



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 3

Autumn 1 Week 3



Home Learning Links

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Twinkl

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

www.twinkl.co.uk/offer

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs


<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Vocabulary and Spelling

<u>Etymology:</u>			
<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>	
<u>Word:</u> <div style="border: 2px dashed black; padding: 10px; display: inline-block;"> <h1 style="color: blue; margin: 0;">existence</h1> </div>			
<u>Definition:</u>	<u>Opposite:</u>		
<u>Synonyms:</u>			
<u>Put it in a sentence:</u> Remember ABC  ●			

Task: Can you use apostrophes correctly to contract these below?

does not	I have	she is/has
can not	I had	it is/has
will not	I would	he is/has
do not	I am	there is/has
is not	I will	

Task: can you practise your spellings using the pyramid method?

word:

s
s h
s h o
s h o u
s h o u l
s h o u l d

Y3 Half

Term 1

eight/
eighth

disappear

straight

reign

weight

earth

early

learn

heard

when

Task: Can you think of words including the alternate ei (ai) sound? Make a chart using the headings below.

Include words such as eight and vein.

ei

ai

ay

a-e

ey

English

Over the week you will explore information texts, non chronological reports, in readiness to write your own next week.

Task: read through then label features.

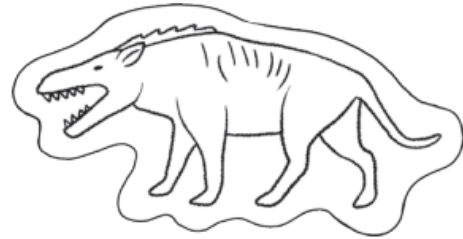
The Stone Age

The Stone Age covers a period of over 3 million years and started when the first human-like animals came into existence. These early humans first arrived in Britain more than 800,000 years ago.

When Was the Stone Age?

The Stone Age is split into three time periods:

- Palaeolithic – around 3,000,000BC
The earliest **hominids** used simple tools.
Britain was connected by land to France and Denmark.
- Mesolithic – around 10,000BC
People led **nomadic** lives as hunter-gatherers. Britain became an island.
- Neolithic – around 4500BC to 2400BC
Farming began, pottery was developed and villages were built.



Why Is It Called the Stone Age?

During this time, stone was the main material used to make tools and weapons with a sharp edge or point.

Where Did Stone Age People Live?

Palaeolithic and Mesolithic Eras

Early Stone Age people were nomadic and some lived in caves. Evidence of humans sheltering in caves has been found by archaeologists, who discovered cave paintings of ancient animals.

However, most Stone Age people are thought to have lived in tents made with wood or animal bones and animal skins. There is evidence that the floor was covered with a layer of moss, reeds and other soft plant materials.

Neolithic Era

Stone Age people stopped travelling and began to settle in villages. There is evidence of settlements made up of simple roundhouses built from stone. They were built into mounds of rubbish known as midden, which would provide stability and warmth. These houses had beds, storage shelves and a hearth in the middle.

What Did Stone Age People Wear?

Due to changing weather, Stone Age clothing had to keep people warm. After animals were hunted, their skins would be removed before the meat was eaten. These would be cleaned using stone tools and then washed. There is evidence that needles and thread were invented during the Stone Age.

Men, women and children wore similar clothing:

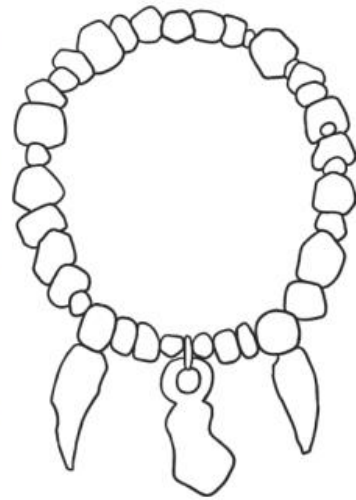
- a tunic made from two pieces of rectangular animal skin bound (or later sewn) together with a hole for the head;
- a belt possibly made from grasses;
- simple leather **moccasin** shoes;
- jewellery might be added for decoration.

What Did Stone Age People Eat?

Stone Age people were initially hunter-gatherers, eating nuts, berries and fruits that they gathered and meat and fish that they hunted.

Animals, such as mammoths, were much bigger during this time so hunting them would have been hard work but they would provide enough food for a village.

During the Neolithic era, Stone Age people became farmers, which meant that they grew much of the food they needed for their village.



Glossary

hearth: Fireplace.

hominids: Humans or close relatives of humans.

moccasin: A soft leather slipper or shoe with the sole turned up on all sides and sewn at the top in a simple gathered seam.

nomadic: Travelling from place to place with no permanent home.

Did you find:

- Main Heading
- Subheadings?
- Clear paragraphs?
- Images
- Key words / VIP words
- Facts only - no story language
- Organisational devices - bullet points

Task : Ask an adult to cut up the NCR below (its already a little jumbled), take headings away from paragraphs too. Can you read it and use your skills to put it back into a sensible order?

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When Remembrance Day Happens

Remembrance Day is on the 11th November because that is the date that the countries involved in the First World War agreed to end it. The time that the war ended was 11 a.m. and many people take part in a moment of silence at this time to remember all those that died. This tribute happens in lots of countries around the world.

.....

years of battle
War ended in 1

Whats clues link the Subheading with the paragraph?

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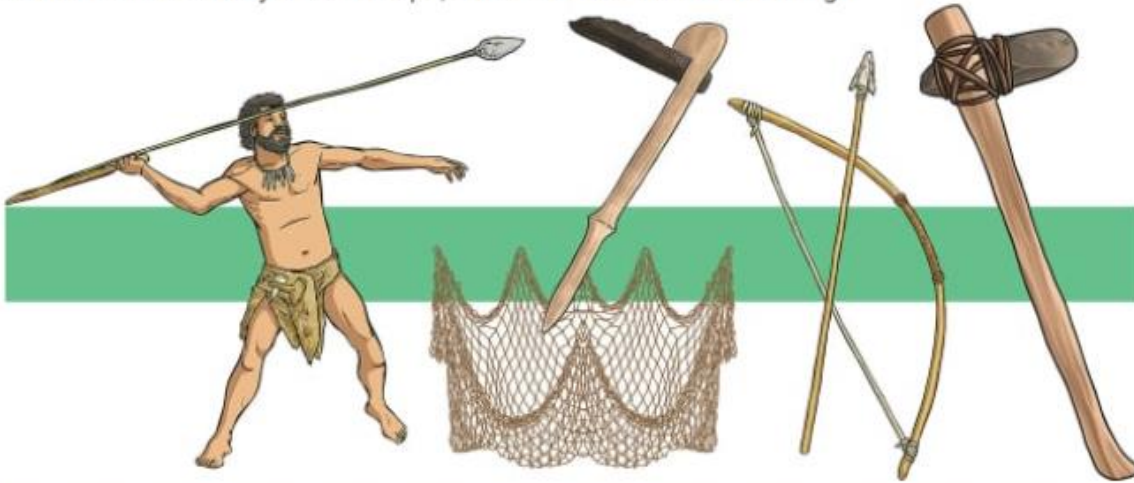
Why People Wear Red Poppies

After the First World War had ended, beautiful, red poppies grew on the battlefields of France and Belgium. That's why people now wear poppies on Remembrance Day.

Whats clues link the Subheading with the paragraph?

What Tools Did They have?

People during the Stone Age used tools such as stone axes, rocks and wooden spears which had tips hardened with fire to kill their food. Later during the Stone Age, tools developed to include hard bones and sharpened flint. Bows and arrows were used to hunt smaller animals. Animals were also caught in snares or carefully set out traps, and nets were used for fishing.



It was not until near the end of the Stone Age that people discovered how to grow and produce their own food. Crops could now be grown because the climate had changed and there was more rain. Stone Age people also started to keep sheep and goats. This was the first time in history that people had complete control over where they got their food. It meant that they did not need to move about anymore to look for food and could stay in one place to form settlements.

What Did They Eat?

People from the early Stone Age period were called hunter-gatherers because they had to hunt animals and fish and gather wild food, such as berries, leaves, nuts and seeds.

People in the Stone Age would hunt whatever animals they could find, including deer, hares, rhino, hyena and even mammoths. They would also hunt for seabirds, fish and seals. Every part of the animal was used, including the blood, brain and feet. There is evidence that Stone Age people started using fire in Britain about 400,000 years ago. Before this, meat would have been eaten raw.



Stone Age Homes

Some Stone Age houses were made of stone like those found at Skara Brae, an island near Scotland. These homes were built into mounds (known as middens) of small stones, shells, animal bones and mud which would make sure the homes were strong and stayed warm. These houses were usually round and had a hearth for a fire in the middle. They had beds and chairs made of stones.



Examples of how homes changed.

The Stone Age

Introduction

The Stone Age was a huge period of time, which lasted over 2 million years. The Stone Age period began when the first human-like animal came into existence. This period is described as being 'prehistoric' which means it was at a time before written records were kept. Because of this, there isn't much evidence of what life was like during the Stone Age. Archaeologists must rely on clues that were left behind.

When was the Stone Age?

The Stone Age is divided into three periods with complicated-sounding names:

The **Palaeolithic** is also known as the Old Stone Age. This period began 3.4 million years ago with the first use of stones until the end of the last Ice Age, around 14,000 years ago.

The **Mesolithic**, also known as the Middle Stone Age, began at the end of the last Ice Age and continued until farming began.

The **Neolithic**, also known as the New Stone Age, began with farming and lasted until the first use of metal around 5000 years ago.

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Examples of Cave Art

Cave Art

Many cave paintings, which were made during the Stone Age, have been found. They're really useful clues for us to work out what it was like to be alive in Stone Age times. Most cave paintings were of animals, people hunting or handprints.

Fingers, twigs, mosses and even horsehair brushes were used to create these paintings. Paint was also blown onto the cave walls through reed pipes or bone tubes. Paints were made from natural materials, such as ground-up coloured rock or charcoal mixed with water, spit or animal fat.

Prehistoric cave paintings can be found in caves in different countries around the world, including Bulgaria, Argentina, Somalia, France and India.

Humans need homes to keep warm and to protect them from bad weather. Early Stone Age people sheltered in caves. These were great as they provided ready-made homes. Later, homes in the Stone Age were made from wood. These homes have now rotted away so archaeologists have to look for clues to work out more about these buildings.

Task: Can you use your skills to find the answers to these questions? Use the text from your first English task.

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My question is about the Neolithic era, where should I begin reading?

You might be skimming and scanning now!

Reading Skills

Sergeant Scanner

I can read a text quickly in order to find specific information.

- Look for specific key words or phrases.

Reading Skills

PC Skimmer

I study the whole text, tracking with my finger and eyes, this helps me to remember the main points.

1. Which of these was **not** a food of Stone Age people? Tick **one**.

- ☐ nuts
- ☐ berries
- ☐ fish
- ☐ cheese

2. Number these Stone Age terms to show the order they appear in the text. The first one has been done for you.

	moccasins
1	hominid
	cave paintings
	nomadic
	hearth

3. Which of these words means fireplace? Tick **one**.

- ☐ hearth
- ☐ hominid
- ☐ moccasin
- ☐ nomadic

4. Join the boxes to link each time period to the correct fact.

Palaeolithic	●	●	Britain became an island
Mesolithic	●	●	Britain was connected by land to France and Denmark
Neolithic	●	●	roundhouse

5. Find and copy **two** things that Stone Age people would have eaten.

-
-

6. Find and copy the material that Stone Age shoes would have been made from.

7. Give one reason why you would have liked to have lived during the Stone Age and one reason why you would **not** have liked to have lived during the Stone Age.

8. Stone Age people stopped travelling and began to settle in villages.

Why do you think that this was the case?

Task: Can you summarise the main ideas? Look for VIP words and phrases.

Oak National lesson : <https://classroom.thenational.academy/lessons/to-summarise-main-points-6wup6d>

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Paleolithic means "old stone age." At the beginning of the Paleolithic Period, early humans made chopping tools out of stones. These tools did not change much for thousands of years. Then humans learned to chip flakes off stone. With this method they made better tools, such as scrapers and chisels. By about 40,000 years ago humans were attaching stone blades to handles made of bone or antler.

Some Paleolithic people lived in **caves**. Others lived under rock overhangs or out in the open. They gathered wild plants to eat. Their tools helped them to hunt animals. Groups moved with the seasons to find food. In the later Paleolithic Period some groups made small sculptures out of clay, stone, or bone. Some groups painted or carved designs on rocks or cave walls.

What could the heading be?

What is the main idea in para 1?

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Can we summarise those 2 paragraphs into 2 sentences?

What are the main ideas?

What are the VIP words?

on wbs

Next Page

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A million years ago Hominids evolved again because of their bigger brains into Homo erectus which means 'upright man' in Latin. Homo erectus discovered fire. To start with they probably waited until lighting caught grass alight then used branches to transfer the fire.

Fire changed their lives. They discovered that meat tasted better and was easier to eat when it was cooked. Their teeth and jaws then changed to be smaller as they didn't need to chew the meat so much. As they ate more meat their brains became bigger and their bodies were taller and stronger.

Fire was also used to help create new tools. By heating the stone they found that they could shape them more easily. They could keep safe by scaring away dangerous animals with the flames. They could keep themselves warm too. Until now they would sleep at night as there was no way of lighting the dark, but now they had fire, they could stay awake and carry on working at night.

What could the heading be?

What are the main ideas?

Can you summarise in 1 or 2 sentences?

Maths

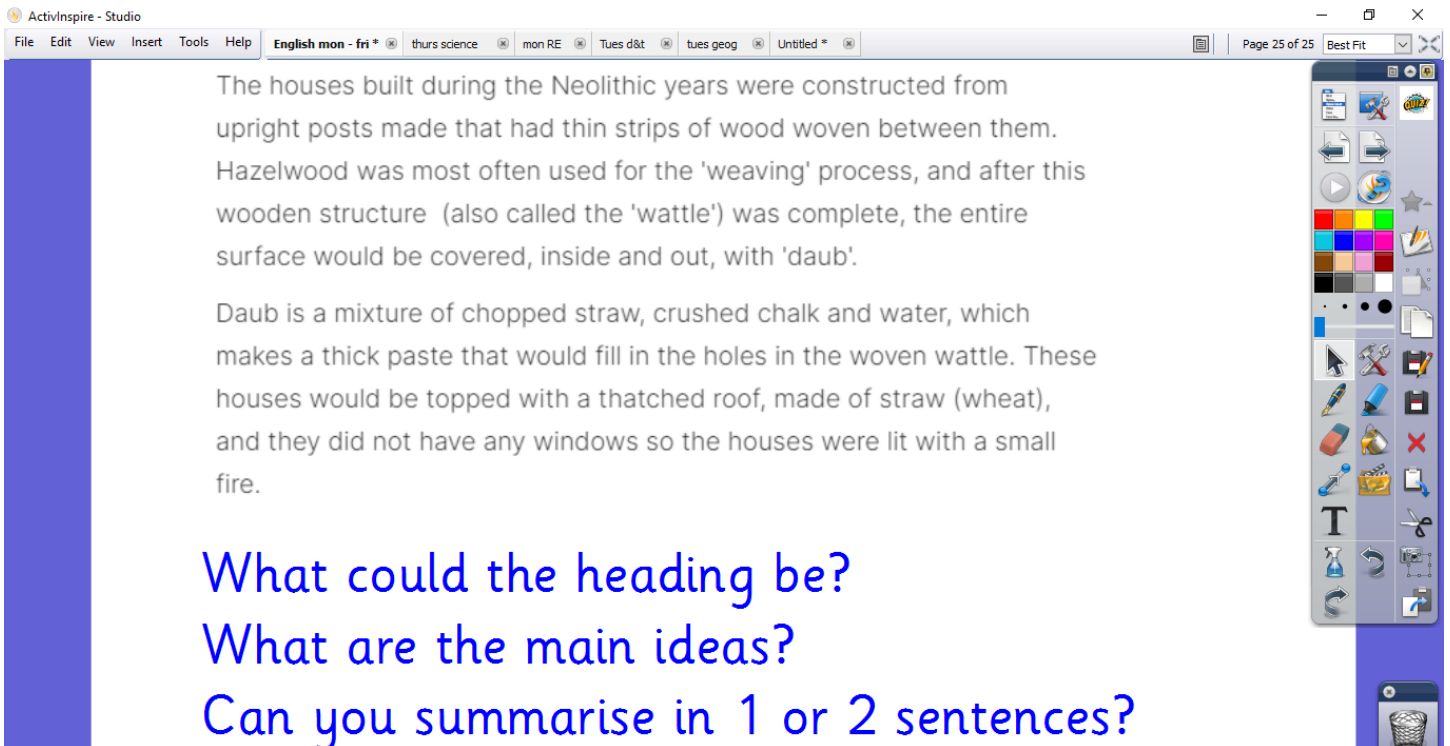
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The houses built during the Neolithic years were constructed from upright posts made that had thin strips of wood woven between them. Hazelwood was most often used for the 'weaving' process, and after this wooden structure (also called the 'wattle') was complete, the entire surface would be covered, inside and out, with 'daub'.

Daub is a mixture of chopped straw, crushed chalk and water, which makes a thick paste that would fill in the holes in the woven wattle. These houses would be topped with a thatched roof, made of straw (wheat), and they did not have any windows so the houses were lit with a small fire.

What could the heading be?
What are the main ideas?
Can you summarise in 1 or 2 sentences?



Science

Task: Can you make scientific observational drawings with labels of different rocks?

Task: Can you find some different soil samples and compare them? What is soil made from?

<https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/ztvbk2p>

<https://www.bbc.co.uk/bitesize/clips/z7rb4wx>

Quick facts

Clay soils are heavy, high in nutrients, wet and cold in winter and baked dry in summer

Sandy soils are light, dry, warm, low in nutrients and often acidic

Silt soils are fertile, light but moisture-retentive, and easily compacted

Loams are mixtures of clay, sand and silt that avoid the extremes of each type

Peat soils are very high in organic matter and moisture

Chalky soils are very alkaline and may be light or heavy

Do You Think There Is Only One Type of Soil?

There are different types of soils. Soils can be different because it depends on:

- the type of rock they were made from;
- the plants, animals or other organisms that live in or near them.

Did You Know?

Even soils that feel dry have water in them. It's just that the water is not available for plants to use.



Soil Senses

Collect some soil from different places and use your senses to examine it. Explain what you can:

- **see** - use a magnifying glass or sieve;
- **feel** - use your fingers;
- **hear** - rub the soil onto paper or between fingers.

Remember to be safe around soil.

It is important to:

- always wear gloves;
- always wash your hands;
- keep the soil away from your nose and mouth;
- not smell or taste the soil.



Classifying Soil by Colour

Did You Know?

You can tell a lot about soil by just looking at its colour.

Black or Dark Brown

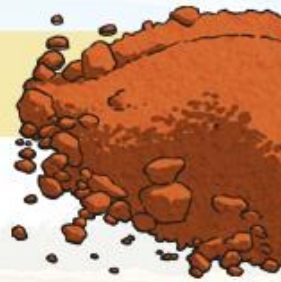
This soil can usually grow plants easily and is fertile.

Plain Brown or Yellow

This soil has a low level of nutrients and organic matter making it more difficult to grow plants. It is not very fertile and mulch or compost would need to be added to make it more fertile.

Red

The red colour is because oxygen reacts with the minerals, such as iron, which can make the soil look a reddish, 'rusty' colour. This soil has been exposed to the weather for a long time and will drain water well. To help plants grow, this soil must have nutrients and organic matter added to it.



R.E

Children will be exploring the idea of 'Being hopeful and visionary'. They will watch and discuss the story of Umar, and then share what they would do if they were in a position of influence. What are their hopes? Dreams? What sort of leader would you be and why?

<https://www.youtube.com/watch?v=MYPEWE-pUh0>

D&T

Task: research Neolithic homes

https://www.google.com/search?q=neolithic+house&rlz=1C1GCEV_enGB926GB926&sxsrf=AOaemvLvbkqcUDxcm7hBa8krVX8t3h7Msw:1631717421911&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiFsLmKnYHzAhW97sIHeZQALgQ_AUoAXoECAEQAw&biw=1366&bih=600

Neolithic Homes

Task: create a brief for the perfect Neolithic house.

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The house must be:

1

2

3

4

Task: Using the brief design, draw and label your design. You can do more than one.

Geography

Task: Can you remember how Fault and Fold mountains are formed? Explain them as best as you can in 60 seconds!

Task: Find out how Dome mountains are formed and produce a piece of work to show of what you learnt.

There are some optional relevant lessons here: <https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a>

French

This week children will be practising their conversational French with their friends.

Task: Practise greeting someone in French, then record your conversation!

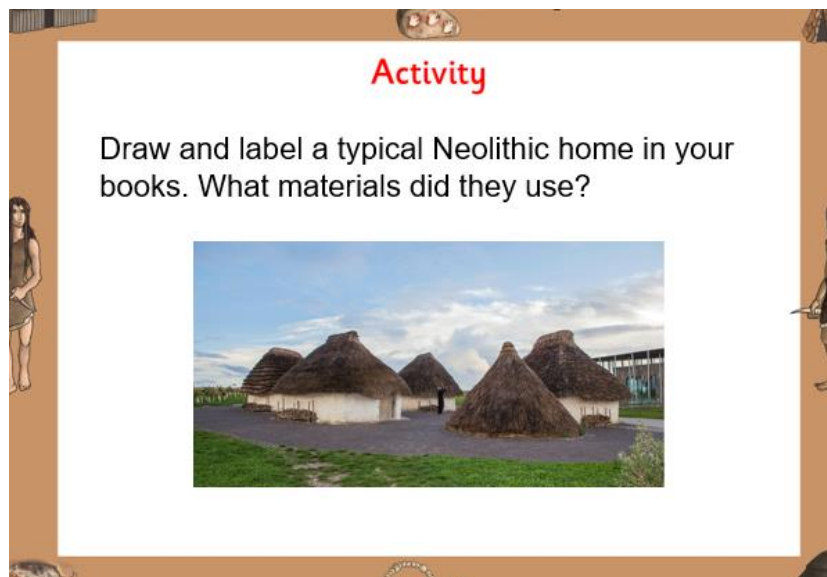
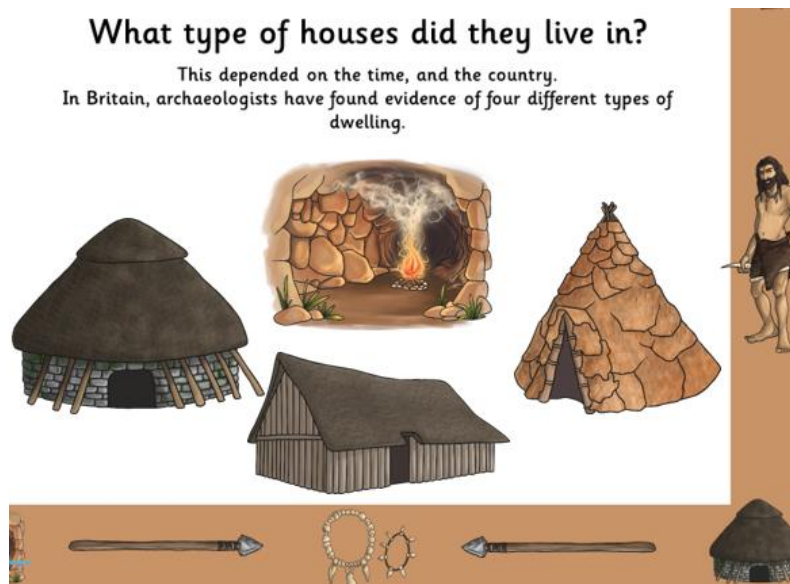
<https://www.youtube.com/watch?v=fq1KYNFVrPo>

https://www.youtube.com/watch?v=hd0_GZHHWeE

History

Task: Research how Stone age homes evolved. How do they compare to modern homes? Can you find out some information about the 4 main types?

<https://www.bbc.co.uk/programmes/p02mbf3m>



Maths

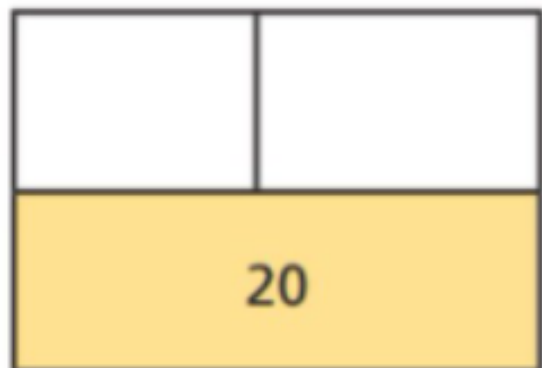
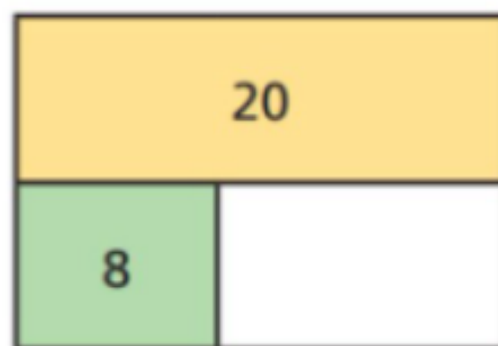
Complete these bonds to

10

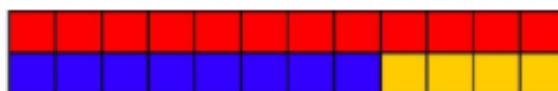
5 and.....

2 and.....

4 and.....



What number sentence does
this show?



Font Paragraph Drawing

Day 1: Know number facts to 20; Relate addition and subtraction in the context of number facts.

Let's use this coat-hanger and pegs to find all the pairs of numbers with a total of 11.

11 = 11 + 0
11 = 10 + 1
11 = 9 + ?

Talk to your partner – how do you think this sequence will continue?

On your whiteboards write some number sentences to show ways to partition 11 pegs.

So, we know that...
11 = 9 + 2
11 = 2 + ?

So, what subtractions can we write...?
11 - 2 = ?
11 - 9 = ?

Notes Comments

Font Paragraph Drawing

Day 1: Know number facts to 20; Relate addition and subtraction in the context of number facts.

In pairs, choose one of the number bars and write all of the addition and subtraction facts for it.

12	
9	3

12	
6	6

12	
11	1

12	
10	2

? Did each set of numbers have 4 addition and subtraction facts?

Missing numbers

Sheet 3

$5 + \square = 13$

$8 + \square = 15$

$9 + \square = 14$

$18 - 9 = \square$

$7 + \square = 16$

$\square + 8 = 13$

$6 + \square = 15$

$\square + 9 = 15$

$\square + 9 = 13$

$13 - 7 = \square$

$8 + \square = 17$

$8 + \square = 14$

$6 + \square = 14$

$16 - 9 = \square$

$5 + \square = 13$

$9 + \square = 14$

$7 + \square = 16$

$15 - 6 = \square$

$\square + 9 = 13$

$17 - 8 = \square$

$6 + \square = 14$

$\square + 3 = 13$

$5 + \square = 15$

$17 - 7 = \square$

$11 + \square = 14$

$12 + \square = 18$

$\square + 2 = 13$

$17 - 15 = \square$

$\square + 13 = 15$

$2 + \square = 14$

$16 - 3 = \square$

$\square + 13 = 13$

$15 - 3 = \square$

$4 + \square = 18$

$\square + 14 = 17$

$\square + 11 = 15$

$16 - 13 = \square$

$3 + \square = 18$

Complete these

$10 = \quad + \quad +$

$12 = \quad + \quad +$

$15 = \quad + \quad +$

Write an addition with an answer of 20

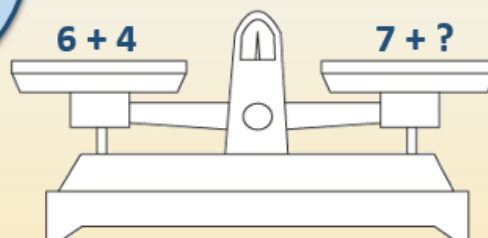
Write 2 different ways of making 14 by adding two 1-digit numbers.

Is this correct? Explain.

$10 + 4 = 9 + 2$

Day 2: Know number facts to 20; Understand the concept of equality and use the = sign; Relate addition and subtraction in the context of number facts.

Let's put 6 and 4 on the left of the balance and 7 on the right. What will happen?



What should I put on the right to make it balance?

$6 + 4 = 7 + ?$

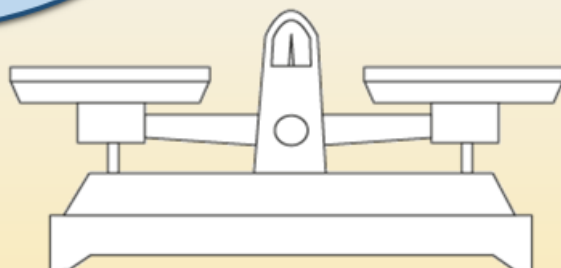
$6 + 4 = 7 + 3$

$10 = 10$

**Day 2: Know number facts to 20; Understand the concept of equality and use the = sign;
Relate addition and subtraction in the context of number facts.**

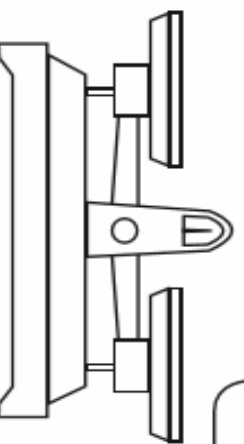
Now let's put 7 and 6
on the left of the
balance and 8 on the
right. What will
happen?

What should I put on
the right to make it
balance?

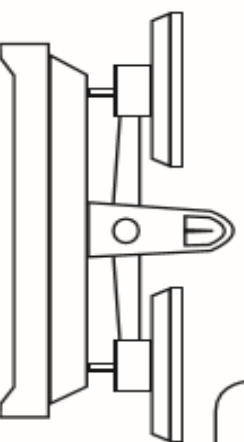


$$7 + 6 = 8 + ?$$

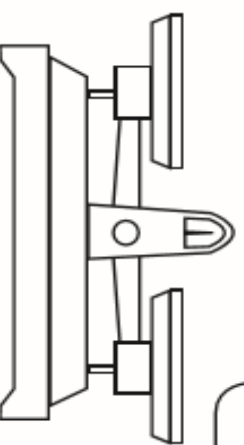
$6 + 8 = 5 +$



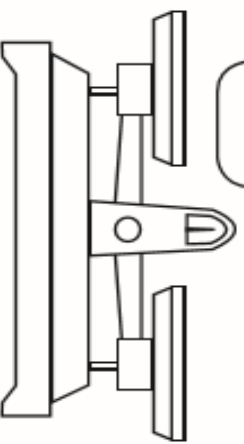
$9 + 5 = 6 +$



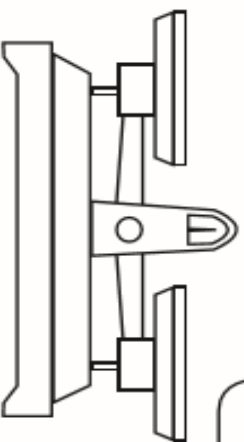
$7 + 7 = 4 +$



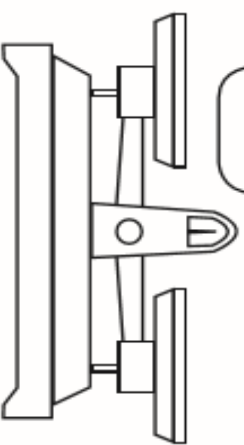
$7 + \square = 8 + 6$



$10 + 4 = 9 +$



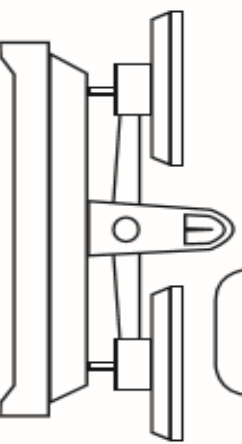
$8 + \square = 5 + 9$



$11 + 3 =$



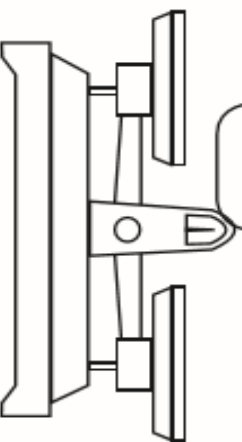
$+ 5$



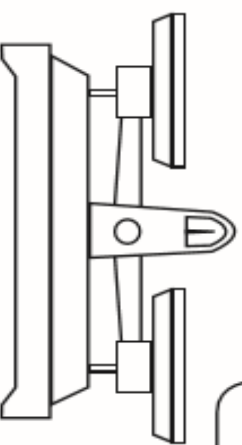
$8 +$



$= 12 + 2$



$13 + 1 = 9 +$



Making 14 and 15

Sheet 2

Making 14

$$8 + \boxed{} = 14 + 0$$

$$16 - 2 = \boxed{} + 6$$

$$12 + 2 = \boxed{} + 4$$

$$\boxed{} + 5 = 1 + 13$$

$$\boxed{} - 3 = 4 + 10$$

$$\boxed{} + 7 = 15 - 1$$

$$\boxed{} + 9 = 7 + 7$$

$$9 + 5 = 20 - \boxed{}$$

$$6 + 8 = 11 + \boxed{}$$

$$10 + \boxed{} = 3 + 11$$

Making 15

$$10 + \boxed{} = 13 + 2$$

$$12 + 3 = \boxed{} + 6$$

Complete the track

		45			48
--	--	----	--	--	----

	13				
--	----	--	--	--	--

True or false?

These four calculations have the same answer.

$$1 + 4 + 2$$

$$4 + 2 + 1$$

$$2 + 4 + 1$$

$$4 + 1 + 2$$

Complete the track

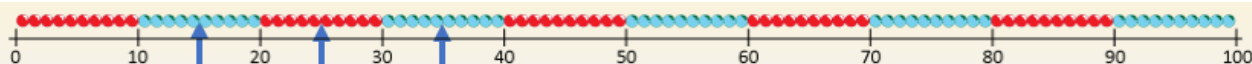
31			34		
----	--	--	----	--	--

				67	
--	--	--	--	----	--

$$\underline{\quad} + \underline{\quad} = 800$$

Each of the missing numbers are multiples of 100

Find all the possible missing numbers.



15

25

35

Let's use this bead bar to help us find $15 + 3$.

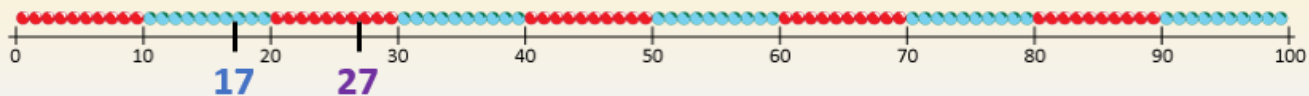
Now let's try $25 + 3$ and $35 + 3$.

Talk to your partner – how do you think this sequence will continue?

$$\begin{aligned} 15 + 3 &= \\ 25 + 3 &= \\ 35 + 3 &= \end{aligned}$$

What would be $105 + 3$?
 $125 + 3$?

?



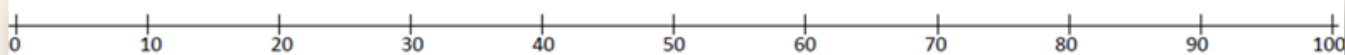
What is $17 + 7$?

How can we split the 7 to help?

What do we need to add to 17 to make 20?

Talk to your partner – how can you add 7 to 27?

How much of the 7 is left to add on to 20?



We can also use a number line to help.

Let's try $37 + 7$? Who can draw the steps on the number line?

Talk to your partner – How can you work out $58 + 7$? Would you split 7 the same way?

Now let's try $47 + 7$. Who can draw the steps on the number line?

Adding a 1-digit to a 2-digit number

Sheet 1

Part A

1. $21 + 9 =$

9. $83 + 3 =$

2. $45 + 5 =$

10. $21 + 7 =$

3. $73 + 7 =$

11. $47 + 2 =$

4. $14 + 6 =$

12. $13 + 2 =$

5. $68 + 2 =$

13. $114 + 6 =$

6. $33 + 5 =$

14. $123 + 5 =$

7. $25 + 3 =$

15. $154 + 3 =$

8. $62 + 4 =$

16. $194 + 5 =$

Part B

1. $39 + 5 =$

9. $12 + 9 =$

2. $28 + 4 =$

10. $46 + 8 =$

3. $36 + 6 =$

11. $87 + 4 =$

4. $45 + 7 =$

12. $34 + 8 =$

5. $78 + 8 =$

13. $128 + 4 =$

6. $33 + 9 =$

14. $144 + 6 =$

7. $27 + 5 =$

15. $119 + 6 =$

8. $18 + 6 =$

16. $175 + 6 =$

Here are three digit cards.



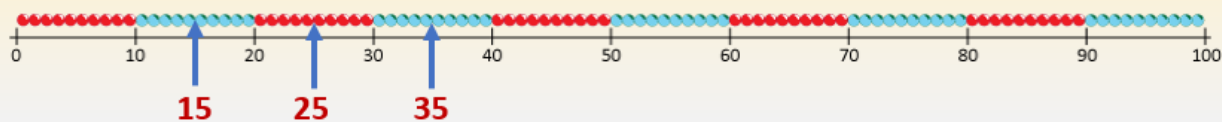
Place the digit cards in the number sentence.

How many different totals can you find?

$$\square \square + \square =$$

What is the smallest total?

What is the largest total?



Let's use this bead bar to help us find $15 - 2$.

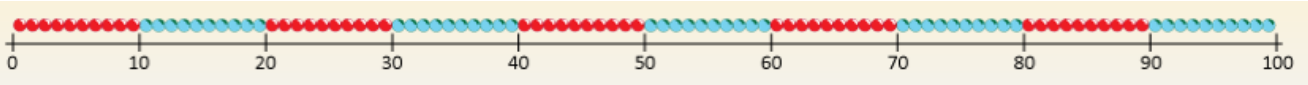
Now let's try $25 - 2$ and $35 - 2$.

Talk to your partner – how do you think this sequence will continue?

$15 - 2 =$
 $25 - 2 =$
 $35 - 2 =$

What would be $105 - 2$?
 $125 - 2$?

?




What is 10 subtract 3?

What is 20 subtract 3?

What is 30 subtract 3?

Talk to your partner – how do you think this sequence will continue?

What was the number fact that helped?



What is 24 - 4?

What is 24 - 7?
Can we split the 7 to help?

Talk to your partner – how would you solve 34 - 7 on the bead bar?

Knowing that we can split the 7 into 4 and 3 makes finding $24 - 7$ a quick, 2-step strategy:

$24 - 4 - 3$

$24 - 4$ is 20. That's just a *place value* subtraction.
Then $20 - 3 = 17$. That's a *number fact* we know, based on $10 - 3 = 7$.

Subtracting a 1-digit from a 2-digit number

Sheet 1

Part A

1. $88 - 8 =$

2. $75 - 5 =$

3. $62 - 2 =$

4. $78 - 5 =$

5. $45 - 2 =$

6. $48 - 6 =$

7. $69 - 6 =$

8. $76 - 4 =$

9. $55 - 3 =$

10. $39 - 5 =$

11. $15 - 4 =$

12. $46 - 5 =$

13. $117 - 5 =$

14. $146 - 4 =$

15. $187 - 3 =$

16. $135 - 2 =$

Part B

1. $21 - 9 =$

2. $45 - 6 =$

3. $73 - 7 =$

4. $14 - 6 =$

5. $61 - 2 =$

6. $33 - 5 =$

7. $25 - 8 =$

8. $62 - 4 =$

9. $83 - 7 =$

10. $21 - 7 =$

11. $42 - 7 =$

12. $13 - 6 =$

13. $142 - 6 =$

14. $161 - 4 =$

15. $115 - 8 =$

16. $133 - 5 =$

Font Paragraph Drawing

3 5 17 4

Talk to your partner – what would be an efficient way to add these 4 numbers?

Clue – can you find a pair that makes 20?

What is $5 + 4$?

And what is $20 + 9$?

Font Paragraph Drawing

8 10 8 4

Talk to your partner – what would be an efficient strategy to add these 4 numbers?

I remembered 8 and 8 make 16.

I know 16 and 4 make 20.

Has anyone found a different way? That's OK as long as it's efficient and we get the right answer!

We can find 20 add 10, no problem...

Adding 4 or more numbers

Sheet 2

Add these numbers.

Remember to look for **doubles**, **number bonds** and to use **place value** to help order them.

$7 + 5 + 3 + 6 =$

$2 + 14 + 8 + 6 =$

$6 + 15 + 7 + 6 =$

$9 + 8 + 3 + 4 + 1 =$

$6 + 5 + 2 + 8 =$

$3 + 16 + 7 + 4 =$

$2 + 9 + 7 + 5 =$

$13 + 6 + 9 + 7 =$

Fire a tiddly wink and then use the 3 numbers you land on in a number sentence.

Eg

$$9+2+7$$

Or

$$15+5-4$$

Tiddlywinks

