Please use your Number Bots login every day to practise your addition and subtraction skills. Your log in details are provided in your home learning pack.

**Monday**

Using your 100 square (provided in pack) can you count forward and backwards within 50. Ask questions such as:
- Can you count forwards from 35 to 49?
- Can you count back from 46 to 38?
- Challenge yourself to count from __ to __ without the 100 square?

Use groups of objects you have in home e.g. lego bricks, toys to count within 50. Encourage the children to count accurately and group in 10s to help their counting if they can.

**Tuesday**

Ask your children to look at the 100 square and choose some 2 digit numbers to partition into their 10s and 1s. Children can represent these numbers by drawing a part-whole model or by drawing the tens and ones as sticks and dots e.g.

![Diagram of 32 as 3 tens and 2 ones]

Complete the following stem sentence for each diagram.

___ has ___ tens and ___ ones.

<table>
<thead>
<tr>
<th>Tens</th>
<th>Ones</th>
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sentence for
Please use your Number Bots login every day to practise your addition and subtraction skills. Your log in details are provided in your home learning pack.

Using the 100 square to support ask your child to find one more and one less than a 2 digit number within 50.

In the jotter book children to complete the following stem sentences for their chosen 2 digit numbers.

One more than __ is __.
One less than __ is __

Once completed ask children to copy the following sentences in their books using the numbers provided to make the sentences accurate.

Using the 100 square to support ask your child to find one more and one less than a 2 digit number within 50.

In the jotter book children to complete the following stem sentences for their chosen 2 digit numbers.

One more than __ is __.
One less than __ is __

Once completed ask children to copy the following sentences in their books using the numbers provided to make the sentences accurate.

28 26 33 45
36 43 35 49

☐ is one less than 27
34 is one less than ☐
☐ is one more than 44
50 is one more than ☐
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| Thursday | Compare two 2 digit numbers within 50 using the more than/less than/equals to symbols (>, <, =). Ask the children to choose two different numbers and compare them in their jotter book with the correct symbol in the middle e.g.

\[
23 < 46 \quad 38 > 19 \quad 45 = \text{four tens and five ones}
\]

How do you know which number is more/less? How many 10s/1s does the number ___ have?

Encourage children to record in sentences how they know which number is more or less. Use the stem sentences below to support:

___ has (more/less) tens than ___.
___ has ___ tens and ___ ones.

| Friday | Look at 100 square and use it to help your child count forwards and backwards in multiples of 10 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100).

What do you notice about the multiples? (They end in 0 so there are no 1s, just the 10s change).

Use things you can find around the home e.g. pens, lego, toys and ask your child to group the objects into 10s to count and find the total amount.

Practise counting the groups in different ways:

10, 20, 30, 40, 50, 60, 70, 80, 90, 100
1 ten, 2 tens, 3 tens, 4 tens, 5 tens, 6 tens, 7 tens, 8 tens, 9 tens, 10 tens
1 group of 10, 2 groups of 10, 3 groups of 10, 4 groups of 10 etc..