

Maths and English Week beginning 1st February

These activities can be used as a substitute for Oak Academy if you do not have access, or to supplement the Oak Academy work'.

Sequence one

Comparing numbers to 50

First can you remember how many tens and ones are in 12 ? – use 2 ten frames to check your answer – how many ten frames do you fill ? How many are left ?

Yes that's right – there is 1 set of 10 and 2 ones

12
tens ones
1 2

 (We have used a place value chart to show our answer)

Now try the number 22 ?

Yes that's right 2 sets of 10 and 2 ones.

What is the same and what is the difference between the 2 numbers 12 and 22?

Can you now compare the numbers 45 and 47 ?
What is the same and what is the difference ?

Practise –

Can you ask an adult to give you more numbers up to 50 and compare them with what is the same and what is the difference? Can you show the answers in a place value chart as above?

Challenge - Here are 3 numbers – which number has the least value

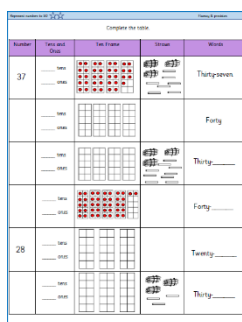
36, 38, 41

How do you know ? Can you write your answer using the words 'tens' and 'ones' ?

Recap numbers to 50

Over last week's sequence of lessons and this week we have looked at different ways to represent numbers to 50.

Can you now take a look at the worksheet attached and have a go at completing the different ways to represent a number.



Challenge: Are these true or false? Explain why.

30 and 7 will make 307

2 tens and 1 ten will make 21

40 + 4 = 44

3 tens and 0 ones = 30

5 tens and 0 ones = 50

Counting in 2's

In this lesson, you will be counting in twos from a given number within 50.

Before we start counting in twos let's see if you can see a pattern?

Draw your own grid to 50 or use the one attached.

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

Can you colour the numbers – 2, 4, 6, 8, 10 ?

Can you see a pattern?

Yes, you are right – you are colouring a number then missing a number. The numbers you have coloured are called our even numbers and these are then numbers for counting in twos. Can you now continue the pattern and colour up to 50? (take a look at the answers attached)

Practise –

Can you now practise counting forward and backwards by only saying the numbers you have coloured? Start at different numbers and count on – remember only say the coloured ones.

Challenge

Have a go at the problem sheet attached (sheet 3)

Sequence 1 continued..

Counting in 5's

In this lesson, you will be counting in fives from a given number within 50.

Take a look at these numbers

5	10	15	20	25
---	----	----	----	----

Can you see a pattern with the last digit ?

Yes, that's right they end in either 5 or 0.

Look at your number grid from the last lesson or draw a new one out. Can you circle the above numbers ? How many jumps are there between each number ?

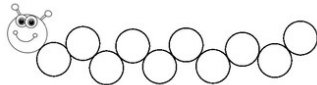
Yes, that's right – 5. Well done,

This means we are now starting to count in 5's.

Can you now circle the remaining numbers counting in 5 on your grid. (Take a look at the answers attached)

Practise –

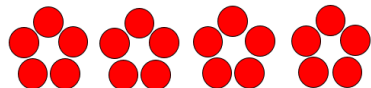
Can you draw a caterpillar like this and complete it by writing the numbers to 50 and counting in 5's?



Practise counting in 5's out loud forwards and backwards.

Challenge

Amir is making this flower pattern with counters.



Annie says,



If you make 9 flowers, you will use 43 counters.

Do you agree with Annie?
Explain your answer.



Counting in 10's

We are now moving on to counting on 10's. You will need your number grid to 50 again.

Can you draw around both your hands ? How many fingers have you got ?

Can you now draw another set of hands or around an adults hands ? Count all the fingers together – how many are there now ?

Find these 2 numbers on your grid to 50 ? Can you see a pattern ?

Predict what the next number might be ? How can you check ?

Yes you are right – the next number is 30.

Colour in the numbers up to 50 by counting only in 10's.

What do you notice when counting forwards on backwards in 10's – what happens to the tens and what happens to the units?

Practise –

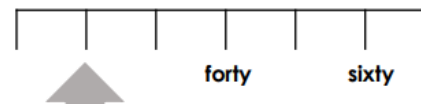
Using a big pile of lego/pens/pasta/straws etc can you divide them into piles of 10's and then count in 10's to see how many you have ?

Do you have the right amount to count in 10's – do you need more or do you need to take some away ?

Practise counting to 10 forwards and backwards.

Challenge

1. Peter says he is pointing to ten – is he right? Explain your answer.



2. Rachel thinks he is pointing to 60 – is she right? Explain your answer.



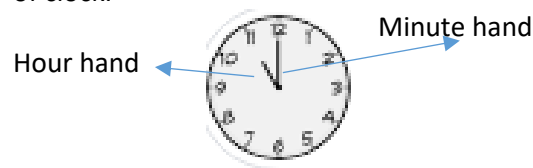
Sequence 2

Clocks

In this sequence of lessons you will begin to learn how to tell the time. Before we start, can you go on a hunt around your house looking for anywhere telling the time?

How many places did you find? Do they all tell the time in the same way?

We are going to be telling the time using this type of clock.



To help us practise telling the time we will need a clock, so we are going to make one.

You can use the template attached below or if you want to be really creative you can design and make your own. Remember to make the two hands different sizes! Have fun.

Time – o'clock

Take a look at the clock you made in the last lesson and look at the different hands on your clock.

The long hand is called the minute hand and the small hand is called the hour hand.

Can you put the long hand (minute hand) pointing to 12 and the small hand (hour hand) pointing to 1?



Well done – this is 1 o'clock.

Can you keep the long hand (minute hand) on 12 but move the small hand (hour hand) to 3 – what time do you think it is now?



That's right it is now 3 o'clock.

Can you see the pattern?

Yes, if the long hand (minute hand) is on the 12 we always say o'clock.

Practise

Can you ask an adult to tell you some o'clock times and see if you can make them on your clock? Swap over and ask an adult to show you a time on the clock and you tell them the time.

Challenge

1. If Laura goes to the shops at 11 o'clock and spends an hour shopping - what time does she finish?
2. If John plays tennis for two hours and starts at 3 o'clock – what time will he finish?

Time – half past

Can you remember what we call the two hands on the clock?

Which is the hour hand and which is the minute hand?

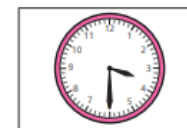
In this lesson we are going to learn about reading and writing the time to half past.

Can you tell an adult what is the difference with the minute hand?



That's right the minute is not pointing to the 12 but the number 6.

We now need to say 'half past'



The time is half past 3.

Practise

Can you ask an adult to tell you some half past times and see if you can make them on your clock? Swap over and ask an adult to show you a time on the clock and you tell them the time.

Challenge

Complete the pattern.

	5 o'clock
	half past ____
	6 o'clock
	half past ____
	____ o'clock

What time comes next?

Sequence 2 continued....

Time – writing the time to o'clock and half past.

Before you complete this part of the sequence can you practise writing out your numbers to 12 in words?

We are now going to be writing the times we have looked at in the previous sessions.

Can you look at the key words and write them down?

o'clock

half past

time

morning

afternoon

evening

Can you now think of two morning activities, 2 afternoon activities and 2 evening activities?

Can you draw the activity and the clock showing the correct time?

Then write the sentence to match using the words above to help you? e.g



In the morning, at seven o'clock, I get out of bed.



In the afternoon, at half past twelve, I have a cup of tea.



In the evening, at six o'clock, I eat my dinner.

Challenge

Can you write what the time would be –

1. an hour later or an hour earlier

2. half an hour later or half an hour earlier
than they times you have already written ?

Time – comparing

We can measure the amount of time it takes us to do something in different ways. These are **seconds, minutes and hours.**

Seconds is the shortest amount of time, then minutes, then hours.

Choose a word to complete the sentences.

seconds

minutes

hours

a) The film lasted for 2 _____.

b) Break time is 20 _____.

c) Jo can do 5 star jumps in 20 _____.

Practise

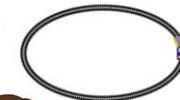
Can you ask an adult to time you to see how many smiley faces can you draw in a second and in a minute? Do you think you would draw more or less on an hour? Why ?

Can you think of some other actions you can do in a minute? Writing your name? Singing happy birthday all the way through? Can you put your coat and shoes on in a minute? Stand up with your eyes shut; sit down when you think a minute is over? How did you do? Did you think a minute was longer or shorter than it really is?

Challenge

4

The toy train goes round the track twice in 3 minutes.



The train will go round the track more times in 1 hour because hours are longer than minutes.



Kim



Ron

The train will go round the track fewer times in 1 hour because 1 is less than 3

Who do you agree with? _____

Talk about your answers.



Sequence 3 - Additional Activities

Additional Activities – doubling/halving

Double or Halve?

This is a game for two players.

You will need a dice or you could use this [interactive dice](#).

How to play:

- Decide on a target number. This is the total that both players are trying to make.
- Player 1 throws the dice. S/he can choose whether to double the number shown or halve the number shown.
- Player 2 throws the dice. In the same way, s/he can choose whether to double the number shown or halve the number shown. Player 2 adds his/her number onto Player 1's number to make a running total.
- Play continues like this with each player rolling the dice, halving or doubling the number and adding the result onto the running total.
- The winner is the player who reaches the agreed target exactly.

Here are some questions to think about:

Must each player always take a turn?

Does it matter if you go first or second?

Are there any particularly good numbers to choose as your target?

Additional Activities –

In your maths book can you practise writing the numbers 1-50 so that each number has its own square. If you haven't got a maths book with squares please just practise writing your numbers really carefully on a line.

Can you now practise writing the words for each number? Remembering to try and use your cursive writing.

You could play this game at home.

Can you write out the words and numbers like below –

1	One
2	Two
3	Three
4	Four
5	Five
6	Six
7	Seven
8	Eight
9	Nine
10	Ten

Now cut them up and ask an adult to hide either the number or the words around the house.

Can you now go on a treasure hunt looking for the matching number/word?

You can do them with any of the numbers up to 50.

Challenge – You or an adult could write a number sentence and then ask look for the answer around the house. Have fun.

Sequence 3 continued - Additional Activities

Additional Activities – bingo to 50

Can you draw a grid like the one below =

Can you choose a range of numbers up to 50 – fill in your grid with either numbers or words and then play bingo with an adult/adults at home.
Good luck!

Additional Activities – number problems

Take a look at these statements about number-
take your time and using a variety of numbers
to check can you decide if these statements
are
Always true, sometimes true or never true?

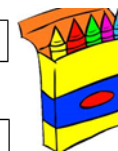
When you add two numbers you
can change the order and the
answer will be the same

If you add 10 and take away 1 it is
the same as adding 9

Additional Activities – more counting in 5's practice.

There are 5 crayons in a box – can you use your
grid for counting in 5's to find the answers to
the following questions ?

How many crayons in 2 boxes?



How many crayons in 4 boxes?

How many crayons in 5 boxes?

How many crayons in 7 boxes?

How many crayons in 10 boxes?

How many crayons in ___ boxes?

Answers to counting in twos.

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

Answers to counting fives.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	21	23	24	25	26	27	28	29	30
31	32	32	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number to 50 grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	21	23	24	25	26	27	28	29	30
31	32	32	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

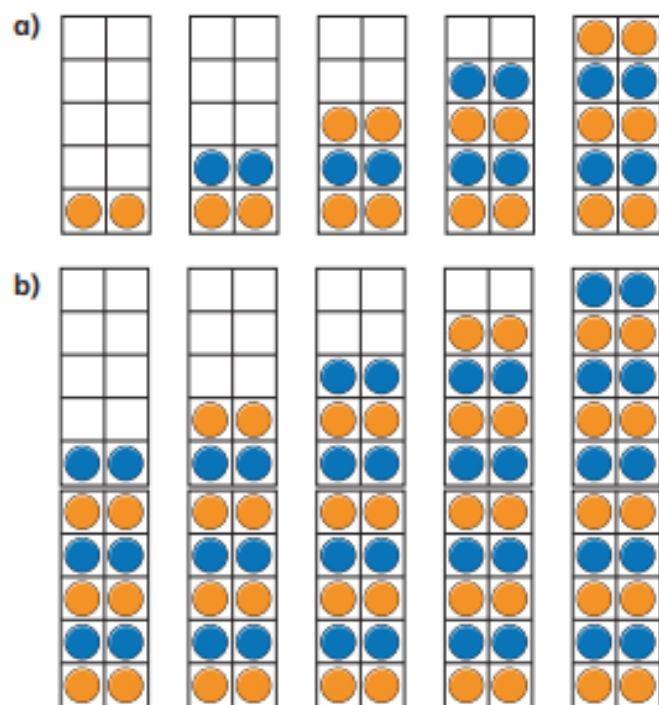


Complete the table.

Number	Tens and Ones	Ten Frame	Straws	Words
37	____ tens ____ ones			Thirty-seven
	____ tens ____ ones			Forty
	____ tens ____ ones			Thirty-____
	____ tens ____ ones			Forty-____
28	____ tens ____ ones			Twenty-____
	____ tens ____ ones			Thirty-____

Count in 2s

1 What are the numbers?



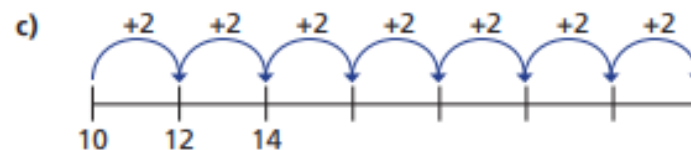
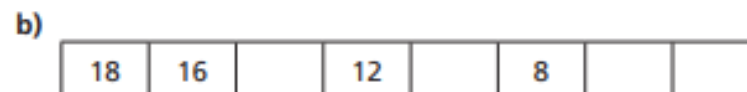
2 How many flowers are there?



3 Circle 14 socks.



4 Fill in the missing numbers.



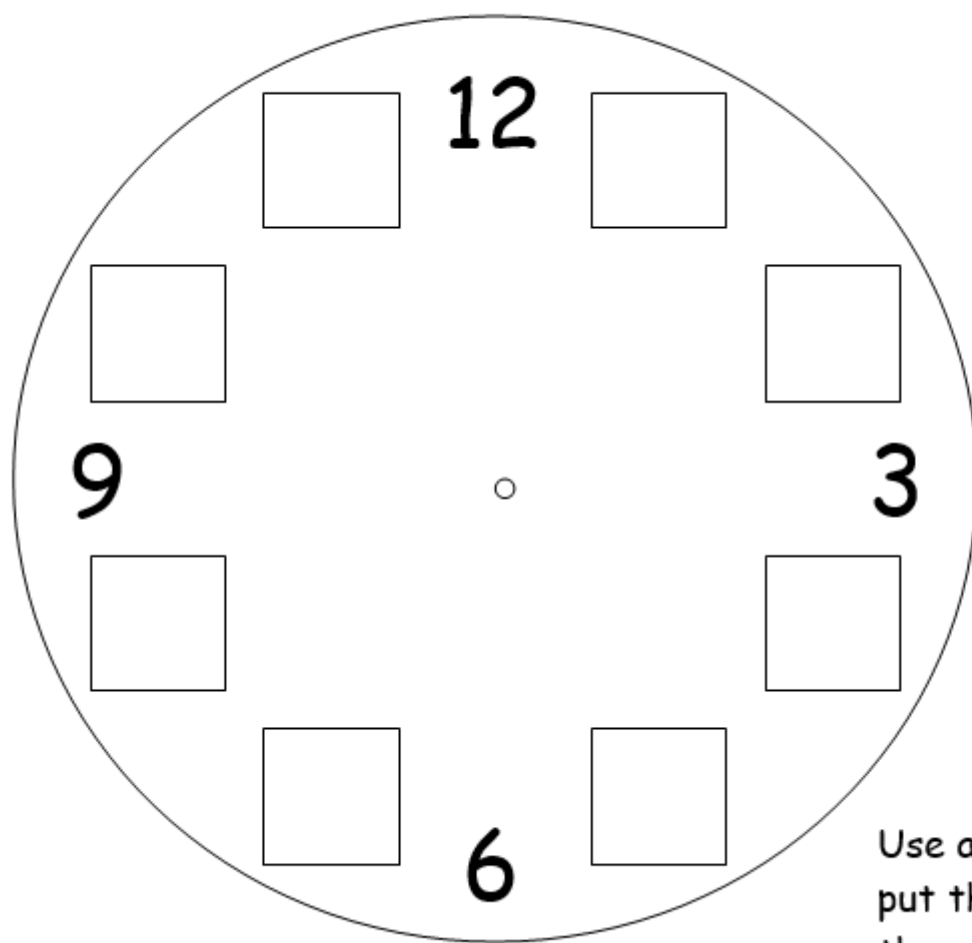
5 How far can you count up in 2s?

Work with a partner.

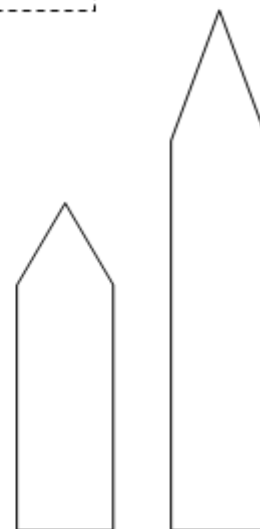
Can you count up to 50 together?

Now try counting down in 2s from 50



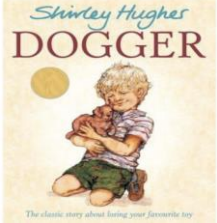


1	2	4
5	7	8
10	11	



Use a split pin to
put the hands on
the clock.

English

<u>Sequence 1 - Dogger</u>		
<p><u>Dogger Part 1-Listen and respond</u></p>  <p>Listen to the story 'Dogger' read by Mrs. Riddell (on school website). Answer these questions. (try to answer in full sentences)</p> <ol style="list-style-type: none"> 1. Who is the main character? 2. How does Dave lose Dogger? 3. How does Dave feel at bedtime? 4. Where does Dave find Dogger? 5. Why does the little girl give Dogger back to Dave? 	<p><u>Dogger Part 2- Recount Mapping</u></p> <ol style="list-style-type: none"> 1. Listen to the story again. 2. Draw a recount map of the events from the day when Dave loses Dogger. <p>Think about the beginning (introduction), the sequence of events of that day, and how the day ended (conclusion).</p>	<p><u>Dogger Part 3- Retelling a recount</u></p> <p>Using your recount map, orally retell the events of the day in character, as if you were Dave (retelling the events from his point of view).</p> <p><i>Challenge: Can you use adjectives to describe thoughts and feelings?</i></p> <p>(Tip- You could start off your introduction by saying- " What an awful day I've had! You wouldn't believe what happened...").</p>
<p><u>Dogger Part 4-Hotseating</u></p> <p>Hotseat the character of Dave, by thinking of some questions to ask him (based on the recount of events from that day).</p> <p>Write your questions in full sentences, remember to end each sentence with a question mark.</p> <p><i>Challenge- can you ask a grown up to be Dave and answer your questions? If not, can you answer them as if you were Dave.</i></p>	<p><u>Dogger Part 5- Past Tense</u></p> <p>When you write a diary you will need to write in the past tense, as you are writing about events that have already happened. (e.g Instead of 'I <u>go</u> to the park', you would write 'I <u>went</u> to the park').</p> <p>Can you change the following sentences to past tense?</p> <ol style="list-style-type: none"> 1. Dave <u>goes</u> to the Summer Fair. 2. Bella <u>plays</u> with her teddies. 3. Bella <u>wins</u> the race. 4. Dave <u>wants</u> Dogger back. 5. The little girl <u>smiles</u> at the big Teddy. 6. Dave <u>cuddles</u> Dogger. 	

Sequence 2 - Dogger continued

Dogger Part 6- Reading (retrieving information)

Look at the extract from Bella's diary (attached) to answer these questions about it. (Tip- make sure you read the question carefully and look for key words).

1. What was the weather like?
2. Where did they go?
3. What flavour ice-cream did Bella have?
4. What did Joe have instead of an ice-cream?
5. Why did they go home?
6. Did Bella enjoy her day? How do you know?

Remember to try and write you answers in full sentences e.g The weather was....

Dogger Part 7-Boxing up the recount

Use the Boxing Up grid (attached) to write how Dave felt during each sequence of the events (use your recount map to help you).

You can draw pictures and write words.

Try to use exciting adjectives!

Dogger Part 8-Recount diary entry

Writing a Diary entry-

Write the first part of Dave's Diary- Introduction and events 1 and 2 (use your recount map/box grid to help) imagining you are Dave.

(Tip- include **Time words** e.g **First, later, next**. Include his **thoughts and feelings**, write in the first person using **I, my, me** and write in the **past tense**).

To help you start your diary off you could write-

Dear Diary,

Today has been an awful day! First....

Challenge- can you extend your sentences using connectives as well as using adjectives for description?

Dogger Part 9-Recount

Finish your recount, writing the next part of Dave's diary (event 3 and the conclusion).

Dogger Part 10- Edit and improve

Read through your diary and edit it-

1. Does it have capital letters?
2. Do you have finger spaces between words?
3. Are your spellings correct?
4. Do you have full stops at the end of each sentence?
5. Does it make sense?

Now see if you can add or change any words to make yur diary even better. Ask an adult to check your finished diary. Draw a picture to go with your diary.

Challenge- Add commas and exclamation marks if needed.

Can you carry on with Dave's Diary and write what happens the next day when he finds Dogger?

Additional Activities		
<p><u>Spellings ~ Mini Tests</u></p> <ol style="list-style-type: none"> 1. Choose 10 different spellings to practise from the high frequency words list (see attached). 2. Write them out in a list. 3. Ask someone at home to check it and then test you each day. <p><u>Practice:</u> Test each day until you are scoring 100%</p> <p><u>Challenge:</u> Use these in sentences.</p>	<p><u>Spellings-</u></p> <p>Go on a common exception word hunt. How many tricky words can you find? Look in books, on the computer, in magazines, on food packaging etc.</p> <p><u>Challenge:</u> Can you find 10 or more?</p>	<p><u>SPAG ~ adjectives</u></p> <p>Can you use some adjectives to describe these nouns. Example- <i>The girl has hair.</i> - <i>The little girl has long, blonde, curly hair.</i></p> <ol style="list-style-type: none"> 1. The boy has hair. 2. The dog went into the water. 3. The alien walked on the moon. 4. The King had on a crown. 5. The mouse saw a cat. <p><u>Challenge:</u> Can you extend these sentences by adding the connective and ?</p>
<p><u>Phonics ~</u></p> <ol style="list-style-type: none"> 1. Write as many words/sentences using the Phase 3 sounds - are ur ow ai <p><u>Practice:</u> Can you find these words anywhere else around you?</p> <p><u>Challenge:</u> Can you create any alien words using these sounds?</p>	<p><u>Reading ~ Reviews</u></p> <p>Write a book review on Dogger. You could do your own or use the one attached.</p> <p><u>Practice:</u> pick another book and try again.</p> <p><u>Challenge:</u> Design your own book review and give it to someone you live with to complete.</p>	

Bella's Diary

Dear Diary,

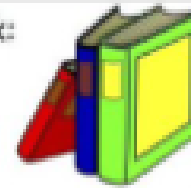
What a fun day I have had! In the morning it was sunny so we went to the park. We played on the swings and slides. Later we had an ice-cream, I had chocolate. Joe didn't have one, he had a drink instead. Then it rained so we went home.

BOXING UP GRID

<u>Introduction-</u> <i>What an awful day I have had. You wouldn't believe what happened!</i>	<u>How does he feel?</u>
<u>Event 1-</u> (picking Bella up from school and seeing the flags for the School summer fair being put up)	
<u>Event 2-</u> (getting an ice-cream)	
<u>Event 3-</u> Teatime/Bath time-can't find Dogger	
<u>Conclusion-</u> Everyone searches for Dogger but they can't find him. Dogger is still lost.	

A Book Review by _____

Your star rating for this book:



Title: _____ Author: _____

Characters

Who are they?

Did you like them?

How did they make you feel?

Plot

What happens? Is it fun to read?

Your opinion

Did you like the book? What was your favourite part & why?

Were there any funny or scary bits? Did you learn anything?

Recommend?

Why or why not?

High Frequency Words Checklist

a	dad	if	not	them
about	day	I'm	now	then
all	do	in	of	there
an	don't	into	off	they
and	down	is	oh	this
are	for	it	old	time
as	from	it's	on	to
at	get	just	one	too
asked	go	like	out	up
back	got	little	people	very
be	had	look	put	was
big	have	looked	said	we
but	he	made	saw	went
by	help	make	see	were
called	her	me	she	what
came	here	Mr	so	when
can	him	Mrs	some	will
children	his	mum	that	with
come	house	my	the	you
could	I	no	their	your