

# Year R - Maths Development - Week 5

## Solving Problems



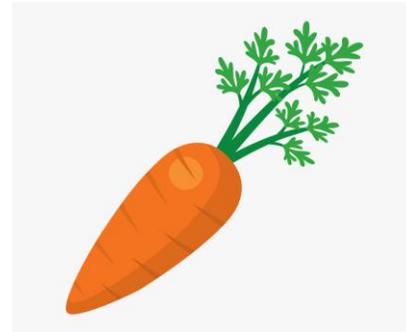
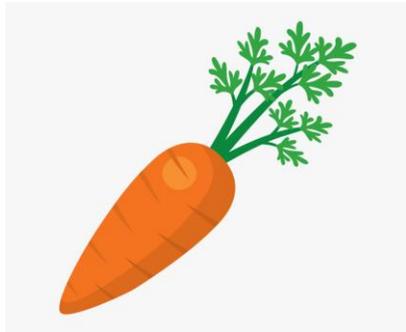
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Useful websites:</b>	CBeebies <a href="#">Numberblocks</a> is a useful tool we have used in class. Click on the link for games and the TV show. <a href="#">Bugz</a> counting game – count the dots on the ladybird and click on the number to match (numbers 0-6)				
<b>Mental Maths</b>	“Count back from 10”	“I count, you count”	“One less”	“How many do I have?”	“One more”
<b>Problem/activity of the day</b>	<p>Daniel has 3 rabbits who love eating carrots. He has 6 carrots to share between them. How many carrots will each rabbit eat?</p> <p>Can you try sharing 3 carrots? 9 carrots?</p> <p><u>Challenge</u> What happens if there are only 7 carrots?</p>	<p>If a ladybird has 4 spots on one side and 4 spots on the other side, how many does she have in total? (Double 4)</p> <p>Try with different numbers:</p> <p>1?     2? 3?     5? 6?     7? 8?     9? 10?</p>	<p>There are 12 children in Miss Dingley’s class. Half of the children are girls. How many are girls? How many are boys?</p> <p>Try with different numbers:</p> <p>10?     8? 14?     6? 20?     16?</p> <p><u>Challenge</u> What happens if you halve an odd number? Do both groups have the same number?</p>	<p>If a packet has 20 sweets in and you share them equally between you and 3 friends (4 in total), how many will you get each?</p> <p>Try with different numbers of sweets or different numbers of people.</p>	<p>There are 10 cars in the car park. Double the amount drive into the car park. How many cars are in the car park now?</p> <p><u>Challenge</u> Create your own number problems based on halving, doubling or sharing.</p>
<b>Resources you will need or to support learning</b>	Pen and paper	Pen and paper, small objects, ladybird picture	Pen and paper	Pen and paper (2 pieces) or small objects	Pen and paper
<b>Tips, clues or methods to help</b>	Draw out 3 rabbits and share out the 6 carrots to check.	Draw or place objects on either side of the ladybird’s body. Count how many spots there are altogether.	Split the paper in half and write girls on one side and boys on the other. Draw a girl, and then draw a boy, repeat until you have drawn 12 children in total. Count the number of girls you have drawn.	Draw 20 sweets (or use small objects) and equally share them into the 4 corners of the paper. Count how many in each corner.	Draw the 10 cars in the car park. Now draw 10 more. Count how many cars are in the car park.
<b>Theme</b>	Sharing	Doubling	Halving	Sharing	Doubling

**See below for:** Rabbits and carrots example (Day 1), ladybird outline (Day 2), Girl’s/Boy’s sheet (Day 3), Sweets (Day 4), 10 cars (Day 5)

### **Mental Maths:**

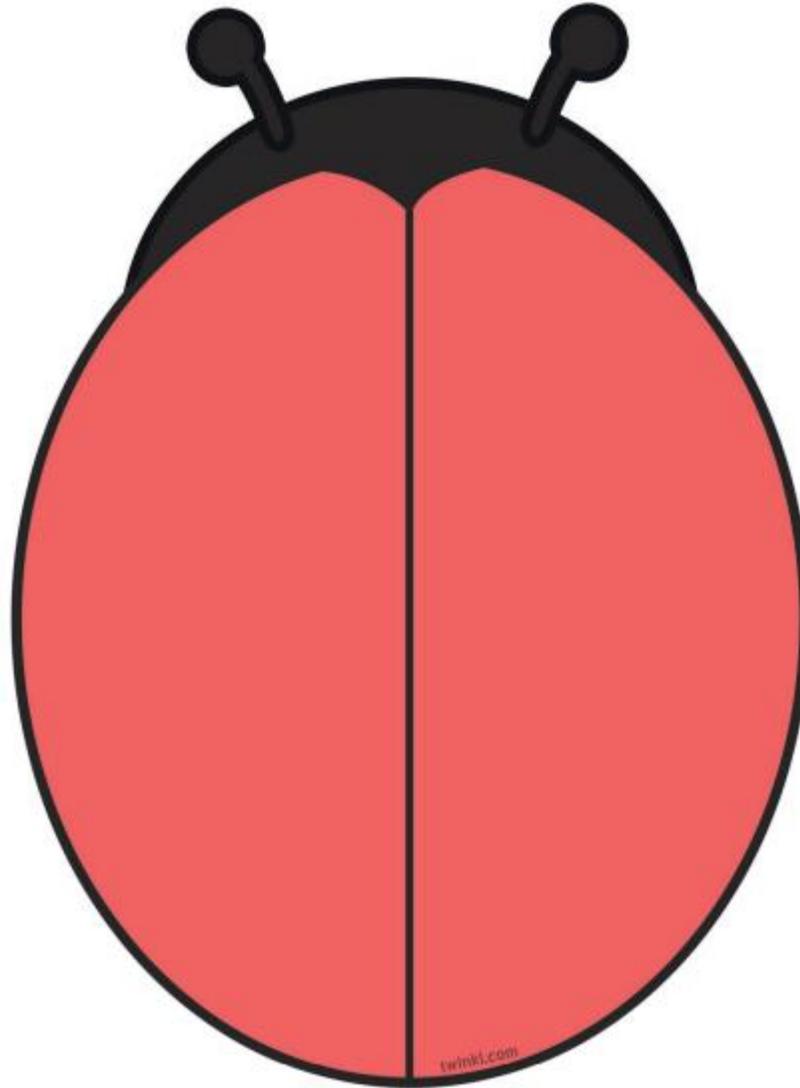
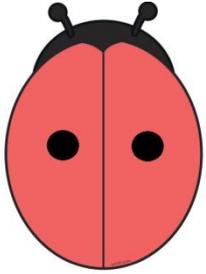
- "Count back from 10" – Start at 10 and count back to 0. This can also be done by counting back from 20.
- "I count, you count". The adult (or older sibling) starts counting, e.g. "1, 2, 3" the child then continues the counting e.g. "4, 5, 6, 7". Repeat until you reach the target number 10, 20 or agree a number to stop at before counting begins. Repeat a couple of times.
- "One less". Say a number between 0-5 or 0-10 or 0-20. Children to say the number that is one less than the adult's (or older sibling) number. E.g. adult: "7" child "6".
- "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?
- "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".

Day 1



**Day 2**

example:

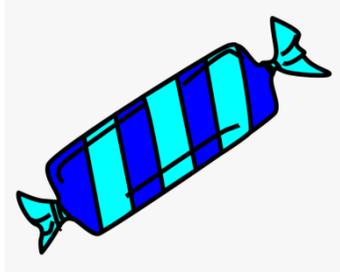
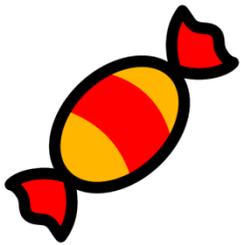
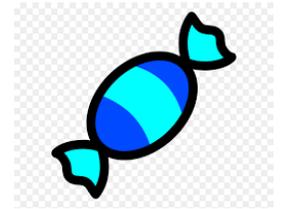
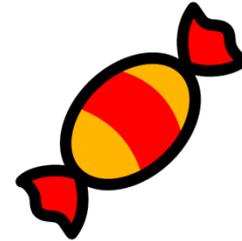
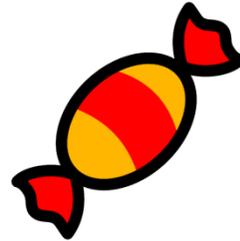
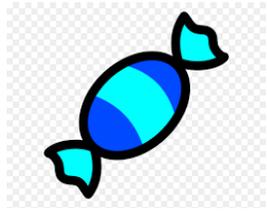
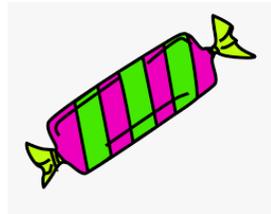
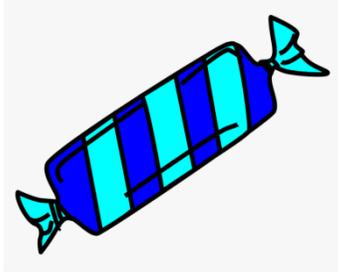
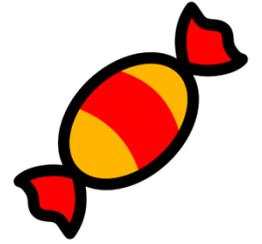
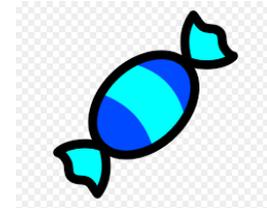
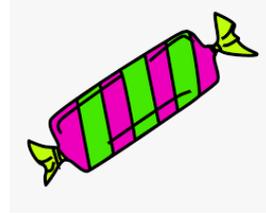
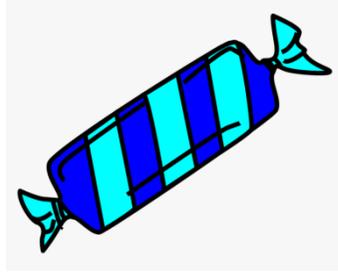
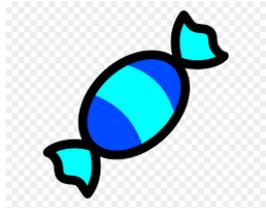
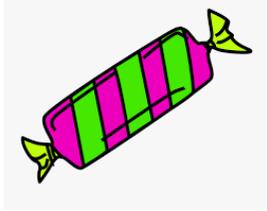
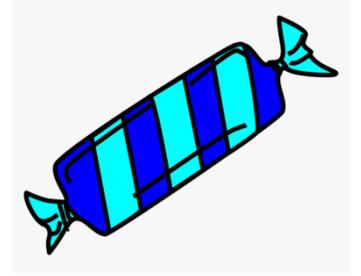
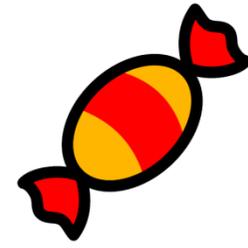
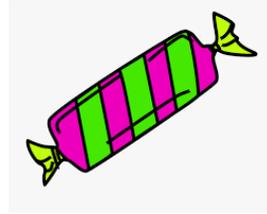
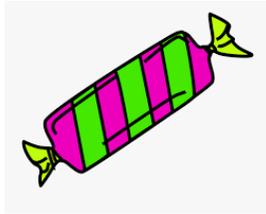
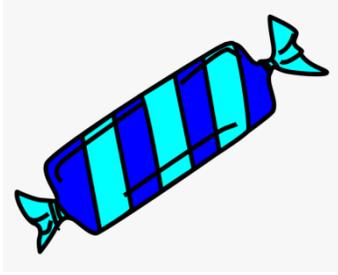
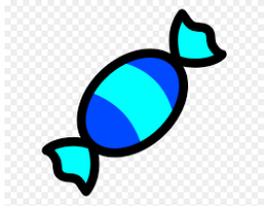


**Day 3**

**Girl's**

**Boy's**

Day 4



Day 5

