

Counting, partitioning and calculating

Activity name	Learning objectives	Managing the homework
A1		
<p>Times-tables practice</p> <p>Write table facts for numbers in the 2-, 3-, 4-, 5- and 10-times tables.</p>	<p>Derive and recall multiplication facts up to 10×10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple</p>	<p>Before: Recite the tables quickly together. Remind the children that if they are not sure about a number, this is one way to check which table it appears in.</p> <p>After: Discuss how the children worked out which numbers did not belong in the tables. They may point out that both numbers are odd. (Both are prime.)</p>
<p>'Less than' snap</p> <p>Play a game of Snap to practise using the 'less than' symbol ($<$).</p>	<p>State inequalities using the symbol $<$ (for example, $-1 < +1$)</p>	<p>Before: Demonstrate the game to the children.</p> <p>After: Ask if the children found any strategies to win.</p>
<p>Timed challenge</p> <p>Answer mentally (or with rough jottings) a series of addition and subtraction questions, using a range of strategies.</p>	<p>Add or subtract mentally pairs of two-digit whole numbers (for example, $47 + 58$, $91 - 35$)</p>	<p>Before: Discuss methods that can be used.</p> <p>After: Ask individual children to tell you how long they took and go through any methods that helped them to solve each question.</p>
<p>Colour by numbers</p> <p>Use colour-coding to begin to learn the multiplication facts for the 6-, 7-, 8- and 9-times tables.</p>	<p>Derive and recall multiplication facts up to 10×10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple</p>	<p>Before: Talk through the method for colour-coding. It may be an idea to ask the children to make a list of all the numbers in the times table.</p> <p>After: Talk through the questions at the end of the worksheet.</p>
A2		
<p>Adding</p> <p>Work through addition questions, writing the calculations vertically as well as horizontally.</p>	<p>Refine and use efficient written methods to add two-digit and three-digit whole numbers</p>	<p>Before: Remind the children how to set out a vertical addition question, and to add the most significant digits first.</p> <p>After: Work through the examples together. Invite children from each ability group to show the others by writing on the board how they worked out an answer.</p>
<p>Multiplication and division practice</p> <p>Answer four questions involving multiplication and division, to be discussed with a helper.</p>	<p>Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number</p>	<p>Before: Review multiplication and division written methods.</p> <p>After: Invite a child from each ability group to explain, writing on the board, how they found the solutions.</p>
<p>Counting on</p> <p>Practise using the counting-on method to solve some subtraction questions.</p>	<p>Refine and use efficient written methods to subtract two-digit and three-digit whole numbers</p>	<p>Before: Review using the counting-on method for subtraction.</p> <p>After: Invite children from each group to explain, using the board, how they worked out the answers to one question.</p>
<p>Column skills</p> <p>Work out some column additions and then check answers, using another written method or talking through a mental method.</p>	<p>Refine and use efficient written methods to add two-digit and three-digit whole numbers</p>	<p>Before: Discuss how to set out and work out addition totals. Recap checking techniques.</p> <p>After: Go through individual examples.</p>