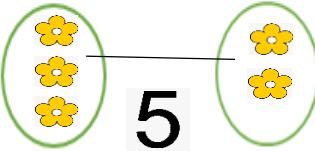
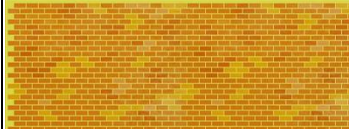
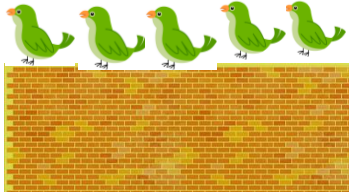




Please find below our suggested Maths daily timetable, we hope you find it useful. We appreciate and are fully aware that families can only do their best with the technology and resources they have available.

Nursery Maths Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Where, Oh Where is Five? Watch Numberblocks episode 'Holes' on website: https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes During this episode your child will see subtraction and addition calculations. They will learn that quantities can be changed by adding or taking away. Adding 1: We see how adding one to a quantity produces an amount that is the next number in the counting sequence. Number bonds to 5: This episode helps your child to understand the composition of 5 and develops fluency in all the bonds that form 5 e.g. 1 and 4, 2 and 3, 3 and 2, 4 and 1. Re-watch the episode and pause to model and use the phrase: First there was 5 cubes. Then 1 cube fell in. Now there are 4 cubes. Repeat with other numbers. Encourage and use generalised language to describe the composition of 5 e.g. Five is made of four and one. Four and one is five. Five subtract one is four.	Where, Oh Where is Five? Choose two Numberblocks characters e.g. 4 and 1. Ask your child: <i>What would happen if these two Numberblocks combine?</i>  Model saying: 4 and 1 together make 5. 4 and 1 is 5. Repeat with other Numberblocks characters to make 5. Draw the different combinations of Numberblocks characters that when combined make number bonds to 5 e.g. 1 and 4, 2 and 3, 3 and 2, 4 and 1. Include 5 and 0. 	Where, Oh Where is Five? Draw two circles and in each circle draw a set of objects to show number bonds to 5 e.g. In one circle draw 3 flowers and in the opposite circle draw 2 flowers. Model saying: 3 and 2 together make 5. 3 and 2 is 5.  Repeat with other number bonds to 5 e.g. 1 and 4, 2 and 3, 3 and 2, 4 and 1. Include 5 and 0.	Where, Oh Where is Five? Draw a wall. Cut out 5 small pieces of paper and draw a bird on each piece.  Ask your child: <i>How many birds are on the wall?</i> E.g. 0 Ask your child: <i>How many birds are off the wall?</i> E.g. 5 Add one of the bird counters to sit on the wall (adding 1) and say he wants to sit on the wall. Ask your child: <i>How many birds are on the wall now?</i> E.g. 1 Ask your child: <i>How many birds are off the wall?</i> E.g. 4 Add one more bird each time asking the questions. Repeat until there are 5 birds sitting on the wall. Ask your child: <i>How many birds are on the wall?</i> E.g. 5 Ask your child: <i>How many birds are off the wall?</i> E.g. 0	Where, Oh Where is Five? Draw a wall. Cut out 5 small pieces of paper and draw a bird on each piece.  Sit the 5 birds on the wall. Ask your child: <i>How many birds are on the wall?</i> E.g. 5 Remove one of the bird counters (subtracting 1) and say it has flown away. Ask your child: <i>How many birds are off the wall now?</i> E.g. 1. <i>How many are still sitting on the wall?</i> E.g. 4 Repeat moving a bird counter each time until there are no birds left on the wall. Ask your child: <i>How many birds are off the wall now?</i> E.g. 5. <i>How many are still sitting on the wall?</i> E.g. 0.

Other Maths Ideas

Sing our class 'Days of the Week' song to the tune of the 'Addams Family', Website: <https://www.youtube.com/watch?v=HtQcnZ2JWsy>

The words are: "Days of the week CLAP, CLAP, days of the week CLAP, CLAP. Days of the week, days of the week, days of the week. There's Sunday and there's Monday. There's Tuesday and there's Wednesday. There's Thursday and there's Friday and then there's Saturday. Days of the week CLAP, CLAP. Days of the week CLAP, CLAP Days of the week, days of the week, days of the week." Ask what day is it today? What day was it yesterday? What day will it be tomorrow?

The link attached signposts you to the website Twinkl which has a variety of free Maths resources: <https://www.twinkl.co.uk/resources/home-early-years> Please remember you have to sign up to access the free resources.