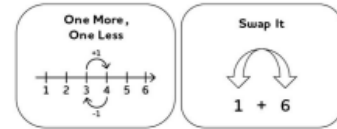


## Activities for Home



Dear Families,

This week we are learning about 'One More, One Less. We are learning to add one to a number by thinking 'one more', and we are learning to subtract one from a number by thinking 'one less'. When we add or subtract one we move to the next door number neighbour i.e., the number one up or one down on the number line.

We are also learning that when we add two numbers we can swap the order and the total is still the same. For example,  $7 + 1$  gives the same total as  $1 + 7$ . Even when we see calculations like  $1 + 7$  or  $1 + 4$ , we can still think about them as 'one more' calculations.

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

### Next door number neighbour pairs


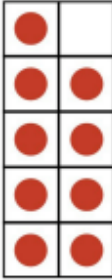

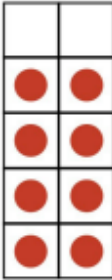
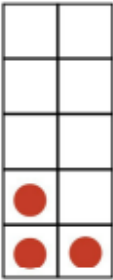
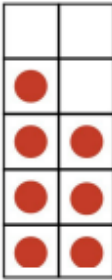
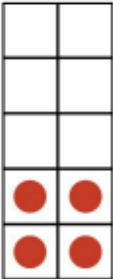
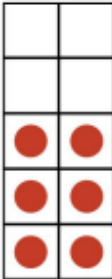
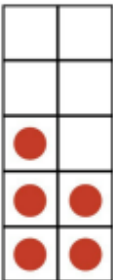
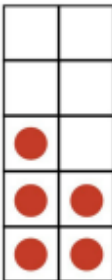
Cut up the sheet of activity cards and lay the cards out face down. You can use the digit cards or the tens frame cards or both. The first player turns over a pair. If they are next door numbers (e.g. 3 and 4) you keep them and then turn over another pair. If they aren't next door numbers it is the other person's turn. Every time a next door number pair is turned up, help your child to say, "these are next door number neighbours, 4 is one more than 3, and 3 is one less than 4".

### One less, one more

Ask your child to lay out the activity cards face up in front of you, in a line from smallest to largest. Choose a card (e.g. 8) and turn over the cards on either side (so the 7 and the 9 in this case). Ask your child what the cards are that are turned over, encouraging them to use the sentence, "7 is one less than 8, and 9 is one more than 8." Sometimes play using the digit cards, and other times use the tens frame cards.

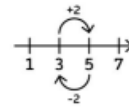
### Show me how many

Look at some of your child's toys, such as cars or little figures. Ask your child, "Please can you get me some cars. I'd like 1 more than 5." "Can you get me some marbles? I'd like one less than 9." Build "one more, one less" into instructions you give your child. "Can you get some spoons out? We need one more than 4." "Can you pick up some toys before tea? Please pick up one more than 7." "Can you help me hang the washing out to dry? I'd like you to hang up one less than 5 things." Once your child is confident in this you can start to give instructions using addition and subtraction. "Can you give me 3 add 1 (or 1 add 3)?" "Can you give me 7 minus 1?"

1	9		
2	8		
3	7		
4	6		
5	5		

## Activities for Home

Two More, Two Less:  
Think Odds and Evens



Dear Families,

This week in maths we are learning about 'Two More, Two Less'. We have been doing lots of counting in odds and evens. Using our odds and evens helps us to add and subtract 2 really easily. Here are some simple activities you can do at home to support your child's learning:

### Odd and even counting

Counting in odds and evens (forwards and backwards) with your child. For example you might count backward from 20 in even numbers (20, 18, 16) while you rinse their hair in the bath, or you might count forwards in odd numbers (1, 3, 5 etc.) and see if they can get their pyjamas on before you get to 19. The facts we are learning at school use odds and evens within 10, but counting in odds and evens beyond 10 will help your child get familiar with how the pattern continues. Let your child choose how you count: Will they choose odds or evens? Will they choose forwards or backwards? Encourage your child to count along with you! If you walk down a street with numbered houses on your way to school, you can use this to practice the counting pattern too. Will your child choose to walk on the odd side or the even side? Say the number of each house as you pass it.

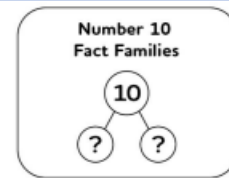
### Odds and evens sort

You will need the digit and tens frames activity cards for this game. Cut up the cards and turn them face down. One of you is 'odds' and one of you is 'evens'. Let your child turn up the cards one at a time. Who will keep the cards? As you gather the cards, put them in order. Will it be odd or even to get all their cards in the right order first?

### Odd number neighbours, even number neighbours

Lay out the digit cards, face up. You say a number. Your child has to slap the card which is two more as quickly as they can. Repeat for two less. After they have done each one, you can emphasise their learning with your language. You can start by saying "Yes 2 more than 4 is 6, then move onto using the language of 'plus' and 'minus': "Yes, 4 plus 2 is 6" or "7 minus 2 is 5". As your child gets more confident see if they can say the 'number sentence' themselves.

## Activities for Home



Dear Families,

This week we are learning about 'Number 10 Fact Families'. Number bonds to 10 are pairs of numbers which add to 10 like 7 and 3, and Number 10 Fact Families are the set of 4 addition and subtraction equations that relate to the number bond to 10. For example, with the number bond 7 and 3 the related equations are:

$$7 + 3 = 10, \quad 3 + 7 = 10, \quad 10 - 3 = 7 \quad \text{and} \quad 10 - 7 = 3$$

Being able to say your number bonds to 10 doesn't automatically mean that children can use them to solve addition and subtraction facts. We teach the linking of number bonds to addition and subtraction facts as a separate skill. Here are some simple activities that you can do at home to support your child's learning:

### Hidden fingers

Show a number to 10 on your fingers. Your child shouts out the number pair that bonds with it to make 10. Turn your hand over so that your child can see your bent fingers. Did they say the right number? Then swap roles - your child shows a number and you say its' bond to 10.

### More or less

Split the activity cards (cut up the accompanying sheet) between you and your child. You can use the numeral cards, or the tens frame cards, or both. Then, each turn over one of your cards at the same time. Using knowledge of number bonds to 10, discuss whether the pair of numbers makes more than 10, is equal to 10 or makes less than 10. Your child should use their number bond knowledge to say things like, "7 + 5 must be more than 10 because I know 5 + 5 is 10 and 7 is more than 5", or "6 + 3 must be less than 10 because I know 6 + 4 is 10 and 3 is less than 4." They don't need to tell you the answer; just whether it is more, less or equal to 10.

### Bond to 10 pairs

Lay out the digit cards face down. Take turns to turn over two cards at a time. If the pair of cards make 10 you keep the cards and get another go. If not it is the other person's turn. You can also play this with the tens frame cards mixed in with the digit cards. Don't worry about pairing digit cards with digit cards or tens frames to tens frames, just pair up the quantities they show. i.e., the digit 2 card can pair to the tens frame card that shows 8.

### Tell me a story

Take 10 small toys, such as 10 mini figures, or 10 toy cars and take something for them to hide in or under such as a box or tea towel. Tell a story such as, "There are 10 cars and 3 drive into the garage. How many are left?" or "There are 10 knights and 6 hide in a cave. How many are left?" When your child gets the idea, give them a chance to tell you the story, making sure you always start with 10.