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| **Area** | **Es and Os** | **Benchmarks** | **Activities** |
| Estimation and rounding | I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a | * Recognises the number of objects in a group, without counting (subitising) and uses this information to estimate the number of objects in other groups.
* Checks estimates by counting.
* Demonstrates skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, longer than, more than and the same.
 | * Collect random toys and objects from around the house. Estimate how many there are. Then count to check. Was your estimating close? What makes it easy to estimate what makes it trickier? Remember to put everything back again when you finish.
* Put out 2 collections of objects next to each other – which one has the most? Justify your answer. Count he objects to check.
* Ask family to choose 2 objects and hide them behind their back. They will tell you what they are but not show you. Can you guess which one is bigger, longer etc. Have a look at them – were you right? Can you describe and compare the objects. Eg the pencil is long and thin but the rubber is shorter.
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| Fractions, decimal fractions and percentages | I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a | * Splits a whole into smaller parts and explains that equal parts are the same size.
* Uses appropriate vocabulary to describe halves.
* Shares out a group of items equally into smaller groups.
 | * Having a sweet treat or some healthy snacks like grapes? Count them. Can you share them into 2 equal groups.? Remember to make it fair so each pile is the same.
* Use lego or other small toys to practise sharing into 2 equal groups. You could use 2 pieces of paper to help you keep your groups together. Count your objects to check you have the same on each side. CHALLENGE: Use larger amounts of objects (up to 30?)
* CHALLENGE: can you share your objects into 3 or 4 equal groups?
* If you have some playdoh, make some playdoh pizza. What toppings are you going to add? Cut your pizza in half – remember to be fair – both sides need to be the same size.

*play doh recipe supplied.* *pizza dough recipe supplied to make real pizza* |
| Money | I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a | * Identifies all coins to £2.
* Applies addition and subtraction skills and uses 1p, 2p, 5p and 10p coins to pay the exact value for items to 10p.
 | * Look at coins your family have in their purse. Can you indentify the coins we have already learnt – 1p,2p,5p, 10p.
* Order them from smallest value to biggest.
* Make a wee shop in your house – write price labels for your items. Take turns with your family to buy items remembering to count out your money to the right amount. You can just use 1ps or challenge yourself to use a mixture of 1p,2p.5p and 10p coins.
* Ask your family to teach you the other coins – 20p 50p £1 and £2. Play a game where you have to race to find the right coin as fast as you can.
* Can you add 2 coins together (up to 10p) eg 5p add 1p makes….
* Experiment with subtraction using pennies – Give your child a random amount of pennies (up to 10p) Ask them to count how many they have. Then take away some. How many do they now have? You could also do this in their shop.

On the web:* Top Marks Toy shop money game – select 1 coin up to 10p in menu. CHALLENGE: mixed coins up to 20p
* Top Marks Coins Games: sort, order
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| Time | I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-10a | * Links daily routines and personal events to time sequences.
* Names the days of the week in sequence, knows the months of the year and talks about features of the four seasons in relevant contexts.
* Recognises, talks about and where appropriate, engages with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables.
* Reads analogue and digital o’clock times (12 hour only) and represents this on a digital display or clock face
* Uses appropriate language when discussing time, including before, after, o’clock, hour hand and minute hand.
 | * Keep a diary of what you’ve been getting up to each day. At bedtime talk abojut what you’ve done during the day. What was your favourite thing? What did you not enjoy or find tricky today? Ask family to jot down your thoughts so you can look back on them. Maybe send a photo or make a video to send to your teacher on dojo.
* Practise writing the date each time you do some writing or draw a picture. 18.03.20
* Can you teach family the days of the week song? You can find Adams family version on youtube. <https://www.youtube.com/watch?v=8GKmCQOy88Y>
* What is the day tomorrow? What was yesterday? Daily morning video from class teacher to do class calendar And weather check in?
* Write the days of the week out on strips of paper – put them in order. Remember Thursday begins with th.
* CHALENGE: Hide one of the days – which one is missing?
* Talk about the seasons – we are just entering spring – what can you see out the window that shows that it is spring? Take a walk if you can and look for signs of spring.
* How will we know when it is summer? What will happen to the weather, temperate, plants etc.?
* BBC TEACH 4 SEASONS VIDEO <https://www.youtube.com/watch?v=VYpGBtR8Lbs> Watch the video together and talk about what you saw. See think wonder
* Jack hartmann seasons song <https://www.youtube.com/watch?v=Iisj2kTZIFs>

CHALLENGE: (NOT TAUGHT IN CLASS YET)* Talk about clocks – why do we have them? What do they help us to do?
* Features: They have 3 hands -minute, hour and seconds. Numbers all round. 12 at the top and then goes round to the right. Talk about what the hands show.
* Draw a clock face and slide it into a poly pocket. Draw an hour hand pointing to one number. Explain that this is the hour. Play a game say an o’clock and draw the hour hand. Or draw the hand an ask child to say the time. Remember to say o’clock.
* Use time language throughout your day – eg. before lunch we will play, after tea its bath time. Make a visual timetable for your day. Draw pictures to show your plan for the day.
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| Patterns and relationships | I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a | * Copies, continues and creates simple patterns involving objects, shapes and numbers.
* Explores, recognises and continues simple number patterns.
* Finds missing numbers on a number line within the range 0 - 20.
 | * Draw a simple pattern for your child to continue this could be colours or shapes.
* CHALLENGE: ask your child to create their own pattern. Top tip keep it simple with just 2 or 3 colours or shapes.
* Make patterns using lego, or other toys.
* Make a number pattern using your numbers in your plastic numeracy wallet. Can you order the numbers forwards? What about backwards? Hid some of the numbers – which ones are missing.
* Lay ot your number cards in order. Can you arrange small objects under each number to shw how many there are.
* Use lego bricks to make patterns – can you stick red, yellow, red, yellow. Can you make a pattern with more than 2 colours?
* Have a pattern hunt around the house what objects have patterns on? Food packets, toys, clothes?

On the web:* Top marks shape patterns. <https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>
* cool maths pattern blocks manipulative <https://www.coolmath4kids.com/manipulatives/pattern-blocks>
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|  | Properties of 2D shapes and 3D objects I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a •  | * Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.
 | * Have a shape hunt? Can you spot squares, triangles, circles or rectangles around the house?
* Can you draw each shape. Be careful to make corners if your shape needs them.
* Talk about the shapes you find – how many sides? Pointy or round? Curved or straight lines?
* Draw a shape and turn it into a shape monster. Upload a photo to dojo.
* Make a box monster – look in your cycling for a box and turn it into a monster. Talk about the shape – how many faces does it have? What 2d shapes can you see on it?

On the web: * Top marks shape monsters: <https://www.topmarks.co.uk/early-years/shape-monsters>
* Shaoe shot (select basic level, relaxed mode) <http://www.sheppardsoftware.com/mathgames/earlymath/shapes_shoot.htm>
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| Angle, symmetry and transformation | In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a | * Understands and correctly uses the language of position and direction, including in front, behind, above, below, left, right, forwards and backwards, to solve simple problems in movement games.
* Identifies, describes and creates symmetrical pictures with one line of symmetry.
 | * Learn your right and left hand. Top tip if you hold your hand up in a L shape left says L the right way round.
* draw or make a simple maze. Can you tell you toy which way to go to get to the end?
* turn each other into robots and give robot commands – turn left, turn right, arms up, arms down.
* Make an obstacle course in the house. Give instructions on where to go. CHALLENGE: Are you brave enough to try blindfolded?
* Try some symmetry drawing. Fold some paper in half and draw half a picture. can you copy it on the other side?

On the web* left and right song <https://www.youtube.com/watch?v=gRbwFq9665k>
* twist children’s song . Patty Shulka <https://www.youtube.com/watch?v=eiU7oJgktuo>
* Top marks: symmetry matching <https://www.topmarks.co.uk/symmetry/symmetry-matching>
* Top marks: symmetry sorting <https://www.topmarks.co.uk/symmetry/symmetry-sorting>
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| Data and analysis | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a I can match objects, and sort using my own and others’ criteria, sharing my ideas with others. MNU 0-20bI can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c | * Asks simple questions to collect data for a specific purpose.
* Collects and organises objects for a specific purpose.
* Applies counting skills to ask and answer questions and makes relevant choices and decisions based on the data.
* Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.
* Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.
* Interprets simple graphs, charts and signs and demonstrates how they support planning, choices and decision making.
 | * Practise your tallying. You could make up a simple survey and phone family and friends to ask them. For example favourite animal: cat, dog, hamster, rabbit, fish. Draw a tally for each persons answer. Remember 1,2,3,4 strokes then close the gate for 5. Finger space before you start again. Top Tip: keep it simple with not too many options. If you haven’t got people to phone, you could set out some teddies and ask each of them!
* If your lucky enough for a treat whu not choose smarties. You could sort them into colour groups and count how many you have. Line them up like out class chart and see which is the most popular and least popular. Eat a few and try it again!
* Grab a handful of lego bricks and sort them by colour or size. Which colour has the most? Which is the least? Take out another handful and try again.
* Make a feelings chart and log how you are feeling by drawing faces – how many happy faces did you collect? How many ad faces? I hope happy is the most popular for you.
* Match and sort items o toys – you could sort them by colour, size, how they feel (hard or soft), weight (heavy or light). Remember to tidy up when you have finished

On the web:fruit fall game (a bit tricky) <http://toytheater.com/fruit-fall/>Interpreting data challenge. (a bit tricky) <http://flash.topmarks.co.uk/4771> |