

# Maths

## Book 1

Name: \_\_\_\_\_



**St George's  
Primary School**

## Home Learning Log



**St George's  
Primary School**

This homework book provides opportunities for you to support and enjoy mathematics with your child through playing various fun activities at home. All the games are focused at your child's stage of development.

The aim of all the activities is to develop mathematical confidence and fluency through practise and repetition.

Your child's class teacher may advise particular games for your child to practise, or they may let the choice be yours.

Our expectation is that **your child will complete at least one activity a week**. Any working out and mathematical thinking related to the tasks should be captured in their jotter. To complete the booklet they will need to complete 2/3 activities a week.

Please initial and date an activity when complete and record the activities your child has completed each week in the logbook area at the back of this book. You can also use this area to comment on your child's progress and communicate with your child's teacher. Please remind the children to bring their books in weekly by **Wednesday**.

It is your challenge to complete the whole book by the end of the year!

# For the following activities, you will need:

- A pencil and paper
- Objects to count
- Dice
- Counters (they can be made from paper)
- Coins/notes
- Small items from around the house (e.g. dry pasta or buttons)

The only way  
to learn  
**mathematics**  
is to do  
**mathematics.**

PAUL HALMOS

# Number Formation Help Sheet

When recording, think carefully about your number formation.

Can you trace  
the numbers?



	Initials & Date
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# What can you see?



Can you see any *maths* in this image?

Your teacher will give you a focus for this.

The focus could be number, measure or shape.

	Initials & Date
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# Market Place

We are learning our bonds of numbers up to 20. Your teacher will give you a number to focus on.

*Can you collect items from around your home that will help you represent that number.*  
*For example if the number is 6 you could collect 6 spoons and place them into two groups of 4 and 2.*  
*What other arrangements can you make?*

*Can you also represent the number using our mathematical models we have used in class such as, a part part whole model, ten-frame or bar model.*

*Remember you can use a dice, money, tally, shape and measure.*


6


6

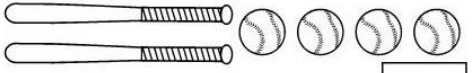
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5


1

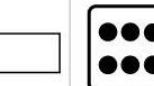















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# Counting On and back



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This is a game that requires no equipment and can be played in pairs.

You must take it in turns to say the next number in the sequence. You can support your child by using objects to count with.

Starting from 0 can you count on in jumps of 1, 2, 5 and 10.

*For example, if you choose to start with jumps of 5:*

*0, 5, 10, 15, 20...*

*Stop when you reach 50, or whenever you feel that your child is struggling.*

*Can you start at different multiples of the jump number, for example jumps of five starting at 15?*

It is very important that children learn to count backwards as well as forwards.

Start from any multiple of the jump number for example if its 5s you could start at 25, 40 or 55.

Can you continue the counting sequence taking it in turns and stopping at 0?

*40, 35, 30, 25, 20, 15, 10, 5, 0*

2	4	6	8	10
12	14	16	18	20
22	24	26	28	30

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75

10	20	30	40	50
60	70	80	90	100

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1	
2	
3	
4	
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6	
7	
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9	
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# 0-10 Board Game

start	6	3	8	1	2	10	4	5	1
									8
9	6	2	9	6	0	4	7	9	0
5									
4	7	2	0	10	3	7	3	8	5

You will need a dice and counters. Take turns to roll the dice and move to a numbered square.  
Your teacher will direct you with a focus to answer when you land on a number.

- Number bonds
- One more
- One less
- Double and half

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2	
3	
4	
5	
6	
7	
8	
9	
10	



# 0-20 Board Game



start	6	13	18	1	20	10	14	5	11
									18
9	16	2	19	16	12	14	7	19	0
15									
4	17	12	20	11	3	17	13	8	15

You will need a dice and counters. Take turns to roll the dice and move to a numbered square.  
Your teacher will direct you with a focus to answer when you land on a number.

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# Dice Calculations

## 2 Rolls (addition and subtraction)

Take it in turns to roll a dice twice.

You score one point by correctly saying two number sentences combining the two numbers, for example:

“Four add two equals six, and four take away two equals two.”

Score a bonus point by using the same number sentence in a different way. For example, instead of saying ‘*add*’ you could use ‘*plus*’. Rather than using ‘*take away*’ you could use ‘*minus*’ or maybe even ‘*the difference between...*’. Instead of saying “four plus two equals six”, you could say “six equals four plus two”.

## 3 Rolls (addition)

Play as above but rolling a dice three times. Can you use your bonds to help you with your calculations. For example, if you roll 4, 2 and 6 can you spot 6 and 4 equal 10 and then add the 2.

### Language

- Add
- Plus
- \_ and \_ totals \_
- \_ equals \_ add \_
- Subtract
- Take away
- Minus
- The difference between \_ and \_ equals



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1	
2	
3	
4	
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6	
7	
8	
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10	


# Pairs of numbers

**Autumn/Spring term:**

If you have ten counters numbered 1 to 10, how many can you put into pairs that add to the number bond of the week?  
Can you use them all? Say how you got your answer. Explain why you can use them all or why some are left out.

**Spring/Summer term:**

You now have counters 1 to 20 to make bonds within 20. Your teacher will let you know the number you are finding pairs of numbers for.  
  
You can make your own counters with just pieces of paper cut into squares/circles and write the numbers on.



0  
1  
2  
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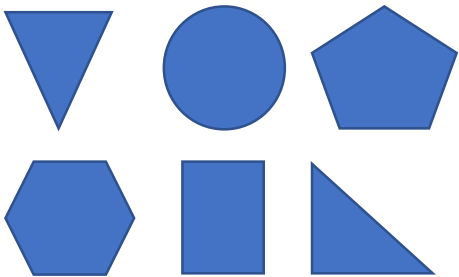
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# Shape Hunters

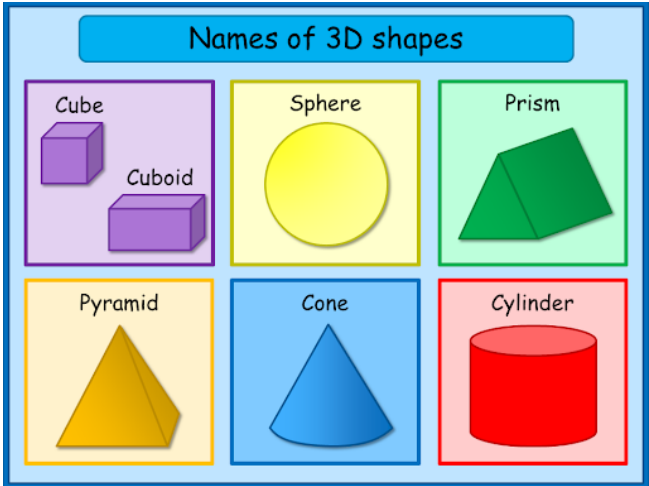
Walk around your home with your child to find as many 2-D and 3-D shapes as you can find. See how many circles, triangles, pentagons, hexagons, squares and other rectangles there are (note that we say ‘other’ rectangles as squares are special sorts of rectangles). Can they see 3-d shapes such as cubes, cuboids, cylinders, pyramids, spheres and prisms.

A very important thing to help your child understand is that this is a square;  but so it this; . A shape can be orientated in any direction.



As an extra challenge you could:

- Time your child
- Hunt for just one type of shape
- Find one of each shape
- Find 2-D shapes with an odd/even number of sides
- Compare the shapes they have found
- Look for shapes in different places (supermarket, park etc).



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2	
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# Piggy Bank

Can you find all the coins in your home?  
What is each coin worth?

Are there other coins or notes that you know but don't have in your home?  
Do all numbers have a coin?

How many ways can you make each value of coin?  
1p – has only one way, using a 1p coin  
2p – has two ways, use a 2p or 1p+1p

**Autumn/Spring:** Can you make 1p – 10p using different combinations of coins.  
**Spring/Summer:** Can you make 1p – 20p using different combinations of coins .

Can you make a shop and have items that have values of up to 20p? Can you use coins to buy these or tell the shop keeper which coins you would need to buy the items? You can draw everything in your jotter!



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# Calculation web

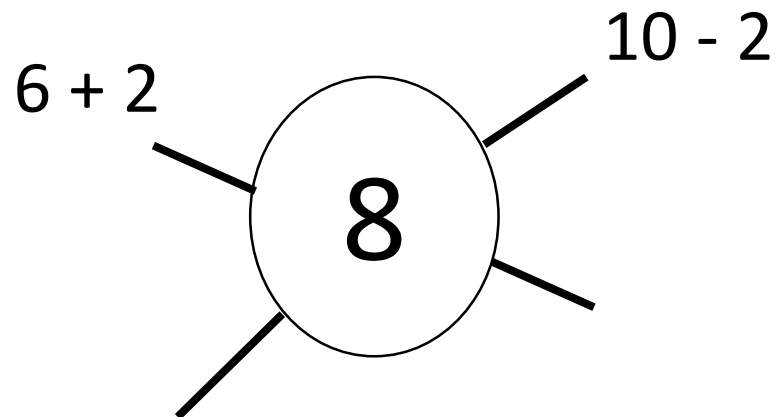


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You will be directed by your teacher what your web number is. For example if it is 8, create a web of calculations that total 8. You might think of  $6 + 2$ , or  $10 - 2$ .

Try to create examples that use all the different mathematical ideas that you know about.

Perhaps you could challenge yourself to find ways of making the given number that you think no-one else will have thought of.



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Please use the following pages keep record of the activities your child has completed at home each week and to comment on your child's progress in mathematics.

Week Beginning:	Weekly Activity details and Comment	Week Beginning:	Weekly Activity details and Comment

Week Beginning:	Weekly Activity details and Comment	Week Beginning:	Weekly Activity details and Comment

Week Beginning:	Weekly Activity details and Comment	Week Beginning:	Weekly Activity details and Comment

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