

MATHS ACTIVITIES FOR REGISTRATION TIME

At the beginning of the year, pair children as partners. You could match different ability children for support.

Target Number

Write a target number on the board. Provide children with time limit in which to find several different ways of making that number

Operation Practice

In pairs, give children a set of number cards and your choice of activity cards

Examples of activity cards- Two digit number, Three digit number, Four digit number, Add, Subtract, Multiply, $\times 10$, $\times 100$, $\div 10$, $\div 100$

Place cards in two piles. Children choose number cards and an activity card and write or tell each other examples of each

Codes

- Provide a series of operations in which some or all of the digits have been replaced by letters. Ask children to identify the code. Codes for times-tables work well.

or

- Provide the code for digits e.g. $A = 3$, $B = 4$, $C = -2$ and a series of operations for children to calculate.

Find the largest number

- Pair children. First child to think of a two-digit number. Other child reverses number. Write the numbers down and circle the larger number. After the children have circled 5 numbers, put those numbers in order, largest first.
- Write three different digits on the board. Using these digits and different operations, children make as many different numbers as they can, and order them, largest first.

Find the number

Write numbers on pieces of paper. One child in each pair takes a number. Other child is to ask 'yes' or 'no' questions in order to find the number.

Rounding to the nearest ten (or hundred)

In pairs, provide children with sets of numbers. Place numbers in a pile face down.

Children are to take a number from the pile and round to the nearest ten.

Adapt by giving children the multiples of ten and asking them to choose 6 of the numbers on the cards, to play Bingo. They cross off the number on their Bingo list, if the card they turn over rounds one of the numbers on their list.

Times Tables Practice

- Give a time limit and ask each child to write as far as they can for 'their' times table.

- Provide cards with multiplication questions e.g. 3×4 , 5×4 . Children are to place cards in a pile face down and answer questions in turn. One point for each correct answer. Provide calculators or times table grids to check answers.

Use Resource 1 for appropriate questions.

- Children choose a multiple from their times table. They say $\frac{1}{2}$ of the number to their partner who then has to say $\frac{1}{2}$ of that number
- Ask them to find a pattern in a times table
- Ask them to write a times table they know and then write the inverse operations to show them if they know $6 \times 4 = 24$ and $7 \times 4 = 28$, they know $4 \times 6 = 24$ and $4 \times 7 = 28$
- Each child throws a die four times and writes down the numbers. They add any two of their numbers, then add the other two. Multiply the answers to get a score
- Draw 2×6 grid on the board with numbers from 1 or 2 – 12 (and number 20 if 1 is not used). Children multiply each number by the times table they are working on

Finding Pairs

Ask children to find as many pairs as possible, which have a total of 10, 100, 11, 12, ... 19 or any other number.

Finding Eighths

Children find eighths of the following numbers by halving and halving again. 4, 8, 16, 24, ..., 96, 100, 120, 132, 126, 140, 168

Before and After Numbers

In pairs, provide children with a set of numbers. Children pile numbers face down. Choose one from the pile and write down numbers before and after that number.

Bigger than and Smaller than Numbers

Give the children two numbers. Ask them to write a number bigger than or smaller than the numbers, or three numbers between these numbers

Numbers in Triangles

Ask children to draw triangles with numbers in each vertex. The numbers must total 15. How many triangles can they draw? Use different numbers.

Number to Word Problems

Provide children with number sentences. Ask them to write a suitable word problem for each and give the problem to a partner to calculate.

Column operations (children could work in pairs for this activity)

- Ask children to draw three columns with five rows under each.
- Give children dice or number cards depending on attainment group. Children are to label first column 'Numbers'.
- Using dice or number cards, children write numbers in first column.
 - Tell children to label other columns with appropriate calculations e.g. $+3$, $\times 2$, -4 or $+1.7$, $\div 10$ Children fill in missing numbers (You could incorporate a timer for this activity)

Sequences, with missing numbers

Start a sequence, writing the first four numbers on the board. Ask the children to write the next three numbers. (Use addition, subtraction, increasing addition, and multiplication by a number)

Adding ten

One child in a pair chooses a number from the 1-100 number grid. The other child throws a die and adds that number of tens.

Sorting numbers

Provide numbers on cards (one digit, or 2, 3.... digit or decimals) on the board. Children sort numbers in order.

Pairing number names and numbers

Provide number cards and names to pair e.g. 11 and eleven

Making the largest number

Children work in pairs. Provide children with H, T, and U headed columns. Each child throws a die and decides which column to place the number in order to make the largest number. Score a point for largest number. First child to five wins

Making the next hundred.

One child to say a three or two digit number, then the other to calculate what must be added to reach the next hundred. Check with calculator if necessary.
(Could adapt this activity for decimals to 1)

Adding and subtracting two digit numbers

Write four different two-digit numbers on the board. Children make different calculations using addition and subtraction. (Could adapt for grid method)

Doubling

- Children throw a die to make a one-digit number. Multiply number by 2. Adapt for 2 digit and 3 digit numbers
- Write two sets of numbers (adapt by including decimals) on the board in a circle and a triangle. Write doubles of one set in the other set. Children match numbers to their doubles.

Fractions and Decimals

Write two sets of numbers on the board in a circle and a triangle. Write fractions in one set and decimal numbers in the other set. Can children match numbers?

Counting backwards and forwards in tens

Give children starting numbers. Counting forwards or backwards in tens, children write the next four numbers.

Times Tables Strips

Use slider on times table strips (See resource sheet) Children move slider over strips to alternatively show problem and then answer. Timers could be introduced to initiate competition.

Number of the week

List ways of making the number, using different operations.

List properties of the number e.g. divisible by 2, a square number...

What number must be added to the number to make...?

What must be multiplied by the number to make...?

Double / halve the number. Repeat.

List 5 multiples of the number.

What are the factors of the number?

Divide the number by. ... What are the remainders?

What is 50%, 25%, 10% of this number?

How many tens, hundredths, tenths, hundreds

(Adapt by having a **Shape of the Week, Mathematical Word of the Week** e.g.

'MAXIMUM' Questions could be: Which is the maximum of these lengths? What is the total you can make when you add two of a group of numbers? Other words – adjacent, diagonal, vertex, prime number, centimetre, cube, circle, rhombus, polygon (regular and irregular)

Guess the Weight

Give children different objects. Children guess the weight, which one weighs the most / the least, can they place the objects in weight order? Who was the closest?

(Adapt with **Guess the Capacity, Guess the Length**)

Days, Months and Years

Give children different numbers of days, months or years. Can they record the times in a different way e.g. 8 days is one week and one day, or 24×8 hours

Pairs of Towers

Make sets of towers from interlocking cubes, two or three for each number from 1 to 9. Each tower should be made from the same colour. Put it all on a table and ask each child to choose a tower. They should all find a partner to stand next to so that they have 10 cubes between them.

When they all have a partner, replace the towers and play again

Memory Activities

Write facts on the board and tell the children they will be asked to either write the facts down or test each other after a couple of minutes. Facts could be doubles of numbers, number bonds, properties of a shape or any other relevant facts

Number Sets

Write two sets of numbers on the board in a circle and a triangle. Children are to use the numbers in the first set to make the numbers in the second set. How many different ways can they do it?

Or write doubles of one set in the other set. Children match numbers to their doubles.

Adapt by using a set of fractions and a set of decimal numbers

Number Grids

Draw a grid on the board and fill in the boxes with different numbers. Children copy the grid, but write an operation to make the number in each box. A variation of this

could be that the children perform an operation on each number and write it in the box.

Number Bonds

Write two columns on the board. One with numbers one to ten written in random. Label the other with 'Total 10'. The children must write the numbers that total 10 when added to the first column, under this heading. Adapt by using 2-digit numbers that total 100, or three-digit numbers that total 1000.

Wrong Answers

Write calculations on the board, some of which are correct and some incorrect. Children are to identify the incorrect answers.

Writing in words and figures

Either write numbers in words on the board, or write figures on the board. Children convert.

e.g. Write twelve thousand and seven in figures

Write 2308 in words

Multiplying and Dividing by 10 and 100

Draw a 3 x 4 grid on the board and write in multiples of 10. Label the grid 'Divide by 100' Children copy the grid and write the answers. Adapt by including decimals

Missing Numbers

Provide number sentences with missing numbers

$$2 + \square = 6, \quad \square - 4 = 23, \quad 34 + 27 = \square + 10, \quad 6.7 + \square = 10$$

Fractions and their equivalents

Provide pairs of fractions. Children group equivalent fractions. They could also play a variation of Pairs. All cards are placed face down. Children take turns to turn over two matching equivalents. If successful, they keep the cards. Winners are children with the most cards

RESOUCÉ 1

1 x 2	1 x 3	1 x 4	1 x 5
2 x 2	2 x 3	2 x 4	2 x 5
3 x 2	3 x 3	3 x 4	3 x 5
4 x 2	4 x 3	4 x 4	4 x 5
5 x 2	5 x 3	5 x 4	5 x 5
6 x 2	6 x 3	6 x 4	6 x 5
7 x 2	7 x 3	7 x 4	7 x 5
8 x 2	8 x 3	8 x 4	8 x 5
9 x 2	9 x 3	9 x 4	9 x 5
10 x 2	10 x 3	10 x 4	10 x 5
11 x 2	11 x 3	11 x 4	11 x 5
12 x 2	12 x 3	12 x 4	12 x 5

1 x 6	1 x 7	1 x 8	1 x 9	1 x10
2 x 6	2 x 7	2 x 8	2 x 9	2 x10
3 x 6	3 x 7	3 x 8	3 x 9	3 x10
4 x 6	4 x 7	4 x 8	4 x 9	4 x10
5 x 6	5 x 7	5 x 8	5 x 9	5 x10
6 x 6	6 x 7	6 x 8	6 x 9	6 x10
7 x 6	7 x 7	7 x 8	7 x 9	7 x10
8 x 6	8 x 7	8 x 8	8 x 9	8 x10
9 x 6	9 x 7	9 x 8	9 x 9	9 x10
10 x 6	10 x 7	10 x 8	10 x 9	10x10
11 x 6	11 x 7	11 x 8	11 x 9	11x10
12 x 6	12 x 7	12 x 8	12 x 9	12x10