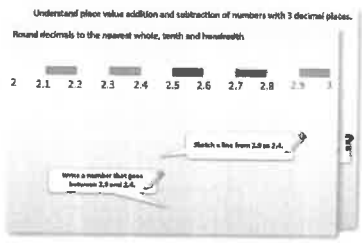
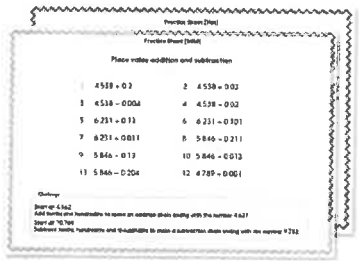
Year 1: Week 3, Day 1
Pairs to 8 and 9

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

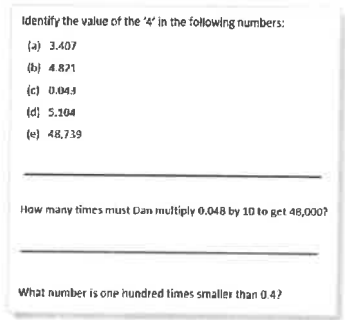


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

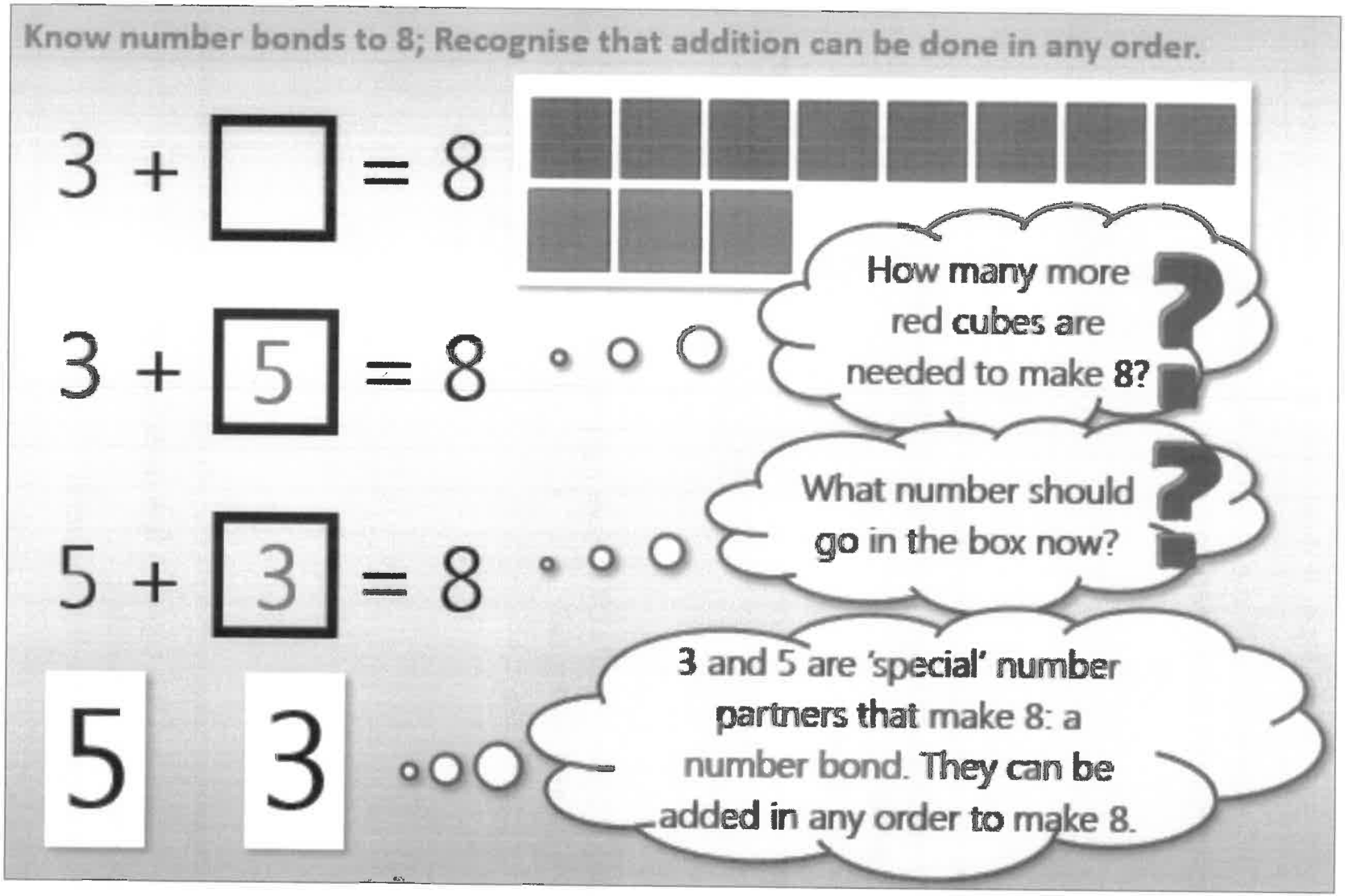


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

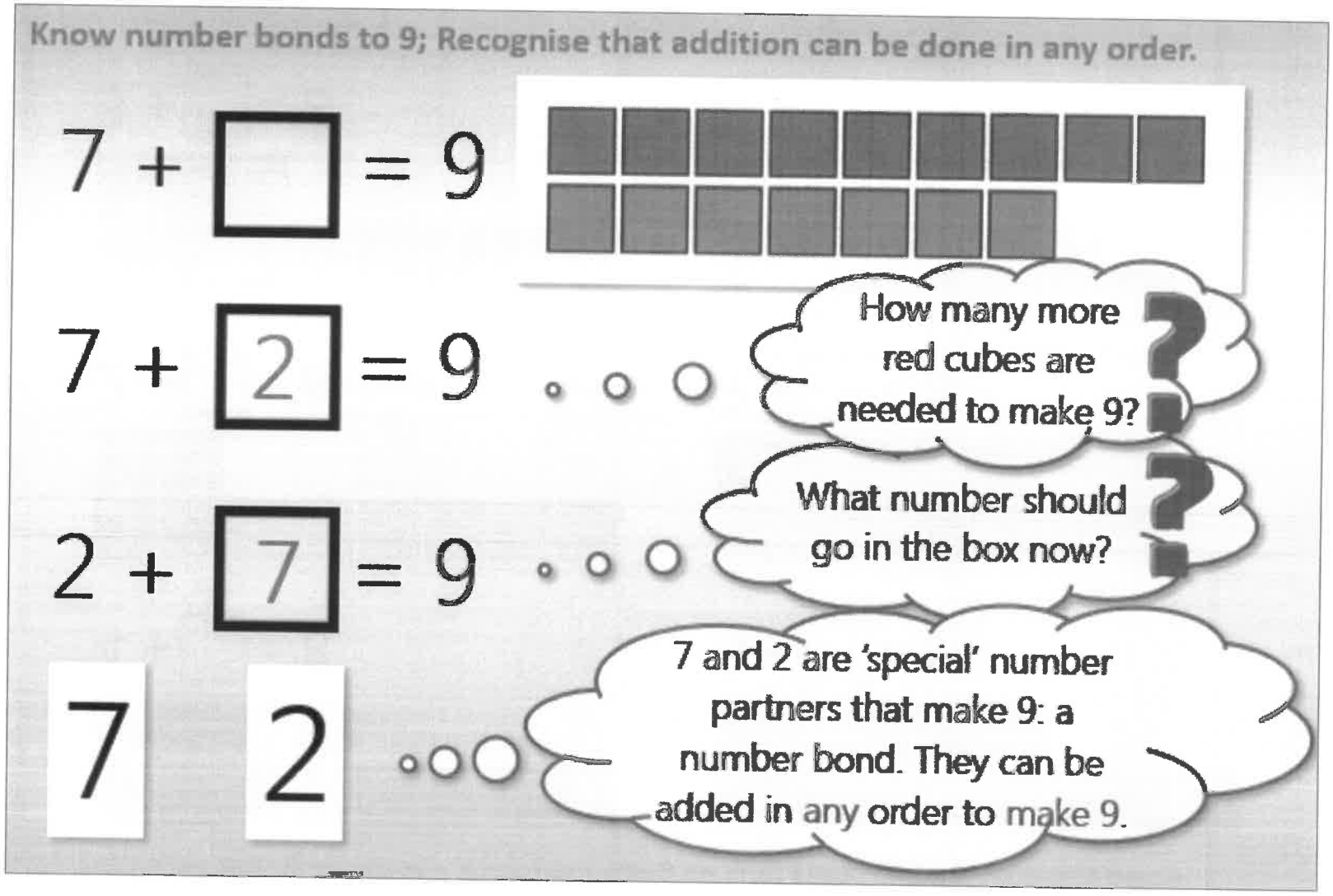
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



Learning Reminders



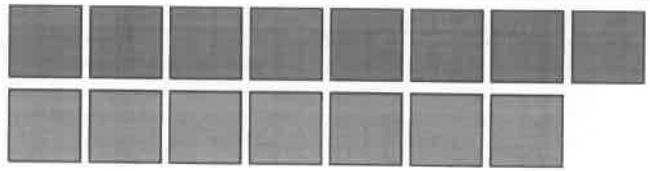
Practice Sheet Mild
How many more to make 8?

Draw the missing number of cubes and write the missing number in the number sentence below:

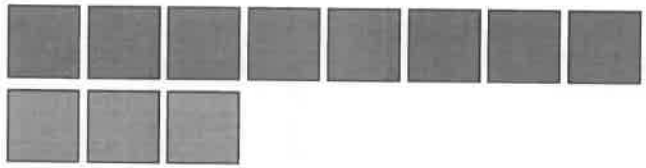
4 + ☐ = 8

5 + ☐ = 8

2 + ☐ = 8



7 + ☐ = 8



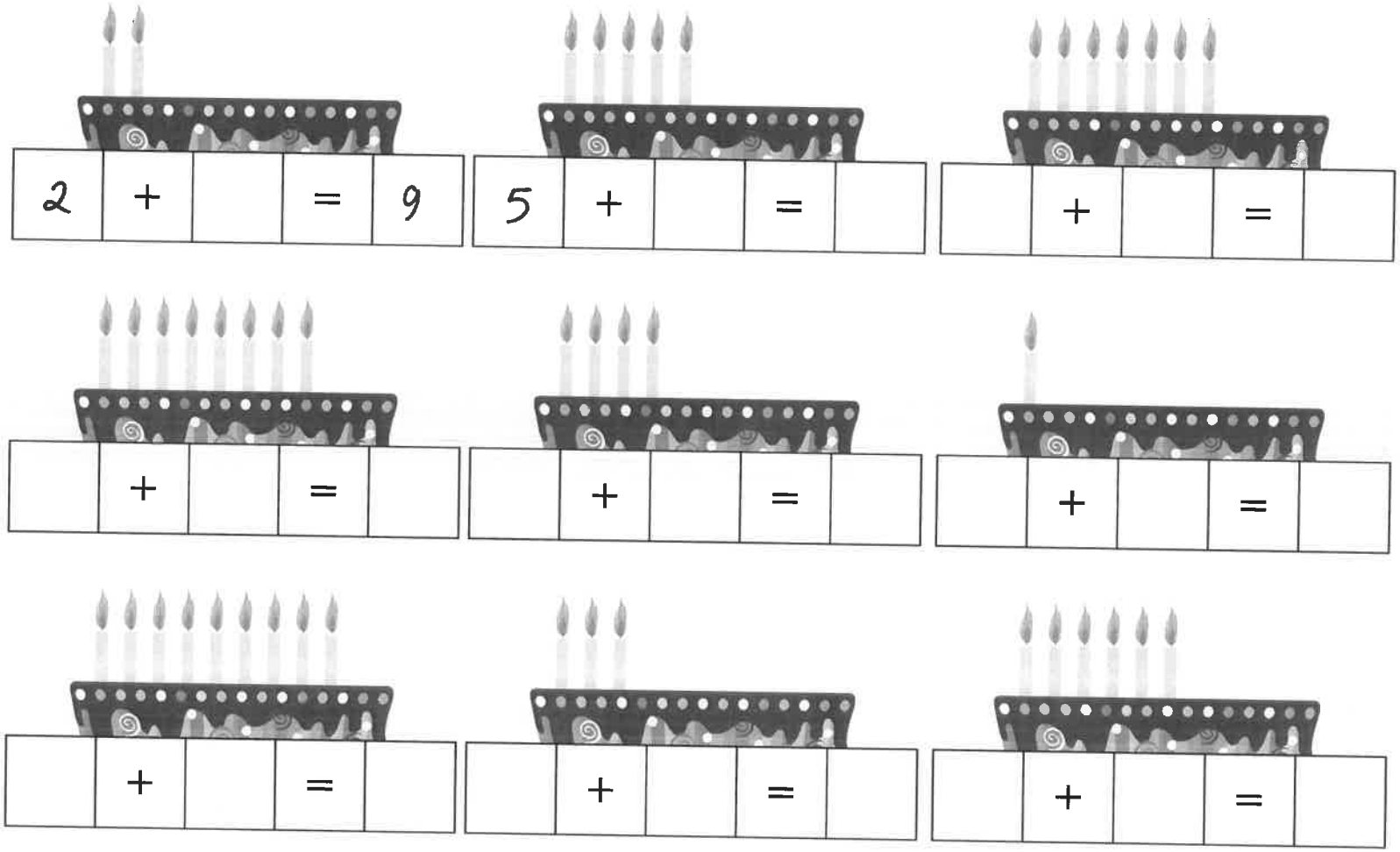
3 + ☐ = 8

☐ + 1 = 8

Practice Sheet Hot

Birthday number bond candles

How many more candles to make 9? Finish each number sentence.



Practice Sheet Answers

How many more to make 8? (mild)

4 + 4 = 8 5 + 3 = 8
2 + 6 = 8 7 + 1 = 8
3 + 5 = 8 7 + 1 = 8

Birthday number bond candles (hot)

2 + 7 = 9 5 + 4 = 9 7 + 2 = 9
8 + 1 = 9 4 + 5 = 9 1 + 8 = 9
9 + 0 = 9 3 + 6 = 9 6 + 3 = 9

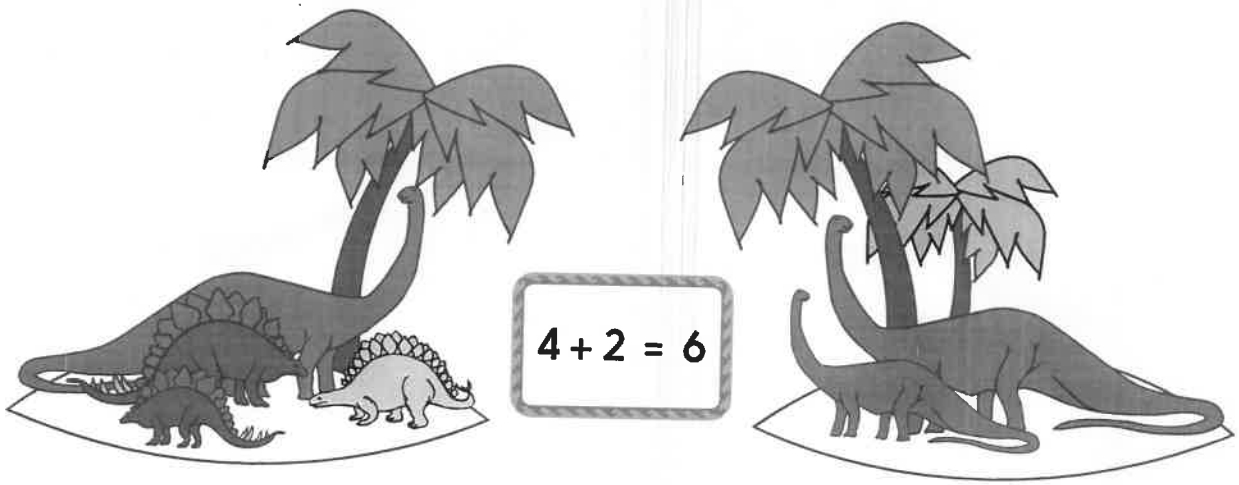
A Bit Stuck?
Deadly dinosaurs

Work in pairs

Things you will need:
- Six dinosaurs
- Two islands
- Addition cards

What to do:

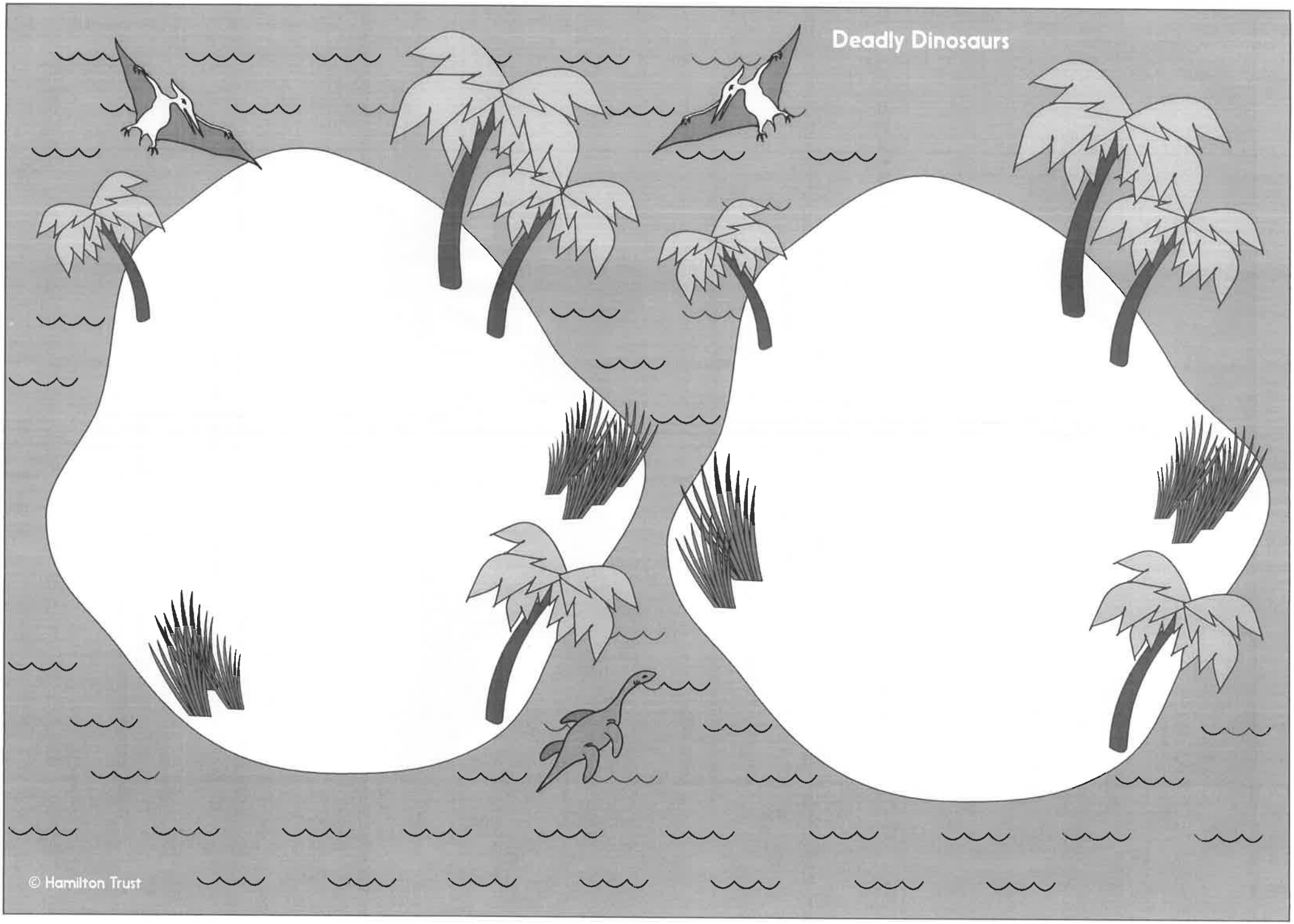
- Spread out the addition cards so that you can see them all.
- Split the six dinosaurs between the two islands. No dinosaurs must be left in the sea.
- How many dinosaurs are on each island? Find the matching sum.
  Put the card to one side so that you know you have used that one.
- Now split the dinosaurs in a different way. Find the matching sum.
- Carry on moving the dinosaurs and finding the matching sums.
- Look at the sums which are left. Split the dinosaurs to match as many different sums as you can.



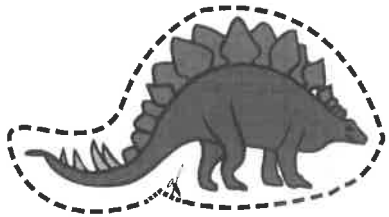
S-t-r-e-t-c-h:

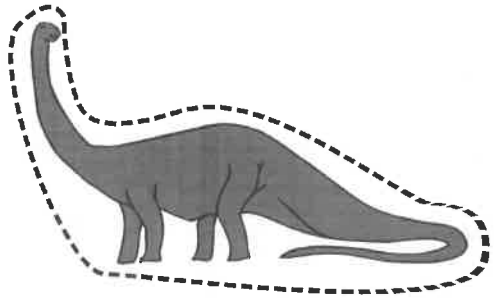
Take it in turns to cover one of the first two numbers in a sum. The other person works out what number is hidden. They can use their fingers to help.

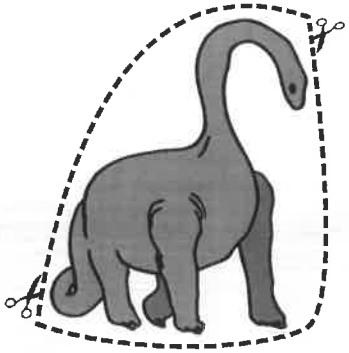
Learning outcomes:
- I can split 6 into two groups and find the matching sum.
- I am beginning to know a few pairs to 6 by heart.

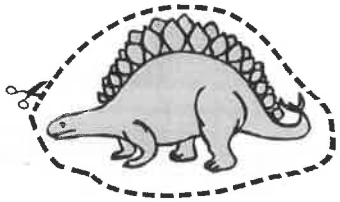

Deadly Dinosaurs
© Hamilton Trust

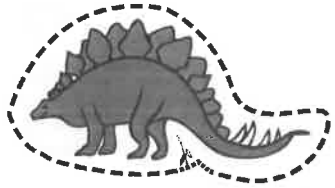
A Bit Stuck?
Deadly dinosaurs

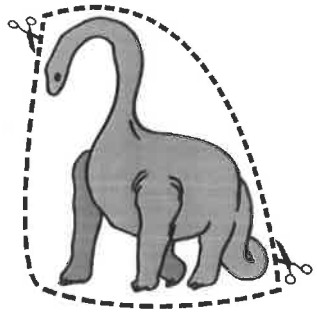












A Bit Stuck?
Deadly dinosaurs

6 + 0 = 6	5 + 1 = 6
4 + 2 = 6	3 + 3 = 6
2 + 4 = 6	1 + 5 = 6
0 + 6 = 6	

Check your understanding
Questions

Find the missing numbers. It could help to point at the first number and count on...

5 + ☐ = 9

6 + ☐ = 8

☐ + 6 = 9

3 + ☐ = 8

☐ + 2 = 9

1 + ☐ = 8

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9 frogs in the pond. 3 hop out.
How many now?

8 beetles on a leaf. 5 fly away.
How many now?

Fold here to hide answers

Check your understanding
Answers

Point at the first number and count on.

5 + 4 = 9

6 + 2 = 8

3 + 6 = 9

3 + 5 = 8

7 + 2 = 9

1 + 7 = 8

If children are consistently wrong, check that they are not including the start number in the count.

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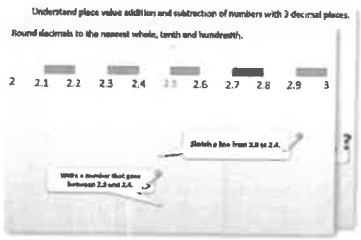
9 frogs in the pond. 3 hop out.
How many now? 6. This, and the following question, could be modelled using counters.

8 beetles on a leaf. 5 fly away.
How many now? 3

Year 1: Week 3, Day 2
Doubles

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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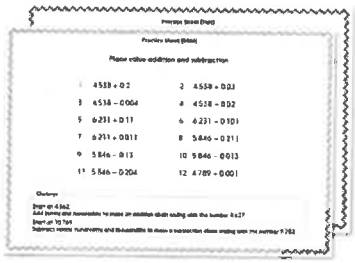
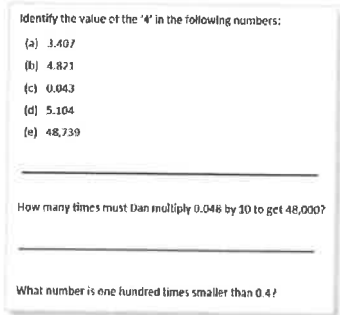


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!


Identify the value of the '4' in the following numbers:

(a) 3.407

(b) 4.821

(c) 0.043

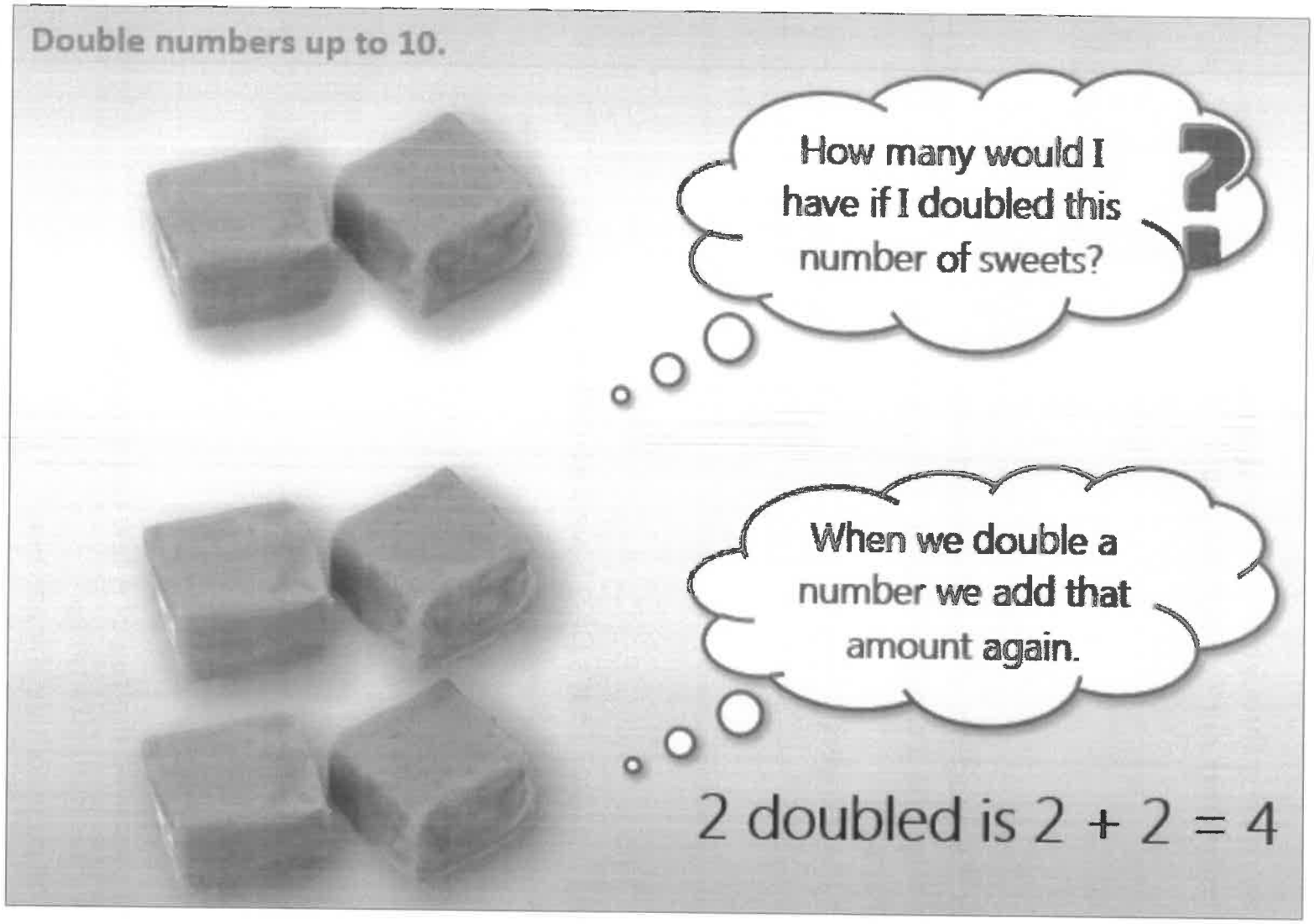
(d) 5.104

(e) 48,739

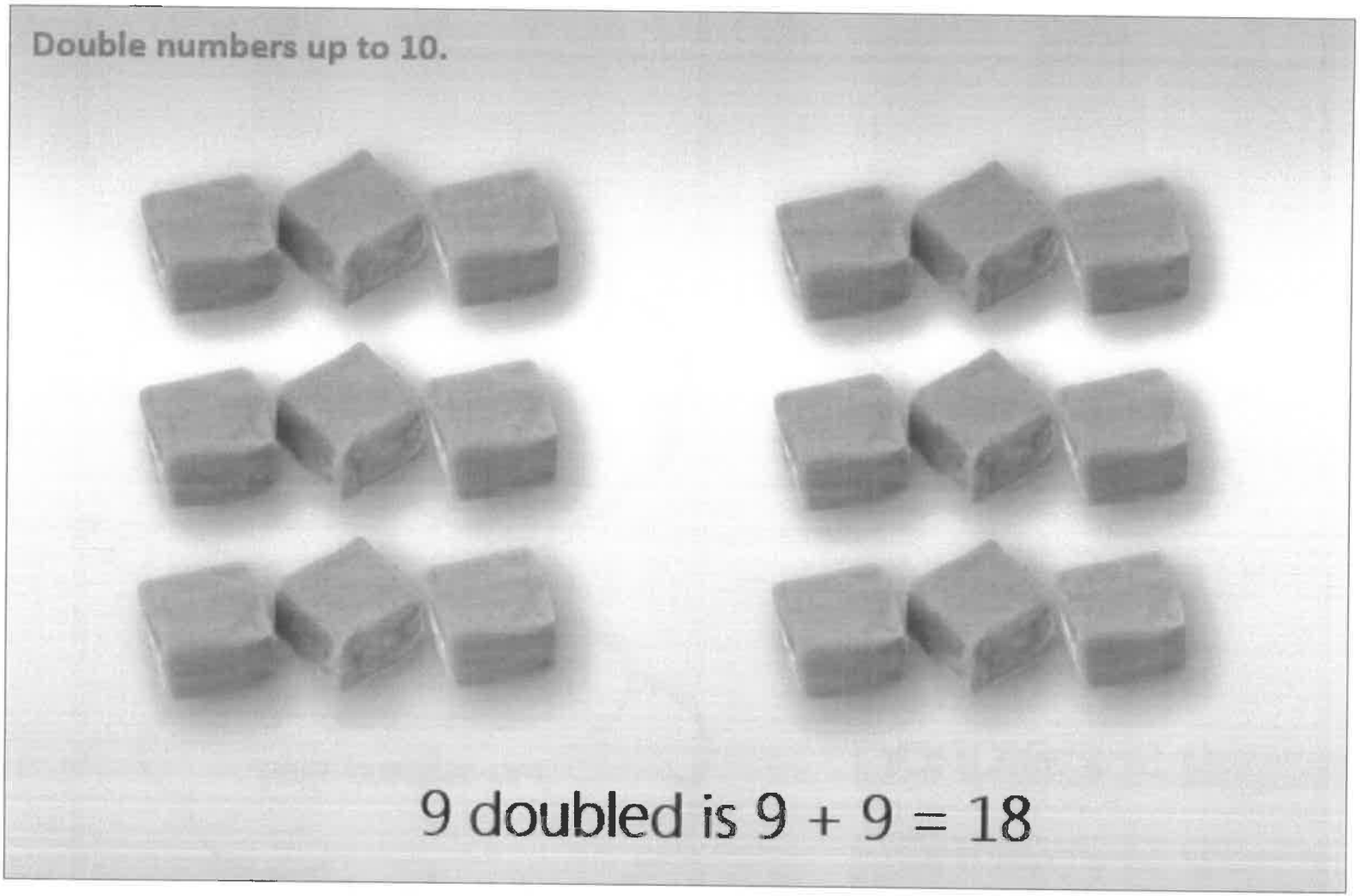
How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

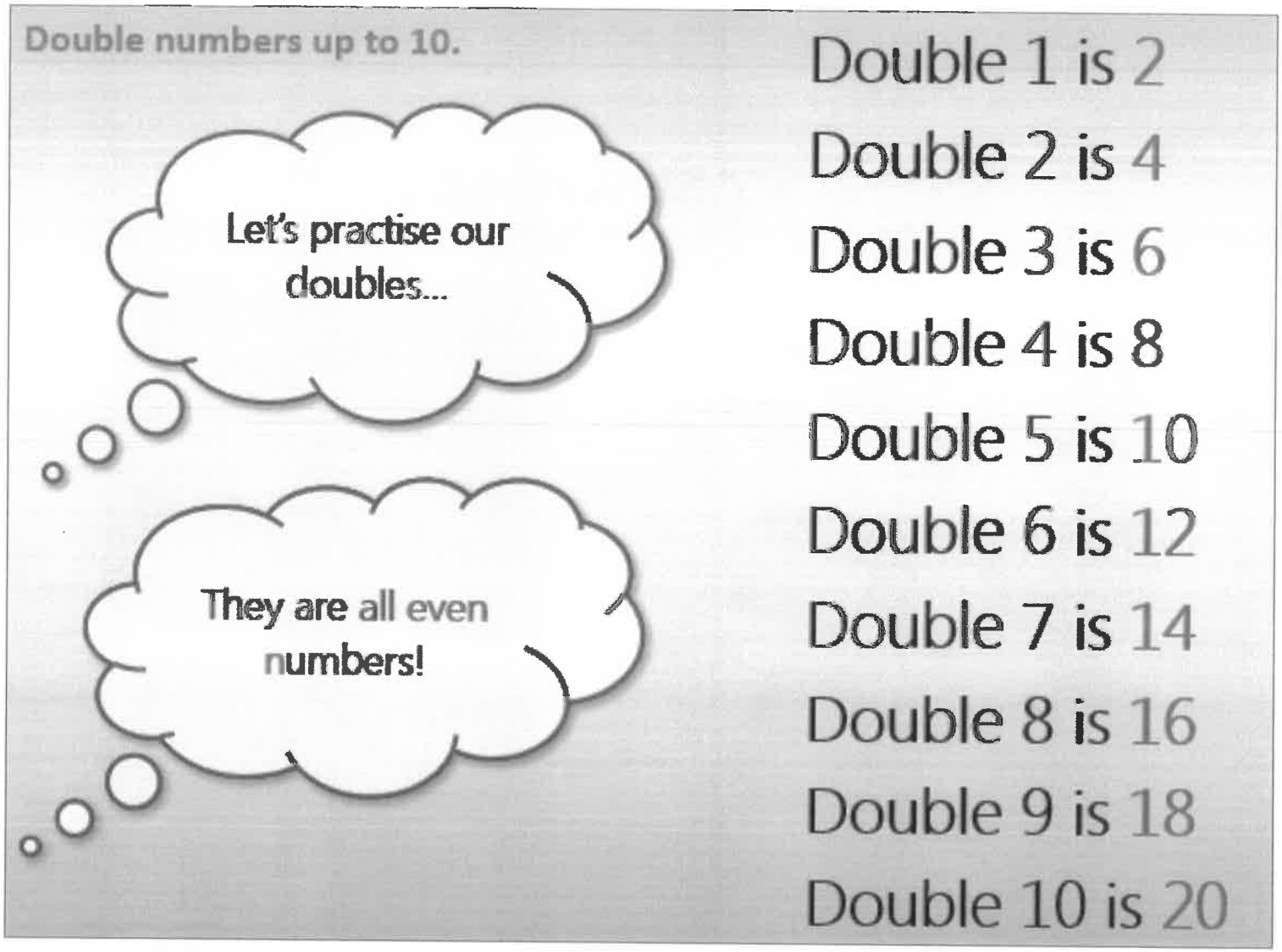
Learning Reminders



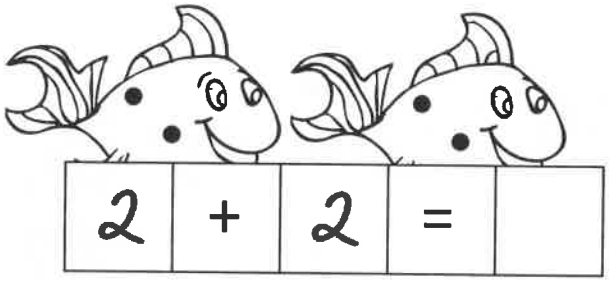
Learning Reminders

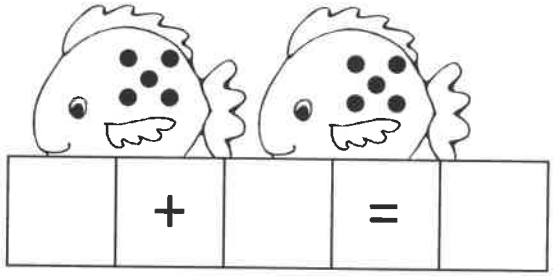


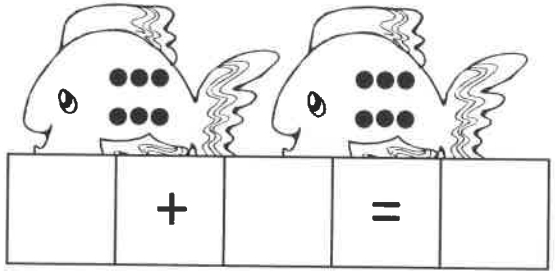
Learning Reminders

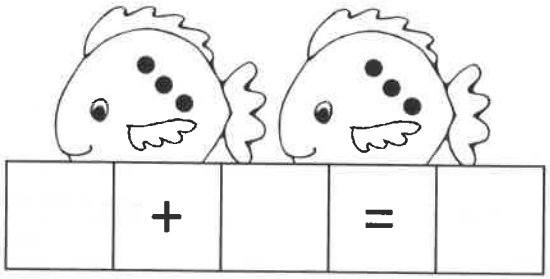


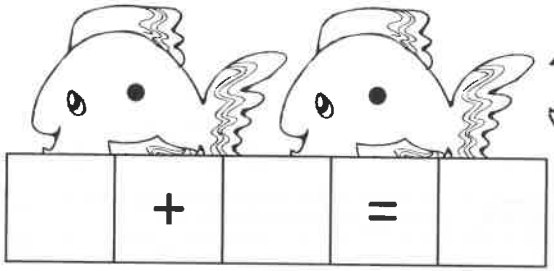
Practice Sheet Mild
Fish doubles

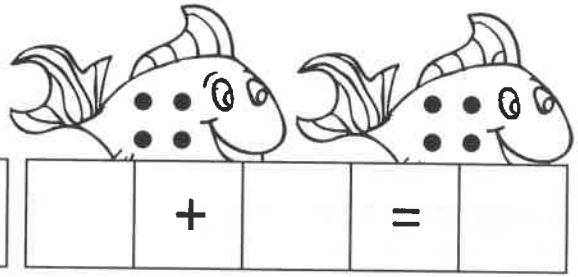






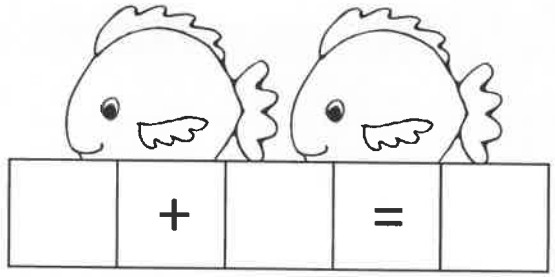


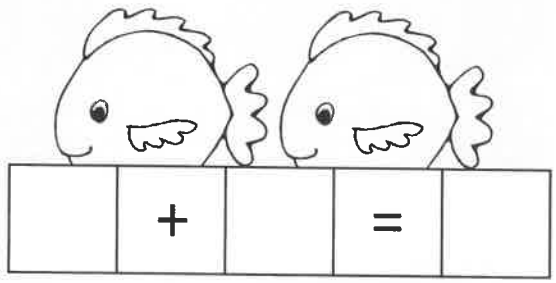




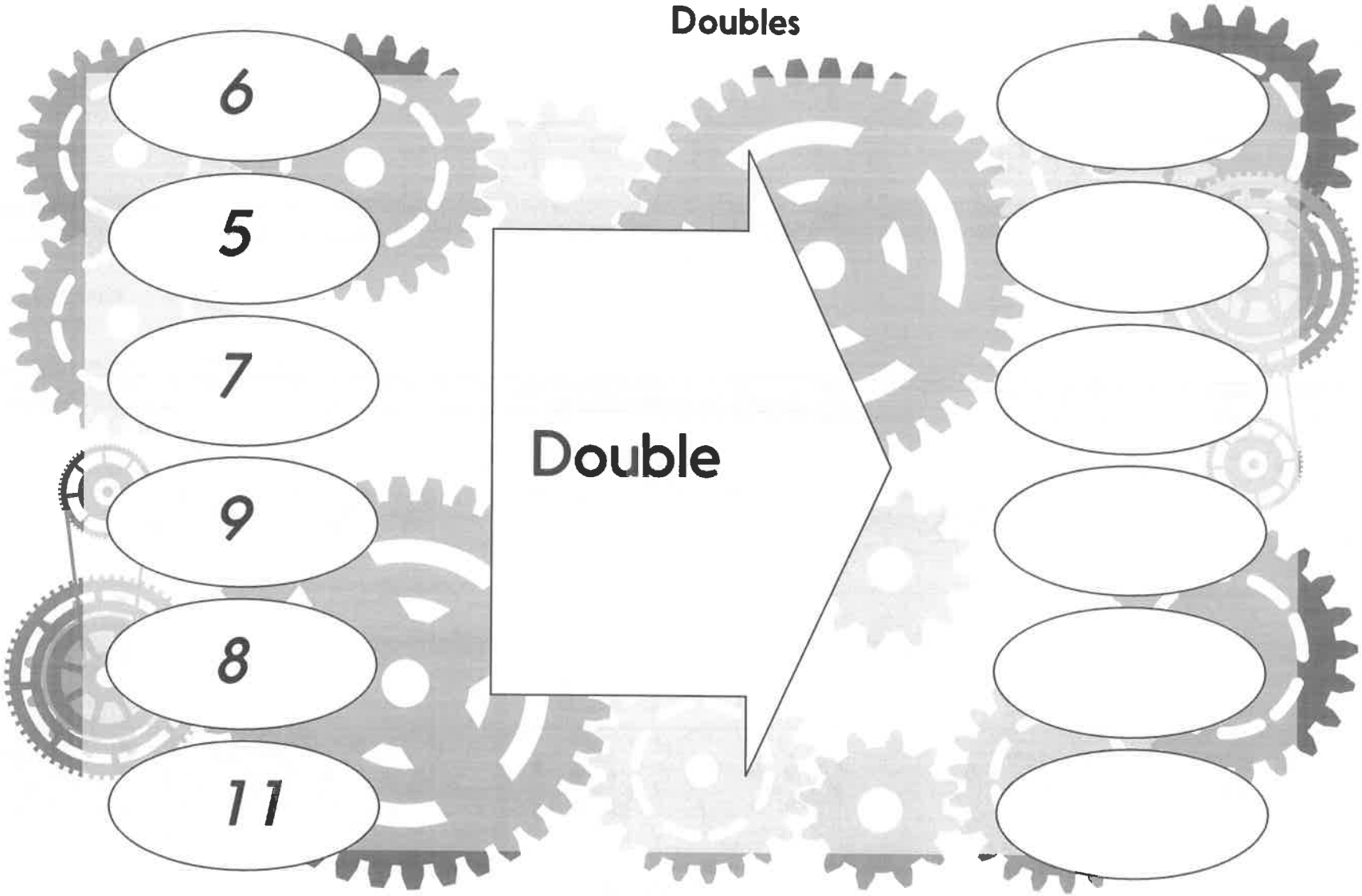
Challenge

Draw two more different fish doubles.
Write a number sentence for each.





Practice Sheet Hot
Doubles



Practice Sheets Answers

Fish doubles (mild)

2 + 2 = 4	5 + 5 = 10	6 + 6 = 12
3 + 3 = 6	1 + 1 = 2	4 + 4 = 8

Challenge

Accept answers where children's drawings and number sentences match up. Sums could include 7 + 7 = 14, 8 + 8 = 16, and so on.

Doubles (hot)

6	double	12
5	double	10
7	double	14
9	double	18
8	double	16
11	double	22

A Bit Stuck?
Double trouble

Work in pairs

Things you will need:
- Two sets of 1 to 5 cards
- Cubes

What to do:

- Spread the cards out face down on the table.
- Take it in turns to pick up two cards.
- If they make a double, build a pair of towers to match.
- Find the total and fill in the answer. That person keeps the pair of cards.
- If they don't match, put both cards back.
- The winner is the person with the most pairs of cards.

Double 1 is ☐

Double 2 is ☐

Double 3 is ☐

Double 4 is ☐

Double 5 is ☐

S-t-r-e-t-c-h:

Put the cards in pairs. Are there any doubles that you can remember?

Learning outcomes:
- I can find doubles of each number from 1 to 5 using cubes to help.
- I am beginning to know a few doubles by heart.

Check your understanding
Questions

What do you have to do when you double?
How do you know a number is a double?

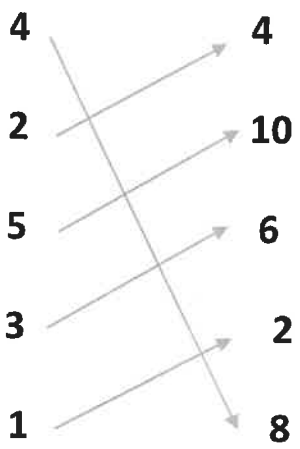
Draw arrows to match numbers on the left to their double on the right.

4	4
2	10
5	6
3	2
1	8

Check your understanding
Answers

What do you have to do when you double? Find two lots of the number, or add the number to itself.
How do you know a number is a double? It is even/can be split into two groups (e.g. of cubes) with the same number in each, with none left over. Some children may be able to model this without being able to articulate it.

Draw arrows to match numbers on the left to their double on the right.



Do children have a strategy, e.g. using their thumbs and fingers, to check?

Year 1: Week 3, Day 3
Adding three numbers

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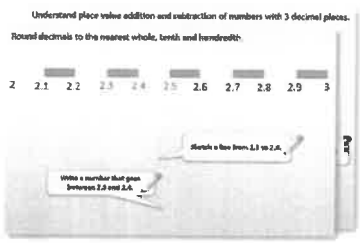

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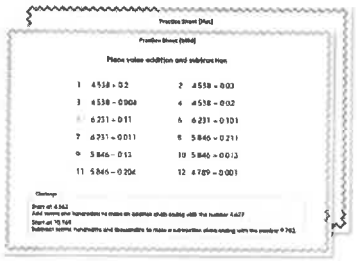

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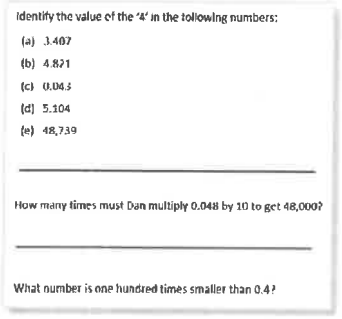
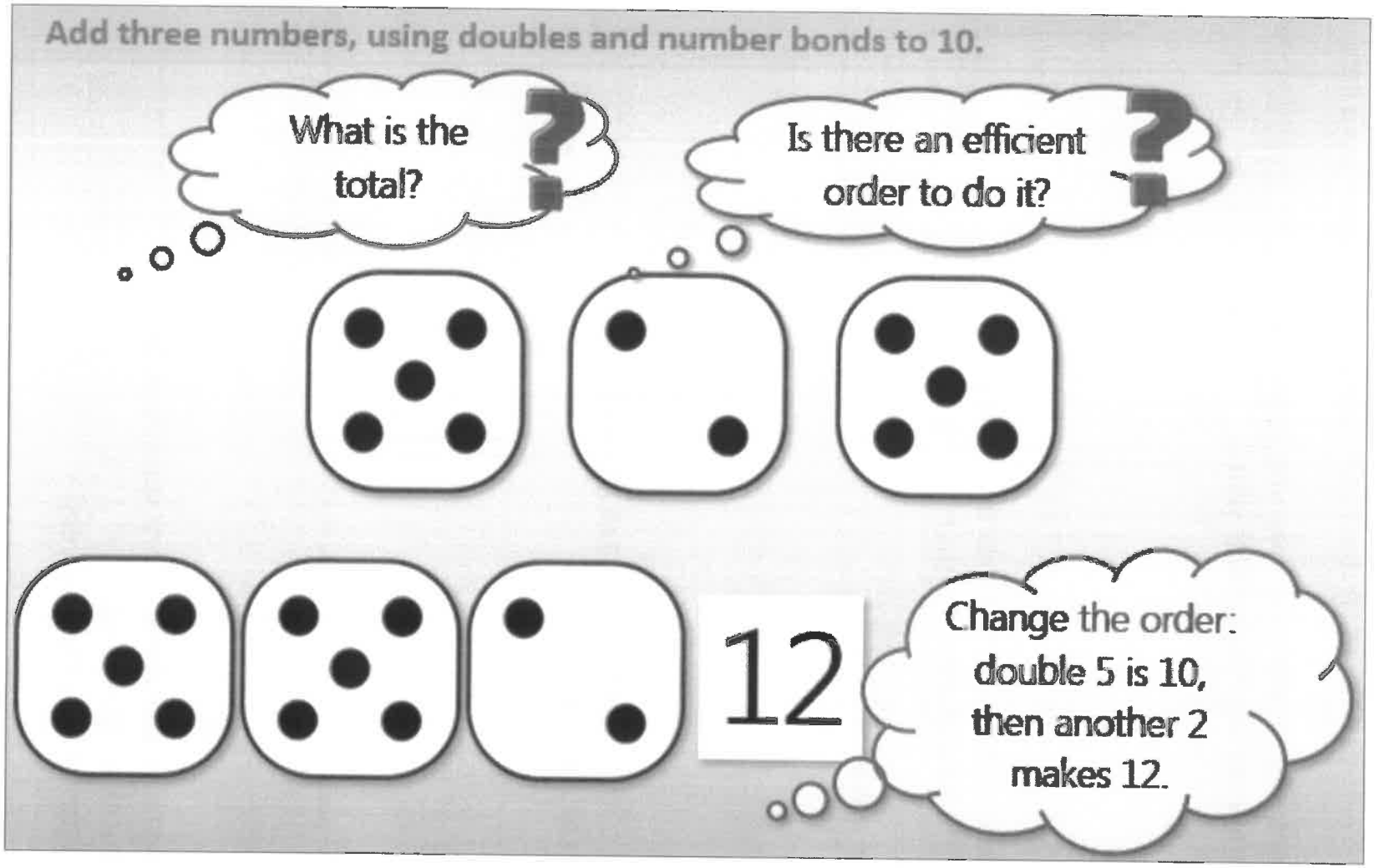
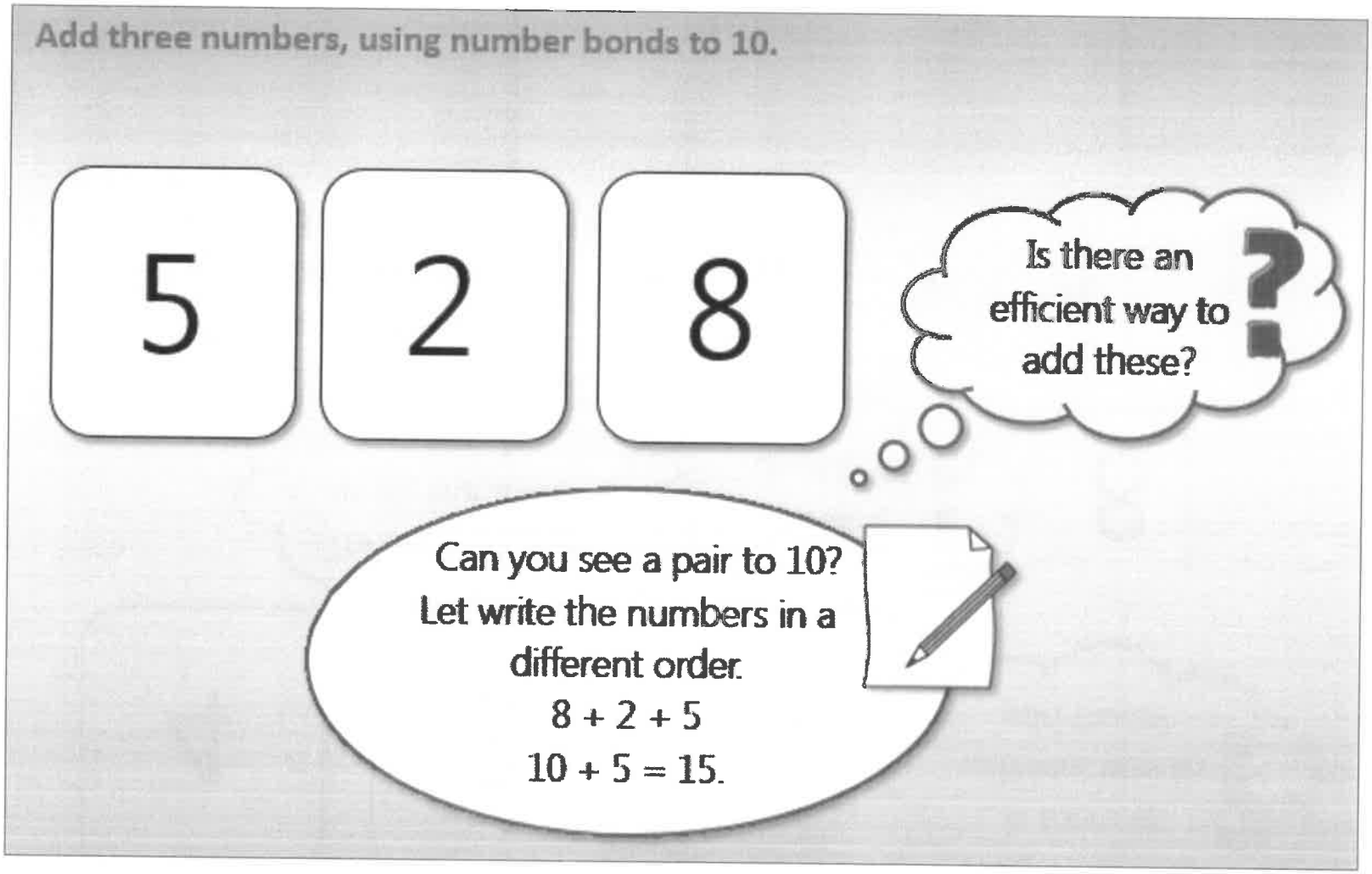


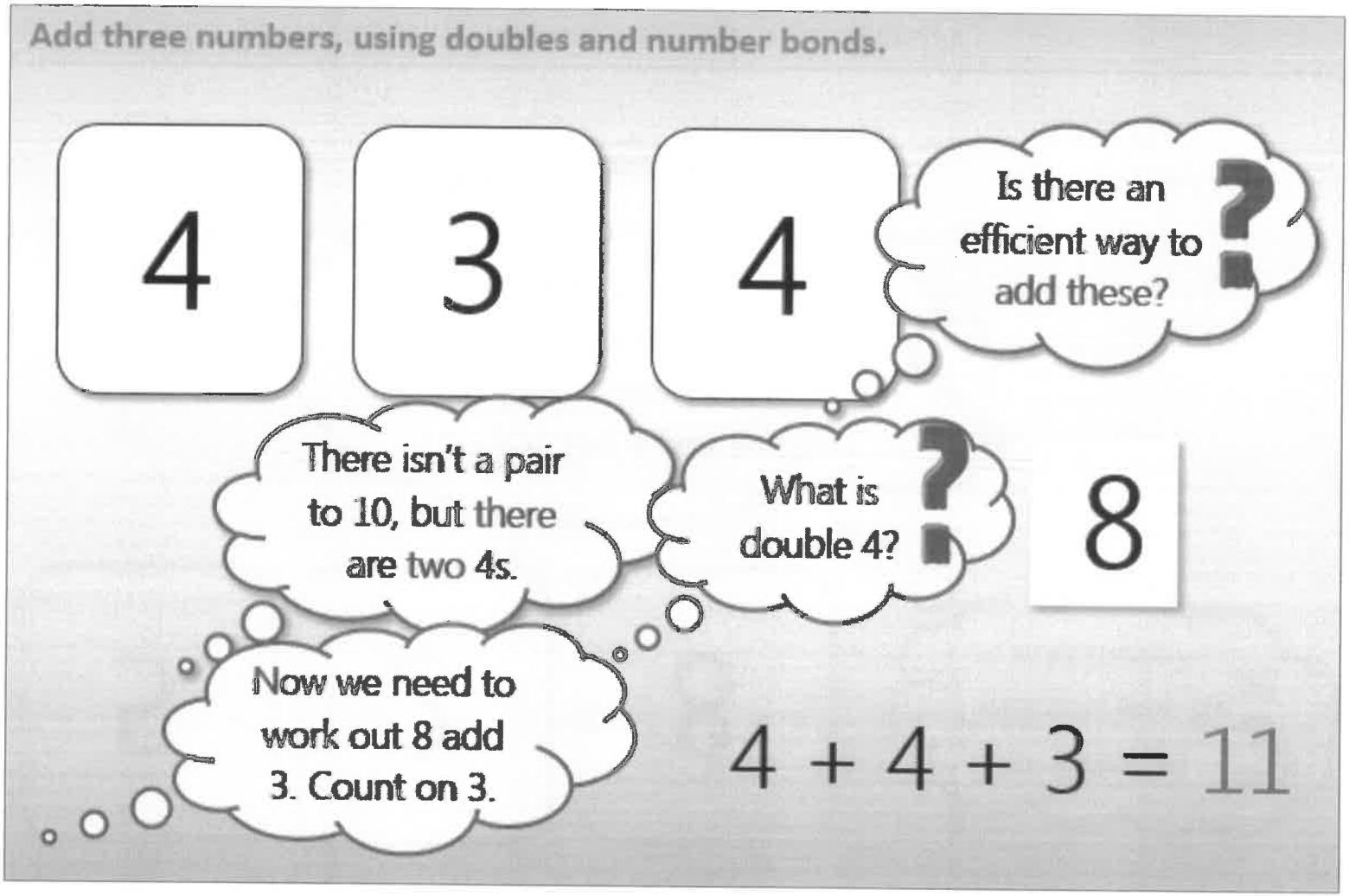
Learning Reminders



Learning Reminders

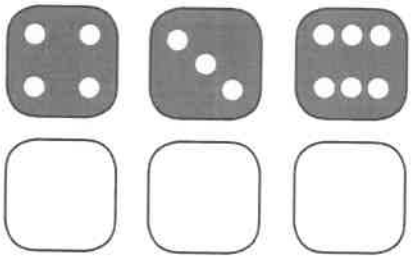


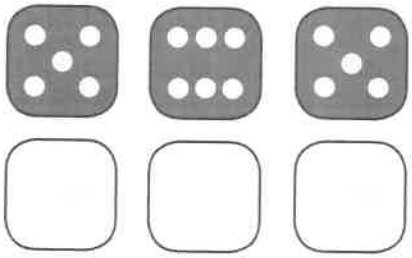
Learning Reminders

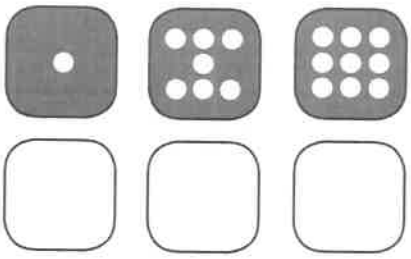


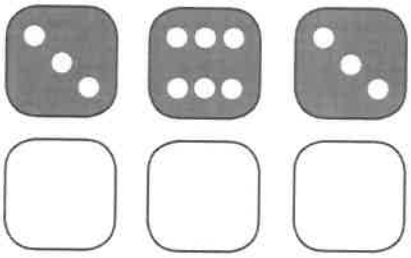
Practice Sheet Mild
Adding 3 dice

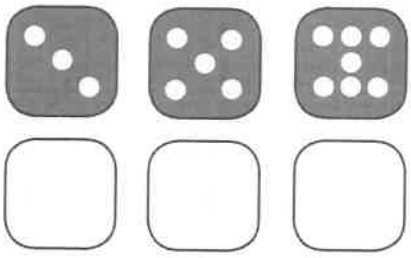
Can you re-arrange the dice into the order you might add them together? Remember to look for doubles and number bonds to help you, e.g. 6 + 4 + 2 = 12

1.  ☐ + ☐ + ☐ = ☐

2.  ☐ + ☐ + ☐ = ☐

3.  ☐ + ☐ + ☐ = ☐

4.  ☐ + ☐ + ☐ = ☐

5.  ☐ + ☐ + ☐ = ☐

Practice Sheet Hot
Adding 3 numbers

9 4 1 ☐ + ☐ + ☐ = ☐

4 5 6 ☐ + ☐ + ☐ = ☐

5 2 8 ☐ + ☐ + ☐ = ☐

3 7 8 ☐ + ☐ + ☐ = ☐

3 6 4 ☐ + ☐ + ☐ = ☐

7 3 4 ☐ + ☐ + ☐ = ☐

5 9 5 ☐ + ☐ + ☐ = ☐

Challenge

Write 3 numbers to give a total of 17.

☐ + ☐ + ☐ = 17

Practice Sheets Answers

Adding 3 dice Sheet (mild)

1. 6 + 4 + 3 = 13
2. 5 + 5 + 6 = 16
3. 9 + 1 + 7 = 17
4. 3 + 3 + 6 = 12
5. 7 + 3 + 5 = 15

Adding 3 numbers (hot)

9 + 1 + 4 = 14
8 + 2 + 5 = 15
7 + 3 + 4 = 14
6 + 4 + 5 = 15
7 + 3 + 8 = 18
6 + 4 + 3 = 13
5 + 5 + 9 = 19

Challenge

Accept answers where 3 different numbers are given that add up to 17, e.g. 6 + 4 + 7, 8 + 2 + 7, 6 + 6 + 5, etc.

A Bit Stuck?
Shape sums

Work in pairs

Things you will need:
- Number shapes
- Addition cards

What to do:

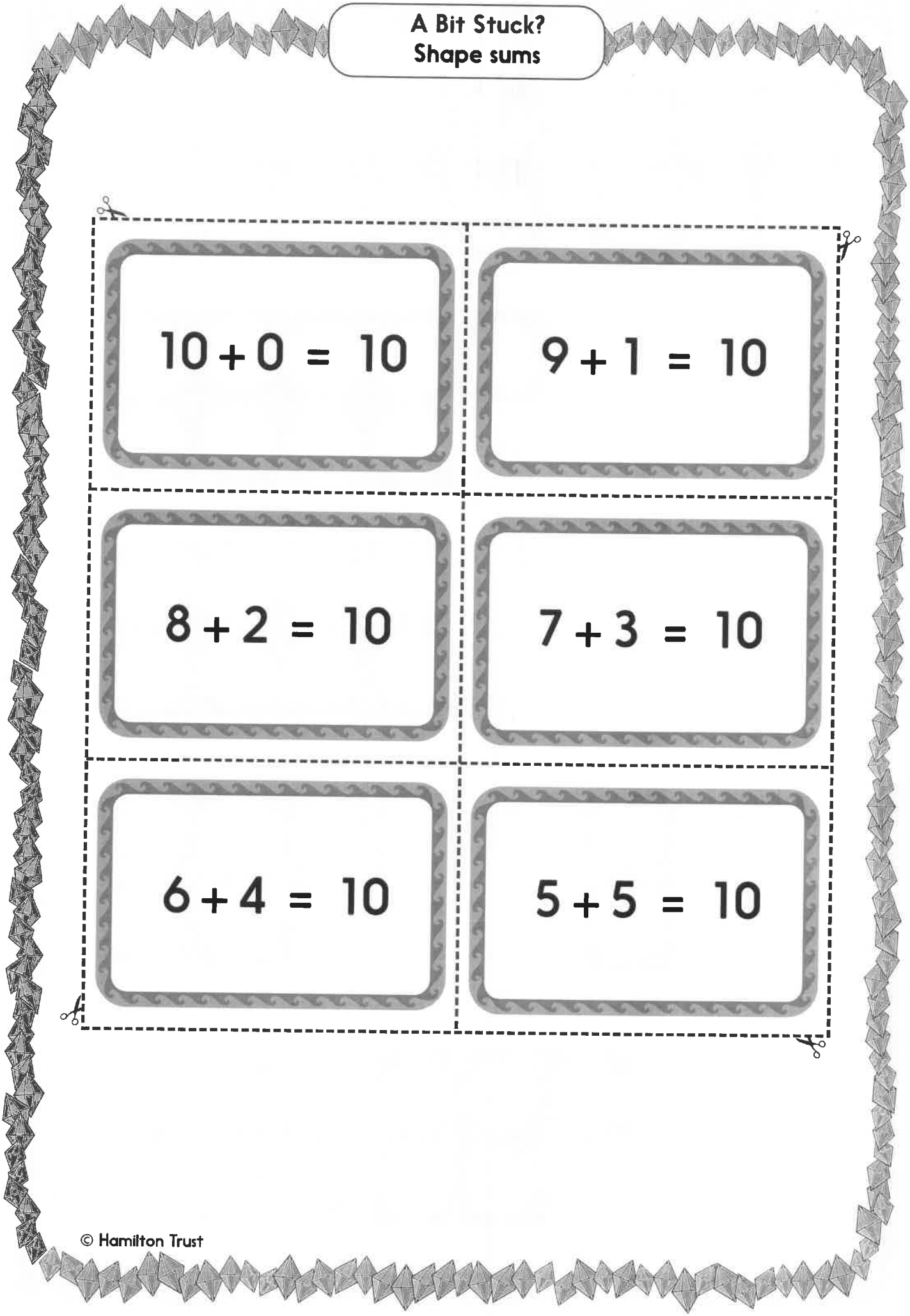
- Find the 10 shape.
- Find two shapes which fit EXACTLY on top of the 10 shape.

- Find the matching sum. Remember the numbers can be in either order.
- Put the card to one side so that you know you have used that one.
- Put the two shapes back.
- Now find two more shapes which fit exactly on top of the 10 shape.
  Find the matching sum.
- Find as many different pairs of shapes that fit on top of the 10 shape as you can.

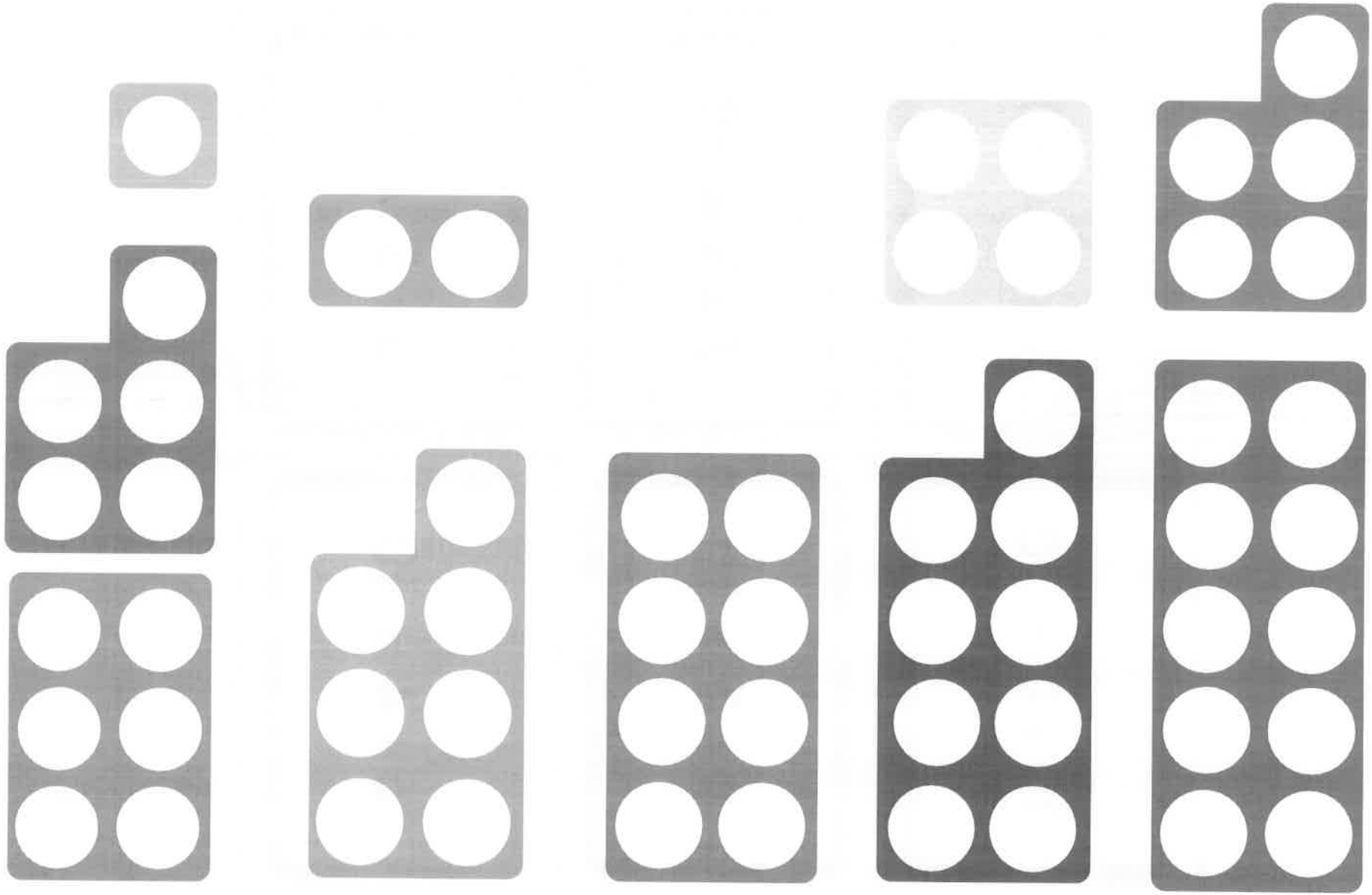
S-t-r-e-t-c-h:
Take it in turns to cover one of the first two numbers in a sum. The other person works out what number is hidden. They can use their fingers to help.

Learning outcomes:
- I can find pairs of numbers which make 10.
- I am beginning to say how many more are needed to make 10.

A Bit Stuck?
Shape sums



A Bit Stuck?
Shape sums



Check your understanding
Questions

Choose 3 number cards.
Choose an efficient strategy to add them (*did you spot a pair that adds to 10, a double...?)*
Write the answer.

Tell me why you added them in that order.

Choose three more and do it again...

Fold here to hide answers

Check your understanding
Answers

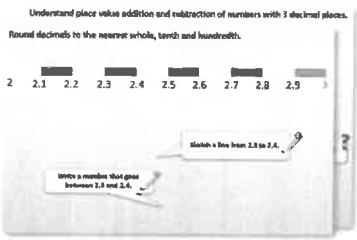
Strategies to look for include....

- Number bonds to 10 (e.g. 7 + 3, 6 + 4)
- Using place value to add to 10 (e.g. 10 + 5 = 15)
- Using a double (7 + 7) or near double (5 + 6)
- Counting on from a larger number, e.g. 5 + 3 rather than 3 + 5.

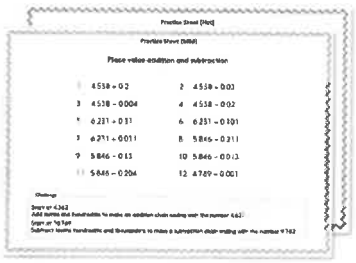
Year 1: Week 3, Day 4
Add 10, 20 and 30

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

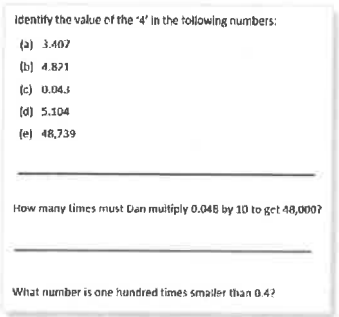


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

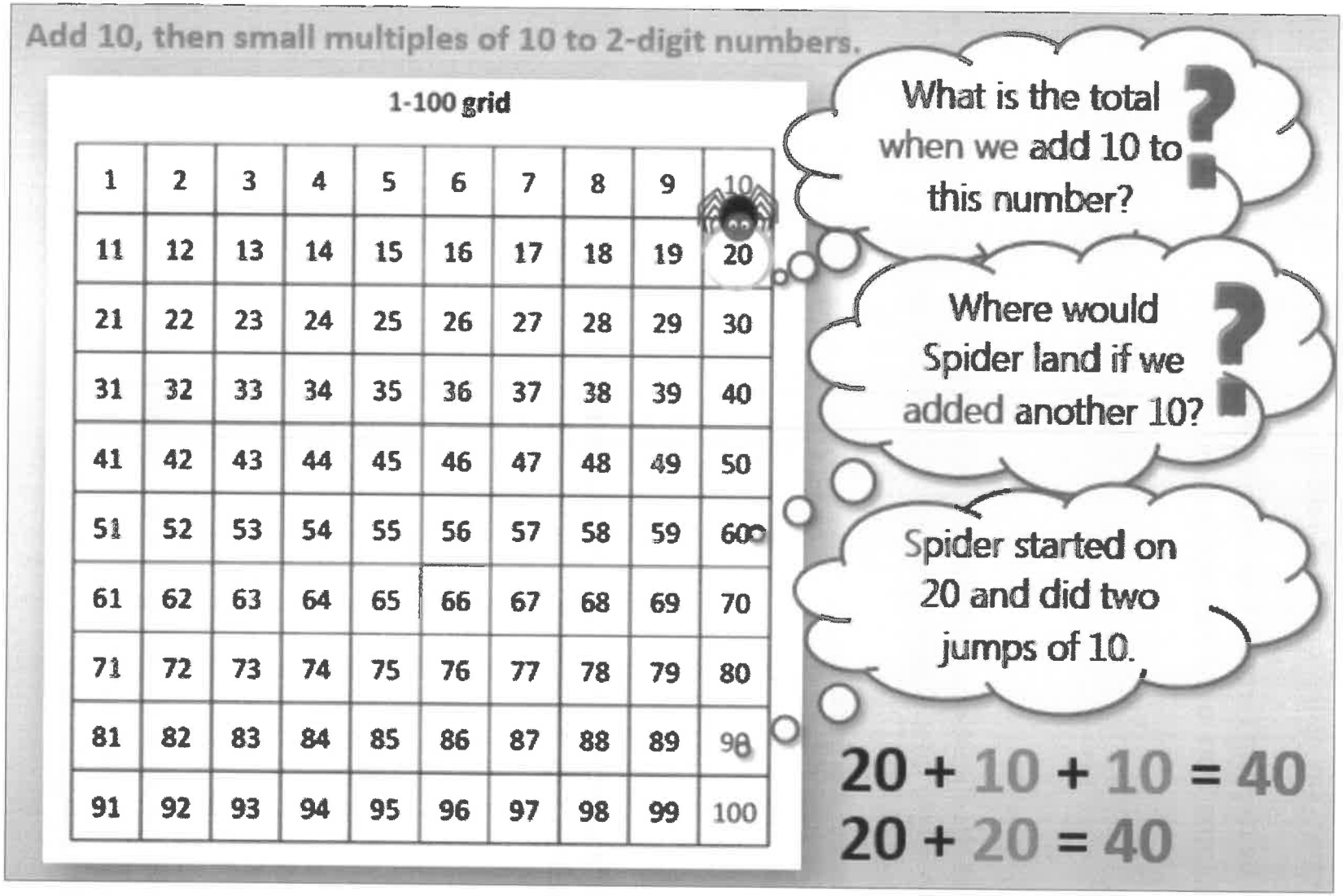


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

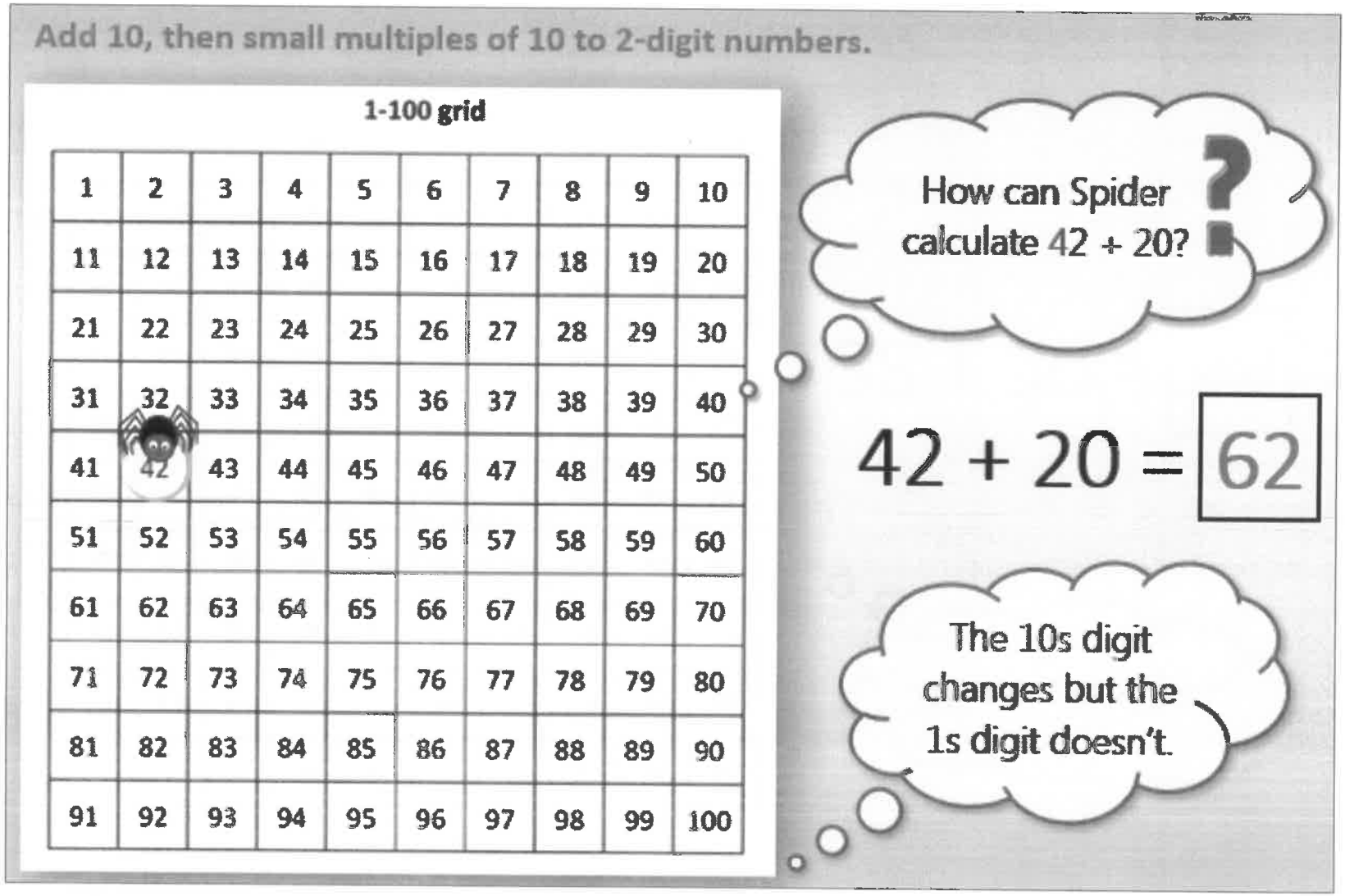
4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders



Learning Reminders



Learning Reminders

Add 10, then small multiples of 10 to 2-digit numbers.

1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$38 + 20 = \boxed{58}$

Practice Sheet Mild
Adding 10s

Pick a number from the sheet. Add 20 to the number. Write the number sentence and use Spider to help find the answer. Aim for 10 different number sentences!

30

22

28

8

12

7

9

10

40

33

60

45

57

14

36

1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice Sheet Hot
Adding 10s

Pick a number from the sheet. Pick a tens card to add to the number. Write the number sentence and use Spider to help find the answer. Aim for 10 different number sentences!

30

22

28

8

12

7

9

10

40

33

60

45

57

14

36

Practice Sheet Hot
10s cards

10	20
20	30
30	40
40	10
10	20

1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice Sheets Answers

Adding 10s (mild)

30 + 20 = 50
22 + 20 = 42
8 + 20 = 28
12 + 20 = 32
28 + 20 = 48
7 + 20 = 27
9 + 20 = 29
10 + 20 = 30
40 + 20 = 60
33 + 20 = 53
60 + 20 = 80
36 + 20 = 56
45 + 20 = 65
57 + 20 = 77
14 + 20 = 34

Adding 10s (hot)

30 + 10 = 40	30 + 20 = 50	30 + 30 = 60	30 + 40 = 70
22 + 10 = 32	22 + 20 = 42	22 + 30 = 52	22 + 40 = 62
8 + 10 = 18	8 + 20 = 28	8 + 30 = 38	8 + 40 = 48
12 + 10 = 22	12 + 20 = 32	12 + 30 = 42	12 + 40 = 52
28 + 10 = 38	28 + 20 = 48	28 + 30 = 58	28 + 40 = 68
7 + 10 = 17	7 + 20 = 27	7 + 30 = 37	7 + 40 = 47
9 + 10 = 19	9 + 20 = 29	9 + 30 = 39	9 + 40 = 49
10 + 10 = 20	10 + 20 = 30	10 + 30 = 40	10 + 40 = 50
40 + 10 = 50	40 + 20 = 60	40 + 30 = 70	40 + 40 = 80
33 + 10 = 43	33 + 20 = 53	33 + 30 = 63	33 + 40 = 73
60 + 10 = 70	60 + 20 = 80	60 + 30 = 90	60 + 40 = 100
36 + 10 = 46	36 + 20 = 56	36 + 30 = 66	36 + 40 = 76
45 + 10 = 55	45 + 20 = 65	45 + 30 = 75	45 + 40 = 85
57 + 10 = 67	57 + 20 = 77	57 + 30 = 87	57 + 40 = 97
14 + 10 = 24	14 + 20 = 34	14 + 30 = 44	14 + 40 = 54

A Bit Stuck?
Spider sums

Work in pairs

Things you will need:

- A 1-100 grid
- A spider
- Spider sums
- A pencil

What to do:

- Choose a Spider sum.
- Place Spider on the first number in the sum.
- Use Spider to add 10.
  Write the answer in the sum.
- Repeat for as many sums as you can.

S-t-r-e-t-c-h:
Choose a 2-digit number on the grid.
Use Spider to subtract 10.

Learning outcomes:

- I can use Spider to add 10 to 2-digit numbers.
- I am beginning to use Spider to subtract 10 from 2-digit numbers.

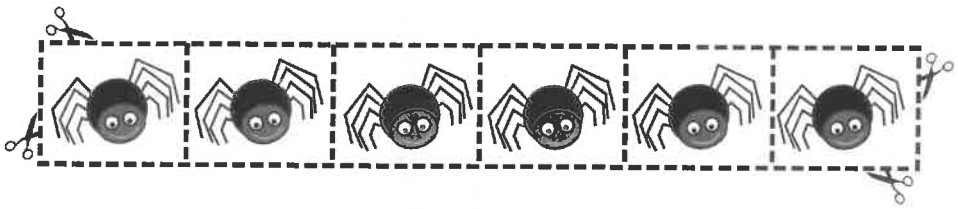
A Bit Stuck?
Spider sums

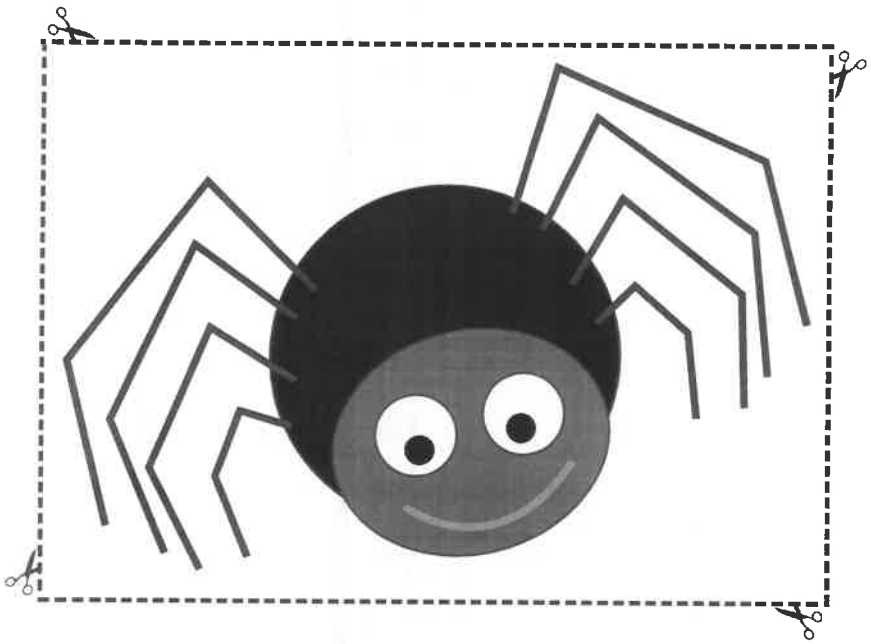
$24 + 10 = \square$	$64 + 10 = \square$
$17 + 10 = \square$	$52 + 10 = \square$
$39 + 10 = \square$	$40 + 10 = \square$
$75 + 10 = \square$	$81 + 10 = \square$

A Bit Stuck?
Spider sums

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A Bit Stuck?
Spider sums





Check your understanding
Questions

True or false?

- 34 + 20 = 43
- 62 + 20 = 82
- Ten more than 55 is 66
- 85 = 50 + 30
- 65 + 20 = 67
- When you add a 10s number to a 2-digit number, both digits will change.

Write some 'true' additions to replace any above which are false.

Fold here to hide answers

Check your understanding
Answers

True or false?

- **34 + 20 = 43** False, 34 + 20 = 54.
- **62 + 20 = 82** True.
- **Ten more than 55 is 66** False, 55 + 10 = 65.
- **85 = 50 + 30** False, 85 = 50 + 35 or 55 + 30.
- **65 + 20 = 67** False, 65 + 20 = 85
- **When you add a 10s number to a 2-digit number, both digits will change.**
  False, only the 10s digit changes, e.g. 47 + 20 = 67 or 63 + 30 = 93.

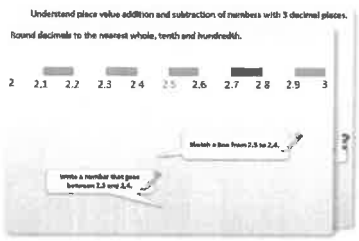
Write some 'true' additions and subtractions to replace those above which are false.

Children can check these using Spider counting on a 1-100 grid. Errors can arise when children count on in 1s, rather than 10s, or include the starting number in the count, so saying, for example, 64 + 30 = 84.

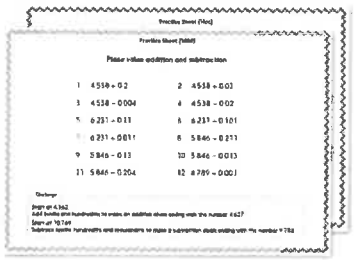
Year 1: Week 3, Day 5
Subtract 10, 20 or 30

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders.**
They come from our *PowerPoint* slides.

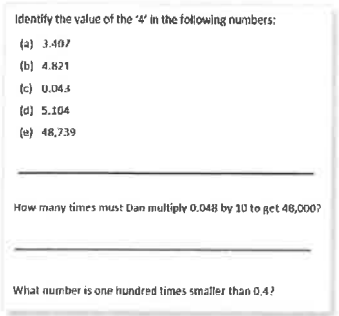


2. Tackle the questions on the **Practice Sheet.**
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

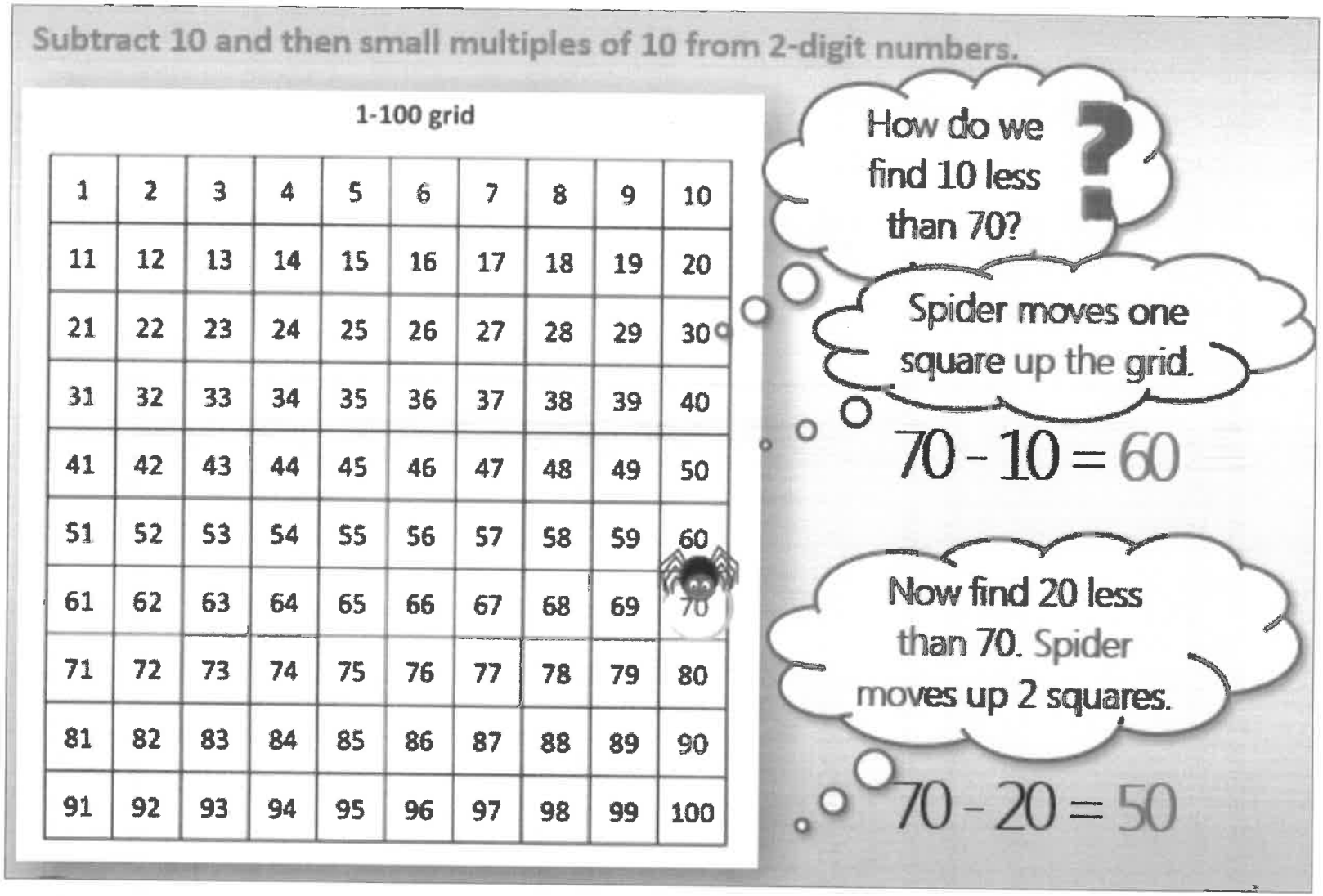


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

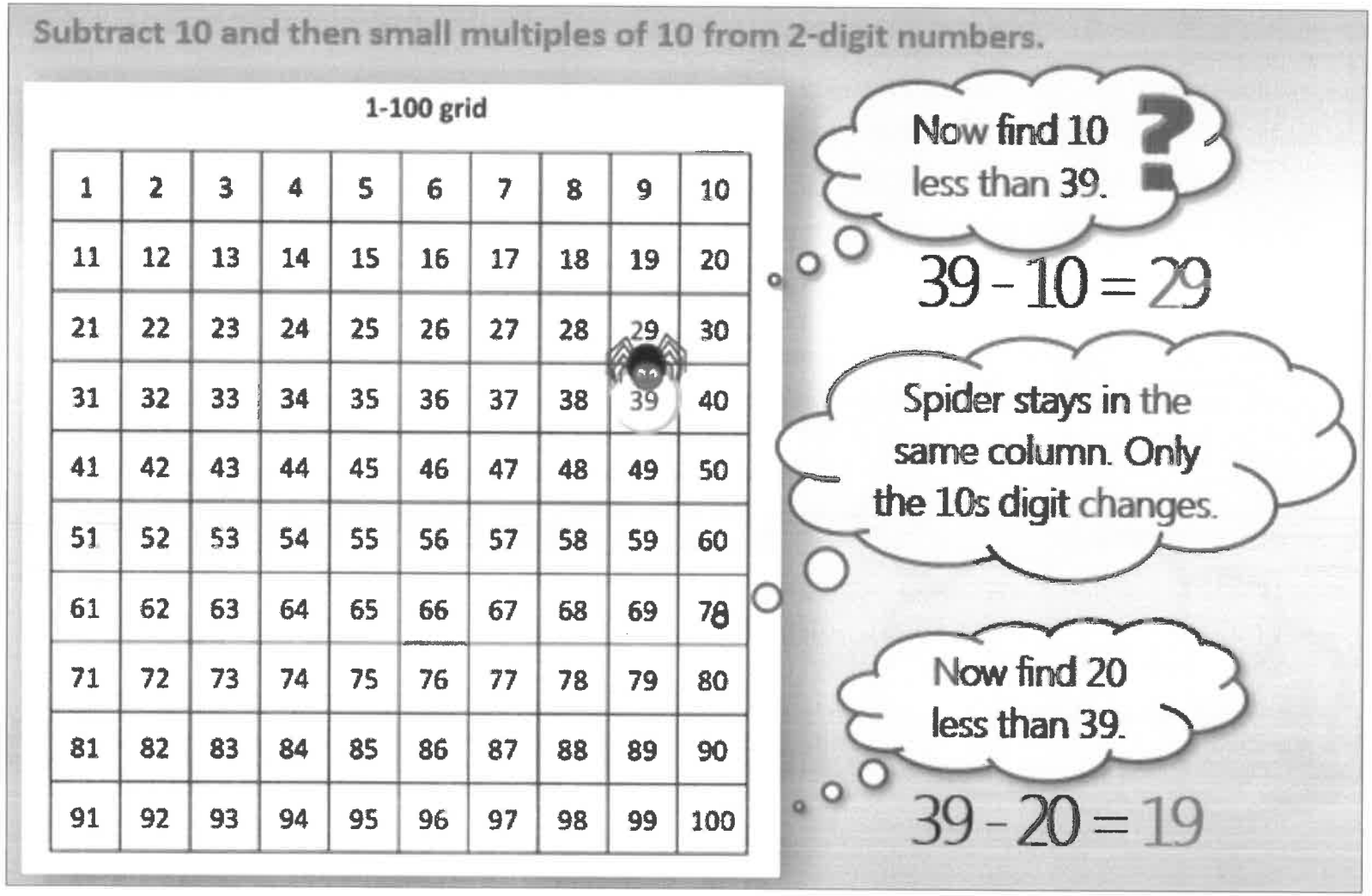
4. Have I mastered the topic? A few questions to **Check your understanding.**
Fold the page to hide the answers!



Learning Reminders



Learning Reminders

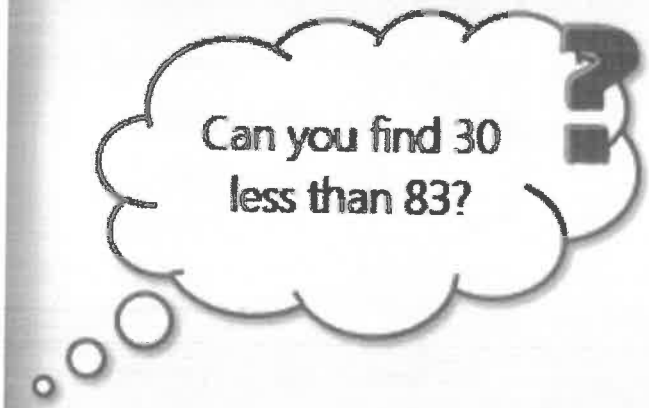


Learning Reminders

Subtract 10 and then small multiples of 10 from 2-digit numbers.

1-100 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



$83 - 30 = 53$

Practice Sheet Mild
Subtracting 10s

Pick a number from the sheet. Subtract 20 from the number. Write the number sentence and use Spider to help find the answer. Aim for 10 different number sentences!

70

96

80

50

45

67

89

100

93

82

61

73

58

41

64

88

99

1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice Sheet Hot
Subtracting 10s

Pick a number from the sheet. Pick a tens card to subtract from the number. Write the number sentence and use Spider to help find the answer. Aim for 10 different number sentences!

70

96

80

50

45

67

89

100

93

82

61

73

58

41

64

88

99

Practice Sheet Hot
10s cards

10	20
20	30
30	40
40	10
10	20

1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Practice Sheet Answers

Subtracting 10s (mild)

70 - 20 = 50
96 - 20 = 76
80 - 20 = 60
50 - 20 = 30
45 - 20 = 25
67 - 20 = 47
89 - 20 = 69
100 - 20 = 80
93 - 20 = 73
82 - 20 = 62
61 - 20 = 41
73 - 20 = 53
58 - 20 = 38
41 - 20 = 21
64 - 20 = 44
88 - 20 = 68
99 - 20 = 79

Subtracting 10s (hot)

70 - 10 = 60	70 - 20 = 50	70 - 30 = 40	70 - 40 = 30
96 - 10 = 86	96 - 20 = 76	96 - 30 = 66	96 - 40 = 56
80 - 10 = 70	80 - 20 = 60	80 - 30 = 50	80 - 40 = 40
50 - 10 = 40	50 - 20 = 30	50 - 30 = 20	50 - 40 = 10
45 - 10 = 35	45 - 20 = 25	45 - 30 = 15	45 - 40 = 5
67 - 10 = 57	67 - 20 = 47	67 - 30 = 37	67 - 40 = 27
89 - 10 = 79	89 - 20 = 69	89 - 30 = 59	89 - 40 = 49
100 - 10 = 90	100 - 20 = 80	100 - 30 = 70	100 - 40 = 60
93 - 10 = 83	93 - 20 = 73	93 - 30 = 63	93 - 40 = 53
82 - 10 = 72	82 - 20 = 62	82 - 30 = 52	82 - 40 = 42
61 - 10 = 51	61 - 20 = 41	61 - 30 = 31	61 - 40 = 21
73 - 10 = 63	73 - 20 = 53	73 - 30 = 43	73 - 40 = 33
58 - 10 = 48	58 - 20 = 38	58 - 30 = 28	58 - 40 = 18
41 - 10 = 31	41 - 20 = 21	41 - 30 = 11	41 - 40 = 1
64 - 10 = 54	64 - 20 = 44	64 - 30 = 34	64 - 40 = 24
88 - 10 = 78	88 - 20 = 68	88 - 30 = 58	88 - 40 = 48
99 - 10 = 89	99 - 20 = 79	99 - 30 = 69	99 - 40 = 59

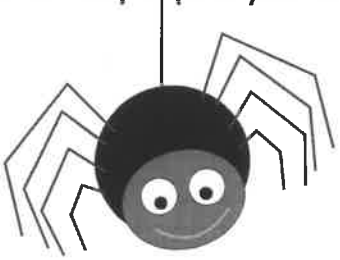
A Bit Stuck?
Spider's exercises

Work in pairs

Things you will need:
- Spider's counting strips
- A pencil

What to do:

- Choose one of Spider's counting strips with Spider at the top. Count in 10s to help you to fill in the missing numbers.
- Now choose a strip with Spider at the bottom.
- Fill in as many strips as you can.

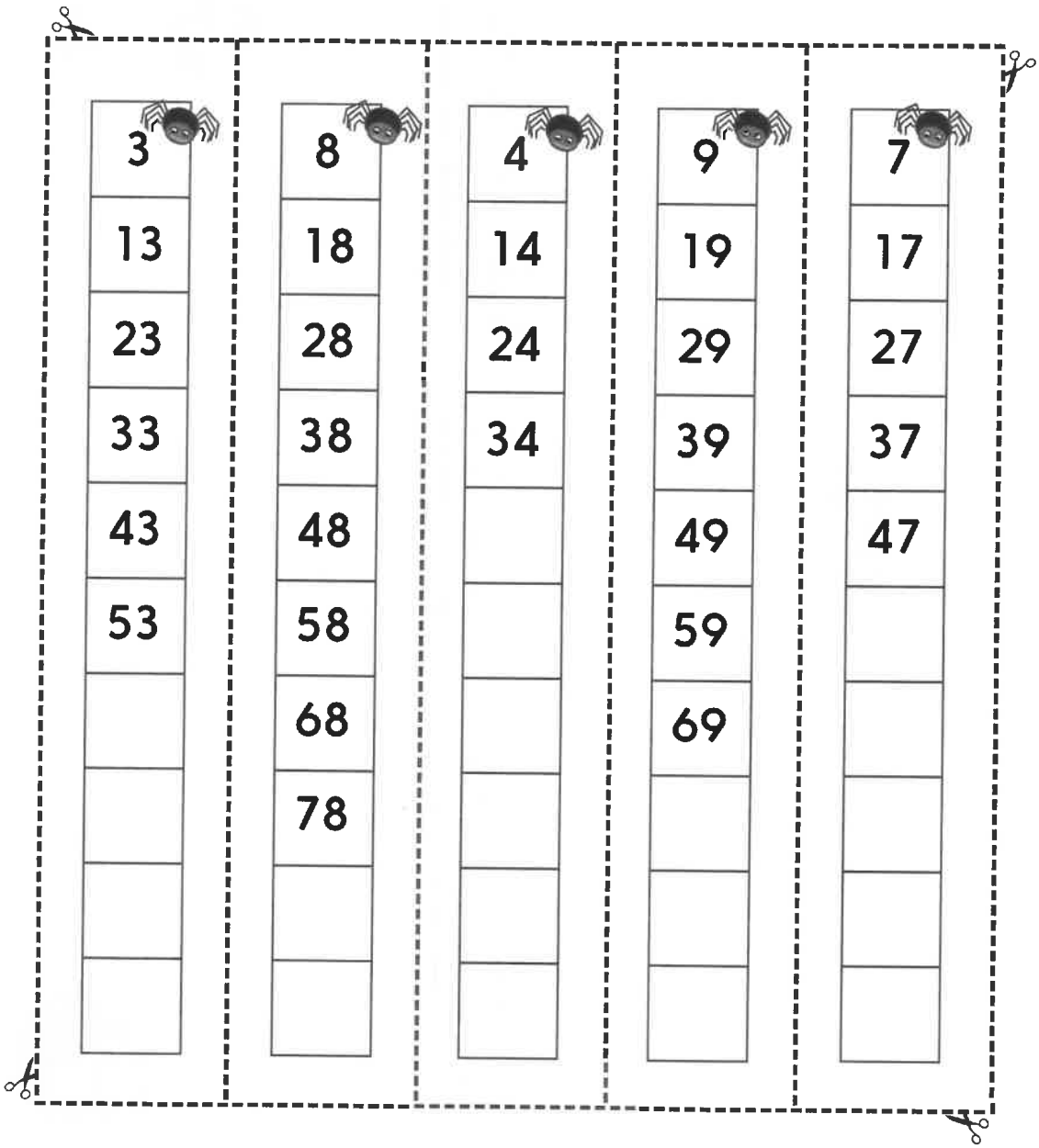


3	
13	
23	
33	35
43	45
53	55
63	65
	75
	85
	95

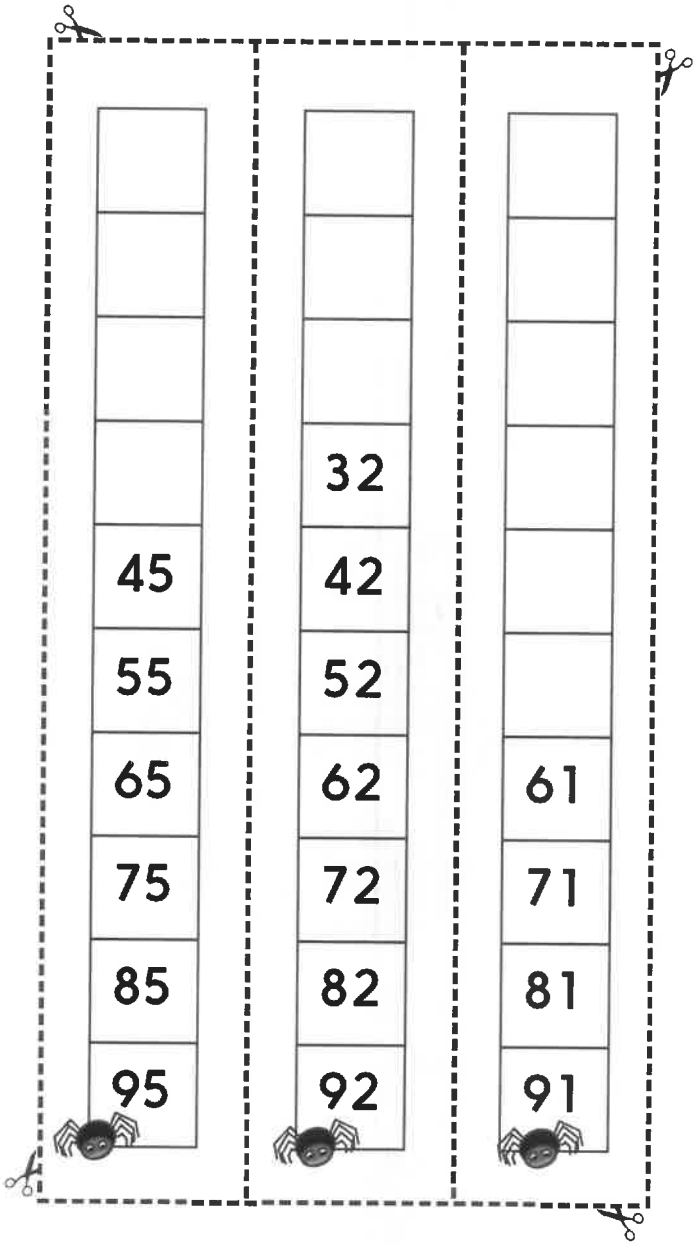
S-t-r-e-t-c-h:
Choose one of the counting strips with Spider at the bottom.
Count back in 10s to fill in the missing numbers.

Learning outcomes:
- I can count on in 10s from a single-digit number using a 1-100 grid to help.
- I am beginning to count back in 10s from numbers between 90 and 100 using a 1-100 grid to help.

A Bit Stuck?
Spider's exercises



A Bit Stuck?
Spider's exercises



	32	
45	42	
55	52	
65	62	61
75	72	71
85	82	81
95	92	91

A Bit Stuck?
Spider's exercises

Check your understanding
Questions

True or false?

- 34 – 20 = 32
- 62 – 20 = 42
- Ten less than 55 is 45
- 85 = 55 – 30
- 84 – 20 = 82
- When you subtract a 10s number from a 2-digit number, both digits will change.

Write some 'true' additions and subtractions to replace any above which are false.

Fold here to hide answers

Check your understanding
Answers

True or false?

- 34 – 20 = 32 False, 34 – 20 = 14.
- 62 – 20 = 42 True.
- Ten less than 55 is 45 True.
- 85 = 55 – 30 False, 85 = 55 + 30.
- 84 – 20 = 82 False, 84 – 20 = 64.
- When you subtract a 10s number from a 2-digit number, both digits will change.

  False, only the 10s digit changes, e.g. 47 – 20 = 27 or 63 – 30 = 33.

Write some 'true' additions and subtractions to replace those above which are false.

Children can check these using Spider counting on a 1-100 grid. Errors arise when children count back in 1s, rather than 10s, or include the starting number in the count, so saying 64 – 30 = 44

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Reading time

Read the poem *Dad and the Cat and the Tree* by Kit Wright.

2. Sequence events in the poem

Cut up and shuffle the set of *Dad Cat and Tree Picture Cards*.

- By reading the captions and looking at the pictures, place the cards in the correct order on the two *empty grids.*
- When you are sure you have got them in the right order, glue the pictures down. Number them 1 – 12. Later, colour your cards in and use them to tell someone else the story.

3. Writing time

What might happen next? How will Dad get out of the tree? Will someone have to go up to rescue him?

- On *What Happens Next* draw what you think will happen now that the Dad is stuck in the tree.
- Write some sentences under your picture. Remember to use capital letters to start your sentences and full stops to finish them.

Now try these Fun-Time Extras

- Write down things at home that have made you laugh on *Funny things that have happened in my family.* Draw a picture of <u>one</u> of these.
- Explain to someone to say how you would get a cat out of a tree. Can you draw a picture of you saving the cat?

Dad and the Cat and the Tree

This morning the cat got
Stuck in our tree,
Dad said, "Right, just
Leave it to me."

The tree was wobbly,
The tree was tall.
Mum said, "For goodness
Sake don't fall!"

"Fall!" scoffed Dad,
"A climber like me?
Child's play, this is!
You wait and see."

He got out the ladder
From the garden shed.
It slipped. He landed
In the flower bed.

"Never mind," said Dad,
Brushing the dirt
Off his hair and his face
And his trousers and shirt.

"We'll try Plan B. Stand
Out of the way!"
Mum said, "Don't fall
Again, OK?"

"Fall again?" said Dad.
"Funny joke!"
Then he swung himself up
On a branch. It broke.

Dad landed *wallop*
Back on the deck.
Mum said, "Stop it!"
You'll break your neck!"

'Rubbish!" said Dad.
"Now we'll try Plan C.
Easy as winking
To a climber like me!"

Then he climbed up high
On the garden wall.
Guess what?
He *didn't fall!*

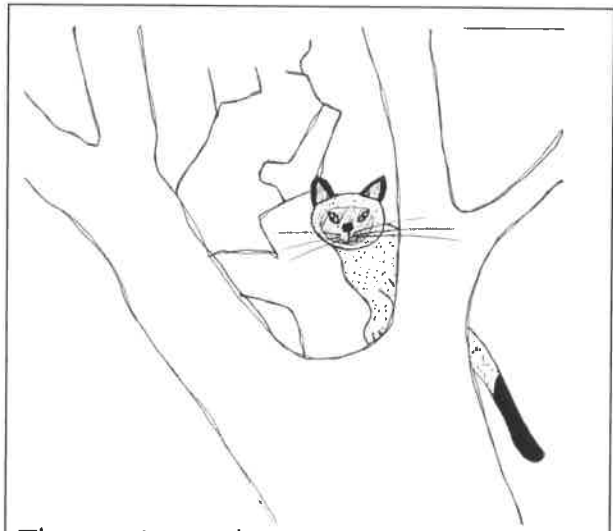
He gave a great leap
And he landed flat
In the crook of the tree trunk –
Right on the cat!

The cat gave a yell
And sprang to the ground,
Pleased as Punch to be
Safe and sound.

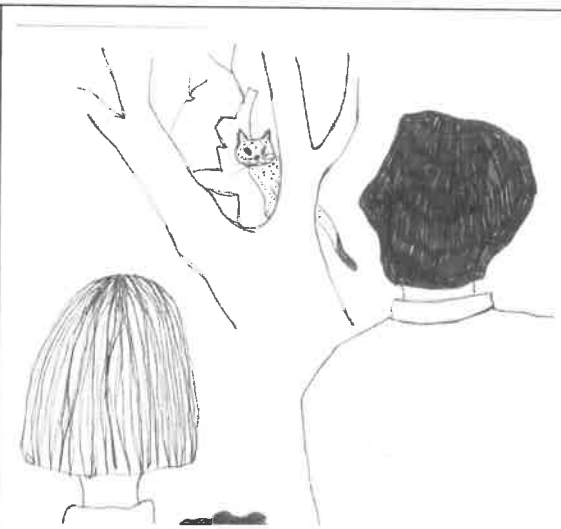
So it's smiling and smirking,
Smug as can be,
But poor old Dad's
Still

Stuck
Up
The
Tree!

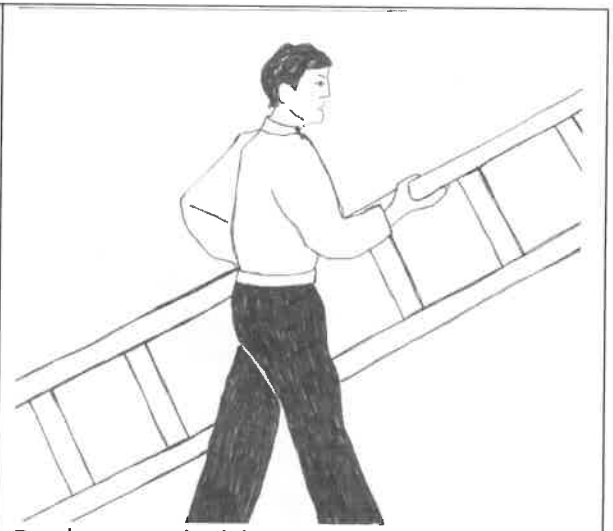
by Kit Wright



The cat is stuck in our tree.

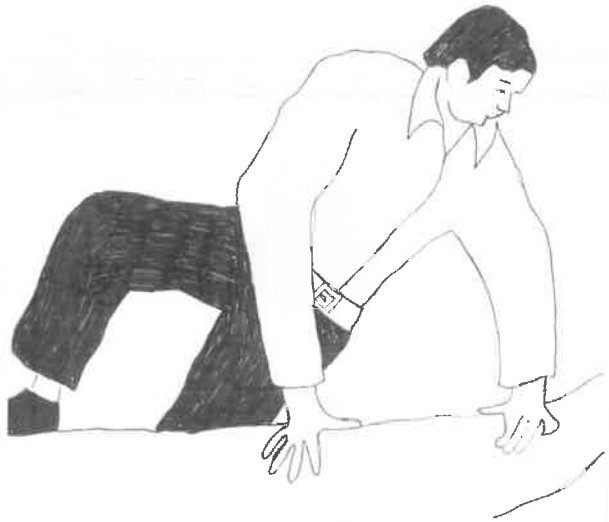


Mum, Dad and me are looking at it.

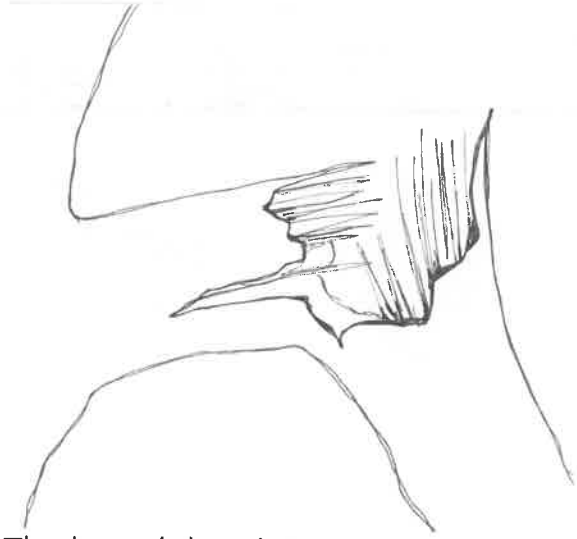


Dad gets a ladder.

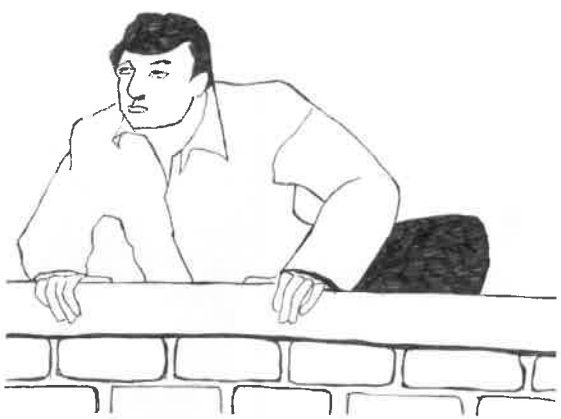
The ladder slips.



Dad climbs on a branch.



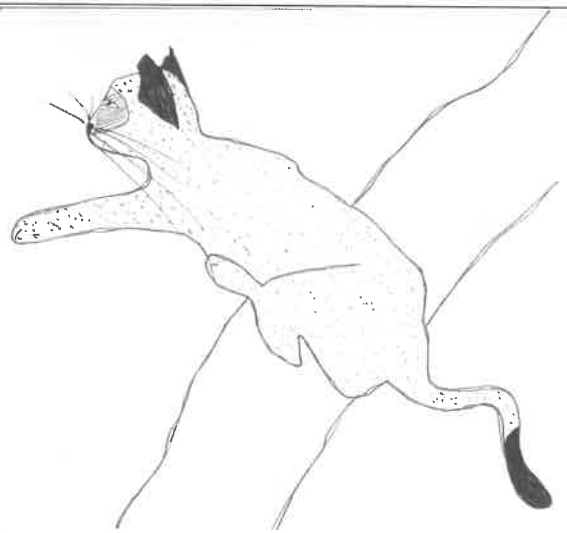
The branch breaks.



Dad climbs on the wall.

Dad jumps on to the tree.

Dad lands on the cat!

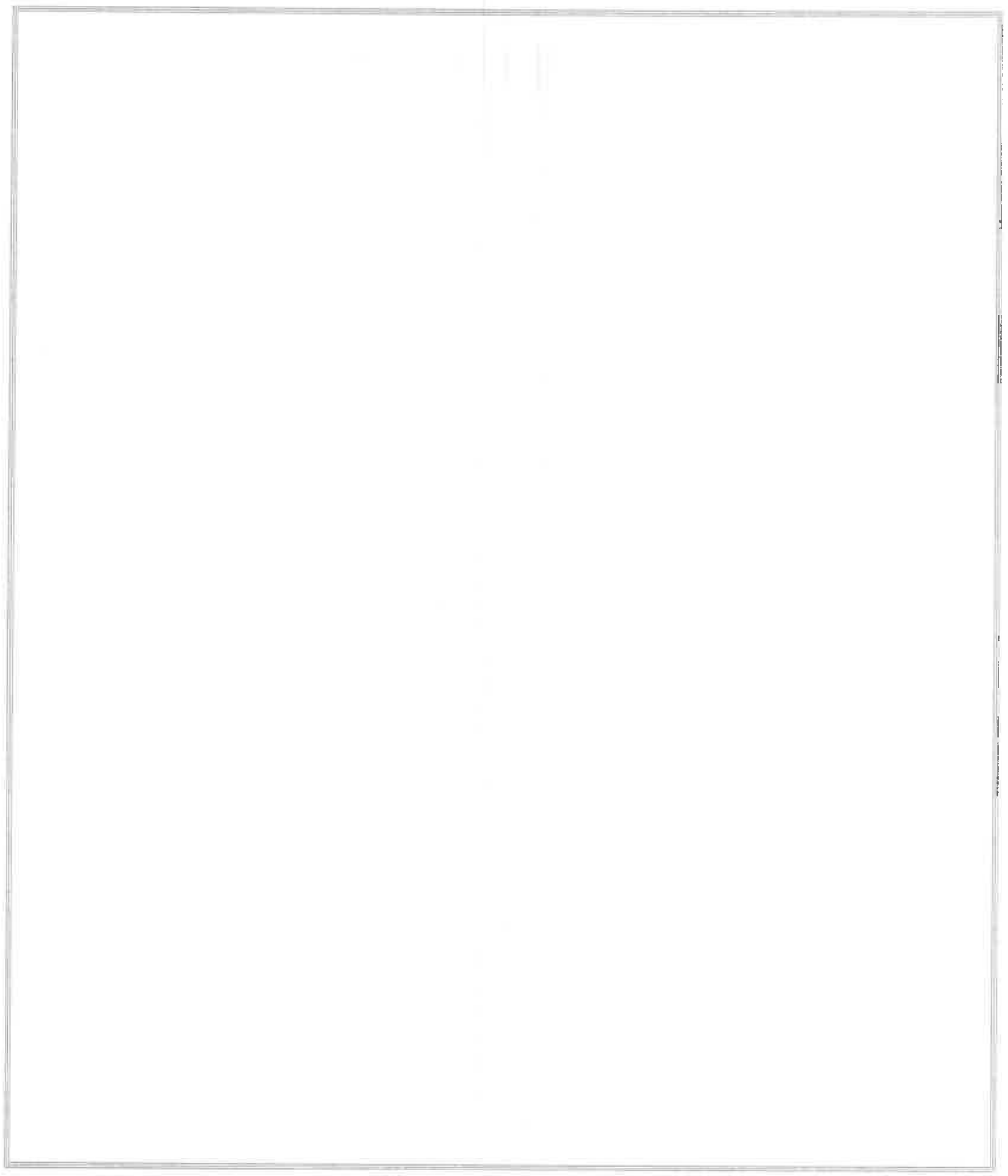


The cat jumps down from the tree.

The cat is smug.

Dad is stuck up the tree.

What Happens Next



Funny things that have happened in my family

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Reading time

Read the two poems, *If You Should Meet a Crocodile* and *The Vulture*

- What things do the poems have in common?
- Which do you like the best? Why is that?

2. Rhymes in poems

Use a coloured pen to highlight the pairs of rhyming words in *The Vulture.*

- Are you sure that you have all pairs listed on *Rhymes in The Vulture*?
- Read the other words in the box below the table. Copy each into the correct rhyme section. Think of other rhyming words....

3. Writing about animals and their food

Print off either the *Picture of the Vulture* or the *Picture of the Crocodile*.

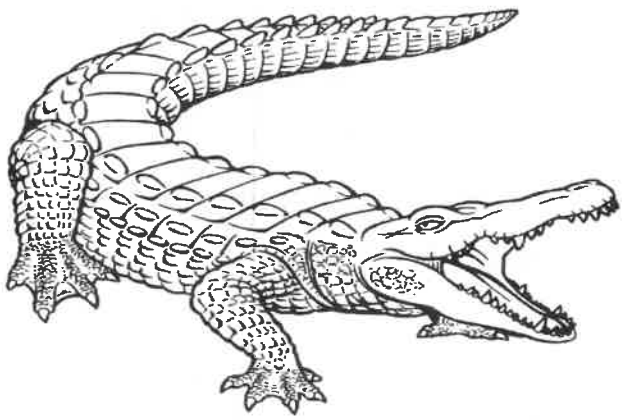
- Stick your picture in the middle of a large piece of paper.
- Name your animal, e.g. *A Vulture.*
- Label the different parts of your animal with words and short phrases (e.g. *beak, feathers, big bald head, very sharp claws for holding things* etc.)

Now try these Fun-Time Extras

- Stick a paper plate onto a large piece of paper or draw round a big plate on a piece of paper so that you have a plate shape.
- On your plate, draw what horrible things you think a crocodile or a vulture's dinner might contain! Write some sentences next to the plate to explain what gruesome objects they are eating.
- On *My Favourite Three Animals* draw pictures of these creatures and write a sentence for each one saying what they like to eat.

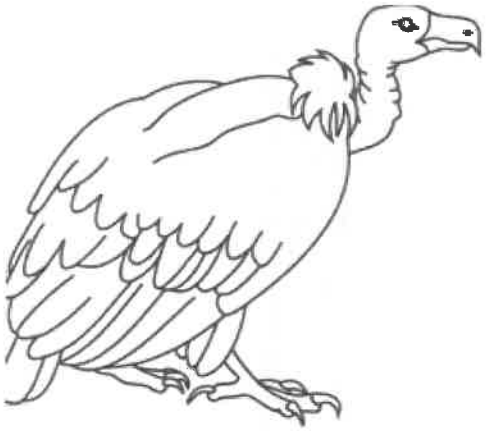
If You Should Meet a Crocodile

If you should meet a crocodile,
Don't take a stick and poke him;
Ignore the welcome in his smile,
Be careful not to stroke him.
For as he sleeps upon the Nile,
He thinner gets and thinner;
But whene'er you meet a crocodile
He's ready for his dinner.



Anon

The Vulture



The vulture eats between his meals
And that's the reason why,
He very, very rarely feels
As well as you or I.

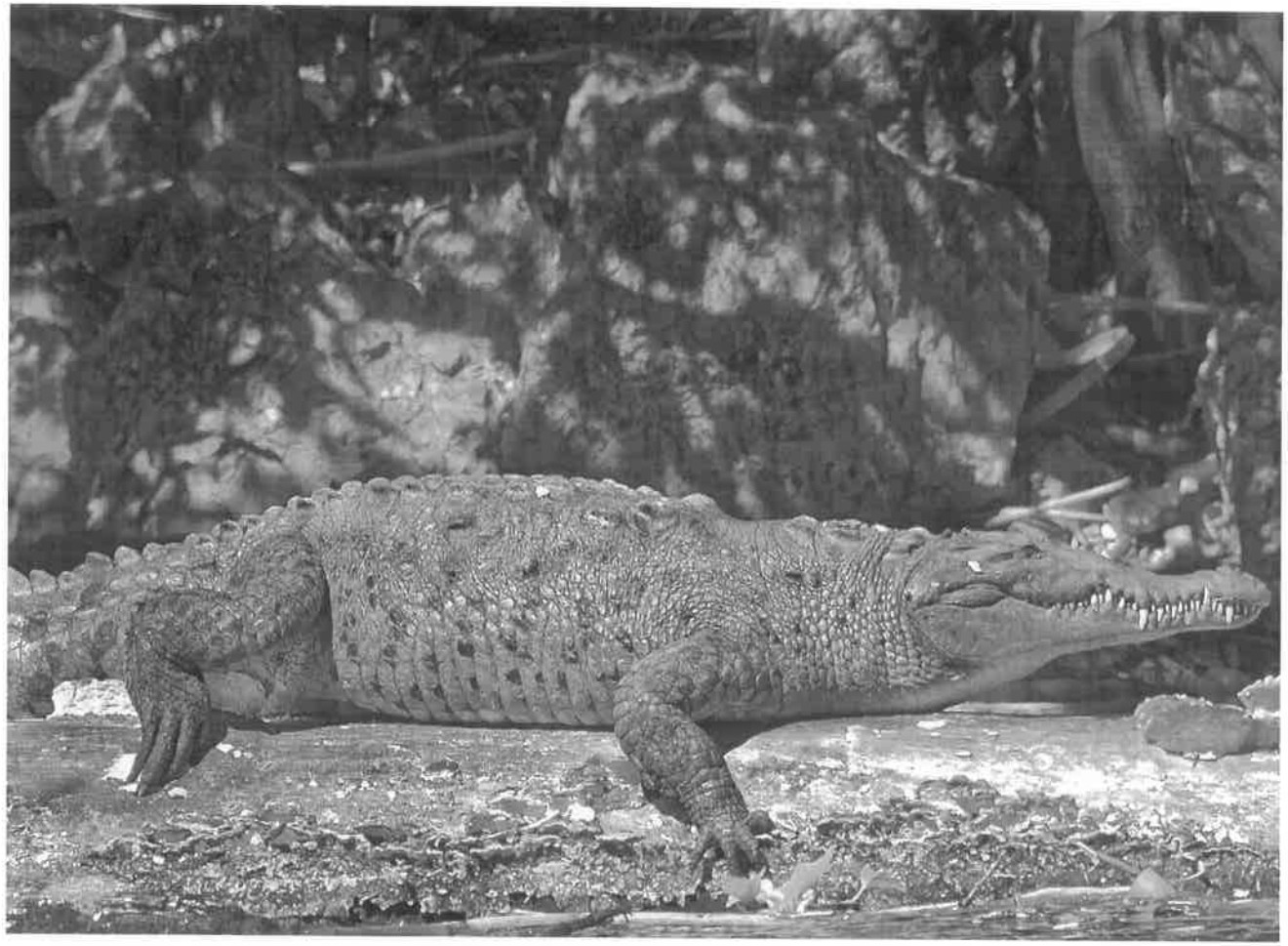
His eye is dull, his head is bald,
His neck is growing thinner.
Oh! What a lesson for us all
To only eat at dinner.

Hilaire Belloc

Rhymes in The Vulture

meals feels	why I	bald all	dinner thinner

dry **wall** **seals** **pie** **tall**
beginner **sigh** **eels** **sinner** **wall**
eye **winner** **kneels**



My Three Favourite Animals

Animal	What they like to eat

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Story time

Watch Michael Rosen read aloud his story *We're Going on a Bear Hunt* at https://www.youtube.com/watch?v=0gyI6ykDwds&t=102s

2. Sequence events from the story

- Cut out the *Picture Prompts* and correctly sequence the challenges the family have to face in *We're Going on a Bear Hunt.*
- Say which you think is the very worst of these challenges and why.

3. Create a story map

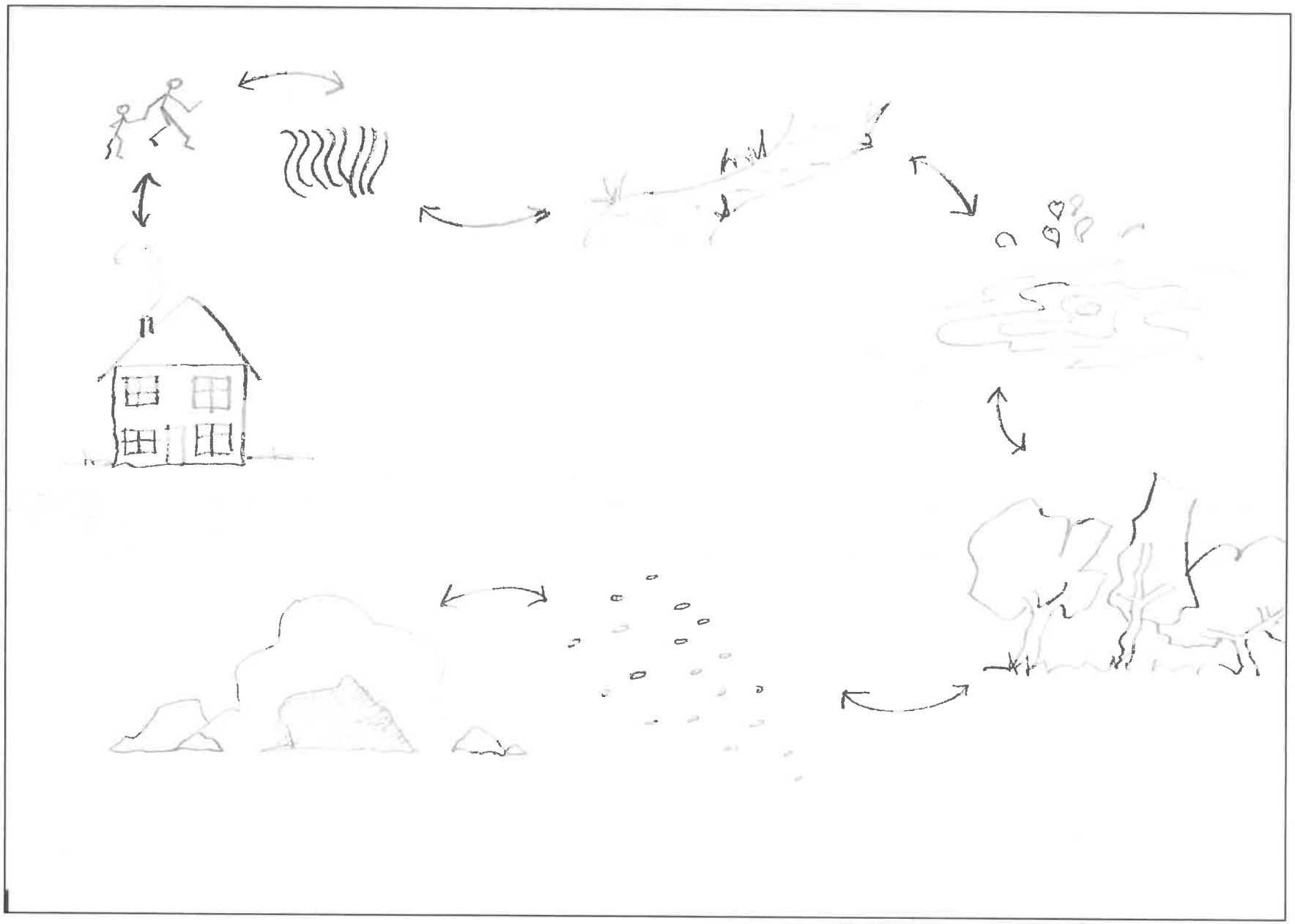
Create a labelled story map for *We're Going on a Bear Hunt.*

- Look at the example picture of a *Bear Hunt* story map and then create your own on a large piece of paper.
- Label the different parts of your map with words or phrases (*grass; thick mud; a very deep, dark cave*, etc.)
- Use your fingers or small world figures to 'be' the family travelling on their bear hunt and act out the story, using as many of the book's words and expressions as you can.

Now try these Fun-Time Extras

- Use *What I Find a Bit Scary* to tell people about things that sometimes frighten you.
- If you were going on a real bear hunt, what useful things would you take with you in your rucksack? On *Bear Hunt Essentials*, draw <u>three</u> things that would be really good to take and describe these.

Picture Prompts



What I find a bit scary

Bear Hunt Essentials

Item	Why it would be useful

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Story time

Re-watch Michael Rosen read *We're Going on a Bear Hunt* at https://www.youtube.com/watch?v=0gyl6ykDwds&t=102s and then watch the reading of *We're Going on a Lion Hunt* by David Axtell at https://www.youtube.com/watch?v=ECYiUsppM14&t=76s

2. Discuss and compare stories

Read each of the *Animal Hunt Questions*.

- Discuss what happens in *We're Going on a Lion Hunt*.
- Talk about the similarities and differences between the two tales.

3. Learn part of a story off by heart

Begin to learn lines from *We're Going on a Lion Hunt*.

- Say the words in **black** on *Story Extract* out loud in a nice, strong storytelling voice. Keep doing this. Try to learn the words off by heart.
- Now read the words in red, which suggest actions that you could make to go with each line as you say them.
- Try these, but make up your own actions if you prefer.
- When you're ready, perform the words with the actions to an audience or in front of a camera. Email the film/ photos to your friends and relatives!

Now try these Fun-Time Extras

- Look at the pictures of *African Animals*. Which of these animals were in the story? Which is your favourite of all? Why?
- Listen again to the bit in the story where the lion in the cave is described. Label these features on *It's a Lion*.

Animal Hunt Questions

1. **Which African animals do the girls walk past in the story?**
2. **Which did they see first, the flamingo or the hippopotamus?**
3. **Did the girls go through a forest in the story?**
4. **What things did the girls see in the big dark cave that told them a lion was there?**
5. **Do you think the girls will *really* try and catch a lion the next day?**
6. **Can you say one thing that is <u>different</u> between *We're Going on a Lion Hunt* and *We're Going on a Bear Hunt*?**
7. **What <u>other</u> things did you notice that were different? See if you can mention 3 things.**
8. **Can you say one thing that is the <u>same</u> in both stories?**
9. **What other things were the same too?**
10. **Which of the two stories did you like most? Explain your choice.**

We're going on a lion hunt.
Put both hands up with fingers like claws.

We're going to catch a big one.
Open arms very wide apart.

We're not scared.
Put both hands on hips.

Been there before.
One hand on one hip and wag forefinger of opposite hand.

Oh no...
Hold up both hands in front of mouth.

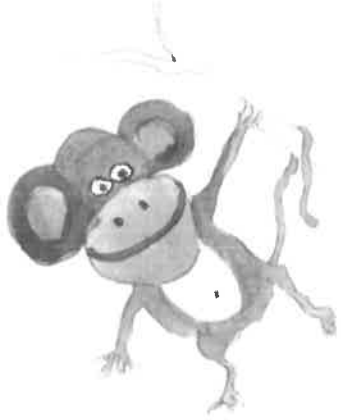
Can't go *over* it.
Move both hands in an arch – as if going over.

Can't go *under* it.
Move both hands in an inverted arch – as if going under.

Can't go *around* it.
Move both hands in opposite directions – as if to hug.

Have to go *through* it.
Put both hands together and move them forwards.

African Animals

vulture 	rhinoceros 	hippopotamus 
baboon 	hyena 	giraffe 

It's a Lion!

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the Internet required.

1. Story time

If you have not already seen them, watch the story telling videos for both *We're Going on a Bear Hunt* and *We're Going on a Lion Hunt* at https://www.youtube.com/watch?v=0gyI6ykDwds&t=102s and https://www.youtube.com/watch?v=ECYiUsppM14&t=76s

2. Reading and setting out a letter

Read *Bear's Letter to Lion*.

- Is the letter easy to read? Is it laid out like a proper letter should be?
- Read *Bear's Better Letter to Lion* and look at the differences between the two letters. Why is this one better?

3. Writing

On the *letter-writing template*, write a letter back from Lion to Bear, saying what happened to *him*.

- Make sure your letter is laid out correctly, like *Bear's Better Letter*.
- Use capital letters and full stops in all your sentences.

Now try these Fun-Time Extras

- On *Animal Addresses*, link the animal picture to the correct address.
- Write out the address on a real envelope for the animal you like best from the set. If you don't have a real envelope, do this on a piece of paper. If you prefer, make a new address up for your favourite animal. Don't forget to make a stamp for your envelope!

Bear's Letter to Lion

The Narrow, Gloomy Cave, Devon, United Kingdom. 24th March, 2020. Dear Lion, I was fast asleep in my cave when a family and their dog came in and woke me up. They all screamed and ran away. I followed them but I could not catch them up. I only wanted to say hello! In the end they went into their house and jumped into bed. Maybe I will see them tomorrow. Lots of love from, *Bear*

Bear's Better Letter to Lion

The Narrow, Gloomy Cave,
Devon,
United Kingdom.

24th March, 2020.

Dear Lion,

I was fast asleep in my cave when a family and their dog came in and woke me up.

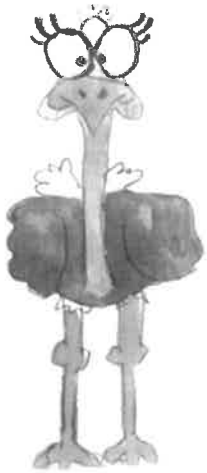
They all screamed and ran away. I followed them but I could not catch them up. I only wanted to say hello!

In the end they went into their house and jumped into bed. Maybe I will see them tomorrow?

Lots of love from,

Bear

Animal Addresses

		
Mr Colin Crocodile, The Swamp, Mangrove Lane, Africa, AL1 GAT.	Mrs Olivia Ostrich, Googly Eyes House, Longlegsville Africa, B1G EGS.	Miss Sunitha Snake, 2 Serpent Cottages, Slithering, Africa, H1S H1S.

Envelope outline