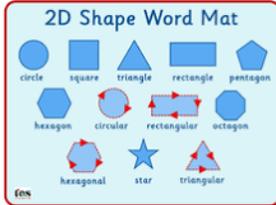
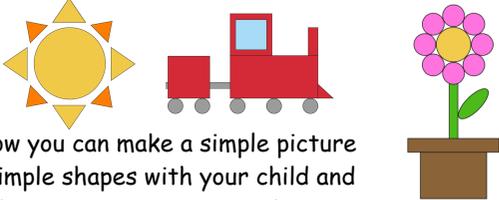


Maths home learning Autumn 1 Week 5

1. First of all - **keep counting** - up and down, every day. You don't have to start from 1. Even if your child can count to 100 and beyond evidence shows, children who count every day develop more advanced maths skills.
2. A number of parents have recommended '**Maths Factor.**' A free online resource that you sign up to. It has really good clear parental advice, with ideas for activities you can do away from the computer as well as the online activities and printable sheets for those of you who have a printer. It tracks your child's progress and gives certificates as rewards so each time you log on your child will be getting a maths session at their level. This is a great resource to support daily number practice.
3. You also have access to **Oak National Academy** online lessons provided by a school linked to the government's initiative for online remote learning. Lessons one and two on 'Shape and Pattern', <https://classroom.thenational.academy/units/shape-and-pattern-dba1> help with what we are learning about this week.

Objective	Activity- 2D Shapes	Related activities
<p>Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Begins to talk about shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Maths Warm up: Count to 10 or up to 20. Drop some objects in a tin and ask them to count while you drop. Then drop 1 more in and ask them to count on one, to find one more.</p> <p>INTRODUCTION: https://www.youtube.com/watch?v=WTEqUejf3D0&list=PLC76EC6E64266BF8A</p> <p>Draw some simple 2D shapes, circle, square, triangle, rectangle on a piece of paper. Show your child some common 2D shapes and see if they can name them. The common ones we have been learning are circle, square, rectangle and triangle. If they can name these you could try them on pentagon, hexagon, star or oval as a challenge. Encourage your child to tell you about the shapes, what do they know, i.e. a circle is round, the rectangle is long, the triangle is pointy, the square has 4 sides etc. If your child is unsure model the language to them. Look at the sides and corners of each shape. Try and make sure they know the words 'sides' and 'corners'. See if they can count the sides and corners of each shape. (a circle has 1 curved side and no corners)</p> <div style="text-align: center;">  </div>	<p>Shape matching: https://www.topmarks.co.uk/early-years/shape-monsters</p> <p>2D shape song: https://www.youtube.com/watch?v=P8LAEWxXpuk</p> <p>What are shapes? BBC website. https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn</p>
<p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>Maths Warm up Find a small group of similar objects, i.e. 5 pencils. Model having one, and adding one more each time, encouraging them to say, 'One more than..1 is 2', etc as they add one more each time. If confident continue up to 10 objects. Count up with your child and occasionally stop and ask, 'What is 1 more?' If unsure model saying the next number and continue, only go to 10 to begin with, but if confident continue to 20.</p> <p>INTRODUCTION: Cut up some simple 2D shapes out of paper or card and show your child how you can make a simple picture using them, maybe a train or flower or sun shining. Try cutting up some simple shapes with your child and encouraging them to have a go at making one of the pictures, or making their own pictures using the 2D shapes. If needed, support your child to name the shapes they have used.</p> <div style="text-align: center;">  </div>	<p>Shape Tangram: https://mathigon.org/tangram</p> <p>Shape making: https://apps.mathlearningcenter.org/geoboard/</p> <p>Shape Tessellation: https://apps.mathlearningcenter.org/pattern-shapes/</p>

<p>Shows interest in shapes in the environment.</p> <p>Begins to talk about shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Maths Warm up: Find a small group of similar objects, i.e. 5 pencils. Model taking away one each time, encouraging them to say, 'One less than.. 5 is 4', etc as they take away one each time. If confident continue up to 10 objects. Count back with your child and occasionally stop and ask, 'What is 1 less?' If unsure model saying the next number going down and continue, only start from 5 or 10 to begin with, but if confident, you could start from 20.</p> <p>INTRODUCTION: Sometimes we can spot shapes in the world around us. https://www.youtube.com/watch?v=i83qLjOgURU&index=5&list=PLC76EC6E64266BF8A If the video is not working, look for shapes around the house, like rectangle doors, circle plates, square windows, or buttons etc. Show the children the video and discuss with each item how they know it is a triangle bringing out the language of sides and corners and curves/round. Draw a few 2D shapes on a piece of paper and go on a shape hunt. Encourage your child to make a mark, dot or line inside that shape each time they see that shape around the home. After a few minutes count up the marks in side each shape and see which shape did they see the most of and which the least.</p>	<p>Outside Shape Hunt: Look for shapes outside by going for a walk and again using tally marks to record how many of each shape you see on your shape hunt.</p> <p>Challenge: Can you explain what is the same about all the different 'circles' we have spotted? Or what is different about all the rectangles we have spotted? Encourage language of size and colour etc.</p>
<p>To begin to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Maths Warm up: Using the one more or one less activities from the previous three sessions.</p> <p>INTRODUCTION: (Resources needed: cut up some simple 2D shapes from paper or card and put in a bag) Play a guess what shape I have in my bag game, describe the shape and the children have to guess what it is. For example, 'The shape I have in the bag has 4 sides the same length, and 4 corners, what shape is it?' Possible vocabulary: corners, sides, long, short, longer, shorter, flat, 2D, square, triangle, rectangle, circle, round, curved. Change the game to what shape do you think would make a good train wheel? why? What shape do you think would be a good shape for the front door of a house? What shape do you think makes a good birthday card, or window, or crisp, or TV screen, or phone, etc.</p>	<p>Challenge: Swap roles in the guess the shape game and encourage your child to choose a shape from the bag and describe it for you to guess which shape they have.</p>