January 2021
Activities (2)
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 and ÷) 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!

- **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.

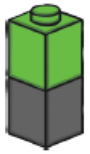
It can be very challenging engaging children and getting them to focus. Don't think you have to 'teach' an hour a day of maths *every day*; you may wish to do 10-minute activities throughout the day or have a day where you don't do formal maths.

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.

Section 1

Count back in 2s from this number:

14, ☐, ☐, ☐, ☐, ☐, ☐



Section 2

Complete the addition number sentence below to work out the total number of cookies.

☐ + ☐ = ☐

Section 3

2 × 2 = ☐

2 × 4 = ☐

Section 4

Use the < or > signs to compare these numbers:

10 ☐ 15

3 ☐ 8

Section 5

How many ones in these numbers?

12 ☐ ones

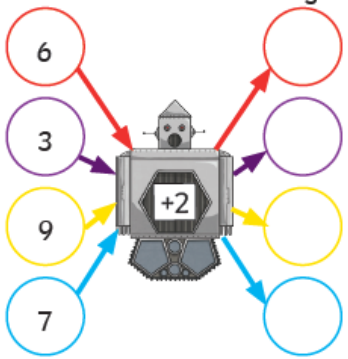
8 ☐ ones

23 ☐ ones

16 ☐ ones

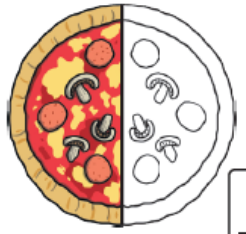
Section 6

Work these out mentally:



Section 7

What fraction of the pizza has been coloured in?



☐

Section 8

What time is it?

☐

Section 1

Count back in 5s from this number:

40, ☐, ☐, ☐, ☐, ☐, ☐

Section 2

Complete the addition number sentence below to work out the total number of oranges.

☐ + ☐ = ☐

Section 3

5 × 2 = ☐

5 × 5 = ☐

Section 4

Use the < or > signs to compare these numbers:

17 ☐ 27

28 ☐ 29

Section 5

How many ones in these numbers?

39 ☐ ones

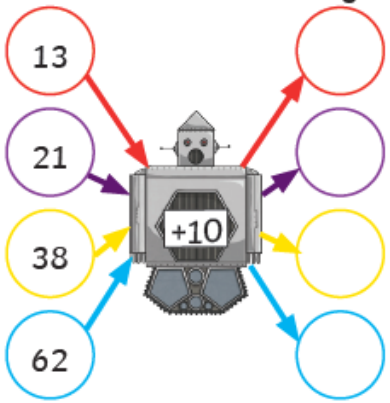
93 ☐ ones

51 ☐ ones

15 ☐ ones

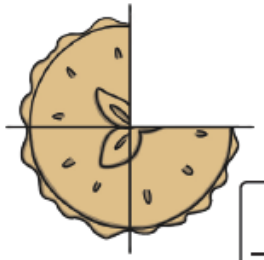
Section 6

Work these out mentally:



Section 7

What fraction of the apple pie has not been eaten?



☐

Section 8

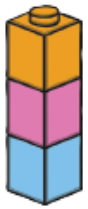
What time is it?

☐

Section 1

Count back in 3s from this number:

27, ☐, ☐, ☐, ☐, ☐, ☐



Section 2

Complete the addition number sentence below to work out the total number of oranges.

☐ + ☐ = ☐

Section 3

2 × ☐ = 8

5 × ☐ = 20

Section 4

Use the < or > signs to compare these numbers:

52 ☐ 49

33 ☐ 23

Section 5

How many ones in these numbers?

88 ☐ ones

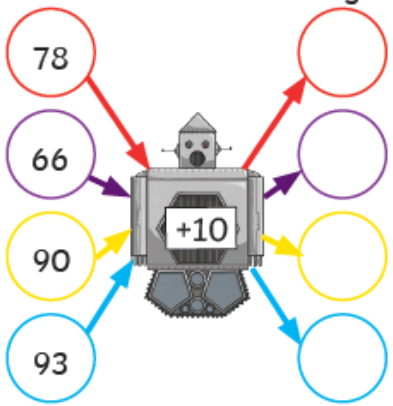
61 ☐ ones

103 ☐ ones

91 ☐ ones

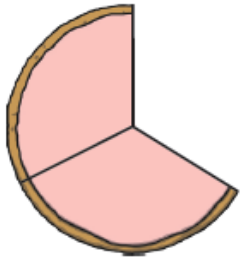
Section 6

Work these out mentally:



Section 7

What fraction of the strawberry cheescake has not been eaten?



☐

Section 8

What time is it?

☐

Section 1

Count back in 5s from this number:

40, ☐, ☐, ☐, ☐, ☐, ☐

Section 2

Complete the addition number sentence below to work out the total number of oranges.

☐ + ☐ = ☐

Section 3

5 × 2 = ☐

5 × 5 = ☐

Section 4

Use the < or > signs to compare these numbers:

17 ☐ 27

28 ☐ 29

Section 5

How many ones in these numbers?

39 ☐ ones

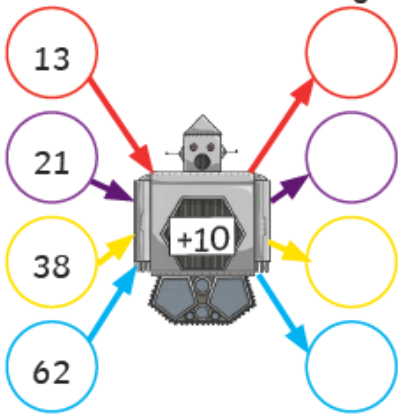
93 ☐ ones

51 ☐ ones

15 ☐ ones

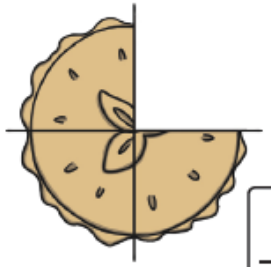
Section 6

Work these out mentally:



Section 7

What fraction of the apple pie has not been eaten?



☐

Section 8

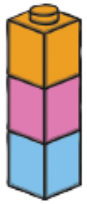
What time is it?

☐

Section 1

Count back in 3s from this number:

27, ☐, ☐, ☐, ☐, ☐, ☐



Section 2

Complete the addition number sentence below to work out the total number of oranges.

☐ + ☐ = ☐

Section 3

2 × ☐ = 8

5 × ☐ = 20

Section 4

Use the < or > signs to compare these numbers:

52 ☐ 49

33 ☐ 23

Section 5

How many ones in these numbers?

88 ☐ ones

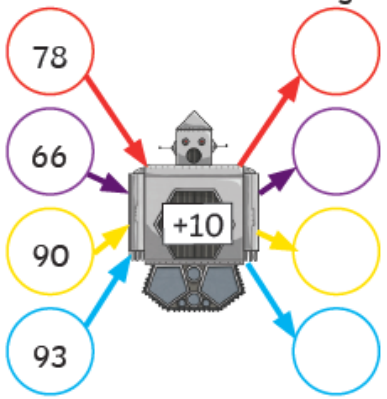
61 ☐ ones

103 ☐ ones

91 ☐ ones

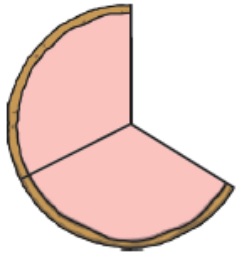
Section 6

Work these out mentally:



Section 7

What fraction of the strawberry cheescake has not been eaten?



☐

Section 8

What time is it?

☐

Section 1

Imagine a cube.

What 2D shape is every side of a cube made from?

Tick the box.

triangle ☐ square ☐ rectangle ☐

Section 2

What is $\frac{1}{2}$ of 6 counters?

☐

Section 3

There are 6 white rabbits and 4 brown rabbits in a pet shop.

How many rabbits are there altogether?

☐

Section 4

Tick which unit you would measure the weight of a bag of sugar.

millilitres ☐

centimetres ☐

grams ☐

Section 5

Show how this number statement could be written in a different way but with the same answer.

4 + 10 = 14 ☐

Section 6

Count on:

6, 8, 10, ☐, ☐, ☐

Section 7

If there are 4 chickens in a field, how many legs will there be altogether?

☐

Section 8

Circle the largest amount of money in each group:

a) 23p or 20p

b) £1 or 50p

Section 1

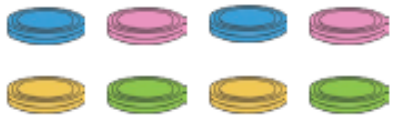
Imagine a cylinder.

What 2D shape is at each end of a cylinder?

Draw the shape here.

Section 2

What is $\frac{1}{4}$ of 8 counters?



Section 3

There are 2 hamsters, 4 rabbits and 3 chinchillas in a pet shop.

Write a number sentence to work out how many animals there are altogether.

Section 4

Tick which unit you would measure the height of a tree in.

metres ☐

millimetres ☐

litres ☐

Section 5

Show how these numbers can be written as a subtraction number sentence.

20 + 4 = 24 ☐

Section 6

Count on:

25, 27, 29, ☐, ☐, ☐

Section 7

If there are 5 sheep in a field, how many legs will there be altogether?

Section 8

Circle the largest amount of money in each group:

a) £1.20 or £20.10

b) 35p or 53p

Section 1

Look at this 3D shape.

Which two 2D shapes are used to make this 3D shape? Draw them here.

Section 2

What is $\frac{1}{3}$ of 9 counters?

Section 3

There are 4 rabbits and 5 guinea pigs at a pet shop.

One rabbit and 2 guinea pigs were sold.

How many animals are left?

Section 4

Match up which unit you would use to measure these objects.

amount of milk in a glass	kg
length of a hose	ml
weight of some wood	m

Section 5

Change the addition number statement to two subtraction statements. 12 + 20 = 32

Section 6

Count on:

12, 17, 22, , ,

Section 7

If there are some sheep in a field and I count 20 legs altogether, how many sheep must there be?

Section 8

Put these amounts of money in order from smallest to largest:

£3.67 67p £1.20 13p

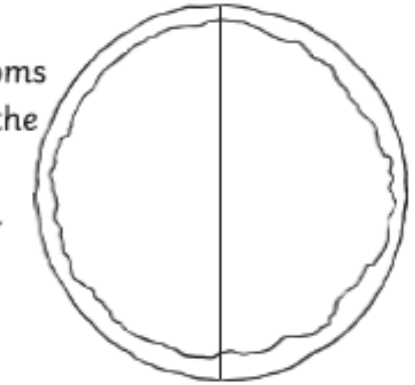
Section 1

Write this number statement as a multiplication:

2 + 2 + 2 + 2 + 2 = 10

Section 2

Share 8 mushrooms equally between the slices of pizza by drawing them on.



How many mushrooms will be on one half of the pizza?

Section 3

What time will it be in half an hour?

Section 4

One bunch of flowers costs £2.

What would 2 bunches cost?

Section 5

How many apples are there altogether?

Section 6

Calculate:

12 + 1 =

15 + 1 =

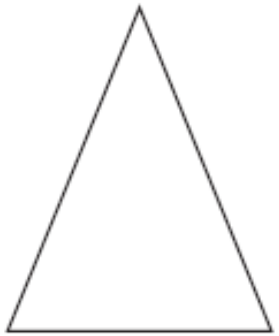
16 + 1 =

Section 7

2 less		2 more
	7	
	3	
	5	

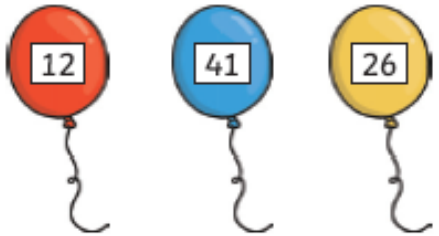
Section 8

Draw line of symmetry on the shape.



Section 1

How many tens are in these numbers?



tens tens tens

Section 2

Draw the arrow after a half turn.

Section 3

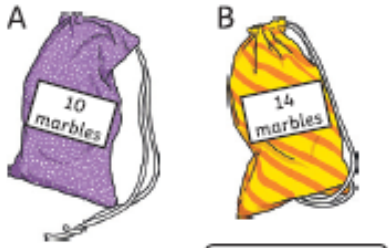
Benny has 5 football cards.

Lee has 2 more.

How many cards does Lee have?

Section 4

Estimate which bag is heavier.



Section 5

Calculate:

ten subtract three =

nine add four =

Section 6

How many ears are there altogether?

Section 7

Work this out in your head:

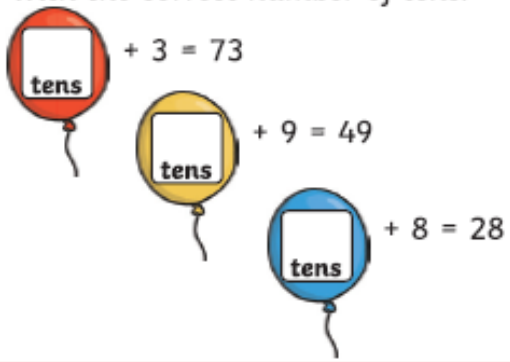
I have 15 beads. I lose 2. How many do I have left?

Section 8

I want to buy a sweet for 9p but these are the only coins I have in my purse. Draw the extra coin I need so I can buy the sweet.

Section 1

Write a number on the balloons with the correct number of tens.



Section 2

Draw the arrow after 2 quarter turns in the same direction.

Section 3

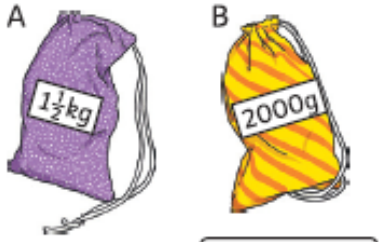
Yang has 28 football cards.

Usman as half that amount.

How many cards does Usman have?

Section 4

Estimate which bag is heavier.



Section 5

Calculate:

one hundred and six add ten =

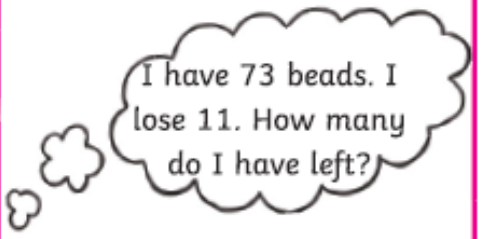
one hundred and twelve subtract four =

Section 6

If there were 4 cats and 2 hens, how many feet would there be altogether? Show your working out.

Section 7

Work this out in your head:

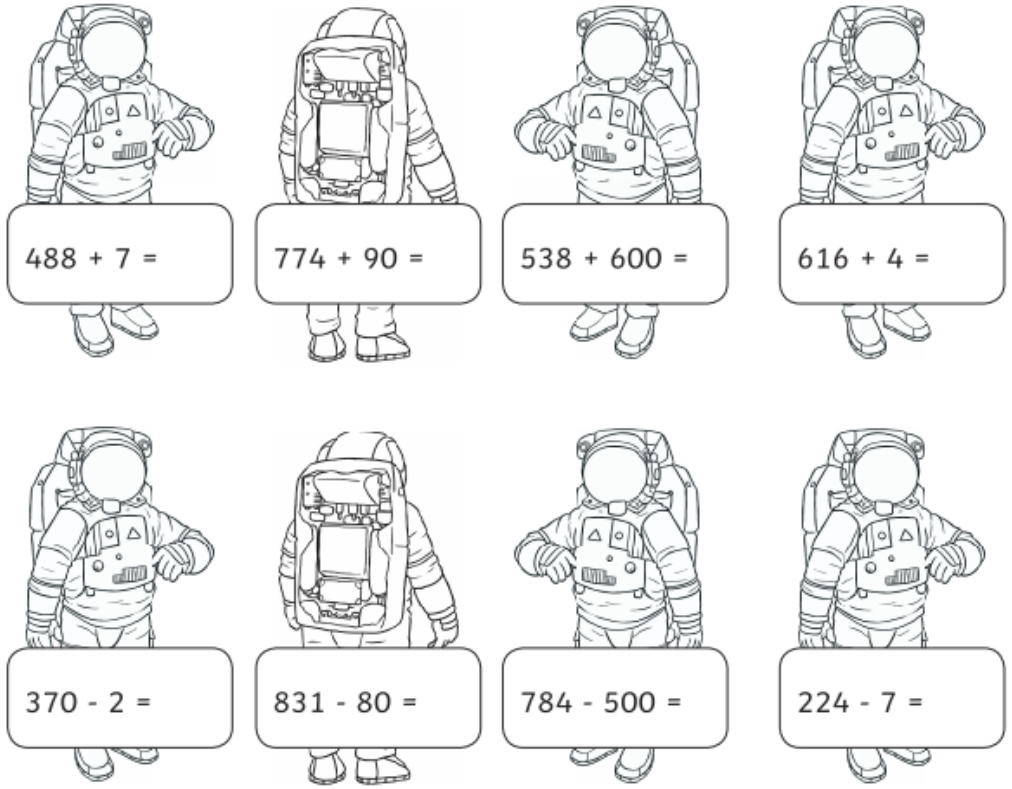


Section 8

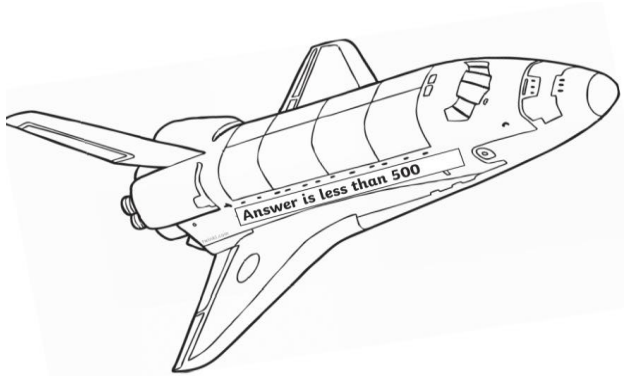
I want to buy a toy for £1.90 but these are the only coins I have in my purse. Draw the extra coins I need so I can buy the toy.

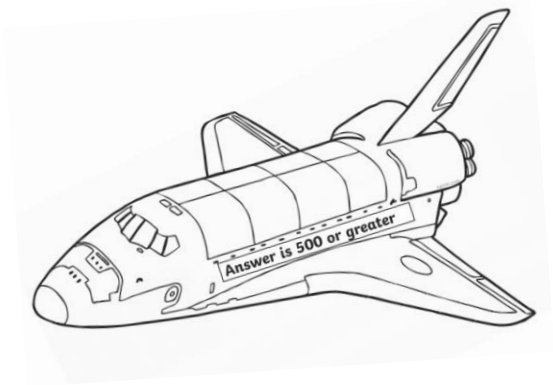
Space-Themed Maths Activity Games

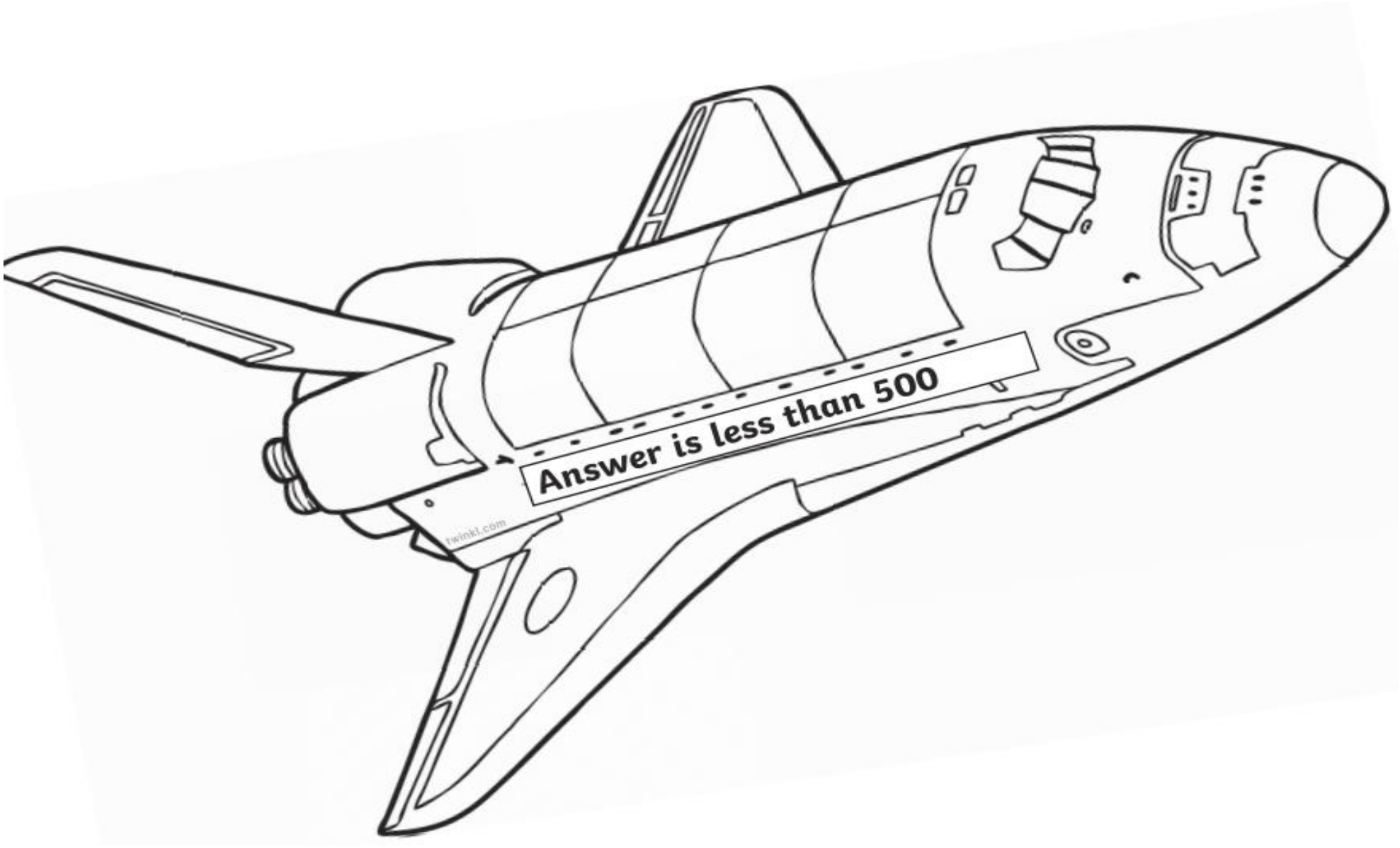
Cut out the astronauts. Complete the calculation on each astronaut. Sort them by placing them on the correct space shuttle. Once you have selected the correct space shuttle, stick the astronaut on it using a glue stick.

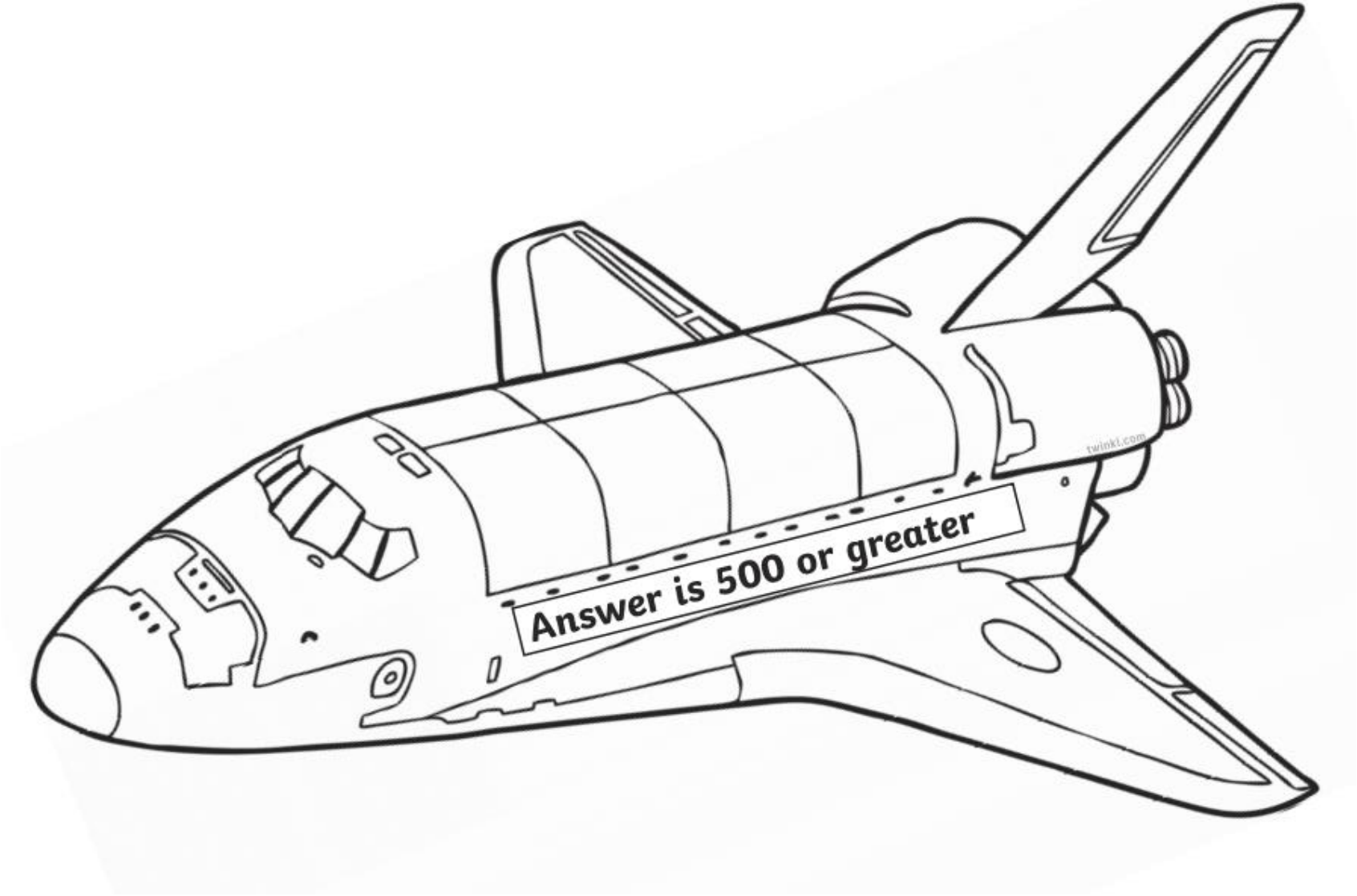


(large space shuttles are on the following two pages)






Answer is less than 500
twinkl.com


Answer is 500 or greater

Multiplication Dice Game Worksheet

How to play:

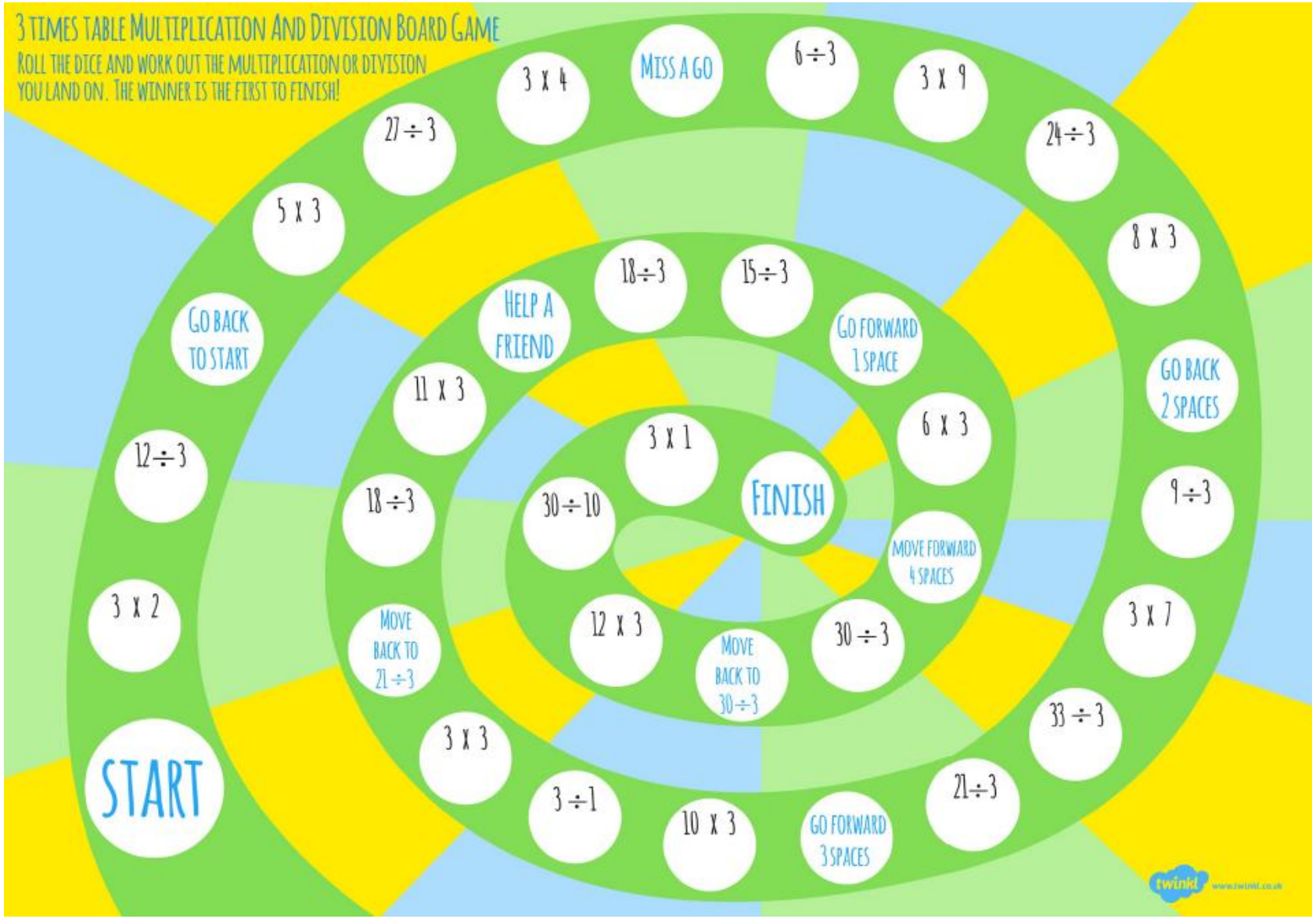
1. Roll a pair of dice.

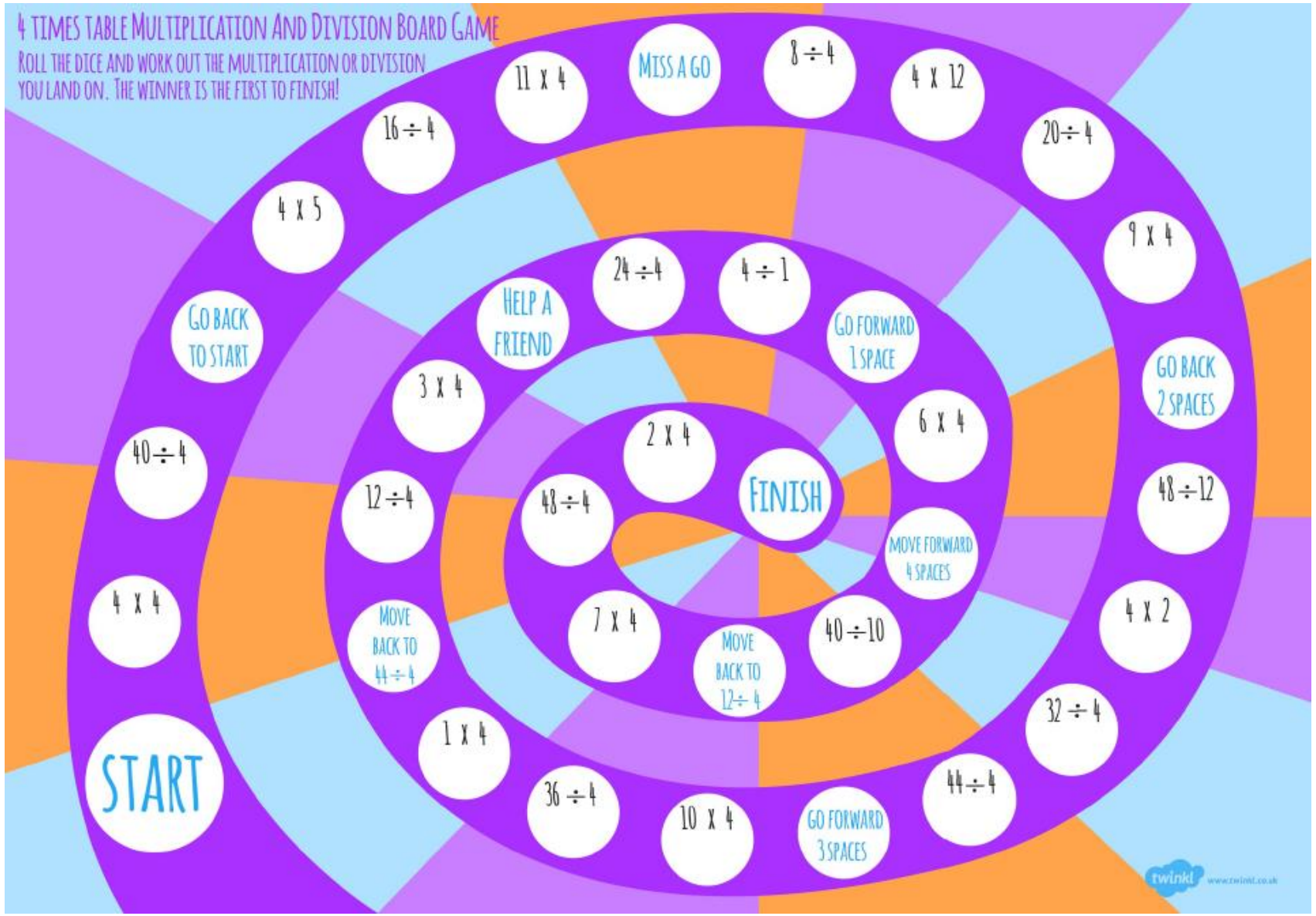
2. Multiply your 2 numbers.

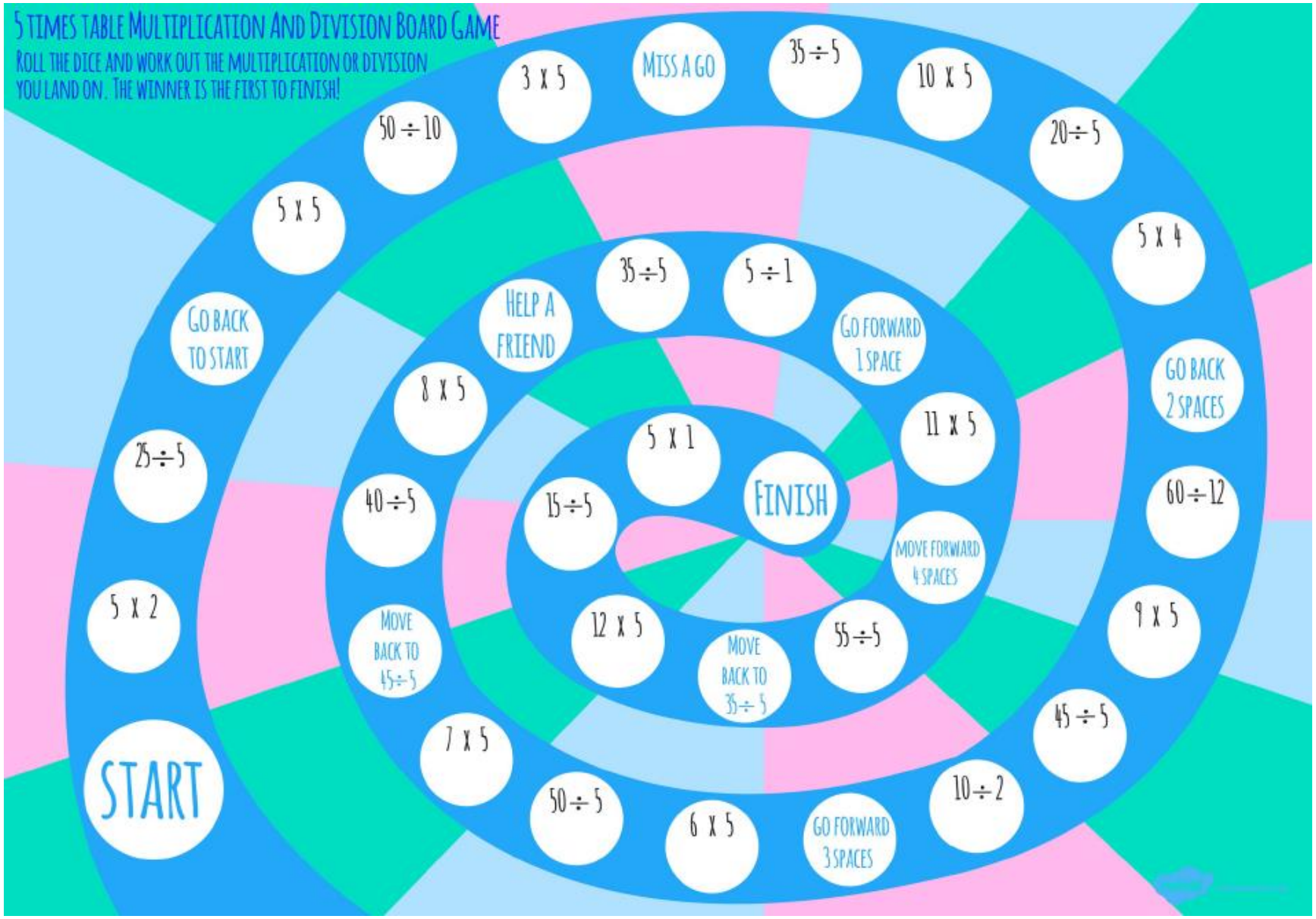
3. Colour your answer in on the grid.

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
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15


3 TIMES TABLE MULTIPLICATION AND DIVISION BOARD GAME
ROLL THE DICE AND WORK OUT THE MULTIPLICATION OR DIVISION YOU LAND ON. THE WINNER IS THE FIRST TO FINISH!
START
3 x 2
12 ÷ 3
GO BACK TO START
5 x 3
27 ÷ 3
3 x 4
MISS A GO
6 ÷ 3
3 x 9
24 ÷ 3
8 x 3
GO BACK 2 SPACES
9 ÷ 3
3 x 7
33 ÷ 3
21 ÷ 3
GO FORWARD 3 SPACES
10 x 3
3 ÷ 1
3 x 3
MOVE BACK TO 21 ÷ 3
18 ÷ 3
11 x 3
HELP A FRIEND
18 ÷ 3
15 ÷ 3
GO FORWARD 1 SPACE
6 x 3
MOVE FORWARD 4 SPACES
30 ÷ 3
MOVE BACK TO 30 ÷ 3
12 x 3
30 ÷ 10
3 x 1
FINISH
twinkl
www.twinkl.co.uk


4 TIMES TABLE MULTIPLICATION AND DIVISION BOARD GAME
ROLL THE DICE AND WORK OUT THE MULTIPLICATION OR DIVISION YOU LAND ON. THE WINNER IS THE FIRST TO FINISH!
START
4 x 4
40 ÷ 4
GO BACK TO START
4 x 5
16 ÷ 4
11 x 4
MISS A GO
8 ÷ 4
4 x 12
20 ÷ 4
9 x 4
GO BACK 2 SPACES
48 ÷ 12
4 x 2
32 ÷ 4
44 ÷ 4
GO FORWARD 3 SPACES
10 x 4
36 ÷ 4
1 x 4
MOVE BACK TO 44 ÷ 4
12 ÷ 4
3 x 4
HELP A FRIEND
24 ÷ 4
4 ÷ 1
GO FORWARD 1 SPACE
6 x 4
MOVE FORWARD 4 SPACES
40 ÷ 10
MOVE BACK TO 12 ÷ 4
7 x 4
48 ÷ 4
2 x 4
FINISH
twinkl
www.twinkl.co.uk


5 TIMES TABLE MULTIPLICATION AND DIVISION BOARD GAME
ROLL THE DICE AND WORK OUT THE MULTIPLICATION OR DIVISION YOU LAND ON. THE WINNER IS THE FIRST TO FINISH!
START
5 x 2
25 ÷ 5
GO BACK TO START
5 x 5
50 ÷ 10
3 x 5
MISS A GO
35 ÷ 5
10 x 5
20 ÷ 5
5 x 4
GO BACK 2 SPACES
60 ÷ 12
9 x 5
45 ÷ 5
10 ÷ 2
GO FORWARD 3 SPACES
6 x 5
50 ÷ 5
7 x 5
MOVE BACK TO 45 ÷ 5
40 ÷ 5
8 x 5
HELP A FRIEND
35 ÷ 5
5 ÷ 1
GO FORWARD 1 SPACE
11 x 5
MOVE FORWARD 4 SPACES
55 ÷ 5
MOVE BACK TO 35 ÷ 5
12 x 5
15 ÷ 5
5 x 1
FINISH

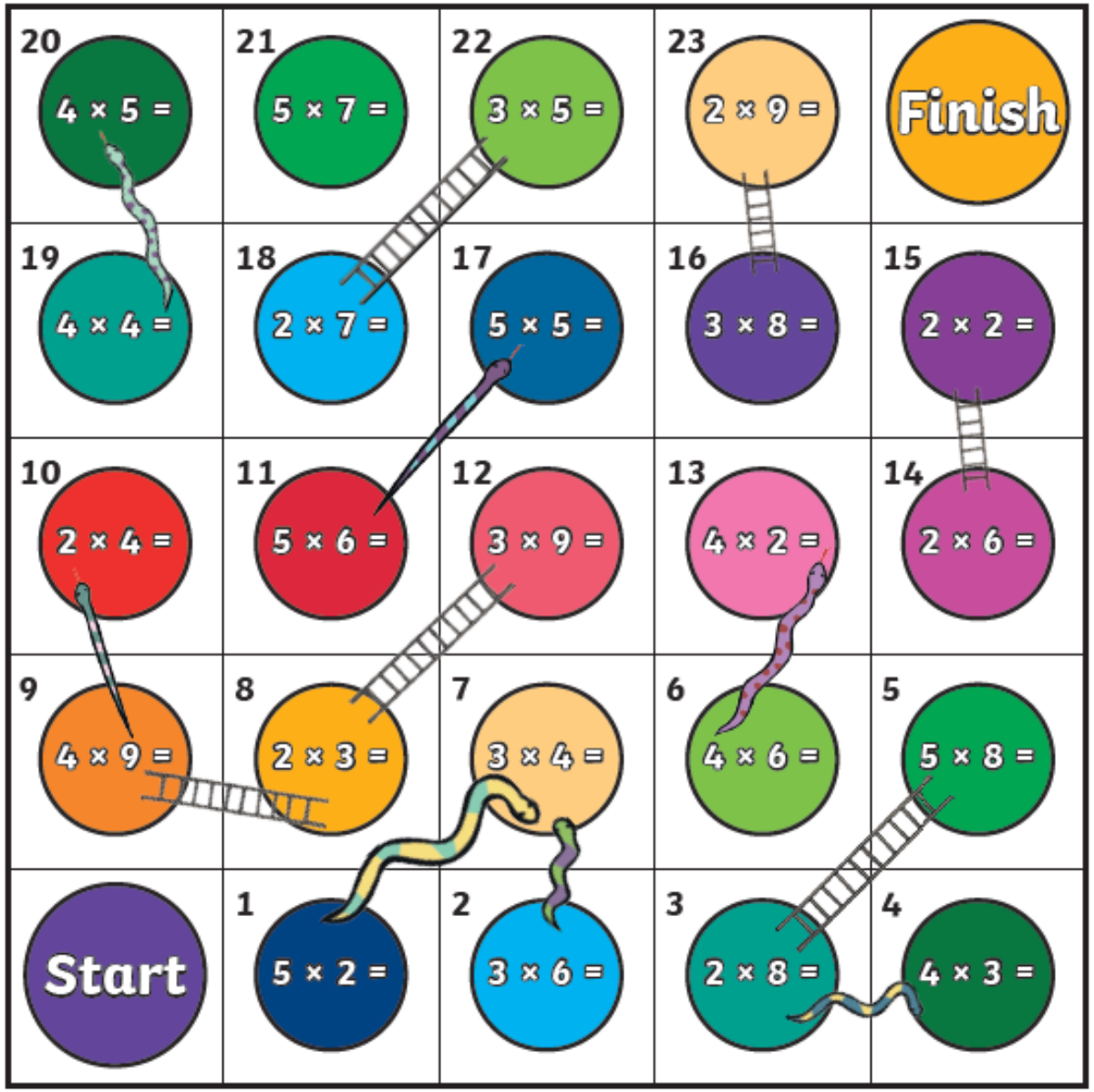
Snakes and Ladders
2, 3, 4 and 5 Times Tables

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!



4x3=

7x__=21

8x1=

3x1=

4x7=

8x4=

8x__=80

4x_=16

3x3=

3x0=

2x3=

4x8=

8x12=

5x4=

8x__=72

8x11=

5x8=

3x__=33

9x3=

4x__=4

4x12=

3x8=

6x__=18

9X4=

2x__=8

4x10=

2x__=16

4x0=

2x__=8

7x8=

5x__=15

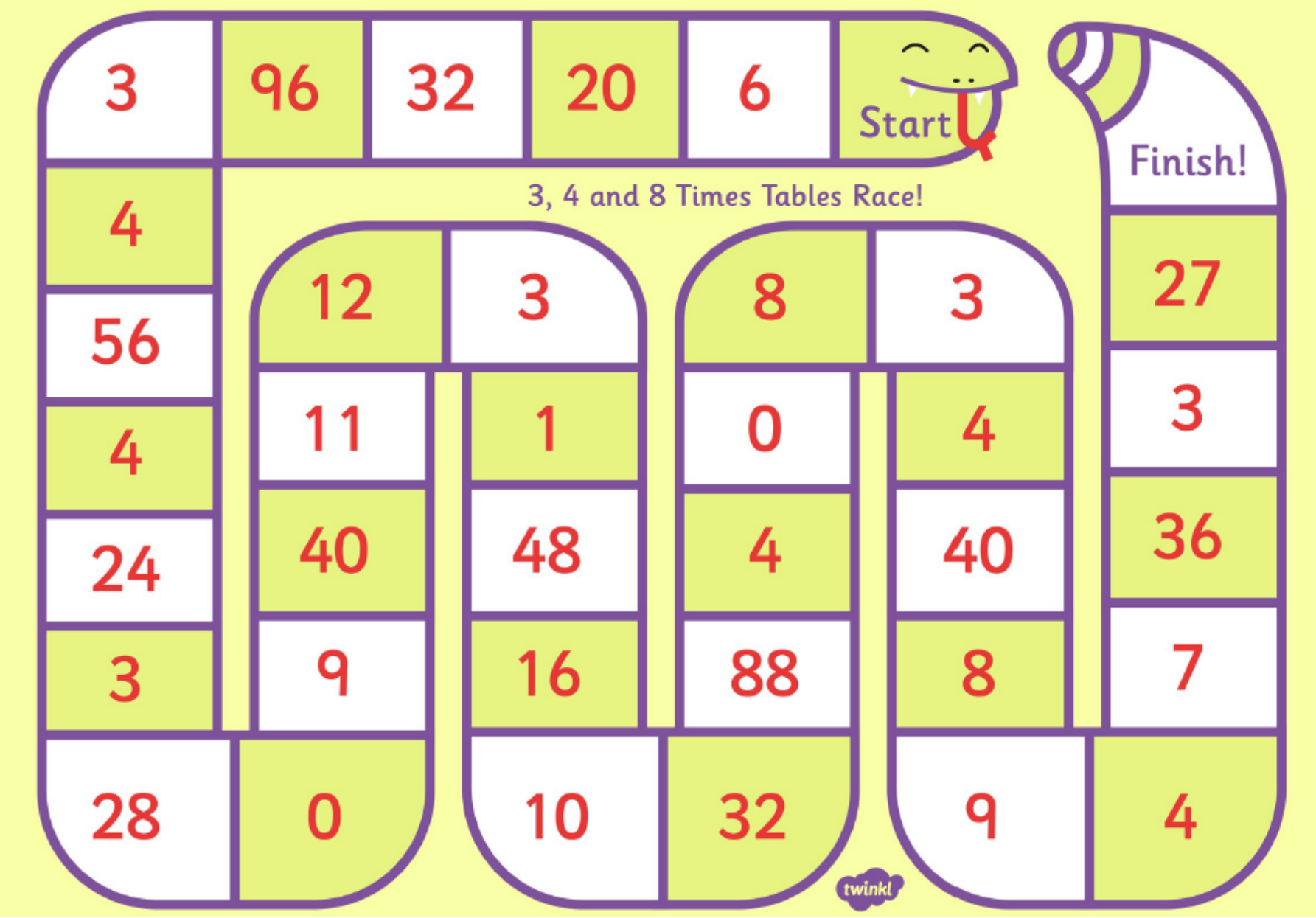
10x__=30

8x__=56

10x__=40

3x__=12

8x2=

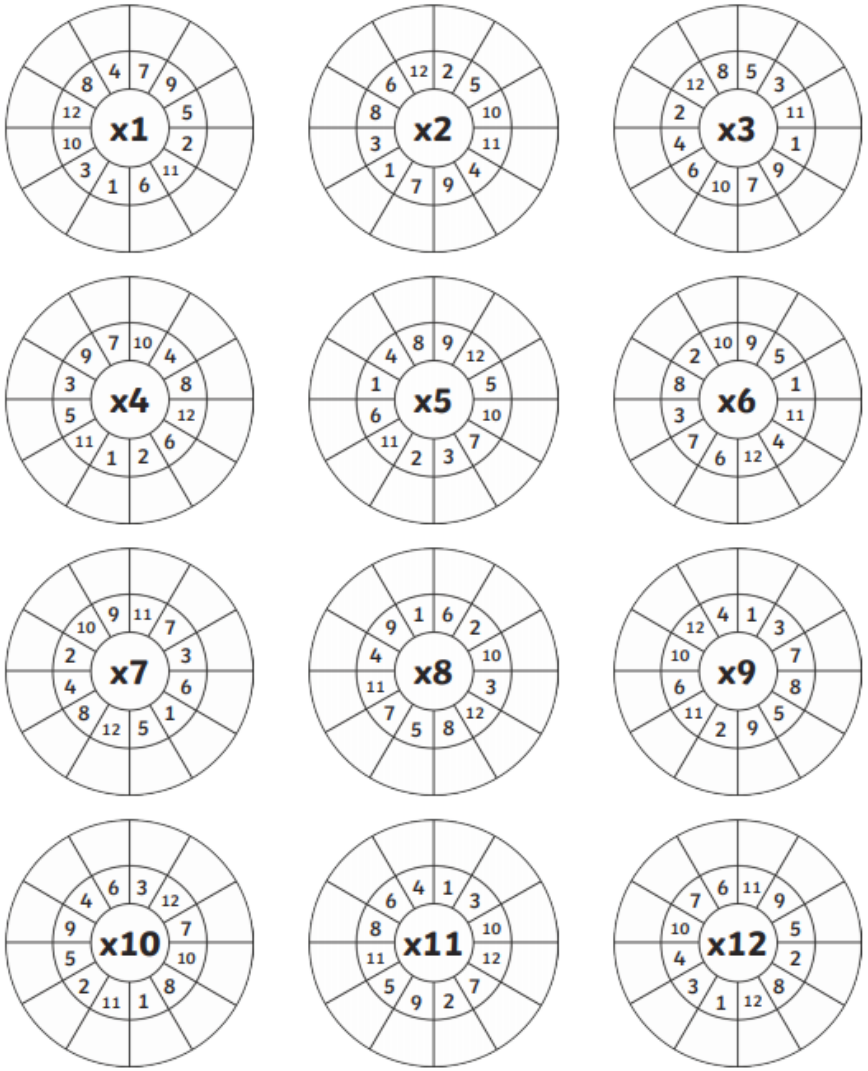

3, 4 and 8 Times Tables Race!
Start
Finish!
3
96
32
20
6
4
56
4
24
3
28
0
12
11
40
9
3
1
48
16
10
8
0
4
88
32
3
4
40
8
9
27
3
36
7
4
twinkl

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.



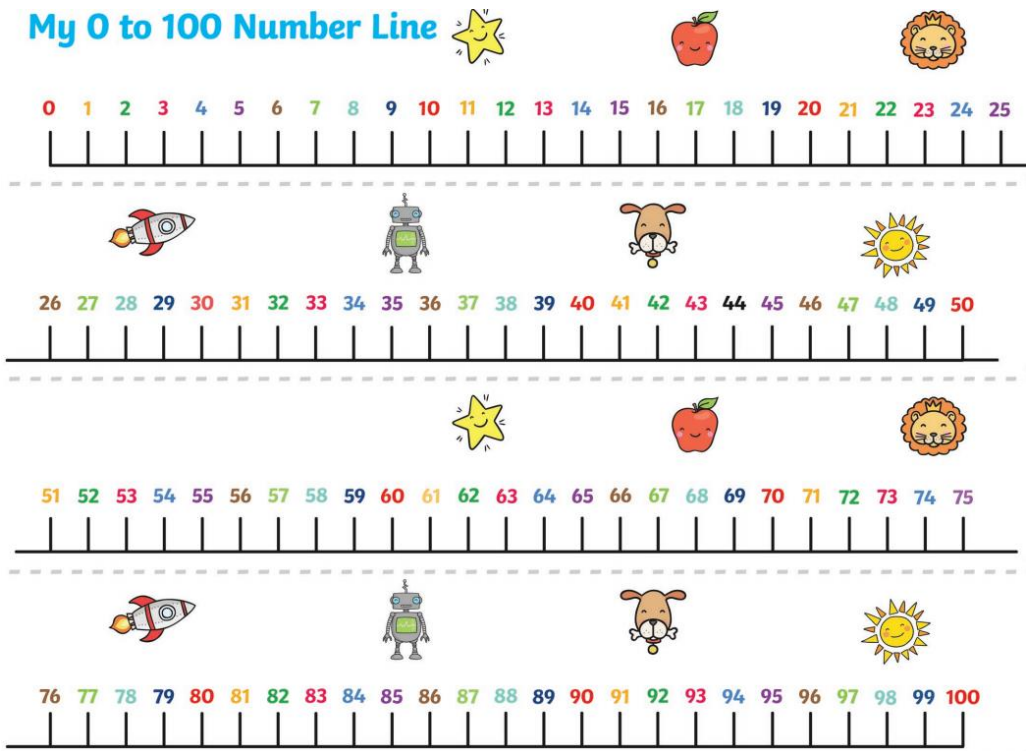
1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
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 × 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 × 7 = 49	7 × 8 = 56	7 × 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

twinkl.com

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.