Foundation
Learning Grid for week beginning: 4.5.20

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC here.

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing			
Arithmetic: keep building your fluency in mathematics by answering 1 part of the arithmetic pack each day. Remember, you can copy the equations on to some scrap paper before you answer each one. The focuses for this week are: Arithmetic 1 - Addition Arithmetic 2 - Subtraction Arithmetic 3 – Doubling Arithmetic 4 – Number bonds to 10 Arithmetic 5 – Ordering numbers to 20.	This week we have a new maths focus on halving. Halving means sharing an amount equally between two. Activities: 1. You can watch a short story on sharing between two here. As you will see from the story, it's important that things are shared **fairly**. 2. Have a go at sharing some food (e.g. 4 biscuits or 6 raisins) onto two plates, making sure that the two plates have the same amount on them, so that it is fair. Pretend that one plate is for "me" and one plate is for "you", saying "one for me, one for you", as you share. Extension: Share 7 items of food. Can all numbers/amounts be equally halved? What do you notice? 3. Now have a go at finding half of a number/amount using a Bar Model. You will find more details about this below.	Aim to read for 20 minutes every day, with an adult when you can. Ebooks links: MyOn – click here Collins – click here Oxford – click here **Phonics and tricky words:** Phonics sounds of the week: '**igh**' ('n**igh**t fl**igh**t) '**air**' ('that's not f**air**') Encouraging children to read words with these sounds in initially would be great, moving on to encouraging children to write words with these sounds in, once they are confident in reading them. Tricky words of the week: **me be was** Encouraging children to read these words individually first would be great, moving on to reading them in simple sentences, and then to writing the tricky words individually and then in sentences. Listen to 'Harry and the Bucketful of Dinosaurs' here (or if you have the book at home, ask an adult to read it to you). Can you then make stick puppets of the main characters in the story and act it out?	Keep practising orally retelling 'The Dinosaur Party', with your chosen accompanying actions. This week it is time to innovate 'The Dinosaur Party'; this means making a change to the story. A simple change you can make is to change the cake in the story to something else you might have at a party (e.g. party food, crisps, jelly, presents). You might also choose to make other changes, but remember that the story should still make sense. Once you've decided the change you are going to make, don't forget to make the change on your story map too. After you have decided what to change in the story, have a go at writing this as a sentence. For example, "The pterodactyl was so big he knocked over the _____". If you made dinosaur eggs and/or nests last week, have a go at writing about what you did. What resources did you use, what did you have to do to them, and what happened?	Dinosaurs: Make a dinosaur skeleton from cotton buds or spaghetti (you will find some picture examples below). Dinosaurs: Make a dinosaur out of 2D shapes. What type of dinosaur will you make and what shapes will you need? Dinosaurs: Make stick puppets of the characters from Harry and the Bucketful of Dinosaurs, then use them to act out the story (see 'reading' column). Dinosaurs/science: Floating Dinosaur Rescue. Can you rescue the floating dinosaurs from the bucket without using your hands? Find further details below. RE/PSHE: Belonging. Your family is a group of people to which you belong. What other groups do you belong to –for example, are you a member of a football team, Rainbows/Beavers, dance group, swimming club, class at school etc.? Can you draw a picture of all of the groups you are a part of? How do you feel to belong to all of those groups?	TRAVEL TOKYO This week, choose at least two activities from the Travel Tokyo website to complete. Keep working your way through the 'Physical Activity Cards Booklet' too. Usually in Term 5 we have a taster session from Rugby Tots, practising our throwing, catching and kicking skills. Can you find a ball and practise these skills with someone at home?	people: connect Make a card or small gift for someone at home, to thank them for helping you with all of your learning. It is VE day at the end of this week. With help from an adult, find out what VE day is and why it is celebrated. Create some Union Jack bunting or flags to hang in a window for your neighbours to see. Lots of you have now sent your very first e-mail, which is a very clever thing to have done! Well done. To keep practising your typing and e-mail writing skills, is there someone else you can e-mail: perhaps a grandparent or aunt and uncle, or maybe a friend from school?

Arithmetic 1

Part 1 - Addition

a.) 5 + 7 = ☐

b.) 10 + 3 = ☐

c.) 2 + 9 = ☐

d.) 5 + 8 = ☐

e.) 9 + 5 = ☐

f.) 10 + 6 = ☐

g.) 7 + 3 = ☐

h.) 8 + 4 = ☐

i.) 11 + 5 = ☐

j.) 8 + 6 = ☐

Arithmetic 2

Part 2 - Subtraction

a.) 9 - 4 = ☐

b.) 7 - 5 = ☐

c.) 9 - 2 = ☐

d.) 10 - 4 = ☐

e.) 6 - 5 = ☐

f.) 10 - 6 = ☐

g.) 11 - 3 = ☐

h.) 7 - 4 = ☐

i.) 8 - 6 = ☐

j.) 12 - 3 = ☐

Arithmetic 3

Part 3 - Doubling

a.) 2 + 2 = ☐

b.) 4 + 4 = ☐

c.) 3 + 3 = ☐

d.) 5 + 5 = ☐

e.) 7 + 7 = ☐

f.) 6 + 6 = ☐

g.) 8 + 8 = ☐

h.) 10 + 10 = ☐

i.) 9 + 9 = ☐

j.) 11 + 11 = ☐

Arithmetic 4

Part 4 – Number Bonds to 10

a.) 0 + ☐ = 10

b.) 1 + ☐ = 10

c.) 2 + ☐ = 10

d.) 3 + ☐ = 10

e.) 4 + ☐ = 10

f.) 5 + ☐ = 10

g.) 6 + ☐ = 10

h.) 7 + ☐ = 10

i.) 8 + ☐ = 10

j.) 9 + ☐ = 10

k.) 10 + ☐ = 10

Arithmetic 5

Part 5 – Ordering numbers to 20

Ask an adult to write numbers 0-20 onto individual pieces of paper for you, mix them up and see if you can put them in the correct order, from 0-20.

Extension: Have a go at making your own number cards from 0-20 and order those. (Try to ensure that you form your numbers correctly.)
Can you go beyond 20?

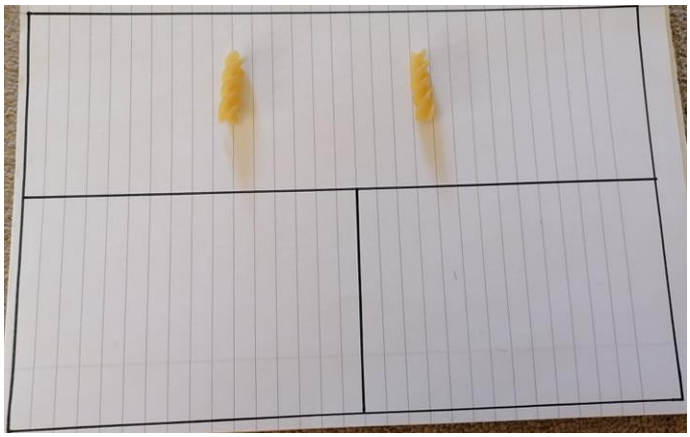
Further Maths Tasks

This week we have a new maths focus on halving. Halving means sharing an amount equally between two. When we halve, we can use a Bar Model to help us, but we have to turn it upside down (with the 'whole' on top and the two 'parts' underneath)! When we halve we start with the 'whole' amount and share it into two equal 'parts' (in contrast to adding, where we start with one 'part', add another 'part' and then count to see how many we have together as a 'whole').

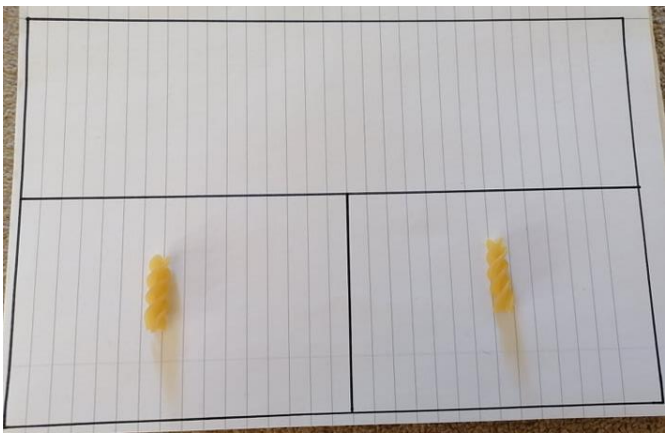
In the same way that we can still use a Bar Model for halving, we can also still 'make it' and 'draw it'. (We don't worry too much about the 'write it' stage at this point.)

First, try to 'make it'. Begin with finding half of 2. 2 is the whole amount that you are beginning with, so you will need to place 2 manipulatives into the 'whole' on your Bar Model [see picture 1, below]. You then need to share your 2 manipulatives equally between the two 'parts' of your Bar Model. When we halve, we pretend that one part is for "me" and one part is for "you", so we say "one for me [whilst placing one manipulative from the 'whole' into the first 'part'] and one for you [whilst placing one manipulative from the 'whole' into the other 'part']". When you have done that you can count how many are in each 'part' of your Bar Model. If you have shared 2 equally, each 'part' should contain 1 [see picture 2]. Half of 2 is 1. Try this for numbers 2, 4, 6, 8 and 10.

Picture 1



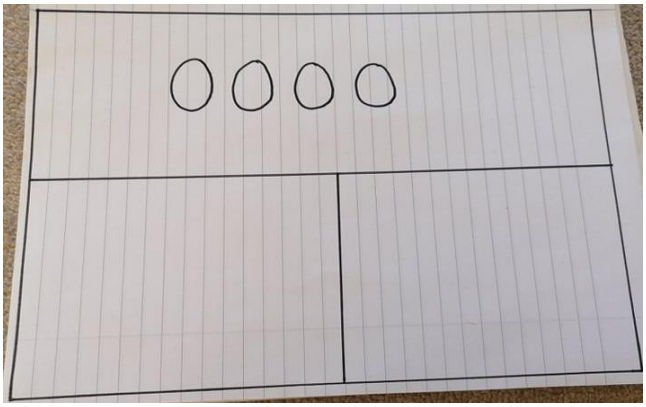
Picture 2



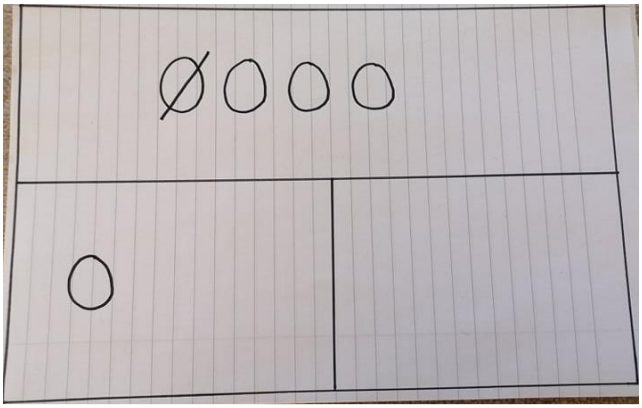
Next, you can 'draw it', again working with numbers 2, 4, 6, 8 and 10.
When you 'draw it' it is important that you cross out one circle at a time, as you draw it down into the 'parts', saying "one for me, one for you". For example, if you were finding half of 4, you would begin by drawing 4 circles in the 'whole' [see picture 3, below], then you would cross the first one out whilst saying "one for me", and draw it in the first 'part' [see picture 4], then cross the second circle out whilst saying "one for you", and draw it in the other 'part' [see picture 5]. Then cross the third circle out

whilst saying “one for me”, and draw it in the first ‘part’ [see picture 6], then cross the forth circle out whilst saying “one for you”, and draw it in the other ‘part’ [see picture 7]. Finally, count how many circles are in each part. Each part has 2 circles. Therefore, half of 4 is 2.

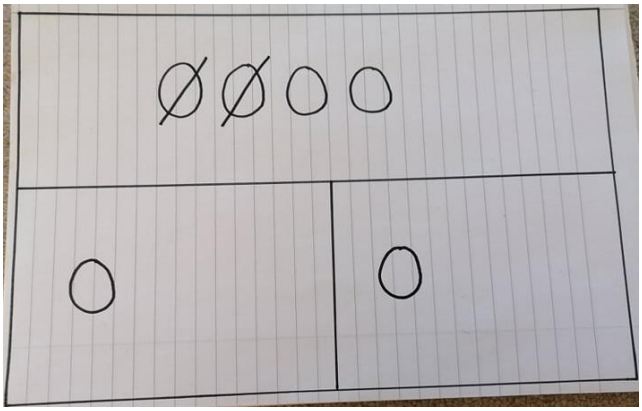
Picture 3



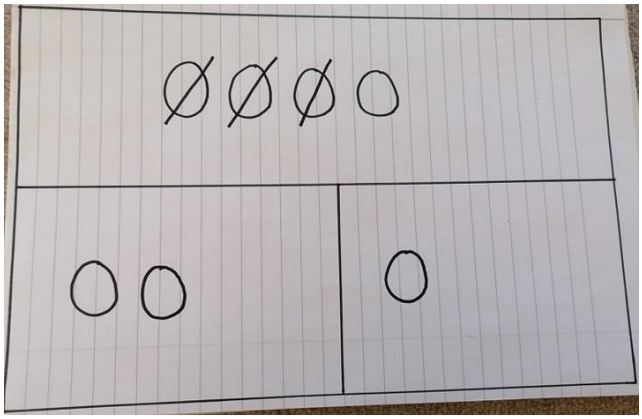
Picture 4



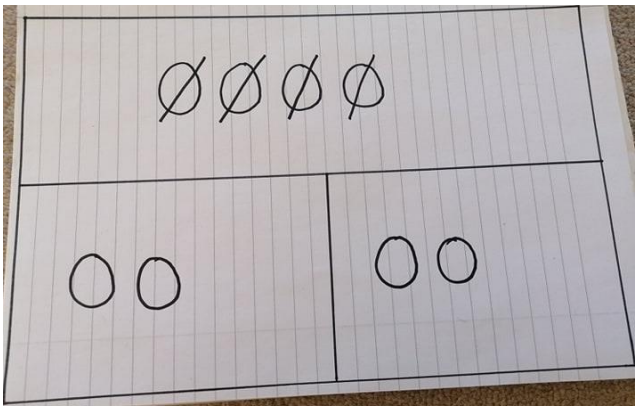
Picture 5



Picture 6



Picture 7



Writing Tasks and Resources

Model Text

<u>The Dinosaur Party</u>

Once upon a time there were three dinosaurs. It was Pterodactyl's birthday so they decided to have a party.

First, T-Rex arrived at the party with a thud, thud, thud. He was the biggest dinosaur and he had very sharp teeth.

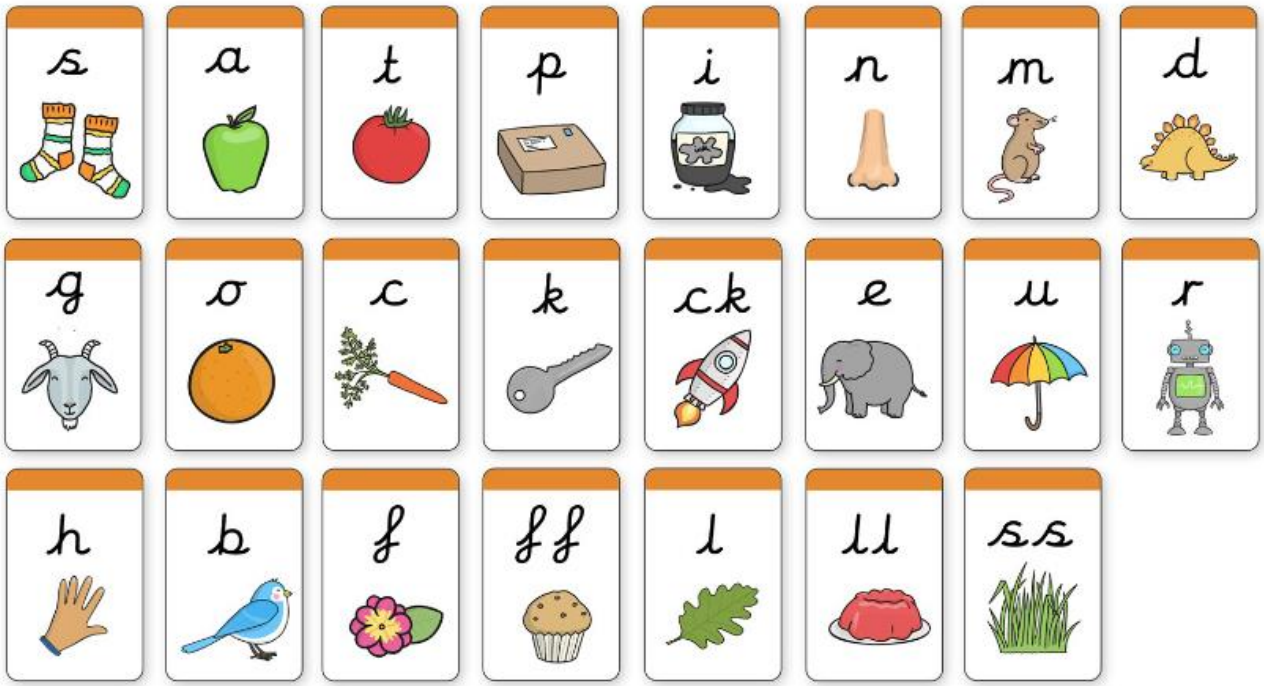
Next, Triceratops stomped into the party. He had three pointy horns to scare off attackers.

Suddenly, the Pterodactyl flew in. He was so big he knocked over the cake! Oh no! The Pterodactyl felt very sad about the mess he had made but his friends kindly helped him to clear it up.

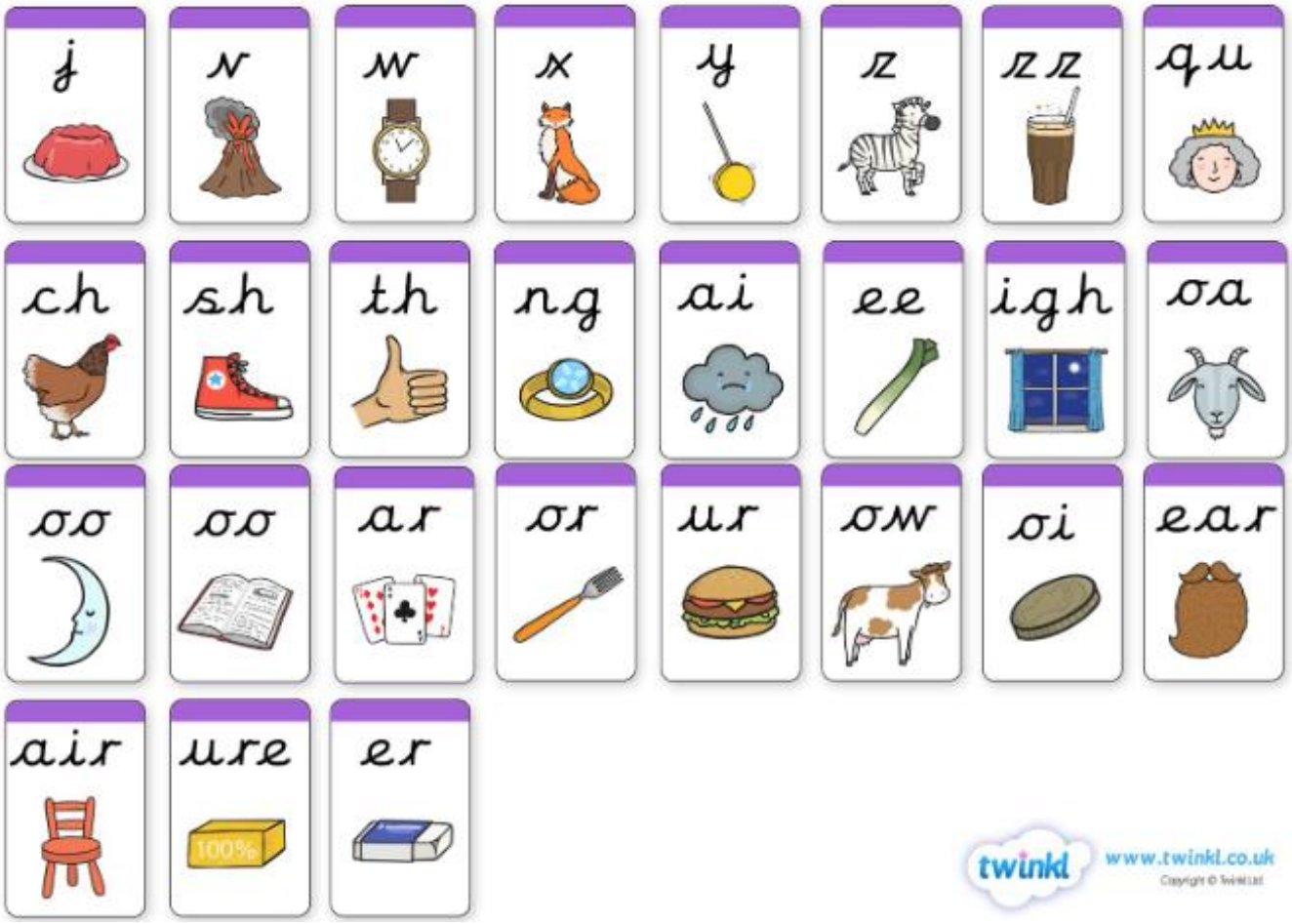
Finally, they were all able to enjoy the party. The carnivores ate meat and the herbivores crunched on leaves. They all had a fantastic time and lived happily ever after.

Sound Mats

Phase 2 Sound Mat



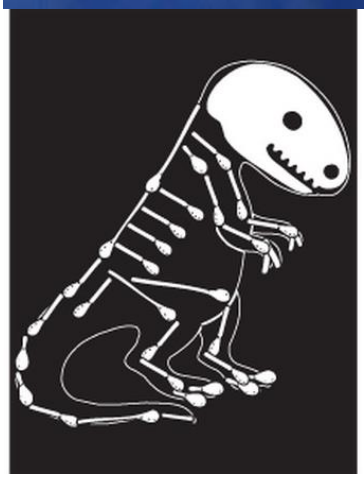
Phase 3 Sound Mat



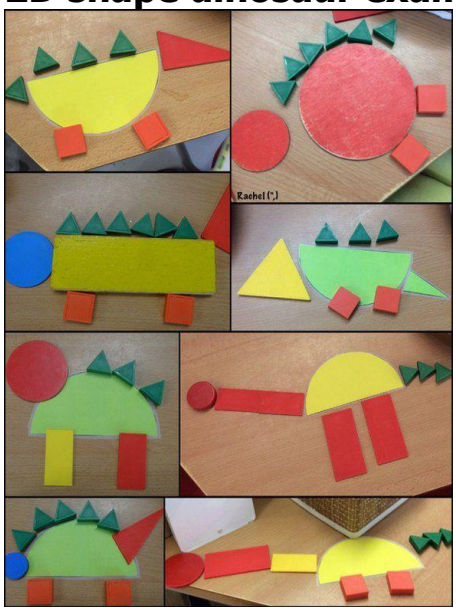
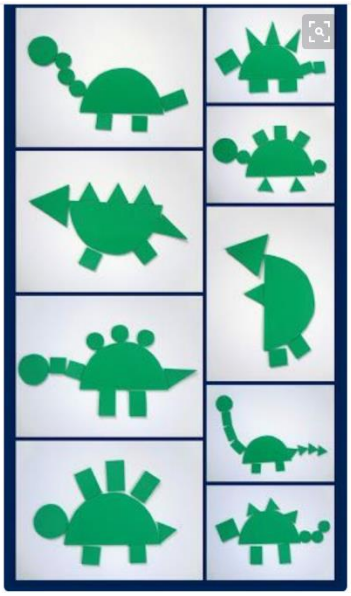
Theme Tasks

Cotton bud dinosaur examples:






2D shape dinosaur examples

Science Experiment Instructions

Floating Dinosaur Rescue

STEM Activity

Method

1. Half fill the bucket with water and add the dinosaur to the bucket so that it floats on top of the water.
2. Challenge the children to get the dinosaur to the top of the bucket without using their hands.
3. Encourage the children to add stones to the bucket and observe how the water level is affected.

You will need:

Small children's bucket

Plastic toy dinosaur that floats

Stones or pebbles

Water

STEM Activity

Floating Dinosaur Rescue

Can you rescue the dinosaur from the bucket without touching it? Hint: Try dropping a stone in the bucket.

What happens to the level of the water in the bucket?

Why do you think the water level is rising?

How many stones did you need to add to lift the dinosaur to the top of the bucket?

What happens to the level of the water in the bath when you get in?

What happens to the level of the water in the washing-up bowl when you add the dirty dishes?

Physical Tasks

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Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

FIND OUT MORE – here
LOG ACTIVITY – here
KEEP TRACK OF PROGRESS – here

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!

This week, pick at least two of the following activities to have a go at:

Be Boulder	**Listen Up!**	**House Workout**