Top Tip: Visit the NRICH maths website for more ideas of games and activities: https://nrich.maths.org/13778

Key Skills:

- Count forward and backwards 0-20.
- Read and write numbers 0 10 in digits and words.
- Order numbers 0 10 from smallest to greatest.
- Represent and identify numbers
 0 10 using pictures and concrete
 objects.
- Compare numbers within 10 using 'smaller', 'greater', 'greatest' etc.
- Find one more and one less than a number within 10.

Maths

Key Skills to Teach and Practise

Preparation:

- Print out/make number cards 0 10
- Print out/ make ten frames.
- Print out/ make a number line 0 10.
- Gather any of these items you have at home:
 - o Pasta
 - Raisins
 - Dice
 - Dominos
 - o Lego



Top Tip 2: Encourage your child to use the language of 'greater', 'greatest', 'smaller', 'less', 'least', 'more', 'fewer' etc.

Activities:

- Practise counting forwards and backwards using songs.
- Jumble up the number cards and invite your child to order them from 0 - 10.
- Swap two number cards around and ask your child to spot the mistake.
- Roll a die and make the number on a ten frame (using small objects like pasta or raisins). Roll the die again and make the second number. Which is greater? Which is smaller?
- Pick a number card (or domino). Find the number on the number line. What is one more/ one less?
- How many different ways can you represent a number?
- Play 'guess my number': think of a number and give a clue, e.g. 'my number is greater than 5 and smaller than 7'.
 Your child can ask questions too. Swap.
- Pick three number cards (e.g. 3, 6, 8) and ask your child to make the numbers using concrete objects. Can your child order them from smallest to greatest?

Links and Resources:

Counting forwards to 20 song: https://www.youtube.com/watch?v=By2hmo323xM

Counting backwards from 20: https://www.youtube.com/watch?v=srPktd4k_08

Caterpillar Number Ordering Game (Select '1-10'): https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering

NRICH lots of ideas for games and activities: https://nrich.maths.org/13778