



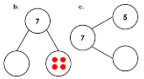
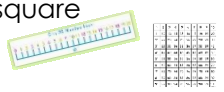
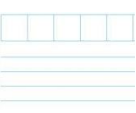

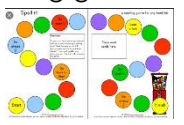



Resources and Activities

| Resources | Activities |
|---|---|
| <p>0-9 spinner</p>  | <ul style="list-style-type: none"> Spin to create digits and add/ subtract e.g. $U + U = (8 + 6 =)$ or $TU + U = (43 + 6 =)$ or $TU - TU = (38 - 17 =)$ Spin a number and double it/ spin twice make a 2 digit number and double it/ half it Spin to create a 2 digit number, round it to the nearest 10 or find it's complement to 100 Repeat to make a 3 or 4-digit number Spin twice and find the product of the two numbers |
| <p>Playing cards</p>  | <ul style="list-style-type: none"> Use as digit cards – create numbers and do activities as explained above Create a number from the cards e.g. 426 and ask the value of each digit i.e. $2 = 20$, $4 = 400$, etc. See 'Autumn's top 10 card activities' handout in the pack Turn over two cards – find the sum, find the difference Remove the jokers and kings. Give the following values to the picture cards: Ace=1, Jack = 11, Queen = 12. With a partner, shuffle and deal the cards. Turn one over each and find the product (x). First to call the answer keep the cards. Continue until there are no cards left. |
| <p>Tens frame & counters</p>  | <ul style="list-style-type: none"> Use the counters to practice addition and subtraction facts with 10, then 20. E.g. $6 + 4$ Practise bridging through a multiple of 10 (e.g. $8 + 6 = 5 + 9 =$ etc.) Doubles and halves to 10+10 |
| <p>Number Pyramids</p>  | <ul style="list-style-type: none"> Select numbers to fill the bottom row. Add adjacent numbers and record in the box above. Repeat until you reach the top. Select a number to go in the top box. Can you start at the top and work your way back down? Time yourself! Race someone! Set someone a challenge and then check it. |
| <p>Part whole model</p>  | <ul style="list-style-type: none"> Learn your fact families by finding different ways to partition numbers, e.g. $7 = 3 + 4$, so $7 = 4 + 3$, $7 - 4 = 3$, $7 - 3 = 4$ Identify bonds to 10, 20 and 100 (if the target number is 100 what could the 2 circles have in them?) Partition two digit numbers in different ways, e.g. $36 = 30 + 6$ but also $36 = 20 + 16$, $10 + 26$, etc. |
| <p>Number line/ 100 square</p>  | <ul style="list-style-type: none"> Can you find 1 more or 1 less than a given number? Can you find 10 more or 10 less? Find complements to 100 by counting on in 1s to the next multiple of 10, then count in 10s to 100. Play 'Guess my number' with a partner. Ask questions to try and find its identity, e.g. is it odd? Is it between 10 and 20? Is it in the 3x table? Use your whiteboard pen to cross off numbers not needed. How many questions did you need to find the correct number? |
| <p>Phoneme Frame (EYFS/ KS1)</p>  | <ul style="list-style-type: none"> Say a phoneme-your child writes the grapheme (say the sound, they write the letter/s) Show your child a picture-they write the word in their phoneme frame Say a c-v-c word (hat, shell, ring, hen, church, etc...) Children write it Generate lists of rhyming words, only changing the initial phoneme Say a word-how many phonemes do you think are in it? Write the word and count the phonemes-were you right? E.g. cat = c-a-t ship = sh-i-p (the phonics/spelling mats will help!) |
| <p>Phonics/ spelling mats</p>  | <ul style="list-style-type: none"> Say the phoneme aloud, child points to the grapheme Use the mat as a support for finding the correct grapheme when writing words Let the child be the teacher and ask the adult to find the grapheme or say the correct phoneme Write the graphemes/spellings on two bits of paper, turn them over and play a game of pairs Write the graphemes/spellings on two bits of paper and play a game of snap Select a grapheme - How many words can you think of which contain it? E.g. -tch = witch, watch, catch, dispatch, etc. |
| <p>Clear the board/ spelling game</p>  | <ul style="list-style-type: none"> Use your child's weekly spellings from their spelling book, write each word on a small piece of paper and pile them up face down on the board. Play the game! Use the phonemes the children have learnt and are currently learning Write a mixture of real words and nonsense words. If you land on a real word, get a point; land on a nonsense word, lose a point. The one who finishes with the most points is the winner! Use words from the relevant statutory spelling cards (in the pack) Clear the board → |
| <p>Grammar Game</p>  | <ul style="list-style-type: none"> Use a dice or the spinner in the pack to play the games on the grammar card Game 1: Dickey Sentences Game 2: Chain Writing Game 3: Open Me Up! Use the grammar bookmark to test if our child knows what a noun is? Verb? Adjective? Etc. Can they give examples of each? Can they identify them in sentences? Scan a page in their reading book how many nouns/ verbs/ adjectives can they find? Ask your child to do a piece of writing e.g. a letter to a friend or relative, a description of a character from their book/ movie, a diary entry, a newspaper report and then sit together and review it. Can they improve some of their vocabulary, add adjectives, use different punctuation, etc. use a different colour pen to edit it together. |