

Numeracy/Maths:

Adding equal groups

Day 1: Adding equal groups - work through the following examples with your child. Explain that we can use repeated addition to count the groups because they are **equal** in size.

How many wheels altogether?



$$2 + 2 + 2 + 2 + 2 =$$

How many fingers altogether?



$$5 + 5 + 5 =$$

How many apples are there? Complete the sentences.



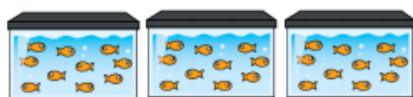
$$5 + 5 + 5 + 5 =$$

There are _____ apples.

There are _____ groups of _____ apples which is equal to _____

How many fish are there?

Complete the sentences.



Can you show this using ten frames?

$$+ + =$$

There are _____ fish.

Challenge: Can you design and draw your own example of adding equal groups?

Day 2:

Children to build equal groups in 2's 5's or 10's. Use counters/buttons/straws or lego bricks.

Children to record their groups as follows.....

$$5 + 5 + 5 = 15$$

There are 3 groups of 5 cubes which equals 15 cubes altogether.

Day 3:

Discuss the following problem with your child.

Ask what the important rules are in this problem - counting in 2's 5's and 10's, Eva's total is more than Rosie's, their totals are less than 40, Rosie has 5 equal groups and Eva has 3.

Children to build groups using equipment and record their findings with drawings and repeated addition sentences as in Day 2.

Rosie and Eva have equal groups of either 2, 5 or 10



Each of their totals is less than 40

Rosie has 5 equal groups.
Eva has 3 equal groups.

Eva's total is more than Rosie's total.

What could they be counting in?

Use equipment to help you.

Possible answers:

Rosie: $2 + 2 + 2 + 2 + 2 = 10$

Eva: $5 + 5 + 5 = 15$

Rosie: $5 + 5 + 5 + 5 + 5 = 25$

Eva: $10 + 10 + 10 = 30$

Rosie: $2 + 2 + 2 + 2 + 2 = 10$

Eva: $10 + 10 + 10 = 30$

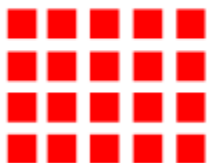
Day 4:

Work through the problems below with your child. Encourage them to talk through their reasoning using mathematical terms - equal, unequal, array, column, row, and addition.

Amir and Whitney are making arrays.



Amir



Whitney



Who has made a mistake? Explain why.

Possible answer:

Whitney has made a mistake because her array is not in columns. There are an unequal amount of squares in each row.

Teddy and Alex are writing number sentences to describe the array.



Teddy

$4 + 4 + 4 + 4 + 4 = 20$



Alex

$5 + 5 + 5 + 5 = 20$

Who do you agree with? Explain why.

Possible answer:

They are both right. Teddy has counted the columns. Alex has counted the rows.

Day 5:

Using lego bricks or similar ask your child to build arrays for 2's 5's and 10's. Draw the arrays and record with repeated addition number sentences.

e.g. $2+2+2=6$

Challenge: Children to describe and add the rows and the columns. Do they make the same answer?

Literacy:

Using the prefix (un)

Day 1 :

Add the prefix **un** to the words below. Discuss with your child that this changes the meaning of the word to mean the opposite.

e.g. kind - unkind

Cover, happy, fair, certain, wrap, clear, healthy, safe, zip, well, pack, lucky and even.

Make a list of words and their opposites.

Day 2:

Introduce using the prefix **un** in sentences.

e.g. The girl's packed lunch was very **healthy** because it contained fruit, a sandwich and a yoghurt.

Her friend's lunch was **unhealthy** as it included two bags of crisps and some sweeties.

Can your child design and write their own sentences?

Remember capital letters, full stops and finger spaces.

Challenge: Can you use a conjunction in your sentence? - and , but, because, so

Day 3:

Read or retell the story of Sleeping Beauty.

Which characters can you identify?

Think about the Bad Fairy. What adjectives can you use to describe her character?

(cruel, evil, mean, spiteful, nasty, bad- mannered, wicked)

Are there any **un** words you can use? (unkind, unfair, unjust, uncaring, unpleasant, unloving)

Draw a picture of the Bad Fairy and write the adjectives around the drawing.

Day 4:

Write 4 or 5 sentences to describe the Bad Fairy.

Remember to use capital letters, full stops and finger spaces. Use the adjectives from Day 3 in your description.

Challenge: Can you also explain the part the Bad Fairy plays in the fairy tale?

Day 5 :

Re - read or re- tell the story of Sleeping Beauty.

Discuss with your child that a fairy tale has a

- Beginning - characters and setting introduced.
- Middle - a problem develops in the story

- End - a solution is found ...a happy ending!

Talk about the different stages (beginning, middle and end) concerning Sleeping Beauty.

What is the problem? How is the problem solved? What is the happy ending?

Challenge - draw out a story plan of the fairy tale Sleeping Beauty.

Topic:

Please choose two of the following activities:

- **DT/Art**

Design your own castle.

What are the things that you will need?

What materials would be good to make a castle out of?

e.g. cardboard/cereal box, string, sellotape, glue, scissors and paint

Can you label the different parts?

Each castle needs to have battlements, arrow slits and a drawbridge.

- **History**

Read through the information sheet, with your child, about motte and bailey within the castles. If you have access to the internet use the power point on Twinkl - Motte and Bailey castles.

Colour and label the picture provided of a motte and bailey castle.

Challenge: write a caption to describe a fact about each part of the castle.

- **ICT** - Draw a castle using the 2Paint programme. Try to use a variety of colours and tools for your design. Include features of the castle.

Log in to Purple Mash and select Art/2paint/Launch App

- **Science /Outdoor learning -**

Explore your garden or carry out a nature walk during your daily exercise. Talk about the plants you can see growing and what their names are.

Give your child time to look carefully at the fine details of each plant. Children can use magnifying glasses or encourage them to look very closely using their eyes.

Talk to the children about some plants having different scents. Ask the children *Why might some plants have a strong flowery scent and others might not?(attracting insects)*

Draw a close-up picture of a plant of their choice. Encourage them to look very closely at the details of the plants. The children could dig up a flowering weed to observe the roots in detail e.g. dandelion.

Label the plants with their name and basic structure (stem, leaves, flower, root, bud, pollen, seeds, petals, bulb, branch and trunk).

- **PHSE -**

Design a calendar of kindness to cover the days through this coming week.

What can you do each day to help or encourage someone in your family, neighbours or friends?

Some ideas....

- Lay the table for dinner.

- Tidy your room.
- Write to an elderly relative.
- Play with a younger brother or sister to cheer them up.
- Draw a picture or make a card for your friend and post it through their door.