



We're starting off the Summer Term by looking at Position and Direction. Here is the next two weeks for supporting your child's home learning. If you have any questions please message either Miss Worsley or Mrs O'Reilly.

Week beginning: 27th April 2020

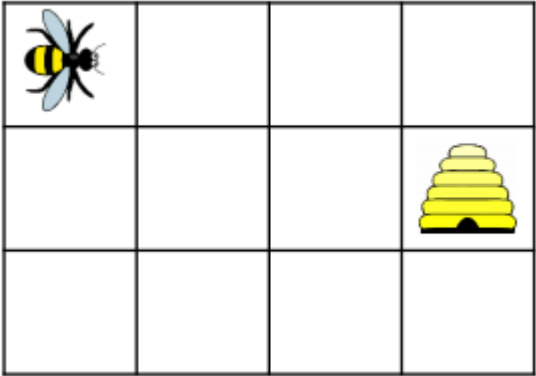
Monday 27th April

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Write down your number bonds to 10 as fast as you can!</p> <p>e.g.</p> <p>$8 + 2 = 10$</p> <p>$9 + 1 = 10$</p>	<p>Describing movement:</p> <p>Children use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line</p>	<p>Use the appropriate vocabulary to give a member of your family some instructions to follow when moving around the house / garden</p>

Tuesday 28th April

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Write down your number bonds to 20 as fast as you can!</p> <p>e.g.</p> <p>$18 + 2 = 20$</p> <p>$9 + 11 = 20$</p>	<p>Describing movement:</p> <p>Children use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line</p>	<p>Complete the sentences to describe the movements made:</p> <p>The  has moved 1 square _____.</p> <p>The  has moved ____ squares _____.</p> <p>The _____ has moved 2 squares up.</p> <p>The _____ has moved ____ squares down.</p> <div data-bbox="794 1541 1177 1921"> </div>







Wednesday 29th April

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>See how many different ways you can add numbers together to make 15.</p> <p>e.g.</p> $10 + 5 = 15$ $12 + 3 = 15$	<p>Use problem solving to describe movement.</p>	<p>Either use the image below or draw your own grid!</p> <p>How many different routes can you write for the bee to get to the hive? Use the words forwards, backwards, left and right.</p> <div data-bbox="852 445 1390 819">A 3x4 grid of squares. In the top-left square (row 1, column 1), there is a cartoon bee facing right. In the middle-right square (row 2, column 4), there is a cartoon beehive. The other squares are empty.</div>

Thursday 30th April

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Write the fact family for the following numbers:</p> <p>6 3 9</p> <p>(Remember a fact family is 4 different number sentences using only the given numbers. For example if my numbers were</p> <p>2 5 7</p> <p>My fact family would say:</p> $2+5=7$ $5+2=7$ $7-5=2$ $7-2=5$	<p>Describing turns:</p> <p>Children describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'. It is important to encourage the children to take into consideration which direction the object/person is facing to begin with.</p>	<p>Turn a member of your family!</p> <p>Ask a member of your family to face a certain direction, give each of the turn commands and see if they can complete them correctly. Next, it's their turn to see if you can complete all of the turns correctly!</p>

Friday 1st May

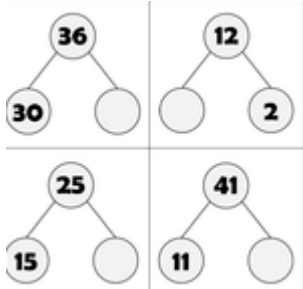

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Complete the following subtraction sentences as fast as you can:</p> <p>20 – 6 =</p> <p>16 – 9 =</p> <p>13 – 4 =</p> <p>7 – 3 =</p>	<p>Describing turns:</p> <p>Children describe turns using the language ‘full turn’, ‘half turn’, ‘quarter turn’, ‘three-quarter turn’, ‘clockwise’ and ‘anticlockwise’. It is important to encourage the children to take into consideration which direction the object/person is facing to begin with.</p>	<p>Match the turn to the description.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">    </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px; text-align: center;"> A full turn. </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px; text-align: center;"> A quarter turn clockwise. </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px; text-align: center;"> A half turn anticlockwise. </div> </div> <p>Describe how the triangle has turned each time.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div>The triangle has made a ____ turn ____.</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div>The triangle has made a ____ turn ____.</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div>The triangle has made a ____ turn ____.</div> </div> <p style="color: red; font-weight: bold;">If you really want to impress your teachers, why not draw and write your own sentences and upload it to seesaw.</p>

Week beginning: 4th May 2020


Monday 4th May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Count in multiples of either 2's, 5's or 10's</p>	<p>Describing movements and turns:</p> <p>Children use their knowledge of movement and turns to describe and record directions. They need to be aware of the direction the object is facing before it is turned.</p>	<p>Draw your own route to get from your bedroom to the kitchen.</p> <p>Ask a grown up to move from the front door to their bedroom. Can you plot the route they had to take?</p>

Tuesday 5th May

<p>Starter to get our brains warmed up!</p> <p>Draw and complete your own part part whole</p> <p>(Remember the two parts have to add together to make the whole)</p> <p>Here are some examples:</p> 	<p>The learning outcome we hope to achieve</p> <p>Describe movements and turns using reasoning and problem solving.</p>	<p>Ideas for you to try at home</p> <p>(drawing this out on a piece of paper and allowing your child to use different coloured pencils will support their learning)</p> <p>How many different routes can you find to get from start to finish. Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.</p> 
---	--	---


Wednesday 6th May

<p>Starter to get our brains warmed up!</p> <p>Practice writing 2 and 3 digit numbers:</p> <p>Grown-ups to read the following numbers out to their child, child to record</p> <p>28 43 98 36</p> <p>134 278 557</p>	<p>The learning outcome we hope to achieve</p> <p>Making patterns with shapes:</p> <p>Children build on previous knowledge of patterns and repeating patterns from Year 1 They now describe and create patterns that involve direction and turns. Children use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns</p>	<p>Ideas for you to try at home</p> <p>Create your own shape pattern. You could use shapes around the house such as blocks or you could draw your own shapes and colour them in.</p> <p>Here is an example:</p> 
---	---	---

Thursday 7th May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Race a sibling to parent – who can write 0-10 in words the quickest!</p> <p>e.g.</p> <p>zero</p> <p>one</p> <p>two</p> <p>etc</p>	<p>Mathematical language to use when making patterns with shapes:</p> <p>What is happening in the pattern?</p> <p>What would the next shape look like?</p> <p>How would you describe its position?</p> <p>How can we work out the missing shape?</p>	<p>Draw a pattern – ask a grown up to draw the next missing shape</p> <p>Swap! Adult to draw a pattern, can you fill in the next two missing shapes?</p> <p>EXTENSION:</p> <p>https://content.twinkl.co.uk/resource/c9/e4/au-n-605-continue-the-rotational-pattern-activity-sheet.pdf?token=exp=1587738423~acl=%2Fresource%2Fc9%2Fe4%2Fau-n-605-continue-the-rotational-pattern-activity-sheet.pdf%2A~hmac=20fb63b959181aa2cbeaf5a4450cf51a0d3c5fa97d5c6c75eb79bf2a5894bd2b</p>

Friday 8th May

Starter to get our brains warmed up!	The learning outcome we hope to achieve	Ideas for you to try at home
<p>Race a sibling to parent – who can write 10-20 in words the quickest!</p> <p>e.g.</p> <p>ten</p> <p>eleven</p> <p>twelve</p> <p>etc</p>	<p>Mathematical language to use when making patterns with shapes:</p> <p>What is happening in the pattern?</p> <p>What would the next shape look like?</p> <p>How would you describe its position?</p> <p>How can we work out the missing shape?</p>	<p>Describe the turn for each pattern.</p>  <p>Now create your own rotating shape pattern! Don't forget to upload it to Seesaw to show your teachers!</p>