

Year R – Maths Development – Summer 2 – Week 1



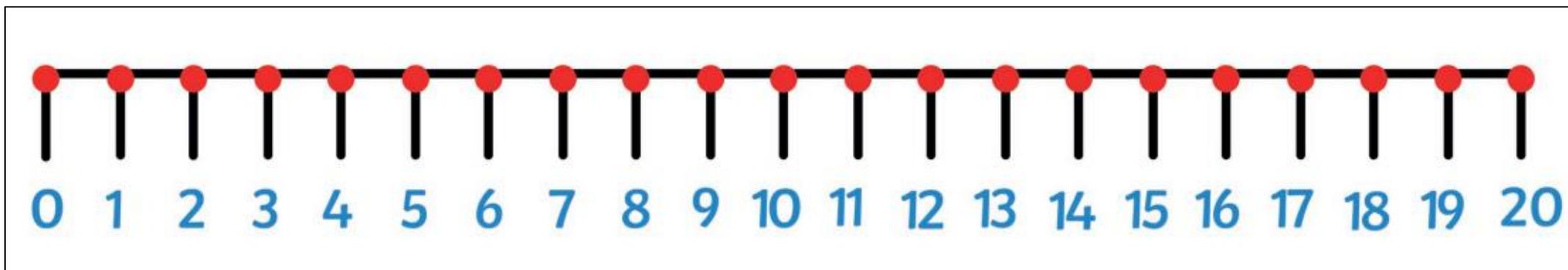
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Useful websites:	CBeebies Numberblocks is a useful tool we have used in class. Click on the link for games and the TV show. Bugz counting game – count the dots on the ladybird and click on the number to match (numbers 0-6) Topmarks for additional maths games. Please access your Mathletics account to complete activities. If you need help to login please email me.				
Mental Maths	“Give me 5”	“One more”	“Give me 10”	“Two more”	“Counting to 20”
Problem/activity of the day	<p>Meg and Ted have been estimating - making a sensible guess (see resources below).</p> <p>Which estimate do you think is closer? Why?</p> <p>Make your own estimate and write it down.</p> <p>Check the amount by counting how many objects there are in total. Was your estimate bigger or smaller than the total?</p> <p>Pick up a handful of sweets/pasta/Lego, and drop them into a bowl. Estimate how many you have. Write your number down. Count the objects to find your total.</p>	<p>Ted has been in the garden and seen lots of ladybirds. He wants to know how many spots they have in total. But it is taking him a long time to count them all. What could he do to make adding quicker?</p> <p>We know how many are on the first ladybird, do we need to count them again?</p> <p>Instead of counting from the beginning we can count on from the first number (see below)</p> <p>Look at the questions below, practice counting on to find the total number of spots on each pair of ladybirds.</p>	<p>There are 10 cuddly toys, but I need 15 in total. How many more do I need to add to make 15?</p> <p>Look at a number line and find the first number (10). Count on to the second number (15). How many did you have to count on?</p> <p>Use objects, pasta, Lego or a number line to help you.</p> <p>Try with different numbers.</p> $10 + ? = 14$ $9 + ? = 12$ $5 + ? = 9$	<p>Meg was helping her Mummy and dropped lots of objects on the floor. She needs to sort them back into the right boxes.</p> <p>Look at the objects. How can Meg sort the objects? Is there only one way?</p> <p>Look at your toys how could you sort them in to different groups?</p>	<p>Below there is a picture of a group of objects. Identify different groups you can sort the objects into.</p> <p>Colour? Shape? Size?</p> <p>Ask an adult to put different objects into a bowl e.g. pasta, sweets, little stones, buttons, lego bricks.</p> <p>Sort these objects. Is there more than one way these objects can be sorted?</p>
Resources you will need or to support learning	Pen and paper, picture below, a bowl, range of small objects.	Pictures of ladybirds (below)	Objects to count	Picture (see below), variety of objects to sort into groups.	Picture (see below), variety of objects to sort into groups.
Tips, clues or methods to help	Estimate means making a sensible guess.	Start with the biggest number. Count the first number and carry on counting to the second number.	Say the biggest number then, count on to the next number. Use counting objects (pasta, Lego) to help you.	Objects can be sorted into sets by attributes such as colour, size or shape.	Objects can be sorted into sets by attributes such as colour, size or shape.
Theme	Estimate	Counting on	Addition	Sorting	Sorting

See below for: Number line to 20, Estimating objects (Day 1), Ladybirds (Day 2), Pasta sheet (Day 3), Pictures of objects to sort (Day 4), Pictures of objects to sort (Day 5)

Mental Maths:

- "Give me 5" – Show a number of fingers up to 5. Children show you the number of fingers needed to make 5, e.g. you show 4, they show 1.
- "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".
- "Give me 10" – Same as "give me 5" but make totals to 10.
- "Two more" - Say a number between 0-5 or 0-10 or 0-20. Children to say the number that is two more than the adult's (or older sibling) number. E.g. adult: "7" child "9".
- "Counting to 20" – Say numbers in order to 20 and back to zero.

Number line to 20



Day 1

I am Meg.



I am Ted.

We have been learning to estimate which means make a sensible guess.

We looked at these objects and estimated how many there are. Can you make an estimation on the number of objects in this picture?



25 objects



15 objects



Meg and Ted made their estimations. Who do you think is closer?

Now count the objects

There are 17 objects. My estimation was the closest.



Day 2

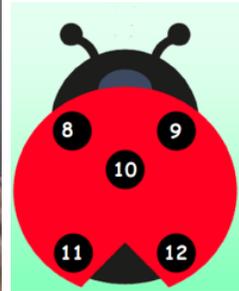


1. Ted counts the spots on the first ladybird.



2. Put the number in your head and count on.

7...8, 8,
10, 11,
12.
There are
12 spots
altogether.



Ted has been in the garden and has found some ladybirds and now he wants to count the spots.

Now try:

Remember to put the bigger number in your head and count on the smallest number.

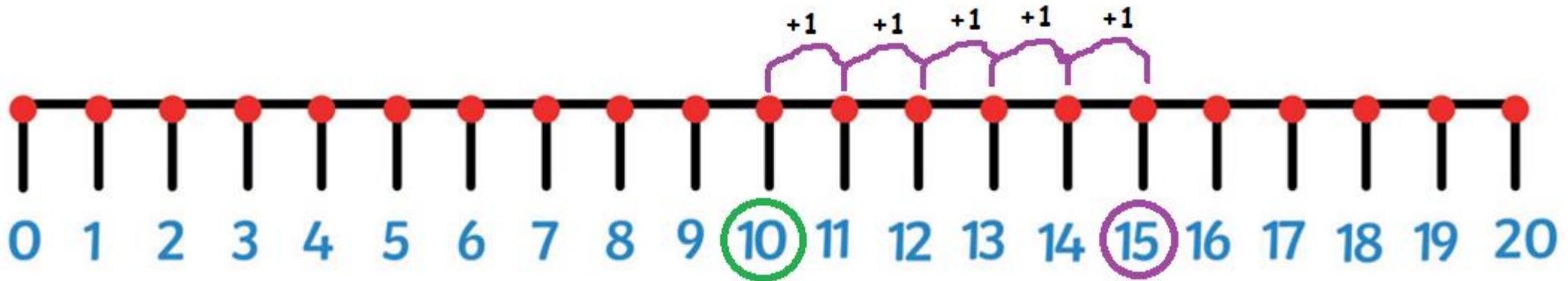


Day 3

I have 10 cuddly toys but I need 15.



Find 10 on the number line. Then find 15 on the number line. Count the jumps from 10 to 15.



There are 5 jumps from 10 to 15. We need 5 more cuddly toys.

$$10 + \boxed{5} = 15$$

Day 4



I need help
sorting
these
objects.



Meg could put all the cuddly toys together. All the coins together. All the pens together.
Or she could put things together by colour or size.

How would you sort these objects?

How could you sort your own toys or objects at home?

Day 5

Meg and Ted cannot decide how to sort these objects. Can you help them?

We should put all the butterflies together.



We could put all the hanging decorations together.

