

KS1 Reading Workshop

Miss Buckley- September 2019



What does reading involve?

- ▶ Phonics
- ▶ Whole word recognition
- ▶ Understanding
- ▶ Prediction
- ▶ Features of a text
- ▶ Speaking and listening
- ▶ Re-reading!
- ▶ Fun and creativity

These all need to happen for a reader to develop.



Finger matching to words



We tend to allow children to stop doing this when they are becoming a good reader.....keep encouraging up until **green** band. It helps aid these things:

- 1-1 correspondence with words to what a child has said.....inaccuracy can sometimes change the whole meaning of a sentence.
- Check that a child is reading what is on the page and not adding in their own words.
- Acts as a way to improve fluency.
- Familiar book and a new book.



Common errors or problems?

Errors:

- ▶ Sometimes we jump in too quickly, this is human nature. When your child is reading, keep your eyes down at the text and follow exactly what they ARE reading. Maybe jot down any errors. Allow them to read the whole text. Then re-visit errors.

Meg looked at the rabbits.

Meg **looking** at the rabbits.

"Mum!" said Meg.

"**Mum!**" said Meg.

"Come and look at the rabbits.

"Come and look at the rabbits **ears**."

Dad likes rabbits.

Dad **loves** rabbits.

He will like this blue rabbit."

He will like this blue rabbit."



Word understanding:

Errors:

- ▶ Ensuring your child can understand what they are reading. Have a little figure (maybe Lego). As they read see if your child can move the piece when they come across a word they do not know. This can be modelled when you read a story.

E.g.

It had flooded across the **valley**.



Questioning



- ▶ Sometimes when we ask questions about the text we ask quite simple straight forward ones.....however we can challenge the children's thinking by asking questions with **inference**.
- ▶ E.g.
- ▶ Why did Meg show Mum the blue rabbit?
- ▶ (She thought her dad liked rabbits)
- ▶ **Why did Meg want to buy the red bear?**
- ▶ (She liked it/She wanted to buy this one for herself)



How do we give praise/feedback to the child?

- ▶ Tell me....
- ▶ I noticed...
- ▶ I wonder if you might...

- ▶ Avoid
- ▶ I....
- ▶ You should...
- ▶ You must...
- ▶ It says.....



Re-reading texts

- ▶ Re-reading a text helps embed these skills
- ▶ Increases fluency
- ▶ Chunking of words
- ▶ Helps improve their understanding of a text- takes away decoding as they are familiar.
- ▶ To ensure accuracy when answering a question.
- ▶ E.g

"The wind howled through the broken windows and frightened the little boy."

What word has the author used to describe the wind? Why?



Comprehension

- ▶ Good comprehenders read in different ways to weak comprehenders

Weak comprehenders

- ▶ • Focus on individual words/sentences
- ▶ • Attach more importance to decoding
- ▶ • Have a passive style of reading
- ▶ • Have lower expectations of making sense and fewer comprehension monitoring strategies
- ▶ • Read fewer books and are less sensitive to story structure
- ▶ • Use less background knowledge, integration and inference
- ▶ • Have a less efficient working memory

Good comprehenders

- ▶ • Have comprehension as the goal of reading
- ▶ • Identify key words/phrases and ideas
- ▶ • Activate background knowledge and visualise when appropriate
- ▶ • Integrate information/ideas and generate inferences to develop the gist
- ▶ • Makes predictions and ask their own questions
- ▶ • Monitor meaning, notice break-down and use repair strategies



Strategies to help us understand and enjoy reading.



Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



Think like a detective-use inference



Notice breakdown...



and repair it



Watch out for VIP words/phrases/ideas



...and put together to build GIST



LOL!

I noticed the writer...
I noticed the type of text...

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What does it look like to be a good comprehender?

inference

Probably.. a boy aged 3 -5

How???? I will read on...

Predict/ask questions

Billy was **howling** because his whole day had been **spoiled**. All his **work** had been **broken by the wave**.

Not on purpose

vocabulary

spoiled/work/wave???
I'm starting to build meaning!

Link sentences to build meaning/working memory

His Mum came over to help but she **accidentally** stood on the one **tower** that was left.

Link clues together like a detective ... and background knowledge

Tower + work + wave =
BEACH/SANDCASTLES/TIDE IS IN

"Never mind," she said. "Lets go back for tea. You can build some more towers tomorrow."

Waves once ruined my sandcastles too!

I'm getting a clear picture of the scene

Background knowledge visualise Yuill and Oakhill



Questioning

CONTENT DOMAIN REFERENCES R.1: Example Question Stems



	Content Domain Reference	Fiction	Non-fiction
1a	<i>Draw on knowledge of vocabulary to understand texts</i>	<p>Find a copy one word that shows ...</p> <p>Read this sentence: what do the words ... mean? (Multiple choice)</p> <p>E.g. The boat hit the rocks <i>with a great crunch</i>. This means that it made: a huge squeak / a big splash / a long creak / a loud crash.</p> <p>What do the words <i>on either hand</i> tell you about the trees? (Multiple choice)</p>	<p>Look at the paragraph beginning... Find and copy one word which means the same as ...</p> <p>What does the word <i>famous</i> mean?</p> <p>Find and copy one word from the top of page 4 that means ... e.g. well known.</p> <p>What word does the writer use to tell us that ...</p> <p>E.g. Which words tell you that houses were warm and cosy?</p>
1b	<i>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>	<p>Write down one thing you are told about ...</p> <p>What did the character do?</p> <p>Where did the event happen? E.g. Where did Bella take William's message? Where were the two neighbours walking?</p> <p>When did this happen?</p> <p>There are two men in the story. Which man is kind and which is greedy?</p> <p>At the end of the story, Bella was happy. Why? (Answer easy to locate in text.)</p> <p>Why was the farmer surprised when he opened up the first pumpkin?</p>	<p>Write down two things you are told about ... e.g. that people made inside castle walls.</p> <p>What are three types of weather in this poem?</p> <p>What would be another good title for the text? (Multiple choice)</p> <p>Why does the poet use a question for the title?</p> <p>When did ...happen?</p> <p>Who did knights protect the land from?</p> <p>Who did most castles belong to? (Multiple choice)</p> <p>The houses were built from: wool/bricks/stone/wood etc.</p> <p>Table given: Tick to show ... e.g. what jesters and servants did in castles (cleaning/ dancing / juggling / cooking)</p> <p>Why were some castles surrounded by a moat?</p>
1c	<i>identify and explain the sequence of events in texts</i>	<p>Look at the whole story. Number the sentences 1 to 4 to show the order in which they happen in the story. The first one has been done for you.</p>	<p>Look at the whole report. Number the sentences 1 to 5 to show the order of each instruction, e.g. to clean out your hamster cage / brush your teeth.</p>
1d	<i>make inferences from the text</i>	<p>When Bella was learning to fly, she ... (was lazy/ did not try hard / did not give up / found it easy) – implicit information.</p> <p>How is the child in the poem like a parcel? (e.g. wrapped up / protected)</p> <p>Why did the event happen? E.g. <i>The greedy man searched for a wounded bird</i>. Why did he do this?</p>	<p>What made castles smelly places? (Infer the information from a range a clues.)</p> <p>Why did ... e.g. Why did people in Iceland want to live in Greenland?</p> <p>How do you know that...?</p> <p>Why do you think...?</p> <p>Why did this (event) happen?</p> <p>Give one reason why ...</p>

Questioning



1e	<i>predict what might happen on the basis of what has been read so far</i>	What do you think will happen next? What do you think the character might do next? How do you think the character will feel when...? What do you think is most likely to have happened to the character, and why? (needs a text-based reason)	What do you think will happen to this place in the future? Why is... a threat to the future of forests / bees / oceans? What do you think might have happened to ...? E.g. What might have happened to the vegetables left in the warm room?
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Reading for pleasure

- ▶ Supporting at Home. Children are given a school reading book on a weekly basis. This is intended purely as a guide. It should not be their only form of reading in the week. It is important that children experience a wide range of reading materials including those of interest to them. They should be able to read **95%** of the book independently without errors. You can develop your child's reading skills by asking them simple comprehension questions.
- ▶ The best reading environment is one where there is an expectation of pleasure in reading, where there is excitement in talking about books and enjoyment in being read to.

Allow time to just read.....if your child likes a specific author maybe use Waterstones staff/libraries/Internet to help branch and broaden their reading experiences. "If you like this author you will like...."

- Remember to model....children learn best by seeing you do!
- <https://www.clpe.org.uk/clpe/library/booklists>



Thank you for coming!

► Any questions?



KS1 Maths Workshop



How maths has changed and how it is taught at St Nicholas

- ▶ Explain and demonstrate how mathematics is taught in Year 1 and 2
- ▶ Understand what is meant by 'Mastery' in mathematics.
- ▶ Identify how fluency impacts upon achieving mastery.
- ▶ Increase confidence and understanding in supporting your child at home.



Positive Mindset and an ability to Problem Solve

- ▶ We believe that everyone can get better at maths...when they put in the effort and work at it.
- ▶ Do not praise children for being clever when they succeed at something, but instead should praise them for working hard.
- ▶ Children learn to associate achievement with effort (which is something they can influence themselves - by working hard!), not 'cleverness' (a trait perceived as absolute and that they cannot change).



Fixed Mindset

- I'm only good at certain things
- I give up when it gets too hard
- I hate challenges
- I take feedback and criticism personally
- I don't like doing what I don't know

Growth Mindset

- I can be good at anything
- I try until I get the results I want
- I embrace challenges
- I welcome feedback and criticism
- I like learning about things I don't know

KS1 Curriculum- What does it cover?

- ▶ The curriculum is designed so that pupils explore mathematical ideas in depth.
- ▶ **Number - number and place value**
- ▶ **Number - addition and subtraction**
- ▶ **Number - Multiplication and division**
- ▶ Number - fractions
- ▶ Measurement
- ▶ Geometry: properties of shape
- ▶ Geometry - position and direction
- ▶ Statistics (Year 2 only)
- ▶ **Mastery curriculum**
- ▶ Reading and spelling of mathematical vocabulary





Mastery- What does it mean to master something?

- ▶ I know how to do it
- ▶ It becomes automatic and I don't need to think about it- For example driving a car
- ▶ I'm really good at doing it- painting a room or a picture
- ▶ I can show someone else how to do it

Mastery in Maths:

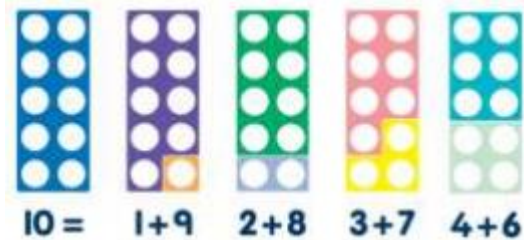
- ▶ Achievable for all
- ▶ Deep and sustainable thinking
- ▶ The ability to build on something that has already been mastered
- ▶ The ability to reason about concepts and make connections
- ▶ Conceptual and procedural fluency

"In mathematics, you know you've mastered something when you can apply it to a totally new problem in an unfamiliar situation." Dr. Helen Drury, Director of Mathematics Mastery

Fluency



- ▶ Fluency = how fast a person can retrieve correct maths facts to working memory from storage memory.
- ▶ Number bonds -
- ▶ Addition and subtraction facts.
- ▶ Doubles and halves
- ▶ Near doubles
- ▶ Skip counting
- ▶ Times tables

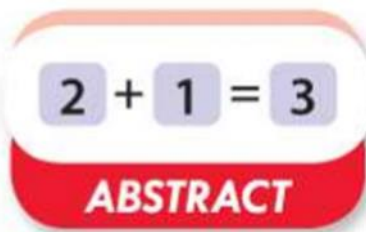
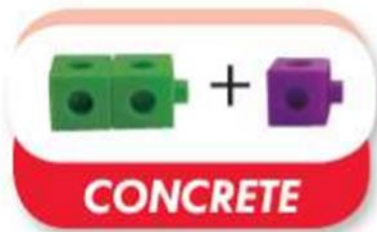
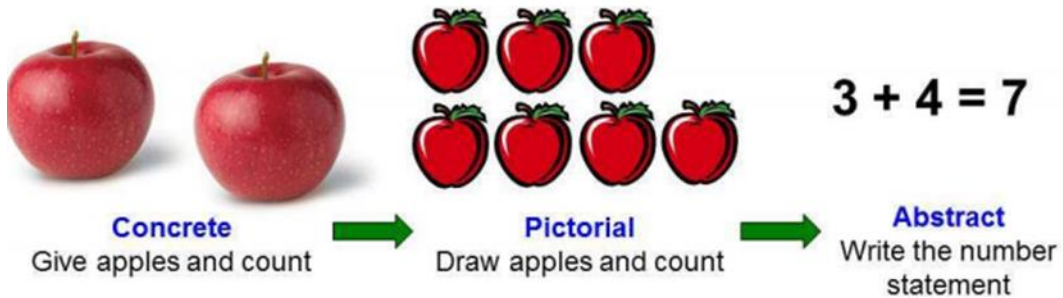


Methods we use:

CPA Approach	
Stage	Characteristics
Concrete	Refers to the use of manipulatives, measuring tools or objects that the student handles.
Pictorial	Refers to the use of drawings, diagrams, charts or graphs that the student draws
Abstract	Refers to abstract representations such as numbers and letters that the student writes

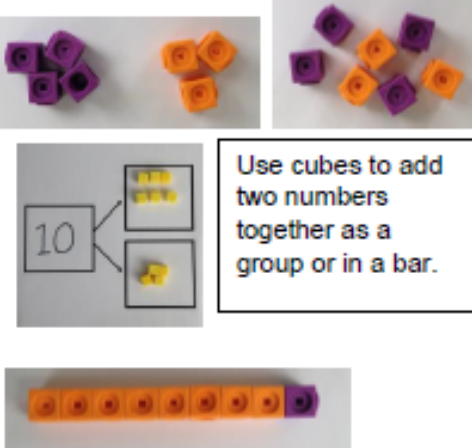
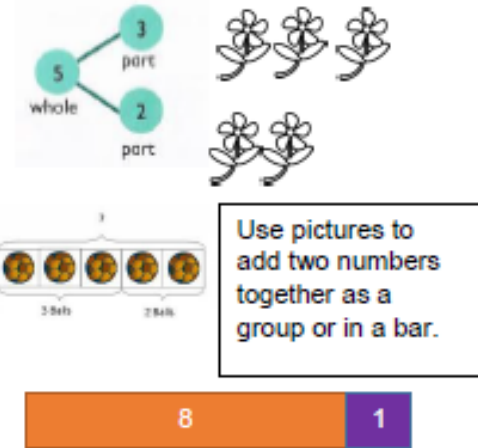


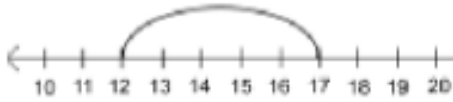
Example:

Tom had 3 apples. His mother gave him 4 more apples. How many apples did he have altogether?



Methods we use:




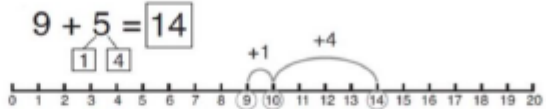
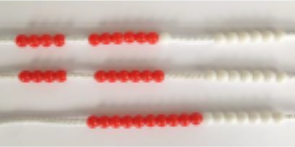
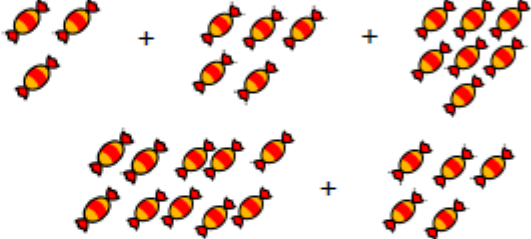
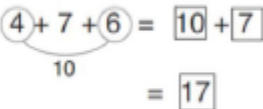
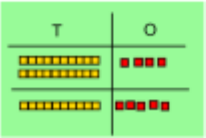
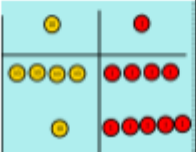
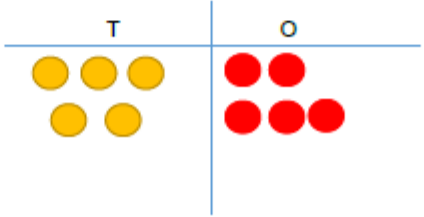
Addition

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole: part-whole model</p>	 <p>Use cubes to add two numbers together as a group or in a bar.</p>	 <p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>$4 + 3 = 7$</p> <p>$10 = 6 + 4$</p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p>
<p>Starting at the bigger number and counting on</p>	 <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>	<p>$12 + 5 = 17$</p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>	<p>$5 + 12 = 17$</p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>



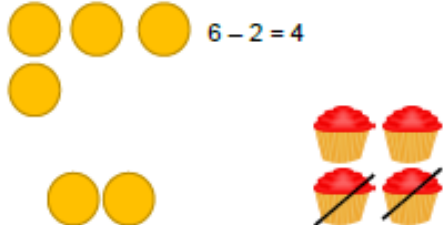
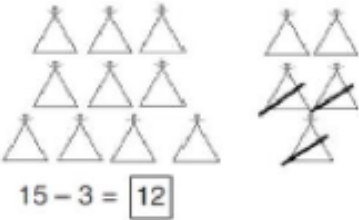


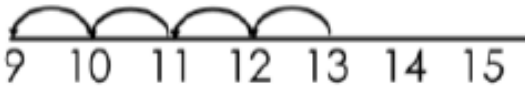
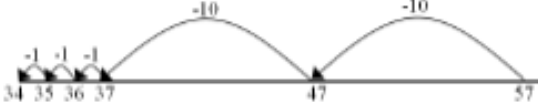
Methods we use:

Addition

<p>Regrouping to make 10.</p>	 <p>$6 + 5 = 11$</p>  <p>Start with the bigger number and use the smaller number to make 10.</p>	 <p>$3 + 9 =$</p>  <p>Use pictures or a number line. Regroup or partition the smaller number to make 10.</p>	<p>$7 + 4 = 11$</p> <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>
<p>Adding three single digits</p>	<p>$4 + 7 + 6 = 17$ Put 4 and 6 together to make 10. Add on 7.</p>  <p>Following on from making 10, make 10 with 2 of the digits (if possible) then add on the third digit.</p>	 <p>Add together three groups of objects. Draw a picture to recombine the groups to make 10.</p>	 <p>Combine the two numbers that make 10 and then add on the remainder.</p>
<p>Column method- no regrouping</p>	<p>$24 + 15 =$ Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p>  	<p>After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.</p> 	<p><u>Calculations</u></p> <p>$21 + 42 =$</p> $\begin{array}{r} 21 \\ + 42 \\ \hline \end{array}$


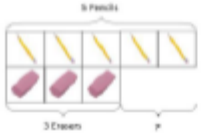
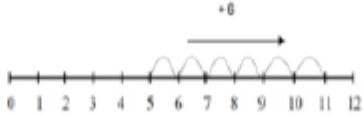
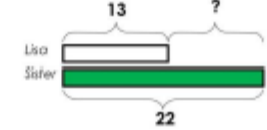
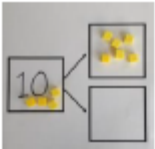
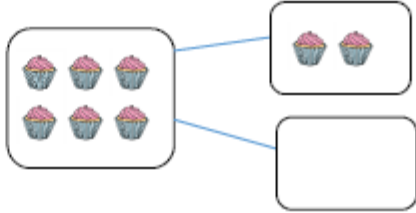


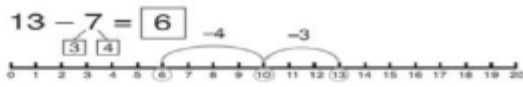
Methods we use:

Subtraction

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Taking away ones</p>	<p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  <p>$6 - 2 = 4$</p> <p>$4 - 2 = 2$</p>	<p>Cross out drawn objects to show what has been taken away.</p>  <p>$15 - 3 = 12$</p>	<p>$18 - 3 = 15$</p> <p>$8 - 2 = 6$</p>
<p>Counting back</p>	<p>Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones.</p>  <p>$13 - 4$</p> <p>Use counters and move them away from the group as you take them away counting backwards as you go.</p> 	<p>Count back on a number line or number track</p>  <p>Start at the bigger number and count back the smaller number showing the jumps on the number line.</p>  <p>This can progress all the way to counting back using two 2 digit numbers.</p>	<p>Put 13 in your head, count back 4. What number are you at? Use your fingers to help.</p>

Methods we use:

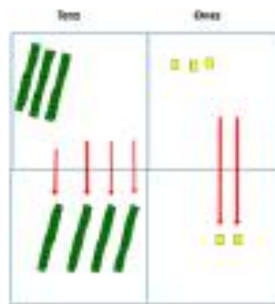
Subtraction

<p>Find the difference</p>	<p>Compare amounts and objects to find the difference.</p>  <p>Use cubes to build towers or make bars to find the difference</p>  <p>Use basic bar models with items to find the difference</p>	 <p>Count on to find the difference.</p> <p>Comparison Bar Models</p> <p>Draw bars to find the difference between 2 numbers.</p> <p>Lisa is 13 years old. Her sister is 22 years old. Find the difference in age between them.</p> 	<p>Hannah has 23 sandwiches, Helen has 15 sandwiches. Find the difference between the number of sandwiches.</p>
<p>Part Part Whole Model</p>	 <p>Link to addition- use the part whole model to help explain the inverse between addition and subtraction.</p> <p>If 10 is the whole and 6 is one of the parts. What is the other part?</p> <p>$10 - 6 =$</p>	<p>Use a pictorial representation of objects to show the part part whole model.</p> 	 <p>Move to using numbers within the part whole model.</p>
<p>Make 10</p>	<p>$14 - 9 =$</p>  <p>Make 14 on the ten frame. Take away the four first to make 10 and then takeaway one more so you have taken away 5. You are left with the answer of 9.</p>	<p>$13 - 7 = 6$</p>  <p>Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer.</p>	<p>$16 - 8 =$</p> <p>How many do we take off to reach the next 10?</p> <p>How many do we have left to take off?</p>

Methods we use:

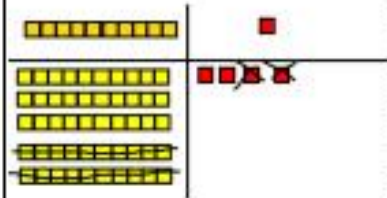
Subtraction

Column method without regrouping



Use Base 10 to make the bigger number then take the smaller number away.

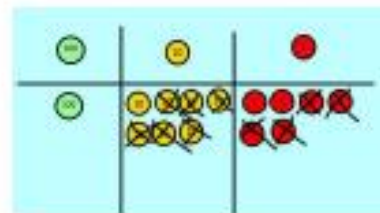
Show how you partition numbers to subtract. Again make the larger number first.



Calculations

$$\begin{array}{r} 54 \\ - 22 \\ \hline 32 \end{array}$$

Draw the Base 10 or place value counters alongside the written calculation to help to show working.



Calculations

$$\begin{array}{r} 176 \\ - 64 \\ \hline 112 \end{array}$$



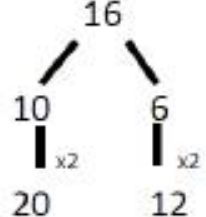
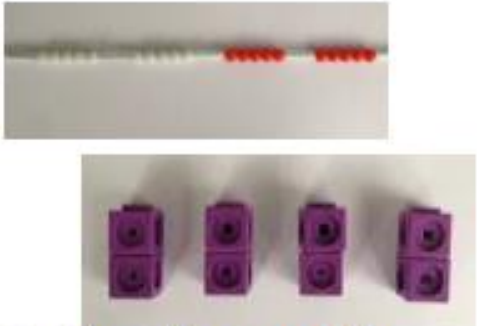
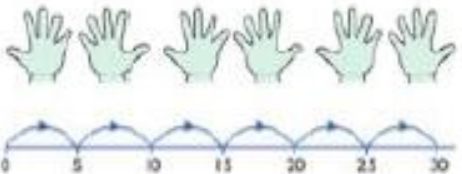
$$\begin{array}{r} 47 - 24 = 23 \\ \underline{40 + 7} \\ - \underline{20 + 4} \\ 20 + 3 \end{array}$$

This will lead to a clear written column subtraction.

A photograph of a piece of paper with a handwritten column subtraction calculation: $\begin{array}{r} 32 \\ - 12 \\ \hline 20 \end{array}$





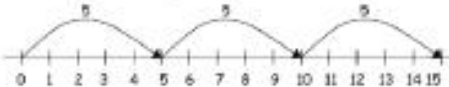




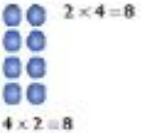
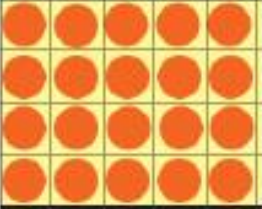

Methods we use:

Multiplication

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Doubling</p>	<p>Use practical activities to show how to double a number.</p>  <p>double 4 is 8 $4 \times 2 = 8$</p>	<p>Draw pictures to show how to double a number.</p> <p>Double 4 is 8</p> 	 <p>Partition a number and then double each part before recombining it back together.</p>
<p>Counting in multiples</p>	 <p>Count in multiples supported by concrete objects in equal groups.</p>	 <p>Use a number line or pictures to continue support in counting in multiples.</p>	<p>Count in multiples of a number aloud.</p> <p>Write sequences with multiples of numbers.</p> <p>2, 4, 6, 8, 10</p> <p>5, 10, 15, 20, 25, 30</p>

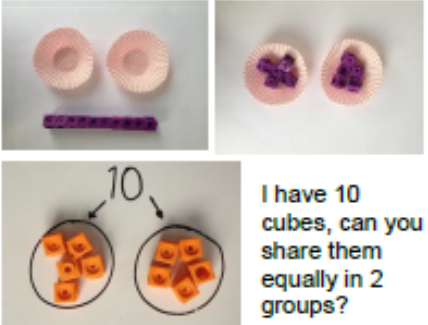

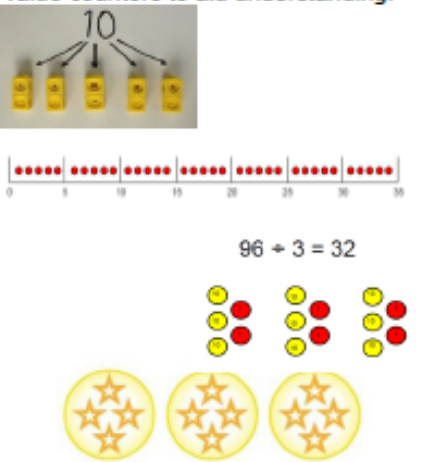
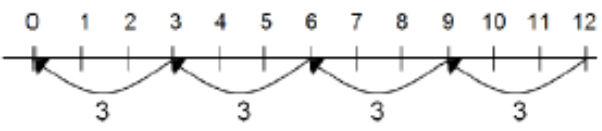

Methods we use:

Multiplication

<p>Repeated addition</p>	 $3 + 3 + 3$   <p>Use different objects to add equal groups.</p>	<p>There are 3 plates. Each plate has 2 star biscuits on. How many biscuits are there?</p>  <p>2 add 2 add 2 equals 6</p>  $5 + 5 + 5 = 15$	<p>Write addition sentences to describe objects and pictures.</p>  $2 + 2 + 2 + 2 + 2 = 10$
<p>Arrays- showing commutative multiplication</p>	<p>Create arrays using counters/ cubes to show multiplication sentences.</p>  	<p>Draw arrays in different rotations to find commutative multiplication sentences.</p>  $4 \times 2 = 8$ $2 \times 4 = 8$  $2 \times 4 = 8$ $4 \times 2 = 8$  <p>Link arrays to area of rectangles.</p>	<p>Use an array to write multiplication sentences and reinforce repeated addition.</p>  $5 + 5 + 5 = 15$ $3 + 3 + 3 + 3 + 3 = 15$ $5 \times 3 = 15$ $3 \times 5 = 15$


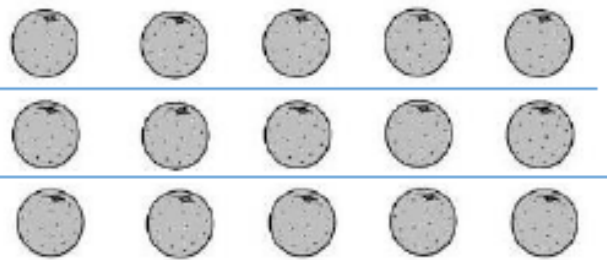
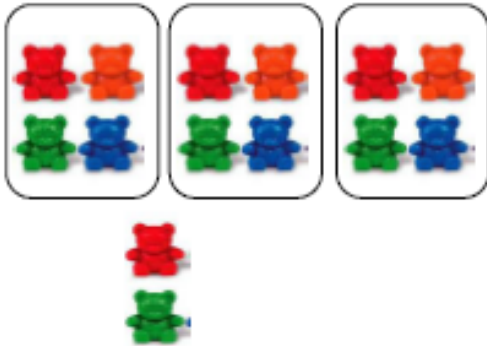


Methods we use:

Division

Objective and Strategies	Concrete	Pictorial	Abstract
<p>Sharing objects into groups</p>	 <p>I have 10 cubes, can you share them equally in 2 groups?</p>	<p>Children use pictures or shapes to share quantities.</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $8 \div 2 = 4$ </div>	<p>Share 9 buns between three people.</p> $9 \div 3 = 3$
<p>Division as grouping</p>	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  <p>$96 \div 3 = 32$</p>	<p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>  $20 \div 5 = ?$ $5 \times ? = 20$	<p>$28 \div 7 = 4$</p> <p>Divide 28 into 7 groups. How many are in each group?</p>

Methods we use:

Division

<p>Division within arrays</p>	 <p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p> <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	 <p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p>	<p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> <p>$7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$</p>
<p>Division with a remainder</p>	<p>$14 \div 3 =$ Divide objects between groups and see how much is left over</p> 	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p> 	<p>Complete written divisions and show the remainder using r.</p> <p>$29 \div 8 = 3$ REMAINDER 5</p> <p>↑ ↑ ↑ ↑ dividend divisor quotient remainder</p>

Promoting reasoning

This is different because ...

I already know that ... so ...

It can't be ... because ...

I noticed that...

This is the same because ...

I know that ... because ...

It must be ... because ...

This is true here because ...

This is true here because ...

I think that ... because ...

If ... then ...

I wonder whether ...

I used the fact that ...

I was systematic because I ...

I already know that ... so ...

I started by ...

It can't be ... because ...

I noticed that...

I checked by ...

I decided to ... because ...

It must be ... because ...

This is true here because ...

I noticed that...

I wondered why ...

If ... then ...

I wonder whether ...

The pattern I noticed was ...

I used the inverse of ...

I used the fact that ...

I was systematic because I ...



Promoting reasoning

Emily did the following calculation:

$$12 - 8 = 4$$

She checked it by using the inverse.

She did $12 + 8 = 20$ and said that her first calculation was wrong.

What advice would you give her?

$$8 - 5 = 3$$

$$8 - 3 = 5$$

$$8 = 5 - 3$$

$$3 = 8 - 5$$

Laura says, "I think that all of these facts are correct because the numbers are related."

Sam disagrees.

Who is correct? Can you prove it?

Which is the odd one out?



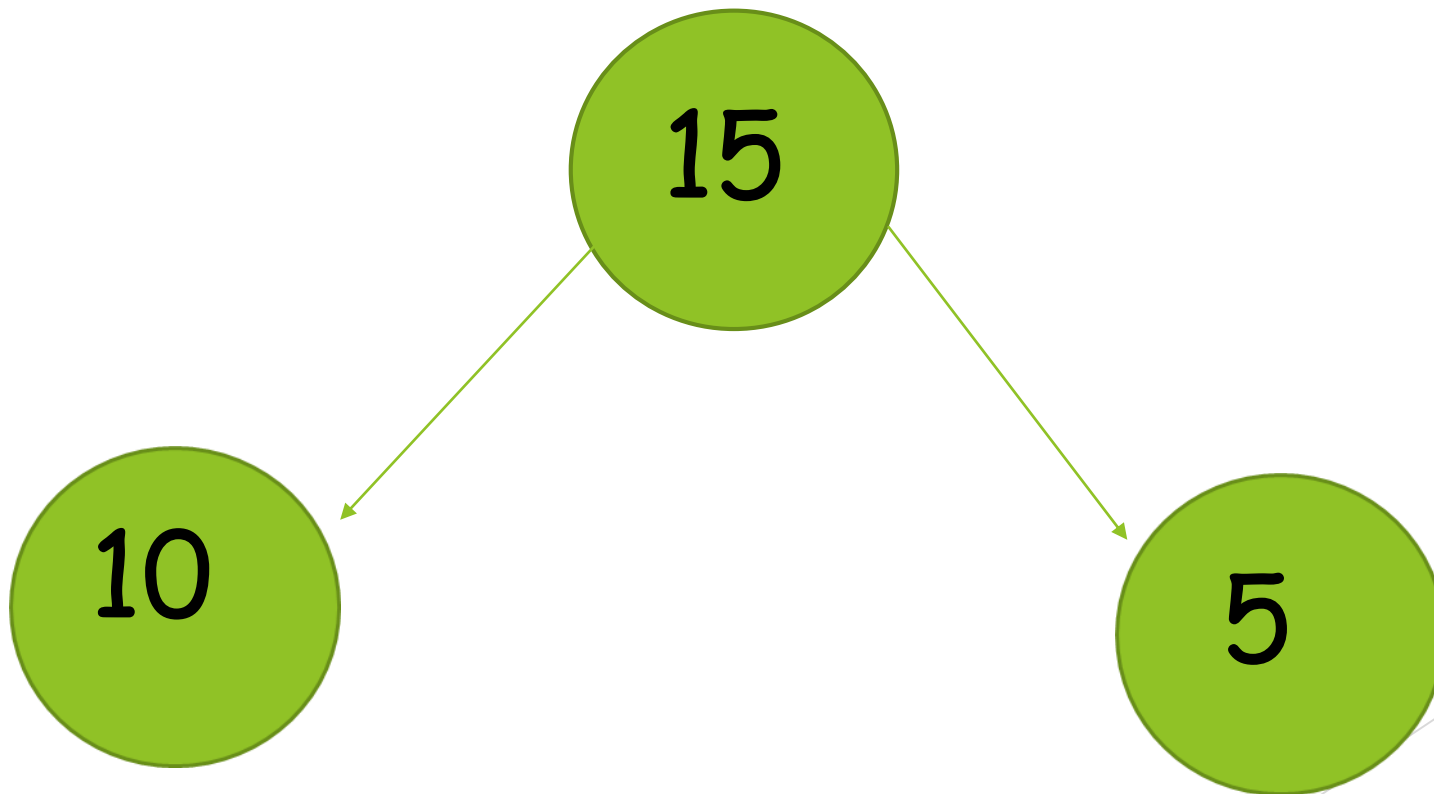
Help at home

- ▶ Fluency is key - Number facts
- ▶ Multiplication- 2s/5s/10s/3s/4s(from 2s) and 6s (from 3s)
- ▶ Including subtraction facts as well.
- ▶ Doubles and halves - Skip counting - Times tables
- ▶ Practise, practise, practise!
- ▶ Other activities can include: - Practise writing number formation - Match words to numbers
- ▶ Think and talk like a mathematician **example**



Number bonds

- ▶ It is important that children recognise number bonds, different pairs of numbers with the same total.



Number line ideas

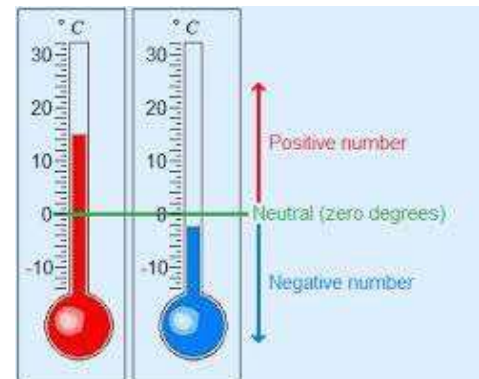
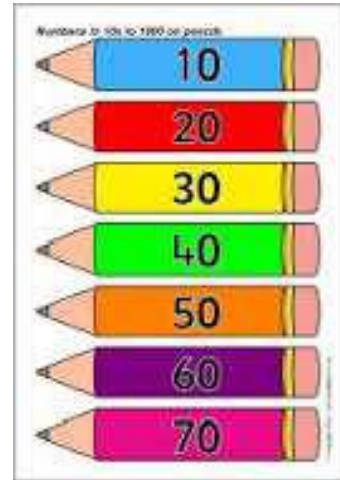
- ▶ Draw a line. Mark 0 and 10 (or any number range needed). Roll a dice. Decide where that number would go and write it in. Repeat. You can also start at any number and include whatever your child needs.
-

- ▶ Start by asking for a 2 digit number. Place it at the start of the line. Now ask for a higher 2 digit number and place at the end of the line. Now keep asking for numbers in between.
-



Keep Counting!

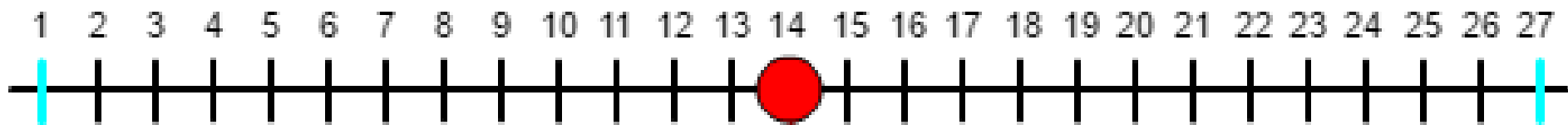
- ▶ Backwards and forwards in 1s, 2s, 5s, 10s, 100s.
- ▶ Count with money.
- ▶ Pairs





Tug of war - Nrich website

- ▶ One player is called "PLUS"
- ▶ The other is called "MINUS" so decide who is who.
- ▶ Plus moves from left to right and Minus moves from right to left. (The children may be encouraged to think about why that might be.)
- ▶ Take it in turns to throw the two dice and add up the numbers on the two dice.
- ▶ Move that number of places in your direction.
- ▶ If the counter reaches 1, Minus has won and so, of course if the counter reaches 27, Plus has won.



Web sites to use for practising fluency and other resources...

- ▶ Oxford Owl Maths
- ▶ Top Marks times tables
- ▶ Maths is fun
- ▶ Woodlands resources
- ▶ Free Numicon resources
- ▶ Nrich website

