



<p style="text-align: center;"><u>Counting</u></p> <p>*Count forwards and backwards using funny voices (e.g. using a squeaky voice, a robot voice, a low-pitched voice, a voice of royalty, a slow voice etc.)</p> <p>*Start by counting 0-10 forwards and backwards and then try starting at different numbers.</p> <p>*Try crossing a tens barrier to make it challenging e.g. count from 16 -26 forwards and backwards.</p> <p>*Try counting in 10's from 0 – 100 forwards and backwards E.g 0, 10, 20, 30 etc.</p> <p>*Gather pairs of socks and lay them out on the floor. Practise counting in groups of 2 up to 10- forwards and backwards. Point to each pair as you count – 0,2,4,6,8,10</p>	<p style="text-align: center;"><u>Singing</u></p> <p>*Sing some of your favourite number songs:</p> <ul style="list-style-type: none"> - 5 Little Speckled Frogs -5 Little Ducks -5 Little Men in a Flying Saucer -5 Little Monkeys Jumping on the Bed. -10 Green Bottles Hanging on the Wall -10 in the Bed -1,2,3,4,5 once I caught a fish alive <p>*Use teddies/toys as props to role-play the song.</p> <p>*Use language such as '1 more and 1 less'.</p> <p>*Don't underestimate the importance of the repetition of these simple songs to embed and visualise numbers 1-5. (Numbers 1- 10 form the building blocks of numerical thinking and it is invaluable for your child to have a secure understanding of these numbers.)</p>	<p style="text-align: center;"><u>Shape</u></p> <p style="text-align: center;"><u>What's Inside?</u></p> <p>You will need:</p> <ul style="list-style-type: none"> - A roll of tin foil - Three fairly large toy objects with defined features e.g. a bus, a saucepan, a telephone. <p>*Before you begin the activity with your child, wrap the 3 different objects separately in tin foil and then remove the foil – try and keep the imprint/shape.</p> <p>*Invite your child to then guess which foil shape matches the real object.</p> <p>*Encourage the use of language related to shape.</p>
<p style="text-align: center;"><u>Number</u></p> <p>*How many ways can you represent number 6?</p> <p>-Look around the house and see if can find or create any examples of amounts/groups of 6</p> <p>-Then see if you can represent 6 on paper in different ways. Can you draw 6 dots? Can you draw 6 people? Can you write the number 6? Can you stick 6 pompoms on the paper?</p> 	<p style="text-align: center;">28.04.20 (onwards)</p> <p style="text-align: center;">Maths Daily Skills Practice (Choose a selection to activities to engage with. You may cross them off throughout the week like bingo or you may choose to do as many as you can every day. Repetition in Early Years is integral to learning.)</p> 	<p style="text-align: center;"><u>Measure</u></p> <p style="text-align: center;"><u>O'clock number line</u></p> <p>You will need:</p> <ul style="list-style-type: none"> -12 paper circles, each numbered as a clock face -a washing line -12 pegs <p>*Create the clock faces together – creating the clocks to tell the time from 1 o'clock to 12 o'clock</p> <p>*Challenge your child to then place the clock faces in order from 1 o'clock up to 12 o'clock.</p> <p>*Remove a clock face and invite your child to guess which one is missing.</p> <p>*Discuss what happens at each time throughout the day.</p>

Numberblocks – Daily Video

Tuesday 5th May 2020 – <https://www.bbc.co.uk/iplayer/episode/b08dmhm6/numberblocks-series-1-the-terrible-twos>

Wednesday 6th May 2020 – <https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes>

Thursday 7th May 2020 – <https://www.bbc.co.uk/iplayer/episode/b08dmn88/numberblocks-series-1-hide-and-seek>

Friday 8th May 2020 – <https://www.bbc.co.uk/iplayer/episode/b08pgksd/numberblocks-series-2-six>

Monday 11th May 2020 - <https://www.bbc.co.uk/iplayer/episode/b08pgqt4/numberblocks-series-2-seven>

*Watch out for a '**Maths Meeting**' on our Rising 4's YouTube account.

(A Maths Meeting is when key concepts are repeated at a fast pace – children should respond by calling out what they see. This is to consolidate and embed prior learning.)