



# Supporting your child with Africa



Objectives	Can your child answer these questions?	Examples	Date
<b>Know pairs of numbers with a total of 10 or 20</b>	<p><b>What number goes with (insert number 0-10/20) to make 10/20?</b>  <b>I have 6 sweets, how many more do I need to make 10?</b>  <b>I have 16 sweets, how many more do I need to make 20?</b>            (Use a set of 10 or 20 objects and rearrange them in different ways to support.)</p>	$4 + ? = 10$ $5 + ? = 10$ $? + 3 = 10$ $14 + ? = 20$ $15 + ? = 20$ $? + 3 = 20$	
<b>Know pairs of numbers with a total of 7, 8, or 9.</b>	<p><b>What goes with (insert number 0-7) to make 7?</b>  <b>What goes with (insert number 0-8) to make 8?</b>  <b>What goes with (insert number 0-9) to make 9?</b>  <b>I have 3 Lego bricks, how many more do I need to make 7/8/9?</b>            (Use a sets of 7/8/9 objects and rearrange them in different ways to support.)</p>	$3 + ? = 7$ $2 + ? = 8$ $? + 7 = 9$ $6 + 2 = ?$ $2 + 5 = ?$ $4 + 4 = ?$	
<b>Know doubles to double 10.</b>	<p><b>What is double (insert number 1-10)?</b>            (Count in 2s to practise e.g. double 3- count 3 twos...2, 4, 6.            Double 3 is 6)</p>	Double 8 is ? Double 7 is ? Double 10 is ?	
<b>Count in 2s, 5s, and 10s from 0.</b>	<p><b>Can you count in tens, using all of your fingers?</b>  <b>Can you count in twos, using all of your fingers?</b>  <b>Can you count in fives, using all of your fingers?</b>            (Count one ten/two/five for each finger)  <b>Can you count two steps beyond? E.g. 2, 4, 6...20, 22, 24</b></p>	0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24.  0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.  0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120.	
<b>Use place value to add and subtract 2-digit numbers.</b>	<p><b>How can we partition 26 into tens and ones?</b>  <b>26 is made up of 20 and ...?</b>  <b>26 is made up of 6 and ...?</b>  <b>If you know these then what is...</b></p>	35 is __ tens and __ ones $30 + 5 =$ $35 - 5 =$ $35 - 30 =$	

	<p style="text-align: center;"><math>20 + 6, 26 - 20, 26 - 6?</math></p> <p><i>(Use different two-digit numbers and follow the process modelled above. Drawing the tens as sticks or using pencils as well as drawing dots for ones or small items is really useful for partitioning.)</i></p>		
<p><b>Place 2-digit numbers on lines marked in 10s.</b></p>	<p><b>What number sits in the middle between 0 and 10?</b>  <b>What number sits in the middle between 60 and 70?</b>  <b>Would a number ending in 4 go before or after the middle?</b>  <b>Would a number ending in 8 go before or after the middle?</b>  <i>(Drawing, using interactive number lines or using rulers is really helpful)</i></p>	<p style="text-align: center;"> <math>11 \quad 27</math>  <math>0 \_   \_ 10   \_ 20 \_   \_ 30</math>  <math>5</math> </p>	
<p><b>Say the number that is 10 more or 10 less than any number up to 100.</b></p>	<p><b>What number is 10 more than 20?</b>  <b>What number is 10 more than 25?</b>  <b>What number is 10 less than 60?</b>  <b>What number is 10 less than 67?</b>  <i>(Use a hundred square to support learning 10 more or 10 less as well as counting forwards and backwards in 10s)</i></p>	<p>10 more than 65 is...  10 more than 89 is...  10 less than 74 is...  10 less than 12 is...</p>	