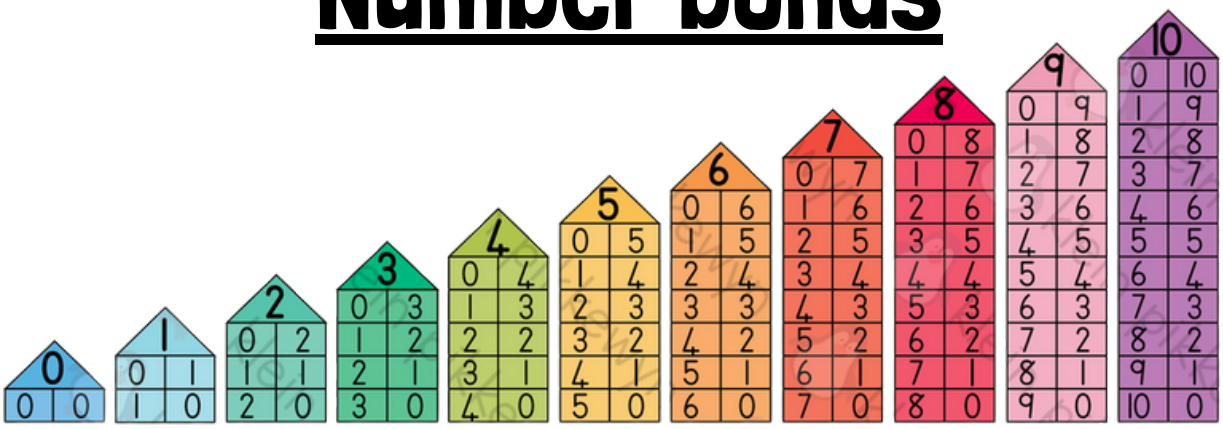
Place Value

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

- Close your eyes and choose a number. How many 10s does it have, how many 1s?
- Can your child represent different numbers using objects eg. 10ps and 1ps? Can they show different combinations?
- Can your child find their own representations. eg. Pencils could represent 10s. Beads could represent 1s. Can they partition into different combinations?
- Plot the ages of all the adults in your family on the number square. How many 10s how many 1s in each age?
- Point out the efficiency of counting in 10s and ones as opposed to just 1s. Can they group large quantities eg. Lego into 10s and 1s. How many ways can they partition these groups?
- Can you play guess my number eg. My number has the same number of 10s as 1s. It is an odd number. It is greater than 50 but less than 70.

Number bonds



- Can your child fluently recite all number bonds to a given number within 10.
- Can they recognise the pattern, (eg as one part goes up, the other part goes down) and use this to reason?
- Can they use their knowledge of number bonds within 10 and relate to numberbonds within 20

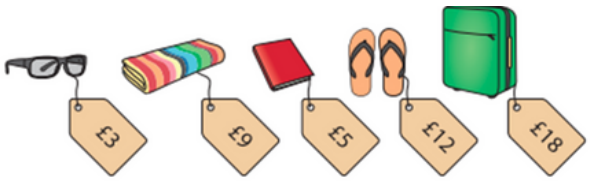
Addition and Subtraction

- Money questions

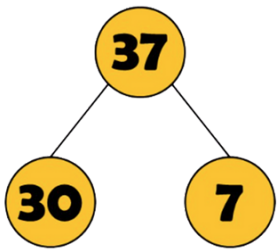
Alice bought a monster using only silver coins. It cost her 45p.How many different ways could she pay for it?

- Pretend shops

Sid says, 'I have bought 2 items for my holiday.
One item cost £9 more than the other. I spent over £15
What two items did Sid buy?



- Questions which allow children to be the teacher. 23 + 15 = 30. Is this correct? Explain/show how you know!
- Select a number on the 100 square each. What is the difference? How can we check/ show this?
- Representations of part whole models and how addition is linked to subtraction.
- Missing number problems



Multiplication and Division

- Learn the 2, 3, 5 and 10 times table. Not just by 'chanting, but also by being able to recall facts randomly e.g. 3 x 5 / 10 x 2 etc
- When carrying out laundry duties/tidying bedrooms, ask how many pairs of socks there are, can they count them in 2s?

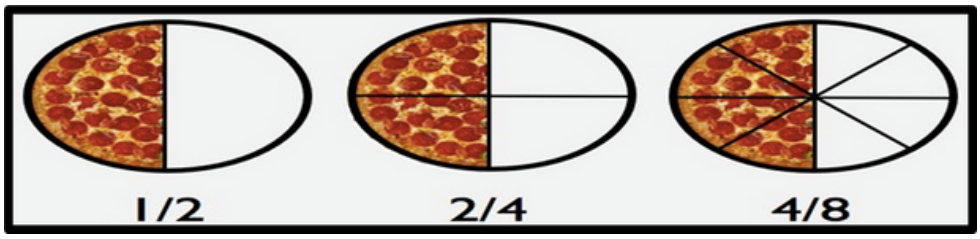
- Ask your child to share fruit/sweets out equally between family members using their knowledge of the 2, 3, 5 or 10 times table. Will there be any remainders?

- Look for arrays that you can count in 2s, 3s, 5s and 10s around the home

- Count 2 pence, 5 pence and 10 pence coins to find totals.

Fractions

- During cooking activities and meal times encourage your child to cut their cake, pizza or sandwich into fractions. Talk about how each slice is 1 of however many parts.



- Make the connection between sharing/dividing and fractions i.e. ½ = ÷ 2, ¼ = sharing by 4. Practise this with practical objects. Eg. I need a quarter of those marbles.
- Identify which fractions are the same. 1 slice of toast is cut in halves, one slice is in quarters. How many of the quarters are the same as a half?
- Fractions of distances eg can you run half the way to the tree

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(parents and teachers section)

1 minute Maths (white rose