

Home Learning – Year R Christ Church

Week Beginning 1st March

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called Subtraction – taking away-crossing out</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Follow up activity below</p>	<p>Follow the lesson called Subtraction – take away – using the symbol</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Follow up activity below</p>	<p>Follow the lesson called Subtraction – find a part</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Follow up activity below</p>	<p>Follow the lesson called Fact families – the 8 facts</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Follow up activity below</p>	<p>Follow the lesson called Subtraction – counting back</p> <p>https://whiterosemaths.com/homelearning/year-1/week-8-number-addition-subtraction/</p> <p>Follow up activity below</p>
English	<p>Watch YR Alphabet Code Lesson on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/christ-church-reception-videos/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch YR Alphabet Code Lesson on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/christ-church-reception-videos/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch YR Alphabet Code Lesson on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/christ-church-reception-videos/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch YR Alphabet Code Lesson on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/christ-church-reception-videos/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch YR Alphabet Code Lesson on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/learning-at-home/christ-church-reception-videos/</p> <p>Follow up activity and supporting resources below</p>
Reading	<p>Make sure you have some quiet time for daily reading of your own book. You can choose and ebook here – you will need to sign up for free</p> <p>Listen to story time on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</p>				
Topic	<p>Physical Development Make your own flip flops</p> <p>People need to wear flipflops at the beach! Draw around your feet. Can you decorate your feet to make your own flip flops? See my example to help you! (See below.)</p>	<p>Expressive Art & Design Collage sea creatures</p> <p>What is your favourite sea creature? Find different paper around your house (magazines, newspaper, coloured paper, plain paper). Can you make a collage your favourite sea creature? (see below)</p>	<p>RE What was special about the Last Supper?</p> <p>Watch the videos. https://www.bbc.co.uk/bitesize/clips/zkyr87h Draw and label a picture of a special meal you might like to have if you were going away. Who would you invite? What would you eat? https://www.bbc.co.uk/bitesize/clips/zgsb9j6 Christians have bread and wine in Church to remember Jesus.</p>	<p>Spanish</p> <p>Watch the video on the school website to learn a bit more about instructions and review the numbers from 1-10! If you want some more practise, watch this video too: https://www.youtube.com/watch?v=y1ZIRC_LMzE&t=29s&ab_channel=lunacreciente For a challenge, have a go at writing the numbers!</p>	<p>Understanding the world Penguin watch</p> <p>Click here to check out the penguin cam at Edinburgh zoo. Where in the world do you think Penguins live? Do they live in a hot or cold habitat? What do you think Penguins like to eat? Watch this short film to help promote a discussion around penguins and to will help generate lots of questions.</p> <p>Create a poster about penguins.</p>

How many left? (1)

- 1 There are 9 birds in a tree.
4 fly away.



Complete the sentences.

First there were birds in the tree.

Then of the birds flew away.

Now there are birds left in the tree.



- 2 There are 7 cookies on a plate.
6 of the cookies are eaten.
Complete the sentences.



First there were cookies.

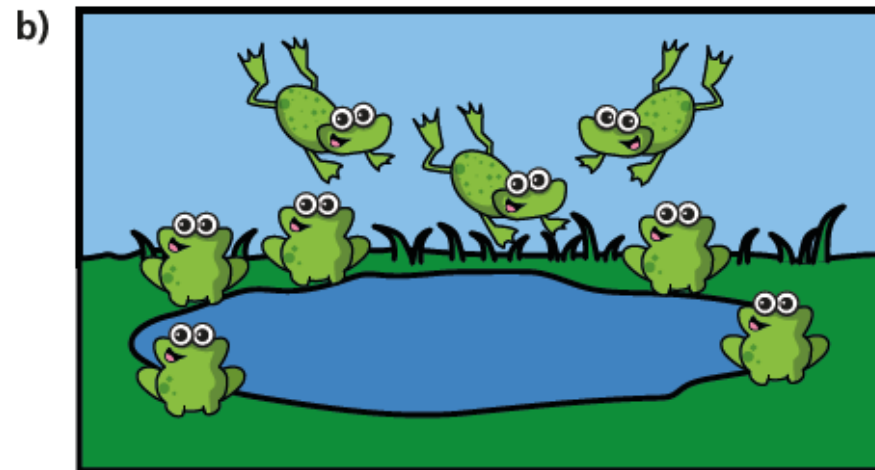
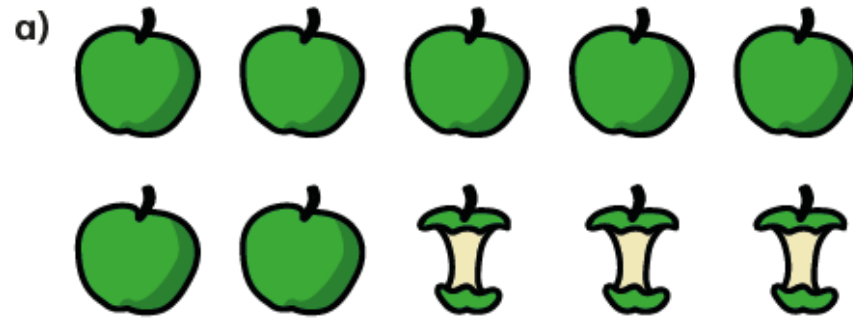
Then cookies were eaten.

Now there is cookie.

- 3 Draw pictures to match the story.
First there were 4 sheep in a field.
Then 1 sheep escaped.
Now there are 3 sheep in the field.

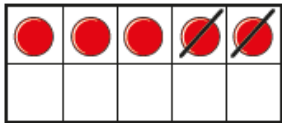


4 Tell a story to match each picture.

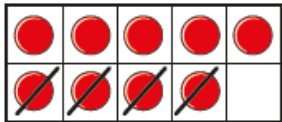


How many left? (2)

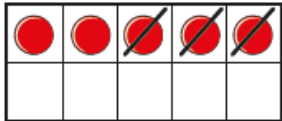
1 Match the counters to the number sentences.



$$9 - 4 = 5$$



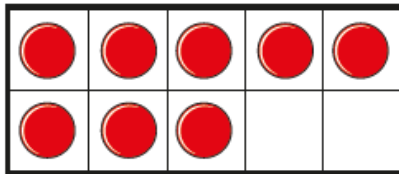
$$5 - 3 = 2$$



$$5 - 2 = 3$$

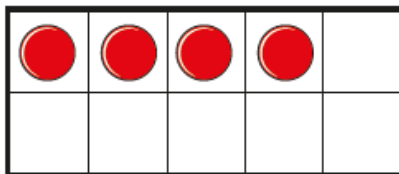
2 Cross out the counters to show the subtraction.

a)



$$8 - 2 = 6$$

b)



$$4 - 4 = 0$$



3 There are 10 cars in a car park.



4 cars leave.

How many cars are left in the car park?

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

4 Ann and Tom have 9 strawberries in total.



Ann eats 2 strawberries and Tom eats 1 strawberry.

How many strawberries do they have left?

5 Complete the subtractions.

a) $4 - 3 = \square$

c) $5 - 3 = \square$

b) $\square = 7 - 4$

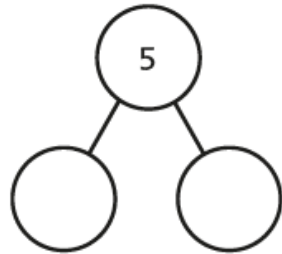
d) $\square = 6 - 1$

Subtraction – break apart



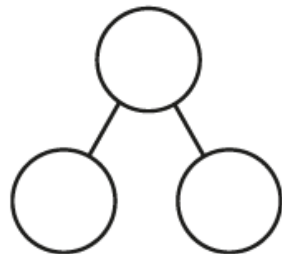
1 Complete the part-whole models and subtractions.

a) How many children do not have hats?



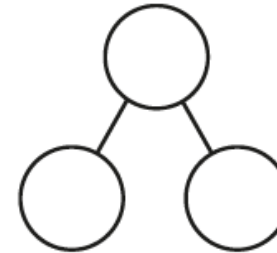
$$5 - 2 = \square$$

b) How many ice creams have sprinkles?



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

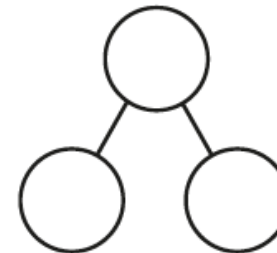
2 Complete the part-whole model and subtraction.



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

What has your subtraction worked out?

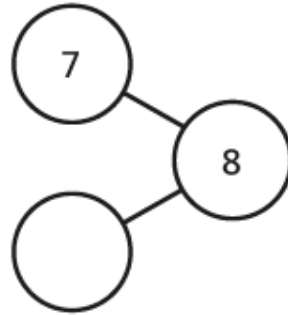
Find another way to complete the part-whole model and subtraction.



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

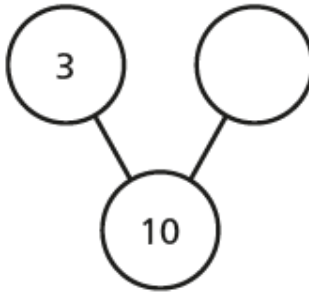
3 Complete the part-whole models and subtractions.

a)



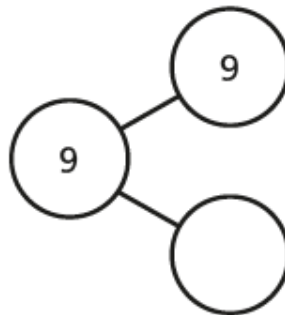
$$8 - 7 = \square$$

b)



$$10 - \square = \square$$

c)



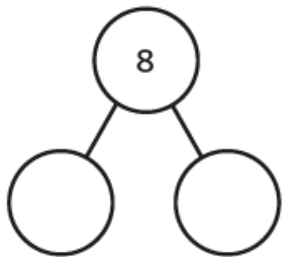
$$\square - \square = \square$$

Fact families – 8 facts

1 Look at the picture.



Complete the part-whole model and the fact family.



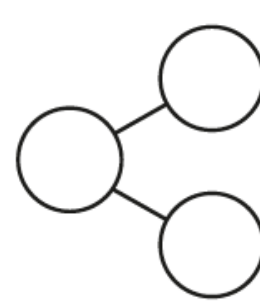
$$\begin{array}{r} \square + \square = 8 \\ \square + \square = 8 \\ 8 - \square = \square \\ 8 - \square = \square \end{array}$$

Can you write each number sentence a different way?

2 Look at the picture.



Complete the part-whole model and the fact family.



$$\begin{array}{r} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$

Which number sentence shows the number of apples?

Tick your answer.

Can you write each number sentence a different way?



3 Some T-shirts have spots and some do not.



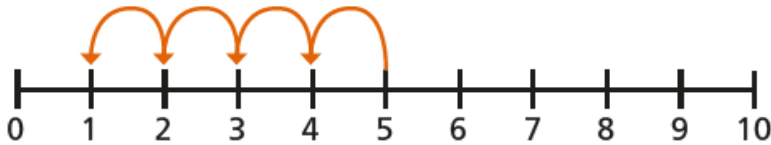
Complete the fact family.

<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"/>
<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"/>

Count back

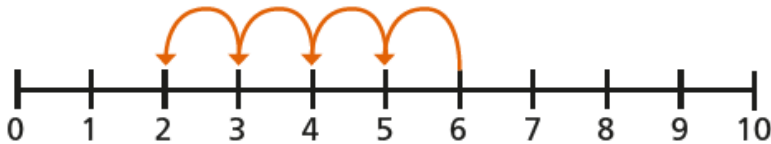
- 1 Use the number lines to complete the subtractions.

a)



$$5 - 4 = \square$$

b)

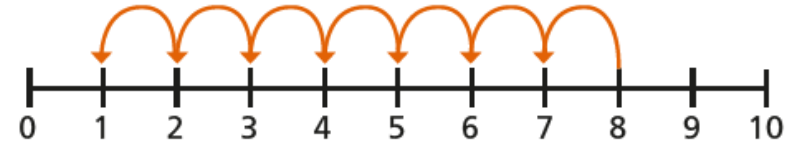


$$6 - 4 = \square$$

Why do you start at a different number?
Why is the number of jumps the same?



- 2 Complete the subtraction to match the number line.

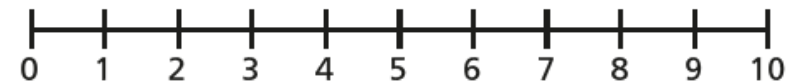


$$\square - \square = \square$$

- 3 Show the subtraction on the number line.

a)

$$6 - 3 = \square$$



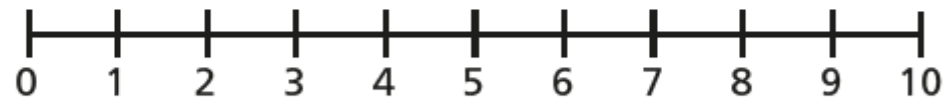
b)

$$10 - 8 = \square$$

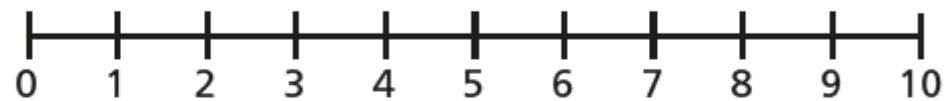


c)

$$7 - 7 = \square$$



4 Use the number line to find the missing number.



$$\square - 5 = 4$$

Write your own question for a partner.

Monday Topic:



Tuesday Topic:



Alphabet Code Lesson 1

We will be recapping the sounds we learnt last week. Watch Monday's Alphabet Code Lesson 1 on the school website. First, we will be writing the words **spark, burns and sport** (use the sounds lines below). Then, practise saying today's silly sentence with Miss Gaskill. Once you have said your sentence a few times, have a go at writing it down in your book by yourself.

Pay attention to our sounds:

/ar/ /ur/ /or/

Sound Lines

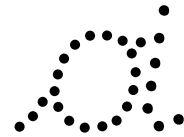
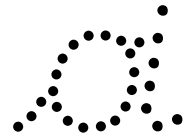
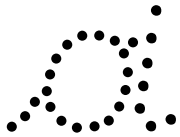
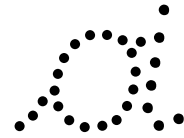
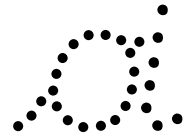
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Have a go at writing our shared sentence.

Can you think your own silly sentence? Make sure to use some of our focus sounds.

Alphabet Code Lesson 2:

Trace the code for the sound /oi/ - Remember to start every letter from the bottom.



Alphabet Code Lesson 2:
Sound Lines



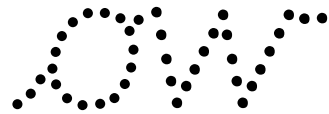
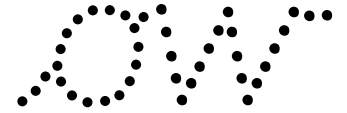
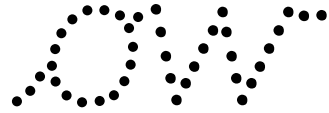
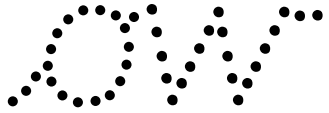
OPTIONAL EXTENSION activity for /oi/ - read the /oi/ words. Colour in the real words in one colour and the nonsense words in another colour.

choish	oil	boib	soib
boip	boil	quoif	shoip
woid	coin	foil	hoid
choin	toil	soil	think
goid	join	coil	poil

Can you write a silly sentence using words with the sound /oi/?

Alphabet Code Lesson 3:

Trace the code for the /ow/ sound - Remember to start every letter from the bottom.



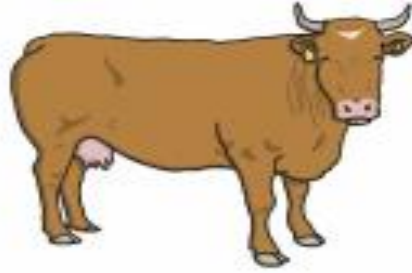
Alphabet Code Lesson 3:
Sound Lines



OPTIONAL EXTENSION - /ow/ or /oi/?

Can you spell the words to match the pictures?

(Cow, owl, towel, foil, soil, coin)



Can you write a silly sentence using words with the /ow/ sound?

Alphabet Code Lesson 4

World Book Day

Listen to the story **There's a Monster in Your Book** by Tom Fletcher.

https://www.youtube.com/watch?v=dHx_kn6MG7k

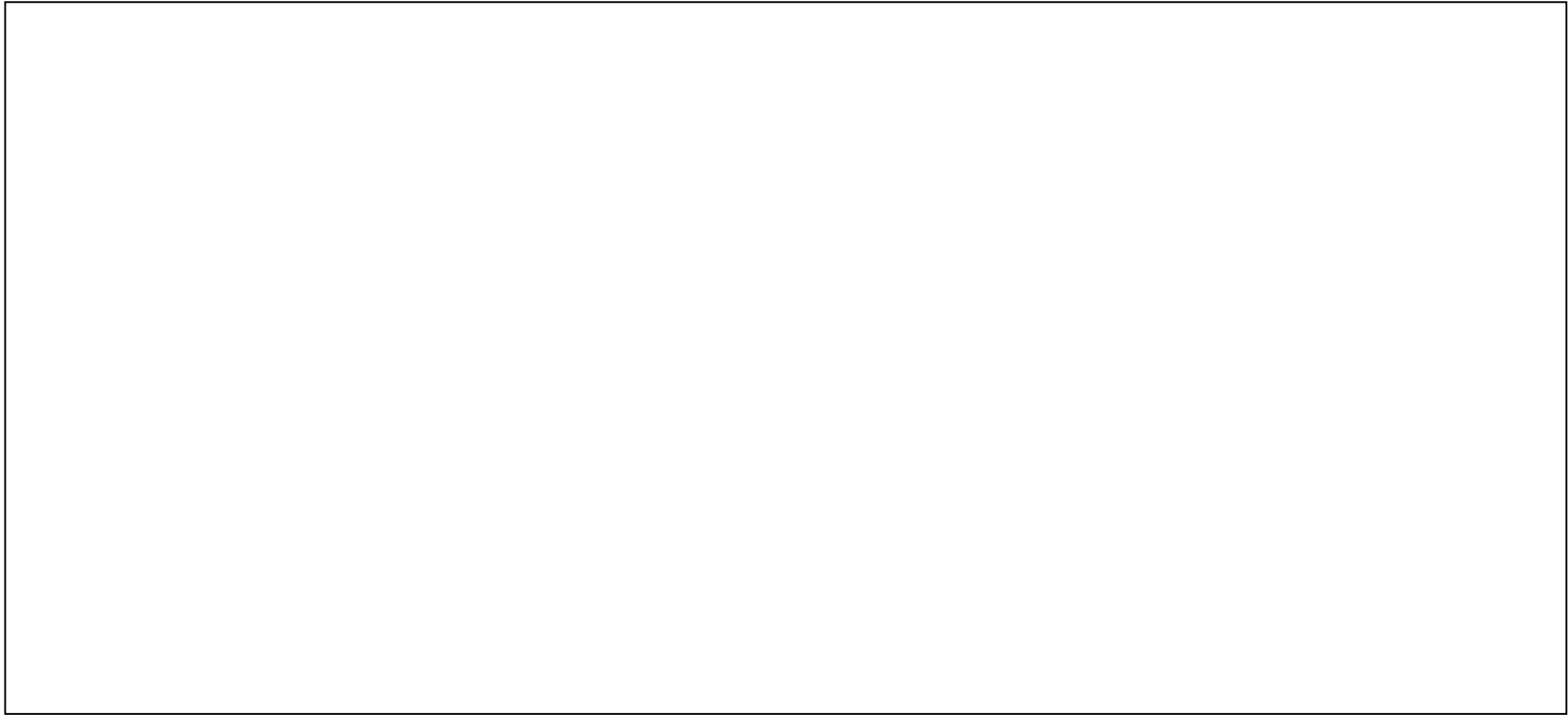


This is an interactive story which includes the reader through the actions. Listen again, but this time can you join in by pretending to be the monster? A grown up could take the role of pretending to remove you from the book! Can you swap roles?

Now it's time to find some inspiration for your own imaginative story character! Remember, ideas don't always come straight away; so don't worry if you can't think of anything at first. Try to think of what might happen to them in a story. If you are stuck, you could choose from a **unicorn, a crocodile, a snake or a spider!**

What do they like? What do they do in the book? **Please use the template below to draw and label your character.**

Think about how your reader can be involved in the story. How can the story be interactive? For example, maybe your reader needs to give the book a little shake, or maybe your reader needs to use magic powers! It would be wonderful to see some videos of you interacting with your character on Dojo 😊



If you prefer, an adult can scribe this part.

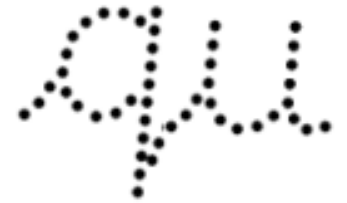
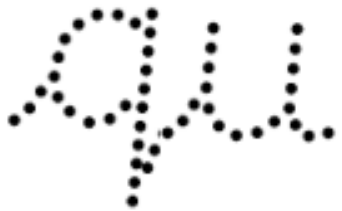
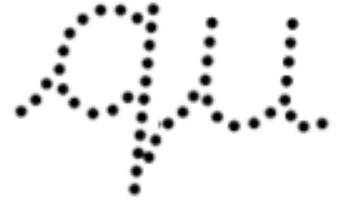
My character is a _____

It can _____

It likes to _____

Alphabet Code Lesson 5:

Trace the code for the /qu/ sound - Remember to start every letter from the bottom.



Alphabet Code Lesson 5:
Sound Lines

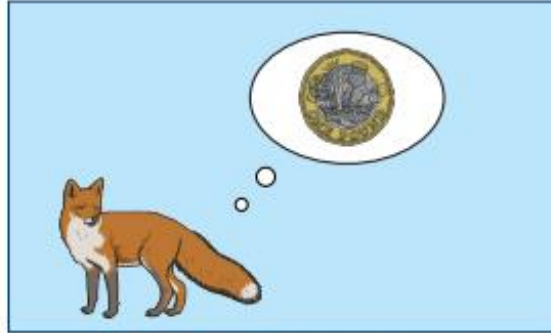


OPTIONAL EXTENSION activity for the /qu/ sound. Read the story. Can you colour in the /qu/ sound? An adult can read it to you and you can listen out for the sounds if you prefer.

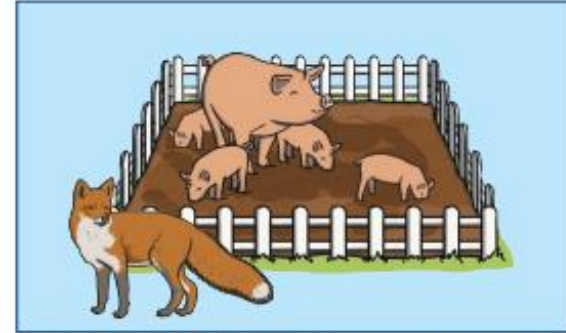
The Quick Fox



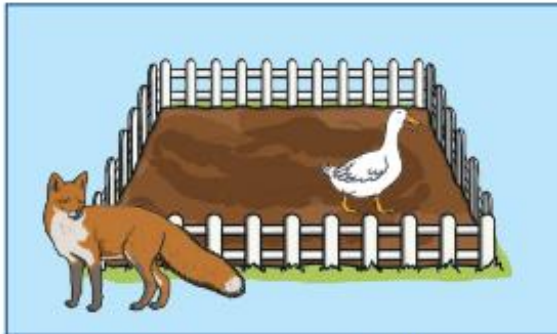
A quick fox ran to the quiz in Qued.



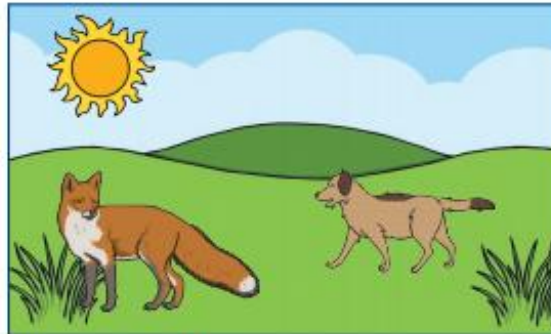
"I will win a quid!" the quick fox quips.



He ran in the mud next to a pig. "Quit it!"



He ran next to a duck in the pen. "Quack!"



He ran in the sun next to a dog. "You are quick!"



The quick fox had fun and got a quill and a quid at the quiz.

Can you write a silly sentence using words with the /qu/ sound?
