






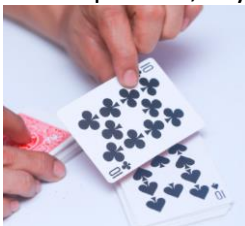
## Year 1 SEAC Mental Maths Homework for Summer 2

This half term your child will be working on these targets in their mental maths learning.

<b>Counting forwards and backwards in multiples of 2</b>
<b>Counting forwards and backwards in multiples of 5</b>
<b>Counting forwards and backwards in multiples of 10</b>

The minimum expectation of engagement in mental maths homework is the same as reading.

**3 times a week for at least 5 minutes each session.** Below are some suggestions for activities you could do in a 5 minute session. **Please inform us of 1 activity you complete each week on your child's portfolio on DOJO, we will check your homework regularly. Thank you, KS1 Team.**

Verbal	Practical	Written																																																																																																				
<p><u>Counting</u> Count forwards and backwards in 2, 5 and 10s as often as you can.</p>	<p><u>Making groups</u> Go for a walk and collect different items (such as sticks and twigs). How many groups of 5 can you make? How many groups of 2 can you make? How many groups of 10 can you make?</p>	<p>How many petals are there? Count in 5s.</p>  <p style="text-align: center;">5    _    _    _    _</p>  <p style="text-align: center;">_    10,    _    _    _    _    40,    _    _</p>																																																																																																				
<p><u>Count in multiple of 2 song</u> <a href="https://www.youtube.com/watch?v=FkAzZoqCJ4E">https://www.youtube.com/watch?v=FkAzZoqCJ4E</a></p> 	<p><u>Play snap</u> Use a deck of cards to play a game of snap. When you match a multiple of 2, say snap.</p> 	<p><u>Pattern spotting</u></p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> <tr> <td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td> </tr> <tr> <td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td> </tr> <tr> <td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td> </tr> <tr> <td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td> </tr> <tr> <td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td> </tr> <tr> <td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td> </tr> <tr> <td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td> </tr> </table> <p>Use a 100 square and colour in your multiples of 5e on it. Then colour in the number you say when you count in 2's and 10s. What do you notice? What patterns can you see?</p>	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
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<p><u>Play catch</u> Play catch with a tennis ball, shouting out the next multiple of 5 when you catch it. Once you have completed it forwards, trying counting backwards.</p>	<p><u>Counting groups.</u> How many pairs of socks can you find? Count them in groups. How many 5p coins can you find? Find the total by counting the groups.</p>	<p><u>Complete the pattern</u> Complete the number lines.</p> <p>5, __, 15, __, __, 30, __, 40, __, __</p> <p>50, 45, __, 35, __, __, __, __</p> <p>0, __, __, __, 20, __, 30, __, __</p>																																																																																																				