

**Week 7**  
**Week Beginning: 11.05.20**

**Theme:** Teacher Challenges!

### Maths (15-30 minutes, daily)

New learning can be identified by asterisk \* placed before it. All of the other activities listed can be repeated as regularly as you wish. This will help to develop and consolidate your child's mathematical understanding of these skills.

Watch a Numberblocks clip each day. You can assess these clips through either the [BBC](#) or [CBeebies](#).

\* At this point of the year, Reception would begin exploring **length, height and distance** respectively. Typically, we would introduce and explore these **using non-standard units of measurement, such as objects**.

For example, the length of Mr Masters' leg is X amount of cubes and the length of Mrs Malyan's leg is Y amount of cubes. Can you count how many cubes were used to show the length of Mr Masters' leg?

**This week, can you explore length at home?**

**Remember**, it's fine to introduce rulers and vocabulary such as 'centimetres' when discussing and exploring measurement, but Reception children are **not expected** to know how to use rulers and/or remember and use such vocabulary accurately. They are developing their understanding of measurement as a concept.

### Mrs Malyan's Challenge

Can you go on a minibeast hunt in your garden and/or during your daily exercise? How many different types of minibeast can you discover? Can you record your findings? Can you name each minibeast and describe its features?



You could spread this challenge across the week; I wonder how many different minibeasts you would discover in total?

### Task B – Mr Masters' Challenge

Can you have a go creating your own rainbow collage? You could use photos taken around your home, in your garden or of things you see during your daily exercise! Can you piece them together to make a unique rainbow picture?



Introduce the concept of halving, using objects to help show what this means. For example, show your child 2 apples and explain that to you are going to **halve** the amount of apples you have. You could also show this by cutting the fruit into equal halves. Can you practise halving, using different objects to help you develop your understanding?

Introduce the concept of doubling, using objects to help show what this means. For example, show your child 2 oranges and explain that to you are going to **double** the amount of oranges you have, explaining that this means that you must add the exact same number of oranges to your existing amount. Can you practise doubling, using different objects to help you?

Once you have mastered this, you could help your child begin counting in 2s, from 0 – 20. However, it's important to avoid over complicating this concept. For this reason, we do not label this as being the 2x table. We are counting in 2s. You could use pairs of shoes to help embed this understanding!

Practise subtracting by 'counting back' from a given amount. First have a go at doing this using objects. Once you have mastered this, have a go at 'counting back' out loud. For example, if you say the number 14 aloud, can your child count back from this number until they reach 10, or perhaps even 0?

Practise adding by 'counting on' from a given amount. First, have a go at doing this using objects. Once you have mastered this, have a go at 'counting on' out loud. For example, if you say the number 12 aloud, can your child count on from this number until they reach 15, or perhaps even 20?

### Mrs Smitheram's Challenge

Toffee and Milkshake have come to stay at my house for a little while! They miss you all very much. Can you draw, paint or collage a picture of Toffee and Milkshake?



You could choose to write labels for your picture and sound out Toffee and Milkshake's names, or even write a sentence for them, it's up to you...

### Mrs Ham's Challenge

It is very important, now more than ever, to do things that make us feel happy. Can you share something that has made you feel happy recently?

Remember, this could be something as simple as reading your favourite story, watching a new film or discovering somewhere new during your daily exercise.

Let's celebrate all of the little things that make us feel happy!



Starting from 0, practise counting up to 20 and beyond 20. This could be done through playing hide and seek, singing number songs, chanting and board games. Remember to ensure that your child is pronouncing all of the number names correctly, particularly the teen numbers.

Practise writing the digits 0 – 9. Please support your child in forming these correctly by modelling the digits as needed. If you can do this, can you write the numbers 10 – 20 independently?

Sing [songs and rhymes](#) to practise counting, reciting numbers in order, and finding one more/less than a given amount. Can you learn these songs by heart?

## Phonics

Please refer to the [Phonics Guidance for EYFS](#) document to support your child's ongoing learning of Letters and Sounds. Resources for each Phase of Letters and Sounds can be accessed through both the school website and Tapestry. Please also refer to the school website to find additional information regarding the Letters and Sounds online lessons; these are being shared via YouTube from Monday 27<sup>th</sup> April 2020. If you experience any difficulty in accessing these resources, or would like additional guidance on how to support your child further, please do not hesitate to contact Mr Masters via Tapestry.