# Wednesday 24th February

Maths

L.o- To identify the whole and parts when variation is a factor.

Look together at the pictures and questions below. You may like to use the part whole model from yesterday and some small objects as counters to help your child understand breaking a whole into 2 parts and then combining the parts back together.

Ask the following questions whilst looking at this picture:

- 🐝 What can you see here? (fish tank, 2 bags and 2 types of plants)
- 🐝 What is the same and what is different about the plants?
- 🐝 How could you break the plants into 2 parts? (by type of plant)
- 🐝 If you break the plants by type of plant, how many will go in each bag?

① How many plants will go in each bag?
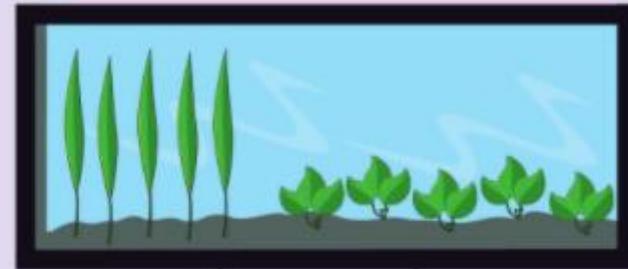
The bags show the parts.

Ask the following questions whilst looking at this picture:

- 🐝 What can you see here?
- 🐝 How many fish are in each bag?
- 🐝 What will happen if both bags (both parts) are emptied into one tank (the whole)?
- 🐝 Where will all of the fish go?
- 🐝 How many fish will go in the whole tank?

You will need the part-whole model and 10 counters:

1. Ask your child to put the 10 counters into the part-whole model, in the whole.
2. Then ask them to break them up from the whole into 2 parts to match the plants or the fish in the pictures.
3. Recombine to the whole to check there are still 10.
4. Encourage them to say the number bond sentence: _____ and _____ makes 10.

Deepen

Ask you child if the plants could be broken up in a different way. Reassure them that they don't need to be divided by type. Use the part-whole and counters to explore. You could use 2 sets of counters which are different to help recognise how the plants can be broken up in different ways.