**Miss Read Maths Home Learning**

**Monday 7th December – Friday 11th December**

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| **Day** | **Miss Read’s group** |
| Monday  Counting back on number line | Recap the synonyms for subtraction – what other words mean we are subtracting? (minus, take away, difference). Recap how we start with the whole amount when we’re subtracting and we’re left with a smaller part of the whole.  Play counting backwards ordering game: <https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>  Look at the number sentence: 27 - 6 = \_\_  Work out using dienes method from last week. Today we’re also going to look at counting backwards on a number line. What number is going to start our number line? (27 – the whole). How much are we taking away? (6) This means we’re going to count backwards 6 steps to take away the 6 and work out what we’re left with. The answer is 21. Repeat process and check that your dienes method and number line method give you the same answer – if they give you different answers then have another go.  Task: Complete the number sentences at the end of the YouTube video and show your working out by counting backwards on a number line and by drawing dienes to check you arrive at the same answer. |
| Tuesday  Finding missing number (PPW) | Play counting backwards ordering game: <https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>  Recap how subtracting means we are left with a smaller part after taking away part of the whole.  Draw a part part whole diagram. Today we’re going to have a look at finding the missing number (part) in a number sentence. Your number sentence is 18 - \_\_\_ = 14.  Using your pretend dienes, put 18 in the whole section of your part part whole. We know they we end up with 14 – this is one of the parts. Move 14 to one of the parts. How much do you have left? (4).  Let’s use our number line method to check 4 is the missing number. Draw a number from 18 and count backwards 4 steps -you should finish on 14.  Repeat process.  Task: Complete the number sentences at the end of the YouTube video using your dienes and part part whole to find the missing number and checking you’re correct with the number line method. |
| Wednesday  Finding missing number using addition to help | Recap part part whole method from yesterday – whole take away one part leaves us with the other part. Recap how we have also used part part wholes to help us with addition – part plus a part equals the whole.  Today we’re going to have a look at how subtraction and addition are inverses – addition can help us solve subtraction problems and vice versa.  For example, if we had 19 - \_\_ = 14, instead of counting backwards from 19 to 14, we could change the number sentence to 14 + \_\_ = 19. Remember how when we add, we end with the whole amount. This means instead of counting backwards, we can count forwards from 14 to 19.  Repeat more examples.  Task: Complete questions at the end of the YouTube video by writing the inverse addition number sentence for the subtraction number sentence and counting one to find the missing part. |
| Thursday | Have a look at the following three numbers – 11 20 9. These three numbers are a fact family – that means they form number sentences. To start with, what subtraction number sentence can you make? Remember when we subtract we start with the whole (biggest number).  We can make 20 – 11 = 9 or 20 – 9 = 11.  Think about what we learnt yesterday – what other number sentences can we make? What operation has a connection with subtraction? (addition is the inverse) We can make 11 + 9 = 20 or 9 + 11 = 20.  Discuss how we can add in any order as long as we end with the whole but we can’t subtract in any order – when we subtract, we always start with the whole amount.  Give the children 3 more numbers that create a fact family – what four number sentences can you create? Use objects/dienes on your part part whole to help you.  Task: Complete worksheet found in Year 1 maths section on the school website. |
| Friday | Following on from yesterday, we’re going to have a look at the number bonds to 20 facts that we already know and see what subtraction facts this will help us with.  What goes with 14 to make 20? (6). Write this down as an addition sentence: 14 + 6= 20.  Create this on your part part whole as well. What other addition number bond fact does this mean we know? Remember we can add in any order: 6 + 14 = 20.  Now use your part part whole and number knowledge to work out the two subtraction number bond facts this helps us to find – remember when we subtract we are starting with the whole.  20 – 14 = 6  20 – 6 = 14  Repeat for another number bond to 20.  Task: Find the fact families for the number bonds to 20 at the end of the YouTube video.  Extension: See if you can work out all of the fact families. |