APPLEDORE SCHOOL
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Year 1 Maths for Home Learning week beginning 11th May 2020

Daily Lessons

All year groups are to participate in the White Rose daily maths lesson by visiting
https://whiterosemaths.com/homelearning/ , selecting the correct age group on the right hand side and selecting Summer Term Week 3

Additional Activities in Support of the White Rose Lessons for this week (if required/desired)
Children seem to find the concept of using the same numbers to make different number sentences really confusing. So if your child is struggling with this, don't worry! We often resort to using Numicon in school to show which number sentences work and don't work. As you don't have Numicon at home you might want to use counters, Lego towers, buttons, anything you can think of that will help them to see why 2+7=9 and why 9+7 cannot =2! Another strategy we use to help them is to write the 3 numbers on pieces of paper so they aren't tempted to add extra numbers in. Often when they realise they have made a mistake like in the above example 9+7=2 instead of swapping the numbers around they will start trying to work out what 9+7 is. The Twinkl worksheets below should also help them to see the patterns.
Further learning:
https://www.twinkl.co.uk/resource/resource-addition-and-subtraction-fact-family-part-whole-model-activity-sheet-t2-m-4816
https://www.twinkl.co.uk/resource/part-whole-number-bonds-to-10-activity-t-m-31042
https://www.twinkl.co.uk/resource/t-n-4860-bar-modelling-number-bonds-bumper-pack-differentiated-activity-sheets
These worksheets should help with the learning this week rather than challenging it further, although there are some sheets which use numbers up to 100 which should provide a challenge. If your child has fully understood the concept of making four number sentences with just three numbers then you can challenge them to think of eight number sentences with just three numbers, using the part whole model or bar models from the worksheets.

Key Skills – these are to keep the children ticking over (if you have time)

Mon - Thurs	Number writing challenges
	Choose as many or as few of these challenges as you like. I have suggested repeating them to give the children a chance to beat their previous score but this is not essential.
	1. Choose a time limit, perhaps 1 or 2 minutes. Children need to write as many numbers as they can, in order, in the time limit. You can repeat this challenge every day and see if they can beat their previous score.
	2. If you spot a number that they are consistently forming incorrectly or writing backwards choose this number for their next challenge. They need to write as many of that number as they can in the time limit, any numbers that are the wrong way round or formed incorrectly do not count towards their final total. Again you can repeat so they can try to beat their previous score.
	3. Instead of writing all the numbers in order, children can write the numbers counting in 2s or 5s or 10s. See how far they can get in the time limit and see if they can bear their score. They may want to look at a 100 square to support them with this so they could have the splat square page open to help.
	4. Invent your own version of the game. If you think of a great idea you think others will like you can share it on Flipgrid.
Fri	Finish up Friday!
	Some of you may have this one to complete:
	http://www.snappymaths.com/multdiv/doubhalf12/resources/doubto10mmmabb.pdf
	Doubles to Double 10. Children can use any strategies to support them with this.
	Some of you may be ready to start this one:
	http://www.snappymaths.com/multdiv/doubhalf12/resources/halfw20mmmabb.pdf

Halves to half of 20. They may like to use counters or buttons or small pieces of Lego to count out and then share into two equal groups.

Some of you may be ready to start a new one:
http://www.snappymaths.com/addsub/addsubrelate/resources/newlook/invertaddmmm.pdf
Inverting Addition. Children can simply write the alternative addition number sentence. Alternatively they can write the remaining three addition number sentences or they can write the subtraction sentences using the same numbers.