

The activities this week will focus is on, number facts, size and weight, comparing quantities.

<p>Monday</p> <p>To recognise and sequence numbers.</p> <p>To weigh objects and say which is heaviest and lightest.</p> <p>To solve problems: Say what will happen when more objects are added or some are taken away.</p>	<p>Quick warm-up: On three separate pieces of paper ask your child to write three numbers (they don't need to be consecutive numbers) and you do the same. Then swap number and sequence them in order from smallest to largest.</p> <p>Questions to ask: Which is the highest / lowest number? Can you think of a number that would come between two of these numbers.</p> <p>Activity: Nrich Balances (see bottom of the page). You don't need to worry if you don't have a set of balances as all you need is a coat hanger, two paper or plastic cups and some string or wool. See the instructions here https://gosciencekids.com/diy-balance-scales-toddlers-preschoolers/ Otherwise, you can use kitchen scales and look at it going up and down.</p> <p>Key vocabulary: heaviest, lightest.</p>
<p>Tuesday</p> <p>To know number facts.</p> <p>To order objects in order of weight.</p>	<p>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 10 they might say 5+5 is ten, 11 -1, 1 x 10). 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 know. Choose a number that suits your child.</p> <p>Activity: Have a selection of food items. Before your child handles them ask them which they think would be the heaviest, which would be the lightest. Do you think the biggest object will be the heaviest? Ask them to from lightest to heaviest without touching them. Why is that difficult? Then ask your child how we could check if they are correct. Let your child think this through and see what they come up with. Follow their lead for finding out. Then say 'could we use our balance scale?' Which object did you think was the heaviest? How will we check if that is the heaviest? Work through the objects, prompting with questions.</p>
<p>Wednesday</p> <p>To use weight in an everyday context.</p>	<p>Quick Warm-up: Five current buns in a baker's shop song. How many are there now?</p> <p>Activity: Today is a baking day, choose any recipe that you like that involves your child weighing out ingredients. Questions to ask: When taking out the ingredients ask your child to feel the weight of them. Which do you think is the heaviest? Lightest? Could we put them in order of weight? Here is a link to a current buns recipe: https://www.earlylearninghq.org.uk/latest-resources/currant-buns-recipe/</p>

<p>Thursday</p> <p>To know number bonds to 10.</p> <p>To say which is the lightest and heaviest.</p>	<p>Quick warm-up: Quick fingers – show your child some fingers and ask them to show you how many they would need to add to yours to make 10.</p> <p>Activity: Have 6 pairs of objects and ask your child to find out which is the heaviest for three of the pairs and which is the lightest for three of the pairs. Heavy / lighter superhero worksheet (see bottom of page).</p>
<p>Friday</p> <p>To know number bonds to 10 / 20.</p> <p>To solve problems involving weight.</p>	<p>Quick warm-up: Hit the button – number bonds. https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Activity: Have the balance scales ready and a few objects. Explain that today we are going to try and make things balance. Ask your child what they think that means. Ask your child to choose an object and put it on one side of the balance scale. Ask your child if they think they could balance the scales. What would they need to do? Let them talk through their ideas and investigate making the objects balance. Allow your child the chance to explore different ways to make it balance and how they adjust their tries.</p>

Balances

Counting up to 10 objects and beginning to count beyond 10
Comparing weights using non-standard measures



Children often enjoy putting objects into different containers such as buckets, bowls, trays and baskets.

Adults could provide an assortment of balances which might have tubs, buckets, pans ... You can even use coat hangers.

The Activity

Place the balances near areas where children might find items to put into the pans/buckets etc. Many individual items may be suitable, such as cars, cotton reels, counters, shapes, stones, acorns, buttons, fruit ... The list is endless and the children will try objects that would not necessarily occur to you! Simply give them time to explore and experiment.

Encouraging mathematical thinking and reasoning:**Describing**

Tell me about what we have here (in/on one side of the balance) and here (the other side).
What happened when you put that in/on?

Reasoning

Why did that happen?
What happens if it goes here (the other side) instead? Why?

Opening Out

What do you think will happen when you put that there? Why? Try it!
How is that one different to yours?

Recording

Would it help you remember what is here if you get a friend to photo/video you, or by drawing a picture?

Save the Superhero Weighing Activity

Help save the superheroes by circling the **heavier** one on each set of scales.



Help save the superheroes by circling the **lighter** one on each set of scales.



