



St Michael Catholic Primary School & Nursery
Excellence • Enrichment • Enjoyment



KS1

Free Resource Pack

Contents:

- My 0-100 Number Line
- A blank number line
 - Counting forwards or back – ordering numbers – repeated addition – basics of division
- 100 square
 - Counting forwards or back – sequences - doubles and halves – patterns
- Make your own clock
 - building the clock – minute hand vs hour hand – recognising time (7pm is bedtime) - counting on in time – counting back in intervals of time – identify minute hand vs hour hand – quarter past/to
- Curriculum objectives
- Ideas of how you can help at home



Counting On Number Lines



Number Line 0-100

0 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 51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



Counting On Number Lines



Number Line 0-20



Handwriting practice line with 10 vertical strokes.

Handwriting practice line

Dashed line for tracing practice.

Handwriting practice line with 10 vertical strokes.

Handwriting practice line

Dashed line for tracing practice.

Handwriting practice line with 10 vertical strokes.

Handwriting practice line

Dashed line for tracing practice.

Handwriting practice line with 10 vertical strokes.

Handwriting practice line

Dashed line for tracing practice.

100 Square

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



visit [twinkl.com](https://www.twinkl.com)

Clock Face Template

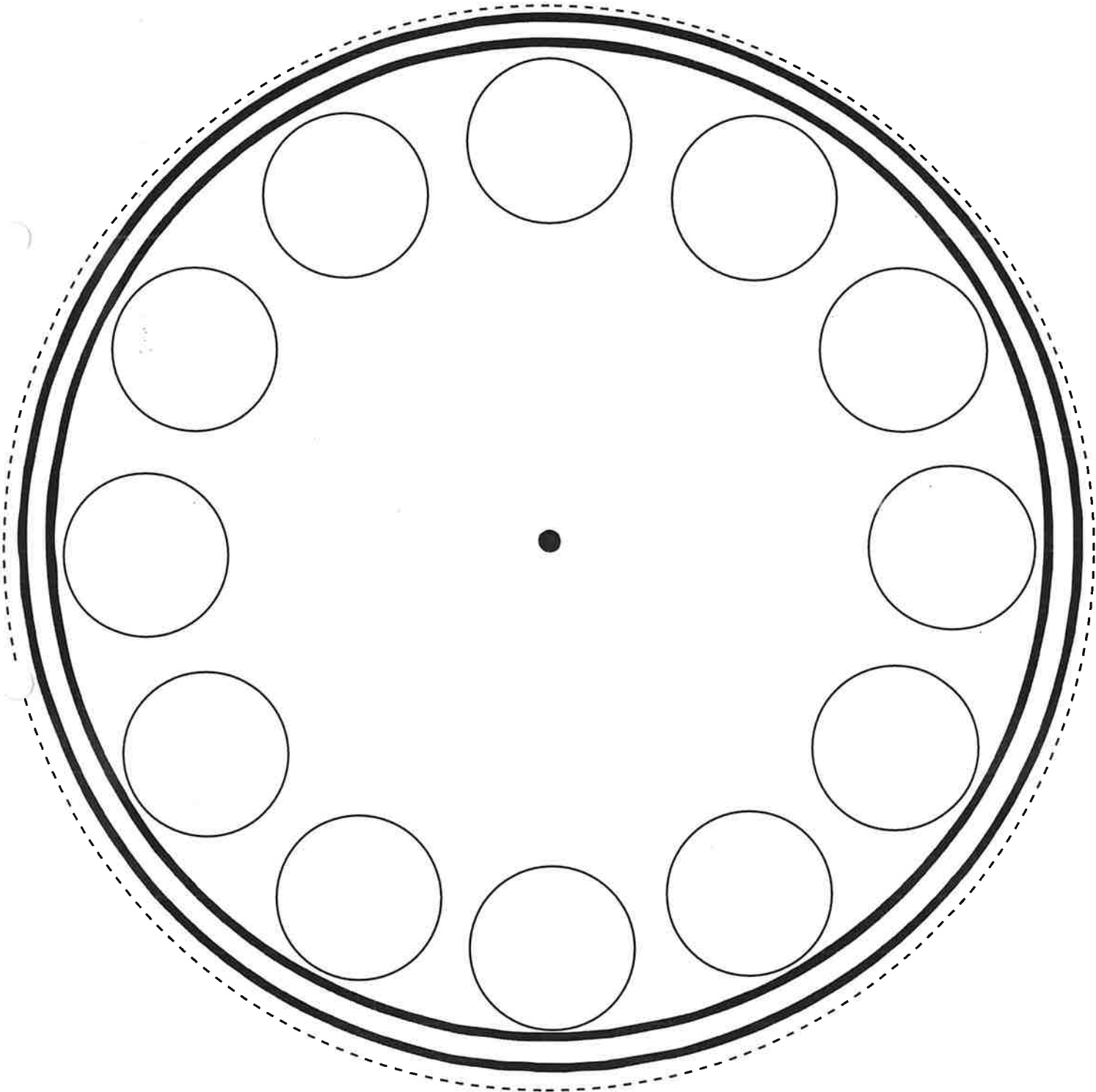
You will need:

- Scissors
- A split pin

Cut out the clock face and the clock hands.

Stick the numbers in the correct place.

Attach your clock hands with a split pin.



Year 1 Maths Assessment Targets

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry
I can count to and across 100, forwards and backwards, beginning from any given number.	I can read, write and interpret mathematical statements with +, - and = signs.	I can double single-digit numbers.	I can recognise, find and name a half of a shape.	I can compare, describe and solve problems involving measures.	I can use mathematical vocabulary to describe position, direction and movement.
I can count to 100 in multiples of 5.	I can add and subtract two-digit numbers to 20.	I can complete simple number patterns.	I can recognise, find and name a quarter of an object.	I can measure and begin to record lengths and heights.	I can identify and describe the properties of 2D shapes.
I can read and write numbers from 1 to 20 in digits and words.	I can solve one step problems that involve addition.	I can count in twos, fives and tens.	I can solve simple half and quarter problems.	I can measure and begin to record time (hours, minutes, seconds).	I can identify 2D shapes on the surface of 3D shapes.
I can count, read and write numbers to 100.	I can represent and use number bonds to 20.	I can solve one-step problems involving multiplication.	I can recognise, find and name a quarter of a shape.	I can tell the time to the hour and half past the hour.	I can compare and sort common 2D and 3D shapes.
I can count to 100 in multiples of 2.	I can show and use subtraction facts to 20.	I can show multiplication using arrays.	I can recognise, find and name a half of an object.	I recognise and know the value of different denominations of coins and notes.	I can identify lines of symmetry in 2D shapes.
I can identify one more and one less of a given number.	I can solve one-step problems involving subtraction.	I can solve one-step problems involving division.	I can recognise, find and name a quarter of a quantity.	I can measure and begin to record capacity and volume.	I can order and arrange combinations of objects in patterns.
			I can find, name and write fractions of a set of objects.	I recognise and use language relating to dates, including days of the week, weeks, months and years.	I can identify and describe the properties of 3D shapes.

Year 2 Maths Assessment Targets

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
I can use place value and number facts to solve problems.	I can recognise and use inverse relationships between addition and subtraction.	I can solve one step problems involving multiplication and division.	I can solve simple problems involving fractions.	I can tell and write the time to the nearest 5 minutes.	I can use mathematical vocabulary to describe position, direction and movement.	I can ask and answer questions about totalling and comparing categorical data.
I can count forwards and backwards in twos, threes, fives and tens from any numbers.	I can apply mental strategies to problems.	I can recognise odd and even numbers.	I can recognise, find, name and write fractions of a length.	I can use different equipment to measure accurately.	I can identify and describe the properties of 2-D shapes.	I can interpret and construct simple pictograms.
I can compare and order numbers 0 to 100.	I can add and subtract two-digit numbers and ones and tens.	I can recognise and use inverse relationship between multiplication and division.	I can recognise, find, name and write fractions of a quantity.	I can recognise and use symbols for pounds and pence.	I can identify 2-D shapes on the surface of 3-D shapes.	I can interpret and construct simple tables.
I can use the signs: $<$, $>$ and $=$	I can add and subtract two-digit numbers and tens and twos, two-digit numbers.	I can show that multiplication of two numbers can be done in any order.	I can write simple fractions and recognise equivalence.	I can solve simple money problems in a practical context.	I can compare and sort common 2-D and 3-D shapes.	I can ask and answer simple questions by sorting categories by quantity.
I know the place value of each digit in a two-digit number.	I can apply written strategies to problems.	I can calculate mathematical statements for division (within the multiplication tables).	I can recognise, find, name and write fractions of a shape.	I can compare and order length, mass, volume/capacity and record the results using $>$, $<$ and $=$.	I can identify lines of symmetry in 2-D shapes.	I can interpret and construct simple tally charts.
I can read and write numbers to at least 100 in words and numerals.	I can show that addition can be done in any order, subtraction can't.	I know that division of 1 number by another cannot be done in any order.	I can count in fractions up to 10 starting from any number.	I can compare and sequence intervals of time.	I can order and arrange combinations of objects in patterns.	I can ask and answer questions about totalling.
I can identify, represent and estimate numbers.	I can recall and use addition and subtraction facts to 20 and use numbers facts to 100.	I can calculate mathematical statements for multiplication (within the multiplication tables).	I can find, name and write fractions of a set of objects.	I can read relevant scales to the nearest numbered unit.	I can identify and describe the properties of 3-D shapes.	I can interpret and construct simple block diagrams.

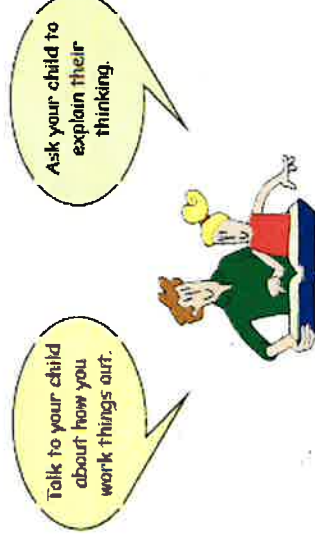
COUNTING IDEAS

- Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers - 4, 5, 6, 12
- Sing number rhymes together - there are lots of commercial tapes and CD's available.
- Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Encourage them to touch and move each object as they count.
- Count things you cannot touch or see (more difficult!). Try lights on the ceiling, window panes, jumps, claps or oranges in a bag.
- Play games that involve counting (e.g. snakes and ladders, dice games, games that involve collecting objects).
- Look for numerals in the environment. You can spot numerals at home, in the street or when out shopping.
- Cut out numerals from newspapers, magazines or birthday cards. Then help your child to put the numbers in orders.
- Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?
- Choose a number of the week e.g. 5. Practise counting to 5 and on from 5. Count out groups of 5 objects (5 dolls, 5 bricks, 5 pens). See how many places you can spot the numeral 5.



CALCULATIONS

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work mentally, where possible, using personal jottings to help support their thinking. Even when children are taught more formal written methods they are encouraged to use these methods to support the calculations they cannot solve in their heads.



When faced with a calculation problem, encourage your child to ask...

- Can I do this in my head?
- Could I do this in my head using drawings or jottings to help me?
- Do I need to use a written method?
- Should I use a calculator?



Also help your child to estimate and then check the answer. Encourage them to ask...

Is the answer sensible?

PRACTISING NUMBER FACTS

- Find out which number facts your child is learning
- at school (addition facts to 10, times tables, doubles etc).
- Try to practise for a few minutes each day using a range of vocabulary.
- Have a 'fact of the day'. Pin this fact up around the house. Practise reading it in a quiet, loud, squeaky voice. Ask your child over the day if they can recall the fact.
- Play 'ping pong' to practise complements with your child. You say a number. They reply with how much more is needed to make 10. You can also play this game with numbers totalling 20, 100 or 1000. Encourage your child to answer quickly, without counting or using fingers.
- Throw 2 dice. Ask your child to find the total of the numbers (+), the difference between them (-) or the product (x). Can they do this without counting?
- Use a set of playing cards (no pictures). Turn over two cards and ask your child to add or multiply the numbers. If they answer correctly, they keep the cards. How many cards can they collect in 2 minutes?
- Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practise simple addition, multiples of 5 to practise the five times tables). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- Give your child an answer. Ask them to write as many addition sentences as they can with this answer (e.g. $10 = 6 + 4$). Try with multiplication or subtraction.
- Give your child a number fact (e.g. $5+3=8$). Ask them what else they can find out from this fact (e.g. $3+5=8$, $8-5=3$, $8-3=5$, $50+30=80$, $500+300=800$, $5+4=9$, $15+3=18$). Add to the list over the next few days. Try starting with a x fact as well.