

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Addition and subtraction	<p>Explain to your child you are going to be adding and subtracting numbers this week. Ask them what symbols are used to show you are adding or subtracting numbers (+ for addition and – for subtraction). Using toys or objects you have in the house (e.g. lego) ask your child to collect 3 bricks, then collect 4 more. How many</p>	<p>Using the same objects you had yesterday start by counting out a number (20 or less) and take some away (e.g. $20 - 7 = ?$) How many do you have left? Ask your child to record this as a number sentence. Repeat with some more numbers, asking the children to record their number sentences each time you do it.</p>	<p>Show your child sheet A. Explain they can use any strategy they like to solve the number sentences. Children can use objects to count on, they can draw a tens and ones grid, they can partition the numbers into tens and ones or use blank number lines to jump on. There is no right or wrong way of working out the answer. Ask your child to work through the</p>	<p>Show your child sheet B. Explain they can use any strategy they like to solve the number sentences. Children can use objects to take away, they can draw a tens and ones grid, they can partition the numbers into tens and ones or use blank number lines to jump back. As with the addition number sentences there is no right or wrong way of</p>	<p>Show your child sheet C. Read through the problems with your child. Ask them to highlight the relevant information and language that will help them solve the problem (the first one has been done for you to demonstrate). Children can solve these problems any way they like. Again, there is no right or wrong way to work out</p>

	<p>do they have in total? Can they write this as a number sentence? ($3 + 4 =$) Continue with other numbers, recording the number sentences for each one. Keep it simple with numbers less than 20.</p>		<p>number sentences one at a time. It may take them more than one day to finish them. If they finish in rapid speed ask them to show you another way they could solve the problem.</p>	<p>working out the answer. Ask your child to work through the number sentences one at a time. It may take them more than one day to finish them. If they finish in rapid speed ask them to show you another way they could solve the problem.</p>	<p>the answer, each child is encouraged to use a strategy that makes sense to them (e.g. drawing a picture, using blank number lines etc..)</p>
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Sheet A (week 3)

$12 + 7 =$	$34 + 15 =$	$21 + 23 =$	$45 + 44 =$	$19 + 20 =$
$20 + 20 =$	$61 + 13 =$	$84 + 5 =$	$73 + 21 =$	$16 + 11 =$

Sheet B

$19 - 3 =$	$15 - 10 =$	$48 - 22 =$	$30 - 20 =$	$56 - 11 =$
$29 - 17 =$	$77 - 33 =$	$65 - 21 =$	$56 - 10 =$	$72 - 12 =$

Sheet C

The first problem has been highlighted for you to show what information you should be looking for when solving the problems.

Bob made 12 chocolate cakes yesterday in his bakery, he makes 6 more today. How many cakes does he have in total?

$$12 + 6 = 18$$

- Miss Lynes has 5 pencils in her pencil case, Mrs Crawley has 5 pencils in her pencil case and Miss Strong has 5 pencils in her pencil case. How many pencils are there altogether?

- The bakery has 16 biscuits for sale, they sold 9 of them. How many biscuits are left?
- A farmer has two fields, in each field there are 14 sheep. How many sheep does he have altogether?
- The ice cream van has 26 ice lollies, 24 ice lollies are sold in one day. How many lollies are left?
- Sam's sunflower grows to be 17cm tall in week one. In week two it grows another 12 cm. How tall is his sunflower now?

