

EYFS Maths Home Learning – Spr2

Please see below a summary of our Maths learning over the past few weeks. Please try some of the activities and games with your child at home, thank you.

Block 1a – Length & Height

We have been using simple language to describe, compare and order items by their length and height. We have used words such as short, long, tall and compared items by adding the suffixes (er / est) – for example “This tower is taller than this stick” or “This string is the shortest of them all.”

Key questions

- 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

- _____ is taller than _____.
- _____ is shorter than _____.
- The _____ is the same height as the _____.
- The _____ is the shortest.
- The _____ is the longest.



Provide children with ribbons of different lengths, widths and colours. Prompt them to line up the lengths of ribbon in order from longest to shortest.



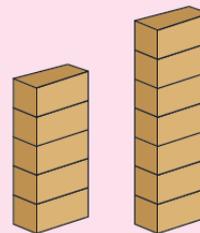
Challenge children further by showing them a specific length of ribbon and asking them to find a ribbon that is longer or shorter.



Prompt children to use a range of materials to build a tower. Challenge them to build a tower the same height as yours, a shorter tower and a taller tower.

What is the tallest tower they can build?

Support children by modelling effective methods for building taller structures.



<https://www.topmarks.co.uk/early-years/lets-compare> - which item is the biggest / smallest / longest?

Block 1b – Time

We have been learning about the language related to time, such as second, minute, hour and doing simple challenges to see what we can do in, for example, 10 seconds, or 2 minutes etc. We have also been learning about the days of the week and establishing the order of the days and what we might typically do on each day – go to school or not?

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

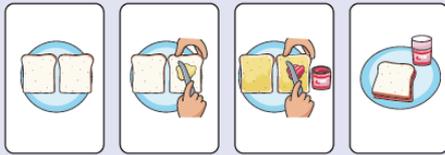
- I can do _____ in one minute.
- It takes me _____ to...
- Tomorrow we will...
- Yesterday we ...



Sing the *Days of the Week* song. Sequence the days of the week to make a class timetable. Order key events that happen on certain days during the week, such as P.E. Place these on the correct days on the weekly timetable.

| Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|-----|------|-----|---|-----|-----|-----|
| | | | P.E.    | | | |

Carry out a simple task such as making a sandwich. Sequence a set of pictures that show instructions of how to carry out the task.



Prompt children to discuss what we need to do 'first', 'next', 'then', 'after' and 'finally'.



Provide a range of timers that measure different units of time. Encourage children to explore measuring time in a variety of ways. How many star jumps can they do in 30 seconds or how many beanbags can they throw into the hoop in one minute?



Challenge them to use the timer to measure how long it takes to do various activities.

You can find assorted simple online timers available here:

<https://www.online-stopwatch.com/>

Block 2 – Building 9 & 10

We have been exploring different representations of 9 & 10 and comparing quantities that have more / fewer than them. We have been recapping how to find / recall one more and one less than a number up to 10. Children typically find it harder to recall "one less" – see ideas and video links below.

Key questions

- How many different ways can you find 9/10?
- How many did you count? How do you know?
- Which has more? Which has fewer?

Possible sentence stems

- _____ has more/fewer than _____.
- There are more/fewer _____ than _____.
- There are the same number of _____.



Encourage children to represent 9 and 10 in different ways using objects from around the classroom.



For example, they could show 10 legs using two cows and one duck. Ask children to explain why they have chosen those objects.



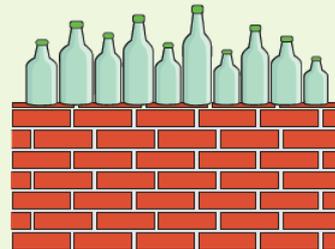
Sing and act out the rhyme *Ten Little Men in a Flying Saucer*. Prompt children to build a tower of 10 cubes. As they sing the rhyme and the aliens fly away one by one, encourage children to remove one of their cubes each time.



Prompt them to see that as they take a cube away, the number of cubes decreases.



Build a wall and provide children with 10 green plastic bottles. Sing the rhyme *Ten Green Bottles*. Each time a bottle 'accidentally falls', ask how many have fallen and how many are standing.



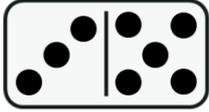
5 little men in a flying saucer song: <https://www.bbc.co.uk/teach/school-radio/articles/z6qgscw>

10 green bottles song: <https://www.bbc.co.uk/teach/school-radio/articles/zncyt39>

Finding one more or one less game: <https://ictgames.com/mobilePage/beeMoreOrLess/>



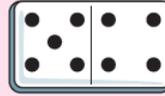
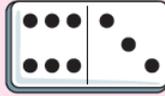
Dominoes are also very useful in this unit – you can compare them against each other and they are also really good for subitising both sides and working out the whole number.



There are 3 here and 5 here.
There are 8 dots altogether.



Provide children with sets of dominoes. Prompt them to sort the dominoes into sets with 9 spots, more than 9 spots and fewer than 9 spots.

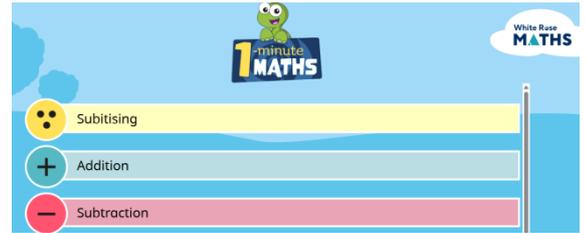


Repeat the activity for 10 spots.

Key number facts: We have also been learning key number facts that all children should be able to recall WITHOUT using their fingers to help them by the end of the academic year. These are the doubles up to double 5 and knowing two numbers that add together to make the number 5 (called “number bonds to 5”). Please see ideas, songs and games below to help with learning these:

Doubles:

<https://whiteroseeducation.com/1-minute-maths> - use this link to download the free app. Then choose the “addition” menu option and scroll down to find “doubles”. You practice “subitising” by choosing that menu option – this is where the children recognise how many dots there are (without counting – this is what subitising means). See how many you can get right in 1 minute!



<https://ictgames.com/mobilePage/archeryDoubles/index.html>

Doubles songs:

<https://www.youtube.com/watch?v=8jOzhiACB68>

<https://www.youtube.com/watch?v=4U2QLjripY>

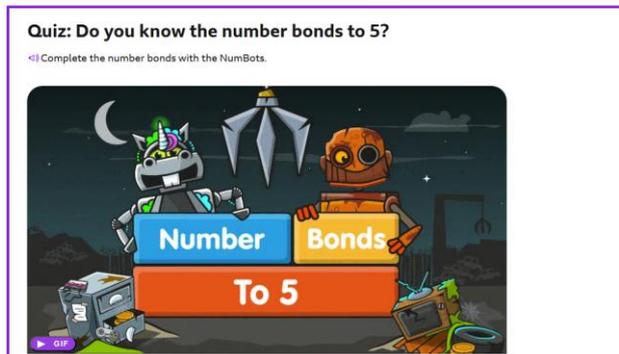
<https://www.youtube.com/watch?v=qaqLizMyyHI>



Number Bonds to 5:

<https://www.youtube.com/watch?v=y1oa6o0fMKk>

<https://ictgames.com/saveTheWhale/index.html> - change the option at the top to “bonds of 5” – select the correct sized pipe to make the total of 5 and save the whale!



<https://www.bbc.co.uk/bitesize/topics/zcdpf82/articles/z26svwx> - songs, worksheets and a free to play version of NumBots, all about number bonds to 5.