

**Year 2 Summer Term
Oral and Mental Starter
Activity Bank**

Objectives for term

Recall x2 table facts and derive division facts.
Recognise multiples of 5. Recall facts in x5 table.
Recall x10 table and derive division facts.

Recall addition and subtraction facts for each number up to at least 10.
Recall all pairs that make 20.
State subtraction fact corresponding to addition fact and vice versa.

Recognise odd and even numbers.

Derive doubles of multiples of 5 and halves of multiples of 10.

Activity ideas:

Recognise multiples of 5. Recall facts in the x5 table

1. Finger flashes

What to do: Count in unison from zero to 50 in fives. Children flash five fingers on alternate hands in time with the count. Count on and back in fives starting and finishing at different multiples of five.

Check that children understand counting on and back in fives as adding and subtracting five. Ask 'What is 15 add 5?', 'What is 45 subtract 5?'

Tell the children: 'I am going to count on in fives from zero in my head and I will flash my fingers for every five I count. Can you tell me what number I have counted up to when I have finished?' Repeat, counting forward and back with different starting numbers.

Resources: Fingers

Variation: Use this activity for **x10 facts** (both hands together) or **x2 facts** (thumbs up!).

2. Counting stick jumps

What to do: Label a counting stick with multiples of 5 from 0 – 50. Using a finger puppet, point to numbers to encourage children to count in unison. Count forwards and back. Repeat, changing direction now and again at different numbers.

Tell the children: ‘We are going to *count on* in fives *from 15 to 35*. The finger puppet may keep going; can you remember which number to stop at?’ Repeat, counting on and back between different multiples of 5.

Tell the children: ‘The puppet is going to start at 45, he is going to count back 3 jumps of 5, can you imagine him doing that and tell me where he will land? Now we can check.’ Reverse the counting stick so that numbers cannot be seen and repeat activities. Turn stick to check/confirm answers.

Resources: Counting stick, finger puppet and multiples of 5 labels. See resource sheets.

Variation: Use this activity for **x10** and **x2** facts

3. Circle count

What to do: Sit the children in a circle. Count around the circle in fives with each child saying the next multiple. A toy could be passed from child to child to control the count. At a given signal the count is reversed. Use the **Counting Stick Jumps** ideas of counting on and back between different multiples and imagining the count before checking e.g. Clare will start counting at 15, who will say 45?

Resources: none

Variation: Use this activity for **x10** and **x2** facts also.

4. Buzz!

What to do: Sit the children in a circle. Count round the circle starting at one. Every time the number sequence comes to a multiple of 5 the child whose turn it is says ‘Buzz’ instead of the number. 1,2,3,4,Buzz, 6,7,8,9,Buzz!

Repeat forward and back. Vary the action e.g. clap or stay silent instead of saying buzz.

Resources: none

Variation: Use this activity for **x10** and **x2** facts.

5. Multiplication pairs

What to do: Sit the children in a circle on the carpet. Set out cards with multiples of five, multiplication facts and picture arrays for all the $\times 5$ facts. Select a card to be matched and invite children to find one to match it using a variety of vocabulary.

E.g. This says 'five multiplied by two,' can you find the number or picture that matches it? How many spots are there in each row of this array? How many rows are there? How many spots altogether? Can you find a number sentence to match it?

Variations – children write or draw responses on a whiteboard or indicate their choice by selecting and showing one of a set of cards. This could be played as a traditional game of pairs with multiples and table facts placed face down on the carpet. If a pair is turned up it can be kept.

Resources: $\times 5$ table facts, multiples of 5, picture arrays. See resource sheets.

Variation: Use this activity for $\times 10$ and $\times 2$ facts.

6. Show me

What to do: Ask children a range of open and closed questions and ask them to show an answer with a whiteboard, number petals or digit cards.

Show me a multiple of 5 that is more than 10.

What is 5 times 4?

How many fives in 15?

What is 15 divided by 5?

Resources: Whiteboards, petals, digit cards.

Variation: Use this activity for $\times 10$ and $\times 2$ facts.

7. Bingo

What to do: Children write 3 or 4 multiples of 5 on a piece of paper or a whiteboard.

Ask questions such as 5 times 4, 3 multiplied by 5. Children cross out the number if they have it. First to cross out all their numbers shouts 'Bingo'.

Resources: paper or whiteboards

Variation: Use this activity for $\times 10$ and $\times 2$ facts.

8. Money, Money!

What to do: Seat children in a circle on the carpet. Put out ten 5p coins from a set of big money. Write price labels with various amounts on. Ask a child to find a price that is a multiple of 5p. Ask the children how many 5p coins do I need to make this amount of money? Count out 5p coins to check.

Resources: Big money, price labels.

Variation: Repeat with **10p** and **2p** coins.

9. Table chant

What to do: Altogether say the x5 table. One five is five, two fives are ten etc. A model or image will help children to understand and learn the facts e.g. Placing large 5p coins in a row or revealing each line in an array.

Resources: 5p coins or an array. See resource sheets.

Variation: Repeat with **x10** and **x2** facts.

10. Hands and fingers

What to do: Roll a dice or spin a 1-10 spinner. Say the number and ask the children how many fingers on that number of hands. Use hands or hand pictures to check. Ask the children how many hands there are if there are 25 fingers for example.

Resources: Dice / spinner

Recall addition and subtraction facts for each number up to at least 10.

1 Open the box

What to do: Use a target board with numbers from 0 – 10 on it. Cover each number with a post-it label showing the complement for 10. Ask the children what the hidden number is using a variety of vocabulary. Three and how many more make ten? Seven plus what number equals ten? How many more than two is ten? Peel off the post-it label to check the answers. How quickly can we ‘open all the boxes’?

Resources: Target board and post-it labels. See resource sheets.

Variation: Use a board with numbers from 0 – 20 to practise bonds to 20.

2 Bonds Bingo

What to do: Ask the children to write 3 or 4 numbers between 0 and 10 on paper or a white board. Show a card with a number from 0-10 on it. Ask; ‘How much must I add to this number to make 10?’, ‘How much greater than this number is 10?’, ‘This number plus what equals 10?’ etc. If children have that number on their paper / board they can cross it out. The first person to cross out all their numbers wins.

Resources: paper or whiteboards.

Variations: Use for bonds for 20.

3 Coat hanger number facts

What to do: Put 10 pegs on a coat hanger, five of each of two colours. Count pegs with children. Separate the pegs into two groups. Ask what number sentence the pegs show. Say the number fact together e.g. 7 plus 3 equals 10, 7 and 3 more is 10. The total of 7 and 3 is 10. Turn the coat hanger around and ask what number sentence it shows now.

Resources: Coathanger and pegs.

Variation: Repeat with other numbers of pegs up to 20.

4 Cards

What to do: Set out 0 – 20 cards in a random arrangement on the carpet. Ask children to find pairs that total a given number. Play as pairs game by turning cards face down and inviting children to pick 2 cards. If they total 10, 20 etc they keep the pair.

Resources: number cards

5 Partner cards

What to do: Give each pair of children a set of cards 0-10 or 0-20 depending on the objective. Ask them to show you a pair that totals a given number. They need to agree on a pair of numbers with that total and show one each.

Resources: number cards

6 Bean bag bonds

What to do: Sit the children in a semi-circle on the carpet. Decide on a number to practise bonds for e.g. 20. Say a number e.g.16 and throw the beanbag to a child. They must respond with the complement i.e. 4 and throw the bean bag back.

Resources: Beanbag

7 Round the world

What to do: All the children sit in a circle, apart from one who stands behind one of the others. He / she is going to try to get 'round the world'. Ask a number bond question e.g. 7 plus what number equals 10? If the child standing is first to answer correctly he/she moves on to stand behind the next seated child ready for another question. If the seated child is first to answer correctly they exchange places and that child now tries to move 'round the world'. Points could be allocated for the number of places 'travelled'.

Resources: None

State subtraction fact corresponding to addition fact and vice versa.

1 Coat hanger number facts

What to do: Show the children a coat hanger with two colours of clothes pegs e.g. 9 red and 6 white. Ask what number sentences this can represent i.e. $9 + 6 = 15$ or $6 + 9 = 15$. Cover each set of pegs in turn and ask what sentences are represented now i.e. $15 - 9 = 6$ or $15 - 6 = 9$.

Write the sentences and ask children to say them:

$$9 + 6 = 15 \quad 9 \text{ plus } 6 \text{ equals } 15$$

$$6 + 9 = 15 \quad 6 \text{ plus } 9 \text{ equals } 15$$

$$15 - 6 = 9 \quad 15 \text{ minus } 6 \text{ equals } 9$$

$$15 - 9 = 6 \quad 15 \text{ minus } 9 \text{ equals } 6$$

Resources: Coat hanger, pegs and cloth to cover.

Variations – use the ITP Number Facts to generate pictures of counters to create number sentences.

2 All change

What to do: Using a number sentence wall pocket resource, or five children holding number or symbol cards, make a number sentence e.g. $7 + 8 = 15$. Ask someone to read the sentence. Now invite children to rearrange the number sentence to make the associated addition and subtraction sentences using the same number cards and the $+/ -$ symbols.

Repeat with other addition or subtraction sentences. Invite children to create the starting sentence, either an addition or a subtraction.

Resources: Sentence maker and cards

3 Number trios

What to do: Show a triangular card with a set of related numbers written on it (or draw this on the whiteboard) e.g. 16, 4, 20. Ask the children to give you an addition or subtraction sentence to link the numbers. Can anyone give me a different sentence? Repeat with other number trios. Invite children to think of a trio of numbers that are linked in this way and to present their numbers to the class to find the number sentences. How did you think of your three numbers?

Resources: Triangular cards or whiteboards.

4 Target trios

What to do: Show the children a target board which contains trios of numbers that can be linked in addition and subtraction sentences. Highlight three related numbers e.g. 15, 8 and 23. Ask if anyone can make a number sentence using those three numbers. Record the sentences made.

Highlight two numbers and ask if anyone can find a third number that could be linked to them in an addition or subtraction sentence. Check suggestions. How did you find the third number?

Ask children to find sets of three related numbers on the board.

Resources: Target board – prepared or own version – see resource sheet

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5 Boxing clever

What to do: Show children a number sentence with an empty box e.g. $15 - 7 = \square$. Ask what other number sentences we can write if we know this e.g. $15 - 7 = \square$. When all the sentences have been found ask what the missing number is. How did you work it out?

Resources: whiteboard.

Recognise odd and even numbers

1 Odd sequences

What to do: Start counting 1, 3, 5.... and ask the children to join in when they can. Ask what these numbers are called. Circle the numbers on a number line. Show that we are counting 'every other one'. Count forward and back in sequences of odd numbers from different starting points. Write some of the sequences. Ask the children what they notice about the ones digit in odd numbers. Count around a circle. Ask the children; 'If Jo starts at 41 and we count back in twos who will say 33?'

Resources: number line

Variation: Repeat with even numbers

2 Odd and even sets

What to do: Put a range of number cards on the carpet and two hoops labelled 'odd' and 'even'. Ask the children to choose a number and place it in its correct set. Look at the numbers in each set. How do you know which are odd and which are even?

Resources: cards and hoops.

3 Dominoes

What to do: Place a selection of dominoes on the carpet and two hoops labelled 'odd total' and 'even total'. Ask the children to choose a domino, add up the spots on each side to find the total and place the domino in the correct hoop. When the dominoes have been placed ask the children if they can notice anything about the numbers on the dominoes that have an odd total and those that have an even total.

Resources: dominoes and hoops

Variation: Find the difference between the number of spots on each side of the domino and place in hoops labelled 'odd difference' and 'even difference'.

4 What's your number?

What to do: Distribute a set of cards with numbers up to fifty so that children have one or more cards each as appropriate. Ask the children to show their card if it is; an odd number, an even number, a two digit odd/even number, an odd number that is between 20 and 30, the odd number that comes after 19 etc.

Resources: number cards.

Variations: Children write responses on white boards. Combine with other number properties.

5 Pairs

What to do: Set a selection of number cards out face down on the carpet. Invite a pair of children to choose a card each. If both cards are odd or even they keep them, if one is odd and one is even they replace them face down on the carpet.

Resources: number cards

Derive doubles of multiples of 5, halves of multiples of 10.

1 Targets

What to do: Put up a target board with multiples of 5 on. Invite children to double a particular number on the board. Ask how they doubled the number. Try to double all the numbers on the board.

Resources: Target board. See resource sheet.

Variation: Use a target board with multiples of 10 and invite children to halve them and explain their methods. Which are harder to halve?

2 Open the box

What to do: Use target boards for multiples of ten and cover each number with a post it label showing half of that number. Ask the children; what is double 5, what is 15 multiplied by 2, what is twice 25 etc. Peel off the post it to reveal the answer after they have responded. If they are correct leave the 'box open', if they are incorrect replace the post it and come back to it later. How quickly can we 'open all the boxes'?

Resources: target boards and post its

Variation: Cover the multiples of 5 board with the doubles of the numbers and ask children to halve the numbers on the post its.