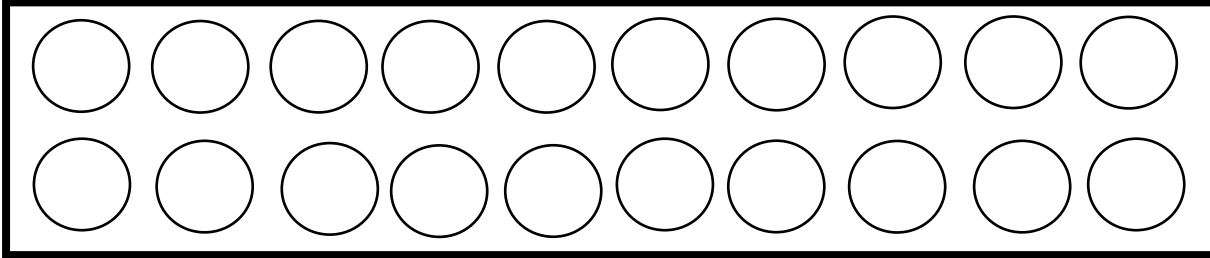


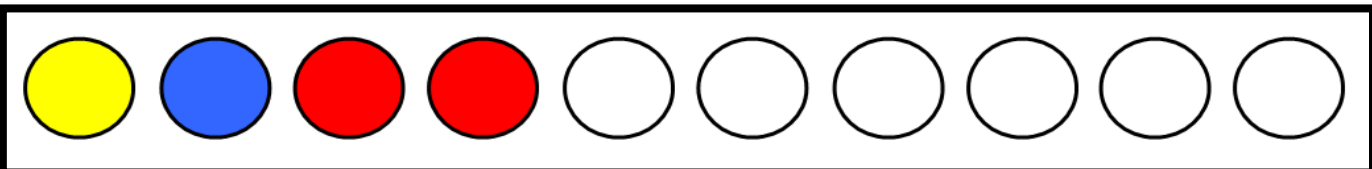
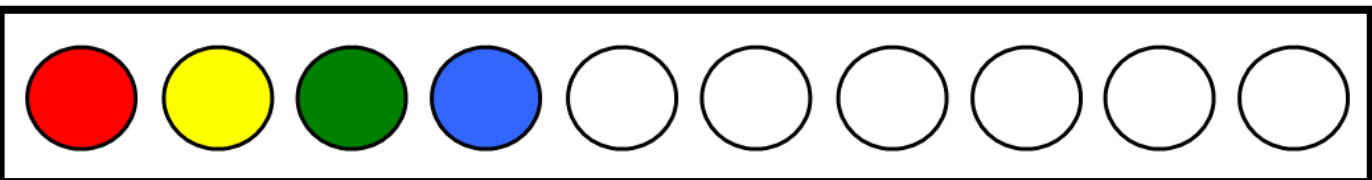
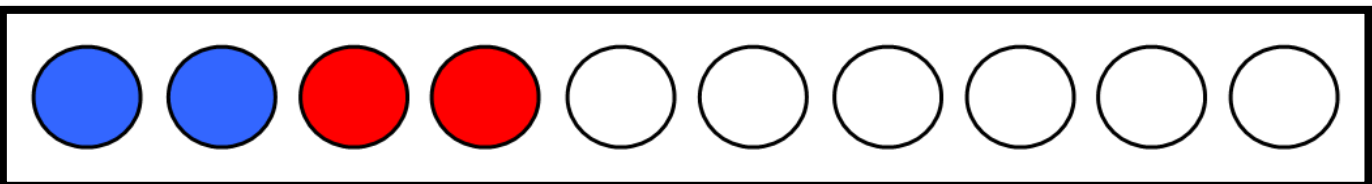
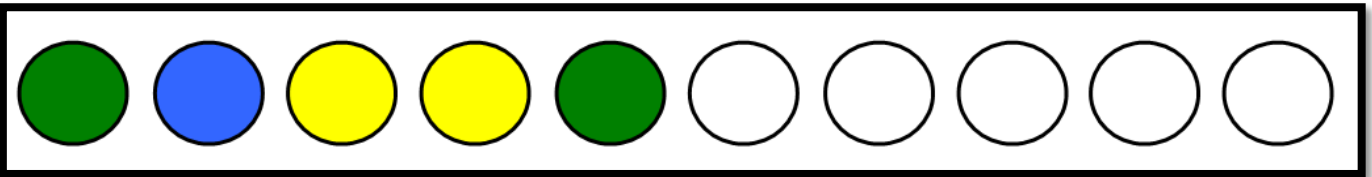
Maths – Patterns

Students should be encouraged to look at patterns and be able to continue them, ensuring that they follow the same order of colours, shapes etc to complete. You will need colouring pencils/felt-tips etc and some paper for this exercise.

Draw 20 empty circles in a row like this for each different pattern:



Look at the patterns below. Copy it into your circles and then carry it on.

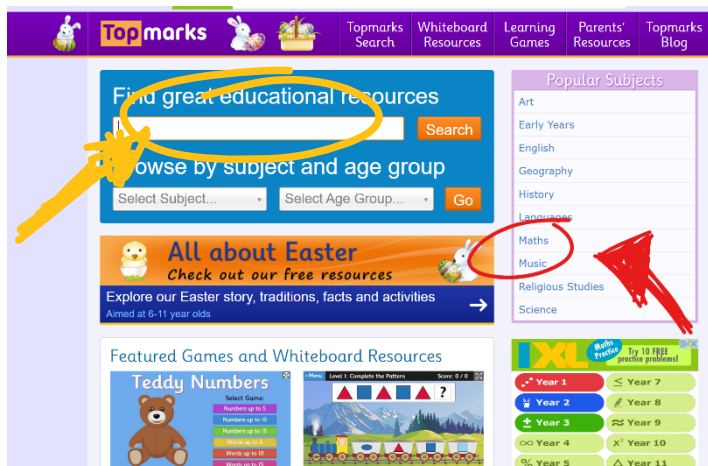


Can you think of your own patterns to make?

Maths – Mental Maths

Use this guide to access online Maths games with additional advice on how to support your children with each one.

Go to the website www.topmarks.co.uk



You can either click on 'maths' on the right - this will take you to a new page where you will find a list of interactive maths games.

Or, you can search in the box the names of the games listed below, which are the ones we recommend for you.

Straight Forward Games

'Alien Addition' – Adding

'Minus Mission' – Subtraction

'Blast Off' – Adding, Subtraction, Number Recognition (spoken instructions)

'Caterpillar Ordering' – Place Value/Ordering and Sequencing

'Rocket Rounding' – Rounding to nearest 10/100

'Measuring in cm' – Using a ruler

'Teaching Clock' – Practising telling times(Digital and Analogue)

Trickier Games (Higher Level Skills)

'Maths Invaders' – Addition/Subtraction/Multiplication/Reading Numbers(words and digits)/Fractions

'Maths Fishing' – Multiplication (including decimals)

'Colouring Numbers in Pascal's Triangle' – Division (including large numbers)

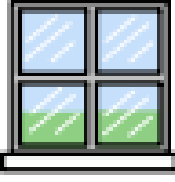
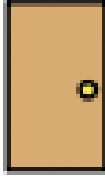
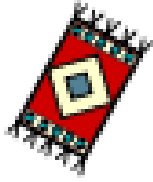

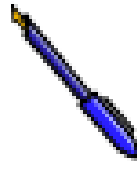


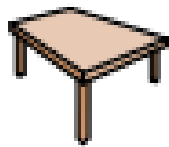
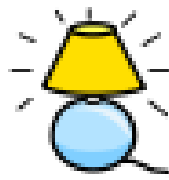
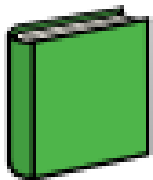

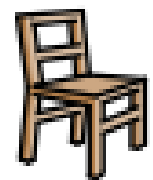
'Countdown' – Addition/Subtraction/Multiplication/Division (Needs pencil and paper)

NB: This is also a great opportunity for **times tables practise**. Set a target of **one set per week**.

The recommend order for learning tables is: 2x, 5x, 10x, 3x, 4x, 6x, 7x, 8x, 9x...then potentially 11x & 12x.

Maths – Functional Counting

Students should be encouraged to look around the room they are in and count functionally – count for a reason. How many of each item can they see? What are the numbers like in different rooms of the house?

| | | |
|--|---|---|
|  window <input data-bbox="462 638 566 739" type="text"/> |  door <input data-bbox="853 638 957 739" type="text"/> |  rug <input data-bbox="1252 638 1356 739" type="text"/> |
|  cup <input data-bbox="462 985 566 1086" type="text"/> |  pen <input data-bbox="853 985 957 1086" type="text"/> |  tv <input data-bbox="1252 985 1356 1086" type="text"/> |
|  computer <input data-bbox="462 1332 566 1433" type="text"/> |  table <input data-bbox="853 1332 957 1433" type="text"/> |  lamp <input data-bbox="1252 1332 1356 1433" type="text"/> |
|  book <input data-bbox="462 1680 566 1780" type="text"/> |  phone <input data-bbox="853 1680 957 1780" type="text"/> |  chair <input data-bbox="1252 1680 1356 1780" type="text"/> |

Maths – Times Tables

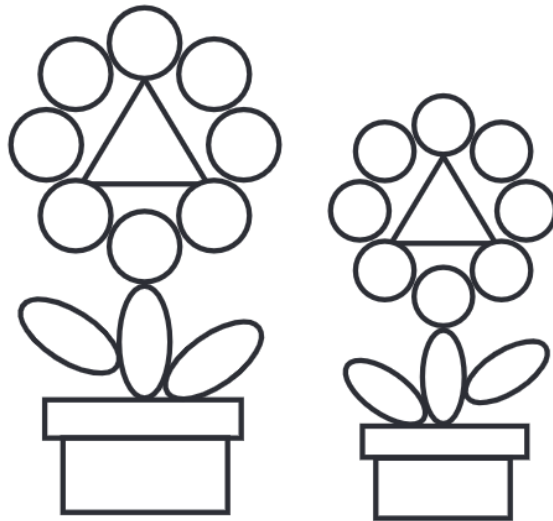
If you can, print the picture below to colour in, or you could try and trace it/draw it yourself, and answer the multiplication questions inside each different part of the picture. Use the key at the bottom to help you work out what colour you need to use based on the answer for each multiplication question.

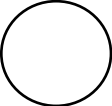





| Answer: | 1-10 | 11-20 | 21-30 | 31-60 | 61-80 | 81-100 |
|---------|------|----------------------------|--------|-------|-------|--------|
| Colour: | Red | Skin colour of your choice | Yellow | Green | Blue | Brown |

Maths – Shapes and their properties

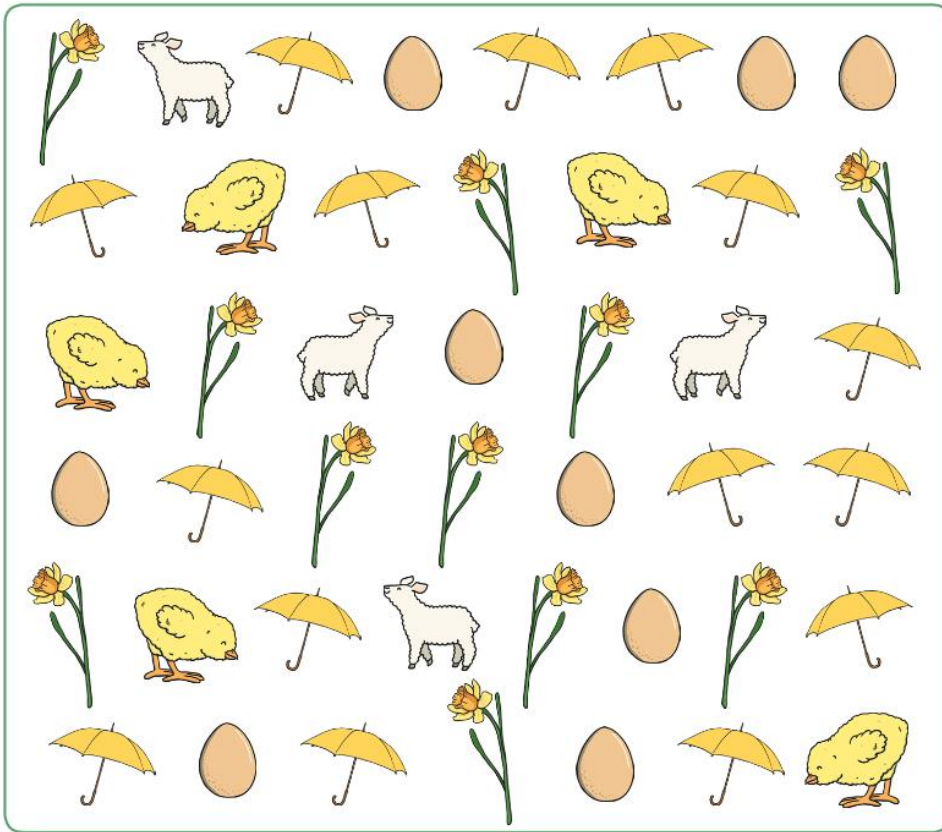
Look at the picture and work out what shapes you can see. Think about the properties of the shapes – how many vertices (corners) and sides do they have? Can you make your own pictures by drawing 2D shapes?



| shape | name | Number of sides | Number of vertices |
|---|------|-----------------|--------------------|
|  | | | |
|  | | | |
|  | | | |
|  | | | |

Maths – Collecting Data

Students should use the picture to create a tally of the different items. Students should be encouraged to work systematically along each line and create the tally of each item as they go along. This means they will tally every item and not miss any out. Then answer the questions about the data they have collected.



| Spring picture | tally | total |
|----------------|-------|-------|
| Chick | | |
| Egg | | |
| Umbrella | | |
| Lamb | | |
| daffodil | | |

Which picture appeared the most?

Which picture appeared the least?

What is the difference between these two amounts?

How many more daffodils than chicks were there?

How many less daffodils than umbrellas were there?