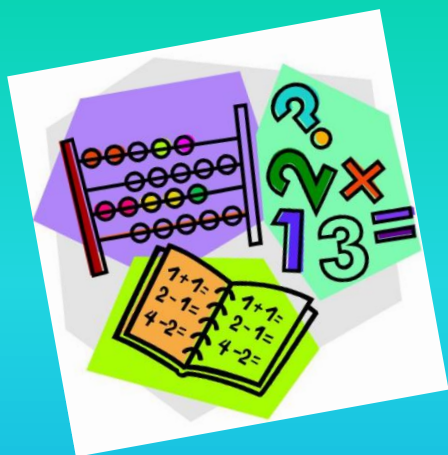
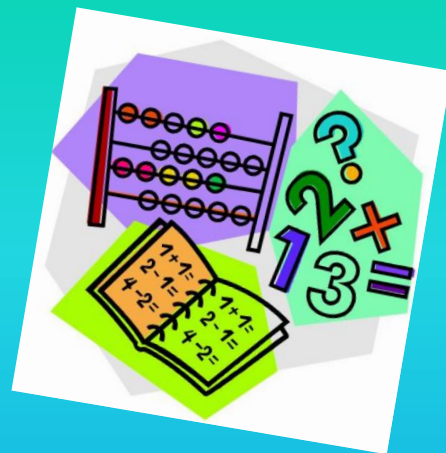




Croeso
Welcome



Bore Mathemateg
Blwyddyn 2 & 3



What is expected
of Year 2 and 3
children in Maths?



(c) ClipArtIllustration.com

Y Llwybr Llwyddiant



**Mae dysgwyr da yn mentor ac yn llithro i lawr y llwybr
llwyddiant!**

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Concrete



Pictorial

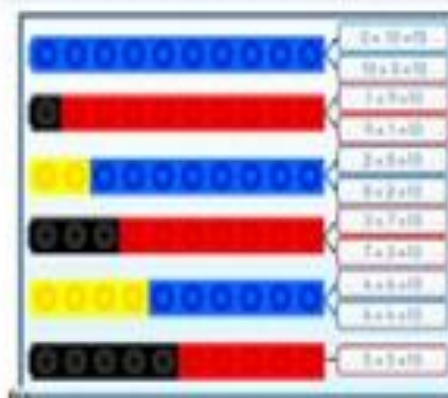


Abstract

$$2+2=4$$



$$5+5 \quad 6+4 \quad 7+3 \quad 8+2 \quad 9+1$$



$$4 + 6 = 10$$



$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

$$4 + 6 = 10$$

$$3 + 7 = 10$$

$$2 + 8 = 10$$

$$1 + 9 = 10$$

$$0 + 10 = 10$$



Counting and Numbers



Numicon



Customers who viewed **Numicon: Box of 80 Numicon Sha...** also viewed:



Numicon: Homework Activities Intervention Resource - 'Maths Bag' of Resources

Buy new: **£17.22**

11 Used & new from **£17.22**

★★★★★ (94)



Numicon 100 Square Baseboard

Buy new: **£6.13**

20 Used & new from **£4.32**

★★★★★ (33)

Numicon: Box of 80 Numicon Shapes Game

by [Rodney Tancom](#) (Author), [Ruth Atkinson](#) (Author), [Tony Wing](#) (Author)

★★★★★ - 87 customer reviews

[See all formats and editions](#)

Game
from £37.89

6 Used from **£46.30**

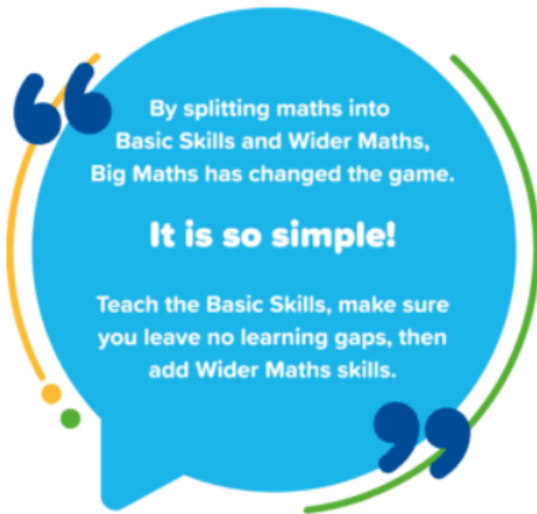
13 New from **£37.89**



Ymarfer ffurfio / number formation



What is Big Maths?



Mapped to Your Curriculum

Big Maths planning describes a minimum, yet high expectation journey. The Big Maths framework is broken down into termly chunks linked to your curriculum's expectations. Basic Skills are always prioritised, informing which Wider Maths skills can be considered.

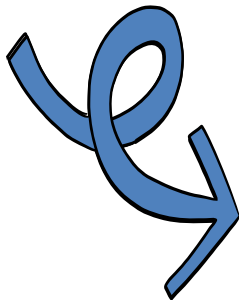
Getting the chronology right is key to a smooth journey. Basic Skills progress in chronological order... **C**ounting skills feed into **L**earn Its (Number Facts) which feed into **I**t's Nothing New which, you guessed it, feed into **C**alculation. That's **CLIC**...



Why Big Maths?



- ✓ Clear progression from year to year
- ✓ Consistent methods taught and language used throughout the school
- ✓ Build on prior learning and ensure children are secure in their knowledge
- ✓ Objectives are aligned to National Curriculum objectives*
- ✓ Clear links with AFL so evidence can be gathered easily to inform planning/assessment
- ✓ Improve mental maths skills and general numeracy across the school.





Big Maths – how is it used?

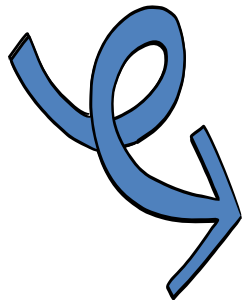
Daily CLIC sessions ~20 minutes

Counting - 5 minutes

Learn Its - 5 minutes

It's Nothing New - 5 minutes

Calculations - 5 minutes



Getting the chronology right is key to a smooth journey. Basic Skills progress in chronological order... **C**ounting skills feed into **L**earn Its (Number Facts) which feed into **I**t's Nothing New which, you guessed it, feed into **C**alculation. That's **CLIC**...



Big Maths – how is it assessed?



How are pupils assessed?

1. **Big Maths Beat That** - timed challenge where children answer 'Learn Its' questions. The aim is to beat their previous score.
2. **CLIC** - 10 questions relating to concepts taught at children's individual level. Once they have scored 10 out of 10 for three consecutive weeks they move on to the next level.
3. **SAFE** - Shape, Amount, Fractions, Explaining Data
4. **Problem solving & reasoning** activities - opportunities to apply strategies.



CLIC

CLIC 6

SET: 8

1

34

2

Place in order

12 20 17 15

3

Complete the sequence

10, 12, ,

16,

4

Complete the sequence

0, 25, 50, 75,

5

Circle the odd numbers

19 27 32 38

6

Complete the sequence

93, 94, 95...

, , ,

7

$8 + 2 =$

0 1 2 3 4 5 6 7 8 9 10

8

$8 - 6 =$

0 1 2 3 4 5 6 7 8 9 10

9

Count backwards

59, 58, 57,

, ,

10

Count backwards

24, 23, 22,

, ,



MY LAST SCORE?!

3

HAVE I BEAT THAT?!

10

SAFE (Wider Maths)

S	Progress Drive	Steps	Progress Drive	Steps
	1. Explore & Draw	30	3. 3D Shapes	30
	2. 2D Shapes	28	4. Position & Direction	38

A	Progress Drive	Steps	Progress Drive	Steps
	1. Amounts of Distance	38	5. Amounts of Temperature	18
	2. Amounts of Mass	20	6. Amounts of Time	34
	3. Amounts of Money	20	7. Amounts of Time: Telling the Time	18
	4. Amounts of Space	32	8. Amounts of Turn	36

F	Progress Drive	Steps	Progress Drive	Steps
	1. Fractions of a Whole	20	5. Fractions: It's Nothing New	8
	2. Fractions of a Set	14	6. Fractions: Calculation	28
	3. Fractions: Counting	20	7. Percentages	14
	4. Fractions: Learn Its	10	8. Ratio	14

E	Progress Drive	Steps	Progress Drive	Steps
	1. Diagrams & Tables	26	4. Line Graphs	10
	2. Bar Charts	12	5. Pie Charts	12
	3. Averages	14	6. Probability	18

S
A
F
E

SAFE

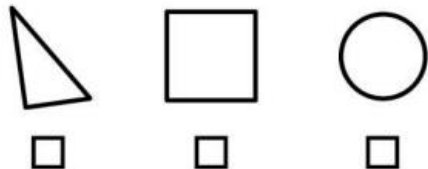
Miss Carter 2022-23

SAFE 6

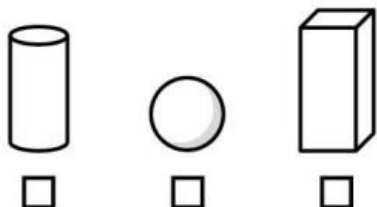
SET: 8

/10

1 Tick the triangle



2 Tick the sphere



3 Use the least coins to make 17p



4



Two o'clock ☐

Half past 1 ☐

Half past 2 ☐

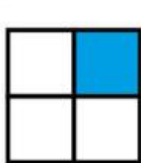
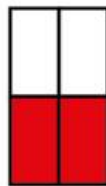
7

Buttons	
Blocks	
Balls	

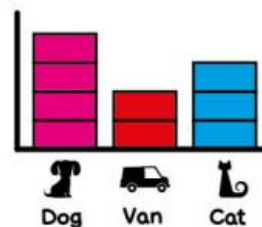
How many blocks?

5

Tick if one quarter is shaded



8



How many cats are there?

9

Which is odd?

24

33

96

72

10

$$5 + \text{dog} = 10$$

$$\text{dog} =$$



MY LAST SCORE??

4

HAVE I BEAT THAT??



Learn it's (timed)

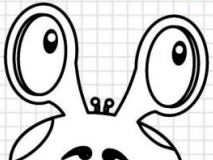
- A learn it is a number fact that is learnt so well that it can be recalled instantly.

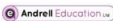


Camau 3, 4 & 5

Enw:
Dosbarth:
Dyddiad:

Cam 3	Cam 4	Cam 5
$2 + 3 =$	$4 + _ = 10$	$4 + 2 =$ $9 + 2 =$
$2 + 1 =$	$5 + _ = 10$	$2 + 5 =$ $3 + 4 =$
	$7 + _ = 10$	$6 + 2 =$ $7 + 2 =$
	$1 + _ = 10$	$5 + 3 =$ $3 + 6 =$
	$2 + _ = 10$	



 FY SGOB CURWCH HWMI OEDD

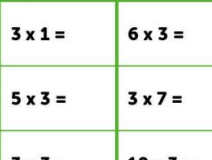
WS: 1 SGOR:



Camau 8, 9 & 10

Enw:
Dosbarth:
Dyddiad:

Cam 8	Cam 9	Cam 10
$9 \times 5 =$	$3 \times 2 =$	$6 + 8 =$
$6 + 5 =$	$8 + 5 =$	$2 \times 4 =$
$5 + 4 =$	$2 \times 2 =$	$5 \times 2 =$
$5 \times 6 =$	$9 + 5 =$	$2 \times 6 =$
$8 + 9 =$	$8 \times 2 =$	$2 \times 7 =$
$1 \times 5 =$	$7 + 9 =$	$6 + 9 =$
$5 \times 2 =$	$1 \times 2 =$	$2 \times 9 =$
$10 \times 5 =$	$7 + 5 =$	$10 \times 2 =$



 FY SGOB CURWCH HWMI OEDD

WS: 1 SGOR:

The ultimate challenge!



LEARN ITS
Challenges!
ULTIMATE

Ultimate Challenge

Enw:

Dosbarth:

Dyddiad:

$2 + 2 =$	$3 + 4 =$	$4 + 7 =$	$6 + 7 =$	$2 \times 2 =$	$3 \times 4 =$	$4 \times 7 =$	$6 \times 7 =$
$2 + 3 =$	$3 + 5 =$	$4 + 8 =$	$6 + 8 =$	$2 \times 3 =$	$3 \times 5 =$	$4 \times 8 =$	$8 \times 6 =$
$2 + 4 =$	$6 + 3 =$	$4 + 9 =$	$9 + 6 =$	$2 \times 4 =$	$3 \times 6 =$	$9 \times 4 =$	$6 \times 9 =$
$5 + 2 =$	$3 + 7 =$	$5 + 5 =$	$7 + 7 =$	$2 \times 5 =$	$3 \times 7 =$	$5 \times 5 =$	$7 \times 7 =$
$2 + 6 =$	$3 + 8 =$	$6 + 5 =$	$7 + 8 =$	$6 \times 2 =$	$8 \times 3 =$	$5 \times 6 =$	$7 \times 8 =$
$2 + 7 =$	$3 + 9 =$	$5 + 7 =$	$9 + 7 =$	$2 \times 7 =$	$3 \times 9 =$	$5 \times 7 =$	$7 \times 9 =$
$2 + 8 =$	$4 + 4 =$	$5 + 8 =$	$8 + 8 =$	$2 \times 8 =$	$4 \times 4 =$	$8 \times 5 =$	$8 \times 8 =$
$9 + 2 =$	$5 + 4 =$	$5 + 9 =$	$8 + 9 =$	$2 \times 9 =$	$4 \times 5 =$	$5 \times 9 =$	$8 \times 9 =$
$3 + 3 =$	$4 + 6 =$	$6 + 6 =$	$9 + 9 =$	$3 \times 3 =$	$4 \times 6 =$	$6 \times 6 =$	$9 \times 9 =$

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FY SGOR CURWCH HWN! OEDD

WS: 1

SGOR:

Ultimate

All '+' facts from 2+2 to 9+9

All 'x' facts from 2x2 to 9x9

Year 5 & 6

72

2

144

3

216

Learn its timings

Learn Its Timings

Step	Addition Learn Its	Multiplication Learn Its	Big Maths Term	Number of Questions in Challenge	Paper Timings		Online Timings	
					Seconds per question	Total time allowed (seconds)	Seconds per question	Total time allowed (seconds)
Ultimate	All '+' facts from 2+2 to 9+9	All 'x' facts from 2x2 to 9x9	Year 5 & 6	72	2	144	3	216
15		X12 Table	Year 4: Term 3	30	2	60	3	90
14		X11 Table	Year 4: Term 2	28	2	56	3	84
13		The Six Fact Challenge!	Year 4: Term 1	26	2	52	3	78
12		X8 Table	Year 3: Term 3	30	2	60	3	90
11		X4 Table	Year 3: Term 2	36	4	144	5	180
10		X3 Table	Year 3: Term 1	41	4	164	5	205
9	5+9 6+9 7+9 5+7 5+8 6+8	X2 Table	Year 2: Term 3	46	4	184	5	230
8	5+4 5+6 6+7 8+7 8+9	X5 Table	Year 2: Term 2	34	5	170	6	204
7	3+8 3+9 4+7 4+8 4+9	X10 Table	Year 2: Term 1	27	5	135	6	162
6	6+6 7+7 8+8 9+9	Multiples of 2 – In counting	Year 1: Term 3	17	5	85	6	102
5	4+2 5+2 6+2 7+2 9+2 4+3 5+3 6+3		Year 1: Term 2	15	5	75	6	90
4	1+9=10 2+8=10 3+7=10 4+6=10 5+5=10	Multiples of 5 – In counting	Year 1: Term 1	10	5	50	6	60
3	2+1 2+3	Multiples of 10 – In counting	Reception: Term 3	7	6	42	7	49
2	3+3 4+4 5+5		Reception: Term 2	5	6	30	7	35
1	1+1 2+2		Reception: Term 1	2	6	12	7	14

Frequently asked questions.....

How you can help.....





Circle the odd numbers

19

27

32

38

EJ



1



2



3



4



5



6



7



8



9



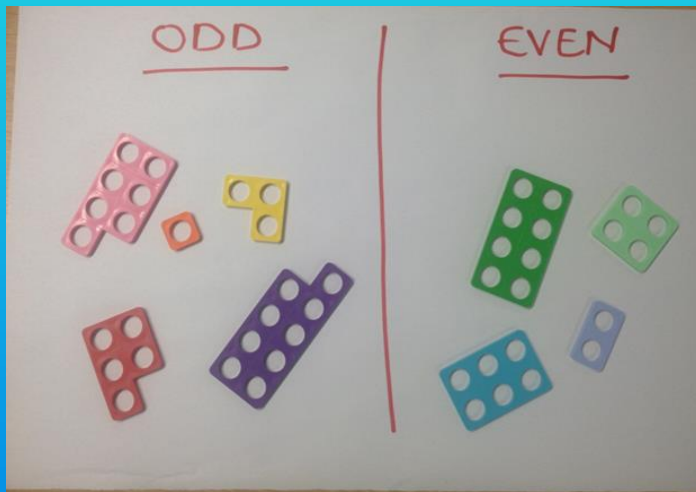
10



Odd numbers and Even Numbers



Recognise odd and even numbers up to 20



ODD: Can't be split up exactly into groups of 2

EVEN: Can be split up exactly into groups of 2



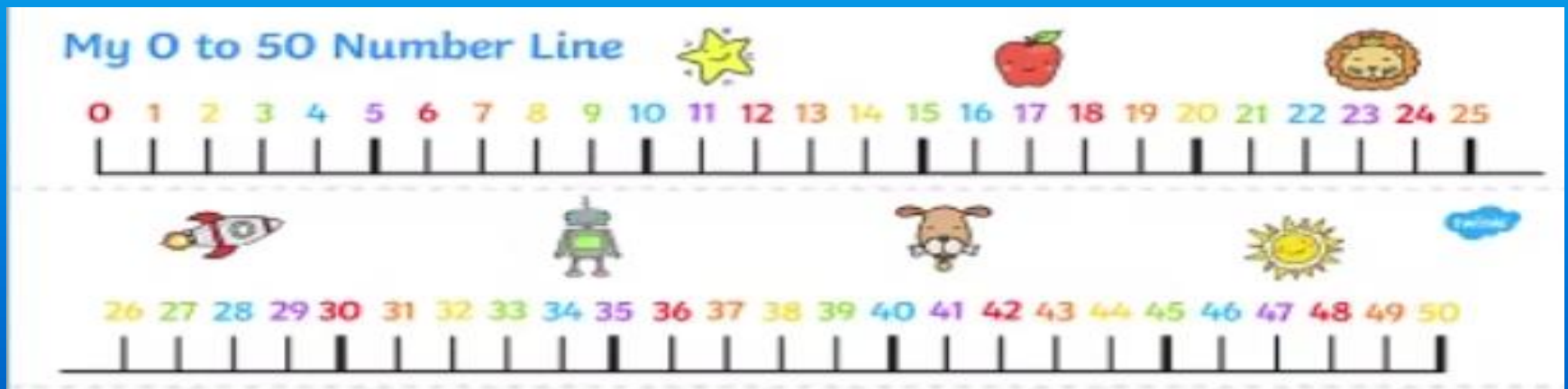
Frequent Questions.....



How can I help with.....

 **Count backwards**
59, 58, 57,
 , ,

 **Count backwards**
24, 23, 22,
 , ,



CH

Frequent Questions.....



How can I help with.....

4 Cwblhewch y dilyniant

130, **, 150, 160, 170**

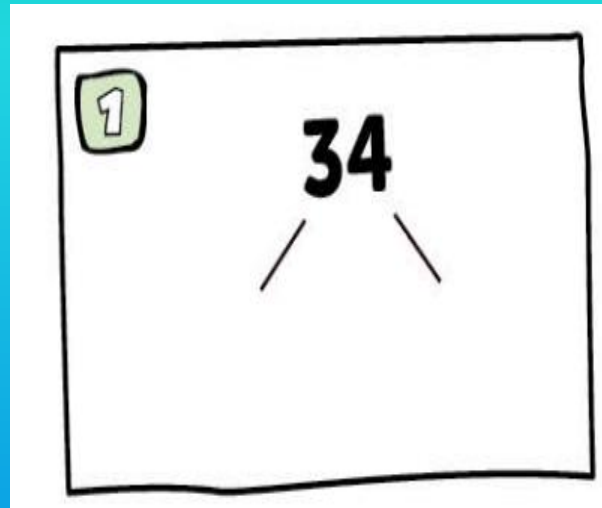
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Get them to practice writing down counting in 10's within a 100 - **use a 100 square....**
- **10, 20, 30, 40, 50, 60, 70, 80, 90 ,100**
- Now over a **100 110, 120,130.etc**
- Now starting from different numbers **80, 90, 100, 110, 120, 130**

Frequent Questions.....



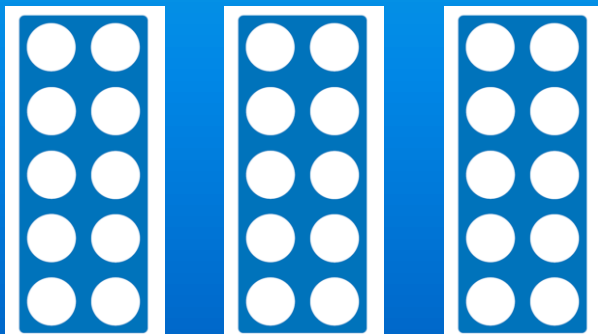
How can I help with.....



30

4

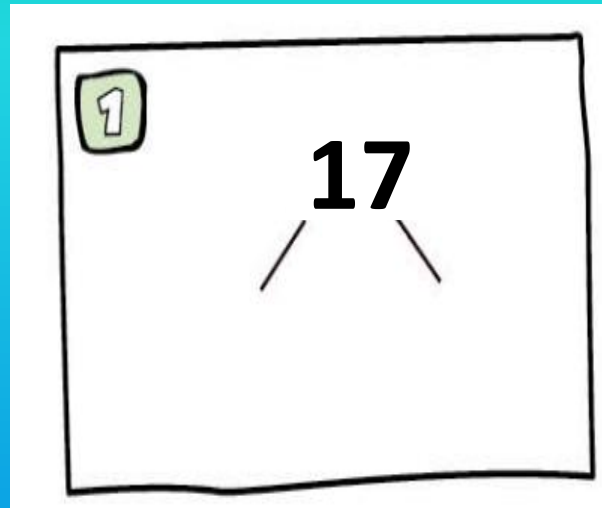
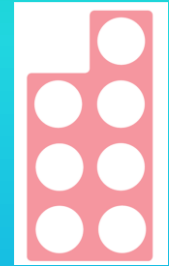
EJ



Frequent Questions.....



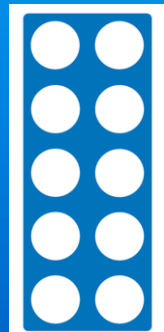
How can I help with.....



10

7

EJ





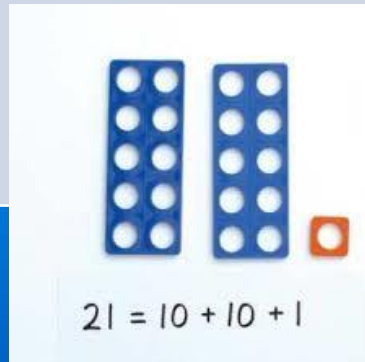
Place Value - Gwerth Lle



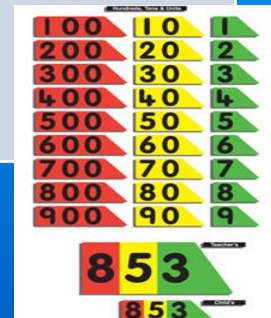
Demonstrate
an
understanding
of place value
e.g one 10 and
four units
equal 14, up to
at least 20



Demonstrate
an
understanding
of place value
to at least up
to 100.



Demonstrate
an
understanding
of place value
to at least up
to 1000.



CLIC 7

1 Complete the sequence

200, 300, ,
500, , 700

2 Write the fact family for:

$8+9=17$

.....

3

Double
24 is

4

Double
60 is

5

Half of
140 is

6

$11 - 1 =$

7

$16 + 2 =$

8

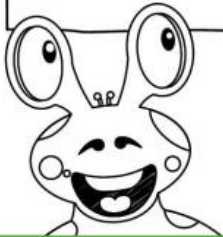
$18 + 8 =$

9

$16 - 2 =$

10

$18 - 8 =$



1 Complete the sequence

300, 400, ,
, 700

2 Write the fact family for:

$8+6=14$

.....

3

Double
34 is

4

Double
70 is

5

Half of
70 is

6

$16 - 1 =$

7

$16 + 3 =$

8

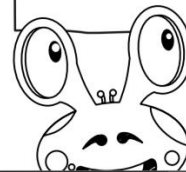
$16 + 7 =$

9

$16 - 3 =$

10

$16 - 7 =$



JC

Frequent Questions.....



How can I help with.....

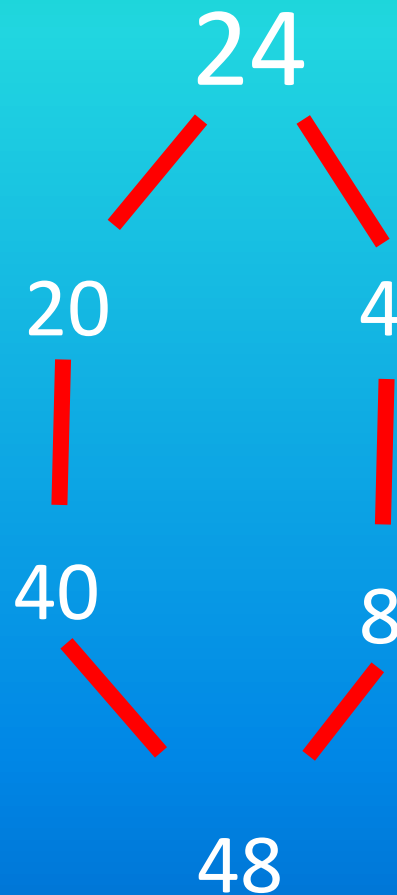


**Double
24 is**

Frequent Questions.....

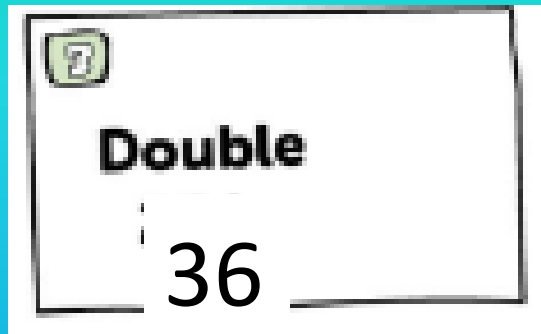
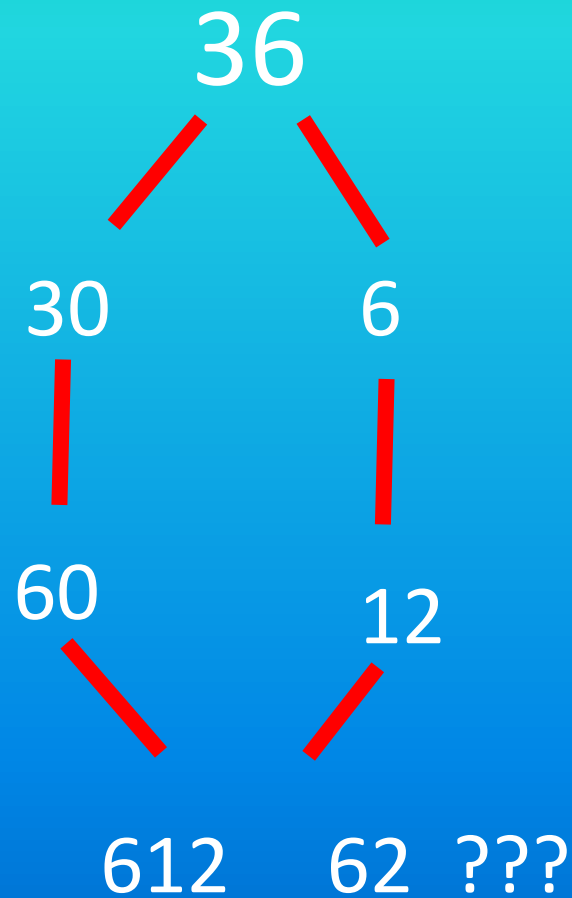


**Double
24 is**



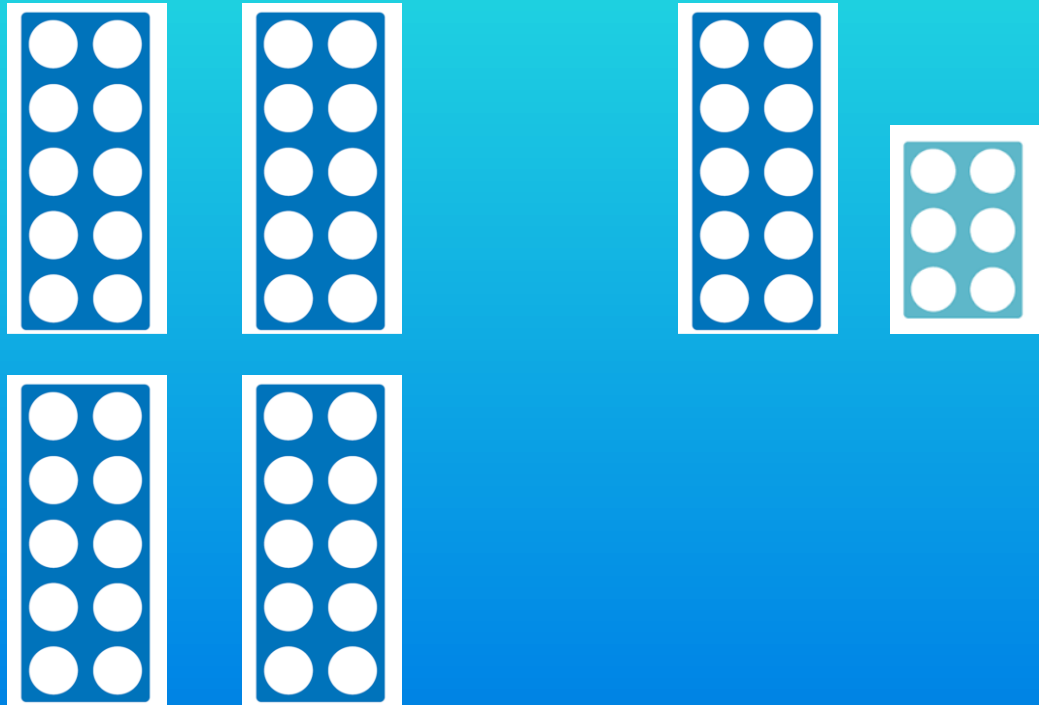
JC

Frequent Questions.....



JC

$$40 + 16$$

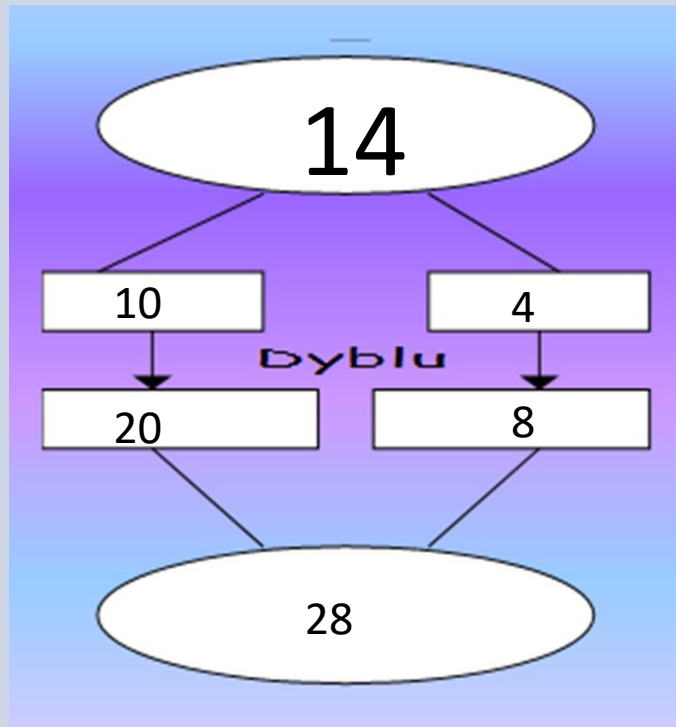




Counting and Numbers



Year 2 & Year 3

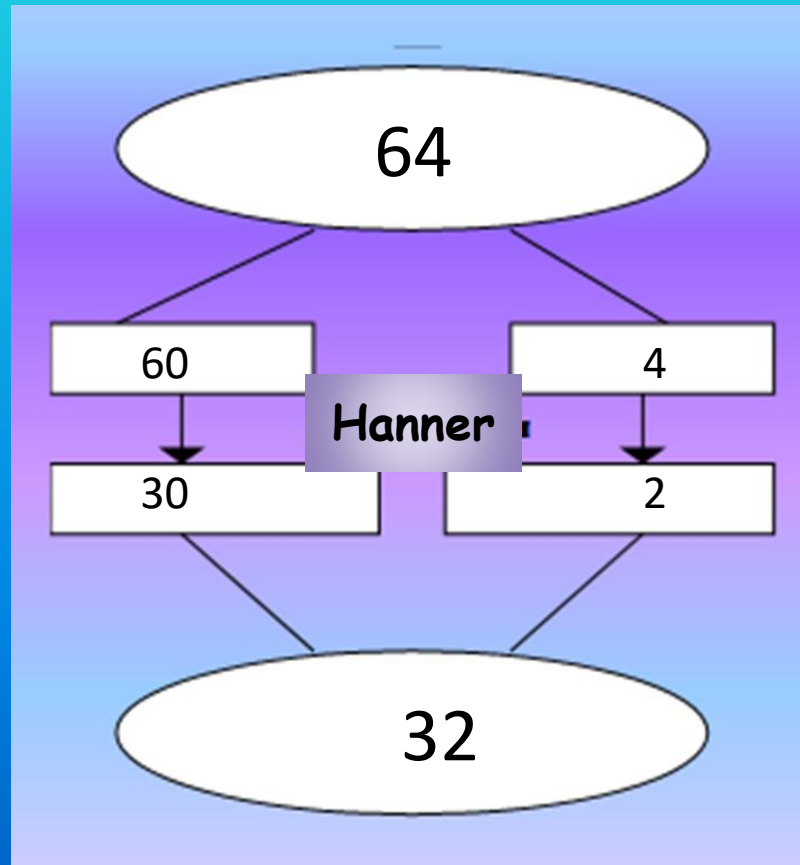


Know the doubling facts up to double 10

Partition 2 digit numbers and know the value of each number, partition to find out double and halve of a number

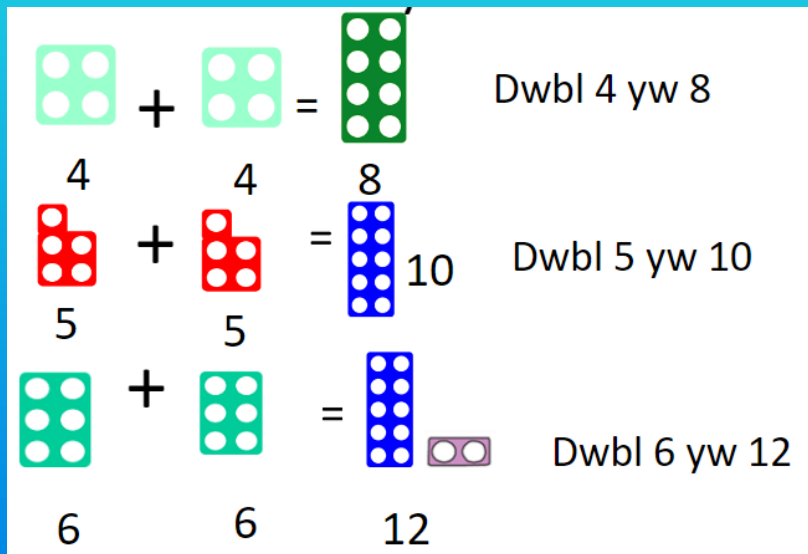
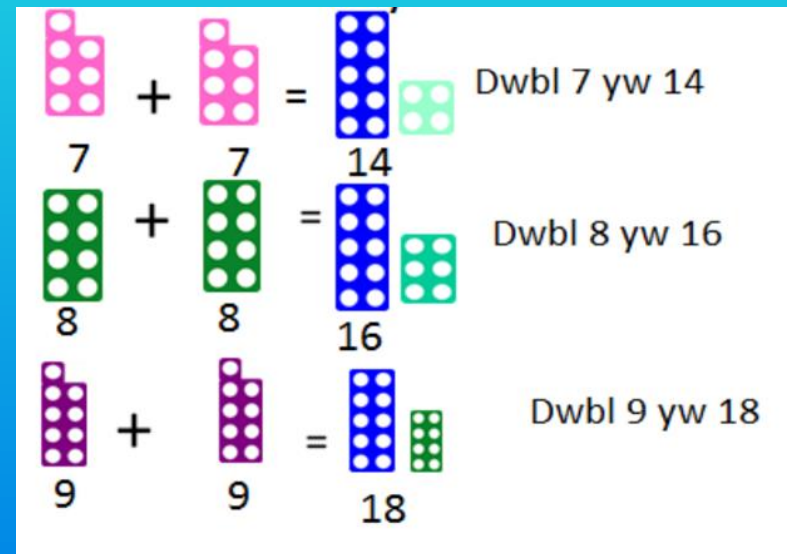
Hanneru / Halving

Pupils are expected to be able to recall half of 12, 14, 16, 18 & 20 by memory.



Dyblu / doubling

Pupils are expected to be able to recall double 5, 6, 7, 8, 9 & 10 by memory.



Son am haneru run
pryd

Making links

Double 6 is 12 so double 60 is 120

Double 7 is 14 so double 70 is 140 etc etc

NUMICON - not just adding a 0!

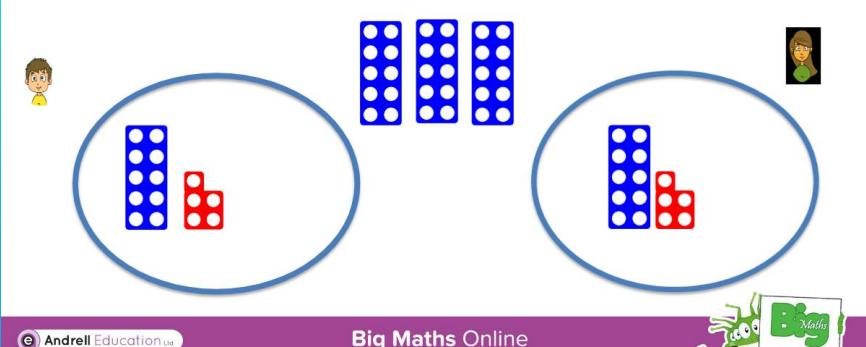
Half of 14 is 7 so half of 140 70

Half of 12 is 6 so half of 120 is 60

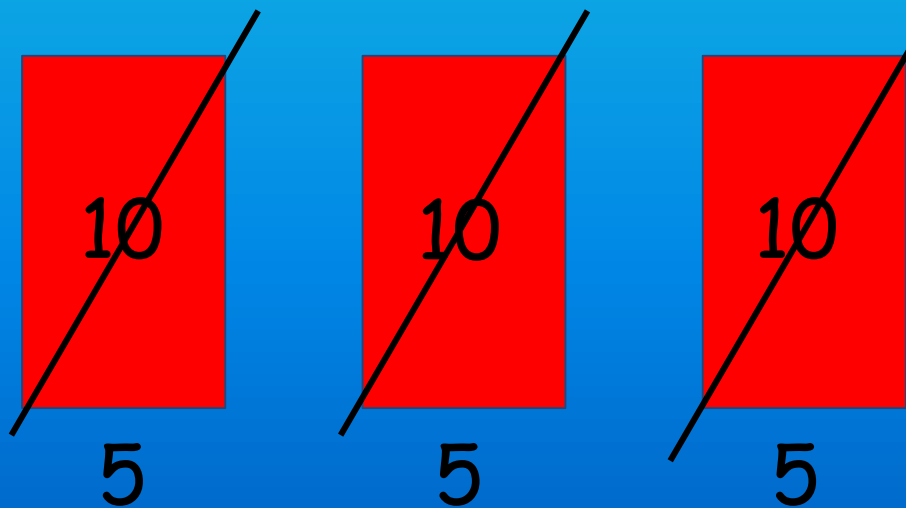
Haneru trici 90 70 50 30

$\frac{1}{2}$ Hanner $\div$ gyda 2

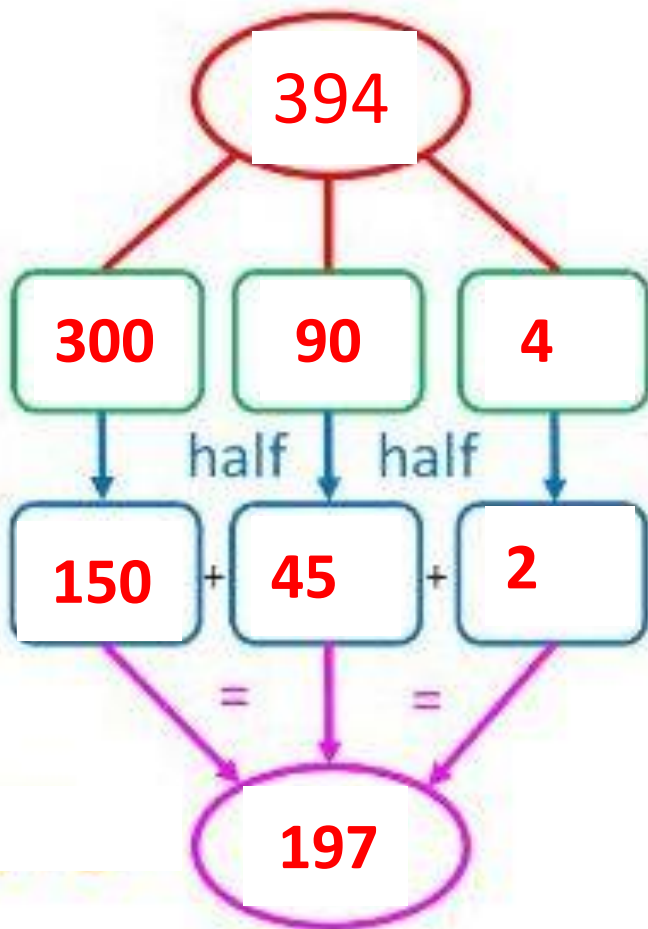
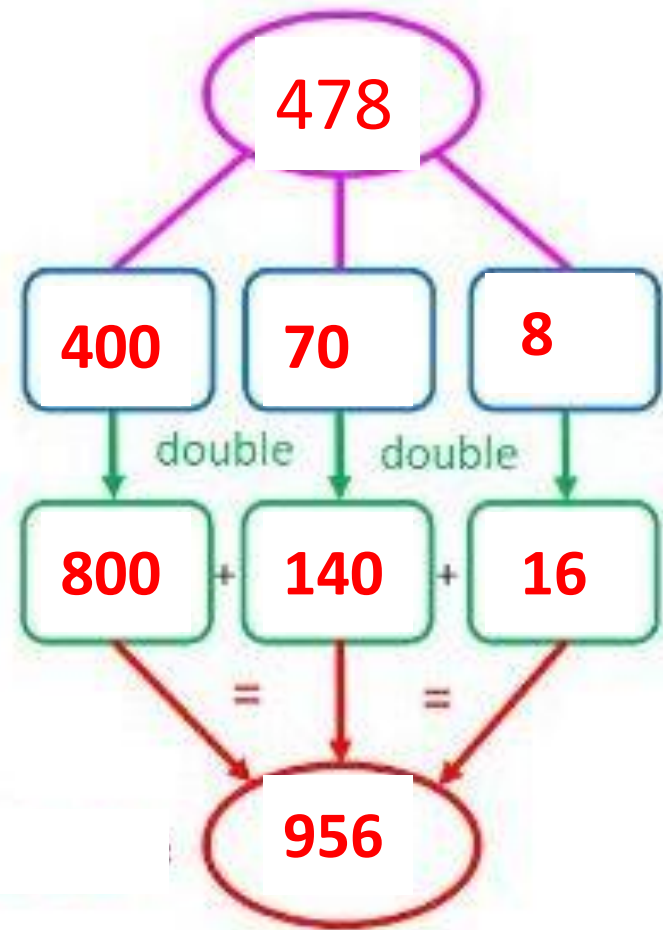
• Hanner 30? $30 \div 2 =$



Andrell Education Big Maths Online



CH





Ffeithiau rhif i'w dysgu a chofio!
Number facts to learn off by heart!
CLIC 7 8 9



Dwbl 6 yw 12	Dwbl 60 yw 120
Dwbl 7 yw 14	Dwbl 70 yw 140
Dwbl 8 yw 16	Dwbl 80 yw 160
Dwbl 9 yw 18	Dwbl 90 yw 180

$\frac{1}{2}$	Hanner	$\frac{1}{2}$
Hanner 12 yw 6		Hanner 120 yw 60
Hanner 14 yw 7		Hanner 140 yw 70
Hanner 16 yw 8		Hanner 160 yw 80
Hanner 18 yw 9		Hanner 180 yw 90



Ffeithiau rhif i'w dysgu a chofio!
Number facts to learn off by heart!
CLIC 7 8 9



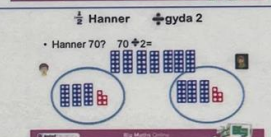
Hanner 30 yw 15



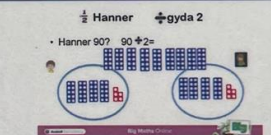
Hanner 50 yw 25



Hanner 70 yw 35



Hanner 90 yw 45



$\frac{1}{2}$

Hanner 300 yw 150

Hanner 500 yw 250

Hanner 700 yw 350

Hanner 900 yw 450



8

$$18 + 8 =$$

10

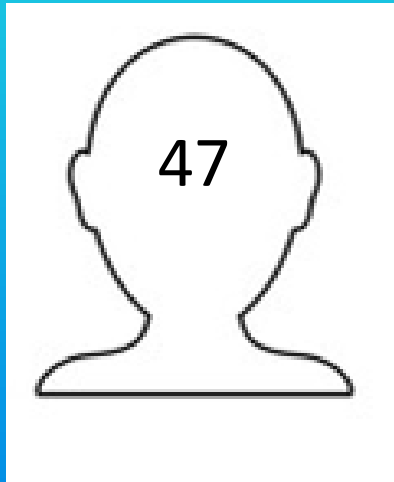
$$18 - 8 =$$

EJ



$$47 + 6 =$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



48

49

50

51

52

53



Number Bonds!

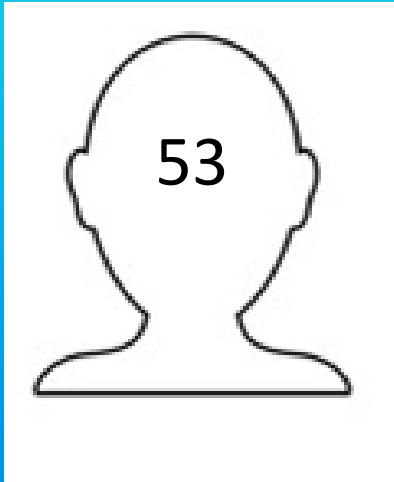
Split the 6... 3 + 3

$$47 + 3 = 50 \quad 50 + 3 = 53$$

EJ



$$53 - 5 =$$



52

51

50

49

48



EJ

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





Strategaethau Adio a Thynnu

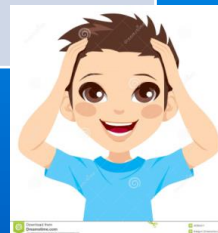


Use 'counting on' strategies to add two collections, starting with the larger number
e.g. $8 + 5$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use 'counting on' strategies to add two collections, starting with the larger number
e.g. $38 + 7$
Use 'counting back' strategies to take away

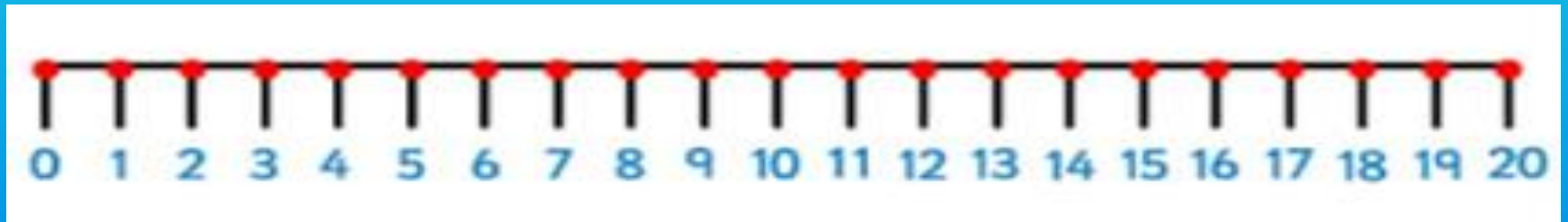
Use 'counting on' strategies to add two collections, starting with the larger number
e.g. $38 + 23$
Use 'counting back' strategies to take away



Addition and Subtraction Strategies

LLinell rif / Number line....

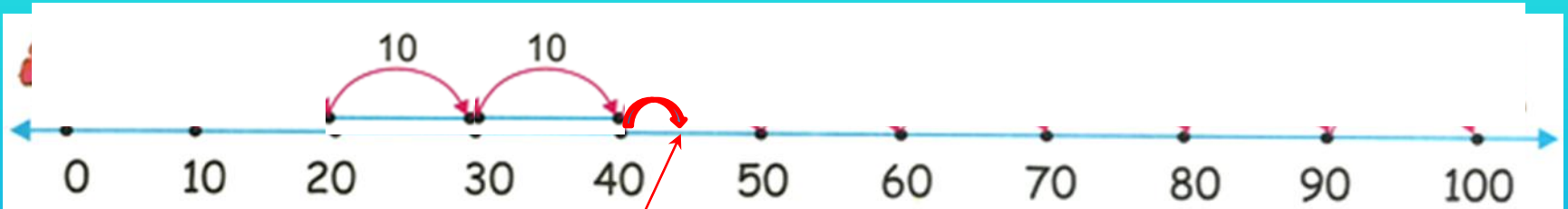
$$7 + 5 =$$



$$47 + 6 = 53$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$20 + 23 =$$



43

Adding Two 2 Digit Numbers

$$36 + 22 =$$

$$30 + 20 = 50$$

$$6 + 2 = 8$$

1.Partition the numbers

2.Add the tens

3.Add the units

Column Method

$$\begin{array}{r} 26 \\ +47 \\ \hline 73 \end{array}$$

DT



Bondiau Rhif



Know number
facts / number
bonds of numbers
5, 6, 7, 8, 9 and 10
- addition and
subtraction

$$5 + 1 = 6$$



Use mental recall
of number facts
up to 10 to derive
other facts

$$4 + 4 = 8$$

$$40 + 40 = 80$$

$$6 + 4 = 10$$

$$60 + 40 = 100$$

$$3 + 7 = 10$$

$$43 + 7 = 50$$

****same with
subtraction**

Use mental recall of
number facts up to
10 to derive other
facts

$$4 + 4 = 8$$

$$40 + 40 = 80$$

$$400 + 400 = 800$$

$$6 + 4 = 10$$

$$60 + 40 = 100$$

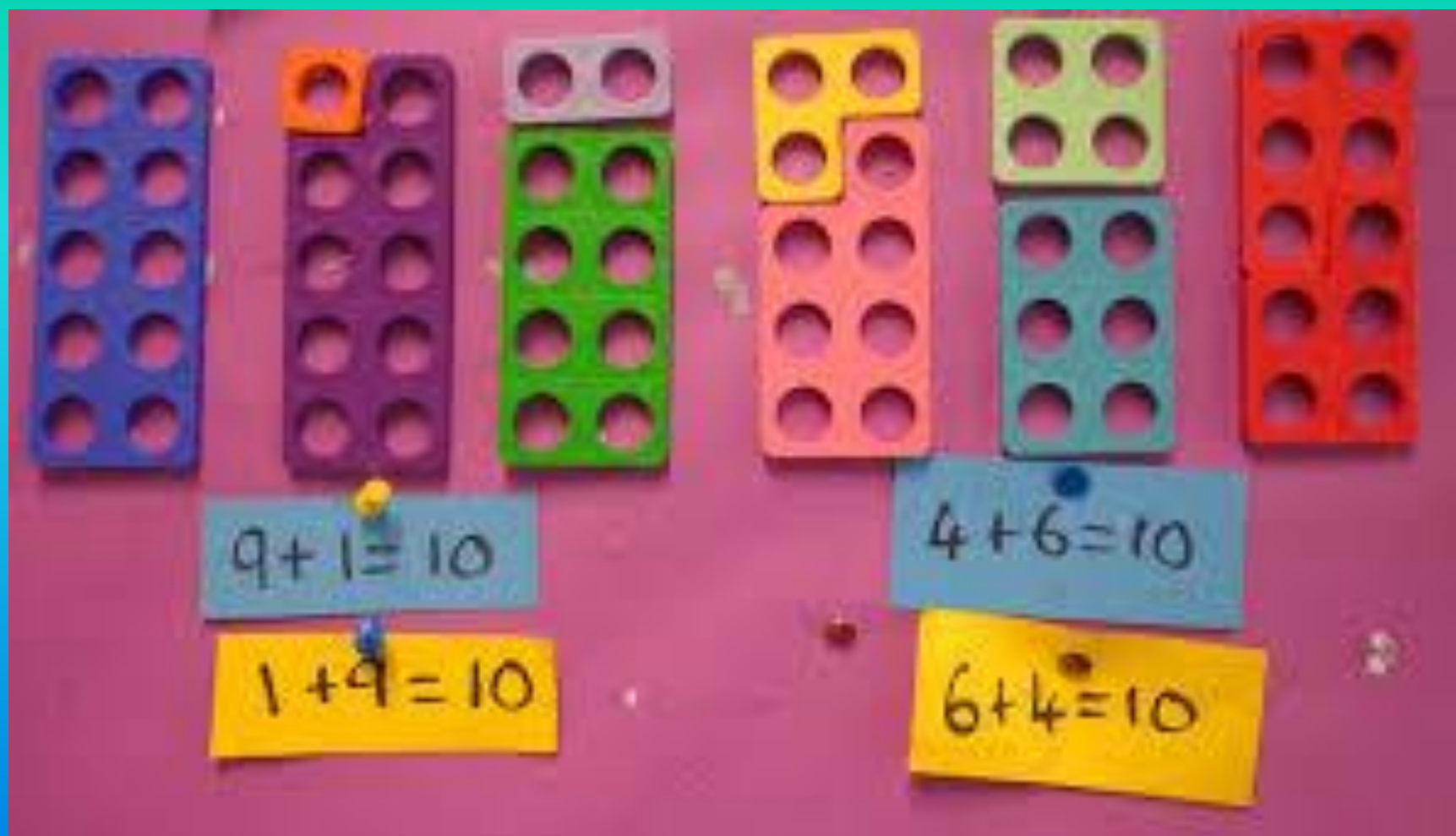
$$600 + 400 = 1000$$

$$3 + 7 = 10$$

$$43 + 7 = 50$$

$$430 + 70 = 500$$

****same with
subtraction**





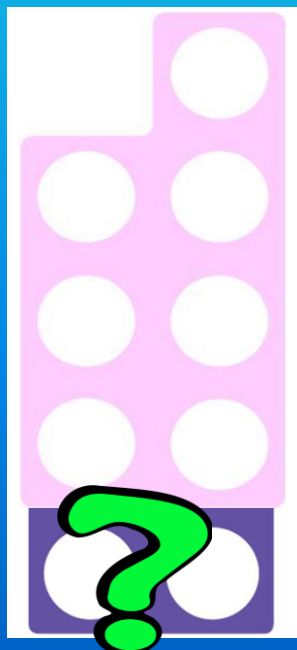
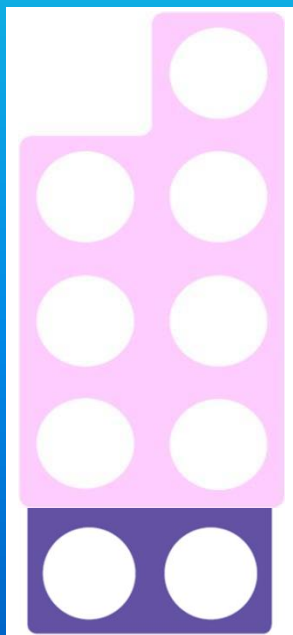
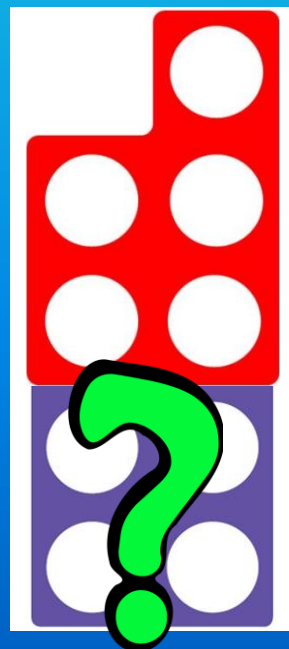
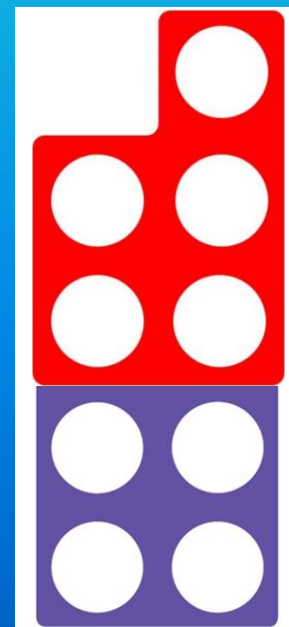
Missing Numbers



Number facts - missing numbers

$$7 + \underline{\quad} = 9$$

$$\underline{\quad} + 5 = 9$$





Missing Numbers



missing number problems

$$\begin{array}{r} 40 - \text{?} = 19 \\ \hline \end{array}$$

$$40 - \underline{\quad ? \quad} = 19$$



19

Step 1 - locate 19 on
the number line



$$40 - \underline{\quad ? \quad} = 19$$



Step 2 - count
forward from 19
to the nearest 10

In this case,
20 is the
nearest ten

19

$$19 + 1 = 20$$



$$40 - \underline{\quad ? \quad} = 19$$



Step 3 - As you are now on 20.. Count forward in 10s.

A leap from 20 to 30 is 10.

Leap again from 30 to 40. This leap is also worth 10.

$$1 + 10 + 10 = 21$$

19



$$40 - 21 = 19$$



Step 3 - As you are now on 20.. Count forward in 10s.

A leap from 20 to 30 is 10.

Leap again from 30 to 40. This leap is also worth 10.

Gwirio / Check

$$40 - 21 = 19$$

$$21 + 19 = 40$$

19



Teulu Ffeithiau/ Fact Families

2 Ysgrifennwch y teulu ffeithiau ar gyfer

$2 + 5 = 7$

.....

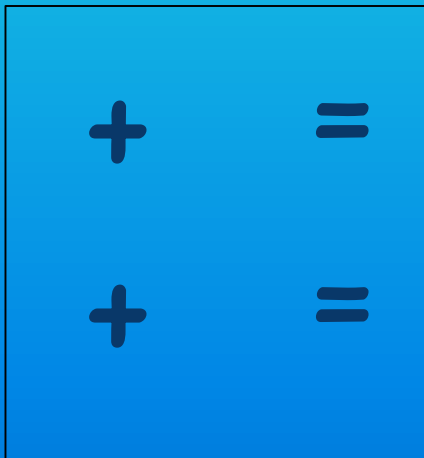
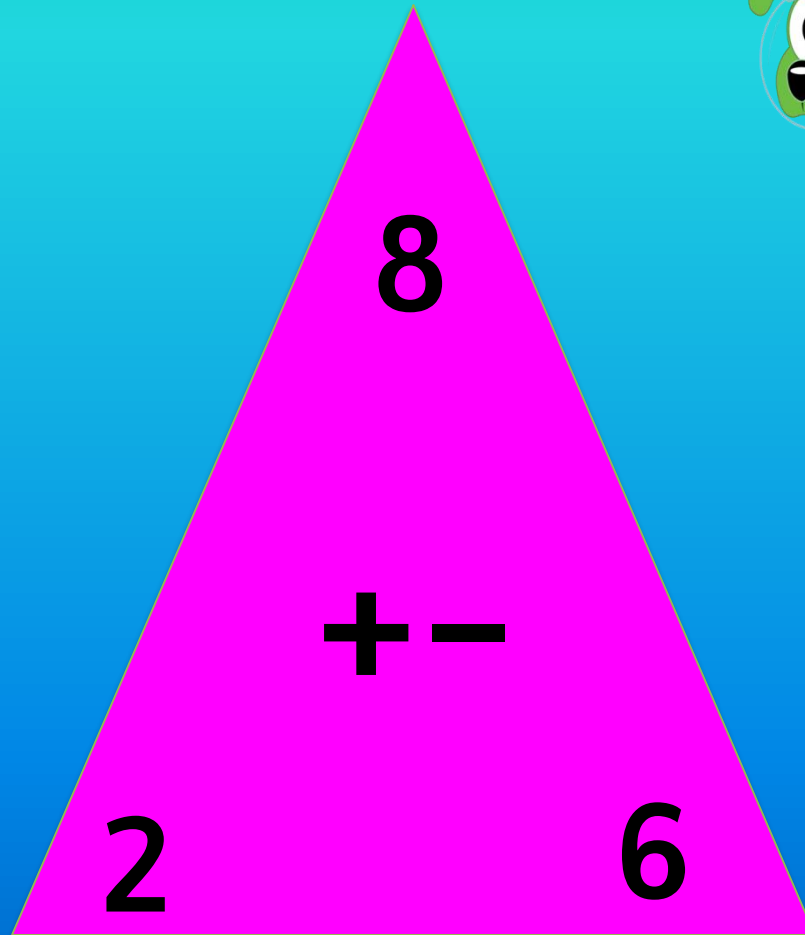
Welcome to Our Fact Family House

7
2 5

5	+	2	=	7
2	+	5	=	7
7	-	5	=	2
7	-	2	=	5

A question in their weekly CLIC assessments!

A fedrwch chi ddod
o hyd i'r 2 ffaith
adio a'r 2 ffaith
tynnu?

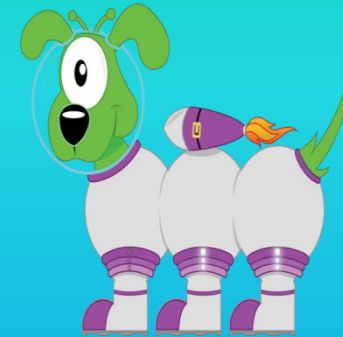
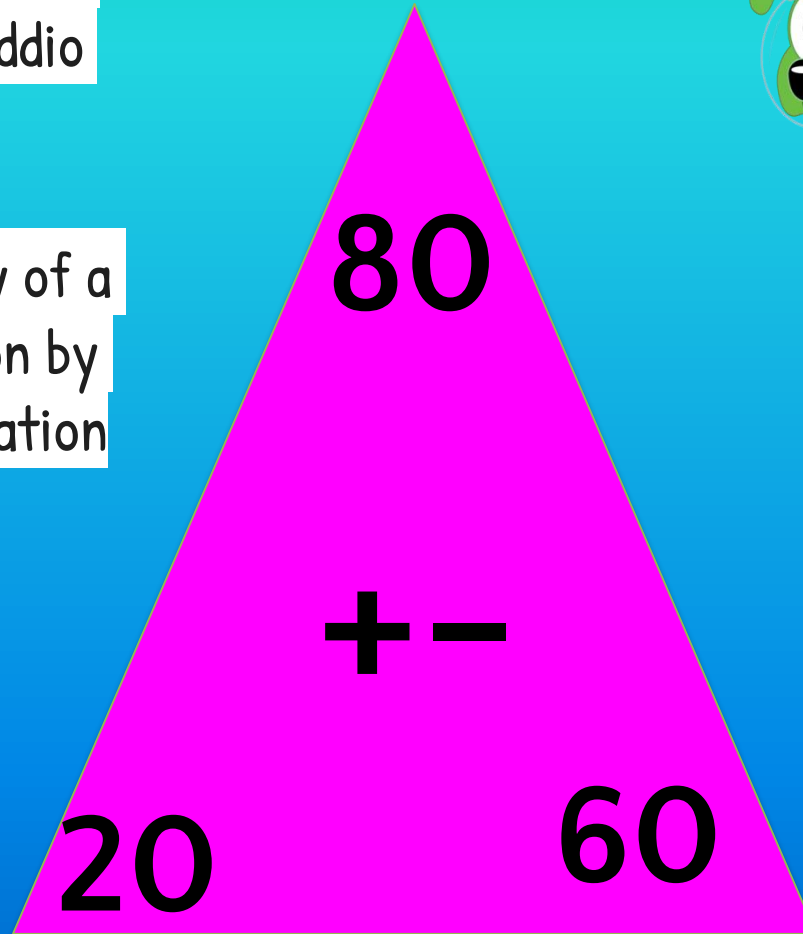


Disgwyliedig/ Expected:

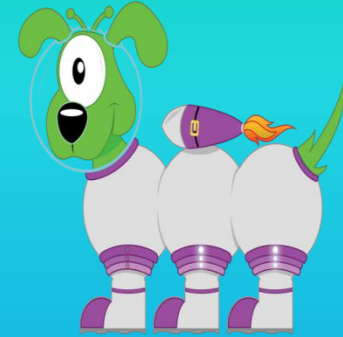
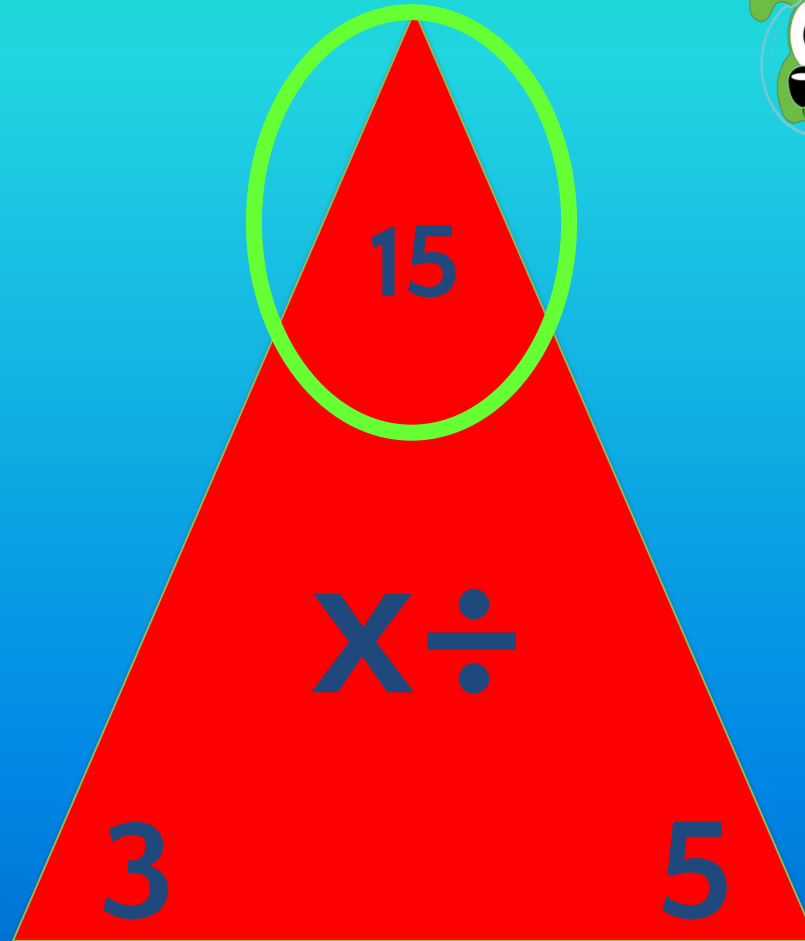
Rwy'n gallu gwirio swm
tynnu drwy ddefnyddio
swm adio.

I can check accuracy of a
subtraction equation by
using an adding equation

A fedrwch chi ddod
o hyd i'r 2 ffaith
adio a'r 2 ffaith
tynnu?



Let's wire
the
numbers
up!!



JC

Trefnu rhifau / Ordering numbers



A question in their weekly CLIC assessments!

14

29

33

39

43

Smallest

Largest

141

123

2117

4017

522

Smallest

Largest

Cyfri fesul / Counting in steps of...

Cyfri fesul 1 / Counting in 1's

23, 24, 25, 26, 27

107, 108, 109, 110, 111

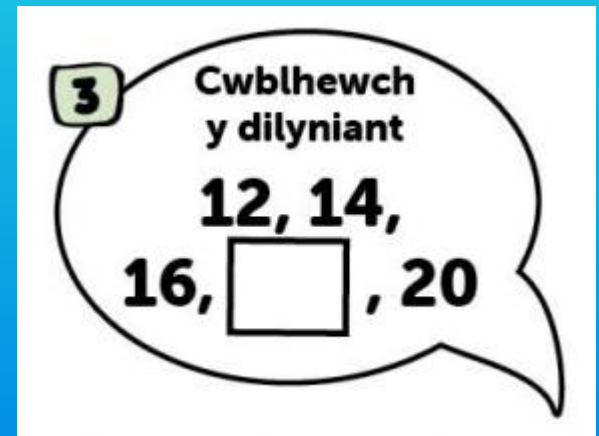
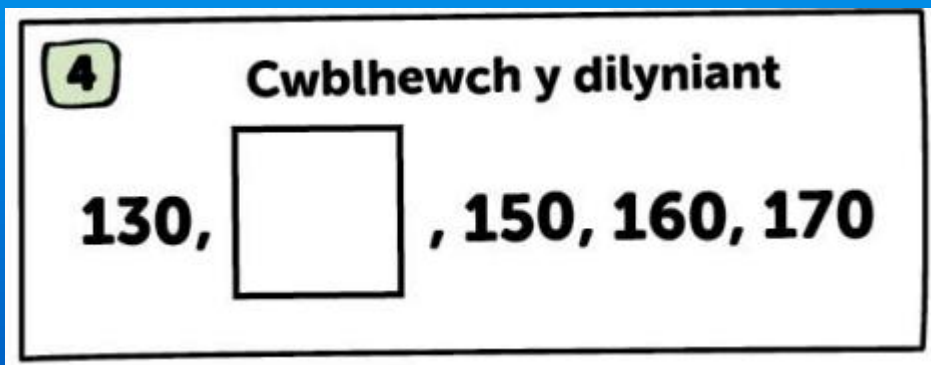
Cyfri fesul 2 / Counting in 2's

Cyfri fesul 5 / Counting in 5's

15, 20, 25, 30, 35

70, 75, 80, 85, 90

Cyfri fesul 10 / Counting in 10's





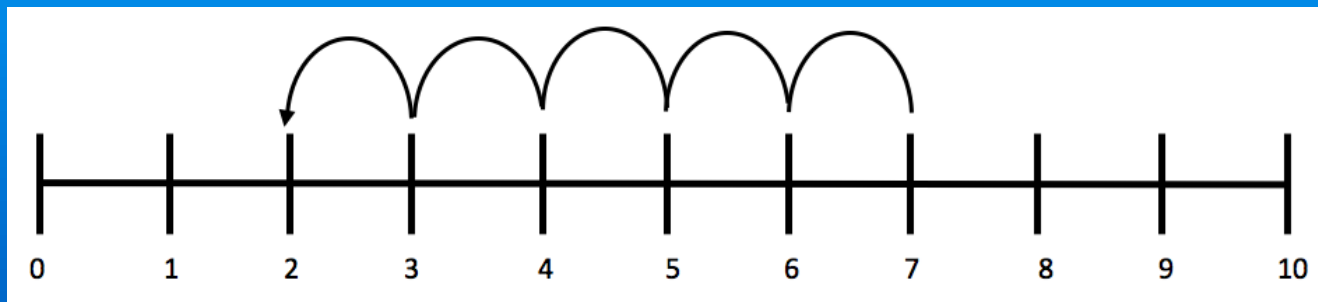
Counting and Numbers



Recite numbers up to 100 forwards and backwards and from different starting points	Recite numbers beyond 100 forwards and backwards and from different starting points	I can read, write and interpret numbers using figures and words up to at least 1000.
Read and write numbers to at least 20 forming and them correctly	Read and write numbers to at least 100 forming and them correctly	Read and write numbers to at least 1000 forming and them correctly

Cyfri ymlaen / yn ôl

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Counting and Numbers



Count in 2's, 10's
and 5's to 100.

Counting in 10's
also means 3, 13,
23, 33, 43 etc

Count in 10's to
100
0, 10, 20, 30, 40, 50,
60, 70, 80, 90, 100!

Count in 2's, 10's
and 5's from any
given number +
over a 100.

Recall and use
the 2, 5, and 10
times table

Count in 2's, 3's,
4's, 5's and 10's
from any given
number + over a
100.

Recall and use
the 2, 3, 4, 5,
and 10 times
table

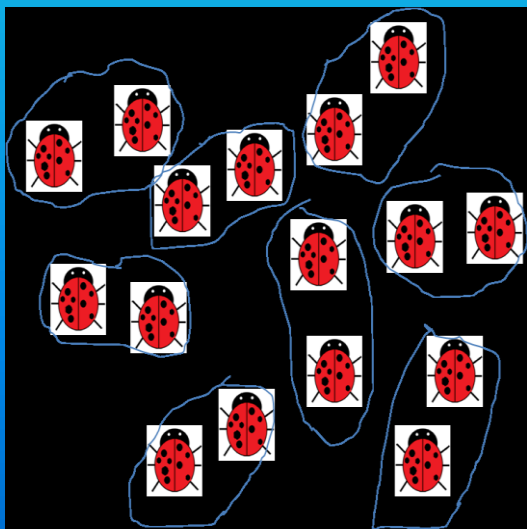


Counting



Count sets of objects by
grouping in 2s, 5s and 10s

Grouping
in 2's



Grouping
in 5's



Grouping
in 10s



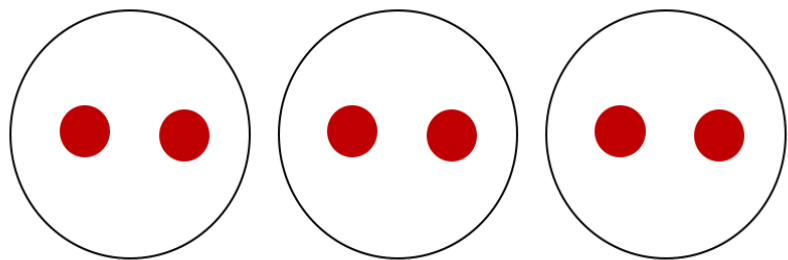


Counting



Using what we know
about grouping to
multiply....

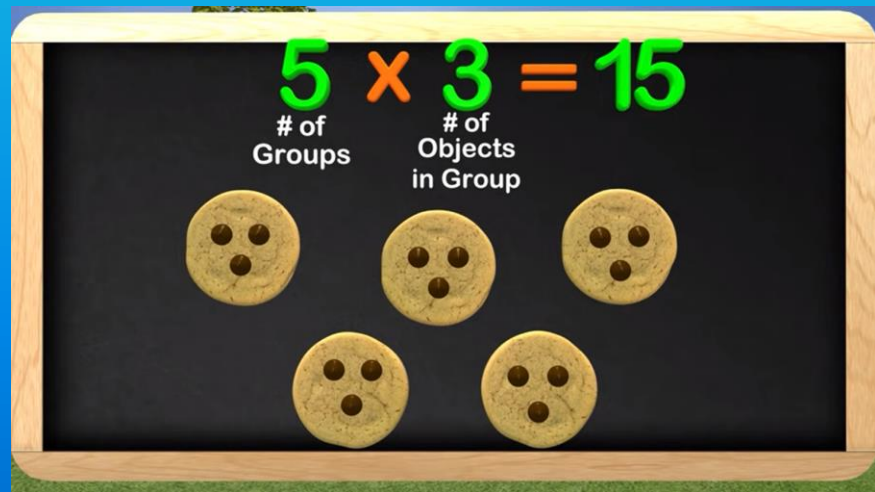
Multiplication as Equal Groups



3 groups of 2

6 in all

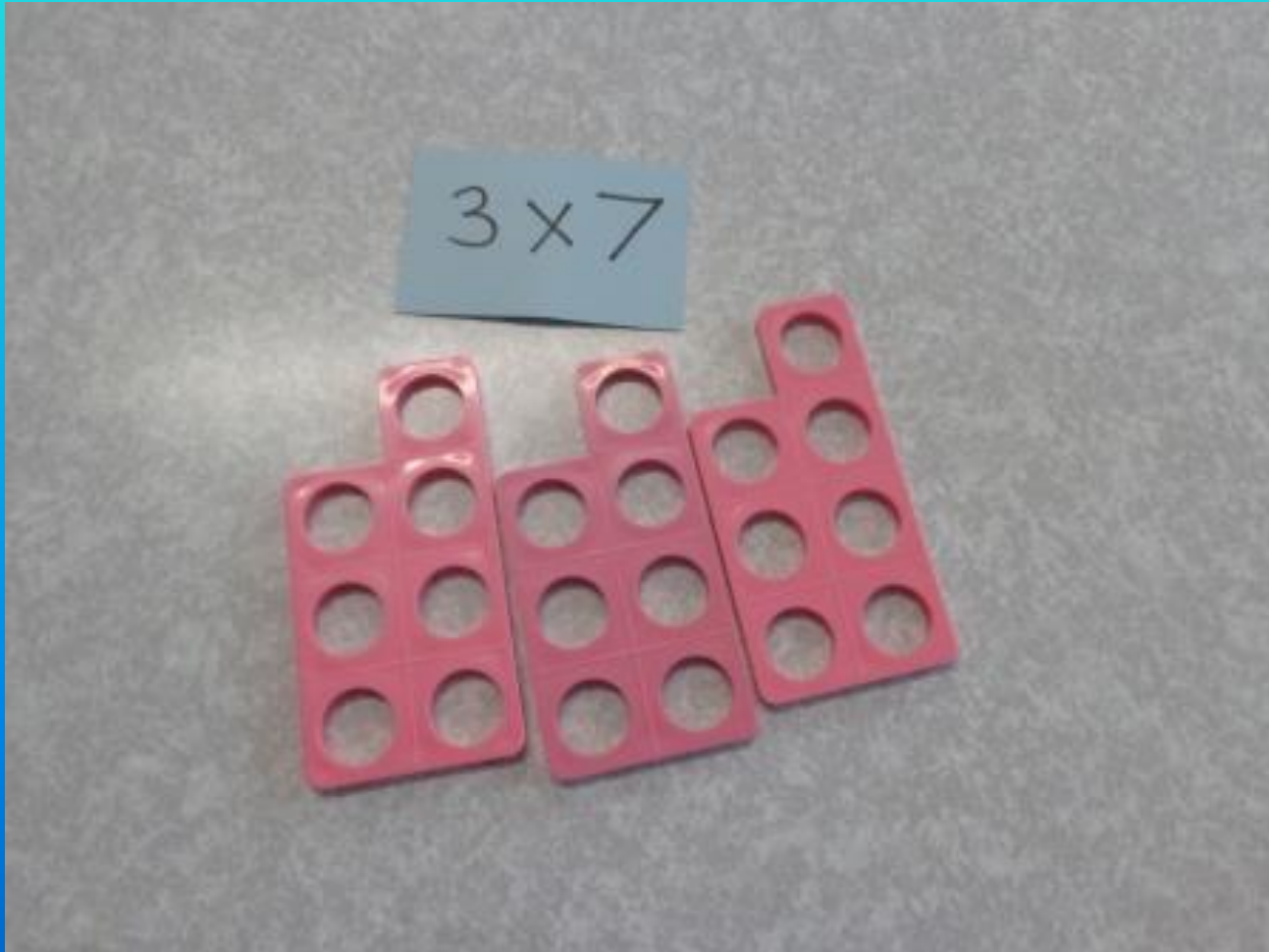
$$3 \times 2 = 6$$



3 sets of numicons...

7 circles in each set....

Therefore the sum will be $3 \times 7 = 21$





Chickens have two legs. There are 8 chickens on the farm. How many legs are there in total?



8 chickens

2 legs each

8×2

$2+2+2+2$
 $+2+2+2+2$

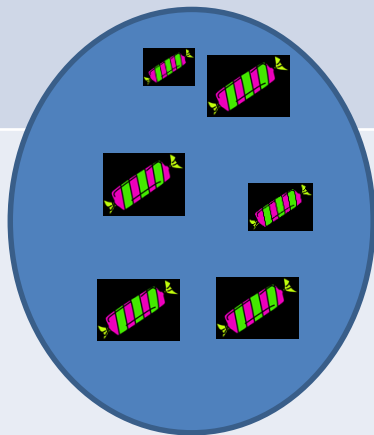
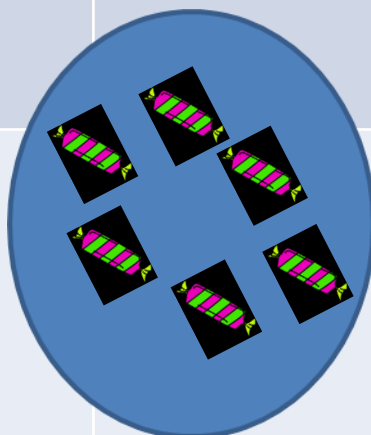


Division

$$12 \div 2 =$$

$$12 : 2 =$$

Begin to link
multiplication with
simple division e.g.
grouping and sharing
in 2s 5s and 10s





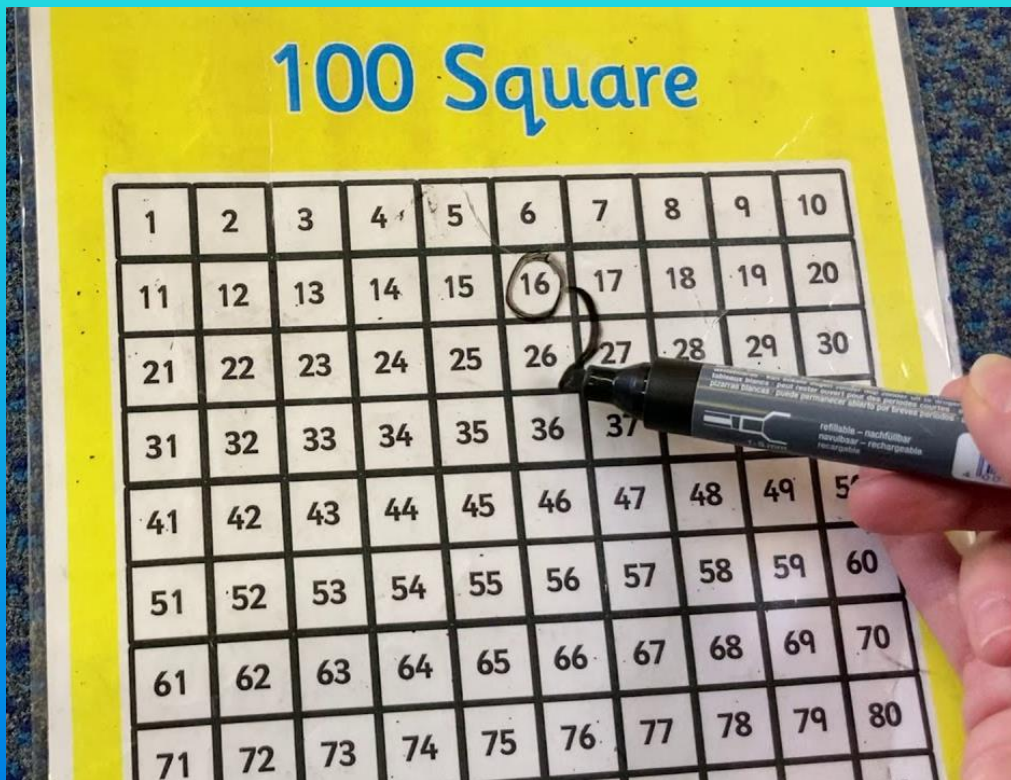
Yn fwy na/llai na More than/ less than



<p>Mentally recall one more / one less of numbers to 20</p>	<p>Mentally add 10 and 20 to a given number up to 100 23 +20, 20 + 13</p> <p>Also subtract</p>	<p>Add and subtract 9 / 11 from a given number using knowledge of adding / subtracting 10</p> <p>34 + 10 = 44 34 + 9 = 43</p>

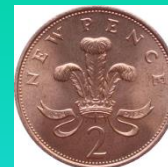
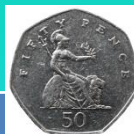


Yn fwy na/llai na
More than/ less than

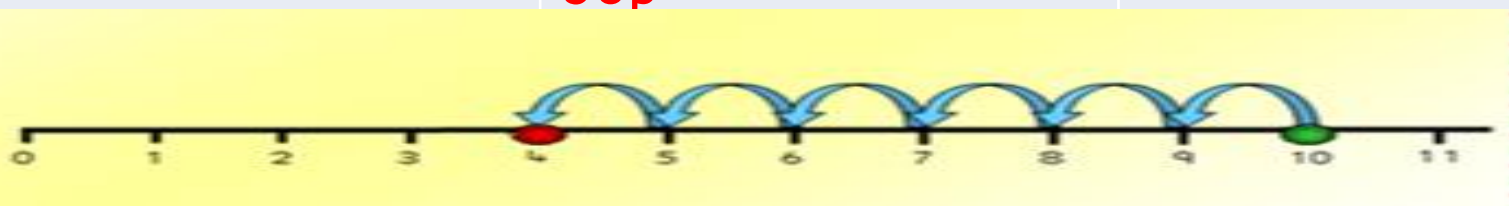


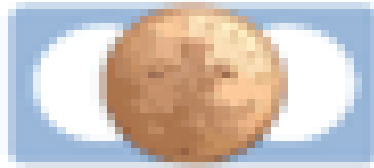
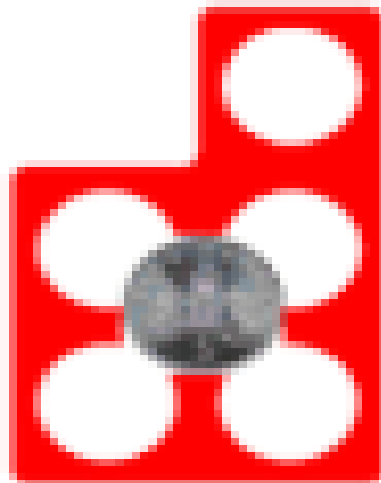


Money



Use different combinations of money to pay for items up to 20p	Use different combinations of money to pay for items up to £1	Use different combinations of money to pay for items up to £2 later £5 and £10
Find totals and give change from 10p	Find totals and give change from £1 and multiples of 10 e.g. 30p	Find totals and give change from £1, £2 later £5 and £10







TEACHER BOARDS

1. A teacher board is a large board that is used to display information about a lesson or a unit of study. It can be used to display a variety of information, including:

- A list of the topics to be covered in the lesson or unit.
- A diagram or map that illustrates a concept.
- A collection of examples of student work.
- A list of questions or problems to be discussed.
- A collection of resources that will be used in the lesson or unit.

2. Teacher boards can be made in a variety of ways, including:

- Using a large sheet of paper or cardstock.
- Using a large board that is covered in paper or cardstock.
- Using a large board that is covered in a variety of materials, such as paper, cardstock, fabric, and wood.

3. Teacher boards can be used in a variety of ways, including:

- To display information about a lesson or unit.
- To illustrate a concept.
- To display examples of student work.
- To list questions or problems to be discussed.
- To display a collection of resources.

4. Teacher boards can be made for a variety of subjects, including:

- Math
- Science
- Social Studies
- Language Arts
- Art
- Music

5. Teacher boards can be made for a variety of levels, including:

- Elementary school
- Middle school
- High school

6. Teacher boards can be made for a variety of purposes, including:

- To display information about a lesson or unit.
- To illustrate a concept.
- To display examples of student work.
- To list questions or problems to be discussed.
- To display a collection of resources.

7. Teacher boards can be made for a variety of subjects, including:

- Math
- Science
- Social Studies
- Language Arts
- Art
- Music

8. Teacher boards can be made for a variety of levels, including:

- Elementary school
- Middle school
- High school

9. Teacher boards can be made for a variety of purposes, including:

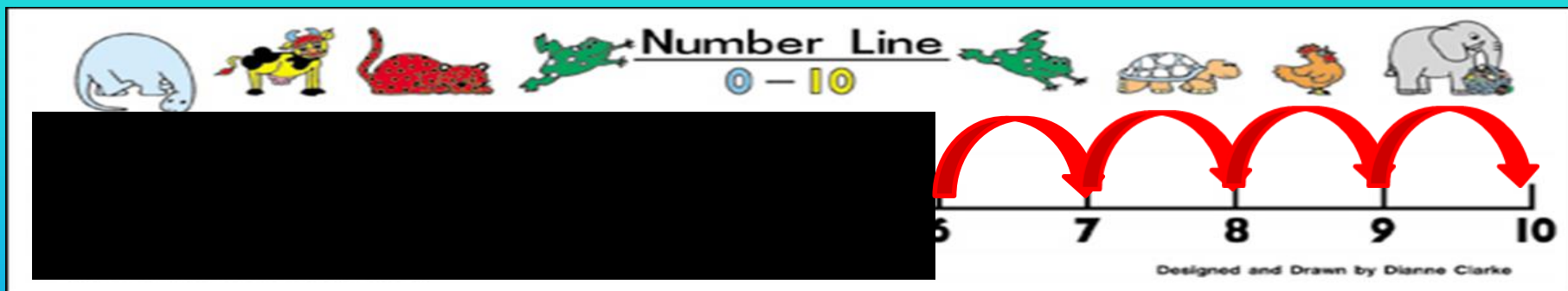
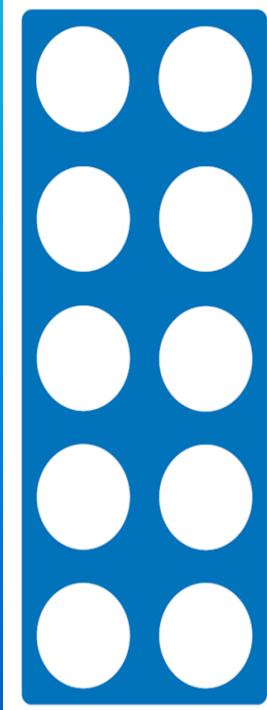
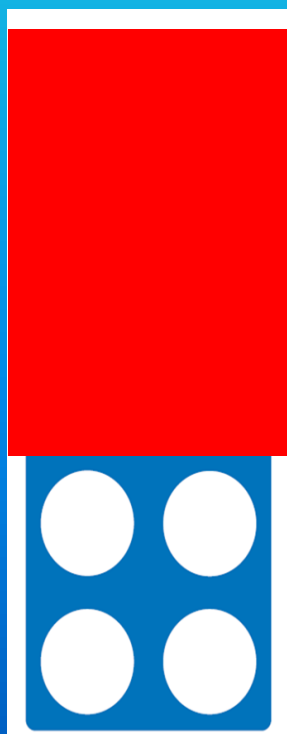
- To display information about a lesson or unit.
- To illustrate a concept.
- To display examples of student work.
- To list questions or problems to be discussed.
- To display a collection of resources.

10. Teacher boards can be made for a variety of subjects, including:

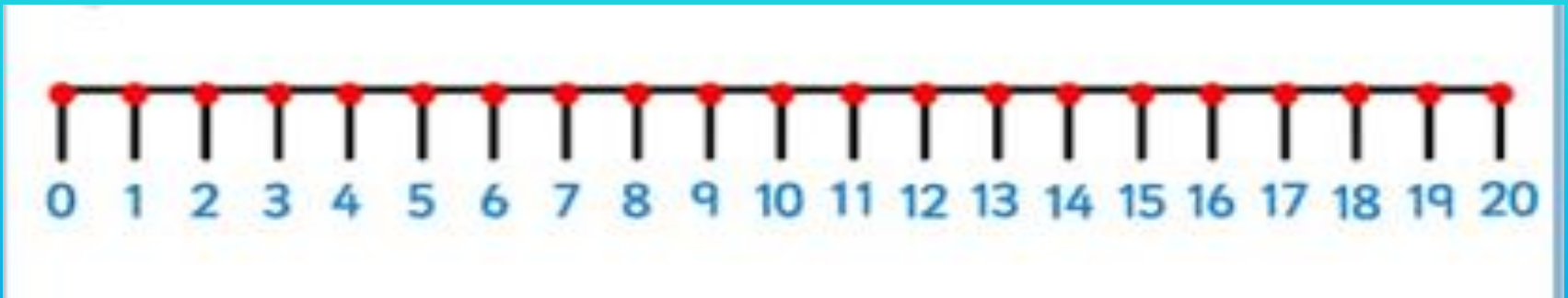
- Math
- Science
- Social Studies
- Language Arts
- Art
- Music



How much change for 10p if you spend 6p

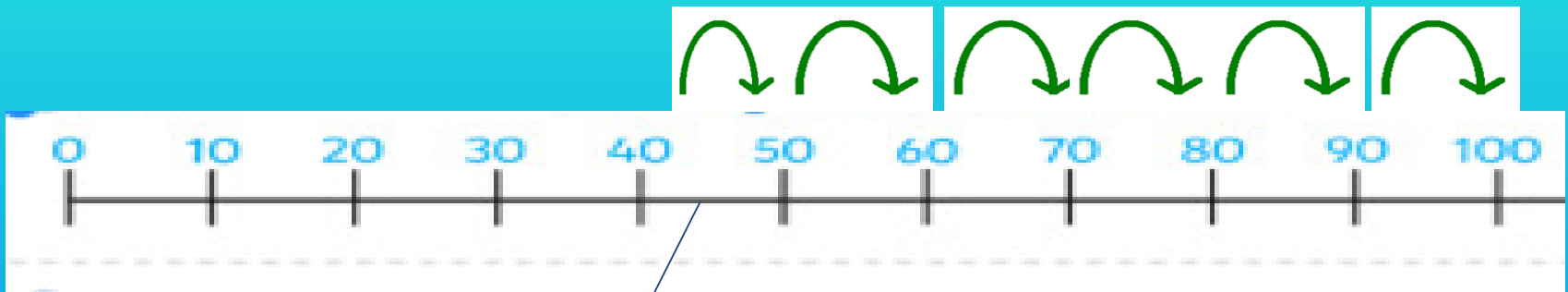


Change from 20p



13p

Change from £1



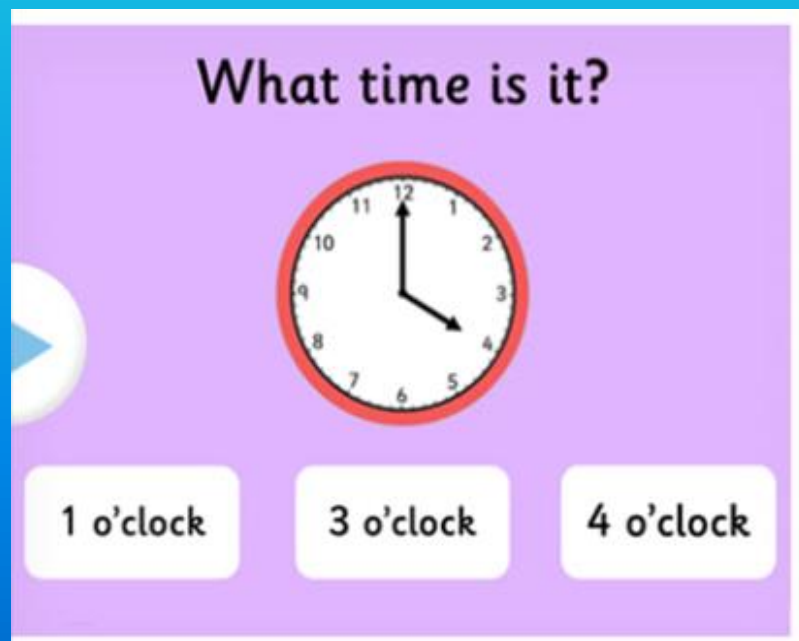
44p



Answer/ Time



Use standard units of time
to read 'o'clock' using both
analogue and 12 hour
digital clock

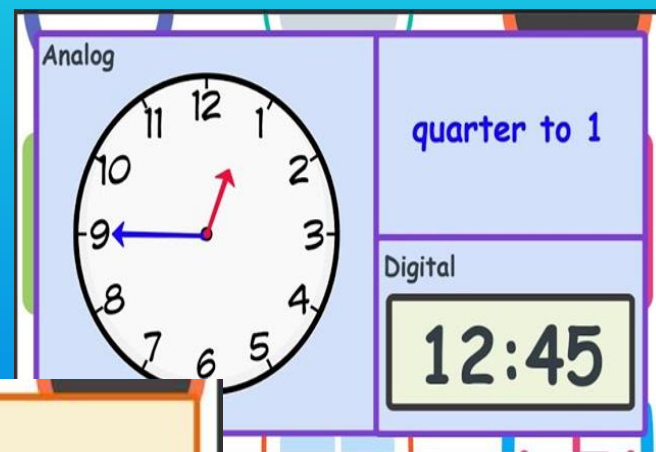
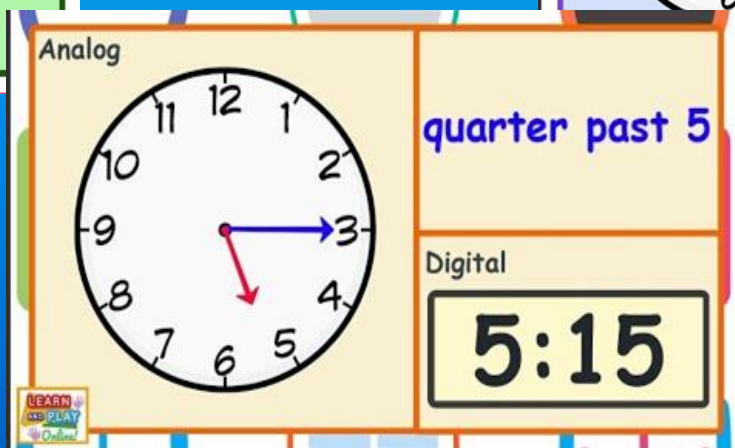




Answer/ Time



Read half past, quarter to and quarter past using both a digital and analogue clock

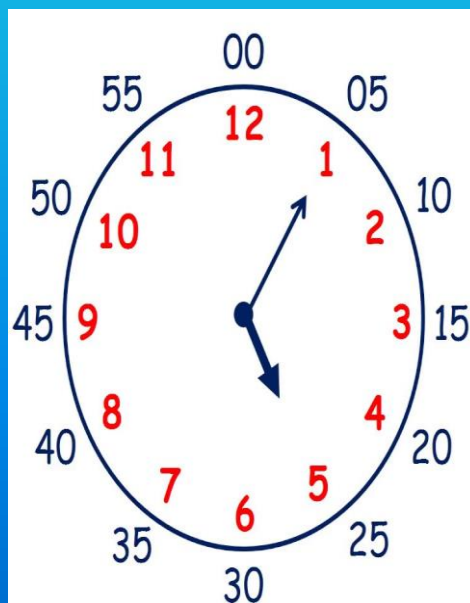




Answer/ Time



Read to the nearest 5 minutes (hours and minutes on a digital clock)

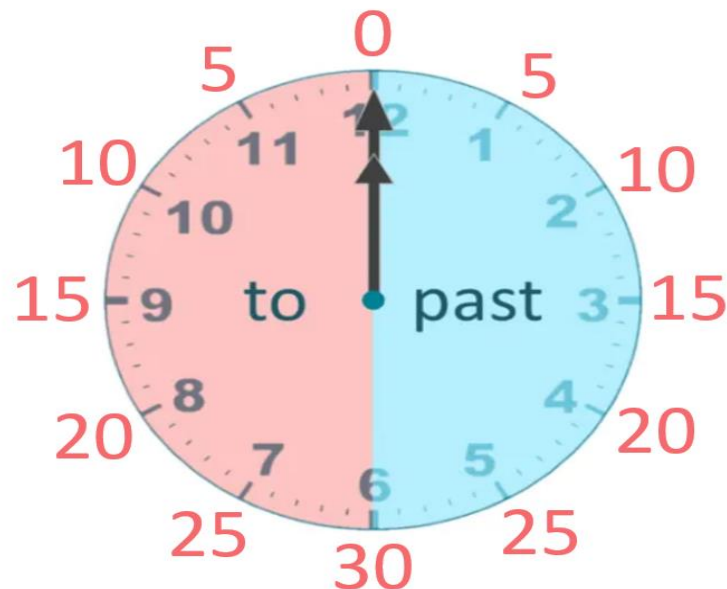


What's the time?

5 : 05

The hour hand is between 5 and 6.

The minute hand is on 1... and $1 \times 5 = 5$.



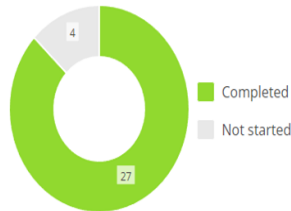
SumDog



← "Cwis Maths - Gwerth lle" - summary assessment report

Participation

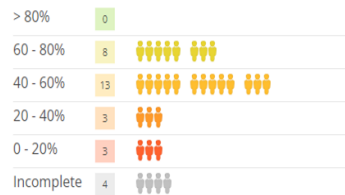
Your assessment was available from October 2nd - 7th



[DETAILED REPORT](#)

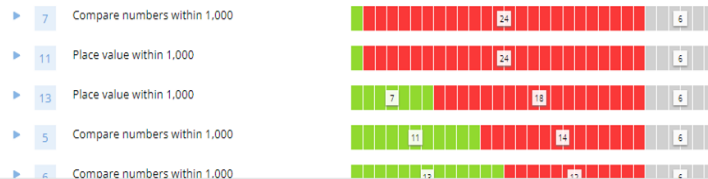
Distribution of scores

Out of 15 questions:



Most challenging questions

Questions with the lowest number of students answering correctly, among those who have completed the assessment



Your challenges

- Adio a arian Mr Trewyn**
Live | Sun 22 Jan 8:45pm - Thu 9 Feb 9:45pm
29 of 31 started
- Cwis maths Hydref**
Finished | Mon 24 Oct 8:10am - Wed 30 Nov 9:10am
24 of 31 took part
- CWIS MATHS MISS HESDEN**
Finished | Thu 13 Oct 9:00am - Wed 30 Nov 11:20pm
17 of 27 took part
- CWIS 2**
Finished | Tue 11 Oct 10:35pm - Fri 21 Oct 11:35pm
25 of 30 took part
- Ffracsiynau Ffantastig 1**
Finished | Wed 9 Mar 11:50am - Thu 10 Mar 12:50pm
5 of 6 took part

[VIEW ALL CHALLENGES](#)

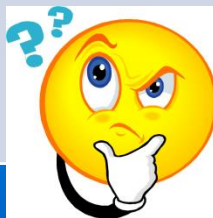


Datrys Problemau Problem solving



Solve simple problems
in a practical situation
that involve simple
addition and
subtraction up to at
least 10

Solve one and two step
problems that involve
addition and
subtraction,
multiplication and
division



Feedback:

<https://forms.gle/wsoJVkiQopbF8zep9>

Anonymous
Very quick
Multiple choice



Rhan y plant

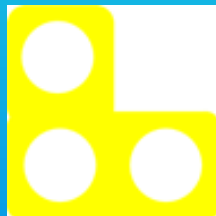
Yr Odrifau



1



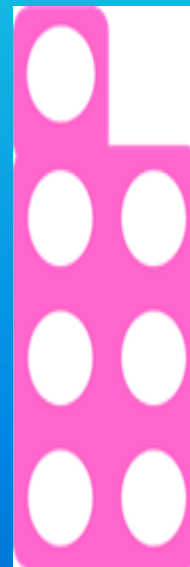
3



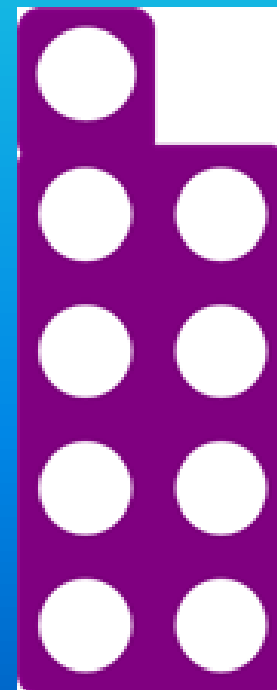
5



7



9



Yr Eilrifau



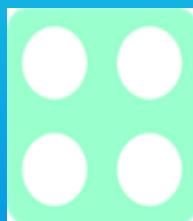
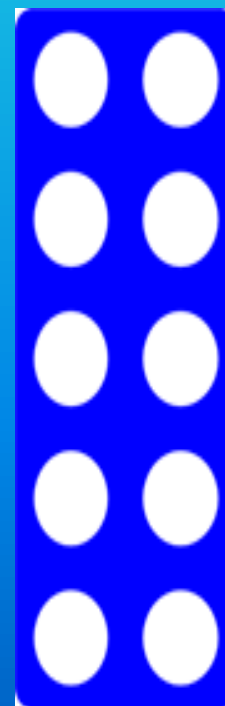
2

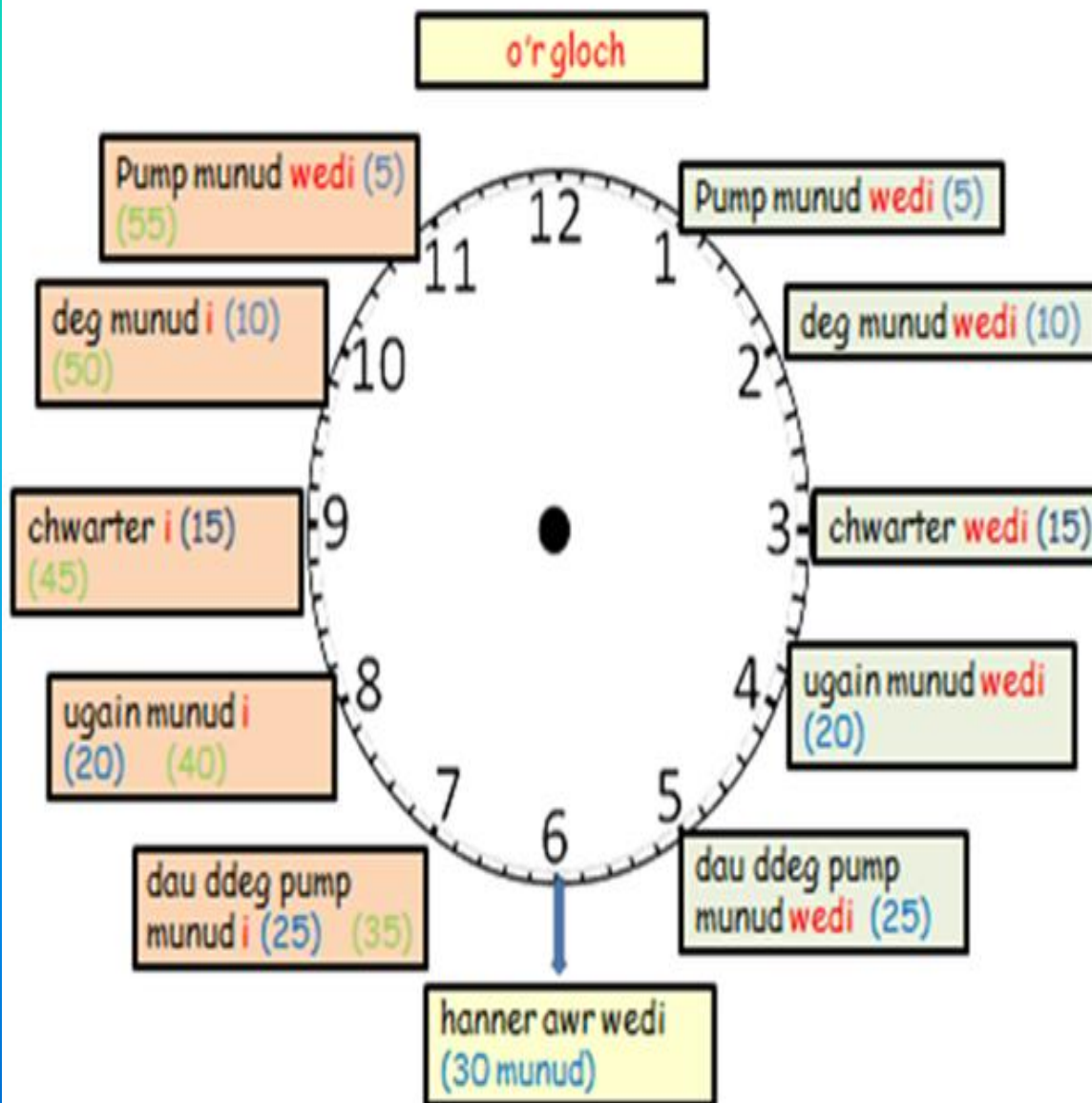
4

6

8

10

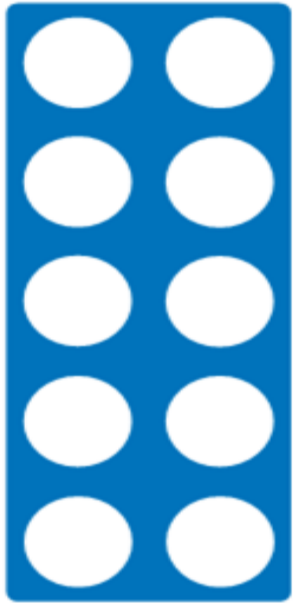




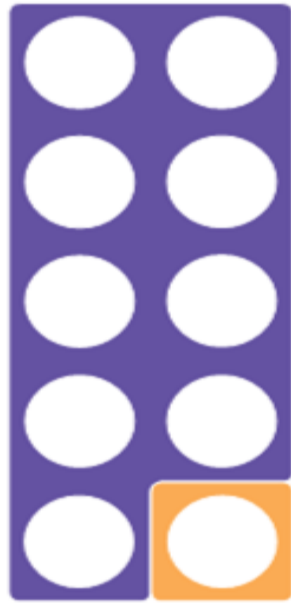
Pump a deg munud **wedi**,
 Chwarter **wedi**,
 Ugain munud **wedi**,
 Dau ddeg pum munud
wedi,
Hanner yr awr

Dau ddeg pump munud **i**,
 Ugain munud **i**,
 Chwarter **i**,
 Deg a pump munud **i**,
o'r gloch.

Bondiau 10



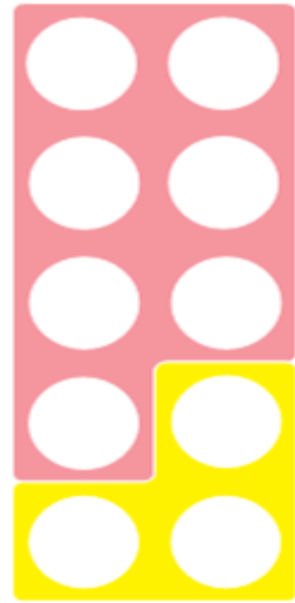
~~0+10~~



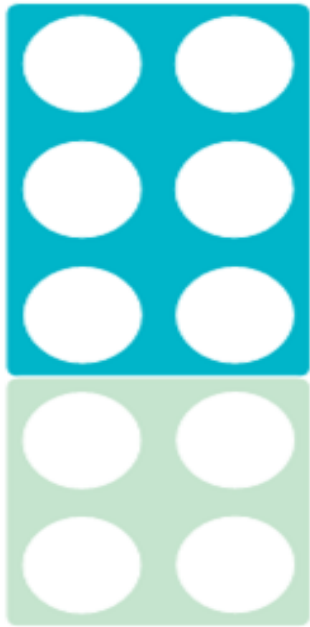
1+9



2+8



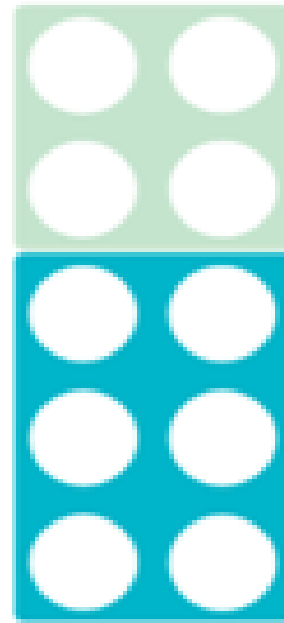
3+7



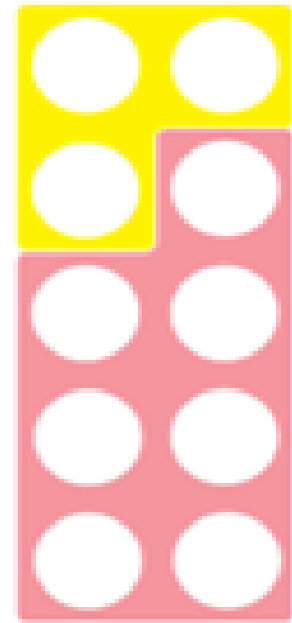
$$4 + 6$$



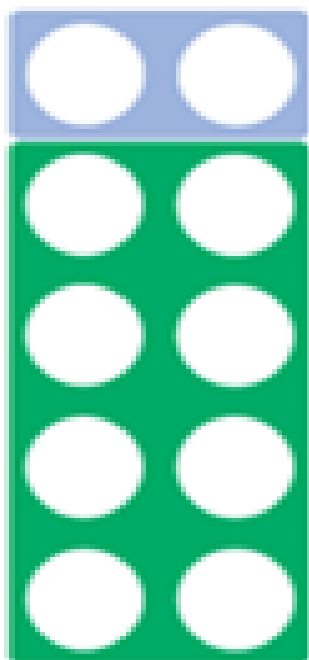
$$5 + 5$$



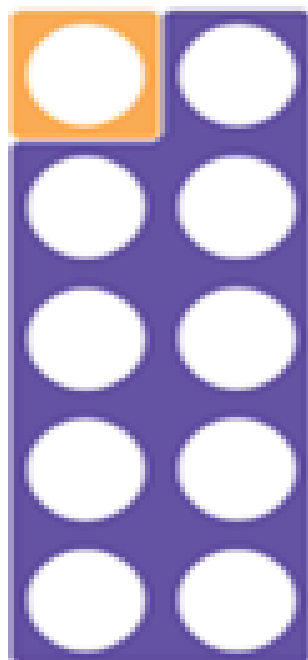
$$6 + 4$$



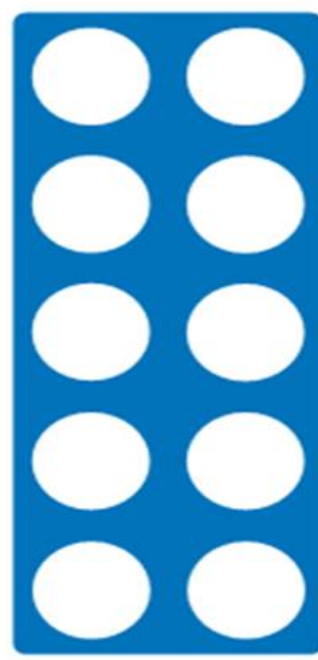
$$7 + 3$$



$$8 + 2$$



$$9 + 1$$



~~10~~

$$0 + 10$$

Bondiau 10!



Tabl 2

$$1 \times 2 = 2$$


$$2 \times 2 = 4$$


$$3 \times 2 = 6$$


$$4 \times 2 = 8$$


$$5 \times 2 = 10$$


$$6 \times 2 = 12$$


$$7 \times 2 = 14$$


$$8 \times 2 = 16$$


$$9 \times 2 = 18$$


$$10 \times 2 = 20$$






Tabl 5

$$1 \times 5 = 5$$



$$5 \times 5 = 25$$



$$9 \times 5 = 45$$



$$2 \times 5 = 10$$



$$6 \times 5 = 30$$



$$3 \times 5 = 15$$



$$7 \times 5 = 35$$



$$10 \times 5 = 50$$

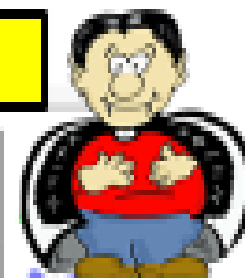


$$4 \times 5 = 20$$

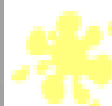


$$8 \times 5 = 40$$





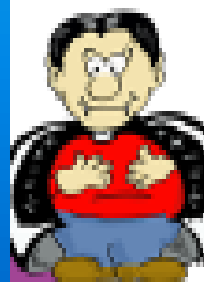
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



CLEAR

PRINT

MAIN



Menu

Select mode



Pick a color



Pick a puzzle

- ☒ Missing number
- ☐ 1 more & 1 less
- ☐ Lines
- ☐ Cross
- ☐ Patterns

New



Flip



0



All

Reset

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Menu

Select mode



Pick a color



Pick a puzzle

- ☒ Missing number
- ☐ 1 more & 1 less
- ☐ Lines
- ☐ Cross
- ☐ Patterns

New

↕ Flip

▶ 0



All

Reset



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Menu

Select mode



Pick a color



Pick a puzzle

- ☒ Missing number
- ☐ 1 more & 1 less
- ☐ Lines
- ☐ Cross
- ☐ Patterns

New

↕ Flip

▶ 0

👁 All

Reset

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Rap dyblu

Misoedd y flwyddyn

Dyddiau'r wythnos

Tabl 2



Tabl 3



Tabl 4



Tabl 5



Diolch yn fawr

Unrhyw gwestiynau?