

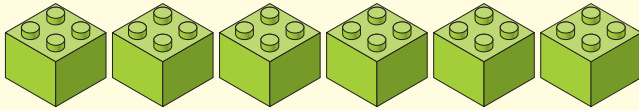
9

Making towers

Y1: Identify and represent numbers using objects and pictorial representations and use equal to, more than and less than

- T** 1. Use 6 bricks.

Make 2 towers that are **equal**.



Equal means they are both the same.

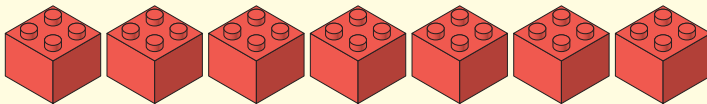


- S** 2. Use 6 bricks.

Make 2 towers that are **not equal**.

How many ways can you find?


- D** 3. Use 7 bricks to make 2 towers.




How many different towers can you make that are not equal?

Can you make 2 **equal** towers?




-  1. Mary chooses two cards. She adds the numbers on them. The answer is 10.

What numbers could she have chosen?

-  2. Tom chooses two cards so that:

$$\square + \square + 1 = 10.$$

What numbers could he have chosen?

-  3. Ben chooses three cards so that:

$$\square + \square + \square = 10.$$

What numbers could he choose?

4. Amy chooses three cards so that:

$$\square + \square = \square + 10.$$

What numbers could she choose?

23 Money boxes

Y1: Solve one-step problems that involve addition and subtraction



T 1. Mia and Bikram have £9 in total.

Bikram has £3 **more than** Mia.

How much money does Bikram have?

S 2. Frances has £4 **less than** Bob.

If they have £8 in total, how much money does Frances have?

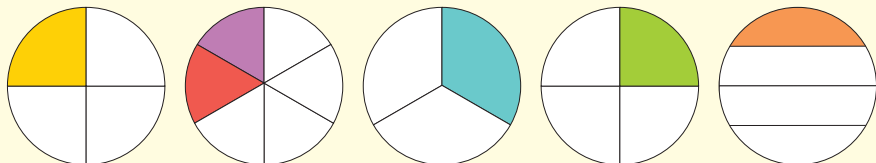
D 3. Harry has £6 **more than** Jess.

How much money must Harry give Jess so that they have **equal** amounts?

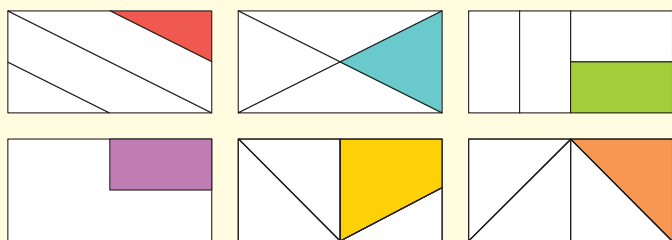
37 Finding $\frac{1}{4}$

Y1: Find $\frac{1}{4}$ of a shape

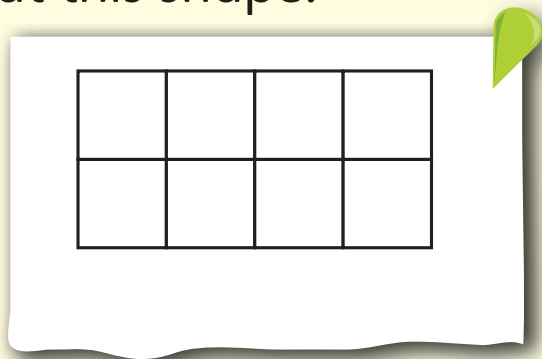
T 1. Which shapes have $\frac{1}{4}$ shaded?



S 2. Which of the shapes do not have $\frac{1}{4}$ shaded?



D 3. Look at this shape.



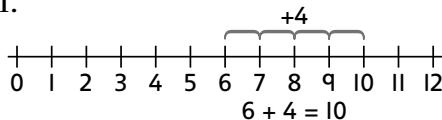
How many different ways can you shade $\frac{1}{4}$? Shade full squares only.

Note: Remind children to make the existing staircase 2 cubes wider, not the answer from the previous part of the question.

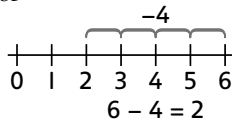
22 Jumping!

Number – Addition and subtraction
Add and subtract 1-digit and 2-digit numbers to 20, including zero

T 1.



or



Key questions

“Can you show the jump on the number line?”
“Is there another way you could jump?”

- S** 2. 12, 14 and 19, or 4, 6 and 11.
 $8 + 4 = 12$, $10 + 4 = 14$, $15 + 4 = 19$.
 $8 - 4 = 4$, $10 - 4 = 6$, $15 - 4 = 11$.
- D** 3. 5: 1 or 9, 9: 5 or 13, 19: 15 or 23.

23 Money boxes

Number – Addition and subtraction
Solve one-step problems that involve addition and subtraction

T 1. £6

Key questions

“How much money does Mia have?”
“What does ‘more’ mean?”

S 2. Frances has £2, Bob has £6.

Note: Provide children with counters that they can use. Can they act the question? Give them 8 counters and ask them to imagine these are £8. Can they share the money between Frances and Bob?

Key questions

“What do you know?”
“What does ‘less’ mean?”
“What does total mean?”

D 3. Example answer: If Harry starts at £8 and Jess starts at £2 and he gives her £3, then she has $£2 + £3 = £5$ and he has $£8 - £3 = £5$.

Key questions

“Do you need to know how much each person has?”
“Can you use building blocks to explain the question?”

24 Drama club

Number – Addition and subtraction
Solve one-step problems that involve addition and subtraction

T 1. $11 + 13 = 24$ children.

Key questions

“What does ‘total’ mean?”

S 2. $13 - 11 = 2$ more boys than girls.





pinpoint MATHS

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