JORDANS SCHOOL

MATHS NEWSLETTER

Number : Place Value within 20

GENERAL OVERVIEW OF LEARNING

The children have been continuing their learning of place value, developing their skills within the range of numbers 0 to 20. They have also been applying their knowledge in a variety of problem solving activities where they have been explaining their thoughts. Here are some of the concepts they have been learning. As always, please talk to your child about their maths skills and endeavour to practise in a fun way!

TEEN NUMBERS

Children have been exploring the meaning of the suffix 'teen' and what this tells us about a number. 11, 12, 13 and 15 can be tricky to understand because children cannot hear the single digit in the name like the others. They have also learnt that 11 and 12 are the 'special' teen numbers as they

PARTITIONING NUMBERS

We have been exploring what each digit in a 'teen' number represents. The children have learnt that the first digit represents 1 ten and the second digit represents the amount of ones. We discussed and practised making 1 ten using dienes, and used place value charts to help us at first. We then moved on to drawing the tens and ones.

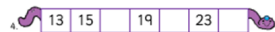| Tens	Ones

COMPARING NUMBERS

The children have been looking at the number of tens and ones in numbers and identifying which number is the largest and which is the smallest. The children have been explaining *how* they know which is the greatest number by using the correct mathematical vocabulary , as well as using the 'less than', 'greater than' and 'equal to' mathematical symbols.
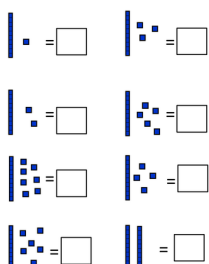
ORDERING NUMBERS

Using their knowledge of numbers within the range of 0 to 20, the children have been ordering numbers from smallest to largest and vice versa. The numbers were a selection of random numbers within the range and the children had to rely look at the amount of tens and ones in each number to help them order correctly.

Reorder numbers to 20

4 14 17 1 8	_____
3 19 2 15 9	_____
19 11 3 6 5	_____
9 15 13 20 1	_____
18 2 11 15 10	_____
16 1 5 8 12	_____

NUMBER PATTERNS

We have been looking at a set of numbers and trying to identify what the pattern is, in order to complete the missing numbers in the pattern. We used objects and counters on a number track to help us at first, then we attempted to look at the tens and ones in each number. It's quite tricky to do, so more practise would be great!

COUNTING IN STEPS OF 2, 5 AND 10

The children have been practising counting in twos, fives and tens. Using a hundred square to support us, we have been exploring the patterns we see when counting in each step. It is essential that children are fluent in counting in these steps by the end of year 1, as this eventually leads them into times tables in year 2. It is important that the children **don't** refer to this as times tables at this stage, as later in year 1 we explore multiplication which introduces the multiplication symbol and what each number represents in times tables. For the moment please just practise counting in the relevant steps, eg. 0,2,4,6,8,10 etc.