# Maths Week Four.

This week your Maths learning videos are on the BBC Bitesize website 8th, 9th and 10th June and the learning sheets are below. The learning sheets can be accessed through the BBC Bitesize if you would like to download them directly. The learning also links with the White Rose videos if you would like to watch in more detail. On the White Rose website, the links are with Summer Term, Week 7, 8th June, Session 1, 2 and 3. Remember you do not have to do it all each day - just have a go at some of the activities.

Session 1.

Warm up	Watch and join in with the count in twos forwards and backwards video on BBC Bitesize, 8th June. Or count in 2s with your favourite counting in 2s video: https://www.youtube.com/watch?v=GvTcpfSnOMQ
Main activity	Go to the BBC Bitesize website, Maths daily lessons 8th June 'Counting in 2s'. https://www.bbc.co.uk/bitesize/articles/z693rj6 Follow the activities on the screen. Then complete the learning sheets below. There are also extra activities/videos on White Rose website, if you would like to do those too! https://whiterosemaths.com/homelearning/year-1/
Game	See if you can burst the balloons skip counting in 2s. http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopSkip.htm
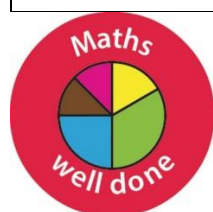
Well done Year One!

Counting in 2s

1 Count in **twos** to find the answer.

a How many socks can you see? ☐

b How many shoes are there altogether? ☐
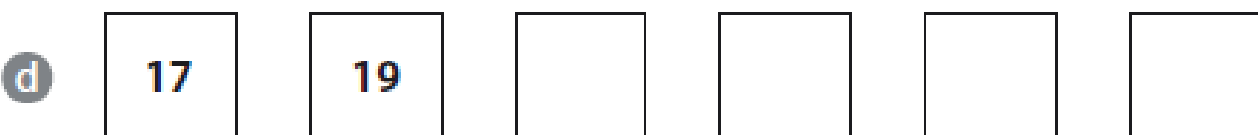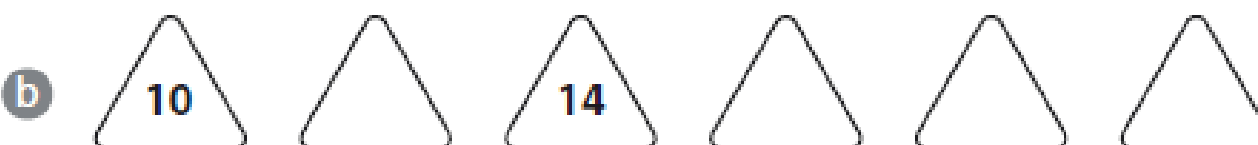
c How many ties are there in total? ☐

2 Now count in **twos** and write the missing numbers on the shapes.

a ☆ 2 ☆ 4 ☆ ☆ ☆ ☆

b △ 10 △ △ 14 △ △ △

c ⬭ 28 ⬭ ⬭ ⬭ 34 ⬭ ⬭

d ☐ 17 ☐ 19 ☐ ☐ ☐ ☐

Count in 2s

How many feet are there? Count in 2s.

| 2 | | | | | | | | | | | |

Complete the number grid, colouring 2s.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Complete the number line. Count and write in 2s.

30 | 32 | | | | | | | | | | 50

Count in 2s

Lola has been counting backwards in 2s.

38, 36, 34, 32, 30, 29, 26, 24...

Lola

What mistake has she made?

When counting in 2s from 0, the tens digit will always be 0, 2, 4, 6, 8.

Om

Is Om right? Show how you know.

Count in 2s

Adult Guidance with Question Prompts

Children count forward in 2s, using pictures, number grids and number lines to help.

Can you count the number of feet in 2s, looking at the numbers you have written?

Can you count the number of feet in 2s, without looking at the numbers you have written?

Can you count the number of feet backwards in 2s, looking at the numbers you have written?

Can you count the number of feet backwards in 2s, without looking at the numbers you have written?

Can you show the number of feet using a ten-frame?

Do you notice a pattern on the number grid? Can you explain it?

How many are five 2s?

How many are ten 2s?

How many are twenty 2s?

Look at the number line. What would be the number before 30?

Start at 50, can you count backwards, looking at the numbers?

Start at 50, can you count backwards, without looking at the numbers?

Count in 2s

Adult Guidance with Question Prompts

Children develop their understanding of counting in multiples of 2. They can use pictorial aids to help them, such as number grids, number tracks and number lines.

Can you count backwards in 2s, starting at 38 ending at 24, like Lola? Do this first by looking at a number grid, then try without the number grid.

What would be the number before 38?

What would be the number after 24?

What would you tell Lola about the mistake she made?

When counting in 2s from one, what would the ones digits be?

When counting in 2s from one, would you say 11 (22, 33, 44)?

Can you count forwards in 2s, starting at five, up to 21?

Can you count forwards in 2s, starting at 23, up to 35?

Can you count forwards in 2s, starting at 29, up to 41?

Can you count backwards in 2s, starting at 15, finishing at one?

Can you count backwards in 2s, starting at 29, finishing at 15?

Can you count backwards in 2s, starting at 33, finishing at 25?

If I count forwards in 2s, starting at 20. Will I say 27?

If I count backwards in 2s, starting at 30. Will I say 14?

If I count forwards in 2s, starting at 12. Will I say eight?

Session 2.

| Warm up | Watch and join in with the count in fives forwards and backwards video on BBC Bitesize, 9th June.

Or count in 2s with your favourite counting in 5s video:
https://www.youtube.com/watch?v=EemjeA2Djjw |
|---|---|
| Main activity | Go to the BBC Bitesize website, Maths daily lessons 9th June 'Counting in 5s'.
https://www.bbc.co.uk/bitesize/articles/zkvhscw
Follow the activities on the screen. Then complete the learning sheets below.

There are also extra activities/videos on White Rose website, if you would like to do those too and be super learners!
https://whiterosemaths.com/homelearning/year-1/ |
| Game | Can you paint the squares counting in 5s?
https://www.topmarks.co.uk/learning-to-count/paint-the-squares |

1 How many pencils are there altogether?
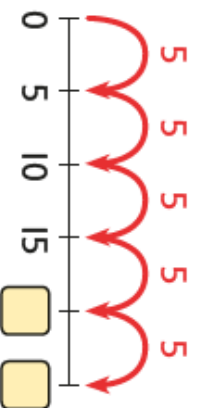
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 0   5   10  15
 5   5   5   5   5   5   5
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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

There are ☐ pencils altogether.

2 How many glue sticks are there altogether?

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 0
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There are ☐ glue sticks altogether.

3 8 packs of pens arrive.

There are 5 pens in each pack.

How many pens are there?

I will start by counting how many packs there are.
How many pens are in each pack?

I wonder if I can count in groups to make it quicker to find out how many there are.

5

This number sequence **counts back** in steps of 5.

35　30　25　20　15　10

The difference between each number is 5.

3 Write the next 3 numbers in each sequence.

75 → 70 → 65 → 60 → 55 → ☐ → ☐ → ☐

90 → 80 → 70 → 60 → 50 → ☐ → ☐ → ☐

28 → 26 → 24 → 22 → 20 → ☐ → ☐ → ☐

45 → 44 → 43 → 42 → 41 → ☐ → ☐ → ☐

37 → 35 → 33 → 31 → 29 → ☐ → ☐ → ☐

4 Write the missing numbers in each sequence.

34　33　☐　31　☐　29　28　☐

☐　90　85　☐　75　☐　65　60

100　☐　80　70　☐　50　☐　30

65　60　55　☐　45　☐　☐　30

☐　84　☐　82　81　80　☐　78

Session 3.

Warm up	Watch and join in with the count in tens forwards and backwards video on BBC Bitesize, 8th June. Or count in 10s with your favourite counting in 10s video: https://www.youtube.com/watch?v=Ftati8iGQcs
Main activity	Go to the BBC Bitesize website, Maths daily lessons 10th June 'Counting in 10s'. Follow the activities on the screen and do the practice activities. Then complete the learning sheets below. There are also extra activities/videos on White Rose website 10th June, if you would like to do those too! https://whiterosemaths.com/homelearning/year-1/
Game	Can you paint the squares counting in 10s? https://www.topmarks.co.uk/learning-to-count/paint-the-squares

Well done Year One! You have done so well this week.

Count in 10s

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find how many cards there are altogether. They think about what happens to the digits when counting in tens.

Can you count in tens to find how many cards Boris has?

Can you show me?

How many cards will each box hold?

How many boxes does Belinda have?

How can we work out how many cards she has in total?

Practise counting forward in steps of ten. What could you use to help you?

Can you hear or see a pattern?

What happens to the tens digit? What happens to the ones digit?

Now try counting back in tens.

Count in 10s

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to work out whether there are enough cards or not. They reason about the numbers you say when counting in tens from zero.

How many cards will Belinda need to fill nine boxes?

What can you do to work this out?

Does Belinda have enough cards?

How many more cards does she need? Can you show me?

How many cards does Boris need?

How many packs does he have?

How many cards does he have in total? Is this the right number?

If you count in tens from zero, will you say 32?

Can you find a way to prove it?

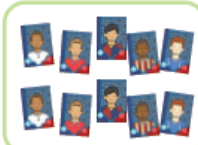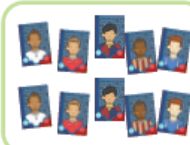Take turns with a partner to count forward or back in tens.

Count in 10s

Boris has 10 cards in each set.

How many cards altogether?

Belinda sorts her cards into boxes.

Each box has 10 cards.

How many cards altogether?

Count in tens.

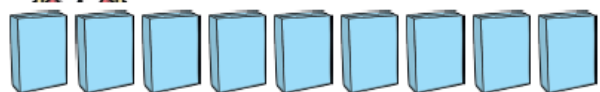What happens to the digits each time?

Count in 10s

Each box has 10 cards.

I have 80 cards. Can I fill up 9 boxes?

Each pack has 10 cards.

I need 70 cards. Do I have the right number?

Start at 0. Count in 10s.

Will you say 32?

32

Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find missing numbers.

Look at the first number line. Can you see a number pattern with the tens and the ones?

What does this tell you about the missing number?

What can you tell me about the next number line?

What will we need to do?

Can you count back in tens to find the answer?

What can you do to work out the hidden numbers on the hundred square? Can you say them?

What would they look like? How would you write them?

Use a counter to hide a tens number on a hundred square.

Can your friend work out which number is hidden?

With an adult, count forward or back in tens, but skip a number. Can your friend work out the missing number?

Which numbers are missing?

0   10   20   ☐   40   50

100   90   80   ☐   60   50

Which numbers are hidden?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	100

How did you find out?