



W.C. 22nd June

Maths

After watching the videos have a go at some of the suggested activities.

We appreciate and are fully aware that families can only do their best with the technology and resources they have available.

(Please note these links are dated week 15th June. We have selected activities and work that is best suited to our Reception children)

Monday – Combining two quantities to find the totals.

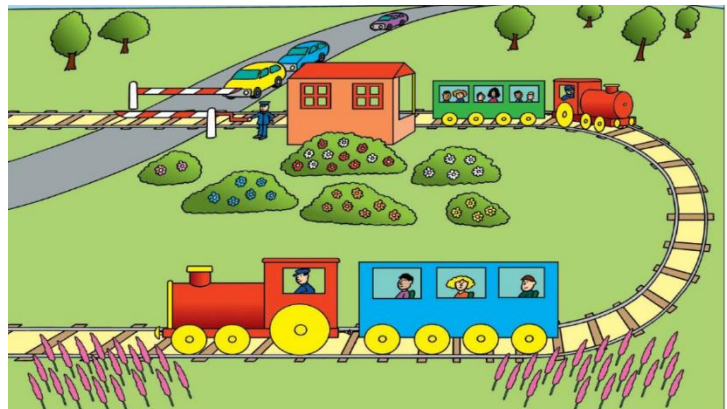
For today's learning you will need:

- Number line 0-20 (this can be made on paper or downloaded here) <https://www.twinkl.co.uk/resource/printable-number-lines-to-20-t-n-2440>
- Picture of train carriages - see below.
- Pictures of carriages with passengers - see below.
- Paper and pencils to create your own part part whole model.
- Number cards 1-10 (two sets).
- Objects for counting - sweets, pasta, sequins etc

Please follow link: <https://classroom.thenational.academy/lessons/combining-2-quantities-to-find-the-totals/activities/1>

Activity 1 -

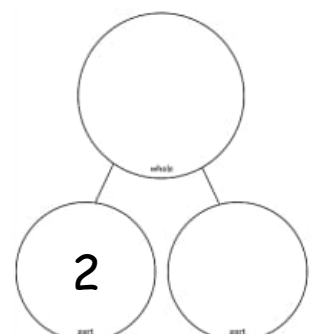
After watching the video show your child this picture. Ask your child what maths they can see, e.g. "I can see 1 driver in one carriage and 1 driver in another carriage" Ask your child how many that is altogether.



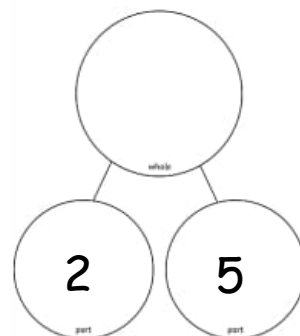
Using the picture challenge your child with

other questions e.g. How many people are in the green carriage? How many people are in the blue carriage? How many is that altogether? Continue with other questions, e.g. What is the combination of the total number of wheels, how many cars etc.

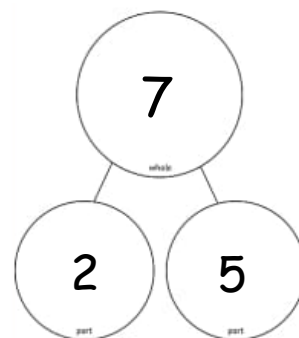
Ask your child to look at the picture - ask the question - how many passengers are in the green carriage. Ask your child to record the number on a part part whole model (the model the children are most familiar with is shown here). Record the number in one of the parts.



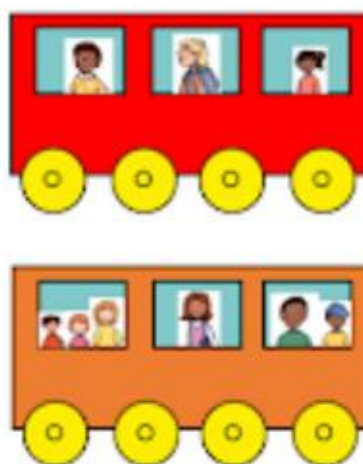
Ask your child to count how many people are in the purple carriage and record this number in the other part on the model. See picture. Ask your child how many passengers there are altogether. Encourage your child to use their number line to count on to find the answer. (Do this by circling/pointing to the first number (2) and then jumping on to represent the second number (5)).



Ask your child what number they landed on (7) and record the total in the whole on the top of the model.



Repeat above steps with this picture.



You may want to create your own carriages with passengers to complete some additional part part whole combinations.

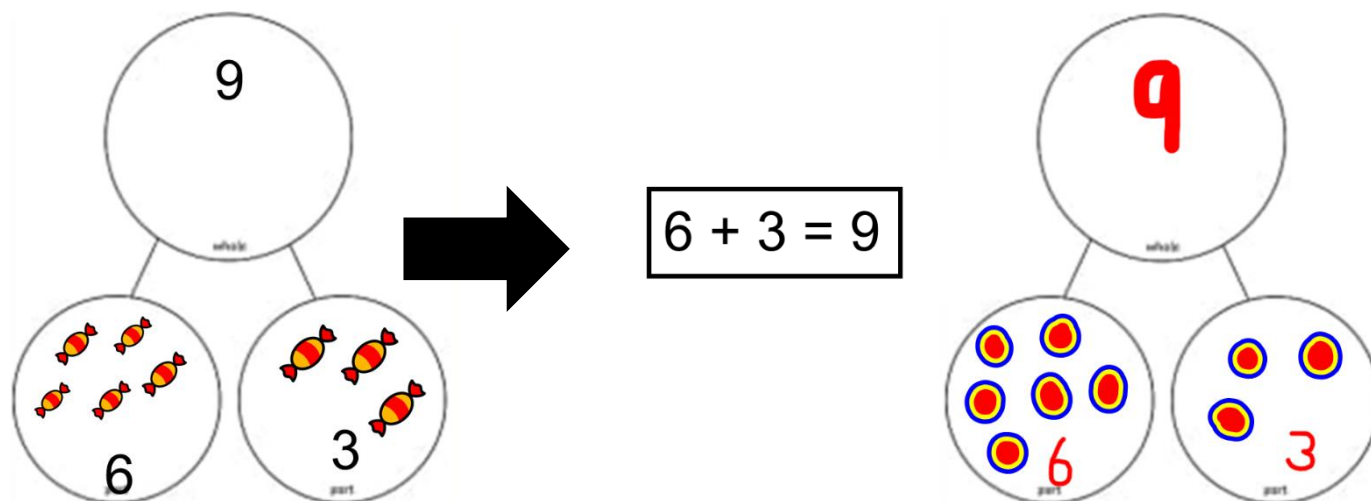
Activity 2 -

Create your own part part whole template - you can do this in lots of different ways (paper plate, chalk on the ground, pipe cleaners etc)



Ask your child to turn over a number card and place in one of the parts on their model. Ask your child to place objects to represent that number in the part. (e.g. Place number card 6 in a part and put 6 sweets in that part). Repeat with another number for the other part. Ask your child how many objects they have altogether. Ask your child to record what they have found on paper/ whiteboard. They could record this as number sentence or a jotting.

See example.



Challenge your child to repeat with different numbers.

Tuesday – Exploring addition by adding on.

For today's learning you will need:

- 10 small objects – pasta, sweets, buttons etc.
- Counting on sheet – see below.

Please follow link: <https://classroom.thenational.academy/lessons/exploring-addition-by-adding-on/activities/1>

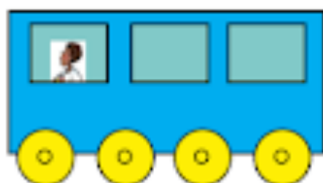
Activity 1 –

After watching the video complete the following activities. Ask your child to look at the first carriage, count the passengers and hold that number in their store (their head). Look at the next carriage and touch each person as your count on to find the total. See example below:



Count the passengers in the carriage.

Hold that number in your head.



Point to and add on the passengers in the next carriage.

Count the passengers (4)

Hold 4 in your store.

Touch the person in the blue carriage and say five.

How many altogether – 5.

Ask your child to say a number story using the language from the video e.g. "first there were 4 passengers, one more joined the train, then there were 5".

Repeat with these examples:



Count the passengers in the carriage.

Hold that number in your head.



Point to and add on the passengers in the next carriage.



Count the passengers in the carriage.

Hold that number in your head.

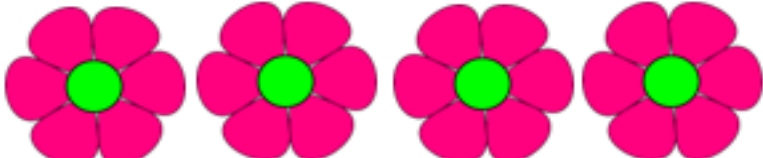


Point to and add on the passengers in the next carriage.

Activity 2 -

Tell your child you are going to play a game adding two groups together by counting on. Give your child some small objects to count (adult chooses amount). Ask your child to keep the number in their store. Place some objects down beside your child's objects. Ask your child to find out how many altogether by counting on from the number in their store. Repeat with different number combinations, e.g. Your child has 5. You add 3 more your child says 5 and then counts on 6.7.8.

Ask your child to look at the sheet below and place the first number in their store. Ask children to count on by touching the objects in the next column

4	
5	
7	
3	
8	
10	

Say 4 -
count 5.6.7

Wednesday -Exploring subtraction as partitioning

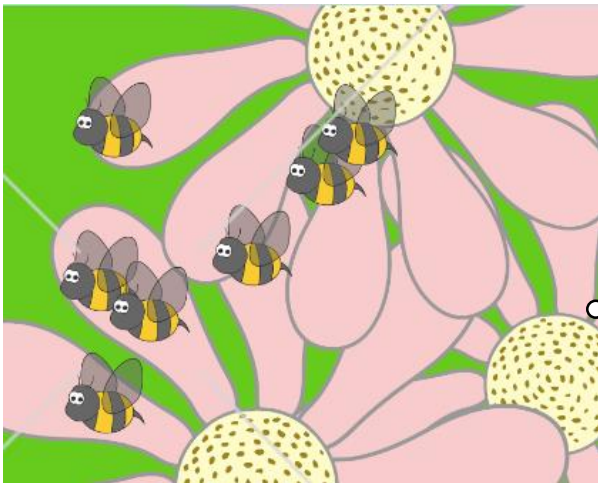
For today's learning you will need:

- Ten small objects for counting (grapes, sweets, pasta)
- Pencil and paper or whiteboard and pen

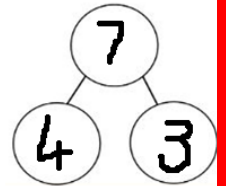
Please follow link: <https://classroom.thenational.academy/lessons/exploring-subtraction-as-partitioning/activities/1>

Activity 1:

Solve the following subtraction stories using your objects. You can pretend your ten objects are people, animals etc. Support you child with producing a Part whole model to show their problem. Encourage them to talk about the problem they have solved.



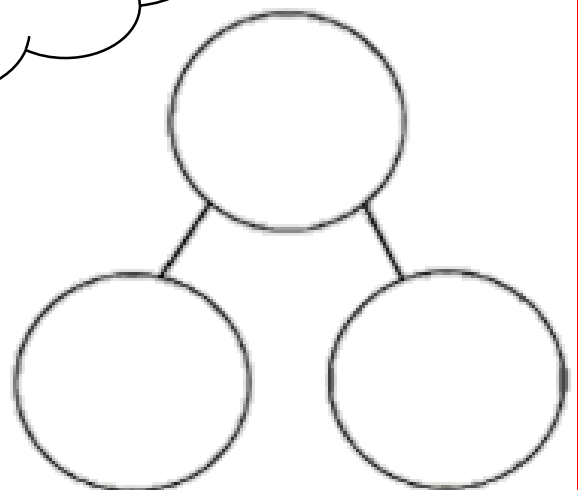
Seven Bumble Bees land on the flowers four buzz away – how many bees are left behind??



Talk about how we can work out this problem using a Part Whole model. First there were seven, two bees flew away. Now there are three bees left behind. Seven minus four equals three. Seven is our whole and four and three are our parts.

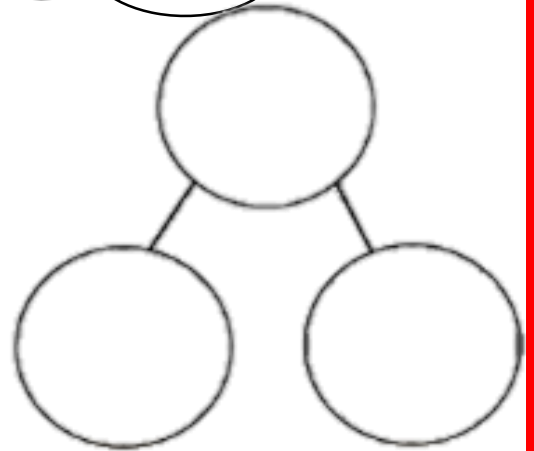


Ten eggs in a nest, five hatch- How many eggs left behind?

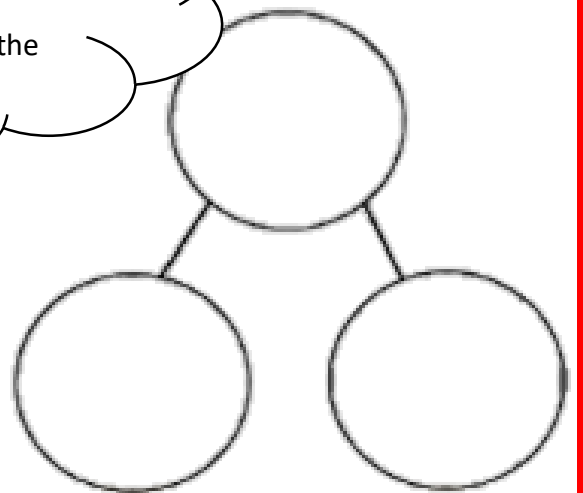




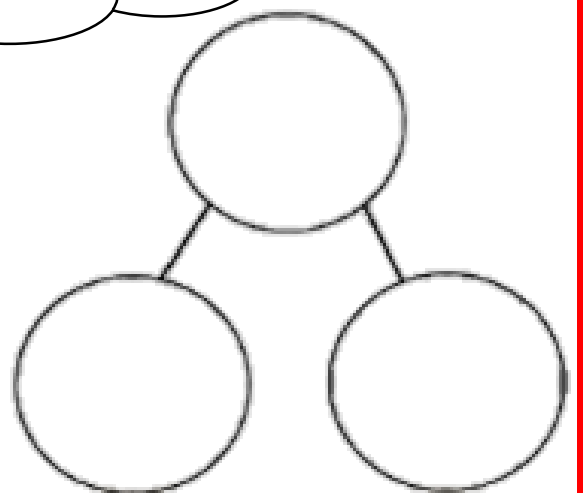
Eight people on the bus. Five people get off at the next bus stop. How many people left on the bus?



Nine jelly bean sweets in a bag. Sam eats two. How many sweets are left in the bag?



Fourteen cars in the carpark. Six leave, how many cars are left in the carpark?



Activity 2

This time ask your child to give an adult a subtraction problem. You can use these pictures for support or gather your own objects from around the home e.g. sweets in a bowl, cakes on a plate, biscuits in the jar, cars in a traffic jam etc



Thursday- Exploring Subtraction as taking away

Please follow link: <https://classroom.thenational.academy/lessons/exploring-subtraction-as-take-away/activities/1>

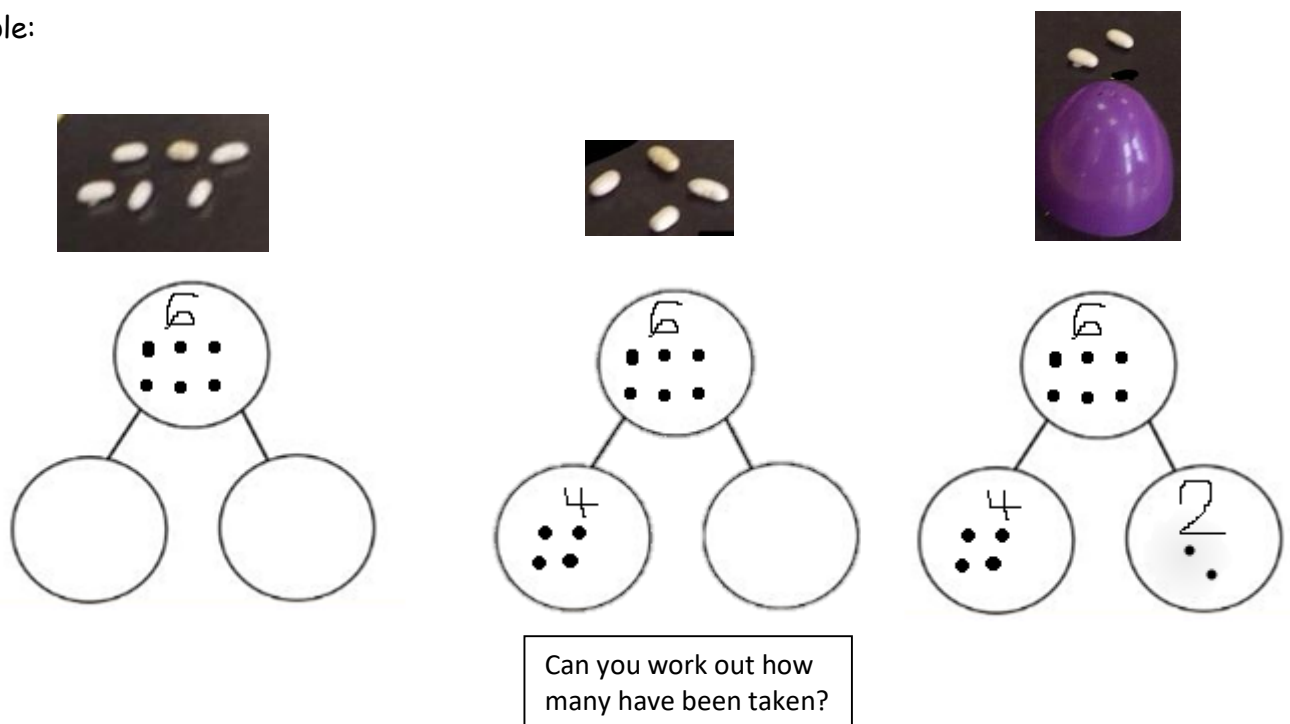
You will need:

- 10 objects (play animals, pasta shapes etc)

Activity 1:

Prepare a few part whole models on paper. Give your child a number of objects - Ask how many are there? Ask your child to write and draw it in the whole (draw a spot representation). Then ask your child to close their eyes whilst adult takes some away and hides them under a cup. Draw remaining part in Part whole model. Question: Can you work out how many have been taken and why?

Example:



Activity2:

Challenge 1:

<http://www.rabbittakeaway.co.uk/activity/>

Solve some of the subtraction stories on the above link. Encourage your child to say how they worked it out. You may like to cover over a number of rabbits with your hand to solve the problem. Encourage your child to visualise different amounts.

Challenge 2:

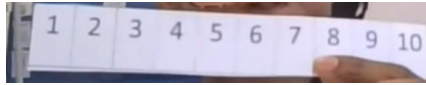
Solve subtraction number stories with numbers to 20 - <http://www.rabbittakeaway.co.uk/activity/>

Friday: Comparing 2 sets of objects using 'more' or 'fewer'

Please follow link: <https://classroom.thenational.academy/lessons/comparing-2-sets-of-objects-using-more-or-fewer/>

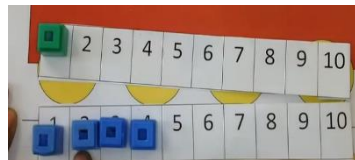
You will need:

- Two number tracks
- Ten objects for counting



Activity 1

Look at this carriage of people on a train (below), use two number tracks to solve the following problems. Place your objects underneath each number track to show the two groups and to help you compare- (see example).



Problems

- Are there more or fewer passengers wearing a hat?
- Are there more or fewer girls to boys?
- Are there more or fewer children wearing yellow tops?

Question: e.g. Is 3 more or fewer than 9?

Question: can you think of any other ways that we can sort the passengers? Then compare these two sets.



Activity 2:

Ask your child to look at the pictures below and decide which has more and which has fewer. Ask your child to explain their reasoning. Check their answer by placing counters on a number line (as demonstrated in above activity) and compare which has more and which has fewer.

