

I can find number bonds when there are missing parts.  $\hfill \ensuremath{ \odot }$ 



I can present number bonds to 10 in different ways.  $\odot$ 





I can write the number bond to 10.  $\odot$ 

Use the sentences to write a number bond sentence to 10.







I can find number bonds to 20.  $\odot$ 





I can use different ways of presenting number bonds.  $\odot$ 



Challenge: Can you complete these pyramids for other number bonds to 20?



Noah has 20 pigs. He needs to put them into 2 fields. How many pigs could go in each field?



Can you use your number bond knowledge to help you to solve the problem? Use the space below to show your working out.

### **Doubling**



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### **Partitioning**

Can you write the teen number in the empty part of the part-part whole?



# Write how many groups of tens and ones there are.





### Look at the picture.



Complete the part-whole model and fact family.



Can you write each number sentence a different way?



c) Draw your own bar models.

Ask a partner to write the fact family to match.

### <u>Place Value</u>

### I can fill in missing numbers on a 100 square

|    | 2  | 3  | 4  | 5  | 6  | 7  |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 11 | 12 | 13 | 14 |    | 16 |    | 18 | 19 |    |
|    | 2  | 23 | 24 | 25 | 26 | 27 | 28 |    | 30 |
| 31 | 32 |    | 34 | 35 |    | 37 |    | 39 | 2. |
| 41 |    | 43 | 44 | 45 |    | 47 | 48 |    | 50 |
| 51 | 52 | 53 | 54 | 55 |    | 57 |    | 59 | 60 |
|    | 62 |    | 64 |    | 66 |    | 68 |    | 70 |
| 71 | 72 | 73 |    | 75 | 76 | 77 | 78 | 79 |    |
|    | 2  |    | 84 | 85 |    | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 |    | 95 |    |    |    | 99 |    |

Pick a number between 10 and 90 and write it in the middle box then using your knowledge of the 100 square find **1 more and 1 less** and **10 more and 10 less** 



I can apply my knowledge of place value to solve a problem.  $\odot$ 



Use two of the cards to make a number bigger than 50.

Use two of the cards to make a number smaller than 50.

What is the smallest number you could make using 2 cards? \_\_\_\_\_

What is the largest number I could make? \_\_\_\_\_

I can use my knowledge of multiplication to complete sequences in 2s, 5s and 10s. ©



| Counting | in |  |
|----------|----|--|
|----------|----|--|

| 6 8 12 |
|--------|
|--------|

Counting in \_\_\_\_\_.

|            |   | 50 |  | 80 |
|------------|---|----|--|----|
| Counting i | n |    |  |    |

Counting in \_\_\_\_\_

I can sequence 2's, 5's and 10's with missing numbers.  $\odot$ 

### Fill in the missing numbers.

Counting in \_\_\_\_\_.

| 10 16 18 22 |
|-------------|
|-------------|

### Counting in \_\_\_\_\_.

| 6 8 | 12 |
|-----|----|
|-----|----|

### Counting in \_\_\_\_\_.

| 5 15 | 25 | 30 |  |
|------|----|----|--|
|------|----|----|--|

Counting in \_\_\_\_\_.

| 25 30 | 45 | 55 |
|-------|----|----|
|-------|----|----|

### Counting in \_\_\_\_\_.

| 30 | 60 | 80 | 90 |
|----|----|----|----|
|----|----|----|----|

### Counting in \_\_\_\_\_.

| 10 20 |  | 60 |
|-------|--|----|
|-------|--|----|

I can solve word problems involving 2s, 5s and 10s  $\odot$ 

Billy has 3 boxes with 5 pencils in each box. How many pencils does he have altogether?

Sarah has 6 bags with 10 sweets in each. How many sweets does she have altogether?

Jack has 8 pairs of socks in his drawer. How many socks are in his drawer?

A rocket has 2 fins. How many fins do 9 rockets have?

An astronaut collects 7 bags with 10 moon rocks in each bag. How many moon rocks does she have altogether?

Paul has 8 boxes of 5 lollipops. How many lollipops does he have altogether?



How many muffins are there altogether?





### 2 How many apples are there altogether?







3 How many counters are there altogether?







### Complete the number tracks.

|  | 10 | 20 |  |  |  |  |  |
|--|----|----|--|--|--|--|--|
|--|----|----|--|--|--|--|--|

| 70 | 50 |  |
|----|----|--|
|----|----|--|



Tom has these balloons.



He needs 60 balloons for a party.

Does Tom have enough balloons?

How do you know?

Fill in the missing numbers on the number tracks



| 12 11 10 8 7 | 4 |
|--------------|---|
|--------------|---|

|--|

| 3 | 4 |  | 6 | 7 |  | 9 |  | 11 |  |
|---|---|--|---|---|--|---|--|----|--|
|---|---|--|---|---|--|---|--|----|--|



- 7, 8, \_\_\_\_, 11, 12, 13
- 3, 4, \_\_\_\_\_, 6, 7, 8, \_\_\_\_\_
- 6, 7, 8, 9, \_\_\_\_\_, \_\_\_\_
- \_\_\_\_\_, 3, 4, 5, 6, 7, \_\_\_\_\_
- 13, 14, \_\_\_\_, 16, \_\_\_\_, 18, 19, 20

# Addition-Write the addition number sentence and write the answer in the bottom box



| 5 | 8 |
|---|---|
|   |   |

| 13 | 6 |
|----|---|
|    |   |

| 2 | 17 |
|---|----|
|   |    |

| 16 | 4 |
|----|---|
|    |   |

| 19 | 2 |
|----|---|
|    |   |

| 8 | 11 |
|---|----|
|   |    |

| 16 | 6 |
|----|---|
|    |   |





2 + 14 =



5 + 12 =

Extension: Can you use your number bond knowledge to add three numbers?



#### Addition word problems



Tom had 5 red sweets and 12 blue sweets. How many did he have altogether?



Sam had 15 pens and 4 pencils. How many did he have in total?





Sammy the giraffe has 5 spots. Tim the giraffe has 8 spots. How many spots are there in total?





A happy penguin ate 3 fish. His friend ate 9 fish. How many fish did they eat in total?





A red flower has 4 petals. A black flower has 11 petals. How many petals do the flowers have altogether?



I can use my addition knowledge to reason.  $\odot$ 

Tom has six cars and Sam has ten cars. Mum thinks there are nine cars altogether. Is she right?



I have 6 sweets and my sister has 6 sweets. She thinks we have ten sweets. Is this true?



I can use my addition knowledge to reason.  $\odot$ 

There are five birds in the tree and seven more land. I can see ten birds altogether. Am I right?





I can see 17 bugs on the grass. 4 more jump on to the grass. How many altogether? How do you know?

### <u>Subtraction</u>

Solve the subtraction sentence and write the answer in the empty box



### 9 - 2 =

18 -3 =





16 - 7 =

I can subtract numbers from 20 on a number line.  $\odot$ 



# 17 - 2 =



# 18 - 6 =

| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
|   |   |   |   |   |   |   |   | 1 | .6 |    |    |    |    |    |    |    |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |   |   | 7 |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |

14 - 10 =

16 - 7 =



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

20 - 9 =







Abigail bought 20 candy canes form the shop. She gave 8 of her friends a candy cane. How many candy canes does she have left?



#### **Multiplication and Division**





1. Join the dots to match the pictures to the number lines.





# Multiplication as Repeated Addition

| One ostrich has two legs.          | 2           | 1 x 2 = 2 |
|------------------------------------|-------------|-----------|
| How many legs do 2 ostriches have? | 2 + 2 =     | 2 x 2 =   |
| How many legs do 3 ostriches have? | 2 + 2 + 2 = | 3 x 2 =   |
| How many legs do 4 ostriches have? | + + + =     | 4 x 2 =   |
| How many legs do 5 ostriches have? |             | 5 x 2 =   |
| One lemur has 4 legs.              | 4           | 1 x 4 =   |
| How many legs do 2 lemurs have?    | 4 + 4 =     | 2 x 4 =   |
| How many legs do 3 lemurs have?    | +=          | 3 x 4 =   |
| How many legs do 4 lemurs have?    |             | 4 × 4 =   |
| How many legs do 5 lemurs have?    |             | 5 x 4 =   |

# **Division by Sharing**

Use a pencil to share these tasty goodies equally between different numbers of people.

| e.g.                      |                          | 100 | 12 1 1 2 |                  |  |   | JAR                   | 1104100               |
|---------------------------|--------------------------|-----|----------|------------------|--|---|-----------------------|-----------------------|
| Share between 3           | How many does each perso |     |          | h person:        | r get? What does the<br>calculation look like? |   |                       |                       |
| Const                     |                          | 1 2 | 3        | 4                | 5  |   | 3 ÷ 3                 | = 1                   |
| (                         |                          |     |          | How m<br>each pe | any does<br>rson geti                          |   | What d<br>calculation | oes the<br>look like? |
| 1. Share between 2        |                          |     | 2        | 3                | 4  | 5 | 8 ÷                   | 2 =                   |
| 2. Share between 4        |                          |     | 2        | 3                | 4  | 5 | 12 ÷                  | 4 =                   |
| <b>3.</b> Share between 3 | 0000                     | 999 | 2        | 3                | 4  | 5 | 12 ÷                  | 3 =                   |
| 4. Share between 5        | 222                      | 6   | N)       | 2                | 3 4  | 1 | 5 10÷                 | 5 =                   |
| 5. Share between 2        | 999                      | 3   | P        | 2                | 3 4  | 1 | 5 10÷                 | 2 =                   |
| 6. Share between 4        | ×.                       | ġį  | Č        | 2                | 3 4  | 1 | 5 16÷                 | 4 =                   |
|                           | 22                       |     |          |                  |  |   |                       |                       |

# **Representing Division**



e.g.

2.

3.

4.

5.

6.

# **Greater Than or Less Than**

Put the correct sign (<, > or =) between these numbers. Remember - the crocodile always eats the bigger number!



<u>Time</u>



I can read and match o'clock and half-past times.

2 o'clock

# Half Past 9

10 o'clock

Half Past 2

4 o'clock

Half Past 4



I can write down the time for o'clock and half past.  $\odot$ 









### Challenge!



The time on this clock reads half past eight, how do you know this is correct?

I can solve questions about days of the week. ©

How many days of the week are there?

What comes after Wednesday? \_\_\_\_\_

What comes before Saturday? \_\_\_\_\_

How many days are there between Monday and Friday?

How many days are there at the weekend? \_\_\_\_\_

How many days are there in two weeks?

How many days are there in three weeks?

I can answer questions about the months of the year  $\ensuremath{\textcircled{\sc b}}$ 

| 1 What is the 6 <sup>th</sup> month?       |
|--|
| 2 How many months begin with the letter S? |
| 3 What month comes after February?         |
| 4 What month comes before July?            |
| 5 What is the 10 <sup>th</sup> month?      |
| 6 What month is Christmas in?              |
| 7 How many months come after September?    |
| 8 What month has 3 letters?                |
| 9 What month do we start school?           |
| 10 When is your birthday?                  |

### **Fractions**







Did you do it the same way as your partner?





2 Show a quarter in four different ways.







# How much money is in my jar?

# **Counting Mixed Coins**

Count the coins and write your answers in pence or pounds and pence.





#### Diving into Mastery – Deeper Adult Guidance with Question Prompts

Children should have access to coins to find different ways to make 20p practically. How much is the candy cane? Can you find a way that Asma could pay with only one coin? Which other coins could she use to pay? Can she pay with just 5ps? How many 1p pieces would she need to pay? Could she pay using just bronze coins? How many different ways can you find to pay? You could extend this to ask a more challenging question:

Could she pay with a selection of coins of different values?







#### <u>Shape</u>



# **3D Shapes**

| square-based<br>pyramid           | cube                    |  |  |  |  |  |
|-----------------------------------|-------------------------|--|--|--|--|--|
| edges                             | edges                   |  |  |  |  |  |
| faces/surfaces                    | faces/surfaces          |  |  |  |  |  |
| cuboid<br>edges<br>faces/surfaces | edges<br>faces/surfaces |  |  |  |  |  |
| vertices                          | sphere                  |  |  |  |  |  |
| edges                             | edges                   |  |  |  |  |  |
| faces/surfaces                    | faces/surfaces          |  |  |  |  |  |
| vertices                          | vertices                |  |  |  |  |  |

#### <u>Length</u>

#### Compare Lengths and Heights

Adult Guidance with Question Prompts



Children use and understand the language of length and height such as longer, shorter and taller. They should also investigate lengths and heights that are equal to one another. When comparing length and height, children should measure from the same starting point. Make sure children use the correct terms when describing height, e.g. taller instead of longer.

Who is taller/shorter out of the lion and the tiger? Why do you think the lion and tiger are standing on a line? Can you find a friend that is taller/shorter/the same height as you?

Which pencil is the longest/shortest?

Would it be fair if one of the pencils wasn't touching the pink line? Explain why.

Can you find something longer/shorter/the same length as the yellow pencil?

Can you think of things that you could say about each pair. Continue to compare heights and lengths of objects in your classroom.



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#### Are the elephants correct?

Can you think of better words we can use to compare their heights? Find two things that are different heights. Which is the tallest and which is the shortest?

Do you think the carrots are the same length? How could we find out?

Can you find two things that are the same length?

#### Pick a vehicle.

What can you tell me about its length/height compared to the others? What can you tell me about the height and length of the cement mixer compared to the dump truck and the front loader? Can you find three things and compare their heights and lengths?



#### **Compare Lengths and Heights**



Do you think this is true? What could you do to find out?



Compare the length and height of these vehicles.





#### <u>Weight</u>







b)

The cuboid weighs\_\_\_\_\_\_ the sphere.



Draw cubes to balance the scales. 2

a) The toy car weighs 6 cubes.



b) The sweets weigh 4 cubes.



3 Use cubes to weigh objects in your classroom.

Complete this sentence for each object.

weighs cubes.

Compare answers with a partner.