MATHS SUPPORT: YEAR 1 (5-6 yrs old) WEEK 4 ACTIVITIES

Brainy Targets

This week we are aiming to:

1. Find pairs that make 10

2. Two less than

3. Work out change from 10p

4. Read and write the numbers 16 and 17

5. Know other facts from a given number sentence

6. Recognise 2D and 3D shapes

7. Challenge: patterns in numbers

The activities that follow are just a small sample of the wide selection we have available. If you feel more practice is needed there are many more similar pages in the Resource Browser under:

Year 1: Addition

Year 1: Reading and writing numbers

Year 1: Money

Year 1: Shape

MATHS SUPPORT: YEAR 1 (5-6 yrs old) WEEK 4 ACTIVITIES

BRAIN BUILDING ACTIVITIES

This week try to play these games with your children, at least once or twice each. The more the better. Details on how to do this follow this page.

1. Coins in the tin

2. Making patterns

BRAIN TRAINING MENTAL ACTIVITIES

Try asking your children these sets of mental arithmetic questions during the week which concentrate on:

Set 1, 2, 3 and 4:

Pairs that make 10, change from 10p, larger and smaller, before and after,

counting back, number sequences and shape

BRAIN TRAINING PRINTOUTS

Settle down in a quiet corner with pencils and paper to have a go at these printouts:

1. Pairs that make 10 (robot)

2. Read and write the number 16 and 17

3. Find two less than

4. Change from 10p

5. Know other facts

6. 3D shape

7. 2D shape

8. Number pattern challenge

BRAIN BUILDING ACTIVITIES: WEEK 4

Coins in the tin

Learning to count is usually a very visual activity, but it is also a good idea to include some listening activities as well.

All you need is a collection of coins and a tin or container which will make a nice 'clincky' sound when a coin is dropped into it.

(Make sure it has no sharp edges and won't break!)

Say that you are going to drop some coins into the tin and ask your child to shut their eyes and by listening carefully, count the number of coins.

Drop each coin, one at a time, and say when you have finished. Start with smaller numbers (2 to 5) but you could do this with up to 10 coins.

Once finished ask how many coins are in the tin.

Check by emptying the tin and counting them.

Swap places, with you listening and your child placing the coins in the tin.

The activity can be made harder by increasing the speed of dropping the coins or by saying you are dropping two coins at once, helping with learning to count up in twos.

BRAIN BUILDING ACTIVITIES: WEEK 4

Making patterns

Making patterns can occur in a whole range of activities and can get as tricky as you like. Here are a few ideas for starting off with objects that you can find around the house.

Collect buttons as they make a great resource for pattern making as well as counting.

Lay 4 or 5 buttons in a row, alternating a small button and a large button. Ask what should come next and then continue the pattern.

Play a similar activity alternating the colours of the buttons rather than size eg red blue red blue etc.

Cut out strips from various coloured paper and lay out a pattern eg
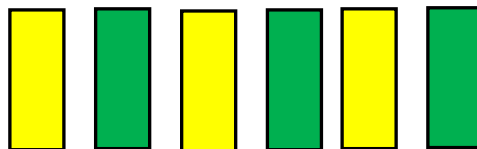
Ask what should come next and then continue the pattern. Make it harder by introducing a third colour.

Toothpicks or matchsticks can be laid out in patterns. Again ask what the pattern is and what should come next. (Make sure the matches cannot be lit!)
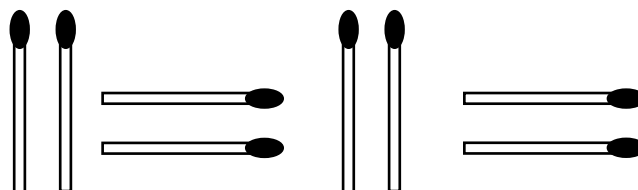
BRAIN TRAINING MENTAL ACTIVITIES: WEEK 4

Set 1:

1. What do you add to 6 to make 10?

2. How much bigger than 5 is 10?

3. How much change from 10p if you spend 3p?

4. What is one more than 10?

5. What is 2 more than 9?

6. How many sides does a triangle have?

7. How many corners does a square have?

8. Which is larger 8 or 5?

9. Which is smaller 7 or 6?

10. Count back 2 from 13.

Set 2:

1. What do you add to 5 to make 10?

2. How much bigger than 3 is 10?

3. How much change from 10p if you spend 8p?

4. What is one more than 11?

5. What is 2 more than 8?

6. How many sides does a rectangle have?

7. How many corners does a triangle have?

8. Which is larger 2 or 10?

9. Which is smaller 10 or 11?

10. Count back 2 from 12.

Set 3:

1. What do you add to 8 to make 10?

2. How many less than 10 is 3?

3. How much change from 10p if you spend 2p?

4. What is 3 plus 7?

5. What number comes next: 3, 5, 7 ?

6. What shape has 3 sides?

7. What number comes two after 6?

8. What number comes two before 5?

9. What number comes next: 4, 5, 6 ?

10. Count back 2 from 11.

Set 4:

1. What do you add to 2 to make 10?

2. How many less than 10 is 4?

3. How much change from 10p if you spend 9p?

4. What is 6 plus 4?

5. What number comes next: 5, 7, 9 ?

6. What shape has 4 sides?

7. What number comes two after 8?

8. What number comes two before 7?

9. What number comes next: 6, 8, 10 ?

10. Count back 2 from 14.

UR Brainy

0
1
2
3
4
5
6
7
8
9
10
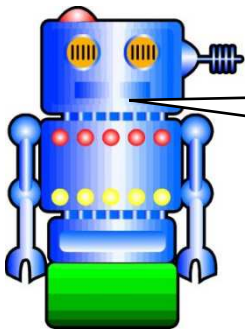
Join pairs of cards that make ten!

5

3

8

7

5

2

4

6

1

9

Lots more practice sheets in the resource browser under Year 1: Addition.

Caterpillars usually have 16 legs.
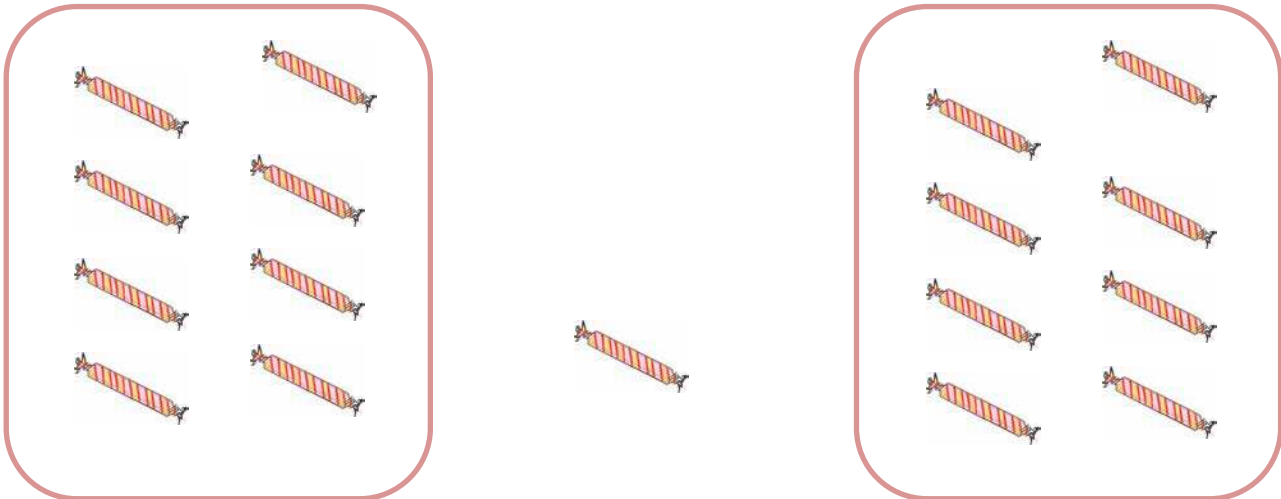
Trace over the number sixteen.

16 16 16 16

16 16 16 16

Lots more practice sheets in the resource browser under Year 1: Reading and Writing Numbers

17 is an odd number.

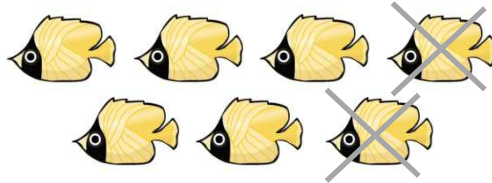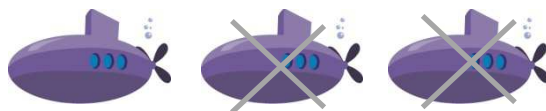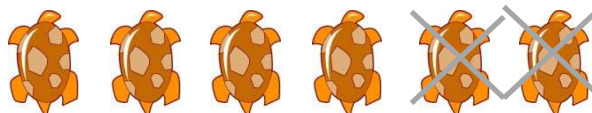## Odd numbers can not be divided equally into groups of 2.

Write the number seventeen.

17 17 17 17

17 17 17 17

Two less than **4**

Two less than **7**

Two less than **3**

Two less than **6**

Two less than 8
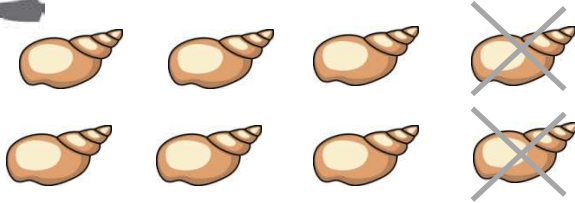
Two less than 2

Two less than 5

Two less than 9

10p shop sale

TEN PENCE 10
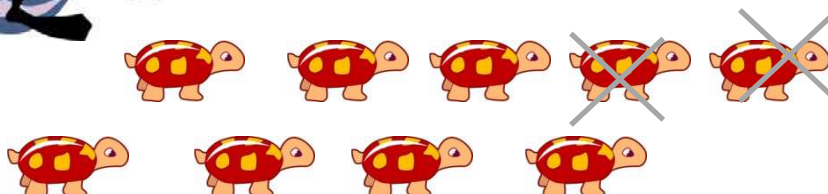
How much change would you get if you gave 10p to pay for each of these items.

5p

Change:

p

4p

Change:

p

6p

Change:

p

1p

Change:

p

3p

Change:

p

7p

Change:

p

2p

Change:

p

8p

Change:

p

Lots more practice sheets in the resource browser under Year 1: Money

What else do you know?

If you know one fact it often means that you also know several others – without even realising it. Have a look at these:
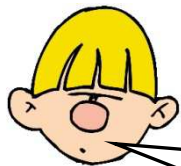
I know that:

$$6 + 2 = 8$$

So he should also know that:

$$2 + 6 = 8$$

$$8 - 2 = 6$$

$$8 - 6 = 2$$

Knowing one addition fact means that you easily can know one other addition fact and two subtraction facts! Great!!

What else do you know?

1. If you know that $4 + 2 = 6$ what else do you know?

a. ☐ + ☐ = ☐

b. ☐ - ☐ = ☐

c. ☐ - ☐ = ☐

2. If you know that $5 + 3 = 8$ what else do you know?

a. ☐ + ☐ = ☐
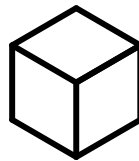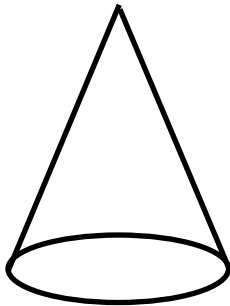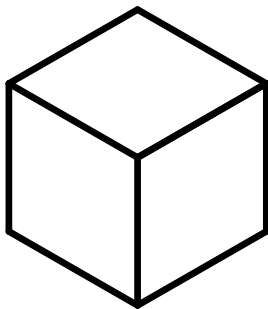
b. ☐ - ☐ = ☐

c. ☐ - ☐ = ☐

3D shape

Which of these shapes have curved sides?
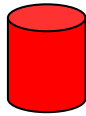
Colour shapes with curves red.   Colour all other shapes green.
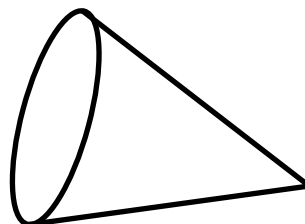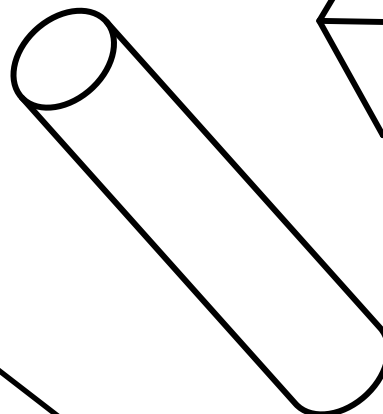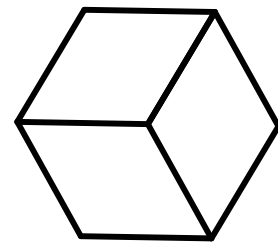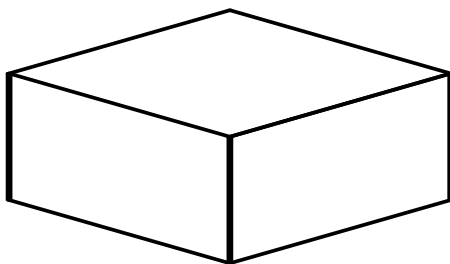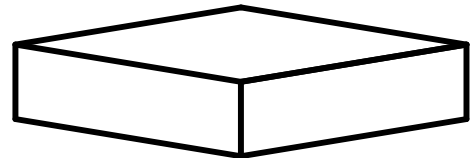
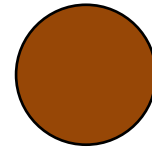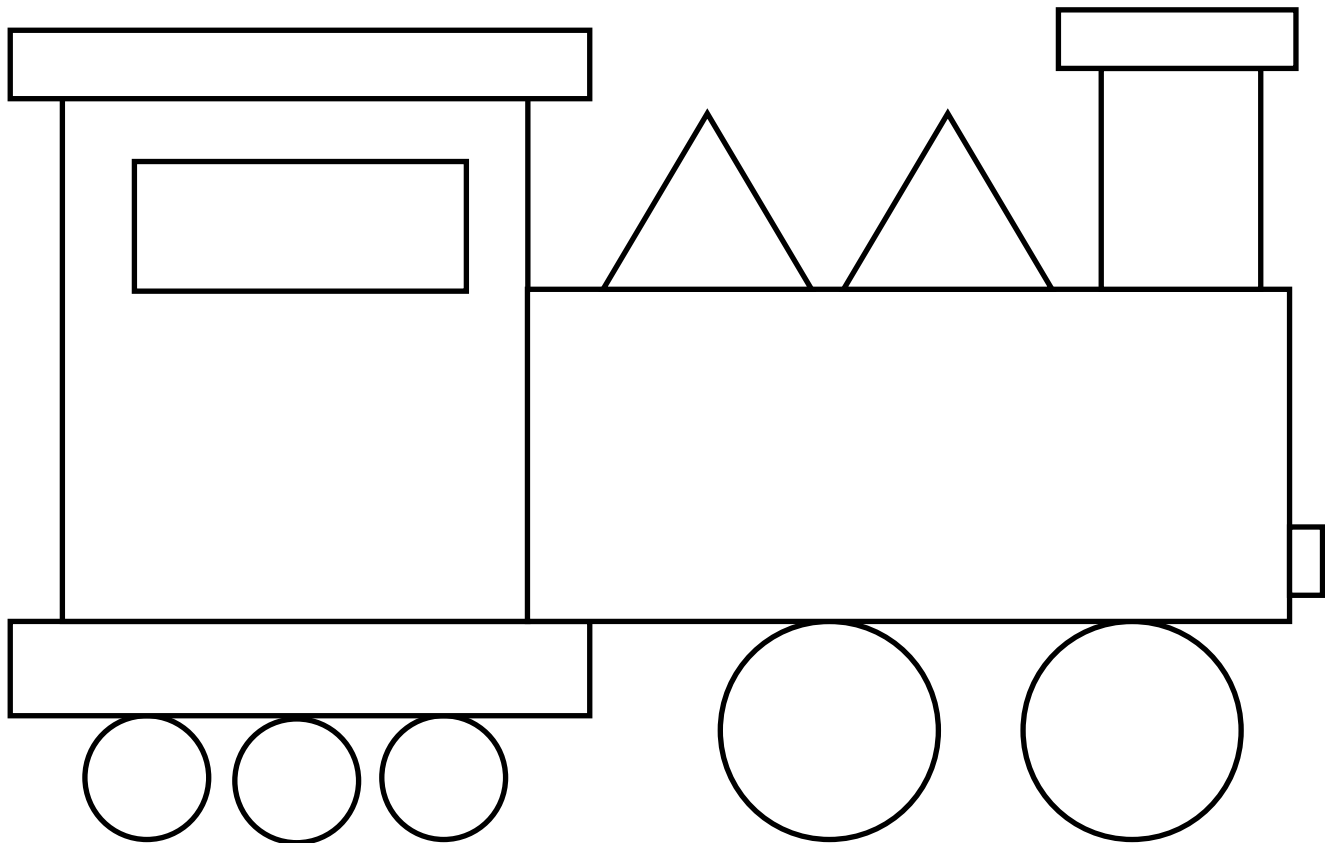The train is made up of triangles, rectangles and circles.

Colour the triangles blue.
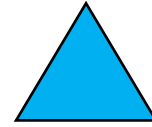
Colour the circles brown.
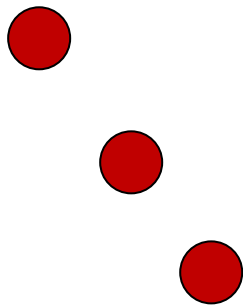
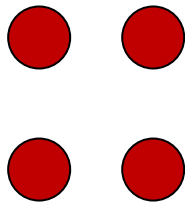Colour the rectangles red.

Number Pattern Challenge

Here are some patterns of numbers. You might see them like this on dice.
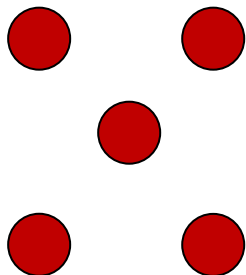Can you arrange the numbers of dots in different patterns?

3			
4			
5			

Week 4
Maths activities from urbrainy.com

Answers

Brain training Mental Activities

Set 1:

1. 4	2. 5	3. 7p	4. 11	5. 11
6. 3	7. 4	8. 8	9. 6	10. 11

Set 2:

1. 5	2. 7	3. 2p	4. 12	5. 10
6. 4	7. 3	8. 10	9. 10	10. 10

Set 3:

1. 2	2. 7	3. 8p	4. 10	5. 9
6. triangle	7. 8	8. 3	9. 7	10. 9

Set 4:

1. 8	2. 6	3. 1p	4. 10	5. 11

6. square, rectangle or quadrilateral

7. 10	8. 5	9. 12	10. 12

Brain training printouts

Page 6: Pairs that make 10

Joining 9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5

Page 9 and 10

2   5   1   3   6   0   3   7

Page 11: Change from 10p

1. Crayons: 5p	2. Carrot: 6p	3. Apple: 4p	4. Sweet: 9p
5. Balloon: 7p	6. Pencil: 8p	7. Strawberry: 3p	8. Bread: 2p

Page 13 What else do you know?

a. 2 + 4 = 6   6 − 2 = 4   6 − 4 = 2   b. 3 + 5 = 8   8 − 5 = 3   8 − 3 = 5