

Parent Checklist for Mathematics Passports

Welcome to the new and improved Old Basing Maths Passports!

The Passports are for the children to complete a series of challenges so that they improve their mental recall of basic number facts. The idea is that the children take a journey across the continents, accepting each new challenge, and learning key facts for instant recall as they go.

In order for your child to complete a 'continent', they may ask an adult to test them on the facts that they are currently working on. If the adult is happy that the child demonstrates sufficient mental recall with that skill, they can move onto the next part of the passport and can continue on their journey across the continents.

Here is a simple checklist to give you an idea of the types of questions children will have to answer in order to pass each passport and progress to the next level. It should help you to support the children to learn their number facts at home. Children generally need to be able to give an answer within three seconds as the passports are designed to encourage quick mental recall. There is also an extra 'Crib Sheet' with exact questions and the answers that you should expect if you wish to have further guidance on how to test your child. The objectives are based on the National Curriculum for Mathematics and the requirements for what each child should be able to do by the end of Key Stage 1 in order to be working within the Age Related Expectations for Year 2.

As part of your child's home learning, we ask you to spend a few minutes each day practising your child's passport skills with them, just as you would when hearing them read or practising spellings. We suggest that you start from the very beginning of the passport, to ensure that any gaps in learning are addressed before your child moves on. The first time you go through the skills will simply be a way of finding out which skill they need to focus on with you next. We hope that this will give you some further guidance as to the kinds of activities that you might access on the websites we have suggested to support your child's maths learning while they are home rather than blindly accessing websites which may be too easy or difficult for your child. Should you have any queries regarding the Passports, please contact your child's class teacher via their Year Group Old Basing Facebook page or via the school email address adminoffice@oldbasing.hants.sch.uk.

Europe

Pairs of numbers that make 3, 4 and 5

- 3 - 0+3, 2+1
- 4 - 0+4, 1+3, 2+2
- 5 - 0+5, 1+4, 2+3

Counting on and back to 10 in 1s

- Ask child to count 0 - 10
- Ask child to count backward 10 - 0
- Ask child to count forward and backward from different starting points (e.g. 3, 7, 8)

Africa

Pairs of numbers that make 6, 7 and 8

- 6 - 0+6, 1+5, 2+4, 3+3
- 7 - 0+7, 1+6, 2+5, 3+4,
- 8 - 0+8, 1+7, 2+6 3+5, 4+4
- Ask question like 'What goes with 3 to make 8?' 'What goes with 2 to make 6?' etc.. They should aim to answer within 3 seconds in order to be 'fluent'.

Counting to and back to 20 in 1s

- Ask child to identify numbers between 0 - 20 (making sure that children pronounce the 'teen' numbers correctly. Children often mistake 'teen' and 'ty' numbers e.g. 14 is fourteen, not forty)
- Ask child to count 0 - 20
- Ask child to count backward from 20 - 0
- Ask child to count forward and backward from different starting points (e.g. 8, 14, 6, 10)

Asia

Pairs of numbers that make 9 and 10

- $9 - 0+9, 8+1, 7+2, 6+3, 5+4$
- $10 - 0+10, 9+1, 8+2, 7+3, 6+4, 5+5$

Counting to 100 and back in 1s

- Ask child to count 0 - 100
- Ask child to count backward 100 - 0
- Check the 'boundary crossing' as this is where children struggle most (e.g. 49, 50 and 79, 80) especially when counting backwards (40, 39 and 80, 79)
- Ask child to count forward and backward from different starting points (e.g. 33, 57, 28)

Oceania

Doubles of numbers to 5

- Double 1 = 2
- Double 2 = 4
- Double 3 = 6
- Double 4 = 8
- Double 5 = 10

Counting to 50 in 2s

- Ask child to count 0 - 50 in steps of 2 (0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24 etc...)

Counting to 100 in 10s

- Ask child to count 0 - 100 in steps of 10 (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)
- Watch out for children saying '80, 90, 20'. Encourage these children to clearly say 90 rather than 19.

North America

Counting back in 10s from 100

- Ask child to count 100 - 0 in steps of 10 (100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0)
- Watch out for children saying '40, 30, 12, 11, 10' which is a common misconception. Encourage children to clearly say thirty rather than thirteen.

Counting to 50 in 5s

- Ask child to count 0 - 50 in steps of 5 (0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50)

Doubles of numbers to 10 (Including the doubles of numbers to 5 in the Oceania challenge, plus these others)

- Double 6 = 12
- Double 7 = 14
- Double 8 = 16
- Double 9 = 18
- Double 10 = 20

South America

Counting on in 10s from any number

- Start from a 2 digit number and continue to add 10 until you get to 100 (e.g. 56, 66, 76, 86, 96)
- Can they spot patterns? Do they understand that just the tens number is changing and not the ones?
- Discuss what happens when you cross 100 and what this looks like (101, 102 etc...children often write this incorrectly as 1001, 1002)

Pairs of numbers that make 20

- $0+20, 1+19, 2+18, 3+17, 4+16, 5+15, 6+14, 7+13, 8+12, 9+11, 10+10$
- Ask question like 'What goes with 13 to make 20?' 'What goes with 2 to make 20?' etc...They should aim to answer within 3 seconds in order to be 'fluent'.
- Ask your child to find and explore patterns and similarities when using bonds to 10. Can they see that finding 20 is the same as the numbers to ten but that one number has an extra ten with it? E.g) $2+8=10$ and $12+8=20$

Telling the time to o'clock and half past the hour

- O'clock - the Minute (long) hand is on the 12 and the Hour (short) hand is on the hour
- Half past - the Minute (long) hand is on the 6 (half way around the clock) and the Hour (short) hand is half way between the o'clock time just passed and the next o'clock time to come.

Antarctica

Counting back in 10s from any number to 100

- Start from a 2 digit number and continue to subtract 10 until they reach a single digit number (e.g. 65, 55, 45, 35, 25, 15, 5)
- Can they spot patterns? Do they understand that just the tens number is changing and not the ones?

Recall 2 times table facts to 10x2

- Practise reciting facts in order from 0x2 up to 10x2
- Children are asked to multiply a **given number** by 2 (out of order)
9=18, 4=8, 7=14, 1=2, 5=10, 2=4, 6=12, 3=6, 10=20, 8=16, 0=0
- Children should be encouraged to use their understanding of multiplying by 2 and relate this to doubling (e.g. if I know that 5x2 is 10, then double 5 is 10.)

Telling the time to quarter past and quarter to the hour

- Quarter past - the Minute (long) hand is on the 3 (quarter of the way around the clock face) and the Hour (short) hand is just after the hour
- Quarter to - the Minute (long) hand is on the 9 and the Hour (short) hand is just before the hour for the next o'clock time

Globetrotter

Know pairs of numbers that make 100

- Start with multiples of 10 - 10+90, 20+80, 30+70, 40+60, 50+50
- Ask your child to find and explore patterns and similarities when using bonds to 10. Can they see that finding 100 is the same as the numbers to ten but with numbers that are 10 times bigger? E.g) 2+8=10 and 20+80=100
- Then find pairs that are multiples of 5 - 5+95, 15+85, 25+75, 35+65, 45+55
- Ask question like 'What goes with 25 to make 100?' 'What goes with 40 to make 100?' etc... They should aim to answer within 3 seconds in order to be 'fluent'.

Recall 10 times table facts

- Practise reciting facts in order from 0x10 to 10x10
- Children are asked to multiply a **given number** by 10 (out of order)
9=90, 4=40, 7=70, 1=10, 5=50, 2=20, 6=60, 3=30, 10=100, 8=80, 0=0
- Children should be encouraged to use what they know about counting in 10s to help them. It is also worth talking about how the answer is 'ten times bigger' (e.g. 3x10 = 30. 3 ones is made 10 times bigger to become 3 tens.)

Recall 5 times table facts

- Practise reciting facts in order from 0x5 to 10x5
- Children are asked to multiply a **given number** by 5 (out of order)
9=45, 4=20, 7=35, 1=5, 5=25, 2=10, 6=30, 3=15, 10=50, 8=40, 0=0
- Children should be encouraged to use what they know about counting in 5s to help them

Space Explorer

Recall division facts for 2 times table

- Children are asked to divide a given number by 2
18=9, 8=4, 14=7, 2=1, 10=5, 4=2, 12=6, 6=3, 20=10, 16=8, 0=0
- Children should be encouraged to use their understanding of dividing by 2 and relate this to halving (e.g. 'If I know that half of 8 is 4, then 8 ÷ 2 must be 4.')

Recall division facts for 10 times table

- Children are asked to divide a given number (up to 100) by 10
50=5, 30=3, 90=9, 60=6, 10=1, 80=8, 40=4, 70=7, 20=2, 100=10
- Children should be encouraged to use what they know about multiplying by 10 to help them find the division by using the inverse operation (e.g. if 2 x 10 = 20, then 20 ÷ 10 = 2)

Recall division facts for 5 times table

- Children are asked to divide a given number (up to 50) by 5
50=10, 30=6, 10=2, 15=3, 5=1, 20=4, 40=8, 35=7, 25=5, 45=9
- Children should be encouraged to use what they know about multiplying by 5 to help them find the division by using the inverse operation (e.g. if 3 x 5 = 15, then 15 ÷ 5 = 3)

Deep Sea Discovery

Counting to and back to 30 in 3s

- Ask child to count 0 - 30 in steps of 3 (0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30)
- Ask child to count backward 30 - 0 (30, 27, 24, 21, 18, 15, 12, 9, 6, 3, 0)
- Ask child to count forward and backward from different starting points (e.g. 18, 21, 24, 27)

Count on and back in steps of $\frac{1}{4}$ from any starting number

- Ask child to count 0 - 10 in steps of $\frac{1}{4}$ ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{3}{4}$, 2, $2\frac{1}{4}$...)
- Ask child to count backward 10 - 0 (10, $9\frac{3}{4}$, $9\frac{1}{2}$, $9\frac{1}{4}$, 9, $8\frac{3}{4}$, $8\frac{1}{2}$, $8\frac{1}{4}$, 8...)
- Ask child to count forward and backward from different starting points (e.g. $7\frac{1}{4}$, $7\frac{1}{2}$, $7\frac{3}{4}$, 8, $8\frac{1}{4}$, $8\frac{1}{2}$)

Telling the time to five minute intervals past and to the hour

- Past the hour - the Minute (long) hand is on the 1 (5 past), 2 (10 past), 4 (20 past) or the 5 (25 past) to indicate how many minute have gone past the hour indicated by the Hour (short) hand
- To the hour - the Minute (long) hand is on the 11 (5 to), 10 (10 to), 8 (20 to) or the 7 (25 to) to indicate how many minute there are until the next hour indicated by the Hour (short) hand