

# Miss Atkinson's Class

Week 1

# Writing

## Lesson 1 – copy the spellings

Green

Oh	Mrs	peopl e	Mr	called
looke d	asked	could	their	

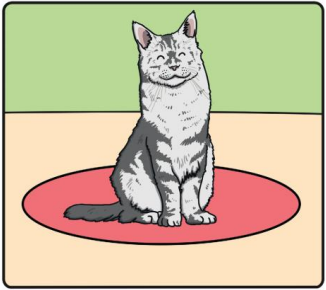
Blue

he	she	we
me	be	all

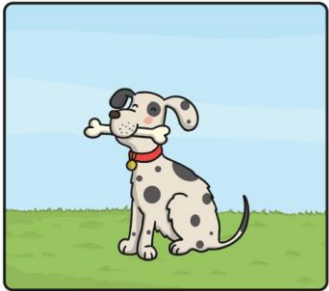
# Writing

## Lesson 2

Look at the pictures below and write a sentence for each.



The cat ...



The dog ...

Punctuate the sentences below using ?, ! or a full stop.

Do you like seafood

I like to watch TV after school

What time do we have PE Miss

It is my birthday in two days and I am so excited

OUCH

I am eight in less than a week



# Writing

Lesson 4 – Box up the story of ‘The Gingerbread man.’

Beginning - What happens at the beginning? Who are the main characters?  
Where is it set?

Build up - What happens next? How does the story hint about a problem?

Problem – What is the problem within the story?

Resolution – How is the problem resolved/sorted out?

Ending – How does the story end? Does it end happily? Is there a plot twist?

# Writing

## Lesson 5

Rewrite the story and change one of the following aspects:

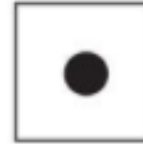
Character

Setting

Ending

### Checklist:

Full stops



Capital letters



Finger spaces



Letter formation



# Maths

Lesson 1 – copy the link below and answer the questions to follow

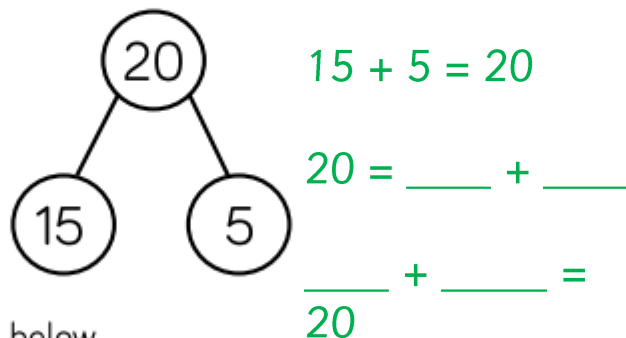
<https://vimeo.com/461355516> - <https://vimeo.com/461355814>

<https://vimeo.com/461736938>

Using concrete apparatus, can you talk about the relationships between the different flowers?

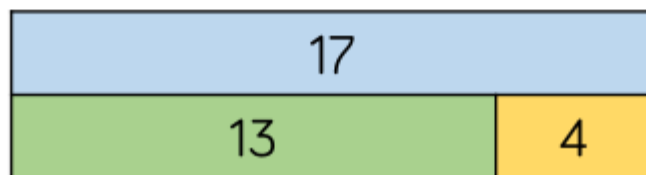


One relationship shown by this part-whole model is  $15 + 5 = 20$   
Can you write all associated number sentences in the fact family?



Look at the bar model below.

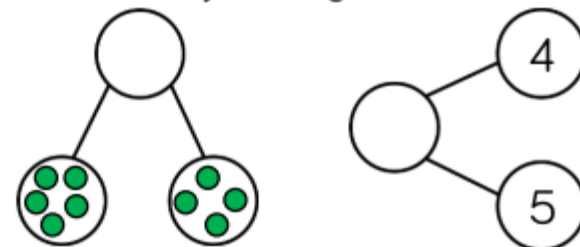
Can you write all of the number sentences in the fact family?



Write number sentences like the ones above.

Draw the part-whole models in your book.

Complete the part-whole models by drawing counters and then writing the numerals.

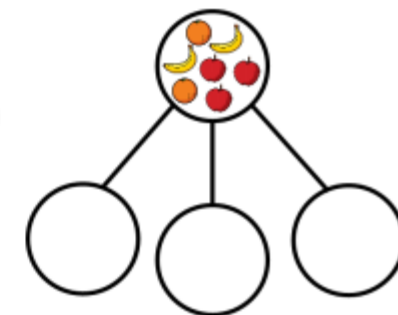


Here are seven pieces of fruit.



Put the fruit into a part-whole model.  
Complete the sentences.

\_\_\_\_\_ is the whole.  
\_\_\_\_\_ is a part, \_\_\_\_\_ is a part and \_\_\_\_\_ is a part.



Draw the part-whole model that represents the stem sentences:

- A part is 4
- A part is 3
- The whole is 7

# Maths

Lesson 2 – copy the link below and watch the video.

<https://vimeo.com/462380184> - <https://vimeo.com/461840544>

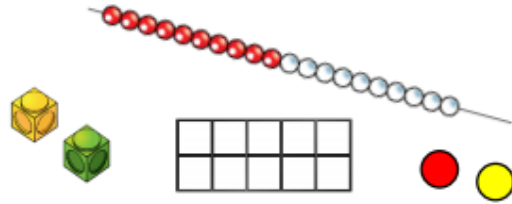
<https://vimeo.com/461356119>

Use object in your house to help prove the calculations.

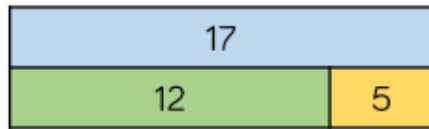
Use concrete objects to check and prove whether the calculations are correct.

$$12 - 4 = 8$$

$$7 + 8 = 15$$



Can you use inverse operations to check  $5 + 12 = 17$ ?



How many possible inverse calculations are there?

Eva writes this calculation:  $18 - 5 = 13$

Which of the following could she use to check her work?

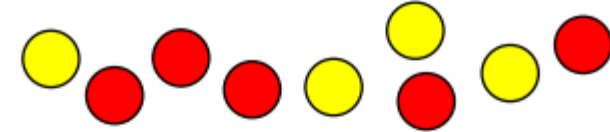
$$13 + 5$$

$$13 - 5$$

$$18 - 13$$

$$5 + 13$$

Here are some counters.



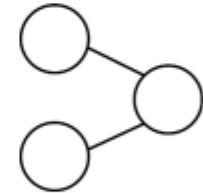
Group the counters by colour.

Fill in the gaps in the sentence and say it out loud.

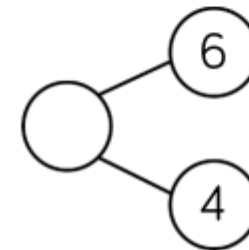
\_\_\_\_\_ red counters plus \_\_\_\_\_ yellow counters is equal to \_\_\_\_\_ counters.

Complete the part-whole model and the number sentence.

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

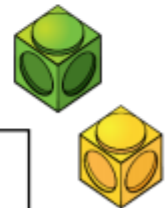


Use cubes to solve the following calculations.



$$5 + 3 = \square$$

$$8 + 1 = \square$$



Use objects in your house to help prove the calculations.



# Maths

## Lesson 3 –

Work out the equations and add the more than, less than and equal to symbols.

Fill in the circles with either  $<$ ,  $>$  or  $=$

$6 + 4$	<input type="text"/>	$6 + 5$
$6 + 4$	<input type="text"/>	$3 + 6$
$11 - 4$	<input type="text"/>	$12 - 5$
$11 - 4$	<input type="text"/>	$12 - 4$

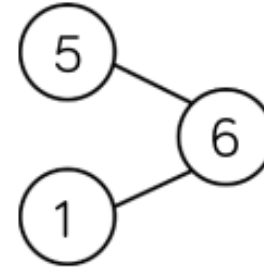
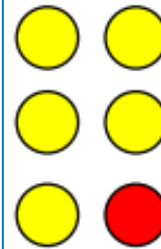
Complete the missing numbers.

$$5 + 3 = 6 + \underline{\quad}$$

$$5 + 3 = \underline{\quad} + 6 = 7 + \underline{\quad}$$

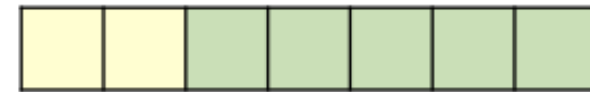
$$\underline{\quad} + 3 = \underline{\quad} + 4 = 5 + 5$$

Use the counters and the part-whole model to fill in the missing numbers.



1	+	<u>    </u>	=	6
<u>    </u>	+	1	=	6
<u>    </u>	=	<u>    </u>	+	1
6	=	<u>    </u>	+	<u>    </u>

Complete the number sentences.



<u>    </u>	+	<u>    </u>	=	7	7	=	<u>    </u>	+	<u>    </u>
<u>    </u>	+	<u>    </u>	=	7	7	=	<u>    </u>	+	<u>    </u>

Use the number cards to make 4 addition sentences.

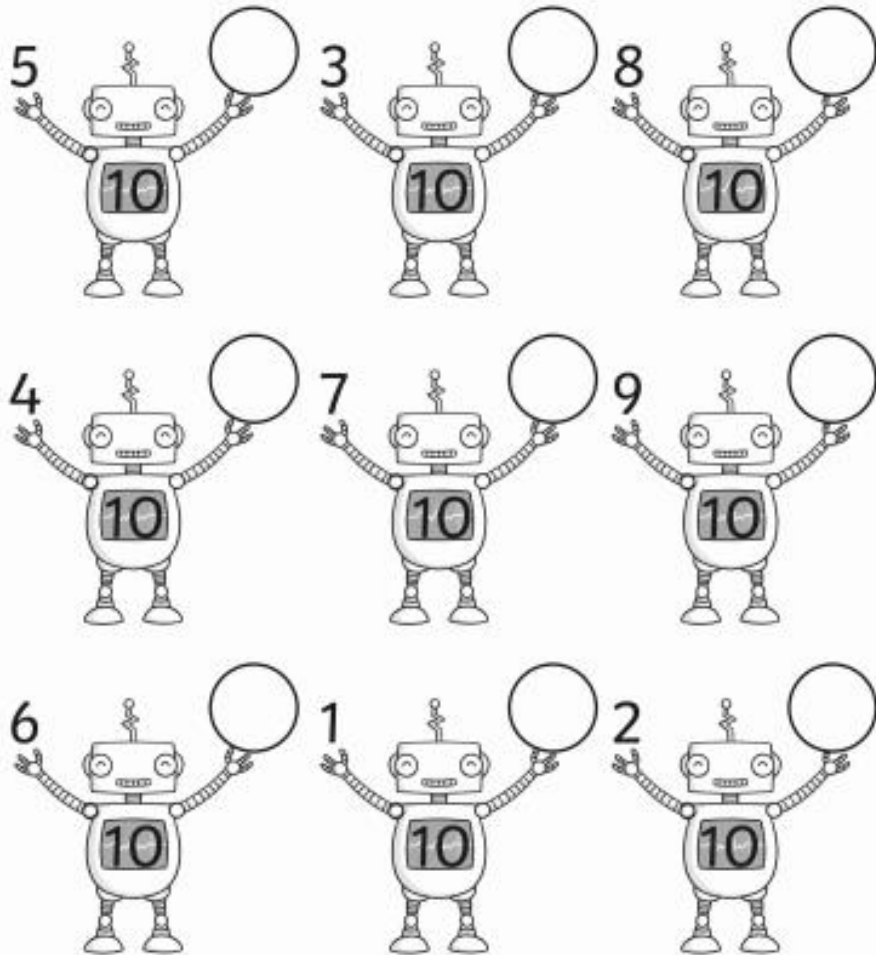


# Maths

Lesson 4 Remember you can use objects to help you. Write out the number sentences.

## Number Bonds to 10

Can you find the missing number bond to make 10 in the robot's tummy?



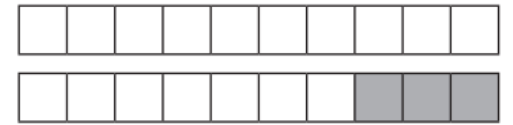
$$19 + 1 = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$



$$\square + \square = 20$$

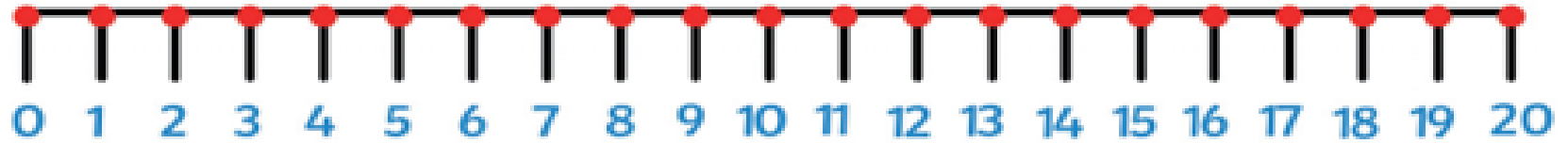


$$\square + \square = 20$$

# Maths

Use the number line or objects around the house to help work out the calculation.  
Write down the number sentences.

## Lesson 5



$$6 + 1 =$$

$$7 + 2 =$$

$$5 + 3 =$$

$$3 + 2 =$$

$$4 + 1 =$$

$$8 + 2 =$$

$$12 + 6 =$$

$$10 + 3 =$$

$$12 + 0 =$$

$$13 + 6 =$$

$$14 + 5 =$$

$$11 + 9 =$$

$$15 + 3 =$$

$$18 + 2 =$$

# Handwriting Lesson 1



Nelson  
Handwriting

## Words to practise

big  
him  
his  
not  
got

# Handwriting Lesson 2



Nelson  
Handwriting

## Words to practise

up

mum

but

put

the

# Handwriting Lesson 3



Nelson  
Handwriting

Words to practise

will  
that  
this  
then

# Handwriting Lesson 4



Nelson  
Handwriting

## Words to practise

them  
with  
see  
for

# Handwriting Lesson 5



Nelson  
Handwriting

## Words to practise

was

you

they

all

are



# Reading

Log on to bug club and find the allocated book 'Fun at Festivals.'

Session 1



Looking: What can you see on the front cover?



Clue: What do you think has happened?



Thinking: How many festivals have you heard of?

# Reading

Session 2 - Log on to bug club and find the allocated book 'Fun at Festivals.'

Pages 4-5: In which country is the cheese rolling festival held?

Page 15: How do they celebrate the Festival of Colours?

Page 19: What will happen if the groundhog has no shadow?



# Science

Watch the following link and copy the sentences, filling in the gaps.

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>

Animals need to eat because food is the main source of \_\_\_\_\_. Different animals enjoy different types of food, we can group animals based on the food they eat. Some animals like rabbits, deer and horses that only eat plants, these types of animals are called \_\_\_\_\_.

Some animals like otters, the tawny owl and the Scottish wild cat only eat meat, these types of animals are called \_\_\_\_\_.

Some animals eat both plants and meat, these types of animals are called \_\_\_\_\_.

# Theme

Match the key event during ‘The Great Fire of London’ to the day it happened.

Saturday 2 <sup>nd</sup> September 1666
Sunday 3 <sup>rd</sup> September 1666
Monday 4 <sup>th</sup> September 1666
Tuesday 5 <sup>th</sup> September 1666
Wednesday 6 <sup>th</sup> September 1666

Despite the city being ruined. People returned to work and the parliament resolved to build the city bigger and better than before.
King Charles II sent the Duke of York with his army to explode houses to stop the fire spreading.
The fire began to spread and people began to flee from their homes.
The city up in a blaze and people began to try and escape by boats on the River Thames
A fire started in Thomas Farrener’s bakery down Pudding lane.