



Year 7 HOME LEARNING

Subject: Maths

Time: 50 minutes approx.

**Miss Mendez will be running an online LIVE lesson on Teams on:
Wednesday 3rd March at 10:15am**
Click HERE to log into Teams

Learning Objective: I can use a part whole model

The answers to the questions are included at the bottom. We would like the students to self-mark their work. This is a very valuable learning tool as it gives pupils immediate feedback and encourages independence and ownership over their learning. Please send your work in when you have marked it, showing any corrections that you have made.

Task 1: (Miss Mendez)

I can calculate tens and ones using addition

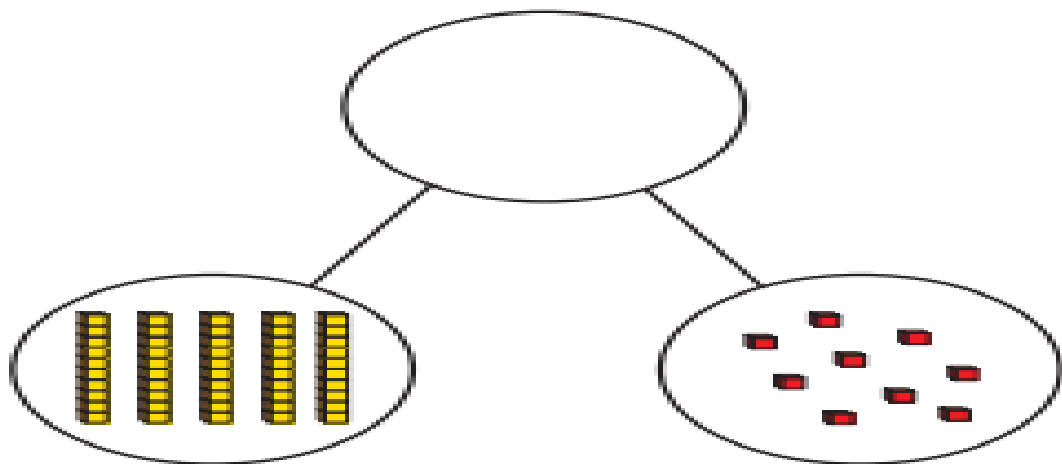
Watch the video '10s and 1s using addition' on the following link

<https://vimeo.com/456121633>



Follow the examples given and complete the questions below when asked to.

1 Draw base 10 to complete the part-whole model.



Complete the sentences.

There are tens and ones.

The whole is

$$\boxed{} + \boxed{} = \boxed{}$$

2 Complete the sentences to describe each number.

a) 39 has tens and ones.

b) 70 has tens and ones.

c) 12 has ten and ones.

d) 56 has tens and ones.

3 Complete the number sentences to describe each number.
The first one has been done for you.

a) $39 = 30 + 9$

b) $70 = \square + \square$

c) $12 = \square + \square$

d) $56 = \square + \square$

4 Dexter has 30 sweets and Dora has 28 sweets.

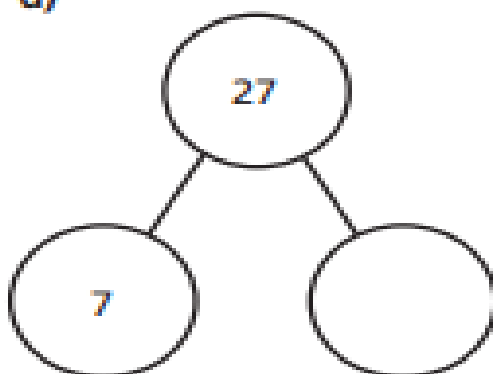
Represent the total number of sweets:

- using base 10
- as a part-whole model
- as a number sentence.

5 Complete the part-whole models.

Write four number sentences to match each part-whole model.

a)



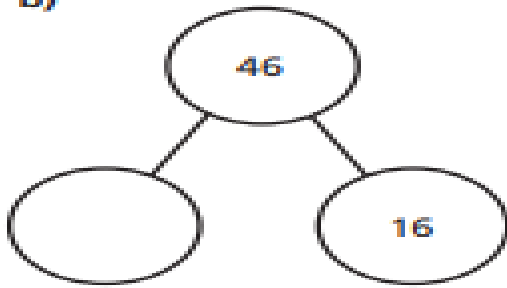
$$\square + \square = \square$$

$$\square + \square = \square$$

$$\square = \square + \square$$

$$\square = \square + \square$$

b)



$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square = \square + \square \\ \square = \square + \square \end{array}$$

6 Complete the number sentences.

a) $35 = 30 + \square$

e) $19 + 20 = \square$

b) $20 + \square = 29$

f) $67 = 50 + \square$

c) $42 = 2 + \square$

g) $99 = \square + 39$

d) $50 + 7 = \square$

h) $40 + 30 + \square = 81$

7 Annie thinks that $50 + 9 = 509$

Show that Annie is wrong.

How would you help Annie to get it right next time?

8

Complete the number sentence.

$$30 + \square = 20 + \square$$

Compare your answer with a partner's answer.

How many different ways can you complete the number sentence?

Save your work:

If you are using a computer, open a blank document to do your work (you can use Word or Publisher). Don't forget to SAVE it with your name, the lesson you are doing and the date.

For example: T.Smith Maths 8 April

If you would like us to see or mark your work please email it or send a photo of your completed work to:

smendez.305@glebe.bromley.sch.uk

Thank you

Answers

Task 1:

Question	Answer
1	There are 5 tens and 9 ones. The whole is 59 $50 + 9 = 59$
2	a) 39 has 3 tens and 9 ones. b) 70 has 7 tens and 0 ones. c) 12 has 1 ten and 2 ones. d) 56 has 5 tens and 6 ones.
3	a) $39 = 30 + 9$ b) $70 = 70 + 0$ c) $12 = 10 + 2$ d) $56 = 50 + 6$
4	The children should represent both numbers 30 and 28 and show the total amount they represent using the three different representations, to show that $30 + 28 = 58$
5	a) $20 + 7 = 27$ $7 + 20 = 27$ $27 = 20 + 7$ $27 = 7 + 20$ b) $16 + 30 = 46$ $30 + 16 = 46$ $46 = 30 + 16$ $46 = 16 + 30$
6	a) $35 = 30 + 5$ b) $20 + 9 = 29$ c) $42 = 2 + 40$ d) $50 + 7 = 57$ e) $19 + 20 = 39$ f) $67 = 50 + 17$ g) $99 = 60 + 39$ h) $40 + 30 + 11 = 81$
7	The children should discuss that Annie is incorrect because 0 ones add 9 ones is equal to 9 ones. This would give 59 not 509. The children use concrete manipulatives or pictorial representations in a place value chart to show their understanding of this.
8	A possible answer could be $30 + 10 = 20 + 20$ or $30 + 5 = 20 + 15$ The children should discuss what they notice about the 30 and 20 and how they use this to help them choose the two numbers to complete the equivalent calculations.