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| <p><i>Can you make Pipkin the number...?</i> Use pen and paper to make 2, 3 and 4 digit numbers. . <i>Can you order the numbers made?</i> Children can put the numbers into increasing/decreasing order.</p> | <p><i>Can you count in 10's, 100's and 1000's?</i> Use a homemade pendulum to practice orally counting in 10's, 100's and 1000's. Swing the pendulum back and forth as your child counts. <i>What happens to our numbers when we multiply by 10, 100, 1000?</i> Discuss with your child. Numbers don't just gain a zero, they move columns in place value. I.e. HTU HTU 32 multiplied by 10= 320</p> | <p><i>Estimate the number of snowballs</i> <i>How many do you think is there?</i> Set up an estimation station with snowballs (Cotton wool balls). And use it to develop estimation skills with a variety of objects. Change amount of snowballs and have a game to guess who gets to the nearest amount without counting individually.</p> | <p><i>Outdoor Learning – How wide is your garden?</i> <i>How tall is your fence? Etc.</i> Opportunity for children to explore height and width of their environment</p> <p><i>Can you sequence Pipkin's journey?</i> Order Pipkin's journey on a timetable. Use it to help the children build their own sequence of their day/week/month. Create a timetable of home learning and recreation time with your child.</p> |
| <p>Potential of the story</p> <p><i>Estimation Place Value</i> <i>Distance/Direction</i> <i>Symmetry</i> <i>Counting (Skip)</i></p> | <p>Maths Through Stories Book Name: "How Big is a Million" By: ANNA MILBOURNE</p> | <p>Key language</p> <p>More than/Less Than/Much More Millions/Thousands/Hundreds Long/Longer/Longest/ Short/Shorter/Shortest Estimation Wide/High//Deep/Shallow</p> <p>Is 1000 less/more than 100? Is 1110 Less/more than 1010? Compare and talk about amounts with your child. Refer to book throughout. Ask questions and point out more than/less than Long/longer/longest etc. Use a variety of objects to allow discussion on language throughout story.</p> | |
| <p><i>What does Pipkin have to eat for breakfast?</i></p> <p><i>Discuss children's daily routine, make timetables of key events.</i></p> | <p><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=SVlvGRIU428 2. Each box is filled with questions (in red) you can ask your child 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. 5. Share your creations and photographs with your teacher. | <p>Make your own Snowflake. Is it symmetrical? How may lines of symmetry are in your snowflake? Make your own Penguin. Is it symmetrical? Why? Can you make a symmetrical pattern using a variety of sequence? How do you know it is symmetrical? Provide opportunities for children to explore symmetry using pictures, objects, mirrors, Numicon shapes. Explore symmetry by spotting symmetrical objects and pictures in their environments. Take photos.</p> | <p><i>Look at these numbers 1000, 100, 10, 0.</i> <i>What's the pattern? How do we know?</i> Use Gattegno Chart (Available online) to explore patterns and recognise simple number sequences and encourage them to explain the rules they have applied.</p> |
| <p><i>Can you make a tiling pattern using snowflake shapes?</i> <i>Place hexagon, pentagon, triangular shaped snowflakes on a table, and ask children to fit them together to cover table. You can use sticky back plastic to stick them together to make a table cover.</i></p> | <p>Based on an idea from Lynda Keith Education and developed by Numeracy Sac Team, East Ayrshire Council</p>  | | |

