

## Maths

### Home Learning Support

In school we have daily 1-hour maths lessons. We follow a scheme called Power Maths which incorporates practical activities along with workbook questions. Discover Share Think and Challenge are the first of a 2-part lesson. During this section of learning you should read the questions to the children and ask them to explain to you how they would calculate the answers. The children should have manipulatives available to them such as counters cubes or 10 frames (**Resources**). Other things such as pennies, toys, dried pasta or drawings can be used as an alternative.

### Example.

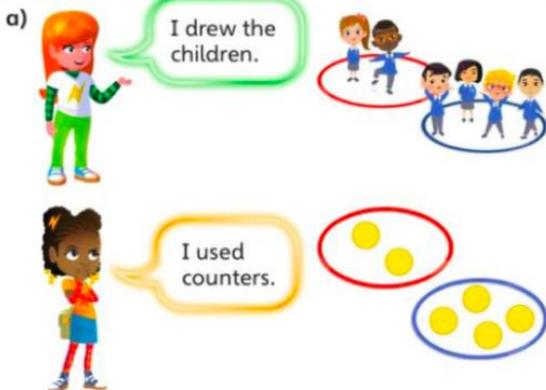
#### Discover



- 1 a) How many children are there?  
How many children are there in each **group**?

- Children should make/ draw the number of children that are shown.
- They should show how they count them e.g. crossing them of one at a time in a drawing or moving them one at a time if using objects.
- They should then show how many children are in each group.  
Which group is bigger? Which group has fewer children? Etc.

#### Share



There are 6 children.  
There are 2 children in the red hoop.  
There are 4 children in the blue hoop.

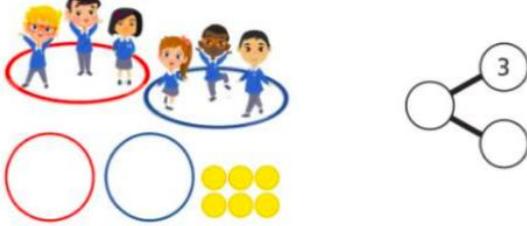
- The share section is all about discussing the children's answers and seeing if it can be done in different way.
- After completing this section maybe go back and change the numbers in the questions. This will give the children an opportunity to practice more questions of this style.

## Think together

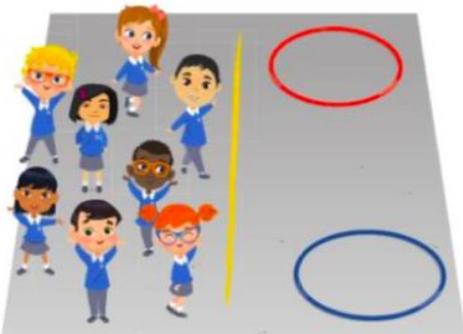


1 Now the children are in these 2 groups.

Show the groups and complete the part-whole diagram.



3 How could the children be put into two groups?



- This section should be completed with support. Spend time thinking about how you could show the answers using equipment.

- Always ask the children why they are doing things as this helps them to reason.

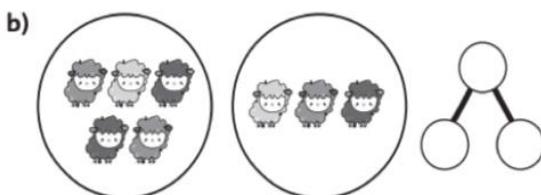
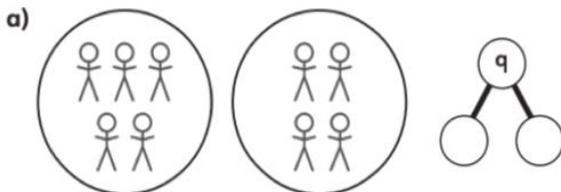
- The activity ends with a challenge section in which it will ask the children to use what they have learnt to complete a different style of question.

- If the children struggle with any part of this lesson spend time creating more examples that mirror the examples given.

The second part of the learning that will be carried out the following day is from the children's workbook. Before starting the activity re-cap the learning from yesterday and give the children a question to refresh their memories.

## The part-whole model 1

1 Complete the .



The workbook activity gets progressively more difficult so only take it as far as it necessary for your child. Your child may require some support to read and complete the questions which is fine, but if your child is struggling then stop after the 3<sup>rd</sup> question.

You may want to make some of your own questions up that mirror the questions given this will help build the children's confidence.

## Mathletics

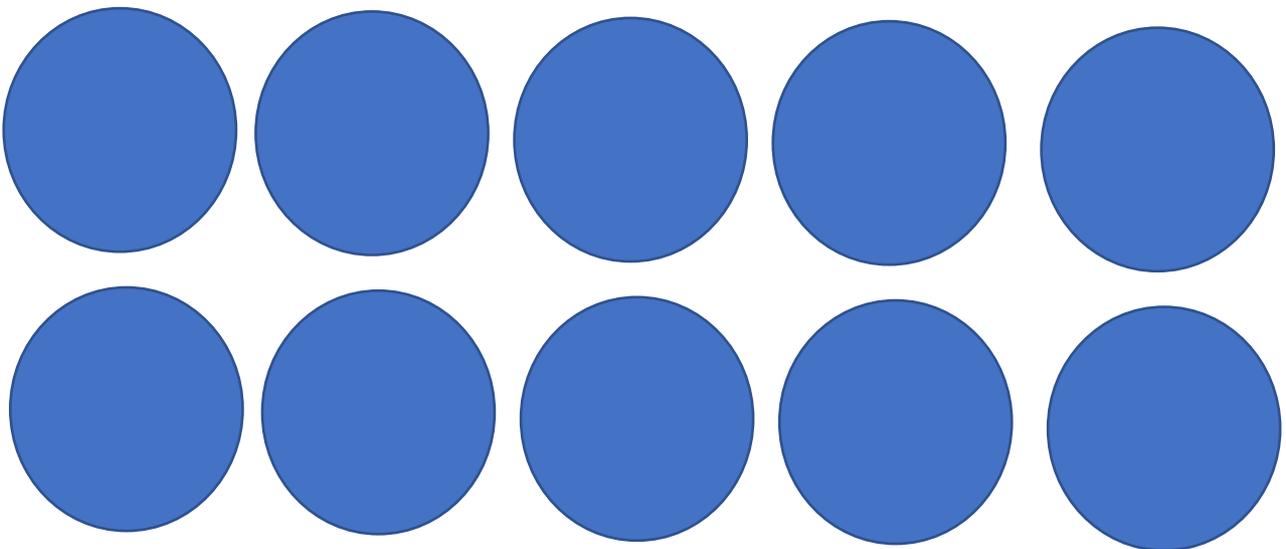
In the front of your children's reading record is a log in for Mathletics. I will be setting work that is linked to the work in the plan for them to complete each week.

<https://login.mathletics.com>

## Resources

### 10 Frame


### Counters



## Number Track

### My 1 to 20 Number Track

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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## Part-whole Diagram

