

Week 4
Week Beginning: 20.04.20

Theme: Maths Is All Around Us

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](#).

* Introduce the concept of doubling, using objects to help show what this means. For example, show your child 2 oranges and explain that 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

Task A – Den Building

Can you create your own den, either in your house or in your garden?

Creating your own den requires lots of mathematical thinking;

- how many resources will you need to create your den?
- How will you combine or connect the resources to make your den?
- Do the resources you have chosen all weigh the same? Are they the same size?
- What kind of materials have you chosen to use and what do you notice about them? How do they feel when you touch them? If your den is in your garden, have you chosen to use waterproof materials? Why?
- How many people could fit inside your den?
- How long do you think it will take you to create your den? You could use a timer to see how many minutes it takes you!

When you have created your den, why don't you enjoy a story inside it? You could also have a picnic, play some games, take a nap, role play with your family...the possibilities are endless! Connor Bear and I can't wait to see your dens and hear all about how you used maths to make them.

Task B – Money

Can you create your own shop role play in your house or garden, using simple amounts of money to 'buy' and 'sell' different objects? I know some of you have already had a go at this and it is a fantastic idea! Money is a tricky concept to understand, so using real coins in role play scenarios can be really helpful.

If you have access to real coins, your grown up could help you create price tags for different objects. Can you use the different coins to 'buy' and/or 'sell' the different objects?

If your child understands the value of each coin, can they also recognise that you can create different values using different coins? For example, can they recognise that 5p can be made using two 2p coins and a 1p coin? Can they understand that they could use these 3 coins to 'buy' an object costing 5p?

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?

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?

Task C – Playful Learning

Play is the key to learning, both at school and at home. Through their playful learning, your child will continue to develop key skills such as inquiry, expression, experimentation and teamwork. Take this opportunity to play alongside your child and see where their imagination can take you!

You could support your child by allow them to lead the play, and by responding to their ideas and instructions. You could use **'I wonder how/what/when/where/why?'** questions to help deepen your child's thinking.

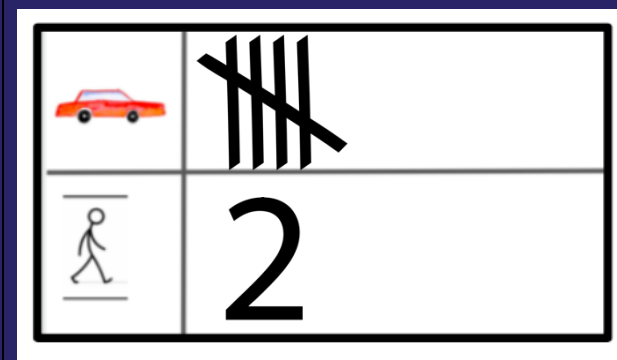
Please feel free to use Tapestry to share as many examples of your child's playful learning as you wish.

Task D –Treasure Hunt

Can you create a list of things you are likely to see/find at home, in your garden or during your daily exercise, and then record them as a list? A grown up could help you with this.

Before you start on your treasure hunt, can you estimate how many of each listed thing you think you will see/find? You could talk about what it means to estimate.

Either during treasure hunt, or afterwards, can you use different methods to record what you saw/found?



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. 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.