

# Maths

We have provided 5 'Flashbacks' . These are **daily** mental maths activities that ask questions linked to previous learning. You will find each 'Flashback' at the start of the lesson.

# Lesson 1

Counting to 50 - making ten

- 1) Use  $<$ ,  $>$  or  $=$  to compare the number sentences.

$$5 + 6 \bigcirc 6 + 5$$

- 2) Complete the bar model.



- 3) Add together 7 and 6

- 4) What number is shown?



Please watch the video.

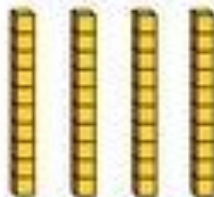
Remember to press pause if you would like to discuss it or rewind if you would like to watch parts of it again.

## Counting to 50

Have a think



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



All of the numbers at the end of the row have a zero!



Do you want to practise counting to 50?

Here is a number chart to help you.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

As a challenge can you count to 50 again, but this time close your eyes?

Which numbers are missing.?

1	2	3	4	5	6	7	8	9	10
11		13	14	15	16		18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35		37	38	39	40
	42	43	44	45	46	47		49	50

Did you  
count or  
did you use  
the  
patterns  
you saw in  
the video?



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

The best way to get better at counting is to keep practising.

- Go for a quick walk. After 50 steps where are you?
- Can you build something out of lego using 50 lego bricks?
- As you practise catching a ball can you count how many catches you do?
- Are you a keen skipper? Can you count how many skips you can do before getting tangled up?

## Option 1



Could you find things in your home and practise counting up to 50. You could use:

Pennies

Pasta

Lego cubes

Buttons.

You could take a photo and show your teacher.

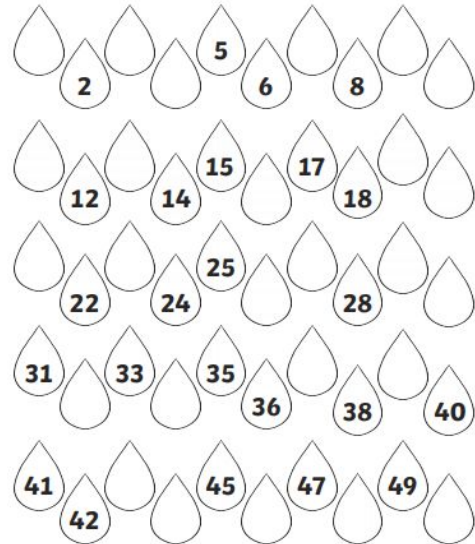


## Option 2

Could you practise counting up to 50 and write the missing numbers?

### Missing Numbers

Write down each missing number.





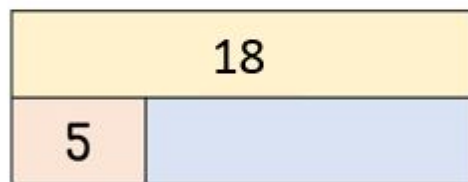
# Lesson 2

Numbers to 50

- 1) Use  $<$ ,  $>$  or  $=$  to compare the number sentences.

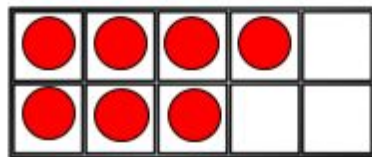
$$5 + 6 \bigcirc 8 + 3$$

- 2) Complete the bar model.



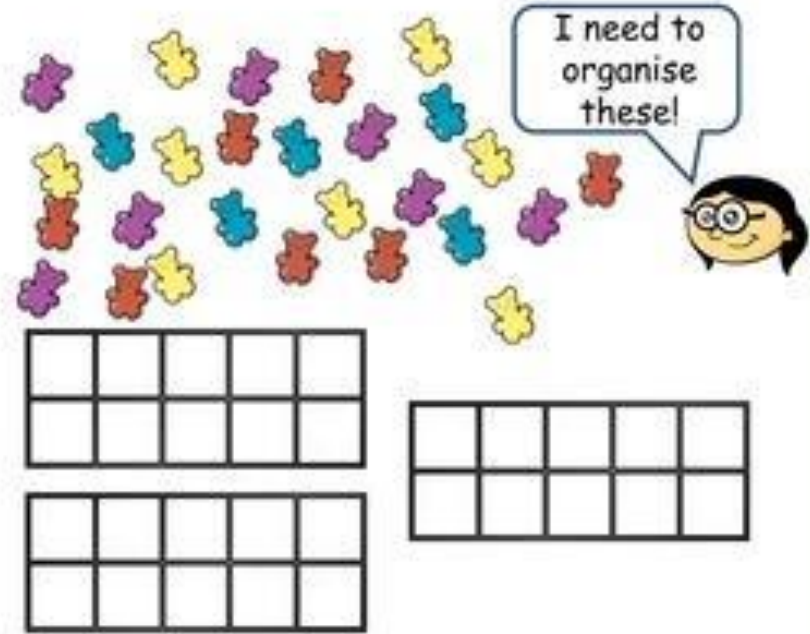
- 3) Add together 7 and 11

- 4) What number is shown?

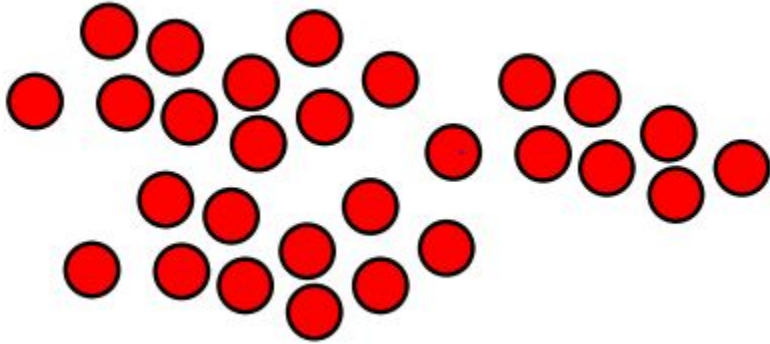


Please watch the video.

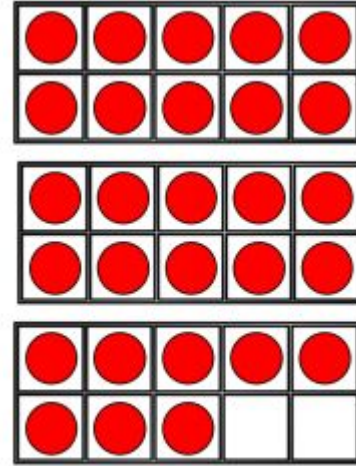
Remember to press pause if you would like to discuss it or rewind if you would like to watch parts of it again.



How easy it is to  
count these  
counters?

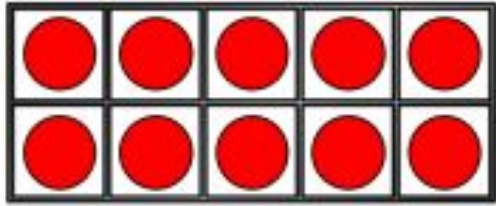


Can you count these counters?

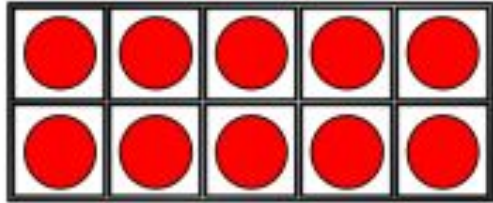


Which was easier? The pile of  
counters or the counters in the  
tens frames?

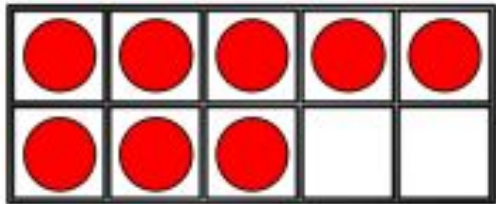
By organising objects into groups of ten it can help us count carefully.



10



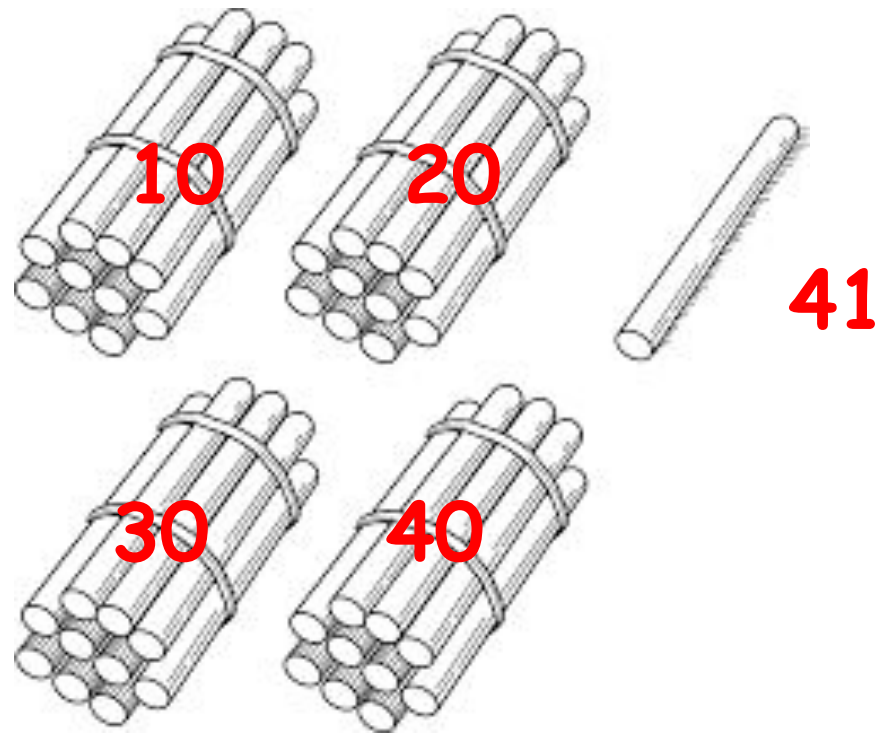
20



21 22 23 24 25 26 27 28

Let's practise  
using the tens  
frames.

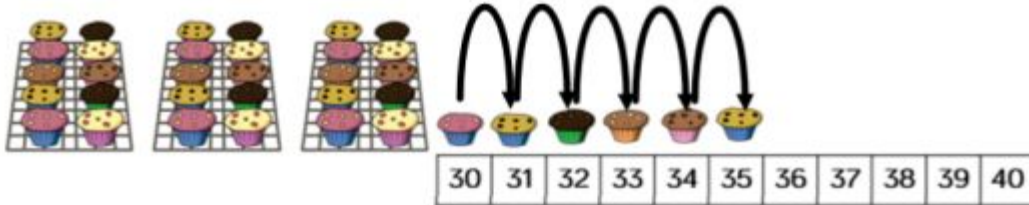
Can you count these objects that have been organised into groups of ten?



Annie counts how many muffins she has.



I have 35 muffins.



Do you agree with Annie?

Pause and think about Annie's counting. Then click to see if you agree with me?

Annie has made a good mistake. She has counted 30 twice.

There should be 36 muffins.

# Option 1

Numbers to 50

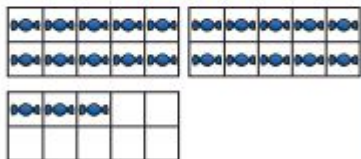


1 a) How many sweets are there?



There are  sweets.

b) How many sweets are there?



There are  sweets.

c) Which were easier to count? Why?



# Option 2

Go to the next slide and try to solve the problem about Nina and her counting.


42	<input type="text"/>	36	<input type="text"/>	24	<input type="text"/>
38	<input type="text"/>	31	<input type="text"/>	19	<input type="text"/>





Nina is counting from 20 to 40.  
Which numbers will she say?

42	<input type="checkbox"/>	36	<input type="checkbox"/>	24	<input type="checkbox"/>
38	<input type="checkbox"/>	31	<input type="checkbox"/>	19	<input type="checkbox"/>




There are two numbers Nina did not say when she was counting.  
Can you explain why she did not say these numbers?  
Eg,. Nina did not say \_\_\_\_\_ because...

The answer is on the next slide.

Nina is counting from 20 to 40. Which numbers will she say?

42	<input type="checkbox"/>	36	<input type="checkbox"/>	24	<input type="checkbox"/>
38	<input type="checkbox"/>	31	<input type="checkbox"/>	19	<input type="checkbox"/>



Nina will say 24    31    36    38.

She will not say 19 because 19 is less than 20.

She will not say 42 because 42 is more than 40.

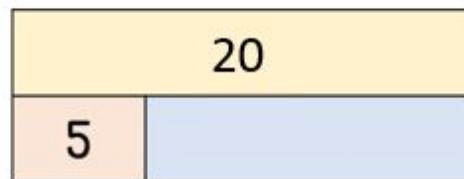
# Lesson 3

Counting forwards and  
backwards within 50

- 1) Use  $<$ ,  $>$  or  $=$  to compare the number sentences.

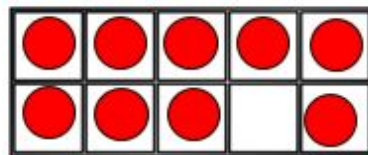
$$5 + 6 \bigcirc 2 + 3$$

- 2) Complete the bar model.



- 3) Add together 10 and 9

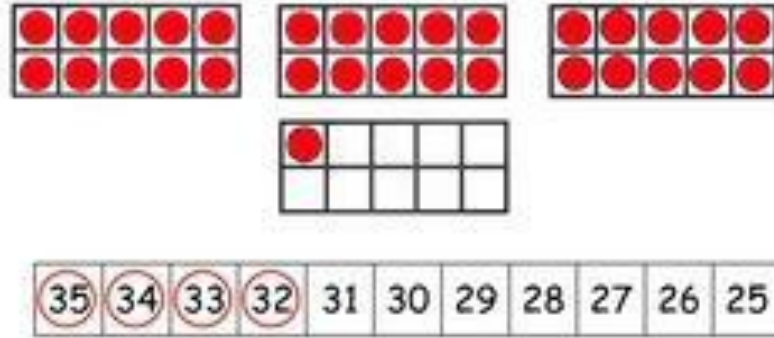
- 4) What number is shown?



Please watch the video.

Remember to press pause if you would like to discuss it or rewind if you would like to watch parts of it again.

## Counting backwards



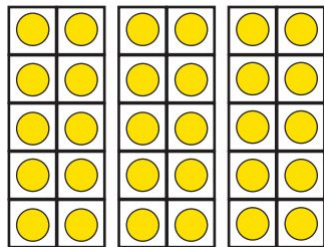
We are going to practise counting forwards and backwards.

Use this slide to help you if you find it a bit tricky.

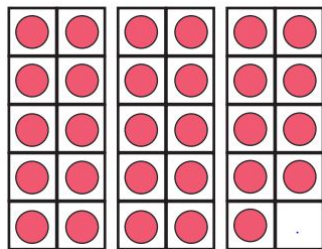


<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>

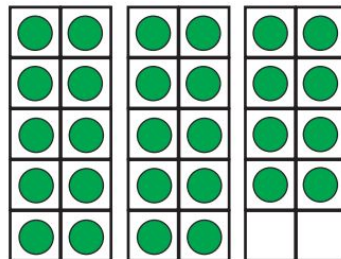
Look carefully at the tens frame.  
Can you say the counting back sequence?



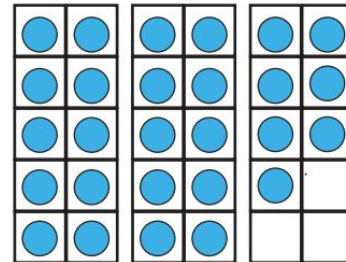
30



29



28



27

What number would be next? Can you keep on counting back?

Go back the the 50 grid to  
check your answers.

Which number comes before 17?

16

Which number comes after 37?

38

What are the next two numbers after 39?

40

and

41



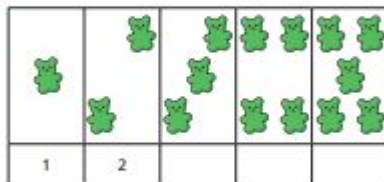
# Option 1

Count forwards and backwards within 50

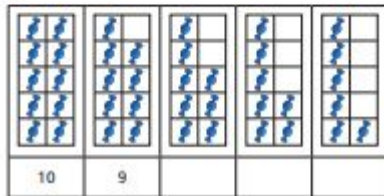


1 Complete the number tracks.

a)



b)



# Option 2

Can you count forwards and backwards to make the sequences correct?

a)

17	18	19							
----	----	----	--	--	--	--	--	--	--

b)

41	42	43							
----	----	----	--	--	--	--	--	--	--

c)

9	8	7							
---	---	---	--	--	--	--	--	--	--

d)

36	35	34							
----	----	----	--	--	--	--	--	--	--

Option 2 - Can you count forwards and backwards and write in the missing numbers?

a)

17	18	19							
----	----	----	--	--	--	--	--	--	--

b)

41	42	43							
----	----	----	--	--	--	--	--	--	--

c)

9	8	7							
---	---	---	--	--	--	--	--	--	--

d)

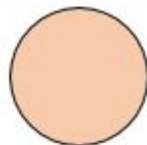
36	35	34							
----	----	----	--	--	--	--	--	--	--

e)

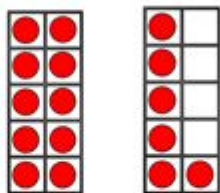
				24	23				
--	--	--	--	----	----	--	--	--	--

# Lesson 4

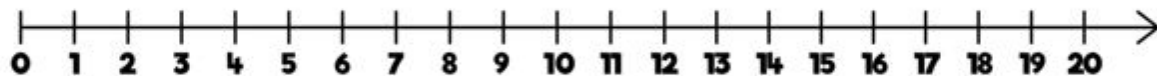
Tens and ones



- 1) What number is shown on ten frames?



- 2) What is  $13 - 4$

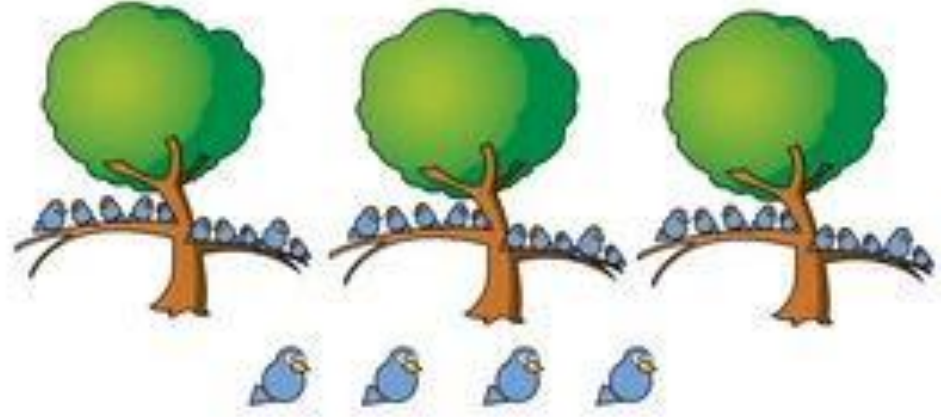


- 3) What is thirteen in numerals.

- 4) What is one more than 15?

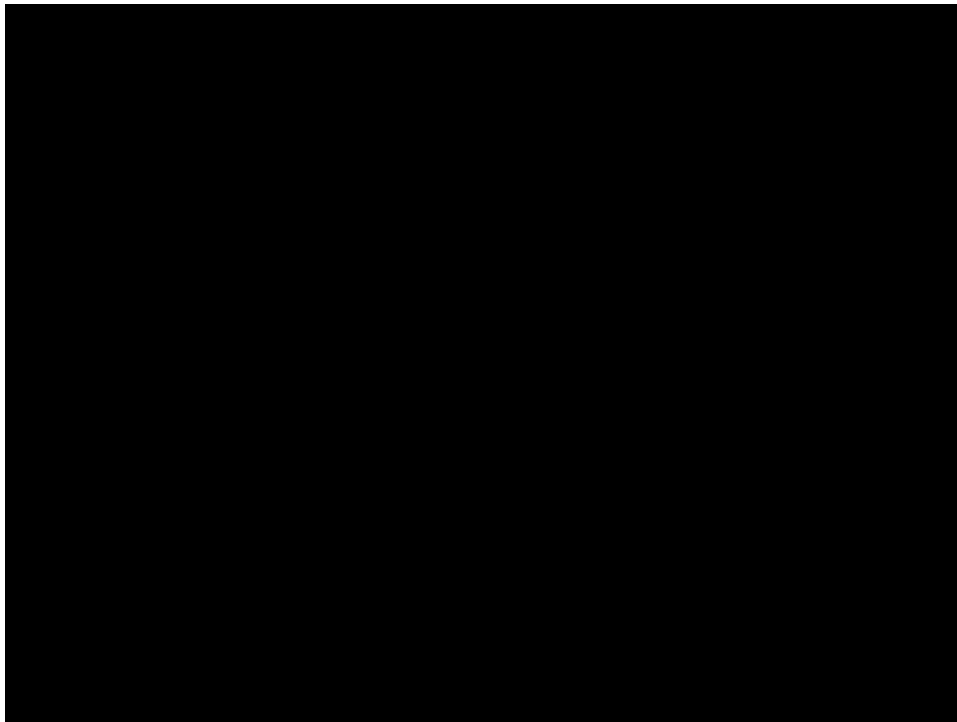
Please watch the video.

Remember to press pause if you would like to discuss it or rewind if you would like to watch parts of it again.



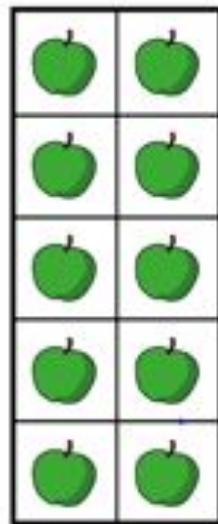
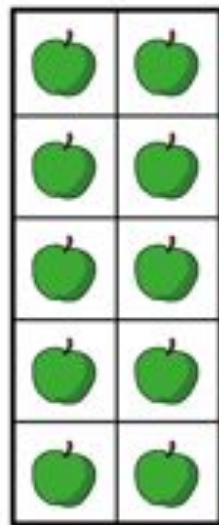
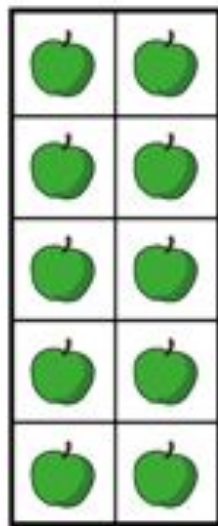
Last term we practised counting out a number objects and grouping the objects into tens and ones. Watch this short video to help remind you of what we did. Remember to pause the video if you need to.

The video  
also explains one  
of the activity  
options.



Let's  
practise  
describing  
the number  
in tens and  
ones

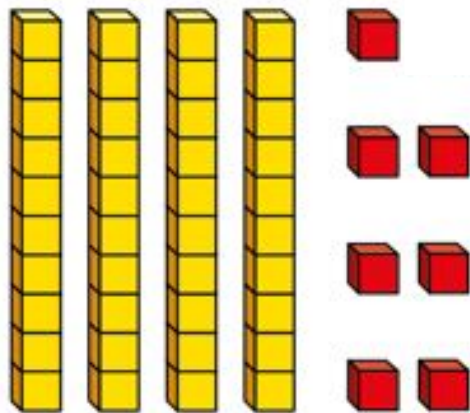
How many apples are there?



There are  tens and  ones.

There are  apples.

What number is shown?



There are  tens and  ones.

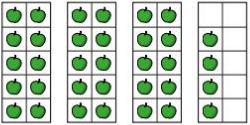
The number shown is



# Option 1

Tens and ones


1 How many apples are there?



There are  tens and  ones.

There are  apples.

2 What number is shown?



There are  tens and  ones.

The number shown is .

3 Draw base 10 to show each number.

a) 23      b) 3 tens and 2 ones

4 Complete the number sentences.

a) 1 ten and 8 ones =

b)  = 2 tens and 5 ones


c) 41 =  tens and  one

d) 37 ones =  tens and  ones

e) 2 tens and 10 ones =

5 Eva and Jack are making the same number.

Eva's number has these tens.



Jack's number has nine ones.

What number are Eva and Jack making?

# Option 2

Can you represent 2 digit numbers in tens and ones. Remember to write the sentences too.

(Next slide)

Can you represent the numbers in tens and ones and describe the number using the sentences below by adding the missing information?

23      45      36      8

\_\_\_ has \_\_\_ tens and \_\_\_ ones

$$\square = \square + \square$$

Can you represent the numbers in tens and ones and describe the number using the sentences below by adding the missing information?

23

45

36

8

\_\_\_\_\_ has \_\_\_\_\_ tens and \_\_\_\_\_ ones

$$\boxed{\phantom{00}} = \boxed{\phantom{00}} + \boxed{\phantom{00}}$$

If you need to go back to the video and please use objects if you find this helpful.