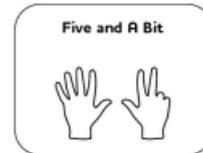


Activities for Home

Dear Families,

This week we are practising showing 6, 7, 8, 9 and 10 on our 'Five and A Bit' hands.



6	7	8	9	10

We are learning to use our 'Five and A Bit' hands to solve related addition and subtraction calculations. For example, 8 shown as 5 fingers and 3 fingers helps us solve the following equations without counting:

$$5 + 3 = 8, \quad 3 + 5 = 8, \quad 8 - 3 = 5, \quad \text{and} \quad 8 - 5 = 3$$

Here are some simple activities you can do at home to support your child's learning:

Match my fingers

Hold out between 6 and 10 fingers using 'Five and A Bit' hands. Ask your child to copy the pattern with their hands. How many fingers are you each showing? Summarise what you have. "We are showing 7 fingers. 5 fingers on this hand and 2 fingers on this hand."

Shout the number!

On the count of 3, both you and your child show between 6 and 10 fingers using 'Five and A Bit' hands. Have you put out the same amount as each other? If so the first to shout the number you've both shown gets a point. Every time you make a match, talk about the number that you have shown, for example, "We both had 6. 6 is made up of 5 and 1."

Guess how many

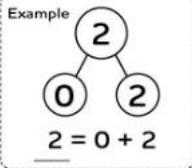
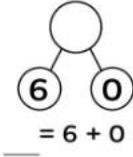
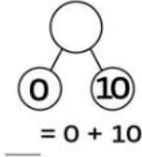
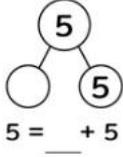
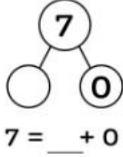
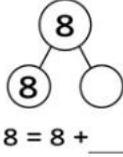
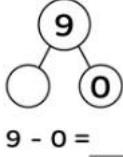
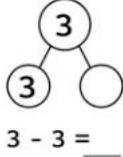
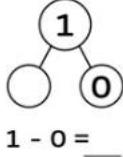
Put 5 fingers out on one hand and show your child. Put your other hand behind your back with some fingers showing. Say "I have 9 fingers showing in total". Ask your child to guess how many fingers are showing on your hidden hand. Show your hand when they have guessed. "That is right, 9 is made up of 5 and 4."

Five and A Bit stories

Use your fingers to act out 'Five and A Bit' stories e.g., "5 children are on the climbing frame and 3 children are on the swings. How many children are playing altogether?" Once your child gets the idea they can use their fingers to show the story. As they get more confident you could challenge them to imagine their fingers. Can they work out how many there are in total by just thinking about the numbers of fingers? You can reinforce their learning with your language, "That's right! 5 and 3 more is 8." Remember one of the numbers you are adding in your story should always be 5, and the other number should be 1, 2, 3, 4 or 5.

<p>Know About Zero</p> <p>0</p>	<p>When we add zero to, or subtract zero from, another number, the total remains the same. If we subtract a number from itself, the difference is zero.</p>
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Fill in the missing numbers.

<p>Example</p> 		
		
		

Complete the addition equations.

$0 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 0$	$10 + \underline{\quad} = 10$
$1 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 1$	$0 + \underline{\quad} = 9$
$2 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 2$	$8 + \underline{\quad} = 8$
$3 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 3$	$\underline{\quad} + 0 = 7$
$4 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 4$	$6 + \underline{\quad} = 6$
$5 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 5$	$0 + \underline{\quad} = 5$
$6 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 6$	$4 + \underline{\quad} = 4$
$7 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 7$	$\underline{\quad} + 0 = 3$
$8 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 8$	$2 + \underline{\quad} = 2$
$9 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 9$	$0 + \underline{\quad} = 1$
$10 + 0 = \underline{\quad}$	$\underline{\quad} = 0 + 10$	$0 + \underline{\quad} = 0$

Activities for Home

Doubles and Near Doubles



Dear Families

This week in maths we are learning doubles of numbers to 5. We are learning how these help us to solve addition and subtraction facts like $3 + 3 = 6$ and $8 - 4 = 4$. We are also using these double facts to help us solve 'near double' additions like $4 + 5 = 9$. Here are some simple activities you can do at home to support your child's learning:

Show me double, show me half

You say, "Double four" and your child shows you this on their fingers (by putting up 4 on each hand) and says, "Eight!" Then you say "Halve it," and move your child's hands apart. Say, "Double four is eight," and bring your child's hands together again, then "Half of eight is four," and move their hands apart again. Get them to join in with you as you say it. Then repeat for doubles of other numbers to 5.

What's in my hand?

You will need 10 small items, such as pieces of dried pasta. Take 2, 4, 6, 8 or 10, and split them evenly between your two closed hands (so if you take 8, put 4 in each hand). Tell your child the number of pieces you have in each hand and ask them how many you have in total. Reinforce their learning with your language, saying things like, "Yes, that's right, 4 plus 4 is 8." On other occasions tell your child the total number you have, and they have to work out how many in each hand by halving that number.

Hit the double, hit the half

Lay out the digit activity cards 1 to 10 face up. Say a number between 1 and 5. Your child has to say its double and hit that digit card as quickly as they can. Reinforce with language such as "That's right, double 2 is 4. 2 plus 2 is 4." Then, say an even number between 2 and 10. Your child has to say the half and hit that digit card as quickly as they can. Reinforce the learning with your language, "That's right, half of 8 is 4. 8 minus 4 is 4." As your child gets more confident ask them to describe the relationship.

Matching pairs

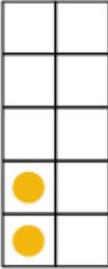
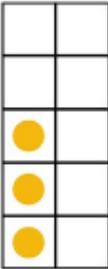
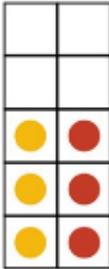
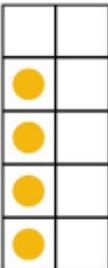
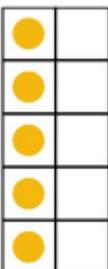
You will need either the digit cards, or the tens frame activity cards, laid out face down. Turn two over. Have you got a double and half matching pair, such as 5 and 10? If so keep the cards and take another pair. If not, it is your partner's turn. Use language similar to that in the activity above to reinforce the doubles and halves relationship.

Near doubles

Lay out a 'double' number of small items (such as toy cars/pieces of dried pasta) in two groups, for example, in 2 groups of 4. Say "4 and 4 is 8." Then add one item to one of the groups... "So 4 and 5 is ___." Do the same for one less "4 and 4 is 8." Then remove one from one of the groups... "So 4 and 3 is ___." The aim is to help your child see that if they know their doubles, they can also add near doubles. As your child grows in confidence, mix up how you do the activity. They could choose a double for you to make a near double from, or they could do both the double and near double.

Activity Cards



1	2		
2	4		
3	6		
4	8		
5	10		

For the rest of the term, go back and practise activities from weeks 1 – 5.