Year R - Maths Development – Summer 2 – Week 6

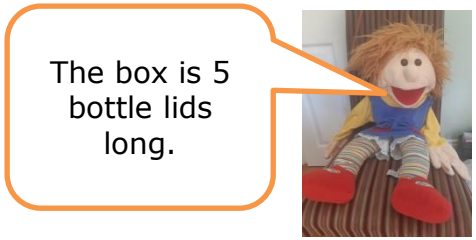
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Useful websites:	CBeebies Numberblocks is a useful tool we have used in class. Click on the link for games and the TV show. Bugz counting game – count the dots on the ladybird and click on the number to match (numbers 0-6) Topmarks for additional maths games. Please access your Mathletics account to complete activities. If you need help to login please email me.				
Mental Maths	One more/one less to 20	Order numbers to 20	"Days of the Week" song	Addition – single digit numbers	Subtraction – single digit numbers
Problem/activity of the day	Meg has been measuring objects in her house using bottle lids. She has placed the bottle lids in a line next to the object and counted to see the length of each object. See below for Meg's work. Pick some objects in your house and measure against bottle lids/coins/buttons. How long is each object? Which object is the longest? Which object is the shortest?	Ted has been exploring height. He used a ruler to find objects in his house which are taller and shorter. See below for Ted's work. Using a ruler (or similar object) find objects in your house that is taller and shorter than a ruler.	Meg and Ted have been learning about 2D shapes (flat shapes). Draw the flat shapes you can remember and write down facts such as the name of the shape and how many sides the shape has. There is a sheet below you can fill in if possible.	Meg and Ted have been also been learning about 3D shapes (solid shapes). Find some 3D shapes in your house (food packing). Write down facts about each shape such as the name of the shape, face/surfaces, vertices and edges. There is a sheet below you can fill in if possible.	Ted has been learning about positional language. He tells Meg his position when exploring his house. Using a cuddly toy tell someone in your house its position in relation to furniture and other toys. Or you could describe your position to someone else.
	During the week complete the following pages in your CGP book focussing on Measuring Problems – pages 22, 23 and 24, Shape – pages 31, 32 and 33, Position – pages 35 and 36				
Resources you will need or to support learning	A variety of objects to measure, buttons/bottle lids/coins	Ruler (or similar object), a variety of objects to measure.	Pen and paper, 2D shape sheet (optional)	Pen and paper, 3D sheet (optional)	Cuddly toy (optional) positional language
Tips, clues or methods to help	Use the same size buttons/coins when measuring. Place the objects in line with the main object to measure.	Use a flat surface when measuring the different objects.	Use the shape sheet below to help identify 2D shapes.	Faces/surfaces – sides Vertices – points/corners	Use the positional language detailed below.
Theme	Length	Height	Shape	Shape	Position

See below for: Meg's measuring of length (Day 1), Ted's measuring of height (Day 2), 2D shape sheet (Day 3), 3D shape sheet (Day 4), Positional language (Day 5)

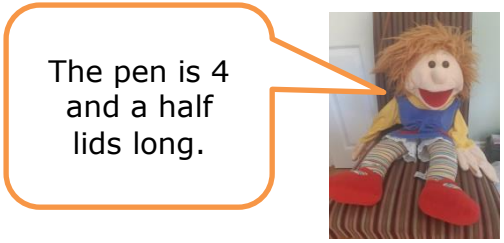
Day 1

Meg used bottle lids to measure different objects around her house.

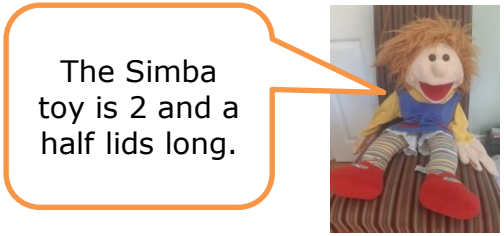
The first object she measured was a bowl of rice.

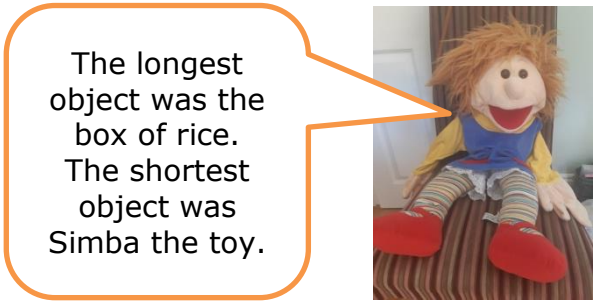


The second object she measured was a pen.



The third object she measured was a Simba toy.



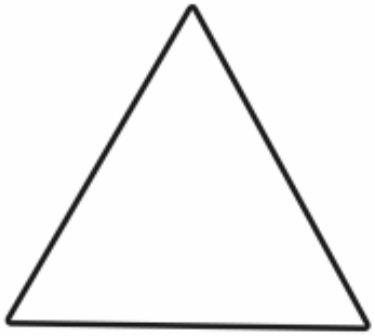


Day 2

Ted used a ruler to measure different objects in his house. The first object Ted measured was a carton of milk. 	The second object Ted measured was a table. 
The third object Ted measured was a box of tissues. 	 The table was taller than the ruler. The box of tissues and the milk were shorter than the ruler.

Day 3

Name the 2D Shape



Number of sides _____

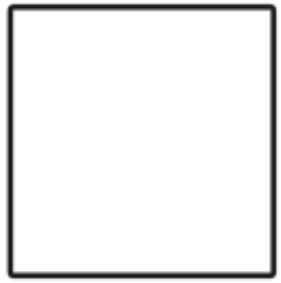
Name _____

Number of sides _____

Name _____

Number of sides _____

Name _____



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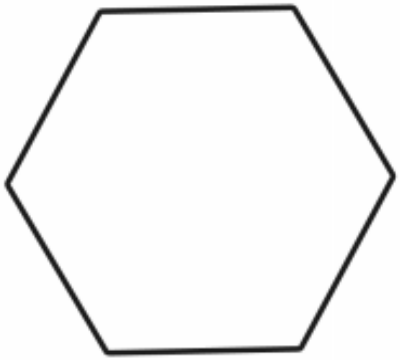

Number of sides _____

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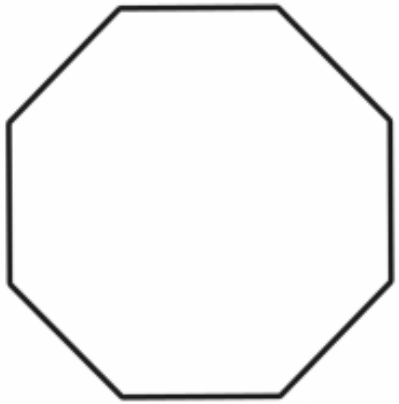
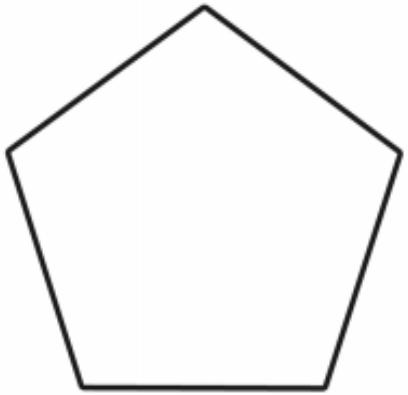


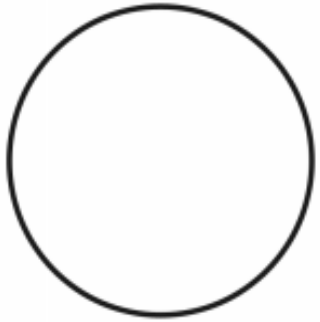
Number of sides _____

Name _____



Number of sides _____

Name _____



Number of sides _____

Name _____

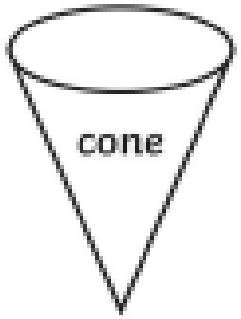
Day 4

Name the 3D Shape

edges _____

faces/surfaces _____

vertices _____



edges _____

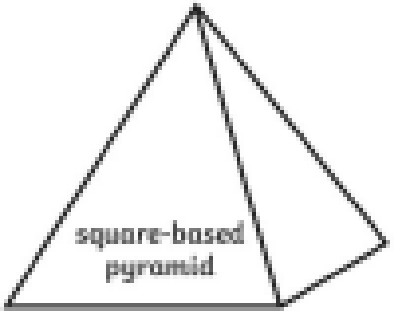
faces/surfaces _____

vertices _____

edges _____

faces/surfaces _____

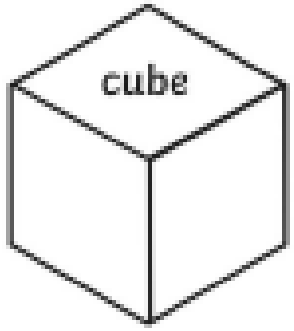
vertices _____



edges _____

faces/surfaces _____

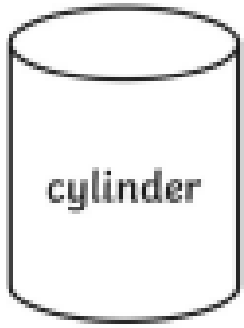
vertices _____



edges _____

faces/surfaces _____

vertices _____



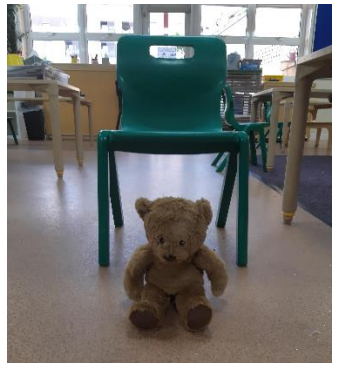
edges _____

faces/surfaces _____

vertices _____

Day 5

Positional Language

Ted is **on** the chair. 	Ted is **next to** the chair 	Ted is **behind** the chair. 	Ted is **in front of** the chair. 
Ted is **under** the bowl. 	Ted is **in** the bowl. 	Ted is **out** of the bowl. 	Ted is **below** the chair.