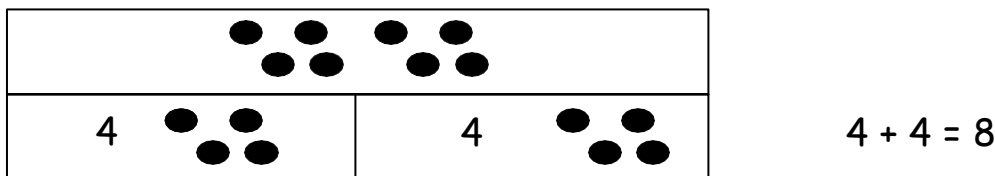




Numeracy Homework

Due date: _____

At St. Peter's we are committed to developing children's core mathematical skills and concepts. This begins with ensuring children have number recognition, can order numbers up to 20 from different starting points and knowing how to double and half numbers. Children started to learn about doubles and halves using a bar model as follows.



Alongside this essential learning, children are being taught to count in steps of a given number to lead in to learning multiplication facts. In school we are introducing these using a rolling numbers programme, where children learn to count in steps using their fingers. These can be done in the car, walking to school or almost anywhere to support learning. Examples of these have been included in each step of the booklet.

Children should complete one page of this homework per week. Please ensure you cover a completed part before children try the next part.

If you have any questions regarding this homework, or would like extra grids for different steps please speak to your child's class teacher.

Numeracy Homework

Stage 1.1

Which numbers are missing in the number tracks?

1		3	4		6	7		9	10
---	--	---	---	--	---	---	--	---	----

	2	3		5	6		8	9	10
--	---	---	--	---	---	--	---	---	----

1	2		4	5		7	8		10
---	---	--	---	---	--	---	---	--	----

1	2		4		6	7	8	9	
---	---	--	---	--	---	---	---	---	--

		3	4	5	6		8	9	10
--	--	---	---	---	---	--	---	---	----

Which numbers are missing in the number track?

	2	3		5	6	7	8	9	10		12		14		16	17	18		20
--	---	---	--	---	---	---	---	---	----	--	----	--	----	--	----	----	----	--	----

1		3	4		6	7			10	11		13	14		16	17			19	20
---	--	---	---	--	---	---	--	--	----	----	--	----	----	--	----	----	--	--	----	----

1	2		4		6	7		9	10	11		13	14		16	17				20
---	---	--	---	--	---	---	--	---	----	----	--	----	----	--	----	----	--	--	--	----

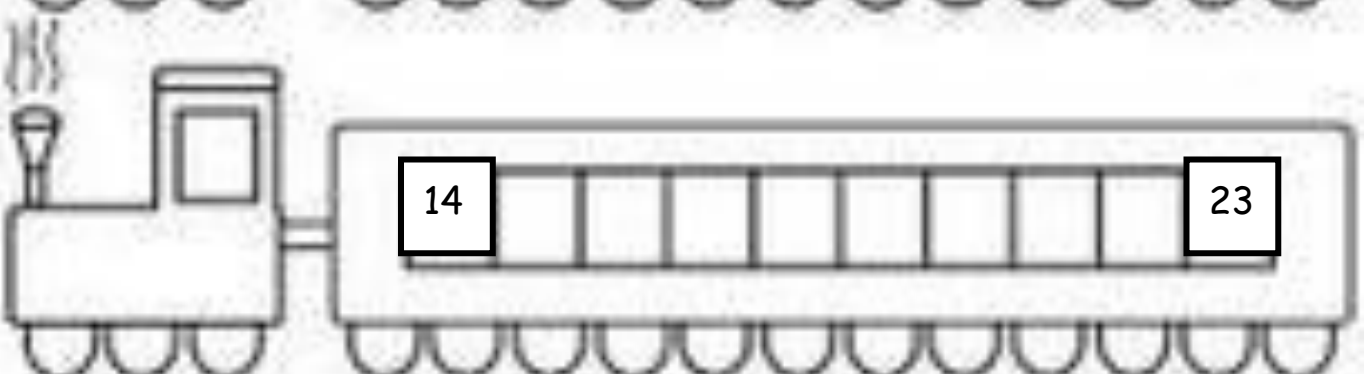
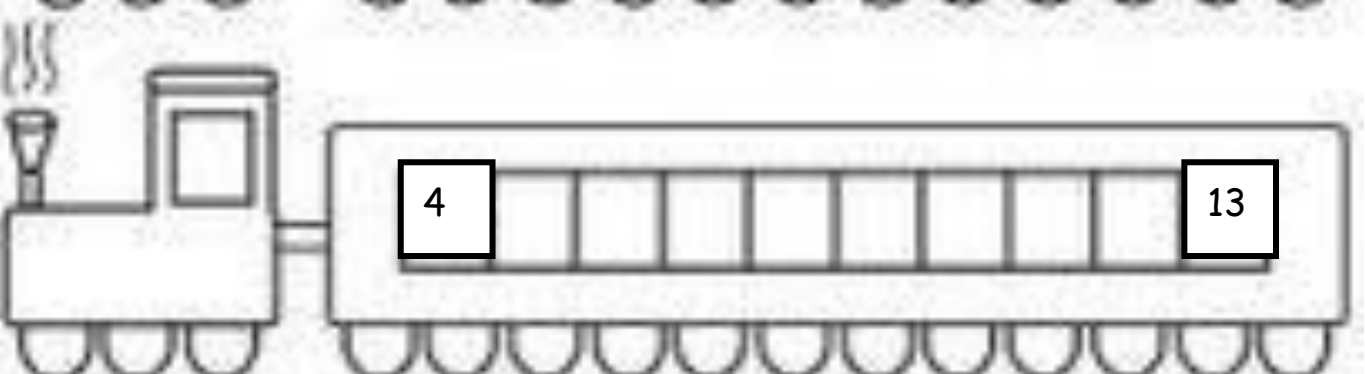
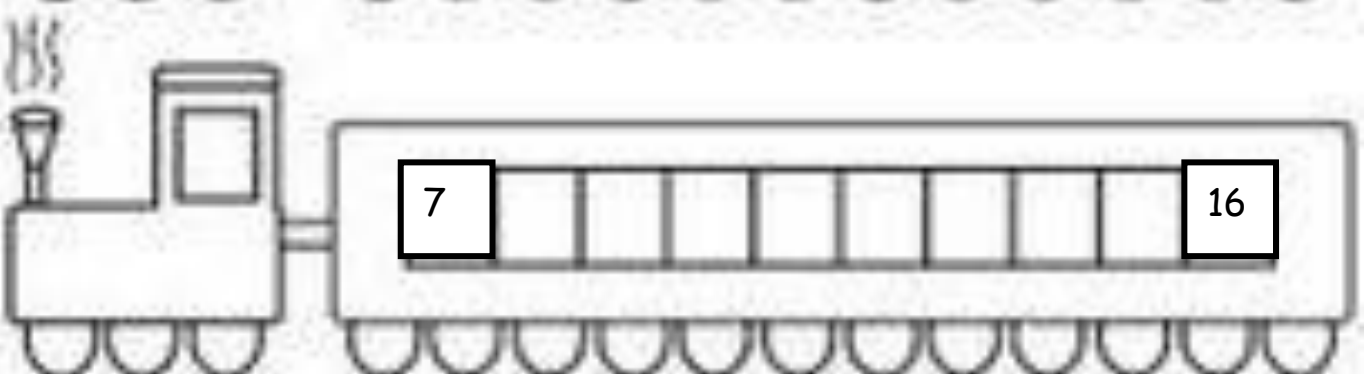
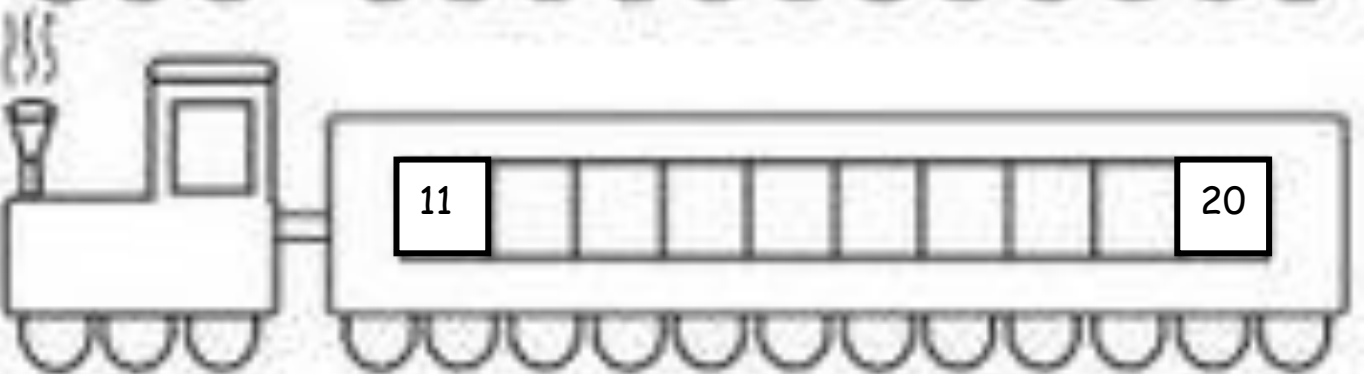
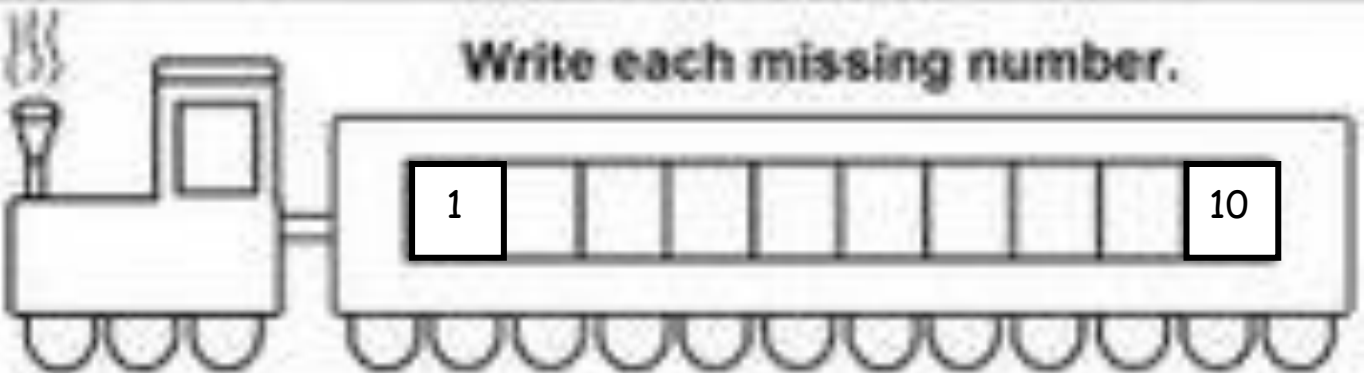
1	2	3			6	7		9	10		12		14	15	16		18	19	20
---	---	---	--	--	---	---	--	---	----	--	----	--	----	----	----	--	----	----	----

1		3	4		6	7	8		10	11	12		14	15		17		19	
---	--	---	---	--	---	---	---	--	----	----	----	--	----	----	--	----	--	----	--

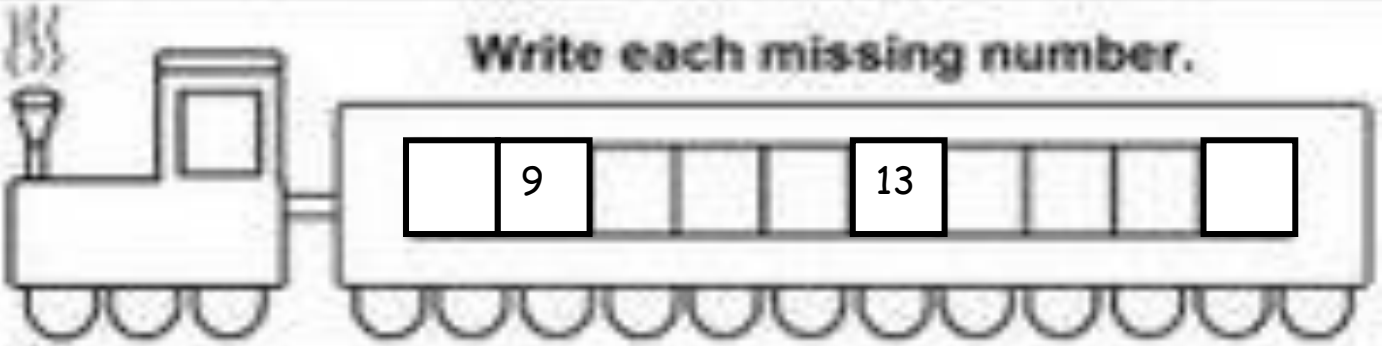
	2		4	5		7		9		11	12		14	15		17		19	20
--	---	--	---	---	--	---	--	---	--	----	----	--	----	----	--	----	--	----	----

Can you finish these number trains?

Write each missing number.

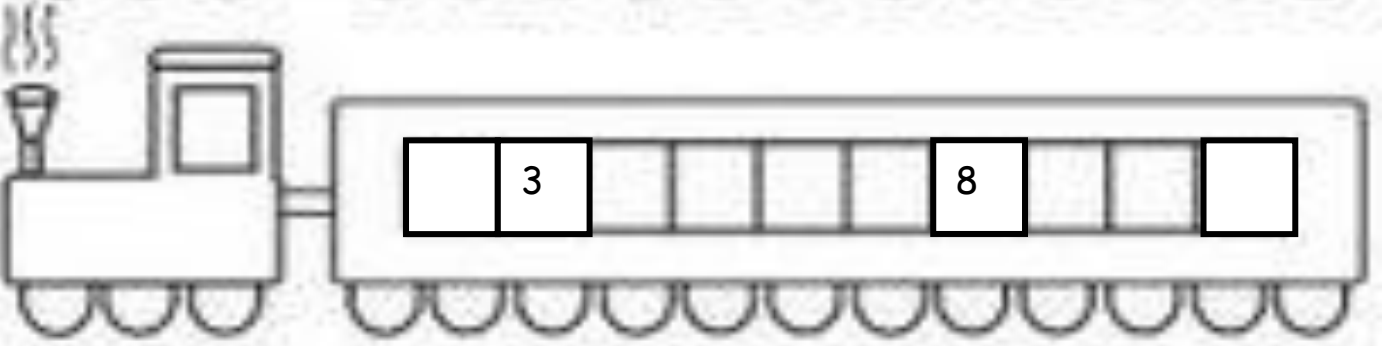


Write each missing number.



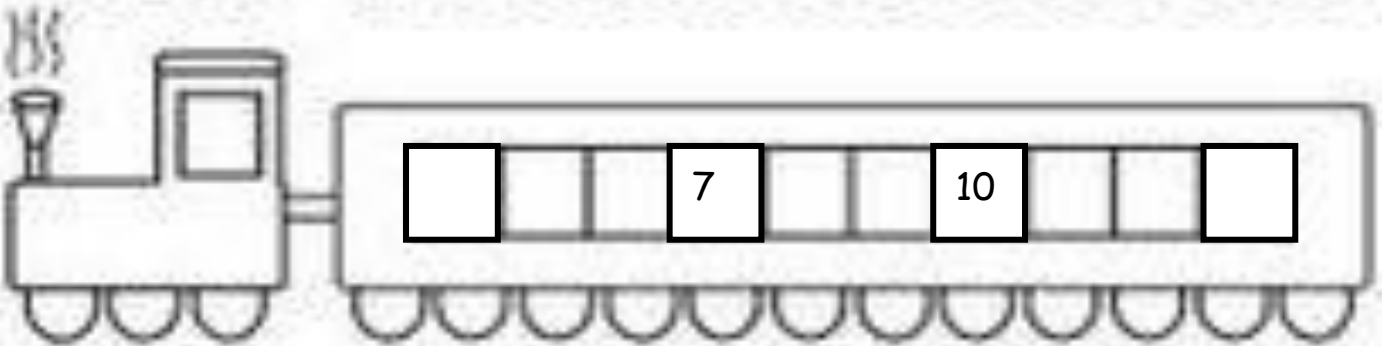
A train engine with smoke coming from its chimney is connected to a single train car. The car contains a sequence of 10 numbered boxes. The second box contains the number 9, and the sixth box contains the number 13. The other boxes are empty.

	9				13				
--	---	--	--	--	----	--	--	--	--



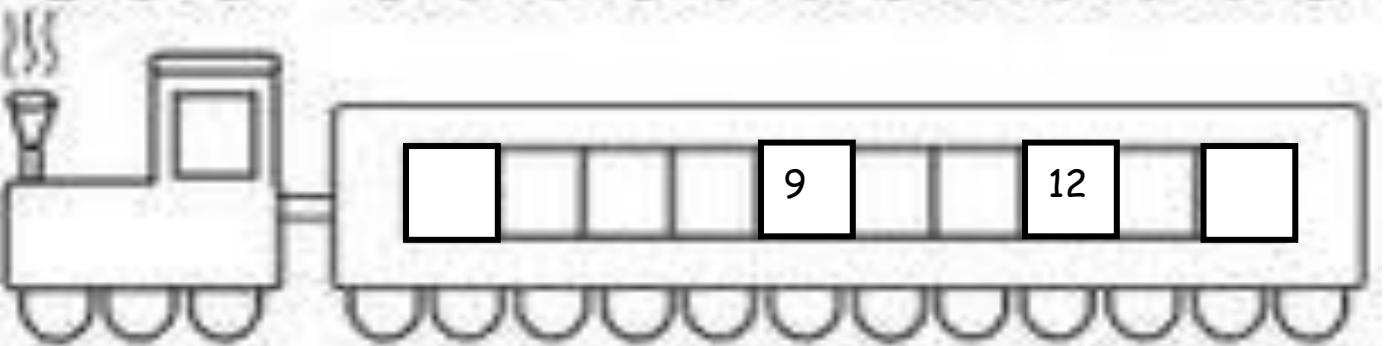
A train engine with smoke coming from its chimney is connected to a single train car. The car contains a sequence of 10 numbered boxes. The second box contains the number 3, and the eighth box contains the number 8. The other boxes are empty.

	3						8		
--	---	--	--	--	--	--	---	--	--



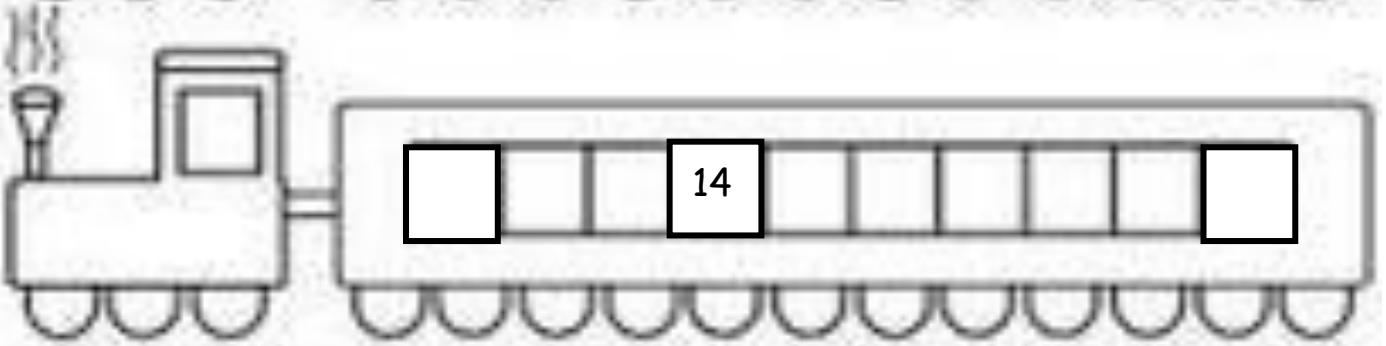
A train engine with smoke coming from its chimney is connected to a single train car. The car contains a sequence of 10 numbered boxes. The fourth box contains the number 7, and the seventh box contains the number 10. The other boxes are empty.

			7			10			
--	--	--	---	--	--	----	--	--	--



A train engine with smoke coming from its chimney is connected to a single train car. The car contains a sequence of 10 numbered boxes. The fifth box contains the number 9, and the ninth box contains the number 12. The other boxes are empty.

				9				12	
--	--	--	--	---	--	--	--	----	--



A train engine with smoke coming from its chimney is connected to a single train car. The car contains a sequence of 10 numbered boxes. The fourth box contains the number 14. The other boxes are empty.

			14						
--	--	--	----	--	--	--	--	--	--

Draw a circle around the biggest number in the list. You could use sweets or toys to help you with this.

a) 7 4 9

b) 9 4 7

c) 12 17 15

d) 6 12 4

e) 12 3 19

f) 14 2 9

This rhyme is used in class to help children learn to count in twos confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

2's

Teacher: Team! Team! Good as gold! Let me see your fingers roll the twos!

Class: Yeah!

2 – 4 – 6 – 8 – 10 – 12 – 14 – 16 – 18 – 20
and 22 – 24!

That's the way! Uh-huh! Uh-huh! I like it! Uh-huh!
Uh-huh! (step side to side and clap hands)

This rhyme is used in class to help children learn to count in fives confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

5's

Teacher: Team! Team! Good as gold! Let me see
your fingers roll the fives!

Class: Yeah!

5 – 10 – 15 – 20 – 25 – 30 – 35 – 40 – 45 – 50
– 55 – 60

Teacher: (Nod)

Class: Whoop there it is! I say, whoop there it is!
(put hands together and move in front of body in a circle)

This rhyme is used in class to help children learn to count in tens confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

10's

Teacher: Team! Team! Good as gold! Let me see your fingers roll ...
the tens!

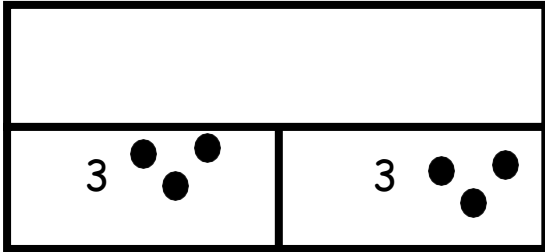
Class: Yeah!

10 – 20 – 30 – 40 – 50 – 60 – 70 – 80 – 90 - 100

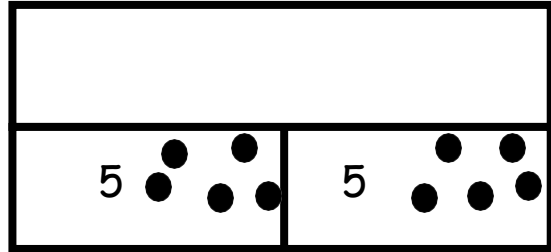
Teacher: And team St Peter's say!

Class: 110 – 120!

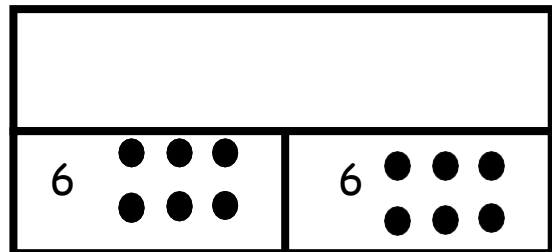
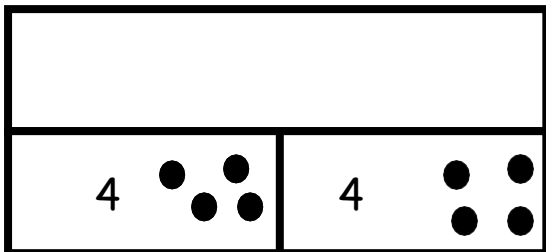
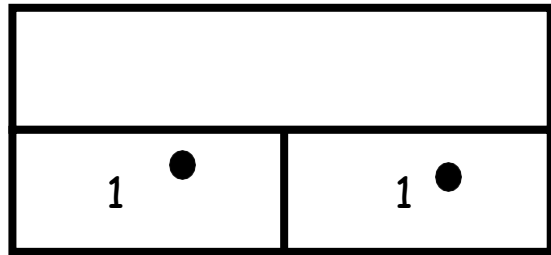
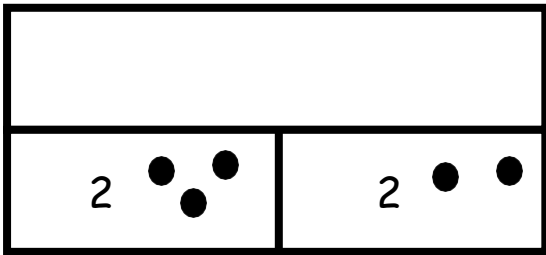
Use the bar models below to help you double and half numbers. You can draw dots to help you.



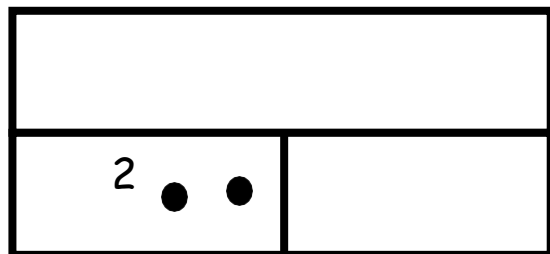
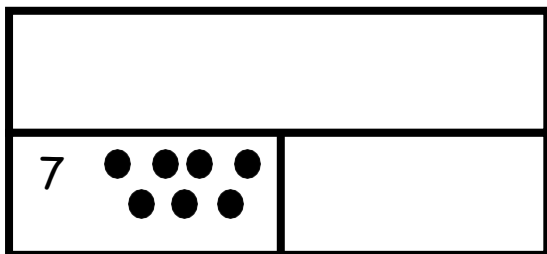
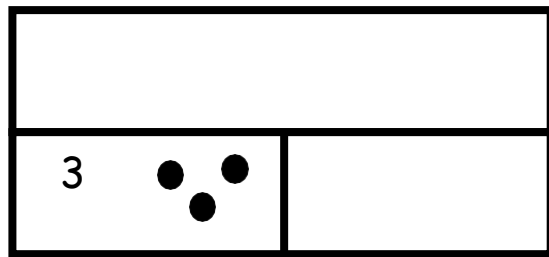
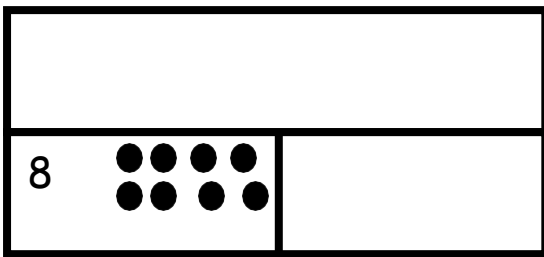
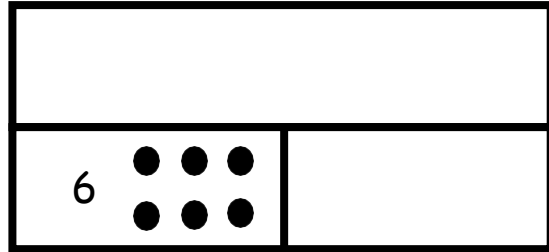
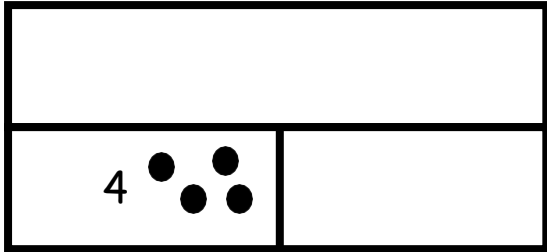
$3 + 3 =$



$5 + 5 =$



Use the bar models below to help you double and half numbers. You can draw dots to help you.



Use the bar models below to help you double and half numbers. You can draw dots to help you

