

# Learning from home – Year 1

## Maths

In Maths we are learning to subtract by taking away and thinking about ‘How many left?’ and then beginning to count back, using a number line to help.

### Notes and Guidance

Children are introduced to the language of subtraction rather than the subtraction symbol being explored straight away. ‘Taking away’ is used in a range of real life contexts such as flying away and eating.

The use of zero is important so children know that when nothing is taken away the whole remains the same.

First, then, now ... story representations can help the children understand the concept of ‘how many left’.

### Mathematical Talk

How many objects were there to start with?

Do we need to count all the \_\_\_\_ or can we count on?

What could the story be? How many did we start with?

What number can we use to show that nothing has gone away/been taken away?

### Notes and Guidance

Children count backwards to subtract. It is an important step to help children work in the abstract.

Common misconceptions could be that the children include their starting number when counting, e.g.  $5 - 3$ ; 5, 4, 3 – therefore giving the wrong answer.

It is vital to model how to count backwards by ‘putting the start number in our head and counting backwards’.

### Mathematical Talk

What number should we start on?

What number comes before 6?

What could we say out loud to help?

Which calculations do you know match straight away?

How do you know this?

Please visit ‘Whiterose Maths to find teaching videos to support these concepts. See below how to find videos.

Search for - [Whiterosemaths.com](https://www.whiterosemaths.com)

- Click on the ‘Home Learning’ tab
- Select Year 1.
- Week 8 Number: Addition and Subtraction

\_ - Worksheets for these lessons have been attached.



## English

This week's write away sentences are:

There are rain clouds outside.

May I play with the clay today?

Will you feed the horse some more corn?

It is time for tea with the team.




Im and drinking tea on a cloud today.

You could try to extend your sentences using 'because' as a conjunction. Or answering any questions using 'Yes' or 'No' as a sentence starter.

Remember to use Capital letters, full stops, finger spaces and your phonics to help you. Read your sentence when you are finished. Ask yourself Does it make sense?, Have I missed any words?

## Phonics

The sounds we are learning this week are;

ie – Tie your tie	_y – Silly, happy puppy.	Oy – Boy with a toy.
		
tie lie fried cries tries	Happy Funny Silly Mummy Daddy	Boy Toy Annoy Enjoy royal

## Phonics

- 'Phonics Play' is a fantastic website full of games that match the sounds the children are learning. Please find our sounds in Phase 3.
- Mr Thorne does phonics has great videos for your child to watch and practice segmenting and blending new sounds.
- 'Alphablocks' is 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 -

Geography - Compare Blackpool to London. Using photographs. Labelling different parts in a seaside/coastal town and an inner city.

Art - Discuss how we know what happened in the past- journals, diaries, art. What about before humans used to write? Think about cave art. (Could read cave baby here if time?) Children to have a go at creating their own cave style drawings using natural materials found outside and around the home. (Sticks, leaves, stones) Children could draw onto paper or even draw on walls like a caveman.

Look at a range of different materials found in the London after the fire. (Wood, glass, metal, **plastic**, rock)

What do they think they were used for?? Look at a picture of London in 1666. Can the children label the different materials they can see in the picture??Ask why isn't there anything made from plastic?

