

# Chiddingly School



## Maths Is Fun! Home Learning Activity Pack Reception

Please **enjoy** these games with your child on a regular basis. Talk with them about what you have both learnt, or about strategies that you notice them using.

Please initial and date each time you play. After you have played any of the games on 5 different days, show the book to the class teacher and your child will receive a sticker. Do the same after playing it 10 times to receive a certificate.

Please remember that the stickers and certificates are not the main thing (*though don't discourage your child from working towards them!*). The **real** reward for your child will be spending time with you doing something worthwhile and enjoyable, and of course your child (and maybe you!) will make invaluable progress in their mathematics.

Finally, please don't panic about the games.

# 1: Roll the Dice.

Ask your child to roll a dice.

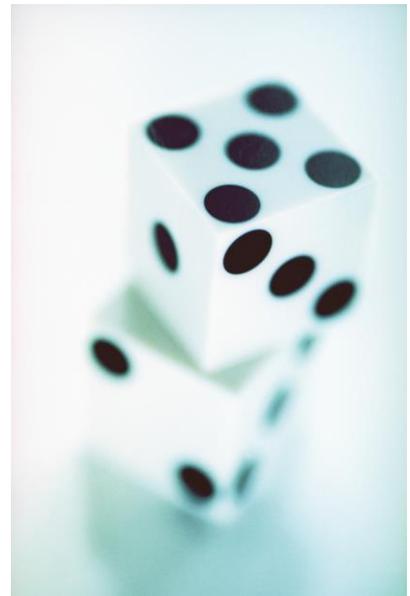
They score a point for correctly telling you how many spots are showing on the top.

Initially, and for the first few times you play this game, they will count the spots. This is to be encouraged, so please do not give in to the temptation to get them to shortcut.

Eventually, they will stop counting to 5 when they see (for example) a five appear on the top, but this must be when they decide they are ready.

For children who find this very easy, ask them to write down the figure '5' as well for a bonus. This will help them associate the numerals with the numbers themselves and they will start to get a sense of the 'five-ishness' of five.

Play this game on 10 different days!



1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 2. Snap!

You know this! Find a pack of cards and remove all the picture cards. There should now be forty cards left: four aces, four twos, etc.



Starting with 20 cards each, take it in turns to turn over and deal a card. If both top cards are the same number, shout 'SNAP'! The first person to shout it correctly wins all the cards on the table. The winner is the first person to collect all the cards.

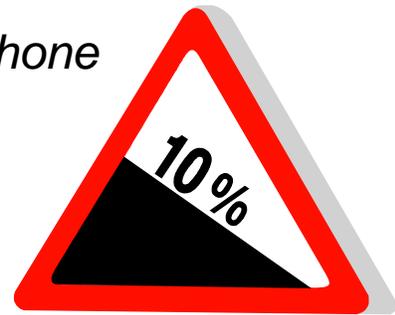
1 Initials and Date:	2	3	4	5
6	7	8	9	10

### 3. Spot The Numbers!

Go out for a walk with your child and try to spot as many numerals as you can. You will be amazed at how many there are! Talk to your child about how many different types of numbers they can spot.

Here are just a few examples to show you the range:

*House numbers, car number plates, phone numbers, bus times, speed limits, distances on signs, opening times, prices, phone numbers – and there are lots more!*



1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 4. Domino 'Spotting'

This is a good game for quick recognition of numbers (called '*subitising*') without counting. Cheap sets of 28 dominoes are readily available from discount shops.



Instead of playing the actual game, simply let your child play with the dominoes and ask them things like “How many spots are on this end of the domino?”, and “How many spots are on the domino altogether?” This will help your child become a confident counter.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 5. Counting Up

At this age, it is vital that children get every possible opportunity to count lots of groups of objects. This is aided by giving them lots of practice at the count sequence.

So this game is incredibly simple – how high can your child count out loud to you before they make a mistake?

Each time you play this, remind your child what they counted up to last time. Try to count further each time but always remember to praise their efforts rather than criticise the error!

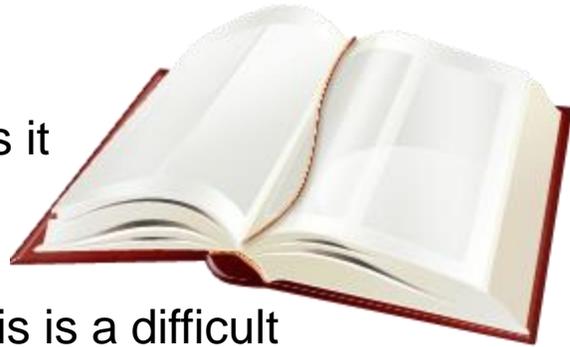
If you wish, give them groups of objects to count while they are doing this activity.

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 6. Turn the Page

Another very simple counting activity, but this time you need a book with numbered pages. Ask your child to guess how many pages are in the book, then check to see if they are right. But don't turn to the back of the book – start at page 1 and count up together until you reach the last page, pointing out the page numbers as you go.

This is immensely valuable, as it will help children see that the count sequence has something to do with totals; this is a difficult transitional concept for children and it can take time.



1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 7. SING!

Singing with children is great – they become self-conscious far too quickly these days, so take the opportunity to sing when ever possible.

For this maths homework, concentrate on songs with lots of repetition and patterns.

Here are a few favourites. If you can use actions and/or puppets, so much the better.

- *Five Little Ducks Went Swimming One Day*
- *Five Little Speckled Frogs*
- *Ten Green Bottles*
- *Ten Fat Sausages Sizzling in a Pan*
- *1,2,3,4,5, Once I caught a Fish Alive*
- *Hickory Dickory Dock*
- *There were Ten in the Bed*
- *This Old Man, He Played One*

1 Initials and Date:	2	3	4	5
6	7	8	9	10

## 8. How Many?

Counting forms an essential part of children's early mathematical experience and they should be encouraged to do it as often as possible until they become fluent counters.

Have set of objects (up to 10 at first, then to 20) and ask them to count them out loud with you.

Vary the number and type of object. If they are ready, you can ask them to imagine things and try to count those as well. For example: "How many people are in our family?", or "How many times have you eaten today?"

1 Initials and Date:	2	3	4	5
6	7	8	9	10

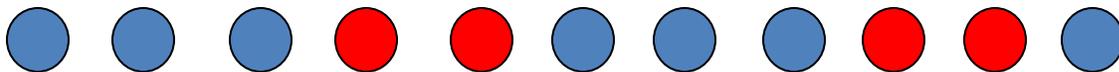
## 9. Pom Pom Patterns

The understanding of patterns is at the heart of all mathematics, so here is an activity that is kinaesthetic and which will help children develop their thinking.

Collect lots of small coloured pom poms or counters. (*Pom poms are great as they are easier for little fingers to pick up than counters.*) You need just two different colours for this game.

Now roll a dice. If it is a 3, they must lay 3 items of the same colour in a row. Roll it again (let's say it's a 2) and lay 2 items of the other colour at the end of the line.

Your child's task is now to continue this to make a repeating pattern as long as they can:



If they enjoy this and are confident you could extend to 3 colours. Again, teachers would love to see digital photos of this.

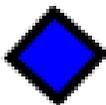
1 Initials and Date:	2	3	4	5
6	7	8	9	10

# 10. 2-D Shape Hunt

It is never too early to learn about and look for shapes in your environment.

Walk around your home with your child trying to find as many 2-D shapes as you can find. See how many circles, triangles, pentagons, hexagons, squares and other rectangles (*note that we must say 'other' rectangles as squares are special sorts of rectangles and this is rarely understood at first.*)

One very important thing to help your child understand is

that this is a square,  but so is this: 

A shape can be orientated in any direction, and this is a vital thing for young children to get to grips with. Be sure to show them lots of different triangles whose point is at the bottom, for example.

As with all the activities, the key to the success of this one will be the discussions you have. Don't forget the camera!

1 Initials and Date:	2	3	4	5
6	7	8	9	10