



Holmesdale Infant School

Maths Home Learning - Reception

Time to Remember...

We have attached some of the maths units your child has been learning about so far during this half term. The other units we have covered are called 'Growing 6, 7, 8' and 'Length, Height and Time!' and these focus on developing the children's skills and knowledge of:

- Find 6, 7, 8
- Represent 6, 7, 8
- 1 more
- 1 less
- Composition of 6, 7, 8
- Make pairs - Odd and Even
- Double to 8 (Find a double)
- Double to 8 (Make a double)
- Combine 2 groups
- Conceptual subitising to 6, 7, 8
- Comparing height - taller and shorter than
- Comparing length - longer and shorter than
- Days of the week
- Measuring Height
- Measuring Time

We have attached some key vocabulary and stem sentences related to these units so that you can model and consolidate these with your child. We have also attached some practical activities for you to complete with your child at home to help them to further develop and consolidate their learning in fun ways at home.

As always please share any learning your child does at home with us on evidence me.

With thanks, EYFS team



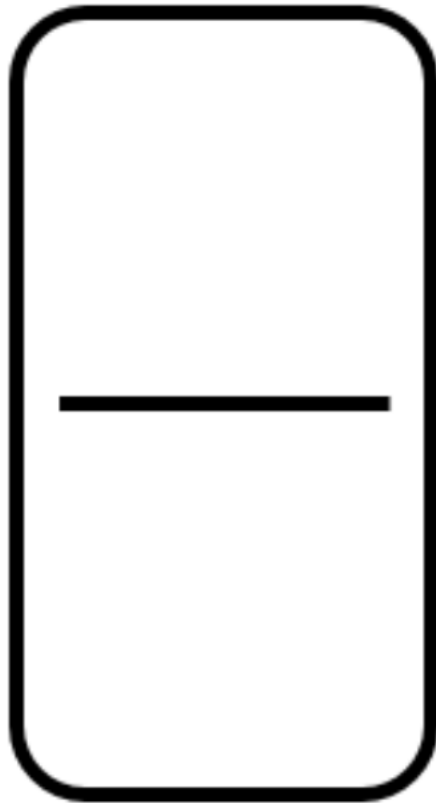
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Go on a hunt to find the number 6
How many different ways can you see 6?

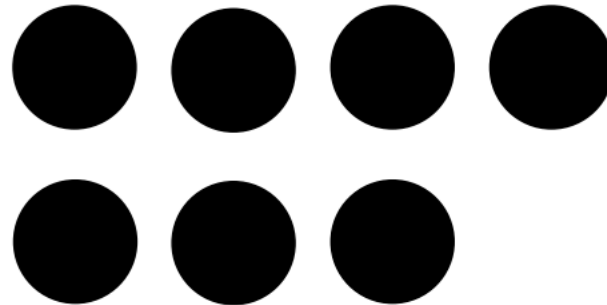


Can you find the numeral 6?
Can you spot a group of 6 objects?



Explore all of the different ways that
you can make 7 on a domino.

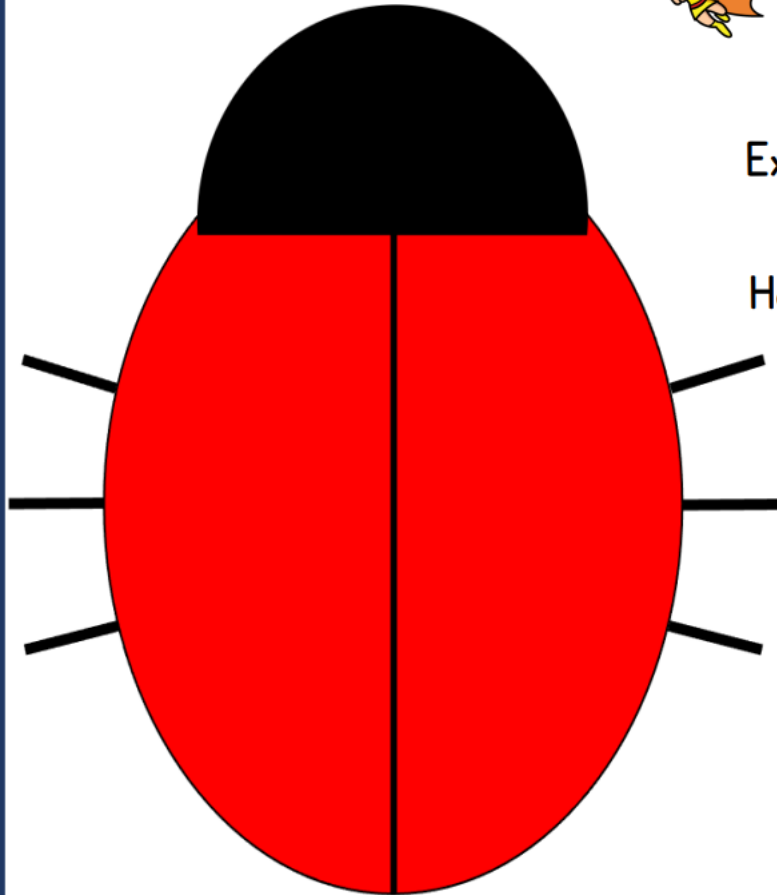
Have you found all the possible ways?



How else could you represent 7?

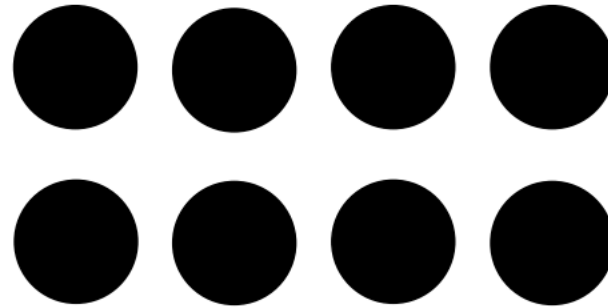


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Explore all of the different ways that
you can make 8

Have you found all the possible ways?

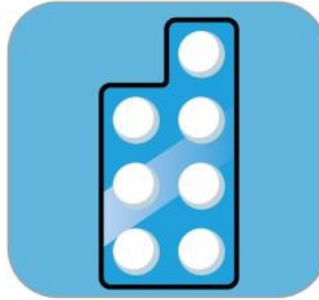
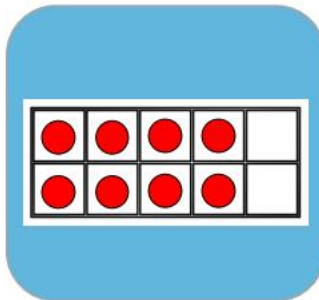




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Have a go at playing the memory game with a friend.
If you turn over two cards that show the same number, you get to
keep them both!





Now have a go at designing your own cards to play the memory game with.



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Count some toys into your toy box.

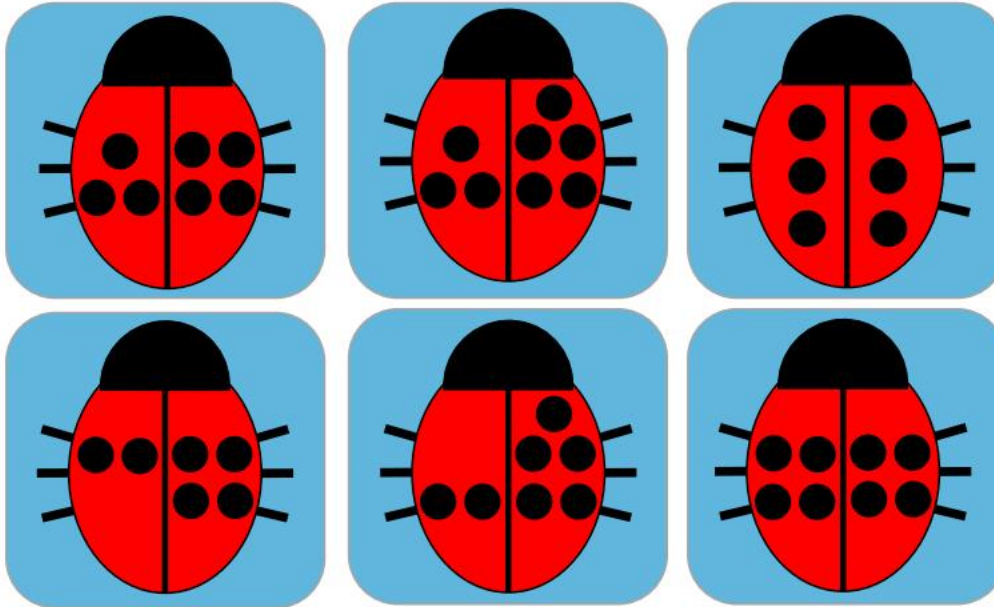
Ask a helper to take out one toy whilst you are not looking. Can you spot who is missing?



What happens to the number of toys when you take one out and then put it back? Does it matter which toy you remove?

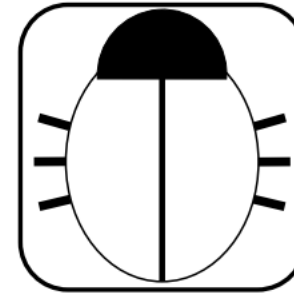
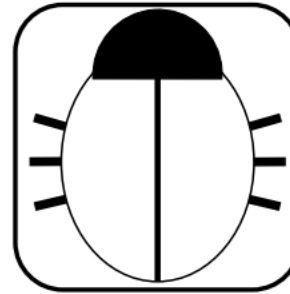
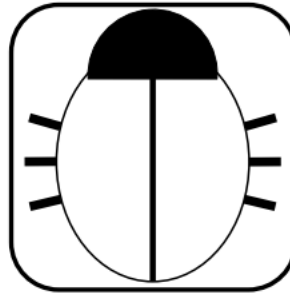
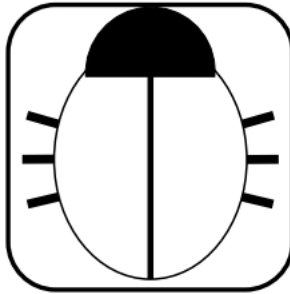
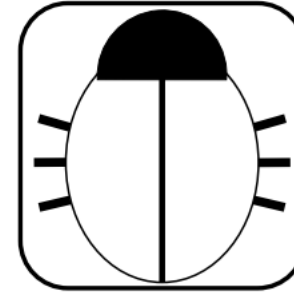
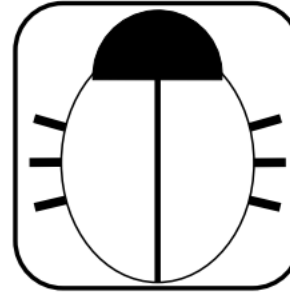
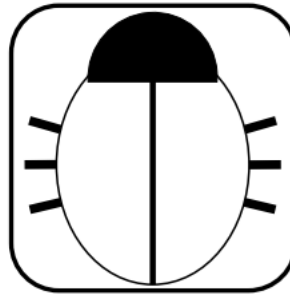
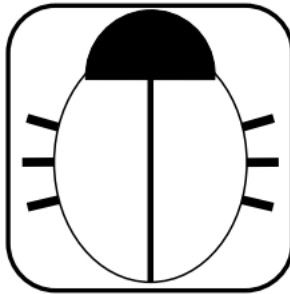


Have a go at playing the memory game with a friend.
If you turn over two cards that show the same number, you get to keep that pair! How many pairs did you win?



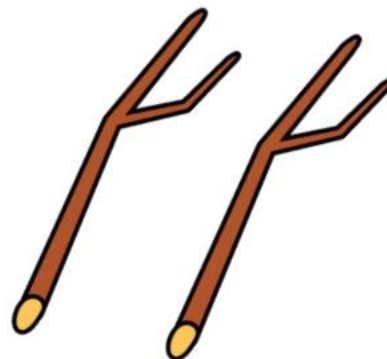
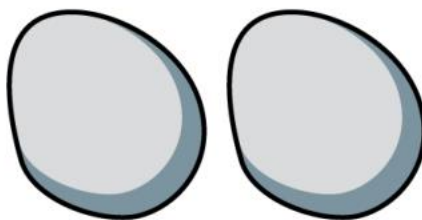
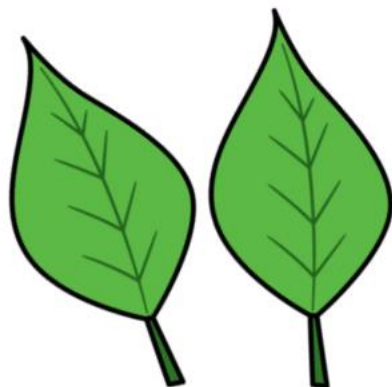


Now have a go at designing your own cards to play the memory game with.





Go on a walk to collect some natural objects.
Explore making pairs with what you have found.



How many pairs have you found?
Do you have any objects left over or do they all group into pairs?



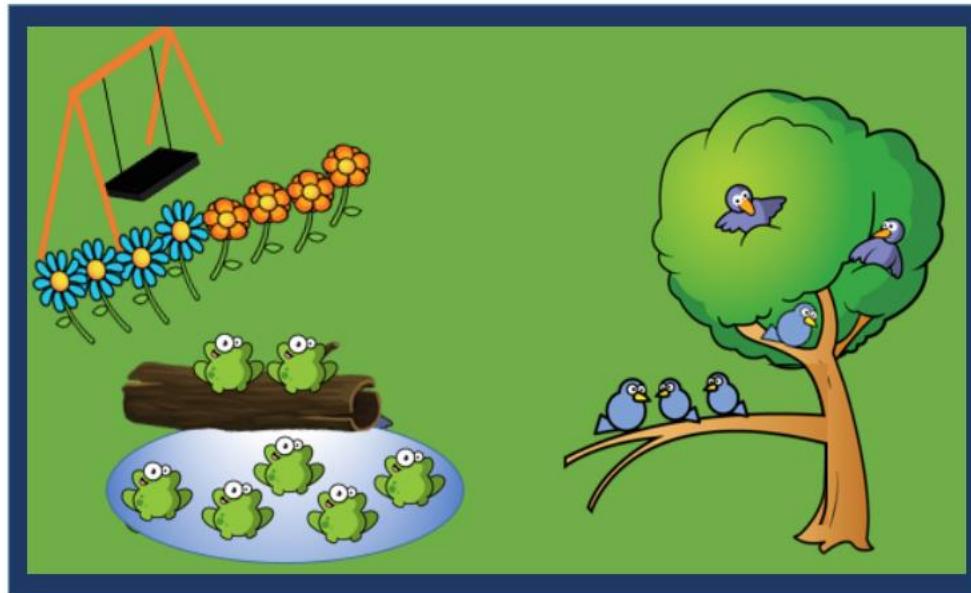
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Look carefully at the picture.

Can you find 4 flowers and 4 flowers? How many flowers altogether?

Can you find 2 and 5? How many altogether? What else can you see?



Now make your own picture and draw some groups to count.



How many spots do the dominoes have on each side?

How many do they have altogether?



Use the dominoes to fill the track.
Touching ends must match.

Can you make a complete circuit?



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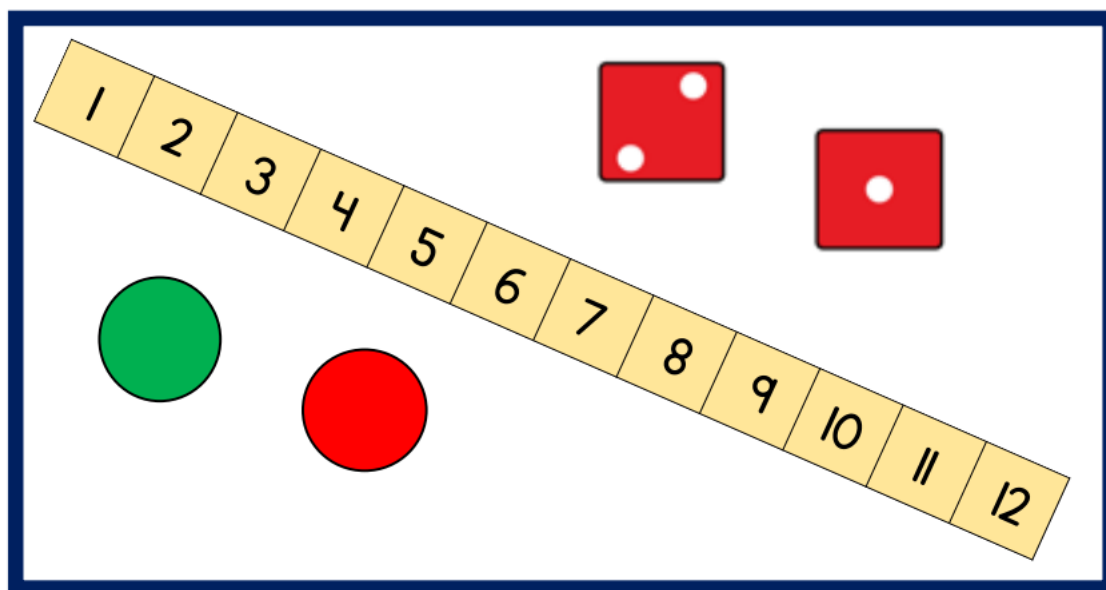


Play the number track game with a friend.

Roll 2 dice. How many spots do you have altogether?

Can you predict what number you will land on?

How many more spaces do you need to move in order to win the game?



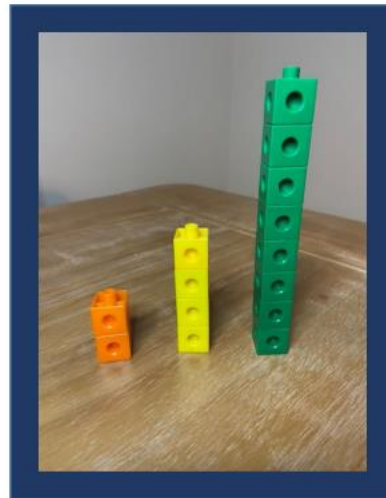
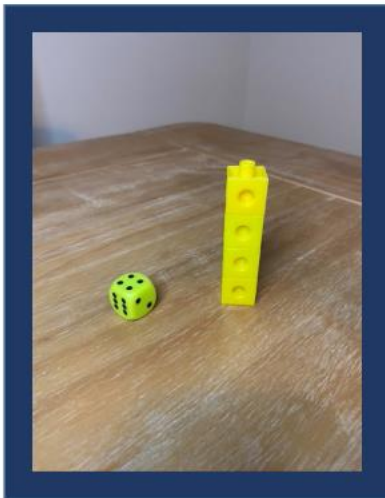


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Roll the dice. Collect the corresponding number of cubes and build a tower.

Now build a tower that is taller and a tower that is shorter.



Key vocabulary

short	shorter
tall	taller
shortest	tallest
more	fewer

Roll the dice and have another go. What do you notice?
Can you arrange your towers in order from shortest to tallest.



Use playdough to make snakes of different lengths.
You can line them up or use household objects to compare the lengths.



What do you notice?

Key vocabulary	
short	shorter
long	longer
shortest	longest
more	fewer

Can you arrange your snakes in order from shortest to longest?

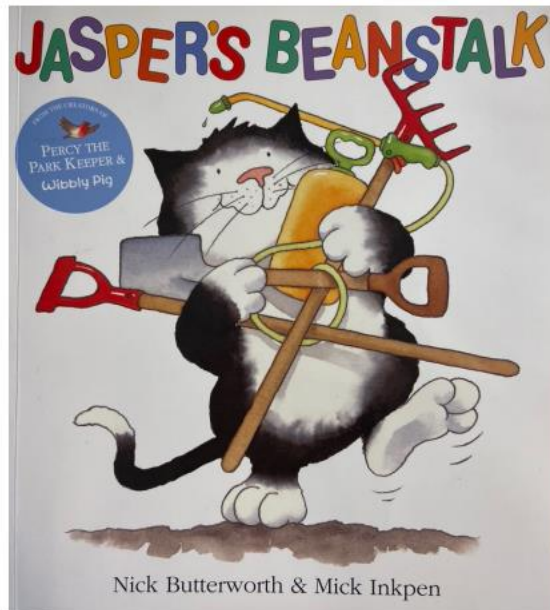


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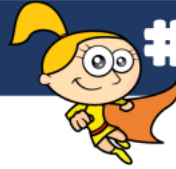
Read Jasper's Beanstalk.

If you don't have a copy of the book, there are several versions available to watch online.



Now have a go at putting the days of the week in the correct order.

Then, can you draw a picture of something you do on each day?



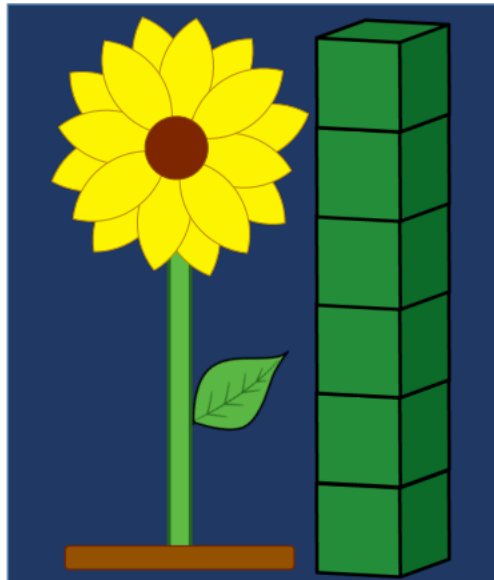
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Monday	Thursday	Friday	Sunday
Saturday	Wednesday	Tuesday	



Plant a seed. As it grows, use towers of cubes to measure the height of the plant at different stages. What do you notice?



What else can you find to measure?

Key vocabulary	
short	shorter
tall	taller
shortest	tallest
more	fewer



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Ask a grown up to time you for one minute.
You could see how many times you can write your name in one minute.
Or how many cubes you can place in a tower in one minute.



What else could you
do in one minute?

Which activities were quick to complete? Which activities took longer?

KEY VOCABULARY and STEM SENTENCES

Unit: Find 6, 7 and 8

Key questions

How many are there altogether? Where can you find 6/7/8? Where else?

What are STEM SENTENCES?

These are an explanation of a concept or problem using accurate vocabulary. These can be used to state a fact, explain a thought process, or give an answer to a problem. During our maths sessions we model the **STEM sentences** to the children and scaffold them as they use these to answer questions / explain their answers;

Possible sentence stems

There are 6/7/8 . There are _____ altogether. I can see...

Unit: Represent 6, 7 and 8

Key questions

How many are there? How many are there now? How many different ways can you show 6/7/8?

How many are there altogether?

Possible sentence stems

There are 6/7/8 . I know this because...

Unit: 1 more

Key questions

How many are there? How many are there now? What is 1 more than ? What is the number after ?

Possible sentence stems

There are _____. There are _____ altogether. _____ is 1 more than _____.

1 more than is _____.

Unit: 1 less

Key questions

How many are there? How many are there now? What is 1 less than ? What is the number before ?

Possible sentence stems

There are _____. There are _____ altogether. _____ is 1 less than _____.

1 less than is _____.

Unit: Composition of 6, 7 and 8

Key questions

How many ways can you make 6/7/8? What parts can you see? What is the whole?

Possible sentence stems

_____ is a part and _____ is a part. The whole is _____. If _____ is a part, then the other part must be _____. _____ is a part of _____.

Unit: **Make pairs - odd and even**

Key questions

How many do you have? How many do we need to make a pair? Is this a pair? How do you know? Is this an odd number or an even number?

Possible sentence stems

I know this is a pair because... _____ is an odd/even number because... I have _____ groups of 2

Unit: **Double to 8 (find a double)**

Key questions

What does double mean? Where can you see a double? Is this a double or not a double? How do you know?

What is double ?

Possible sentence stems

I have found double _____ Double _____ is _____ _____ is double _____.

Unit: Double to 8 (make a double)

Key questions

What does double mean?

What double have you made?

Is this a double or not a double?

How do you know?

What is double_____?

Possible sentence stems

I have made double_____.

Double is_____.

_____is double_____.

Unit: Combine two groups

Key questions

How many can you see?

How many are there in each group?

How many are there altogether?

Possible sentence stems

There are_____ here and there are_____ there.

There are_____ altogether.

_____and make_____.

Unit: **Conceptual subitising**

Key questions

What do you see? How do you see it? What parts can you see? How many are there altogether?

Possible sentence stems

I can see _____ here and _____ there. There are _____ altogether. _____ is a part and _____ is a part.

The whole is _____.

Unit: **Length**

Key questions

Which object is long/short? Have you found the longest _____? Have you found the shortest _____?

Which object is longer? How do you know? Which object is shorter? How do you know?

Which objects are the same length as? How do you know that this one is the longest/shortest?

Possible sentence stems

The _____ is long/short. This is the longest _____. This is the shortest _____.

The _____ is longer/shorter than the _____. The _____ is the same length as the _____.

Unit: Height

Key questions

Which object is tall/short? Who/what is the tallest? Who/what is the shortest?

Which object is taller? How do you know? Which object is shorter? How do you know? Who/which is the tallest?
How do you know? Who/which is the shortest? How do you know?

Possible sentence stems

The_____ is tall/short. I have a tall_____. I have a short_____.

_____ is taller than . _____ is shorter than . The _____ is the same height as the_____. The_____ is the shortest.

The_____ is the longest.

Unit: Time

Key questions

What can you do in one minute? How long does it take you to ...? What is happening this evening/tomorrow/next week/at the weekend?
What happened yesterday/last week/last month/last year?

Possible sentence stems

I can do_____ in one minute. It takes me to... Tomorrow we will... Yesterday we ...