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| **Maths Home Learning** |
| **Year 1 Suggested Activities** |

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| **Activity 1** |
| **Hot Potato**Play 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. Choose a sequence of numbers to work on e.g. counting in multiples of 1,2,5 or 10. Say the first number in the sequence 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.   |

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| **Activity 2** |
| **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. 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.   |

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| **Activity 3** |
| **Pass the Alarm Clock**Similar 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 say a number in your chosen counting sequence e.g. multiples of 2 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.   |

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| **Activity 5** |
| **Sequence Cards**Write the numbers in your chosen sequence 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? |

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| **Activity 4** |
| **Buried Treasure**If 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. , 6 + 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.  For greater than or less than, write 6>  or 8< etc on your sheet of paper and a range of possible answers for buried treasure. 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.   |

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| **Activity 6** |
| **The Giant Number Line** On your patio or pavement, write out the numbers 0-20 in chalk, writing one number on each flag, in order, creating a number line. Now, give your child an addition or subtraction question within 20 e.g. 6 +8 =  Show your child that they need to stand on the number 6 and then do 8 jumps, landing on the next number with each jump.   |

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| **Activity 7** |
| **Number Bond Bingo** Draw 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 20. This is their bingo card. You are the bingo caller and you can call out any number between 0 and 20. 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 14, then your child would mark off the number 6 on their bingo card as, together, that makes 20.  Your child wins when they have a line or a full house marked off. |

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| **Activity 8** |
| **Position and Direction- Captain’s Coming**This may be a game that you are familiar with from your own childhood. First, teach your child the commands, ‘left, right, quarter turn, half turn, three quarter turn or full turn. Now, gather everybody in your household who wants to play. One person is the captain and the captain shouts the orders- everyone else is crew and they must follow the orders. The captain should shout commands such as ‘half turn’ or ‘turn left’. The last crew member to follow the command is out. The game continues until there is only one crew member remaining and they are the winner.   |

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| **Activity 9** |
| **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.    |

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| **Activity 10** |
| **Building 3D shapes**You will need approx. 30 small balls of BlueTack or Play-Doh and approx. 10 straws, cut to various lengths. Show your child a picture of a 3D shape such as a cube. Challenge your child to build that shape using straws for the edges and the balls of Play-Doh for the corners. Discuss how many faces, edges and corners each shape has.   |

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| **Activity 11** |
|  **Guess Who** Draw and label a range of 2D and 3D 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.   |

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| **Activity 12** |
| **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 in centimetres. Ask your child questions like,  ‘Who is taller, you or Mummy, how can you tell?’ ‘Who is the tallest in our family and why do you think that?’  ‘How can you tell from our marks on the wall who is the shortest person in our family?’  Encourage your child to use the evidence from the marks on the wall, associating greater numbers with a greater height.  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.   |

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| **Activity 13** |
| **Weight** Chalk 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.  If your child finds this easy, get out the kitchen scales and investigate weighing a range of everyday items (ideally things that weigh under 100g). Ask your child to read their weights on the scales and rank them from lightest to heaviest etc.  |

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| **Activity 14** |
| **Days of the Week and Months of the year**Create a homemade calendar with your child. This could be as simple as writing out the days of the week and making it your child’s responsibility to use a fridge magnet to display each new day’s name on the fridge. Your child can practise picking out the correct day of the week and it encourages conversations about the order of the days. Also, you could make a calendar of months of the year and draw a picture of what the weather is like in each month. If your child finds this easy, challenge them to order the days of the week or the months of the year.   |

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| **Activity 15** |
| **Time**In your garden or living room, make a giant clock. Do this by writing the numbers 1-12 on individual sheets of A4 paper. Arrange the numbers in a large circle, like a clock. Your child needs to be the hands of the clock. Their arms will be the hour hand and their feet will be the minute hand. Tell them that their feet are the minute hand as their feet are longer than their arms, just like the hands on a clock. Call out times on the hour or half hour e.g. 3 o’clock or 3.30 and your child has to lie in the middle of the clock, using their hands to point to the hour and their feet to point to the minutes.   |

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| **Activity 16** |
| **What does my day look like?**Pick a day in your holiday and write down or draw what you do and at what time. Can you put them into chronological order? Do the same for a typical day at school. What’s the same and what’s different? How long do you spend doing different things? Use time vocabulary to describe each day. If you were feeling very creative, you could make a cartoon strip or book. |