





# Maths Counting Rhymes

Nursery and Reception

## 10 Fat Sausages

10 fat sausages, sizzling in the pan,  
10 fat sausages, sizzling in the pan,  
And if one went POP!  
and the other went Bang!  
There'll be 8 fat sausages,  
sizzling in the pan,  
8 fat sausages,  
sizzling in the pan...



## 10 in the Bed

There were 10 in the bed,  
And the little one said, 'Roll over, roll over'.  
So they all rolled over,  
And 1 fell out,

There were 9 in the bed,  
And the little one said, 'Roll over, roll over'.  
So they all rolled over,  
And 1 fell out.

There were 8 in the bed...



## 1, 2, 3, 4, 5

1, 2, 3, 4, 5  
Once I caught a fish alive.

6, 7, 8, 9, 10  
Then I let it go again.

Why did I let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on the right.



Play, have fun and enjoy sharing Counting Rhymes with your child.



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# Maths Buzzwords - Number Track

Reception

A **Number Track** is used in Reception class and shows numbers in order. Each space has a number in it. The numbers increase by one each time.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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

Try making your own **Number Track** at home, decorate it with your child's favourite interest, e.g. cars, cats, fairies. Then play games. Start with counting in ones, then move up slowly in twos, in threes up to six or use a dice or numbered cards.



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# Maths Buzzwords – 100 Grid

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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

Reception and  
Year 1

A **100 grid** can be used for discovering number patterns and for counting. It's also known as a **number grid**.

Try finding some patterns or playing a game like snakes and ladders on this grid.

Make it FUN!



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# Maths FUN at home

Reception and Year 1

Use games and keep the activity to 5-10 minutes of regular daily practice so it stays FUN. These will help to develop a child's mental maths skills.



**High-Fives Game**— A change to the palm to palm game.

How about High 8 ? High 1 ? High 1+2 , High 5 -3 ? Count jumps, hops, claps



**How many** coins are in a purse?  
Which coin is missing?



Cook together. Ask your child to help with **weighing**.

Hold items to see which is **heavier** or **lighter**.



**How many** satsumas in the bowl ?  
Try moving each fruit as you count.  
**How many more** to make ...?



You have £1.

Which coins can you use to make £1?



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# Maths FUN Out and About

Year 1



**Odds and Evens:** Look at house numbers

What patterns can you see? Can you work out the next numbers?

Are there any missing house numbers in the street?



**Car Registration Numbers :** e.g ABC 123T . First recognise the numbers.

How many different ways can you add the numbers 1, 2, 3 together ? (  $1+2+3$ .  $12+3$ .  $1+23$  etc). Try taking away numbers.



Try counting trees, birds, people in the park, roads you cross to get to school, number of lampposts you can see.



When shopping, look at prices, different weights, Find odd or even numbers.

Can your child add 1p, 5p, 10p?



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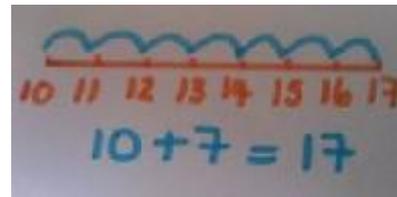
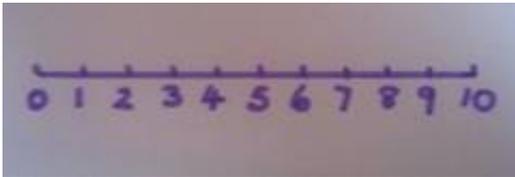
# Maths Buzzwords -Number Line

## What's a Number Line?

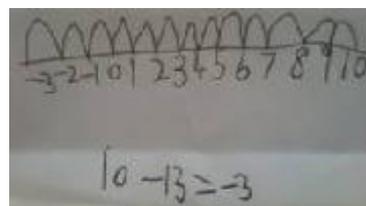
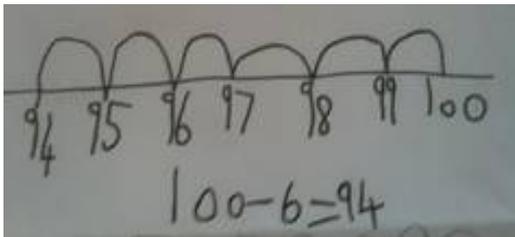
Year 1

Year 1 to Year 6 pupils use **number lines** to help visualise +, -, ÷ or x problems.

Numbers are attached to points on a line. A **number line** does not need to start at 0 or need a number on each point. Pupils make jumps up and down a **number line** to help solve problems.



Here are some examples of how Year 1 pupils use **number lines**.



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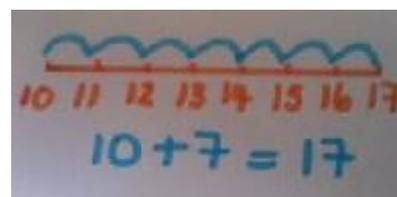
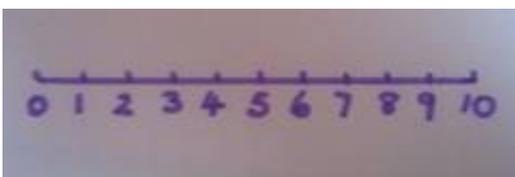
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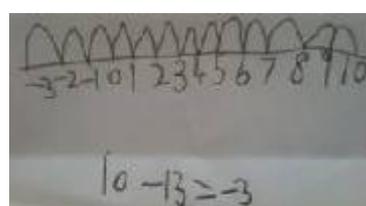
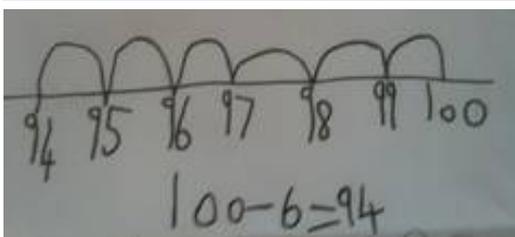
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# Maths Buzzwords - Number Sentence

Year 1

A **number sentence** uses both numbers and signs to explain the maths problem.

Word problem

Kate has a bag of **2** apples, William has a bag of **3** apples.

If they tip them out onto the table they can find out how many apples there are altogether.

You can write this as a **number sentence**:

$$2 + 3 = 5$$

Children learn to put the biggest number first when adding to make it easier:

$$3 + 2 = 5$$

Word problem

Harry has 17 marbles in his jar. He get 8 more. How many marbles does Harry have now?

You can write this as a **number sentence**:

$$17 + 8 = 25$$

Word problem

There are 19 bananas. 6 are eaten by a monkey. How many bananas are left?

You can write this as a **number sentence**:

$$19 - 6 = 13$$



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Pattern when adding in 2s.

Pattern when adding in 5s.



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# Maths Buzzword -Number Bonds

Year 1 and Year 2

**Number Bonds** are pairs of numbers that are added together to make a 3rd number.

Each pair of numbers will always give the same number. This helps so much when adding bigger numbers together as you already know the **number bond**.

## Number bonds up to 10

( here's a song to the tune of Row, Row your boat to help your child remember)

9 and 1 are number bonds  
8 and 2 are friends  
7 and 3  
6 and 4  
5 and 5 are twins.

Practice **Number Bonds** at home...

Use fingers and thumbs as there's already 10 of them. Use your hands as well to practice **number bonds** to 20.

Put 10 pegs on a line with a marker in the middle. Move them across one by one to see the **number bond**.

Make a **number bond** snap game from junk modelling and use to play 'snap' when a number bond is made.

Talk **number bonds** when out and about. Number 6, How many more to make 10?



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# Maths Buzzwords – Doubles

Year 1 and Year 2

A **double** is a number added to itself. Also a **Near Double** is a “double + 1”.

**Doubles** are learnt by heart to help with mental maths and working out answers more quickly.

Double	Near Double
$1 + 1 = 2$	$1 + 2 = 3$
$2 + 2 = 4$	$2 + 3 = 5$
$3 + 3 = 6$	$3 + 4 = 7$
$4 + 4 = 8$	$4 + 5 = 9$
$5 + 5 = 10$	$5 + 6 = 11$

Practice **doubles** for numbers 1-20.



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# Maths Buzzwords – Place Value

Year 1 and Year 2

The place value means the position of a digit (0-9) in a number. Each number can be broken down as units (U) , tens (T), hundreds (H) , and so on. The digit positioning is vital to give the correct value.

Four hundred and sixty-five (465) is made up as :-	Hundreds (H)	Tens (T)	Units (U)
	4	6	5

**Don't forget the zero, 0 , digit. A zero in a number is very important as it holds a place.**

The number 109	H	T	U			Without the 0, the number becomes 19.	T	U	
	1	0	9				1	9	



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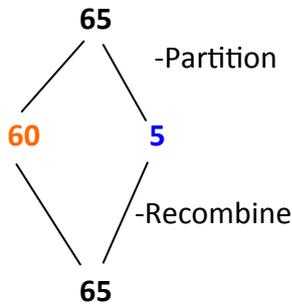


# Maths Buzzwords – Partition & Recombine

Year 2

**Partitioning** means to split a number into smaller numbers which have the same total value. This helps to make calculations easier. The numbers are split into their **unit**, **tens**, hundreds... place values.

**Recombine** means bringing the **unit**, **tens**, hundreds... place values back together to give one number.



$$36 + 53 = ?$$

$$30 + 6 + 50 + 3 = ?$$

$$80 + 9 = 89$$

The sum is **partitioned** into **tens** and **unit** place values.

The **tens** are added, then **units** are added.

The **tens** and **units** are then **recombined** to get the answer.

$$25 + 16 = ?$$

$$20 + 5 + 10 + 5 + 1 = ?$$

$$30 + 10 + 1 = ?$$

$$40 + 1 = 41$$



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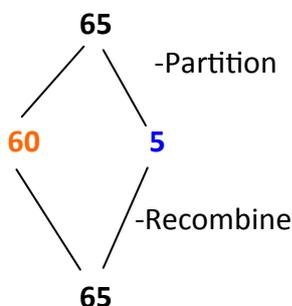


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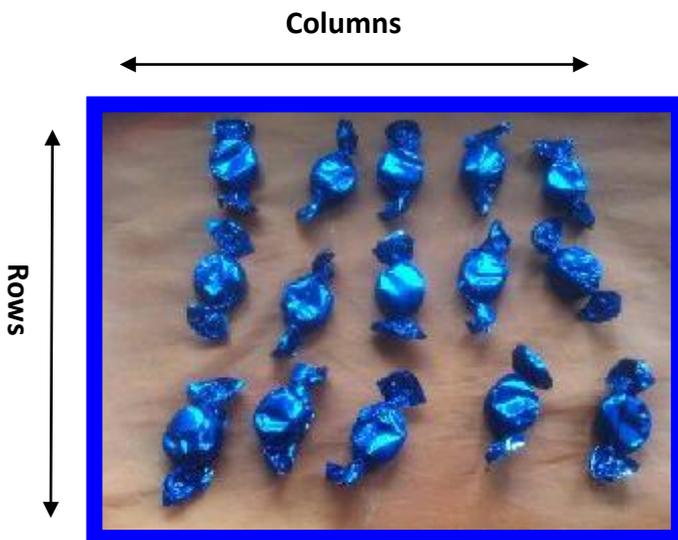




# Maths Buzzwords – Arrays

Year 2

An **array** means a group of objects, pictures, or numbers set out in **columns** and **rows**.



How many toffees altogether?

This **array** has 3 **rows** and 5 **columns**. It can also be described as 3 rows of 5.

Children learn **repeated addition**.

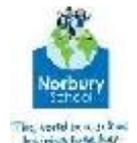
$$5 + 5 + 5$$

Children then learn that the + sign gets very tired standing on 1 leg, so it needs to stand on two legs, **x**.

$$5 \times 3 = 15 \text{ toffees}$$



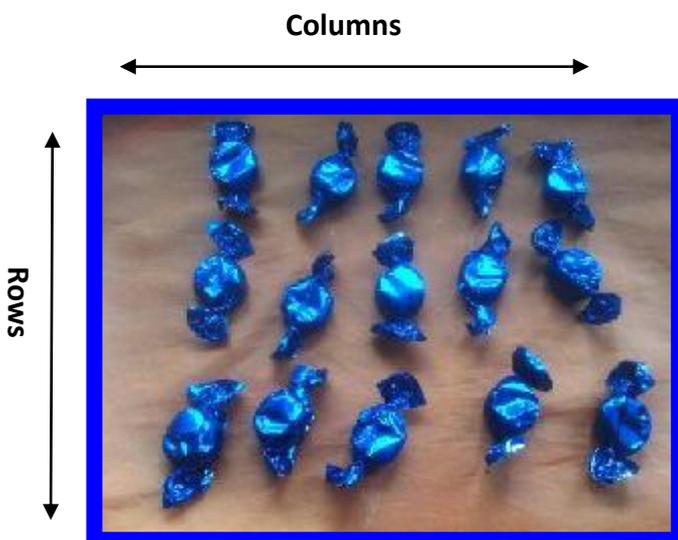
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$$5 + 5 + 5$$

Children then learn that the + sign gets very tired standing on 1 leg, so it needs to stand on two legs, **x**.

$$5 \times 3 = 15 \text{ toffees}$$



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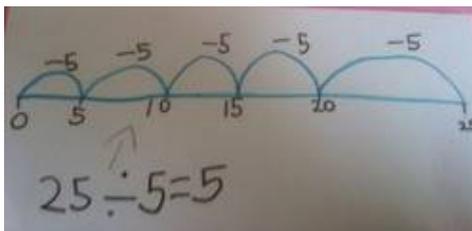
# Maths Buzzwords -Number Line

Year 2 and Year 3

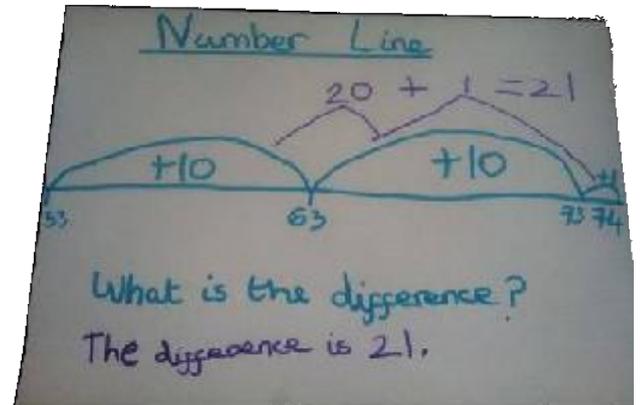
## What's a Number Line?

Year 1 to Year 6 pupils use **number lines** to help visualise +, -, ÷ or x problems.

Numbers are attached to points on a line. A **number line** does not need to start at 0 or need a number on each point. Pupils make jumps up and down a **number line** to help solve problems.



Here are 2 examples of how Year 2 and Year 3 pupils use **number lines**.



**Your turn:** Ask your child to show you how they use **number lines**.



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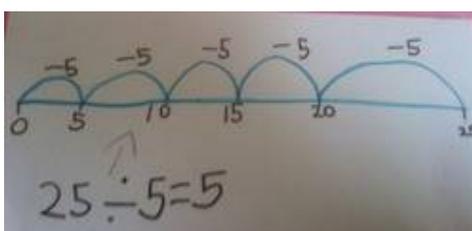
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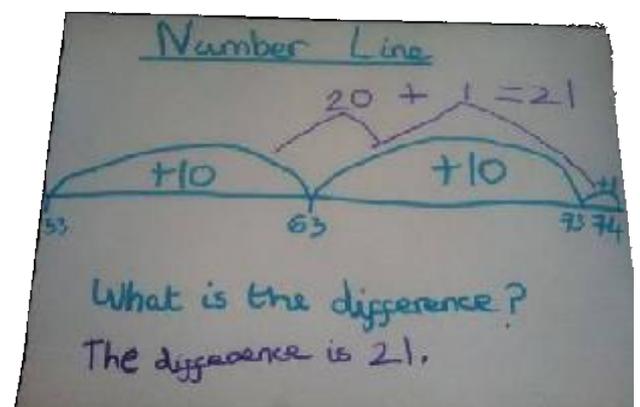
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# Maths Buzzwords – Inverse

**Inverse** means an opposite or reverse operation.

Year 2 and Year 3

Adding and subtracting are inverse operations.

When you know  $7 + 9 = 16$

Then you know  $16 - 9 = 7$

When you know  $9 + 7 = 16$

Then you know  $16 - 7 = 9$

Multiplication & Division are inverse operations.

When you know  $8 \times 3 = 24$

Then you know  $24 \div 3 = 8$

Or  $24 \div 8 = 3$

Ask your child to show you some **inverse** operations that they have learnt and try some out together.



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# Maths Buzzwords – Fractions



Year 3

A **fraction** is part of a whole number.

In Year 3 children fold paper into pieces to visualise **fractions**.

Year 6 pupils have made their own **fraction** wall.



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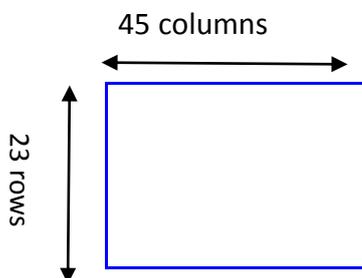


# Maths Buzzwords – Arrays

Year 4

In Year 4 an **array** is used to work out a 2 digit multiplication problem. What is **23 x 45**?

Array



Numbers are split into their **place values** to make **x** calculations easier.

	40	5	
20	20 x 40	20 x 5	
3	3 x 40	3 x 5	

The numbers are added together to get the answer.

	40	5	
20	800	100	
3	120	15	

In Year 5 children choose any calculation method which works best for them. Try some examples with your child using the method they like best.

**Answer:** 800 + 100 + 120 + 15 = **1035**



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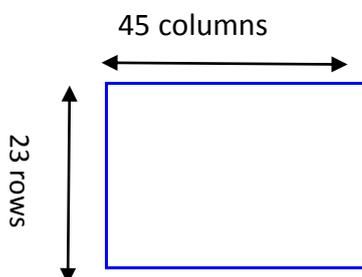


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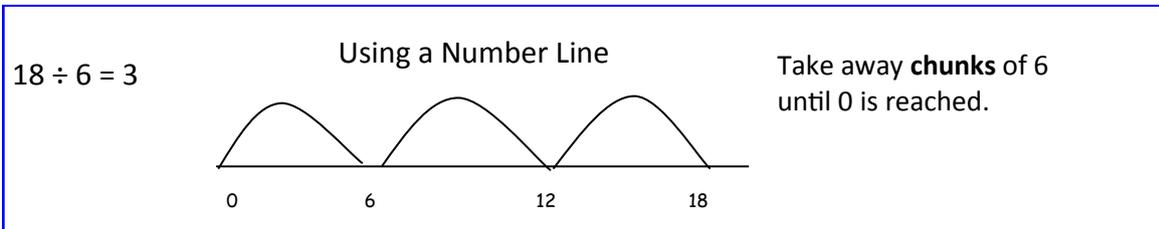


# Maths Buzzwords – Chunking

**Chunking** is a method used when the numbers to be divided start to get larger. Take away the biggest chunks of multiples of 10 or 5 until you reach 0. Division is sharing or grouping. For this method the idea of grouping is used.

Year 5

An easy division :-



How about working out  $322 \div 14$  ? Please turn over to find out how using the **chunking** method.



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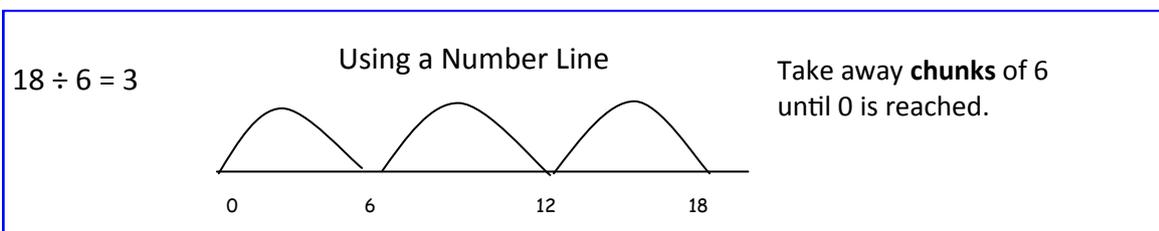


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# Maths Buzzwords – Chunking

$322 \div 14 = ?$

$$\begin{array}{r}
 14 \overline{) 322} \\
 \hline
 \end{array}$$

Year 5

**Thinking in Multiples of 10 for chunking**

$14 \times 10 = 140$ , so we can take a chunk of 140 off

$182$

$10 \times 14 = 140$

182 still left so we can now take another chunk of 140 ( $14 \times 10$ ) off 182.

$42$

$10 \times 14 = 140$

42 still left so we know  $14 \times 3 = 42$  so take off a chunk of 42 to leave 0.

$0$

$3 \times 14 = 42$

Add the number of chunks of 14 that we took off 322 to get the answer.

$10 + 10 + 3 = 23$

$322 \div 14 = 23$

Try some division problems using the **chunking** method.



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