Mathematics

Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers. Using bigger numbers doesn't make it harder.
- Always make links with real life problems
- Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios

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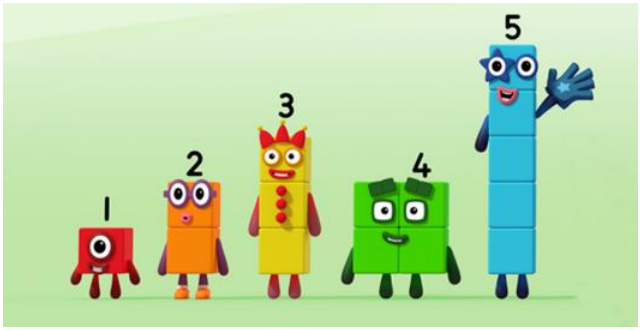
Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays, alongside many more.



Task 1

Ongoing task - Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. (Additional task in the home learning pack – Can you fill in the missing number in the 100 square? If you were not able to collect your pack from school, you could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 2

Practise counting forwards and backwards in **2's, 5's and 10's**.

2's – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5's – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

10's – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

If your child is secure in counting in 10's, focus on counting in 2's or 5's ect.

Activity ideas:

Counting in 10s

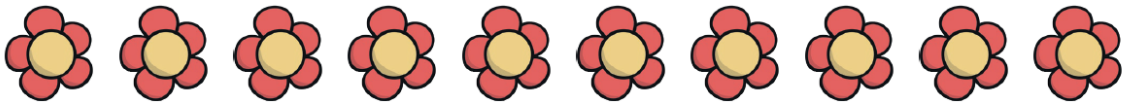
Cut out the numbers in the dashed boxes and stick them in the correct order.

	20							90	

10	80	30	60
70	40	100	50

Count in 5s

How many petals are there? Count in 5s.



5									

Complete the number grid, colouring 5s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

There are ____ toes on each foot.

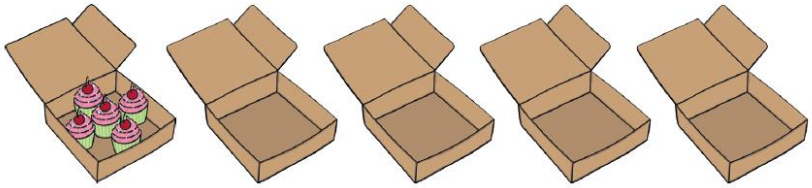
There are ____ feet.

There are ____ toes altogether.

Count in 5s

Grandma has been baking cakes. She puts them in boxes of 5.

Here are the boxes she used:



Who is correct? How do you know?


92
94
96
98
100
90
88
2
86
4
84
80
82
78
76
6
74
8
72
10
70
12
64
68
66
62
14
38
36
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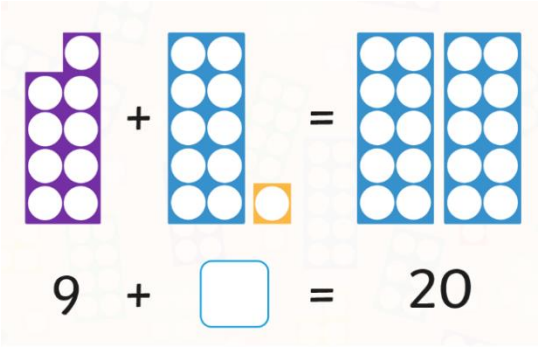
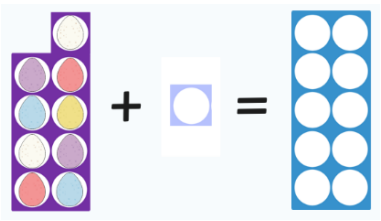


Can you count in 2's as you do the dot-to-dot?

Task 3

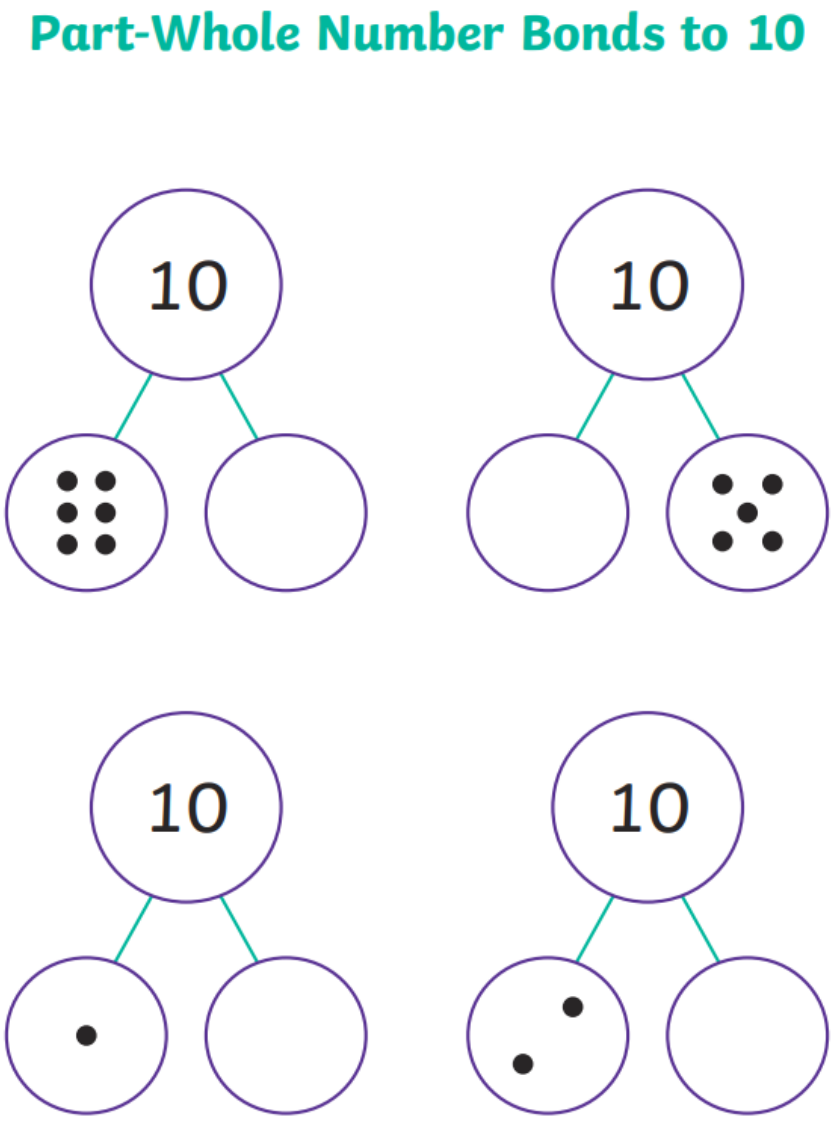
Practise your number bonds to 10 and 20 using drawings or practical object (addition) If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?



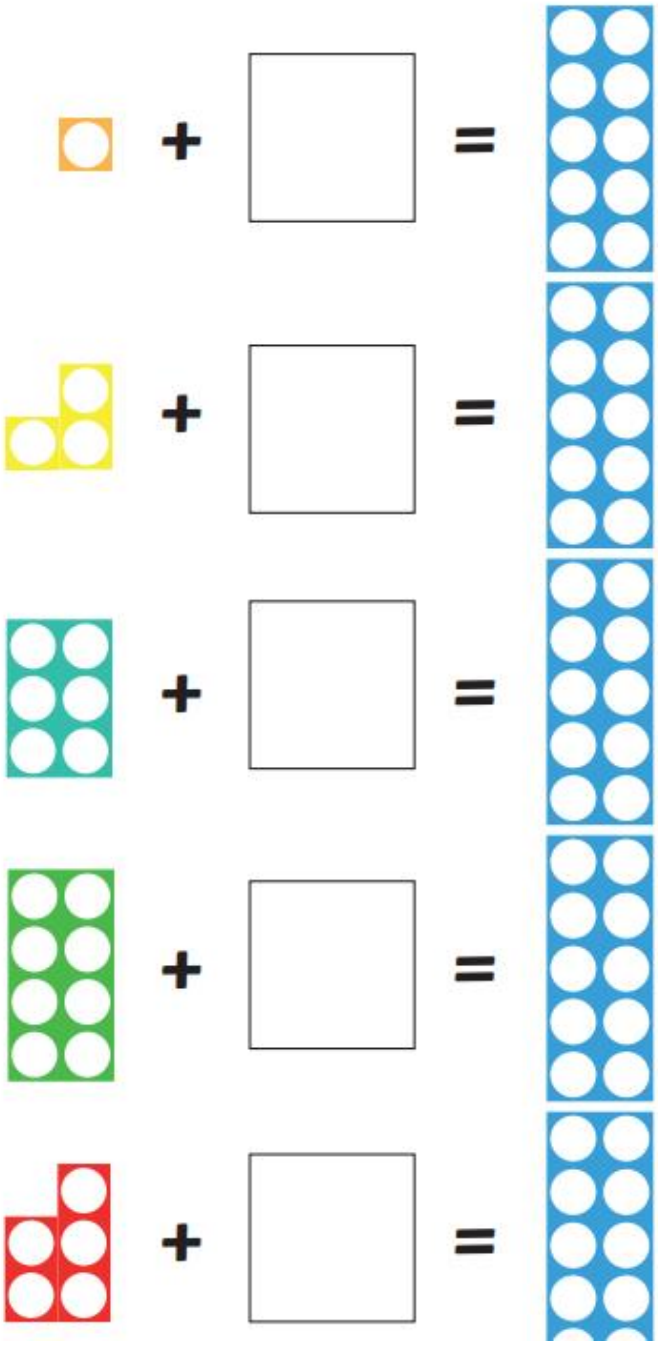
9 + 1 = 10

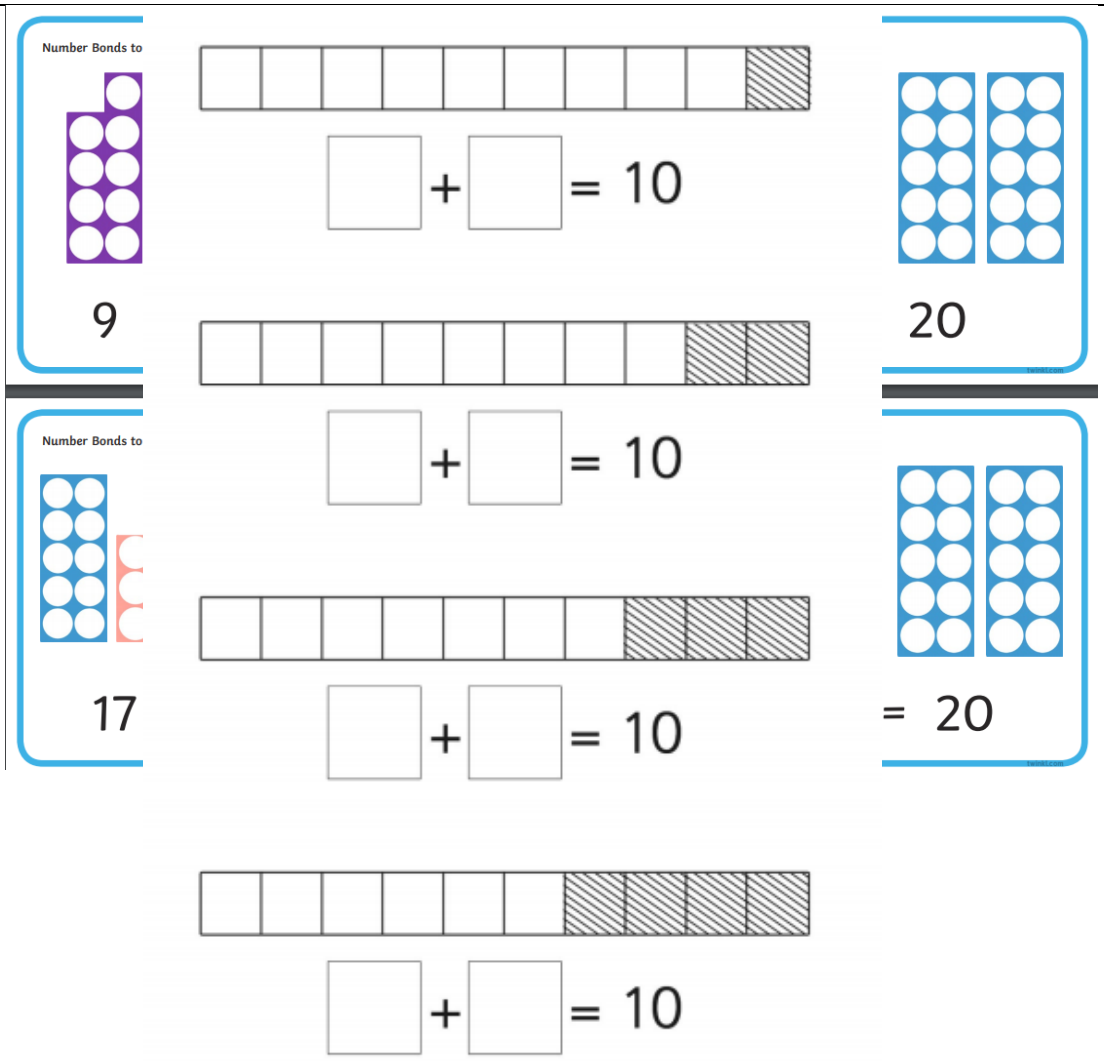
Activity ideas:

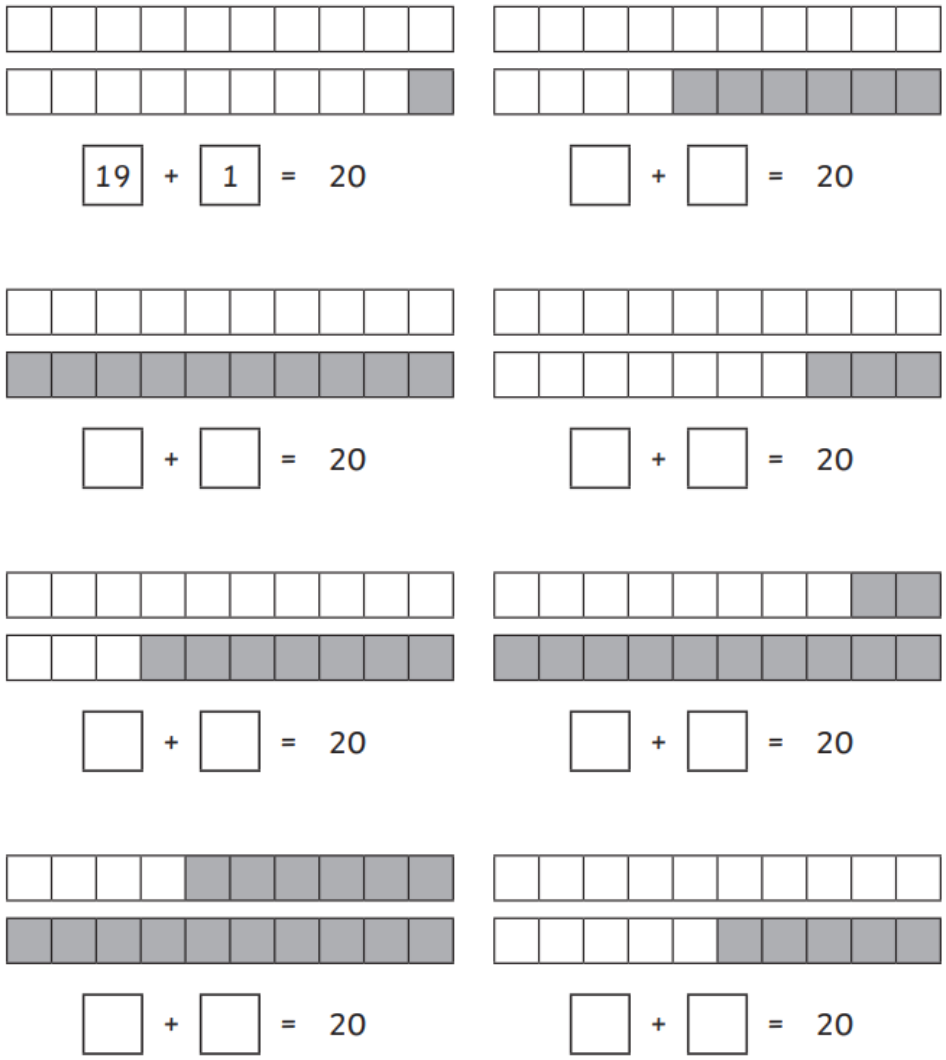


Number Shape Number Bonds to 10 Missing Numbers

Use the number shapes to work out the missing number in each question.




Number Bonds to
9
20
Number Bonds to
17
= 20
+ = 10
+ = 10
+ = 10
+ = 10



Task 4

All four calculations - How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can record your ideas on paper. Encourage your child to mentally work out the equations, you can then give your child some objects such as pasta shells or you cars to check their equations are correct.

For example, how many ways can you make 6?

e.g.

0 + 6 = 6 1 + 5 = 6 2 + 4 = 6 3 + 3 = 6 8 – 2 = 6 7 – 1 = 6

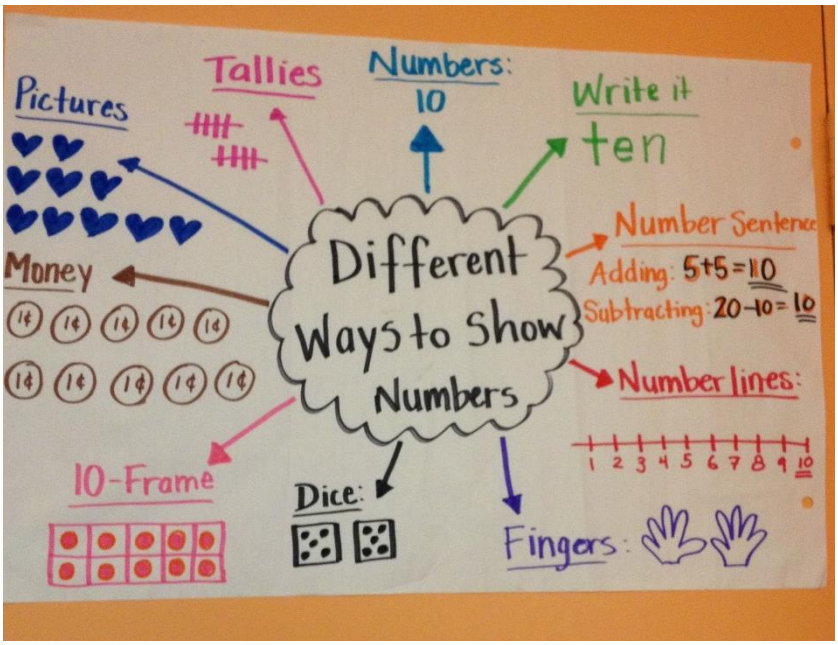
6 + 0 = 6 5 + 1 = 6 4 + 2 = 6 10 – 4 = 6

Challenge – Can you think of more ways to make a number than using addition and subtraction? Can you use multiplication or division?

2 x 3 = 6 12 ÷ 2 = 6 3 x 2 = 6

Task 5

There are many ways we can represent numbers. Can you represent different numbers?



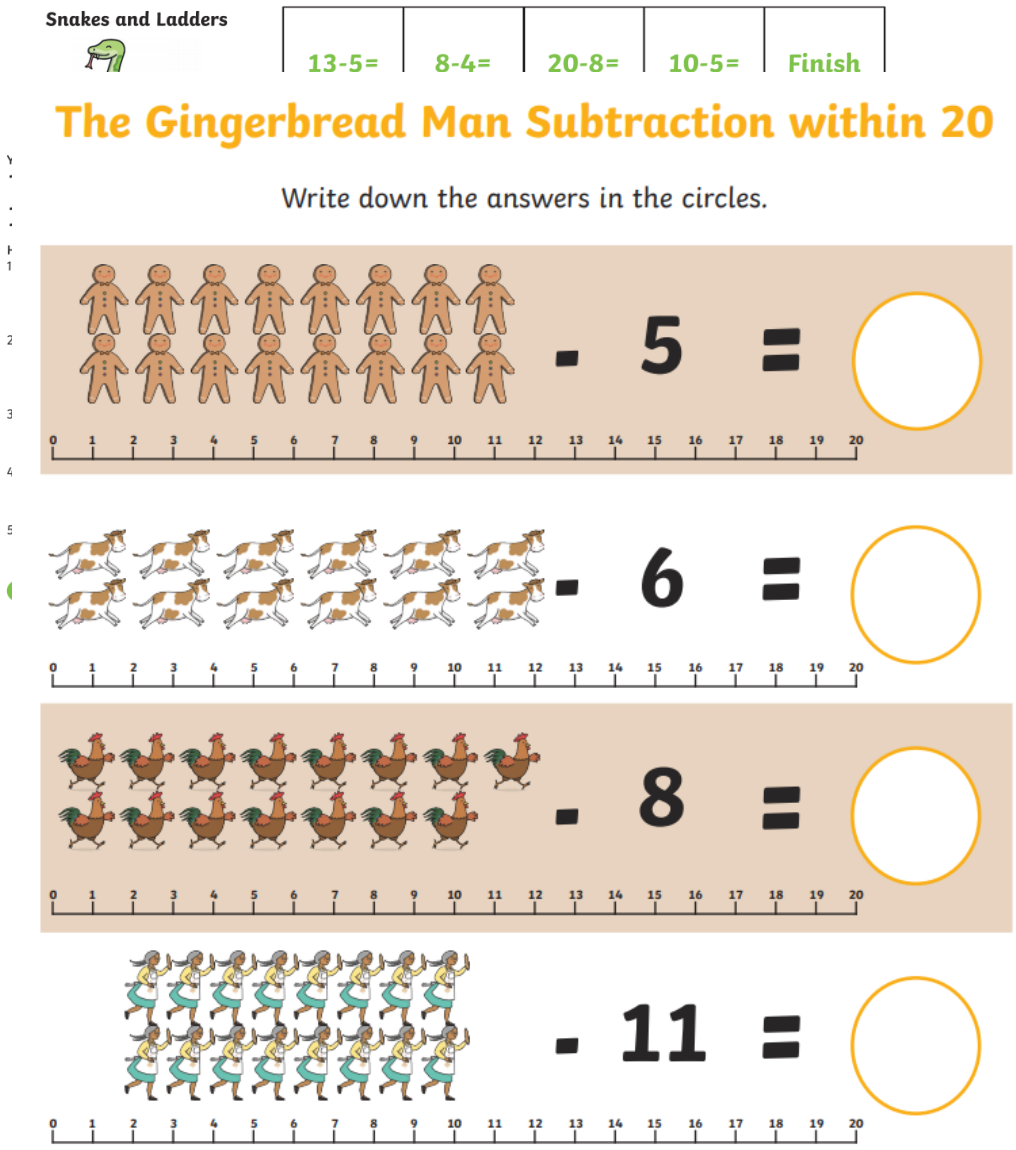
Task 6

Ongoing tasks - Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you.

E.g. There were 22 chocolates in the bowl. My sister ate 14 How many are left? You can draw this story. Draw 22 sweets and cross out 14 to find out the answer.

Activity ideas - Remember your child will need something to help support them in working out the answer. This could be practically by using toys/pasta shells or anything they can count, a pen and paper for drawing their own working out. They can also always try some of the equations mentally by counting back.

- You could make your own version of the game below

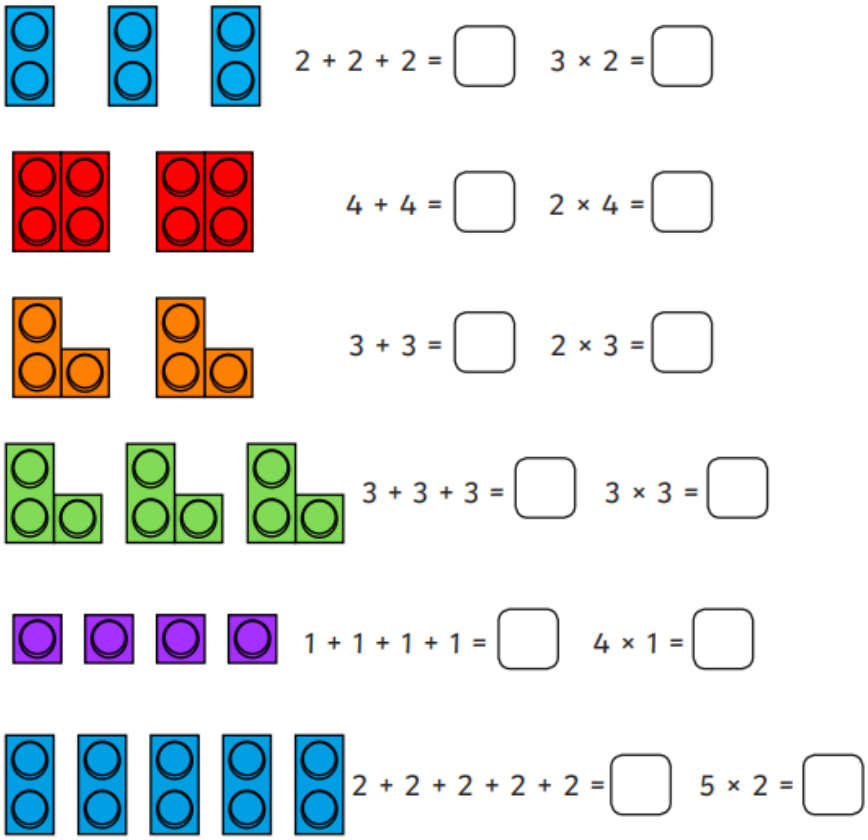


If you do not have a printer available, you can ask an adult to draw/make your own versions of the style of questions above. You can find more ideas from Twinkl.co.uk

Task 6

Practise multiplication / lots of / multiples of

For example – There are 4 ponds. In each pond there were 2 frogs. How many frogs were there altogether? Remember you can count them in 2's.

	2 4 6 8 4 x 2 = 8 4 lots of 2 = 8 4 groups of 2 = 8 Activity ideas:  You can focus on 2's, 5's and 10's in your multiplication. Count in 10's to help you find the answer below.

Counting in 2s, 5s and 10s
At the Market

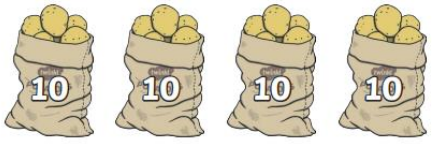
There are 10 potatoes in a bag.

There are 5 pineapples in a crate.

There are 2 swedes in a basket.

How many potatoes does the shop have altogether?

They sell 3 bags. How many now?



e.g. 4 x 10 = 40

Task 7

Division – Can you solve division equations? Ask an adult to help write down some word problems / equations for you to work out.

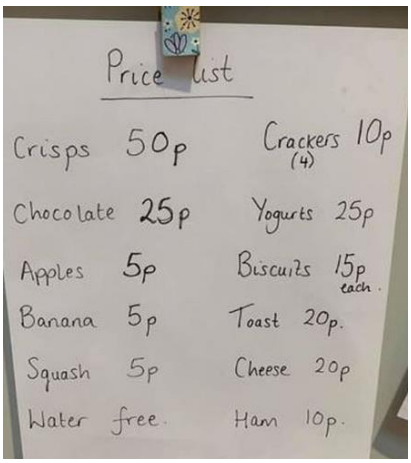
Sharing – e.g. There are 22 strawberries left in the bowl. You can share them between Naomi and Joseph. How many strawberries will each person have?

Remember – one for you, one for you, one for you, one for you and so on

22 ÷ 2 =?

Task 8

Money – The children have been recognising and beginning to recognise and know the value of different coins and notes. Can you make a shop at home? You can buy snacks from the kitchen or toys. What is worth the most? Can you put coins in the correct order or value?



Task 9

We also have been adding an equation in our head by putting the largest number first and adding on. For example:

3 + 12 =? We would start with 12 in our heads and add on 3 by counting on in our head to find out the answer. Practise this whenever you can.

Task 10

Can you find one more and one less of a number?
Use the 100 square in your homework packs. Pick a number and find one more and one less.

Can you find 10 more and 10 less than a number?
Remember to use practical objects to help support you child in this.
Start by using the ten times table then when your child is more confident use random numbers up to 100.
For example, what is 10 more than 10? Can in 10s to find the answer and use objects to support your child's understanding so they can visually see 10 more.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
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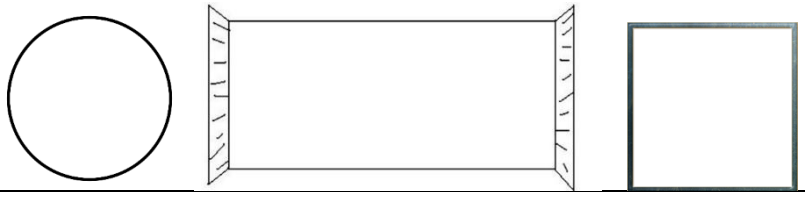
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 11

We have been learning all about fractions. A ½ is one out of two equal parts. A ¼ is 1 out of 4 equal parts. We have been finding ½ and ¼ of real life objects, shapes and amounts. Can you find ½ and a ¼ of different objects at home? This could be real life objects such as a cake, a shape or amounts (e.g. sharing out strawberries – links with division above).

Activity ideas:

Can you shade a ½ of each object?

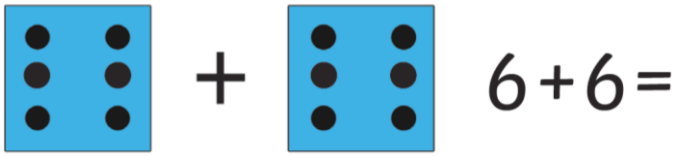


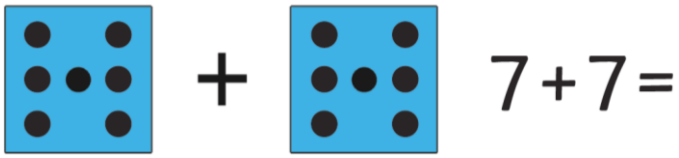
Can you help cut the pizza in half at dinner time?

Can you share the chocolate bar into quarters? 4 people will be sharing it. What about in half? That means 2 people are sharing it. Remember, giving children as many real-life mathematical experiences will have the greatest impact in their development and understanding.

Task 12

Can you practise doubling single digit numbers?





Task 13

The children need to be able to read and write numbers from 0-20 in digits and words.

Can you practise writing them down daily? You can ask an adult to make a chart with missing sections like below. Can you fill in the missing sections? If you prefer you could just make a list.

e.g.

digit	word
1	one
2	?
3	?
4	?
?	five
?	six
7	?
8	?
?	nine
10	?

Challenge

- Can you have a go at solving equations in your head by counting on or counting backwards?
- How quick can you recall all the number bonds to 10 or 20?
- Can your family time you? You can try and beat your time each day.
- Can you write your own word problems and show working out to solve it
  E.g. There were 16 cars on the car park, 4 cars went home. How many cars were left in the car park?
- Can you find related facts? For example, if you know 4 + 6 = 10, what else do you know?
  Can you find 2 addition and 2 subtraction equations?

4 + 16 = 20 16 + 4 = 20 20 – 4 = 16 20 – 16 = 4

Example: