

The number lines

Number lines are an important aspect of the numeracy programme and teachers should refer to them frequently. It is important to see that pupils are clear that the number on the number lines is at a vertical (or upright) line not a space, that they should hop along the number line, counting the hops rather than the dots.

Hundred squares

Hundred squares are also an important aspect of the numeracy programme. It is recommended that each pupil should have their own copy and should refer to them frequently.

Hundred squares for work with multiplication tables are best if they start with '1', whereas those for use with place value activities should start with '0'. There are two sizes supplied with the pack. Intermediate sizes can be made by enlargement or reduction.

A giant, wall-sized hundred square to make up that can start with either '1' or '0' will be found in *Basic Number Facts Pack C*.

Hanging numbers

These are made to be hung on 30 small hooks along the wall. They are best if they are copied twice onto two different colours of card. They are then be cut out, and stuck together making sure that the 'holes' above each number are placed together. If possible the disks should then be covered with transparent film. A hole is then punched in the place indicated and the numbers hung up.

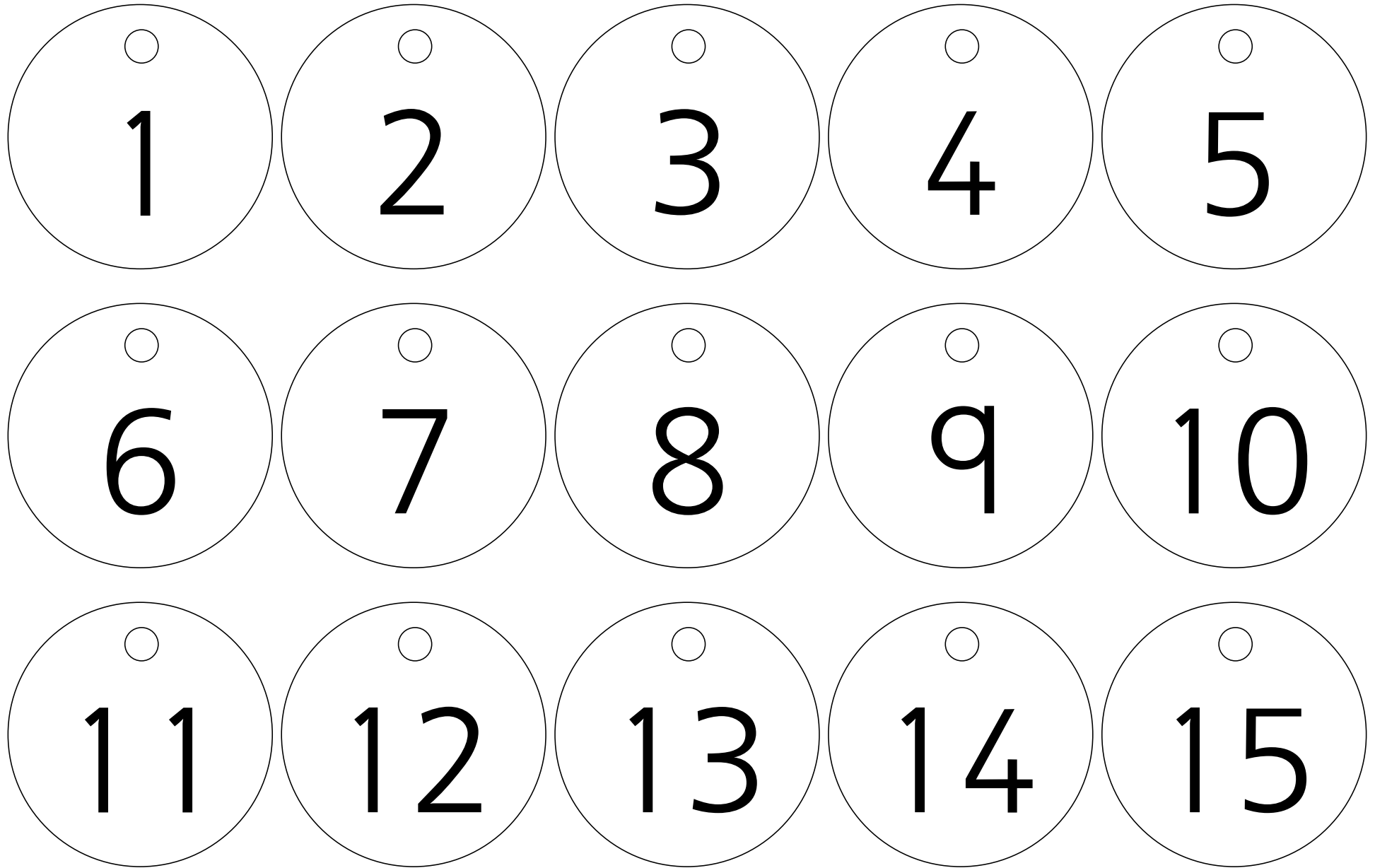
The disks can be turned over (thus showing a different colour) to display counting in 2s, 3s, etc.



Figure 2 The first 'hanging numbers' showing the table of 2s

These 'hanging numbers' will also be found to be very useful for pupils with reversal problems who write, for example, 51 for 15, because they can count along the line to find '15' and then take it to their place to copy down. (More work for such pupils will be found in *Basic Number Facts Pack C*.)

Hanging numbers 1



Grids 1

Work downwards

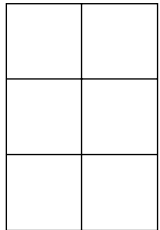


How many rows?

How many columns?

How many squares altogether?

Write the multiplication fact.
.....

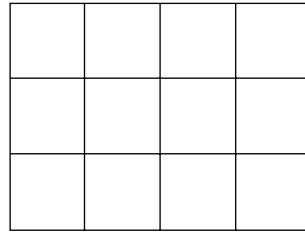


How many rows?

How many columns?

How many squares altogether?

Write the multiplication fact.
.....

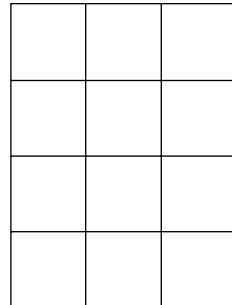


How many rows?

How many columns?

How many squares altogether?

Write the multiplication fact.
.....



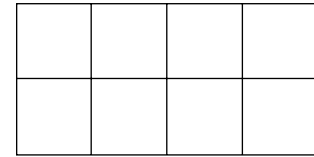
How many rows?

How many columns?

How many squares altogether?

Write the multiplication fact.
.....

Name: _____

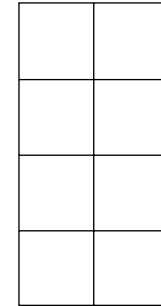


How many rows?

How many columns?

How many squares altogether?

Write the multiplication fact.
.....



How many rows?

How many columns?

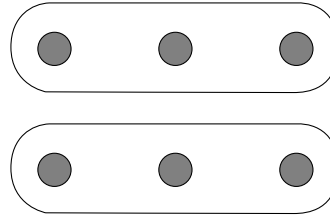
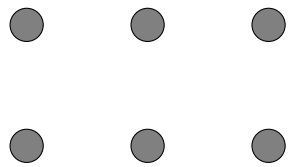
How many squares altogether?

Write the multiplication fact.
.....

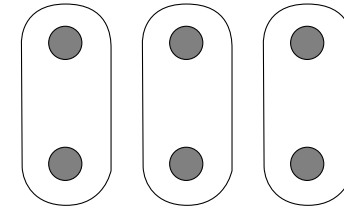
Dividing arrays of counters

Name: _____

Look at this array of counters. It can be divided in different ways to make different **equal** divisions.

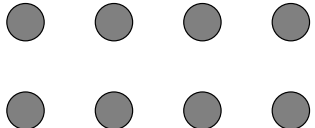
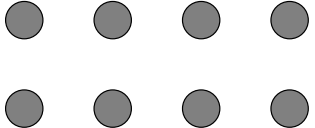


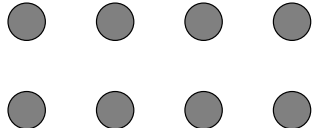
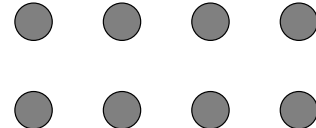
$$6 \div 2 = 3$$

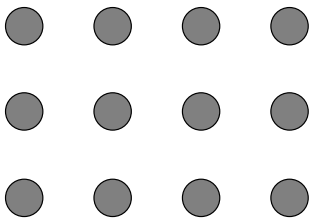
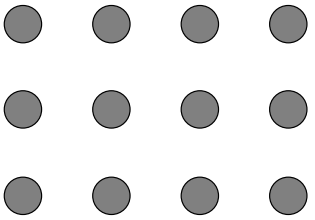


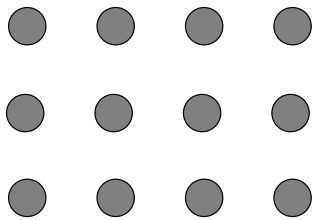
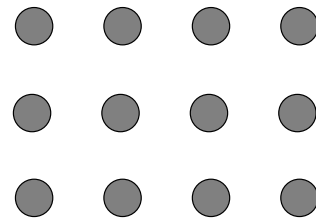
$$6 \div 3 = 2$$

Divide each of these arrays into **equal** divisions two ways. Write the division facts underneath.

	
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