



Carleton Park Year 1: Home Learning Schedule

W/C 22 nd June	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">Maths</p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p>This week we will be focussing upon: Place Value and Number Bonds</p> <p>We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click here to view this.</p>	<p>Lesson 1: Tens and Ones Learn how to use blocks of tens and ones to represent numbers by clicking on the link here.</p> <p style="text-align: center;"><i>You will find a video, an interactive activity, a practical activity and a worksheet. Answers are available on the website.</i></p>	<p>Lesson 2: Ordering 2-digit numbers Learn about using 'greater than' and 'less than' to order numbers with tens and ones. Click here.</p> <p style="text-align: center;"><i>This lesson includes 2 videos and 2 activities. Answers are available on the website.</i></p>	<p>Lesson 3: Number Bonds Learn about how pairs of numbers add together to make number bonds. Click here.</p> <p style="text-align: center;"><i>You will find a video, a catchy song to learn, some interactive activities and 2 workbooks. Answers are available on the website.</i></p>	<p>Lesson 4: Fact Families Find out about the connection between addition and subtraction by clicking the link here.</p> <p style="text-align: center;"><i>This lesson includes 2 videos, 2 activities and a fun game to test your new skills.</i></p>	<p>Lesson 5: Applying Number Bonds Learn how to use your tens and ones knowledge to help with number bonds. Click here.</p> <p style="text-align: center;"><i>This lesson has a couple of interactive quizzes, a video and some questions.</i></p>

Remember to share your learning on Class Dojo!

Take a photo of your work for the lessons with this symbol and upload it to the Portfolio section for your teacher to see.

<p style="text-align: center;">English</p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p>This week our text type is: Fiction writing</p> <p>We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click here to view this.</p>	<p>Lesson 1: Reading and Comprehension Listen to a new story 'Katie in London', identify the settings in the story and answer some retrieval questions. Click here.</p> <p style="text-align: center;"><i>You will need some paper and a pencil.</i></p>	<p>Lesson 2: Using a story map Learn how to create a story map to retell a story and remember the key parts. Click here.</p> <p style="text-align: center;"><i>You will need some paper and a pencil.</i></p>	<p>Lesson 3: Using capital letters for proper nouns Learn how to use capital letters for names of people and places. Click here.</p> <p style="text-align: center;"><i>You will need some paper and a pencil.</i></p>	<p>Lesson 4: Writing the start of a fiction story Learn how to use your plan to write a fiction story, by clicking here.</p> <p style="text-align: center;"><i>You will need a piece of lined paper, a pencil and your story map from Tuesday.</i></p>	<p>Lesson 5: Continuing to write a story Continue to write your story, making sure you are using capital letters and full stops, along with the other skills you have learnt this week. Click here.</p>
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This week's phonics sounds are: igh ie i_e **For extra phonics support, please use the RWI videos found [here](#).**



Having any problems with the tasks?

Feel free to pop any questions or issues onto our class Padlet [here](#)!



Starting on the 22nd June - every afternoon, Monday to Friday, at 1pm click [here](#) to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.



Maths – Lesson 1

Activity 2

Making 23 at home

Find some small items in your home that you have lots of, for example, beads, pencils, dry pasta, pieces from a board game or marbles. The items don't all need to be the same.

Count out 10 and put them in a container. Now count out another 10 and put them in a second container. This is what 20, or 2 groups of 10, looks like.

Next, find 3 items and space them out. This is what 3 ones look like.

In total that's 23!



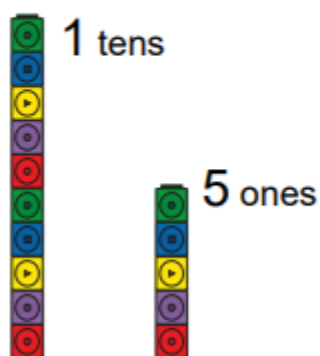
23 pieces of pasta. $10+10+1+1+1=23$

Workbook

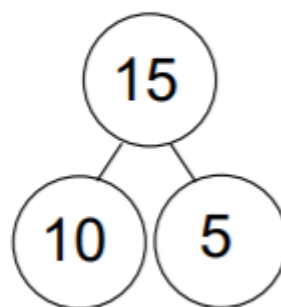
Can you have a go at this task independently?

Tens and ones

The number 15 has, 1 ten and 5 ones.



$$\underline{10} + \underline{5} = \underline{15}$$





25

5

___ + ___ = ___

30

4

___ + ___ = ___

47

40

___ + ___ = ___

___ + ___ = ___



13

10 3

$10 + 3 = 13$

32

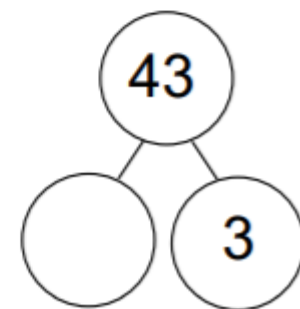
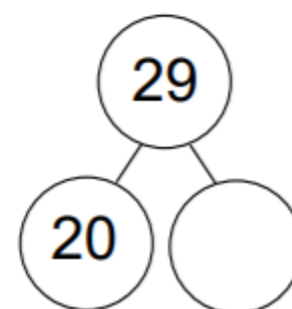
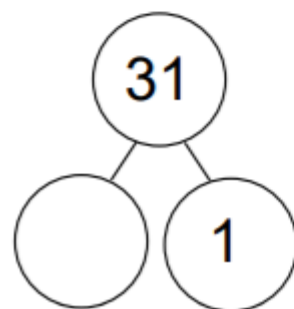
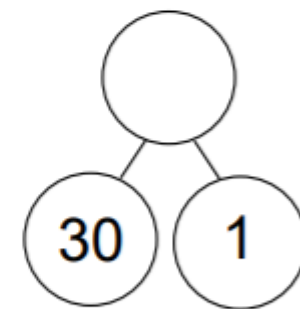
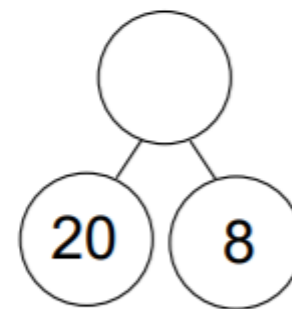
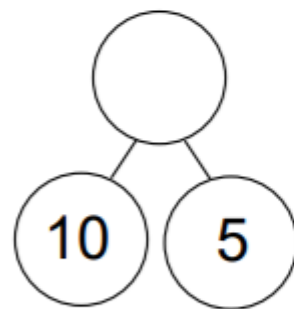
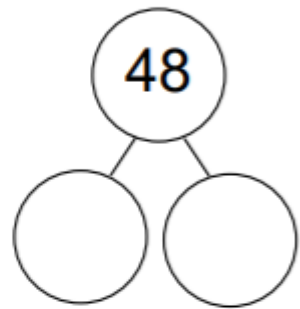
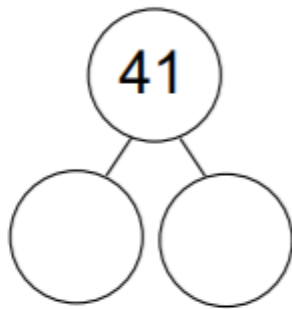
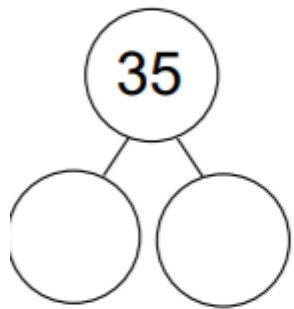
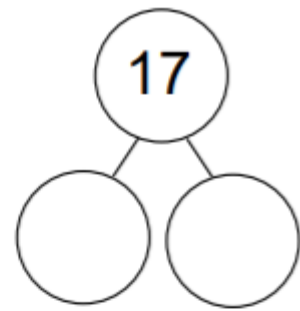
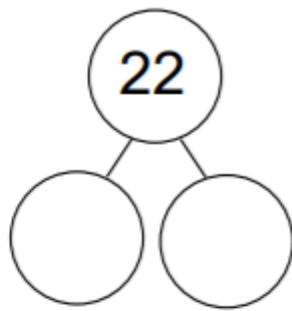
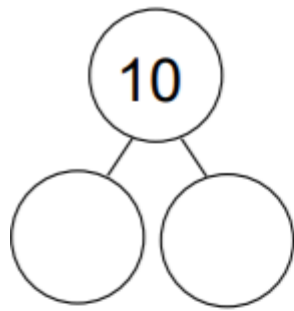
30 2

--- + --- = ---

17

10

--- + --- = ---



All answers to the above questions are included on the webpage for this lesson.



Maths – Lesson 2

Place Value

Finish the number line by using the four spare numbers.

Q1



Q2



Q3



Q4



Q5





Activity 2 Practise ordering

Order Numbers within 50



In each box, write the number shown.

	<table border="1"> <tr><th>Tens</th><th>Ones</th></tr> <tr><td>●</td><td>●●</td></tr> <tr><td>●</td><td>●●</td></tr> </table>	Tens	Ones	●	●●	●	●●	4 tens and 5 ones
Tens	Ones							
●	●●							
●	●●							
<input type="text"/>	<input type="text"/>	<input type="text"/>						
<input type="text"/>	<input type="text"/>	<input type="text"/>						

Order the numbers from smallest to greatest.

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Write < or > in the boxes.

50 46 39 28 19

Problem Solving

Order Numbers within 50

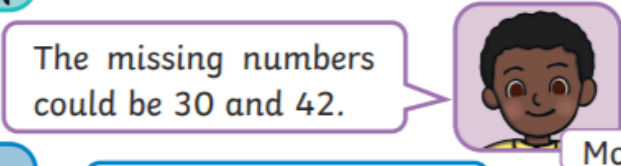


Some numbers have been ordered from smallest to greatest.

28	<input type="text"/>	32	39	<input type="text"/>	49
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The missing numbers could be 27 and 42.



The missing numbers could be 30 and 42.



The missing numbers could be 31 and 44.

Who is right? _____



The last number has to have 4 tens.

Is Fred right? How do you know?



Order Numbers within 50



4 children have written down their house number. They have become mixed up!

33

24

49

38



Lewis

My number has 4 tens.

Jed



My number is between 30 and 40.



Cara

My number is one less than 39.

Salma



My number is the smallest.

Write each child's name and number in order from smallest to greatest:

Maths – Lesson 3



Activity – Quick fire number bonds

Numeracy focus task: number bonds for 8 and 9

$9 + 0 =$	$1 + 7 =$
$3 + 5 =$	$0 + 9 =$
$2 + 7 =$	$4 + 4 =$
$2 + 6 =$	$7 + 1 =$
$3 + 6 =$	$1 + 8 =$
$8 + 0 =$	$5 + 3 =$
$8 + 1 =$	$7 + 2 =$
$6 + 2 =$	$6 + 3 =$
$4 + 5 =$	$0 + 8 =$



Maths – Lesson 3



Number Bonds to 10

0 1 2 3 4 5 6 7 8 9 10

1. Count the number of light nuts to complete the missing number.

$4 + \boxed{6} = 10$	$7 + \boxed{} = 10$	$1 + \boxed{} = 10$	$5 + \boxed{} = 10$

Count the number of dark nuts to complete the missing number.

$\boxed{} + 8 = 10$	$\boxed{} + 0 = 10$	$\boxed{} + 6 = 10$	$\boxed{} + 3 = 10$

2. Complete the missing number using the nuts to help you.

$\boxed{} + 2 = 10$	$9 + \boxed{} = 10$	$\boxed{} + 4 = 10$
$3 + \boxed{} = 10$	$\boxed{} + 5 = 10$	$10 + \boxed{} = 10$

3. Draw the dots in the empty part to make a whole of 10.

WHOLE	WHOLE	WHOLE
PART	PART	PART



4. Write the missing number of blocks.
 Draw a line joining the pairs of numbers that bond to 10.

5. Complete the missing number in the bar model.

4 6 2	9 3
7 3	5 6 1
8 	6 	3 5
1 	7 	2 	4

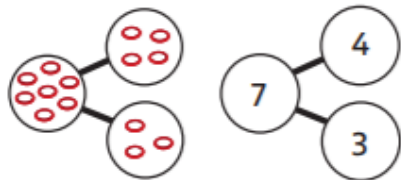


Maths – Lesson 4

Challenge 1 – Try this one together.

Think together

- 1 Leon throws 7 rings.
He scores 4. How many miss?

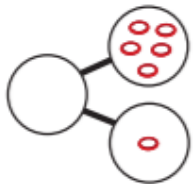


$7 - 4 = \square$

$\square = 7 - 4$

\square rings miss.

- 2 How many rings are there in total?
Find the number sentences to show this fact.



$\square + \square = \square$

$\square + \square = \square$

$\square - \square = \square$

$\square - \square = \square$

Challenge 2 – Can you do this challenge independently?

- 3 Find all the number sentences.



$9 = \square + 5$

$4 + \square = 9$

$9 = 5 + \square$

$\square + \square = 9$

$5 = \square - \square$

$\square - \square = 5$



I can write the same fact in different ways.



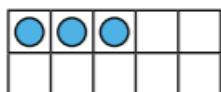


Independent Activity – continued

Related facts

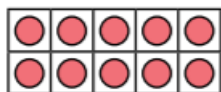


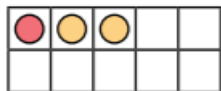
$\square + 7 = 13 \quad 13 - 6 = \square$



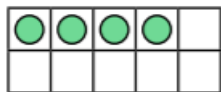
$\square + 6 = 13 \quad \square - 7 = 6$

Write 2 additions (+) and 2 subtractions (-) for these ten-frames.









Complete the calculations to match this bar model.



$\square + \square = 17 \quad \square + \square = 17$

$\square - 9 = \square \quad \square - \square = \square$

Problem Solving

Related facts



13, 5, 8

$5 + 8 = 13$

$8 + 5 = 13$

$13 - 8 = 5$

$13 - 5 = 8$

I can write 2 addition (+) and 2 subtraction (-) calculations for any set of 3 numbers.



Is this always, sometimes or never true?

Prove it using these sets of numbers:

17, 5, 12

18, 9, 9

11, 4, 7

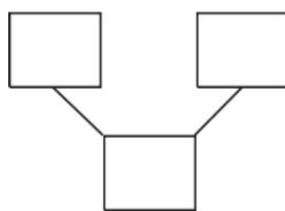
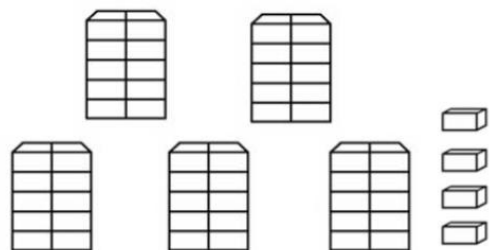
15, 5, 6



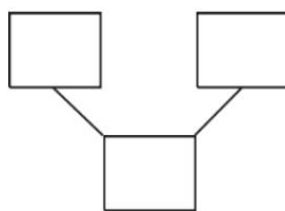
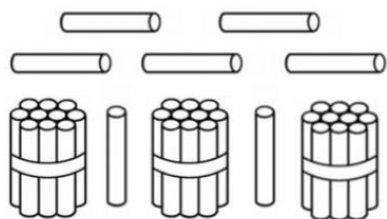
Maths – Lesson 5



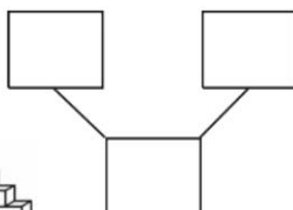
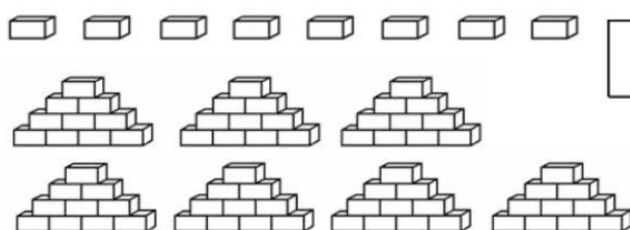
Task



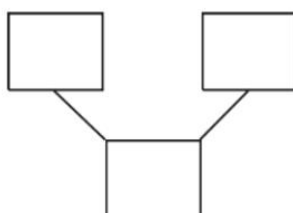
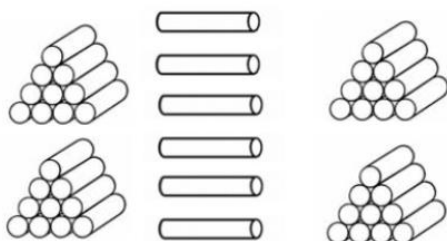
Tens	Ones
5	4



Tens	Ones



Tens	Ones

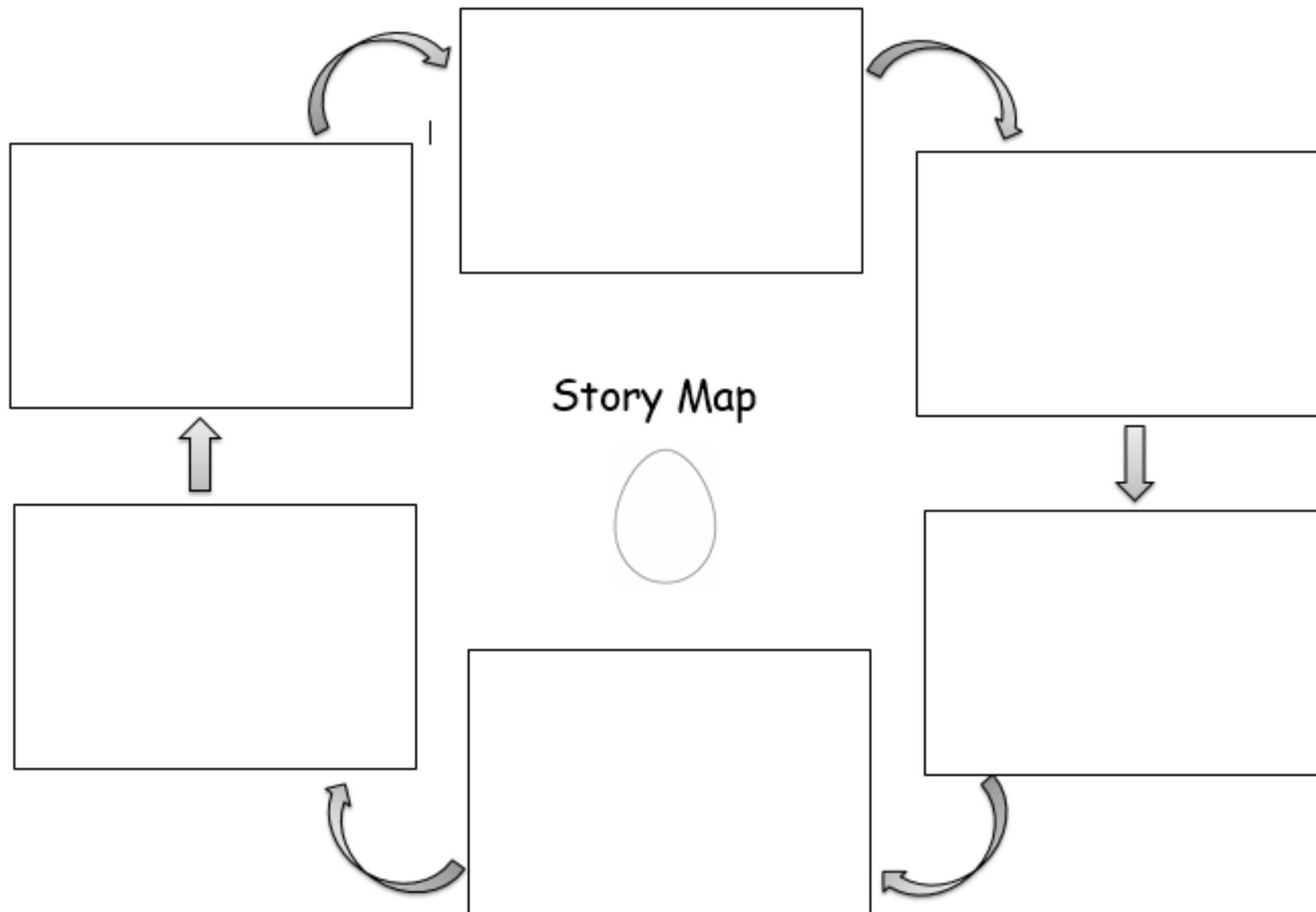


Tens	Ones

All answers to the above questions are included on the webpage for this lesson



English – Lesson 2. Using a story map





English – Lesson 3

Capital letters for proper nouns

Challenge – add the capital letters to the proper nouns

1. Then katie and tom saw the london eye.
2. Suddenly, grandma fell asleep.
3. The dome of st paul's cathedral was very high.
4. The lion saw the tower of london and the crown jewels.



English – Lesson 3

Settings in London

Proper Nouns – Places word mat

London



Big Ben



London Eye



Trafalgar Square



Houses of Parliament



Tower of London





English – Lesson 4

Punctuation Power!

	Spaces between words
A	Capital letters at the beginning of a sentence, for names of people, places, days of the week and 'I' (me)
.	A full stop at the end of a sentence
!	Exclamation marks for surprise
?	Question marks for questions

Joining Ideas

and

fish **and** chips

bat **and** ball

Tim **and** Sam

I love football **and** I love school.

Writing Mat

Expected Year 1



Super Spellings... I need to know **some** of these:

a	go	me	push	they
are	has	my	said	to
ask	he	no	says	today
be	here	of	school	was
by	his	one	she	we
come	house	once	so	were
do	I	our	some	where
friend	is	pull	the	you
full	love	put	there	your

Days of the week

Monday	Tuesday	Wednesday	
Thursday	Friday	Saturday	Sunday

More than One!

Use **-s** and **-es** to make plurals.

<p>three bears</p>	<p>some dishes</p>
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Fantastic Phonics

Say the word.
Split it into phonemes.
Write the graphemes.
 Use your phonics knowledge to spell words.

Read and write these:

j v w x y z zz qu ch sh th ng ai ee igh
 oa oo ar or ur ow oi ear air ure er

ay ou ie ea oy ir ue aw wh ph ew oe
 au ey
 a-e e-e i-e o-e u-e

Super Suffixes

Use **-ing**, **-ed** and **-er** to make new words.

playing	played	player
helping	helped	helper

Top Tips

Say your whole sentence out loud first.

Read it back to check that it makes sense and make changes.