

### Basic Number Facts Practice Ideas

**Stage one** Maths Magicians involves understanding and recalling addition facts to 10. This is knowing what numbers add together to make 10 without needing to count on fingers. You could practise this by:

Asking your parent/carer to choose a number under 10 and say the matching number needed to make the total of 10 (at school we call this ping pong).

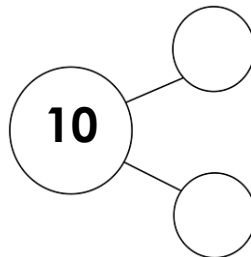
Drawing part whole models or cherry models with 10 in the whole section.

$1 + ? = 10$

$4 + ? = 10$

$10 = ? + 5$

$? = 9 + 1$



**Stage two** Maths Magicians involves understanding and recalling subtraction facts to 10. You could practise this by:

Asking your parent/carer to choose a number under 10 and take that number away to find the answer.

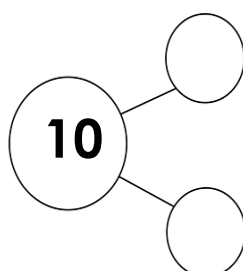
Drawing part whole models or cherry models with 10 in the whole section.

$10 - ? = 2$

$4 = 10 - ?$

$? - 0 = 10$

$? - 3 = 7$



**Stage three** Maths Magicians involves making ten and some more. You could practise this by:

Using concrete objects such as pasta or toys, to count an amount between 11 and 20, then matching the group with a digit card.

**Stage four** Maths Magicians involves identifying one more or one less. You could practise this by:

Using the number line in your maths pack, ask your adult to give you a number between 1-20 and then tell them what is one more/one less.

**Stage five** Maths Magicians involves recalling doubles to 10. You could practise this by:

Using the 'Dancing Doubles' song on You Tube, you could use your fingers and another person to double the number.



**Stage six** Maths Magicians involves recalling halves of numbers up to 10. You could practise this by:

Sharing objects into two equal groups - doubling numbers and then halving again to see the link between the two (double 3 is 6 so half of 6 is 3).

14 cubes have been shared between 2.

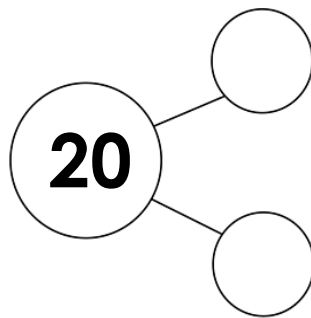
14 shared between 2 is 7.  
 $14 \div 2 = 7$   
Half of 14 is 7.       $\frac{1}{2}$  of 14 = 7

The diagram shows a rectangular box divided into two equal halves. Each half contains 7 cubes: 3 green, 2 red, and 2 blue. The cubes are arranged in a roughly circular pattern within each half.

**Stage seven** Maths Magicians involves understanding and recalling addition facts to 20. This is knowing what numbers add together to make 20 without needing to count on fingers. You could practise this by:

Asking your parent/carer to choose a number under 20 and saying the matching number needed to make the total of 20 – draw part whole models or cherry models with 20 in the whole section – use your number bonds to 10 to help you (if you know the  $2+8=10$  then you know that  $2+18=20$ ).

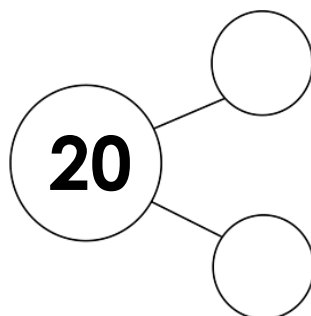
$$1 + ? = 20 \quad 3 + ? = 20 \quad 20 = 4 + ? \quad ? + 2 = 20$$



**Stage eight** Maths Magicians involves understanding and recalling subtraction facts to 20. You could practise this by:

Asking your parent/carer to choose a number under 20 and taking that number away to find the answer – draw part whole models or cherry models with 20 in the whole section – use your number bonds to 10 to help you (if you know the  $10 - 8 = 2$  then you know that  $20 - 8 = 12$ ).

$$20 - ? = 1 \quad ? - 0 = 20 \quad 4 = 20 - ? \quad 0 = 20 - ?$$



**Stage nine** Maths Magicians involves counting in 2s. You could practise this by:

Grouping small objects together into pairs and counting in 2s as you go.

Helping pair socks while counting in 2s up to 20 in different voices (eg: quiet, loud, silly).

Grouping small objects like marble/counters/figures into pairs.



**2, 4, 6, 8, ...**



**Stage ten** Maths Magicians involves counting in 5s. You could practise this by:

Grouping small objects together into groups of 5 and counting in 5s as you go.

Counting in 5s up to 50 in different voices (eg: quiet, loud, silly).

Grouping small objects like marble/counters/figures into groups of 5.

Discussing the patterns of 5s ending with either a 0 or 5 – use fingers on hands to count in 5s.



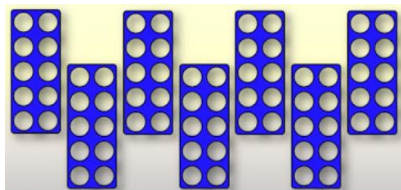
**Stage eleven** Maths Magicians involves counting in 10s. You could practise this by:

Grouping small objects together into groups of 10 and counting in 10s as you go.

Counting in 10s up to 100 in different voices (eg: quiet, loud, silly).

Grouping small objects like marble/counters/figures into groups of 10.

Discussing the patterns of 10s ending with a 0 – find the link to count to 10 (1,2,3,4...10, 20, 30, 40...)



**Stage twelve** Maths Magicians involves identifying a number given its tens and ones up to 100. You could practise this by:

Asking your adult for a number between 1-100 and then describing this number in tens and ones verbally.

Drawing this number as below or you could use a cherry model.

