Weetwood Primary School

Provide children with a collection of objects.

Ensure there are multiple examples of each object, such as three buttons or four pencils.

Mix up the items so that the objects are not together.

Ask children to match the objects.

Provide children with different kinds of pasta shapes, such as penne, fusilli and macaroni, in a tuff tray.

Encourage children to sort the pasta in different ways.

Encourage children to sort some picture cards into sets.
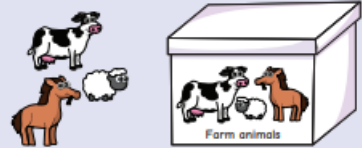
How have they sorted the cards?

How do they know that they are the same?

How do they know they are different?

Support children to ensure that tidy-up time is effective.

Give each child an object, and ask them to match it to the place it belongs in provision.

Farm animals

Have a collection of loose parts.

Encourage children to sort the items into different groups depending on their type.

Start by sorting using one type to create two sets, for example, leaves and not leaves.

Prompt children to think of another way that they could sort the objects.

Choose four objects, each with one attribute that makes it different from the others.

Encourage children to suggest which object could be the odd one out and explain their reasoning to a friend.

In pairs, children grab a handful of objects, such as cubes, beads or conkers.

Can your partner hold more than you, fewer than you or the same amount as you?

Support children to line up their objects, with one line underneath the other.

Vocabulary
match
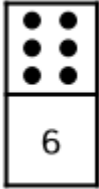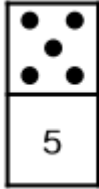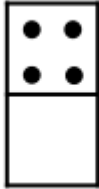compare
fewer
more
same
sort
set

Place Value

Weetwood Primary School
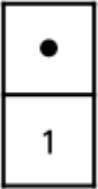
Fluency – Count, read and write forwards and backwards from any number 0-10

| 6 | 5 | | 3 | | 1 | |

one more → [ ]

3 → one more → [ ]

six → one more → [ ]

one less → [ ]

1 → one less → [ ]

nine → one less → [ ]

Problem Solving - Compare numbers and complete sequences

Using number cards 0 to 10, how many different ways can you complete the boxes below?

[ ] one more → [ ]

How many different ways can you find to group the objects and find the total?
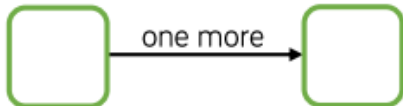
Spot the mistakes, and correct the sequences.

- 0, 2, 3, 4, 5

- 0 1 2 3 4

- 1

- 2

- 3

Vocabulary
- more
- less
- greater
- smaller
- groups
- equal

Key Skills: Count in 2's up to 24

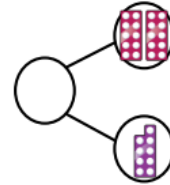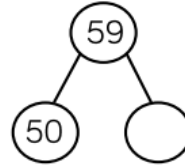**Fluency – Represent numbers to 100 using tens and ones**

What numbers are represented below?
Write your answer in numerals and words.
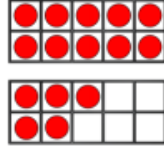
Complete the part-whole models.

59
50

Match the number sentence to the correct number.

| $20 + 19$ | $10 + 4$ | $40 + 0$ | $80 + 1$ |

| 40 | 14 | 81 | 39 |

Vocabulary
- tens
- ones
- more
- less
- most
- equal

Problem Solving - Compare numbers up to 100

Teddy thinks that,

$40 + 2 = 402$

How many different numbers can go in the box?

$$13 < \boxed{} < 20$$

Explain the mistake he has made.

1 ten $+$ 3 ones $= 13$

2 tens $+$ ___ ones $= 23$

3 tens $+$ 3 ones $=$ _____

___ tens $+$ 3 ones $= 43$

Mo has written a list of 2-digit numbers.

The digits of each number add up to five.
None of the digits are zero.

Can you find all the numbers Mo could have written?

Key Skills: Count in steps of 2, 5 and 10

Fluency:

5 0 3

Using each digit card, which numbers can you make?

What number is shown on the place value chart?

Hundreds	Tens	Ones
100 100 100	10 10 10 10 10	1 1 1 1 1 1

If one more 10 is added, what number would be shown?

Write down the number represented with Base 10 in each case.

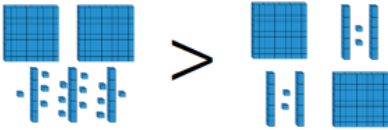| Representation	Number

Problem Solving:

Whitney thinks the place value grid is showing the number eight.

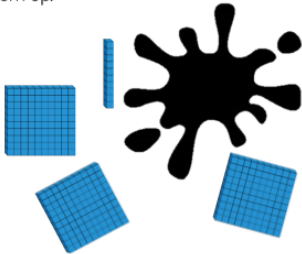| Hundreds	Tens	Ones
○ ○ ○ ○ ○ ○ ○ ○		

Do you agree? Explain why.

True or False?

>

Teddy has used Base 10 to represent the number 420. He has covered some of them up.

Work out the amount he has covered up.

Mathematical Talk:
What do the digits represent?
What is 10 more than / less than _____?
What is 100 more than / less than _____?
What happens when I subtract 10 from 209?

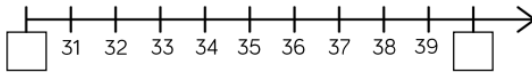**Key Skills: Count in multiples of 3 to 12 x 3 in order fluently**

Weetwood Primary School

Fluency:

Which multiples of 10 do the numbers sit between?

31 32 33 34 35 36 37 38 39

Say whether each number on the number line is closer to 160 or 170?

160   163   166 167   170
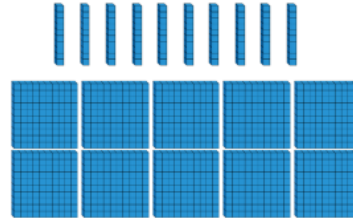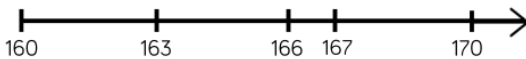
___ tens make ___ hundred.

___ hundreds make ___ thousand.

Move the Base 10 around and make exchanges to represent the number in different ways.
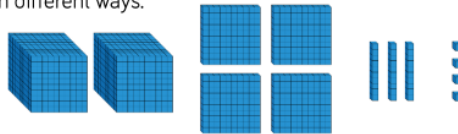
2000 + 400 + [ ] + 4
1000 + [ ] + [ ] + 14
1000 + 1300 + [ ] + [ ]

Problem Solving:

A whole number is rounded to 370
What could the number be?
Write down all the possible answers.

370

Which is the odd one out?

3,500   3,500 ones

2 thousands   35 tens
and 15 hundreds

Explain how you know.

Always, Sometimes, Never

• When counting in hundreds, the ones digit changes.

• The thousands column changes every time you count in thousands.

• To count in thousands, we use 4-digit numbers.

Mathematical Talk:
What is a multiple of 10?
Which column do we look at when rounding to 10?
What is the same / different when rounding numbers to 100?
How many 100s are there in a 1000?

Key Skills: Recall multiples of 3, 4 and 8 up to 12x
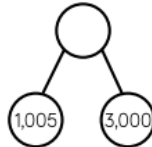
Fluency:

Match the diagram to the number.

4,005   4,500   4,050

1,005   3,000

Round 85,617
- To the nearest 10
- To the nearest 100
- To the nearest 1,000
- To the nearest 10,000

Complete the table.

Start Number	Nearest 10	Nearest 100	Nearest 1,000
365			
1,242			
	4,770		

Problem Solving:

Tommy says he can order the following numbers by only looking at the first three digits.

12,516   12,832

12,679

12,538   12,794

Is he correct?

Round 59,996 to the nearest 1,000
Round 59,996 to the nearest 10,000

What do you notice about the answers?

Can you think of three more numbers where the same thing could happen?

2,567 to the nearest 100 is 2,500

Whitney

Do you agree with Whitney? Explain why.

Mathematical Talk:

What is the same/different about rounding to the nearest 10/100?
Which place value column do we look at when round to the nearest 1000?
What is the value of each digit in the number 63,365?
If a million is the whole what could the parts be?
What do we need to know to be able to order / compare large numbers?

Key Skills: Know the multiplication facts up to 12 x 12

Weetwood Primary School

Fluency:

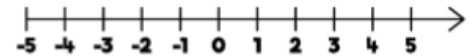| HTh	TTh	Th	H	T	O

Round the number in the place value chart to:
- The nearest 10,000
- The nearest 100,000
- The nearest 1,000,000

Use the number line to answer the questions.

-5 -4 -3 -2 -1 0 1 2 3 4 5

- What is 6 less than 4?
- What is 5 more than −2?
- What is the difference between 3 and −3?
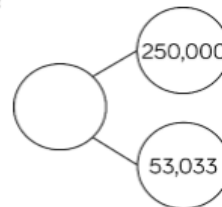
What number could the splat be covering?

Three hundred and thirteen thousand and thirty-three

250,000

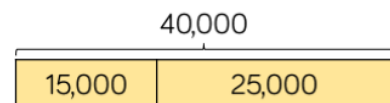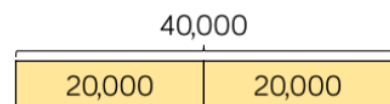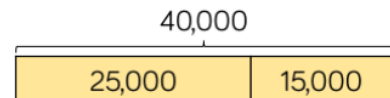53,033

Greatest ——————————→ Smallest

Problem Solving:

Put a digit in the missing spaces to make the statement correct.

$$4,62\_\_,645 < 4,623,64\_\_$$

Is there more than one option? Can you find them all?

The bar models are showing a pattern.

40,000
| 25,000 | 15,000 |

40,000
| 20,000 | 20,000 |

40,000
| 15,000 | 25,000 |

Draw the next three.

Mathematical Talk:
- Why is the zero important when representing large numbers?
- What is the value of each digit in a number?
- What is the purpose of rounding numbers?
- Which place value column do we look at when rounding to the nearest 100,000?

Key Skills: Use known facts to multiply numbers – 4 x 12 = 48 so 4 x 120 = 480