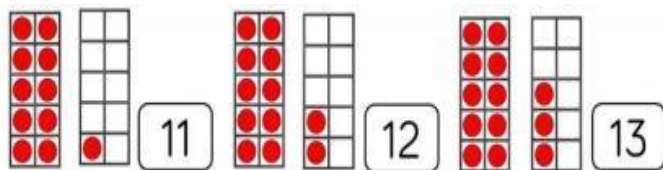




Reception – Summer 1

This term your child will be learning about:

To 20 and Beyond



Recognise teen numbers as 10+

I Count, You Count is a game which can be used to practise counting on from different starting points. Begin by counting as you point to yourself. When you point to the children they continue the count. This is great for creating rhythmic patterns and can be extended to more than one group of children:

4 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Loose Parts



Provide different collections of loose parts e.g. nuts, bolts and washers. Encourage the children to estimate how many first and to arrange the items onto 10 frames to help them see how many full tens and how many of the next ten.



Other Resources

Numberblocks Series 3
One Moose, 20 Mice – Stella Blackstone
1 is One – Tasha Tudor
The Real Princess – Brenda Williams
Jack The Builder – Stuart J Murphy



Bingo



Using written numerals and pictures make a set of bingo cards. Who will win?



Snakes and Ladders

Show the children how to play the game. Encourage them to count on using the numbers on the board. For example, if they start on 23 and roll a 4, they count 24, 25, 26, 27. They can also use the board to race to find a given number. E.g. Who can be first to find 72?

Vocabulary

- Number names
- Add
- Take away
- More
- Less



Year 1 – Summer 1

This term your child will be learning about:

Multiplication & Division

Fluency:

How many wheels altogether?



$$2 + 2 + 2 + 2 + 2 =$$

How many fingers altogether?



$$5 + 5 + 5 =$$

Are the groups equal or unequal? Write a label for each.



Complete the sentences



There are ___ groups of ___ pencils.



There are ___ groups of ___ flowers.

Problem Solving:

Odd One Out

25

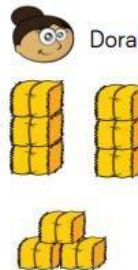
27

30

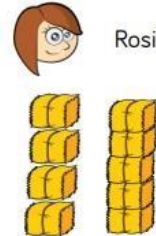
45

Which is the odd one out? Explain your answer.

Who has made equal groups?



Dora



Rosie

Explain how you know.

Dora has 10 biscuits.



She wants to share them equally at her party.

How many people could be at the party?

Vocabulary

- Multiples
- Repeated addition
- Lots of
- Arrays

Key Skills: Count in multiples of 5 fluently



Year 2 – Summer 1

This term your child will be learning about:

Fractions

Fluency:

Can you split the teddies into three equal groups?
Can you split the teddies into three unequal groups?



Which pictures show $\frac{1}{2}$?



Fill in the blanks. Use counters to help you if needed.

$$\frac{1}{2} \text{ of } 4 = \square$$

$$\frac{1}{2} \text{ of } 40 = \square$$

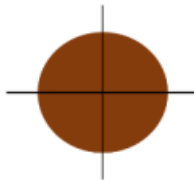
$$\frac{1}{2} \text{ of } 6 = \square$$

$$\frac{1}{2} \text{ of } 60 = \square$$

$$\frac{1}{2} \text{ of } 8 = \square$$

$$\frac{1}{2} \text{ of } 80 = \square$$

Four friends are sharing a cake.



The cake is split into _____ equal parts.

Each part is worth a _____.

This can be written as $\frac{\square}{\square}$

Problem Solving:



Which is the odd one out?

$$\frac{1}{2}$$



One half

Annie has some gummy bears.

She circles half of them.



How many gummy bears did she have at the start?

Dora says,



I have one third of a pizza because I have one slice and there are three slices left.

Do you agree? Explain your reasoning.

Vocabulary

whole
parts
equal groups
half
quarter
third

Key Skills: Recall facts from the 2, 5 and 10 times tables fluently



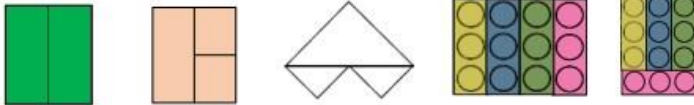
Year 3 – Summer 1

This term your child will be learning about:

Fractions

Fluency:

Look at the representations. Decide which show equal parts and which show unequal parts.



$$\frac{1}{2} \text{ of } 4 = \square \quad \frac{1}{2} \text{ of } 40 = \square$$

$$\frac{1}{2} \text{ of } 6 = \square \quad \frac{1}{2} \text{ of } 60 = \square$$

$$\frac{1}{2} \text{ of } 8 = \square \quad \frac{1}{2} \text{ of } 80 = \square$$

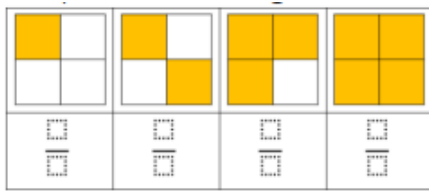
Three friends are sharing a pizza.

The pizza is split into ____ equal parts.



Each part is worth a _____.

This is the same as $\frac{\square}{\square}$



1 whole is the same as $\frac{\square}{\square}$

Problem Solving:

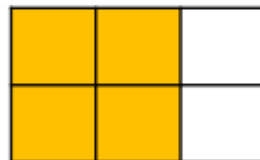
$$\frac{1}{3} \text{ of } 60 = \frac{1}{4} \text{ of } \square$$

$$\frac{1}{\square} \text{ of } 50 = \frac{1}{5} \text{ of } 25$$

This is $\frac{3}{4}$ of a set of beanbags.



Explain how the diagram shows both $\frac{2}{3}$ and $\frac{4}{6}$



How many were in the whole set?

Mathematical talk:

When the fraction is equivalent to one, what do you notice about the numerator and denominator?

How many tenths make a whole?

What does equivalent mean?

What does the denominator tell us? What does the numerator tell us?

Key Skills: Recall multiples of 8 up to 12x8 in any order



Year 4 – Summer 1

This term your child will be learning about:

Decimals

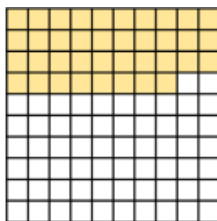
Fluency:

Here is a hundred square.

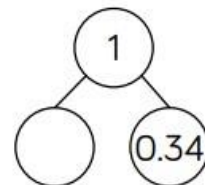
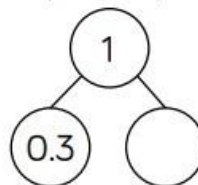
How many hundredths are shaded?

How many more hundredths do you need to shade so the whole hundred square is shaded?

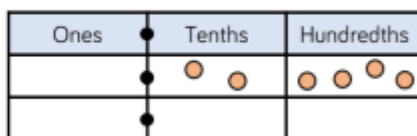
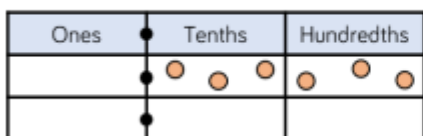
___ hundredths + ___ hundredths = 1 whole



Complete the part-whole models.

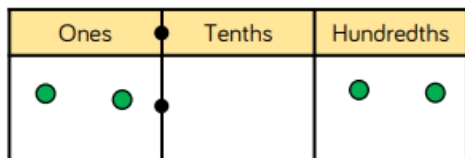


Write the numbers shown and compare using $<$ or $>$



Problem Solving:

Annie thinks the number shown is 2.2



Do you agree with Annie?
Explain your answer.

Rosie is ordering some numbers in ascending order.



$0.09 < 0.99 < 10.01 < 1.35 < 9.09$

Can you explain her mistake?

Use each digit card **once** to make the statement correct.



$3.\square\square > \square.\square\square$

Can you find eight different possible solutions?

Mathematical Talk:

How many tens are in 100?

When do we need to use zero as a place holder?

How can we partition decimal numbers in different ways?

Key Skills: Recall multiples of 11 in any order, including missing numbers and related division facts fluently



Year 5 – Summer 1

This term your child will be learning about:

Properties of shape

Fluency:

A right angle is ____ degrees.

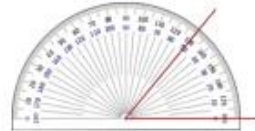
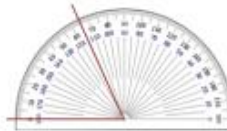
Acute angles are ____ than a right angle.

Obtuse angles are ____ than a right angle.

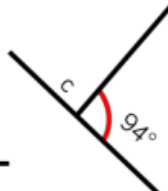
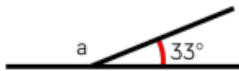
Circle the largest angle in each shape or diagram.



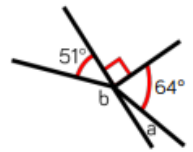
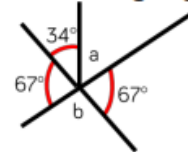
Read the angles shown on the protractor.



Calculate the missing angles.



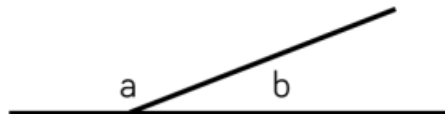
Calculate the missing angles.



Problem Solving:

Here are two angles.

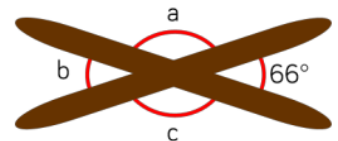
Rosie is measuring an obtuse angle.
What's her mistake?



Angle b is a prime number between 40 and 50

Use the clue to calculate what the missing angles could be.

Two sticks are on a table.
Without measuring, find the three missing angles.



Mathematical Talk:

Can you estimate the size of this angle?

How many degrees are there in a right angle?

Can you identify an acute angle on the clock? Can you identify an obtuse angle?

What unit do we use to measure angles?

Key Skills: Recall multiples of all times tables up to 12x12 in any order



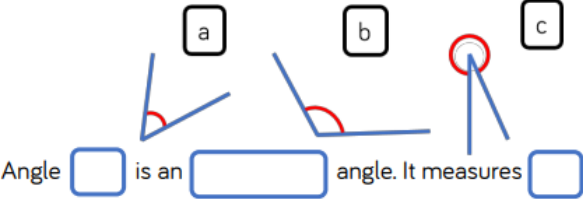
Year 6 – Summer 1

This term your child will be learning about:

Properties of shapes

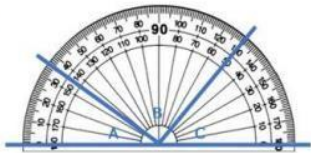
Fluency:

Identify the type of angle, and measure the angle using a protractor.



Work out the size of each angle.

Explain how you found your answers.

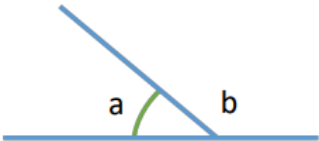


$$a + b = \boxed{}$$

$$b + a = \boxed{}$$

$$\boxed{} - a = b$$

$$\boxed{} - b = a$$



There are degrees in a right angle.



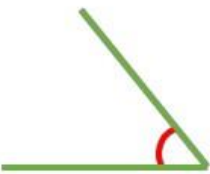
There are right angles on a straight line.



There are degrees on a straight line.

Problem Solving:

Alex measures this angle:

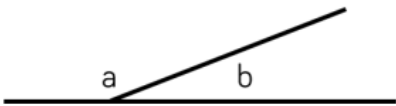


She says it is 130°

Explain what she has done wrong.



Here are two angles.



Angle b is a prime number between 40 and 50

Use the clue to calculate what the missing angles could be.

Always, sometimes, never.

W to S = 90 degrees
NE to SW = 180 degrees
E to SE in a clockwise direction > 90°

Mathematical Talk:

- Name and describe the 4 different types of angles - *right angle*, *obtuse*, *acute*, *reflex*
- What unit do we use to measure angles?
- If there are 90 degrees in one right angle, how many are there in two? What about three?
- How many degrees are there in a quarter/half turn?

Key Skills: Read and draw angles accurately