

A red, multi-pointed starburst graphic with a white outline, positioned on the left side of the slide. It has several points of varying lengths, creating a dynamic, star-like shape.

**Red Tasks
PowerPoint**

MATHS

The focus for Maths this week is to recap our knowledge on number bonds.

The main objective that we want children to achieve here is to be able to recall these facts instantly. So if I say 13, they say 7.

Attached on the PowerPoint slides are some sheets to assist with your discussions and help your child to apply what they are talking to you about.

Other ways of being able to achieve this objective include:

- Making number cards that the children have to snap up together with the number bonds.
- Chanting and recalling them together, you might want to make a rhyme up together.
- Have 20 of the same objects in front of you and continue to keep splitting them into two groups - then count how many there are in each group.

Number Bonds

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$


$$6 + 4 = 10$$


$$7 + 3 = 10$$


$$8 + 2 = 10$$


$$9 + 1 = 10$$


$$10 + 0 = 10$$



$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$10 + \square = 10$$

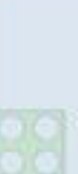

$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$9 + \square = 10$$



$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$8 + \square = 10$$



$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$7 + \square = 10$$



$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$6 + \square = 10$$


$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$5 + \square = 10$$


$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$4 + \square = 10$$


$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$3 + \square = 10$$


$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$2 + \square = 10$$


$$+ ? = \text{Ten-frame with 10 blue dots}$$
$$1 + \square = 10$$

Fill in the missing numbers to make 10.

$7 + \underline{\quad} = 10$

$5 + \underline{\quad} = 10$

$8 + \underline{\quad} = 10$

$4 + \underline{\quad} = 10$

$9 + \underline{\quad} = 10$

$10 + \underline{\quad} = 10$

Fill in the missing facts

10 is 1 more than 9

10 is more than 8

10 is more than 7

10 is more than 6

10 is more than 5

10 is more than 4

10 is more than 3

10 is more than 2

10 is more than 1

10 is more than 0

Join up the pairs of numbers that add up to 10.

5

8

2

3

9

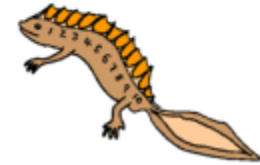
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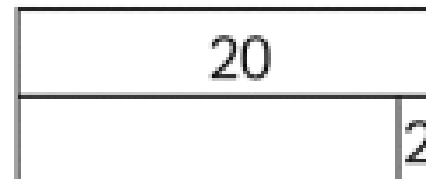
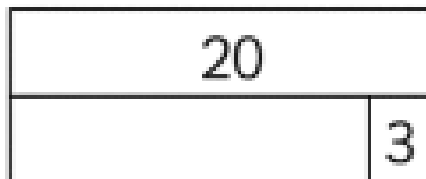
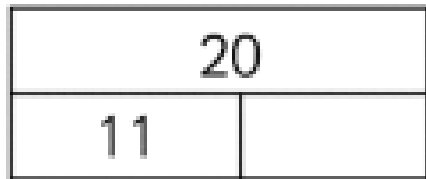
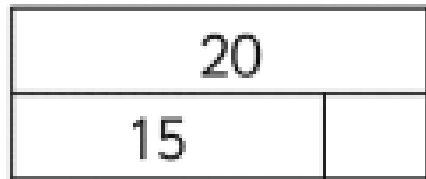
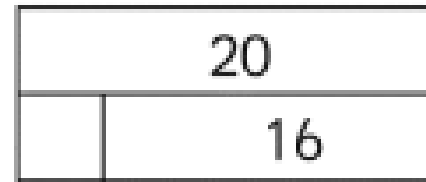
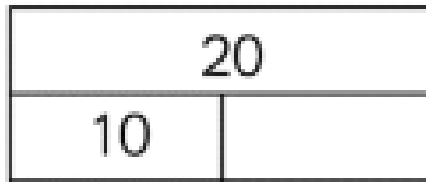
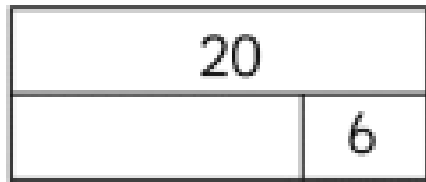
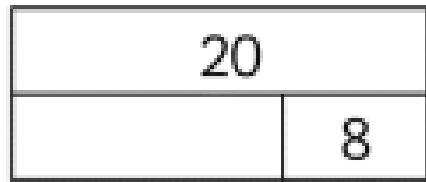
7

1



Collect 20 blocks/pieces of lego/pieces of pasta/small toys etc.

Use your objects to find the missing numbers in the following bar models.



Then, write
4 addition number
sentences for each
bar model.

$$\begin{aligned} \text{Eg} - 20 &= 12 + 8 \\ 20 &= 8 + 12 \\ 12 + 8 &= 20 \\ 8 + 12 &= 20 \end{aligned}$$

Colour each **correct** number bond to 20 **red**.
 Colour each **incorrect** number bond to 20 **blue**.

$14 + 3$	$17 + 3$	$2 + 18$	$0 + 20$	$3 + 16$	$9 + 11$
$18 + 1$	$3 + 7$	$12 + 7$	$5 + 15$	$4 + 8$	$1 + 19$
$11 + 8$	$11 + 9$	$19 + 1$	$3 + 17$	$10 + 0$	$13 + 7$
$5 + 6$	$4 + 16$	$19 + 0$	$10 + 1$	$2 + 0$	$14 + 6$
$12 + 5$	$12 + 8$	$18 + 2$	$15 + 5$	$4 + 15$	$16 + 4$


There are 15 currant buns on a baking tray. The baking tray can hold 20 buns. How many more buns can I put on the tray?



I have 20 ice cubes. I use 6 ice cubes in a glass of lemonade. How many do I have left?



START



5 + 15	10 + 11	8 + 13	14 + 5	9 + 19	7 + 14	11 + 11	5 + 14
10 + 10	9 + 11	4 + 16	2 + 18	17 + 3	10 + 10	8 + 14	18 + 3
11 + 8	6 + 15	7 + 14	9 + 12	10 + 20	15 + 5	20 + 0	9 + 11
11 + 9	2 + 18	16 + 4	17 + 3	5 + 14	8 + 18	7 + 15	12 + 8
7 + 13	12 + 11	14 + 7	1 + 19	0 + 20	8 + 12	4 + 16	13 + 7
12 + 8	9 + 12	7 + 15	9 + 10	10 + 11	8 + 14	9 + 13	19 + 2
6 + 14	3 + 17	15 + 5	4 + 15	7 + 14	8 + 12	17 + 3	1 + 19
19 + 3	1 + 17	1 + 19	7 + 13	4 + 16	9 + 11	0 + 21	5 + 15



EXIT

Fill in the missing numbers to make 20.

1) $17 + \underline{\quad} = 20$

2) $4 + \underline{\quad} = 20$

3) $10 + \underline{\quad} = 20$

4) $6 + \underline{\quad} = 20$

5) $19 + \underline{\quad} = 20$

6) $13 + \underline{\quad} = 20$

7) $\underline{\quad} + 12 = 20$

8) $\underline{\quad} + 16 = 20$

9) $\underline{\quad} + 8 = 20$

10) $20 = \underline{\quad} + 14$

11) $20 = \underline{\quad} + 5$

12) $20 = \underline{\quad} + 11$

Join the bonds: join up the number bonds that add up to make 20.

12

13

5

15

2

4

7

8

16

10

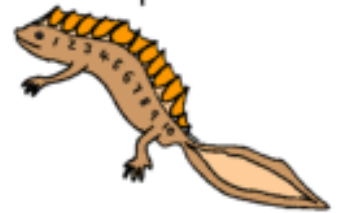
10

18

Circle the bonds: circle all the pairs of numbers that total 20.

7	18	5	15	14	4
13	10	2	11	16	8
10	3	9	12	1	19
5	14	17	8	13	4
7	11	15	6	20	16
10	9	14	5	3	0

See if you can
find at least 10
pairs!



Writing

This week in writing, we will be continuing to use word banks to build and create a simple sentence. We will be linking this to our learning in reading and our new book 'Fantastic Mr Fox'. Follow the activities on the writing slide, you might want to space these out or do them altogether. Create a small character description of Mr Fox.

On the next slide are 3 pictures of different points in the story. Can you use the pictures to help write a caption for them? You might want to use your word bank technique for each picture.

Eg: Mr Fox looks worried because of the rocks falling.

Fantastic
Mr. Fox



Writing

Fantastic
Mr. Fox

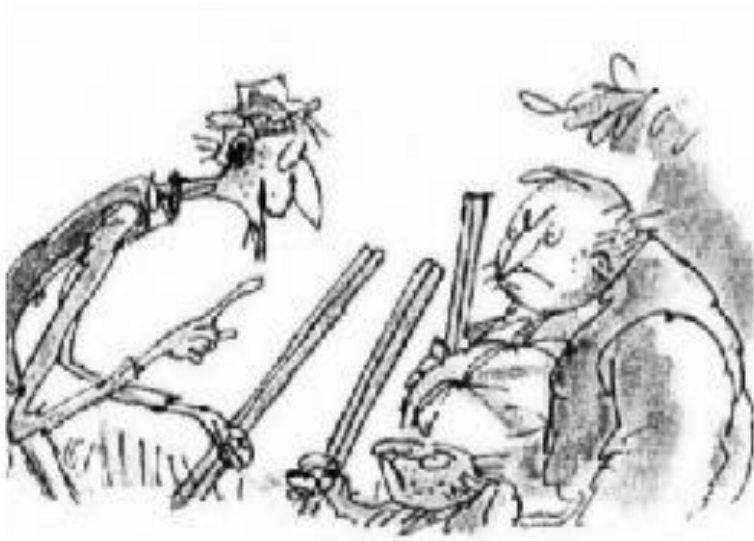


- Draw a picture of Mr Fox.
- Label the different body parts of Mr Fox. (His two long ears, his long, wiry black whiskers etc.)
- Using the picture you have made, the labels and your word bank from last week, write a small character description of Mr Fox.

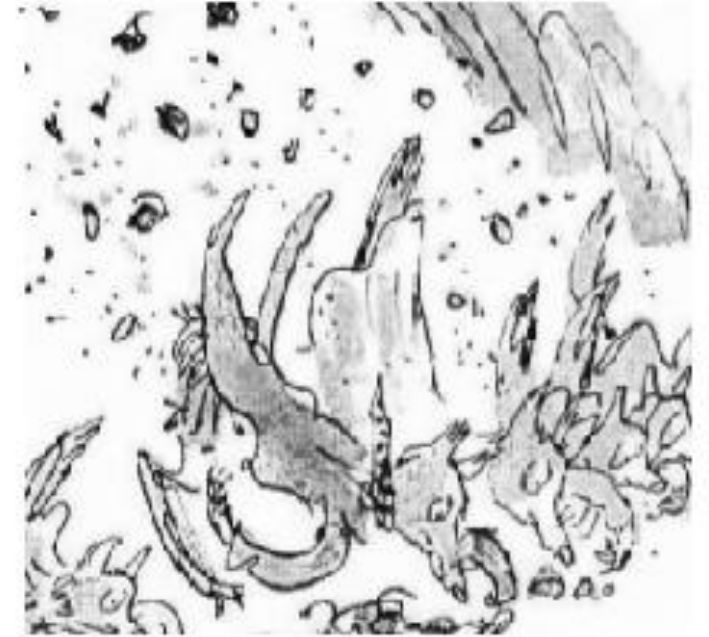


Make sure you are completing the reading tasks, as this will make this section a little easier.

Can you use the pictures to help write a caption for them. You might want to use your word bank, technique for each picture once a day or see what sentences you can make from looking at the pictures.







Reading

For Reading this week, continue to work on the tasks from our book 'Fantastic Mr Fox'. I know for some children to read this book will be a very tricky challenge indeed but we still want all children to have the opportunity to engage in books with a wide range of vocabulary. Please complete the Reading Tasks set for all year 2 children, instead of your child reading the book if you could read the story to your child so they are able to engage in the activities. Attached on the PowerPoint will still be the sounds and words from previous weeks in order to practise this skill if you feel like you would like some more time on this. Attached in the PowerPoint are your set 2 and 3 sounds that you can practise with your child. You might want to give them some spellings of words with some of these sounds.








Your spellings:

Read through the list of the Year 1 common exception words, find 5 that you find a little tricky to say and test yourself on spelling and writing these during the week.

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure