

Maths activities w/b 1.6.20

This week in maths we will be looking at consolidating our number knowledge to 20.

There are 5 sessions this week – these do not need to be completed daily. We would however, suggest that you complete these in order.

We have now introduced all the numbers to 20 so the following activities provide opportunities for children to practice recognising, ordering and counting numbers to 20.

Session 1 – Number recognition (10-20)

To complete this activity, you will need number cards 10-20. If you do not have these then you can just write these each on a piece of paper for this activity.

Focusing on the numbers from 10 to 20, place the number cards face down in a random arrangement. Ask your child to turn one over and say the number. If they are correct, leave the number face up. If not, tell them what the number is but turn it face down so it continues to be played in the game. Continue until all the numbers have been recognised.

(If they are struggling with this then you could have a number track from 1-20 available and count up to find the number, stopping when you get to the focus number).

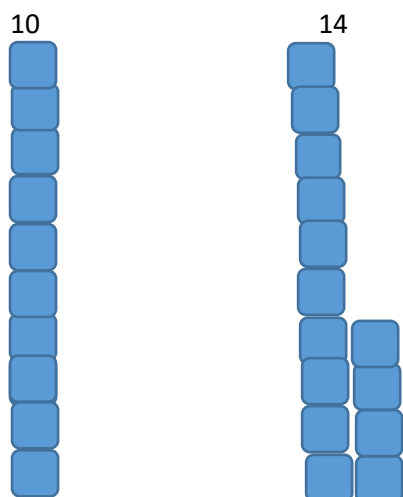
Session 2 – Creating a number line to 20

Watch Numberblocks Series 5 Episode 2 – on your head

<https://www.youtube.com/watch?v=TNZMsXS0IEU>

Using the number cards 10-20 from yesterday, have a go at ordering these. For each number, talk about what each number represents as they did in the episode e.g. 10 is 1 ten and no more, 11 is 1 ten and 1, 12 is 1 ten and 2 etc. When you get to 20 ask your child what this represents. Discuss how it is made of 2 tens and no more (use objects in 2 lines of 10 to show this, if it helps).

Create pictorial representations for each number. 10 would be a tall tower made of 10 blocks, you can then draw the ones next to it – can they match the drawings to the numerals? E.g.



Session 3 – Counting to 20

You can begin the session watching the Numberblocks episode – I can Count to Twenty

<https://www.bbc.co.uk/iplayer/episode/m0006s5q/numberblocks-series-4-i-can-count-to-twenty>

Practice counting to 20 with your child. Can they count their fingers and toes to help or do it in a silly voice? Can they count back from 20 to 1?

Now play keepy-uppy using a balloon, beach ball or similar, counting each time they tap the balloon. Repeat a few times up to 20. Count beyond with them if they are interested and engaged. If it's too easy using their hands, add in feet or heads too. Remember the focus is one to one counting up to 20.

Can you think of any other things you can do and count to 20? (hopping, star jumps, skipping etc)

Ext: This episode introduces counting in steps of 2's. You could use / draw a number track and colour in the even numbers to represent counting in steps of 2. Practice counting in 2's together (only if they are confident counting in steps of 1 already).

Session 4 – Counting objects to 20

For this activity you will need the number cards 10-20 again. Repeat the activity from session 1 as a warm up. (have random cards face down, ask your child to turn them over and tell you the number)

Now place number cards 10-20 into a bag or hide under a cloth. Ask your child to pick 1 number card. Ask them to say the number and then go and find that many objects. Repeat at least 3 times with different numbers.

Ask them to double check their counting by carefully lining up and counting the objects when they bring them to you. If they can easily count them in a line, see if they can count them accurately in a random arrangement.

Session 5 – Counting and matching quantity to numeral (10-20)

For the session today you will need to have a collection of up to 20 objects.

Chose a number between 10-20, e.g. 14 and give your child this many objects without telling them how many there are. Ask them to put them into a line of 10 and the rest (similar to the pictorial representation from session 2). Now count how many they have altogether.

Encourage them to start counting on from 10 if they are able e.g. 10 (the line), 11, 12, 13, 14. To encourage the use of mathematical language, after they have counted these ask them to tell you how many there are altogether e.g. 'There are 14 objects altogether.'

Have the number cards from 10-20 laid out randomly and ask your child if they can find the matching number card.

Repeat with at least 3 different numbers between 10 and 20.

Follow up activities

You could represent numbers 10-20 using a part, part whole model to represent the tens and the 1's in each number. E.g. 14 and 18 are shown below.



Ext - For each part, part, whole model, can you write a number sentence using + or – and =
(This will use all the numbers to show how they are linked)

e.g. $10 + 4 = 14$ or $14 - 4 = 10$ or $14 - 10 = 4$

$10 + 8 = 18$ or $18 - 8 = 10$ or $18 - 10 = 8$

Provide lots of opportunities to count in everyday contexts – as you walk upstairs, sharing out snacks, counting out cards in a game etc.