

Helping with Maths

Activities to support maths



Number

- Explore and investigate numbers in the environment. Children can find examples in their environment for number such as 3 objects, 3 o'clock, 3 wheels on a tricycle, patterns of 3 in the environment,...)
- Develop visualisation of what 6 looks like, exploring ways in which that number can be represented. Children look for different ways that four can be shown, such as on a dice, four dots horizontally/vertically/diagonally, as a square. Children begin to visually recognise concrete and pictorial examples of 4 without needing to count.
- Continue to develop understanding that numbers are made up of other numbers, exploring the concept of splitting/partitioning. Children explore how to make 6p, finding all possible ways (using 1p, 2p and 5p coins). Can children prove that they have found all possible ways?

Sets

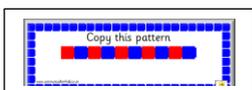
- Children can sort specific numbers of objects, e.g. 4 from a mixed group. Children can check there are 4 of each item e.g. when setting the table, 4 knives, 4 forks, etc.
- Children can explain how objects have been sorted. E.g.: I have put 4 tigers in a box because they are the same – it is important to allow the children to decide on their own attributes for sorting.
- Children can say when they have a set of 1/2/3/4 etc. objects and compare and contrast.

Shape

- Children can use lines and objects to make their own 2D and 3D shapes and discuss similarities and differences.
- Children can cut shapes into pieces and use the pieces to make new shapes.



Pattern



- Children can extend or create a repeating pattern e.g. using 1 blue and 1 red peg

- Children can copy a pattern of movement such as hop, skip, hop, skip. This can be extended by bringing new movements or by asking them to create their own sequences for others to try and copy.

Measure

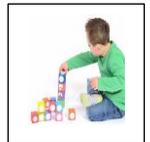


- Children can use other objects as a non-standard measure and can measure/compare the length/height of 1 or more objects, e.g. 'my shoe is 4 cars long, yours is 3-yours is shorter and mine is longer.' Children can measure and compare how much 1 or more containers will hold. Does a bigger bucket hold more or less? What about different shaped containers?
- Encourage children to compare, order and describe the weight of different objects using the words heavier/lighter and heaviest/lightest
- Use an egg timer or timer app to measure and compare what children can do in, for example, 1 second or 1 minute. You can usually buy egg timers in the pound shop.
- Make links to different times of the day, e.g. 'it's 6 o'clock that means it's time for a bath, 'or' Oh look it's 8 o'clock, time for breakfast.'
- Give children opportunities to handle money and talk about the value of each coin. Set up a little shop and have things priced at different amounts to 10p. Can children find the coins needed to pay for something for 3p? Ask questions like "How could you pay if there is no 3 pence piece?"



Number Operations

- Combining – Children can combine a number of single objects or sets of objects to create a larger set and understand that this can be done in different ways, e.g. "I have 3 biscuits on this plate and 2 on this plate so I have 5 biscuits. If I put 4 on this one and 1 on this one I still have 5."
- Increasing or making sets bigger – Help children to understand that when you make sets bigger you have more, e.g. "Your tower is 7 blocks, what will happen if you add one more?" Make links to counting forward.
- Decreasing or making sets smaller – Help children to understand that when you make sets smaller you have less, e.g. "There were 5 biscuits and you ate one so now there are only four. "Make links to counting backwards.



Helping with Phonics

Blending and Segmenting (skills for reading and spelling)

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud and in order, all through the word. They are merged together into the whole word. This merging together is called **blending**. For example, the adult would say **c-a-t = cat**.

Segmenting is also a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds in order, all through the word. For example, the adult would say **cat = c-a-t**.

Blending activities you can do with your child



- Break down simple words when giving instructions or asking questions, such as: 'Can you find your **h-a-t**, hat?' 'Where is the **c-a-t**, cat?' 'Sit on the **s-ea-t**, seat'
- Play '**What's in the box?**' Put some toys or objects in a bag and pull one out at a time. Say 'I can feel a **p-e-g**, **c-u-p**, **p-e-n**'. Children then guess what's in the box.
- Find objects around your home that have three or four phonemes (sounds) and practise 'sound talk'. First let them listen, then see if they will join in, for example, saying: 'I spy with my little eye something that has the sounds **c-l-o-ck**, **b-a-ll**.'

Segmenting activities you can do with your child

- Use laminated phoneme frames and read out words from dinner time for children to segment e.g., **fork**, **spoon**, **chip**, **fish**, **peas**, **beans**. Remember, one phoneme in each sound box.

s	p	oo	n
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- Use magnetic letters to make whole words from what they see in the garden and ask them to segment into sounds e.g., **grass = g-r-a-ss**, **bench = b-e-n-ch**, **step = s-t-e-p**.
- When you are out and about, encourage children to read traffic signs, street names, shop names, adverts etc. Help them by breaking the words into sounds and putting them back together e.g. **N-e-x-t = Next**, **T-r-a-i-n = Train**.
- Play 'I spy' in saying a whole word e.g., "I spy with my little eye a jug". The child has to segment the word into individual sounds: **j-u-g**.

Activities to support reading

- When reading a book to children have some fun by changing all the words beginning with 's' to 'sausages' and all the words beginning with 'm' to 'mash'. A fun way to get children to notice sounds and create a funny story.
- Beat the clock! Set a timer on your phone, cooker or watch and ask the child to read as many words as they can from a list in that time. This could become a daily challenge. We will post lists of words on Tapestry containing the sounds we have already taught.
- Nursery rhymes tell a story. They are fun to learn and share. You can tell children about your favourite nursery rhyme when you were a child.
- Make sure that they have understood a story by asking them questions either during or at the end. Example:

'What happened in this story?'

'How do you think the character was feeling?'

'What do you think is going to happen in the end?'

'What would you do?'



Reading activities

- **Find a word/letter**
Using their favourite story book, ask them to spot all words beginning with the 'th' sound, spot all the 'tricky' words, spot words ending with 'ing', spot words starting with a capital letter, spot words that look the same but have one letter different e.g., hat and hot.
- **Make a word**
Choose a short word from the story you have just read. Ask your child to make the word with magnetic letters and then say the word aloud. Jumble up the letters and ask the child to make the word again from memory.
- **Matching words**
Using a list of high frequency words (ask your child's teacher), write them out on card using coloured pens. Using a book and ask your child to find his/her word on the page. How many times does the 'w' word appear in the whole book? Repeat with further words.