MATHS – EYFS – Summer 1 Week 2 - 27.4.20

The activities this week link with our literacy text 'Mad About Minibeasts' as well our minibeast topic that we are continuing from last term.

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<td>Monday

To describe properties of an object.

To count numbers to 20 and solve simple problems involving doubling.</td>
<td>Quick warm-up: Magic bag – have a bag with a few objects inside it (e.g a dice, photo, candle) and say the rhyme 'Magic bag, magic bag, what's inside the magic bag?' Then ask your child to close their eyes and take out one object. What can they tell you about the object (shape, size, numbers, texture etc).

Look at the picture of a spider.
 

How many legs does it have? How many legs would there be if there were two spiders? Ask your child to draw the spiders to help them and reinforce that when there are two, the number of legs is doubled.
Write the number sentence __ + __ = ___

What about for a stick insect?
 
How many legs does it have? How many if there were two stick insects?
Draw them in your book and write the number sentence __ + __ = ___

Challenge: What about a centipede?
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<td>Tuesday

To recall number facts.

To count numbers to 20 and solve simple problems involving doubling.</td>
<td>Quick warm-up: What can you tell me about this number? Write a number on the whiteboard and ask your child to give you as many facts about the number as they can think of (e.f if the number is 5 they might say half of 10 is 5, 4 +1 =5, 5-0 = 5…..). You can write all of these facts on the whiteboard so that the children can see the connections between numbers and how many facts they do know.

Activity: Spy and Count. See the sheet below.
Count the number of each of the different minibeasts. You can either use the sheet to fill in the numbers, or draw the insects in your book and write the number next to them.</td>
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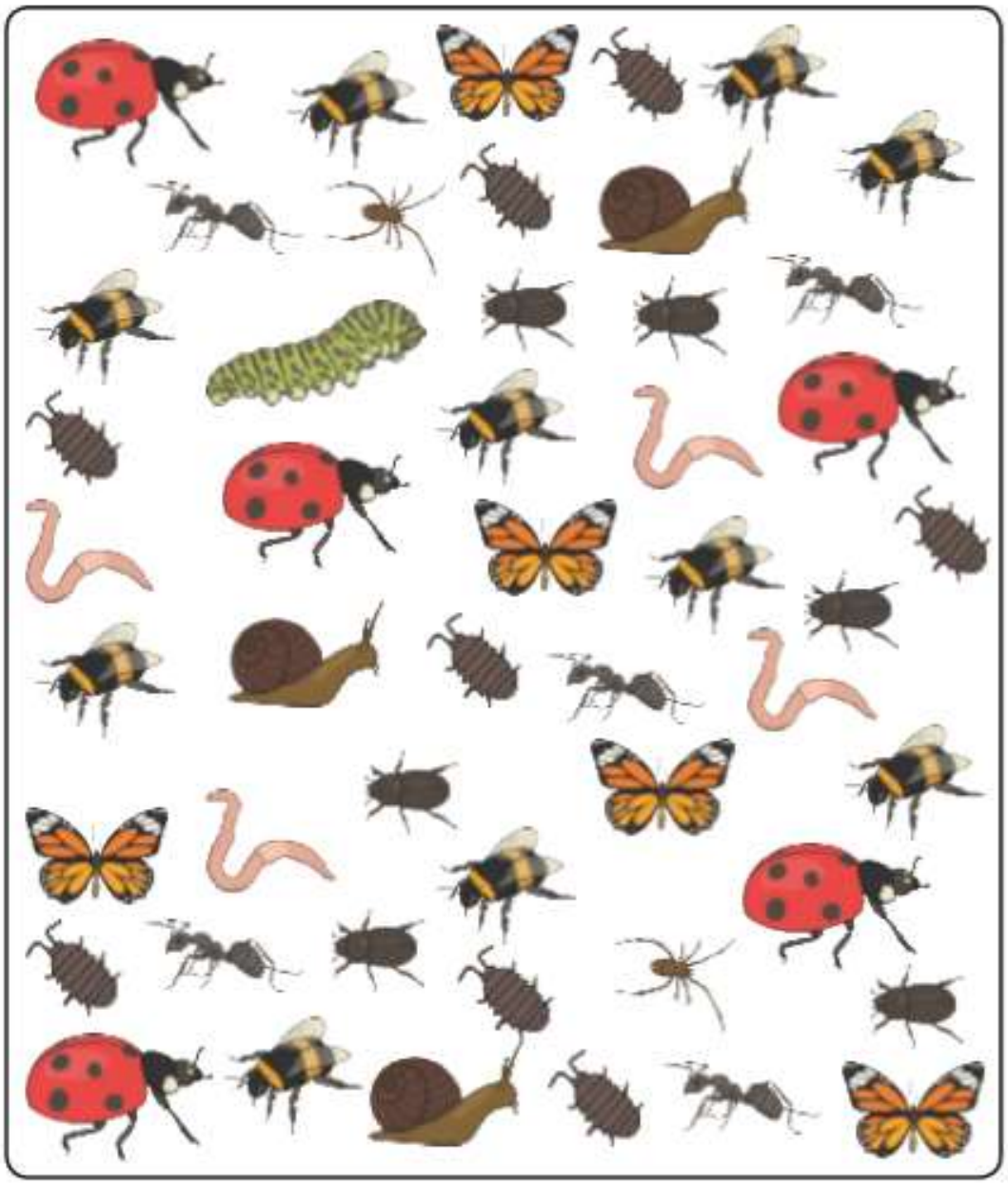
	Challenge: What if you double all the minibeasts – how many of each would there be now? Challenge 2: Can you half each of the minibeast groups? Can you explain why / why not?
Wednesday To know number facts to 10 / 20. To solve simple problems involving halving and sharing.	**Quick Warm-up: Show me fingers: A**sk your to show you a number (ie 5), with their fingers, then ask them 'show me another way.' They may hold up 5 on one hand and 0 on the other, then 2 on one hand and 3 on the other, they may switch hands etc. **Activity:** Make a smoothie / fruit salad / sandwich. Ask your child to count out the foods that you need and then cut them into halves (quarters). How many pieces are there now? Can we share these between 2 (or 4) people? How many pieces would they get each? How can we work it out? Give your child time to think of how they will work it out. They might start one way and then change their minds – it is really interesting to see their working through of these everyday problems.
Thursday Mentally solve simple addition and subtractions. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	**Quick warm-up: Number Guess (You vs Your Child)**: Write parts of a number on the whiteboard (for 23 I might do the curve at the top of the 2 and the middle section of the 3). I give them 3 guesses. If they get it in 3 they get a point, if they don't guess it after 3 I get a point. At the end tally up the points. For extra support start with numbers to 5. Challenge: numbers can go as high as you like! **Activity:** Draw a family of worms in your book and measure them using pennies, lego bricks etc. Write down how long each worm is. Why is it important that you use the same size things to measure? Challenge: Introduce your child to using a ruler (we have done this as group work in class) and show how to measure in centimetres. Which worm is the longest? Shortest? Challenge: Choose two worms and ask your child how much longer one is than the other – by counting up.
Friday To know number bonds to 10/20.	**Quick warm-up:** Hit the button game – number bonds to 10 / 20. **Activity:** Estimation station – see NRICH worksheet below. Challenge: Who was closest in their guess? How many more / less was their guess?

I Spy and Count



Minibeasts
I Spy and Count Checklist

Count the number of each type of minibeast and write the numeral in the box.

☐ ladybirds 

☐ caterpillars 

☐ ants 

☐ worms 

☐ bees 

☐ beetles 

☐ butterflies 

☐ snails 

☐ spiders 

☐ woodlice 

Estimation Station

Estimating, counting and comparing

Children often enjoy guessing, "How many are in the jar?" and then counting to see who is right. They get excited by big numbers!

Adults could provide a clear plastic jar with a number of things in it and change these daily. Filling a big jar with really small things will give children the experience of what large numbers look like.

The Activity
Children guess how many things are in the jar, then count to find out. Older children can record their guesses on post-it notes and then put these in order to discuss which estimates were closest.

Encouraging mathematical thinking and reasoning:

Describing
What do you notice?
How many can you see?
How do these pine cones compare with yesterday's beads?

Reasoning
How many do you think there are? Why do you think that?
Will it be more or less than 20? A lot more/less? Or a little more/less?
Will it be between 15 and 20? A little or a lot more than this? Or less than this?
How many can you see? How many do you think are hidden?
Was your guess more or less than the actual count?
Was your guess very close/way out? Why do you think that was?
Can you put the estimates in order on the board/washing line?
Were most people close or far out?

Opening Out
Are there more or less than yesterday? Why do you think that?
What if we fill it up again, but with the little bears?
How many do you think will fit in the tall jar/the matchbox/the crate? Is there a quicker way to count?

Recording
Can you write your estimate on a post-it note? Can you see your number on the number track? What numbers can you see that people have written?
Were a lot of people very close/way out?

The Mathematical Journey

Counting and cardinality:
- estimating amounts as numbers
- counting amounts above 10
- comparing numbers, more/less/fewer
- ordering numbers
- comparing amounts to a range of numbers, e.g. 15 to 20 or 25 to 30

Matching numerals and amounts:
- writing and reading numerals as estimates

Measures:
- using language: bigger, smaller, full, fuller, empty, emptier
- predicting and explaining that the smaller the object the less space they take up – "The little bears are small will be a big number"
- generalising – "If you have little things you get more"

Development and Variation
- Use natural objects (like pebbles, shells, pine cones and conkers) or small toys, coins, buttons, keys or cotton wool balls.
- Choose the size of objects to provide the number range you want children to work with.
- Vary the scale of container and objects e.g. use crates of bricks outdoors.
- Use assorted items which come in different sizes, such as shells or conkers, which will be harder to estimate but will provoke discussion.
- Two children can record everyone's guesses on a clipboard, and then count the items in the jar.
- Children can record their estimate by putting a peg on a number 'washing line'.
- Set up a Filling Station: fill several identical containers (e.g. matchboxes, yoghurt pots, fish bowls) with different kinds of items or fill different containers (e.g. one tall and narrow, one short and wide) with the same things.
- Weighing with balances: guess how many objects it will take to balance the teddy bear. What about two teddy bears?

Resources
A clear plastic jar and collections of objects:
- of uniform size such as marbles, coins, beads, cubes, jewels, cotton-wool balls and bears
- of non-uniform size such as conkers, pebbles, dinosaurs...

Post-it notes, pens, number track, board or washing line.

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