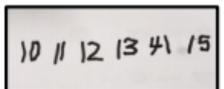This week's Maths learning aims to develop children's confidence and mental fluency with whole numbers, counting and place value.

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

- Partner 1 starts by picking a number between 0-100 and tells Partner 2 if the numbers are going to get bigger or smaller. *E.g. I'm going to start with 49 and the number is going to get smaller.* Partner 2 responds with the number that is one less. Each partner then takes it in turn to say the number that is one less until they reach 0. Repeat this game several times, starting at different numbers and counting forwards or backwards. You can do this whilst going for a walk, playing catch etc. You will find that as your child becomes more confident they will get faster. If your child finds this activity tricky, help your child to create their own 100 square to use as a visual aid to support them with counting.

- https://www.topmarks.co.uk/learning-to-count/chopper-squad Select 1 more / 1 less 0-100

    Star Challenges (Possible answers in blue)

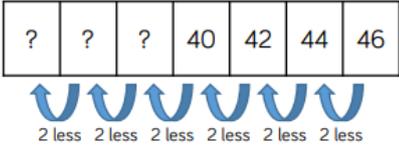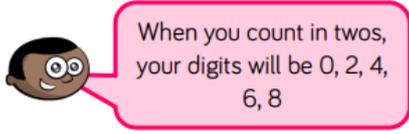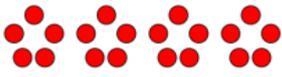|	
Eva is counting from 38 to 24 Will she say the number 39? Will she say the number 29? Will she say the number 19? Explain how you know.	Eva will not say 39 or 19 because they are not between 38 and 24 She will say 29 Children could show this on a number track.
Ron and Whitney are counting. Ron says: 43, 42, 41, 40, 41, 42 Whitney writes: 10 11 12 13 41 15 Can you spot their mistakes?	Ron has started counting up after 40 when he should have continued counting back. Whitney has also written 41 instead of 14. She has reversed her digits.

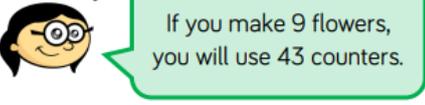**Count in multiples of twos, fives and tens**

- Help your child to create their own large scale 100 square or you can use this grid online https://www.topmarks.co.uk/learning-to-count/paint-the-squares (select 0-100). Ask them to use the same colour pencil / highlighter to highlight all of the numbers that they say when they count in 2's E.g. 2, 4, 6. Talk about the patterns. What do they notice? How is counting in 2's different from counting in 1's? How many ones do each of the highlighted numbers have? E.g. 26 has 2 tens and 6 ones, 28 has 2 tens and 8 ones. Explain that we call these even numbers and multiples of 2 and that they all have either 0, 2, 4, 6, or 8 ones. Support your child with counting in 2's from 0-100. Challenge – Can they start from a different number? Can they count backwards?

- Ask your child to repeat this activity on the same 100 square (using a different colour highlighter) to identify all of the multiples of 5 and then 10. Your child can investigate the patterns, see how even and odd numbers are situated in the square and how multiples of these numbers are arranged.

- I'm thinking of a number

You can start by playing this game with the 100 square and as your child becomes more confident you can play without it. Partner 1 says, "I'm thinking of a number.." Partner 2 then responds by asking question about the number in order to guess what the number is E.g. Is it more than 10? Is it less than 50? Has it got 4 tens? Has it got 5 ones? Is it a multiple of 2? etc. Repeat this game several times and take it in turns, so that your child gets to choose a number and answer your questions too.

⭐ Star Challenges (Possible answers in blue)
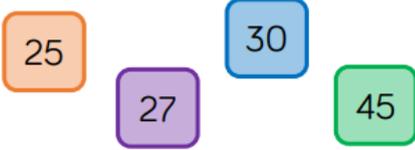
Count in 2s backwards to complete the number track. If you continue counting, will you say the number 25?	38, 36, 34 Possible answer: Children will not say 25 because it is not a multiple of 2, they will say 28, 26, 24 and 22	Rosie counts back from 50 in 2s. Amir counts up from 12 in 2s. 50, 48, 46, 44... 12, 14, 16... They say their numbers together. Who will say 30 first.	Rosie says 11 numbers to reach 30 Amir says 10 numbers to reach 30 So Amir will get there first.
Always, sometimes, never... When you count in twos, your digits will be 0, 2, 4, 6, 8 Prove it!	Sometimes. It depends on your starting number. For example 1, 3, 5... Also for 12, 14, 16, the tens digit is 1		
Amir is making this flower pattern with counters. Annie says, If you make 9 flowers, you will use 43 counters. Do you agree with Annie? Explain your answer.	Annie is wrong because 43 does not end in a 5 or a 0 If she makes 9 flowers she will use 45 counters.	Work in groups. Create a circle with your hands. You can choose to put in one hand or both hands. Count how many fingers and thumbs you can see altogether. Can you predict how many? Count to check.	Children can practise counting in 5s and recognise one hand is worth 5 They may start to spot patterns and reason about how many there will be.
Odd One Out 25 30 27 45 Which is the odd one out? Explain your answer.	27 because you would not count it if you were counting in 5s. Children also may give other responses.		