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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Maths (add+sub) | Understanding one more than and one less than.  Can you find one more than and one less than?  [https://www.twinkl.co.uk/ resource/hide-a-saurus-one-more-and-one-less-dinosaurs-activity-sheet-t-or-1337](https://www.twinkl.co.uk/%20resource/hide-a-saurus-one-more-and-one-less-dinosaurs-activity-sheet-t-or-1337)  Challenge:  Can you find 2 more than and two less than.  [https://www.twinkl.co.uk/ resource/t-n-1280-1-more-and-2-more-activity-sheet](https://www.twinkl.co.uk/%20resource/t-n-1280-1-more-and-2-more-activity-sheet) | To be able toto find number bonds to 10 and 20  What numbers bonds can you find to 10?  [https://www.twinkl.co.uk/ resource/number-bonds-to-10-activity-booklet-t-n-7749](https://www.twinkl.co.uk/%20resource/number-bonds-to-10-activity-booklet-t-n-7749)  This is a little booklet that you can work through.  Challenge:  Number bonds to 20.  Use your knowledge of tens and units to help you.  https://www.twinkl.co.uk /resource/t-n-4603-new-number-bonds-to-20-on-robots-worksheet | Using counters, objects or a number line for addition calculations  Using counters, objects or a number line add these two numbers together.  Using counters  [https://www.twinkl.co.uk/ resource/ t-t-27351-the-little-fish-up-to-20-addition-sheet](https://www.twinkl.co.uk/%20resource/%20t-t-27351-the-little-fish-up-to-20-addition-sheet)  Using the number line  [https://www.twinkl.co.uk/ resource/t-n-3016-addition-to-20-with-a-number-line-activity-sheet](https://www.twinkl.co.uk/%20resource/t-n-3016-addition-to-20-with-a-number-line-activity-sheet)  Choose a worksheet appropriate for you child. | Using counters, objects or a number line for subtraction calculations  Using counters, objects or a number line subtract these two numbers together.  Using counters/objects  [https://www.twinkl.co.uk/ resource/t-t-28792-rainforest-themed-subtraction-within-20-activity-sheet](https://www.twinkl.co.uk/%20resource/t-t-28792-rainforest-themed-subtraction-within-20-activity-sheet)  Using a number line  [https://www.twinkl.co.uk/ resource/t-t-2999-subtraction-from-20-numberline-worksheet](https://www.twinkl.co.uk/%20resource/t-t-2999-subtraction-from-20-numberline-worksheet) | Problem solving.  Recap what you have learnt this week with this words problems for addition and subtraction.  If you want more of a challenge ask an adult to change the numbers so that they are a bit n=more challenging.  Don’t forget to use counters, objects or a number line to help you  [https://www.twinkl.co.uk/ resource/t-n-2587-ks1-addition-word-problem-challenge-cards](https://www.twinkl.co.uk/%20resource/t-n-2587-ks1-addition-word-problem-challenge-cards)  <https://www.twinkl.co.uk/resource/t-n-2321-ks1-subtraction-word-problem-challenge-cards> |
| **English** | The Run away iceberg comprehension  Help may be needed to read the text and questions. If they can do this all independently great!  Choose the questions that are appropriate for your child  [https://www.twinkl.co.uk/ resource/year-1-the-runaway-iceberg-differentiated-reading-comprehension-t-e-2549027](https://www.twinkl.co.uk/%20resource/year-1-the-runaway-iceberg-differentiated-reading-comprehension-t-e-2549027)  **Reading each day**  **Phonics practise** | Adding ‘ed’ and ‘ing’ to a verb.  What is a verb? How do we change a verb to past tense, so it has already happened?  <https://www.twinkl.co.uk/resource/t-l-52898-year-1-spelling-practice-sheet-adding-ing-and-ed-to-verbs-go-respond-activity-sheet>  Challenge:  Choose two words ending in ing and two words in ed and write a sentence with each of them in it.  **Reading each day**  **Phonics practise** | Capital letters.  When do we need to use a capital letter?  [https://www.twinkl.co.uk/ resource/t-l-4009-using-capital-letters-worksheet](https://www.twinkl.co.uk/%20resource/t-l-4009-using-capital-letters-worksheet)  Challenge:  Write four sentences using capital letters not just for the start of the sentence.  **Reading each day**  **Phonics practise** | Descriptive writing  Lost toy!  Imagine you’ve lost a toy. Can you make a poster to help find him? Remember lots of adjectives to help describe it.  [https://www.twinkl.co.uk/ resource/t-t-2547397-lost-toy-poster](https://www.twinkl.co.uk/%20resource/t-t-2547397-lost-toy-poster)  **Reading each day**  **Phonics practise** | Story writing  Choose your favourite story and read it to out loud to an adult. Think about the beginning, middle and end.  Can you re write the story changing one thing in it? Maybe the character or the place or what happens to them.  Remember to use capital letters, full stops and beautiful handwriting.  Challenge  Use on the verbs from Tuesday work in your story.  **Reading each day**  **Phonics practise** |
| **Science- For any day of the week** | Our science topic before Easter was Homes and Houses, whilst looking at different materials.  I would like you today to think about two houses – One sensible house and one silly house.  First make a list of different materials that your house is made out of, for example, wood.  What material would you build a sensible house out of? What would build the walls out of? What materials would you use for the windows? Think about why you would use that material. Now draw a picture of that house and label all the different materials. You can use stick different things to your house if you have them at home.  Now for the silly part!  Draw a house that is made out of silly material and label it. I’m going to make a house that is made out of chocolate! Why is chocolate a silly material?  I’m going to make the windows out of cotton wool! Why is cotton wool a silly material?  Make your pictures nice and bright and label them as much as you can. Remember to use a ruler if you are drawing lines. | | | | |
| **RE - For any day of the week** | Our new topic this half term isThe Resurrection  On Easter Sunday Jesus rose from the tomb. How do you think the disciples felt when they saw Jesus? Why do you think they felt like that? Have you ever felt like that when you haven’t seen anyone for a long time? Why did you feel like that?  Draw a picture of that person and say why you were so happy to see them. | | | | |