Number and Place Value 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 is not time during your maths lesson for these activities, it is crucial to regularly rehearse these skills. 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

Count in steps of 100

Prepare a card showing *+ 100* on one side and *– 100* on the other side. Show *+ 100*. Children count in steps of 100 from 45 around the class. Once they get to 945, turn the card over to show *– 100* and count back around the class. Start at a different place in the class and start counting from 38, this time turning the card more frequently from *+ 100*, to *– 100*, to *+ 100* again. Repeat, as time allows, with different starting numbers, e.g. 7, 112, 654, etc. Keep the count within 1000.

Day 2

Place 3-digit numbers on an empty number line

In pairs, children draw an empty number line from 0–1000. They shuffle a pack of 0–9 digit cards and take turns to choose three cards to create a 3-digit number, using the cards in any order. Children mark their number on the line, writing the number and their initials. Play continues in this way. The winner is the first player to mark three numbers in a row without one of their opponent's numbers in-between.

Day 3

Multiply and divide by 10

Display a 100s, 10s and 1s place value grid (*see Starters resource*). Ask children to copy the grid onto a mini-whiteboard, then write digits in the correct columns to show 46. Then ask them to show you the answer to 10 × 46. Remind children how the digits move one place to the left when we multiply by 10 and that we needed to put a 0 in the 1s column to 'hold' the empty place. Repeat for 10 × 42 and 10 × 25. Ask children to show 380 on their place value grids, then to show 380 ÷ 10. Continue to practise dividing by 10 with other multiples of 10, e.g. 280, 740 and 400.

