

## Activities to support maths

### Number

- Explore and investigate numbers in 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 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

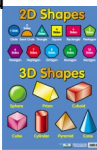
- Children can sort specific numbers of objects, e.g. 4 from a mixed group. Children can check there are 4 of each item e.g. when setting the table, 4 knives, 4 forks, etc.
- Children can explain how objects have been sorted. Eg: I have put 4 tigers in a box because they are the same - It is important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



## Activities to support maths continued...

### 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 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.

