

<p>Can we find things that are longer, thicker, deeper and narrower? Use the story as a context for exploring measurement language.</p>	<p>Maths Through Story</p> <p>WE'RE GOING ON A BEAR HUNT</p> <p>By Michael Rosen</p>	<p>How many bears are in the story? Count your own bears and sort them into categories. Using bears counting (can use cuddly toys, draw or make teddies from play dough), ordering and sequencing bears and arranging in regular/non regular patterns to assist counting.</p>	<p>What can we use to make patterns? Using objects, shapes and numbers to make patterns. Refer to story to see patterns in book.</p>
<p>How many different characters are in the story? Who came 1st, 2nd, 3rd etc. in each part of the story? Explore ordinal numbers using the story as a guide and extend to real-life experiences with your child</p>	<p style="text-align: center;">Potential of story</p> <ul style="list-style-type: none"> • Position and movement • Sequencing vocabulary – first, next then, finally • Ordinal Numbers • Forward\backward sequencing with numbers and characters • Patterns in objects, shapes and numbers • Measuring and comparing sizes • Measurement language 	<p>Key language</p> <p>over under through into long deep thick big narrow back up under</p>	<p><i>What would be the best clothes to wear in the snow storm? Match and sort objects using own criteria based on properties. Use a Carroll diagram and talk about what belongs in each part</i></p>
<p>Can you estimate and then measure objects using non-standard units and discuss/explain your choices? Estimate then measure the length, height, mass and capacities of familiar objects.</p>			<p><i>Are there any signs in the book? What would be a good sign to help the characters in the book? Left, right, to the cave etc. Why? Interprets simple signs and demonstrates how they support planning, choices and decision making.</i></p>
<p>What was your favourite obstacle in the story? Why? Gather information to construct a pictogram then discuss information found out, e.g. most/least favourite</p>	<p style="text-align: center;"><u>Instructions</u></p> <ol style="list-style-type: none"> 1. Click on link below to access the story online https://www.youtube.com/watch?v=kL36gMrHJaI 2. Each box is filled with questions (in red) you can ask your child 		<p><i>Can we make an obstacle course to go under, over and through? Understands and correctly uses the language of position and direction Can you create your journey using a map or maze? Promote language such as in front, behind, above, and below, left, right, forwards and backwards to solve problems.</i></p>

Let's look at the weather in the pictures. Is it always the same?

Talks about features of seasons in relevant contexts.

3. The **Blue** writing are tips and hints to activities you can set up at home using the book to prompt ideas.

4. Children can work on the activities over the course of the week. Do what they can, when they can.

Share your creations and photographs with your teacher.

*Based on an idea from Lynda Keith
Education and developed by Numeracy
Sac Team, East Ayrshire Council*

