

Activity name	Learning objectives	Managing the homework
A1		
<p>Investigating place value Re-order two, three or four given digits to make as many different numbers as possible.</p>	Explain what each digit represents in whole numbers, and partition and order these numbers	<p>Before: Ask the children to remind you of the strategies used in class to find the greatest and smallest numbers.</p> <p>After: Share results. Is the outcome the same with different digits?</p>
<p>Aim high A place value game using five 0–9 cards to make the highest number.</p>	Explain what each digit represents in whole numbers, and partition and order these numbers	<p>Before: Discuss the place value choices children face when they pick a high or low digit early in the game.</p> <p>After: Invite the children to describe their strategies. Ask what difficult decisions they had to make (for example, a middle-sized number early on).</p>
<p>The differences game Subtract by counting on aloud, either mentally or using a number line.</p>	Extend mental methods for whole-number calculations, for example to subtract one near-multiple of 1000 from another (for example, 6070 – 4097)	<p>Before: Remind the children about counting on in ‘jumps’ to round up to the next 10, 100 and so on.</p> <p>After: Ask the children to explain how they calculated. Can they suggest a rule to help someone else?</p>
<p>Take it away! Practise the vertical subtraction methods used in class – the expanded or compact methods – with some calculations.</p>	Use efficient written methods to subtract whole numbers	<p>Before: Remind the children to use the method that they have been working on in class and not to be tempted to try somebody else’s ‘easier’ method.</p> <p>After: Ask individuals to demonstrate the method(s) they prefer. Troubleshoot any difficulties.</p>
A2		
<p>Number chains Spot the pattern and complete the number sequence.</p>	Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards	<p>Before: Do some examples of these types of number patterns together. Discuss some strategies and things to look for.</p> <p>After: Hear some examples and invite the children to challenge each other with their own examples. Ask them to explain the ‘key’ or ‘rule’ to their patterns.</p>
<p>Where is the hottest place? Use < and > to order temperatures and write statements about them.</p>	Explain what each digit represents in whole numbers and order these numbers	<p>Before: Ask the children to remind you of the meanings of the < and > symbols.</p> <p>After: Link to geography. Ask: <i>Where would you go to ski? Where would you go to get a suntan?</i> Encourage the children to use an atlas to find the locations of the places listed on the worksheet.</p>
<p>Number search Find lines of four numbers that can be rounded to the same whole 10 or 100.</p>	Explain what each digit represents in whole numbers and round and order these numbers	<p>Before: Ask the children to remind you of the rule that they created to assist them with rounding numbers.</p> <p>After: Invite the children to share their results.</p>
<p>Colour, add and win Complete addition and subtraction calculations in order to colour the flowers.</p>	Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences	<p>Before: Establish the playing rules and demonstrate using the example on the sheet.</p> <p>After: Children swap sheets with a partner and check the calculations.</p>