

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>See the poster on the next page to help you talk about calculating in everyday life.</p> <p>Remember to watch Numberblocks on Cbeebies.</p>	<p>How Long are you? Lie on the floor with your feet touching the skirting board and use a ruler, book or piece of string to mark where you head is. Stand up and look at how long you are.</p> <p>Use a toilet roll and roll it out to measure how many pieces of toilet roll long you are. Record that on a piece of paper. Now find other things that are all the same length like felt tip pens, Lego or Duplo bricks, your socks and measure how long you are with those things. Are the answers all the same? Why not?</p> <p>Grown-ups, you might need to model how to write the numbers.</p> <p>Remember, when you are measuring you have to make sure you start at the very beginning of something and measure to the very end.</p> <p>White Rose Day 1</p>	<p>International Olympic Day. Have races and score who comes 1st, 2nd and 3rd in the races. You could do a running race, skipping race, egg and spoon race, balance a bracelet on your head race, run with a ball or balloon between your knees or do an obstacle course around your house. Talk about ordinal numbers and record who comes 1st, 2nd and 3rd in the races.</p> <p>You could also do how many things you can do in 30 seconds races using your phone as a timer. You could see how many star jumps, hops, sit ups, press ups, squats or burpees you can do in 30 seconds. Remember to keep a record and talk about the results.</p> <p>White Rose Day 2 https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/06/Day-2-Zog.pdf</p>	<p>Adding some more. How many altogether? Draw 2 ten frames, the 10 boxes shown in the White Rose lesson today, link below.</p> <p>Using items that will fit in the boxes, like Lego or buttons, put 3 in the boxes and ask your child how many there would be if there were 2 more? See if your child works it out by adding 2 more items and counting them altogether. Try to encourage them to count on from the number they already know is there.</p> <p>Repeat the activity starting with different numbers of items and asking your child to add some more. Work with up to 20 items.</p> <p>You could ask your child to record what they are doing, they could draw dots to represent the sum. Or you could show your child how to record using + and =. We haven't introduced this in class yet so you will have to</p>	<p>Takes some away. How many are left? Using the same things you used yesterday, start with 10 items on the frame and say to your child, if 3 of them disappear how many will be left? Ask your child to make 3 disappear and work out how many are left.</p> <p>Repeat the activity using lots of different numbers and making some disappear.</p> <p>You could encourage your child to record what is happening by drawing dots and crossing out the ones that are taken away. Or you could introduce the – symbol and remind them of the = symbol from yesterday. You will have to teach them what the – symbol means as we haven't taught that in class yet.</p> <p>White Rose Day 4 https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/06/Day-4-Zog.pdf</p>	<p>What am I looking at? Choose a picture in a book and look at one thing in the picture. Give your child clues so they can work out what it is you're looking at and use positional language, e.g. it is under the red flag, it is between the 2 horses, it is next to the brown bucket, it is on top of the yellow hay. See how long it takes your child to guess what it is you're looking at.</p> <p>Ask your child to pick something and give you clues using positional language. Can you guess what they were looking at?</p> <p>Repeat the activity using different pictures in different books and repeat it as many times as you like.</p> <p>White Rose Day 5 https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/06/Day-5-Zog.pdf</p>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/06/Day-1-Zog.pdf>

explain what the symbols mean.

White Rose Day 3
<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/06/Day-3-Zog.pdf>

Open ended questions and enabling statements about calculating.

During the day talk about what you are doing and see if you can include these questions and statements.

How can we find out how many fingers we both have altogether?

It looks like there might be 20 altogether – what do you think?

I wonder what the best way to share out all the biscuits is?

I'm not sure if they all have the same number.

What shall we do first to find out if there's any missing?

I wonder if anyone has fewer than me?

How many more do we need?

Additional resources for you to explore

Help your child be epic at maths

Cbeebies for grown-ups

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>

Numberblocks

Games, quizzes, songs and episodes.

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Espresso

Covers all areas of maths with videos and activities. Click on Foundation then Maths. Please e mail penguins@becket.n-somerset.sch.uk for login details if you need them.

<https://central.espresso.co.uk>

Topmarks

Choose a category at the top of the page then select a game about that category from underneath.

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

Hit the Button

Number bonds up to 10. Click on number bonds then make up to 10. If your child is confident with this try doubles to 10 and halves to 10.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Mathematics Mastery – Counting within 20

3 weeks of daily activities with detailed explanations about the maths for the adults.

http://www.mathematicsmastery.org/wp-content/uploads/2020/03/Parent_Rec_W1-3-counting.pdf

Mathematics Mastery – Number bond within 20

3 weeks of daily activities with detailed explanations about the maths for the adults.

http://www.mathematicsmastery.org/wp-content/uploads/2020/03/Parent_Rec_W4-6-number-bonds.pdf

Mathematics Mastery – Depth of numbers within 20

3 weeks of daily activities with detailed explanations about the maths for the adults.

http://www.mathematicsmastery.org/wp-content/uploads/2020/03/Learner_Maths_R_W7-10.pdf