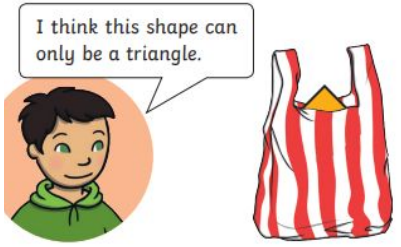
<u>Maths 2-week Pack</u> (for the weeks commencing 1/2/21 and 8/2/21)

I will be posting a daily video to teach the children the methods to help them, so it is really important that your child <u>watches the video before completing the activity for that day</u>. I will link to the video every day on Tapestry, so keep an eye out for it! The activities for each day are on the following pages. **Please do not skip ahead, and try to do the work on the day that is stated**. Many of the activities are adult-led, at least to start (instructions will need to be read out for many children), but some children should be able to continue with it independently.

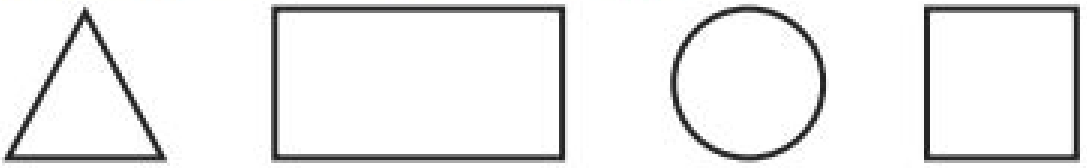
Bronze	Silver	Gold
These are tasks aimed at the majority of Reception children, for whom tasks in school are usually practical activities, embedded within play, rather than 'worksheets'. I have provided a few 'worksheet-style' tasks, but wherever possible, it would be more beneficial if children could use household objects (e.g. pasta, fruit, small toys, dominoes, anything that can be counted really). Practical maths activities, plus number formation practice should suffice for Reception children.	**These are tasks aimed at the majority of Year 1 children** (plus a few more confident Reception children) for whom maths in school is a mixture of play-based learning and more formal table activities. I have tried to provide a mixture of both styles of task.	**These tasks for more confident children** to complete, but *<u>only after completing the silver task.</u>* They will include more reasoning and problem-solving style tasks.

Monday 1st February

Reception LO: I can identify 2D shapes	Year 1 LO: I can identify and describe 2D shapes	
Bronze	**Silver**	**Gold**
Adult initiated task: (see task overleaf) Before starting the task, practise again naming the 2D shapes involved. Children must understand that a 2D shape is a flat shape and cannot be picked up and held like a 3D shape. You could ask: What is this shape (point to all the different shapes)? Which sound does the name of each shape begin with? How many circles/squares/rectangles/triangles can you see in the picture? What shapes make the robot's head / body etc? How many sides does a circle /triangle /square /rectangle have? Can you see any circles /squares /rectangles /triangles in the room?	**Adult initiated task: (see task overleaf)** Children will identify each shape and count how many there are in the picture. They will spot and correct the mistakes that have been made. Before starting the task, ensure children can name the 2D shapes involved. Discuss the properties of the shapes including the number of sides, straight sides, curved sides, all sides equal (the same) and number of corners. You could ask: How many sides/corners does a triangle have? How many triangles can you count in the picture? How many triangles did Harjot count? Is he right? How is the circle different to the other shapes? How is a square different from a rectangle? Can you see any circles/squares/rectangles/triangles around the room?	**Reasoning/Problem-Solving task:** George has a bag with a triangle, a rectangle, a square and a circle inside. He takes one of the shapes halfway out.  Do you think he is right or wrong? Why do you think that? Holly puts her hand inside the bag without looking and feels a shape. She knows straight away that it is a square. How does she know this?

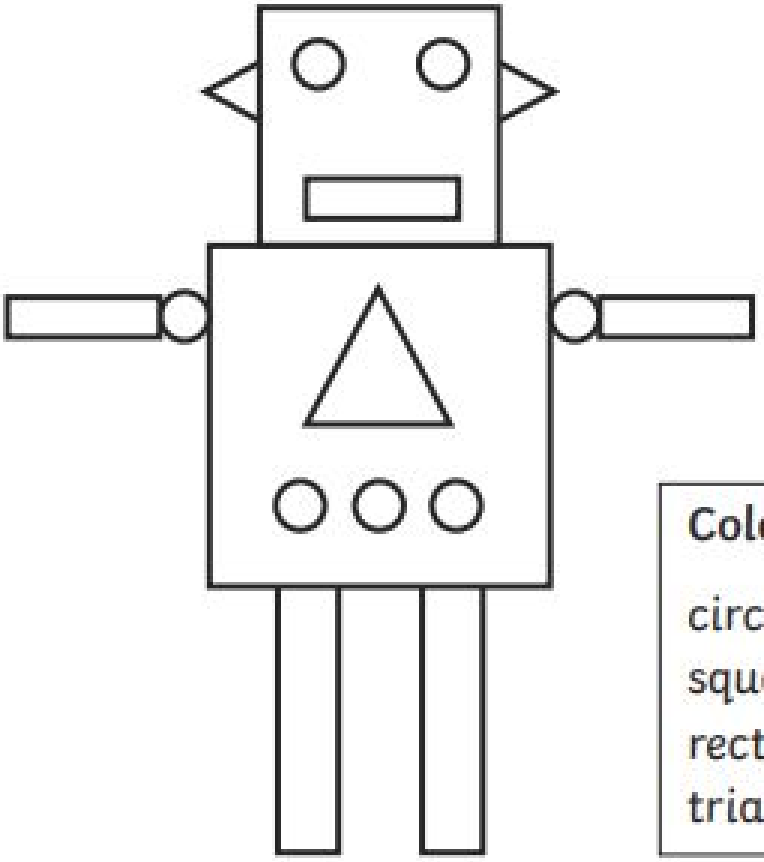
Recognise and Name 2D Shapes

Match the shapes to their names:



circle	**triangle**	**square**	**rectangle**

Here is a robot made up of 2D shapes. Colour each shape the correct colour.

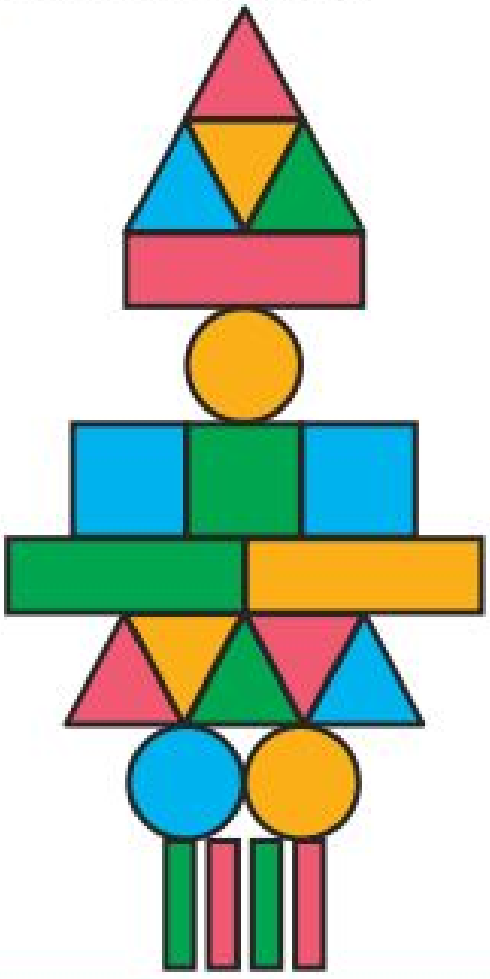


Colour:

circles - green
squares - yellow
rectangles - red
triangles - blue

Recognise and Name 2D Shapes

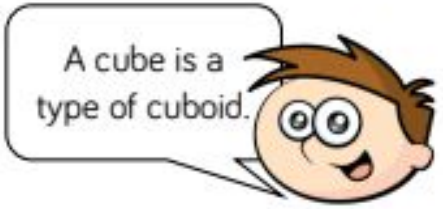
Harjot has built this rocket from 2D shapes. He counted how many of each different shape he used. If he is correct, place a tick. If he is wrong, write the correct number.



triangles	9	
squares	3	
circles	4	
rectangles	6	

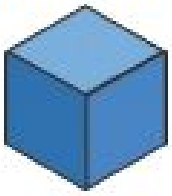
Give your partner instructions on how to build a rocket using these shapes. Can they follow your instructions correctly?

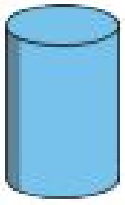
Tuesday 2nd February

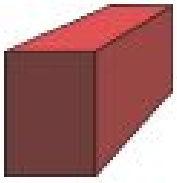
Reception LO: I can identify 3D shapes	Year 1 LO: I can identify and describe 3D shapes	
Bronze	**Silver**	**Gold**
Adult initiated task: (see task overleaf) This activity should be done practically using plastic 3D shapes (household items!). Ensure children know the names of the 3D shapes used. You could ask: What can you tell me about a (name of shape)? Which shapes roll well? Which shapes are good for stacking? What 2D shapes can you see on the faces of this shape? Which shapes have a circular face? Can you see any of these 3D shapes around the room? Can you feel any corners? Can you feel any straight/curved edges? Can you feel any curved surfaces? Can you feel any flat faces? How many faces can you feel?	**Adult initiated task: (see task overleaf)** Children describe the tower they have designed using shape names and their knowledge of the properties. They also need to listen, recognise the shapes that are being named, and follow the instructions given by their adult partner. You could ask: What type of shapes are best for the bottom layer? Why? Can you have a layer in your tower where not all the shapes are the same? Why? Is a sphere a good shape to have in a tower? Why? If you wanted to build the highest tower you could build, which shapes would you use? Why? Can you see any objects around the room which are 3D shapes? What shapes are they? Why are they a good shape for how they are used? .	**Reasoning/Problem-Solving task:** Hamish is sorting 3D shapes. He puts a cube in the cuboid pile.  Do you agree? Why?

Recognise and Name 3D Shapes

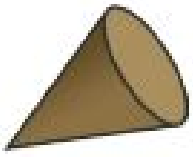
Match the shapes to their names.

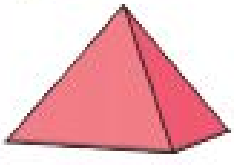












cone

cuboid

pyramid

sphere

cylinder

cube

Place a 3D shape behind your partner's back, so they can't see the shape. Ask them to feel the shape and guess what shape it is without looking.

Recognise and Name 3D Shapes

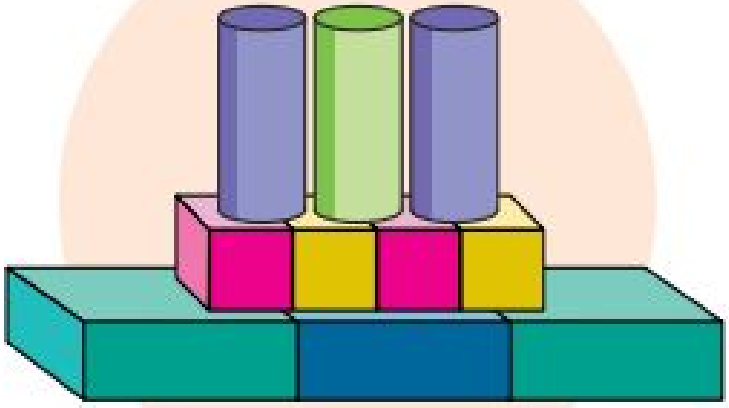
Be an architect and design your own tower with 3 layers. Describe your tower to your partner for them to build.

For example, you could say:

On the bottom layer, there are 3 cuboids.

On the next layer up, there are 4 cubes.

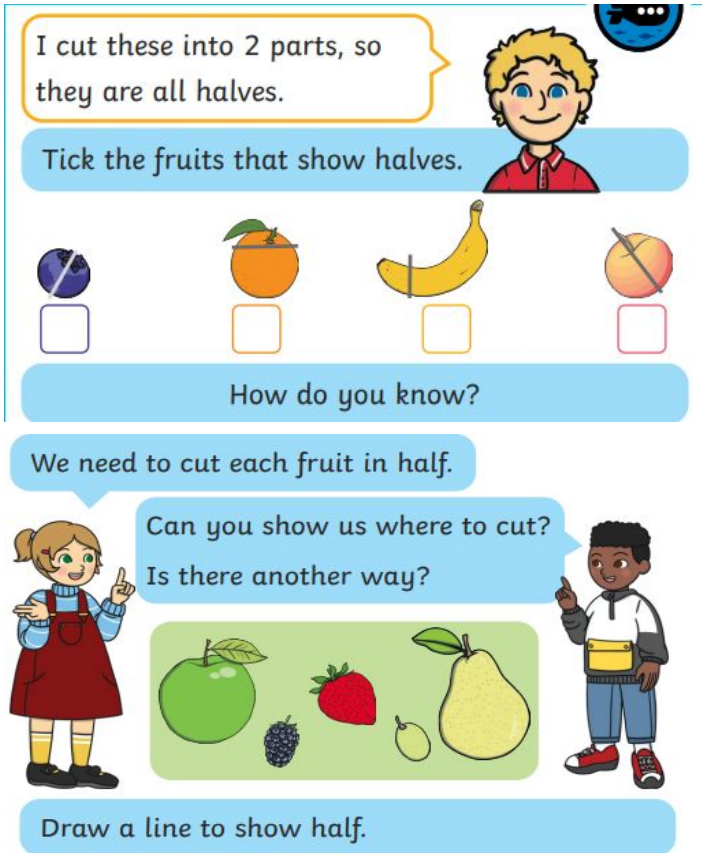
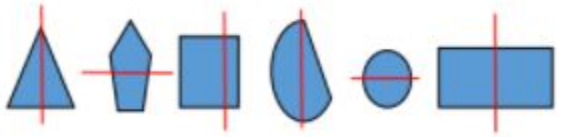
On the third layer, there are 3 cylinders.



Then swap roles so that you are the builder and your partner is the architect. How many different towers can you build?

Wednesday 3rd February

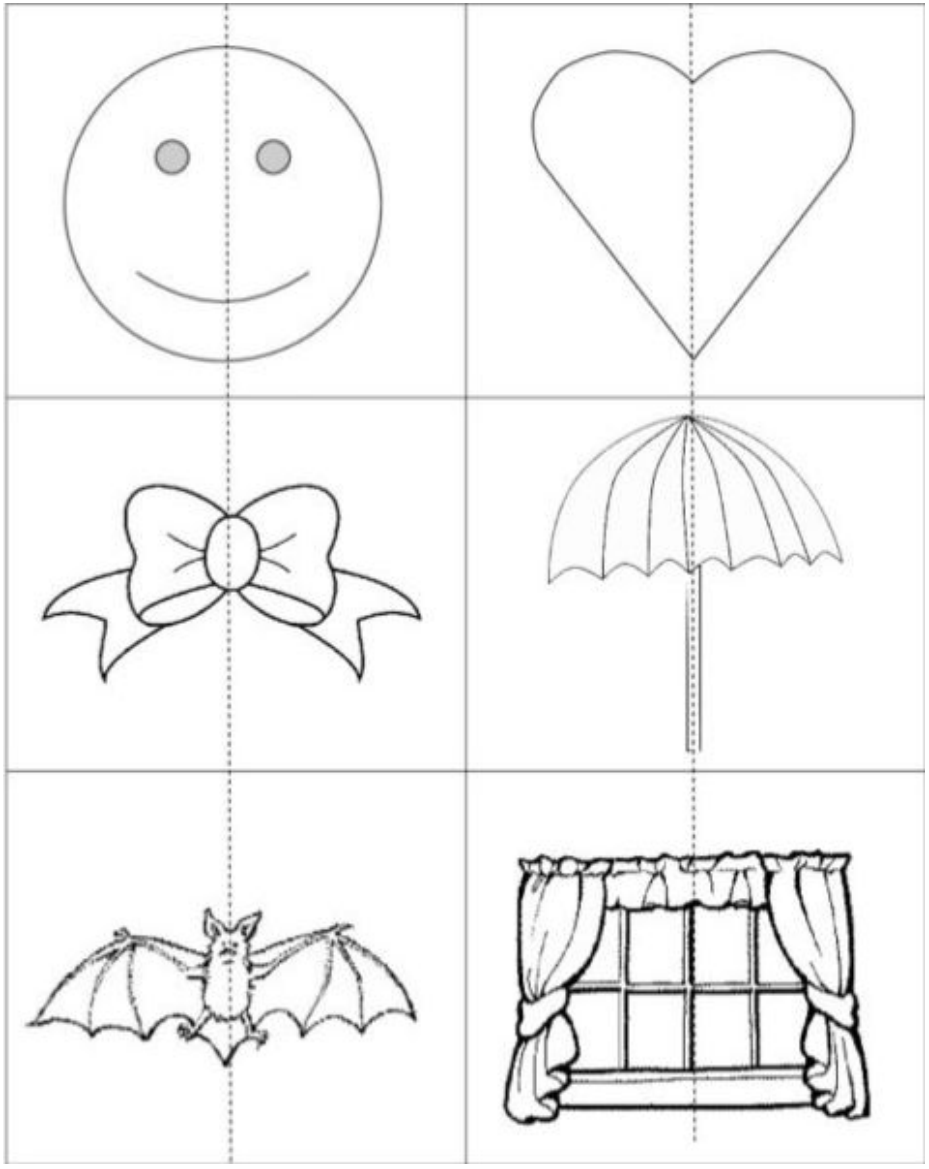
LO for all: I can find a half of a shape

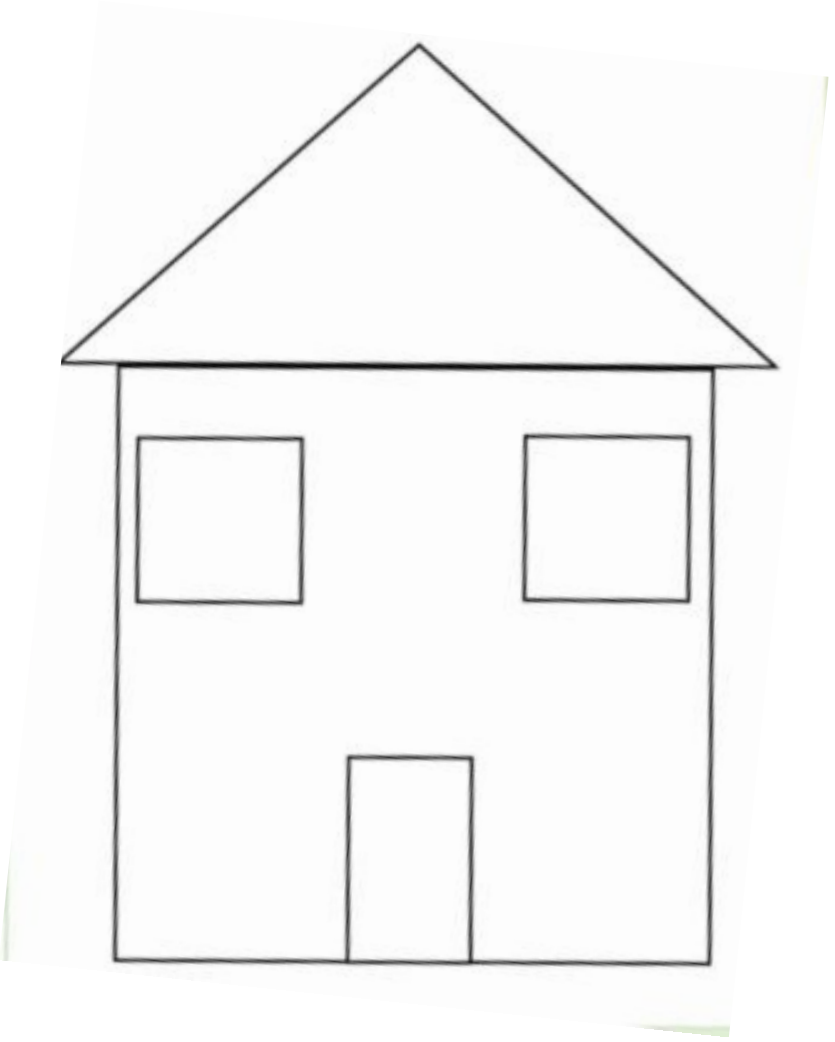
Bronze	Silver	Gold
Adult initiated task: This should ideally be a very practical investigation involving the halving of various items (such as a slice of bread, a pizza, different types of fruit, packets/boxes, cakes, pancakes ec) First, discuss and recap the shape of the objects you are halving. Ensure that your child knows that a half means 'one of two equal parts' and are able to count them. You could ask them: If you cut a whole piece of fruit in half, how many pieces would you make? How would you know that each piece is a half? Draw a line on each piece of fruit to show where to cut. How can we check that they are halves? Is there another way to halve them?	Complete the BRONZE task first, then answer these:  	**Reasoning/Problem-Solving task:** Sort the shapes into the table. Shapes that are split in half | Shapes that are not split in half  Can you add one more shape to each box in the table?

Thursday 4th February

Reception LO: I can find half of a shape	Year 1 LO: I can find a quarter of a shape	
Bronze	**Silver**	**Gold**
Independent task: (see task overleaf) Having looked at halving regular shapes yesterday, children will now consider halving irregular shapes. Children should colour in half of each shape on the sheet overleaf. Then they will colour half of all the shapes in the house.	**Adult-led task to begin, then independent task:** Investigate cutting items into equal sized quarters. You could use similar items as for the bronze task from yesterday. You could ask: What is a 'quarter'? Can you match the pieces to make a whole? How do you know those parts go together? How many pieces make the whole shape? Are they the same size? What fraction do we call this? Then complete the independent task overleaf	**Reasoning/Problem-Solving task: (see task overleaf)**

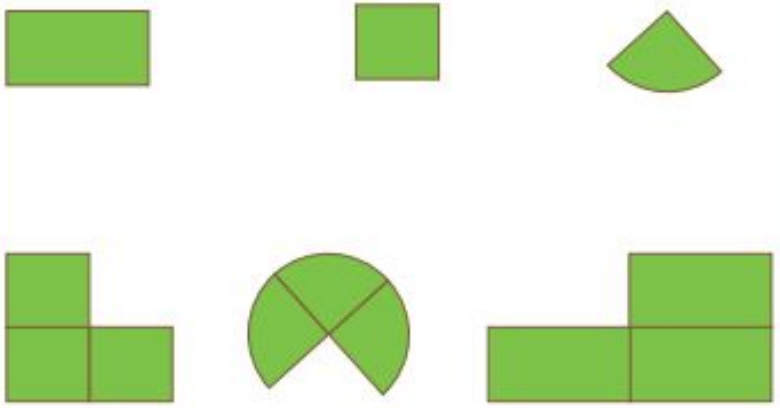
BRONZE TASK



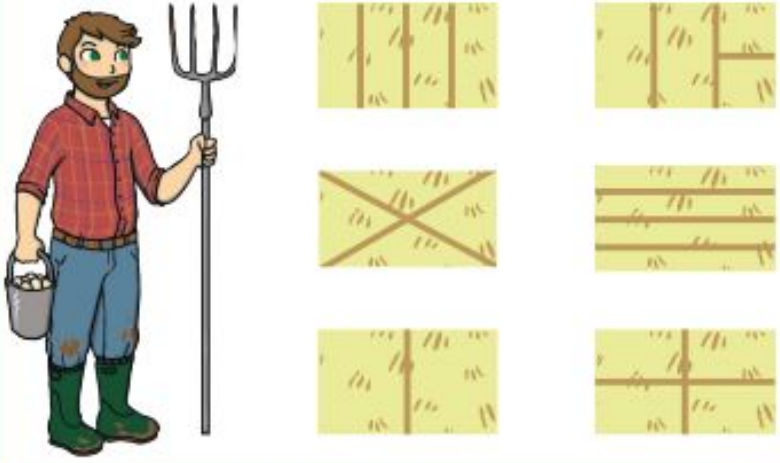


SILVER TASK

Draw a line to match the quarter to the rest of the whole shape.



Tick the hay bales that show quarters.



GOLD TASK

Can you show quarters on the pigsties?



How many different ways can you show quarters?

Draw lines to show them.





This is a quarter of my vegetable patch.



What could the whole patch look like?

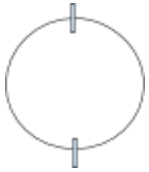
Monday 8th February

Reception LO: I can explore whole and half turns

Bronze	Silver	Gold (only after completing silver)

Adult-led task:

Keep this physical to start!

Draw a large chalk circle like this  and have your child stand in the middle facing one of the smaller markers.
Give them some instructions:

- Make a half turn
- Make a whole turn
- Make 2 half turns. Where have you ended up?

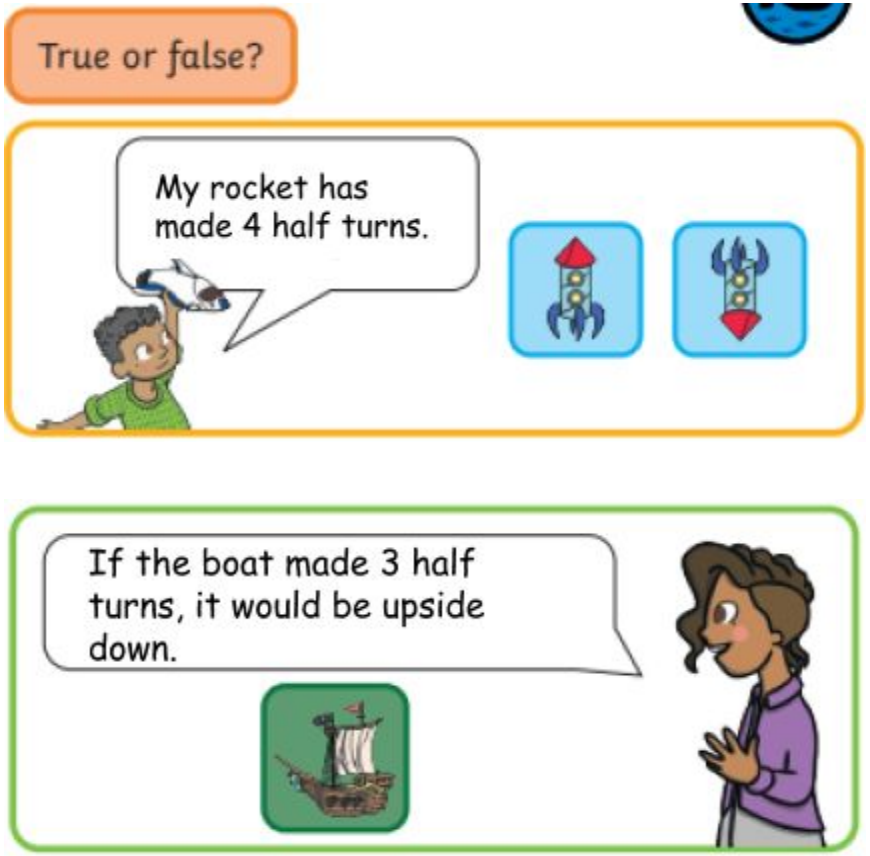
Keep going until your child is confident about what half and whole turns are.

Then, take turns to lead this game:

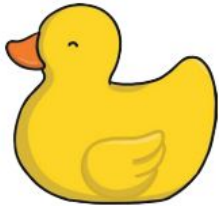
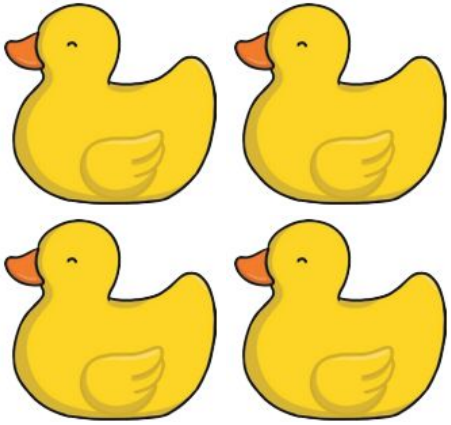
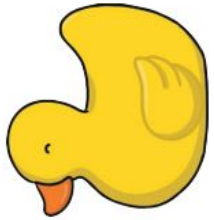
- Place a toy for your child to see.
- Ask them to close their eyes while you turn it.
- Can they work out how it has been turned?

Then complete the Bronze or Silver tasks overleaf.

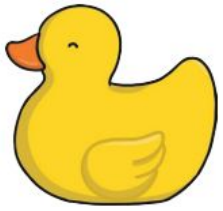
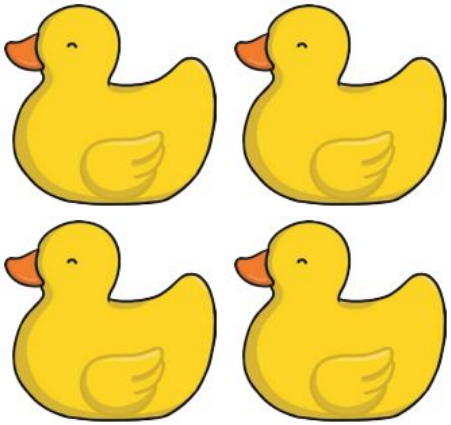
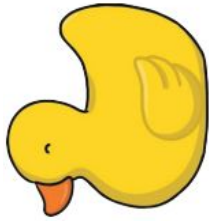
Reasoning/Problem-Solving task:



BRONZE TASK

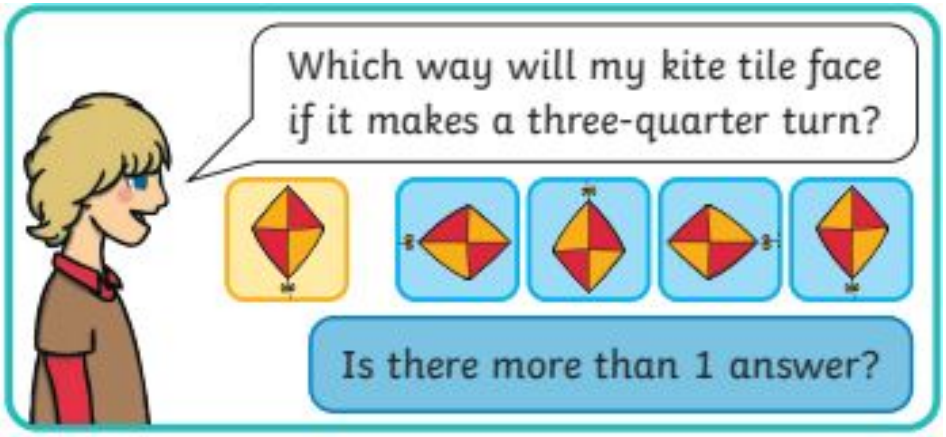
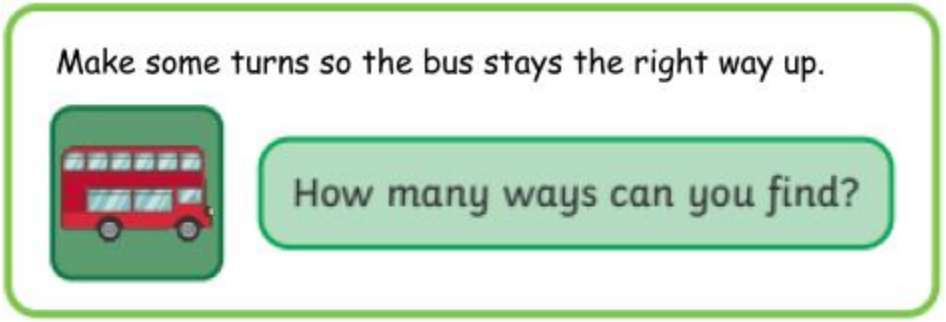
	Make 1 whole turn		Cut out and stick these ducks on the sheet in the right position. 
	Make 1 half turn		
	Make 1 whole turn		
	Make 2 half turns		

SILVER TASK

	Make 5 whole turns		Cut out and stick these ducks on the sheet in the right position. 
	Make 3 half turns		
	Make 4 half turns		
	Make 6 half turns		

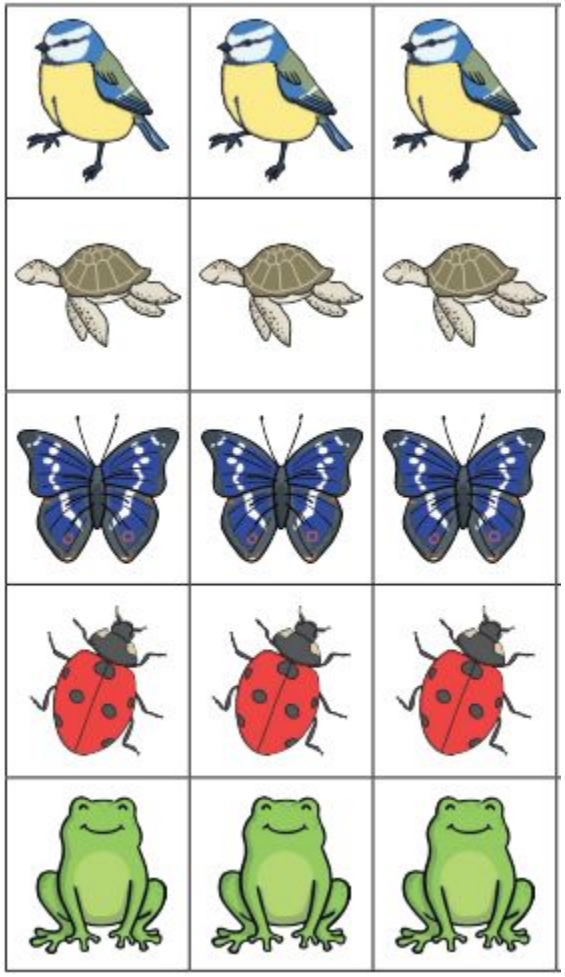
Tuesday 9th February

Reception LO: I can explore half and quarter turns

Bronze	Silver	Gold (only after completing silver)
Adult-led task to begin: Practise (in a similar way to yesterday) making half and quarter turns by using toys or giving your child instructions! Challenge: Take turns to lead this game. • Place a toy for your child to see. • Tell them to look away while you turn it using half or quarter turns • Ask them how far it turned to reach this position. • Can they find another way to reach the same point? Then complete the Bronze or Silver tasks overleaf		**Reasoning/Problem-Solving task:**  

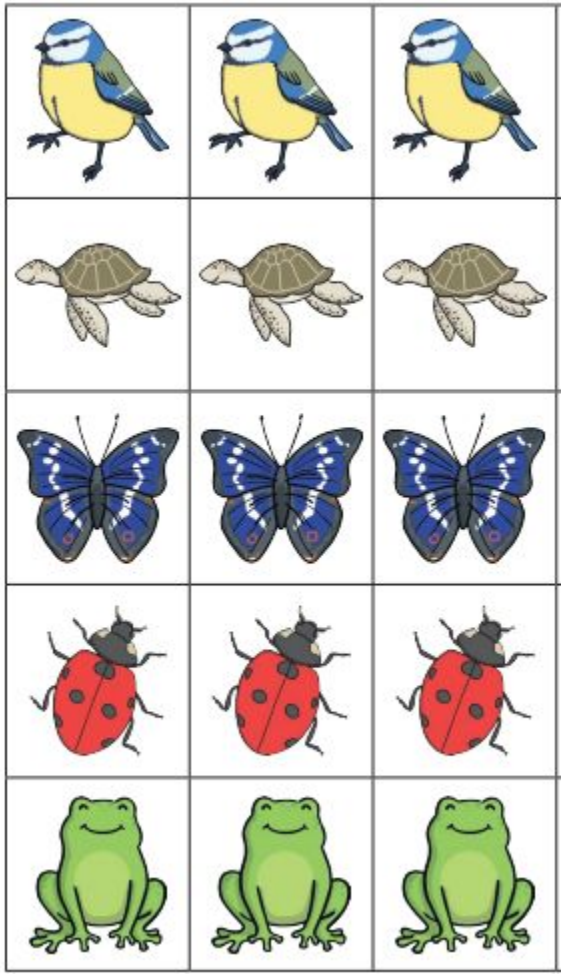
BRONZE TASK

	1 whole turn	1 half turn	1 quarter turn
			
			
			
			
			



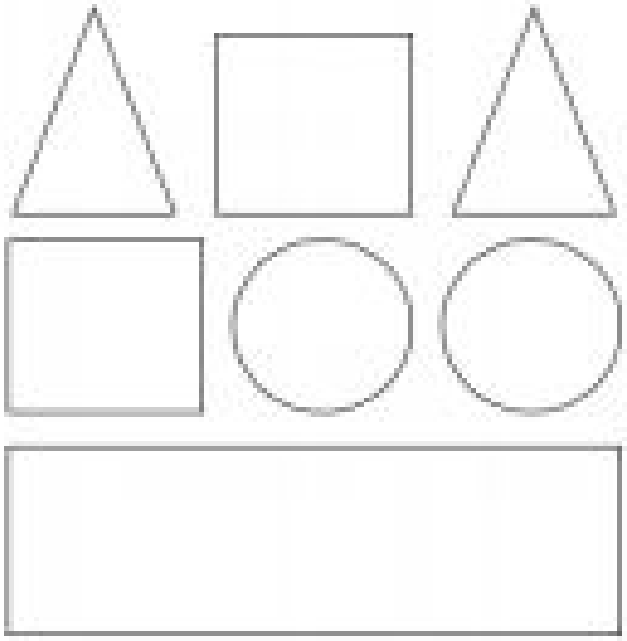
SILVER TASK

	1 half turn	1 quarter turns	3 quarter turns
			
			
			
			
			



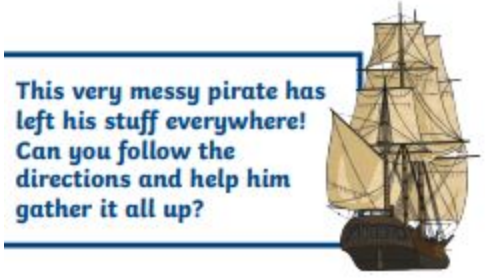
Wednesday 10th February

Reception LO: I can describe position

Bronze	Silver	Gold (only after completing silver)
Adult-led task to begin: Again, this learning needs to be quite physical and active! Children should be confident with the positional/directional language **left, right, up** and **down** by the end of today's lesson. In school, we would have the children marching around the playground, following instructions - so try to do something similar to practise these words. Then complete the Bronze or Silver tasks overleaf.		**Reasoning/Problem-Solving:** Use the clues to colour the shapes  • The middle circle is blue. • The shape up from the right circle is green. • The shape down from the right triangle is red. • The shape down from the circles is green. • The square to the left of the green triangle is red. • The shape up from the rectangle is blue.. • The remaining shape is red.

BRONZE TASK





This very messy pirate has left his stuff everywhere! Can you follow the directions and help him gather it all up?



Follow the instructions. What do you find for each set of instructions?
Match the instruction to the object you find.
Start in the dark blue square each time.

1. Go right 1 space and up 1 space.	
2. Go up 2 spaces, left 1 space and down 1 space	
3. Go up 3 spaces and right 2 spaces	
4. Go up 4 spaces, left 1 space and down 1 space	

SILVER TASK

Follow the instructions. What do you find for each set of instructions?
Match the instruction to the object you find.
Start in the dark blue square each time.

1. Go right 2 spaces, up 2 spaces, left 3 spaces and up 1 space.



2. Go up 2 spaces, right 2 spaces, down 1 space, right 1 space and down 1 space



3. Go up 2 spaces, right 1 space, up 1 space, left one space, up 1 space and left 2 spaces.



4. Go right 2 spaces, up 2 spaces, left 2 spaces, down 1 space and right 1 space.



5. Go right two spaces, up 2 spaces, left 2 spaces, up 1 space and right 2 spaces









Thursday 11th February

Reception LO: I can describe position

Bronze	Silver	Gold (only after completing silver)

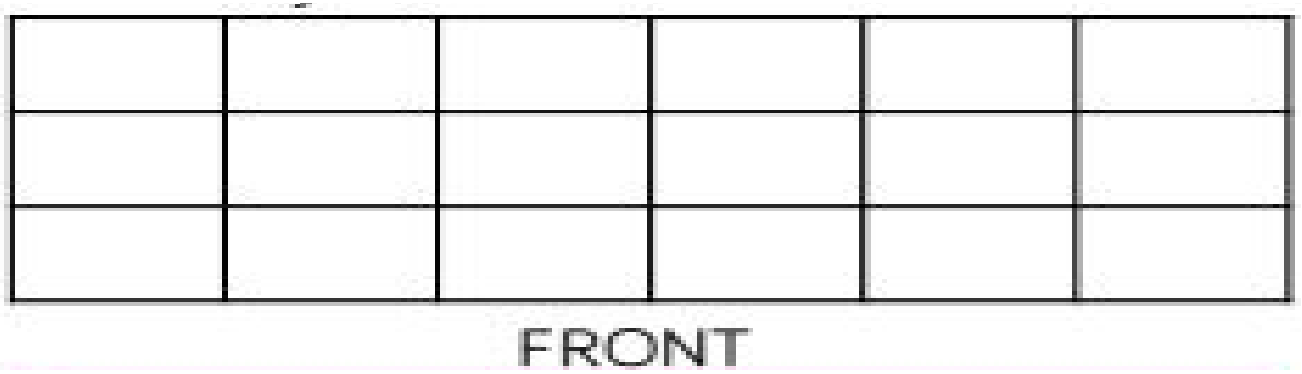
Adult-led task to begin:
Again, this learning needs to be quite physical and active! Children should be confident with the positional/directional language **left, right, up** and **down** from yesterday's lesson, now they also need to become confident with using **top, bottom, above, below** and **between/middle.**

Play a game with your child's favourite toys, perhaps positioning a doll to watch a show, or parking cars in a garage.
You could say, for example:

- Put the red car behind the blue car
- Put Barbie two spaces to the left of the teddy.
- Who could we put between them?

Then complete the Bronze or Silver tasks overleaf.

Reasoning/Problem-Solving
This grid shows chairs in a theatre. Follow the clues to put the names in the seats they will sit in.



Hannah	Ellie	Catherine	Andy	Dave	Ted	Barry	Abigail

Ted sits in the top left hand corner. Hannah sits to the right of Ted. Andy sits in front of Hannah. Catherine sits to the left of Andy. Ellie sits in the bottom right hand corner. Barry sits two seats along on the left of Ellie. Two seats behind Barry sits Abigail. In the bottom left hand corner Dave is sitting.

BRONZE TASK

Can you draw the pictures on the grid?

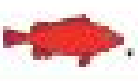


Draw  top right.

Draw  bottom left.

Draw  below .

Draw  above .

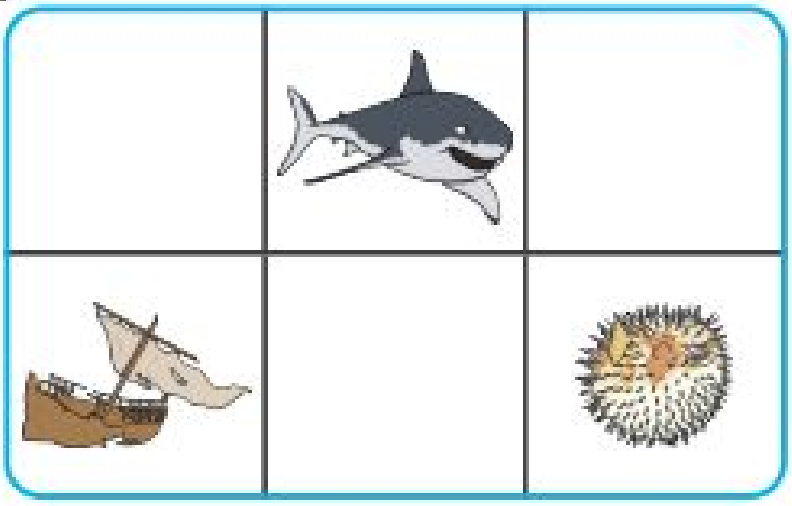
Draw  between  and .

SILVER TASK

Describe Position (2)



Where is it safe to swim?



top
bottom
above
below
left
right
between

How many different ways can you describe where the treasure is?



Describe where to find an object.

Can your friend guess what it is?