Ways to support your child in maths in Autumn B

Ongoing:

*Please continue to help your child to tell the time and use the clocks around the home and on electronic devices.

*You could support your child by practising the bonds to 10 (6 + 4 = 10, 10-2 =8) and the related bonds to 20 (14 + 6 = 20, 20-13=7) or 100 (100-40=60).

*Learning the doubles and halves to 20 would be really useful. (double 7 is 14, 16-8 = 8)

Week 1: Sequences

*This week we will work on counting forwards and backwards to and from 100. We will look at what is the number before, after, between.

*We will learn how to cross the ten forwards and backwards (38 39 40 41).

*We will continue to explore a number square and look for patterns within it.

*We will count beyond 100 and learn how to read and write 101-110.

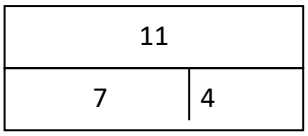
Week 2 Addition

*We will learn why it is important to know key addition facts to 10 by heart: 5 + 3, 4 + 2, 6 + 3

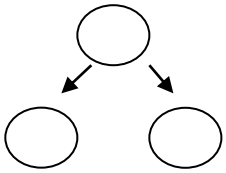
* We will explore number families and represent them in different models.

Eg 7 + 4 = 11
4 + 7 = 11
11 – 4 = 7
11- 7 = 4

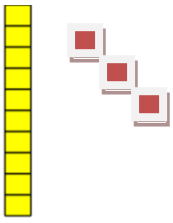
Bar model



Part Whole model



*We will add a single digit to a 2 digit number using known facts: if 3 +4 = 7 then 13 + 4 =17



We will use deines/ base ten/ place value counters to support calculations

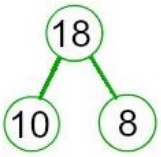
*We will explore this concept in depth by understanding missing number questions.

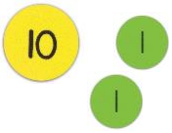
*We will explore the concept in different ways: find 3 ways to make 18/ word problems/ True or false/ I'm thinking of a number, I add 5 and now I have 18. What was my number?

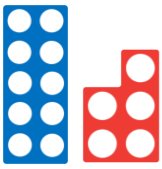
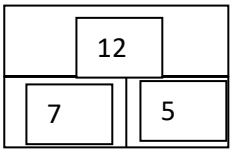
Week 3: Subtraction: We will consolidate understanding of subtraction as taking away, finding the difference, finding how many more/less. We will also discuss subtraction being the inverse of addition thinking about number families as above. We will check subtraction calculations using an addition.

*No matter what level your child is working at, learning all of the facts to 20 by heart will help them to become more fluent and accurate with subtraction.

*We will think about place value and represent numbers in different ways:





17-7 must be 10 if you think about place value.

*We will explore missing numbers using addition as the inverse to support our thinking (… - 6 = 11 13 - = 7, 29 - ….=20, 34 - = 4)

Week 4: Counting and place value

*We will ***partition*** 2 digit numbers to understand that 75 is comprised of 70 and 5 or 7 tens and 5 ones. (or indeed 60 and 15 ones etc) We will do this practically using the wide range of concrete resources shown above as well as drawing out our own understanding.

*We will recombine tens and ones to make a 2digit number. 8 tens and 4 ones recombine to make 84.

*The children will continue to count in 10s giving 10 more or less than multiples of 10.

*The children will count objects in 10s and 1s to find a total.

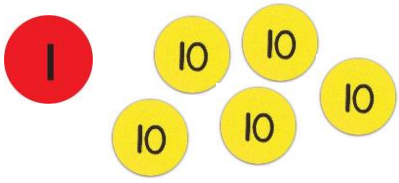
Week 5 More place value: comparing and ordering

The children will continue to consolidate their understanding of place value. They will compare the size of numbers and say which number is larger or smaller. We will use the more than/ less than/is equal to signs. < > =

The children will order numbers from smallest to largest and vice versa.

ORDER

38 91 56 32 45 12 108

Example of reasoning

Jack says he has 15. Is right?