

## Spotlight 5: a learning check

Has difficulty in partitioning, for example, 208 into 190 and 18, and 31 into 20 and 11

### Opportunity for: explaining and discussing

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## Partitioning houses

Time 15–20 minutes

### Resources

- Houses (Resource sheet 14)
- Bead strings
- Pairs of children
- Place value cards

### Check: does the child use key vocabulary?

partition	total	represent
split it into	how many	same as
left	plus	hundreds
right	add	tens
complement	subtract	

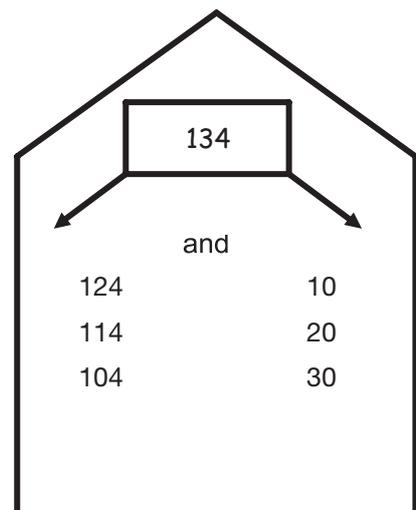
### Teaching activity

'This game, **Partitioning houses**, will help you with your partitioning skills and that will help you with your calculating.'

Children can cooperate in pairs to play this game or they can race each other. Pairs share a resource sheet.

### How to play

1. Someone chooses a number, for example, one hundred and thirty-four.
2. Players write one hundred and thirty-four on the roof of the house.
3. They choose something to help them, such as a bead string.
4. They write the partitioning down the sides of each house.



### Variations

- At first you might choose to work with pairs, helping them, perhaps with place value cards.
- Choose some harder numbers, such as three hundred and sixty-nine.

### Learning outcomes

By the end of this set of activities children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- partition numbers into two parts;
- see the patterns in partitioning numbers;
- start to see how partitioning can help with calculating.