

Maths - Number Bonds

The aim this week is for your child to recognise pairs (or 'bonds') of numbers that total 10, without having to add these numbers together by counting on. They should begin to recognise these numbers as special pairs which can be added either way, e.g. $6 + 4 = 10$ and $4 + 6 = 10$. Using and recognising these pairs will provide the foundation for so much of the arithmetic your child will do in later years.

Monday (15-20 minutes)

Quick starter: Sing 10 Green Bottles, using fingers to take away 1 each time.

Explain that we are going to find different ways to make 10 using our fingers.

Use your fingers to show 10: 8 standing, 2 folded down. How many are standing? How many folded down? How many altogether? 8 and 2 make 10.

Repeat with other pairs.

Now say a number less than 10, e.g. 6. Your child needs to fold down 6 fingers. How many are standing?

Repeat for each number from 1 to 9.

Support your child by showing the number on your fingers as well as saying it.

Challenge: ask your child to write the matching addition, e.g. $8 + 2 = 10$.

Tuesday (10-15 minutes)

Quick starter: Listen to the number bonds song:

https://www.youtube.com/watch?v=UD_RUVLPvTY

Load the attached PowerPoint. Show the first slide. Your child has used numicon in school to add and subtract numbers. Remind them that the number of holes in the shape tells them what number it is. What number is this shape? How many more will we need to make 10? Help your child to solve the problem using their fingers, as they did yesterday.

Click on the slide to see if they were correct. Read the number sentence together: eight add two equals ten.

Repeat for each slide.

Challenge: ask your child to say the number sentence before clicking to show the second shape and the number sentence on the screen.

Wednesday (15-20 minutes)

Quick starter: Say some numbers to 20 and ask your child to write them from memory.

Put 10 washing line pegs on the bottom of a triangular coat hanger.

Show your child the 10 pegs on the coat hanger. Split the pegs so that there are 9 pegs on one side and 1 on the other side. Turn the coat hanger round to show that 9 and 1 make 10 and so do 1 and 9.

Write $10 = 9 + 1$ and $10 = 1 + 9$ on paper for your child.

Repeat for 8 and 2, 7 and 3, 6 and 4, then 5 and 5.

Ask your child to close their eyes whilst you hide the last 3 pegs with a cloth. They can then open their eyes. Say, 'Show me on your fingers how many pegs are hiding.' Remove the cloth to check.

Repeat, hiding other numbers of pegs.

Support your child if needed by helping them to hold up fingers to match the pegs they can see, then look at how many are folded down to match the hidden pegs.

Challenge: ask your child to write the addition number sentences after the first few.



Thursday (10-15 minutes)

Quick starter: Say a number to 20, and ask your child to count forwards or backwards from that number until you say stop.

Give each child a copy of the 'Tens Rainbow' (print the attached resource or make your own version), and a set of 10 objects e.g. blocks, beads, pennies or pasta shells.

What number goes with 0 to make 10? 10! Show your child how to draw an arc from 0 to 10 using a coloured crayon.

What number goes with 1 to make 10? Draw an arc in a different colour from 1 to 9.

Ask your child to carry on for each number so that they draw a rainbow.

Support your child if needed by working through each number pair together, using fingers or objects to physically make 10.

Challenge: ask your child to write an addition for each arc in their rainbow.



Friday (15-20 minutes)

Quick starter:

https://content.connect.collins.co.uk/Content/Live/ElektraMedia/Busy_ants/Foundation/GamesandTools/34_IMT_Dice/index.html Roll the dice twice and ask your child to add the two numbers together, using fingers or counting on mentally. If they are confident with this, try adding three numbers together!

Print off the game resource attached or create your own version.

Give yourself and your child a counter each, and place them on the start square.

Take it in turns to roll the dice and move on that number of spaces.

If they land on a number, they say how many more are needed to make 10, e.g. land on 6, say 4. They can use their fingers to help, e.g. hold up 6 fingers, and see how many more need to be added to make 10.

If correct, they stay where they are. If incorrect, they move back a space.

Continue until one of you wins the game.

Challenge your child by encouraging them to see if they know pairs to 10 by heart.