



Barley Fields
Primary School

Reception

Maths Workshop



MATHS

at home

In the street

Recognising bus numbers

Number plate hunt. Who can find a 7? Add the numbers up.

Comparing door numbers

Counting – how many lampposts on the way to school?

Helping at Home

Counting in 2s – matching shoes

Sorting by colour and size.

Matching/pairing up socks.

Find four shoes that are different sizes. Can you put them in order?

Time

What day is it today? What day will it be tomorrow?

Use timers, phones and clocks to measure short periods of time.

Count down 10/20 seconds to get to the table/into bed etc.

Recognising numbers on the clock. Can you identify the missing number if one is covered?

In the Kitchen

Can you cut your toast into 4 pieces?

Can you cut it into triangles?

Setting the table. Counting the right number of plates etc.

How many more do we need?

Can you make shapes/patterns out of the knives and forks? Can you put them in the right place in the drawers?

Helping with the cooking by measuring and counting ingredients.

Setting the timer.

Going Shopping

Reading price tags

Counting items into the basket

Finding and counting coins

Comparing weights – which is heavier?

Measuring

Are you taller than a ...?

Marking height on the wall.

Cut hand shapes out of paper. How many hands long is the table?

How long is the couch? Which is longer?

Who has the biggest hands in our family?

Games

Putting cards into piles

Jigsaws (you can make your own by cutting up a magazine picture)

Snap (matching pairs) or Happy Families (collect 4 of a kind)

Snakes and ladders or other simple dice games.

Useful Websites

I See Maths

<http://www.iseemaths.com/>

Top Marks

<https://www.topmarks.co.uk/>

Cool Math 4 Kids (Tens Frames)

<https://www.coolmath4kids.com/manipulatives/ten-frame>

Playdough

Here is a simple recipe to make playdough:

1 cup of plain flour

1 cup of water

1 tablespoon cooking oil

2 teaspoons cream of tartar

Half a cup of salt

Food colouring and essences (optional)

Put all ingredients in a large saucepan and heat slowly, stirring all the time until it forms a ball. Keep it wrapped in cling film or in a covered tub to stop it drying out.

Then



Number Formation

Around and round and
round we go,



When we get home we
have a zero.

www.communication4all.co.uk



Start at the top and
down we run,



That's the way we
make a one.

www.communication4all.co.uk



Around and back on a
railroad track

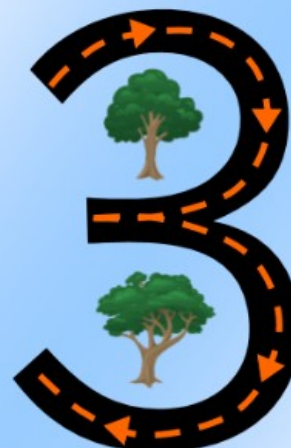


Two, two, two

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Around the tree and
around the tree,

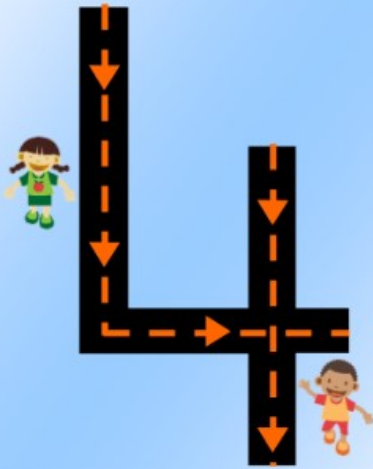


That's the way we
make a three.

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Down and over, down
some more



That's the way we
make a four.



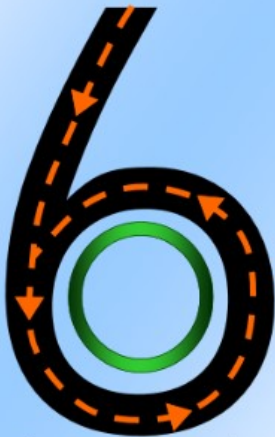
Down and around
then a flag on high



That's the way we
make a five.



Down we go and make
a loop,



Number six makes a
hoop.



Across the sky and
down from heaven,



That's the way we
make a seven.

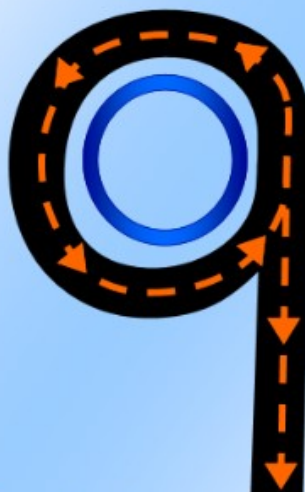


Make an 's' and do
not wait



When it's joined up
you have an eight.

Make a loop and then
a line,



That's the way we
make a nine.

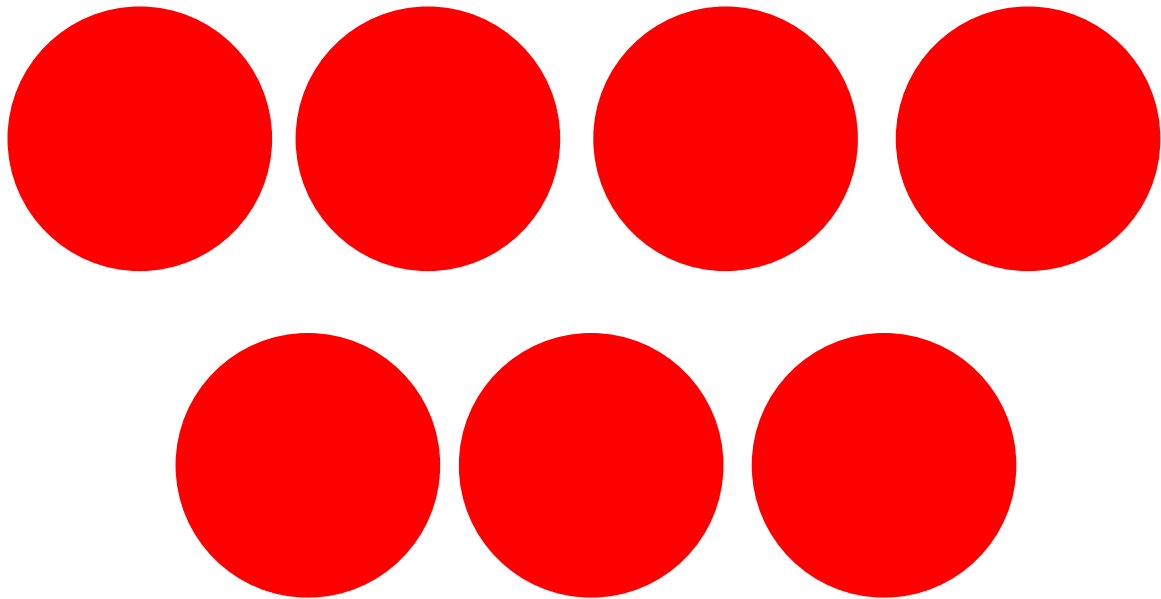
Please use these formation rhymes to support your child to form numerals accurately. You could start by forming numerals in sensory materials and then practise making marks on paper with pencils.

One to One Correspondence

Developing the ability to say one number name for each object.

We use our 'careful counting finger' to achieve this.

Once children have mastered this concept, it is important to develop accuracy when counting at different speeds.



You could also practise subitising at home. This is the ability to instantaneously recognise the number of objects in a small group without needing count them.

Number Lines

Supports understanding of the number system.

Can children find one more/one less?

Children see numerals in place value context.

My 1 to 10 Number Track

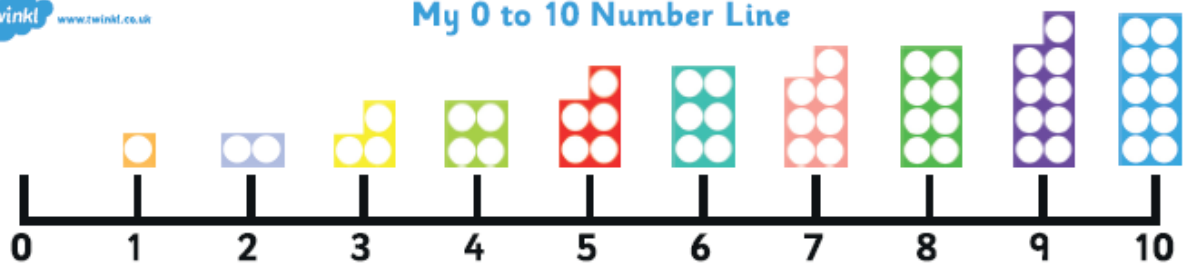


0 to 20 Number Line

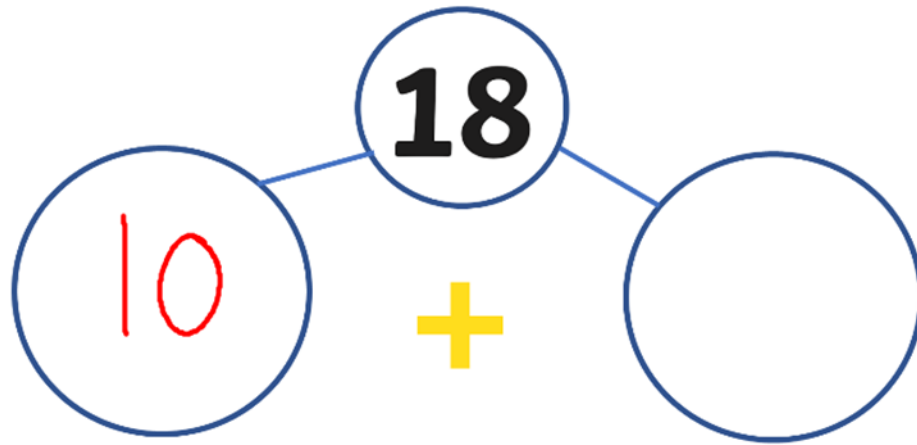


twinkl www.twinkl.co.uk

My 0 to 10 Number Line

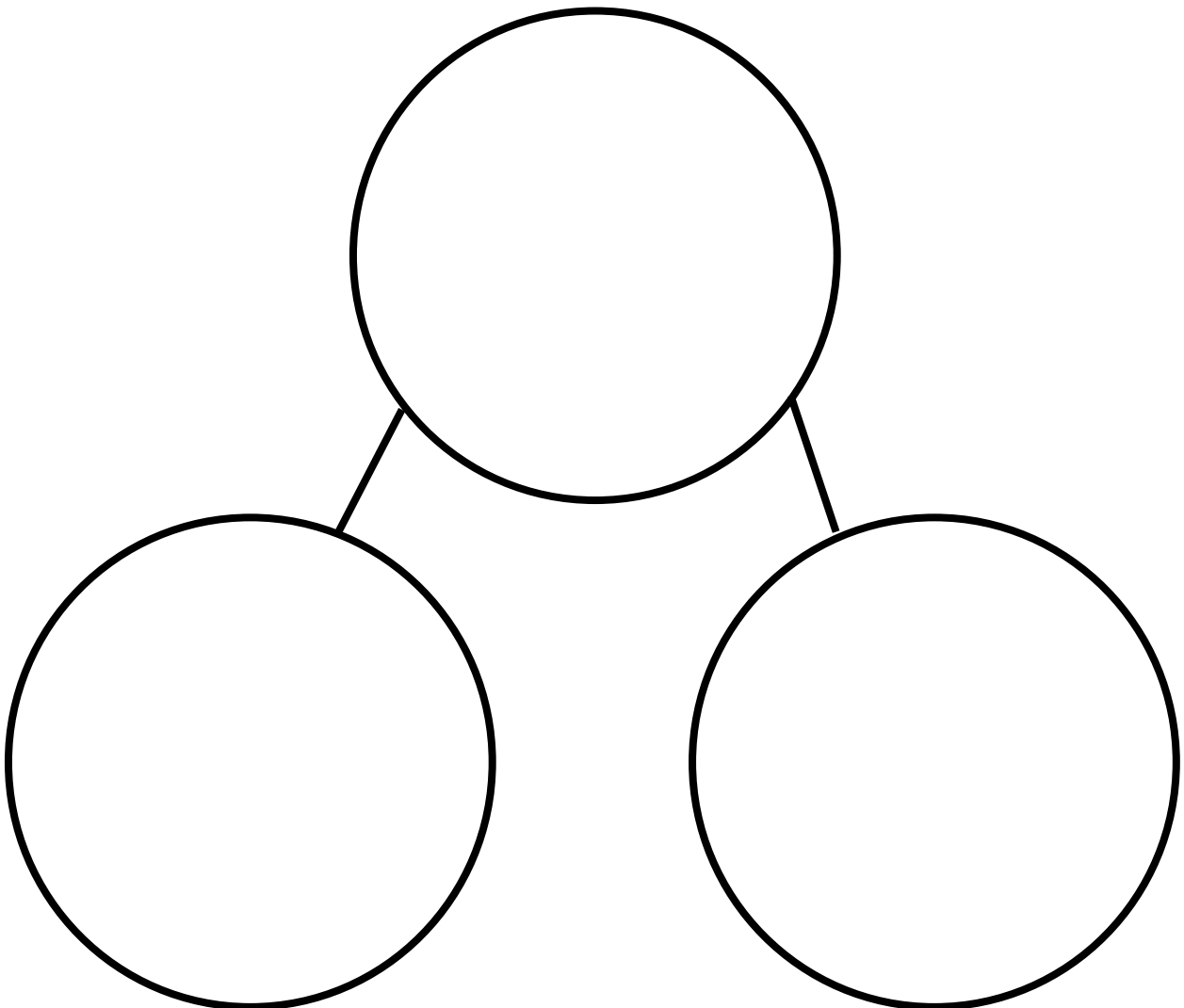


Part-Whole Model



Add a numeral to the top circle (this could be an amount of objects or a written numeral).

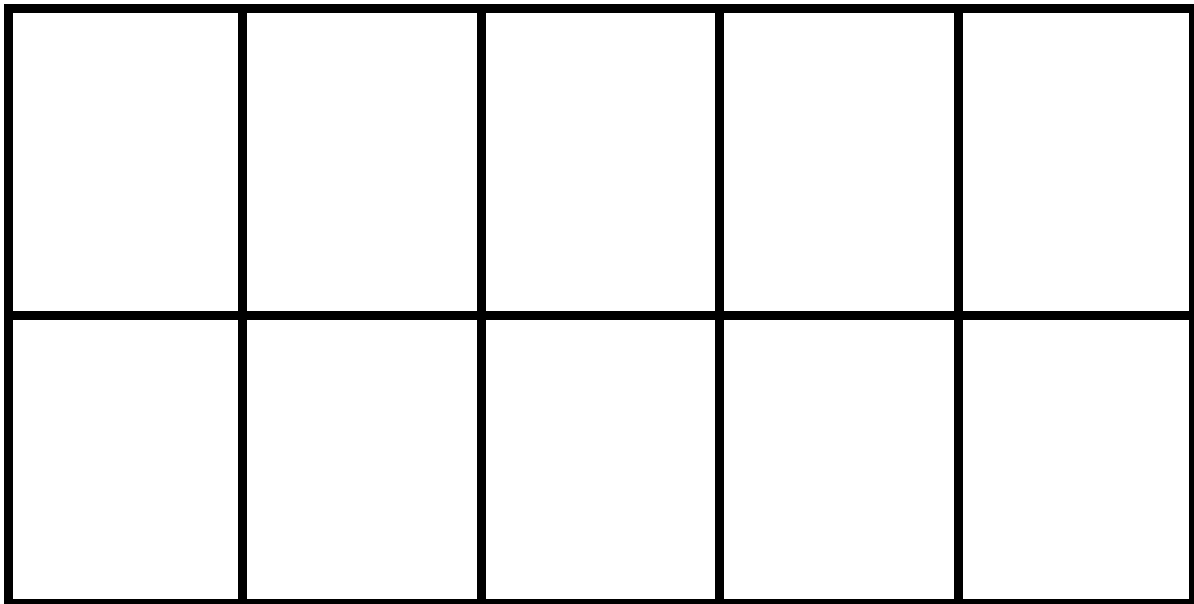
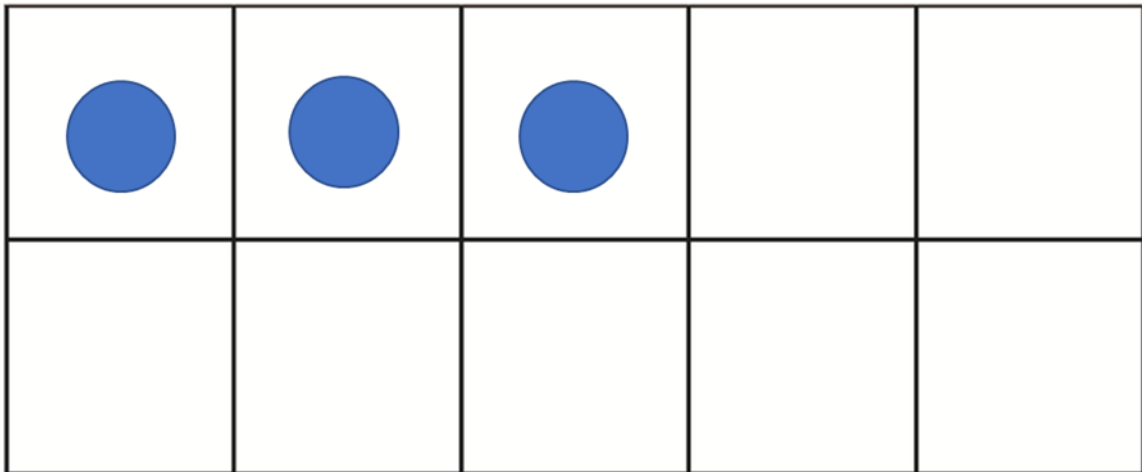
Add one part to the lower circles. Can children identify the remaining amount needed to make the number?



Tens Frames

Display different amounts on a tens frame and encourage children to identify "how many?"
Children begin to recognise the amount within a larger group which supports understanding of number bonds.

Tens frames are also useful when exploring one more/one less.

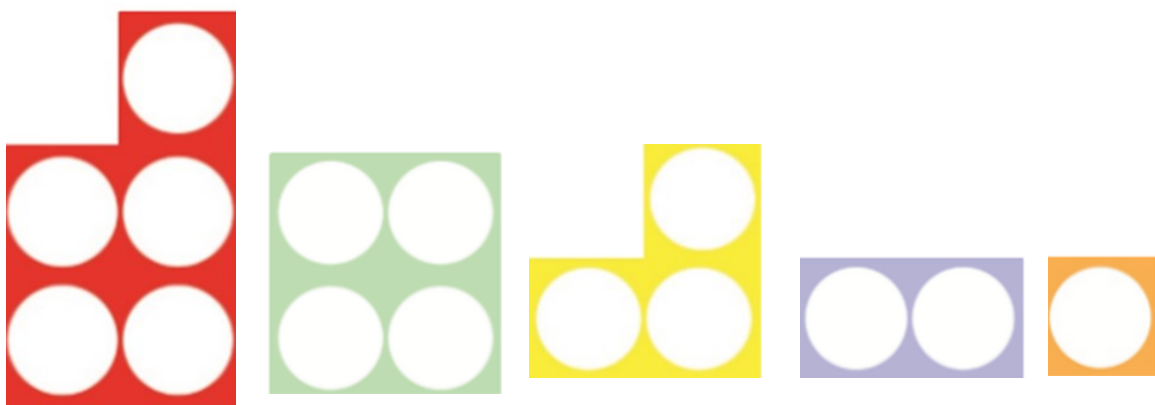


Numicon

Develops children's awareness of the value of numbers.

Point to Numicon shapes and encourage children to say the number name.

Numicon also supports understanding of how numbers can be combined to represent an amount.



$5+5$



$6+4$



$7+3$



$8+2$



$9+1$