Home Learning KS1 Week Beginning: 29ᵗʰ June 2020

Class Blogs
On Purple Mash each class has set up a class blog that will allow the children to share any of the amazing things they are doing at home, from a completed jigsaw puzzle to a fantastic piece of artwork we would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Once you select this your children will be able to post comments and see what others have been doing. Please note that posts need to be approved and therefore will not appear immediately. We will aim to approve comments at least once a day as well as post ourselves so the children can see what we are up to too.

Reminder that the children have access to **Numbots** for both Year 1 and 2 and **TTRS** for year 2. These are a good way to develop fluency in maths therefore we would like the children to log on to these at least twice a week if possible.

Maths
For the rest of the summer term, the children will be following the WhiteRose maths scheme as work which we currently use in school. For each lesson there will be a link to an online explanation video, which will then be followed up with a worksheet of questions (as seen below). It is important that your child watches the video first as this explains how the problem should be solved.

Year 1 – https://whiterosemaths.com/homelearning/year-1/
Monday – Summer term week 9 (W/C 22ⁿᵈ June) – Lesson 1 – Counting to 100

1. How many cherries are there?
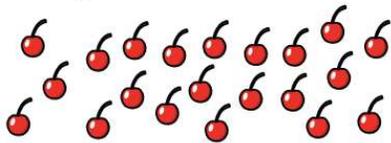
There are ☐ cherries.

How did you count them?

2. How many bread rolls are there?
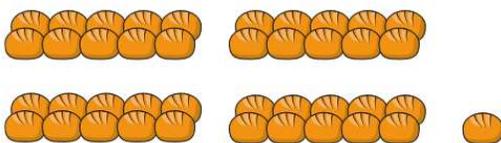
There are ☐ bread rolls.

How did you count them?

3. How many sweets are there?

There are ☐ sweets.

How did you count them?

4. Complete the number tracks.

a)

67	68			71			

b)

89			92				

c)

				97	96		94

Tuesday – Summer term week 9 (W/C 22ⁿᵈ June) – Lesson 2 – Partitioning numbers

1 Here are some sweets.

Sweets 10
Sweets 10
Sweets 10
Sweets 10
Sweets 10
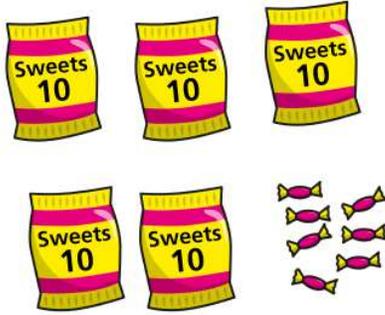
Complete the sentences.

There are ☐ bags of 10 sweets.

There are ☐ individual sweets.

There are ☐ sweets altogether.

2 The base 10 show the number 23
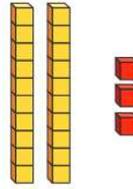
Complete the sentence.

23 has ☐ tens and ☐ ones.

How do you know?

3 Complete the sentences.

a) 49 has ☐ tens and ☐ ones.

b) 92 has ☐ tens and ☐ ones.

c) 60 has ☐ tens and ☐ ones.

4 Ron is thinking of a number.

My number has 4 ones and 7 tens.
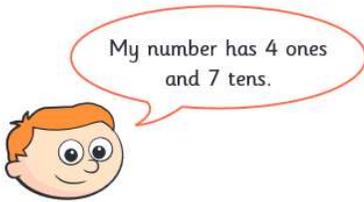
What number is Ron thinking of? ☐

5 Fill in the missing numbers.

a) ☐ is greater than 57

b) ☐ is less than 41

c) ☐ is greater than 28 but less than 36

d) 65 is greater than ☐

How many tens and ones does each of your numbers have?

Wednesday – Summer term week 9 (W/C 22nd June) – Lesson 3 – Comparing numbers

1 Which is the greater number in each pair?

Tick your answers.

a)

b)

c)
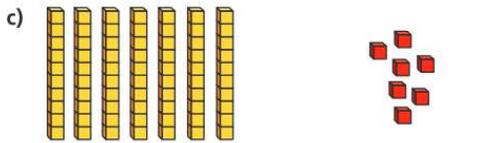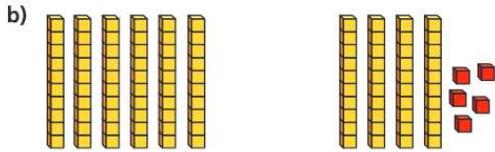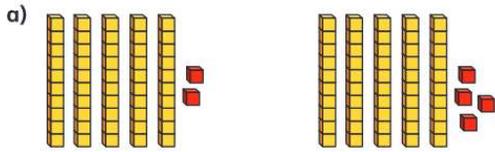
How do you know?

2 Mo and Kim each have some marbles.

Mo

Kim

a) How many marbles does Mo have? ☐

b) How many marbles does Kim have? ☐

c) Who has more marbles? _____

How do you know?

3 Use base 10

a) Make a number greater than 50

What number did you make? ☐

b) Make a number less than 90

What number did you make? ☐

c) Make a number greater than 80 but less than 100

What number did you make? ☐

Talk about your answers.

4 Write **greater than** or **less than** to complete the sentences.

a) 72 is _____ 83

b) 100 is _____ 99

c) 65 is _____ 56

Thursday – Summer term week 9 (W/C 22nd June) – Lesson 4 – Comparing numbers (2)

1 Which is the smallest number in each pair?

Tick your answer.

a)

Tens	Ones
4	6

Tens	Ones
5	1

b)

Tens	Ones
7	2

Tens	Ones
7	1

How did you know which number to tick?

2 Circle the greater number in each pair.

a) 37   81

b) 90   9

c) 16   72

5 Ron, Sam and Kim have each made a number.

My number has 7 tens and some ones.

Ron
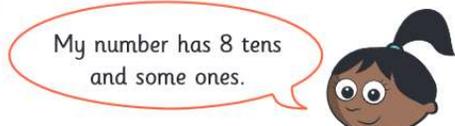
My number has 8 tens and some ones.

Sam

My number has 6 tens and some ones.

Kim

a) Who has made the smallest number?

_____

b) Who has made the greatest number?

_____

Talk about it with a partner.

3 Write <, > or = to compare the numbers.

a) 19 ◯ 41

b) 51 ◯ 24

c) 79 ◯ 80

d) 100 ◯ 93

4 Use the digit cards.

0	1	2	3	4	5	6

Make a number greater than 25   ☐

Make a number less than 72   ☐

Make a number greater than 59   ☐

Talk about your answers.

Year 2 - https://whiterosemaths.com/homelearning/year-2/

Monday – Summer term week 3 (W/C 4th May) – Lesson 4 – Add and subtract ones

Add and subtract 1s

White Rose Maths

1 a) Jack has 6 cookies.

Annie gives him one more cookie.
How many cookies does he have now?

Jack has [ ] cookies now.

b) Amir has 4 cookies.

He eats one of his cookies.
How many cookies does he have now?

Amir has [ ] cookies now.

c) Ron's number is 2 more than Filip's number.

What is Ron's number? [ ]

d) Dora's number is 1 less than Filip's number.

What is Dora's number? [ ]

4 Complete the calculations.

a) 14 + 1 = [ ]

b) 22 + 1 = [ ]

c) 54 + 1 = [ ]

d) [ ] = 1 + 61

e) 19 – 1 = [ ]

f) 33 + [ ] = 34

g) 18 = 19 – [ ]

h) [ ] = 89 – 1

2 Complete the number tracks.

a)
| 21 | | 23 | | | | |

b)
| 47 | | 45 | | | | |

c)
| | | | 5 | | | 10 |
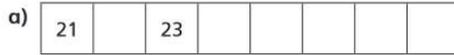
3 a) Filip has made a number using base 10
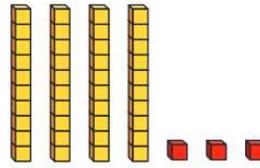
What number has Filip made? [ ]

b) Rosie also makes a number using base 10
Rosie's number is one more than Filip's number.

What is Rosie's number? [ ]

5 Complete the calculations.

a) 14 + 2 = [ ]

b) 22 + 3 = [ ]

c) 54 + 4 = [ ]

d) [ ] = 5 + 61

e) 19 – 2 = [ ]

f) 33 + [ ] = 35

g) 12 = 19 – [ ]

h) [ ] = 89 – 3

6 Are the number sentences true or false?

a) 17 + 1 = 1 + 17 _____

b) 17 – 1 = 1 – 17 _____

Talk about your answers with a partner.

Add and subtract 10s

White Rose Maths

1 a) Eva has some marbles.

10 10 10 10

How many marbles does Eva have?

Eva has [ ] marbles.

She buys 3 more boxes of marbles.
How many marbles does she have now? [ ]

b) Teddy has some marbles.

10 10 10 10 10 10 10

How many marbles does Teddy have?

Teddy has [ ] marbles.

He gives 5 boxes of marbles to his friend.
How many marbles does he have now? [ ]

2 What calculation is represented?

Complete the number sentence.

Tens	Ones

+

	T	O
	2	4
+	1	0
	3	4

[ ] + [ ] = [ ]

3 Use base 10 to complete the calculations.

a) 24 + 20 = [ ]

b) 17 + 50 = [ ]

c) 40 + 16 = [ ]

4 What calculation is represented?

Complete the number sentence.

Tens	Ones

	T	O
	3	4
–	1	0
	2	4

[ ] – [ ] = [ ]

5 Use base 10 to complete the calculations.

a) 34 – 20 = [ ]

b) 57 – 20 = [ ]

c) 46 – 40 = [ ]

6 Huan has 6 stickers.

He gets 10 new stickers every day for 8 days.

How many stickers will Huan have after 8 days?

Use the number track to help you.

| 6 | | | | | | | | |

Huan will have [ ] stickers.

7 ⭐ = 30   🌙 = 10   ☀️ = 40

Complete the calculations.

a) ⭐ + ☀️ = [ ]

b) ⭐ – 🌙 = [ ]

c) ☀️ – ⭐ = [ ]

Bonds to 100 (tens and ones)

1 Here is a hundred square.
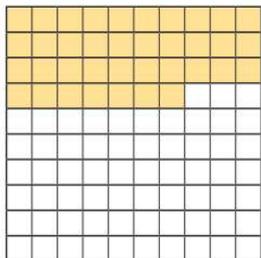
How many squares are shaded? ☐

How many squares are not shaded? ☐
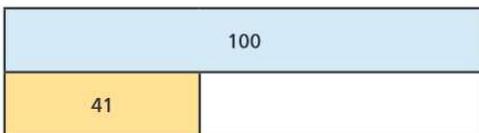
☐ + ☐ = 100

2 Eva has made 100 using base 10

She has spilt paint on it.
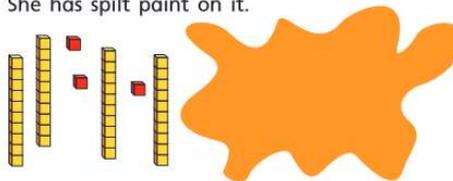
Draw the missing pieces of base 10

3 Mrs Harris has these apples for Sports Day.
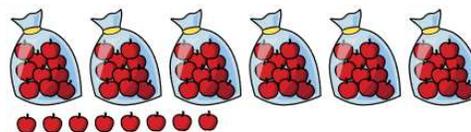
She needs 100 apples.

How many more apples does Mrs Harris need?

☐

4 Complete the bar model.

100	
41	

5 Complete the calculations.

a) 40 + ☐ = 100

b) ☐ + 70 = 100

c) 100 = ☐ + 72

d) 100 = 28 + ☐

e) 100 − 50 = ☐

f) 100 − 37 = ☐

g) ☐ = 100 − 22

h) 8 = 100 − ☐

6 A coat costs £100

Mr Farmer has £58

How much more money does Mr Farmer need to buy the coat?

☐

7 Whitney is working out 38 + ☐ = 100

The missing number is 72 because I need 2 more ones and 7 more tens.

Do you agree with Whitney? _____

Explain your answer

_____

_____

Talk about it with a partner.

Thursday – Summer term week 3 (W/C 4th May) – Lesson 3 – Related facts

Related facts

1 Use base 10 to show that 3 + 5 = 8 and 30 + 50 = 80

Draw your answer.

What is the same about your models?
What is different?

2 a) Eva has 2 red pens and 3 blue pens.

How many pens does Eva have? ☐

b) Tommy has 20 red pens and 30 blue pens.

10 **10** **10** **10** **10**
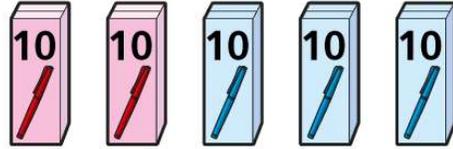
How many pens does Tommy have? ☐

3 Fill in the missing numbers in the related facts.

a) 1 + 2 = 3

10 + 20 = ☐

b) 7 + 2 = 9

70 + 20 = ☐

c) 4 + 6 = ☐

☐ + 60 = 100

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d) 1 + 8 = ☐

☐ + 10 = 90

e) 3 + 4 = ☐

☐ + ☐ = 70

f) 8 + ☐ = 8

☐ + 80 = 80

4 Complete the part-whole models.

[part-whole model: top blank, 6, 2]

[part-whole model: 80, blank, 20]

5 Fill in the missing numbers in the related facts.

a) 5 − 3 = 2

50 − 30 = ☐

b) 7 − 1 = 6

70 − 10 = ☐

c) 10 − 6 = ☐

☐ − 60 = 40

6 If 3 + 1 = 4, then 30 + 10 = 400 because there are two zeros.

Do you agree with Dexter? _____
Explain your answer.

_____
_____

English

This is the finale to our work on Tinga Tinga Tales. Over the last few weeks, you have been getting to know the style and practising writing super sentences using a range of techniques. Now you are ready to write your own independent Tinga Tinga tale. We are so looking forward to seeing the stories that you write. These can be typed or handwritten and emailed to your class teacher or uploaded to the blog on Purple Mash.

<u>Monday: Planning part 1</u>

Over the last few weeks, we have practised writing sentences using different techniques and features. We would like to see this in your own story that you write. The success criteria listed below tells you what you need to include. You also need to remember your capital letters and full stops.

Success Criteria: I can…
Write an adjective sentence
Write a conjunction sentence
Write an exclamation sentence
Write a repetition sentence
Write a question mark sentence
Write an onomatopoeia sentence

Now you need to think about what animal will be in your story. What animals would you find in Africa? What noticeable features do they have? Use these pictures to help you.

You could write a story such as Why Lion Roars, Why Lion has a mane, Why Giraffe has a long neck, Why Zebra has stripes etc.

You now need to plan your story into 6 main plot points. Use the template on the next page to help you plan your story. In each circle, you need to draw a picture for that plot point. You need to think about whether each plot point is a high or low moment for your central character and you can mark with a cross using the scale to help you. After you have done that, you need to add on to each plot point which aspect of the success criteria you are going to do. E.g., Plot point 1 would have a picture drawn of Elephant with the flies. I then mark this as slightly negative so I would draw a cross in line with -2 and then I would add a note to say adjective sentence. The steps on the planning template are for your step sentences. These sentences are really important as they link your story together. You will need to collect words and phrases for these too. You will probably need quite a few conjunctions. E.g. Later that day, the next morning, the following day, in the distance, after, next, meanwhile, as night fell, etc.

10 9 8 7 6 5 4 3 2 1

-1 -2 -3 -4 -5 -6 -7 -8 -9 -10
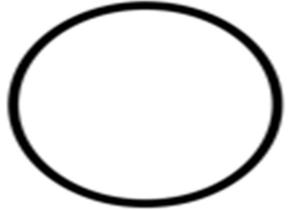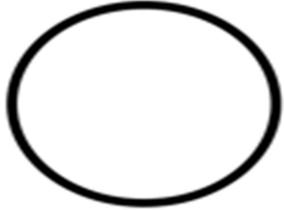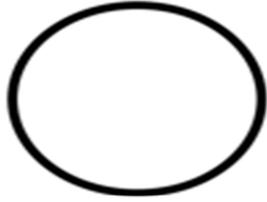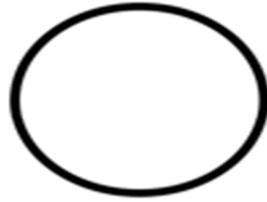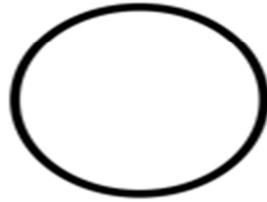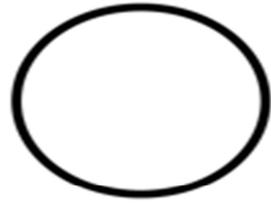
Now you have decided the plot for your story, you need to plan your super sentences. We need to do this to make sure we have ticked off all the points on the success criteria and to make sure we have included some great word choices. Use this template to help you plan your sentences and gather super words, phrases and clauses. Remember, you need great words for plot points and your step sentences.

Plot Point	S.C.	Planned Sentence	Inspiration Station
1		_____ _____ _____ _____ _____	
2		_____ _____ _____ _____ _____	
3		_____ _____ _____ _____ _____	
4		_____ _____ _____ _____ _____	
5		_____ _____ _____ _____ _____	
6		_____ _____ _____ _____ _____	

Wednesday & Thursday: Writing

You have now planned your plot points, your super sentences for each of the success criteria points and gathered lots of lovely words, phrases and clauses. This means you are ready to write your own Tinga Tinga tale independently. Aim to write plot points 1-3 on Wednesday and 4-6 on Thursday. You need to stick to your plan, include your super sentences to tick off the success criteria, have lots of lovely step sentences to join your story altogether and most importantly capital letters and full stops. You can write your story by hand or type it. Make sure you share your story with us; we are really looking forward to reading them.

SPAG

Spelling

Children need to be really familiar with these words. They need to be able to read them fluently and spell them. As we are not sending weekly spelling lists, we think it would be beneficial for children to continue practising their common exception words. The children are familiar with a range of strategies to help them learn spellings such as rainbow writing, quick write/speedy spelling, drawing the shape around the word, writing the part that tricks them in another colour.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

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Grammar:

Choose a **coordinating conjunction** from the box to complete these sentences.

and	but	or	so

1. I went to bed very late _____ I am tired today.

2. I listened to the weather forecast _____ put an umbrella in my bag.

3. I enjoy playing hockey _____ it's not my favourite sport.

4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although	because	so that	even if	whenever

1. My dad has fixed my bike _____ I can take it to the park.

2. My brother is grumpy _____ he has got to do his homework.

3. I will always support my local team, _____ they always lose!

4. He goes abroad on holiday, _____ he doesn't like flying.

Geography:

As you know, this term we are exploring Africa. This week is our last geography lesson and we are going to be learning all about what life is like for a child in rural Kenya.

We would like you to watch the video below and think about what is similar to your life here in Newbury and what might be different and why this is.

https://www.bbc.co.uk/bitesize/clips/zgmn34j

Once you have finished the video, we would like you to complete the sheet below by placing the daily activities into whether they are what you would do here in Newbury or whether it is what a child would do in their daily lives in rural Kenya.

A Child in Kenya		A Child in the UK	

I start school at 9 AM.	Before school, I feed the animals.	Before school I play, read or I may watch TV.	I start school at 7 AM.
After school, I help my family on the farm. I help to collect the water.	After school, I have my tea and do my homework.	I walk to school. It might take me an hour.	I walk to school. School is near my home. Sometimes I might go in the car or on the bus.
I eat uji (porridge) for breakfast.	We have break and lunchtime. I can have a school lunch or bring a packed lunch.	We get to school before the teachers.	At 8 AM, we pray and sing and then start our maths lesson.

Challenge:

Could you now use your knowledge you have just learnt to write a dairy as if you were a Kenyan child in rural Kenya?

We would love to see your diary entries on the class blog or class email.

Art/DT:

This week we would like you to have a go at creating your own African paper plate necklace.
Below is a set of instructions you could follow:

African Paper Plate Necklace

Supplies

- Paper plates
- Scissors
- Bright coloured paints
- Felt tip pens
- Optional: pasta, beads, wool or straws to decorate

1 Cut into the centre of the paper plate. Cut the inside circle out, leaving the outside circle or rim of the plate.

2 Decorate the outside ring with brightly coloured paints or use felt tips to make an eye-catching design. Try to create African patterns such as:

3 You could attach other materials to your necklace such as pasta, straws, beads or coloured wool.

We look forward to seeing the creations you have made on the class blog or the class email.

Remember we love to see what you have been doing and you can share anything you have been doing with us through the class blogs or class email address.