**Expectations** – 1 Maths Task and 1 Literacy Task each day, and 1 Topic and 2 RE Tasks per week.

This task overview sheet is designed to be used by parents and pupils in the event of a school closure. Once a task is completed write the date that it was completed underneath the task. Please return this task sheet to your child’s class teacher on their return to school. If you are reading a paper version of this task sheet go to [https://www.stfrancisprm.cardiff.sch.uk/](https://www.stfrancisprm.cardiff.sch.uk/) and visit your child’s class page to view this sheet electronically any hyperlinks will work and you can visit them directly.

Your child can now upload their work to ‘Seesaw’. Look at the guidance on your child’s class page to show you how to do it.

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Literacy</th>
<th>Topic &amp; RE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adding numbers</strong></td>
<td></td>
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<tr>
<td>When we add two numbers it means that we count on from one number, the numbers get bigger. Start at the bigger number and count on the smaller number</td>
<td><strong>Spellings</strong></td>
<td><strong>Home Learning Topic Task- We have given you an extra week on the task below. We understand these may take a little while to make.</strong></td>
</tr>
<tr>
<td>For example; If you had 7 + 10=, start at 10 and count on 7 more.</td>
<td>You have had a few weeks off spelling, but it is important that you continue to practise your spelling at home.</td>
<td>Looking after yourself</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td></td>
<td></td>
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<tr>
<td>Use a number line, your fingers or even objects to help you count on.</td>
<td>Ask an adult to give you a spelling test using one of the sounds from the sound mat provided.</td>
<td>This week we’re looking at the Black Lives Matter Movement and everything that comes with it, but the most important thing for us to look after and think about in the world is YOU!</td>
</tr>
</tbody>
</table>

Learning our sounds is very important. Try and practise your sounds and spellings every day. Maybe you could stick them around the garden or house.

For example; ‘oa’, the words could be load, road, soap, coat, goat

Date completed ........................................

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### Subtraction numbers

When we subtract numbers it means that we count backwards from one number, the numbers get smaller. Start at the bigger number and count backwards.

For example:
If you had 19 \(-\) 5 =, start at 19 and count back 5 steps.

**Task**
Use a number line, your fingers or even objects to help you take away.

Date completed .................................

### Finding the missing number

Look at the sheet provided. Sometimes the number is missing. You need to look at what numbers you do have in order to find the missing number.

For example:
7 + ____ = 14.
Here you have number 7 and number 14. In order to find the missing number start at 7 and count on until you get to 14 and count the jumps.
7 -> 8 -> 9 -> 10 -> 11 -> 12 -> 13 -> 14. You do not count the number you start on. Count the red numbers- there are 7. Therefore, the missing number is 7.

### Comprehension linked to the story of ‘The Smeds and the Smoos’ by Julia Donaldson

Listen to the story (link is found on the website page)

When you are listening to the story, think about what is happening in it.

**Task** - An adult will need to read the questions out to help.
Look at the reading comprehension provided. Answer the questions linked to the story. You may need to listen to the story again to help you answer them. There are different ways to answer the questions. Remember to look at what the question is asking and respond accordingly.

For example:
*Tick one* - tick only one correct answer
*Tick two* - make sure you have ticked two correct answers

Date completed .................................

### What is the story telling us?

Listen to the story again to remind yourself about what the story is teaching us. This story teaches us many things. I wonder if you can write down what you think some of them are?

**Task**
Look at the activity sheet provided. There are some questions to think about using one of the pictures from the story.

Date completed .................................

### Home Learning RE Task

**Activity 1 - We are happy when we love one another.**

Read God’s Story 2 pages 72-73 A New Rule based on John 13:34-35. In John’s gospel, we hear about a new rule Jesus gave us. It is a rule which Jesus always kept. Jesus is always there to help us.

Using the picture from God’s Story 2 pages 72-73 talk about the actions of the children. When we are living out Jesus’ new rule to ‘love one another’ this is shown in our thoughts and actions. Discuss what else the children could say and do to show they were living out the new rule. (Shaking hands as a sign of peace etc.) It is good to make up when we don’t keep this rule and try not to let it happen again.

Watch the video below to find out what makes Worry Dolls so special, then have a go at making your own - there are some ideas for different ways to make them on the website listed below, or you can come up with a way of your own.

**Worry Dolls video**
https://www.youtube.com/watch?v=wjX7qpXp7d8

**How to make a Worry Doll**
https://www.tinyfry.com/make-worry-doll/
### Adding more than one number

Sometimes we need to add more than one number. When you add more than one number, try and find number facts that you know.

For example:

\[ 3 + 2 + 7 = \]

\[ 3 + 7 = 10 \]

Then complete another sum: \[ 10 + 2 = 12 \]

**Task**

Complete the sheet provided.

Date completed ………………………………

### How would you feel?

Listen to the story again. Remind yourself about what the story is telling us and teaching us.

**Task**

Imagine you were a Smed or a Smoo. How would you feel? Using full sentences, write about how you would feel about not being allowed to play together. Why do you want to play together? What do you like about each other? Why do you think the others won't let you play together?

Date completed ………………………………

### Problem solving

Look at the addition challenge cards. It is all about adding.

Remember to show your working out and draw pictures if you need to.

Use a number line if it helps.

Look at the question and see what information you have been given.

Date completed ………………………………

### Thought shower of ideas

Remind yourself of the story we have been looking at this week.

This story has a happy ending, but in the beginning, it didn’t look like it would have.

**Task**

Look at the beginning of the story. Why do the Smeds and the Smoos not like each other? Are these good enough reasons not to like someone?

What was the solution? How and why did they become friends in the end?

What could they do to ensure that the problem doesn’t happen again in the future?

**Task:**

Create a thought shower to show your ideas for how they can make sure it doesn’t happen again. E.g., what could they do differently? How could they live differently? What do we do to resolve problems?

Date completed ………………………………

### Some key questions

| Q | How did Jesus show his love for all the people he met? |
| Q | What would happen if we all kept Jesus’ new rule - what would the world be like? |
| Q | How do you think the world would be a happier place? |
| Q | How can we try to be more like Jesus? |
| Q | What rules could we have for ourselves that would make others happy? |

**Task:**

Draw a love heart. Inside write about how we can show love to one another.

Thank you for completing the School Closure Home Learning Task Sheet – You support is very much appreciated.
Please return this sheet to your child’s class teacher on return to school. Diolch yn fawr!