

## Maths activities w/b 1.6.20

This week in maths we will be continuing to consolidate 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.

### Session 1 – Counting forward and back from a given number

To complete this activity, you will need number cards 1-20 and a number track showing 1-20. If you do not have these then you can just write these each on a piece of paper for this activity.

Begin the activity by counting forwards from 1 to 20 and then backwards from 20 to 1 together. You could then display your number cards in order as you count these together and then repeat as you count back again.

Now lay out 5 random number cards face down (begin with 1-10 to help build confidence)

Ask your child to turn over one of the cards and tell you the number (help them to find this on a number track if they are unsure) Ask them to count from 1 to the number they have chosen. If confident, now ask them to count on from their chosen number to 20. Repeat at least 3 times with different numbers.

You could repeat this activity with numbers from 10-20.

Ext. If your child is confident counting forward then you could ask them to count back from their chosen number to 0 and then back from 20 to their chosen number. Again, repeat this at least 3 times with different numbers.

### Session 2 – Counting objects to 20

Click on the link below to view an online lesson from Oak academy linked to counting objects to 20. To complete this, you will need 20 objects that you can count and a number track 1-20.

<https://www.thenational.academy/reception/maths/counting-objects-up-to-20-reception-wk4-1>

To extend this activity you could ask your child further questions such as

- What is 1 more than 15?
- What is 2 more than 8?
- What is 1 less than 18?
- What is 2 less than 6? etc.

You could also play this online game (count on and back, within 10's, 1-20)

<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>

### Session 3 – Exploring one more and one less to 20

Click on the link below to view an online lesson from Oak Academy linked to finding 1 more and 1 less than numbers to 20. To complete this activity, you will need number cards to 20 a number track from 1-20, 20 small objects such as cubes / lego and a coin.

<https://www.thenational.academy/reception/maths/exploring-one-more-and-one-less-reception-wk5-2#slide-1>

To extend this activity you could ask your child to work out 2 more or 2 less using objects or their number track. Encourage them to count on or back from the start number if able, rather than counting all the objects from 0 each time.

#### Session 4 – sequencing numbers to 20

For this activity you will need the number cards 1-20.

Begin by holding up number cards and asking your child to tell you what number these are. Initially, you could have these in order and then repeat the activity with the number cards out of order.

Next place up to 5 cards in order from 1-5 and ask your child what comes next. Encourage them to explain how they know (e.g. 6 is next because it's 1 more than 5 / because it's bigger than 5). You could have a number track available to help with these explanations.

Repeat with other cards in order e.g. 3,4,5,6,7 and ask them what comes next. Again, encourage them to explain how they know. Repeat at least 3 times with different numbers.

If they are showing good understanding with numbers counting forwards then you could repeat the activity with sequences going back e.g. 20, 19, 18, 17, 16 – what comes next? How do you know?

You could follow this up with an online activity that we have used in school (simple sequences, counting in ones, 1-10 or 10-0)

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

#### Session 5 – Missing numbers to 20

For the session today you will need number cards from 1-20 and a number track 1-20.

This activity is similar to the previous session as it will allow children to practice counting and consolidate their knowledge of number sequences (counting in steps of one).

Begin by going through the number cards with your child to help consolidate number recognition, as with previously, you can begin by showing these in order as your child calls out the number and then out of order – this should help to identify any that they are struggling with and you could focus on these with them in the next few days / weeks.

Lay out 4 number cards in sequence, leaving one out e.g. 5, 6, 8, 9. Ask your child if this sequence is right. Can they spot the mistake? What is missing? How do they know? (You may like to have a number track available if they are unable to spot the missing number.)

When they have identified the missing number, encourage them to explain how they know (e.g. the number 7 comes after 6 but before 8 / 7 is 1 more than 6 so goes after the 6 / 7 is 1 less than 8 so goes before the 8).

Repeat at least 3 times with other number sequences using numbers up to 20.

As with the previous session, if they are showing good understanding then you can repeat this with number sequences that count backwards.

You could also extend this by leaving out 2 numbers e.g 5,7,8,10. Can they identify the 2 mistakes here and explain how they know? Again, repeat at least 3 times.

There are 2 sheets attached which can be printed / written for children to fill in the missing numbers if you wish (Missing numbers 1-10 and Missing numbers 1-20).

### Follow up activities

## Spot the mistake

Make deliberate errors whilst counting up and down.

(A puppet is great for this)

Ask the children to listen carefully and stop you if they hear something wrong.

Errors can include omitted numbers, repeated numbers or numbers in the wrong place.

You could also play this game by asking children to watch carefully as you write number sequences.

12, 13, 41, 15, 16  
18, 17, 16, 14, 13

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Using your number track 1-20, either you or your child can place small items over 3 or 4 of the numbers. Then give clues for the other person to find these and tell you what object you were describing. E.g. you might place a red lego brick on the number 14. You could give the clue that your number is 1 more than 13 and then your child can say you are describing the red lego brick on number 14. Repeat with clues for all other objects.

## One more, one less

Use the cubes to build a teen number.

Ask the children to identify which number you have made and discuss what one more and one less would be. Encourage them to build each number and line them up to check.

Can they continue the game beyond 20?

What patterns can they find?

Please continue to share how you are getting on with these activities on Google Classroom.