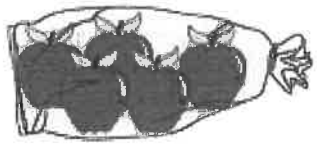
The skill to have is division

example:
using toys and stationery and ask them to group them

Collecting cards.
Sainsburys did cards that came in four. Items like that are great.

Miss Smith needs **30** apples for her class.

There are **5** apples in each bag.



How many **bags** of apples does Miss Smith need altogether?

6 bags

Items that come in bags are great for this.
When at the shops, say you need 18 bags of Hula hoops. They come in 6's and 12's.

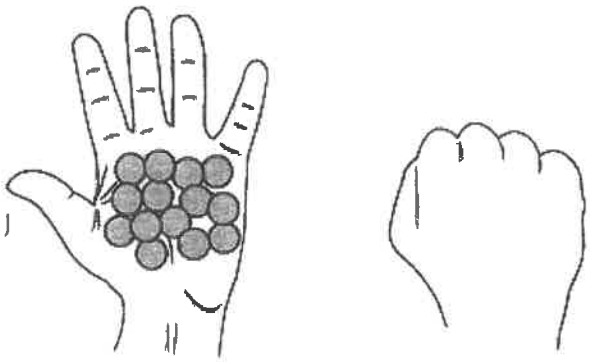
Begin by telling them you want ___ bags / boxes.
How many will that be.
Remember to keep to 2, 5 or 10 for one of the numbers.

~~Misha went shopping, and she needs 20~~

2) skill required is division
3) other related skills → multiplication.
4) example: a bag of 50 pasta shells and ask them to put in groups of 10

1 Amy has **21** counters altogether.

She has **14** counters in one hand.



How many counters does she have in the other hand?

counters

Children will begin by counting ones. +7 (14 → 21)

Some may think the answer is 35. as they did 14+21

They can move on to recognising the inverse

$14 + \square = 21$

becomes $21 - 14 = \square$

The half term is on the 18th of October. Today is the 15th of October. How many days are left for the holiday.

This is about missing data. You are not trying to find the answer as that is given.

$14 + \square = 21$

Azay has 21 counters altogether

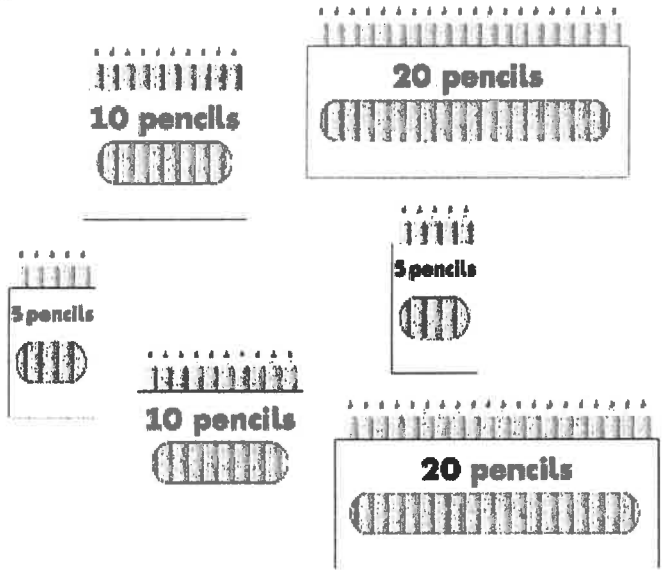
He has 14 counters in one hand

How m

2) Skill required → Addition.
3) Other related skill → subtraction.
4) Example: using shells, or blueberries, put say 10 in one bowl and ask how many they'd need in another bowl to mak 15 in total

Give them two instructions. Do they remember to do the second after the first?

You have one hour until bedtime. You have to share equally the one hour with your brother. How long does it take for each of you to watch TV.



Counting multiple numbers. Remember to count the bigger ones first and use number bonds.

Link 20 + 20 + 10 etc to 2 + 2 + 1

Two step problems are challenging. Many think they are done when they have done the first.

Kemi and Ben share these pencils equally.

How many pencils do they each get?

35

35 pencils

Addition and halfing

2). Skill required -> Division

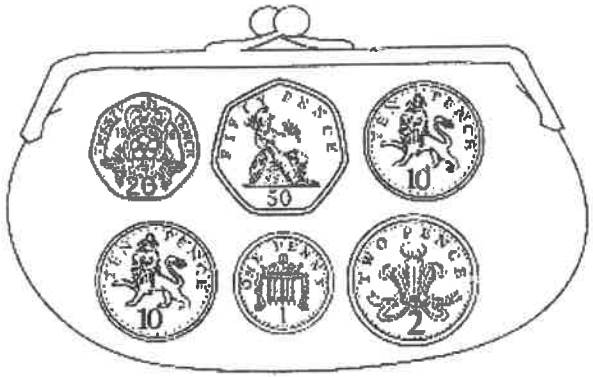
3) Other related skills -> halfing

4) Using blocks you could ask your child how many each of you would have if there were 20 blocks in total

At the shops (small shop not expensive one yet), get your child to hand over the ~~one~~ money and check the change.

Encourage them to collect change.
Get them to count what they have in their "piggy bank" once a week.

Sita has these coins in her purse.



How much money does she have?

93 93 p

Example:

Using change when shopping

Give them choices
Which set of coins would you like to spend?

(5p) (10p) or (20p) (2p) (1p)

Explain why.

Addition

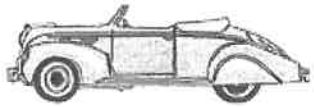
Recognise the value of the money

Learning value of each coin and adding up
Learning how many pences ~~are in a~~ are in a pound coin.

Toys, teddies, tins etc all work really well for this.

Abdul has some toy cars.

He gives half of them to Ben.



He has four toy cars left.

How many toy cars did Abdul start with?

8 toy cars

Coins. You give them half the coins.
You can later move on to the value of those coins.

(1) Can they half the items you give them or their toys / teddies.

(2) Give them half of something. How many do they have? Without seeing, how many do you have?

(3) Repeat (2) but this time ask them how many you started with.

- The question is asking to find half and work backwards to find the orginal number
- Using crayons, pasta shells, toys, blocks, you can give the child say 4 and ask them what the orginal number was if they have half

Skill → Doubling & Divison.

Sharing toys or items between 2 or 3 people.

I have £X amount to share between 3 people or items. How could I share it.
This gives a great chance to discuss why one gets more.

Write two numbers to make this calculation correct.

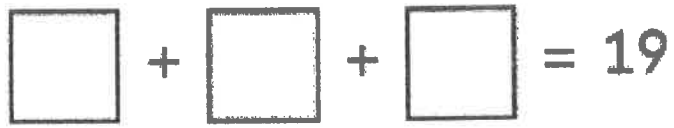


Added challenge to the 3 box one.
→ All numbers have to be one digit.
→ Can I use the same number?

SKILL → SUBTRACTION & NUMBER BONDS

APPLICATION → USE SET NO. OF LEGO BLOCKS AND ASK CHILD TO MAKE THE STARTING NO. WITH 2, 3, or 4 GROUPS OF LEGO. AFTER COUNTING NO. OF LEGO'S IN EACH GROUP CHILD SHOULD BECOME MORE AWARE OF NUMBER BONDS

Now write three numbers to make this calculation correct.



2) Skill required is addition.

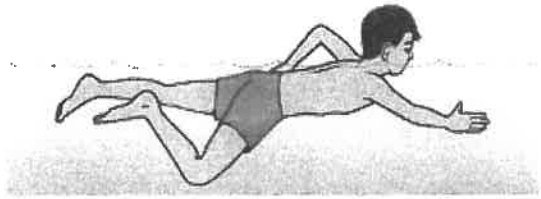
3) Possible related skill is working out part of the question rather than the answer.

4) You could say you have x number of apples, and then ask your child how many each member of the household would need to make the number of apples you have.

Do they know there is more than one answer? How many ways can they share the items.

* After dinner work backwards to figure out each persons share - e.g. 20 slices of pizza eaten - how many slices did each member of family eat.

Each person needs 10 of something.
How many will I need for all 5 of us?



One length of a swimming pool is **10** metres.

Abdul swims the length of the pool **4** times.

Abdul works out how many metres he swims altogether.

Circle the **two** calculations that Abdul can use.

$10 + 4$

4×10 ✓

$10 + 10 + 10 + 10$ ✓

$4 + 4 + 4 + 4$

How far to school. I walk that twice so how do I work out the answer.

Remember to try and keep one number as 2, 5 or 10.

In this style question, it is about knowing how to answer it. It is not about getting an answer.
Try to always get them to say "why".

Skills
* Multiplication
* Addition

Example
* Counting steps
* Measuring journey time

Make the < with your hand. give them two numbers. Get them to "eat" the bigger number.

Here are some signs.

>	<	=

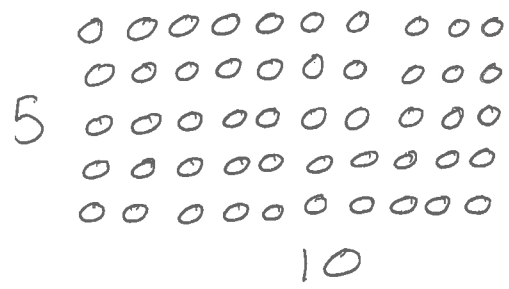
Use the symbols to compare toys by size.

Write the correct sign in each box.

$10 + 5 \boxed{<} 10 \times 5$

$2 \times 6 \boxed{=} 6 + 6$

An Array.



This links repeated addition and times tables.

① Can they count up in 2s, 5s and 10s.

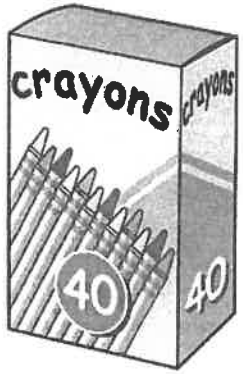
② Look at the patterns 2 = 2, 4, 6, 8, 0 in ones column.

5 = 5 and 0

10 = 0.

Skills: * Multiply
* Add

Link to money.
Spending -p and -p
How much change will I get.



There are **40** crayons in a box.

Sam takes **17** crayons.

Kemi takes **10** crayons.

How many crayons are left? 13

This question is subtraction. It is about subtracting two amounts.
- subtract the first to get an answer.
- Then subtract the second.

→ You can move on to adding the 17+10 and then -27 once secure with the way above.

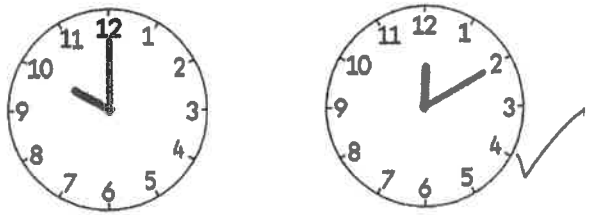
Toys. Get them to count a load of them.
Give X to one person.
Give Y to another.
Hide what is left. Can the tell you how many there are.

A number line or 100 square is a great item to use when starting.

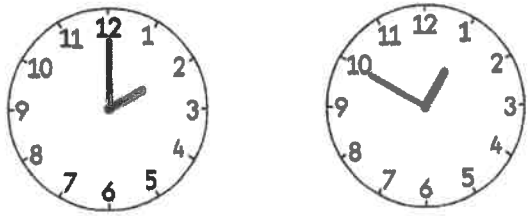
We do not expect them to do this mentally.

Get them used to knowing
What key times look like:
- school start/end.
- bed time
- reading time.
- When they wake up.

Tick the clock face that shows **ten past twelve.**



Tell them something starts in 10 minutes. What will the hands point to.



SKILL - TIME TELLING or multiplication.

APPLICATION - ASK CHILD WHAT THE TIME IS

If they ask you the time.
Show them the clock and get them to tell you (supported until they can).

Telling the time.

1. To the hour
2. To half and quater
3. To every 5 minutes.

Do they have a clock to look at.

Ask them what the time is.

Food: Have an amount.
Give some to one person.
How many left for others.

Money.
75p.
I give you —p
to ~~buy~~ buy something.
How much do you have left.

subtraction – saying it in different ways with different key words.

This question has the ones crossing the 10.

Ben has **75** cherries.

He eats **28** of them.



Some children will do 8-5 by mistake.

How many cherries does he have left?

47 cherries

Toys: small items like lego are great for this.

COUNTING LESS

Give ~~Eat~~ the child an amount of fruit and take some away from them and ask them how many he/she has left.

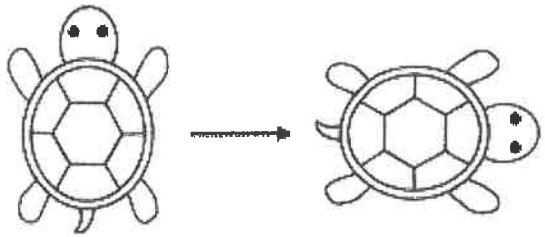
Skill → Place Values.

Application → Using money with the higher numbers.

We do not expect them to do it mentally.

Look at cars parked. What turn would one need to do to match the other?

This turtle is rotated clockwise.



How much is the turtle rotated?

Circle your answer.

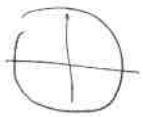
quarter turn **half turn** **three-quarter turn** **full turn**

Play fun games in the garden where you direct them to something.
→ get them to close their eyes.
→ get them to direct you.

Toys and remote-control cars are great for showing this movement.

Knowing different turns.
Also introduce clockwise + Anti-clockwise.

- The division of a circle and understanding how to divide shapes.

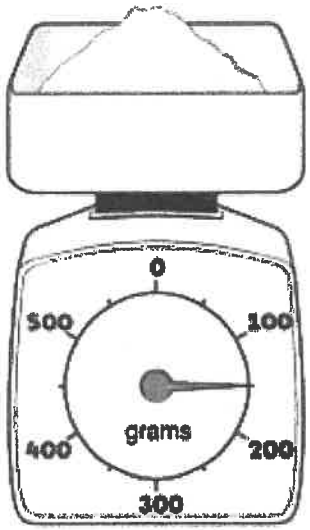


Example: ~~Spin~~ Give them direction to get into a point

Put 250g of flour on the scale.

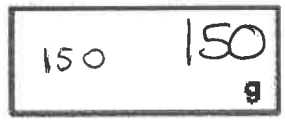
What is the scale going up in?

How much does the sugar weigh?

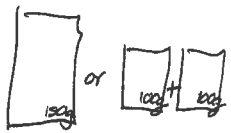


Make cakes etc and ensure they do the measuring.

What is half way between these two numbers?



Which item gives me a greater mass?

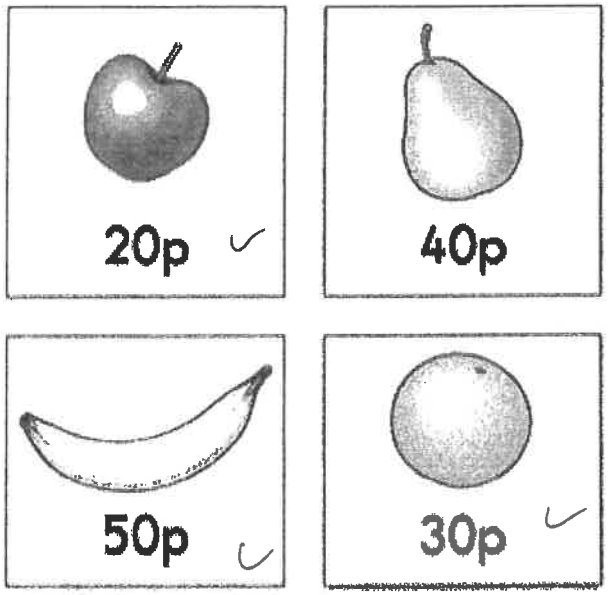


Understanding the number line

Look at Liquids as well as mass.

What 3 numbers on ____
add up to 10/20/100

Look at these four fruits.



You have £1 to spend in the shop. What could you buy?

Which item cost more?
How much more

How much do these two items cost together?

What other item/items will cost the same?

Kemi buys three different fruits.

She spends exactly £1

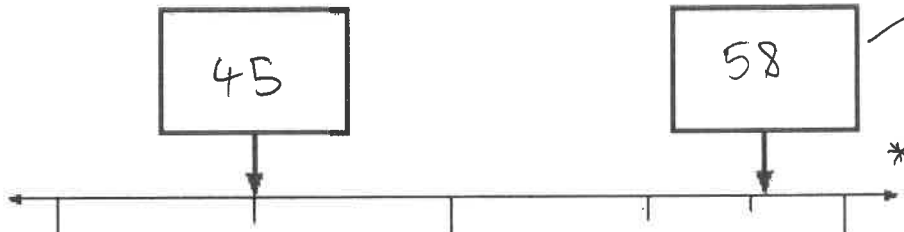
Addition skills

Tick the three fruits that she buys.

knowing £1 = 100p

This is like the scales question. Do they know the half way point. linking to mass and scales is a good starting point.

Write the correct number in each box.



Can they see this is between 55 and 60?

~~Do they~~ Can they mark *ST the half to see it is close~~r~~ to 60?

SKILL → NUMBER LINE, COUNTING IN MULTIPLES

APPLICATION → ENCOURAGE CHILD TO BECOME FAMILIAR WITH TIMES TABLES

Do they realise this is 55?

- Understanding the number line
- Using a ruler to measure different things