



MATHS

Addition and Subtraction - add by counting on

1. Can you draw a number line 0-20?
2. Find the number 9 on the number line.
4. Add 3 to your number and jump 3 numbers on your line - where do you land?
5. Write out and complete the number sentence, $9 + 3 =$

Practice

Pick another number on the line and jump 4 numbers - write the number sentence for this sum. Repeat with different numbers, writing the number sentence for each one.

Challenge

Ron starts at 9 and adds on 5
Alex starts at 5 and adds on 9
Show their calculations on the number lines.
What do you notice? Does this always happen?

Which method do you like best? Why?

Addition and Subtraction - number bonds to 20

1. Can you ask an adult to give you a number between 10-20.
2. Can you write all the different ways to make that number in a systematic way? eg number bonds of 12 would start - $12 = 12 + 0$

$$12 = 12 + 1$$

Practice

Try to write all the number bonds to 20 each time in a systematic way.

Challenge

What is the same?
What is different?

$$7 + 3 = 10$$

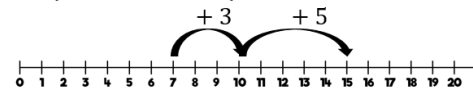
$$17 + 3 = 20$$

$$20 = 7 + 13$$

Explain your thinking.

Addition and Subtraction - add by making 10

When we are adding two numbers it is helpful split the number. Eg for $7 + 8$
First count on to 10 (3 jumps) and then jump the remainder (5 jumps).



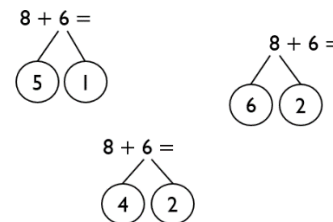
Draw a number line to 20. Find the answer to $5 + 6$. Split the 6 by jumping to 10 then adding the rest like above.

Practice

Ask an adult to give you more number sentences using the method above.

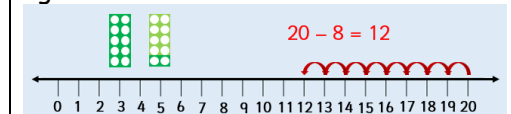
Challenge

Annie is calculating $8 + 6$
Which of these methods is most helpful? Why?



Addition and Subtraction - not crossing 10

1. Draw a number line to 10-20.
 2. Ask an adult for a number 10-20.
 3. Find that number on the line.
 4. Ask an adult for a number to take away. Can you do that many jumps back on the number line - where do you land?
 5. Write a number sentence for the subtraction using the correct symbol.
- eg



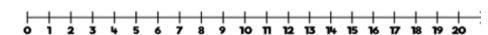
Practice

Pick another number on the line and take away a different number,

Challenge

How many ways can you complete this number sentence?

Use the number line to help you.



$$\boxed{} - \boxed{} = 11$$

Addition and Subtraction - subtracting by making 10

When we are subtracting two numbers it is helpful split the number. Count back to 10 and then jump the remainder. Eg for $12-5$. Start at 12 and do 2 jumps to 10 and then 3 jumps to 7.



Practice

Ask an adult to give you more number sentences using the method above.

Challenge

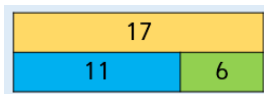
Can you use the above rule of counting back to 10 to help you with this tricky challenge?

Rosie is calculating $16 - 7$. Which of these methods is most helpful? Why?



Could you find a way to partition 16 to help you subtract 7?

Addition and Subtraction - related facts



$17 - 6 = 11$
 $17 - 11 = 6$
 $11 + 6 = 17$
 $6 + 11 = 17$

Look at the different number sentences that can be made from the bar model above.

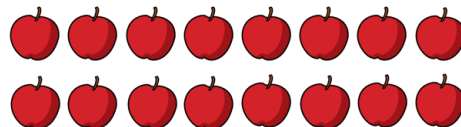
Practice

How many different number sentences can you make from the bar model below.



Challenge

Amir has 16 apples. Ron has none. Amir gives Ron 9 apples. Who has the most apples now? Explain how you know.



First we are going to recap our number bonds to 10. Draw a blank 10 frame or use the attached 10 frame.

I have used 2 different coloured counters to show that $2+8=10$



Using your empty ten frame and using 2 different counters (connect 4 pieces are ideal, 2 different colour Lego pieces, or make your own counters) find ways to make ten and write the number sentences systematically in your book.

If you have access to an internet device, you could watch this to help you further:

<https://vimeo.com/490882337>

Challenge - can you use 2 ten frames and write out systematically your number bonds to 20.

Knowing your number bonds from memory is really important and will help with all your sums. Can you now be the teacher and teach an adult how to make number bonds to 10 or 20? Can you explain the pattern?

(If you are able to access the internet you can watch this song to help you revise your number bonds to 10 and 20.)

<https://www.bbc.co.uk/bitesize/articles/zh8m6v4>

Are you able to complete the following number sentences (Challenge - can you complete without your 10 frame?)

2 Complete the additions.

Use ten frames to help you.

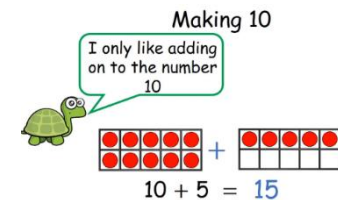
a) $8 + 3 = 10 + \square$

c) $7 + 5 = 10 + \square$

b) $9 + 7 = 10 + \square$

d) $6 + 8 = 10 + \square$

We are now going to use this to help us with our addition sentences. Take a look at the image -



Now take a look at how we can fill our 10 frame to help us add by making 10.



Here we have $9+6 = 15$. Look what we can do to make this easier to do.



We have moved a counter over to make 10. So $9+6$ is the same as $10+5$.

Can you practice this with 2 ten frames and your counters and writing out the number sentences.

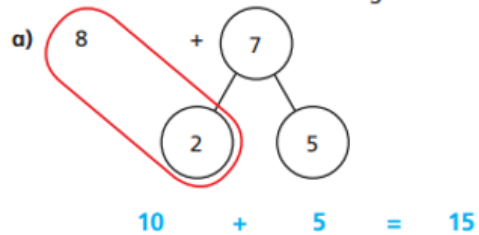
If you have access to the internet you could watch these videos to help.

<https://vimeo.com/492195041>

<https://vimeo.com/492195871>

Remember we are trying to make 10 first so you need to break the number you are adding down into two parts.

We can also do this by using a part whole model eg



Can you follow the above example for the following number sentences by making 10 first and drawing it out as above?

$$7+6=$$

$$9+3=$$

$$6+6=$$

$$8+6=$$

If you have access to ICT click on the link to further support you.

<https://vimeo.com/492195871>

We are now moving on to subtraction. Today we are looking at subtraction without crossing 10.

Cross out counters to work out the subtractions.

a)

15 - 4 =

17 - 5 =

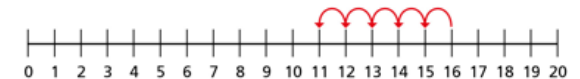
= 20 - 3

Can you use your 2 ten frames you made in a previous lesson to solve these number sentences?

$$17-3= \quad 19-9= \quad 14-3= \quad 17-4= \quad 18-5=$$

We have previously looked at subtraction by crossing out or taking objects away. This lesson we are going to look at subtraction by counting back. Draw a number line to help you for this. Look at the example below:

a) $16 - 5 =$



Can you start from the number 16 on the numberline, then count back 5 showing each jump on the numberline? What number do you land on? Well done if you found it was 11.

Using your own numberline that you have drawn or the one in the example above, solve the following number sentences by counting back:

$$14-2= \quad 17-6= \quad 19-8= \quad 18-6= \quad 16-5=$$

$$16-4= \quad 14-4= \quad 16-2= \quad 18-7= \quad 20-5=$$

Now we have looked at subtraction across 10, can you try the attached worksheet to further practise what you have already done?

(Subtraction crossing 10 -2)

Remember to use -
Number bonds and your number line to help.

Strike it Out for Two

With an adult have a go at this game.

Draw a number line to 20.

The adult chooses a number on the line and crosses it out.

They then choose a second number and cross that out too.

Finally, the adult circles the sum or difference of the two numbers and writes down the calculation.

For example, the adult's go could look like this:



You must start by crossing off the number that the adult has just circled.

You then choose another number to cross out, and then circle a third number which is the sum or difference of the two crossed-off numbers.

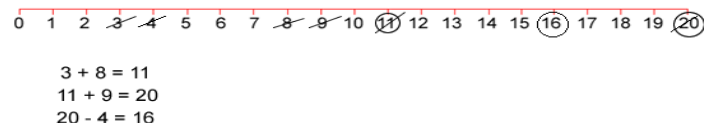
You also write down their calculation.

For example, once you have had a turn, the game could look like this:



Play continues in this way with each player starting with the number that has just been circled.

For example, the adult could then have a turn which left the game looking like this:



The winner of the game is the player who stops their opponent from being able to go.

What is your strategy for winning?

Can you cross out all the numbers in one game? How do you know?

What is the biggest number of numbers you can cross out?

Subtraction – crossing 10 (2)

- 1 Jack has 11 apples.

Mo has 5 apples.

Jack 11

Mo 5

How many more apples does Jack have than Mo?

Which number sentence answers the question?

$11 + 5 = 16$

$11 - 5 = 6$

- 2 Eva has 13 sweets.

Teddy has 6 sweets.

How many more sweets does Eva have than Teddy?



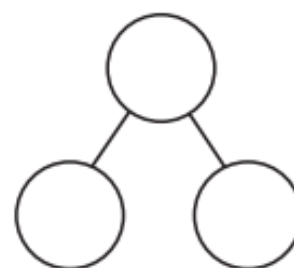
- 3

There are 17 animals on a farm.

There are 9 horses.

The rest of the animals are sheep.

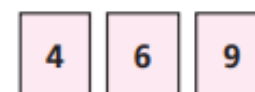
- a) How many sheep are there?



$\square - \square = \square$

There are sheep.

- 4



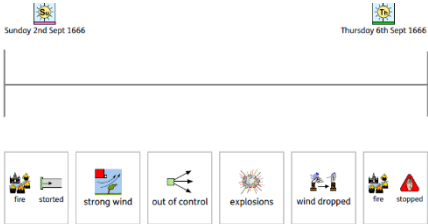
- a) Choose two cards to complete the subtraction.

$\square 1 \square - \square = \square$

- b) How many different subtractions can you make?



<p><u>Spellings ~ Mini Tests</u></p> <ol style="list-style-type: none"> 1. Choose 10 different spellings to practise from the High Frequency word list. 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>Writing ~ Diary</u></p> <ol style="list-style-type: none"> 1. Keep a diary of your time not at school. 2. Include things you have done and how you felt. 3. You could draw pictures for each day too. <p><u>Challenge:</u> Can you spell the days of the week correctly?</p>	<p><u>SPAG ~ nouns</u></p> <ol style="list-style-type: none"> 1. Look around the house - can you go on a noun hunt? 2. Can you sound them out and write them down? 3. Can you write a sentence for the nouns using adjectives to describe them? <p><u>Remember - a noun can be a person place or thing.</u></p> <p><u>Practice</u></p> <p>Pick a different noun and try again.</p> <p><u>Challenge:</u></p> <p>Can you think of lots of different nouns and split them in to groups - people places and things?</p>	<p><u>Phonics ~</u></p> <ol style="list-style-type: none"> 1. Write as many words/sentences using the Phase 3 sounds - a-e, i-e, o-e, u-e <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>
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<p><u>Reading ~ Reviews</u></p> <ol style="list-style-type: none"> 1. Choose a favourite book. 2. Write a book review. <p><u>Practice:</u> pick another book and try again.</p> <p><u>Challenge:</u> Pick a picture from the story and write some sentences.</p>	<p><u>The Great Fire of London story</u></p> <p>Our topic this term is the Great Fire of London.</p> <p>Can you read the attached story about what happened and write some key facts about the Great Fire of London.</p> <p>If you have access to ICT you could watch the video about the Fire to help you further.</p>	<p><u>Reading Comprehension (1) for the Great Fire of London.</u></p> <p>Can you now take a look at the attached first reading comprehension and answer the questions ?</p> <p>Please answer in full sentences and remember to use capital letters, finger spaces and full stops.</p> <p>Remember to re read your answers and check they make senses.</p>	<p><u>A timeline for the Great Fire of London.</u></p> <p>Can you make your own timeline by labelling and illustrating the events of the Great Fire of London ? As a challenge use your time phrases First Next Then Finally</p> <p>Here is an example</p>  <p>If you have ICT access you can click here to help you with this activity. http://www.fireoflondon.org.uk/game/</p>
<p><u>Re telling the Great Fire of London (part 1).</u></p> <p>Can you make up your own actions to re tell the events of the Great Fire of London in the correct order ? (Remember when we did this for Georgie Grub and Stanley's Stick).</p> <p>As an extra challenge can you now draw your actions in the order and re tell it and teach them to an adult ?</p>	<p><u>Re telling the Great Fire of London (part 2).</u></p> <p>Using your story map and the actions you learnt can you now write your own version of the events that happened during the Great Fire of London ?</p> <p>Remember to use capital letters, finger spaces and full stops.</p> <p>As a challenge can you extend your sentences using 'and', 'but', because as well as adjectives ?</p>	<p><u>Reading Comprehension (2) for the Great Fire of London. (nouns)</u></p> <p>Can you now take a look at the attached second reading comprehension?</p> <p>Highlight any nouns in the text.</p>	<p><u>Senses and adjectives</u></p> <p>https://www.youtube.com/watch?v=NiqM3lVirkw</p> <p>Watch this fire burning clip.</p> <p>Can you write down adjectives to describe the fire ?</p> <p>What would it smell like, what does it look like, what would it feel like and what would it sound like?</p> <p>Can you now write these as sentences using connectives to extend them ?</p>

<p><u>Writing a poem</u></p> <p>Using your sentences from the previous activity to help can you now write an acrostic poem using the word <u>FIRE</u> ?</p> <p>Eg</p> <p>B - Burning brightly</p> <p>U - Under the night sky</p> <p>R - Rising flames</p> <p>N - Next it turns to ash</p>	<p><u>Story writing</u></p> <p>Imagine you are the Baker's son can you write about the events from his point of view ?.</p> <p>How did you feel?</p> <p>What did you do ?</p> <p>What did you see ?</p> <p>What could you smell ?</p> <p>What could you hear ?</p>	<p><u>Describing a scene</u></p> <p>Look at the attached images of the buildings in London at the time of the Great Fire of London.</p> <p>What do you notice about the buildings?</p> <p>How do they look like where you live?</p> <p>How do you use any adjectives to describe the images?</p> <p>Eg describe the cobbles , windows , barrels, beams.</p> <p>If you have access to ICT click on this link to see a clip about the buildings.</p> <p>https://www.literacyshed.com/puddinglane.html</p>
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The Great Fire of London

In 1666, London was very different to how it is now. The buildings were made of wood and were packed tightly together. It had been a long, hot summer and the wooden buildings were very dry.

Did You Know...?



After the the Great Fire of London, many different insurance companies, volunteer groups and parish authorities set up their own firefighting services to protect buildings during fires.



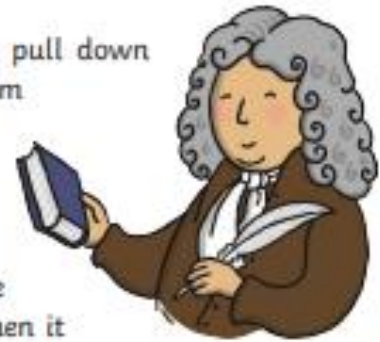
The buildings had firemarks, these were used to identify which buildings were covered by each company. If there was a fire, several fire brigades would attend. But they would only fight the fire if their company insured it!

Eventually, in 1866, these brigades merged and became the first fire service.

In the early hours of Sunday 2nd September, 1666, a fire started in the bakery on Pudding Lane. Thomas Farriner, the baker, had forgotten to put out the fire he had used to bake the bread. The fire soon got out of control and before long the bakery was alight. The fire then quickly spread to nearby buildings.

There was no fire service in 1666 and firefighting was very basic. Leather buckets, axes and water squirts were used to fight the flames. These were of little use against the fire because the strong wind was fanning the flames quicker than the fire could be fought.

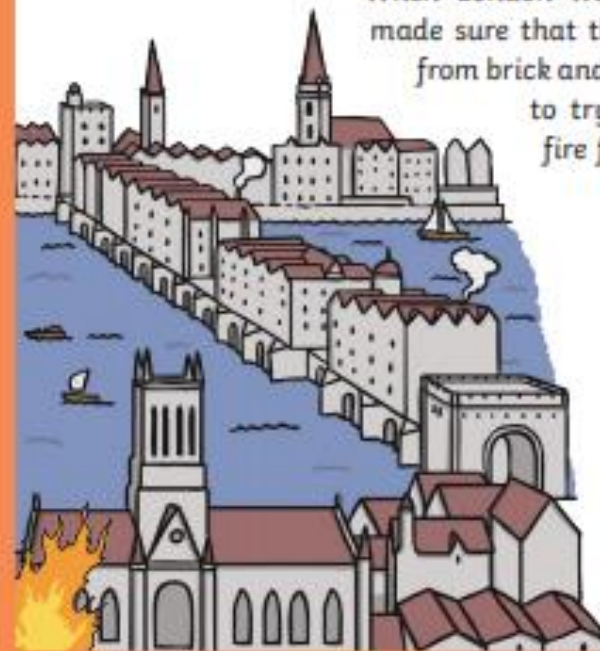
On Sunday evening, people started to pull down buildings to try and stop the fire from spreading. On Monday, the fire was still raging throughout the city. People began to panic and to move their families and belongings to safety using boats on the river. The inferno continued through Tuesday, when it destroyed St Paul's Cathedral.



On Wednesday, the wind began to die down. The flames spread less quickly and people were able to fight the fire with more success. It was Thursday before the fire was successfully stopped.

The fire had been a disaster. Six people died and thousands of people were made homeless.

When London was rebuilt, the planners made sure that the buildings were made from brick and were built further apart to try to prevent any future fire from spreading so far.



The Great Fire of London

Answer the following questions using full sentences.

1. When did the Great Fire of London begin?

2. Where did the fire start?

3. What started the Great Fire of London?

4. Give 3 reasons why the fire spread as quickly as it did.

5. What did people fight fires with in 1666?

6. Which building was destroyed on Tuesday?

7. What helped to stop the fire?

8. How did London change when it was rebuilt? Why?

9. How do you think the people of London felt after the fire was put out? Why?



London's Burning! A Fictional Story

Sally woke with a start. She heard strange sounds; she could smell smoke. The room was full of smoke. She coughed. What was happening? Her bedroom door opened with a bang and her mother ran in, her face white.

"Get up Sally, we have to go! Get dressed now!" Her mother disappeared back into the house.

Sally jumped from her bed and opened the window. Screams and cries came from the filthy streets below. Sally watched people throw their things into carts, horses treading the ground, keen to leave.

"Hey, what's happening?" Sally yelled.

"Fire!" her neighbour shouted back.

"Coming from Pudding Lane! Get out now Sally! No one is safe!"



Sally slammed her window shut and got changed as quickly as she could. Downstairs, she found her father, mother and sister cramming their things into a handcart. They watched people trying to put out the raging fire with leather buckets full of water. It didn't seem to make any difference, as the fire leapt from one building to the next.

"The houses are so close together and made of wood!" Sally noticed, as she tripped over candlesticks, burnt pans and odd bits of furniture that people had dropped in the streets.

The grocer's boy, Tom Winter, saw Sally and said, "Some people are going to St Paul's Cathedral to stay safe. Made of stone. Won't burn like wood." Sally nodded, but followed her parents down the dark streets.

They walked and walked. Finally, they arrived at Moorfields. It was a wide-open space with no buildings to burn. They were safe.

London's Burning! Questions

1. Why did Sally cough when she woke up? Tick one.

- ☐ She was ill.
- ☐ There was smoke in the room.
- ☐ Her room was on fire.

2. Why do you think Sally's mother's face was white? Tick one.

- ☐ She had rolled in flour.
- ☐ She was shocked and frightened.
- ☐ She had been painting.

3. Find and copy one word which means 'dirty'.

4. How were people trying to put the fire out? Tick one.

- ☐ with water in metal buckets
- ☐ with water in leather buckets
- ☐ with water in plastic buckets

5. Fill in the missing word in the sentence.

People thought St Paul's Cathedral was a safe place to be because it was made of _____.