

Monday 18th May

Reading

This week for your Reading Sessions, I need you all to read as much as possible on Bugclub to build up your fluency! There are a lot of books to choose from as not many of you have read many books on the level you are on. I need you all to try your best to read as many as possible over the next couple of weeks as I need to move you all onto the next level after the half term. I will be keeping an eye on Bugclub and there will be lots of dojos given out to the children who are challenging themselves.

If you do want to do something different, you can complete any home readers, reading booklets or KS1 SATs Reading tests you haven't completed in your home learning packs.

Remember, you should be reading daily for at least 30 minutes! Also, you should be reading around 100 words per minute if you are a fluent reader, which means moving your finger at a steady pace as you read (not too slow and not too fast).

Writing

Listen to the story 'The Disgusting Sandwich' by Gareth Edwards.

<https://www.youtube.com/watch?v=yzeeROO6XbU>

Today I would like you to create a story map to help you to **retell the story**. When you create a story map, you can use drawings and key words to help you to remember the story in order. You don't have to include every event or every word, just the key events and words! Here is a list of characters/ events in order that you may want to use in your story map:

Badger- boy with fresh peanut butter sandwich - girl – sandwich in the sand-squirrel – squirrel's children – tree – pond – frog – sandwich covered in pond weed – boy on a scooter – black squishy tyre mark on the sandwich – crow – nest with crow's mum – sandwich in an ant's nest – fox – sandwich in a pile of feathers – sandwich in a flower bed – slugs cover sandwich in slime – Badger eats the slugs – sandwich doesn't get eaten.

Below is a word/ picture mat to help you and there is a story map example too.

The Disgusting Sandwich

park badger peanut butter sandpit pond

squirrel boy fox plane flowerbed pondweed

sandwich ant frog crow feathers scooter

kite ants' nest slug playground

twinkl
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Today we are going to be using a different method by solving missing number problems using inverses. Inverse means opposite. Therefore, addition is the opposite to subtraction. The work today will be closely linked to our inverses work we did last week too when we were looking at number families.

Examples:

$$\underline{\hspace{2cm}} + 7 = 48$$

To work out the missing number, I can use the inverse of addition which is subtraction. Therefore, I can subtract the smallest number (the number in the sum) away from the largest number (the answer). So the sum I need to do is $48 - 7 = \underline{\hspace{1cm}}$ (counting back in ones). Therefore, the missing number is 41! I can put it back in the sum to check; $41 + 7 = 48$. Just like our number family work last week!

$$\underline{\hspace{2cm}} + 30 = 76$$

To work out the missing number, I can use the inverse of addition which is subtraction. Therefore, I can subtract the smallest number (the number in the sum) away from the largest number (the answer). So the sum I need to do is $76 - 30 = \underline{\hspace{1cm}}$ (counting back in tens). Therefore, the missing number is 46! I can put it back in the sum to check; $46 + 30 = 76$. Just like our number family work last week!

$$\underline{\hspace{2cm}} + 24 = 92$$

To work out the missing number, I can use the inverse of addition which is subtraction. Therefore, I can subtract the smallest number (the number in the sum) away from the largest number (the answer). So the sum I need to do is $92 - 24 = \underline{\hspace{1cm}}$ (counting back in tens and ones). Therefore, the missing number is 68! I can put it back in the sum to check; $68 + 24 = 92$. Just like our number family work last week!

Now, use these examples above and work out the missing numbers in the addition sums by using the inverse of subtraction. Don't forget to check your working out by putting the missing number back into the addition sum!

1) $\underline{\hspace{2cm}} + 4 = 85$

2) $\underline{\hspace{2cm}} + 7 = 56$

3) $\underline{\hspace{2cm}} + 9 = 100$

4) $\underline{\hspace{2cm}} + 20 = 80$

5) $\underline{\hspace{2cm}} + 50 = 90$

6) $\underline{\hspace{2cm}} + 10 = 75$

7) $\underline{\hspace{2cm}} + 40 = 62$

8) $\underline{\hspace{2cm}} + 25 = 38$

9) $\underline{\hspace{2cm}} + 12 = 41$

10) $\underline{\hspace{2cm}} + 36 = 84$

Practice spelling the words:

Badly

Quickly

Slowly

Strangely

Cleverly

Rudely

Spelling words with the suffix –ly.

**Spend ten minutes practicing and then get someone to test you.
Can you put the words into sentences?**