T 1. These 2-digit numbers use the same digits.

21   12

Add these two numbers together to find the total.

S 2. Make two 2-digit numbers, using **3** and **5**.

Find the total.

D 3. Use the digits **1**, **2**, **3** and **4**.

Choose two digits.

Make two 2-digit numbers, using the same digits twice.

For example, 23 and 32.

Find the total.

Try more pairs.

> What pattern do you notice?

4. Do you still see the pattern if you also use **5** and **0**?

T **I.** Write a digit in each box to make this correct:

$\boxed{}\boxed{} - 7 = 5$

S **2.** Now write a digit in each box to make this correct:

$\boxed{}\boxed{} - \boxed{} = 5$

Find more ways with different numbers.

How many ways can you find?

D **3.** Now find different ways to make this calculation correct:

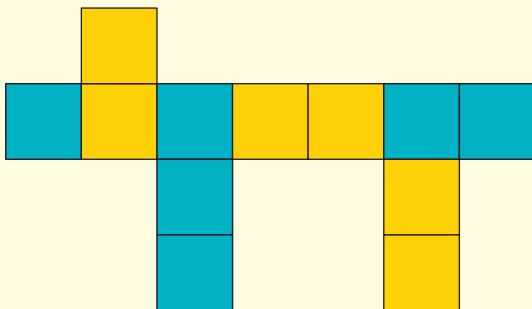$\boxed{}\boxed{} - \boxed{} = 6$

How many ways are there?
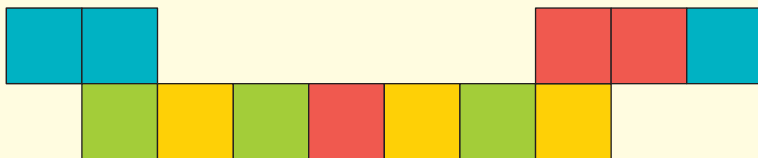
38 Fraction squares

T 1. Here is a dog made from squares.

What fraction of the dog is **blue**?

What fraction is **yellow**?

S 2. This is a snake made from squares.

What fraction of the snake is **blue**? What fraction is **yellow**?

What fraction is **red**? What fraction is **green**?

D 3. Make a picture with squares.

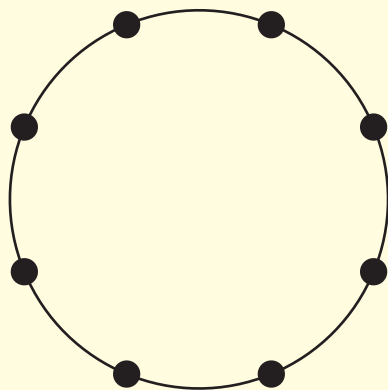Make $\frac{1}{2}$ the squares red, and $\frac{1}{2}$ blue.

Make a new picture. Make each quarter of the squares a different colour.

T **1.** Draw dots like this:

Join three dots to make a triangle.

S **2.** How many **different** triangles can you draw by joining three dots?

How will you know when you have drawn them all?

D **3.** A quadrilateral is a 4-sided shape. Draw some quadrilaterals by joining four dots.

Do you think there will be more quadrilaterals than there were triangles?

3. In addition to the amounts listed above, children can also make:
52p, 55p, 60p, 70p
4. 3p. 6p, 11p.21p. 51p.

Key questions
"How do you know you have them all?"

17 Use the difference

Number – Addition and subtraction
Add and subtract numbers mentally, including a 2-digit number and ones

Note: Children may find it easier to organise their thinking if they have digit cards to move around.

1. $12 - 7 = 5$
2. There are 5 possible solutions:
$10 - 5 = 5, 11 - 6 = 5, 12 - 7 = 5,$
$13 - 8 = 5, 14 - 9 = 5$

Key questions
"How do you know you can't find any more?"
"What is the smallest number you can subtract in this number sentence? What is the largest?"

3. There are six possible responses:
$10 - 4 = 6, 11 - 5 = 6, 12 - 6 = 6,$
$13 - 7 = 6, 14 - 8 = 6, 15 - 9 = 6$

Key questions
"Did you think you would have more or fewer when the answer was 5? Were you right?"
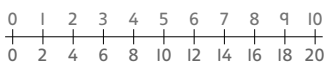"When the answer is 2, how many ways were there?"
"When the answer is 5, how many ways were there?"

18 Look above and below

Number – Multiplication and division
Recall and use multiplication and division facts for the 2 times-table
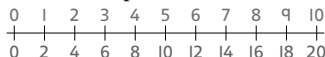
1. This is the completed number line.

```
0   1   2   3   4   5   6   7   8   9   10
+---+---+---+---+---+---+---+---+---+---+
0   2   4   6   8   10  12  14  16  18  20
```

14 is underneath 7
10 is above 20

Key questions
"What is the same and what is different about the number lines?"

2. This is the completed number line.

```
0   1   2   3   4   5   6   7   8   9   10
+---+---+---+---+---+---+---+---+---+---+
0   2   4   6   8   10  12  14  16  18  20
```

26 is above 52
64 is underneath 32

Key questions
"How did you work out which numbers were missing?"
"Which number would be above 80?"
"Which number would be underneath 100?"

3. Children will need to decide whether to put numbers above or below the line, and to decide which number sits in the same position. Encourage them to explain that you double the top number to give the lower number, and vice versa.

Key questions
"What if the blue line went up in threes?"

19 Add this and the next

Number – Addition and subtraction
Recognising odd and even numbers; add and subtract numbers using concrete objects and pictorial representations, including two 2-digit numbers

1. The total of 21 and 22 is 43, which is odd.
2. 73, which is odd.

Key questions
"How did you work out the total?"
"Did you predict correctly if the answer will be odd or even?"

3. The totals will always be odd because the children will always be adding 2 consecutive numbers, therefore one will always be odd and one will always be even. The sum of one odd and one even number will always be odd.

pinpoint
MATHS

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