



W.C. 18th May

Maths

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

There is no expectation to complete all of the work or to print worksheets off - children can work on paper if they want to write it down.

(Please note these links are dated week 11th -15th May. We have selected activities and work that is best suited to our Reception children)

Monday - Counting objects up to 20.

For today's learning you will need:

- 20 pencils/crayons.
- A 0-20 number line (You could make your own number line using paper and pens or print a copy using the following link; <https://www.twinkl.co.uk/resource/printable-number-lines-to-20-t-n-2440>).



- 0-20 number cards (You may wish to make your own set of number cards using paper/card or print a copy using the following link; <https://www.twinkl.co.uk/resource/T-N-014-Digit-Cards-0-20>)

Please follow link: <https://www.thenational.academy/reception/maths/counting-objects-up-to-20-reception-wk4-1>

Activity 1 -

Ask your child to place the pencils/crayons in a line and count them to check that they have 20. Remind your child to carefully touch each pencil as they say the number name.

Ask your child questions that include one more or one less i.e - What is one more than 10? What is one more than 14? Use the pencils to count up to the first number and add one more. What is the answer? Continue with one less questions i.e. what is one less than 9? What is one less than 14? Ask your child to find the first number and count back one to find the answer.

Challenge your child to use the number line to answer these questions.

I.e: What is one more than 10? Encourage your child to find number 10 and jump forward one space to find the answer.

What is one less than 12? Encourage your child to find number 12 and jump back one space to find the answer.

Activity 2 -

Play a number game - Hide numbers 1-20 around your house The number cards could be hidden under cushions, in cupboards etc. Play a scavenger hunt and both adult and child to go on a search for the numbers together. Ask your child to say the number out loud when they find it?

If your child finds these numbers challenging try creating a number line to 10 and adapting the activities for numbers 1-10.

Tuesday - Ordering numbers to 20.

For today's learning you will need:

- A small set of number cards from 1-20 (these could be made from small squares of paper)
- A set of objects numbered 1-20 (you may choose to use Lego, lolly sticks etc. - see example below).

Please follow link: <https://www.thenational.academy/reception/maths/ordering-numbers-up-to-20-reception-wk4-2>

Activity 1 -

Join in with the video and place your numbers in order from 1-20. Encourage your child to say the numbers in order and place the cards down in the correct positions. By the end of the activity your child will have created their own number line. If your child is finding recognition of numbers to 20 challenging replace the numbers cards with numbers from 1-10.

Play game - Caterpillar ordering - ask your child to order the numbers correctly on the caterpillar's body. They could use their number line from the first activity as support. Please select the ordering game from the website below and choose from 1-10 or 1-20 depending on what best suits your child.

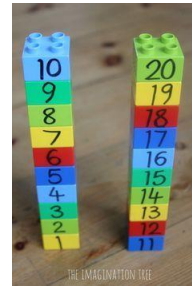
<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

Activity 2 -

Choose a way to display numbers from 1-20, this could be on pieces of Lego, on circles for a caterpillar's body, on post-it notes, on lolly sticks etc. Tell your child the numbers have got

jumbled up and you need their help to put them in the right order. Challenge children to place numbers in the correct order from 1-20. When numbers are placed correctly ask your child to close their eyes and adult to take a number away. Can they spot what is missing? What number is it? Repeat with different numbers. Ask your child to challenge you! (Please adapt this activity to 1-10 if your child finds it challenging)

See examples:



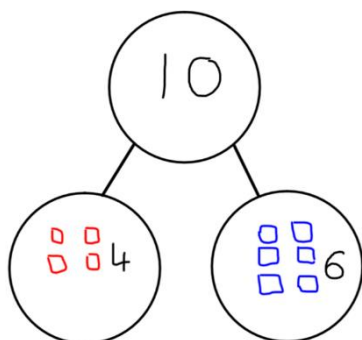
Wednesday - Developing a sense of 10

For today's learning you will need:

- ten objects
- two bowls
- pencils and colours

Please follow link: <https://www.thenational.academy/reception/maths/developing-a-sense-of-10-reception-wk4-3#slide-2>

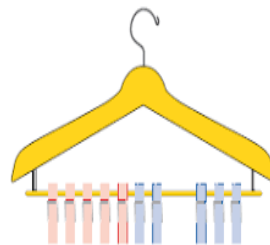
Activity 1- Collect ten objects and two bowls. Allow your child to sort the objects into two bowls. Question your child: How have you sorted them? Which bowl has more and which bowl has less? How many are in each bowl? Your child can then represent this on paper by drawing a part part whole, number sentence or pictures (See below examples).



$$6 + 4 = 10$$

Activity 2-

Using a coat hanger and 10 pegs. Ask your child to put the 10 pegs onto the coat hanger and to explore how their number can be partitioned in different ways and recombined to show how many altogether. Ask your child to talk about what they can see e.g. seven and three make ten.

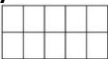


Partition the pegs and sing Number bond rhyme:

5 and 5 add up to 10
6 and 4 make it again
7 and 3 they also do
Guess what! So do 8 and 2
9 and 1, 10 and 0
Learn them all, you're a number bond hero.

Thursday - Exploring Place Value

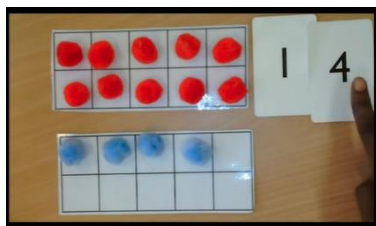
For today's learning you will need:

- two tens frames 
- twenty objects for counting (10 the same and another ten the same)
- number cards up to 10 (written on small pieces of paper is fine).

Please follow link: <https://www.thenational.academy/reception/maths/exploring-place-value-reception-wk4-4#slide-2>

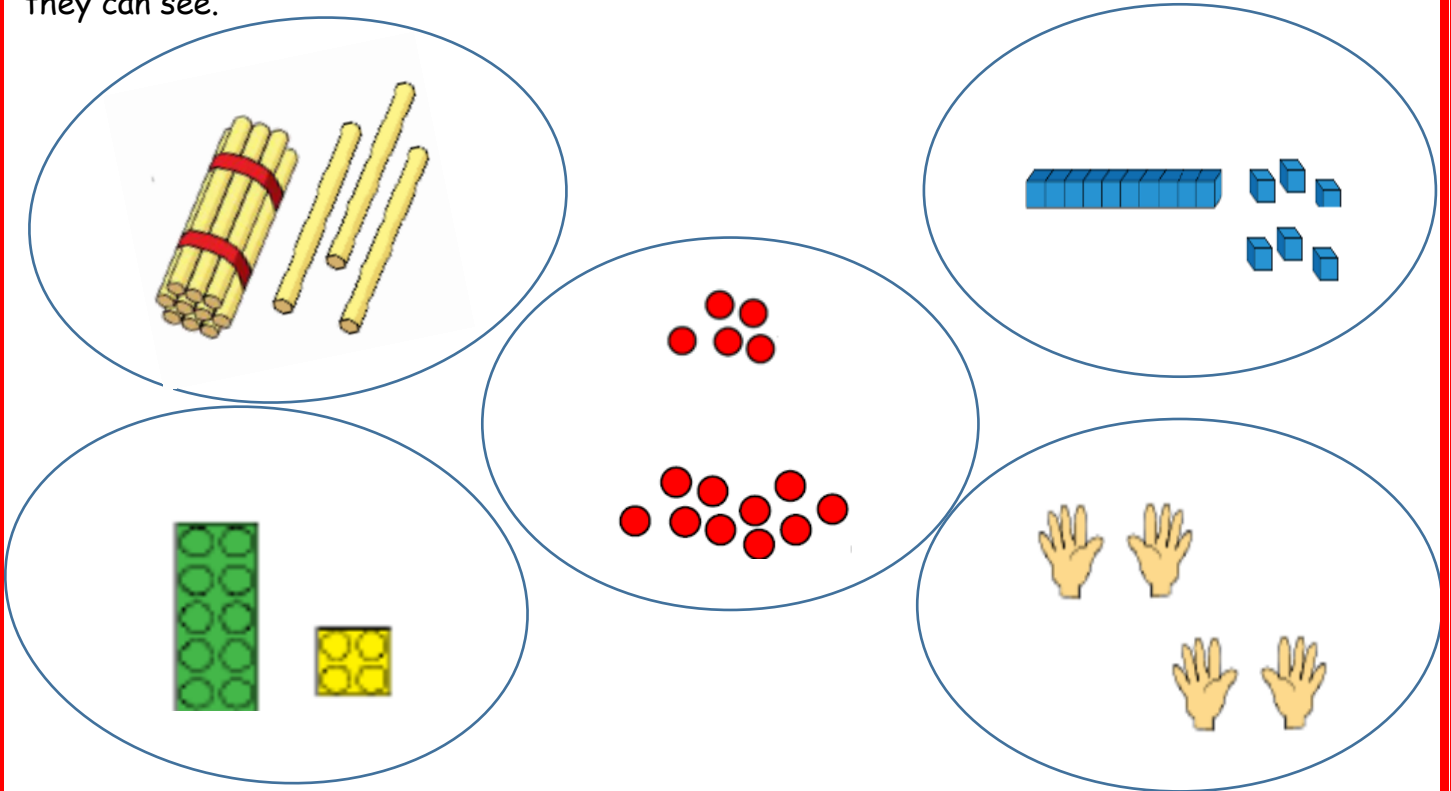
Activity 1 -

After watching the video allow your child to explore using tens frames. Continue to keep ten in the first tens frame. Tell your child a number to add to their bottom tens frame. Ask them to tell you how many they have altogether and to explain their thinking. Encourage your child to put ten in their 'store' (their head) and count on. Ask your child to select the number cards to show how many altogether. You could also ask your child one more or one less questions to extend their thinking e.g. if there was one more blue how many would there be altogether?



Activity 2 -

Explore the following pictures on the screen. Explain that ten ones can be grouped into ten and those left behind are ones. It is important for children to understand that a number is made up of tens and ones e.g. 12 is 1 ten and two ones. Encourage your child to discuss what they can see.



Friday - Find one more than a number to 20

For today's learning you will need:

- A number grid to twenty
- A small toy car or small object

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Please follow link: <https://www.thenational.academy/reception/maths/finding-one-more-than-a-number-to-20-reception-wk4-5>

Activity 1:

Ask your child to close their eyes as you place the toy car or object on the number grid covering one number. Give your child a clue e.g. "the car is parked on the number that is one more than ____". If your child cannot identify the number ask your child to count up to the number to work it out.

Activity 2:

Cut out your numbers on the number grid once you have finished activity one. Adult to pick a number card and give their child a clue e.g. this number is one more than six, this number is one less than 11. Your child can use the number line on the screen for support if they find this activity a little tricky. Encourage them to point to the number mentioned in the clue and then move forwards one (to find one more) or backwards one (to find one less). Your child may want to take a turn choosing a number and giving a clue to the grown up.

