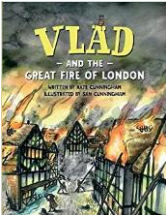


WB 16 <sup>th</sup> November 2020	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics</b>	WALT: read words that contain the diagraph ie  <u>ie - pie</u>	WALT: read words that contain the split diagraph i-e  <u>i-e - time</u>	WALT: read words that contain o  <u>o - go</u>	WALT: read words that contain the split diagraph  <u>o-e - stone</u>	<u>Review the week</u>
<b>English</b>  	Listen to the story <u>Vlad and the Great Fire of London part 1</u> <u>Vlad and the Great Fire of London Part 2</u>				
	Reading I can read aloud many words without over sounding and blending I can simply comment on beginning middle and end I can comment on characters actions		Writing I can form lowercase letters in the correct direction, starting and finishing in the right place I can reread my writing with the teacher to check for improvements I can use 'and' or 'but' to join my sentences.		
	<b>WALT: can work with a group to answer questions about texts</b> Share the story Vlad and the Great fire of London. Use this text as a source of information for our project on The Great Fire of London. What information/key facts do we learn about The Great Fire of London?	<b>WALT: read and sequence simple sentences</b> Read the sentences below the homework grid. Can you put the events in the order in which they happened?	<b>WALT: take on the role of a character</b> Act as a witness to the Great Fire of London being interviewed by a news reporter. What did you see? What could you feel and smell? What could you hear?	<b>WALT: write for a purpose (as a newspaper reporter)</b> What would a newspaper in 1666 have written about the Great Fire? Write your own newspaper report of this historic event. What would your headline be?	<b>WALT: make corrections and edit my work</b> Edit your work from yesterday. In school we will be re writing out reports in our 'Publishing Books'. Can you rewrite your report in your neatest handwriting?
<b>Maths</b> SCROLL DOWN FOR WORKSHEETS  Complete the worksheet after watching the video.	I am beginning to recall and use addition and subtraction facts to 20. I can add and subtract numbers using concrete objects, pictorial representations and mentally				
	Main activity  <u>Addition and subtraction bonds to 20</u>	Main Activity  <u>Check calculations</u>	Main Activity  <u>Compare number sentences</u>	Main Activity  <u>Know your bonds</u>	Main Activity  <u>Related facts</u>

Foundation Subjects	<p><b>History</b></p> <p>WALT: make a simple timeline of events</p> <p><a href="#">The Great Fire of London</a></p> <p>Can you draw a simple timeline of what happened during the Great Fire of London</p>	<p><b>P.E</b></p> <p>WALT: challenge myself to try all the different movements</p> <p>(in school P.E with Mr Castle)</p> <p><a href="#">Active 8 minute workout – The Body Coach</a></p>	<p><b>Science</b></p> <p>WALT: To be able to identify and compare the suitability of a variety of everyday materials</p> <p>On which surface will the toy car travel the furthest? Use planks with different types of material for the surface. Measure how far the toy car travels in cms. Record your findings.</p>	<p><b>Religious Education</b></p> <p>WALT: recognise objects that can be found in many Jewish homes</p> <p><a href="#">Meet a Jewish family</a></p> <p>Draw and label the objects found in the Jewish home.</p>	<p><b>Computing</b></p> <p>WALT: understand what algorithms are</p> <p>2simple to do task. Great Fire of London 2code Can you put out the fire?</p>
	<p><b>Art and Design</b></p> <p>WALT: find out about Henry Matisse and his collage work</p> <p><a href="#">Meet Matisse – Tate Gallery</a></p> <p>Create a collage inspired by Matisse. Can you cut your own shapes and put them together to create a collage. Perhaps you would like to recreate a collage that Matisse has created?</p>	<p><b>Music</b></p> <p>WALT: read and write our songs using rhythmic notation.</p> <p><a href="#">Rhythms</a></p>	<p><b>PSHE</b></p> <p>WALT: learn about the similarities and differences between myself and others</p> <p><a href="#">Same or different</a></p>	<p><b>Dance</b></p> <p>WALT: dance with control and coordination</p> <p><a href="#">GoNoodle – Can't stop the feeling</a></p>	<p><b>Golden Time</b></p>

Tuesday 17.11.20 English - cut out the sentences and put them in the order they happened.

Eventually the fire stops and London is safe once more.

Despite the water being thrown on the fire it keeps on spreading.

Samuel Pepys decides to bury his cheese and wine to protect it from the fire.

There were no fire engines. The only way to fight the fire was to throw water on it.

A fire broke out in a baker's shop in Pudding Lane.

Gunpowder is used to blow up the wooden houses to stop the fire spreading from house to house.

Fact families – addition and subtraction bonds to 20



1 What number bonds to 20 are represented?

The first one has been done for you.

a)  $15 + 5 = 20$

b)

c)

d) How many other number bonds to 20 can you make using counters and ten frames?



2 Complete the fact family.

a)  $15 + 2 = 17$      $17 - 15 = \square$

$17 = 15 + 2$      $\square = \square - \square$

$2 + 15 = \square$      $\square - \square = \square$

$\square = \square + \square$      $\square = \square - \square$



b)

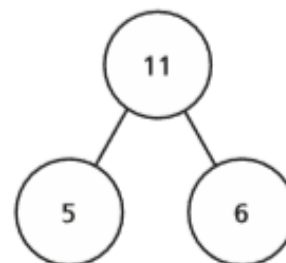


$2 - 17 = 15$  should be in the fact family.

Explain why Rosie is wrong.



3 Complete the number sentences for the part-whole model.



$\square + \square = \square$

$\square - \square = \square$

$\square + \square = \square$

$\square - \square = \square$

Are there any other number sentences in this fact family?

Talk about it with a partner.



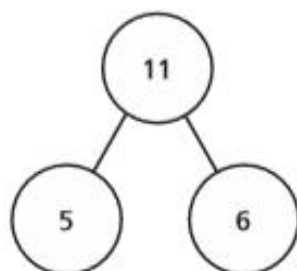
b)



2 + 17 = 15 should be in the fact family.

Explain why Rosie is wrong.

- 3 Complete the number sentences for the part-whole model.

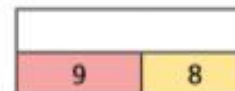


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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

Are there any other number sentences in this fact family?

Talk about it with a partner.

- 4 There are 9 boys and 8 girls in a class. Complete the bar model to represent this.



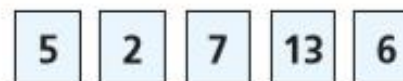
Write the fact family for the bar model.

- 5 Which calculations are incorrect?

$3 + 7 = 10$	$10 = 3 + 7$
$7 + 3 = 10$	$10 = 7 + 3$
$10 - 7 = 3$	$7 - 3 = 10$
$3 - 10 = 7$	$7 = 10 - 3$

Explain any mistakes that have been made.

- 6 Here are some number cards.



Choose three number cards to complete the number sentence.

Write the fact family for this calculation.

Compare answers with a partner.

## Check calculations

- 1 Draw counters on ten frames to represent each calculation.

- a)  $13 + 3 = 16$
- b)  $4 + 9 = 13$
- c)  $15 - 1 = 14$
- d)  $20 - 12 = 8$



- 2 A bag of sweets has 8 red sweets and 3 yellow sweets.



There are 12 sweets altogether.

Is Dora correct?

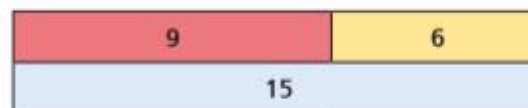
Draw a picture to show how you know.



- 3 Which calculations can be used to check  $14 + 3 = 17$

$14 - 3$        $17 - 3$        $3 - 14$        $17 - 14$

- 4 Use inverse operations to check  $9 + 6 = 15$



- 5 Is this statement true or false?

$$18 - 4 = 14$$

Show how you know.



- 6 Jack is answering some maths questions.

Alex is checking Jack's workings.

$$4 + 5 = 19$$

$$15 - 3 = 18$$

$$4 = 20 - 6$$



I don't need to work them out. I know they're wrong.

Show how Alex knows this.



## Compare number sentences

- 1 Mo has 4 blue sweets and 3 pink sweets.



Rosie has 4 blue sweets and 5 pink sweets.



Who has more sweets?

Explain how you know.



- 2 Use bar models to show that  $3 + 6 = 8 + 1$

Write one more calculation that gives the same answer.

Compare answers with a partner.



- 3 Draw counters on ten frames to show  $9 + 3$   
Draw counters on ten frames to show  $9 + 4$   
Write  $<$ ,  $>$  or  $=$  to make the statement correct.

$$9 + 3 \bigcirc 9 + 4$$



- 4 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $3 + 5 \bigcirc 3 + 9$

b)  $7 + 2 \bigcirc 4 + 2$

c)  $10 + 5 \bigcirc 9 + 6$

- 5 Use counters to show  $9 - 3$

Use counters to show  $9 - 4$

Write  $<$ ,  $>$  or  $=$  to make the statement correct.

$$9 - 3 \bigcirc 9 - 4$$



- 6 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $20 - 5 \bigcirc 20 - 6$

b)  $17 - 4 \bigcirc 13 - 4$

c)  $11 - 3 \bigcirc 12 - 4$

4 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $3 + 5$    $3 + 9$

b)  $7 + 2$    $4 + 2$

c)  $10 + 5$    $9 + 6$

5 Use counters to show  $9 - 3$

Use counters to show  $9 - 4$

Write  $<$ ,  $>$  or  $=$  to make the statement correct.

$9 - 3$    $9 - 4$

6 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $20 - 5$    $20 - 6$

b)  $17 - 4$    $13 - 4$

c)  $11 - 3$    $12 - 4$

7 Complete the additions.

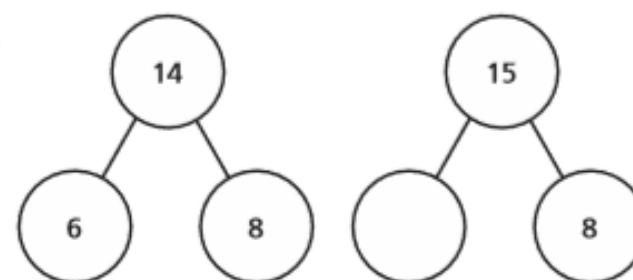
a)  $4 + 1 = 3 +$

b)  $14 + 1 = 13 +$

c)  $9 + 11 =$    $+ 10$

d)  $10 + 9 =$    $+ 8 = 12 +$

8



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number?



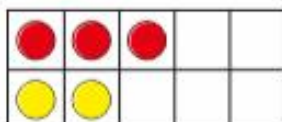


# Know your number bonds

- 1 Use the diagrams to complete the bonds to 5



$$\square + \square = 5$$



$$\square + \square = 5$$



$$\square + \square = 5$$

- 2 Take 6 counters. Draw them on a ten frame.  
Make and write the bonds to 6



- 3 a) Shade all the bonds to 4

3 + 1	1 + 3	5 + 2
0 + 4	2 + 2	4 + 1

- b) Shade all the bonds to 7

2 + 4	5 + 2	4 + 3
0 + 7	3 + 3	3 + 4
1 + 6	2 + 7	6 + 1

- 4 Who has 8 apples?



Kim

I have 7  
red apples and 2  
green apples.



Ron

I have 6  
red apples and 2  
green apples.

- 5 Here are some cards showing number bonds.

$$2 + 8$$

$$3 + 6$$

$$5 + 5$$

$$7 + 2$$

$$3 + 7$$

$$4 + 5$$

$$8 + 1$$

$$6 + 4$$

- a) Sort the cards into the table.

Bonds to 9	Bonds to 10

- b) Write some more bonds to 9 and 10 in the table.

## Know your number bonds

4 Who has 8 apples?



Kim

I have 7  
red apples and 2  
green apples.



Ron

I have 6  
red apples and 2  
green apples.

5 Here are some cards showing number bonds.

$2 + 8$

$3 + 6$

$5 + 5$

$7 + 2$

$3 + 7$

$4 + 5$

$8 + 1$

$6 + 4$

a) Sort the cards into the table.

Bonds to 9	Bonds to 10

b) Write some more bonds to 9 and 10 in the table.

6 Complete the bonds.

a)  $\square + 5 = 8$

f)  $\square + 1 = 10$

b)  $3 + \square = 3$

g)  $5 + \square = 7$

c)  $8 + \square = 10$

h)  $\square + 4 = 8$

d)  $3 + \square = 5$

i)  $\square + 5 = 9$

e)  $\square + 2 = 8$

j)  $4 + \square = 6$

7 Work out the value of each shape.

$\star + \star = 10$

$\heartsuit + \heartsuit = 6$

$\star + \heartsuit = \blacktriangle$

## Related facts

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

Draw your answer.

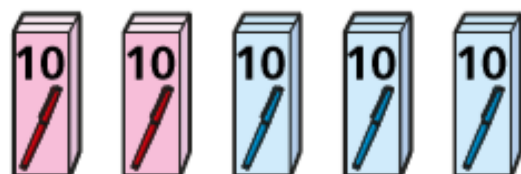
What is the same about your models?  
What is different?

- 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.



How many pens does Tommy have?



- 3** Fill in the missing numbers in the related facts.

a)  $1 + 2 = 3$

$10 + 20 = \square$

b)  $7 + 2 = 9$

$70 + 20 = \square$

c)  $4 + 6 = \square$

$\square + 60 = 100$

d)  $1 + 8 = \square$

$\square + 10 = 90$

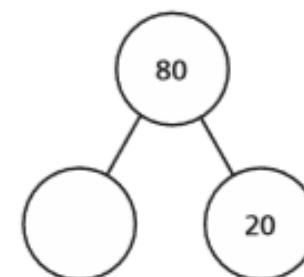
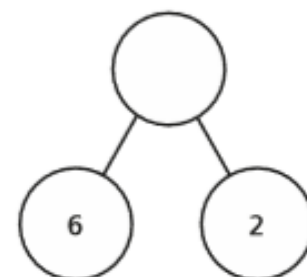
e)  $3 + 4 = \square$

$\square + \square = 70$

f)  $8 + \square = 8$

$\square + 80 = 80$

- 4** Complete the part-whole models.



3 Fill in the missing numbers in the related facts.

a)  $1 + 2 = 3$

$10 + 20 = \square$

b)  $7 + 2 = 9$

$70 + 20 = \square$

c)  $4 + 6 = \square$

$\square + 60 = 100$

d)  $1 + 8 = \square$

$\square + 10 = 90$

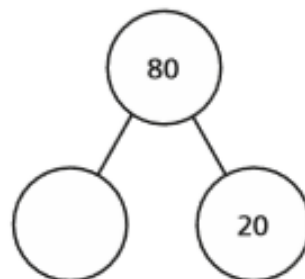
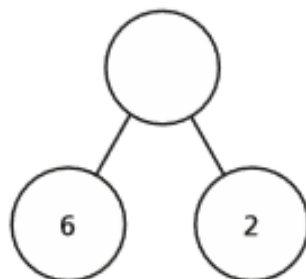
e)  $3 + 4 = \square$

$\square + \square = 70$

f)  $8 + \square = 8$

$\square + 80 = 80$

4 Complete the part-whole models.



5 Fill in the missing numbers in the related facts.

a)  $5 - 3 = 2$

$50 - 30 = \square$

b)  $7 - 1 = 6$

$70 - 10 = \square$

c)  $10 - 6 = \square$

$\square - 60 = 40$

6



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

Do you agree with Dexter?

Explain your answer.