

YEAR 1 MATHS

Term 6 Week 8

Mathletics and Professor Assessor

This week we have set some problem solving activities for you to try on Mathletics: <https://www.mathletics.com/uk/>

We have also set a problem solving home learning activity on Professor Assessor: www.prof123.co.uk/

You will have 2 weeks to complete each of these tasks from Monday 20th July.

You will also be able to access Mathletics and Professor Assessor over the summer holidays in 'free flow' mode.

This week – Solving Problems and Puzzles

- Each session should take about 45 minutes.
- This week we are focusing on solving maths problems and puzzles.
- There are 2 activities to work through each day. You can try 1 or both activities each day depending upon the time each activity takes.

Session 1 – Sorting the Street

Please turn to the next page for the 2nd activity.

- Your first problem solving activity is a finding all the possible solutions problem. It is called 'Sorting the Street'. You will need to sort the houses in the street into groups in as many different ways as you can.
- Please follow this weblink to read the problem:
<https://nrich.maths.org/5157>

There are some helpful prompts and notes here.



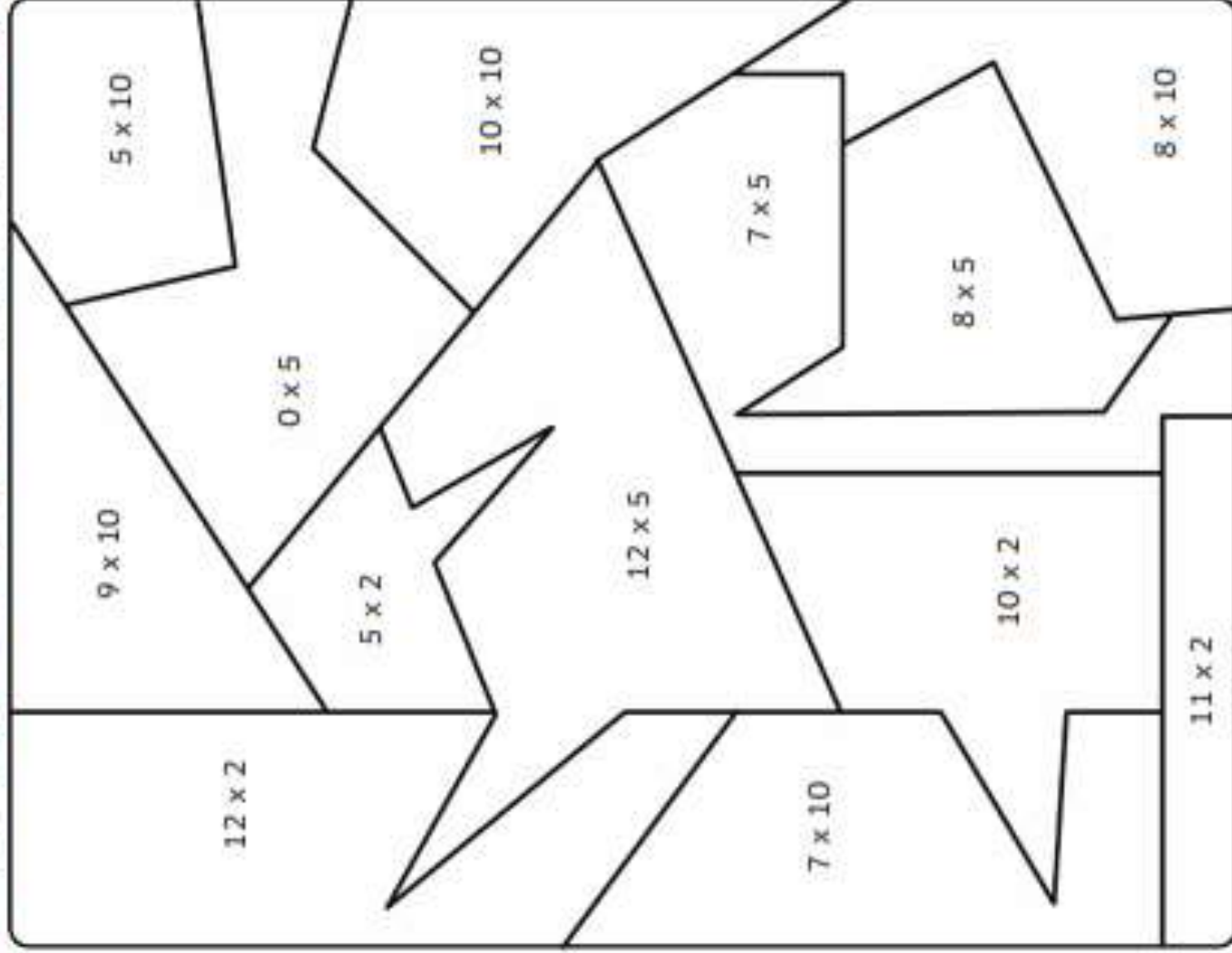
The screenshot shows the NRICH website interface. At the top, there is a navigation bar with the NRICH logo and a menu of categories: Primary Students, Secondary Students, Early Years, Primary Teachers, and Secondary Teachers. Below the navigation bar, there are five house icons in different colors (orange, blue, yellow, green, and dark green). A green arrow points from the text box on the left to the 'Sort the Street' problem page. The page title is 'Sort the Street' and it is rated 'Age 5 to 7 ★'. Below the title, there is a link to 'Problem Getting Started Solution' and a link to 'Teachers' Resources'.

Session 1 – Extra Activity - Colour by 2's, 5's and 10's

Colour by 2's, 5's and 10's

Do the multiplication calculation and colour the shape in the correct colour.

0-10 11-20 21-30 31-40 41-50 51-60 61-70 71-80 81-90 91-100

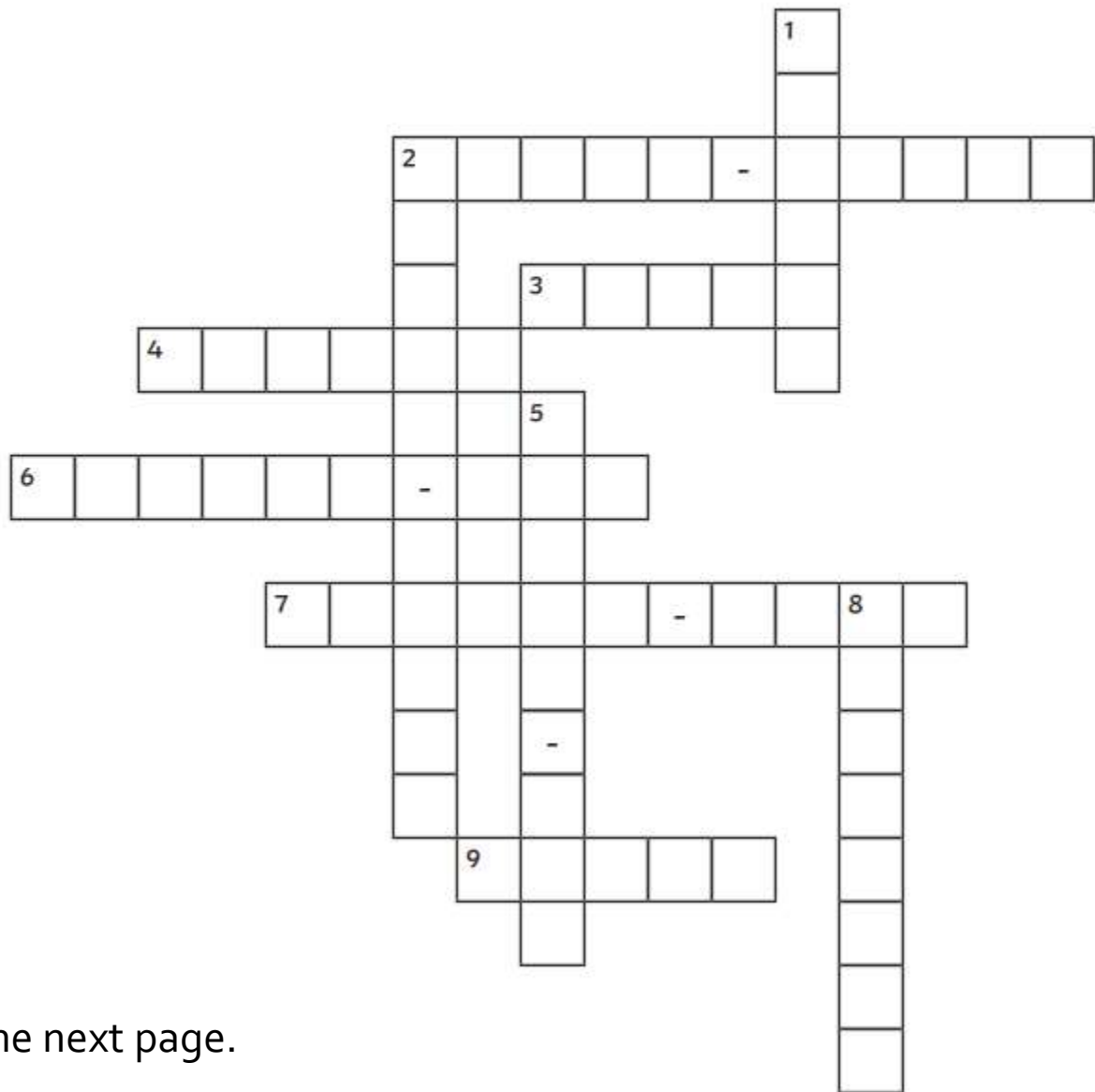


Session 2 – Flip Flop – Matching Cards

- The first activity today is called 'Flip Flop – Matching Cards'. The aim of this game is to match pairs of cards.
- Click on a card in the interactivity to turn it over. Then click on another one. If the two cards match, they will stay face-up. If the two cards do not match, they will return to being face-down.
- The game ends when all the cards have been matched in pairs.
- There is also a printable version of the game at the bottom of the webpage.
- <https://nrich.maths.org/1257>

Please turn to the next page for the 2nd activity.

Read and Write Numbers to 100 Place Value



Across

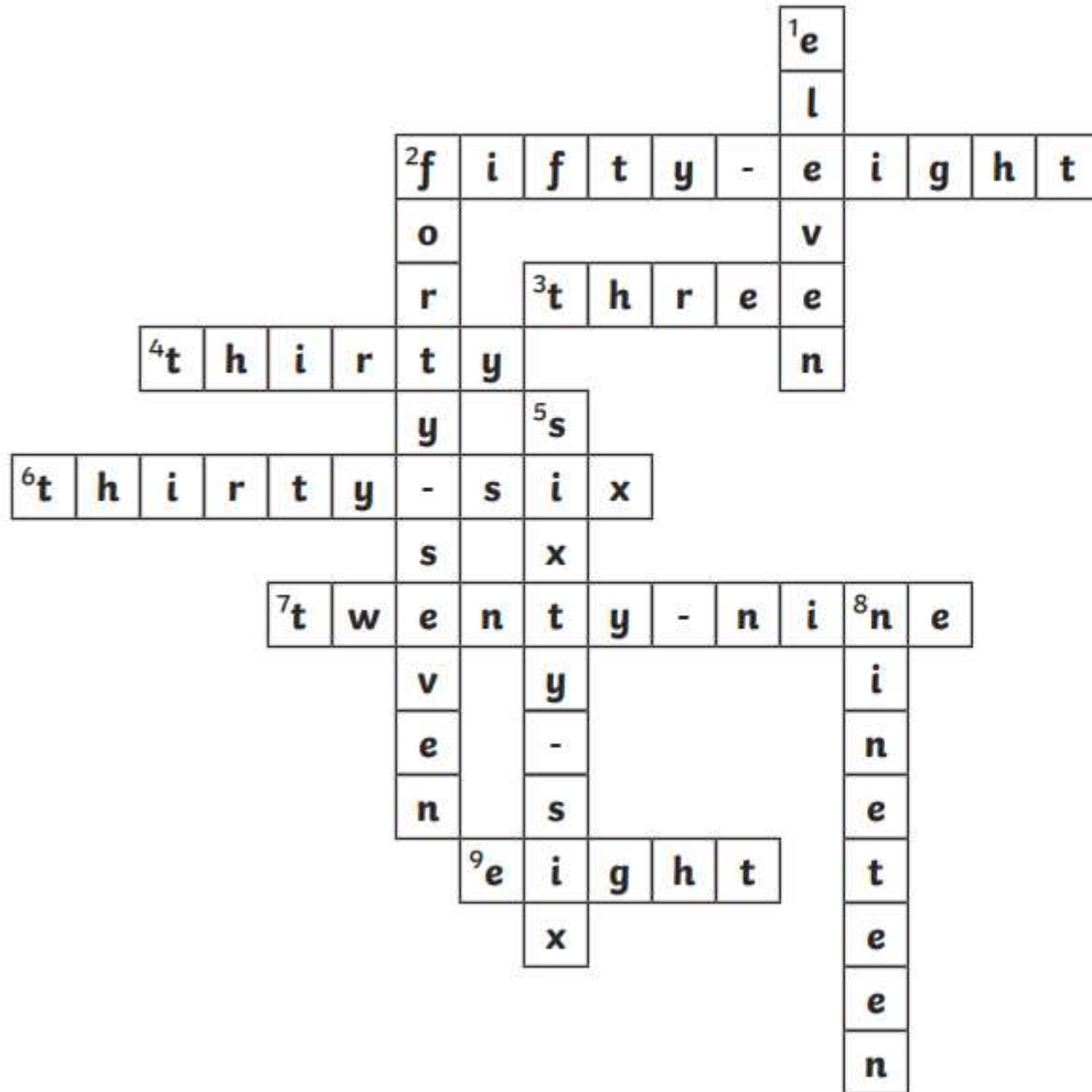
- one more than 57
- an odd number that is less than 7
- I can make this number with 2 tens and another ten.
- an even number between 35 and 37
- one less than thirty
- This number is two less than ten.

Down

- a 2-digit number where both digits are the same
- ten more than 37
- a 2-digit number where both digits are the same
- one more than eighteen

Answers on the next page.

Read and Write Numbers to 100 Place Value **Answers**



Across

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- an odd number that is less than 7
- I can make this number with 2 tens and another ten.
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- a 2-digit number where both digits are the same
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Session 3 – Three Squares

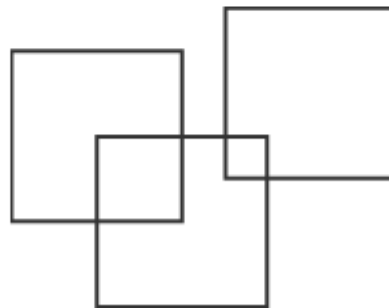
- For the first activity today we are going to be focusing on another all possible solutions problem. It is called 'Three Squares'. You could use the interactivity on the website or you could draw your solutions:

<https://nrich.maths.org/143>

Three Squares

Age 5 to 11 ★★★

What is the greatest number of squares you can make by overlapping three squares of the same size?



Please turn to the next page for the 2nd activity.

Session 3 – Calculation Maze

Extra Challenges:

Can you work out what the answer would be if you changed Lucio's starting number? For example, a starting number of 5 or 15?

Can you create your own calculation maze and work out the answer?

Calculation Maze

Lucio is going to school. He sets off with a number.
What will his number be at the end of his journey?

