

## Maths Week Commencing 20<sup>th</sup> April 2020

We do a variety of activities in school to ensure our children are confident, secure mathematicians! We think these will be suitable for home learning.

1. **Maths talk** - we give the children a picture prompt and they have to use their maths knowledge to talk about what they see. We will give you a maths picture and some questions you can ask your child, and the sort of answers we would expect in the classroom.
2. **10 frame maths** - children look at the flash cards and tell you what number they see **WITHOUT COUNTING**. They use their number knowledge, for example "I know it is 8 because there are 5 stars at the top and 3 at the bottom and  $5+3=8$ "
3. **Maths explorers** - practical number activities, simple addition and subtraction using practical objects.
4. **Maths calendar** - we find out what day of the week it is and what the day will be tomorrow. We look at the number date e.g. the 15<sup>th</sup> April is number 15 and try to make that number in different ways. It might be with objects or using our addition or subtraction knowledge. E.g. 10 and 5 is 15, or 5 and 5 and 5 is 15.
5. **Hands on maths** - we always try to make our learning fun and practical. We will send you some hands on activities you can do with your child.

Monday - maths calendr	<a href="https://www.youtube.com/watch?v=3tx0rvuXIRg">https://www.youtube.com/watch?v=3tx0rvuXIRg</a> - days of the week song What day is it today? (Monday) What day will it be tomorrow? (Tuesday) What is the number for today? (20) Can you make that number? Find 20 objects (it could be books, socks, spoons, pencils etc) Can you do 20 claps or jumps? Count up to 20 and back down again. For a challenge, use the 20 objects to do some practical addition e.g. $10 + 10 = 20$ , $12 + 2 = 20$										
Tuesday - 10 frames	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">What numbers can you see?</td> <td style="width: 50%;">How do you know?</td> </tr> <tr> <td>How many stars are at the top?</td> <td>How many at the bottom?</td> </tr> <tr> <td>How many empty spaces?</td> <td>How many more to make 10?</td> </tr> </table> Can you make a number sentence? E.g. 5 on the top and 2 on the bottom is $5+2=7$	What numbers can you see?	How do you know?	How many stars are at the top?	How many at the bottom?	How many empty spaces?	How many more to make 10?				
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Wednesday - maths talk	Picture included. Which is the odd one out? Why is it the odd one out? Which others could be the odd one out? What would the next picture in the pattern be? Draw your own shape pattern! <u>Answers</u> 1 could be the odd one out because all the shapes are the same colour. 1 could be the odd one out because it only has 6 shapes. 2 could be the odd one out because it the shapes are all the same height. 2 could be the odd one out because it does not have a triangle in the pattern. 3 could be the odd one out because it is all the same shape. 3 could be the odd one out because there are 3 parts to the pattern.										
Thursday - maths explorers	Halving - this is new learning! You need 2 plates and 10 objects to share (coins, grapes, sweets, cheerios) <ul style="list-style-type: none"> <li>• Get your child to share the 10 items across the 2 plates. Make sure they have the same number on each plate.</li> <li>• Once they have shared the objects, count the objects on each plate ("My plate has 5 and your plate has 5!") and say <b>HALF OF ___ is ___</b>. Count again together to check!</li> <li>• Children love correcting adults, so you can have a turn at sharing and put a different amount on the plates, e.g. give yourself 8 items and your child 2. When they tell you that is wrong, ask them "Why is it wrong?" to see if they can explain their understanding.</li> <li>• Try halving 10 objects, then 6, then 2, then 8, then 4.</li> <li>• You can keep practicing with different objects. The key to learning in F2 is repetition!</li> <li>• If they need a challenge, your child could record their learning by drawing the plates with the correct number of objects.</li> </ul>										
Friday - hands on maths	Learning - positional language. We want the children to practice IN FRONT, BEHIND, UNDER, OVER, IN, ON, NEXT TO. Play hide and seek with a teddy. Help your child to hide their teddy for another member of the family to find. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1) Hide your teddy <b>in front of</b> something. (hint: it could also be behind! e.g. behind a curtain, in front of the window)</td> <td style="width: 50%;"></td> </tr> <tr> <td>2) Hide your teddy <b>behind</b> something.</td> <td></td> </tr> <tr> <td>3) Hide your teddy <b>under</b> something.</td> <td>6) Hide your teddy <b>over</b> something.</td> </tr> <tr> <td>4) Hide your teddy <b>in</b> something.</td> <td>7) Hide your teddy <b>on</b> something.</td> </tr> <tr> <td>5) Hide your teddy <b>next to</b> something.</td> <td></td> </tr> </table>	1) Hide your teddy <b>in front of</b> something. (hint: it could also be behind! e.g. behind a curtain, in front of the window)		2) Hide your teddy <b>behind</b> something.		3) Hide your teddy <b>under</b> something.	6) Hide your teddy <b>over</b> something.	4) Hide your teddy <b>in</b> something.	7) Hide your teddy <b>on</b> something.	5) Hide your teddy <b>next to</b> something.	
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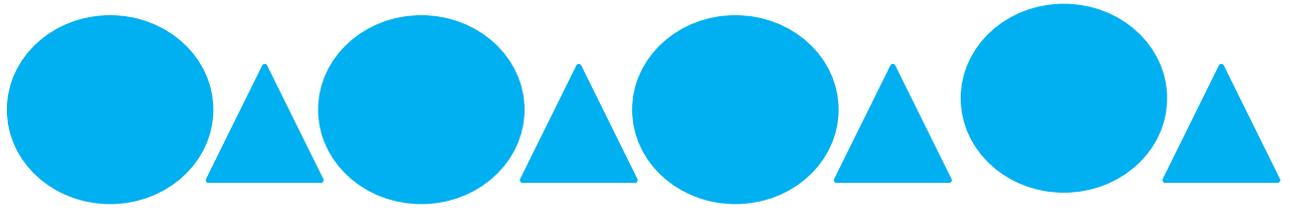
10 FRAME MATHS ACTIVITY - TUESDAY 21<sup>ST</sup> APRIL 2020

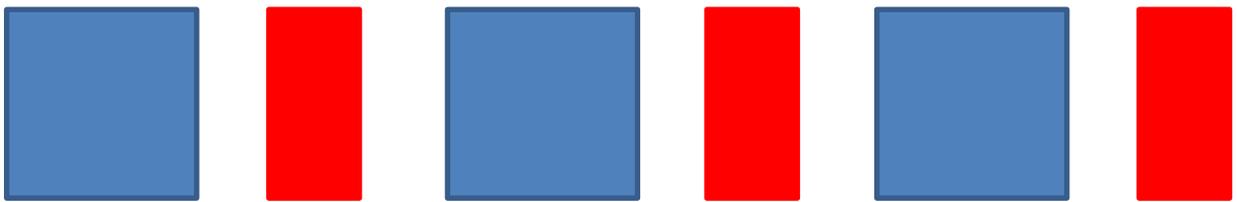
				

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