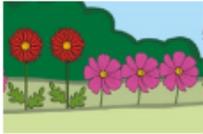
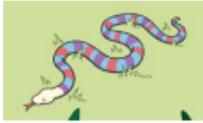
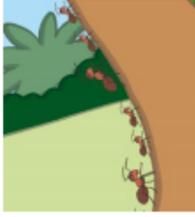


Year Reception Maths Distance Teaching and Learning

Week beginning: 08.06.20

Lesson 1		
Learning Intention: WALT Estimate and then check by counting (up to 20)	Key Vocabulary: Estimate Guess Look, knowledge Number Count	What you will need: A computer, tablet or phone Paper + Pencil Video: Maths Lesson 1
Starter		
Counting songs 0-20 and 20-0.		
Main Teaching		
<p>Estimating means having a good guess - using our knowledge of number, looking carefully at the size of the object and saying the number we think there is. Remember if the object is really small then lots more can fit inside the same size container than larger objects so it's important to look carefully and consider</p> <ul style="list-style-type: none"> - the size of the objects - the size of the container <p>- your knowledge of number (e.g. think what does that amount look like? 5 = 5 fingers </p> <p>, 5 numicon shape , 5 on a tens frame)</p> <p>- use your eyes to see all the clues but don't count each item - when we estimate we have a look and make a good guess, we don't often guess the exact amount correctly but a good guess is close to the amount.</p> <p>m</p>		
Independent Tasks		
Challenge 1		
To estimate an amount up to 5 and check by counting		
Challenge 2		
To estimate an amount up to 10 and check by counting		
Challenge 3		
To estimate an amount to 20 and check by counting		
Challenge X		
To compare the same amount of an item but in different sizes - does it look like the same amount? e.g. 10 small lego bricks compared to 10 large duplo bricks.		
Review		
Ask an adult to play the game with you. Collect different amounts of items and ask an adult to make an estimate. Can you count out the amount and check how close they were? How far away from the real number were they? Was it a close guess?		

Lesson 2		
Learning Intention: WALT Talk about and explore different patterns	Key Vocabulary: Pattern Repeat Continue Size, Shape, Object, Colour	What you will need: A computer, tablet or phone Paper + Pencil Video lesson 2
Starter		
Quickfire games: One more than any given number to 20 One less than any given number to 20.		
Main Teaching		
Explore patterns. View the PowerPoint picture and discuss.....		
Birds 	<p>What can you tell me about the birds?</p> <p>If we moved one parrot, how would it change the pattern? How would you continue this pattern?</p> <p>If there were more branches for the birds to rest on, how would the pattern continue?</p> <p>You may like to take this opportunity to explore creating AABB patterns using building bricks. Use red and blue bricks to create the same pattern and encourage children to continue the pattern.</p>	
Flowers 	<p>How can we continue this pattern?</p> <p>If we continued this pattern, I think it would go red flower, red flower, pink flower, pink flower. Am I right? How can we check?</p> <p>There are two red flowers and three pink flowers in this pattern. Are there any other patterns on the poster that have two of one object and three of another?</p>	
Snake 	<p>What do you notice about this snake?</p> <p>If we placed the colours on the snake in a different order, how would the pattern change? Use coloured cubes to help you check this.</p> <p>Can you continue your new pattern?</p>	

<p>Ants</p> 	<p>Is this a pattern? Why?</p> <p>What can you tell me about this pattern?</p> <p>Is there another way of showing this pattern?</p> <p>Use this pattern to discuss with the children that patterns do not necessarily have to be differentiated by colour or object. Patterns can be made from different sizes as well. Illustrate this by inviting children to explore patterns using objects or by drawing.</p>
<p>River</p> 	<p>What can you tell me about this part of the picture? Does it show a pattern? If so, why?</p> <p>What picture would be next in the pattern?</p> <p>Use this illustration to challenge the children to do some pattern problem-solving. Can they predict how many ways they can make a pattern using these three illustrations? How can they check their predictions?</p>
<p>Spiders</p> 	<p>Whisper to your friend how this pattern would continue.</p> <p>If there were no big spiders and only a row of small spiders, would this be a pattern? Why? Why not?</p>
<p>Bushes</p> 	<p>What do you notice about the bushes?</p> <p>What pattern do the bushes make? Can you continue it?</p> <p>Can you show me this pattern using objects?</p>

Independent Tasks	
Challenge 1	
Collect some materials e.g. pine cones, shells, sticks, leaves, shells, flowers, beads, buttons (or draw them). Make a repeating pattern e.g. stone, flower, stone, flower, stone, flower.	
Challenge 2	
Add more to your pattern to make two of the same item e.g. stone, stone, flower, flower, stone, stone, flower, flower	
Challenge 3	
<p>Use lego bricks, cubes, colour on paper. Explore different patterns, can you make your pattern more complex? How many patterns can you make using a set of resources. e.g.</p> <p>1.) red, red, blue, blue, green, green, red, red, blue, blue, green, green.</p> <p>2.) red, blue, green, red, blue, green,</p> <p>3.) red, red, blue, green, red, red, blue, green</p>	
Challenge X	
Have a look at the attached 100 square. What number patterns can you spot?	
Review	
<p>Can you spot any patterns?</p> <p>Look at clothing, furnishing, in magazines, art work. Can you explain the pattern e.g. dots, zigzags, colour, is it a repeating pattern you have found?</p>	



Lesson 3		
Learning Intention: WALT Talk about capacity	Key Vocabulary: Full Half full Empty Measure Capacity	What you will need: A computer, tablet or phone Paper + Pencil Video: Maths Lesson 2
Starter		
Quickfire - Doubles		
Main Teaching		
<p>Gather a selection of clear plastic bottles and place them in a tray, sink or bath. You could also use clear plastic cups or containers.</p> <p>Fill a jug or bowl with water. You may wish to colour the water using a little food colouring to make it easier to see inside the bottles.</p> <p>Explore filling the bottles.</p> <p>Try pouring water into the bottles using a jug or fill the bottles by holding them in a sink or bowl of water.</p> <p>Talk about how full the bottles are using the words empty, nearly empty, half full, nearly full and full to describe the bottles as you fill them.</p>		
Independent Tasks		
Challenge 1		
What can you say about your bottle?		
Challenge 2		
Can you pour some water into this bottle so that it is half full? Can you make this bottle nearly empty? How? Which bottle is full/empty/nearly full? How do you know this bottle is nearly full? I think this bottle is nearly empty. Am I correct? Why? Why not? How can we change this bottle so that it is nearly full?		
Challenge 3		
Can you find a container that holds more than your bottle? How can you tell?		
Challenge X		
Can you order a range of containers by capacity and explain the order?		



Lesson 4		
Learning Intention: WALT Talk about size	Key Vocabulary: Small/ smallest Medium Large/ largest Big/Bigger Order Height	What you will need: A computer, tablet or phone Paper + Pencil Video: Maths Lesson 4
Starter		
Recap 2D shapes - sing the shapes song, discuss the properties of the shapes.		
Main Teaching		
<p>How tall are you? Can you measure yourself against a wall - mark your height with chalk outside or inside lie down and put markers or a post it note on the door. Can you discuss the size of different people in your family? Look at height, shoe size. Compare and use the key vocabulary. Can you order items by size, e.g. shoes? spoons?</p>		
Independent Tasks		
Challenge 1		
Collect some sticks from outside and order them from shortest to longest.		
Challenge 2		
Can you find something shorter than the shortest stick?		
Challenge 3		
Can you measure the length of each of the sticks?		
Challenge X		
Find 6 of your favourite toys, can you order them by height? What is the tallest toy you own? How could you measure the height of it?		
Review		
Have a look at the under the sea attached size ordering pictures. Can you talk about the different sizes?		



Lesson 5		
Learning Intention: WALT Talk about weight	Key Vocabulary: Weight Heavy Light Scales	What you will need: A computer, tablet or phone Paper + Pencil Video lesson 5
Starter		
Choose a game on numbots to practise key number skills.		
Main Teaching		
<p>How could you describe the weight of something? Heavy, light. What do we use to measure the weight of something? Scales. You might have balance scales with weights or digital scales showing in numbers how heavy cooking items are. Bathroom scales to measure how heavy we are. Why else might we need to measure weight? Posting a parcel.</p> <p>Find some objects from around your house. Hold out your arms like you are a balance scale. Decide which one feels heavier and which one feels lighter. Tip the heavier item down like you are a real scale and hold the lighter item up.</p>		
Independent Tasks		
Challenge 1		
Find two items and discuss the weight of them, which is heavier? which is lighter?		
Challenge 2		
Find three items and order them by weight.		
Challenge 3		
Compare different weights and talk about them using the key vocabulary words.		
Challenge X		
Play the lighter or heavier game - see attached powerpoint		