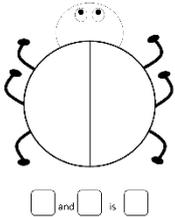
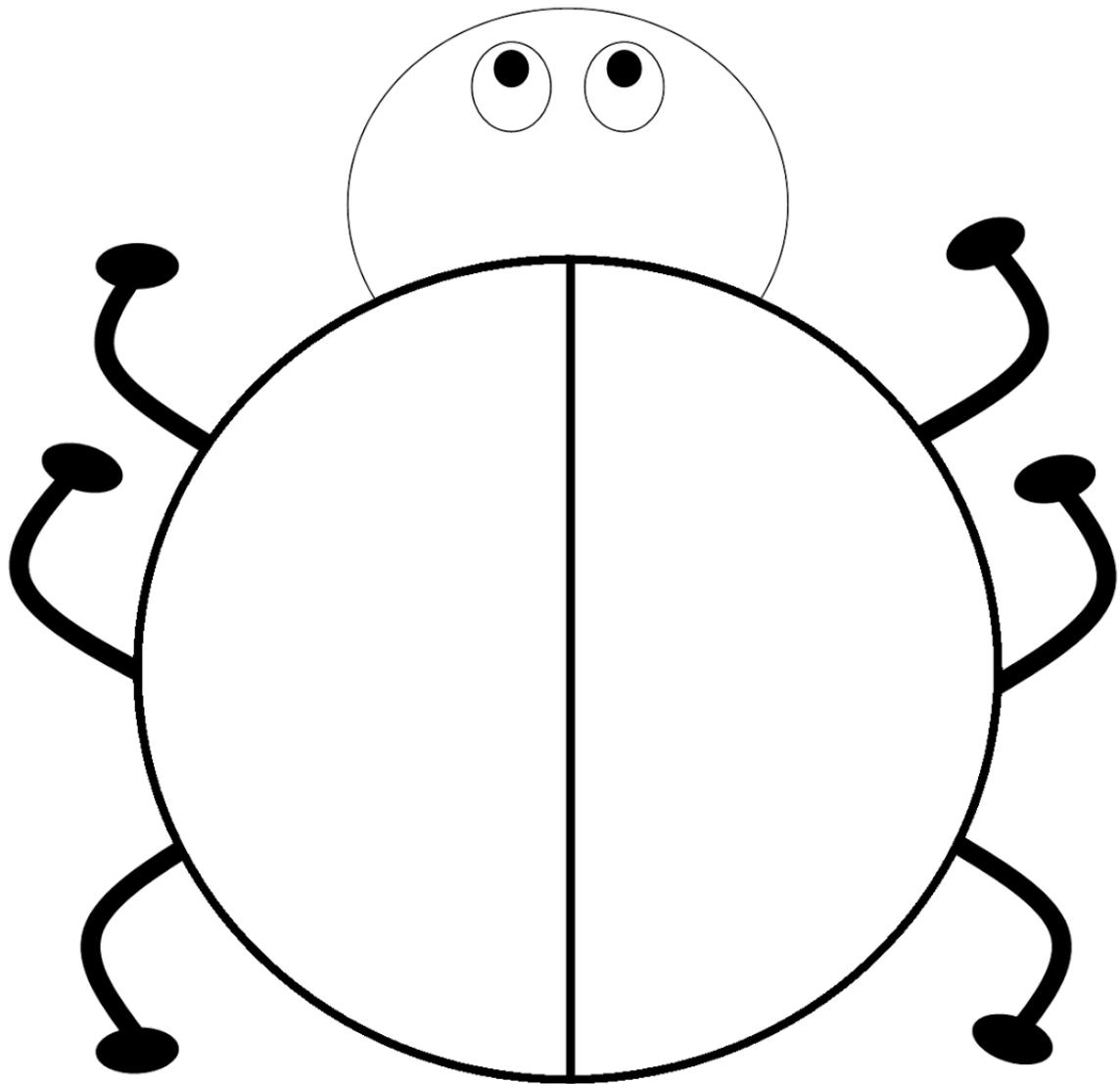


The activities this week are based on the story ‘What the ladybird heard’ and links in with our minibeast theme.

<p><b>Monday</b></p> <p>To recognise and name numbers to 20.</p> <p>To use positional language (in between, next to, in front, behind, beside, first, second, third) to describe a location.</p>	<p><b>Quick warm-up:</b> write numbers 0-20 on post its. Choose two numbers (e.g 15 and 17) and place these in front of your child, with a space in between. Ask your child to write the missing number to put in the middle of the two numbers. For extra support start with numbers to 10. For a challenge, choose numbers up to 100.</p> <p>Look at the picture from ‘What the ladybird heard’ below (see bottom of weekly plan).</p> <p>Choose an animal from the picture and describe its location e.g The black dog is in front of the fence. Repeat with other animals and things in the picture. Extension: Take it in turns to think of a sentence for the other person to guess the animal / object, e.g This animal is behind the cow, but in front of the house.</p>
<p><b>Tuesday</b></p> <p>To count forwards and backwards to 20.</p>	<p><b>Quick warm-up:</b> Hopping around the room counting the hops. How far do you get? Repeat with jumping (with two feet together) but counting backwards this time from 20.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>Have numbers 1-5 / 1-10 / 1-20 face down on the table. Ask your child to turn one number over and count out that many pennies / buttons/ counters and put them on the left hand side of the ladybird. Now ask them to double it. What does that mean? (Adding the same amount). They can count out the same amount and then combine the counters to find the total amount. Write the sum e.g 7 and 7 is 14. Double 7 is 14.</p> </div> </div> <p>An enlarged copy of the ladybird is at the end of the planning. If you don't have a printer this can be drawn on a piece of paper.</p>
<p><b>Wednesday</b></p> <p>To know number bonds to 10/20.</p> <p>To solve problems involving addition and subtraction.</p>	<p><b>Quick warm-up:</b> Hit the button game – number bonds to 10 / 20. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>Activity – The Box Game. Please see NRICH The Box Game explanation sheet below.</p>

<p><b>Thursday</b> Mentally solve simple addition and subtractions.</p> <p>To solve problems involving halving.</p>	<p><b>Quick warm up:</b> Pennies into a tin: Ask your child to close their eyes and count the number of pennies you drop into a tin. Then say – if I take 2 out, how many are left in the tin? Challenge – use 2p, 5p or 10p.</p> <p>Lay out even number cards to 10 / 20/ 100 on the table and have a ladybird template (see below). Ask your child to read the number they turn over and to count out that many counters (buttons, pennies) and two arrange them so that half are on one side of the ladybird and half are on the other.</p> <p>Write the number sentence 'Half of ___ is ___'. Repeat with other number cards.</p>
<p><b>Friday</b></p> <p>I can use positional language.</p>	<p><b>Quick warm-up:</b> Song - Ten little ducks went swimming one day</p> <p><b>Making Maps</b> – In the story 'What the ladybird heard' the two baddies make a map of the farmyard in a cunning plan to steal the cow. (Even though it doesn't go well). Have a go at making a map of the farm like the baddies using positional language. Talk about what is next to each of your buildings as you create your map. Where will you put the animals? How many animals will go in there? If there are four pigs in the pig pen, how many legs will there be?</p> <p>You can listen to the story again here: <a href="https://www.youtube.com/watch?v=XSbeEMfrkdw">https://www.youtube.com/watch?v=XSbeEMfrkdw</a></p> 





and  is

## The Box Game

Adding and subtracting  
Solving problems



**Children often** enjoy visualising how many toys are hidden in a box.

**Adults could** start by using three large toys and a giant box with a group of young children. Then use bigger numbers or miniature toys with smaller groups or individuals.

### The Activity

Put toys one at a time into the box, so children cannot see them inside, counting altogether. Ask: 'Can you show on your fingers how many are hidden?'. Display a large numeral. Add one to the box, without showing the objects inside and ask children to show on their fingers, 'How many are there now?'. Then show how many are inside the box and count to check.

### Encouraging mathematical thinking and reasoning:

#### Describing

How many are there to start?  
How many now?

#### Reasoning

How do you know?  
How did you work it out?

#### Opening Out

What if we add two more?  
What if we take one out? Two out?  
Imagine there are 10 in there and I take out 6 - how would you know how many were left?

#### Recording

Can you show how many there were?  
Can you show how many there are now?  
Can you show how many there were and what happened?

## The Mathematical Journey

### Counting and cardinality

- saying numbers in the right order
- saying one number for each object
- saying how many there are by showing 'finger numbers'
- by counting fingers
- instantly, without counting

### Matching numerals and amounts

- selecting numerals to match the starting and finishing numbers

**Adding**

- predicting adding one to a number (or two)
- modelling on fingers
- counting all e.g. putting up 4, then 2 more, then counting from one through to 6.
- counting on, starting from the first number: '4, 5, 6'
- visualising or counting mentally, e.g. nodding at hidden objects; saying, 'I went 4, 5, 6'
- using number facts: 'Because there were 3 and you put one more', 'I know 2 and 2 is 4'.

**Subtracting**

- predicting taking one from a number (or two)
- modelling on fingers
- counting all, then how many left: putting up 6, putting down 2, counting the 4 still up.
- visualising or counting backwards mentally: 'I went 6, 5, 4, so there's 4'.

**Development and Variation**

Increase numbers to start, to add and take away:

- repeatedly add one to the previous number.
- repeatedly subtract one from the previous number.
- vary the starting number, but just add one each time (or two):
- keep one starting number and subtract varying amounts to build number fact knowledge.
- repeatedly add 2, or subtract 2 from a starting number.

Children can choose how many to add or take away.

Vary the context: use pennies in a pot, children behind a screen, dinosaurs in a cave. Model with fingers, Numicon, large number line, 'staircase' of cubes or other resources.

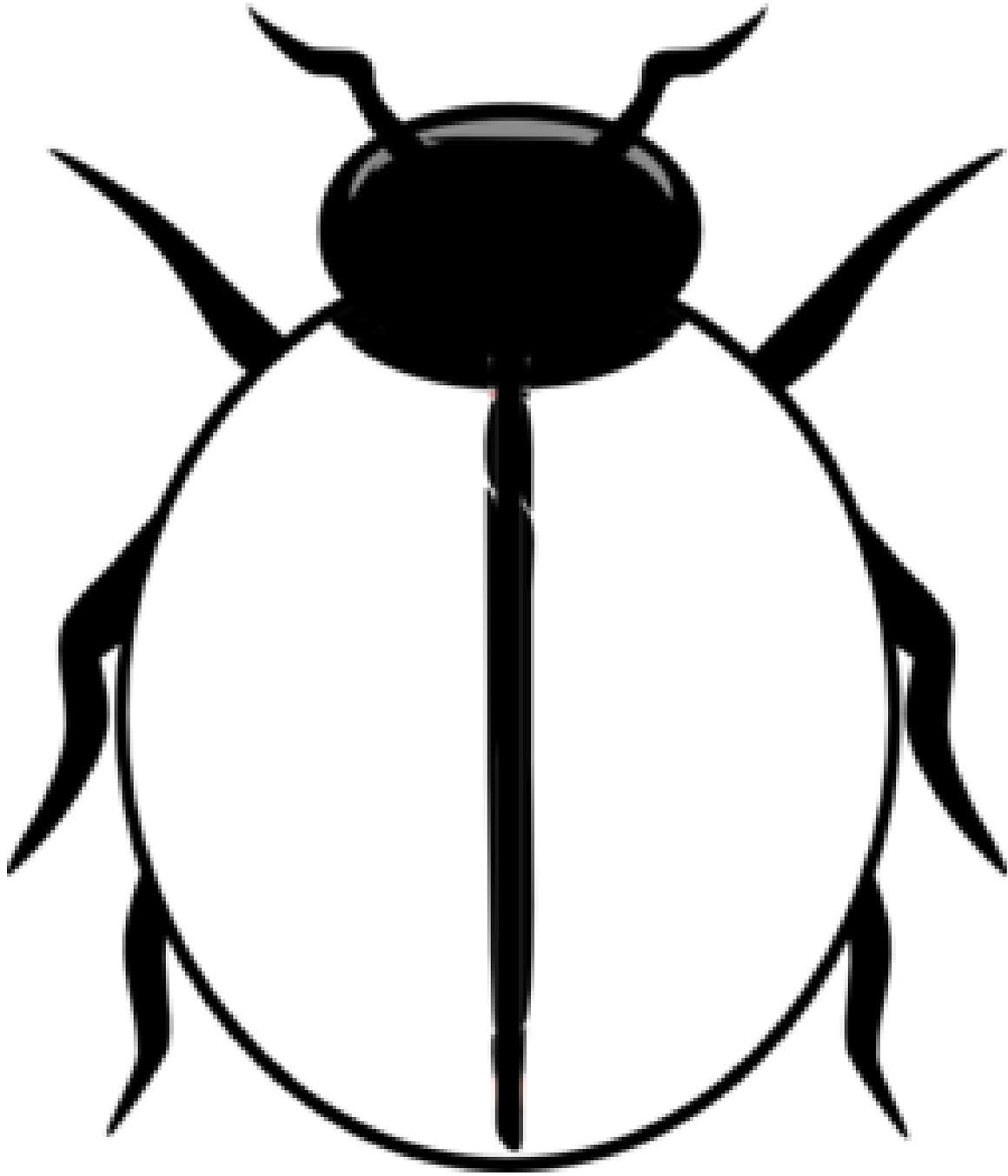
**Resources**

- Box or tin with lid, a pot to upturn or a screen, cloth, cave ...
- Toys, pennies, children, dinosaurs ...
- Large numerals to display

Acknowledgement:

Martin Hughes (1986) Children and number: Oxford, Blackwell





Half of \_\_\_\_\_ is \_\_\_\_\_ .