Early Level - Numeracy Ideas

Understanding Numbers

Numbers are best learned through hands-on experiences and during the early stage it is really important that children understand the quantities that different numbers represent, know the order of numbers and their numerals

(four = 4 = ). It is a good idea to look out some different items that can be used for counting activities. These might include buttons, counters, pasta shapes (if you have any pasta!), toy cars, coins, pegs, beads or plastic farm animals. You might also want to look out a couple of bowls for separating, adding and subtracting. Be creative with your child and use lots of different words when discussing numbers- fewer, more, bigger, smaller, higher, lower, the number between, how many more, how many fewer, twice as much, half of, tens and ones (units) etc.

Websites such as Top Marks Maths and Sumdog have great activities to further their learning. The activities included previously in homework packs would be great revision too!

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| Count forwards and backwards to 10, then 20, maybe even 100.  Count in twos forwards and backwards to 10 and then 20.  Count in 10s forwards and backwards to 100. | Play ‘What’s the time, Mr Wolf?’ in your hall or garden. Make sure only one step is taken for each number.  Watch you don’t get gobbled up! | Draw a carpark on some card or paper to use with toy cars. Make ten spaces in two rows of five (like a tens frame). Ask your child to park a number of cars. Put some cars in the carpark and ask your child to count them, count in twos if it is an even number. | Use the number line to count forwards and back to 10 or 20 depending on your child’s confidence. Take turns to start at a number and count so many forward or back. |
| Use your number line to count how many more to ten or twenty. Pointing as they count.  For example “Start at 7. How many more to ten?”  “One, two, three. Three more to ten.” | Give your child almost 10 or 20 objects (make a mistake) and ask them to check.  Now try to estimate numbers with your objects. Take what you think are say 8 without counting. Now count and check- repeat this taking turns and keep scores of who gets it exactly right. | [https://tse2.mm.bing.net/th?id=OIP.euwGoBRjBGU7DXVPPY6pegHaGP&pid=Api&P=0&w=190&h=161](https://uk.images.search.yahoo.com/images/view;_ylt=AwrJ7Y52qHJeLTkAs7NNBQx.;_ylu=X3oDMTIyb2hqY2dqBHNlYwNzcgRzbGsDaW1nBG9pZAMxYzNmNDA1YzRlNzNiMjllN2I2NjNlODc4NjdiNDlhNARncG9zAzEEaXQDYmluZw--?back=https://uk.images.search.yahoo.com/search/images?p%3D20%2Bin%2Brows%2Bof%2B5%26fr%3Dmcafee%26fr2%3Dpiv-web%26tab%3Dorganic%26ri%3D1&w=350&h=295&imgurl=www.year2maths.co.uk/calculating/calc3/interactive/arrays/images/5x4.png&rurl=http://tankokming.blogspot.com/2012/11/multiplication-with-arrays.html&size=+9.9KB&name=@Cikgu+Tan+Kok+Ming@+D054377+Mathematics+Year+2+...&p=20+in+rows+of+5&oid=1c3f405c4e73b29e7b663e87867b49a4&fr2=piv-web&fr=mcafee&tt=@Cikgu+Tan+Kok+Ming@+D054377+Mathematics+Year+2+...&b=0&ni=21&no=1&ts=&tab=organic&sigr=126nuq7ns&sigb=139ptmmlo&sigi=128cvpqk1&sigt=11jmdurle&sign=11jmdurle&.crumb=jl3JH1ogP.I&fr=mcafee&fr2=piv-web)Ask your child to count out 20 counters in 2 rows of 10. Count them in twos and then fives forwards and backwards. Now ask them how else they can line them up. See if they put the counters into 4 rows of 5. Count them in fives forward and back. | Count out pennies for different coins. Count out five pennies for a 5p, ten pennies for a 10p and twenty for a 20p coin. |
| Count out pennies to pay for items in a shop.  16p  Make a ‘shop’ and price different items with tags.  Count out 16 pennies for a teddy for example. Use a purse or wallet and role play how you would talk to a shop assistant. | Use your number square to count up to 30 and backwards. Now count in twos, fives and tens.  Count further as your child’s confidence grows. This is a nice short activity and be used to see what you can count to in the time it takes you to complete an activity. | Use your tens frames to show numbers from 10 to 20. For example 17 is one yellow tens frame and the tens frame for 7.  Image result for tens frames 17 | Draw a picture with different numbers of items. For example a house with six windows, two tall trees, ten flowers in a row, four windows have two curtains with one on each side.  You can do this for lots of different scenes. You can take turns to instruct and draw. |

These are just some ideas and if you are unsure of anything please get in touch with the school so we can help. You will naturally count throughout the day doing everyday activities with your child, like setting the table.

**Addition and Subtraction**

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| Using a set of your ‘counters’ ask your child to count out a number of counters then ask them to add on small numbers like 1, 2, 3 or 4. | Do the same as previous square using the number line or carpark. | Do some simple additions on a whiteboard or piece of paper using counters or your number line to help. Use your ‘learn it’ card to help you.  1+2= 2+2= 3+1= | Count out given numbers of pennies and then ‘take away’ small amounts.  “Count out seven pennies and I’m going to take away one penny. How many do you have left?” |
| Use counters to do more subtractions. As you and your child are doing them introduce more words- take away 2, subtract 2, minus 2, 2 fewer… | Use pennies at the shop to buy items with a 5p or 10p and give change. Use the language of take away, subtract, you spent, change… | Count out food items and subtract them with your mouth!  Count out ten raspberries and subtract 2. How many are left?  Then start with your new smaller number and repeat. | Using your number square or number line count on or back so many from a given number.  “Find number 9 and take away 1? What number do you have? Is the number bigger or smaller?” |

**Beyond Number**

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| **Time**  Look at your calendar. Write the days of the week in different colours on separate pieces of paper. Put them in order and read them out.  Make up a way to remember the order using the first initial of each word- My Turtle Watches Two Frogs Sit Silently.  Scramble the days and use your memory trick to help put them in order (the word sit helps with Saturday-sit/sat). | **Time**  Notice the different time devices round the house like analogue and digital clocks and different timers.  Notice the hour hand and minute hand- point out what the clock looks like at o’clock- long minute hand at the 12 at the top and the smaller hand at the hour.  Practise telling o’clock times, move onto half past if you both feel confident. | **Time**  Practice using timers and see how many times you can do something in a minute or use it for timing brushing your teeth, cooking or baking. |
| **Fractions**  Using art, serving food, folding washing and other everyday opportunities talk about halves and quarters, remind your child that each side should be equal/the same. You can also use shapes to half and quarter, talking about which ones work and which don’t. | **Money**  Get to know all the coins up to £2, draw and colour them and write the amount inside. Put them in order of size and then their value - what do they notice? Explain how some of the bigger coins aren’t as valuable – e.g. 2p and 5p, 50p and £1.  Can you add some coins together? Can you use 2ps, 5ps and 10ps to help with skip counting in 2s, 5s and 10s. | **Measurement**  Use baking (try to use metric measurements) and water play to investigate volume, using containers of different shapes and sizes. Use language such as tall, heavy, full, empty, more and less.  Use their hands to measure household items, count how many hands and record. After doing a few try guessing how many hands the next measurement will be, explain this is called estimating and it means a sensible guess. |
| **Patterns**  Make and look for patterns when playing, helping with chores, creating art, creating dance moves and through looking at everyday items. | **Shapes**  Make a pictures with different 2D shapes, make a junk model and talk about the shapes used, notice 2D and 3D shapes in our everyday- football, box of tissues, road signs, clocks, door etc. Use vocabulary like straight, round and curved. | **Information Handling**  Can you do a traffic survey? Which colour of car can you see most of/least of? Record the cars using tally marks, then write the number once you can finished your survey.  https://www.enchantedlearning.com/math/tally/tallytable2.GIF |

Literacy Ideas

Spelling

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| Write your words in a baking tray with a thin layer of salt or flour. | Use scrabble tiles to write your words out. Challenge: can you join them like a crossword? | Write your words using newspaper letters. | Write out you r words with your vowels in a different colour.  a e i o u | Write a story using your spelling words. |
| Write your words in squiggly letters. | Write your words forwards and backwards  words sdrow | Try to think of words that rhyme with your words. | Scramble your words up and then unscramble them  dorws words | Write your words in fancy letters. |
| Use your finger to trace your words on someone’s back. Do they know what you wrote? | Write your words with the hand you don’t normally use! | Throw or roll a ball back and forth spelling out the letters of your words.  w-o-r-d-s words! | Write your words in a list and then look at a telephone keypad. Translate each letter for the correct number:  Words 9 6 7 3 7 | Write out your words and trace a neat bubble closely around them. Look at the shape of your words. Are any similar?  words |

Writing

It is better for early writers to write one independent sentence where possible rather than to copy many. You may have to help them with some words a whiteboard or scrap paper is helpful for showing them how to spell tricky words. It is good to get them to tell you how they think it is spelled. At this stage we focus on children starting with a capital letter, using finger spacing, ending with a full stop (or other punctuation mark) and reading back to make sure it makes sense. Sometimes they are so excited about what they are writing that they forget these points but with a little help they should be able to edit.

Here are some ideas for writing. We do lots of discussion before writing and sometimes do an example ourselves first for our developing writers so they can see a positive model but this should be taken away while they write or they will be tempted to copy. Those very early on in the stages of writing may have to tell you their sentence which you can write in clear large font with space underneath for them to copy.

On the next page you will find some ideas to help with writing but feel free to be creative and follow your child’s personal interests.

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| Retell a story you have read together. | Write a description of a family member or pet and draw a picture. | Write about their day. Use first, next and finally for those who are able to write more than one sentence. | Create a superhero. Draw a picture and label it. Remember their gadgets and super powers.  Challenge: write a sentence or two about your superhero and what they do. |
| Look at a menu, if possible, and write your own with your favourite foods. Add some pictures.  Challenge: see if you can take an order from someone. Yum! | Create a mystery in your house- missing chocolate or lost glasses. Leave clues for your child. Encourage them to take notes on a pad and think of questions to ask like a detective. You may have to model some of these. Help them solve the mystery. | Practice handwriting, helping your child to form letters properly.  You can also do patterns to help this zig-zag teeth, waves, etc. These help pencil control.  [Image result for handwiring patterns](https://www.google.co.uk/url?sa=i&url=https://www.activityvillage.co.uk/handwriting&psig=AOvVaw1BUQn_jy0cN8DV3NuaaAVN&ust=1584613467205000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMjPk6nno-gCFQAAAAAdAAAAABAK) | Write an invitation for your family/teddies to join you for a tea party, include the date, time and place.  Other things to write- labels for food, name cards for seating (remember capital letters).  You could have the party and play a couple of games like, duck, duck goose or eye spy. |
| Write about a Scottish animal. You could write about where it lives, key features, what it eats and things that can harm it.  Choose to do a poster or sentences. | You can keep a short diary about your days off school. Think about what you have done, ways you have helped others and how you felt. | Write about your favourite place in your home or garden. Use lots of adjectives- think about what you can see, hear, smell and feel there. Why do you like it? | Retell or read a well-known fairy-tale (Three Little Pigs for example). Write a new ending for the story or change one of the characters from good to naughty or the other way round. Have fun with this. |
| If you found a genie in a lamp what would you do? What would you wish for?  This can be broken into two writing activities one about finding the lamp with a description and one about making wishes. | Write a poster to encourage people to be kind.  Think about different ways we can be kind. How can kindness change the world? Draw some positive pictures. | Write about what you are missing and/or not missing about school. | Think about ideas you have for improving Milne’s Primary School.  Write a list and try to make them things that are possible to change. |

Reading

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| Use this time to go over all jolly phonic sounds if needed. The more confident your child is the better. Focus on the harder two letter sounds. You can check how they are sounded here https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/ | Read as much as you can with your child. Get them to look for writing wherever they go and help them read what they can and read to them what they can’t. Point out the importance of reading- even on the TV planner or cereal boxes. | Help your child to blend. This is when you take a breath and sound out a word. Treat is broken into t r ea t. By taking one breath this helps them hear the sounds blend together into the word. Some words don’t work using the phonic sounds. These are the tricky words and there is a list of these attached. They have to be learned. | Tricky words- make snap cards with the words your child is finding hardest and play the game briefly and often. You can use the same cards to play pairs. |
| You can play hangman with tricky words. | Play noughts and crosses but use two tricky words instead of the noughts and crosses. Short ones might be better. | Read a book together. Ask your child to look for certain tricky words in the book.  They can also look for words that rhyme, have the same sound (ai, oo, ay) or begin with a certain letter. | After reading a story try to ask your child questions that make them think. How do we know that…?  Who did a good deed in the story? What words tell us that…? Why do think that was/wasn’t a good ending? |
| Read a story and find all the describing words (use the word adjectives, if you want). Examples: red, big, old, smelly, etc. | Whilst reading a story stop and both make a prediction. You can do this more than once. | After reading a book ask your child to come up with questions about the story. Some should start with how or why. | After reading a story retell it using first, then/next and finally. |
| Read a non-fiction (fact based) book or piece.  See if they can locate the answers to some questions. Encourage skim reading. For example, if you ask how many rows of teeth a shark has they should skim read looking for the word teeth and then look for a number. | Reading will happen naturally in what you do. Encourage them to use their phonics knowledge and blending skills to read recipes, game instructions, etc.  Keep it positive and fun. Use older siblings if appropriate. | After reading a story can they link it to another story? Discuss what the main theme was and ask if this is like another story. How is it the same and how is it different? | With your child or children create a cosy reading corner for them to enjoy looking through books independently. Maybe add cushions and a favourite blanket. |

Listening and talking:

Listening to stories (either from adults or BBC Teach has some great audios) and retell ask/ answer questions.

Use one of their writing pieces to turn into a talk or have them look up and share a poem or even jokes or ask them to give a talk on something new they have learned or get them to teach you something! Hope it’s not a tik-tok dance!

Listen for instructions- to make something or draw a picture, e.g. draw a large tree in the middle, and put a nest in the tree. Draw a tractor in a field to the right. Put a rainbow in the sky…

Spelling Words

Early Level - Other Ideas

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| Learn to tie your shoelaces. Make sure you can zip up coat and put your shoes on the right feet. Learn your ‘right’ and ‘left’. | Make the school out of duplo, lego or any other construction toys you may have. | Make a rainbow picture which you can display in your window. While out on a walk look for rainbows in other windows. |
| Build a playdough maze for rolling a marble. | Learn how to spell your surname and say your address. | Make a paper plate spinner, for your own board game. |
| Make a plan for if there was a fire in your home. How would you get out safely? Have a fire drill. Test your smoke detectors. | Help your parents with chores. Remember to wipe door handles, light switches and taps regularly. | Go on a woodland walk, if you can. Bring a bucket and collect any interesting objects you find. You could use them for a piece of art work when you get home. |
| Make something out of recycled materials in your home. | Make a bird feeder and hang it in your garden. Record the birds which come to visit. | FaceTime or Skype a friend or relative that you haven’t seen for a while. Ask them how they are and what they have been doing that day. |
| Learn some relaxing breathing. Breathe in through your nose and buzz your breath out of your mouth like a bee.  Try looking at Cosmic Kids Yoga on Youtube for other relaxing ideas. | Make sure you do at least 30 minutes of exercise every day.  Some ideas include:   * jumping, hopping, and walking or skipping * kicking a ball back and forth or into a goal * doing keep fit: star jumps, running on the spot and sit ups * dancing energetically. | Make a den if you are allowed. How are you going to build it? It has to be safe and use safe materials for building. Make sure you put it somewhere quiet so people won’t knock it down by accident.  What did you use for height? What did you use to attach and join parts? Which bits needed to be strong and which were soft and cosy? |