

Week 5 and 6 Spring 1

Our maths topic: Grouping and sharing

This unit This is a 2-week unit where pupils have the opportunity to apply their knowledge of number sense when grouping and sharing. They explore grouping and sharing and recognise the relationship between the two concepts. Pupils will learn how to share objects into equal groups, count in groups to find a total and will recognise the connection between sharing and grouping to solve practical problems.

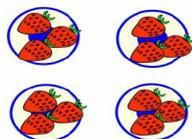
1. Encourage your child to find ten different objects with the aim to share these equally between your child and yourself. Revisit counting the objects to find if the total equals to ten. Encourage your child to share these ten objects (or any other total to ten which is an even number).

? **How many objects do you have each?**

How do you know?

? **Are the objects shared equally? How do you know?**

? **Is there a way you could record this activity?**



activity?



2. Children often enjoy grouping and organising objects by a set category. Encourage your child to come up with a category they want to share the toys/other objects by, for example—by colour or size. Ask your child to collect ten different objects that they would like to sort. Discuss this with your child—how are they going to sort their toys?

• **What have you collected?**

• **How many groups of have you found?**

• **How do you know? Convince me!**

• **How can you record this activity?**

• **Is there more than one way to complete it?**



3. Encourage your child to create their own number track for numbers zero to fifteen.

Encourage your child to use the vocabulary of 'one more' and 'one less' to understand the relationship between numbers.

• **What is the same and what is different each time?**

• **Is there a way of grouping these different numbers into different groups?**

• **Is there a way of recording this activity?**

• **Respond in full sentences: one more than ... (four is five) because ... (five is one more than four)**

4. Revisit shapes, space and measure. Look around your immediate environment and recognise a range of shapes and their features. Follow this on by comparing object using the vocabulary of 'longer', 'shorter', 'the same length/height as'.

? **What is the same and different each time? How do you know? Can you convince me?**

? **Is there more than one way to complete this task? How do you know?**

Explain in full sentences.



Week 3 and 4 Spring 1

Our maths topic: Numbers within ten.

We warmly welcome you to record any significant milestones your child has reached within these practical activities.

These can be recorded on the WOW moments attached which we will share and celebrate with the class.



My WOW moment!

Name:

Date:

My WOW moment is...

A wow moment is anything that is special to you or your child. Maybe they learned to order numbers one to ten, maybe they learned how to ride a bike, or swim without arm bands. We want to hear all about it!



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