# Addition and Subtraction Unit 1

# **Short Mental Workouts**

The short activities suggested below do not have to be done at the beginning of your maths lesson – they are suitable for doing at any time of the day to provide ongoing revision of important mental and oral skills.

While there probably isn't time during your maths lesson for these activities, it is crucial to regularly revisit the skills used. You decide when to use them – perhaps at the beginning of the day for 'morning maths', as you line up for lunch, or as a 'brain-break' during the afternoon.

If an image is suggested, you can find it on the sheet(s) below and/or use the link (beginning https://wrht.org.uk/...) to find it, and other related generic materials.

# Day 1

### Add 3 or 4 numbers

Children play a game of *Flippy Floppy Fingers* in groups of 3. Ask one group to model the game at the front of the class. Children shake their fingers saying *'flippy floppy fingers'*. They then each reveal any number of fingers and have to add the total fingers of their group before the others in the group do. Focus on spotting pairs that make 10, and doubles.

#### Day 2

## Add multiples of 10

Children play in pairs. They take it in turns to shuffle a pack of tens place value cards. Y3 children turn over two cards; Y4 children turn over four cards. The first child in the pair to say the total wins a point (Y3 are adding two multiples of 10, Y4 are adding four multiples of 10). Repeat. The first player to reach 10 points wins the game.

#### Day 3

## Change from £1

Show children bar model pictures for finding change (see resources below). Children write the change from £1 on their whiteboards.

#### Day 4

## Pairs to 100

Point to the question marks in each bar model (see resources below). How much is needed to make 100? Children write their answer on whiteboards. You may need to first ask how many to the next 10, then how many 10s to 100.



