**Number and Place Value**

There a wide range of activities that come under the category of ‘number and place value’. Some of the skills required in this area can be things that you can integrate into your day to day life. Below there are suggestions on ways that you can work on these skills in a fun and informal way at home, as well as more structured activities:

Counting to 100

* This can be done during a game of hide and seek, can be done when putting lego or puzzle pieces away, or by counting the lights on the Christmas tree! You could really test your child by counting backwards from 100, or starting at a different number e.g. 26 and asking them to count forwards/backwards from there.
* For a more structured practice of counting to 100, use the resource ‘mini beast missing numbers’ and fill in the missing numbers to 100. There is also a document called ‘number squares jigsaw activity sheets’ that will push the children further.

Counting in 2s, 10s, 5s and 3s

* There are plenty of songs that can help to introduce counting in multiples and repetition is key. Here are a list of songs to get your started, but there are plenty to choose from if you search on youtube.
	+ [The Counting by Twos Song | Counting Songs | Scratch Garden - YouTube](https://www.youtube.com/watch?v=GvTcpfSnOMQ)
	+ [Count 10-100 | Count by 10 Song | The Singing Walrus - YouTube](https://www.youtube.com/watch?v=-gmEe0-_ex8)
	+ [Count by 5's | Exercise and Count By 5 | Count to 100 | Counting Songs | Jack Hartmann - YouTube](https://www.youtube.com/watch?v=amxVL9KUmq8)
	+ [The Counting by Threes Song | Counting Songs | Scratch Garden - YouTube](https://www.youtube.com/watch?v=I_cn87hOCDM)
* Use the resource ‘100 square’. Have a colouring pencil, and starting with the 2s, colour in all multiples of 2. Your child can count on 2 squares every time to find the next number. This can be done again for each of the 10s, 5s, and 3s, either using a different colour or another copy of the resource.
* Incorporate counting in 2s, 10s, 5s and 3s in day to day life. Ask your child to count in 2s to see how many pairs of socks or shoes there are. Ask them to count in 10s to see how much a group of 10p coins total. This could also be done with 5p coins. Ask your child to group the puzzle pieces into groups of 3.
* Eventually we would like to see your child count both forwards and backwards in independently in steps of 1, 2, 3, 5 and 10, from any given number. For example, if they were given the number 12, they could count down in 2s from there – 12, 10, 8, 6, 4, 2, 0. This is very difficult, so work on counting in steps of 1, 2, and 10 first before moving on.

One More and One Less

* Find the resource ‘One More One Less’. Print it off and cut out the numbers on the second page. Place the numbers into a bag or a pot folded up. Ask your child to pick two numbers out of the bag/pot. If you picked up a 4 and an 8, that would make the number 48. Write that number down in the middle column of the chart. Can your child identify one more than 48 and one less? Write them in the chart. Repeat at least ten times.

Ordering numbers

* <https://www.topmarks.co.uk/maths-games/daily10>
* The website above is an interactive game where you can practice a wide range of number skills. If you click on the link and then press the ‘play game’ button, you can choose what skills you want to practice (have paper and pencil ready!)
* For number ordering practice, click on ‘level one’, and then choose ordering from the next drop down box. You can choose whether you order numbers to 20 with smallest number first or largest number first. If this is too easy, you can move all the way up to ordering four digit numbers on level four! You can set yourself a time limit to complete the game in, or choose to play manually.
* You can also use the worksheet ‘place value ordering 2 digit numbers’ or ‘place value ordering 3 digit numbers’.

Greater than and less than

* Your child may have already completed some work on the concept of greater than and less than using these symbols:



* The key way to explain to your child what they mean is to think of a crocodile’s mouth. The crocodile always eats the bigger number. For example:



The crocodile’s mouth is open towards the bigger number.

* Complete the activities using the document ‘greater than and less than activity sheets’. There are answer sheets on there too, and the activities grow in difficulty, leading to your child needing to complete sums first, and then showing which sum has the greater answer. For example:



Place value

* Place value is understanding hundreds, tens and ones. For example, the number 34 has 3 tens in, and 4 ones. In a place value grid, the number 3 would be placed in the tens column, and the number 4 would be placed in the ones column.
* Use the resource ‘hundreds tens and ones place value grid’. Use the ‘number digit 09 cards’ by printing them off three times and placing them face down on the table. Pick up 3 number cards randomly to create a 3 digit number. Ask your child to write that number down on a spare piece of paper and say the number out loud so that they understand the number as a whole. Then see if your child to correctly place the number into the place value grid. For example, if you have created the number 951, the 9 would go on the hundreds column, the 5 in the tens column and the 1 in the ones column. Ask your child how many tens they have (5). Ask them what value that is (50). Do the same for the hundreds and ones numbers.
* There are a range of different worksheets available to consolidate and check learning of place value. If this is new for your child, look at the worksheet ‘place value tens and units cut and stick worksheet’. If your child completes this independently, try using the document ‘hundreds tens and ones number partitioning worksheet’ to understand the value of each number.

Reading numbers to 100 in word form

* Reading numbers in word form can be tricky to do. You can practice this to gain understanding of your child’s ability level. If they need some support, just focus on number words one to ten first of all, and then you can gradually increase.
* You can play a game at home with your child to see what they know. Grab a piece of paper/white board and write a word on it e.g. twenty eight. Use the resource ‘100 square’. Let your child have a copy of it and they can either say or point to the number you have written. You can also have a turn! Ask your child to write a number in word form for you to find/identify!

Number Patterns

* Number patterns are sequences of numbers that have a rule. This rule could be adding one more each time, taking away 3 at a time, or counting up in tens. Use the resource ‘sequence snakes activity sheets’ to start with simple sequences and work up to harder ones. Can your child identify what the rule is for each sequence? If needed, use the ‘100 square’ resource to support this learning.
* Use the ‘identifying number pattern rule’ resource. Can your child complete the number pattern and work out what the rule is? There are differentiated worksheets within this document.

Solving number problems in everyday life

* A very simple way to help your child practice solving number problems is to involve them at home. For example, when it is dinner time, ask your child to calculate how many pieces of cutlery you need if the three people have 2 pieces of cutlery each. Ask your child how many cupcake cases you will need if each baking tray has 12 spaces. Ask how many books you will have if each person has four books each. In practical circumstances, these concrete number problems can be more manageable and with physical objects in front of them your child may find them easier to understand and count.