Counting, partitioning and calculating

Activity name	Learning objectives	Managing the homework
A1		
Number match Match numerals and number words for HTU numbers.	Read, write and order whole numbers to at least 1000	**Before:** Explain that the homework will help the children to read and write numbers using figures and words. **After:** Review the homework together. Discuss particularly the numbers 203 and 230, and what the 2, 0 and 3 represent in each of the numbers.
Partitioning Partition three-digit numbers into H, T and U.	Partition three-digit numbers into multiples of 100, 10 and 1 in different ways	**Before:** Write 456 on the board and ask what each digit represents. **After:** Mark the homework together. Check that the children understand what each digit represents. Note how long they took to complete the homework.
Counting patterns Write counting sequences in steps of three, four and five.	Count on from and back to zero in single-digit steps	**Before:** Count in threes, fours and fives from and back to zero, then from any small number. **After:** Invite the children to suggest their own counting patterns in threes, fours and fives, from and back to any small number.
Number order Order given numbers onto a number line.	Read, write and order whole numbers to at least 1000	**Before:** Draw an empty number line on the board and write some three-digit numbers. Ask the children to add these to the line in order. **After:** Review the homework together, discussing any issues that arise.
A2		
Addition Review addition strategies by choosing a strategy to solve each addition question.	Add or subtract mentally combinations of one-digit and two-digit numbers	**Before:** Explain that you would like the children to identify which of the three strategies they should use to solve each question. Remind them of what the strategies are. **After:** Mark the homework as a class and invite suggestions as to which strategy should be used for each question, and why that is the best one to choose.
Times 10 and 100 Timed exercise of multiplying single-digit and two-digit numbers by 10, then by 100.	Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect	**Before:** Ask: *What happens to the digits when we multiply by 10... by 100?* **After:** Review the homework together, encouraging the children to say the division sentences, such as 500 ÷ 100 and 500 ÷ 10.
Race track challenge Choose sets of four small numbers to make totals.	Add or subtract mentally combinations of one-digit and two-digit numbers	**Before:** Explain that you would like the children to use the strategy of putting the largest number first when tackling this homework. **After:** Review together which numbers the children combined and how they totalled them. Discuss which methods were most efficient.
Add these Decide whether to use mental methods or pencil and paper to complete some additions.	Add or subtract mentally combinations of one-digit and two-digit numbers	**Before:** Review the mental strategies that the children have learned for addition. Remind them that sometimes they will find it helpful to use pencil and paper too. **After:** Review the homework together. Discuss which strategies the children chose (and why) for each question.