

Activities for Home

Y1 Week 1

Dear Families,

At school we are learning to recognise up to 5 items without counting them. This is called 'subitising'. At school we are practising subitising small numbers of things, rather than counting them. This helps the children develop a good understanding of quantity. Here are some simple activities that you can do at home to support your child's learning:

Match my fingers

Hold out one hand, with some fingers showing and some bent. Ask your child to copy the pattern with their hand. Ask them how many fingers they are showing? Then ask your child to show a finger pattern for you to copy. You can start by showing easier fingers patterns like 3 in a row. When your child gets confident at copying and saying how many there are, you can start to miss out some fingers and show harder finger arrangements.

Catch a glimpse

Take ~10 small objects, such as pasta shells, balls of plasticine or bottle tops and put them in a central pile. Take up to 5 objects from the pile without your child seeing and hide them under a piece of paper. With your child watching, lift the paper for a couple of seconds and then replace it. Ask your child to tell you how many objects there were under the paper. Then ask them to take that number of objects from the pile in the middle. Then reveal your hidden objects. Have you both got the same number of things? You can count them to check. As you play this game ask your child to try to 'see' the amounts with their eyes (subitise) rather than count.

Roll and match

You will need a dice and some small objects such as pasta shells, as in the last game. If you don't have a dice you can draw dots on small pieces of paper, then pick a piece of paper. Your child throws the dice (or takes a piece of paper) and then takes the number of objects to match the number shown on the dice. Spend some time looking at the objects they are taking. Your child should start to be able to see if they have the right number by looking at them in their hand, rather than just counting them out. Then it is your turn to throw the dice. When you take the objects show them to your child. "I needed 4. Does that look like 4?"

Hop, jump, clap

Give your child physical activities to do, such as 3 hops by saying, "Can you hop ___ times," and showing 3 on your fingers. However when you say the number, rather than showing it on your fingers, your child has to freeze. Then give your child a go at giving you actions to do, sometimes showing the number on their fingers and sometimes saying the number. Can they catch you out? Remember, only do the actions when your child shows the number, not when they say it!

Talking Tip




There are lots of different games that you can play and activities that you can do to practise subitising. You don't need to stick to these suggestions. Just keep bringing the focus to recognising up to 5 items without counting and discussing the number of items you can see (or sounds you can hear). You can then count the items to check the number.

Activities for Home

Y1 Week 2

Dear Families,

At school we are learning to recognise between 6 and 10 items by arranging them into familiar shapes. We've been learning about 'Five and a Bit Hands' (for example showing 7 on our fingers by showing 5 and 2 more). We've also learnt some other key patterns we can arrange objects into. Here are some of them:

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| 6 | 7 | 8 | 9 | 10 |
|  |  |  |  |  |

Here are some simple activities you can do at home to support your child's learning:

Match my fingers

Hold out between 6 and 10 fingers using 'Five and a Bit Hands'. Ask your child to copy the pattern with their hands. How many fingers are you each showing? If your child needs to count at first to see how many there are, encourage them to count on from the full hand of 5. For example say, "I have 5 on this hand so it is 5, 6, 7. I have 5 on this hand and 2 on this hand. That is 7." Then ask your child to show between 6 and 10 fingers on 'Five and a Bit Hands', and you copy them. Ask them how many fingers they are showing.

Move to count

You will need some small objects, such as dried pasta pieces, balls of plasticine or bottle tops. Put out between 6 and 10 items on the table. Then move them into an arrangement so your child can work out how many there are without counting. For example you might move some items into a '5' arrangement from a dice, then they can see that there is 1 more so there must be 6. Or you might find that you can arrange them into a square '4' shape, and another one, so there must be 5. Talk to your child about what you are doing. As they start to get the idea, you can give them some to arrange.

Hop, jump, clap

Give your child physical activities to do, such as 8 hops by saying, "Can you hop ___ times," and showing 8 on your fingers using 'Five and a Bit Hands'. However, when you say the number rather than showing it on your fingers, your child has to freeze. Then give your child a go at giving you actions to do, sometimes showing the number on their fingers and sometimes saying the number. Can they catch you out? Remember, only do the actions when your child shows the number, not when they say it!

Talking Tip

There are lots of different games and activities that you can play to practise subitising. You don't need to stick to these suggestions. Just keep bringing the focus to looking at groups of 6 – 10 items. Move them around and into familiar arrangements and discuss the number of items you can see.

Activities for Home

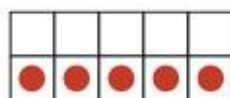
Y1 Week 3

Dear Families,

At school we are learning to recognise how many items are laid out on a grid called a 'tens frame'. The tens frame is a grid that helps us to see how many items there are without counting. This week we are sending home 3 pieces of paper to use with the activities. One has a tens frame on, and two can be cut up into small cards, each with a tens frame showing a different number on it.

Here is what we have been learning about the tens frame:

When one row of the tens frame is full it shows 5. When both rows of the tens frame are full it shows 10.

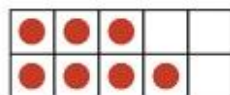


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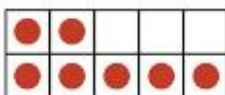


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The tens frame can be filled 'fives-wise' (filling a row of 5 at a time) or twos-wise (filling a row of 2 at a time). We are learning to recognise both ways of showing a number.



Twos-wise



Fives-wise

Start by spending some time looking through the cards with your child to see which they already recognise and which they don't yet recognise. Where they don't recognise a number yet, count the dots. For the fives wise cards you can start at 5 with the full row, and count from there. For the twos wise arrangements you can count in 2s to help work it out.

Make the number

Show your child a number using your fingers. Can they show the same number on the tens frames using small items such as pasta pieces, bottle tops or balls of plasticine? Work towards them being able to do this without counting out the objects, but instead just seeing when they have the right number on the tens frame.

Compare the pairs

This is a game for two people to play against each other. Cut up the tens frames cards (both twos-wise and fives-wise) and split them into two piles. Each person turns their top card over. The person with the larger number keeps the pair. If the two cards match, the first person to shout 'snap' keeps the pair.

Matching pairs

Take the tens frames cards for 2 – 8 (these are the numbers which have different twos-wise and fives-wise arrangements). Lay them out face down. Turn over two – are they a matching pair? If so keep them, if not play again – but try to remember where they are!

Guess how many

Lay out between 1 and 10 items in a random arrangement. Guess how many there are. Then move the items onto the tens frame. Was your guess a good one? Celebrate 'near guesses'. "That was a great guess! You guessed 7 and there are 8. Well done"

Talking Tip

There are lots of different games that you can play and activities that you can do. You don't need to stick to these suggestions. Just keep bringing the focus to recognising up to 10 items on a tens frame, in both the twos-wise and fives-wise arrangements.

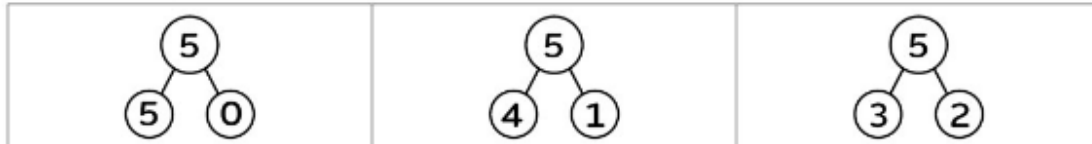
Activities for Home

Y1 Week

5

Dear Families,

At school we are learning about the number 5. We are learning about the different ways that 5 can be made up from smaller numbers. Here are some simple activities that you can do at home to support your child's learning. This is about having lots of experience of 'five-ness', and playing around with splitting up 5 and putting the parts back together. Together you will find 5 can be made up from:



Finding 5 in everyday life

Look out for any opportunities to make and break 5 in everyday life. For example, if there are 5 people in your family you can use laying the table. "We have 3 spoons. How many more do we need so we all have a spoon?" Also look for opportunities to put things in fives (even if you don't need to!) For example, give your child 5 grapes or 5 crisps if they are having a snack, or cut food into 5 pieces. Where else you can see 5? You might have 5 steps up to your front door, or there might be 5 buttons on your child's coat. Things like this give you an opportunity to talk about making and breaking up 5. "1 button done up, 4 more to go."

Make 5

Show different ways to make 5 on your hands (e.g., 3 fingers on one hand and 2 on the other). Ask your child to copy the finger arrangement you have chosen. (This helps develop your child's fine motor coordination as well.) As your child gets more confident at remembering some of the ways to make 5, they can show 5 on their fingers and you can copy them.

Simon Says

Play "Simon Says" with 5 actions each time (such as folding arms, patting head, blinking, hopping). When you say, "Simon says jump 5 times," your child follows the instructions. As they do each action 5 times you can both count together. But if you just say, "Jump 5 times," your child has to remember not to do it. Then give them a turn to give you instructions. Will they catch you out?

Fill the box

You will need a dice for this game, or 5 small pieces of paper with a number from 1 – 5 written on each. On a sheet of paper, draw out a 3 x 3 grid (9 boxes). Your aim is to 'win' a box by putting 5 dots in it. Throw the dice (or choose a small piece of paper). Put that number of dots in a box. For example, if you throw 3, put 3 dots in any box you choose. Now it is the other person's turn. If they throw a 2, they can complete that box and win it, if not they dot in another box. For each throw you can either add to a box (if there is space), or start dotting a new box. A throw of 5 wins a box straight away. A throw of 6 can't go! Have a colour each and colour the boxes you win as you go. Who will win more boxes?

Find me 5

Choose 5 items (for example 5 toy cars, 5 plastic cups) and hide them around the room. Your child needs to find each one and bring it to you. Each time discuss how many are left. "You've found 2 now. 3 more to go!" You could also play this as "Kim's Game" with 5 different small items hidden under a cloth. Your child lifts the cloth and looks at them for 1 minute, then covers them again. How many can they remember? Discuss how many they still need to think of. "You've remembered 4. Just 1 more to try to think of." Don't forget to give your child a turn to be the one hiding the items in both games as well!

Activities for Home

Y1 Week 5

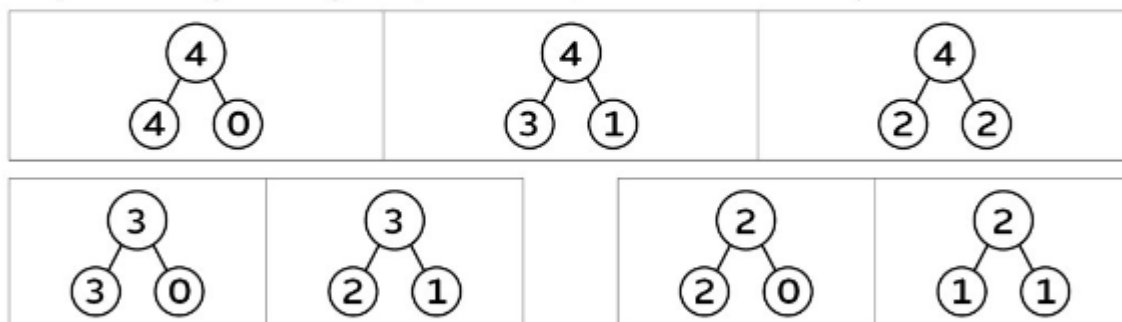
4

3

2

Dear Families,

At school we are learning about the numbers 4, 3 and 2. We are learning about the different ways they can be made up from smaller numbers. Here are some simple activities that you can do at home to support your child's learning. This is about having lots of experience of 'four-ness', 'three-ness' and 'two-ness', and playing around with splitting up the numbers and putting the parts back together. Together you will find 4, 3 and 2 can be made up from:



Finding 4, 3 and 2 in everyday life

Look out for opportunities to make and break 4, 3 and 2 in everyday life. For example, if there are 4, 3 or 2 people in your family you can use laying the table. "I have 1 plate here. How many more do we need so we all have a plate?" Or maybe your child has a favourite set of 4 action heroes that they are collecting. "You have 3 of the figures now. Only 1 more to collect!" Also, look for opportunities to put things in fours, threes or twos (even if you don't need to!) For example, offer your child 2 stories at bedtime. "You have 1 book in your hand, now you just need to choose 1 more," or cut up a banana and give it to them in portions of 4, 3 and 2, "I'm going to give you 4 this time. Here is 2 and here is 2 more."

Make 4, 3 and 2

Show different ways to make 4 on your hands (for example 3 fingers on one hand and 1 on the other). Ask your child to copy the finger arrangement you have chosen. (This helps develop your child's fine motor coordination as well.) As your child gets more confident at remembering some of the ways to make 4, they can show 4 on their fingers and you can copy them. Repeat with 3 and 2. They don't always need to use both hands. Just play with all the different ways talking about what you are doing as you go. "That's right, that's 2 with one finger from each hand, and we can do 2 with both fingers from one hand. Both ways are showing 2."

Simon Says

Play "Simon Says" with 4, 3 or 2 actions each time (such as folding arms, patting head, blinking, hopping). When you say, "Simon says jump 4 times," your child follows the instructions. As they do each action 4 times you can both count together. But if you just say, "Jump 4 times," your child has to remember not to do it. Then give them a turn to give you instructions. Will they catch you out?

Find me 4, 3 and 2

Choose 4 items (for example 4 spoons, 4 pencils) and hide them around the room. Your child needs to find each one and bring it to you. Each time discuss how many are left. "You've found 2 now. 2 more to go!" You could also play this as "Kim's Game" with 4 different small items hidden under a cloth. Your child lifts the cloth and looks at them for 1 minute, then covers them again. How many can they remember? Discuss how many they still need to think of. "You've remembered 3. Just 1 more to try to think of." Don't forget to give your child a turn to be the one hiding the items in both games as well!

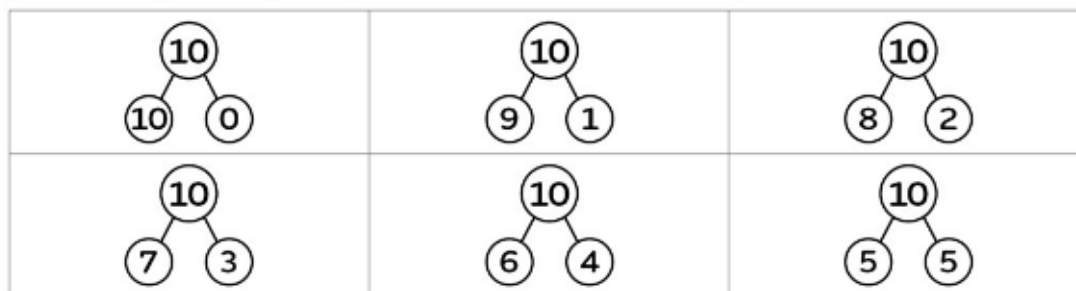
Activities for Home

Y1 Week 6

10

Dear Families,

At school we are learning about the number 10. We are learning about the different ways that 10 can be made up from smaller numbers. Here are some simple activities that you can do at home to support your child's learning. At this stage we are not expecting children to remember all of the number pairs that make 10, though they will start to remember some. This is about having lots of experience of 'ten-ness', and playing around with splitting up 10 and putting the parts back together. Together you will find that 10 can be made up from:



Finding 10 in everyday life

Look out for opportunities to make and break 10 in everyday life. Perhaps you walk past a row of 10 houses on the way to school, or together count that there are 10 people waiting at the bus stop. Talk about making and breaking that set of 10. For example, "Look, 2 people are getting onto that bus so now there will be 8 people waiting." Also look out for opportunities to put things in tens (even if you don't need to!) For example, give your child 10 raisins if they are having a snack, or cut food into 10 pieces. Where else you can see 10? You might have 10 colouring pencils or there might be 10 children in after school club. Things like this give you an opportunity to talk about making and breaking up 10. "All the pencils needed sharpening. I have done 4, so there's now 6 more to go."

Simon Says

Play "Simon Says" with 10 actions each time (such as folding arms, patting head, blinking, hopping). When you say, "Simon says jump 10 times," your child follows the instructions. As they do each action 10 times you can both count together. But if you just say, "Jump 10 times," your child has to remember not to do it. Then give them a turn to give you instructions. Will they catch you out?

Fill the box

You will need a dice for this game, or 6 small pieces of paper with a number from 1 – 6 written on each. On a sheet of paper, draw out a 3 x 3 grid (9 boxes). Your aim is to 'win' a box by putting 10 dots in it. Throw the dice (or choose a small piece of paper). Put that number of dots in a box. E.g., if you throw 4, put 4 dots in any box you choose. Now it is the other person's turn. If they throw a 6, they can complete that box and win it, if not they dot in another box. For each throw you can either add to a box (if there is space), or dot in a new box. Have a colour each and colour the boxes you win as you go. Who will win more boxes?

Find me 10

Choose 10 items (e.g., 10 teddies, 10 plastic cups) and hide them around the room. Your child needs to find each one and bring it to you. Each time discuss how many are left. "You've found 3 now. 7 more to go!" You could also play this as "Kim's Game" with 10 different small items hidden under a cloth. Your child lifts the cloth and looks at them for 1 minute, then covers them again. How many can they remember? Discuss how many they still need to think of. "You've remembered 4. There are 6 more to try to remember." Don't forget to give your child a turn to be the one hiding the items in both games as well! Your child can refer back to the number pairs at the top of this sheet to help see how many more there are to find.