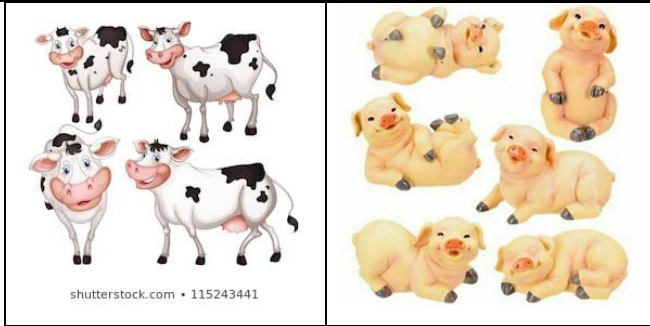


Reception Maths Learning Letter – w/b Monday 20th April 2020

Hello Reception! Below shows your Maths for the week. For further explanations, you will need to go to Google Classroom. Try your best to complete as much as you can and remember that you can complete your tasks on paper if you want. Good luck!

	Learning Objective and what to include	Teaching and Models	Task and expected outcomes
1	-I can make number bonds to 10	<p>Q: Can you make number bonds?</p> <p>Number bonds are pairs of numbers which add up to a certain number. Secure knowledge of number bonds is an essential mathematical skill. As adults, we use number bonds all the time in our day-to-day life and secure knowledge of number bonds is vital when attempting harder calculations. At Bessemer, we teach number bonds in a variety of ways so that children are able to represent, use and “see” them independently in different applications.</p> <p>Activity: Farmer Pete has 10 sheep and loses them one by one until he finds all sheep hiding in the tractor shed. Each time he loses a sheep it highlights a different number bond to 10. Using objects to represent the sheep, explore how many different number bonds to 10 can be created moving one sheep away at a time.</p> <p>This activity is to encourage children to see that you can split the amount in different ways but the answer will still be 10.</p> <p>The part- whole model is useful to represent the different pairs which combine to make 10. Encourage children to move the objects between the whole and the 2 parts, e.g. $10+0$, $9+1$, $8+2$, $7+3$, $6+4$, $5+5$, $4+6$, $3+7$, $2+8$, $1+9$, $0+10$.</p> <div style="border: 1px solid black; width: 150px; height: 100px; margin: 20px auto; text-align: center; font-size: 48px; font-weight: bold;">10</div>	<p>Ask your child to collect 10 animals/ teddies. Using a part-whole model put the 10 animals in the whole. How many ways can you find to arrange the 10 animals in the 2 fields? E.g. 9 in 1 part, 1 in the other part, $9+1=10$. When they start to feel confident with this you can remind them they are making number bonds to 10.</p> <p>Resources: 10 animals, teddies, 2 fields/ pieces of paper, brick enclosures. Pen, paper.</p> <p>Key questions: How many ways can you find to arrange the 10 animals in the 2 fields? How many do you have altogether? Can you record the ways you have found? Can you see a pattern with the numbers?</p> <p>Your child should be able to split the objects into 2 different amounts in different ways and still know the total is 10.</p>



2 -I can make number bonds to 10

Q: Can you make number bonds?

Number bonds are pairs of numbers which add up to a certain number. They are an important foundation for understanding how numbers work.

Activity: Skittles



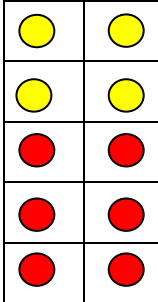
This activity will build on from yesterday's introduction to number bonds but with a different activity. Begin with all the skittles standing together. Then take a step back and roll a ball into the skittles. Can they record the ways they found in number sentences? eg. $10+0=10$, $9+1=10$, $8+2=10$, $7+3=10$, $6+4=10$, $5+5=10$, $4+6=10$, $3+7=10$, $2+8=10$, $1+9=10$, $0+10=10$. What do they notice about the answers? They all equal 10. Remind them that they have found number bonds to 10 and that number bonds are a pair of numbers that add up to a certain number.

Find 10 bottles from around the house, e.g. shampoo, milk, drinks, etc and a ball, line the bottles up, stand back and roll the ball into the skittles.

Resources: 10 bottles and a ball

Key questions: How many skittles have fallen over? How many are still standing? How many skittles are there altogether?

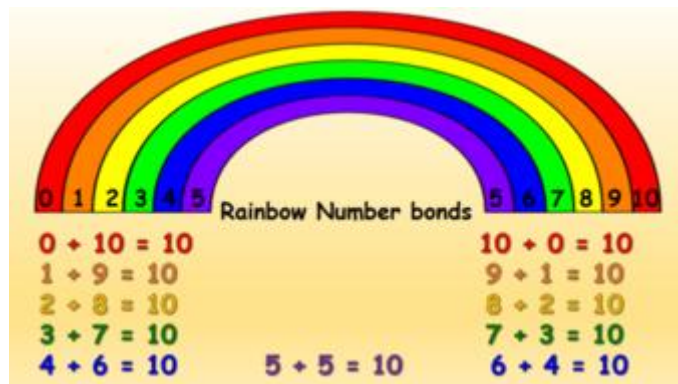
Your child should be able to count the different amounts and still know the total is 10.

3	<p>-I can make number bonds to 10</p>	<p>Q: Can you make number bonds?</p> <p>Number bonds are pairs of numbers which add up to a certain number. They are an important foundation for understanding how numbers work.</p> <p>For this activity you can make counters by sticking two different coloured pieces of paper together and then cut out 10 circles by drawing around a 10p coin.</p> <p>Activity</p> <p>Count 10 double sided counters into a cup. Shake and drop them onto a table.</p> <p>How many are red?</p> <p>How many are yellow?</p> <p>Move the counters onto a 10 frame</p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div data-bbox="667 842 833 890"> $4+6=10$ </div> <div data-bbox="949 735 1106 1038">  </div> </div> <p>The 10 frame is another visual way for children to see how to make 10.</p> <p>Repeat the activity again to find another way of making 10 and record the number sentence.</p>	<p>Resources: Two colours of paper, glue, pen, scissors, cup.</p> <p>Key questions: How many ways can you show 10? Can you see what number I have made?</p> <p>Your child should be able to count the different amounts and still know the total is 10.</p>
4	<p>-I can make number bonds to 10</p>	<p>Q: Can you make number bonds?</p> <p>Number bonds are pairs of numbers which add up to a certain number. They are</p>	<p>Resources: Paper, colouring pencils, objects, part-whole model.</p>

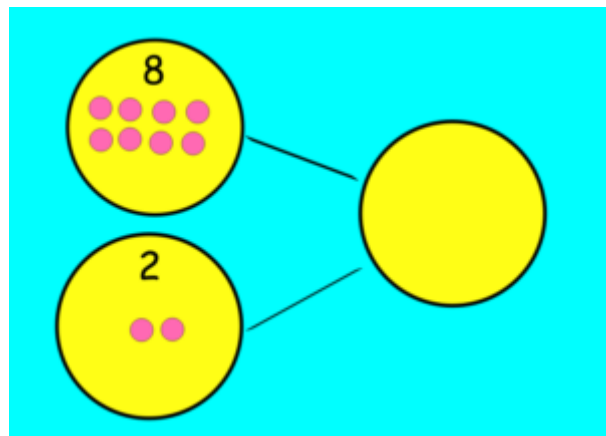
an important foundation for understanding how numbers work.

Activity: Rainbow number bonds

To show the pairs of number that make 10 give your child a predrawn rainbow, without indigo, and ask them to write the numbers 0-10 on each of the rainbow strands. Then colour it in and encourage them to see which numbers go together. Then ask them to write number sentences for the pairs of numbers.



Use these strategies to help:



The part-whole model shows the relationship between the parts and the whole, e.g. when parts 8 and 2 are moved into the whole they make 10.

Key questions:

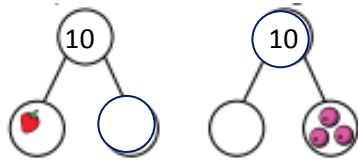
Can you see a pattern with the answers?

You child should be able to start recalling some number bond facts

10 I can find the difference

LQ: Can you find the difference?

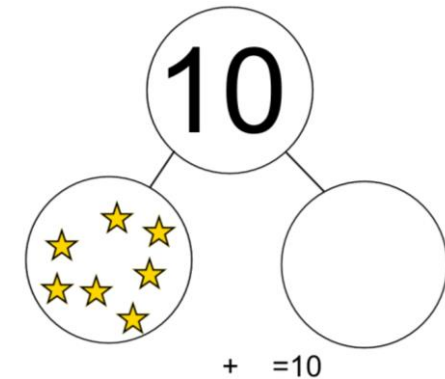
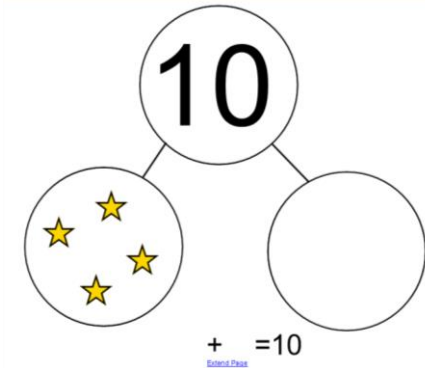
If your child has confidently completed the previous 4 tasks then you can check their understanding by finding the difference. Provide your child with their Rainbow Number Bonds from yesterday, a part-whole model and a selection of loose parts, eg.g. lego, beads, stones, etc. Write 10 in the whole and fill one of the parts with an amount up to 10. Encourage your child to use their Rainbow work out what amount is missing in order to make the whole number, and then check using objects.



Use these strategies to help:

Use objects or fingers to count on from the amount they have in the part until they get to the whole number.

Resources: Part-whole model, objects to count,



Key questions:

What is missing? How do you know?

Can you draw a picture to show me?

Can you show me with these cubes/ lego pieces, etc

			<p>You child should be able to start recalling some number bond facts</p> <p>Your child should be able to count the stars and use objects to count on until the reach 10.</p> <p>Extra challenge:</p> <p>Can you find number bonds to 20.</p>
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