January 2021 Activities (1)

SEND HOME LEARNING

These activities cover a range of objectives and can be adapted to suit. Work through this at your own pace. The activities get progressively more challenging and incorporate all operations $(+, -, x \text{ and } \div)$ into activities involving money, time and shape as well as sequencing. ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose ability-appropriate activities and do not think you have cover everything. Things you need to practise will become evident.

This involves putting the maths in context and using prior knowledge to solve a problem. It's a good idea to have some spare paper handy to write your own questions when you finish. Go through each question and answer and get the child to **explain** how they worked it out Ask them to 'teach' you how to solve a question and have a go at a few yourself (make some errors to see if they spot them and can explain where you went wrong!)

If you have any extra resources (shapes, money, counters, beads, straws, etc) you could use them to help show how you **prove** the answer is correct.

The questions get harder as you go through. If they are too tricky, stop and revisit previous ones, changing the numbers appropriately. What's important is that children can apply what they know and use the method shown, as well as explain how they got to the answer.

Please make sure children have silent 'thinking time' before answering questions. This requires the adult to stay silent for at least 10 seconds

Here are a few tips to help you deliver these activities and engage your child in learning:

Use objects/real resources where possible.

Many children are kinaesthetic learners which means they learn through doing. As children move tangible objects around it helps them comprehend the concept of numbers more deeply. You can use anything you want – buttons, pebbles, or, if you're struggling to get them enthused, something they're crazy about like cars or Lego.

Put the larger number in your head

When encouraging children to do mental arithmetic, teach them to put the largest number (of the two you are adding) in their head. Model this physically as you say it. For example, if the addition is 9 + 4, say: "Right, let's put the largest number in our heads, so that's nine." Then tap your head and say: "So we're putting nine in our heads and then counting on four." This clear, precise modelling will help them to learn this useful strategy. Once they have put the largest number 'in their head' they can then use their fingers to count on until they are secure with mental + / -.

Number squares and number lines

At school, children will be using number lines and number squares (or 100 squares) regularly. Depending on their learning style some will find it more beneficial than others, but it's certainly worth a try. There are lots free to print on the internet of you do not have one. (There are examples on the last page of this document)

Draw pictures

This works first of all because many children enjoy drawing and secondly because it gives a physical representation of the addition. Urge your child to keep the drawings small and basic (otherwise you'll be there all day!)

Practise rapid recall

When children come to school, learning number facts is a principal focus. For example, children are expected to learn number bonds to ten (e.g. 7 + 3 = 10, 9 + 1 = 10 etc.) Support your child by reciting the possible combinations together. Also explain that you can always swap the number order around when it comes to addition, so if 6 + 4 = 10 so does 4 + 6

Encourage real life situations

The fundamental purpose of learning in maths lessons is that children (and the adults they'll grow to be) can **use** it in their everyday life. Giving them **real-life opportunities** to practise their addition skills also makes them feel grown up and boosts their self-esteem. So at the supermarket get them to put, for example, five oranges and four apples in your basket and ask them how many pieces of fruit you'll be buying.

Similarly learning money basics when you're out and about can be a great incentive for getting their number brain working!

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Invent story questions

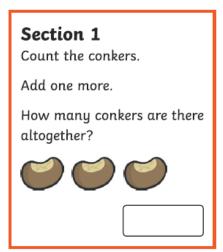
Devising and working through story questions is a crucial element of maths. Children can really enjoy this especially if you make the stories about something they have an interest in, e.g. using characters from their favourite book or TV programme, food they love or their school friends. A story question (also known as a word problem) might read as follows: There were seven cupcakes and six biscuits on a tray. How many treats were there altogether?

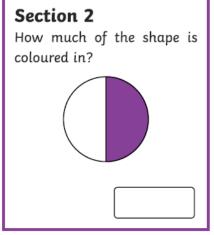
The activities in this document are varied and quite practical. Be as creative as possible when delivering sessions. Look for opportunities to extend the learning and adapt it where necessary.

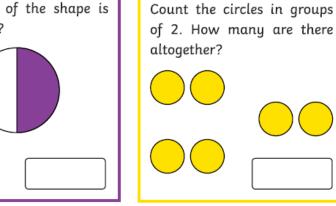
If children are struggling, try modelling how you'd solve a similar problem and try speaking aloud your thoughts; slowly articulating what you see, do, and reason, will help them process what to do.

It can be very challenging engaging children and getting them to focus. Don't think you have to 'teach' an hour a day of maths *every day*; you may wish to do 10-minute activities throughout the day or have a day where you don't do formal maths.

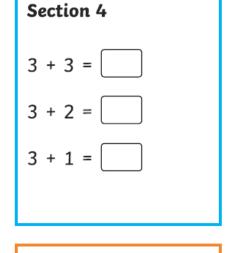
All of the activities in the following pages cover a wide range of objectives. It would be useful to re-write each activity onto A4 paper and adapt the tasks to suit. There are progressively more challenging activities towards the end of this document. Where possible, use resources to help. Making the maths 'real' will be much more memorable and fun for the child. ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose ability-appropriate activities and do not think you have cover everything. Things you need to practise will become evident.

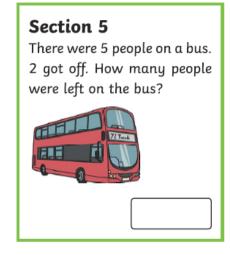


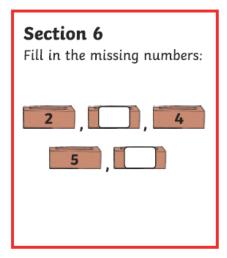


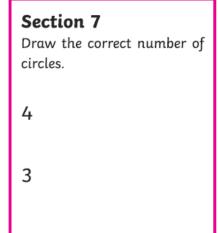


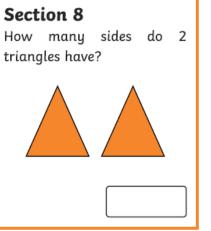
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Count the conkers.

Add one more.

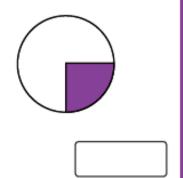
How many conkers are there altogether?





Section 2

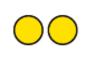
How much of the shape is coloured in?



Section 3

Count the circles in groups of 2. How many are there altogether?







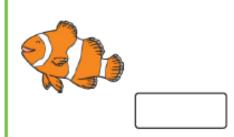
Section 4

Section 5

There were 6 fish in a pet shop.

2 fish were sold.

How many fish are left?



Section 6

Fill in the missing numbers:



5

Section 7

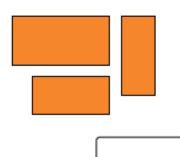
Draw the correct number of circles.

7

5

Section 8

How many sides do three rectangles have?



Count the conkers.

Add one more.

How many conkers are there altogether?

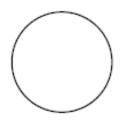






Section 2

Colour half of the shape.



Section 3

Draw 8 circles and put them in groups of 2.

Fill in the missing numbers:

Section 4

Section 5

There are 5 birds on a bird table.

- 2 more join them.
- 1 flies away.

How many birds are on the bird table now?

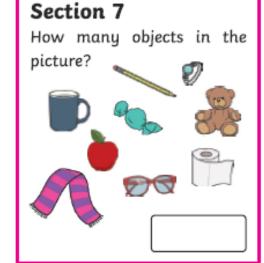




Section 6

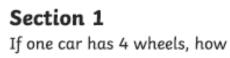
Fill in the missing numbers:

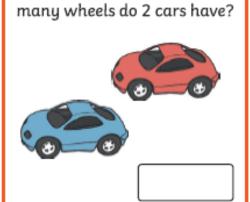
13	,	14	,	



Section 8

Draw 3 triangles and count all the sides.





Half of the buns are eaten.

How many buns are left?



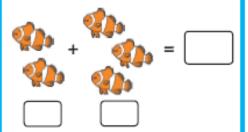
Section 3

Counting in twos, which numbers come next?

4,6,8, _____, ____

Section 4

Write a number sentence to show this:



Section 5

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女



How many toys would there be altogether?



Section 6



Subtract 2 from this number.

What number will it be now?



Section 7

Draw a flower taller than this one.



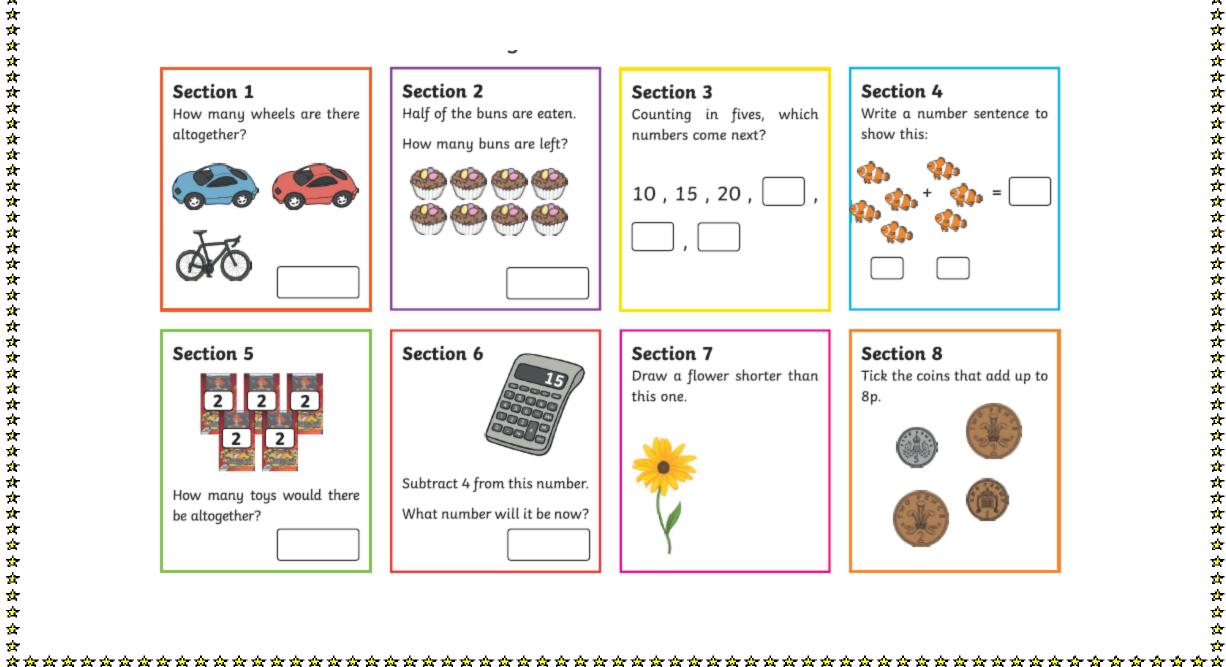
Section 8

Tick the coins that add up to 4p.



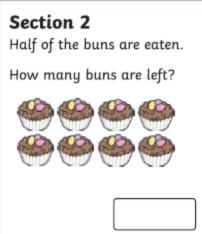


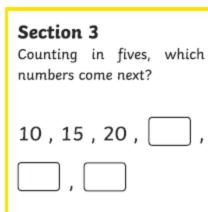


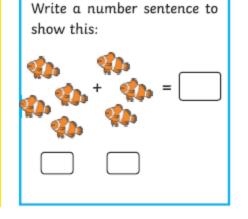


Section 1 How many wheels are there altogether?

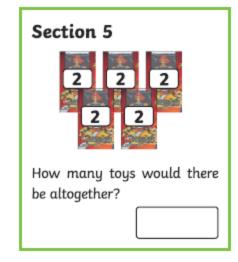
Section 2 Half of the buns are eaten. How many buns are left?

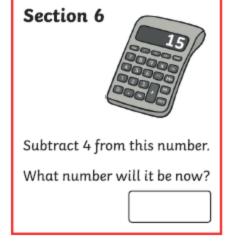


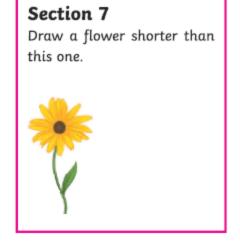


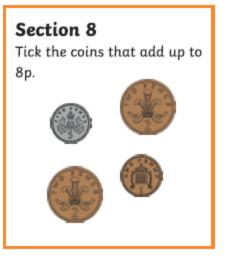


Section 4









女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Draw 1 car and 1 bike.

How many wheels are there altogether?

Section 2

There are 12 buns.

Jim and Kizzy eat half each.

How many did they have each?



Section 3

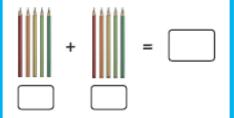
Carry on the number patterns:

20 , 30 , 40 ,

,	

Section 4

Write a number sentence to show this:



Section 5



How many toys would there be altogether?



Section 6



Subtract 6 from this number.

What number will it be now?



Section 7

Draw a tall flower.

Draw a flower that is shorter.

Put a circle around the tallest flower

Section 8

Draw the coins that would add up to 10p.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Match the words to the numbers.

2 three

5 two

3 five

Section 2

If you share the buns equally onto the plates, how many buns will be on each plate?





Section 3

6 - 1 =

Section 4

Draw a ball under the car.



Section 5

Put a circle around the number that is one more than 6.



Section 6

Carry on the pattern.



Section 7

Arrange the numbers and signs so that they are true.

+

ŀ

6

2

Section 8

Some of the cake has been eaten.

How much of the cake is left?



Match the words to the numbers.

12 nine

9 seven

7 twelve

Section 2

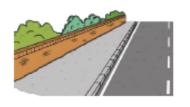
If you share the buns equally onto the plates, how many buns will be on each plate?



Section 3

Section 4

Draw a house next to the road.



Section 5

Put a circle around the number that is one more than 16.



Section 6

Carry on the pattern.



Section 7

Arrange the numbers and signs so that they are true.

10 2



Section 8

Some of the cake has been eaten.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

How much of the cake is left?



Match the words to the numbers.

16 twenty

20 fifteen

15 sixteen

Section 2

Imagine you have 8 buns. Now share them equally onto the plates.

How many buns are on each plate?

Draw the buns on the plates.



Section 3

20 - = 10

Section 4

Draw a box.

Now draw a toy in the box.

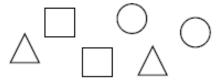
Section 5

Put a circle around the number that is one less than 18.



Section 6

Make a pattern using these shapes:



Section 7

Use these numbers and signs to make a number sentence.

20 - 2 18 =

Section 8

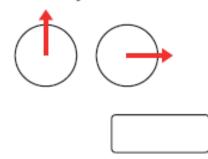
If 3 friends each have a quarter of the cake, how much will be left?



女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

The arrow has turned from the top to the side.

What sort of turn is that?



Section 2

What comes next?

14, 13, 12, ____,

Section 3

I have 4 lollies.

I have 5 friends.

How many more lollies do I need if I give one lolly to each friend?



Section 4



Add 2 more birds.

How many birds are there altogether?

Section 5

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

女女女女女

How much money is here?









Section 6

Match the answer to the number statement.

Section 7

Fill in the gap to tell us where the cat is.



The cat is _____ the table.

beside on top under

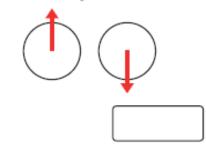
Section 8

Write a number statement for the picture.



The arrow has turned from the top to the bottom.

What sort of turn is that?



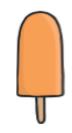
Section 2

What comes next?

5 , 4 , _____, ___

Section 3

I have 3 lollies. I have 4 friends. Do I have enough lollies to give them one each?



Add one more bird.

Section 4

How many birds are there altogether?



女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Section 5

How much money is here?











Section 6

Match the answer to the number statement.

Section 7

Fill in the gap to tell us where the cat is.



The cat is _____ the bucket.

under next to on top

Section 8

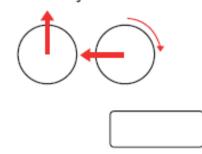
Write a number statement for the picture.





The arrow has turned from the top to the other side.

What sort of turn is that?



Section 2

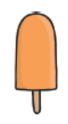
What comes next?

21 , 20, 19 , ____ ,

Section 3

I have 6 lollies and want to share them with 9 people.

How many more lollies do I need?



Section 4



Add 3 more birds.

How many birds are there altogether?

Section 5

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

How much money is here?











Section 6

Match the answer to the number statement.

Section 7

Where is the cat?

Put a circle around the correct answer.



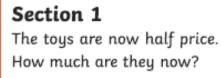
next to on top of under beside inside

Section 8

Write a number statement for the picture.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

















Harry has 3 marbles.

Jack has 2 more marbles than Harry.

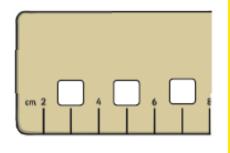
How many marbles does Jack have?





Section 3

Fill in the missing numbers.



Section 4

Put a circle around the longest pencil.



女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Section 5

Mia has 6 apples.

She shares them equally with her friend Lily.

How many do they have each?





Section 6

Add together the number of sides.



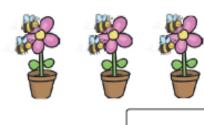




Section 7

How many bees are there altogether?

Count in 2s.



The toys are now half price. How much are they now?











Section 2

Harry has 13 marbles.

Jack has 4 more marbles than Harry.

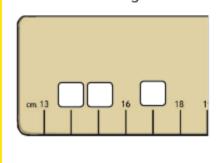
How many marbles does Jack have?





Section 3

Fill in the missing numbers.



Section 4

Put a circle around the shortest pencil.



女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Section 5

Mia has 10 apples.

She shares them equally with her friend Lily.

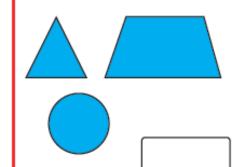
How many do they have each?





Section 6

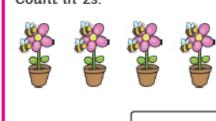
Add together the number of sides.



Section 7

How many bees are there altogether?

Count in 2s.



The toys are now half price. How much are they now?













Harry has 15 marbles.

Jack has 3 more marbles than Harry.

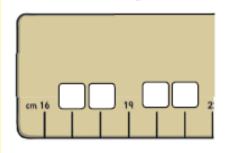
How many marbles does Jack have?





Section 3

Fill in the missing numbers.



Section 4

Draw 2 pencils.

Make one pencil longer than the other.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Section 5

Mia has 16 apples.

She shares them equally with her friend Lily.

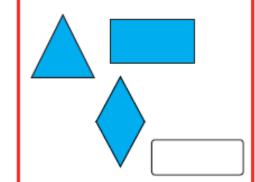
How many do they have each?





Section 6

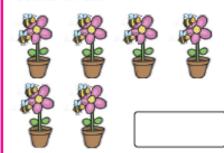
Add together the number of sides.

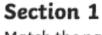


Section 7

How many bees are there altogether?

Count in 2s.





Match the name to the shape.

cuboid

sphere

Section 2

I have 6p.

Draw coins that add up to 6p.

Section 3



Group the balls in 2s. How many groups have you got?



Section 4

Section 5

Two teddies have 2 ears each.

How many ears are there altogether?





Section 6

How many spots are there altogether?





Section 7

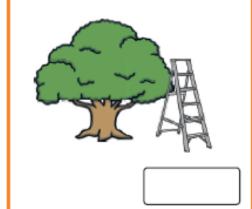
Kamil has 5 balloons.

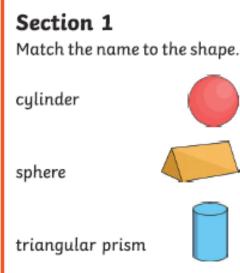
He pops 1 balloon. How many does he have left?

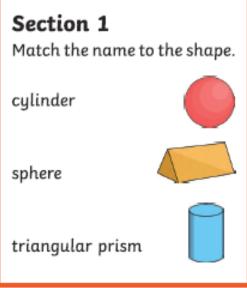


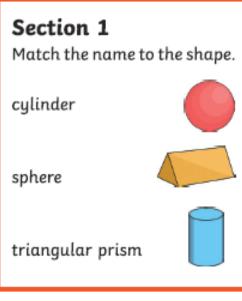
Section 8

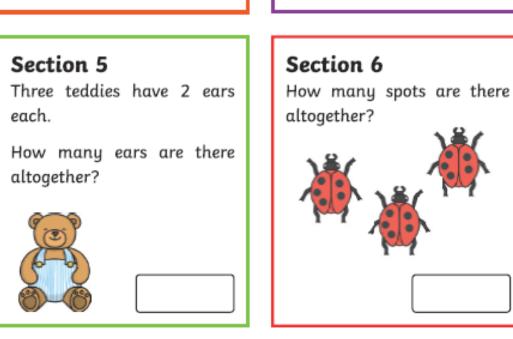
Which is taller?









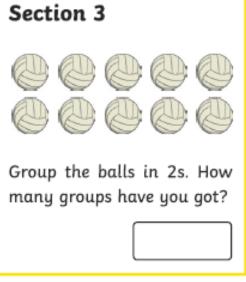


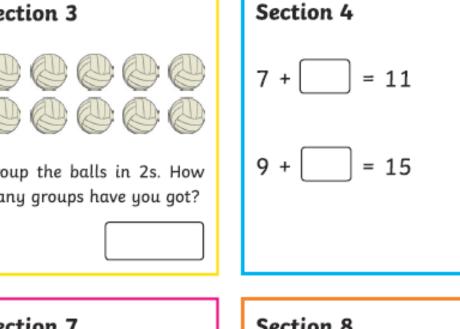
Section 2

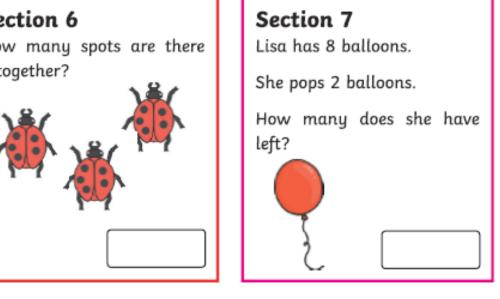
Draw which coins I might

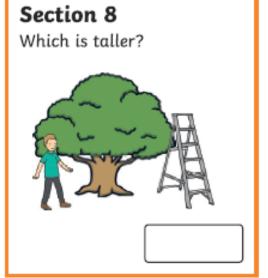
I have 12p.

have.









女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Match the name to the shape.

cyboid



sphere

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女



square-based pyramid



Section 2

Draw the coins that make 16p.

Section 3



Share 10 balls equally between the bags. How many balls are there in each bag?

Section 4

Section 5

There are some teddies.

There are 8 ears altogether.

If each teddy has 2 ears, how many teddies are there altogether?





Section 6

Draw 4 spots on each half.

How many spots altogether?



Section 7

Draw 9 balloons.

Now imagine you have popped 3.

How many balloons do you have left?

Section 8

Draw something that is taller than the plant.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女



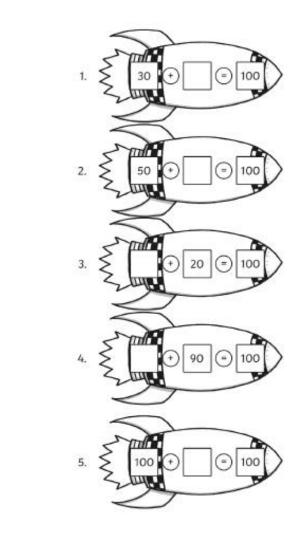
Rainbow to 100

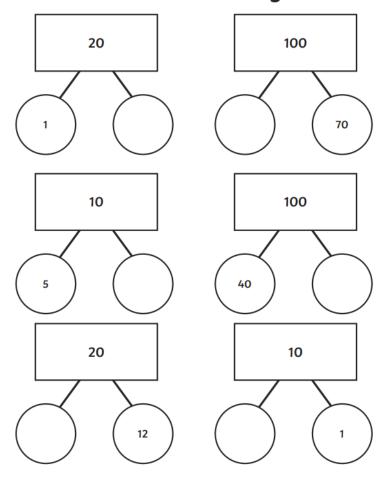
100 0 10 20 30 40 50 50 60 70 80 90 100

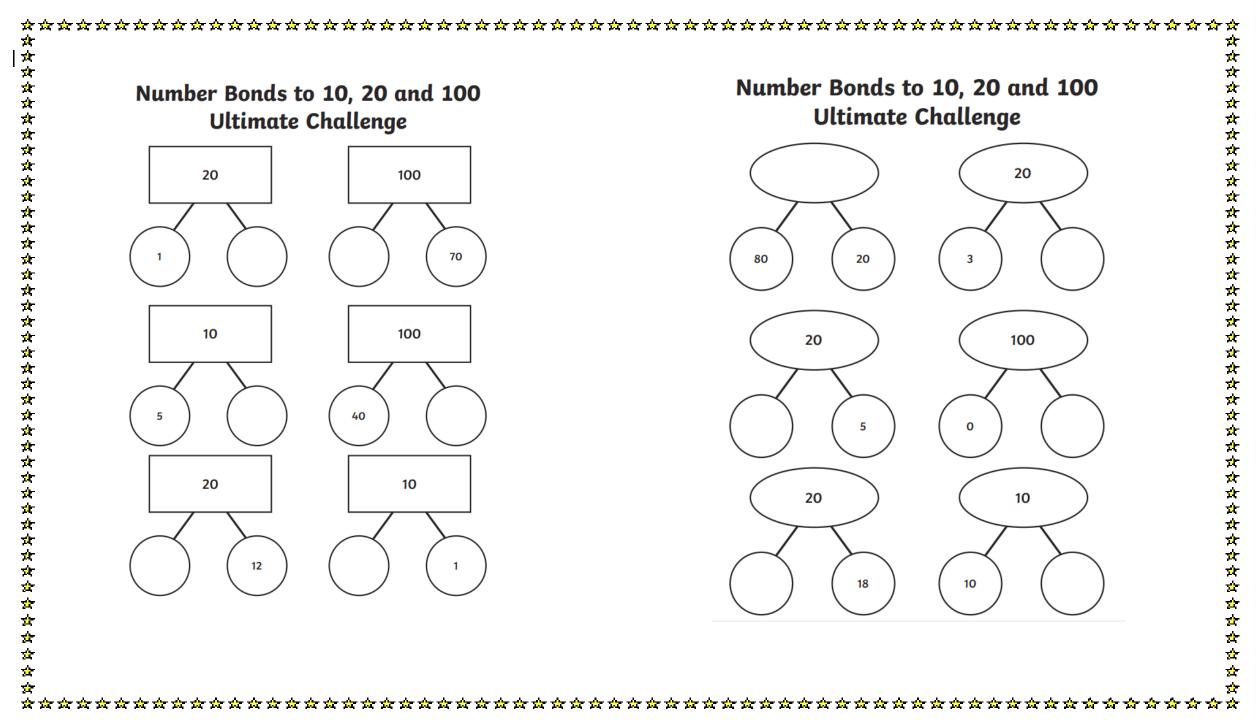
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Rocket Race to 100

Can you find the missing numbers to make a total of 100?







Four in a Row Game

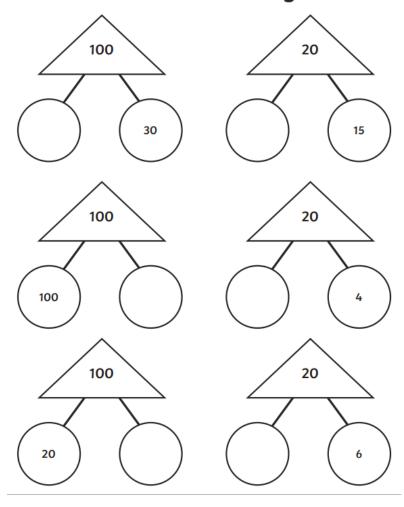
This is a game for 2 players.

女女女

- · Each player chooses a different coloured pencil.
- · Take it in turns to choose 2 numbers on the grid that add together to make 100.
- · If correct, colour them in.
- The first player to connect 4 numbers in a row, column or diagonally wins the game.

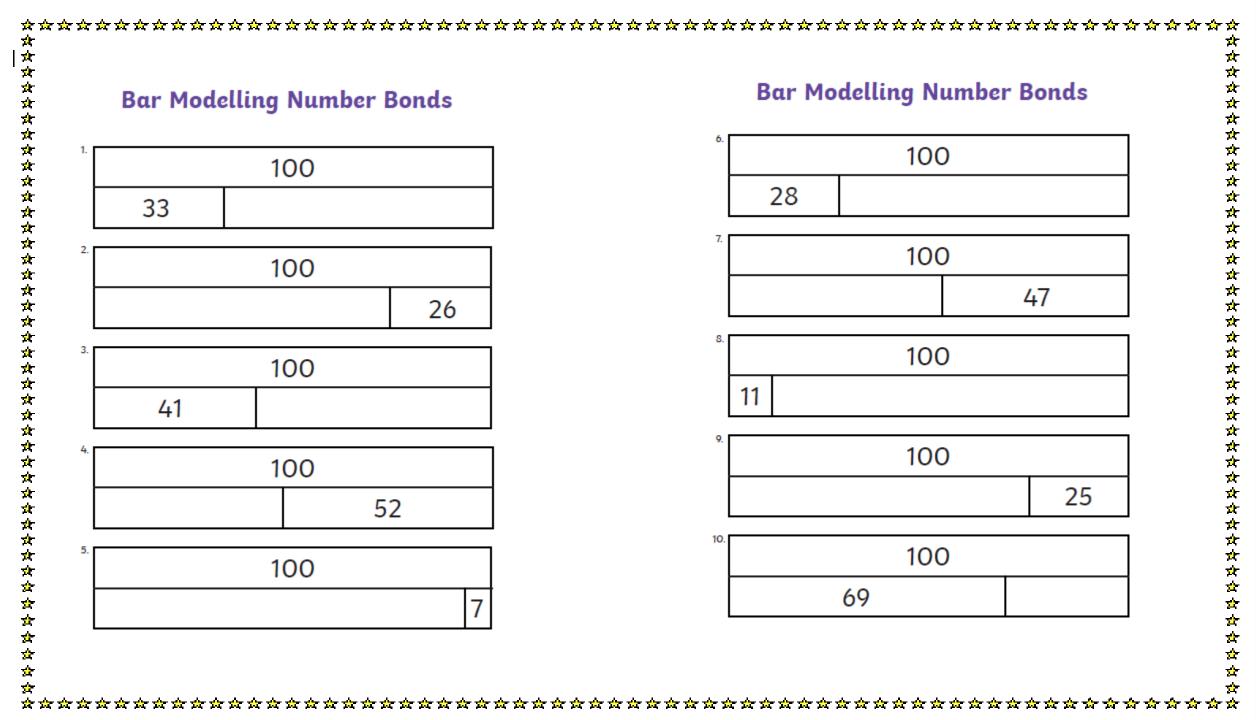
85	20	55	65	25
10	95	50	5	20
15	80	50	75	30
20	70	15	35	45
90	40	3	60	97

Number Bonds to 10, 20 and 100 Ultimate Challenge



the factor for the fa

1.		1	00			
	33					
2.		1	00			
					26	
3.		1	00			
	41					
,						
4.		1	00			
				52		
_ '						
5.		1	00			
						7



Multiplication Dice Game Worksheet

How to play:

- 1. Roll a pair of dice.
- 2. Multiply your 2 numbers.
- 3. Colour your answer in on the grid.
- 4. The first person to colour 4 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
					12 6		
10	25	1	9	5		10	20

Snakes and Ladders 2, 3, 4 and 5 Times Tables

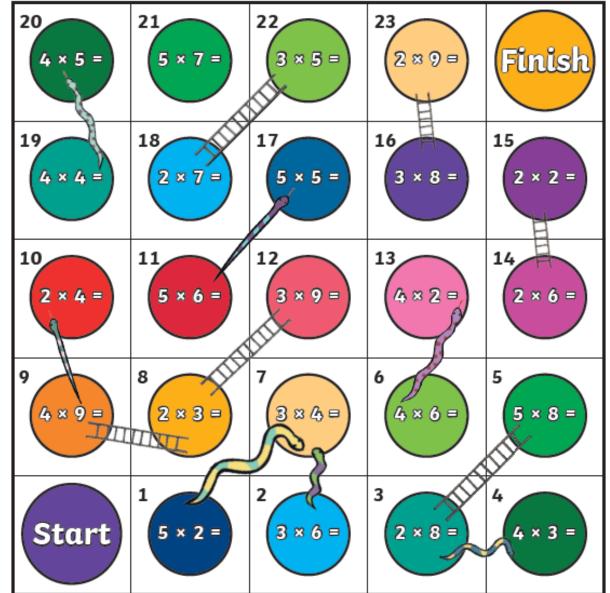
You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player



How to play...

- Players take it in turns to roll the dice.
 The player with the highest number goes first, the player with the second highest goes second and so on.
- When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
- If the answer given to the calculation is correct, play continues as usual:
 - landing on a snake's head the player's counter slides down;
 - landing at the bottom of a ladder
 the player's counter climbs up.
- If the answer given to the calculation is incorrect, the player misses a go.
- The first player to reach the finish is the winner!



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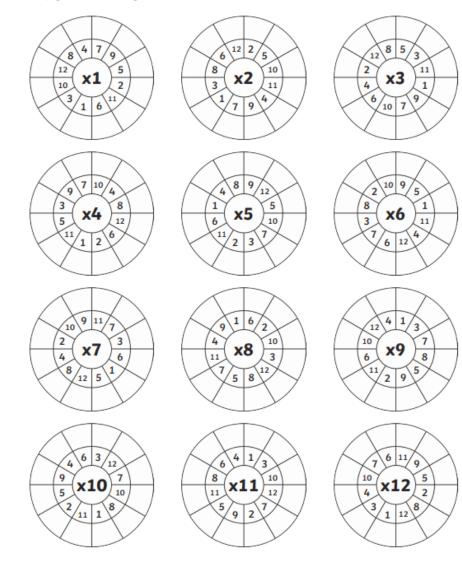
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Multiplication Square

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Multiplication Wheels

Multiply the numbers by the middle number.

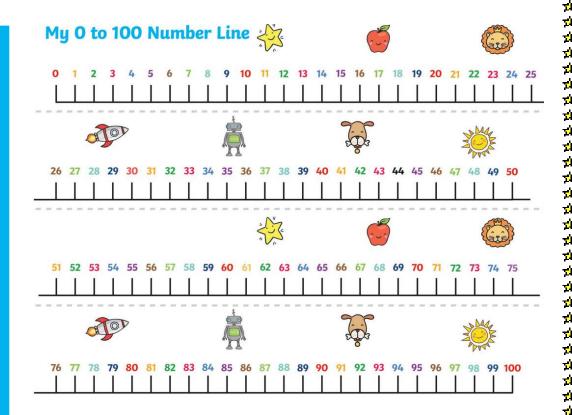


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1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30
6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36
7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42
8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48
9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54
10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60
11 × 1 = 11	11 × 2 = 22	11 × 3 = 33	11 × 4 = 44	11 × 5 = 55	11 × 6 = 66
12 × 1 = 12	12 × 2 = 24	12 × 3 = 36	12 × 4 = 48	12 × 5 = 60	12 × 6 = 72
7x table	8x table	9x table	10x table	11x table	12x table
1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10	1 × 11 = 11	1 × 12 = 12
2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20	2 × 11 = 22	2 × 12 = 24
3 × 7 = 21	3 × 8 = 24	$3 \times 9 = 27$	3 × 10 = 30	3 × 11 = 33	3 × 12 = 36
4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40	4 × 11 = 44	4 × 12 = 48
5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50	5 × 11 = 55	5 × 12 = 60
6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60	6 × 11 = 66	6 × 12 = 72
$7 \times 7 = 49$	7 × 8 = 56	$7 \times 9 = 63$	7 × 10 = 70	7 × 11 = 77	7 × 12 = 84
8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80	8 × 11 = 88	8 × 12 = 96
9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90	9 × 11 = 99	9 × 12 = 108
10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100	10 × 11 = 110	10 × 12 = 120
11 × 7 = 77	11 × 8 = 88	11 × 9 = 99	11 × 10 = 110	11 × 11 = 121	11 × 12 = 132
12 × 7 = 84	12 × 8 = 96	12 × 9 = 108	12 × 10 = 120	12 × 11 = 132	12 × 12 = 144

100 Square

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



If you search Twinkl website you will find a large variety of colourful resources, like the ones above to print and cut out.

There are lots of videos online on how to effectively use these resources, if you are not sure.