

Year R - Maths Development - Week 2

Shape, Space and Measures



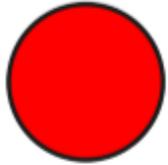
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Mental Maths (to aid fluency)	Sing "Five Little Monkey's"	Tap/clap a repeated pattern for someone else to copy	"How many do I have?"	"I count, you count"	"One more"
Problem/activity of the day	<p>Go on a shape hunt around the home. Are there any 2D shapes or 3D shapes? Can you name the shapes? Look at the different shapes you have found, can you sort them into groups? What other ways can you group the shapes? Can you explain how you have grouped them to someone else?</p> <p>Can you make a picture or a model using different shapes?</p> <p>See below for a 2D and 3D shape mat.</p>	<p>Children are going to be human balance scales. Give them an item to hold in each hand and ask them to tip to show which item is heavier and which is lighter. (If you have balance scales check to see if this is correct). Take an apple (or similar object), can you find things which feel heavier? Lighter?</p> <p>Can you find something that is bigger than the apple but is lighter?</p> <p>If you can: use weighing scales to measure ingredients to make cakes.</p>	<p>Can you describe someone in your house or someone you know who is taller than you? Who is shorter than you?</p> <p>Draw a picture of someone standing next to you who is taller and someone who is shorter.</p> <p>If you have a height chart in your house ask an adult to help measure you to see how tall you are and record your height. Check again in a few weeks/months – how much have you grown?</p> <p>Key words: tall, taller, short or shorter.</p>	<p>Draw around your foot on a piece of paper and cut out or use one of your shoes.</p> <p>Find items in your home which are longer, shorter or the same size as your foot. Can you use other people's shoes in your home and arrange them in order of length?</p> <p>Who has the longest foot? Who has the shortest foot?</p> <p>Key words: long, longer, longest, short, shorter, shortest</p>	<p>At the sink or in the bath explore filling up different sized bottles or cups (plastic). Can you make the cup full of water? Half full? Empty?</p> <p>Ask an adult to give you instructions on how to fill up the cup using the key words.</p> <p>Using different containers which one holds the most water? The least? Were you surprised by what you found?</p> <p>Key words: full, half full, empty</p>
Resources you will need	Objects from around the house	Objects from around the house.	Pencil and paper	Piece of string or strip of paper. Objects around the house.	Cups (plastic), bottles, water
Tips, clues or methods to help	<p>3D shapes are fat. 2D shapes are flat. Word mats below to support.</p> <p>There are also shape songs on YouTube.</p>	Think of a see-saw the lightest person goes up in the air, the heaviest on the floor.	Stand back to back when comparing the height of two people.	Use cubes/lego bricks etc to see how long your foot is. How has the longest foot in the house?	Describe what full, half full and empty means. Use the pictures below.
Theme	Shape	Weight	Height	Length	Capacity

See below for: shape word mat 2D and 3D shapes (Day 1), weight key words using balance scales (Day 2), cups of water (Day 5)

Mental Maths:

- "Five Little Monkey's" Five Little Monkey's swinging in the tree, teasing Mr Crocodile "You can't catch me!" Along came Mr Crocodile looking for his tea and SNAP! Ate up a Monkey for his tea.
Four Little Monkey's swinging in the tree....
Three Little Monkey's swinging in the tree....
Two Little Monkey's swinging in the tree....
One Little Monkey swinging in the tree....
- Tap/clap a pattern Tap/clap a pattern with an AB, ABB, AAB sequence.
- "How many do I have?" Show the children 10 objects (this number can be changed) hide some of the objects e.g. 3. Children to work out how many you have by knowing how many are left from the total, e.g. "There are 7 left do you have 3". Repeat a few times – can the children get quicker at working out the answer?
- "I count, you count". The adult (or older sibling) starts counting, e.g. "1, 2, 3" the child then continues the counting e.g. "4, 5, 6, 7". Repeat until you reach the target number 10, 20 or agree a number to stop at before counting begins. Repeat a couple of times.
- "One more". Say a number between 0-5 or 0-10 or 0-20. Children to say the number that is one more than the adult's (or older sibling) number. E.g. adult: "7" child "8".

2D Shape Word Mat



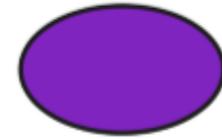
circle



rectangle



triangle



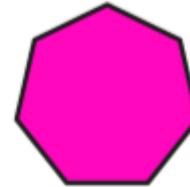
oval



octagon



square



heptagon



rhombus



pentagon



hexagon

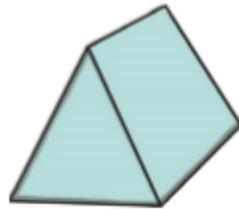


kite

3D Shapes



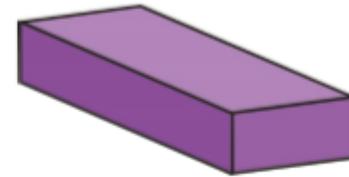
square-based pyramid



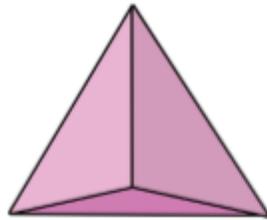
triangular prism



cone



cuboid



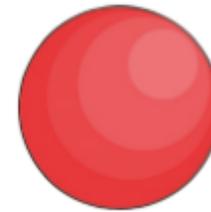
tetrahedron



cube



cylinder



sphere

Day 2:

balanced



twinkl just twinkl.com

lighter



heavier

twinkl just twinkl.com

Day 3

Example for height picture



Shorter

Me

Taller

Day 5

full



half full



nearly full



nearly empty



empty

