



For pupils learning from home

Maths Pack Sp1

Inside this pack you will find learning for 10 school days.

For each day there will be a learning activity for: Maths. Each Maths skill is to be practised and applied in a slightly different way in order for the children to truly grasp understanding within the application of each skill.

For each activity there will be three levels of challenge, to complete over three days. Start on the first day and continue to progress as much as your child can.

This will be represented as steps. We start at the bottom and climb up. Your child does not have to complete all steps.

For maths you will see the words:

Objective	Practise	Apply
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Objective is what we would like the children to achieve, practise will be the child having a go and apply refers to the children's activities outlined.







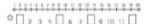




We would love to see your learning while you are at home, so if you can, please share it as an observation on Tapestry.

Starter:

Before we start our maths activity lets count forward to 20 starting from 0.

Can you count backwards from 20?

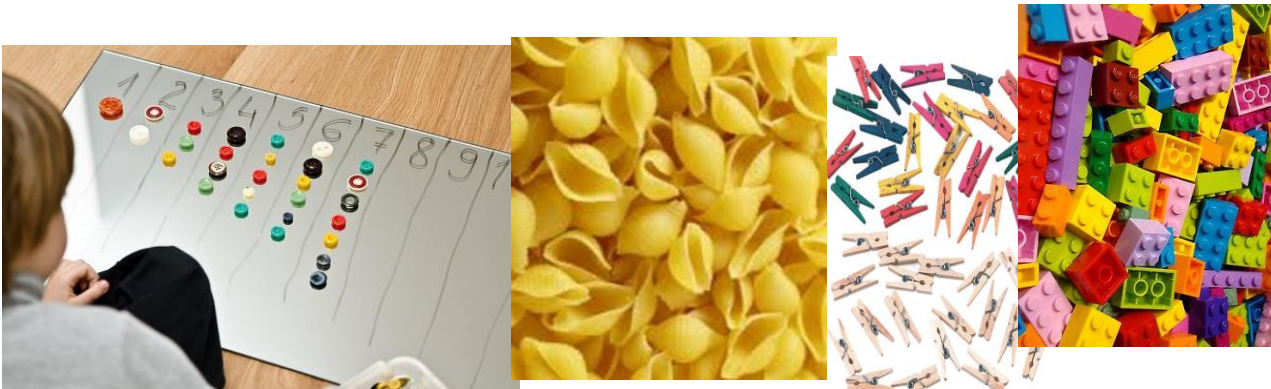
Maths skill 1

Objective	Practise	Apply
<p>Day 1</p> <p>L.O: To order numbers using quantity. SC: I can put the amounts in order.  I can say the total amount.  I can touch and count amounts.  I understand what order means. </p> <p>Day 2</p> <p>L.O: To find the missing numbers and write them. SC: I can write the missing number.  I can say which number is missing.  I know counting helps me find what number is missing. </p> <p>Day 3</p> <p>L.O: To put numbers in the correct order. SC: I can put numerals in the correct order.  I know counting can help me order numerals.  I can recognise numerals.  I understand what order means. </p> <p>Please go through this LO/SC at the start and end of the task.</p> <p>When doing these activities please use</p>	<p style="text-align: center;"><u>Vocabulary & Explanation</u></p> <p><u>Order:</u> Explain to the child that: ordering means putting either numbers or objects in the correct place.</p> <p>Continue to explain that when we do our counting do we say 13478? No! Is that in the right order? What if I say 12345? Is that in the right order?</p> <p>Remember counting helps us remember the order/correct place of numbers!</p> <p>The last number you touch is the total (how many there are).</p> <p>At the end of the task please ask these questions again to gain an idea of your child's understanding.</p>	<p>DAY 1: Gather items such as pasta shells, buttons, pegs and blocks and set them out into columns on the floor/table. with a post-it note or piece of paper or number card showing the written amount e.g 6 with a tower of 6 cubes.</p> <p>Have the towers (items of choice) all mixed together (not in the correct order) and then explain to children we need to put the numbers in the correct order.</p> <p><i>What does order mean? What could help us put our numbers in the correct order?</i></p> <p>Remember counting helps us remember the order/correct place of numbers!</p> <p><i>How can we check?</i></p> <p>We can touch and count to check! Show them that we check by counting each column of items carefully, one at a time. The last number you touch is</p>

<p>numerals: 0-5 0-10 0-20 (depending on your child's counting ability and/or number recognition). To extend this task: increase the numerals e.g child is confident with 0-20, extend with 20-30.</p>		<p>the total (how many there are).</p> <p>Or you could check by looking at the numbers attached to items and use your counting skills to make sure they are in the correct order.</p> <p>Day 2: Recap- <i>What does order mean? What could help us put our numbers in the correct order?</i></p> <p>Today we're going to use a number line to do this. Some numbers were naughty and have ran off our numberline. I need your help to write them and make sure all are in their correct order!</p> <p>Remember counting helps us remember the order/correct place of numbers!</p> <p>Day 3: I made number cards/items for you but I've dropped them all and now they're all mixed up! <i>What can I do to fix this? could you help me put them in the right order/place they go?</i></p>
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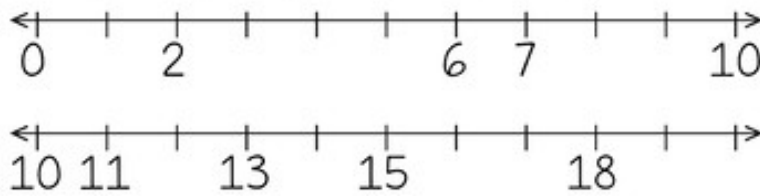
Please follow the plan above and use the vocabulary/explanations when carrying out these activities.

Day 1:
putting amounts with numerals in the correct order.



Day 2:

filling in the missing numbers on a number line.



Around to my left to find my hero, back to the top, I've made a zero.



A downward stroke, my that's fun. Now I've made the number one.



Half a heart says "I love you." Add a line. Now I've made the number two.



Around the tree, around the tree, now I've made the number three.



Down and across and down once more, now I've made the number four.



Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!



Bend down low to pick up sticks. Now I've made the number six.



Across the sky and down from heaven. Now I've made the number seven.



Make an "S" and close the gate. Now you've made the number eight.



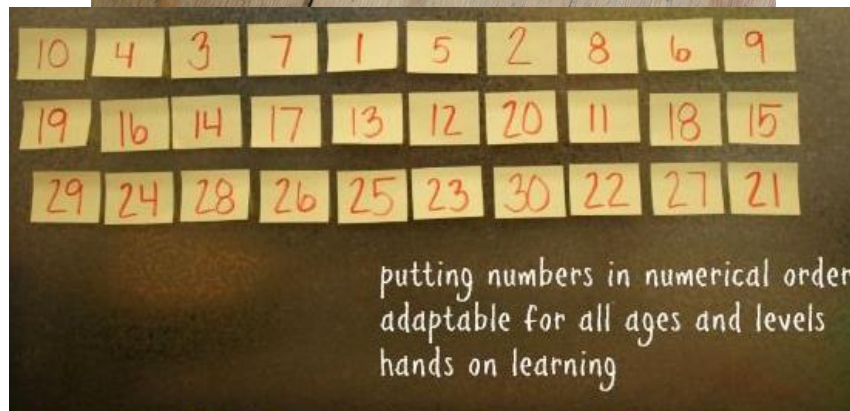
Make an oval and a line. Now I've made the number nine.



A downward stroke, that's my one. Add a zero, that's my number ten done!

Day 3:
put number
order.







cards in








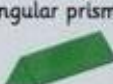
Starter:

Before we start our maths activity let's practise naming shapes and their properties:

Properties of 2D Shapes

Name	Sides	Corners/ Vertices
triangle 	3	3
circle 	1	0
square 	4	4
rectangle 	4	4
hexagon 	6	6
oval 	1	0
rhombus 	4	4
pentagon 	5	5

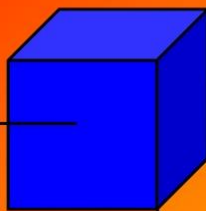
Properties of 3D Shapes

Name	Corners/ Vertices	Surfaces	Edges
cube 	8	6	12
cuboid 	8	6	12
sphere 	0	1	0
cone 	1	2	1
cylinder 	0	3	2
square based pyramid 	5	5	8
triangular prism 	6	5	9

Labelling the Parts of a 3-D Shape

A Cube

Face – the flat surface of a 3-D shape



Edge – a line where two faces meet

A cube has: 6 faces
8 vertices
12 edges

Vertex (vertices) – the point where three or more faces meet (corner)

Maths Skill 2

Objective

Practise


Apply

Day 1/2

L.O: To recognise different capacities.

SC:

I can explain the capacity in the cup. 

I can recognise and name different capacities. 


I understand what capacity means. 


Day 2


L.O: To order capacity.

SC:

I can put the capacities in order. 

I can explain the capacity in the cup. 

I understand what order means. 

I can recognise and name capacities. 

Please go through this LO/SC at the start and end of the task.

Vocabulary/explanation

Capacity: how much is being held in a container.

Full: is when it's the liquid is up the top

Half full: when the liquid fills half of the cup and the second half is empty.

Empty: when there is no liquid in the cup.

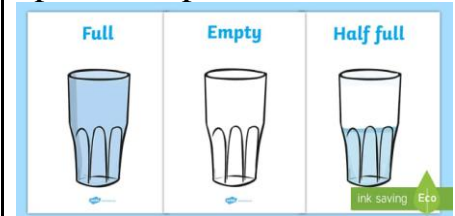
Nearly/Almost full: when the liquid is near the top of the cup.

Nearly/Almost Empty: when the liquid is close to the bottom of the cup.

Day 1: explain we are going to be learning about capacity.

Capacity is how much is being held in a container.

Model for the children filling up three cups with water.



Which one is full?

This one is full because it is filled to the top.

Which one is empty?

This one is empty because it has nothing in it.

Which one is half full?

This one is because it is filled half way.

Get the children to experiment filling the cups to different levels. E.g. Can you half fill the cup? I want this empty, how much should we pour?

During ask:

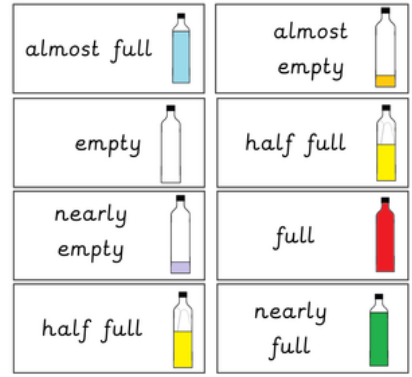
How do you know it's full?

How do you know it's empty?

How do you know it's half full?

Day 2: recap what capacity means.

Explain that we are going to learn more ways a liquid can fill a cup/container. Model the different ways, using these terms:



You can do this practically again (using cups and water) if your child found difficulty in the day 1 task. If not try drawing pictures of cups and asking them to colour the different capacities.

Name: _____

Can you order your cups by capacity?



Day 3: Again recap on what capacity is and explain that we are going to put our pictures in order; **ordering means putting the cups in the correct place** (of smallest capacity ‘empty’ to biggest capacity ‘full’).

Things you will need for the tasks.

Day 1:

Jug, water, 3 cups.



Day 2:

Jug, water, 5 cups.

Or

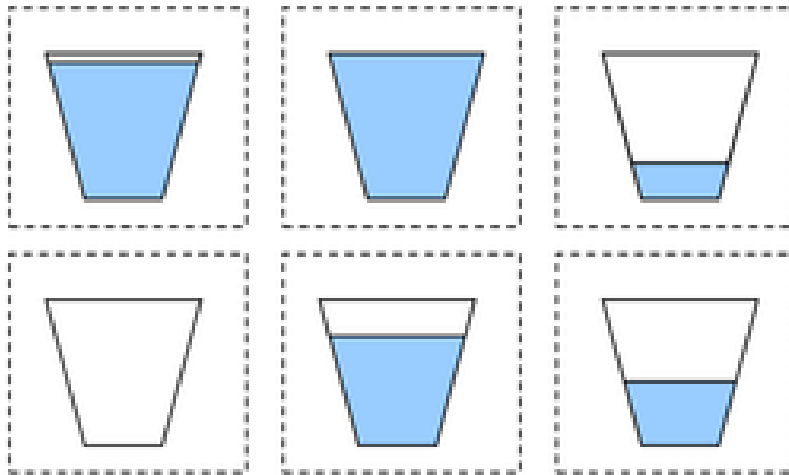
Pens/pencils, paper, scissors to separate pictures.



Day 3:

Pens/pencils, paper, scissors to separate pictures (to put in order).

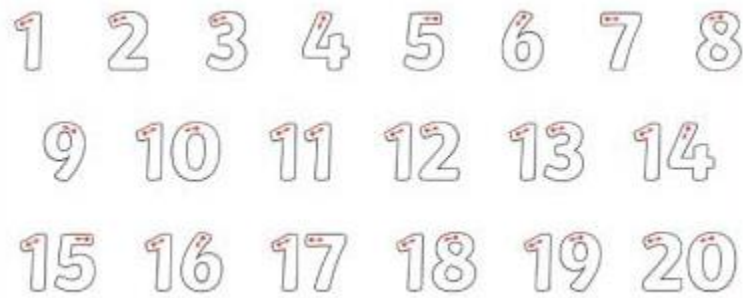
Order the cups: empty to full.



Extension: Ask children to write the capacity under each picture.

Starter.

Before we start our maths activity let's practise writing our numbers.



Number formation song:

<https://www.youtube.com/watch?v=3wYIaCmVMBE>



Around to my left to find my hero, back to the top, I've made a zero.



A downward stroke, my that's fun. Now I've made the number one.



Half a heart says "I love you." Add a line. Now I've made the number two.



Around the tree, around the tree, now I've made the number three.



Down and across and down once more, now I've made the number four.



Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!



Bend down low to pick up sticks. Now I've made the number six.



Across the sky and down from heaven. Now I've made the number seven.



Make an "S" and close the gate. Now you've made the number eight.







Make an oval and a line. Now I've made the number nine.










A downward stroke, that's my one. Add a zero, that's my number ten done!

Maths skill 3

Objective	Practise	Apply
<p>L.O: to sequence daily events. </p> <p>S.C: I can sequence my everyday events.</p> <p>I can talk about what I do at different times of the day (my everyday events). </p> <p>I know the different times of day. </p> <p>I understand what sequencing is. </p> <p>Please go through this LO/SC at the start and end of the task.</p>	<p><u>Vocabulary/explanation</u></p> <p>Sequencing: putting events in order of when they take place.</p> <p>Everyday events: what we do at different times of the day, everyday.</p>	<p>Explain that we are going to be sequencing everyday events (what we do at different times of the day, everyday).</p> <p>Explain what sequencing means.</p> <p>Have a discussion about what you do in the morning, afternoon and evening.</p> <p>Examples: in the morning we brush our teeth/get dressed. In the afternoon we have lunch. In the evening we go to bed.</p> <p>Ask children to draw these events or have some already drawn for the child to sequence (put them in order of when they happen).</p>

Things you'll need for the task:

Pens/pencils, paper, scissors, drawn graph of times of day.

morning	afternoon	night
		
I get up. 	I play outside. 	I go to bed. 
I eat breakfast. 		


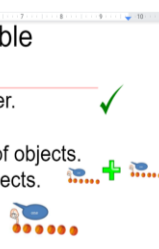

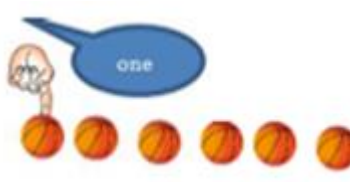
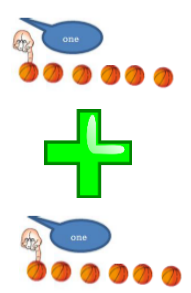
Extension: make and add more pictures to sequence.

 Eat dinner	 Take a bath	 Put on your pajamas	 Brush your teeth.	 Read a book	 Go to sleep
 Do your homework	 Play with your toys	 Clean up your toys	 Do your chores	 Look at the stars	 Watch TV

Starter:

Number bonds song

Maths Skill 4

Objective	Practise	Apply
<p>Day 1</p> <p>LO: To know what doubling means</p> <p>SC: I can double. I understand doubling means adding the same amount. I know that doubling means.</p>  <hr/> <p>Day 2</p> <p>LO: To be able to double objects.</p> <p>SC: I can check my answer. I can say the total. I can add the same number of objects. I can touch and count the objects.</p>  <hr/> <p>Day 3</p> <p>LO: To be able to double pictorially.</p> <p>SC: I can check my answer. I can say the total. I can draw the same number of pictures. I can touch and count the pictures</p>  <p>Please go through this LO/SC at the start and end of the task.</p>	<p><u>Vocabulary/explanation</u></p> <p>Double: when we add the same amount.</p> <p>Total: how many we have altogether (last number we counted).</p>  <p>Using any objects in your home. Count together.</p>  <p>Double the amount by adding the same amount.</p>	<p>Day 1: explaining what doubling is.</p> <p>Gather objects such as; toys, cutlery, biscuits, pasta shells, pegs, blocks.</p> <p>Model doubling amounts by using objects e.g. I've got 2 blocks (count them 1, 2) now I'm going to double them by adding the same amount; I need to get 2 more blocks (count them 1, 2). Now count them altogether, the total is 4. Double 2 is 4.</p> <p>Continue modelling this using different amounts.</p> <p><i>How much do I need to add to double this amount?</i></p> <p>I need to add the same amount.</p> <p>Day 2: recap what doubling means.</p> <p>Explain that they have a double trouble spell on them - that makes them want the same amount/double</p>

		<p>everything.</p> <p>Get an amount of objects e.g. 5 (child to count these). Oh no! you're under the double trouble spell what are you going to do?</p> <p><i>How many objects do I have?</i> <i>How do we count it?</i> <i>How many should we add?</i> The same amount! <i>How do you know?</i> Because doubling is adding the same amount!</p> <p>Day 3: We need your help to double the dots on a ladybird. <i>What does doubling mean again?</i> Fold the ladybird in half so that it is symmetrical. draw two dots of one side. We need to touch and count the dots. <i>How many dots will be on the other side?</i> Go through the process of saying the total and checking the answer. Extension: write the number sentences ($2+2=4$)</p>
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Examples of the task.

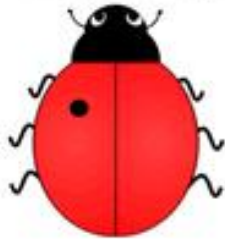
Day 1/ 2



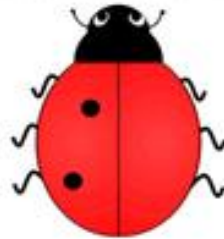
Day 3

Ladybird Doubling

Double the number of spots on the ladybirds by copying the same number of spots as the left hand side onto the right hand side. If you can, write the number sentence underneath each one.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



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