

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（,,$+- x$ 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－

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
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Activities（1）
SEND HOME LEARNING

## appropriate activities and do not think you have cover everything．Things you need to practise will become evident．

## 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）


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 $4+$

## －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！

## 6.


－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？ 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．
The activities in this document are varied and quite practical．Be as creative as possible when delivering sessions．Look

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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．


## Section 5

There were 5 people on a bus． 2 got off．How many people were left on the bus？



## Section 7

Draw the correct number of circles．

## 3

4


## Section 2

How much of the shape is coloured in？


## Section 6

Fill in the missing numbers：

8
8

11
$\square$

## Section 5

There were 6 fish in a pet shop． 2 fish were sold．

How many fish are left？


Section 4

$4+4=$ $\square$
$10+2=\square$

## Section 7

Draw the correct number of circles．

7

5


## Section 1

Count the conkers．
Add one more．

How many conkers are there altogether？

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## 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 2

Colour half of the shape．


## Section 6

Fill in the missing numbers：


## Section 3

Draw 8 circles and put them in groups of 2 ．

Fill in the missing numbers：


## Section 4

$15+4=$ $\square$
$13+6=$ $\square$
$\square$

## Section 8

Draw 3 triangles and count all the sides．









## Section 4

Write a number sentence to show this：
$\square$

## Section 5



How many toys would there be altogether？



Subtract 4 from this number． What number will it be now？

## Section 7

Draw a flower shorter than this one．


## Section 8

Tick the coins that add up to 8 p ．




## Section 4

Write a number sentence to show this：


## Section 8

Draw the coins that would add up to 10 p．





## Section 5

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




## Section 3


$17-2=\square$
$15-5=$ $\square$



## Section 8

Some of the cake has been eaten．

How much of the cake is left？

## Section 5

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





## Section 6

Make a pattern using these shapes：



## Section 7

Use these numbers and signs to make a number sentence．


## Section 2

What comes next？

14，13，12 $\square$


## Section 5

How much money is here？


## 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 8

Write a number statement for the picture．



## Section 5

How much money is here？



## Section 3

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


## Section 7

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



## Section 8

Write a number statement for the picture．





## Section 2

What comes next？
$21,20,19, \square$ ， ，


## Section 3

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

How many more lollies do I need？


| Section 6 <br> Match the answer to the <br> number statement． |  |
| :--- | :--- |
| $19+1=$ | 12 |
| $15-3=$ | 11 |
| $10+1=$ | 20 |

## Section 7

Where is the cat？
Put a circle around the correct answer．



## Section 8

Write a number statement for the picture．

$+$




## Section 2

Harry has 3 marbles．


## Section 3

Fill in the missing numbers．






## Section 6

Add together the number of sides．


## Section 3

Fill in the missing numbers．


## Section 4

Put a circle around the shortest pencil．




## Section 5

Mia has 16 apples．
She shares them equally with her friend Lily．

How many do they have each？


## Section 2

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 7

How many bees are there altogether？

Count in 2 s ．


## Section 4

Draw 2 pencils．
Make one pencil longer than the other．


## Section 2

I have 6p．
Draw coins that add up to 6 p．


## Section 3



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


## Section 7

Kamil has 5 balloons．
He pops 1 balloon．How many does he have left？


## Section 5

Two teddies have 2 ears each．

How many ears are there altogether？



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## Section 5

There are some teddies．
There are 8 ears altogether．
If each teddy has 2 ears， how many teddies are there altogether？


## Section 2

Draw the coins that make 16p．

## Section 3



## Section 7

Draw 9 balloons．

Now imagine you have popped 3.

How many balloons do you have left？
$15+$ $\square$ $=19$


Rainbow to 100

$\qquad$
$\qquad$
$\qquad$
$\qquad$ $+$ $\qquad$ $=$ $\qquad$
$\qquad$
$\qquad$ $+$ $\qquad$ $=$ $\qquad$
$\qquad$ $+\quad=$ $\qquad$
$\qquad$ $+$ $\qquad$
$\qquad$
$\qquad$ $+$ $=$

## Rocket Race to 100

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

1. 


2.

3.

4.

5.




Four in a Row Game
This is a game for 2 players．

## Number Bonds to 10， 20 and 100 Ultimate Challenge <br> 

－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 |



Bar Modelling Number Bonds


Bar Modelling Number Bonds




## 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...

1. 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.
2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
3. 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.

4. If the answer given to the calculation is incorrect, the player misses a go.
5. The first player to reach the finish is the winner!

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 Muntiplicotion Square

## Multiplication Wheels

Multiply the numbers by the middle number.

| $\times$ | 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 |




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



## 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 |

My 0 to 100 Number Line

$\begin{array}{llllllllllllllllllllll}51 & 52 & 53 & 54 & 55 & 56 & 57 & 58 & 59 & 60 & 61 & 62 & 63 & 64 & 65 & 66 & 67 & 68 & 69 & 70 & 71 & 72 \\ 73 & 74 & 75\end{array}$


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．

