

## Next door numbers – example guidance for parents

These activities support your child to develop understanding of the properties of number including odd and even. They can do this activity with small numbers (perhaps only adding numbers up to ten, creating totals of less than 20) to allow them to practise number bonds and focus on the explanations. Don't stop your child trying out calculations with larger numbers (up to 100) but do encourage them to work with smaller numbers when explaining.

### **Activity**

**You will need: a whiteboard and pen OR some paper and a pen/pencil** - on the next page, there is a number track and an image of a beadstring. They could be useful for identifying consecutive (or 'next door' numbers) and for helping your child to calculate totals. There is a further image of numbers up to twenty which may also be useful.

**Prompts** (for child): Choose two 'next door' numbers that are less than ten? Numbers that are next door to each other on a number track or number line are called **consecutive** numbers.

*If they need some help, you could show them the number track at this point so they can see the numbers in order.*

When you have chosen your two consecutive numbers, add them together and write out the calculation using a plus symbol and an equals symbol (e.g.  $3 + 4 = 7$ ). Leave some room to write a few more calculations.

*It is important that the answer to each calculation is correct so do check them as your child does them.*

Choose a different pair of consecutive numbers and repeat the same process, writing your calculation below the first.

Complete three more examples, writing each calculation below the previous one.

**Question:** Now look at the totals (the answers) for each calculation and compare them. What do you notice about them? What is the same? What is different?

*If your child cannot say what is the same about the totals, ask them to find each total on the number track (first image on the next page) and, again, ask them what they notice? They may talk about the colour of the numbers but ask them what kind of numbers they are.*

*If your child does not identify that all of the answers are odd ask the following question:*

**Question:** By adding together two consecutive (next door) numbers can you make a total that is in a green space on the number track?

*Give them some time to explore this.*

**Questions:** Can you explain what you have noticed when adding together two consecutive numbers? Does this always happen? Can you explain why? What pictures could you draw or what equipment could you use to help with your explanation?

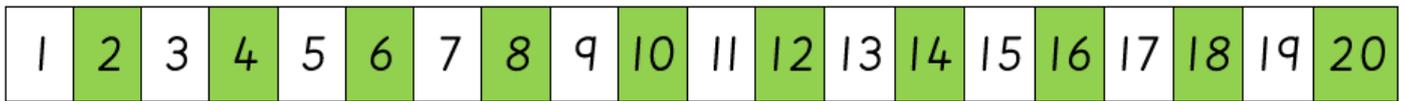
*Your child may be able to draw images of 'numicon' (like the number frames on the third image of the next page), cubes in tens frames or of beads on a beadstring. Suggest these as ideas and ask them to choose for themselves.*

If your child is unsure, they could try exploring using these online resources:

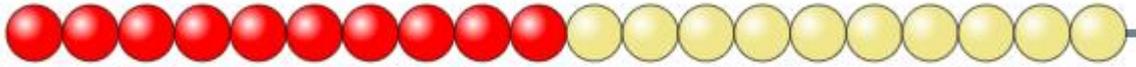
<https://mathsbot.com/manipulatives/numberFrames> - children can move these number frames images around. Ask them to choose the number frames for the first set of consecutive numbers they added and to compare them by moving them together and apart.

<https://mathsbot.com/manipulatives/rekenrek> - children can make numbers up to ten on each row of the rack. On the top two rows, they could try making the first pair of consecutive numbers that they added. What do they notice?

Number track



Bead string



Numbers to twenty: Numbers names, numerals and number frames images

