

# Learning from home – Year 1

## Maths

In Maths we are learning our number bonds to 10 and to add numbers within 10 using the addition symbol. In class we like to use different coloured items to make the number bonds to ten. What can you find at home to represent them? (Lego, sweets, counters)

Please find corresponding teaching slides and worksheets attached to your email.

### Number Bonds to 10

#### Notes and Guidance

Focusing on the number 10, children use a variety of representations to explore number bonds to 10 systematically e.g. ten frames, bead strings, fingers.

The children should also see the number sentence alongside the representation to help further develop their conceptual understanding.

#### Mathematical Talk

What number have you started with?

How many more do I need to make 10?

How many number bonds can I make if 10 is the whole?

What would these bonds look like as a number sentence?

Can I order the number bonds systematically?

Do number bonds to 10 only contain one digit numbers?

### Add Together

#### Notes and Guidance

Children will use a part-whole model to understand the concept of addition. They should be accurately using the '+' and '=' symbols.

Children should also become familiar with language related to addition such as 'total' and 'altogether'.

#### Mathematical Talk

What does each circle represent on a part-whole model?

Which of the numbers are parts?

Which of the numbers is the whole?

What else can we use to represent the cars? Can we only use counters and ten frames?

How many did you have to start with? Then what happened?

How many do you have now?

How does the ten frame help us when finding the total? Did we need two ten frames for 5 and 4? Why?

What number sentence would represent this?

Watch: <https://www.youtube.com/watch?v=heZp5RVT5a8>

Quiz: <https://www.bbc.co.uk/cbeebies/puzzles/numberblocks-number-magic-adding-and-subtracting>



## English

This week's write away sentences are:

Can I bounce on a cloud?

The city is full of nice mice.

There is a barn on the farm.

She is too cool for school.





I like a nice slice of cake.

You could try to extend your sentences using 'because' as a conjunction.

Remember to use Capital letters, full stops, finger spaces and you phonics to help you.

## Phonics

The sounds we are learning this week are;

ou – shout it out	ay- May I play?	or- corn for the horse	ea - Time for tea
			
About Cloud Shout Out Snout	Play Say Today May Clay	Horse Port Thorn Corn Snort	Tea Pea Clean Team Mean

## Phonics

- Mr Thorne does phonics has great videos for your child to watch and practice segmenting and blending new sounds.
- Alphablocks are a fun and engaging way for children to interact with new sounds. They can be found on Cbeebies and or You tube.



## Topic

This week we are continuing our 'Bright Lights, Big City' topic. We are teaching the children about significant events in history. Our focus is 'The Great Fire of London'. Please find below the activities we will be carrying out in school –

**History** - Introduce GFOL. Look at events that happened. You tube and or <http://www.fireoflondon.org.uk/game/>

- Create a timeline of events.
- 
- Look at and discuss the image of the bakery. What happened here? Answer the 5 W's (who, what, when, where and why) Children to write about what happened in the bakery.
- 

**D&T** - Children to make a bridge to allow the Londoners to flee the city and get to the other side of the Thames. (Look at the bridges already over the Thames and discuss their design etc) Children to use art straws (this could be rolled up newspaper) and tape to build the strongest and sturdiest bridge they can. Model joining techniques to the children and model testing and changing their design as they go.

**Science** - Watch a clip of the great fire. Discuss what we think it would feel like to be there. What do they children think they would be able to see, hear, smell, touch and taste? Children to record their ideas.

