\ - 2 \quad 1 \\ \hline \square \quad \square \\ \hline \end{array}$$



Amber Challenge

$$45 - 21 =$$

$$32 - 22 =$$

$$29 - 19 =$$

$$36 - 26 =$$

$$47 - 25 =$$

Green Challenge

$$246 - 121 =$$

$$332 - 222 =$$

$$228 - 117 =$$

$$336 - 126 =$$

$$347 - 225 =$$

English **Learning Objective** To write a poem in the style of James Carter.

Last lesson we worked as a class on writing a poem in the style of James Carter to describe The Egg Box Dragon after he came to life. We noticed that in James Carters poem he used The 'er' sound at the end of many words when describing the bear.

Our Poem used phrases like –

Cave Dweller
Bug Eater
Jelly Belly Wobbler
Teeth Snapper
Foot print Maker
Cheeky Feller
Fire Breather

BEWARE By James Carter

There's a Jaw snapper

Teeth Gnasher

River Swimmer

Dives for Dinner

Fish Catcher

Back Scratcher

Cave Seeker

Winter sleeper

Forrest Dweller

Grizzly Feller

Sneaking, Lurking here and there

You Beware it's a

I would like you to choose an animal, (maybe it could be your favourite animal), and have a go at writing your own James Carter style poem. Here is my example to help you, Can you guess what animal it is?

There's a Fluffy Feller

Tail wagger

Ball catcher

Stick Chaser

Couch Sleeper

Barks for Dinner

Paw print leaver

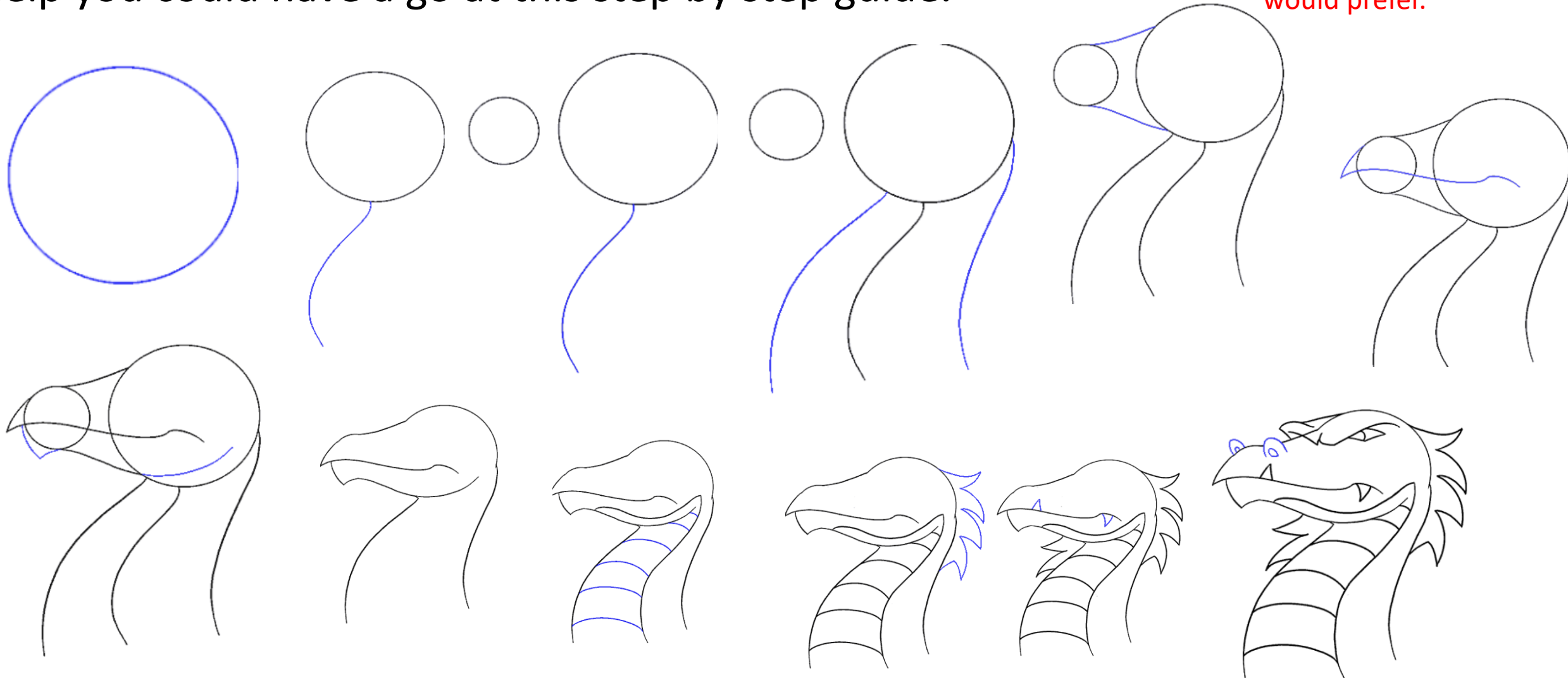
Bouncing, chasing, jumps a log

Look out here comes the.....

ART – To Sketch a Dragons Head. <https://www.youtube.com/watch?v=AUTmqPhNV34>

You can follow this link on You tube if you have access or to help you could have a go at this step by step guide.

I am happy for you to design your own if you would prefer.





Some ideas for you to have a look at. Next Week you will be adding colours and shading.

MUSIC – Learning Objective To decide which music best suits the dragon and explain why.



Can you think of adjectives to describe this dragon?

Think about how he would move , Slither, Glide etc.. Now listen to the 2 pieces on music and decide which one matches this dragon best and explain why.

<https://www.youtube.com/watch?v=t3217H8Jppl> Beethove Symphony number 6

<https://www.youtube.com/watch?v=QCPeOigAKek> Piano edition of Let it Go – Frozen

If you do not have access to the videos maybe you could use you voices to make sounds that you think show how the dragon would move through the water.