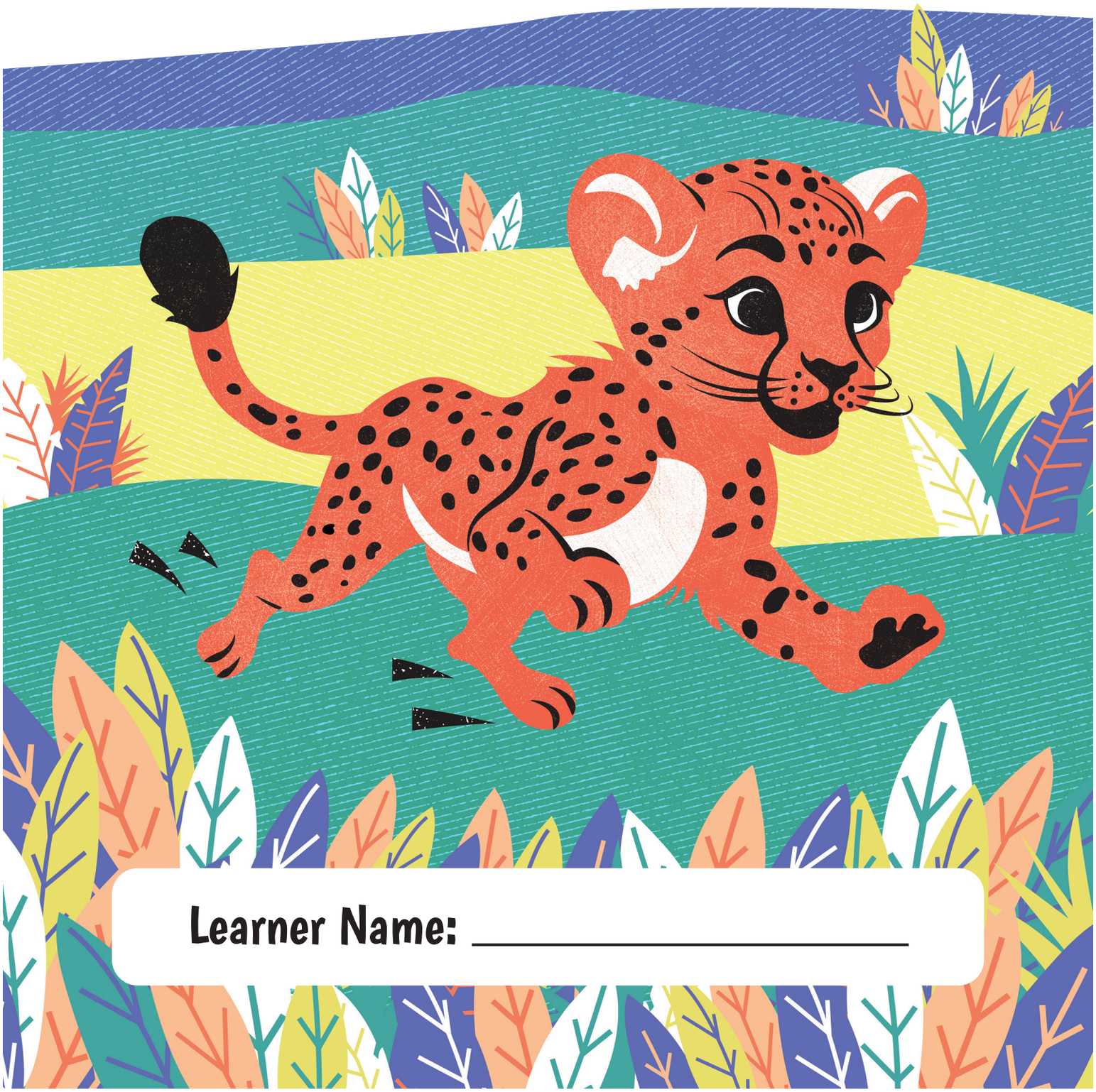
basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SA NUMERACY CHAIR PROJECT

wits maths connect
supporting primary maths

WSoE
Wits School of Education

Mental Starters
Grade 3 Learner Workbook



Learner Name: _____

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Acknowledgements:

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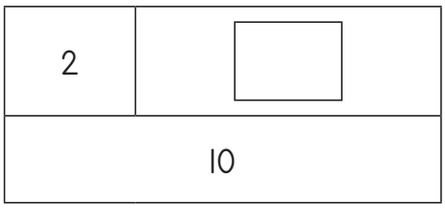
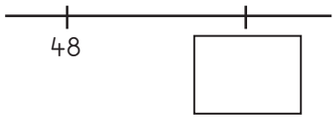
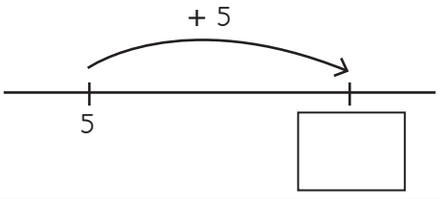
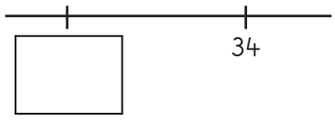
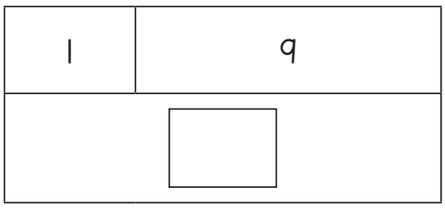
Dear Learner,

In this Mental Starters book, you have tasks to do in class that your teacher will show you how to do. In each starter, there is also a task for you to cut out and do at home. If you have access to a phone you can watch the support video with family or friends.

BRIDGING THROUGH 10: Pre-Test, Part 1

Name:

2 minutes for this page

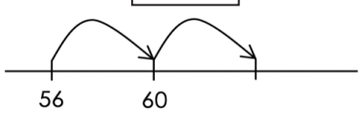
1. $7 + 3 =$ ☐	11. $50 + 6 =$ ☐
2. $2 + 8 =$ ☐	12. $3 + 60 =$ ☐
3. $10 = 7 +$ ☐	13. $40 - 7 =$ ☐
4. 8 less than 10 is ☐	14. $40 + 8 =$ ☐
5. 	15. What is the next multiple of 10? 
6. 	16. $100 + 27 =$ ☐
7. $10 - 5 =$ ☐	17. What is the multiple of 10 before 34? 
8. $10 - 4 =$ ☐	18. ☐ $+ 7 = 50$
9. 	19. $30 -$ ☐ $= 27$
10. ☐ $+ 10 = 10$	20. $87 = 80 +$ ☐

Mark: ☐ / 20

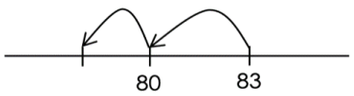
BRIDGING THROUGH 10: Pre-Test, Part 2

3 minutes for this page

1. $56 + 8 = \square$



2. $83 - 4 = \square$



3. $93 - 7 = \square$

4. $67 + \square = 73$

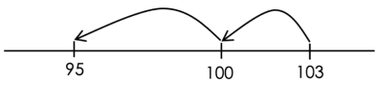
5. $\square + 7 = 82$

6. $67 + 5 = 67 + 3 + \square$

7. $94 - \square = 94 - 4 - 2$

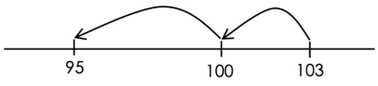
8. $98 + 56 = 98 + 2 + \square$

9.



$103 - \square = 95$

10.



$98 + \square = 136$

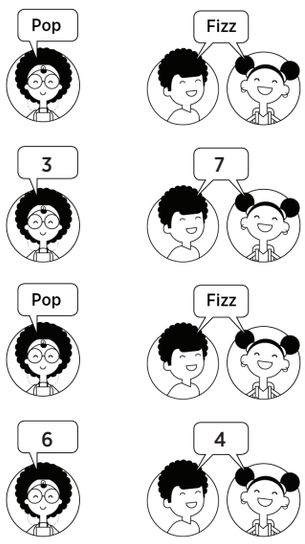
Mark: ____ / 10

WARM-UP

The teacher says 'pop' and the learners say 'fizz'; then the teacher says a number, and learners respond with the matching number for the rapid recall skill.

a. Pop-Fizz Make 10

In this version, the learners should respond with the number that would make the sum 10.



b. Pop-Fizz Make 20 (or another multiple of 10)

In this version, the learners should respond with the number that would make the sum 20 (or any multiple of 10).

BRIDGING THROUGH 10: Starter 1

At school
Fast as you can

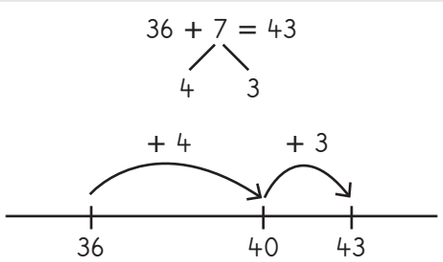
Make 10.

3 + 7	6 + 4
2 + ____	9 + ____
7 + ____	0 + ____

Make 20.

16 + 4	11 + 9
13 + ____	18 + ____
14 + ____	17 + ____

Example 36 + 7



48 + 6 = ____

63 + 8 = ____

Support Video
https://youtu.be/iJNrdV3P4_s

At home
Fast as you can

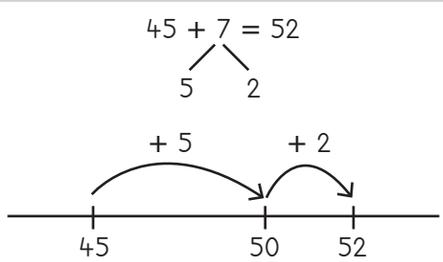
Make 10.

4 + 6	1 + ____
8 + ____	5 + ____
10 + ____	9 + ____

Make 20.

15 + 5	10 + ____
19 + ____	16 + ____
12 + ____	13 + ____

Example 45 + 7



27 + 4 = ____

56 + 8 = ____

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/iJNrdV3P4_s

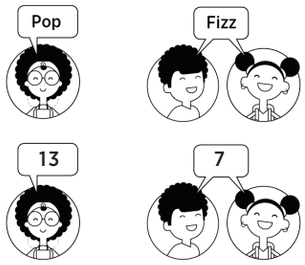
Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

We hope your child enjoys working on these tasks.

WARM-UP

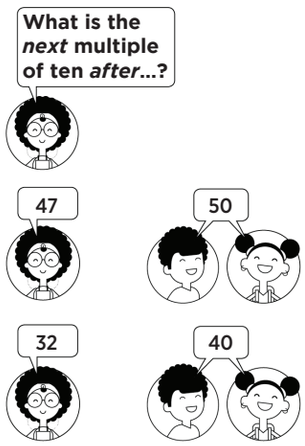
The teacher says 'pop' and the learners say 'fizz'; then the teacher says a number, and learners respond with the matching number for the rapid recall skill.

a. Pop-Fizz: Make 20



b. Jumping to the *next* multiple of 10 (e.g. 23 ↷ 30; 56 ↷ 60)

This is not rounding to the nearest ten but jumping to the **next** multiple of ten on the number line.



BRIDGING THROUGH 10: Starter 2

At school
Fast as you can

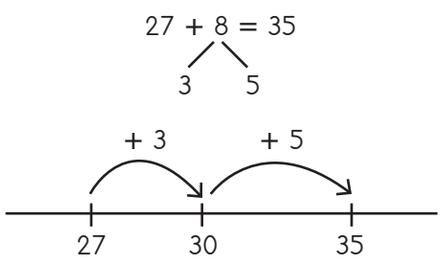
Make 20.

13 + 7	19 + 1
12 + ___	14 + ___
17 + ___	15 + ___

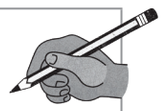
Jump to the next multiple of 10.

47 ↷ 50	32 ↷ ___
16 ↷ ___	26 ↷ ___
43 ↷ ___	59 ↷ ___

Example 27 + 8



42 + 9 = ___



29 + 4 = ___

Support Video
https://youtu.be/upvlvkC3Yko

At home
Fast as you can

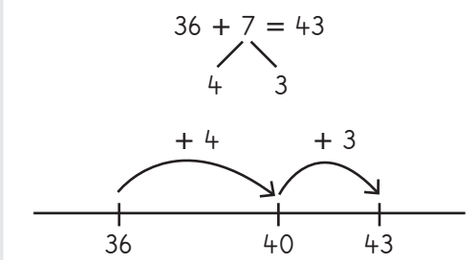
Make 30.

24 + 6	23 + ___
27 + ___	24 + ___
21 + ___	28 + ___

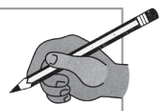
Jump to the next multiple of 10.

36 ↷ 40	27 ↷ ___
39 ↷ ___	64 ↷ ___
83 ↷ ___	72 ↷ ___

Example 36 + 7



58 + 5 = ___

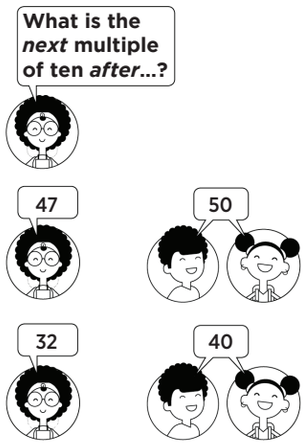


65 + 7 = ___

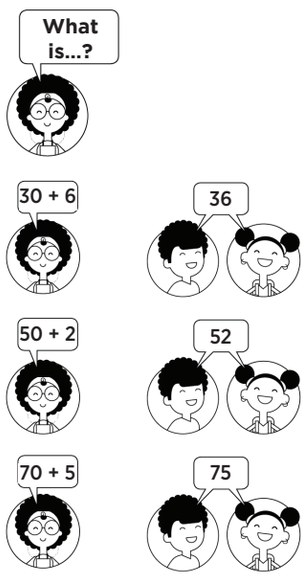
WARM-UP

a. Jumping to the *next* multiple of 10 (e.g. 23 ⇝ 30; 56 ⇝ 60)

This is not rounding to the nearest ten but jumping to the **next** multiple of ten on the on the number line.



b. Adding to a multiple of ten



BRIDGING THROUGH 10: Starter 3

At school
Fast as you can

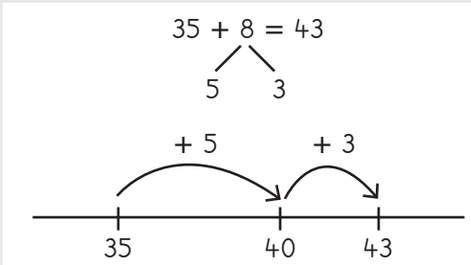
Jump to the next multiple of 10.

23 ↘ 30	56 ↘ 60
37 ↘ ___	64 ↘ ___
89 ↘ ___	98 ↘ ___

Add to a multiple of 10.

30 + 6 = 36	50 + 2 = ___
70 + 5 = ___	20 + 9 = ___
40 + 3 = ___	60 + 1 = ___

Example 35 + 8 = ___



44 + 8 = ___

39 + 7 = ___

43 + 8 = ___

67 + 6 = ___

84 + 7 = ___

Support Video
https://youtu.be/wDEEqU9B_5Q

At home
Fast as you can

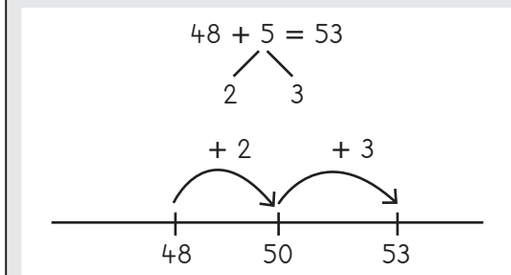
Jump to the next multiple of 10.

45 ↘ 50	87 ↘ ___
24 ↘ ___	43 ↘ ___
76 ↘ ___	31 ↘ ___

Add to a multiple of 10.

20 + 3 = 23	40 + 8 = ___
30 + 7 = ___	60 + 5 = ___
80 + 8 = ___	70 + 2 = ___

Example 48 + 5 = ___



16 + 5 = ___

29 + 4 = ___

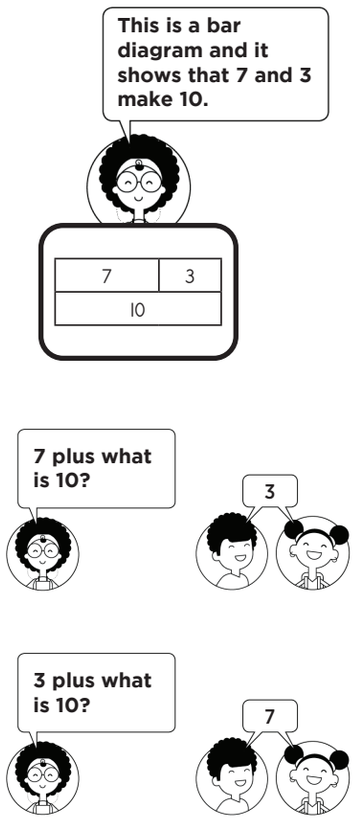
35 + 7 = ___

49 + 8 = ___

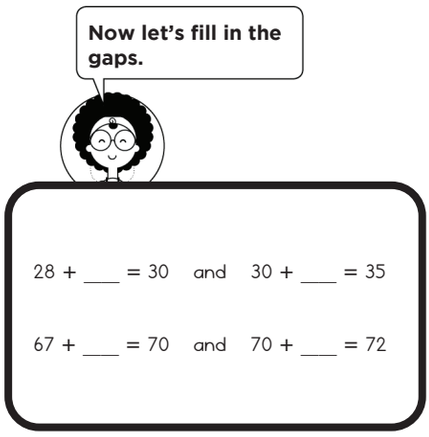
64 + 7 = ___

WARM-UP

a. Bonds of 10



b. Fill in the bridge through 10 calculations:



BRIDGING THROUGH 10: Starter 4

At school
Fast as you can

2	8
10	

2 + ___ = 10

8 + ___ = 10

6	4
10	

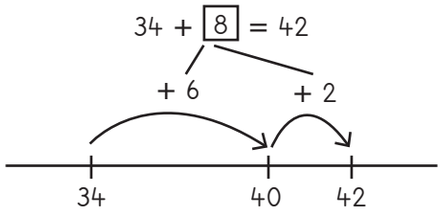
6 + ___ = 10

4 + ___ = 10

28 + ___ = 30 and 30 + ___ = 35

67 + ___ = 70 and 70 + ___ = 72

Example 34 + __ = 42



28 + ___ = 35

67 + ___ = 72

Support Video
https://youtu.be/INITWPDMFKY

At home
Fast as you can

3	7
10	

3 + 7 = ___

7 + 3 = ___

1	9
10	

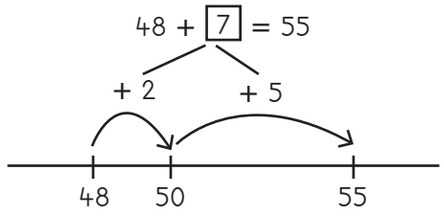
1 + ___ = 10

___ + 1 = 10

36 + ___ = 40 and 40 + ___ = 41

85 + ___ = 90 and 90 + ___ = 92

Example 48 + __ = 55



46 + ___ = 52

68 + ___ = 77

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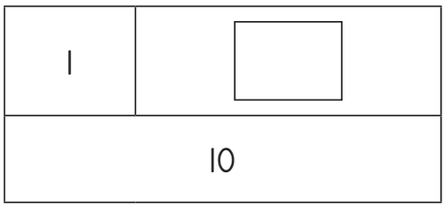
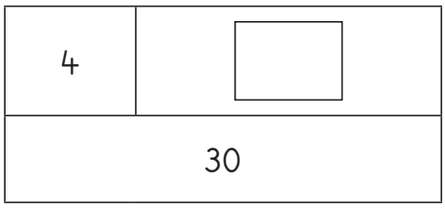
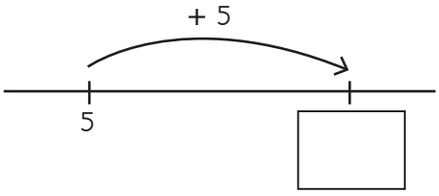
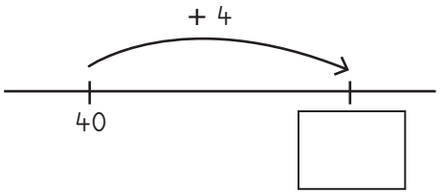
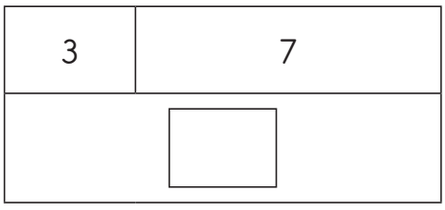
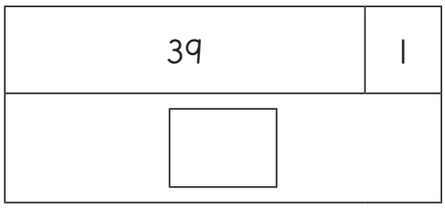
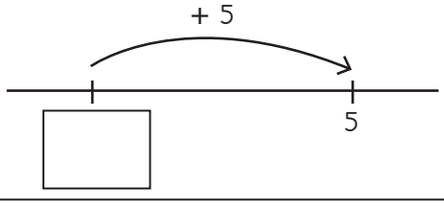
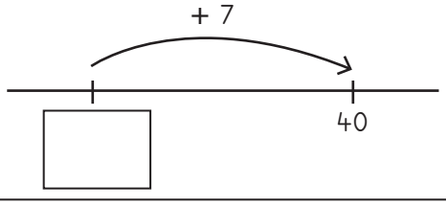
Name:

Mark: | | 24 |

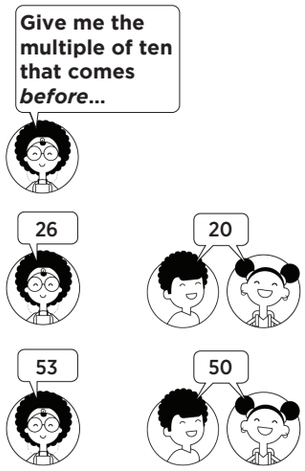
Bridging Through 10: Worksheet 1

1. $6 + 4 =$ ☐	13. $50 + 6 =$ ☐
2. $1 + 9 =$ ☐	14. $50 + 4 =$ ☐
3. 7 less than 10 is ☐	15. 8 less than 30 is ☐
4. $10 = 3 +$ ☐	16. $20 = 19 +$ ☐
5. 	17. 
6. 	18. 
7. $10 - 5 =$ ☐	19. $60 - 4 =$ ☐
8. $10 - 8 =$ ☐	20. $60 - 7 =$ ☐
9. 	21. 
10. ☐ $+ 4 = 10$	22. ☐ $+ 3 = 23$
11. $8 +$ ☐ $= 10$	23. $30 +$ ☐ $= 36$
12. 	24. 

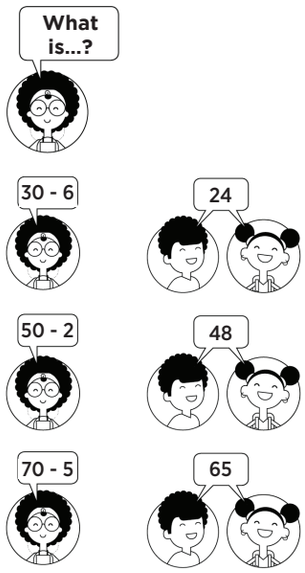
WARM-UP

a. Jumping to the multiple of ten *before*

This is not rounding to the nearest ten but jumping to the multiple of ten **before** on the number line..



b. Subtracting from a multiple of ten



BRIDGING THROUGH 10: Starter 5

At school
Fast as you can

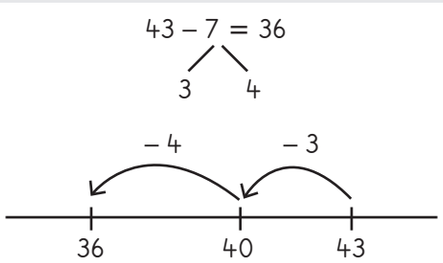
Jump to the multiple of 10 before.

20 ↶ 26	___ ↶ 53
___ ↶ 34	___ ↶ 62
___ ↶ 89	___ ↶ 47

Subtract from a multiple of 10.

40 – 6 = 34	50 – 2 = ___
70 – 5 = ___	20 – 9 = ___
40 – 3 = ___	60 – 1 = ___

Example 43 – 7 = ___



54 – 6 = ___

63 – 5 = ___

At home
Fast as you can

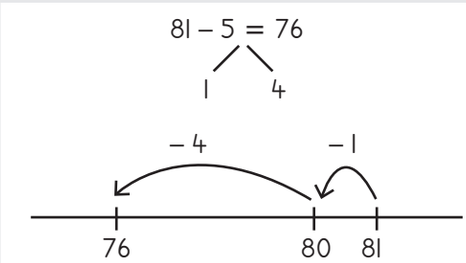
Jump to the multiple of 10 before.

30 ↶ 32	___ ↶ 41
___ ↶ 65	___ ↶ 29
___ ↶ 72	___ ↶ 99

Subtract from a multiple of 10.

20 – 4 = 16	70 – 3 = ___
60 – 8 = ___	30 – 2 = ___
80 – 5 = ___	50 – 6 = ___

Example 81 – 5 = ___



32 – 3 = ___

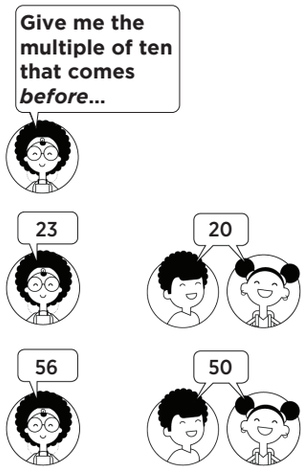
75 – 6 = ___

Support Video
https://youtu.be/-bQNTOPly7I

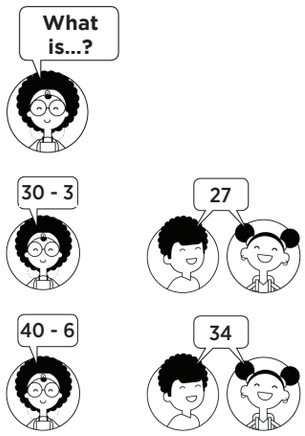
WARM-UP

a. Jumping to the multiple of ten *before*

This is not rounding to the nearest ten but jumping to the multiple of ten **before** on the number line..



b. Subtracting from a multiple of ten



BRIDGING THROUGH 10: Starter 6

At school
Fast as you can

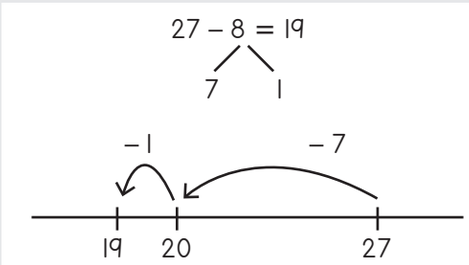
Jump to the multiple of 10 before.

20 ↶ 23	___ ↶ 56
___ ↶ 25	___ ↶ 73
___ ↶ 57	___ ↶ 71

Subtract from a multiple of 10.

30 – 3 = 27	40 – 6 = ___
60 – 9 = ___	30 – 5 = ___
90 – 4 = ___	60 – 2 = ___

Example 27 – 8 = ___



35 – 7 = ___

42 – 8 = ___

62 – 6 = ___

84 – 7 = ___

Support Video
https://youtu.be/JvNKtAdrzfM

At home
Fast as you can

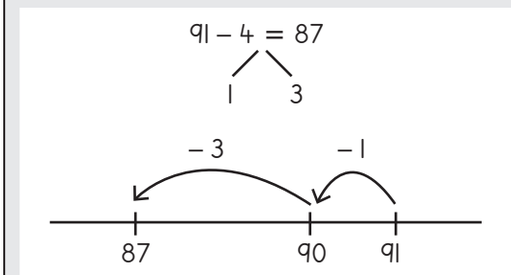
Jump to the multiple of 10 before.

20 ↶ 25	___ ↶ 18
___ ↶ 43	39 ↶ ___
___ ↶ 64	___ ↶ 87

Subtract from a multiple of 10.

30 – 6 = 24	20 – 9 = ___
50 – 3 = ___	70 – 8 = ___
40 – 5 = ___	90 – 2 = ___

Example 91 – 4 = ___



23 – 6 = ___

66 – 7 = ___

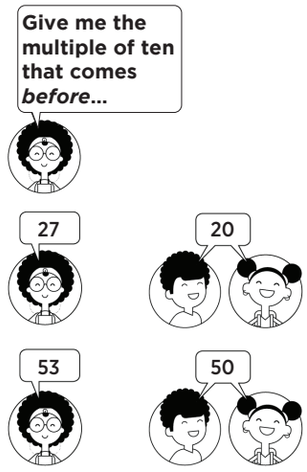
33 – 8 = ___

82 – 5 = ___

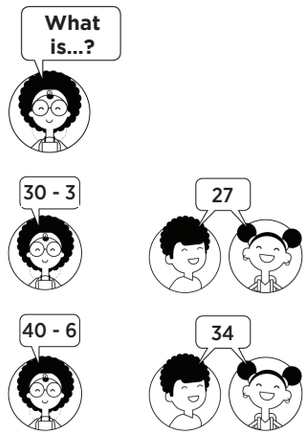
WARM-UP

a. Jumping to the multiple of ten *before*

This is not rounding to the nearest ten but jumping to the multiple of ten **before** on the number line..



b. Subtracting from a multiple of ten



BRIDGING THROUGH 10: Starter 7

At school
Fast as you can

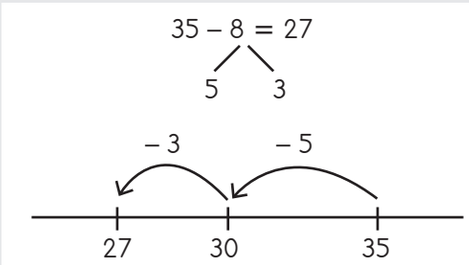
Jump to the multiple of 10 before.

20 ↶ 23	___ ↶ 56
___ ↶ 92	___ ↶ 64
___ ↶ 36	___ ↶ 75

Subtract from a multiple of 10.

30 – 3 = 27	40 – 6 = ___
20 – 3 = ___	50 – 6 = ___
70 – 1 = ___	80 – 7 = ___

Example 35 – 8 = ___



25 – 8 = ___

36 – 7 = ___

73 – 6 = ___

142 – 8 = ___

81 – 4 = ___

At home
Fast as you can

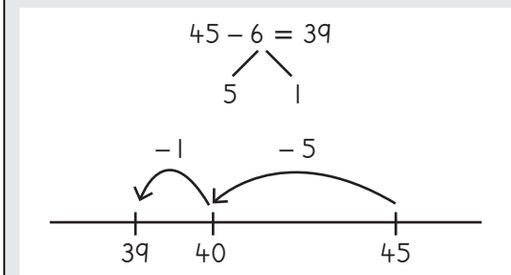
Jump to the multiple of 10 before.

70 ↶ 75	___ ↶ 18
___ ↶ 43	___ ↶ 39
___ ↶ 64	___ ↶ 87

Subtract from a multiple of 10.

40 – 7 = 33	30 – 9 = ___
90 – 4 = ___	20 – 8 = ___
50 – 9 = ___	70 – 4 = ___

Example 45 – 6 = ___



34 – 6 = ___

67 – 8 = ___

23 – 5 = ___

81 – 7 = ___

102 – 4 = ___

Support Video
https://youtu.be/npm_pVwiXD4

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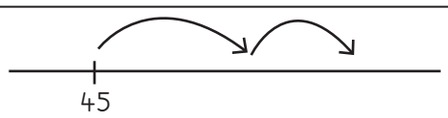
Name:

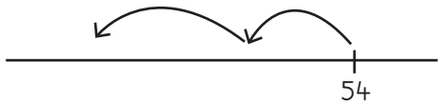
Mark: | | 10 |

Bridging Through 10: Worksheet 2

1. $45 + 8 = \square$



2. $54 - 6 = \square$



3. $26 + \square = 34$

4. $27 + \square = 27 + 3 + 5$

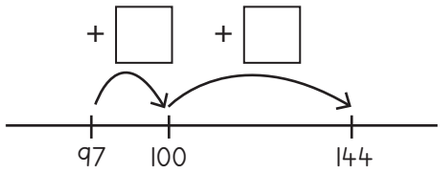
5. $32 + 9 = 32 + 8 + \square$

6. $67 + 6 = 67 + 3 + \square$

7. $44 + \square = 44 + 6 + 23$

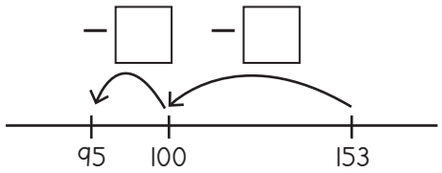
8. $32 - \square = 32 - 2 - 5$

9.



$97 + \square + \square = 144$

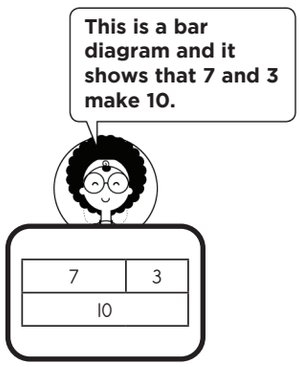
10.

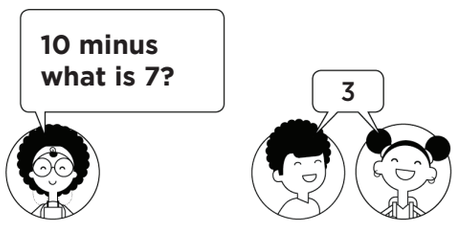


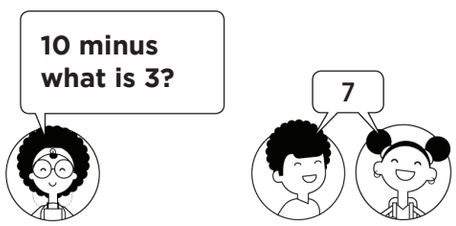
$153 - \square - \square = 95$

WARM-UP

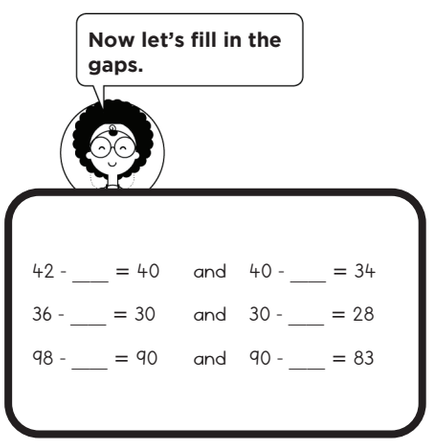
a. Bonds to 10: Number sentences from a bar diagram







b. Try the following:



BRIDGING THROUGH 10: Starter 8

At school
Fast as you can

2	8
10	

10 – ____ = 2

10 – ____ = 8

6	4
10	

10 – ____ = 6

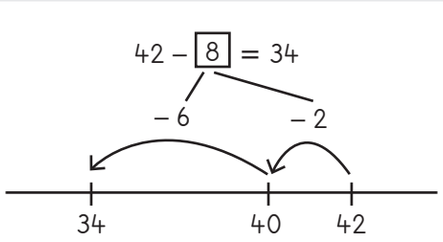
10 – ____ = 4

42 – ____ = 40 and 40 – ____ = 34

36 – ____ = 30 and 30 – ____ = 28

98 – ____ = 90 and 90 – ____ = 83

Example 42 – __ = 34



35 – ____ = 28

72 – ____ = 67

Support Video
https://youtu.be/9YSloijDOso

At home
Fast as you can

3	7
10	

10 – ____ = 7

10 – ____ = 3

1	9
10	

10 – ____ = 1

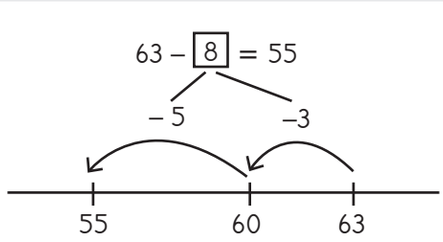
10 – ____ = 9

63 – ____ = 60 and 60 – ____ = 55

54 – ____ = 50 and 50 – ____ = 46

75 – ____ = 70 and 70 – ____ = 69

Example 63 – __ = 55



26 – ____ = 19

45 – ____ = 38

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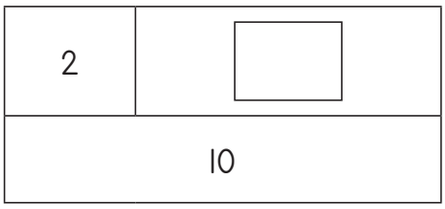
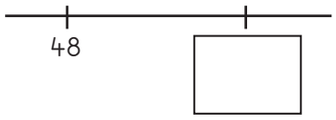
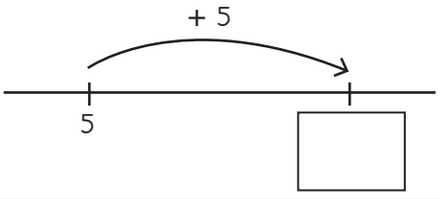
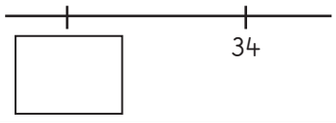
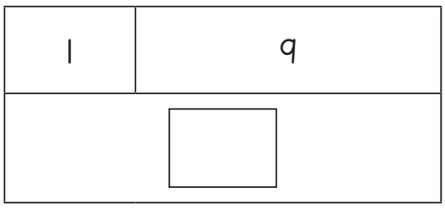
BRIDGING THROUGH 10: Post-Test, Part 1

Name:

2 minutes for this page

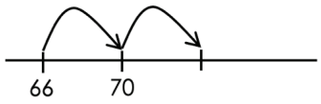
1. $6 + 4 =$ ☐	11. $50 + 7 =$ ☐
2. $2 + 8 =$ ☐	12. $3 + 60 =$ ☐
3. $10 = 7 +$ ☐	13. $40 - 7 =$ ☐
4. 8 less than 10 is ☐	14. $40 + 8 =$ ☐
5. 	15. What is the next multiple of 10? 
6. 	16. $100 + 27 =$ ☐
7. $10 - 5 =$ ☐	17. What is the multiple of 10 before 34? 
8. $10 - 3 =$ ☐	18. ☐ $+ 8 = 50$
9. 	19. $30 -$ ☐ $= 27$
10. ☐ $+ 10 = 10$	20. $87 = 80 +$ ☐

Mark: ☐ / 20

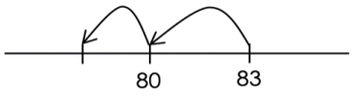
BRIDGING THROUGH 10: Post-Test, Part 2

3 minutes for this page

1. $66 + 8 = \square$



2. $83 - 5 = \square$



3. $93 - 7 = \square$

4. $67 + \square = 73$

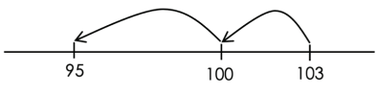
5. $\square + 7 = 82$

6. $67 + 5 = 67 + 3 + \square$

7. $94 - \square = 94 - 4 - 2$

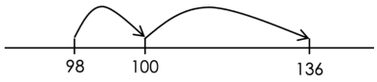
8. $98 + 56 = 98 + 2 + \square$

9.



$103 - \square = 95$

10.



$98 + \square = 136$

Mark: | | 10 |

JUMP STRATEGIES: Pre-Test, Part 1

Name:

2 minutes for this page

1. Fill in the missing number

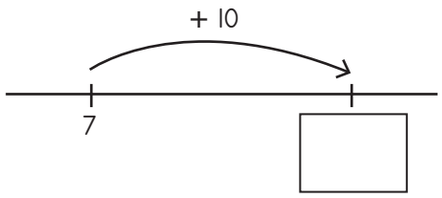
   14, 24, 34, 44, ☐

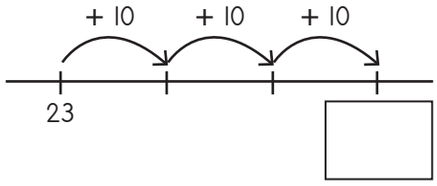
2. Fill in the missing number

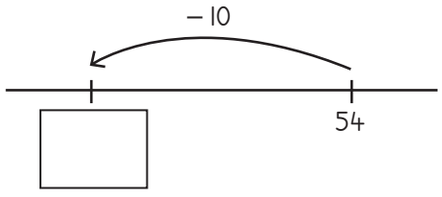
   79, 69, 59, 49, ☐

3. 6 + 30 = ☐

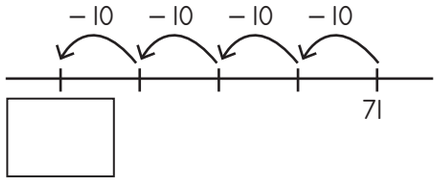
4. 57 – 10 = ☐

5. 

6. 

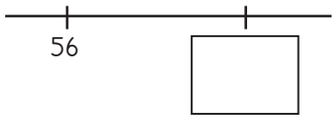
7. 

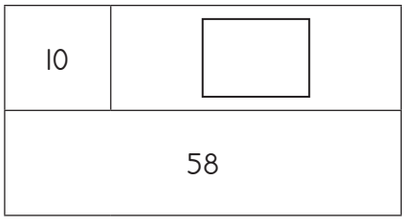
8. 36 + ☐ = 40

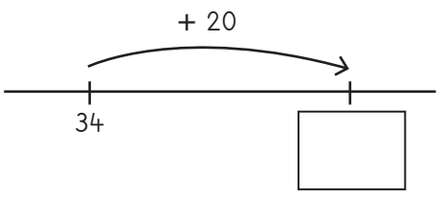
9. 

10. 31 – 20 = ☐

11. What is the next multiple of 10?



12. 

13. 

14. 16 + 30 = ☐

15. What is the multiple of 10 before 48?

16. 79 – 40 = ☐

17. 38 – ☐ = 18

18. ☐ – 20 = 69

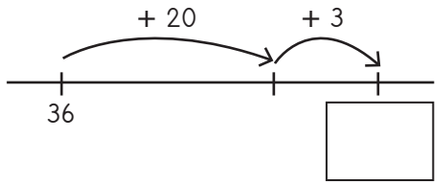
19. 37 + ☐ = 77

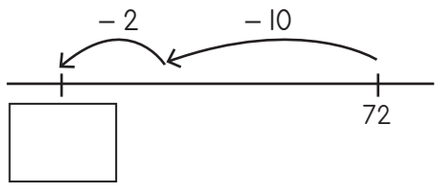
20. ☐ + 20 = 66

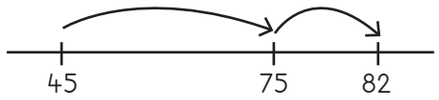
Mark: ☐ / 20

JUMP STRATEGIES: Pre-Test, Part 2

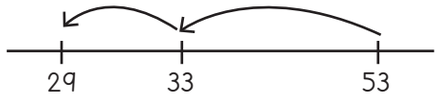
3 minutes for this page

1. 

2. 

3. 

45 + ☐ + 7 = 82

4. 

53 – ☐ – 4 = 29

5. 57 + 26 = ☐

6. 83 – 24 = ☐

7. 19 + ☐ = 41

8. 62 – ☐ = 47

9. 61 – 32 = 61 – ☐ – 2

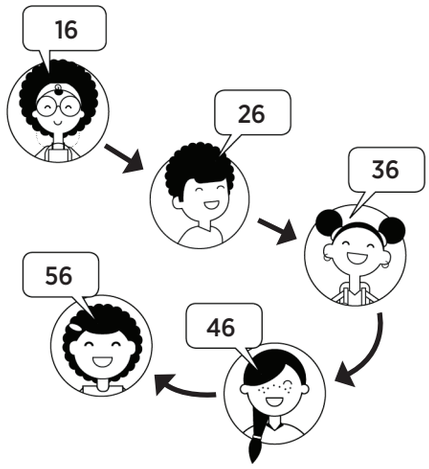
10. 74 – ☐ = 74 – 20 – 5

Mark: ☐ / 10

WARM-UP

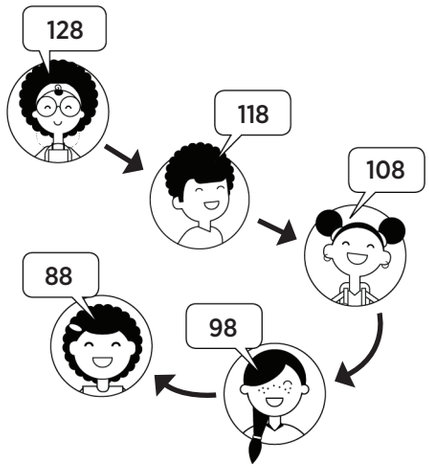
a. Round the room 10 more

The teacher says a number and learners respond round the room with 10 more than the last number.



b. Round the room 10 less

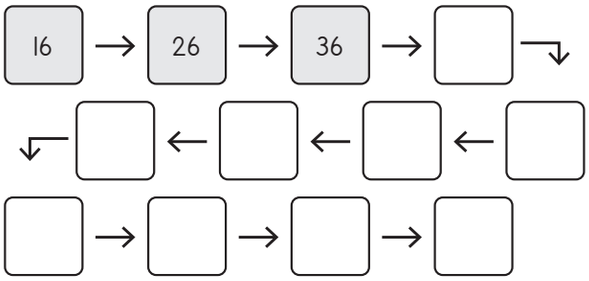
The teacher says a number and learners respond round the room with 10 less than the last number.



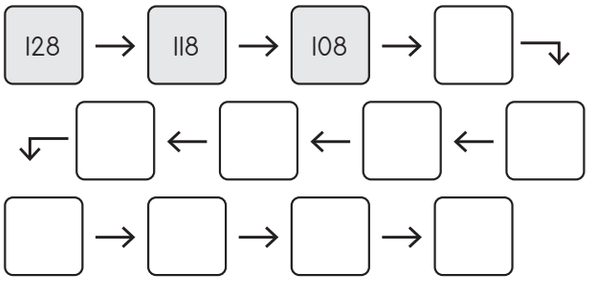
JUMP STRATEGIES: Starter 1

At school
Fast as you can

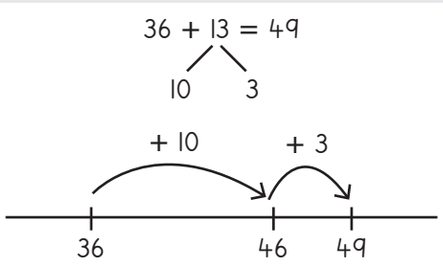
Round the room 10 more.



Round the room 10 less.



Example 36 + 13

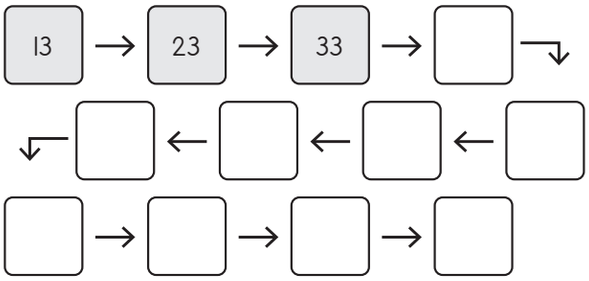


64 + 12 = ____

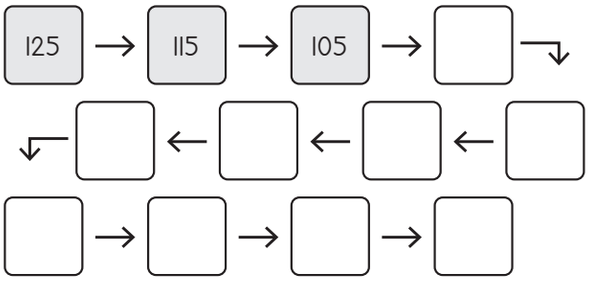
24 + 15 = ____

At home
Fast as you can

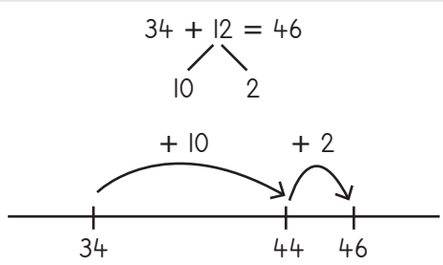
Round the room 10 more.



Round the room 10 less.



Example 34 + 12



53 + 14 = ____

42 + 17 = ____

Support Video
https://youtu.be/FPTVolFFd3k

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/FPTVolFFd3k

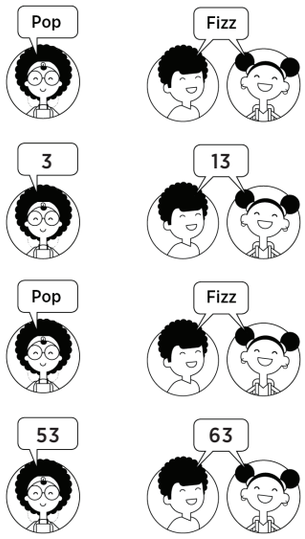
Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

We hope your child enjoys working on these tasks.

WARM-UP

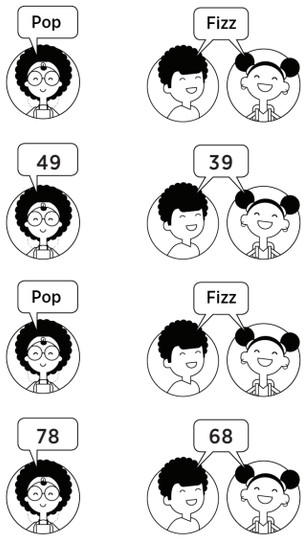
a. Pop-Fizz 10 more

The teacher says 'pop', learners say 'fizz'; teacher says a number, learners respond with **10 more** (or a multiple of 10 more):



a. Pop-Fizz 10 less

The teacher says 'pop', learners say 'fizz'; teacher says a number, learners respond with **10 less** (or a multiple of 10 less):



JUMP STRATEGIES: Starter 2

At school
Fast as you can

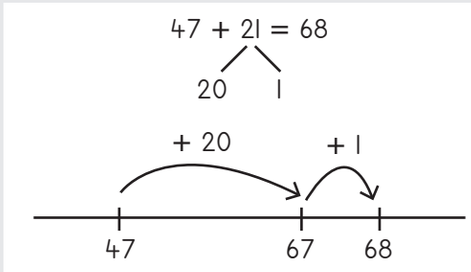
Write 10 more.

3 → 13	52 → ____
53 → ____	84 → ____
38 → ____	97 → ____

Write 10 less.

49 → 39	65 → ____
78 → ____	94 → ____
83 → ____	109 → ____

Example 47 + 21



43 + 24 = ____

31 + 25 = ____

Support Video
https://youtu.be/6RkP5bSpINQ

At home
Fast as you can

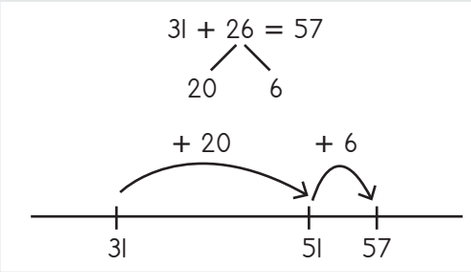
Write 10 more.

6 → 16	43 → ____
37 → ____	84 → ____
52 → ____	98 → ____

Write 10 less.

56 → 46	72 → ____
67 → ____	98 → ____
83 → ____	105 → ____

Example 31 + 26



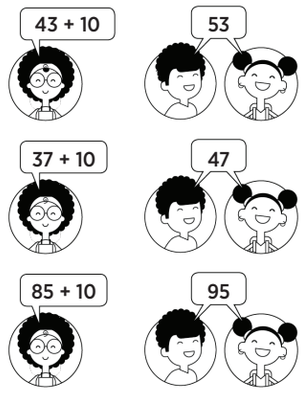
45 + 23 = ____

35 + 24 = ____

WARM-UP

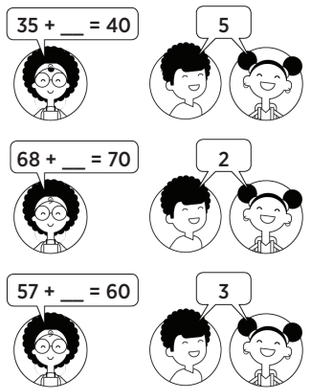
a. Add 10

The teacher poses oral 'plus ten' questions and learners respond.



b. Add up to a multiple of 10

The teacher poses oral questions and learners respond.



JUMP STRATEGIES: Starter 3

At school
Fast as you can

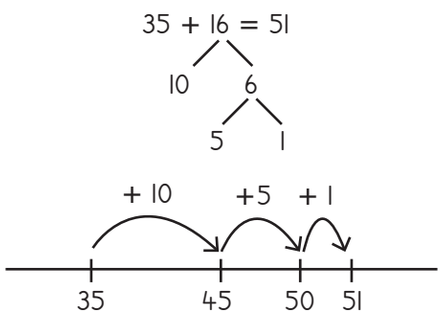
Add 10.

43 + 10 = 53	56 + 10 = ____
37 + 10 = ____	94 + 10 = ____
85 + 10 = ____	128 + 10 = ____

Add up to a multiple of 10.

35 + 5 = 40	36 + ____ = 40
68 + ____ = 70	93 + ____ = 100
57 + ____ = 60	124 + ____ = 130

Example 35 + 16



39 + 23 = ____

68 + 35 = ____

Support Video
https://youtu.be/JAGey218ADw

At home
Fast as you can

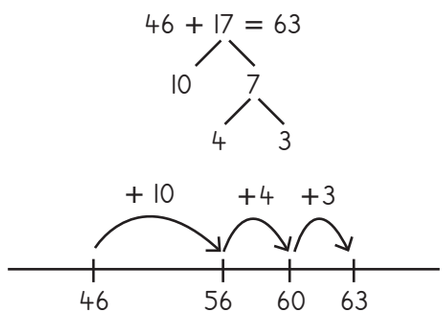
Add 10.

42 + 10 = 52	65 + 10 = ____
53 + 10 = ____	92 + 10 = ____
76 + 10 = ____	137 + 10 = ____

Add up to a multiple of 10.

38 + 2 = 40	47 + ____ = 50
56 + ____ = 60	94 + ____ = 100
75 + ____ = 80	126 + ____ = 130

Example 46 + 17



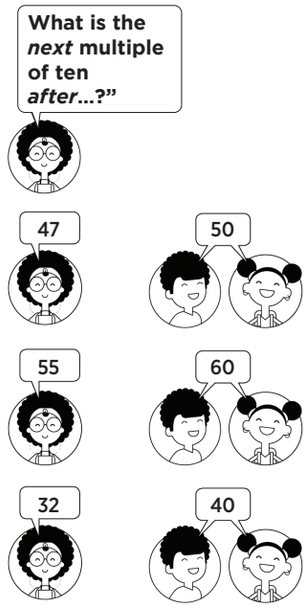
36 + 28 = ____

47 + 34 = ____

WARM-UP

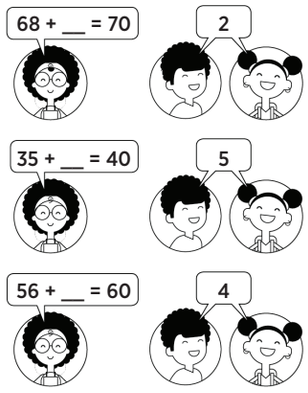
a. Jumping to the *next* multiple of ten

This is not rounding to the nearest ten but jumping to the **next** multiple of ten on the number line.



b. Add *up to* a multiple of 10

The teacher poses oral questions and learners respond.



JUMP STRATEGIES: Starter 4

Support Video
https://youtu.be/A9vFXHWkzUo

At school
Fast as you can

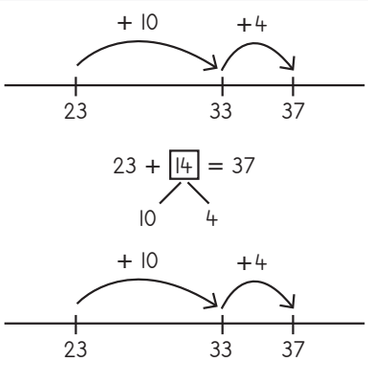
Jump to the next multiple of 10.

47 → 50	68 → ___
55 → ___	84 → ___
32 → ___	137 → ___

Add up to a multiple of 10.

68 + 2 = 70	47 + ___ = 50
35 + ___ = 40	93 + ___ = 100
56 + ___ = 60	124 + ___ = 130

Example 23 + __ = 37



45 + ___ = 67

67 + ___ = 81

At home
Fast as you can

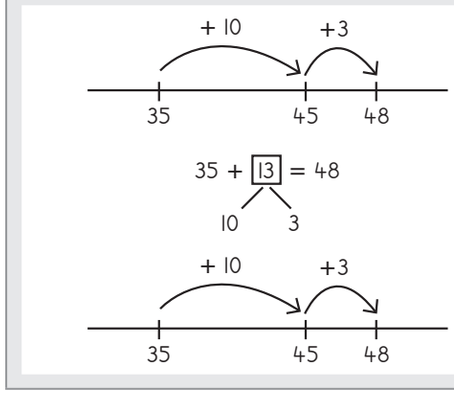
Jump to the next multiple of 10.

45 → 50	75 → ___
36 → ___	94 → ___
58 → ___	123 → ___

Add up to a multiple of 10.

56 + 4 = 60	69 + ___ = 70
37 + ___ = 40	94 + ___ = 100
48 + ___ = 50	123 + ___ = 130

Example 35 + __ = 48



45 + ___ = 68

67 + ___ = 83

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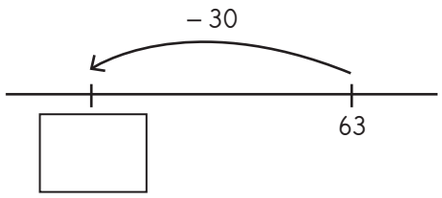
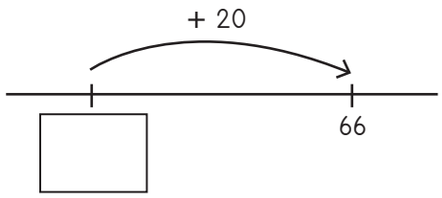
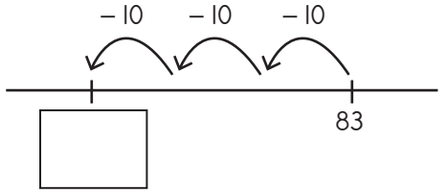
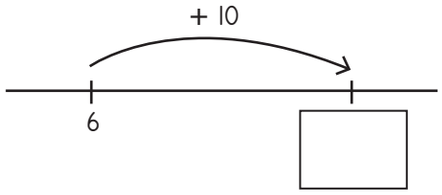
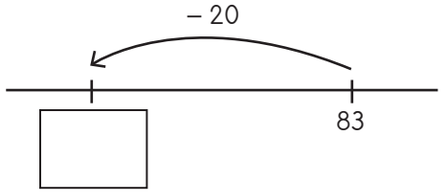
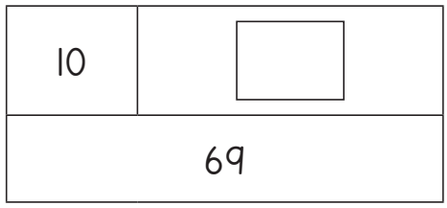
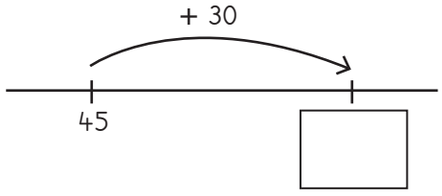
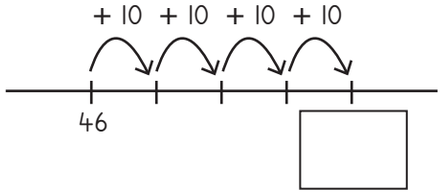
Name:

Jump Strategies: Worksheet 1

Mark: ____ / 20

1. $75 - 10 =$ ☐	11. $14 + 50 =$ ☐
2. 	12. 
3. 7 27 37 ☐ 57	13. 86 76 66 56 ☐
4. $47 +$ ☐ $= 50$	14. $68 -$ ☐ $= 8$
What is the next multiple of 10? 5. 	15. 
6. 	16. 
7. $52 - 20 =$ ☐	17. $4 + 50 =$ ☐
8. 	18. 
9. 	What is the multiple of 10 before 37? 19. 
10. $45 +$ ☐ $= 85$	20. $97 - 60 =$ ☐

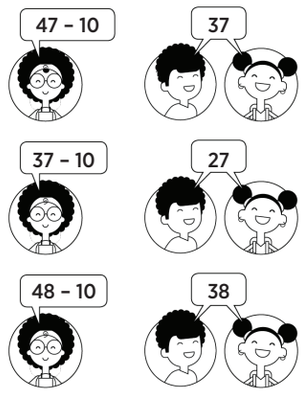
WARM-UP

a. Pop-Fizz 10 less

The teacher says ‘pop’, learners say ‘fizz’; teacher says a number, learners respond with **10 less**:

b. Subtract 10

The teacher poses oral questions and learners respond.



JUMP STRATEGIES: Starter 5

At school
Fast as you can

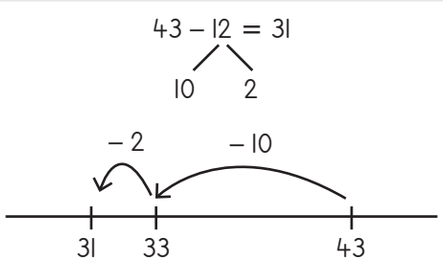
Write 10 less.

47 → 37	52 → ____
63 → ____	104 → ____
85 → ____	139 → ____

Subtract 10.

47 – 10 = 37	69 – 10 = ____
37 – 10 = ____	94 – 10 = ____
48 – 10 = ____	123 – 10 = ____

Example 43 – 12 = ____



62 – 12 = ____

53 – 11 = ____

At home
Fast as you can

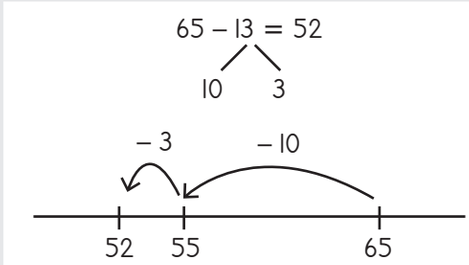
Write 10 less.

56 → 46	72 → ____
67 → ____	108 → ____
93 → ____	145 → ____

Subtract 10.

56 – 10 = 46	46 – 10 = ____
34 – 10 = ____	93 – 10 = ____
57 – 10 = ____	165 – 10 = ____

Example 65 – 13 = ____



57 – 14 = ____

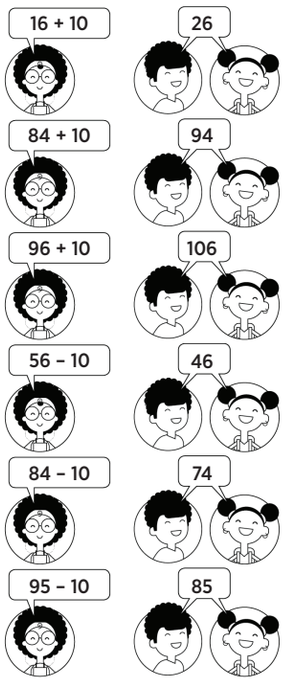
46 – 12 = ____

Support Video
https://youtu.be/dFV5gmY68Sc

WARM-UP

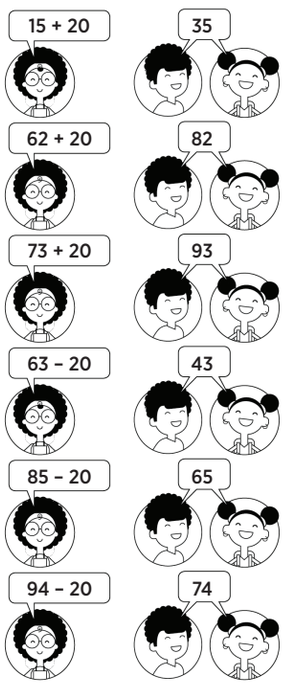
a. Add and Subtract 10

Same method as ’10 more/less’, but here the teacher offers ‘add/subtract 10’ problems.



b. Add and Subtract 20

Same method as above, but here the teacher offers ‘add/subtract 20’ problems.



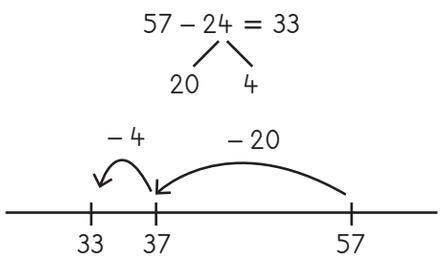
JUMP STRATEGIES: Starter 6

At school
Fast as you can

Add 10.	Add 20.
16 + 10 = 26	15 + 20 = 35
84 + 10 = ___	62 + 20 = ___
96 + 10 = ___	73 + 20 = ___

Subtract 10.	Subtract 20.
56 – 10 = 46	63 – 20 = 43
84 – 10 = ___	85 – 20 = ___
95 – 10 = ___	94 – 20 = ___

Example 57 – 24 = ___



95 – 23 = ___

43 – 22 = ___

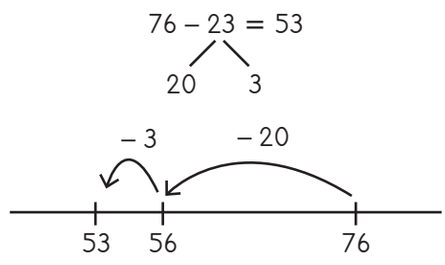
Support Video
https://youtu.be/JQq2zL6pwCM

At home
Fast as you can

Add 10.	Add 20.
14 + 10 = 24	17 + 20 = 37
75 + 10 = ___	52 + 20 = ___
83 + 10 = ___	64 + 20 = ___

Subtract 10.	Subtract 20.
52 – 10 = 42	65 – 20 = 45
76 – 10 = ___	87 – 20 = ___
93 – 10 = ___	92 – 20 = ___

Example 76 – 23 = ___



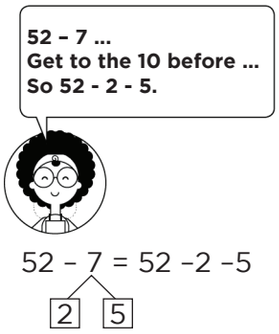
67 – 25 = ___

58 – 24 = ___

WARM-UP

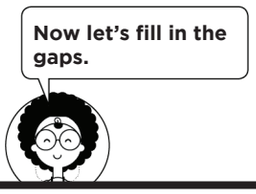
a. Break down to subtract

Say the break down that makes the subtraction easier.



52 – 7 = 52 –2 –5

2 5



75 – 8 = 75 – ____ – ____

84 – 6 = 84 – ____ – ____

93 – 4 = 93 – ____ – ____

65 – 7 = 65 – ____ – ____

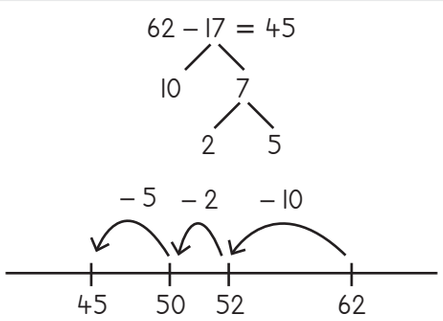
JUMP STRATEGIES: Starter 7

At school
Fast as you can

Break down to subtract.

52 – 7 = 52 – 2 – 5   2 5
75 – 8 = 75 – ___ – ___
84 – 6 = 84 – ___ – ___
93 – 4 = 93 – ___ – ___
65 – 7 = 65 – ___ – ___

Example 62 – 17 = ___



75 – 18 = ___

93 – 14 = ___

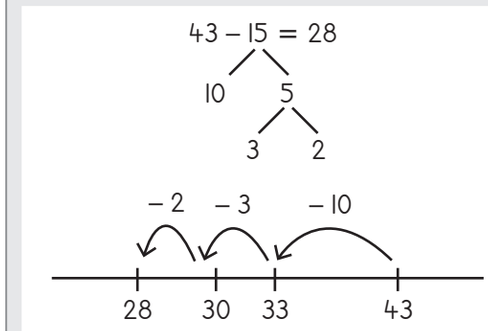
Support Video
https://youtu.be/uFGzuToKGkA

At home
Fast as you can

Break down to subtract.

63 – 5 = 63 – 3 – 2   3 2
46 – 8 = 46 – ___ – ___
65 – 7 = 65 – ___ – ___
42 – 5 = 42 – ___ – ___
53 – 7 = 53 – ___ – ___

Example 43 – 15 = ___



73 – 28 = ___

62 – 35 = ___

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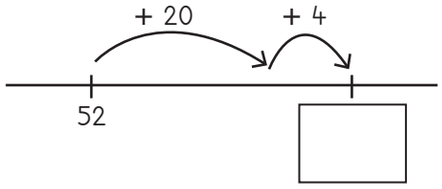
Name:

Mark: | | 10 |

Jump Strategies: Worksheet 2

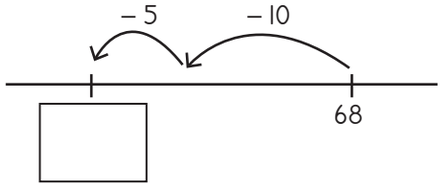
1.



2. $45 + 8 =$ ☐

3. $64 - 25 =$ ☐

4.

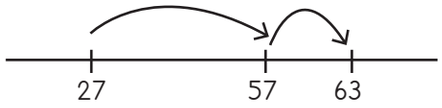


5. $18 +$ ☐ $= 42$

6. $73 -$ ☐ $= 58$

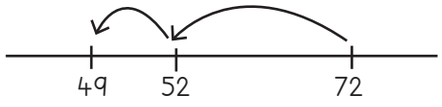
7. $53 - 24 = 53 -$ ☐ $- 4$

8.



$27 +$ ☐ $+ 6 = 63$

9.

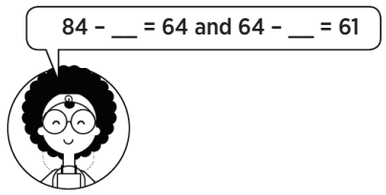


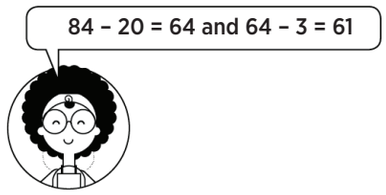
$72 -$ ☐ $- 3 = 49$

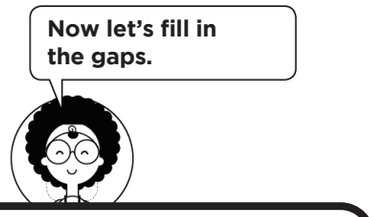
10. $86 -$ ☐ $= 86 - 20 - 9$

WARM-UP

a. Subtract tens, then subtract ones







74 – ___ = 54	and	54 – ___ = 52
57 – ___ = 47	and	47 – ___ = 44
86 – ___ = 76	and	76 – ___ = 72
68 – ___ = 48	and	48 – ___ = 43

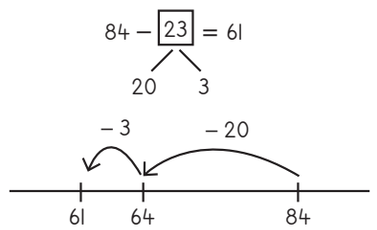
JUMP STRATEGIES: Starter 8

At school
Fast as you can

Subtract tens, then subtract ones.

84 – 20 = 64 and 64 – 3 = 61
65 – ___ = 55 and 55 – ___ = 53
57 – ___ = 37 and 37 – ___ = 34
86 – ___ = 66 and 66 – ___ = 61
78 – ___ = 68 and 68 – ___ = 64

Example 84 – ___ = 61



75 – ___ = 63

94 – ___ = 69

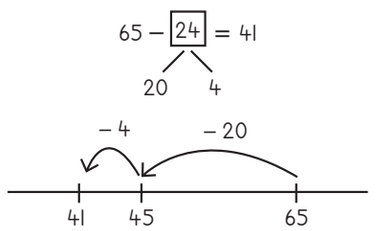
Support Video
https://youtu.be/BHC9jDlUdRI

At home
Fast as you can

Subtract tens, then subtract ones.

65 – 20 = 45 and 45 – 4 = 41
74 – ___ = 54 and 54 – ___ =52
57 – ___ = 47 and 47 – ___ =44
86 – ___ = 76 and 76 – ___ = 72
68 – ___ = 48 and 48 – ___ = 43

Example 65 – ___ = 41



58 – ___ = 33

76 – ___ = 54

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JUMP STRATEGIES: Post-Test, Part 1

Name:

2 minutes for this page

1. Fill in the missing number

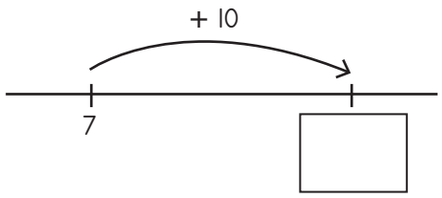
   12, 22, 32, 42, ☐

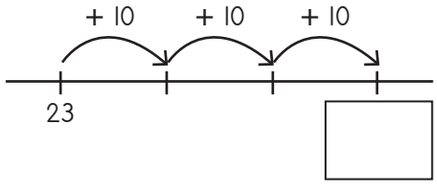
2. Fill in the missing number

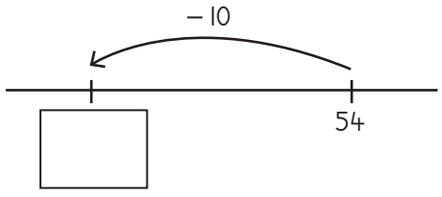
   79, 69, 59, 49, ☐

3. 6 + 30 = ☐

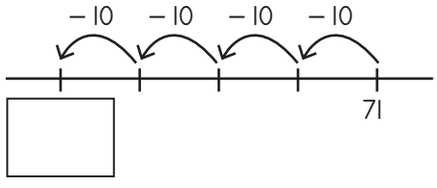
4. 57 – 10 = ☐

5. 

6. 

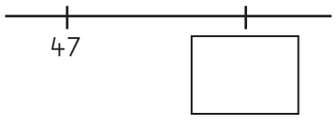
7. 

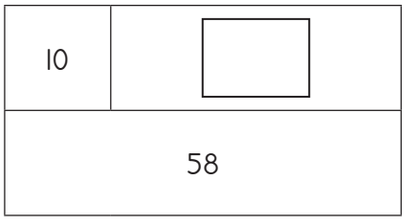
8. 37 + ☐ = 40

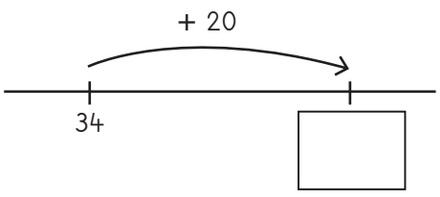
9. 

10. 31 – 20 = ☐

11. What is the next multiple of 10?

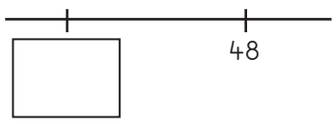


12. 

13. 

14. 16 + 30 = ☐

15. What is the multiple of 10 before 48?



16. 79 – 40 = ☐

17. 38 – ☐ = 18

18. ☐ – 20 = 64

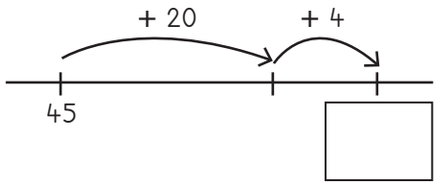
19. 37 + ☐ = 77

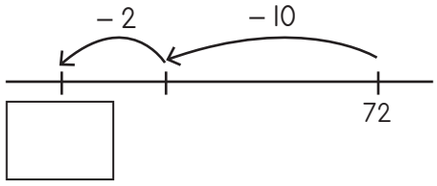
20. ☐ + 20 = 66

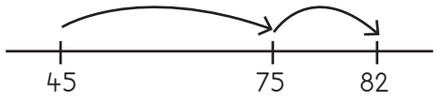
Mark: ☐ / 20

JUMP STRATEGIES: Post-Test, Part 2

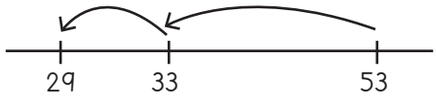
3 minutes for this page

1. 

2. 

3. 

$45 + \square + 7 = 82$

4. 

$53 - \square - 4 = 29$

5. $57 + 26 = \square$

6. $83 - 24 = \square$

7. $19 + \square = 41$

8. $52 - \square = 37$

9. $61 - 32 = 61 - \square - 2$

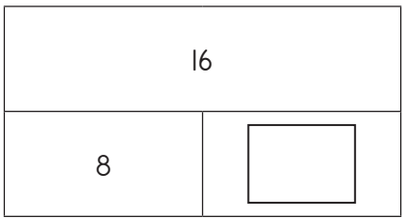
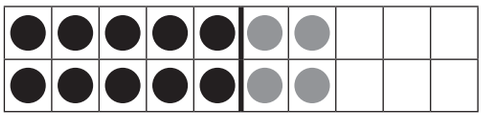
10. $74 - \square = 74 - 20 - 5$

Mark: | | 10 |

DOUBLING AND HALVING: Pre-Test, Part 1

Name:

2 minutes for this page

1.  6 + 6 = ☐	11. 15 + 15 = ☐
2. half of 12 = ☐	12. 7 × 2 = ☐
3. 9 + 9 = ☐	13. half of ☐ = 7
4. double 8 = ☐	14. double 100 = ☐
5. ☐ × 2 = 12	15. double 20 = ☐
6. 	16. half of ☐ = 40
7. double 10 = ☐	17. half of 50 = ☐
8.  half of 14 = ☐	18. 16 ÷ 2 = ☐
9. 10 ÷ 2 = ☐	19. half of 30 = ☐
10. half of 18 = ☐	20. 2 × 60 = ☐

Mark: ☐ / 20

DOUBLING AND HALVING: Pre-Test, Part 2

3 minutes for this page

1.	double 42 = ☐
2.	36 x 2 = ☐
3.	64 ÷ 2 = ☐
4.	half of 102 = ☐
5.	double 47 = ☐
6.	half of 38 = ☐
7.	half of ☐ = 52
	double 39 is 78
8.	half of 78 = ☐
9.	39 + 38 = ☐
10.	double 39 = 40 + 40 – ☐

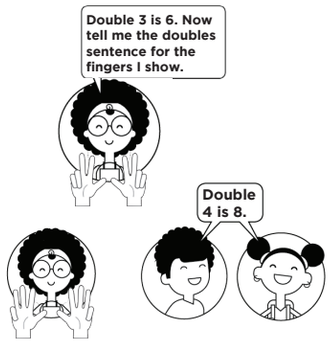
Mark: ☐ 10

WARM-UP

'I show, you say' (whole class and then a learner paired activity)

a. I show, you say

The teacher shows a 'double' number using fingers on two hands, e.g.



The teacher shows: Double 4, Double 1, Double 3, Double 5, Double 2.

Learners say the appropriate sentence, e.g. "Double 4 is 8".

b. I show, you say

Learners working in pairs can extend this activity to show double 6 – double 10 using their fingers:

Ask learners to mirror match their full hands and the hands with one finger open. Help learners to see that the answer 12 is made up of two hands with 5 fingers and two hands with 1 finger: 5 + 5 and 1 + 1.

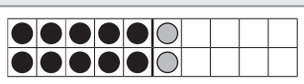
DOUBLING AND HALVING: Starter 1

At school
Fast as you can

Double 3 is 6	Double 5 is ___
Double 4 is ___	Double 2 is ___

Double 6 is 12	Double 9 is ___
Double 8 is ___	Double 7 is ___

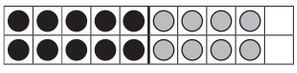
Example



Double 6 is 12	Two groups of 6 is 12
Two times 6 is 12	6 × 2 = 12

Half of 12 is 6	12 divided by 2 is 6
12 shared between 2 is 6	12 ÷ 2 = 6

1. Double 9



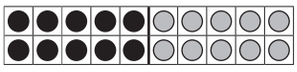
Double ___ is ___

Two groups of ___ is ___

Two times ___ is ___

___ × 2 = ___

2. Half of 20



Half of ___ is ___

___ divided by 2 is ___

___ shared between 2 is ___

___ ÷ 2 = ___

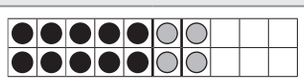
Support Video
https://youtu.be/UMmzMVM-SS0

At home
Fast as you can

Double 5 is 10	Double 4 is ___
Double 2 is ___	Double 1 is ___

Double 7 is 14	Double 8 is ___
Double 9 is ___	Double 6 is ___

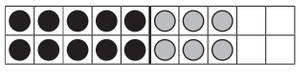
Example



Double 7 is 14	Two groups of 7 is 14
Two times 7 is 14	7 × 2 = 14

Half of 14 is 7	14 divided by 2 is 7
14 shared between 2 is 7	14 ÷ 2 = 7

1. Double 8



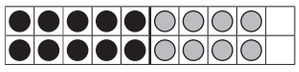
Double ___ is ___

Two groups of ___ is ___

Two times ___ is ___

___ × 2 = ___

2. Half of 18



Half of ___ is ___

___ divided by 2 is ___

___ shared between 2 is ___

___ ÷ 2 = ___

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/UMmzMVM-SS0

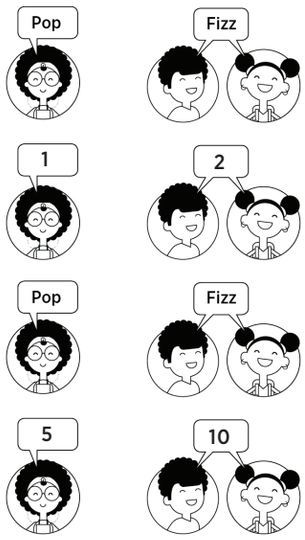
Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

We hope your child enjoys working on these tasks.

WARM-UP

a. Pop-Fizz doubles to ten

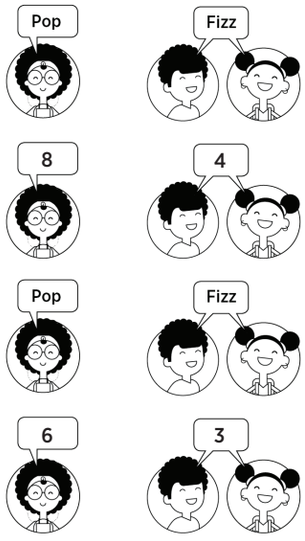
The teacher says 'pop', learners say 'fizz'; the teacher says a number, learners respond with **doubles**:



Doubles to 10: 1 → 2; 3 → 6; 5 → 10; 4 → 8; 2 → 4

b. Pop-Fizz halves to ten

The teacher says 'pop', learners say 'fizz'; the teacher says a number, learners respond with **halves**:



Halves to 10: 10 → 5; 6 → 3; 4 → 2; 8 → 4; 2 → 1

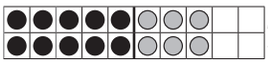
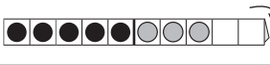
DOUBLING AND HALVING: Starter 2

At school
Fast as you can

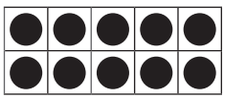
Double 3 is 6	Double 5 is ___
Double 4 is ___	Double 2 is ___

Half of 8 is 4	Half of 10 is ___
Half of 6 is ___	Half of 4 is ___

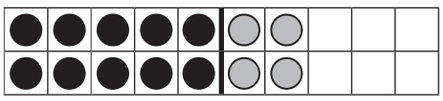
Example

	Double 8 is 16
	Half 16 is 8

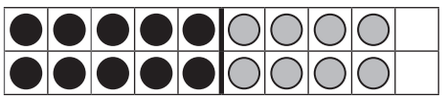
Write the double and halving number sentences.



Double ___ is ___
Half of ___ is ___



Double ___ is ___
Half of ___is ___



Double ___ is ___
Half of ___is ___

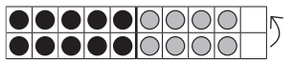
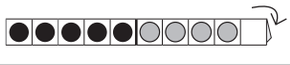
Support Video
https://youtu.be/8g1unCfK1Lo

At home
Fast as you can

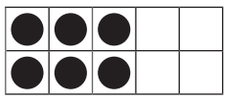
Double 4 is 8	Double 1 is ___
Double 3 is ___	Double 5 is ___

Half of 6 is 3	Half of 8 is ___
Half of 2 is ___	Half of 4 is ___

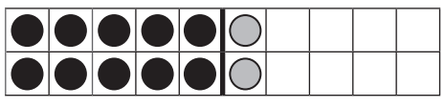
Example

	Double 9 is 18
	Half 18 is 9

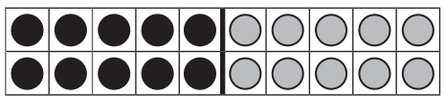
Write the double and halving number sentences.



Double ___ is ___
Half of ___ is ___



Double ___ is ___
Half of ___is ___

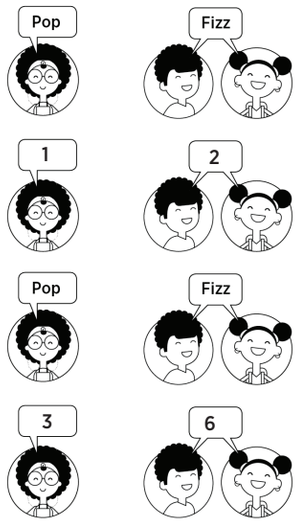


Double ___ is ___
Half of ___is ___

WARM-UP

a. Pop-Fizz doubles to twenty

The teacher says 'pop', learners say 'fizz'; the teacher says a number, learners respond with **doubles**.



Doubles to 20: 1 → 2; 3 → 6; 5 → 10; 4 → 8; 2 → 4; 6 → 12; 9 → 18; 7 → 14; 8 → 16; 10 → 20.

b. Pop-Fizz halves to twenty

The teacher says 'pop', learners say 'fizz'; the teacher says a number, learners respond with **halves**:

Halves to 20: 10 → 5; 6 → 3; 4 → 2; 8 → 4; 2 → 1; 12 → 6; 18 → 9; 14 → 7; 16 → 8; 20 → 10.

DOUBLING AND HALVING: Starter 3

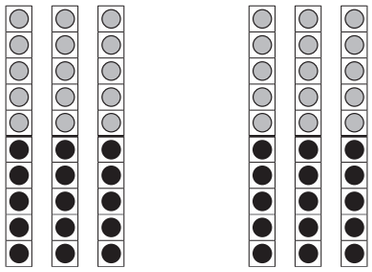
At school
Fast as you can

Double 6 is 12	Double 8 is ____
Double 4 is ____	Double 7 is ____
Double 10 is ____	Double 9 is ____

Half of 12 is 6	Half of 14 is ____
Half of 20 is ____	Half of 6 is ____
Half of 16 is ____	Half of 18 is ____

Example

Double 3 = 6



Double 30 = 60

Half 60 = 30

Double 2 is ____	Double 5 is ____
Double 20 is ____	Double 50 is ____

Double 7 is ____	Half of 4 is ____
Double 70 is ____	Half of 40 is ____

Support Video
https://youtu.be/L2_MyczJOyU

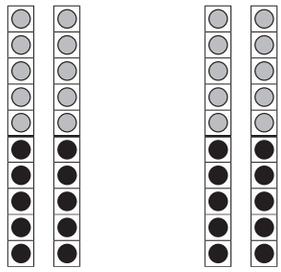
At home
Fast as you can

Double 7 is 14	Double 5 is ____
Double 10 is ____	Double 8 is ____
Double 6 is ____	Double 9 is ____

Half of 14 is 7	Half of 10 is ____
Half of 18 is ____	Half of 16 is ____
Half of 14 is ____	Half of 12 is ____

Example

Double 2 = 4



Double 20 = 40

Half 40 = 20

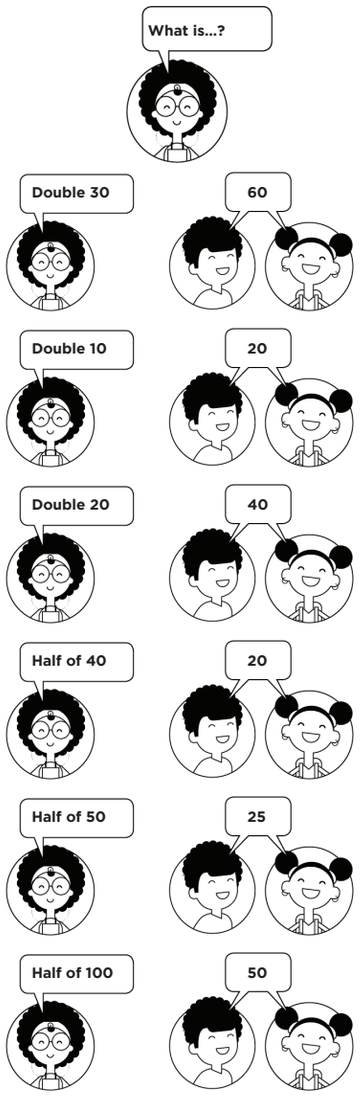
Double 4 is ____	Double 8 is ____
Double 40 is ____	Double 80 is ____

Half of 6 is ____	Half of 8 is ____
Half of 60 is ____	Half of 80 is ____

WARM-UP

Doubles and halves of friendly numbers

Friendly numbers are numbers that are easy to work with. Often these are multiples of ten.



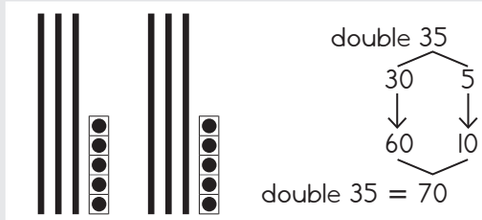
DOUBLING AND HALVING: Starter 4

At school
Fast as you can

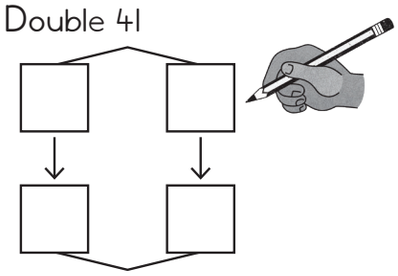
Double 30 is 60	Double 40 is ___
Double 50 is ___	Double 70 is ___
Double 20 is ___	Double 80 is ___

Half of 120 is 60	Half of 30 is ___
Half of 80 is ___	Half of 140 is ___
Half of 160 is ___	Half of 70 is ___

Example

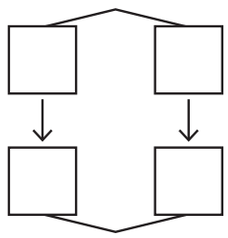


Double 41



Double 41 = ___

Double 36



Double 36 = ___

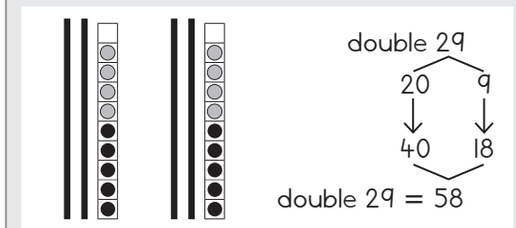
Support Video
https://youtu.be/qnSniN-bIiU

At home
Fast as you can

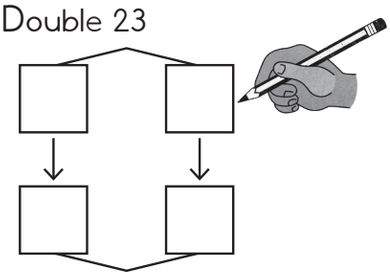
Double 40 is 80	Double 20 is _____
Double 60 is _____	Double 90 is _____
Double 30 is _____	Double 80 is _____

Half of 140 is 70	Half of 50 is ___
Half of 40 is ___	Half of 120 is ___
Half of 180 is ___	Half of 70 is ___

Example

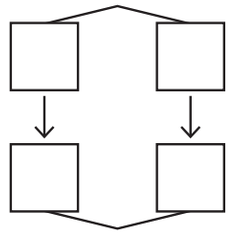


Double 23



Double 23 = ___

Double 47



Double 47 = ___

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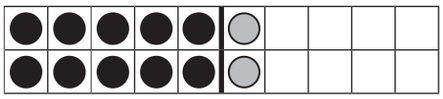
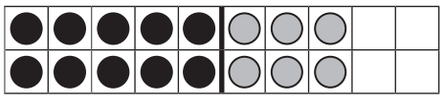
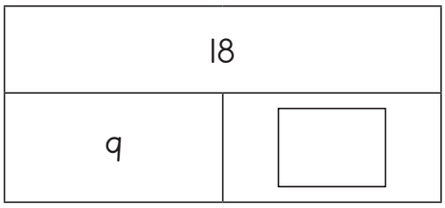
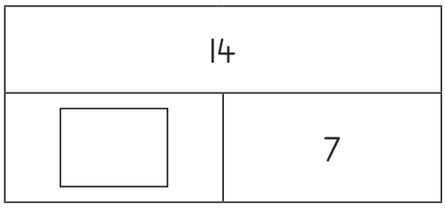
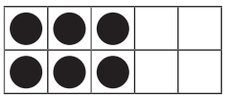
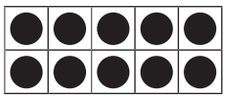
Name:

Doubling and Halving: Worksheet 1

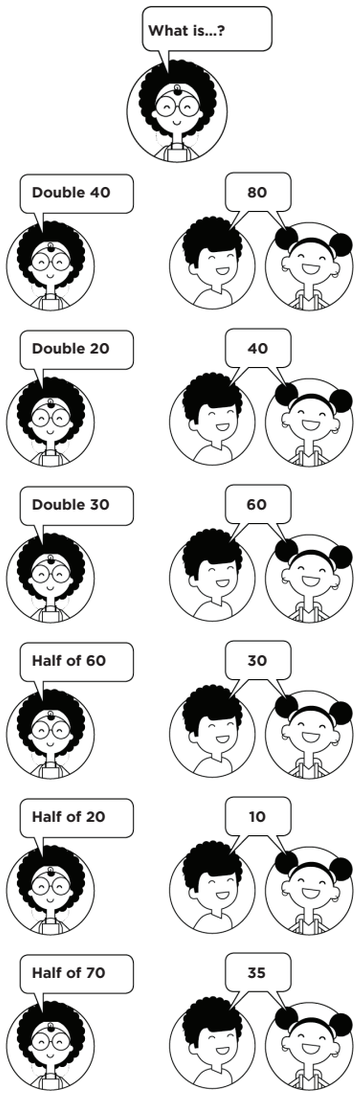
Mark: ____ / 20

1.  $6 + 6 =$ ☐	11.  $8 + 8 =$ ☐
2. Half of 12 = ☐	12. $11 \times 2 =$ ☐
3. $9 + 9 =$ ☐	13. Half of ☐ $= 8$
4. Double 7 = ☐	14. Double 30 = ☐
5. ☐ $\times 2 = 16$	15. Double 50 = ☐
6. 	16. 
7. Double 10 = ☐	17. Half of 40 = ☐
8.  Half of 6 = ☐	18.  Half of 10 = ☐
9. $12 \div 2 =$ ☐	19. Half of 70 = ☐
10. Half of 14 = ☐	20. $2 \times 70 =$ ☐

WARM-UP

Doubles and halves of friendly numbers

Friendly numbers are numbers that are easy to work with. Often these are multiples of ten.



DOUBLING AND HALVING: Starter 5

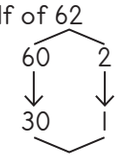
At school
Fast as you can

Double 20 is 40	Double 50 is ___
Double 40 is ___	Double 90 is ___
Double 10 is ___	Double 80 is ___

Half of 160 is 80	Half of 60 is ___
Half of 50 is ___	Half of 180 is ___
Half of 120 is ___	Half of 70 is ___

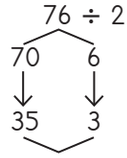
Example

half of 62



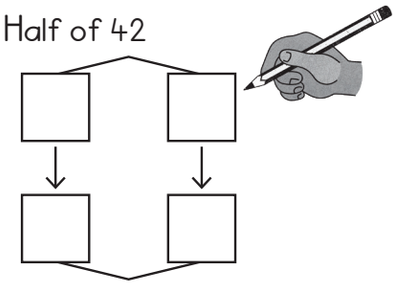
half of 62 = 31

76 ÷ 2



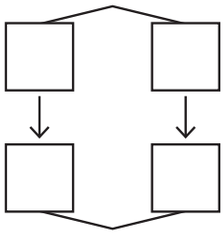
76 ÷ 2 = 38

Half of 42



Half of 42 = ___

34 ÷ 2



34 ÷ 2 = ___

Support Video
https://youtu.be/t2jBnZHnn1Y

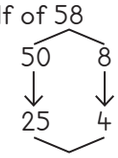
At home
Fast as you can

Double 10 is 20	Double 20 is ___
Double 60 is ___	Double 70 is ___
Double 30 is ___	Double 80 is ___

Half of 120 is 60	Half of 30 is ___
Half of 140 is ___	Half of 100 is ___
Half of 90 is ___	Half of 110 is ___

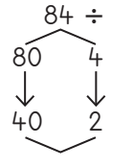
Example

half of 58



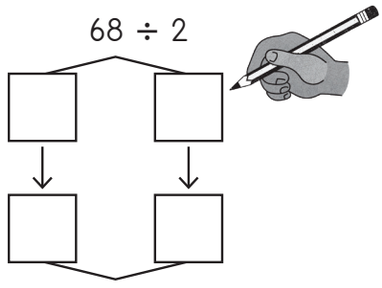
half of 58 = 29

84 ÷ 2



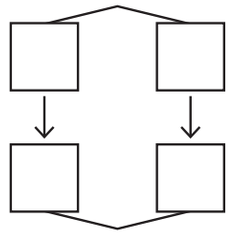
84 ÷ 2 = 42

68 ÷ 2



68 ÷ 2 = ___

Half of 72



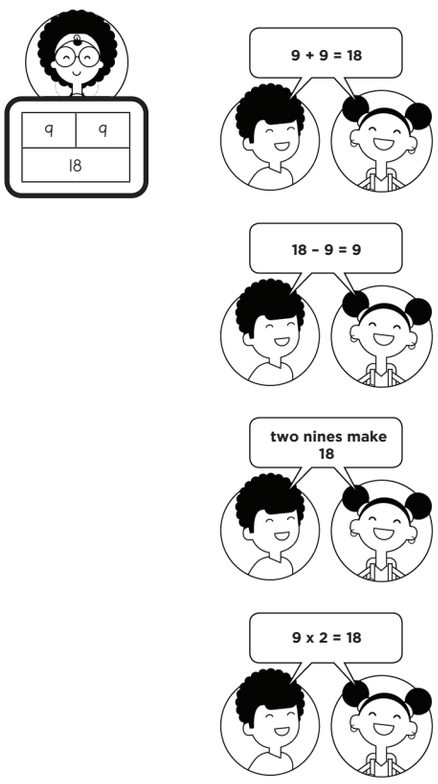
Half of 72 = ___

WARM-UP

Say it another way

Work with different representations of doubling and halving. These can include words like ‘double 7’ and ‘half of 16’, or alternatives like ‘two groups of 7’ or ‘7 and 7’ or ‘7 + 7’ or ’16 ÷ 2’ or ‘sixteen shared between two’.

This can also include providing an image like the one below. Learners should offer ways of saying or writing ‘double 9 = 18’ e.g.:



DOUBLING AND HALVING: Starter 6

At school
Fast as you can

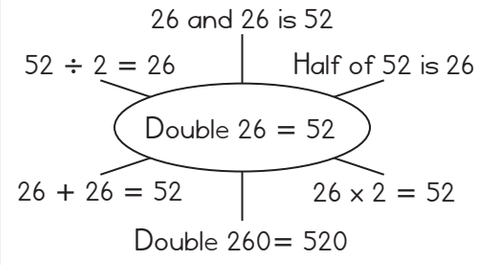
Saying the same thing in different ways:

Double 9 is 18	9 + 9 = ___
9 × 2 = ___	18 – 9 = ___
18 ÷ 2 = ___	Half of 18 = ___

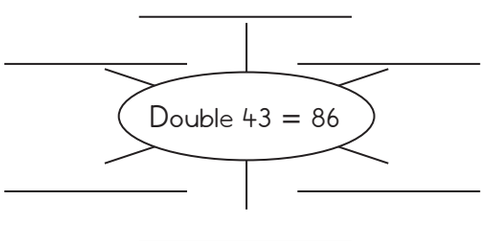
Double 7 is = ___	7 + ___ = 14

3 | 3	6 ÷ ___ = 3
	Half of 6 is___

Example



Fill in the web of facts



Support Video
https://youtu.be/fxDY11LlCsc

At home
Fast as you can

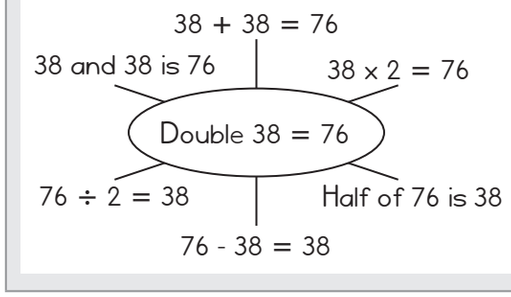
Saying the same thing in different ways:

Double 7 is 14	7 + 7 = ___
7 × 2 = ___	14 – 7 = ___
14 ÷ 2 = ___	Half of 14 = ___

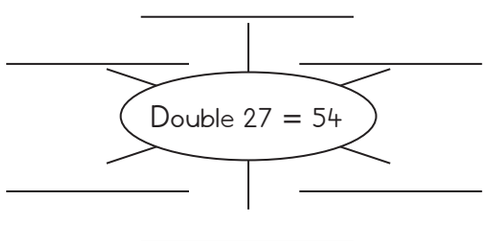
Half of 12 = ___	12 – 6 = ___

8 | 8	Double 8 = ___
	8 × ___ = 16

Example

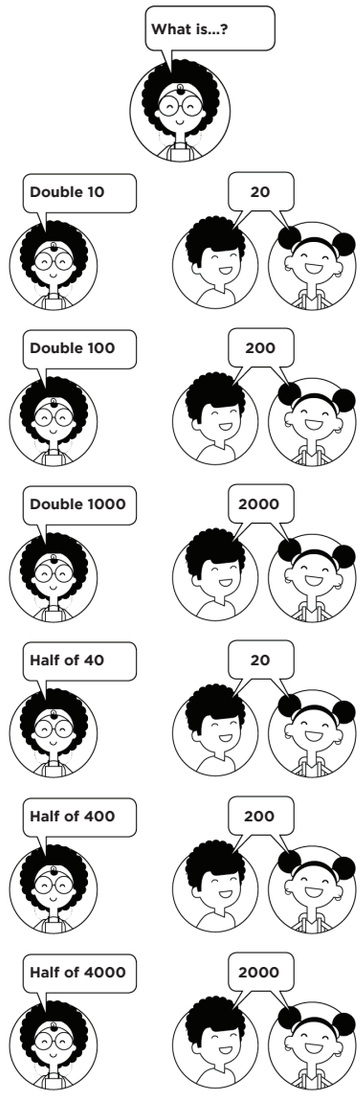


Fill in the web of facts



WARM-UP

Doubles and halves of multiples of 10, 100, 1000



DOUBLING AND HALVING: Starter 7

Support Video
https://youtu.be/JJUPpmMdaAw

At school
Fast as you can

Double		Halve	
10	20	40	___
100	___	400	___
1000	___	4000	___

Double		Halve	
30	___	50	___
300	___	500	___
3000	___	5000	___

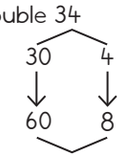
At home
Fast as you can

Double		Halve	
20	40	60	___
100	___	600	___
1000	___	6000	___

Double		Halve	
40	___	70	___
400	___	700	___
4000	___	7000	___

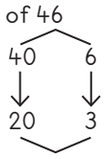
Example

Double 34



Double 34 = 68
Double 340 = 680

Half of 46



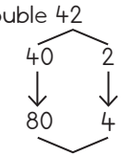
Half of 46 = 23
Half of 460 = 230

Double 45 is ___	Double 27 is ___
Double 450 is ___	Double 270 is ___

Half of 82 is ___	Half of 76 is ___
Half of 820 is ___	Half of 760 is ___

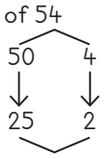
Example

Double 42



Double 42 = 84
Double 420 = 840

Half of 54



Half of 54 = 27
Half of 540 = 270

Double 25 is ___	Double 46 is ___
Double 250 is ___	Double 460 is ___

Half of 68 is ___	Half of 58 is ___
Half of 680 is ___	Half of 580 is ___

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Name:

Doubling and Halving: Worksheet 2

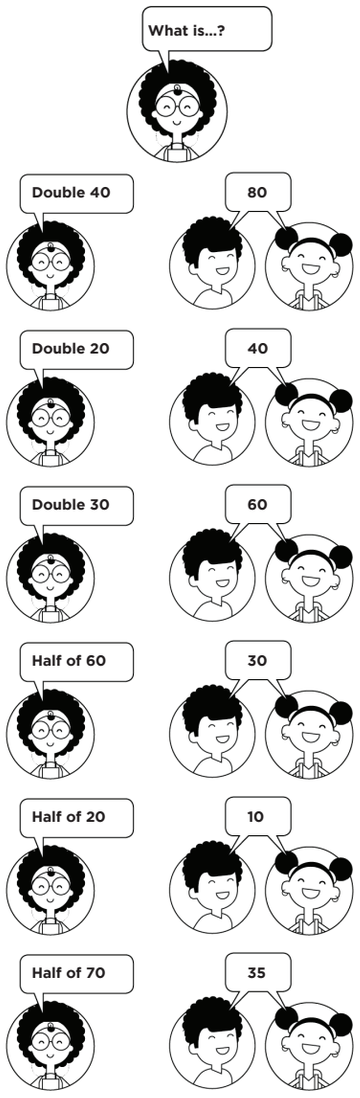
Mark: ☐ / 20

1.	Double 32 is ☐	11.	Double 44 is ☐
2.	26 × 2 = ☐	12.	38 × 2 = ☐
3.	42 ÷ 2 = ☐	13.	86 ÷ 2 = ☐
4.	Half of 110 = ☐	14.	Half of 104 = ☐
5.	Double 23 = ☐	15.	Double 39 = ☐
6.	Half of 36 = ☐	16.	Half of 48 = ☐
	Double 31 is 62		**Double 49 is 98**
7.	2 × 31 = ☐	17.	2 × 49 = ☐
8.	Half of 62 is ☐	18.	Half of 98 is ☐
9.	31 + 32 = ☐	19.	49 + 48 = ☐
10.	Double 31 = 30 + 30 + ☐	20.	Double 49 = 50 + 50 – ☐

WARM-UP

Doubles and halves of friendly numbers

Friendly numbers are numbers that are easy to work with. Often these are multiples of ten.

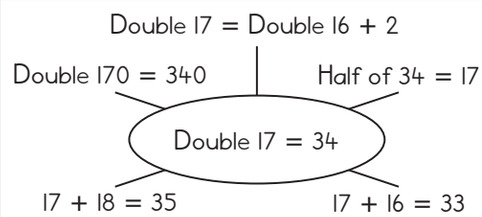


DOUBLING AND HALVING: Starter 8

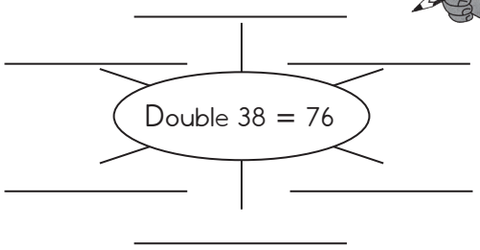
At school
Fast as you can

Double		Halve	
3	6	8	___
40	___	60	___
50	___	70	___
200	___	600	___
600	___	500	___
4000	___	2000	___

Example



1. Fill in the web of facts



2. Double 99 = Double 100 – ___

= ___

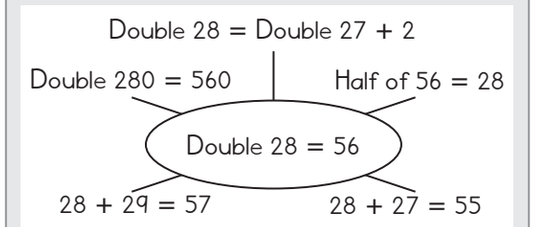
3. Double 49 = ___

Support Video
https://youtu.be/_qp_sjlzqLw

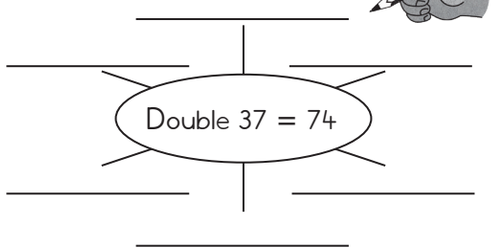
At home
Fast as you can

Double		Halve	
2	4	6	3
30	___	80	___
70	___	90	___
300	___	400	___
800	___	700	___
3000	___	5000	___

Example



1. Fill in the web of facts



2. Double 98 = Double 100 – ___

= ___

3. Double 39 = ___

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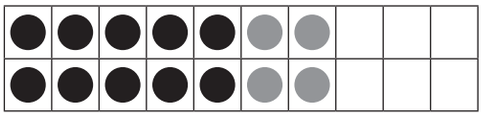
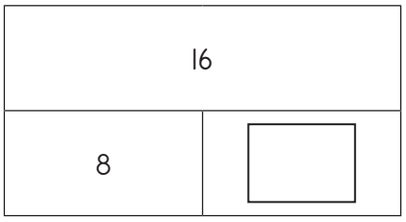
DOUBLING AND HALVING: Post-Test, Part 1

Name:

2 minutes for this page

1.  7 + 7 = ☐	11. 14 + 14 = ☐
2. half of 14 = ☐	12. 7 x 2 = ☐
3. 9 + 9 = ☐	13. half of ☐ = 7
4. double 8 = ☐	14. double 100 = ☐
5. ☐ x 2 = 14	15. double 20 = ☐
6. 	16. half of ☐ = 40
7. double 10 = ☐	17. half of 50 = ☐
8.  half of 12 = ☐	18. 18 ÷ 2 = ☐
9. 10 ÷ 2 = ☐	19. half of 30 = ☐
10. half of 18 = ☐	20. 2 x 60 = ☐

Mark: ☐ 20

DOUBLING AND HALVING: Post-Test, Part 2

3 minutes for this page

1.	double 42 = ☐
2.	36 x 2 = ☐
3.	64 ÷ 2 = ☐
4.	half of 102 = ☐
5.	double 99 = ☐
6.	half of 38 = ☐
7.	half of ☐ = 52
	double 39 is 78
8.	half of 78 is ☐
9.	39 + 38 = ☐
10.	double 39 = 40 + 40 – ☐

Mark: ☐ 10

ROUNDING AND ADJUSTING: Pre-Test, Part 1

Name:

2 minutes for this page

1. $23 + 30 =$ ☐	11. $69 + 2 =$ ☐
2. $42 - 3 =$ ☐	12. $68 + 10 =$ ☐
3. $57 - 10 =$ ☐	13. $38 + 3 =$ ☐
4. $51 - 2 =$ ☐	14. $145 + 30 =$ ☐
5. $137 - 20 =$ ☐	15. $97 - 60 =$ ☐
6. $43 + 40 =$ ☐	16. $48 =$ ☐ $- 2$
7. $29 =$ ☐ $- 1$	17. $49 +$ ☐ $= 50$
8. $67 +$ ☐ $= 70$	18. double $50 =$ ☐
9. $97 = 100 -$ ☐	19. double $100 =$ ☐
10. $88 +$ ☐ $= 90$	20 $28 +$ ☐ $= 30$

Mark: ☐ 20

ROUNDING AND ADJUSTING: Pre-Test, Part 2

3 minutes for this page

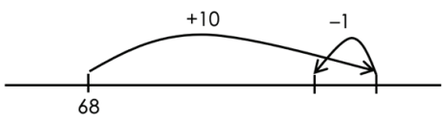
1. $34 + 29 =$ ☐

2. $64 - 19 =$ ☐

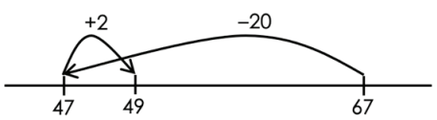
3. $27 + 98 =$ ☐

4. $234 - 99 =$ ☐

5. $97 + 98 + 99 =$ ☐

6. 

$68 +$ ☐ $= 68 + 10 - 1$

7. 

$67 - 18 = 67 - 20 +$ ☐

8. $56 + 28 = 56 +$ ☐ $- 2$

9. $84 - 39 = 84 -$ ☐ $+ 1$

10. Circle the number sentence that gives the same answer as:

$80 - 59$

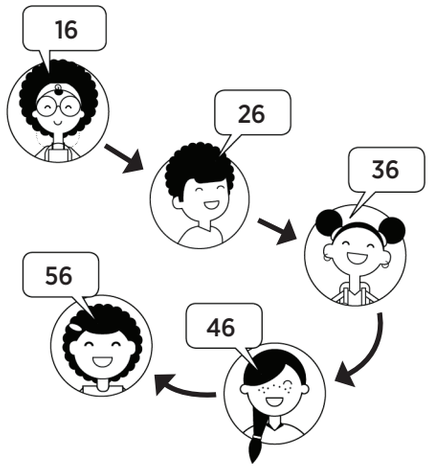
$80 + 60 - 1$	$80 - 60 - 1$
$80 - 60 + 1$	$80 + 60 + 1$

Mark: ☐ 10

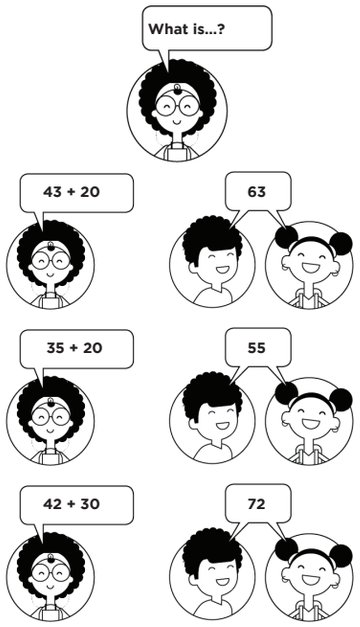
WARM-UP

a. Round the room 10 more

The teacher says a number and learners respond round the room with 10 more than the last number.



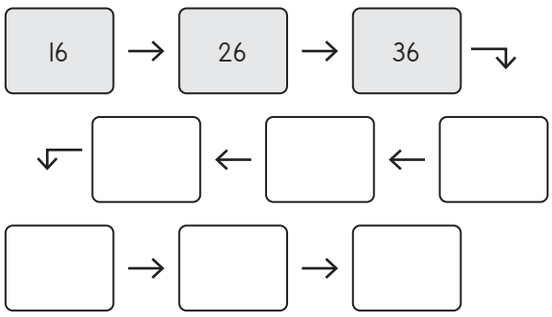
b. Add multiples of 10



ROUNDING AND ADJUSTING: Starter 1

At school
Fast as you can

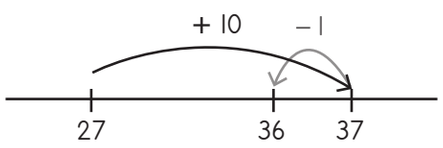
Write 10 more than.



Calculate.

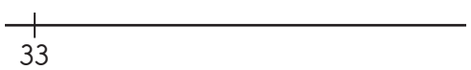
56 + 20 = 76	42 + 30 = ___
43 + 20 = ___	27 + 40 = ___
35 + 40 = ___	56 + 20 = ___

Example 27 + 9



Answer = 36

33 + 9 = ___

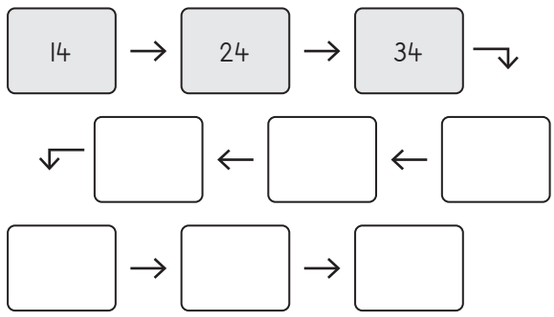


48 + 9 = ___

Support Video
https://youtu.be/jpwwvujejpI

At home
Fast as you can

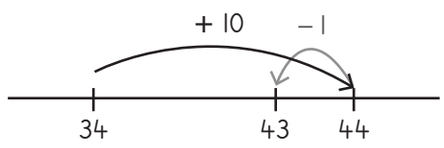
Write 10 more than.



Calculate.

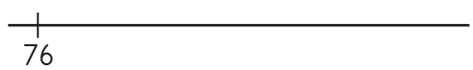
46 + 20 = 66	36 + 40 = ___
65 + 20 = ___	52 + 30 = ___
23 + 50 = ___	38 + 50 = ___

Example 34 + 9



Answer = 43

76 + 9 = ___



84 + 9 = ___

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/jpwwvujejpI

Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

We hope your child enjoys working on these tasks.

WARM-UP

a. Pop-Fizz: Nearest multiple of 10

The teacher says 'pop' and the learners say 'fizz'; then the teacher says a number, and learners respond with another number.

In this version, the learners should respond with the nearest multiple of ten.

b. How to jump to the nearest multiple of 10

This time learners say what needs to happen to get to the nearest multiple of ten.

ROUNDING AND ADJUSTING: Starter 2

At school
Fast as you can

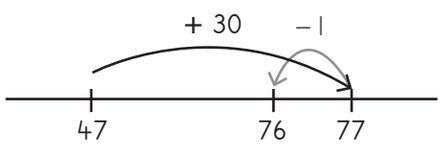
Write the nearest multiple of 10.

23 → 20	52 → ____
47 → ____	68 → ____
31 → ____	93 → ____

How do I get to the nearest multiple of 10?

47 → + 3	67 → ____
36 → ____	54 → ____
73 → ____	98 → ____

Example 47 + 29



Answer = 76

26 + 19 = ____

54 + 39 = ____

Support Video
https://youtu.be/fGILndzXfSY

At home
Fast as you can

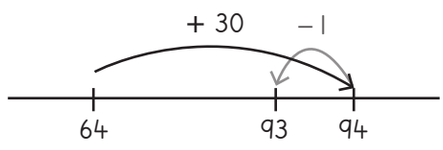
Write the nearest multiple of 10.

26 → 30	13 → ____
49 → ____	37 → ____
22 → ____	84 → ____

How do I get to the nearest multiple of 10?

52 → – 2	63 → ____
89 → ____	41 → ____
53 → ____	76 → ____

Example 64 + 29



Answer = 93

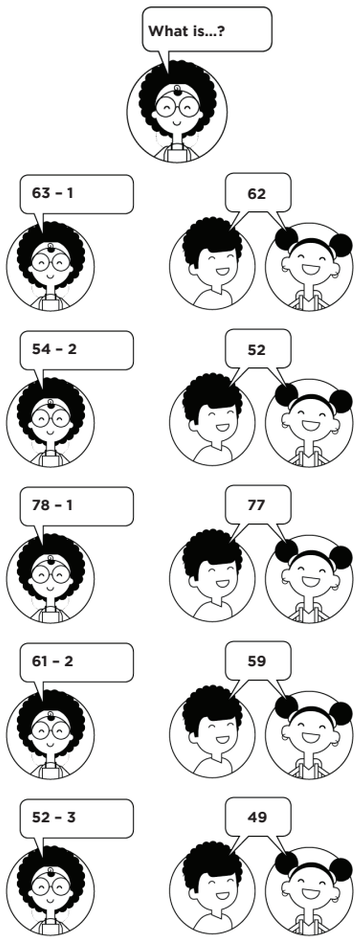
43 + 19 = ____

36 + 49 = ____

WARM-UP

a. How to jump to the nearest multiple of 10

b. Quick calculations: Subtract 1, 2 or 3



ROUNDING AND ADJUSTING: Starter 3

At school
Fast as you can

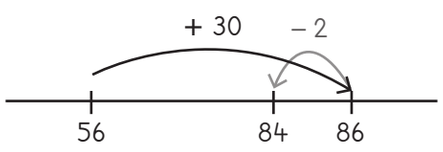
How do I get to the nearest multiple of 10?

47 → <u>+ 3</u>	26 → ____
38 → ____	24 → ____
62 → ____	91 → ____

Quick calculations.

63 – 1 = <u>62</u>	56 + 1 = ____
44 – 2 = ____	35 + 2 = ____
57 – 3 = ____	22 + 3 = ____

Example 56 + 28



Answer = 84

25 + 18 = ____

34 + 48 = ____

Support Video
https://youtu.be/St5nSH_BdRE

At home
Fast as you can

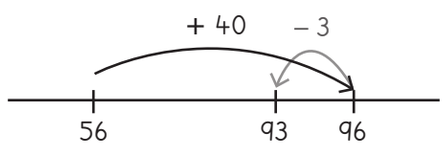
How do I get to the nearest multiple of 10?

42 → <u>– 2</u>	27 → ____
46 → ____	34 → ____
97 → ____	88 → ____

Quick calculations.

73 – 1 = <u>72</u>	47 + 1 = ____
25 – 2 = ____	56 + 2 = ____
75 – 3 = ____	14 + 3 = ____

Example 56 + 37



Answer = 93

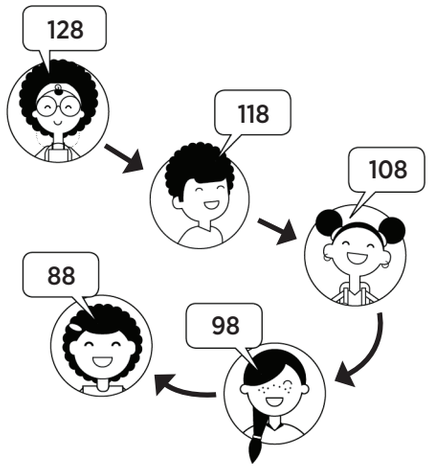
65 + 27 = ____

56 + 28 = ____

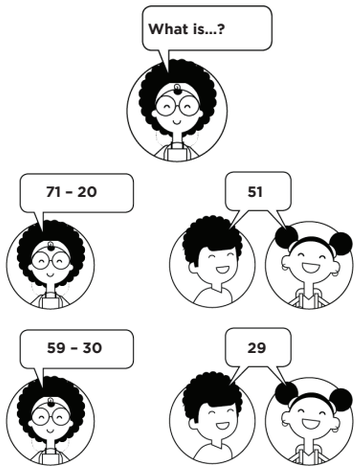
WARM-UP

a. Round the room 10 less

The teacher says a number and learners respond round the room with 10 less than the last number.



b. Subtract multiples of 10



ROUNDING AND ADJUSTING: Starter 4

At school
Fast as you can

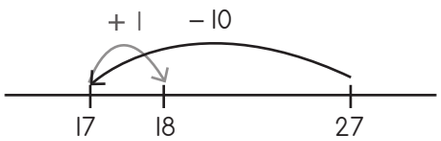
Write 10 less than.

26 → 16	25 → ____
32 → ____	64 → ____
48 → ____	81 → ____

Write 20 less than.

56 → 36	39 → ____
44 → ____	68 → ____
72 → ____	87 → ____

Example 27 – 9



Answer = 18

23 – 9 = ____

48 – 9 = ____

76 – 9 = ____

At home
Fast as you can

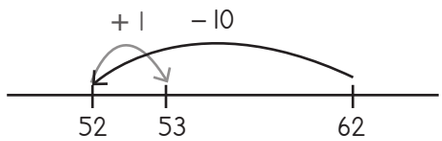
Write 10 less than.

26 → 16	55 → ____
78 → ____	34 → ____
42 → ____	69 → ____

Write 20 less than.

36 → 16	59 → ____
74 → ____	58 → ____
42 → ____	97 → ____

Example 62 – 9



Answer = 53

54 – 9 = ____

37 – 9 = ____

85 – 9 = ____

Support Video
https://youtu.be/qyCQU1S6M8w

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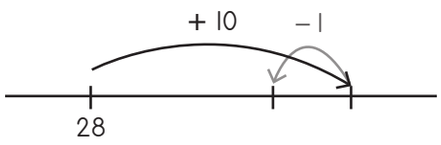
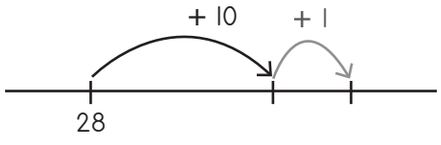
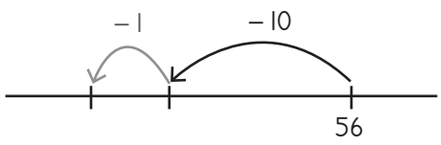
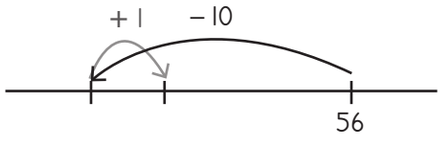
Name:

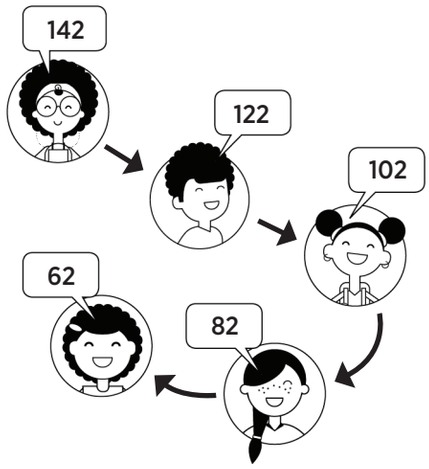
Mark: ☐ / 20

Rounding and Adjusting: Worksheet 1

1. 46 + 40 = ☐	11. 21 – 3 = ☐
2. 57 – 10 = ☐	12. 28 + 3 = ☐
3. 32 – 3 = ☐	13. 26 + 30 = ☐
4. 71 – 2 = ☐	14. 115 + 50 = ☐
5. 167 – 70 = ☐	15. Double 20 = ☐
6. 38 = ☐ – 2	16. 19 = ☐ – 1
7. 68 + ☐ = 70	17. 32 – ☐ = 30
8. 99 = 100 – ☐	18. 49 + ☐ = 50
9. Double 200 = ☐	19. 27 = 30 – ☐
10. Circle the number line that shows: 28 + 9   	20. Circle the number line that shows: 56 – 9  

WARM-UP

a. Round the room 20 less, 30 less



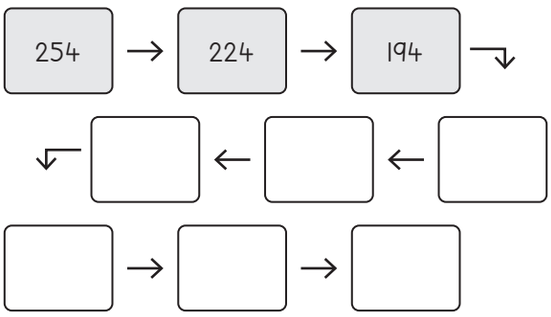
b. Pop-Fizz: Nearest multiple of 10

In this version, the learners should respond with the nearest multiple of ten.

ROUNDING AND ADJUSTING: Starter 5

At school
Fast as you can

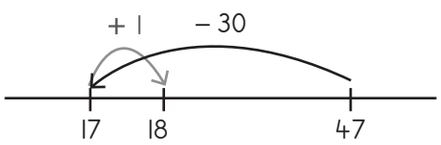
Write 30 less than.



Write the nearest multiple of 10.

43 → 40	62 → ____
37 → ____	58 → ____
21 → ____	73 → ____

Example 47 – 29



Answer = 18

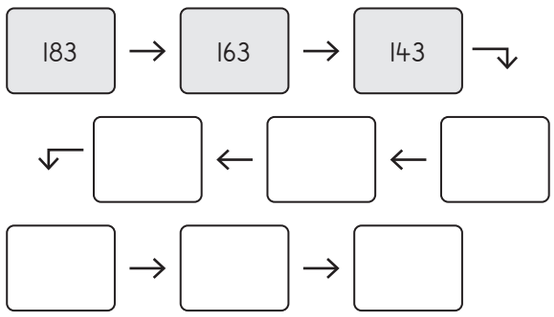
28 – 19 = ____

54 – 39 = ____

Support Video
https://youtu.be/VQ8va_RuHBQ

At home
Fast as you can

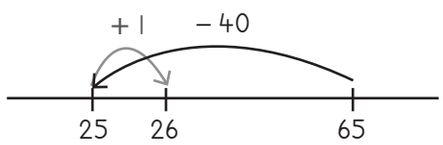
Write 20 less than.



Write the nearest multiple of 10.

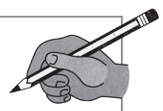
27 → 30	42 → ____
67 → ____	88 → ____
33 → ____	97 → ____

Example 65 – 39



Answer = 26

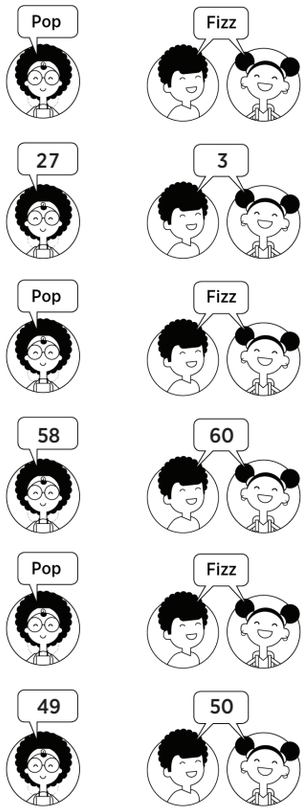
56 – 29= ____



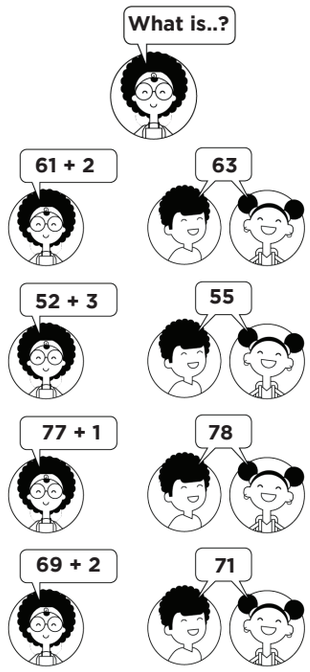
85 – 19= ____

WARM-UP

a. Pop-Fizz: Jump to the nearest multiple of 10 (choose numbers with units 7, 8 and 9)



b. Quick calculations: Add 1, 2 or 3



ROUNDING AND ADJUSTING: Starter 6

At school
Fast as you can

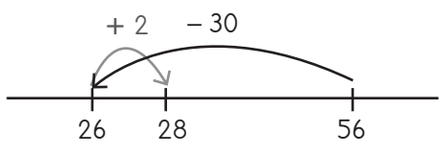
Quick calculations.

43 + 1 = 44	66 + 1 = ____
84 + 2 = ____	55 + 2 = ____
156 + 3 = ____	122 + 3 = ____

Write the nearest multiple of 10.

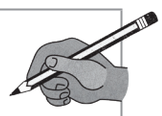
43 → 40	73 → ____
48 → ____	62 → ____
121 → ____	173 → ____

Example 56 – 28



Answer = 28

45 – 18 = ____



84 – 48 = ____

At home
Fast as you can

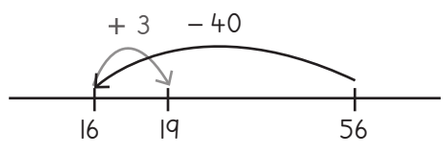
Quick calculations.

64 + 1 = 65	28 + 1 = ____
93 + 2 = ____	74 + 2 = ____
134 + 3 = ____	164 + 3 = ____

Write the nearest multiple of 10.

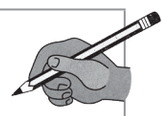
27 → 30	36 → ____
52 → ____	74 → ____
133 → ____	167 → ____

Example 56 – 37



Answer = 19

65 – 27 = ____



35 – 17 = ____

Support Video
https://youtu.be/kG9NCQ9gBPY

WARM-UP

a. Pop-Fizz: Nearest multiple of 10

The teacher says ‘pop’ and the learners say ‘fizz’; then the teacher says a number, and learners respond with another number.

In this version, the learners should respond with the nearest multiple of ten.

b. How to jump to the nearest multiple of 10

This time learners say what needs to happen to get to the nearest multiple of ten.

ROUNDING AND ADJUSTING: Starter 7

At school
Fast as you can

Write the nearest multiple of 10.

23 → 20	42 → ____
77 → ____	39 → ____
131 → ____	193 → ____

How do I get to the nearest multiple of 10?

47 → + 3	88 → ____
26 → ____	44 → ____
178 → ____	193 → ____

Example 19 + 39

19 + 39 (round both)
= 20 + 40 and adjust – 2
(– 1 for each)
= 60 – 2
= 58

38 + 29 = ____

57 + 28 = ____

19 + 19 + 19 = ____

Support Video
https://youtu.be/0TOGmefwNxQ

At home
Fast as you can

Write the nearest multiple of 10.

17 → 20	64 → ____
36 → ____	68 → ____
119 → ____	166 → ____

How do I get to the nearest multiple of 10?

44 → – 4	92 → ____
57 → ____	33 → ____
153 → ____	167 → ____

Example 28 + 49

28 + 49 (round both)
= 30 + 50 and adjust – 3
(– 2 and – 1)
= 80 – 3
= 77

49 + 28 = ____

37 + 39 = ____

29 + 29 + 29 = ____

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Name:

Mark: ☐ 10

Rounding and Adjusting: Worksheet 2

1. $56 + 29 =$ ☐

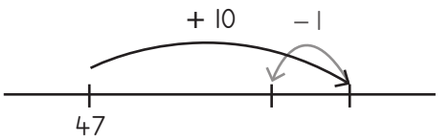
2. $54 - 38 =$ ☐

3. $45 + 37 =$ ☐

4. $325 - 99 =$ ☐

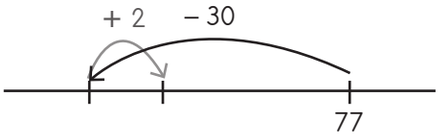
5. $47 + 49 + 48 =$ ☐

6.



$47 +$ ☐ $= 47 + 10 - 1$

7.



$77 - 28 = 77 - 30 +$ ☐

8. $66 + 28 = 66 +$ ☐ $- 2$

9. $95 - 39 = 95 -$ ☐ $+ 1$

10. Circle the number line that shows:

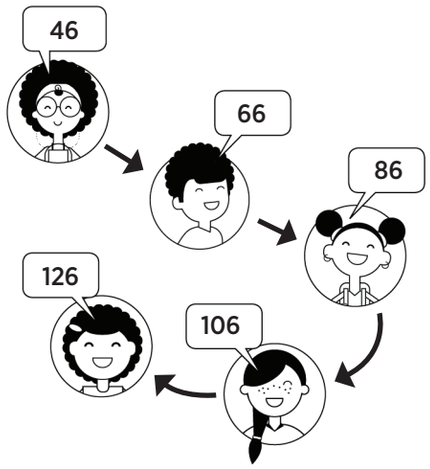
$80 - 39$

$80 + 40 - 1$ $\qquad$ $80 + 40 + 1$

$80 - 40 + 1$ $\qquad$ $80 - 40 - 1$

WARM-UP

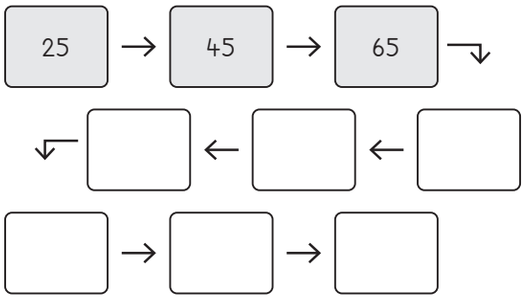
a. Round the room 20 more, 30 more, 30 less, 40 less



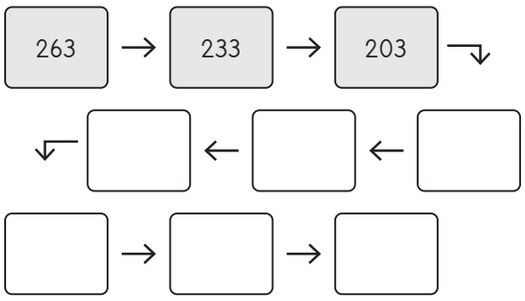
ROUNDING AND ADJUSTING: Starter 8

At school
Fast as you can

Write 20 more than.



Write 30 less than.



Choose ***round 1*** or ***round both***.
Example 48 + 97

	48 + 97	(round both)
=	50 + 100	(and adjust - 5)
=	150 – 5	
=	145	
	or	
	48 + 97	(round one)
=	48 + 100	(and adjust - 3)
=	148 – 3	
=	145	

28 + 29 = ___

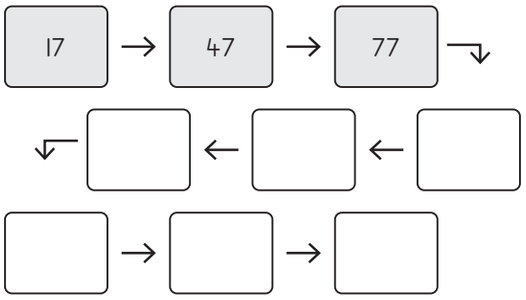
17 + 99 = ___

Which method do you like most?

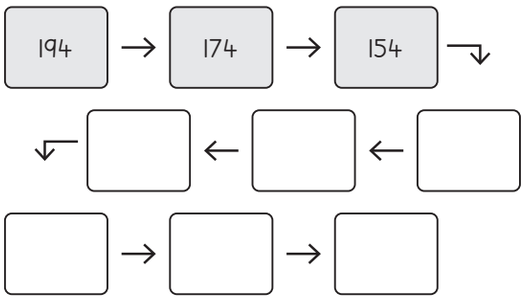
Support Video
https://youtu.be/mij_d45rw00

At home
Fast as you can

Write 30 more than.



Write 20 less than.



Choose ***round 1*** or ***round both***.
Example 199 + 47

	199 + 47	(round both)
=	200 + 50	(and adjust – 4)
=	250 – 4	
=	246	
	or	
	199 + 47	(round one)
=	200 + 47	(and adjust - 1)
=	247 – 1	
=	246	

98 + 37 = ___

29 + 69 = ___

Which method do you like most?

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ROUNDING AND ADJUSTING: Post-Test, Part 1

Name:

2 minutes for this page

1. $34 + 20 =$ ☐	11. $29 + 2 =$ ☐
2. $42 - 3 =$ ☐	12. $68 + 10 =$ ☐
3. $57 - 10 =$ ☐	13. $38 + 3 =$ ☐
4. $51 - 2 =$ ☐	14. $145 + 30 =$ ☐
5. $178 - 30 =$ ☐	15. $97 - 60 =$ ☐
6. $43 + 40 =$ ☐	16. $48 =$ ☐ $- 2$
7. $29 =$ ☐ $- 1$	17. $79 +$ ☐ $= 80$
8. $37 +$ ☐ $= 40$	18. double $50 =$ ☐
9. $97 = 100 -$ ☐	19. double $100 =$ ☐
10. $88 +$ ☐ $= 90$	20 $28 +$ ☐ $= 30$

Mark: ☐ / 20

ROUNDING AND ADJUSTING: Post-Test, Part 2

3 minutes for this page

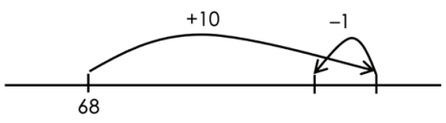
1. $34 + 19 = \square$

2. $54 - 19 = \square$

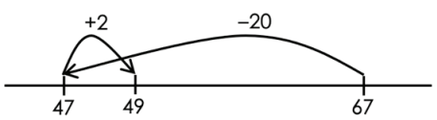
3. $27 + 98 = \square$

4. $234 - 99 = \square$

5. $97 + 98 + 99 = \square$

6. 

$68 + \square = 68 + 10 - 1$

7. 

$67 - 18 = 67 - 20 + \square$

8. $56 + 28 = 56 + \square - 2$

9. $84 - 39 = 84 - \square + 1$

10. Circle the number sentence that gives the same answer as:

$60 - 29$

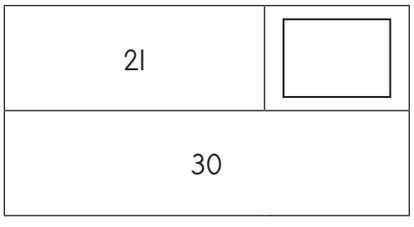
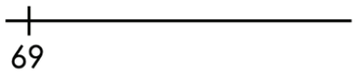
$60 - 30 + 1$	$60 + 30 + 1$
$60 + 30 - 1$	$60 - 30 - 1$

Mark: ____ / 10

RE–ORDERING: Pre-Test, Part 1

Name:

2 minutes for this page

1. Circle two numbers that add up to 10. 7 4 2 3 9	11. 100 + 14 = ☐
2. Circle two numbers that add up to 10. 5 4 1 6 8	12. 2 × 5 = ☐
3. 6 + ☐ = 10	13. Circle two numbers that add up to 20. 8 14 12 3 19
4. 9 + 11 = ☐	14. Circle two numbers that add up to 20. 15 4 1 16 8
5. Circle two numbers that add up to 100. 24 50 30 38 70	15. 50 × 2 = ☐
6. Circle two numbers that add up to 100. 51 17 29 49 60	16. 140 + ☐ = 149
7. 20 = 8 + ☐	17. Circle two numbers that add up to 30. 18 14 12 7 19
8. ☐ + 3 = 20	18. Circle two numbers that add up to 30. 10 14 9 16 13
9. 	19.  69 + ☐ = 100
10. 56 + 30 = ☐	20 22 + 18 = ☐

Mark: ☐ 20

RE–ORDERING: Pre-Test, Part 2

3 minutes for this page

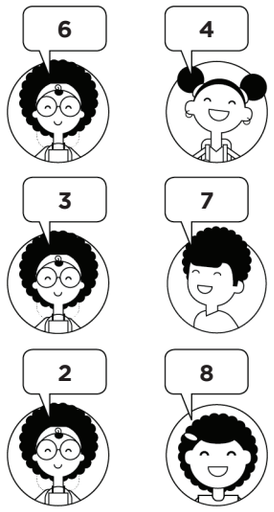
1.	6 + 98 = ☐
2.	17 + 48 + 13 = ☐
3.	199 + 98 + 1 + 2 = ☐
4.	37 + 56 + 13 = ☐
5.	38 + 125 + 15 = ☐
6.	2 × 7 × 5 = ☐
7.	6 + 98 = 98 + ☐
8.	96 + 58 + 4 = 100 + ☐
9.	99 + 97 + 1 + ☐ = 200
10.	Circle the best two numbers to add first in this set: 37 88 12

Mark: ☐ / 10

WARM-UP

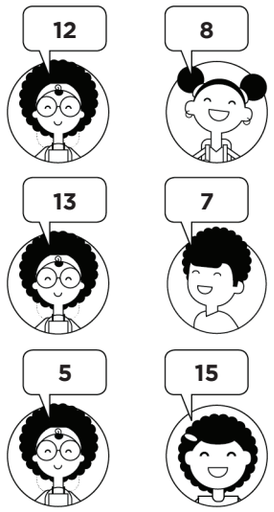
a. I say/you say: Make 10

The teacher says a single-digit number and asks learners to say the number that needs to be added to make 10.



b. I say/you say: Make 20

The teacher says a number between 1 and 20 and asks learners to say the number that needs to be added to make 20.



RE–ORDERING: Starter 1

At school
Fast as you can

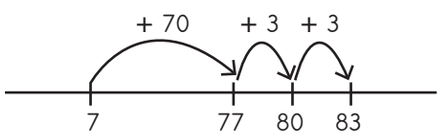
In your head.

6 + 4 = 10	17 + ___ = 20
26 + ___ = 30	___ + 7 = 20
32 + ___ = 40	___ + 3 = 50

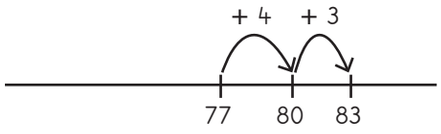
37 + 3 = 40	22 + ___ = 30
27 + ___ = 30	15 + ___ = 20
___ + 3 = 60	___ + 14 = 20

Example

7 + 76



76 + 7



So, 76 + 7 is quicker than 7 + 76.

Circle the calculations below that should be re-ordered to calculate more quickly? Explain why.

5 + 46 86 + 6

84 + 9 7 + 68

Support Video
https://youtu.be/FIIM2einnNo

At home
Fast as you can

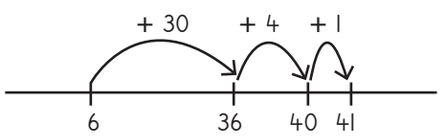
In your head.

8 + 2 = 10	___ + 7 = 10
15 + ___ = 20	43 + ___ = 50
5 + ___ = 10	26 + ___ = 30

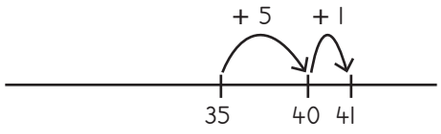
56 + 4 = 60	___ + 7 = 20
___ + 4 = 60	42 + ___ = 50
23 + 7 = ___	88 + ___ = 90

Example

6 + 35



35 + 6



So, 35 + 6 is quicker than 6 + 35.

Circle the calculations below that should be re-ordered to calculate more quickly? Explain why.

4 + 29 8 + 83

7 + 34 82 + 9

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/FIIM2einnNo

Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

We hope your child enjoys working on these tasks.

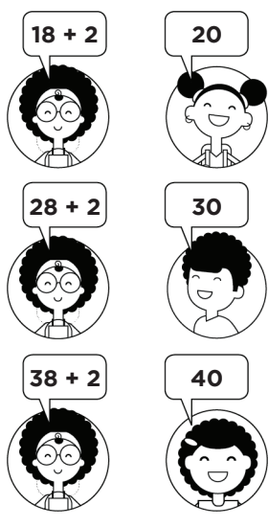
WARM-UP

Linked calculations (e.g. 8 + 2 = 10; 18 + 2 = 20; 28 + 2 = 30)

The teacher writes an initial calculation on the board:

8 + 2 = 10

The teacher tells the class that we know 8 plus 2 equals 10 and asks for the answer to a linked calculation. Indicate individual learners who should answer.



RE–ORDERING: Starter 2

At school
Fast as you can

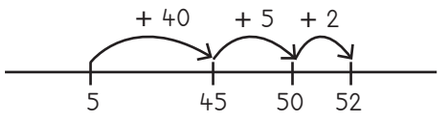
In your head.

8 + 2 = 10	7 + 3 = ___
18 + 2 = ___	27 + 3 = ___
28 + 2 = ___	57 + 3 = ___

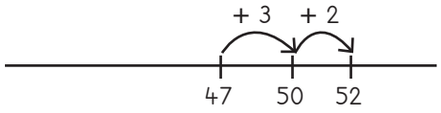
6 + 4 = 10	12 + 8 = ___
36 + 4 = ___	42 + 8 = ___
76 + 4 = ___	4 + 76 = ___

Example

5 + 47



47 + 5



So, 47 + 5 is quicker than 5 + 47.

Circle the calculations below that should be re-ordered to calculate more quickly? Explain why.

6 + 93	68 + 7	15 + 47
23 + 9	8 + 63	57 + 26

Re-order these and calculate

8 + 63 6 + 97

Support Video
https://youtu.be/PdZN9ZWaoDQ

At home
Fast as you can

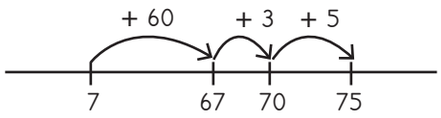
In your head.

23 + 7 = 30	14 + 6 = ___
33 + 7 = ___	24 + 6 = ___
73 + 7 = ___	54 + 6 = ___

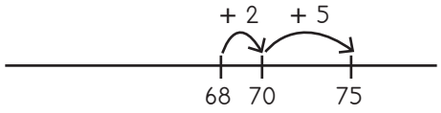
67 + 3 = 70	3 + 67 = ___
77 + 3 = ___	3 + 77 = ___
97 + 3 = ___	3 + 97 = ___

Example

7 + 68



68 + 7



So, 68 + 7 is quicker than 7 + 68.

Circle the calculations below that should be re-ordered to calculate more quickly? Explain why.

33 + 8	7 + 56	15 + 70
6 + 49	78 + 6	9 + 24

Re-order these and calculate

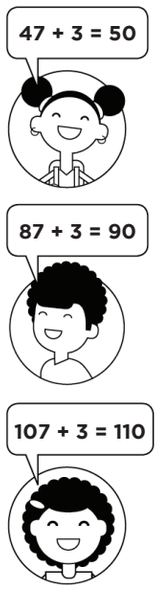
7 + 44 6 + 89

WARM-UP

Round the room: Make friendly numbers

The teacher writes three linked number sentences on the board that make friendly numbers, e.g.
7 + 3 = 10
17 + 3 = 20
37 + 3 = 40

Going around the room, ask learners for other number sentences linked to this pattern that make friendly numbers. Record the responses on the board.



Some learners may say 17 + 13 = 30 or 37 + 23 = 60. These can also be recorded.

RE–ORDERING: Starter 3

At school
Fast as you can

In your head.

6 + 4 = 10	23 + 7 = ___
56 + 4 = ___	53 + 7 = ___
86 + 4 = ___	83 + 7 = ___

Write linked number sentences.

8 + 2 = 10	1 + 9 = 10
18 + 2 = ___	41 +9 = ___
___ +2 = ___	___ +9 = ___

Example 26 + 17 + 4

26 + 17 + 4

30

26 + 17 + 4 = 30 + 17
= 47

Find the friendly number combination and then calculate the answer.

25 + 18 + 5

44 + 38 + 12

3 + 65 + 27

Support Video
https://youtu.be/SdnTj8PZX-o

At home
Fast as you can

In your head.

8 + 2 = 10	3 + 7 = ___
28 + 2 = ___	23 + 7 = ___
48 + 7 = ___	93 + 7 = ___

Write linked number sentences.

6 + 4 = 10	5 + 5 = 10
36 +4 = ___	45 + 5 = ___
___ +4 = ___	___ + 5 = ___

Example 69 + 47 + 3

69 + 47 + 3

50

69 + 47 + 3 = 69 + 50
= 119

Find the friendly number combination and then calculate the answer.

24 + 18 + 6

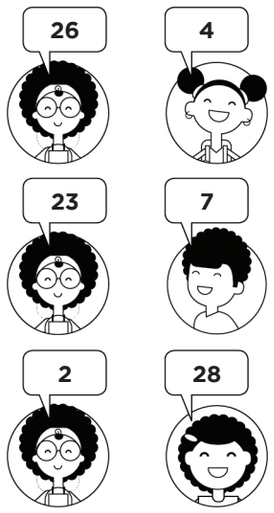
43 + 27 + 13

1 + 25 + 29

WARM-UP

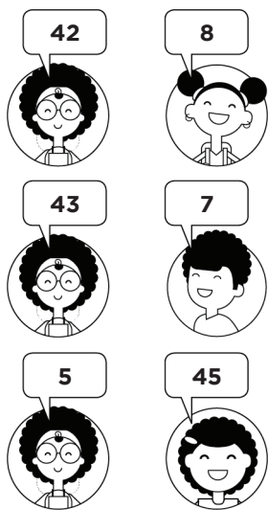
a. I say/you say: Make 30

The teacher says a number and asks learners to say the number that needs to be added to make 30.



b. I say/you say: Make 50

The teacher says a number and asks learners to say the number that needs to be added to make 50.



RE–ORDERING: Starter 4

At school
Fast as you can

Write the number to add to make 30.

27 3	16 ___	22 ___
12 ___	8 ___	15 ___

Write the number to add to make 50.

36 14	47 ___	42 ___
12 ___	8 ___	15 ___

Example

Give 4 possible answers to make friendly number calculations

38 + 27 + ☐

38 + 27 + 32 | 38 + 27 + 13

38 + 27 + 2 | 38 + 27 + 53

Write a different friendly number in each number sentence.

24 + 49 + ___ 24 + 49 + ___

24 + 49 + ___ 24 + 49 + ___

Support Video
https://youtu.be/F_1UiS4QAQ4

At home
Fast as you can

Write the number to add to make 20.

17 3	16 ___	2 ___
12 ___	8 ___	15 ___

Write the number to add to make 40.

22 18	36 ___	37 ___
14 ___	8 ___	15 ___

Example

Give 4 possible answers to make friendly number calculations

23 + ☐ + 56

23 + 17 + 56 | 23 + 4 + 56

23 + 27 + 56 | 23 + 34 + 56

Write a different friendly number in each number sentence.

33 + ___ + 29 33 + ___ + 29

33 + ___ + 29 33 + ___ + 29

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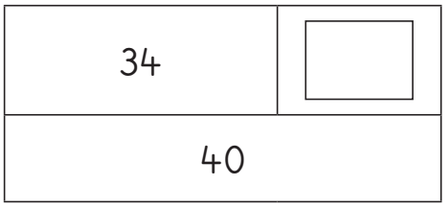
Name:

Mark: ☐ / 20

Re–ordering: Worksheet 1

1. Circle two numbers that add up to 10: 8 6 2 7 5	11. 100 + 57 = ☐
2. Circle two numbers that add up to 10: 7 5 4 6 9	12. 2 × 6 = ☐
3. 8 + ☐ = 10	13. Circle two numbers that add up to 30: 9 16 21 7 12
4. 7 + 13 = ☐	14. Circle two numbers that add up to 30: 17 5 13 8 12
5. Circle two numbers that add up to 100: 36 59 64 45 73	15. 60 × 2 = ☐
6. Circle two numbers that add up to 100: 45 87 37 55 62	16. 120 + ☐ = 128
7. 20 = 8 + ☐	17. Circle two numbers that add up to 20: 11 14 6 7 19
8. ☐ + 6 = 20	18. Circle two numbers that add up to 20: 15 12 8 4 11
9. 	19.  87 + ☐ = 100
10. 26 + 12 = ☐	20. 24 + 16 = ☐

WARM-UP

Find a friendly number combination

The teacher writes on the board:

23	2	8	25	36
17	21	19	44	

The teacher says any number, e.g. 13, and the learners must pick one of the numbers on the board that would make a friendly number when added to the number, e.g. 17 would make the friendly number 30 when added to 13.

RE–ORDERING: Starter 5

At school
Fast as you can

Give numbers to get to a multiple of 10.

23 + 17 = 40
2 + ____ = ____
8 + ____ = ____
25 + ____ = ____
36 + ____ = ____
17 + ____ = ____
21 + ____ = ____
19 + ____ = ____
44 + ____ = ____

Example

7 + 5 + 3 + 1 + 8 + 5 + 2

10 10

7 + 5 + 3 + 1 + 8 + 5 + 2

10

= 31

Find the friendly number combinations and then calculate the total.

6 + 3 + 2 + 4 + 9 + 8

27 + 32 + 16 + 3 + 8

37 + 18 + 5 +25 + 12 + 3

Support Video
https://youtu.be/dz79xkmVQy8

At home
Fast as you can

Give numbers to get to a multiple of 10.

28 + 22 = 50
2 + ____ = ____
18 + ____ = ____
29 + ____ = ____
46 + ____ = ____
37 + ____ = ____
41 + ____ = ____
74 + ____ = ____
83 + ____ = ____

Example

18 + 4 + 3 + 2 + 17 + 6 + 9

20 20

18 + 4 + 3 + 2 + 17 + 6 + 9

10

= 59

Find the friendly number combinations and then calculate the total.

14 + 3 + 17 + 26 + 2 + 8

35 + 12 + 18 + 15 + 8 + 7

28 + 19 + 7 + 23 + 11 + 2

WARM-UP

Pop-Fizz: Multiply by 5

The teacher says ‘pop’ and the learners say ‘fizz’; then the teacher says a number, and learners respond with that number multiplied by 5.

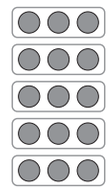
This game can be played to practice any multiplication table. The teacher just needs to specify what number the learners must multiply by at the start of the game.

RE–ORDERING: Starter 6

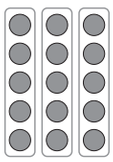
At school
Fast as you can

2 x 5 = 10	4 x 5 = ___
3 x 5 = ___	11 x 5 = ___
9 x 5 = ___	12 x 5 = ___
8 x 5 = ___	7 x 5 = ___
10 x 5 = ___	5 x 7 = ___

Example



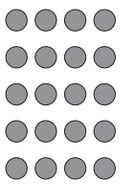
5 x 3



3 x 5

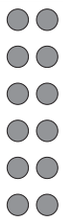
5 x 3 = 3 x 5

Write two multiplication calculations that can be done to calculate the number of dots in each picture below.



___ x ___ = ___

___ x ___ = ___



___ x ___ = ___

___ x ___ = ___

At home
Fast as you can

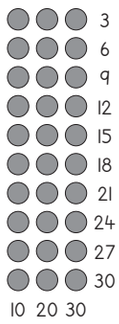
3 x 5 = 15	4 x 5 = ___
10 x 5 = ___	5 x 10 = ___
11 x 5 = ___	5 x 7 = ___
8 x 5 = ___	6 x 5 = ___
12 x 5 = ___	5 x 6 = ___

Example

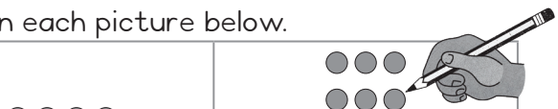
Count these dots in rows and then in columns

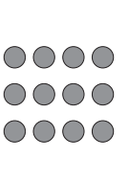
See that 10 rows of 3 and 3 columns of 10 give 30.

So, 10 x 3 = 30 = 3 x 10



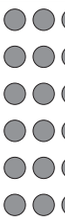
Write two multiplication calculations that can be done to calculate the number of dots in each picture below.





___ x ___ = ___

___ x ___ = ___



___ x ___ = ___

___ x ___ = ___

WARM-UP

a. Pop-Fizz: Multiply by 10

The teacher says ‘pop’ and the learners say ‘fizz’; then the teacher says a number, and learners respond with that number multiplied by 10.

This game can be played to practice any multiplication table. The teacher just needs to specify what number the learners must multiply by at the start of the game.

RE–ORDERING: Starter 7

At school
Fast as you can

In your head.

13 × 10 = 130	9 × 10 = ____
8 × 10 = ____	16 × 10 = ____
5 × 10 = ____	12 × 10 = ____

In your head.

10 × 11 = 110	10 × 5 = ____
10 × 9 = ____	10 × 6 = ____
10 × 12 = ____	10 × 15 = ____

Example

2 × 7 × 5

10

2 × 7 × 5 = 10 × 7 = 70

Use friendly number combinations to answer:

2 × 6 × 5 =

5 × 8 × 2 =

9 × 2 × 5 =

Support Video
https://youtu.be/ZMaAhLcdAQo

At home
Fast as you can

In your head.

11 × 10 = 110	8 × 10 = ____
7 × 10 = ____	6 × 10 = ____
15 × 10 = ____	2 × 10 = __ __

In your head.

10 × 9 = 90	10 × 4 = ____
10 × 8 = ____	10 × 7 = ____
10 × 12 = ____	10 × 13 = ____

Example

9 × 5 × 2

10

9 × 5 × 2 = 9 × 10 = 90

Use friendly number combinations to answer:

2 × 8 × 5 =

5 × 9 × 2 =

7 × 2 × 5 =

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Name:

Re–ordering: Worksheet 2

Mark: ____ / 12

1.	8 + 94 = ☐
2.	11 + 27 + 19 = ☐
3.	99 + 198+ 2 + 1 = ☐
4.	48 + 23 + 12 = ☐
5.	56 + 115 + 25 = ☐
6.	2 × 9 × 5 = ☐
7.	3 × 10 = 10 × ☐
8.	9 + 93 = 93 + ☐
9.	91 + 37 + 9 = 100 + ☐
10.	99 + 96 + 1 + ☐ = 200
11.	Circle the best two numbers to add first in this set: 74 26 83
12.	Circle the best two numbers to multiply first in this set: 2 38 5

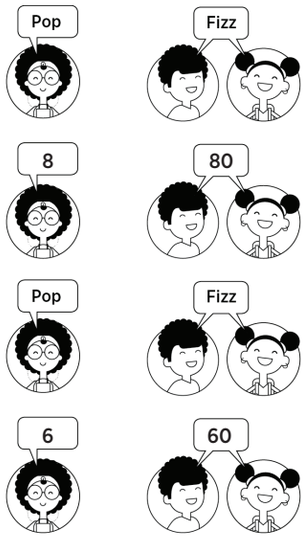
WARM-UP

a. Pop-Fizz: Multiply by 5

The teacher says ‘pop’ and the learners say ‘fizz’; then the teacher says a number, and learners respond with that number multiplied by 5.

b. Pop-Fizz: Multiply by 10

The teacher says ‘pop’ and the learners say ‘fizz’; then the teacher says a number, and learners respond with that number multiplied by 10.



RE–ORDERING: Starter 8

At school
Fast as you can

In your head.

9 × 10 = 90	9 × 5 = ___
18 × 10 = ___	6 × 5 = ___
5 × 10 = ___	12 × 5 = ___

In your head.

10 × 12 = 120	10 × 5 = ___
20 × 3 = ___	20 × 6 = ___
10 × 2 = ___	5 × 9 = ___

Example

4 × 9 × 5

20

4 × 9 × 5 = 4 × 5 × 9 = 20 × 9
= 180

Use friendly number combinations with re-ordering to answer:

4 × 3 × 5

4 × 6 × 5

5 × 7 × 4

Support Video
https://youtu.be/Sh0e84cPf2U

At home
Fast as you can

In your head.

13 × 10 = 130	8 × 10 = ___
7 × 10 = ___	5 × 8 = ___
9 × 10 = ___	12 × 10 = ___

In your head.

10 × 11 = 110	10 × 13 = ___
5 × 9 = ___	20 × 7 = ___
20 × 8 = ___	10 × 15 = ___

Example

5 × 7 × 4

20

5 × 7 × 4 = 5 × 4 × 7 = 20 × 7
= 140

Use friendly number combinations with re-ordering to answer:

4 × 8 × 5

5 × 9 × 4

7 × 4 × 5

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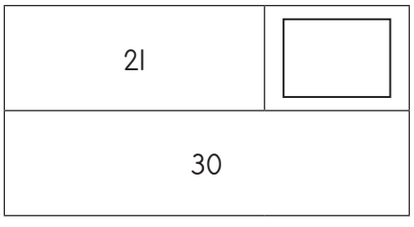
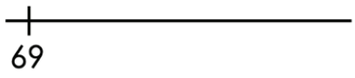
RE–ORDERING: Post-Test, Part 1

Name:

2 minutes for this page

1. Circle two numbers that add up to 10. 7 4 2 3 9	11. 100 + 32 = ☐
2. Circle two numbers that add up to 10. 5 4 1 6 8	12. 2 × 5 = ☐
3. 7 + ☐ = 10	13. Circle two numbers that add up to 20. 8 14 12 3 19
4. 9 + 11 = ☐	14. Circle two numbers that add up to 20. 15 4 1 16 8
5. Circle two numbers that add up to 100. 24 50 30 38 70	15. 50 × 2 = ☐
6. Circle two numbers that add up to 100. 51 17 29 49 60	16. 140 + ☐ = 149
7. 20 = 8 + ☐	17. Circle two numbers that add up to 30. 18 14 12 7 19
8. ☐ + 3 = 20	18. Circle two numbers that add up to 30. 10 14 9 16 13
9. 	19.  69 + ☐ = 100
10. 56 + 30 = ☐	20 22 + 18 = ☐

Mark: ☐ 20

RE–ORDERING: Post-Test, Part 2

3 minutes for this page

1.	8 + 97 = ☐
2.	27 + 48 + 23 = ☐
3.	199 + 98 + 1 + 2 = ☐
4.	37 + 56 + 13 = ☐
5.	38 + 125 + 15 = ☐
6.	2 × 7 × 5 = ☐
7.	8 + 97 = 97 + ☐
8.	96 + 58 + 4 = 100 + ☐
9.	99 + 97 + 1 + ☐ = 200
10.	Circle the best two numbers to add first in this set: 43 36 14

Mark: ☐ 10

LINKING ADDITION & SUBTRACTION: Pre-Test, Part 1

Name:

2 minutes for this page

1. 88 + ☐ = 92

2. 42 – 4 = ☐

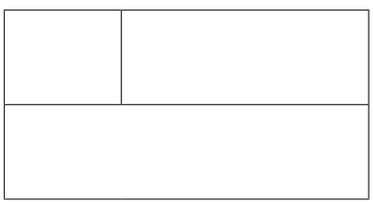
3. 86 + 5 = ☐

4. 17 + ☐ = 23

5. 199 + ☐ = 201

6. Fill these three numbers into the correct boxes: 11 – 9 = 2.

7.

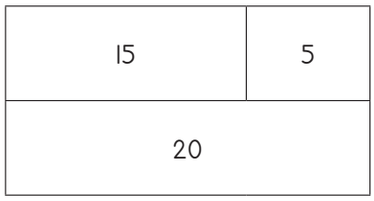


8. 302 – 5 = ☐

9. 29 + ☐ = 34

10. 91 – ☐ = 89

Fill in 15, 5 and 20 into the number sentences below (11 - 14)



11. ☐ – 5 = ☐

12. ☐ + 5 = ☐

13. ☐ – ☐ = 5

14. 5 + ☐ = ☐

15. 99 + ☐ = 102

16. 21 – ☐ = 19

17. 37 + 6 = ☐

18. 47 + ☐ = 55

19. 34 – ☐ = 29

20 75 + ☐ = 82

Mark: ☐ 20

LINKING ADDITION & SUBTRACTION: Pre-Test, Part 2

3 minutes for this page

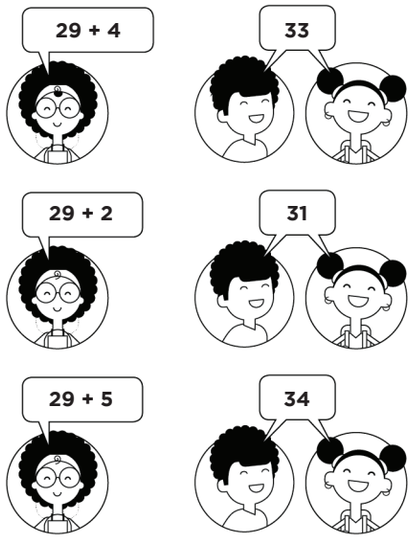
1.	92 – 88 = ☐
2.	4 + ☐ = 402
3.	☐ – 82 = 5
4.	82 – 75 = ☐
5.	201 – 199 = ☐
6.	☐ | 99 102
	27 + 15 = 42 **42 + 15 = 57**
7.	42 – 15 = ☐
	24 + 42 = 66 **24 + 18 = 42**
8.	☐ + 24 = 42
	Use the three numbers below in two different subtraction calculations: **83 + 37 = 120**
9.	☐ – ☐ = ☐
10.	☐ – ☐ = ☐

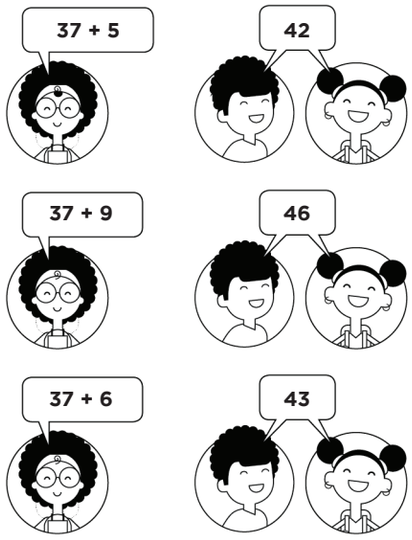
Mark: ☐ 10

WARM-UP

Quick addition: 1-digit numbers and 2-digit numbers

Choose a 2-digit number and ask learners to add different 1-digit numbers to it.





Note: *Learners may count up and down quickly if adding or subtracting 2, 3, or 4, but should be encouraged to use the bridging through ten strategy for adding and subtracting 5, 6, 7, 8, and 9 using the mental image of a number line.*

LINKING ADDITION & SUBTRACTION: Starter 1

Support Video
https://youtu.be/nha592FZEAc

At school

Fast as you can

Add in your head.

29 + 4 = 33	29 + 5 = ___
29 + 2 = ___	29 + 7 = ___
29 + 6 = ___	29 + 3 = ___

37 + 5 = 42	37 + 6 = ___
37 + 9 = ___	37 + 3 = ___
37 + 4 = ___	37 + 7 = ___

Example

Big = Small + Small
Big – Small = Small
Small + Small = Big

Write **big** **small** **small** next to the correct numbers.

3 _____	6 _____
9 _____	

✓ or ✗

3 + 6 = 9	☐	6 – 3 = 9	☐
9 = 6 + 3	☐	9 – 3 = 6	☐
6 + 9 = 3	☐	3 = 9 – 6	☐
6 + 3 = 9	☐	9 – 6 = 3	☐
3 + 9 = 6	☐	3 – 6 = 9	☐

At home

Fast as you can

Add in your head.

45 + 4 = 49	45 + 7 = ___
45 + 8 = ___	45 + 3 = ___
45 + 2 = ___	45 + 6 = ___

56 + 5 = 61	56 + 7 = ___
56 + 1 = ___	56 + 4 = ___
56 + 7 = ___	56 + 8 = ___

Example

4 + 9 = 13 ✓ 9 – 4 = 13 ✗
13 + 4 = 9 ✗ 13 – 4 = 9 ✓

Write **big** **small** **small** next to the correct numbers.

5 _____	7 _____
12 _____	

✓ or ✗

7 = 5 + 12	☐	12 = 5 + 7	☐
12 – 5 = 7	☐	7 – 5 = 12	☐
12 = 7 + 5	☐	12 = 5 + 7	☐
5 – 7 = 12	☐	12 – 7 = 5	☐
5 = 12 – 7	☐	7 + 5 = 12	☐

Dear Parent/Guardian,

Your child will bring home mental maths tasks like this one to complete.

The tasks should take about 10 minutes. On the top of the page there is a QR code:

Support Video
https://youtu.be/nha592FZEAc

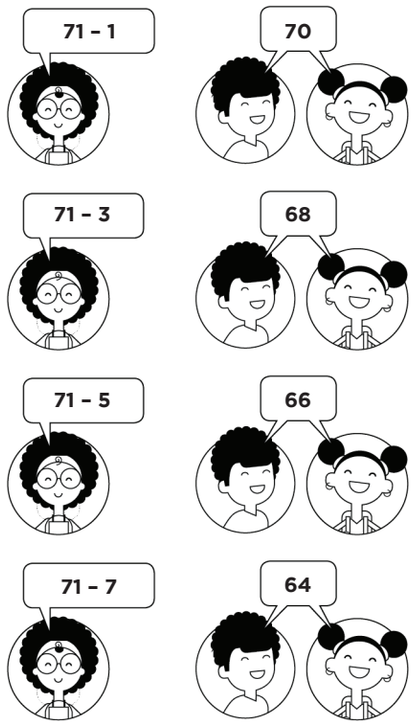
Each QR code will take you to a video that you can watch with your child to help them with the task. The tasks should take about 10 minutes. If you see your child making a mistake, ask them to spot the mistake before helping them to find the correct answer.

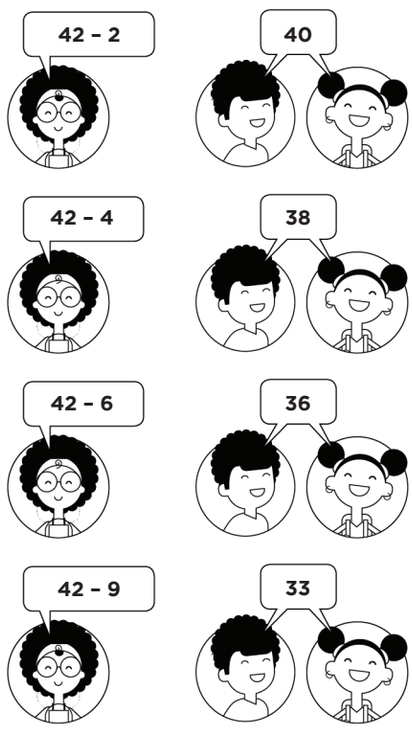
We hope your child enjoys working on these tasks.

WARM-UP

Quick subtraction: 1-digit numbers from 2-digit numbers

Choose a 2-digit number and ask learners to subtract different 1-digit numbers from it.





LINKING ADDITION & SUBTRACTION: Starter 2

Support Video
https://youtu.be/fKPfCfF0w1I

At school

Fast as you can

Subtract in your head.

71 – 1 = 70	71 – 5 = ___
71 – 3 = ___	71 – 7 = ___
71 – 6 = ___	71 – 4 = ___

42 – 2 = 40	42 – 6 = ___
42 – 4 = ___	42 – 9 = ___
42 – 7 = ___	42 – 5 = ___

Example

4	6	10

4	6
10	

+ calculations	– calculations
4 + 6 = 10	10 – 6 = 4
6 + 4 = 10	10 – 4 = 6
10 = 4 + 6	4 = 10 - 6
10 = 6 + 4	6 = 10 - 4

7	16	9

___	___	
___		

+ calculations	– calculations
7 + ___ = ___	16 – ___ = ___
___ + ___ = ___	___ – 7 = ___
16 = ___ + ___	___ = ___ – 7
___ = ___ + ___	___ = ___ – ___

At home

Fast as you can

Subtract in your head.

23 – 3 = 20	23 – 6 = ___
23 – 5 = ___	23 – 4 = ___
23 – 7 = ___	23 – 8 = ___

67 – 7 = 60	67 – 4 = ___
67– 3 = ___	67 – 8 = ___
67 – 9 = ___	67 – 6 = ___

Example

8	3	5

3	5
8	

+ calculations	– calculations
5 + 3 = 8	8 – 3 = 5
3 + 5 = 8	8 – 5 = 3
8 = 5 + 3	5 = 8 – 3
8 = 3 + 5	3 = 8 – 5

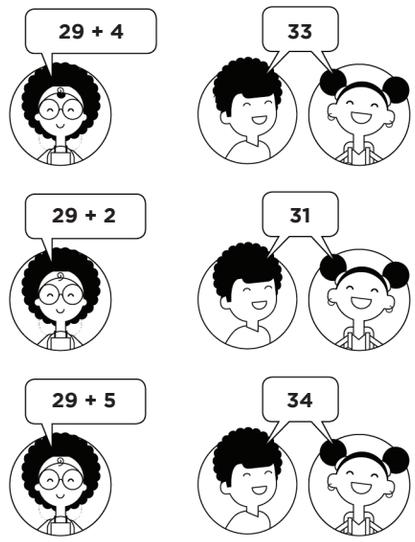
12	5	7

___	___	
___		

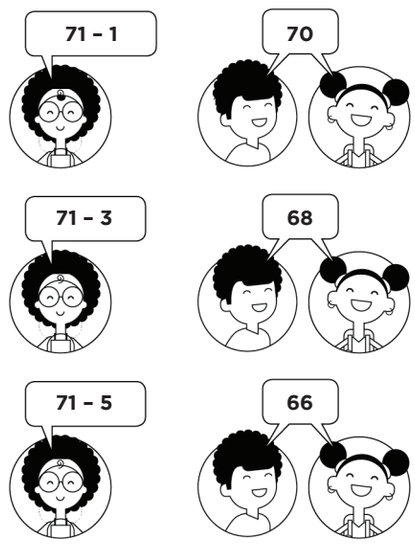
+ calculations	– calculations
5 + ___ = ___	12 – ___ = ___
___ + ___ = ___	___ – 5 = ___
12 = ___ + ___	___ = ___ – 7
___ = ___ + ___	___ = ___ – ___

WARM-UP

a. Quick addition: 1-digit numbers and 2-digit numbers



b. Quick subtraction: 1-digit numbers from 2-digit numbers



LINKING ADDITION & SUBTRACTION: Starter 3

Support Video
https://youtu.be/r02iTWJMfP0

At school

Fast as you can

Add in your head.

36 + 4 = 40	36 + 5 = ___
36 + 3 = ___	36 + 8 = ___
36 + 6 = ___	36 + 7 = ___

Subtract in your head.

42 – 2 = 40	42 – 6 = ___
42 – 4 = ___	42 – 9 = ___
42 – 7 = ___	42 – 5 = ___

Example

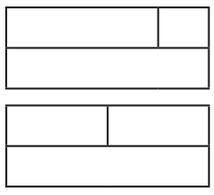
22	17	5

5	17
22	

+ calculations	– calculations
17 + 5 = 22	22 – 5 = 17
5 + 17 = 22	22 – 17 = 5
22 = 5 + 17	5 = 22 – 17
22 = 17 + 5	17 = 22 – 5

Fill the numbers from 11+1=12 and 5+5=10 into the correct bars.

11 + 1 = 12



5 + 5 = 10

	11 + 1 = 12	5 + 5 = 10
+	___ + ___ = ___ ___ + ___ = ___ ___ = ___ + ___ ___ = ___ + ___	___ + ___ = ___ ___ + ___ = ___ ___ = ___ + ___ ___ = ___ + ___
–	___ – ___ = ___ ___ – ___ = ___ ___ = ___ – ___ ___ = ___ – ___	___ – ___ = ___ ___ – ___ = ___ ___ = ___ – ___ ___ = ___ – ___

At home

Fast as you can

Add in your head.

48 + 2 = 50	48 + 4 = ___
48 + 5 = ___	48 + 3 = ___
48 + 7 = ___	48 + 8 = ___

Subtract in your head.

34 – 4 = 30	34 – 6 = ___
34 – 3 = ___	34 – 5 = ___
34 – 7 = ___	34 – 8 = ___

Example

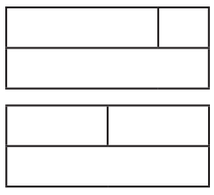
20	35	15

15	20
35	

+ calculations	– calculations
15 + 20 = 35	35 – 15 = 20
20 + 15 = 35	35 – 20 = 15
35 = 15 + 20	15 = 35 – 20
35 = 20 + 15	20 = 35 – 15

Fill the numbers from 3 + 4 = 7 and 9 = 2 + 7 into the correct bars.

3 + 4 = 7

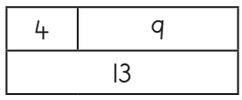


9 = 2 + 7

	3 + 4 = 7	9 = 2 + 7
+	___ + ___ = ___ ___ + ___ = ___ ___ = ___ + ___ ___ = ___ + ___	___ + ___ = ___ ___ + ___ = ___ ___ = ___ + ___ ___ = ___ + ___
–	___ – ___ = ___ ___ – ___ = ___ ___ = ___ – ___ ___ = ___ – ___	___ – ___ = ___ ___ – ___ = ___ ___ = ___ – ___ ___ = ___ – ___

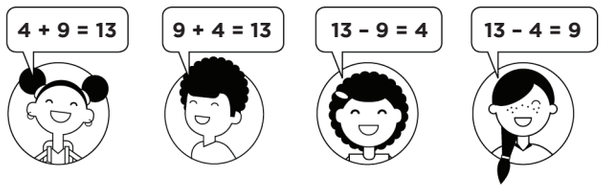
WARM-UP

Draw a bar diagram for any combination of 3 numbers in the range of 1-20. Two examples are given below. Draw the bar diagrams to be visually proportional to the numbers.

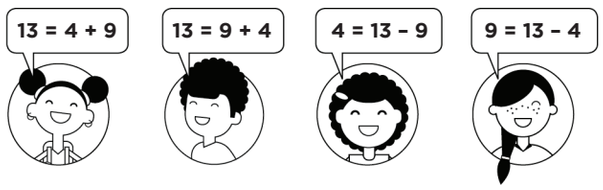


Now ask learners to give you different addition and subtraction number sentences that work for the bar diagram. As learners suggest the possible number sentences, point to the numbers on the bar diagram.

Make sure that learners suggest both addition and subtraction number sentences:



Encourage learners to also suggest number sentences where the 'answer' comes first, e.g.



Note: *There are always 8 possible number sentences like the 8 above that work for each bar diagram. Learners do not have to suggest all 8 possible number sentences, but it is good to encourage them to suggest a variety of these.*

LINKING ADDITION & SUBTRACTION: Starter 4

Support Video
https://youtu.be/KPsfH209EEM

At school
Fast as you can

7	3
10	

+ calculations	– calculations
___ + ___ = 10	10 – ___ = ___
___ + ___ = 10	10 – ___ = ___
10 = ___ + ___	7 = ___ – ___
10 = ___ + ___	3 = ___ – ___

Example

25 – 22 = ___

	22
25	

From 22 to 25, we're short by 3.

22 + 3 = 25

21 – 17 = ___

From 17 to 21, we're short by ___

17 + ___ = 21

31 – 25 = ___

From 25 to 31, we're short by ___

25 + ___ = 31

At home
Fast as you can

4	9
13	

+ calculations	– calculations
___ + ___ = 13	13 – ___ = ___
___ + ___ = ___	___ – ___ = ___
13 = ___ + ___	4 = ___ – ___
___ = ___ + ___	___ = ___ – ___

Example

41 – 37 = ___

37	
41	

From 37 to 41, we're short by 4.

37 + 4 = 41

102 – 99 = ___

From 99 to 102, we're short by ___

99 + ___ = 102

64 – 58 = ___

From 58 to 64, we're short by ___

58 + ___ = 64

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Name:

Linking Addition & Subtraction: Worksheet 1

Mark: ____ / 20

1. $67 + \square = 72$

2. $54 - 6 = \square$

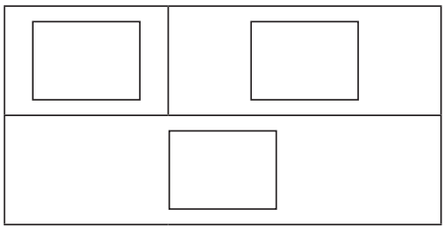
3. $78 + 7 = \square$

4. $26 + \square = 34$

5. $99 + \square = 102$

6. Fill these three numbers into the boxes:

   13 – 8 = 5



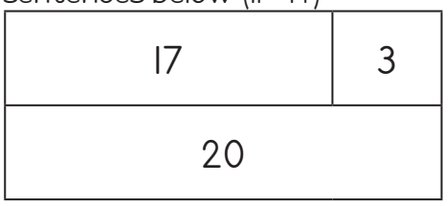
7. $206 - 8 = \square$

8. $48 + \square = 54$

9. $81 - \square = 78$

10. $39 + \square = 44$

Fill in 17, 3 and 20 into the number sentences below (11 - 14)



11. $\square - 3 = \square$

12. $\square + 3 = \square$

13. $\square - \square = 3$

14. $3 + \square = \square$

15. $198 + \square = 202$

16. $31 - \square = 28$

17. $46 + 8 = \square$

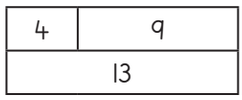
18. $55 + \square = 63$

19. $64 - \square = 59$

20. $65 + \square = 72$

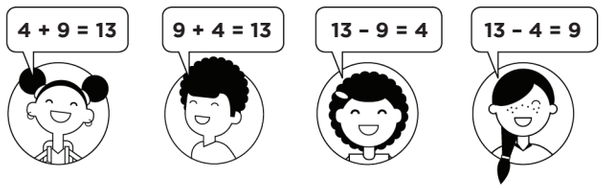
WARM-UP

Draw a bar diagram for any combination of 3 numbers in the range of 1-20. Two examples are given below. Draw the bar diagrams to be visually proportional to the numbers.

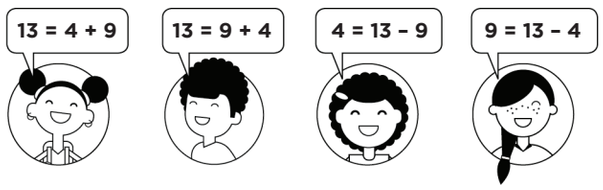


Now ask learners to give you different addition and subtraction number sentences that work for the bar diagram. As learners suggest the possible number sentences, point to the numbers on the bar diagram.

Make sure that learners suggest both addition and subtraction number sentences:



Encourage learners to also suggest number sentences where the 'answer' comes first, e.g.



Note: *There are always 8 possible number sentences like the 8 above that work for each bar diagram. Learners do not have to suggest all 8 possible number sentences, but it is good to encourage them to suggest a variety of these.*

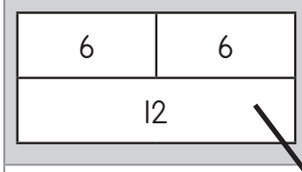
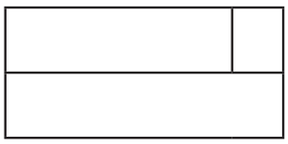
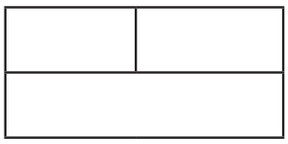
LINKING ADDITION & SUBTRACTION: Starter 5

Support Video
https://youtu.be/bkmaf0ArzuY

At school

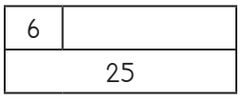
Fast as you can

Match number sentences and bar diagrams.

	4 + 5 = 9
	6 + 6 = 12
	10 + 1 = 11

Example

6 + ___ = 25



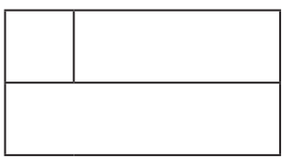
25 – 6 = 19

↓

6 + 19 = 25

Fill in the missing numbers into the bar diagram and complete the calculations below.

7 + ___ = 32

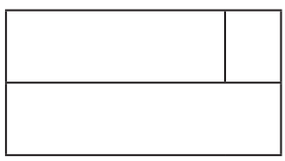


32 – ___ = ___

↓

7 + ___ = 32

___ + 3 = 104



___ – ___ = ___

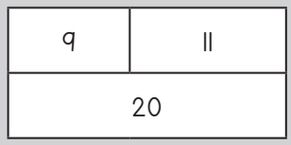
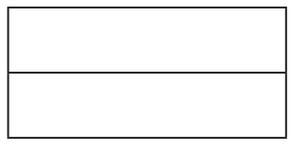
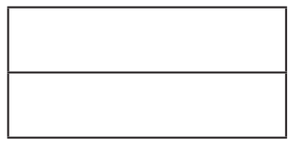
↓

___ + 3 = 104

At home

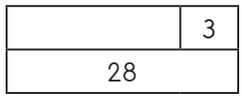
Fast as you can

Complete the bar diagram for each number sentence.

11 + 9 = 20	
3 + 19 = 22	
7 + 7 = 14	

Example

___ + 3 = 28



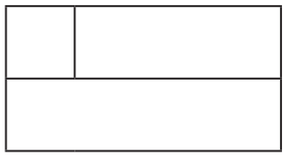
28 – 3 = 25

↓

25 + 3 = 28

Fill in the missing numbers into the bar diagram and complete the calculations below.

4 + ___ = 51

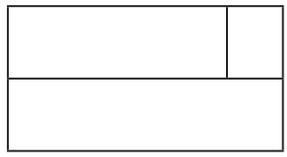


51 - ___ = ___

↓

4 + ___ = 51

___ + 7 = 83



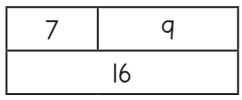
___ – ___ = ___

↓

___ + 7 = 83

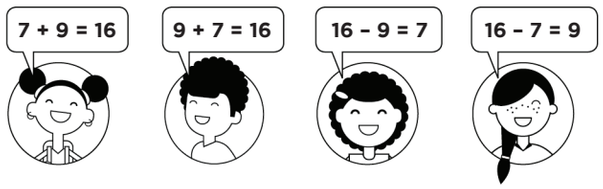
WARM-UP

Draw a bar diagram for any combination of 3 numbers in the range of 1-20. Two examples are given below. Draw the bar diagrams to be visually proportional to the numbers.

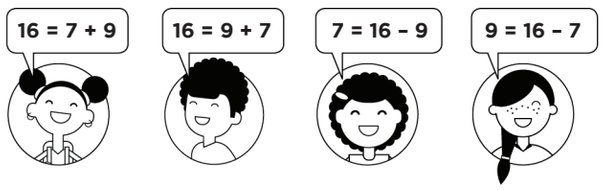


Now ask learners to give you different addition and subtraction number sentences that work for the bar diagram. As learners suggest the possible number sentences, point to the numbers on the bar diagram.

Make sure that learners suggest both addition and subtraction number sentences:



Encourage learners to also suggest number sentences where the 'answer' comes first, e.g.



Note: *There are always 8 possible number sentences like the 8 above that work for each bar diagram. Learners do not have to suggest all 8 possible number sentences, but it is good to encourage them to suggest a variety of these.*

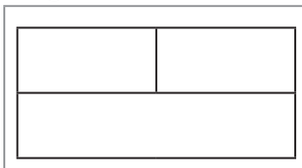
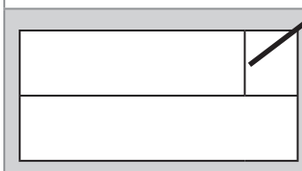
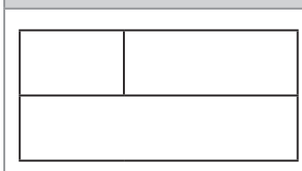
LINKING ADDITION & SUBTRACTION: Starter 6

Support Video
https://youtu.be/OnF8U7aBPOc

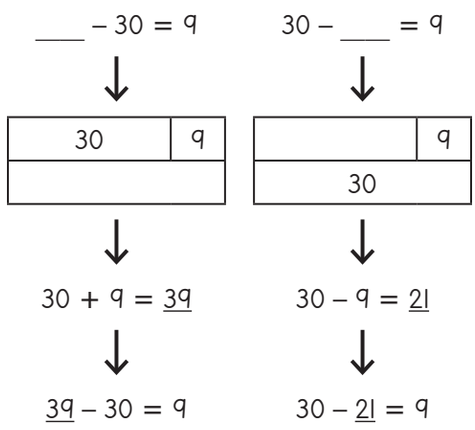
At school

Fast as you can

Match number sentences and bar diagrams.

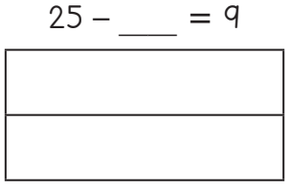
	12 – 2 = 10
	14 – 6 = 8
	16 – 8 = 8

Example

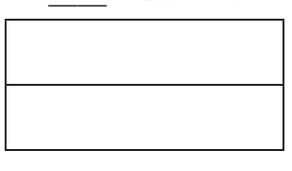


Complete the bar diagram to find the missing number.

25 – ___ = 9



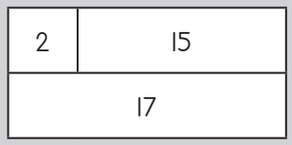
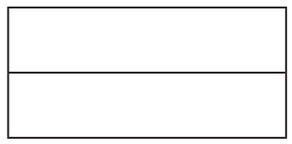
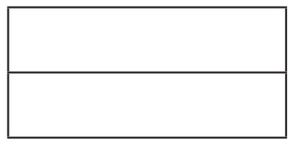
___ – 25 = 9



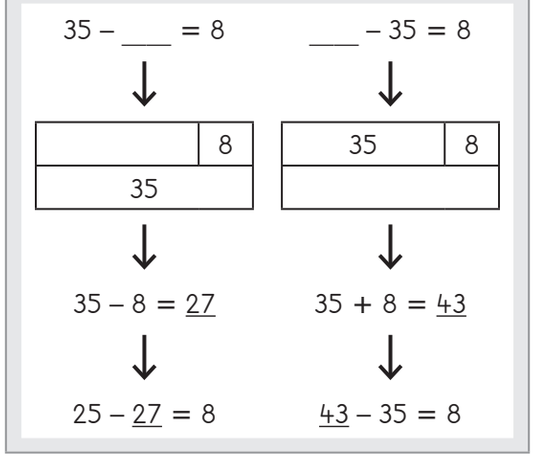
At home

Fast as you can

Complete the bar diagram for each number sentence .

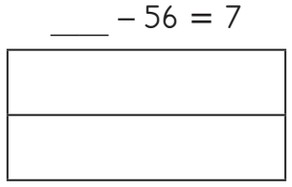
17 – 15 = 2	
40 – 10 = 30	
22 – 3 = 19	

Example



Complete the bar diagram to find the missing number.

___ – 56 = 7

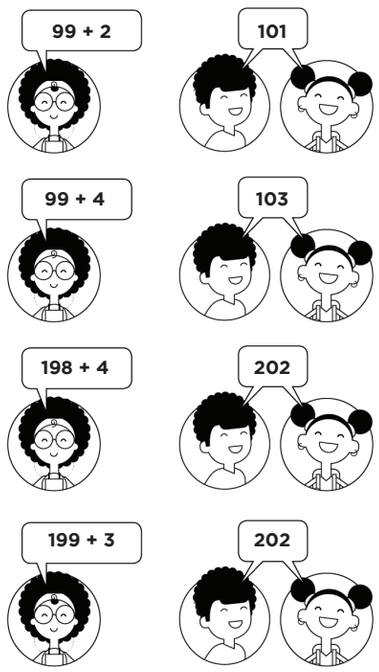


56 – ___ = 7

WARM-UP

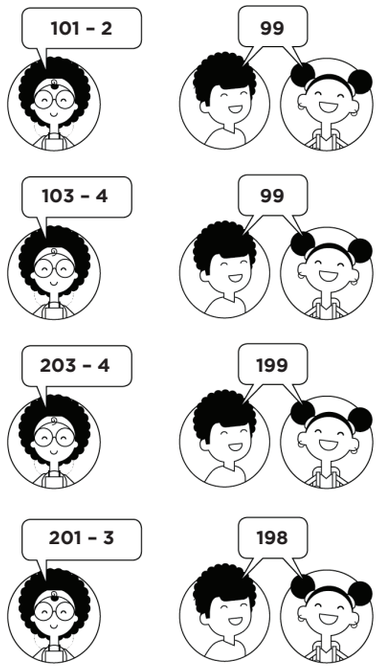
a. Quick addition: 1-digit numbers and 2-digit numbers

Use some large numbers that will give answers just over 100 and 200, e.g.



b. Quick subtraction: 1-digit numbers from 2-digit numbers

Use some large numbers that will give answers just over 100 and 200, e.g.



LINKING ADDITION & SUBTRACTION: Starter 7

Support Video
https://youtu.be/vIFAjz8cKMQ

At school
Fast as you can

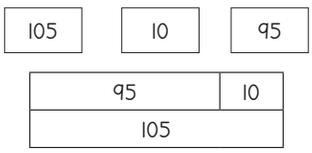
Add in your head.

99 + 2 = 101	99 + 4 = __
98 + 5 = __	196 + 5 = __
197 + 4 = __	199 + 3 = __

Subtract in your head.

101 – 2 = 99	103 – 4 = ____
102 - 3 = ____	203 – 4 = ____
201 – 3 = ____	202 – 5 = ____

Example

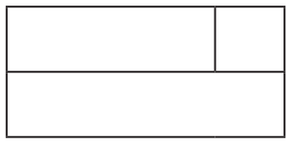


+ calculations	– calculations
10 + 95 = 105	105 – 10 = 95
95 + 10 = 105	105 – 95 = 10
105 = 95 + 10	95 = 105 – 10
105 = 10 + 95	10 = 105 – 95

Complete the bar diagram to find the missing number.

115 – ____ = 90

____ + 3 = 210



At home
Fast as you can

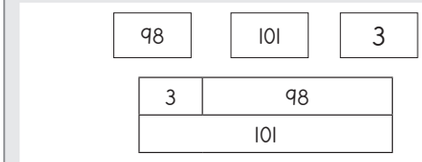
Add in your head.

97 + 5 = 102	98 + 4 = __
99 + 3 = __	195 + 6 = __
199 + 4 = __	198 + 3 = __

Subtract in your head.

102 – 4 = 98	101 – 5 = ____
103 – 6 = ____	202 – 3 = ____
201 – 5 = ____	203 – 4 = ____

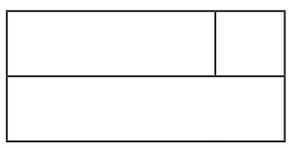
Example



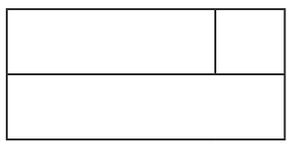
+ calculations	– calculations
3 + 98 = 101	101 – 3 = 98
98 + 3 = 101	101 – 98 = 3
101 = 98 + 3	98 = 101 – 3
101 = 3 + 98	3 = 101 – 98

Complete the bar diagram to find the missing number.

____ – 99 = 4



____ + 2 = 201



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Name:

Mark: ☐ / 10

Linking Addition & Subtraction: Worksheet 2

1. $72 - 67 = \square$

2. $4 + \square = 303$

3. $\square - 63 = 6$

4. $94 - 88 = \square$

5. $302 - 298 = \square$

6.

☐	98
103	

7. **61 + 27 = 88** **34 + 27 = 61**

$61 - 27 = \square$

8. **36 + 25 = 61** **61 + 36 + 97**

$\square + 36 = 61$

Use the three numbers below in two different subtraction calculations:

78 + 52 = 130

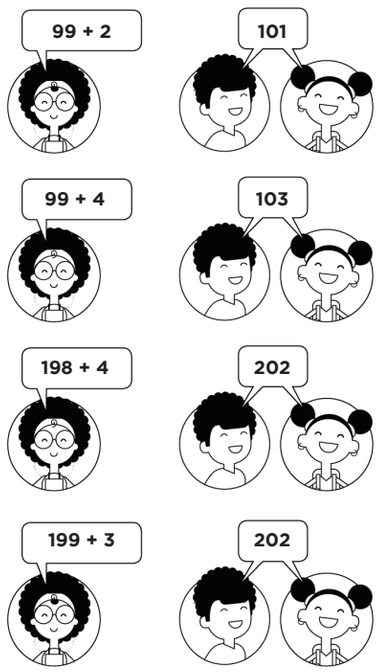
9. $\square - \square = \square$

10. $\square - \square = \square$

WARM-UP

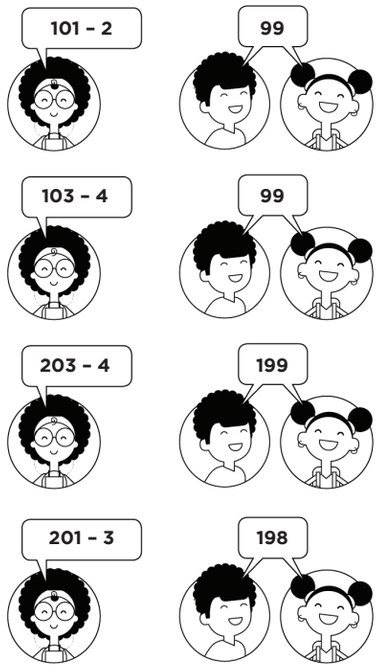
a. Quick addition: 1-digit numbers and 2-digit numbers

Use some large numbers that will give answers just over 100 and 200, e.g.



b. Quick subtraction: 1-digit numbers from 2-digit numbers

Use some large numbers that will give answers just over 100 and 200, e.g.



LINKING ADDITION & SUBTRACTION: Starter 8

At school
Fast as you can

Add in your head.

87 + 4 = 91	66 + 5 = ___
48 + 3 = ___	135 + 6 = ___
127 + 5 = ___	189 + 7 = ___

Subtract in your head.

43 – 4 = 39	62 – 5 = ___
84 - 6 = ___	143 – 7 = ___
122 – 3 = ___	201 – 8 = ___

Example

___ + 3 = 28 → 28 – 3 = 25

___ – 37 = 6 → 37 + 6 = 43

Write a calculation you can use to work out the missing number.

4 + ___ = 105	___ + 5 = 69
___ – 29 = 2	41 – 36 = ___

Support Video
https://youtu.be/nYoOex4bibI

At home
Fast as you can

Add in your head.

46 + 5 = 51	37 + 8 = ___
93 + 9 = ___	146 + 7 = ___
158 + 4 = ___	109 + 6 = ___

Subtract in your head.

81 – 4 = 77	43 – 7 = ___
62 - 5 = ___	112 – 8 = ___
104 – 6 = ___	221 – 9 = ___

Example

202 – 198 = ___ → 198 + 4 = 202

2 + ___ = 51 → 51 – 2 = 49

Write a calculation you can use to work out the missing number.

22 – ___ = 3	12 + ___ = 100
___ + 9 = 108	___ – 87 = 8

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LINKING ADDITION & SUBTRACTION: Post-Test, Part 1

Name:

2 minutes for this page

1. $76 + \square = 82$

2. $42 - 4 = \square$

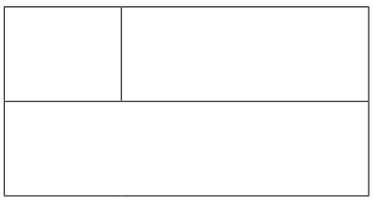
3. $86 + 5 = \square$

4. $17 + \square = 23$

5. $199 + \square = 201$

6. Fill these three numbers into the correct boxes: $11 - 9 = 2$.

7.



8. $302 - 5 = \square$

9. $29 + \square = 34$

10. $91 - \square = 89$

Fill in 16, 4 and 20 into the number sentences below (11 - 14)

11. $\square - 4 = \square$

12. $\square + 4 = \square$

13. $\square - \square = 4$

14. $4 + \square = \square$

15. $99 + \square = 102$

16. $21 - \square = 19$

17. $37 + 6 = \square$

18. $27 + \square = 35$

19. $34 - \square = 29$

20 $75 + \square = 82$

Mark: ____ / 20

LINKING ADDITION & SUBTRACTION: Post-Test, Part 2

3 minutes for this page

1. $73 - 68 = \square$

2. $6 + \square = 303$

3. $\square - 82 = 5$

4. $82 - 75 = \square$

5. $201 - 199 = \square$

6.

	99
102	

7. **42 + 15 = 57** **27 + 15 = 42**

$42 - 15 = \square$

8. **42 + 24 = 66** **24 + 18 = 42**

$\square + 24 = 42$

Use the three numbers below in two different subtraction calculations:
67 + 53 = 120

9. $\square - \square = \square$

10. $\square - \square = \square$

Mark: | | 10 |

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Mental Starters Grade 3: Learner's Workbook

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