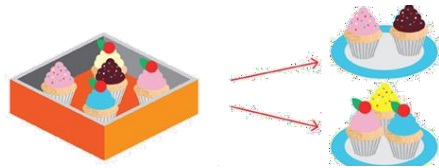


KIRF: I know number bonds to 5

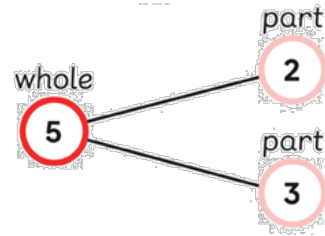
Number bonds show us how numbers join together. They are very important for addition and subtraction. This half term, the children will be learning number bonds that make 5; they should be able to recall these independently.

What can this look like?

Concrete:



Pictorial:



Abstract:

2 and 3 make 5

$$2 + 3 = 5$$

$$5 - 2 = 3$$

Questions to ask at home

What do we need to **add** to 4 to make 5?

If I have 1, how **many more** do I need to get to 5?

What is the **difference** between 5 and 3?

Key vocabulary

What is 3 **add** 2?

What is 4 **plus** 1?

What is 5 **take away** 4?

What is 1 **less than** 5?

Things to try

Everyday Objects- Gather together 5 objects and separate them in as many different ways as possible, write the calculation to match each one.

Bubble numbers- Write the numbers 1-5 on large pieces of paper, shout out a number 1-6 and then ask your child to blow bubbles at the right number to make 5.

Bunny ears- Decide on a number to make. Put your hands on your head as 'ears' and challenge your child to make 5, e.g. show two fingers on one hand and 3 on the other.

Websites:

[Save The Whale: Learn bonds of 10, 9, 8, 7, 6 or 5 \(ictgames.com\)](http://ictgames.com)

[Add With Pictures up to 5 Worksheets - Kindergarten Year Maths \(splashlearn.com\)](http://splashlearn.com)

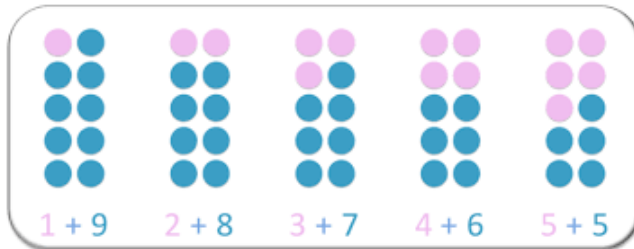


KIRF: I know number bonds to 10

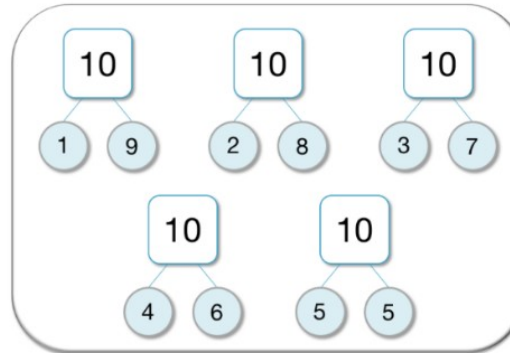
Number bonds show us how numbers join together. They are very important for addition and subtraction. This half term, the children will be learning number bonds that make 10; they should be able to recall these independently.

What can this look like?

Concrete:



Pictorial:



Abstract:

$0 + 10 = 10$	$3 + 7 = 10$
$10 + 0 = 10$	$7 + 3 = 10$
$1 + 9 = 10$	$4 + 6 = 10$
$9 + 1 = 10$	$6 + 4 = 10$
$2 + 8 = 10$	$5 + 5 = 10$
$8 + 2 = 10$	

Questions

What do we need to **add** to 7 to make 10?

If I have 4, how many more do I need to get to 10?

What is the **difference** between 10 and 1?

Key vocabulary

2 **add** 8 equals 10

8 **plus** 2 is the same as 10

10 **take away** 7 equals 3

10 **subtract** 3 makes 7

10 **minus** 9 equals 1

Activity Ideas

Chants- Practice chanting the number bonds.

Everyday Objects- Gather together 10 objects and separate them in as many different ways as possible, write the calculation to match each one.

Water gun numbers- Write the numbers 1-10 on large pieces of paper, shout out a number 1-10 and then ask your child to shoot the right number to make 10.

Pegs – Put 10 pegs on to a coat hanger, split them in different ways and count how many pegs are on each side. For example 4 pegs + 6 pegs equals 10 pegs (4+6=10).

Websites: White Rose video: [Aut1.6.4 - Number bonds to 10 on Vimeo](#)

<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

<http://www.ictgames.com/saveTheWhale/>

<https://mathszone.co.uk/number-facts/number-bonds-to-10/10-pipe-ict-games/>

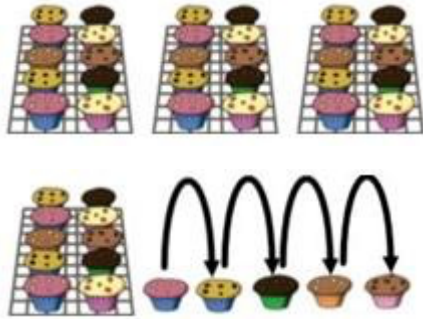


KIRF: I can recognise numbers to 50

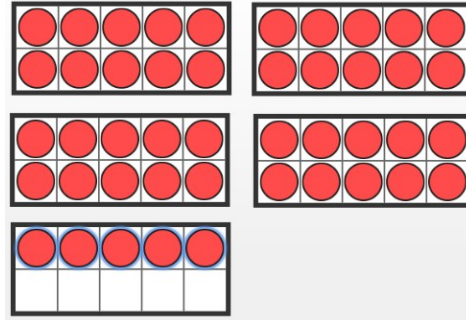
Children need to be able to use their knowledge of numbers 1-20 to help them to read and write numbers to 50. They need to be able to split (partition) each number into tens and ones.

What can this look like?

Concrete:



Pictorial:



Abstract:

45 = 4 tens and 5 ones.

$$45 = 40 + 5$$

Year One – Spring 1

Questions to ask at home

- How many **tens** are there in 37?
- Which digit tells you how many **ones** there are in 45?
- Do both the **digits** in 44 have the same value?

Key vocabulary

- Ten** – a group of ten, for example 20 is made up of 2 tens.
- One** – an individual number that does not make a full ten, e.g., 34 is made up of 3 tens and 4 ones.
- Tens frame** – a 2 x 5 grid that allows children to group together objects into tens to help with efficient counting.
- Digit**- number

Things to try

- Counting Objects**- Look around your home, can you find 25 objects? Count them out loud.
- Egg box numbers**- Use a 10 egg box (or cut 2 off a 12 box), and use this to make groups of 10. Encourage them to check they have filled each hole to make sure they have 10.
- Number hunt**– Go for a walk and see how many numbers between 1-50 you can spot, support your child to read each number aloud and talk about the number of tens and one in each number.
- Websites:** White Rose video: [Spr1.5.2 - Numbers to 50 on Vimeo](https://www.white-rose.org/resources/primary/1-5/1-5-2-numbers-to-50-on-vimeo/)
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>
<https://www.topmarks.co.uk/place-value/bead-numbers>



KIRF: I know the doubles and halves of numbers to 10

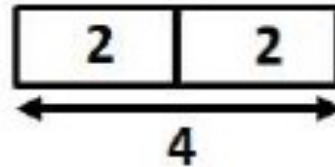
Children need to understand how to find half, and how to double numbers up to 10. They should be able to instantly recall what double and half is of each number to 10.

What can this look like?

Concrete:



Pictorial:



Abstract:

Double 2 is 4

Half of 4 is 2.

Questions to ask at home

What is **double** 9?
What is **half** of 4?
How can we find **half** of 8?
Explain how we can **double** 5.

Key vocabulary

Double- adding a number twice e.g. $6 + 6$ or multiplying the number by 2 e.g. 6×2 .

Half- splitting a number into 2, dividing by 2 e.g. 1- divided by 2 is 5. (Please note that children will not know what division is yet, they will be simply splitting the number into two groups.)

Things to try

Doubling ladybirds- Draw an outline of a ladybird, add spots to one side, then ask your child to fill in the other side, model saying; double ___ is ___.

Seeing double- Use the reflection of a mirror to show double of a number of objects.

Halving plates- Draw a line down the centre of a paper plate, drop a selection of everyday objects to the plate and find half by splitting the objects onto each half of the plate.

Websites:

<https://www.ictgames.com/mobilePage/archeryDoubles/index.html>

<https://www.topmarks.co.uk/maths-games/hit-the-button>



KIRF: I know facts within 10

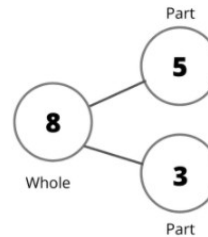
Facts within 10 are addition and subtraction calculations that make every number between 1-10, they are number bonds for every number to 10, for example $7+0 = 7$, $6+1= 7$, $5+2= 7$ etc. They should already know number bonds that make 5 and 10.

What can this look like?

Concrete:



Pictorial:



Abstract:

3 and 5 is the same as 8.

$$3 + 5 = 8$$

Questions to ask at home

What do we need to **add** to 7 to make 8?

If I have 4, how many more do I need to get to 6?

What is the difference between 5 and 1?

Key vocabulary

2 **add** 6 equals 8

3 **plus** 2 is the same as 5

7 **take away** 4 equals 3

9 **subtract** 3 makes 6

3 **minus** 2 equals 1

Things to try

Ball throw- Write the numbers 1-10 on large pieces of paper. Call out a number to your child and challenge them to throw a ball at two numbers that make that number.

Facts bingo- Write the numbers 1-10 in a simple grid. Say; I want to make ____, I have ____ what do I need to add? Challenge your child to choose the correct number to finish the calculation.

Spinner- Make a simple spinner, decide on a number to make and then spin the spinner. What number do you need to add to make the original number?

Websites:

<https://www.ictgames.com/mobilePage/smoothie/index.html>

<https://www.ictgames.com/mobilePage/funkyMummy/index.html>



KIRF: I can tell the time to the nearest half an hour

Children need to be able to tell the time using a clock with hands (analogue clock). They should already be able to read o'clock.

What can this look like?

Concrete:



Pictorial:



Abstract:

Half past 3
30 minutes past three

Questions to ask at home

Where does the **minute hand** point to show **half past**?

Which is the **minute hand** and which is the **hour hand**?

How many minutes past is the same as **half past**?

Key vocabulary

Minute hand – the longer hand.

Hour hand – the shorter hand.

Half an hour – 30 minutes past.

O'clock – on the hour

Things to try

What time is it? - Find as many opportunities as possible to ask your child what time it is throughout the day. This will also help them to understand what happens at different times throughout the day.

Paper plate clock- Use a paper plate, a split pin and coloured card (for the minute and hour hands) to make a clock!

Human clock- Draw a clock in chalk outside and use it to make a human clock with people as the hands to show different times!

Websites:

https://mathsframe.co.uk/en/resources/resource/116/telling_the_time#

<https://www.sheppardsoftware.com/math/time/clock-splat-game/>