Maths 2-week Pack (for the weeks commencing 23/2/21 and 1/3/21)

I will be posting a daily video to teach the children the methods to help them, so it is really important that your child watches the video before completing the activity for that day. I will link to the video every day on Tapestry, 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 _only after completing the silver task._ They will include more reasoning and problem-solving style tasks.

Tuesday 23rd February

Reception LO: I can represent numbers beyond 10	Year 1 LO: I can represent numbers beyond 20	
Bronze	**Silver**	**Gold**

Bronze

Children will be beginning to explore numbers beyond 10. *(NB: 11, 12, 13 and 15 are usually difficult for children to understand because they cannot hear the single digit in the name like others e.g. sixteen – six ones and a ten. Repetition and practise are key - this will not be learnt overnight!)*

Again, stories are a good way to teach numbers. Make a group of 10 toys (perhaps they're having a party!). Add a toy to the group, one at a time and say the new total together. Write the numeral and place it next to the added toy. A number line is on the next page to reinforce this work.

Complete the bronze task overleaf <u>if you feel your child is ready</u>

Silver

Choose the right numeral for each picture.

24	19	21
22	18	28
20	29	21

Write the numeral for each picture

Gold

For each clue, use the digits [4], [6] and [3] to make a 2-digit number less than 50.

Clue	Number
A number which has 3 ones	__ __
A number which would fit between [ten frames] and [tens blocks]	__ __
A number greater than 40	__ __
The largest number	__ __
A number with this many tens: [tens blocks]	__ __

Write your own clue and answer.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0-50 Number Line

0 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

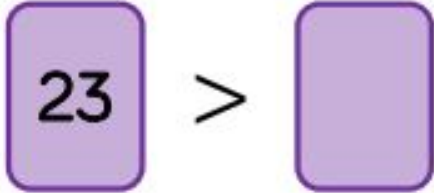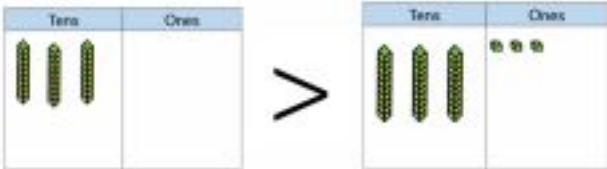26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
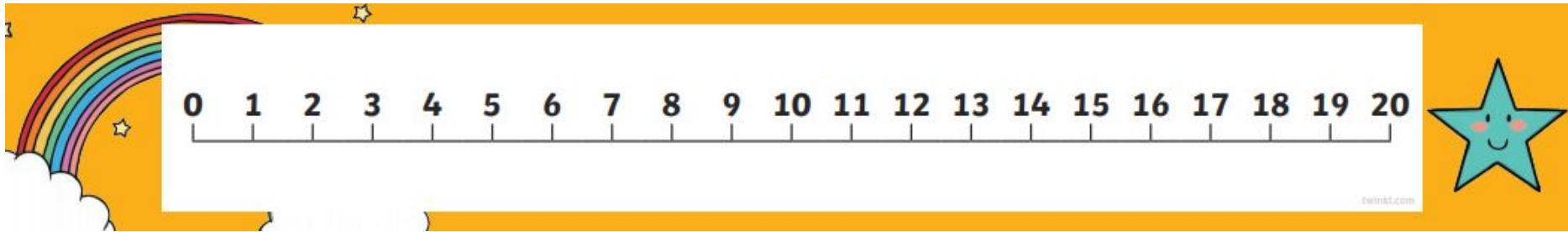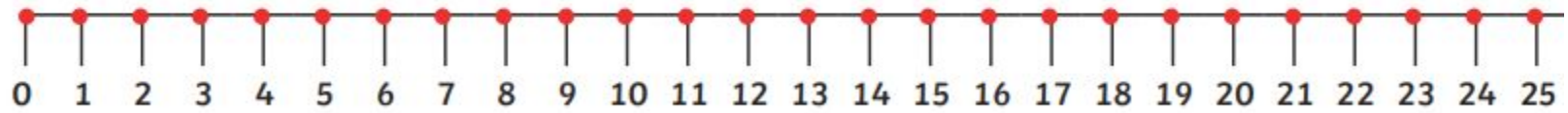
BRONZE TASK

Practise forming the numerals 11 to 20.
Then, find the ten-frame picture which
represents the number and match it to the
numeral (alternatively, children could draw
dots themselves)

Wednesday 24th February

LO: I can compare groups of objects			
Bronze	**Silver**	**Gold**	
Keep recapping and practising numbers beyond 10. Use your counting objects (e.g. buttons, beads, pasta shapes, sweeties etc) to make groups of objects that are more than 10. Ask your child to count them and say which is greater than/less than/equal to. Use the number line from yesterday to reinforce this. *Complete the bronze task overleaf <u>if you feel your child is ready</u>*	See task overleaf	Zoe is thinking of a number that could go in the empty box. Her number is more than 19 **23** **>** [ ] What could Zoe's number be?	Ben compares two numbers. Tens Ones > Tens Ones Do you agree with Ben? Explain your answer.

BRONZE TASK

Count the winter-themed objects in each box. Then, draw the correct symbol in the middle box to show which is greater. Remember – the crocodile always wants to eat the bigger number. The first one has been done for you.

snowmen 8	<	robins 12
snowflakes		hearts
hot chocolates		mittens/gloves
gloves		trees
robins		jumpers

SILVER TASK

Compare Objects within 50

Match the words and symbols.

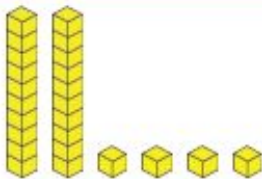| is more than | > |
| is less than | = |
| is equal to | < |

Use symbols to compare.

42 43 (44) 45 46 47 48 49 50
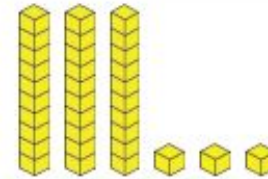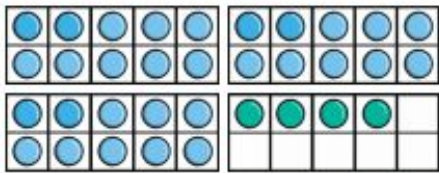
4 tens and 4 ones
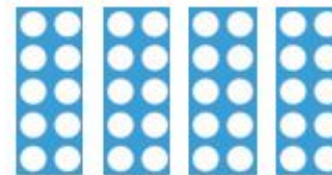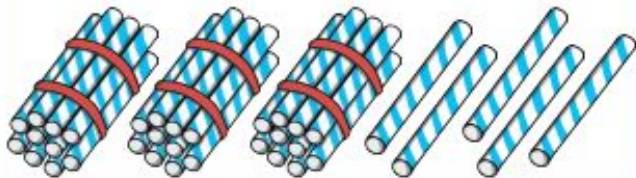
Thursday 25th February

LO: I can compare numbers		
Bronze	**Silver**	**Gold**

Bronze

Use your counting objects and follow the prompts in the table below to make groups of objects *(Elicit from your child how many they need to count out to reinforce number recognition)* There is no need for children to write the answer, just talk about it!

less than	equal to	greater than

11	is less than	13
17	is _____	19
15	is _____	9
12	is _____	12
10	is less than	_____
16	is greater than	_____
_____	is equal to	20

11	12	13	14	15	16	17	18	19	20

Silver

Compare Numbers within 50

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

Fill in the gaps. One has been done.

14	29	32	40	49
is more than	>	is less than	<	

32 is less than 49

_____ is more than _____

14 _____ 40

_____ is less than _____

49 is _____ than 32

_____ > _____

_____ < _____

Gold

Beth makes a 1-50 grid to help her compare 18 and 13

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

Beth thinks that 18 is less than 13

Do you agree?

Can you spot her mistake?

Monday 1st March

LO: I can order groups of objects and numbers

Bronze	Silver	Gold

Bronze

Use toys and counting objects to act out a maths story (with any numbers up to 20)

E.g. The teddy, the doll and the duck went shopping. The teddy bought 11 buttons, the doll bought 15 pencils and the duck bought 13 chocolates. Who bought the most things? Who bought the least? Can you line up the toys in the right order from least to greatest? Then the kitten came along and bought 16 biscuits. Where shall we put her in our lineup?

Encourage your child to use the language 'greatest/most', 'least', 'more than', 'less than' when talking about their maths story.

Silver

In each box, write the number shown.

Tens	Ones

4 tens and 5 ones

Order the numbers from smallest to greatest.

Write < or > in the boxes.

50 ☐ 46 ☐ 39 ☐ 28 ☐ 19

Gold

Some numbers have been ordered from smallest to greatest.

28		32	39		49

Sam: The missing numbers could be 27 and 42.

Mo: The missing numbers could be 30 and 42.

Fred: The missing numbers could be 31 and 44.

Who is right? _____

Fred: The last number has to have 4 tens.

Is Fred right? How do you know?

Tuesday 2nd March

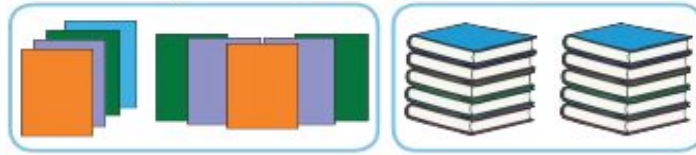| LO: I can make equal groups		
Bronze	**Silver**	**Gold**
We are laying the foundations for upcoming lessons on adding groups (basic multiplication) and sharing (basic division) Children need to be secure in their understanding of what an 'equal group' is in order to move forward. Play some roleplay games using children's toys. E.g. I have 3 cuddly toys, can you make an equal number of toys for yourself? Now your brother needs the same number, can you give them to him? How many groups do we have now? What is in each group? Make some deliberate mistakes for your child to correct! E.g. Jack's got an equal number of toys now, hasn't he? Oh, he hasn't? What do you need to do to make it equal to my group?	Match the labels with the groups. equal unequal True or false? Here are 2 groups of 3 pencil cases. Here are 3 groups of 3 pens. What can you say about these groups?	1. Farmer Hamilton and Farmer Connolly are making hay bundles. Who made equal groups? Farmer Connolly Farmer Hamilton 2. Use toys or pictures to complete the challenges below ● Jemima has 4 equal groups. Show me what Jemima's groups could look like. ● Kim has 3 unequal groups. Show me what Kim's groups could look like.
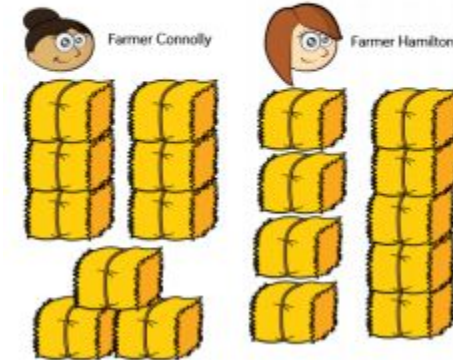
Wednesday 3rd March

	LO: I can add equal groups	

Bronze	**Silver**	**Gold**
This an ideal opportunity to get your child involved in sorting out the laundry..! Ask them to pair up all the socks, eliciting that they are in groups of two. If your child is able, ask them to do some skip-counting in twos to find the total number of socks (you could create a number line with the socks pegged up on a washing line to help). This would also be a good opportunity for using cars (groups of 4 tyres). Ask 'How many tyres are in the garage?" and get them to count up the groups of 4. Can your child find any other equal 'groups' they can count? (animals with 4 legs? Hands with 5 fingers?) Write out the repeated addition for them to see what they've done E.g. 2 + 2 + 2 = 6	See task overleaf. Use the number lines on the page after to help you do your skip-counting.	Question prompts: How many plates can you see? How many cakes are on each plate? How many cakes are there altogether? How many plates will make a total of 30 cakes? How many more plates of cakes are needed?

True or false?

2 groups of 10 cups is more than 4 groups of 5 cups.
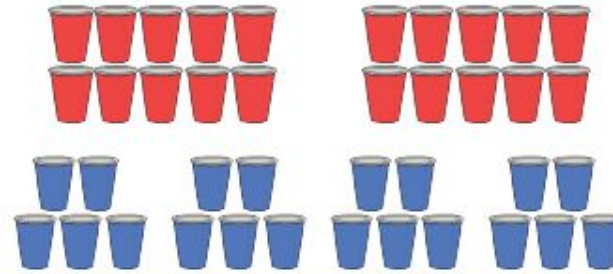
I need 30 cakes.

How many more plates do I need?

SILVER TASK

Add Equal Groups

There are ☐ pairs of ☐ socks.

How many socks altogether?

2 + 2 + 2 = ☐

What if there was 1 more pair?

There are ☐ bunches of ☐ balloons.

How many balloons altogether?

☐ + ☐ + ☐ + ☐ = ☐

What if there was 1 more bunch?

Add Equal Groups

There are 2 groups of 4 cakes.

True or false?

Tick the right one.

☐ The total is 20.

☐ There are 3 groups of 5.

☐ 3 + 3 + 3

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Thursday 4th March

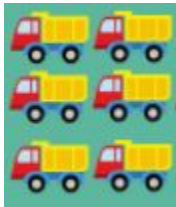| LO: I can make arrays		
Bronze	**Silver**	**Gold**
Arrays are another way of setting out equal groups for counting (the beginnings of multiplication). e.g. Children will enjoy making their own arrays using their toys/counting objects. You may need to support them by going over the vocabulary 'rows' (horizontal lines) and 'columns' (vertical lines). Ask them to tell you about their array. E.g. It's got 2 columns with 3 lorries, and 3 rows with 2 lorries. Think about the addition number sentences to match E.g. 3 + 3 = 6 OR 2 + 2 + 2 = 6	See task overleaf	Mo and Libby are making arrays. Mo Libby Who has made a mistake? Explain why. Toby and Lilly are writing number sentences to describe the array. Toby: 4 + 4 + 4 + 4 + 4 = 20 Lilly: 5 + 5 + 5 + 5 = 20 Who do you agree with? Explain why. Jenny makes an array but stops. She has finished her first row. Can you complete her array?
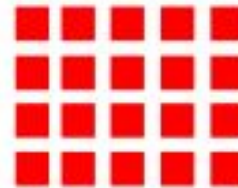
SILVER TASK

Make Arrays

There are _____ dots in each row.
There are _____ rows.
_____ + _____ = _____
There are _____ dots altogether.

There are _____ dots in each column.
There are _____ columns.
_____ + _____ + _____ + _____ = _____
There are _____ dots altogether.

Make Arrays
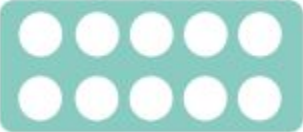
Which calculation matches the array?

2 + 2 + 2 + 2 + 2 = 10

5 + 5 = 10

Here are 2 more arrays with 10 dots. Are they right?

4 rows of dots.
10 dots in each row.

How many dots altogether?