Maths: 5th -8th of May

Bookwork; pages 92, 93,94 & 95

*The children are practising reading, writing and ordering the numerals 1-10. They are exploring how three numbers can be combined (added) to make 10 and how sets can be partitioned.*

Revises all number formations 1-10.

These are the rhymes children use in class.

Around and around and around we go,

When we get home we have a zero.

Number 1 is big and tall,

Stand him up so he won’t fall.

Number 2 goes backwards and along,

Just make sure you don’t go wrong.

Two little curls for number 3,

One for you and one for me.

Number 4 goes down and across,

Give him a stick so he’s the boss.

Number 5 is a funny chap,

Down fat tummy and give him a hat.

Number 6 looks like a curl in your hair,

Twiddle it around to show that it’s there.

Number 7 starts with a hat,

Then goes down just like that.

Number 8 makes an S,

Then go back to join it up.

Number 9 is like a ball on a stick,

Start with a C then go up and down quick.

Number 10 is a hero,

First the one, then the Zero!

Combining

Use counters/links

Example, I have three blue links, five red links and two green links. How many links altogether?

Write the sum; 3+5+2=10

Repeat with other combinations of numbers.

Partitioning

Use paper plate, straws & counters

Call out a number eg7. The children place 7 counters on their paper plates. The children explore how the set can be partitioned using a straw. Repeat with other numbers.

Children can use counters and their ten frames (sent in previous week) to combine 3 numbers and then record their answers.

Children can use their number flashcards (sent in previous week) and place the corresponding number of counters on their paper plates. They can then explore how the set can be partitioned with the straws.

Maths 11th -15th of May

Bookwork; pages 96, 97 & 98

The children are continuing to combine 3 numbers. They are exploring the commutative property. When adding 2 numbers, the order does not matter, the answer stays the same, e.g. 2+3 has the same answer as 3+2. They are also identifying how many more is needed to reach 10, e.g. if I have 6 counters, how many more do I need to make 10?

Using their 10 frame children can practise combining again.

Use the frame to add three numbers e.g. I have 3 blue counters, four red counters and 2 yellow counters. How many counters do I have altogether? Repeat with different combinations.

They can use cubes/counters to explore the commutative property e.g. join 5 red cubes and 3 blue cubes. Now make a new combination e.g. 3 blue cubes and 5 red cubes.

5+3 is the same as 3+5

How many more?

Use ten frame and counters

Example; put 3 counters on the ten frame. How many more to make 10? Write down the sum 3+7=10

Repeat with other numbers.