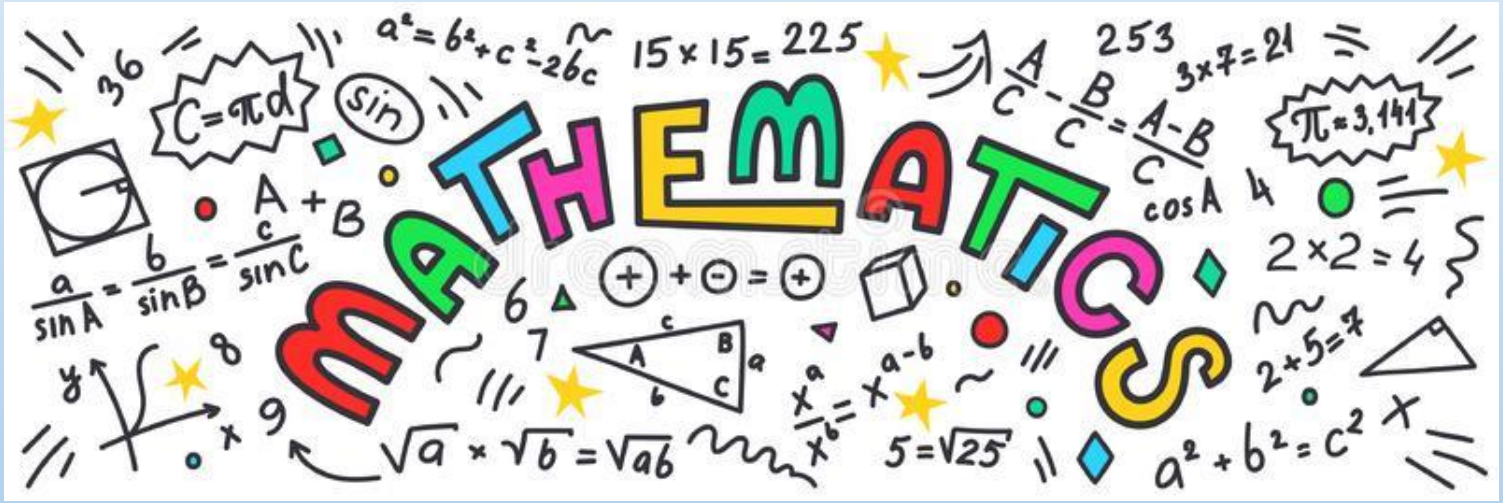
If the main activity has been too difficult today, **please do not worry** and **complete one of these activities instead.**

Choose one or two skills to focus on each day.



Continue to check your main activities in your weekly packs and do what you can ☺.

Counting

Count in ones, emphasising teen numbers

Count in ones forwards and backwards

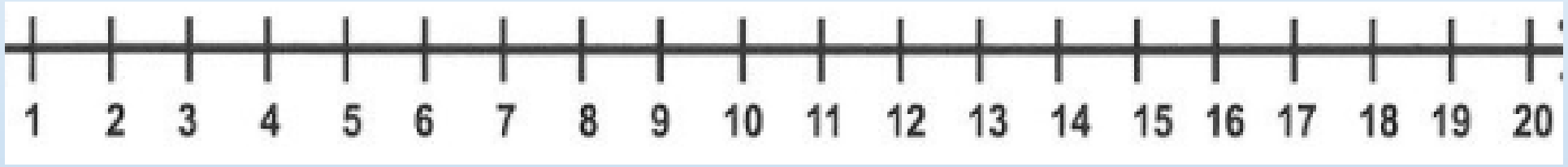
Count in tens, emphasising 'ty' sound

Progress to counting in twos, fives and threes

(There are Addition, Subtraction, Multiplication and Division sections further in this PowerPoint)

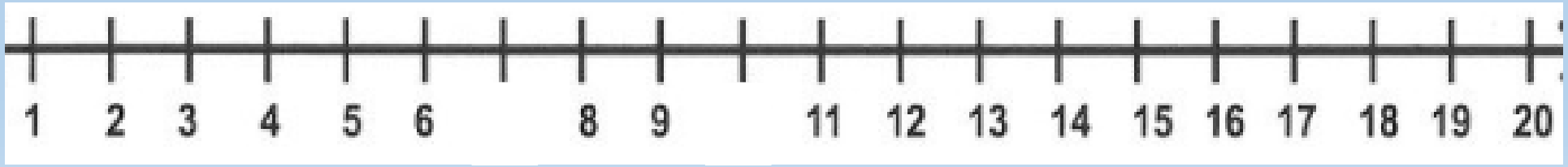
Activity 1 – Counting in ones, emphasising teens

Start

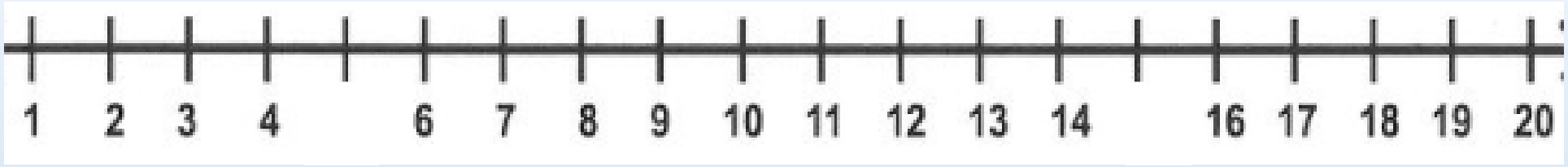


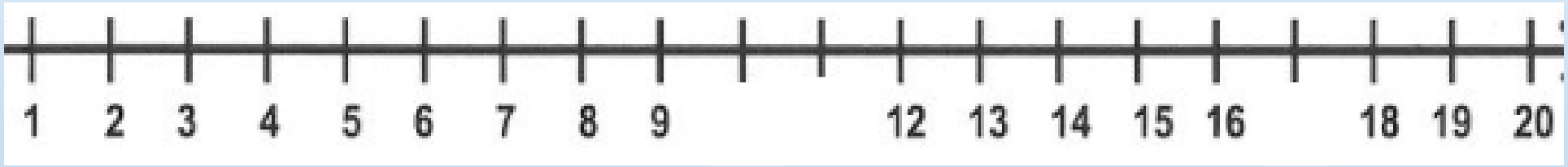
End

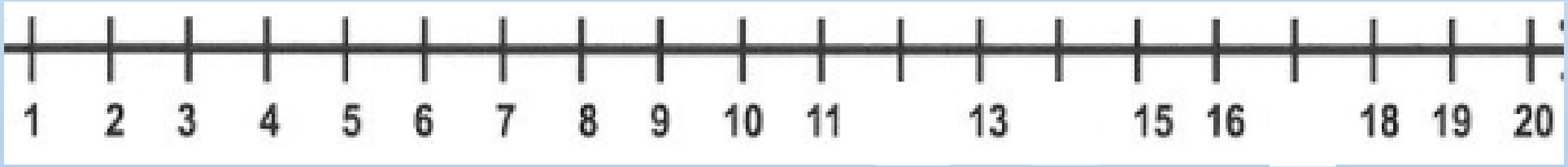
Now I'm going to cover some numbers, you need to read out the number line including the missing numbers.

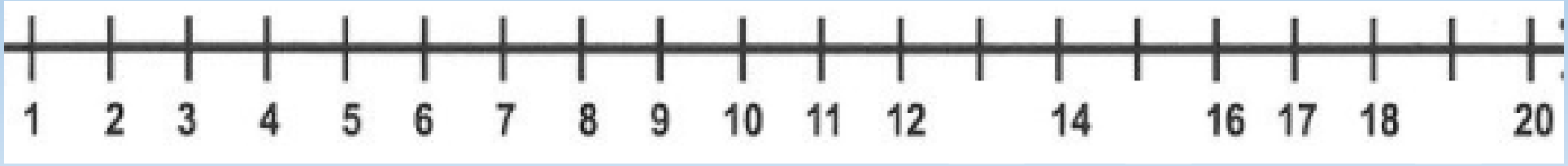


Continue to read out the number lines including the missing numbers.









Activity 2 – Count in ones forwards and backwards

Q1

Complete the number tracks.

1	2	3							

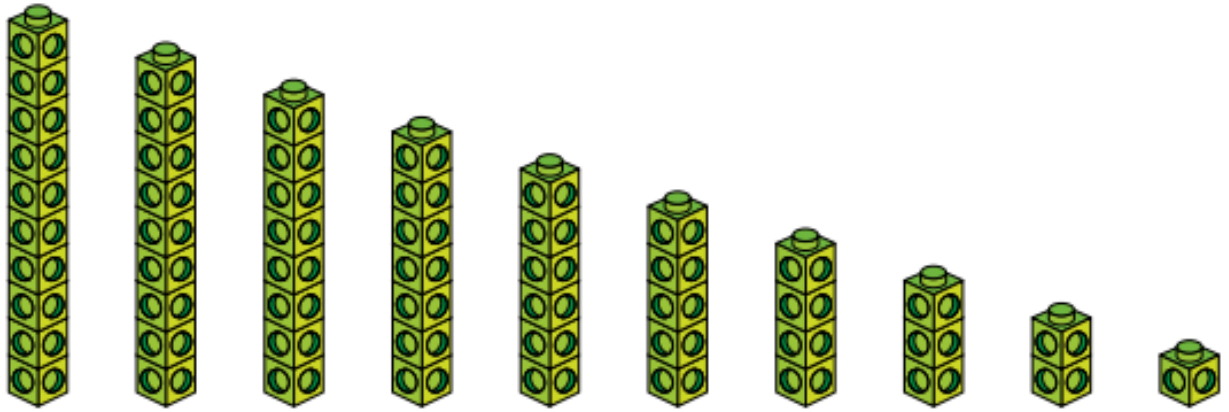
	2		4		6		8		10

5	6			9	

one	two			

Q2

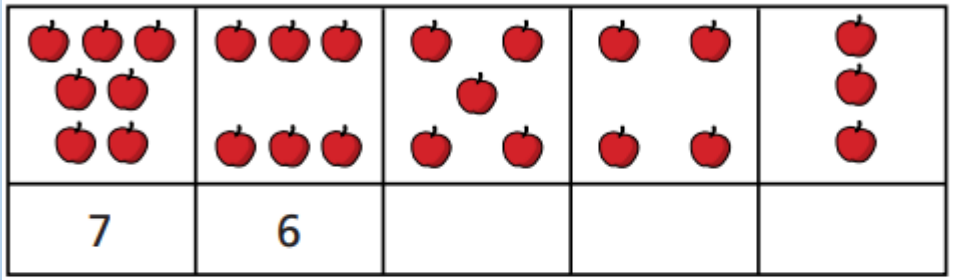
Complete the number track.



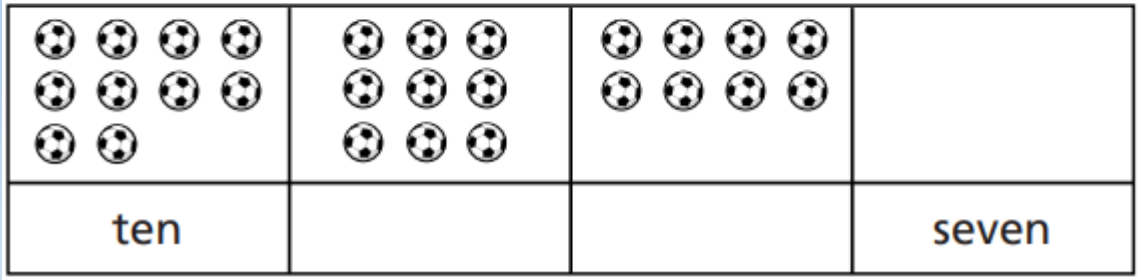
10	9	8							

Q3

Complete the number tracks.



7	6			



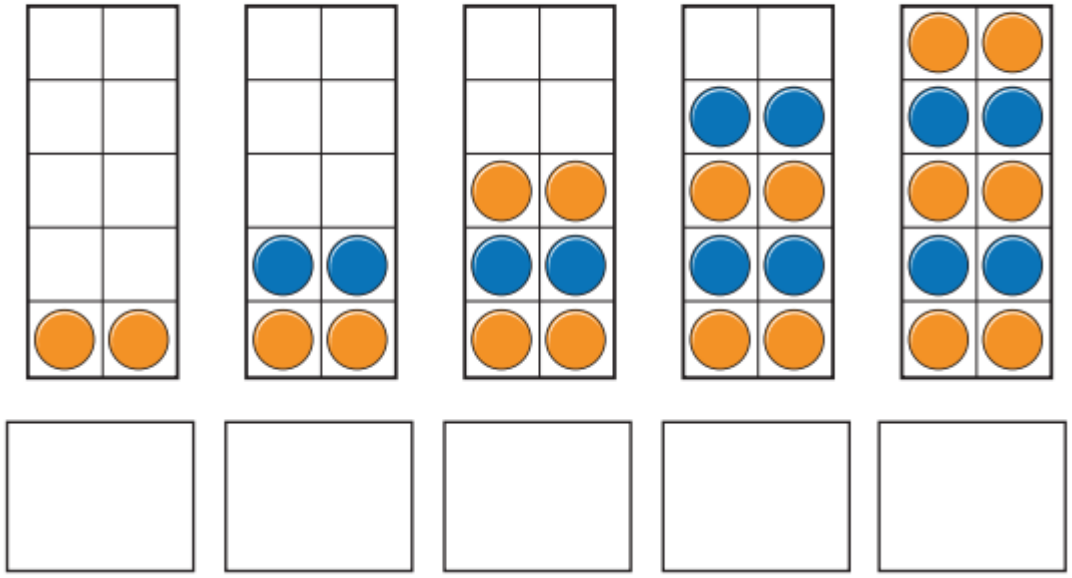
ten			seven

Activity 3 – Counting in 2s

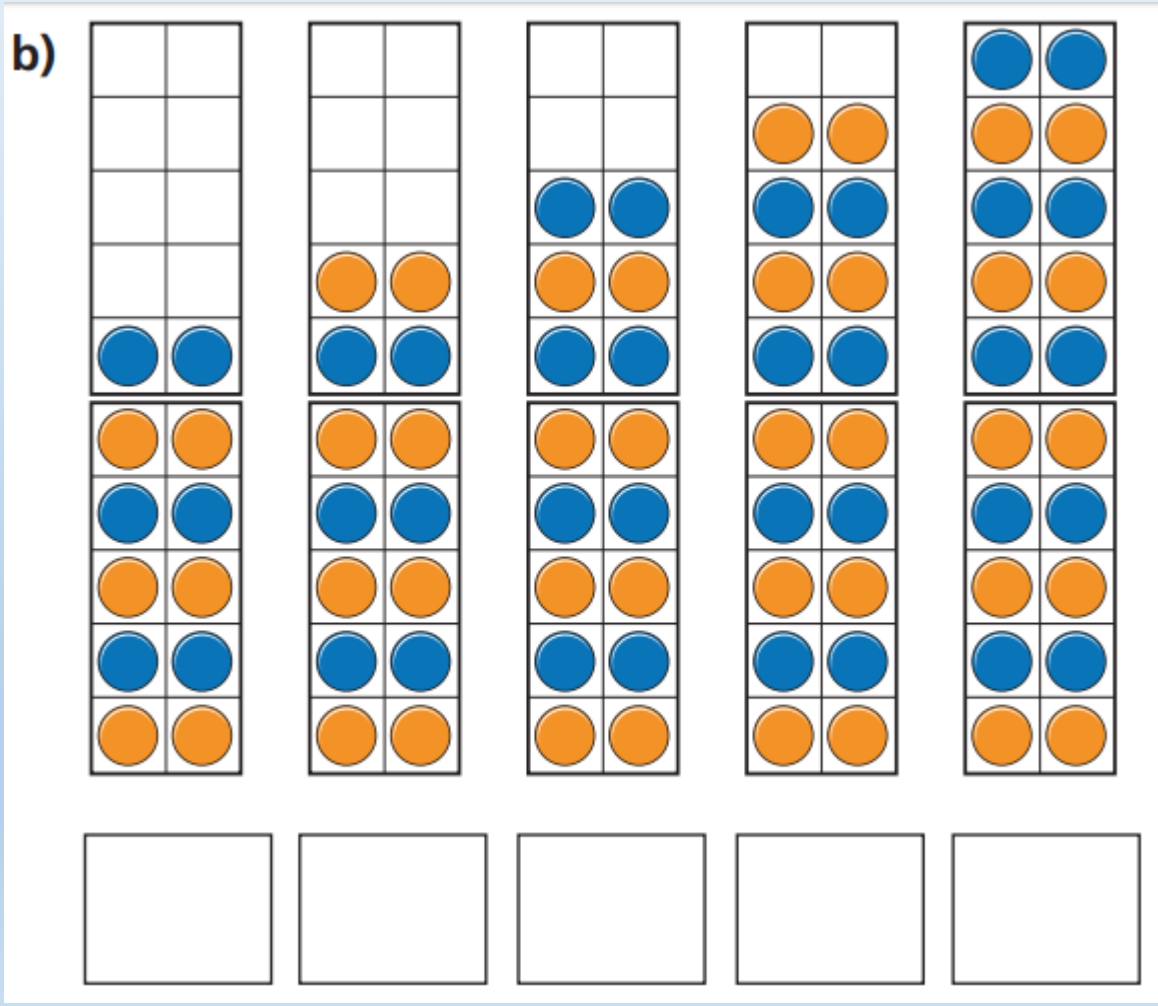
Q1

What are the numbers?

a)



b)



Q2

How many flowers are there?

There are ☐ flowers.

Q3

Fill in the missing numbers.

a)

0	2	4					

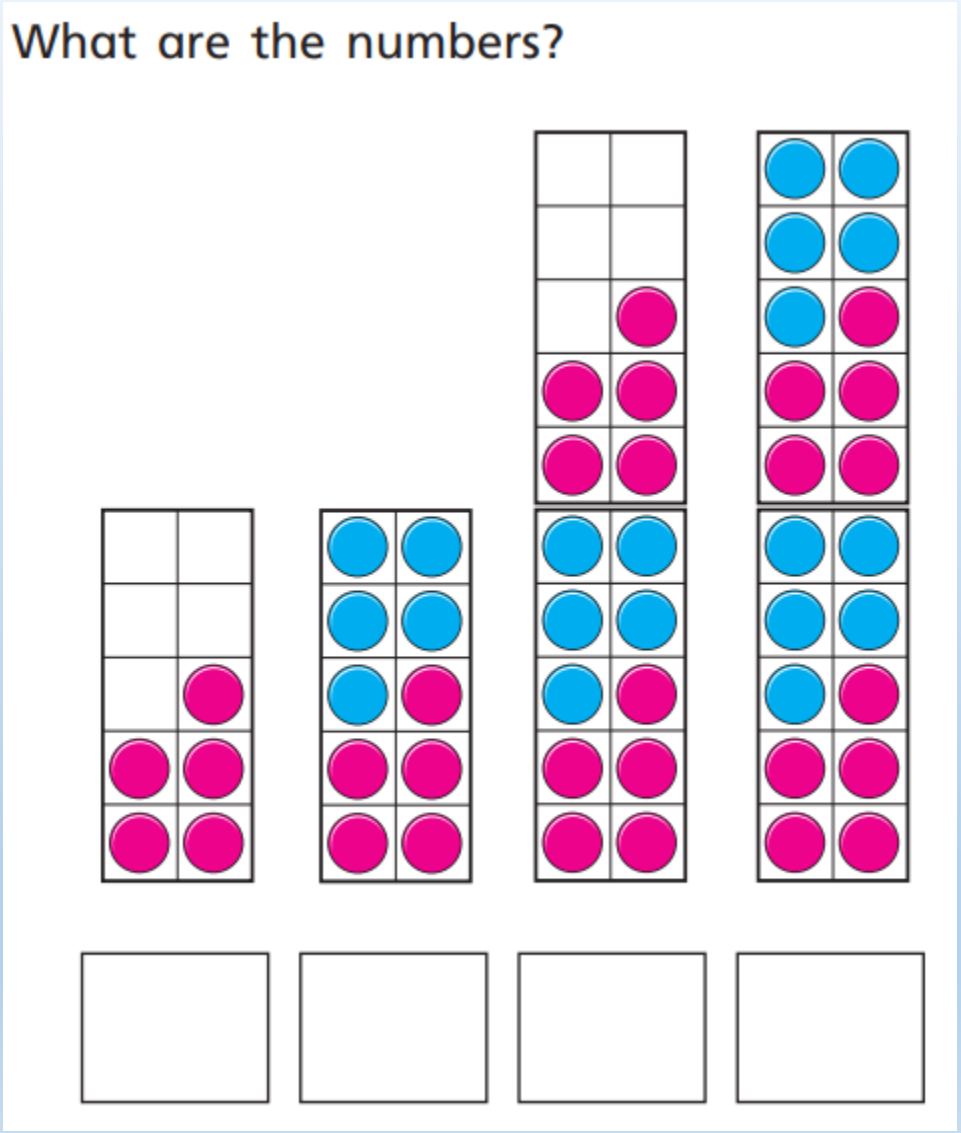
b)

18	16		12		8		

Activity 4 - Counting in 5s

Q1

What are the numbers?



Q2

How many spots are there in total?

There are ☐ spots in total.

Q3

Fill in the missing numbers.

a)

0	5	10					

b)

50	45	40					

Addition

Create your own addition number sentences – you could use dice.

When you are confident with addition up to 20, try adding larger numbers. Remember to use partitioning. Add the ones, then the tens.

Remember you can use objects for support.

Understand addition sign and relate to the number getting bigger.

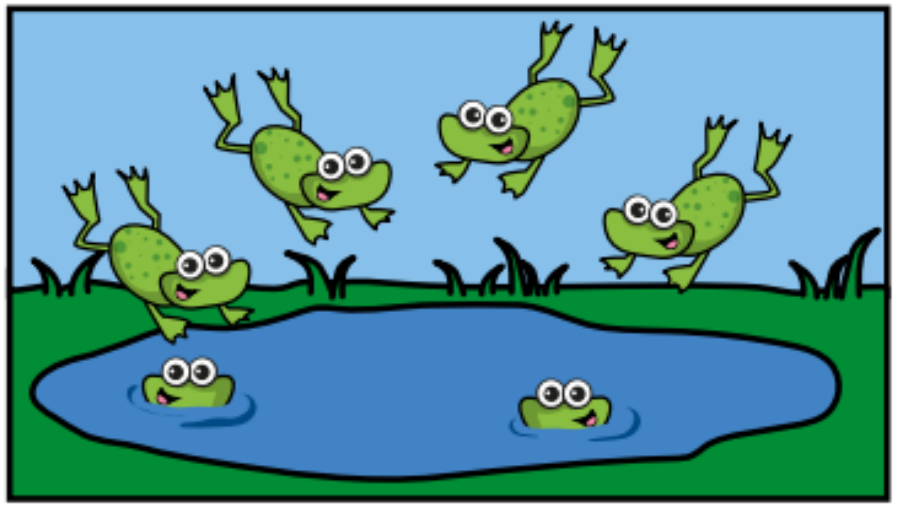
Key words/phrases: altogether, combining, more than, greater than.

Activity 1 – Adding within 10

Q1

There are 2 frogs in a pond.

4 more frogs jump in the pond.



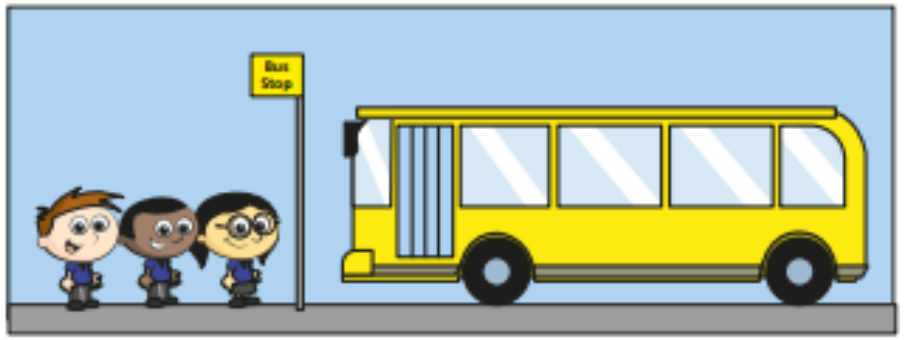
How many frogs are in the pond now?

☐ + ☐ = ☐

There are ☐ frogs in the pond now.

Q2

There are 5 children on the bus.



3 more children get on the bus.

How many children are on the bus now?

☐ + ☐ = ☐

There are ☐ children on the bus now.

Q3

Mo has this money.

Jack gives Mo 5 more pennies.

How many pennies does Mo have now?

☐ + ☐ = ☐

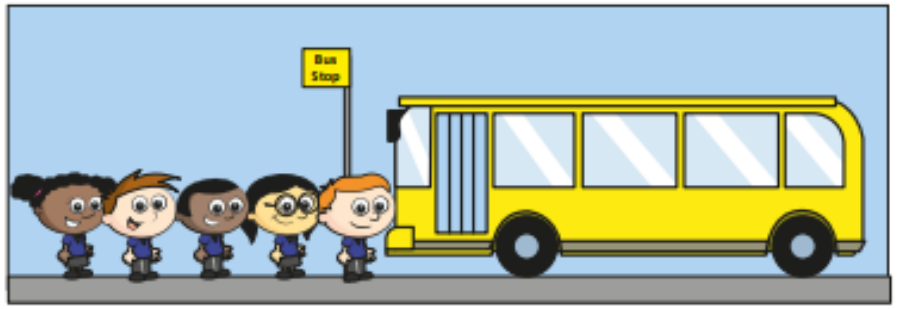
Mo has ☐ pennies now.

Activity 2 – Counting on

Q1

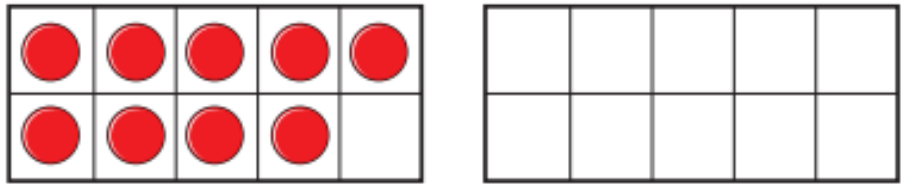
There are 9 children on the bus.

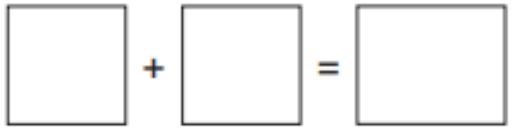
5 more children get on the bus.



How many children are on the bus now?

Complete the ten frames and the sentences.





There are  children on the bus now.

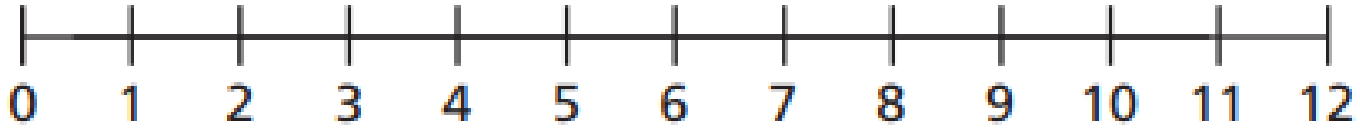
Q2

Eva has 4 coins.

Jack gives her 7 more coins.

How many coins does Eva have now?

Draw on the number line and complete the sentences.



☐ + ☐ = ☐

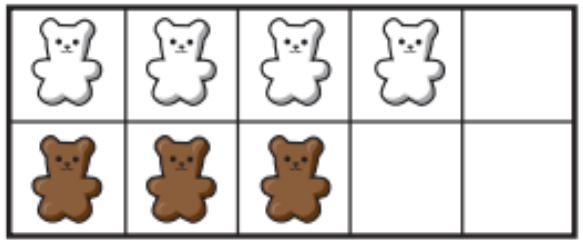
Eva has ☐ coins now.

Activity 3 – Adding together

Q1

Complete the sentences.

a)

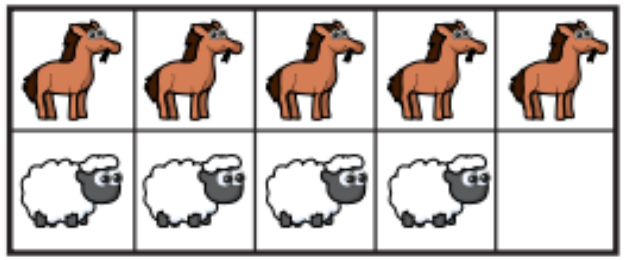


There are ☐ white bears.

There are ☐ brown bears.

There are ☐ bears altogether.

b)



There are ☐ horses.

There are ☐ sheep.

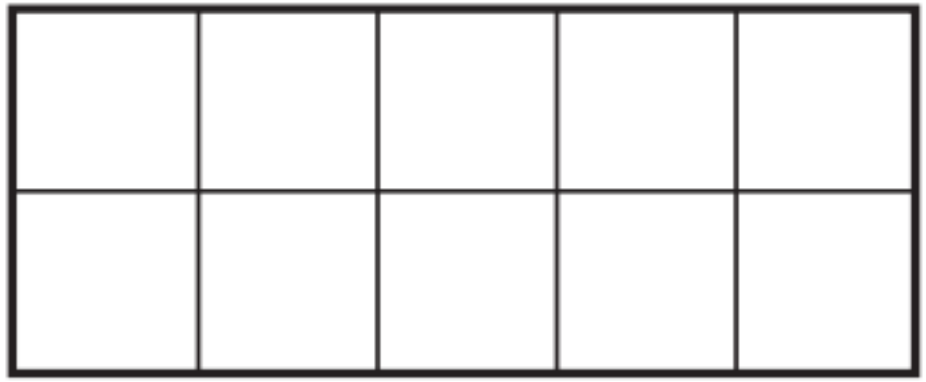
There are ☐ animals altogether.

Q2

Draw counters to show the objects.

Complete the number sentences.

a) There are 5 yellow sweets and 2 green sweets.



How many sweets are there altogether?

Activity 4 – Comparing Number Bonds

Q1

Match the number bonds that are equal.

3 + 4	2 + 5
1 + 1	1 + 4
3 + 0	3 + 5
2 + 3	2 + 1
4 + 4	3 + 3
5 + 1	0 + 2

Q2

Here is some fruit.

5p

6p

4p

5p

6p

4p

Eva buys an apple and some grapes.

How much does Eva spend?

Teddy buys a pear and an orange.

How much does Teddy spend?

Subtraction

Create your own addition number sentences – you could use dice.

When you are confident with addition up to 20, try adding larger numbers. Remember to use partitioning. Add the ones, then the tens.

Understand subtraction sign and relate to the number getting smaller.

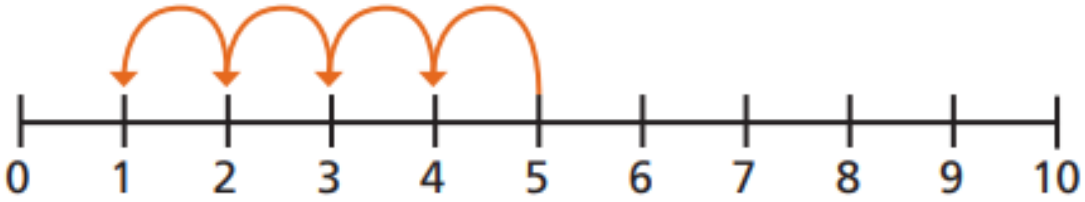
Key words/phrases: take away, minus, less than, fewer than.

Activity 1 – Counting Back

Q1

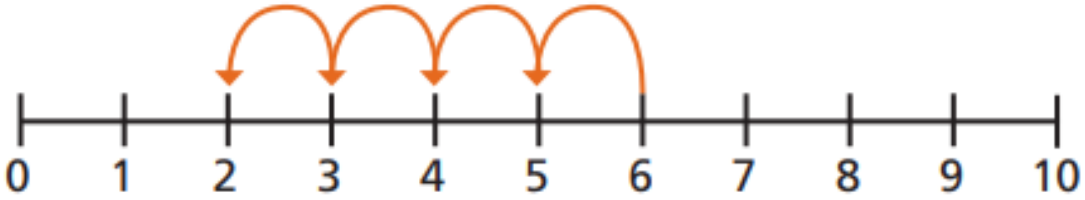
Use the number lines to complete the subtractions.

a)



5 – 4 = ☐

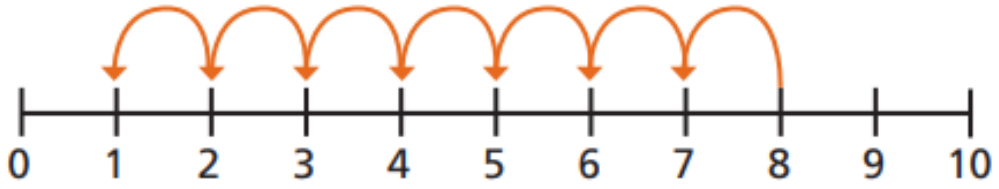
b)



6 – 4 = ☐

Q2

2 Complete the subtraction to match the number line.

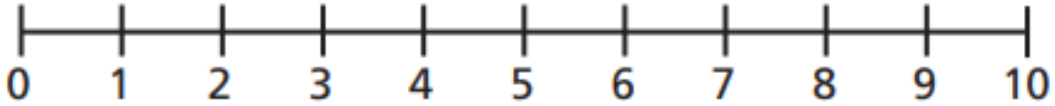


□ − □ = □

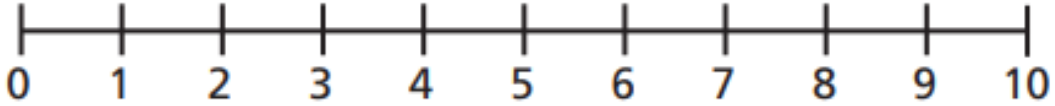
Q2

3 Show the subtraction on the number line.

a) 6 − 3 = □



b) 10 − 8 = □



Activity 2 – Find the difference

Q1

Mo has 3 strawberries.

Rosie has 5 strawberries.

Mo 

Rosie 

How many more strawberries does Rosie have than Mo?

Rosie has ☐ more strawberries than Mo.

Q2

Tommy has 4 cakes.

Annie has 8 cakes.

Tommy 

Annie 

How many fewer cakes does Tommy have than Annie?

Tommy has ☐ fewer cakes than Annie.

Q3

Teddy has 5 pencils.

Jack has 8 pencils.

Teddy 

Jack 

What is the difference between the number of pencils?

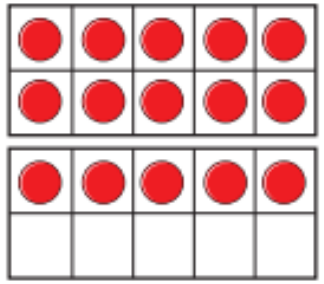
The difference between the number of pencils is ☐

Activity 3 – Subtraction not crossing 10

Q1

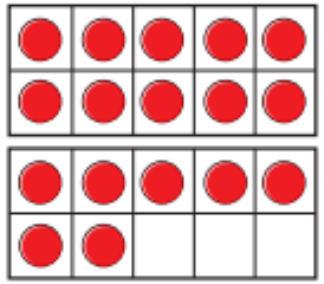
Cross out counters to work out the subtractions.

a)



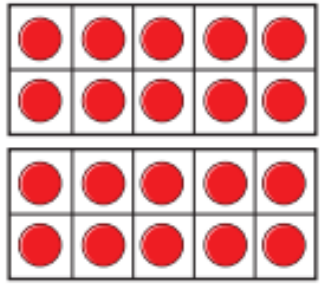
15 – 4 = ☐

b)



17 – 5 = ☐

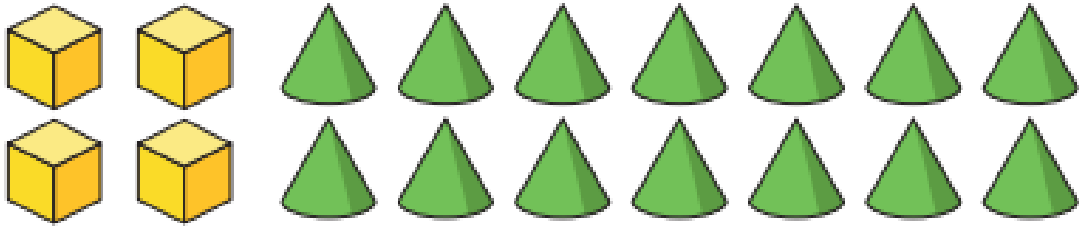
c)



☐ = 20 – 3

Q2

2 Teddy has these shapes.



He gives Eva 3 cones.

How many cones does Teddy have left?

☐ − ☐ = ☐

Teddy has ☐ cones left.

Q3

3 Complete the subtractions.

a) 13 − 2 = ☐

c) 15 − 4 = ☐

b) 14 − 3 = ☐

d) 16 − 5 = ☐

What do you notice?

Use this to fill in the missing numbers.

17 − ☐ = 11

19 − ☐ = 11

Activity 4 – Subtraction crossing 10

Q1

Rosie has 15 cakes.

Her friends eat 6 cakes.

How many cakes does Rosie have left?

$\square - \square = \square$

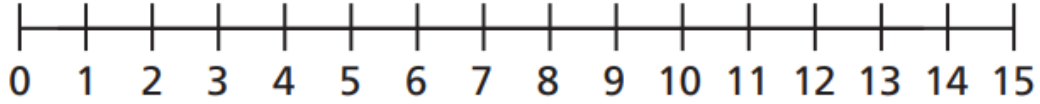
Rosie has $\square$ cakes left.

Q2

2 Jack has 13 stickers.

He gives 7 stickers to Dora.

How many stickers does Jack have left?



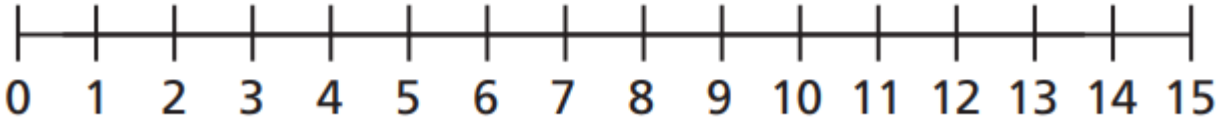
□ − □ = □

Jack has □ stickers left.

Q3

Fill in the missing numbers.

14 − □ = 8



Multiplication

Understand the multiplication symbol as meaning 'groups of‘.

Read multiplication number sentences as 'times' and 'groups of' - read number sentences out loud using these phrases.

Understand multiplication as repeated addition - 3x2 is the same as 2 + 2 + 2 = 6

Group objects to solve multiplication number sentences.

Activity 1 – Count in 10s

Q1

How many muffins are there altogether?

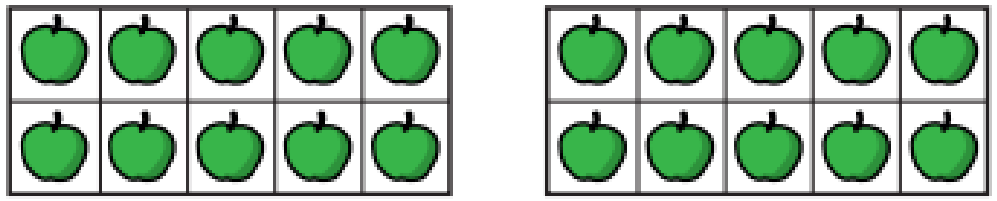
There are ☐ muffins on each tray.

There are ☐ trays.

There are ☐ muffins altogether.

Q2

How many apples are there altogether?



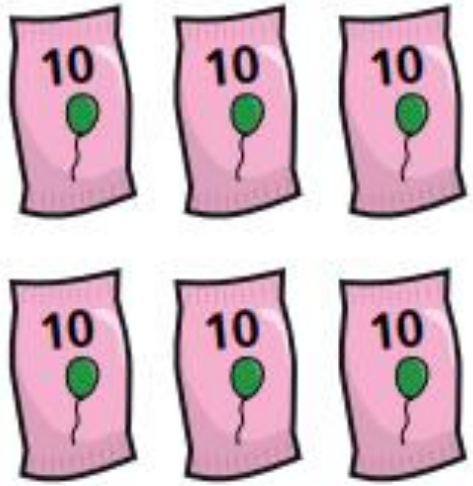
There are ☐ apples on each ten frame.

There are ☐ ten frames.

There are ☐ apples altogether.

Q3

Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons? _____

How do you know?

Activity 2 – Make equal groups

Q1

Complete the sentences.

a)

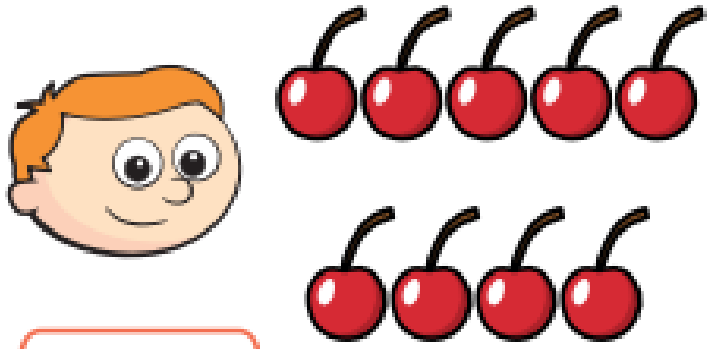
There are ☐ equal groups of ☐

b)

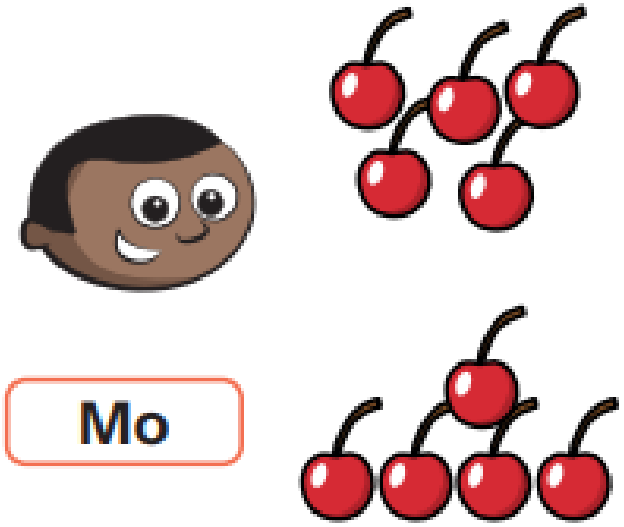
There are ☐ equal groups of ☐

Q2

Ron and Mo have some cherries.



Ron



Mo

Who has made equal groups? _____

How do you know?

Activity 3 – Add equal groups

Q1

Complete the sentences.

There are ☐ apples in each bag.

There are ☐ bags.

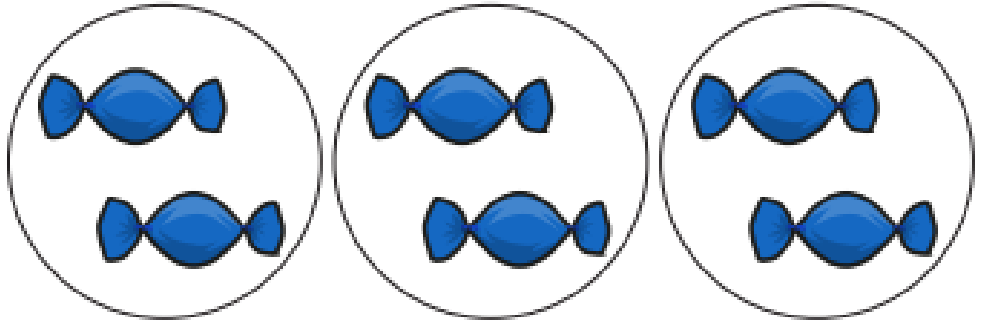
There are ☐ equal groups of ☐

There are ☐ apples altogether.

☐ + ☐ + ☐ + ☐ = ☐

Q2

How many sweets are there?



□ + □ + □ = □

There are □ sweets.

Q3

How many marbles are there?

□ + □ + □ = □

There are □ marbles.

Division

Understand the division symbol as meaning 'shared between’.

Read division number sentences as 'divided by' and 'shared between' - ask Lilly to read number sentences out loud using these phrases.

Understand division as sharing e.g. 15 shared between 3 - share 15 objects between 3 plates.

Share objects to solve division number sentences.

Solve these division problems using objects or drawings.

Write down the division number sentence as show in these 2 examples.

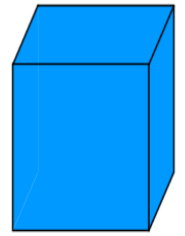
Share 6 pencils into 2 groups.

How many each?

6 ÷ 2 =

Share 12 cubes into 3 groups.

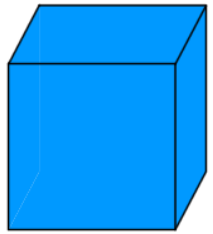
How many each?



12 ÷ 3 =

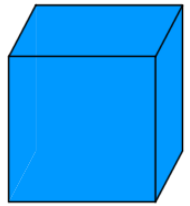
Share 20 pencils into 2 groups

How many each?



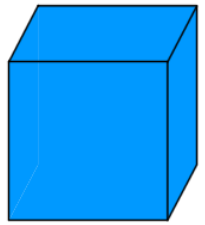
Share 12 cubes into 3 groups.

How many each?



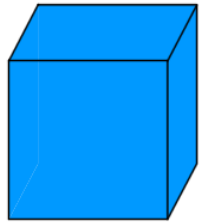
Share 35 cubes into 5 groups.

How many each?



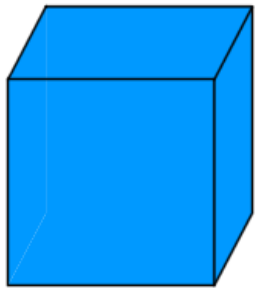
Share 24 cubes into 4 groups.

How many each?



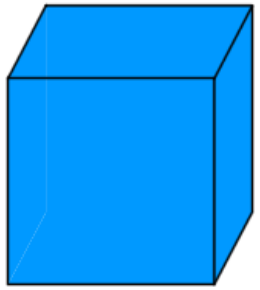
Share 28 cubes into 2 groups

How many each?



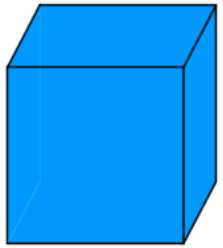
Share 16 cubes into 4 group

How many each?



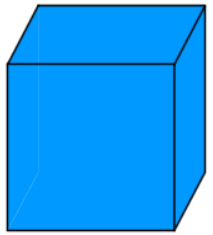
Share 18 cubes into 6 groups.

How many each?



Share 20 cubes into 4 groups.

How many each?



Activity 1 – Sharing items equally

For this you will need 20 items (counters, coins, sweets etc.)

Share these 9 stars in 3 equal groups

Do this by sharing 9 of your items into 3 equal groups.

Q2

Share these 12 stars in 4 equal groups

Do this by sharing 12 of your items into 4 equal groups.

Q3

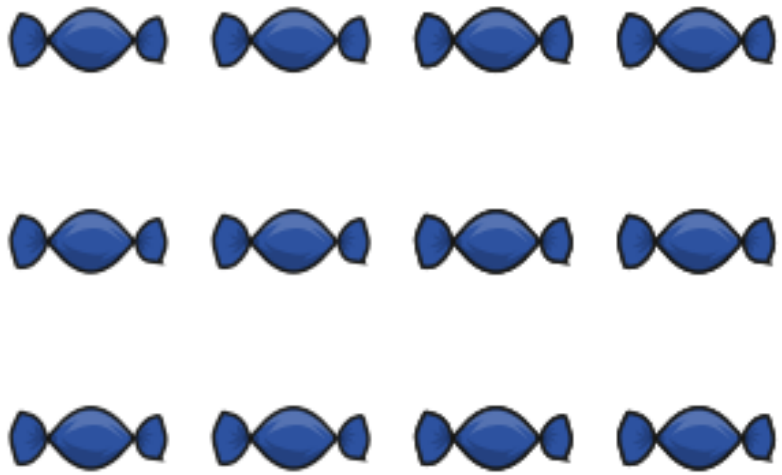
Share these 16 stars in 4 equal groups

Do this by sharing 16 of your items into 4 equal groups.

Activity 2 – Arrays

Q1

Circle each row of sweets.

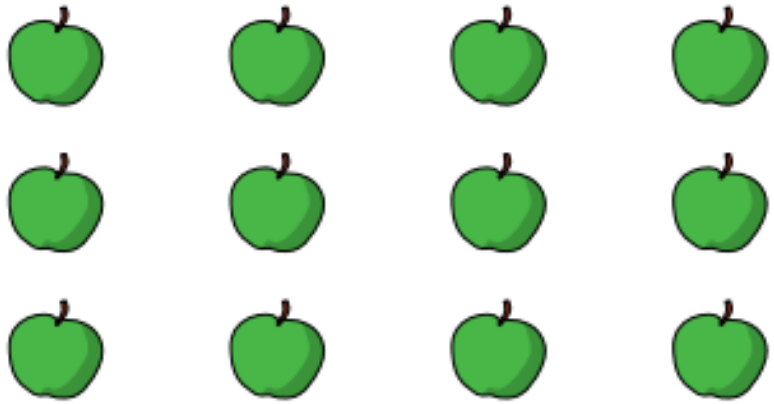


How many rows are there?

There are ☐ rows.

Q2

Circle each column of apples.

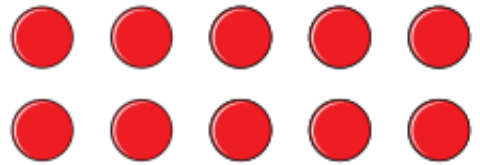


How many columns are there?

There are ☐ columns.

Q3

Make this array.



Complete the sentences.

a) There are ☐ counters in each row.

There are ☐ rows.

There are ☐ counters altogether.

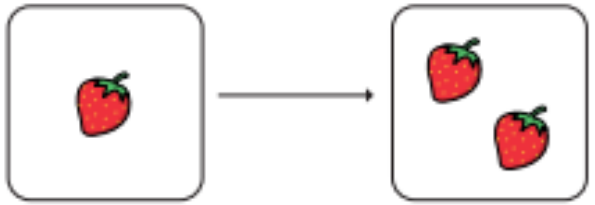
Activity 3 – Make doubles

Q1

Complete the sentences.

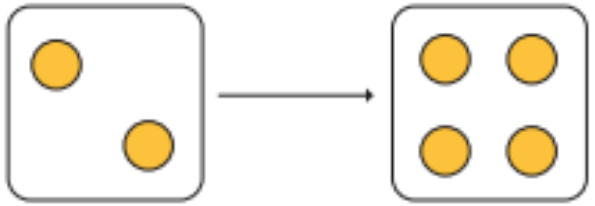
Use the pictures to help you.

a)



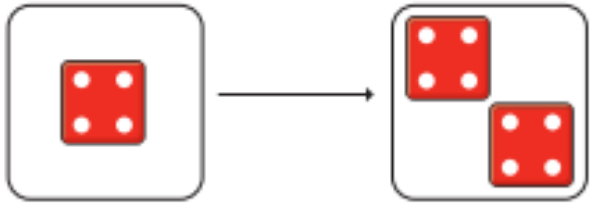
Double 1 is ☐

b)



Double 2 is ☐

c)



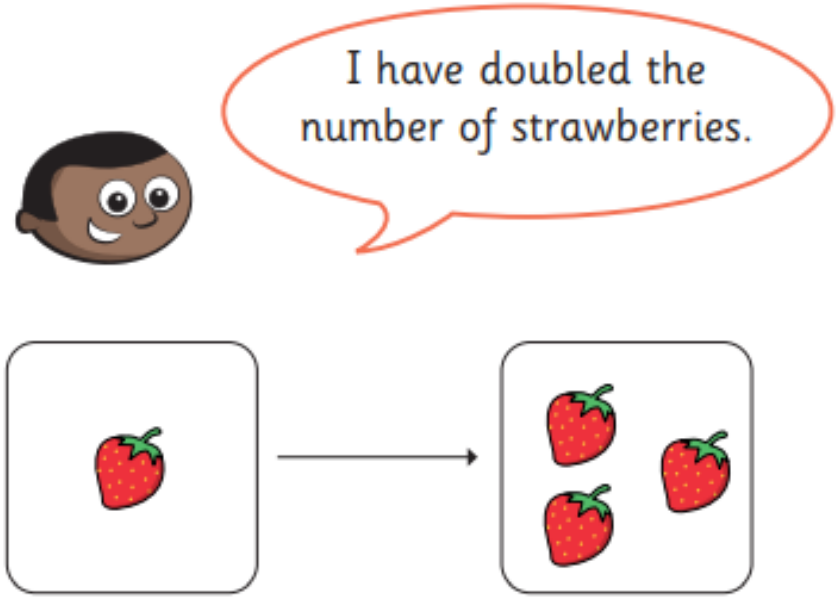
Double ☐ is ☐

Q2

Match the doubles to the additions.

Double 3	6 + 6
Double 6	7 + 7
Double 10	3 + 3
Double 7	10 + 10

Q3



Do you agree with Mo?_____

Talk about it with a partner.

Activity 4 – Make equal groups

Q1

Here are some socks.

a) Draw lines to match the pairs of socks.

b) Complete the sentences.

There are ☐ socks altogether.

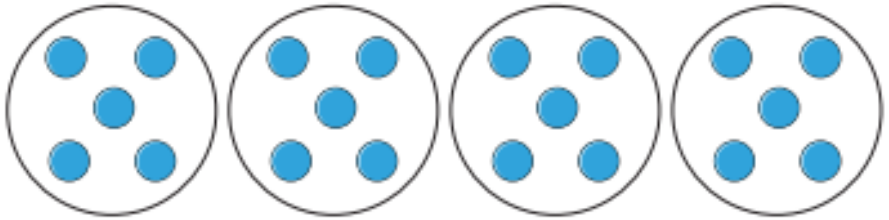
There are ☐ socks in each pair.

There are ☐ pairs of socks.

Q2

Complete the sentences.

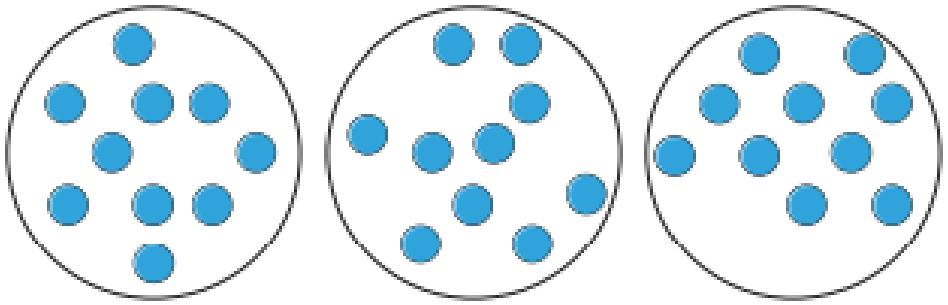
a)



There are ☐ counters altogether.

There are ☐ equal groups of ☐ counters.

b)



There are ☐ counters altogether.

There are ☐ equal groups of ☐ counters.