


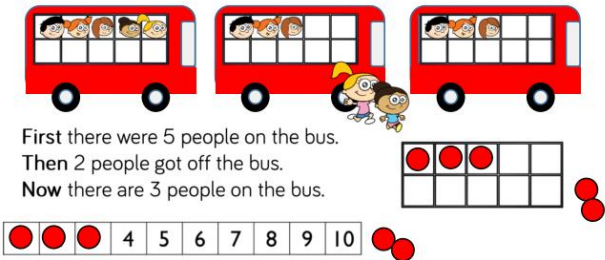



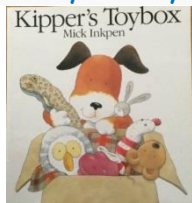

Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 **week 5**

	LITERACY	NUMERACY <i>Activities this week</i> <i>Taking away</i>
<p>Mon</p>	<p>Starter: Talk about what you have done at the weekend -</p> <p>Activity: Ask them to write two sentences BY THEMSELVES. Before they start, ask them what the sentence is that they want to write, so it is clear in their head. You can reiterate it and really pronounce the sounds if they need you to. They can use their sound card. Remind them to say the word slowly before they write and listen for the sounds. If they get stuck, you can also demonstrate how to write some of the words too; show them, but then turn the word away to challenge them. They are expected to spell some simple words independently and have a good attempt at more complex words. Then be able to read back their writing. It will help them to write on paper with lines. Can you draw them 3 or 4 lines which are about one and a half centimetres apart?(this is to keep their writing small) Thanks. If they want to do just one sentence then that's fine. If they want to do more, then that is also equally fine! Let them decide, but it is always good to try and challenge them. Ask them to draw a lovely picture about their news.</p>  	<div style="background-color: red; color: white; padding: 5px; text-align: center; font-weight: bold;">Taking away</div> <p style="text-align: center;">Guidance</p> <p>The children use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories in meaningful contexts. Encourage the children to count out all of the items at the start, take away the required amount practically, and recount to see how many left.</p> <p>Continue to encourage the children to represent the number stories using 10 frames, number tracks and their fingers.</p> <p style="text-align: right;"></p> <p style="text-align: center;">Prompts for Learning</p> <p>Use first, then now to tell simple maths stories to practise taking away in familiar contexts.</p>  <p>First there were 5 people on the bus. Then 2 people got off the bus. Now there are 3 people on the bus.</p>
<p>Tues</p>	<p>Starter: Watch the animation 'Kipper the dog - The seaside'. https://youtu.be/7dCdT6tN3WY 8.57</p> <p>Activity: Discuss times you have been to the seaside/what it would be like to be at the seaside. Discuss the safety aspects.</p> <p>Ask the chn to write a list of what Tiger is carrying. Isn't he carrying an awful lot! Poor Tiger! Remind the chn how we write lists (normally one word underneath each other such as a shopping list). Help them if they get agitated, but remember, they do normally 'have a go' at school. Remind them how well they are doing! Now, let's</p>	<p>Provide plenty of opportunities for children to practise counting back. (See I count, you count game from previous step)</p> <p>Once the children can confidently count back, you can also play Last Man Standing. Count around the circle: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 The person who says 0 sits down and the count continues around the circle, starting again from 10. Who will be left standing?</p> <p>0 is zero</p> <p>This game 'count around the circle' can be done with soft toys.</p>

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	<p>look at the list together. Write what they have written next to each of their words in the list. If they want to, they could draw a picture of each object.</p>	
<p>Wed</p>	<p>Starter: Watch the clip 'Kipper the dog - The Seaside' once again.</p> <p>Activity: What does Kipper want to do straight away? What does Tiger say they must do though? For a challenge, can the chn remember what Tiger said he didn't want to be too far away from/ what he wanted to be near to and why.</p> <p>Once again, let them have a go, sounding out the letters they need to write their sentence(s). You can write what they have written next to it. They can then draw a lovely picture of both Kipper and Tiger.</p>	<p>Encourage the children to adapt and re-enact favourite rhymes such as 10 Green Bottles by making 1, 2, or 3 fall each time. Similarly they could have 10 Currant Buns and choose to buy 1, 2, or 3 buns each time. Prompt the children to say how many are left each time.</p> 
<p>Thurs</p>	<p>Starter: Refer back to the story for this week or another story about being at the beach/seaside. Discuss the safety aspects once again.</p> <p>Activity: Ask chn to draw a lovely poster about being safe at the seaside, eg you must never go off without your parent/carer, you mustn't go too near to the water/sea, always wear suncream and a hat. Take lots of water to keep hydrated.....</p> <p>Can the chn have a go at labelling all the pictures?</p>	<p>Show from youtube:Kipper's Toybox by Mick Inkpen 3.15</p>  <p>Using the idea of toys in a box. Put 10 toys in a box. Pick an upturned number card from 1-10. The child reads the card and takes away that number of toys out of the box. How many are left in the box? Children can count back using a number line from 10, 10 bead on a string or using their fingers to work it out and then check if they are right by counting.</p>
<p>Fri</p>	<p>.Can you label the seaside words?</p> 	<p>Select some taking away from the worksheets below to best fit your child's ability.</p>

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Being creative

Activity: How about making your own seaside picture using different materials. Talk about the different colours. What colour is the sky, sand, sun? Do you have any sand that you could use or brown sugar? You need some glue. Blue paint or crayon for the sky. This will need to dry so you can decorate it tomorrow. You tell the adult what items you would take to the seaside.

Your seaside picture should be dry now so we can start to decorate it. Can you draw or print off some items you might have at the seaside. You now need to cut them out and stick these on your picture.



Home Learning During Covid 19

All home learning and the latest weekly newsletters are now available to download straight from our Thurleigh Primary website. On the 'Our Learning' tab, please click on the 'Home Learning During Covid 19' tab then select your child's class.

Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 week 5



Name.....

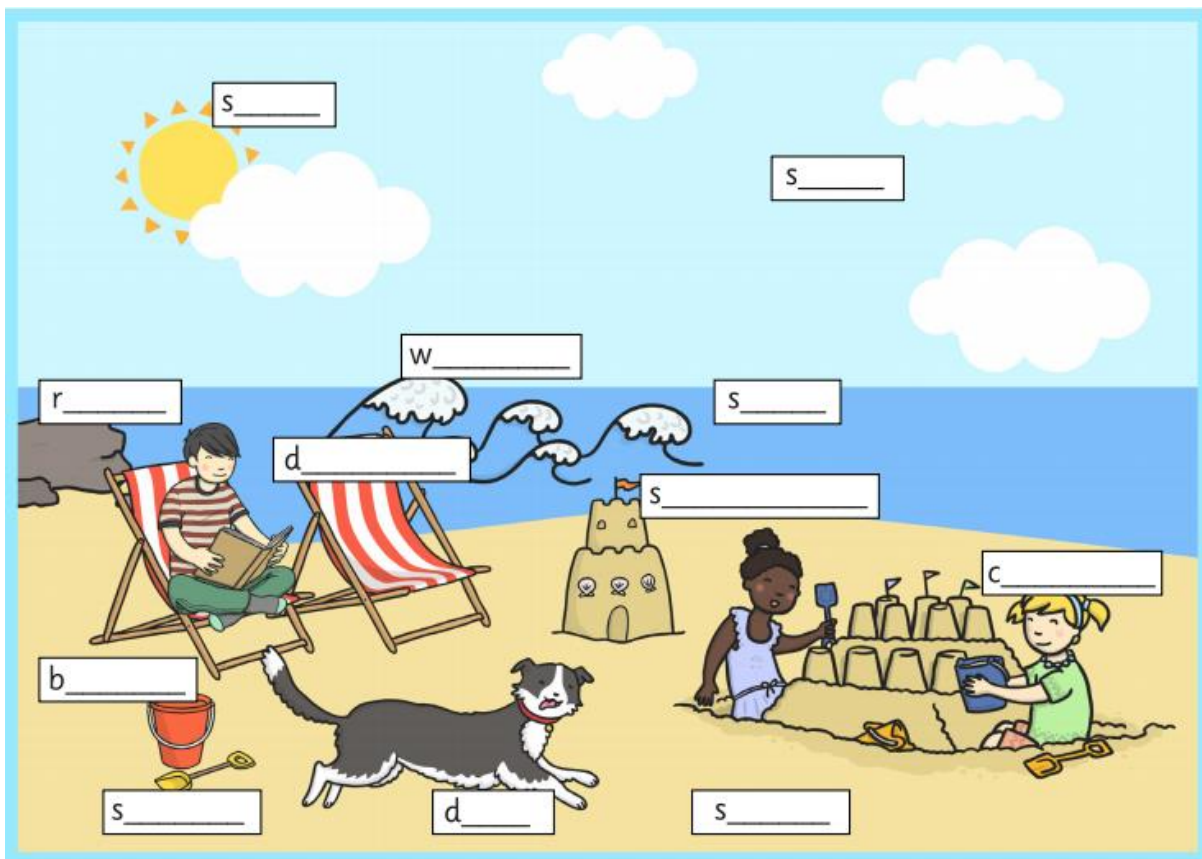
Weekend News





Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 week 5




sun
sea
sand
sandcastle
waves
sky
dog
bucket
spade
children
deckchair
rock

Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 week 5


Dinosaur Subtraction

Write the answers in the circles.

 $- 1 = \bigcirc$

 $- 2 = \bigcirc$

 $- 1 = \bigcirc$

 $- 1 = \bigcirc$

 $- 3 = \bigcirc$

 $- 2 = \bigcirc$

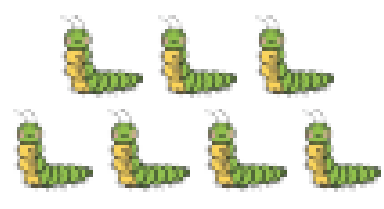
Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 week 5

Minibeast Subtraction

Write the answers in the circles. Then write the number sentence on the line below.


 $4 - 1 = \bigcirc$


 $7 - 3 = \bigcirc$


 $9 - 2 = \bigcirc$


 $6 - 5 = \bigcirc$


 $8 - 4 = \bigcirc$

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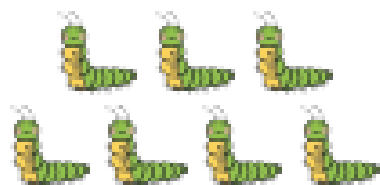
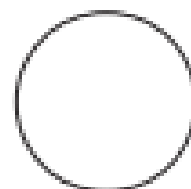
Week commencing 18.5.20 week 5

Minibeast Subtraction

Write the answers in the circles. Then write the number sentence on the line below.



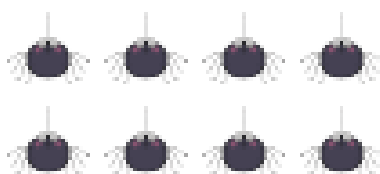
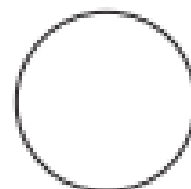
$$- \quad 6 \quad =$$



$$- \quad 4 \quad =$$



$$- \quad 8 \quad =$$



$$- \quad 5 \quad =$$



$$- \quad 2 \quad =$$






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Week commencing 18.5.20 week 5

Minibeast Subtraction



Write the answers in the circles. Then write the number sentence on the line below.




-

=
○




-

=
○





-

=
○



-

=
○



-

=
○

Home Learning (ideas) for Big Oaks

Week commencing 18.5.20 week 5

Name.....

Roll dice, take away

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

$$\square - \square =$$

Pick numbers 4 to 10, to put in the first square and then throw a dice which has 1-3 to take away.

For more able children use numbers 6 to 12.

More difficult 11 to 20, and then a dice with 1-6

Children can use objects, count back with their number line or hundred square or count back using their fingers. This might need to be demonstrated first and children may need support from you if they get stuck.

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100 Square

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

