

# YEARS 1 & 2



Hello, Years 1 and 2!

We hope you and your families are doing ok and that even though it has been a bit wet recently, you are getting your wellies on and still having some fresh air and exercise (just like we do at Forest School)! We have enjoyed finding out about what you are doing at home and even talking to some of you on the phone, which makes us very happy, as we miss you all lots. There have been some fantastic photos of some of the activities you've been doing shared on Twitter, so please keep those coming, as they really brighten up our days.

This week, we are going to carry on learning about Jack and the Beanstalk – but with a slightly different twist to the story towards the end of the week. We hope you enjoy your work at home, remember to have fun and do small bits at a time with lots of breaks. Try to be happy, kind and helpful to everyone at home and take care of each other.

Ms Hall Mrs Iqbal Mrs Pritchard Mrs Stallwood Mrs Bozward Mrs Catherwood Miss Davis

## EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>

Watch the video and then complete the written task (some of these need printing). This is 30-40 minutes work.

**Year 1 – Addition and Subtraction Year 2 – Addition and Subtraction (Y1 sheets first below)**

Mathletics – 15-20 minutes (more if you wish).

Read for at least 15 minutes. There are lots of free online books - <https://home.oxfordowl.co.uk/books/free-ebooks/>

## Additional tasks for this week (4/5/20)

English	Topic
<p><b>Monday: Top of the Beanstalk</b> Come up with your own exciting version to Jack and the Beanstalk - what else could he find at the top of the beanstalk? Draw a picture and label your own imaginary world on the sheet below.</p> <p><b>Tuesday:</b> In the Fairy Tale, Jack takes a harp and a goose down the beanstalk. Pick two or three different things that Jack takes back from your imaginary world – why does he take them and what could they be used for? Draw and label your ideas.</p> <p><b>Wednesday: Jack and the Beanstalk Alternative Ending</b> Using your ideas from the last couple of days, write your own ending of Jack and the Beanstalk on the sheet below. Make it as exciting as possible and try to remember your capital letters and full stops! Can you re-tell or act out your story to other people in your house?</p> <p><b>Thursday:</b> Watch and listen to the story 'Trust me, Jack's Beanstalk stinks!'. Talk about it with an adult. Does it make you feel a bit differently about Jack and the Giant? If so, why? <a href="https://www.youtube.com/watch?v=nT6gdr3RXTM">https://www.youtube.com/watch?v=nT6gdr3RXTM</a></p> <p><b>Friday: Wanted poster</b> Imagine that the police are after Jack for stealing from the giant – create a 'Wanted' poster for them by drawing and describing him.</p>	<p><b>SCIENCE</b> – Have a go at growing something from your leftover fruit and vegetables! There are some good ideas in this video: <a href="https://www.youtube.com/watch?v=Jze8utzpLhg">https://www.youtube.com/watch?v=Jze8utzpLhg</a> Keep a short diary to show whether the plant has been changing and how you have been looking after it. You could use this template <a href="https://www.twinkl.co.uk/resource/t-l-854-mini-book-template-blank">https://www.twinkl.co.uk/resource/t-l-854-mini-book-template-blank</a> or create your own. Why not take a daily photograph or video?</p> <p><b>DT</b> – Where does our food come from? Watch: <a href="https://www.youtube.com/watch?v=Pf74rrn1uLk&amp;list=PLPByZBLrw9YppZLq10PvAOYEV3RluK33H&amp;index=2">https://www.youtube.com/watch?v=Pf74rrn1uLk&amp;list=PLPByZBLrw9YppZLq10PvAOYEV3RluK33H&amp;index=2</a> What do you think? Share your thoughts with an adult. Write a short recount or create a storyboard to show how the carrots get from the farm to the supermarket. <a href="https://www.twinkl.co.uk/resource/t-l-2162-storyboard-templates">https://www.twinkl.co.uk/resource/t-l-2162-storyboard-templates</a></p> <p><b>ART</b> – Complete an observational drawing of a plant. Choose a plant and look at it very closely and carefully, making sure that you look out for any little details. Add shading or colour to your drawing to finish it off.</p>

# Top of the Beanstalk



# Jack and the Beanstalk Alternative Ending Story Plan

Can you plan an alternative version of the Jack and the Beanstalk story?

Jack lived with his mother in a very old cottage.  
They were very poor so he sold his cow for some  
magic beans to a mysterious stranger.



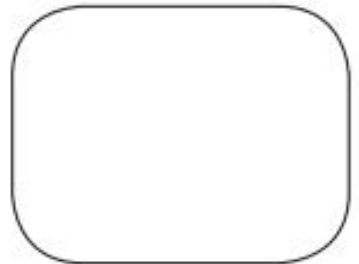
Jack's mother was very angry and threw the beans  
into the garden. Overnight, the magic beans grew  
into a beanstalk and Jack climbed up it.



Where does the beanstalk take Jack and  
who does he meet?

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What does Jack take back to his mother?

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What happens at the end of the story?

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# WANTED

Name: \_\_\_\_\_

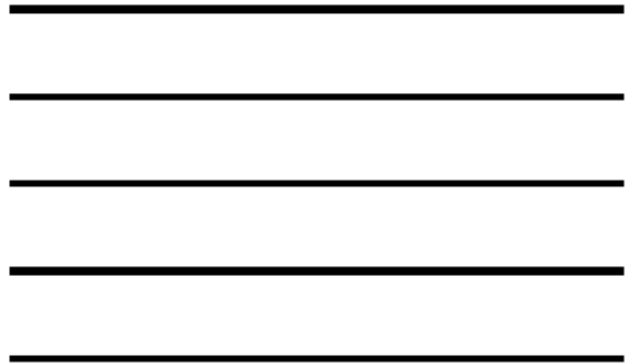
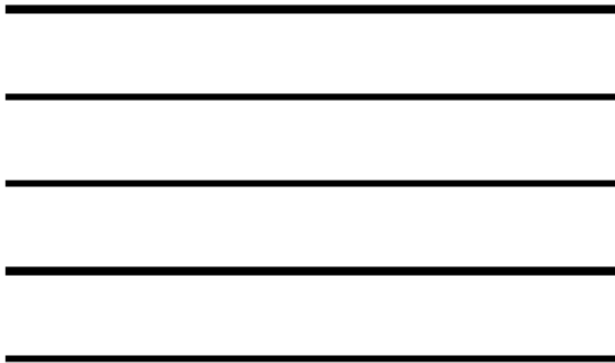
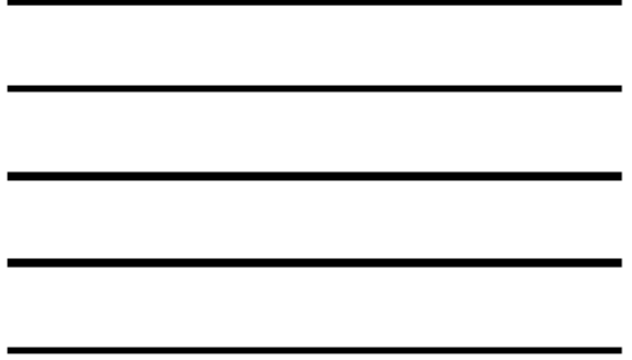
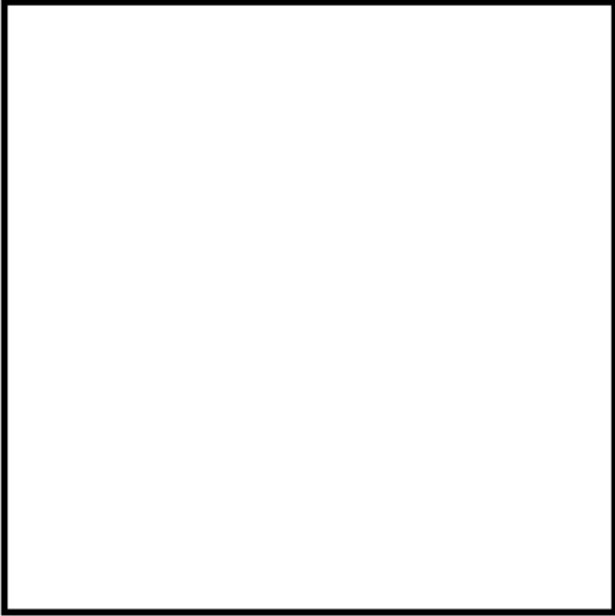
Story title: \_\_\_\_\_

Crime: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Last seen: \_\_\_\_\_





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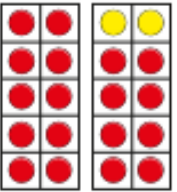
## Find and make number bonds

1 Complete the additions to match the ten frames.

a)

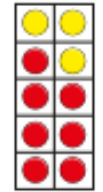


$$\square + \square = \square$$

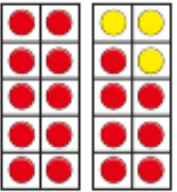


$$\square + \square = \square$$

b)



$$\square + \square = \square$$



$$\square + \square = \square$$

c) What do you notice?

2 Complete the number bonds.

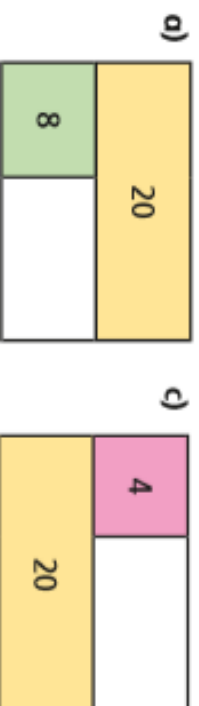
a)  $4 + 6 = \square$       c)  $10 = \square + 1$

$4 + 16 = \square$        $20 = \square + 1$

b)  $5 + 5 = \square$       d)  $10 = 3 + \square$

$5 + 15 = \square$        $20 = \square + 13$

3 Complete the bar models.



4

Colour all the number bonds to 20

$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$	$17 + 3$	$18 + 2$	$2 + 0$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$	$13 + 5$	$20 + 0$	$1 + 15$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$	$16 + 2$	$8 + 12$	$5 + 5$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$	$17 + 1$	$11 + 9$	$11 + 8$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$	$10 + 10$	$15 + 5$	$13 + 3$

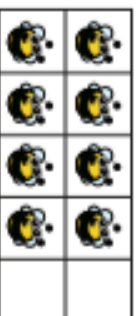
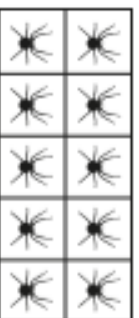
Make your own puzzle like this.



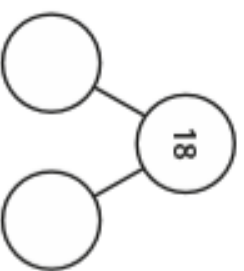



## Related facts

- 1 Look at the picture.



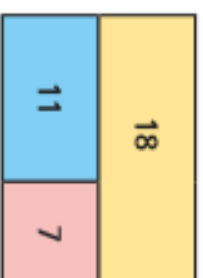
Complete the part-whole model and fact family.



<input type="text"/>	+	<input type="text"/>	=	18
<input type="text"/>	+	<input type="text"/>	=	18
18	-	<input type="text"/>	=	<input type="text"/>
18	-	<input type="text"/>	=	<input type="text"/>

Can you write each number sentence a different way?

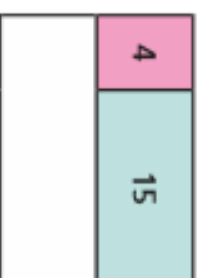
- 2 Complete the fact family for each bar model.



a)

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

b)



<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	+	<input type="text"/>
<input type="text"/>	=	<input type="text"/>	-	<input type="text"/>

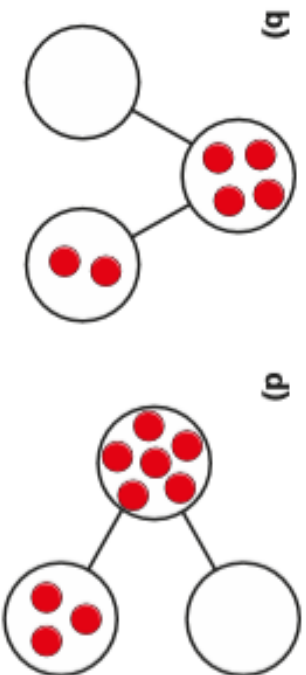
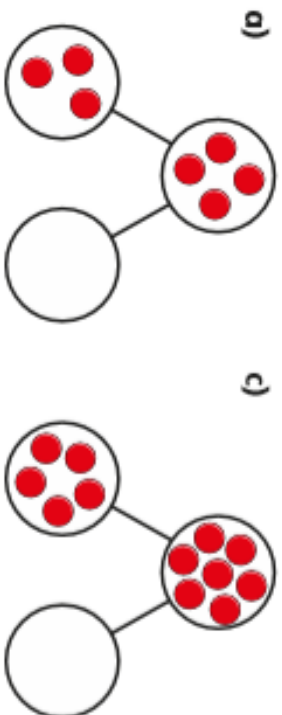
- c) Draw your own bar models.

Ask a partner to write the fact family to match.

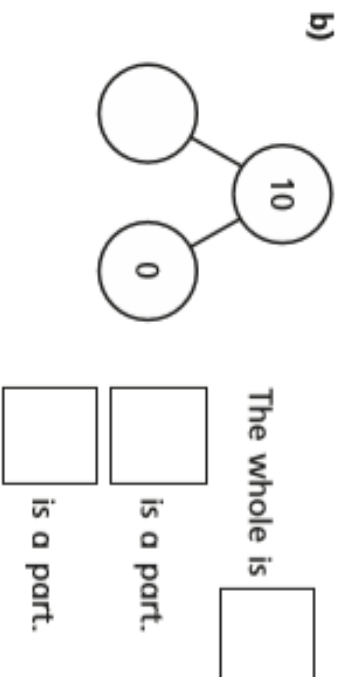
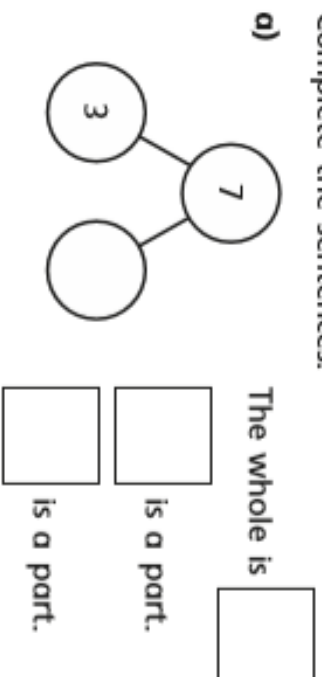


## Find a part

1 Draw counters to complete the part-whole models.



2 Complete the part-whole models. Complete the sentences.



3 There are 6 apples in total. 2 apples are green. The rest are red. Colour the apples.



Complete the number sentence.  $2 + \square = 6$



- 4 There are 8 shapes in total.

3 of the shapes are squares.

The rest are circles.

Draw a picture to show this.

A large, empty rectangular box with a red border, intended for the student to draw a picture showing 8 shapes (3 squares and 5 circles).

How many circles are there?

Complete the number sentence.

$$\square + \square = \square$$

- 5 Complete the number sentences.

$$4 + \square = 5$$

$$4 + \square = 4$$

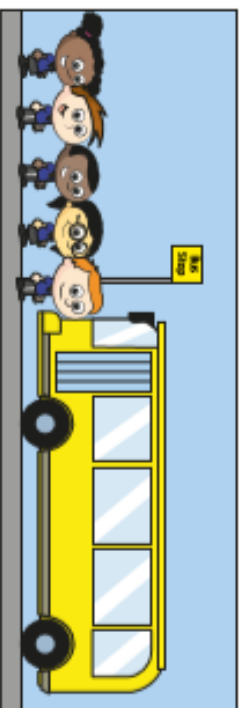
$$\square + 1 = 4$$

$$5 = \square + 4$$



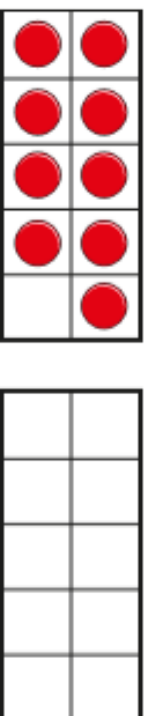
## Add by counting on

- 1 There are 9 children on the bus.  
5 more children get on the bus.



How many children are on the bus now?

Complete the ten frames and the sentences.



$$\square + \square = \square$$

There are  children on the bus now.



- 2 Eva has 4 coins.  
Jack gives her 7 more coins.  
How many coins does Eva have now?  
Draw on the number line and complete the sentences.



$$\square + \square = \square$$

Eva has  coins now.

- 3 Ron and Mo are working out  $3 + 11$  on a number line.

**Ron's method**



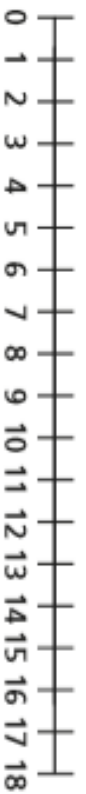
### Mo's method



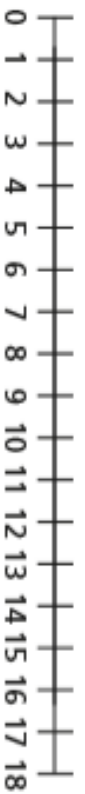
What is the same and what is different?

Use the number lines to work out the additions.

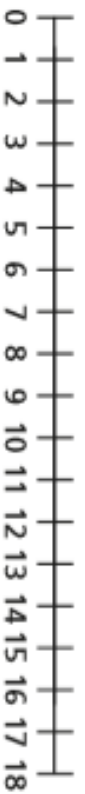
a)  $2 + 13 =$



b)  $4 + 9 =$



c)  $1 + 17 =$



## Fact families – addition and subtraction bonds to 20



### 1 What calculations are represented?

The first one has been done for you.

a)



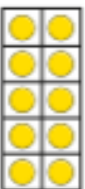
$$15 + 5 = 20$$

b)



$$\square + \square = \square$$

c)



$$\square + \square = \square$$

d) How many other number bonds to 20 can you make using counters and ten frames?

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### 2 Complete the fact family.

a)  $15 + 2 = 17$

$17 = 15 + 2$

$2 + 15 = \square$

$\square = \square + \square$

$17 - 15 = \square$

$\square = \square - \square$

$\square - \square = \square$

$\square = \square - \square$

b)

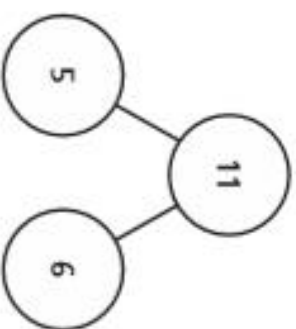


2 - 17 - 15 should be in the fact family.

Explain why Rosie is wrong.



- 3 Complete the number sentences for the part-whole model.

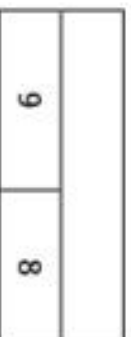


$\square$	+	$\square$	=	$\square$
$\square$	-	$\square$	=	$\square$
$\square$	+	$\square$	=	$\square$
$\square$	-	$\square$	=	$\square$

Are there any other number sentences in this fact family?

Talk about it with a partner.

- 4 There are 9 boys and 8 girls in a class. Complete the bar model to represent this.



Write the fact family for the bar model.

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- 5 Circle any incorrect calculations.

$3 + 7 = 10$

$10 = 3 + 7$

$7 + 3 = 10$

$10 = 7 + 3$

$10 - 7 = 3$

$7 - 3 = 10$

$3 - 10 = 7$

$7 = 10 - 3$

Explain the mistake that has been made.

- 6 Here are some number cards.



Choose two number cards and find their total.

$\square$	+	$\square$	=	$\square$
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Write the fact family for this calculation.

Compare answers with a partner.

## Compare number sentences

- 1 Mo has 4 blue sweets and 3 pink sweets.



Rosie has 4 blue sweets and 5 pink sweets.

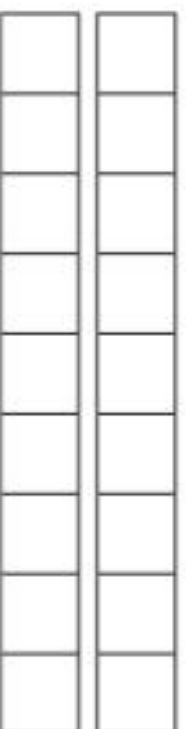


Who has more sweets? \_\_\_\_\_

Explain how you know.

- 2 Colour the bar models to show that

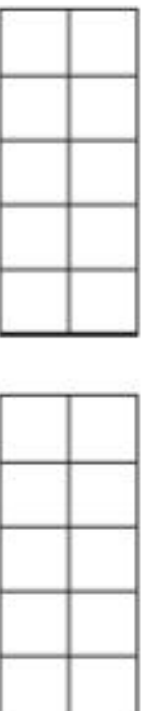
$$3 + 6 = 8 + 1$$



Write one more calculation that gives the same answer.

Compare answers with a partner.

- 3 Draw counters to show  $9 + 3$



Draw counters to show  $9 + 4$



Write  $<$ ,  $>$  or  $=$  to make the statement correct.

$$9 + 3 \bigcirc 9 + 4$$

- 4 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $3 + 5 \bigcirc 3 + 9$

b)  $7 + 2 \bigcirc 4 + 2$

c)  $10 + 5 \bigcirc 9 + 6$



- 5 Cross out counters to show  $9 - 3$



Cross out counters to show  $9 - 4$



Write  $<$ ,  $>$  or  $=$  to make the statement correct.

$$9 - 3 \bigcirc 9 - 4$$

- 6 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $20 - 5 \bigcirc 20 - 6$

b)  $17 - 4 \bigcirc 13 - 4$

c)  $11 - 3 \bigcirc 12 - 4$

- 7 Complete the additions.

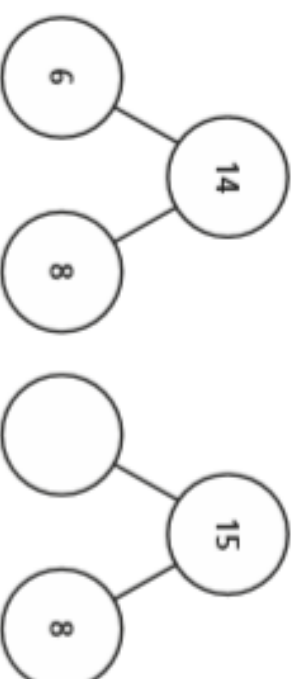
a)  $4 + 1 = 3 + \square$

b)  $14 + 1 = 13 + \square$

c)  $9 + 11 = \square + 10$

d)  $10 + 9 = \square + 8 = 12 + \square$

- 8



Teddy knows what the missing number is without calculating.

Explain how Teddy knows this.

What is the missing number?

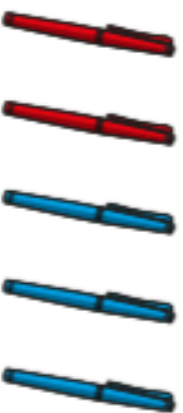


## Related facts

- 1 Use base 10 to show that  $3 + 5 = 8$  and  $30 + 50 = 80$ .  
Draw your answer.

What is the same about your models?  
What is different?

- 2 a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

- b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

- 3 Fill in the missing numbers in the related facts.

a)  $1 + 2 = 3$

$10 + 20 =$

b)  $7 + 2 = 9$

$70 + 20 =$

c)  $4 + 6 =$

+  $60 = 100$

d)  $1 + 8 =$

+ 10 = 90

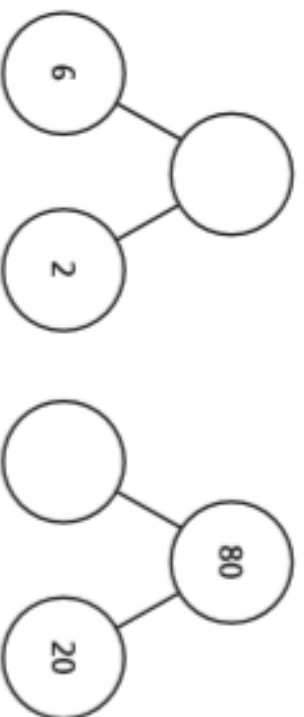
e)  $3 + 4 =$

+  = 70

f)  $8 +$   = 8

+ 80 = 80

4 Complete the part-whole models.



5 Fill in the missing numbers in the related facts.

a)  $5 - 3 = 2$

$50 - 30 =$

b)  $7 - 1 = 6$

$70 - 10 =$

c)  $10 - 6 =$

- 60 = 40

6



If  $3 + 1 = 4$ ,  
then  $30 + 10 = 400$  because  
there are two zeros.

Do you agree with Dexter? \_\_\_\_\_  
Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

## Add and subtract 1s



- 1 a) Jack has 6 cookies.



Annie gives him one more cookie.

How many cookies does he have now?

Jack has  cookies now.

- b) Amir has 4 cookies.



He eats one of his cookies.

How many cookies does he have now?

Amir has  cookies now.

- 2 Complete the number tracks.

a) 

21		23							
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b) 

47		45							
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c) 

			5						10
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- 3 a) Filipp has made a number using base 10



What number has Filipp made?

- b) Rosie also makes a number using base 10  
Rosie's number is one more than Filipp's number.  
What is Rosie's number?



q) Ron's number is 2 more than Filip's number.

What is Ron's number?

d) Dora's number is 1 less than Filip's number.

What is Dora's number?

4 Complete the calculations.

a)  $14 + 1 =$

e)  $19 - 1 =$

b)  $22 + 1 =$

f)  $33 +$

$= 34$

q)  $54 + 1 =$

g)  $18 = 19 -$

d)  $\square = 1 + 61$

h)  $\square = 89 - 1$

5 Complete the calculations.

a)  $14 + 2 =$

e)  $19 - 2 =$

b)  $22 + 3 =$

f)  $33 +$

$= 35$

q)  $54 + 4 =$

g)  $12 = 19 -$

d)  $\square = 5 + 61$

h)  $\square = 89 - 3$

6 Are the number sentences true or false?

a)  $17 + 1 = 1 + 17$

\_\_\_\_\_

b)  $17 - 1 = 1 - 17$

\_\_\_\_\_

Talk about your answers with a partner.

