

You could use these activities to further support your learning at home:

- 1.) Practise your times tables by either using TT Rockstars, writing them out and testing yourself or asking another person to test you.
- 2.) Practise your Maths skills by using RM EasiMaths. The password for this is in the front of your Home-School book.
- 3.) Reading to yourself and to another person. This can even be over the telephone. Remember to vary your voice to match the punctuation.
- 4.) Practise your spelling and phonics using Spelling Shed or write the words out in words and then in sentences. . It is important that you learn to spell the high frequency words in the list for Years 1 & 2 (**can be found on Spelling Shed and in the children’s Home-School books**).

The children also have access to Education City. The password is in their Home-School book and a range of activities to support these topics can be found.

	<p>Overview of learning</p>	<p>Activity examples – please see attached activities which are to be completed during the time your child is absent from school. Different levels of challenge have been provided and your child should know which level of challenge to complete.</p>
<p>Maths</p>	<p>This week our focus for Maths will be on addition and subtraction. We will be learning about how to find related facts using known addition facts (e.g. if $3 + 4 = 7$ then $30 + 40 = 70$). We will continue to practise our addition and subtraction skills, using the fact that addition and subtraction are inverses (opposites) to check if we have the correct answer. We will also be using our estimation skills to find number sentences that we think will be greater than a given total, proving that our estimates are correct by solving the number sentences. We will then solve missing number, number sentences involving addition and subtraction.</p> <p>Useful Links: https://go.educationcity.com/content/index/33009/4/2/6NULL/NULL/false/wb https://go.educationcity.com/content/index/32930/4/2/1NULL/NULL/false/wb https://go.educationcity.com/content/index/35405/4/2/1 https://www.ictgames.com/mobilePage/funkyMummy/index.html</p>	<p>Monday: Finding and using related facts to solve problems. Must: use the add number sentences to 10 to work out the number sentences to 100. Should: use the add and take away number sentences to 10 to work out the number sentences to 100. Could: solve the using number sentences to 10 to find the addition and subtraction facts to 100 problems.</p> <p>Tuesday: Using the inverse to check answers. Must: use number sentences to check the answers for addition and subtraction up to 20. Should: solve the problems for checking addition and subtraction calculations up to 20. Could: solve the problems for checking addition and subtraction calculations up to 20, explaining your reasoning.</p> <p>Wednesday: estimation using addition and subtraction. Must: choose the calculations you think will you an answer greater than 20 and prove it by solving the number sentences. Should: choose the calculations you think will you an answer greater than 50 and prove it by solving the number sentences. Could: choose the calculations you think will you an answer greater than 100 and prove it by solving the number sentences.</p> <p>Thursday: Addition missing number problems. Must: solve the missing number, number sentences – up to 20. Should: solve the missing number, number sentences – up to 50. Could: solve the missing number, number sentences – up to 100. Tricky and Challenge: solve the tricky missing number, number sentences – with two parts up to 100.</p> <p>Friday: Subtraction missing number problems.</p>

		<p>Must: find the missing number in the subtraction number sentence – up to 20. Should: find the missing number in the subtraction number sentence – up to 20 using two digit numbers. Could: find the missing number in the subtraction number sentence – up to 50. Challenge: find the missing number in the tricky subtraction number sentence – up to 100.</p>
English	<p>Our English learning this week will continue to focus on the story of ‘Anna Hibiscus’ by Atiruke. This week we will be focussing on the characters in the story- who they are and what they are like? And we will also be focussing on the characters feelings at different parts of the story. We will be reading chapter 1 where Anna and her family go on holiday. We will be thinking about where they go and why? What it is like there? What happens while they are there? and how Anna feels at different parts during the holiday? We will then be planning and writing a diary entry in role as Anna retelling the events of the holiday, focussing on chronological order, past tense verbs, descriptive words and phrases and including our thoughts and feelings using an informal, chatty style suitable for this kind of writing. Later in the week we will focus on Anna’s family. We will think about how they are similar or different to our own families. We will then write comparative sentences to describe these similarities and differences using words that contain the suffix endings ‘er and est’.</p> <p>Useful Links: Anna Hibiscus- Chapter 1: https://www.youtube.com/watch?v=Ke0kqgSxE0Y</p>	<p>Monday: Create a story plan to show what happened during the holiday, beginning when they leave in their canoe to the night before the Aunts and Uncles arrive. Must: You must draw pictures and write nouns/verbs to describe what happened at each part of the holiday; Should: You should draw pictures and write adjectives/adverbs to describe what is happening and how Anna is feeling; Could: You could write some noun phrases to describe what is happening at each point and think of different sentence starters that you could use.</p> <p>Tuesday: Can you describe how Anna is feeling at different points during the holiday? Must: Draw a picture and write words to describe how Anna feels at different points during the holiday; Should: Explain how Anna feels at different points in the story and why? Could: Explain why Anna feels like this using evidence from the text.</p> <p>Wednesday: Use your story plan from Monday and the sentences you wrote about Anna’s feelings yesterday to write a diary entry in role as Anna retelling what happened during the holiday. Must: You must write sentence to describe what Anna did, saw and how she felt at different stages of the holiday and include full stops, capital letters and adjectives in your writing; Should: You should use expanded noun phrases to describe what Anna did, saw and how she felt and try to link your ideas with conjunctions (and, so, but, that, where, of). Could: You could try to use different suffix endings in your writing (ed, er, est, ful, ly, ness, ment).</p> <p>Thursday: How are Anna’s family similar/different to your own family? Can you come up with some words/phrases to describe Anna’s family and your own? Present your ideas as a table. Must: Write some words/phrases to describe your family and Anna's e.g. what they look like? How they behave? Should: Use descriptive words and phrases to describe your family and Anna's - Appearance, behaviour, personality, role Could: Can you also include thoughts and feelings about how different members of your family/Anna's family make you/her feel?</p> <p>Friday: Using the ideas you came up with yesterday, can you write some sentences to compare Anna’s family with your own using words that contain the suffix endings er and est?</p>

		Must: Write sentences which use words ending in 'er' and 'est' to compare your family and Anna's; Should: Use suffix endings (er and est) and descriptive noun phrases to describe the families - appearance, home life, behaviour, personality, role; Could: Can you also include yours/Anna's thoughts and feelings and try to use different suffix endings (ness, ly, ful, ment)?
Science	In our Science learning this week, we will be learning about the different types of plants and what adaptations they have to enable them to live in their habitat. Useful Links https://www.bbc.co.uk/bitesize/topics/zx882hv	Have a look at the attached PowerPoint and then have a go at matching plants to their habitats. There is an activity sheet here.