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| **Maths Home Learning** |
| **EYFS Overview** |
| **Topic** | **Learning Objectives:** | **Suggested Activities** |
| Week 1Counting | * Count up to and past 100 from 0, 1 or any given number
* Count in multiples of 2, 5 or 10
 | Fill the BowlsYou will need a bowl for every member of your family and a bag of objects to count with such as dried pasta. Explain to your child that they need to ‘feed’ the people who live in their house. Ask your child how many items each member of the family will need to eat (should be between 1-20 things). Use language of less and more to decide whether children will need as many items to eat as the adults. When you have decided how many items each person will eat, get your child to write out that number and pop each person’s number in their bowl. Now, your child must count out the correct number of items for each person’s bowl and give them their ‘food’. Hot PotatoPlay counting hot potato. Throw a ball back and forth between you and your child. The ball is the hot potato and you need to try and keep it in your hands for as little time as possible. Say the first number in the sequence of 1-20. Then throw the ball to your child who has to say the next number in the sequence and then throw the ball back to you. Pretend that the ball is a hot potato so they want to say their number and throw it back to you as quickly as possible. Hungry Monster Take an old cardboard box and cut out a mouth hole. Have your child draw on eyes and some scary teeth around the mouth hole. Stick a post-it note on your monster’s stomach- this will tell your child how many things the monster wants to eat (choose a number between 1-20). Use any small household items e.g paperclips, dry pasta etc as counters and your child must ‘feed’ the monster the correct amount of items, (corresponding to the number you have written on the post-it note) into the monster’s mouth. When your child if finished, empty out the monster’s stomach and check your child’s counting together. Pass the Alarm ClockSimilar to Hot Potato, this involves speed recall of a sequence of numbers. Set the timer on your phone for 1 minute. Sit in a circle with any adults and children in your household. Take it in turn to count from 1-20 while holding the phone. Once you’ve said your number, pass the phone to the person on your left and they say the next number in the sequence. Continue taking turns saying numbers in and passing the phone. The aim is not to be holding the phone when the alarm sounds. Sequence CardsWrite the numbers 1-20 on individual cards- one number per card. Place the cards face down and turn the first number in the sequence over so your child can read it. Ask your child to predict what the next number in the sequence will be. If they find this easy, can they predict what the third, fourth or tenth number in the sequence will be? Alternatively, put all of the number cards in a big pile. Can your child put them in the correct order? Can they put them in reverse order? Try putting them in order yourself but make one or two deliberate mistakes. Can your child spot your mistakes?  |
| Week 2Addition + Subtraction | * Identify 1 more or less
* Recall number bonds to 20
* Recall subtraction facts to 20
* Add or subtract 1 or 2 digit numbers up to 20
 | Buried TreasureIf you have a sand pit or even a flower bed in your back garden then this is a fun activity that your kids will love. You can use it for number bonds, addition, subtraction or one more and one less. On a piece of paper, write out half of a number sentence: do this 10 times E.g. , 3 + 5 = Now, put the answers to these number sentences on small individual pieces of paper. Bury these answers in your sand pit or flower bed. Your child needs to dig up the ‘buried treasure’ and match them to the correct number sentence.  If your children find this easy, you can just draw the symbols on your piece of paper e.g. \_\_ + \_\_ = and your children can fill in the entire number sentence with their buried treasure. The Giant Number LineOn your patio or pavement, write out the numbers 0-10 in chalk, writing one number on each flag, in order, creating a number line. Now, give your child an addition or subtraction question within 10 e.g. 2 +3 = Show your child that they need to stand on the number 2 and then do 3 jumps, landing on the next number with each jump. Number Bond BingoDraw out a grid with six squares on a piece of paper. In each of the squares, ask your child to write a number between 0 and 10. This is their bingo card. You are the bingo caller and you can call out any number between 0 and 10. If your child has the number bond to the number that you called out, then they can mark it off on their card. E.g. if you call out 4, then your child would mark off the number 6 on their bingo card as, together, that makes 10. Your child wins when they have a line or a full house marked off.  |
| Week 3Shape | * Recognise and name common 2d and 3d shapes
* Describe position, direction and movement including whole, half, quarter or three quarters
 | Continuing Patterns Draw a simple pattern of 2D shapes e.g. circle, circle, square, triangle. Challenge your child to continue the pattern. If your child finds this easy, make the pattern more complex. Alternatively, challenge your child to create their own patterns. Shape Spotting-2D shapes Cut out the outline of a range of 2D shapes from cardboard. Now you are ready to go on a shape hunt. Use your shape spotters to spot 2D shapes in everyday life. Can they name the shapes? If your child finds this easy, ask them to identify how many sides, corners or faces the shapes have. Guess WhoDraw and label a range of 2D shapes for your child. Arrange 2 chairs, back to back; you will sit in one chair and your child will sit in the other. Your child should look at their shape sheet and describe one shape to you. Encourage them to use language such as ‘it has three sides, it had 3 corners etc.’ Your job is to guess the shape that your child is describing. Swap roles now and you describe a shape and while your child guesses which shape it is.  |
| Week 4Measure | * Know and understand key vocabulary including longer, taller, shorter, heavier and lighter
* Be able to compare 2 quantities
* Know and identify which is more or less
 | Height Have each person in your household stand against the same spot on a wall in turn. Use something temporary like a post-it note to mark each person’s height. ‘Who is taller, you or Mummy, how can you tell?’ ‘How can you tell from our marks on the wall who is the shortest person in our family?’ If your child finds this easy, ask them to measure a range of toys with a ruler and place them in order from tallest to smallest.WeightChalk two circles in your back garden (or use hula hoops). On separate pieces of paper, write out the following statements. ‘Is heavier than’ Is lighter than’ Put one of these statements in between your two circles. Together with your child, gather a range of small household objects e.g. tins of food, toys, cups etc. Ask your child to put one item in each circle to make the sentence correct. E.g. a tin of beans is heavier than my teddy.  |
| Week 5Time | * Recognise and use language relating to dates eg days, weeks, months, years
* Tell the time to the hour and half past and draw hands on a clock
 |  Set Up ShopUse non-perishable food items from your cupboards to set up a shop. Get your child to help you price up the stock with homemade labels. Each item should be 1p, 2p, 5p, 10p or 20p. Give your child a range of these coins and allow them to purchase items from your shop. Next, swap roles and allow your child to be the shopkeeper. Give them a coin e.g. 5p and ask your child what you could buy with it. Coin Rubbing Place a range of coins underneath a piece of paper and use the side of a wax crayon on the paper to create a rubbing. Ask your child to match up the rubbings to the coins and get them to label each rubbing.  |