

Week 3 and 4 Spring 1  
Our maths topic: Numbers within ten.

This unit reinforces numbers within six and introduces pupils to numbers within 10. As part of this unit, pupils place numbers within 10 in order and say which number is one more or less than a given number. Pupils will also be introduced to ordinal numbers and associated key vocabulary as well as applying knowledge of numbers within 10 to solve mathematical problems.

1. Draw a giant drainpipe on a sheet of paper. Work with a partner and take turns in throwing the dice. To move the spider up the drainpipe.

Encourage your child to think mathematically by asking the following questions:

- ? **How many jumps did you make? How do you know?**
- ? **Can you put something on paper to show what numbers you threw or to show someone what you learned from the game?**
- ? **How many turns will you need to get to the end? What do you think will happen?**



2. Children often enjoy collecting objects and counting them and many love having a sticker book. Adults could suggest creating a 'number book' when they see a child collecting one or two related objects.

Encourage your child to create a book of 'the number seven'. Encourage your child to collect a range of objects, for example seven leaves, seven pencils etc. Support your child in sticking these objects in their 'book of seven' or support them in taking pictures of the objects found.

- **What have you collected?**
- **How many groups of seven have you found?**
- **How do you know? Convince me!**
- **How can you record this activity?**

3. Encourage your child to create a washing line of numbers zero to ten.

To start with put these in the wrong order and encourage your child to put the numbers in the correct order. Encourage your child to find the amount of concrete objects for each number, for example for number four they could find four blocks.

- **What is the same and what is different each time?**
- **Is there a way of grouping these different numbers into different groups?**
- **Is there a way of recording this activity?**



4. Encourage your child to develop their confidence in explaining which two numbers make up a different number. Use concrete objects to support their understanding.

Encourage your child to make the whole first—for example seven, and then select a part—two—and describe that the other part must be five to make the whole seven.

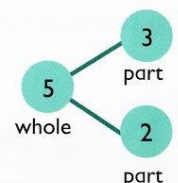
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**What is the same and different each time? How do you know? Can you convince me?**

**Is there more than one way to complete this task? How do you know?**

**Explain in full sentences.**



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We warmly welcome you to record any significant milestones your child has reached within these practical activities.

These can be recorded on the WOW moments attached which we will share and celebrate with the class.



## My WOW moment!

Name:

Date:

My WOW moment is...

A wow moment is anything that is special to you or your child. Maybe they learned to order numbers one to ten, maybe they learned how to ride a bike, or swim without arm bands. We want to hear all about it!



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