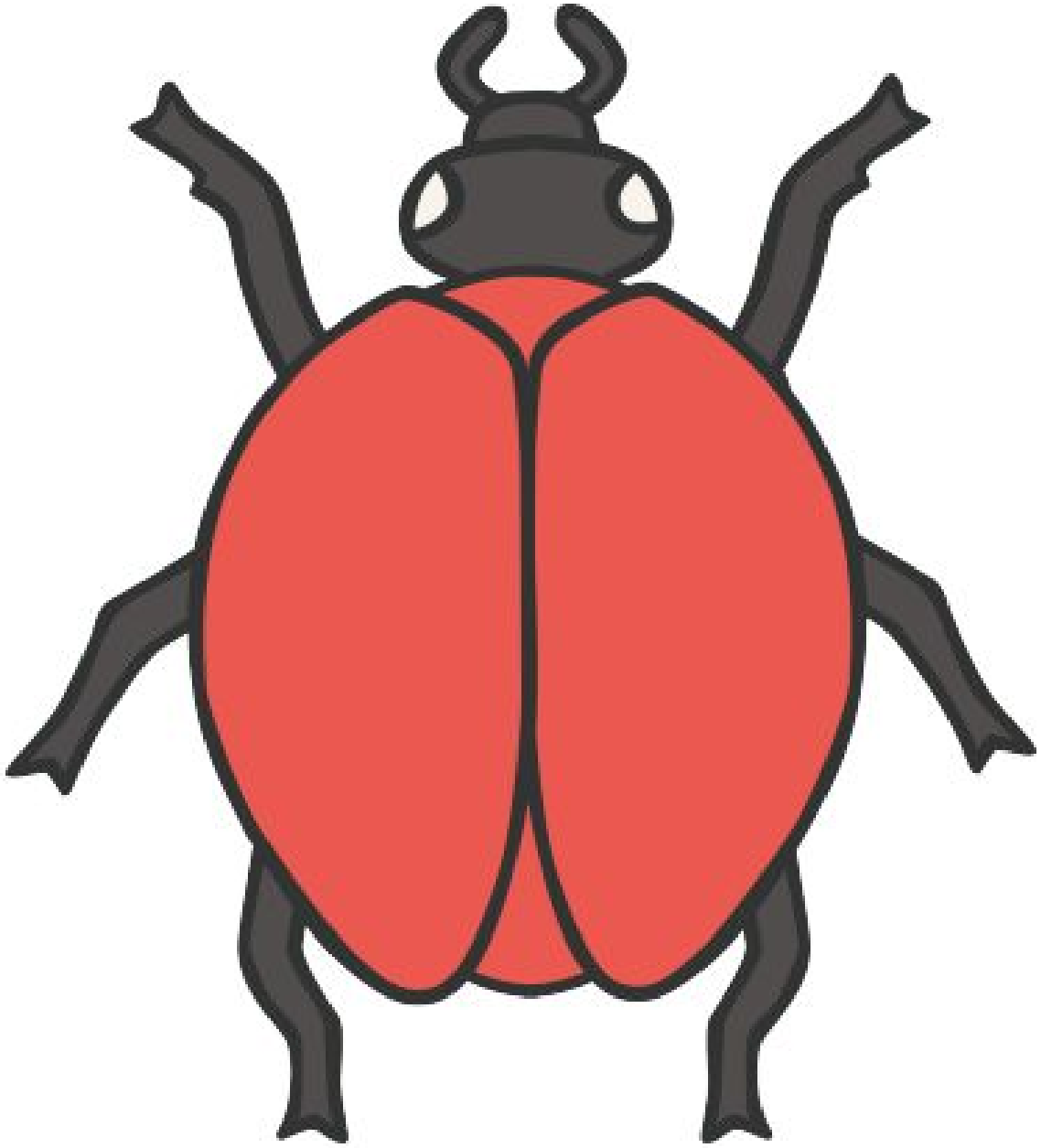
<u>Maths 2-week Pack</u> (for the weeks commencing 18/1/21 and 25/1/21)

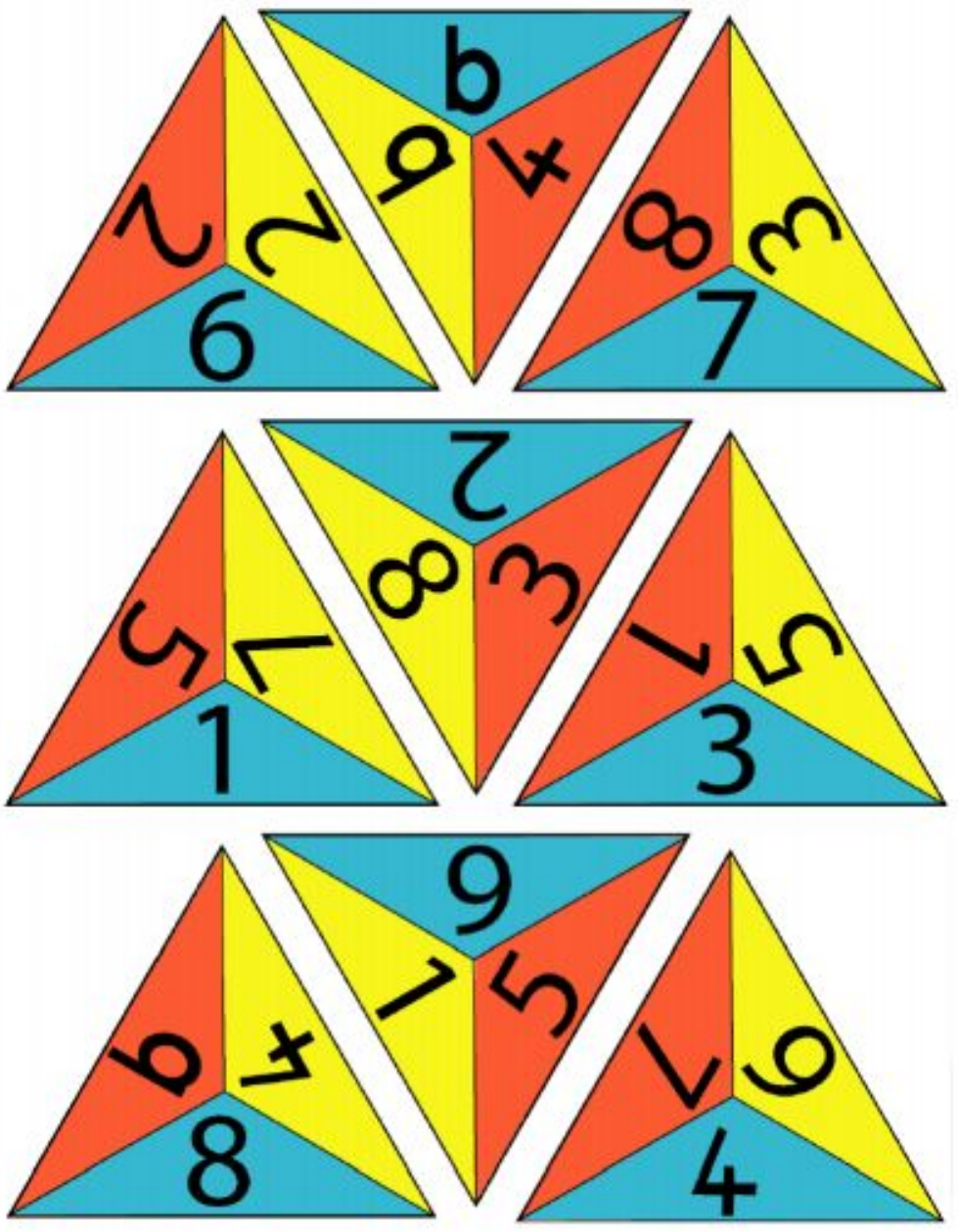
Up until this point, children have been recapping on some of the maths they have learnt in class. From this point onwards, this will mostly be new learning for the majority of the children. I will be posting a daily video to teach the children the methods to help them, so it is really important that your child <u>watches the video before completing the activity for that day</u>. I will link to the video every day on Tapestry by 9am, so keep an eye out for it! The activities for each day are on the following pages. **Please do not skip ahead, and try to do the work on the day that is stated**. Many of the activities are adult-led, at least to start (instructions will need to be read out for many children), but some children should be able to continue with it independently.

Bronze	Silver	Gold
These are tasks aimed at the majority of Reception children, for whom tasks in school are usually practical activities, embedded within play, rather than 'worksheets'. I have provided a few 'worksheet-style' tasks, but wherever possible, it would be more beneficial if children could use household objects (e.g. pasta, fruit, small toys, dominoes, anything that can be counted really). Practical maths activities, plus number formation practice should suffice for Reception children.	**These are tasks aimed at the majority of Year 1 children** (plus a few more confident Reception children) for whom maths in school is a mixture of play-based learning and more formal table activities. I have tried to provide a mixture of both styles of task.	**These tasks for more confident children** to complete, but <u>*only after completing the silver task.*</u> They will include more reasoning and problem-solving style tasks.

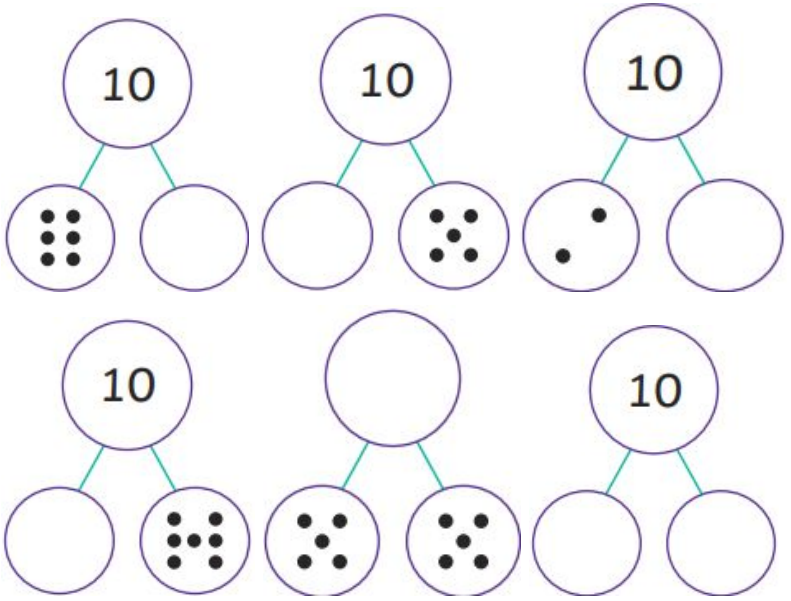
Monday 18th January

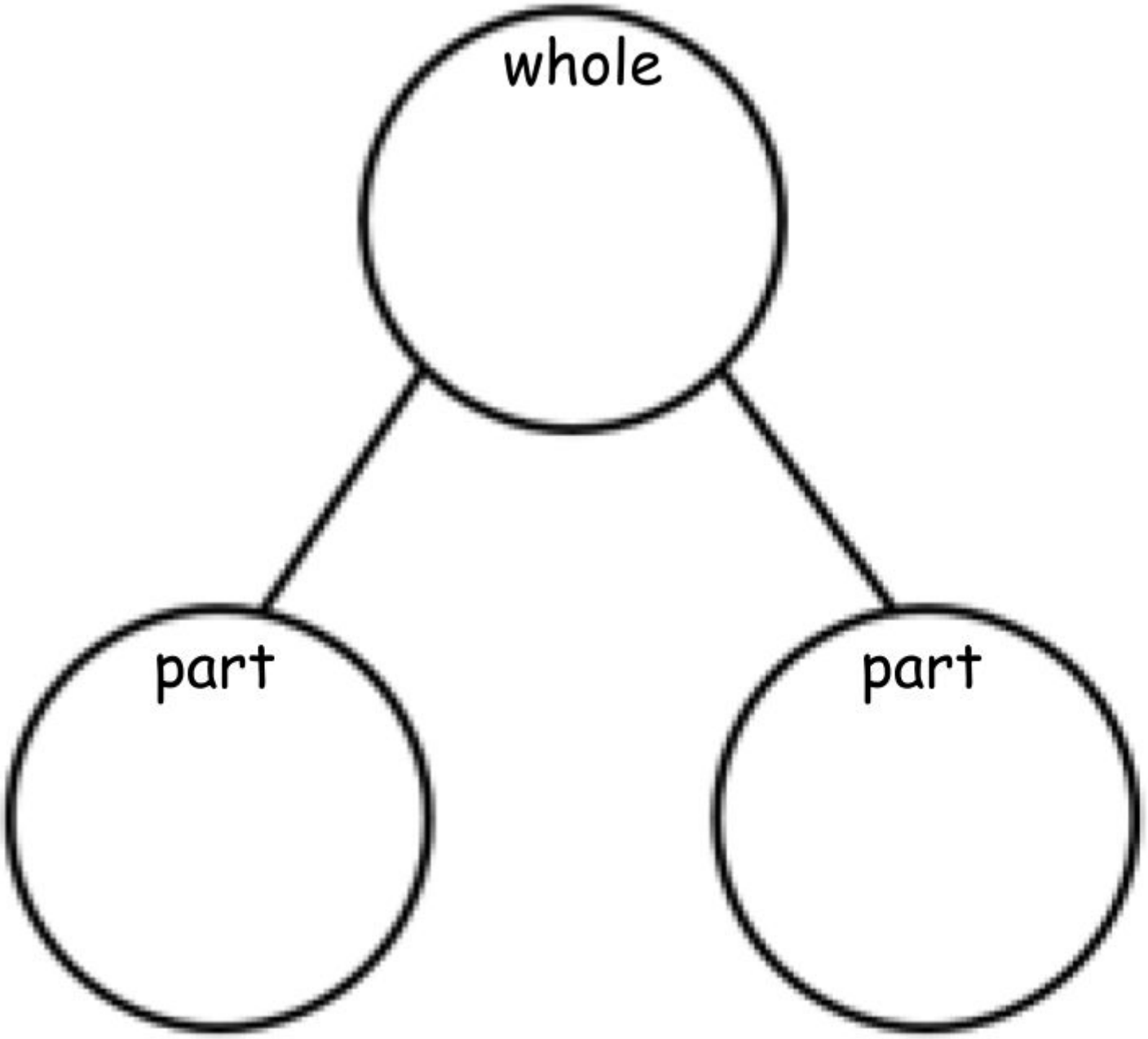
Reception LO: I can find the total number of items in two groups by counting all of them	Year 1 LO: I can explore number bonds to 10	
Bronze	**Silver**	**Gold**
Practical task (adult-led): Use some small objects that you can count (beads/pasta shells/lego bricks/sweets!) • Adult makes a deliberate error e.g. adult takes 2 beads and 3 legos and says I have 4 objects altogether – am I right? Can you suggest a way to count them so I don't make a mistake next time? Is this the only way to count them? • Adult suggests a target total (adjust according to your child's ability) e.g. 'I want to have 5 spots altogether on this ladybird' (use the ladybird template overleaf) Invite your child to show different ways of making up the number 5 on two sides of a ladybird template. 'Have we found all of the ways to make 5 spots?'	***Practical task:*** Use some small objects that you can count (beads/pasta shells/lego bricks/sweets!) The ladybird (see overleaf) needs to have 10 spots. By putting your counting objects on the ladybird, can you show all the different ways to make 10 using both halves of the ladybird? **Write here all the ways to make 10:** e.g. 1 + 9 = 10	***Reasoning/Problem-Solving task:*** Cut out the triangles (on the next page) and rearrange them all so that each flat side faces another flat side. The numbers on each side flat side must add up to 10! How many different patterns can you make?




6
9
4
2
2
6
8
3
7
2
8
3
5
7
1
1
5
3
9
1
5
4
9
8
7
9
4

Tuesday 19th January

Reception LO: I can find the total number of items in two groups by counting all of them	Year 1 LO: I can explore number bonds to 10	
Bronze	**Silver**	**Gold**(only after completing SILVER)
Practical task (adult-led): Use some (different) small objects that you can count. • Ask your child to give you 4 (or any number suitable) objects altogether but from two different sets e.g. can you bring me some pasta in one hand and beads in the other hand, but 4 altogether?Ask them to count them out to check before giving to you. Repeat this with other total numbers. • Use the part-part-whole model overleaf. Put the total number (the numeral) in the top circle (use pencil to write this so it can be rubbed out and repeated), and the 2 handfuls of objects in the 2 circles underneath. Then ask your child to choose their own total number and to make their own parts using the counting objects.	Complete these number bonds to 10 part-whole models  Fill in the spaces in these number sentences: 1 + ____ = 10 ; ___ + 8 = 10 ; 10 = 4 + ___ 3 + ___ = 10 ; ____ + 1 = 10 ; 10 = ___ + 6	***Reasoning/Problem-Solving task:*** Tim has 14 counters in his hand and some in a cup. Max has 7 counters in his hand and some in a cup. **They have the same amount altogether.** **They each have fewer than 20 counters.** How many counters could be in Tim's cup? How many counters could be in Max's cup? Find all the possibilities!


whole
part
part

Wednesday 20th January

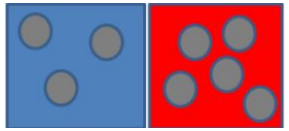
Reception LO: I can begin to use the vocabulary involved in adding

Year 1 LO: I can add together by counting on

Bronze

Practical task (adult-led):

Use the domino template (overleaf) and put a different number of objects (e.g. small pebbles) on each side,

e.g. 

Ask your child: What's the same? What's different? How could you make each side the same?

To support: use prompts such as 'I can see 3 pebbles on the blue side and 5 on the red side. I could **add** 2 more to the blue side to make it the same.'

Encourage your child to use the term 'add' in their maths talk

Repeat the task with other numbers that your child can manage.

Silver

Practical task:

Use some small objects that you can count e.g. beads/pasta shells/lego bricks/sweets.

Count out the number that is written in the red box with your counting objects. Next count on using the number from the yellow box, and write the answer in the orange box. e.g.

5	+	2	=	7

"I have 5 beads, I add 2, so I count on 6 then 7. So, 5 add 2 equals 7."

4	+	5	=	
7	+	4	=	
2	+	9	=	
12	+	5	=	

Gold (only after completing SILVER)

Reasoning/Problem-Solving task:

Sid has **2** bean bags.

He is throwing them into jars to get a score. The score is on the jar.

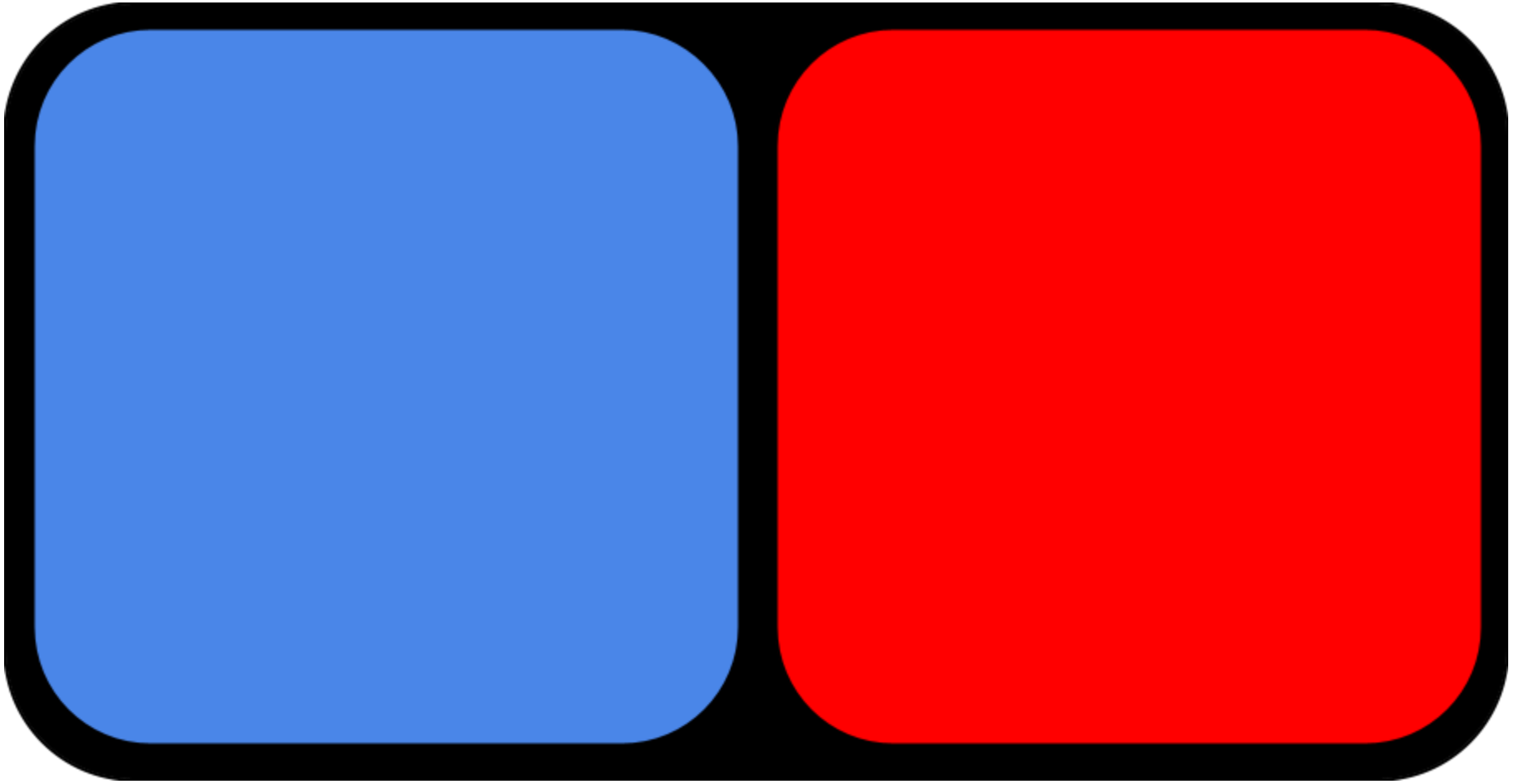


What is the highest score he can get?

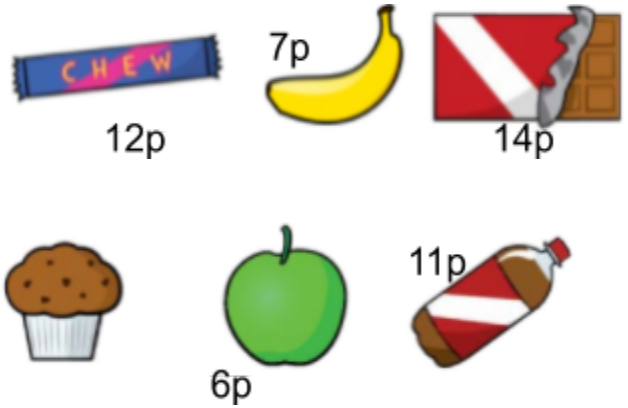
What is the lowest score he can get?

What totals less than 20 **can't** he get? Why not?

Domino template



Thursday 21st January

Reception LO: I can add together by counting all	Year 1 LO: I can add together by counting on (using mental strategies)	
Bronze	**Silver**	**Gold (only after completing SILVER)**
Adult-led / Independent: Work through the <u>lego addition questions on the next page</u>. Most children at this stage will be counting all of the bricks to find a total, but some could be challenged to just ***count on*** from the first number (but only if they can say what that first number is without first counting!) **Challenge:** Your child could make their own addition questions for you (the adult) to solve. They could mark your work, but they must already have 'secretly' calculated the answer. ***Top tip:*** You could make some deliberate mistakes in their solving of the child's question! Encourage your child to explain why you were wrong!	***Independent task:*** Work through the SILVER challenge overleaf. Children should be encouraged to choose a starting number and use their finger (or a counter) to help them count on.	***Reasoning/Problem-Solving task:***  I spend 20p on a chocolate bar and something else. What else could I have bought? Show how you know. Tom spent 17p on a bottle of cola and something for his sister. What did he buy for his sister? Show how you know. Ellie spent 19p on a banana and a muffin. How much is the muffin? Show how you know.

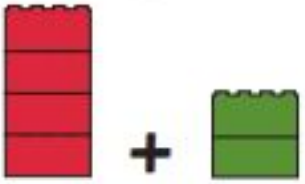
BRONZE TASK

Addition to 5 and to 10 Building Brick Cards



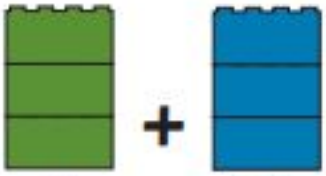
4 + 1 =

Addition to 5 and to 10 Building Brick Cards



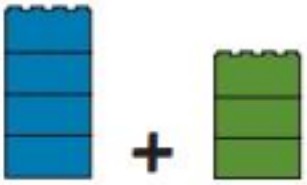
4 + 2 =

Addition to 5 and to 10 Building Brick Cards



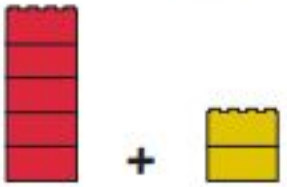
3 + 3 =

Addition to 5 and to 10 Building Brick Cards



4 + 3 =

Addition to 5 and to 10 Building Brick Cards



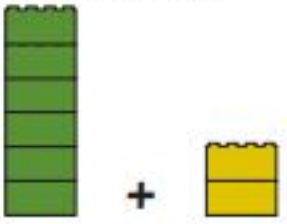
5 + 2 =

Addition to 5 and to 10 Building Brick Cards



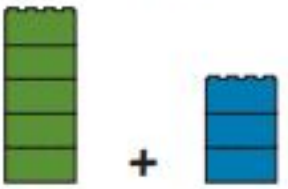
4 + 4 =

Addition to 5 and to 10 Building Brick Cards



6 + 2 =

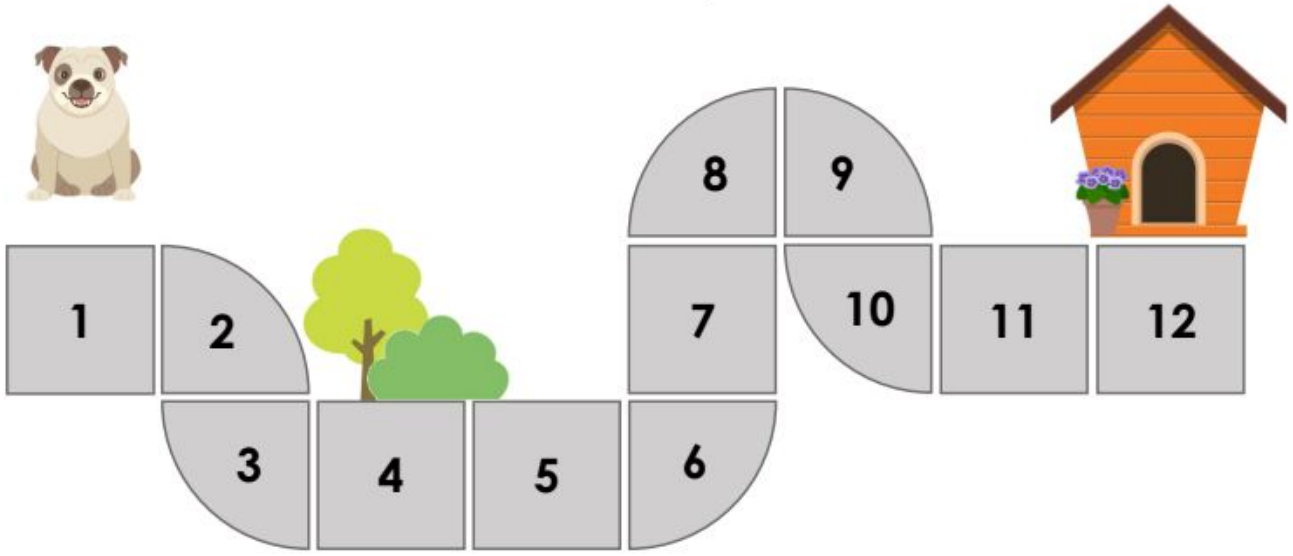
Addition to 5 and to 10 Building Brick Cards



5 + 3 =

SILVER TASK

Pete the Pug is on his way home to his kennel at number 12. He starts on a number that is less than 10. He counts on as he makes his way home.



Investigate the numbers Pete the Pug could have started on and how many he counted on to get home. Write an addition to match.

Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

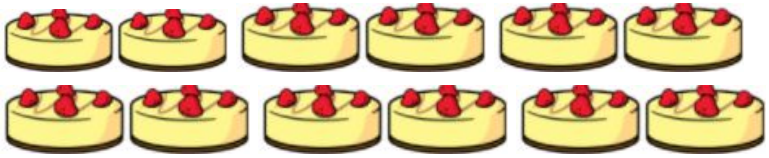
Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

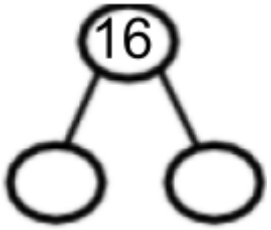
Pete started on ☐ and counted on ☐. ☐ + ☐ = ☐

Monday 20th January

Reception and Year 1 LO: I can count how many are left

Bronze	Silver	Gold (only after completing SILVER)
Practical task (adult-led or independent according to confidence): This task will be modelled by me in the video. You could use any set of toys that your child likes to handle (cars, dolls, farm animals etc) Count out a set of toys - perhaps put them in a container e.g. a garage for cars, a doll's house or a farm) Create a story to say why some of the objects will be 'leaving/driving away/escaping' etc. Then remove this 'part of the whole'. Encourage your child to count out what is left. Ask your child to tell the number story. E.g "**First** we had 8 cars in the garage, **then** 5 drove away, so **now** we have 3 left in the garage." Repeat a few times with different numbers. Support: limit the total number of toys to between 5 and 10 Challenge: use more toys if your child is confident with greater numbers		***Reasoning/Problem-Solving task:*** Some cakes have been eaten. There are 12 cakes left.  How many cakes could there have been, and how many could have been eaten to be left with 12? Give as many possibilities as you can!

Tuesday 26th January

Reception LO: I can begin to use the vocabulary involved in subtraction	Year 1 LO: I can subtract by 'breaking apart'	
Bronze	**Silver**	**Gold (only after completing SILVER)**
Practical task (adult-led) Set up a tea party with some toys, using the cut out cakes overleaf. <u>Example number story</u>: Begin with, for example, 6 toys. Give each toy 1 cake. Initiate a scenario where some of the toys have to leave and you end up with too many cakes. Ask your child 'What should we do about the extra cakes?' which should elicit a response of 'We need to take __ away'. Ask your child how many cakes are now left. Say to them: 'Six take away __ equals ___' Repeat the scenario with different numbers, encouraging your child to use the words 'take away' and 'equals'	***Independent task:*** Complete the questions on the SILVER TASK page, a few pages on. <u>You can use your counting objects (beads, legos etc) to help you</u>.	***Reasoning/Problem-Solving task:*** Use the part-part-whole model to make a <u>subtraction story</u> of your own. Write your story below. You could draw a picture of it as well.  _____ _____ _____



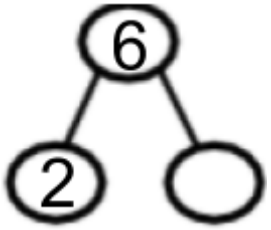
For use in the BRONZE task

SILVER TASK

1. How many dogs do not have spots?

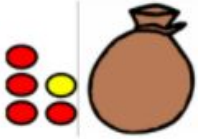


6 - 2 = ___

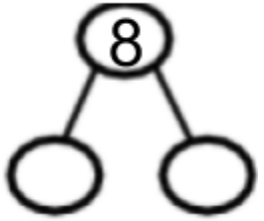


There are ___ dogs that do not have spots.

3. In total there are 8 counters. How many are in the bag?



8 - ___ = ___

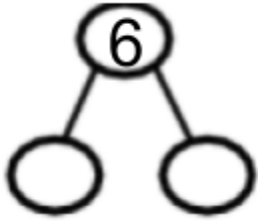


There are ___ counters in the bag

2. How many frogs are in the water?

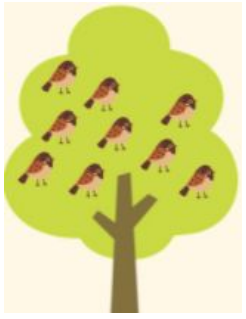


6 - ___ = ___

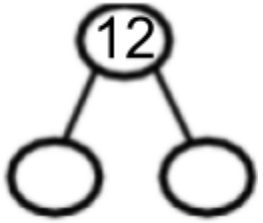


There are ___ frogs in the water

4. First there were 12 birds in the tree. How many then flew away?



12 - ___ = ___



___ birds flew away from the tree.

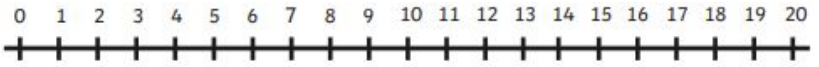
Wednesday 27th January

<table>
<tr><td colspan="2">Reception LO: I can subtract by counting down</td><td colspan="2">Year 1 LO: I can subtract by counting down or up</td></tr>
<tr><th>Bronze</th><th>Silver</th><th>Gold (only after completing SILVER)</th></tr>
<tr>
<td>Practical task (adult-led or independent according to confidence):

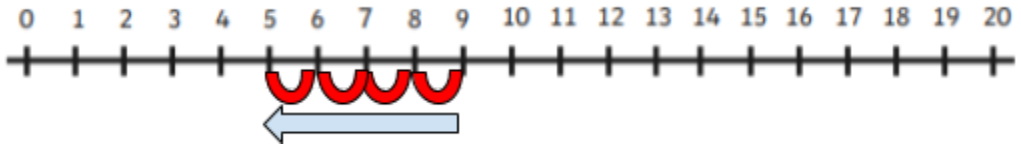
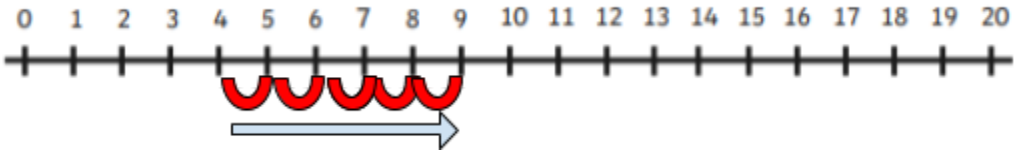
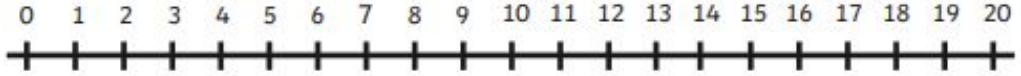
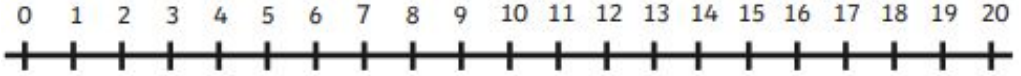
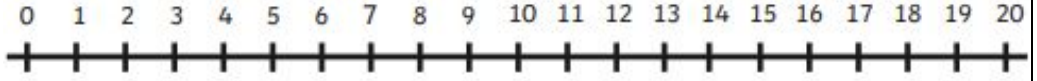
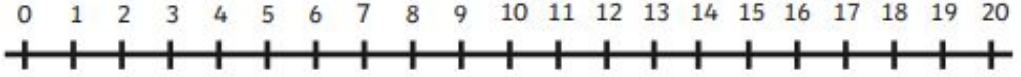
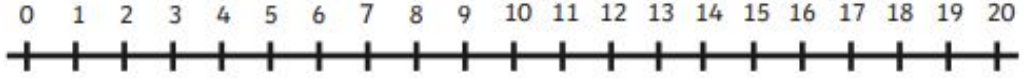
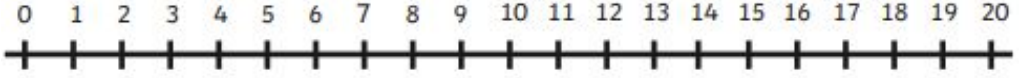
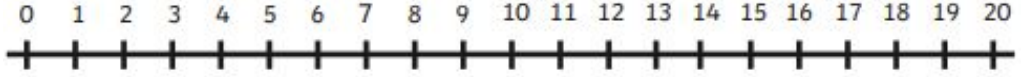
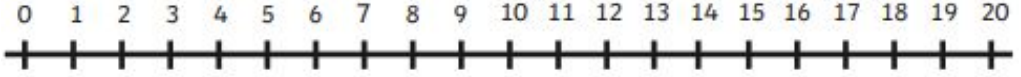
Use your counting objects, or your fingers, to help you count down to find the answers.
<table>
<tr><th>easier</th><th>challenge!</th></tr>
<tr><td>3 - 1 =</td><td>8 - 5 =</td></tr>
<tr><td>4 - 2 =</td><td>9 - 6 =</td></tr>
<tr><td>5 - 3 =</td><td>10 - 5 =</td></tr>
<tr><td>5 - 4 =</td><td>10 - 8 =</td></tr>
</table>
Extra challenge: Write some subtraction questions of your own to test a grown up!</td>
<td>Independent task:
Complete the questions on the SILVER TASK page, a few pages on. Use the example to help you.</td>
<td>Reasoning/Problem-Solving task:

Sally is using a number line to answer this question:

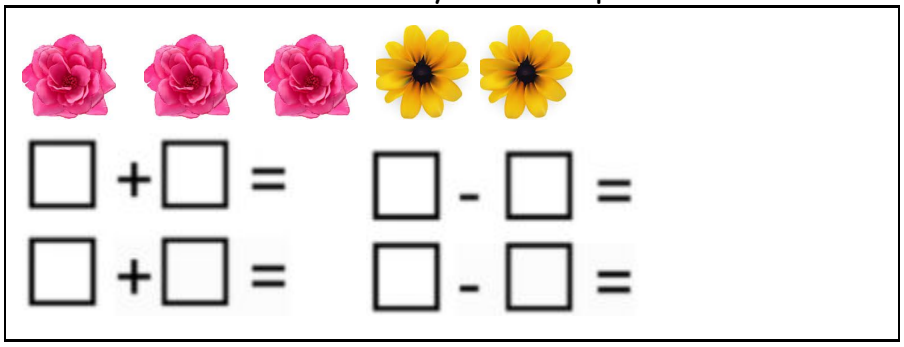
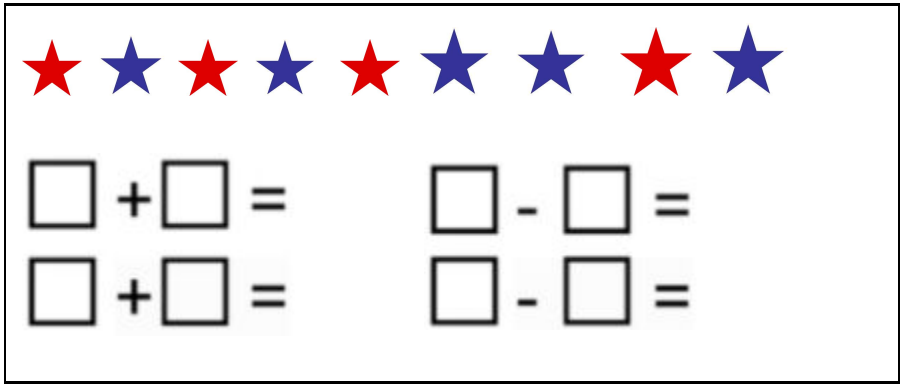
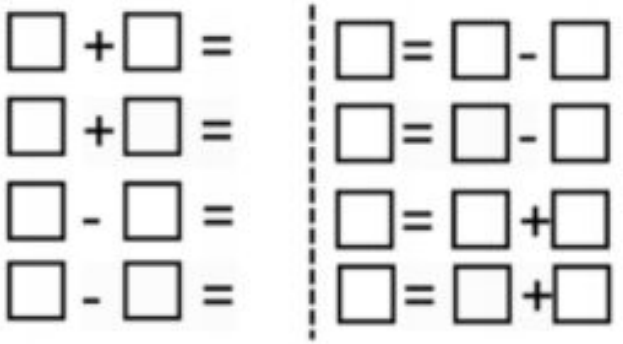
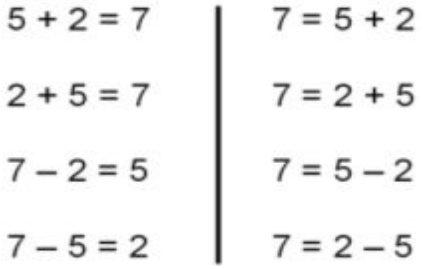
17 - 13 =
She thinks it is quicker and easier to count down (not up) to find the answer. Do you agree? Why/why not? You can use the number line below to help you decide.


</td>
</tr>
</table>

SILVER TASK

Count down	Count up
9 - 4 = 5 	**9 - 4 = 5** 
8 - 2 = 	**8 - 2 =** 
10 - 3 = 	**10 - 3 =** 
12 - 5 = 	**12 - 5 =** 
8 - 4 = 	**8 - 4 =** 

Thursday 28th January

Reception LO: I can play a subtraction game using dice	Year 1 LO: I can link addition and subtraction facts	
Bronze	**Silver**	**Gold (only after completing SILVER)**
Practical task (adult-led) Play the dice game on the next page. The instructions say to use different coloured counters, but if you don't have counters just use pasta shapes/beads/buttons or anything that you can make 2 sets with. Encourage your child to use the language for subtraction when they are working out the answers E.g. '5 take away 4 equals 1' And to use their counters/fingers to help them with the subtraction	***Independent task:*** Write the number fact family for each picture   Now draw a picture of your own and write the fact family!	***Independent task:*** There are 6 hats on a shelf. 5 of them are yellow and 1 is red. Complete 8 number sentences.  ***Reasoning/Problem-Solving task:***  Explain the mistakes that have been made in this fact family.

BRONZE TASK

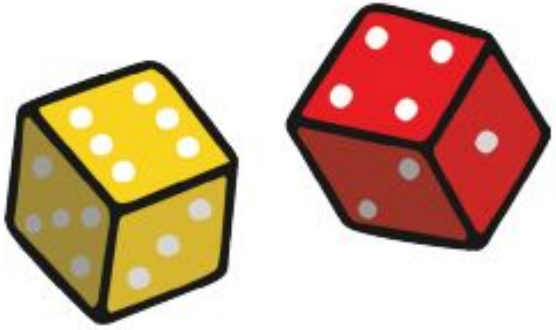
Dice Subtraction 4-in-a-Row

You will need:

- 2 dice
- 2 different coloured sets of 13 counters

The aim of the game is to get four of your own counters in a row.

Roll the two dice. Take the smaller number away from the bigger number and place a counter on that number. Take it in turns until a player wins or the board fills up.



5	0	2	4
2	1	3	1
0	3	0	4
5	1	3	5