Numeracy & Maths Homework: P1 Early Level (Ec) – Personalisation and Choice (including Relevance, Depth, Challenge & Enjoyment)		*Term 2*

NUMBER, MONEY AND MEASURE	**Estimation and rounding**	**Number and number processes** *(Including Number Talk Strategies for Mental Maths)*		
Remember to use the following process when needed (CPA): **1.CONCRETE** – Use materials/objects/ real life items to help work out the problem. **2. PICTORIAL** – Draw or use visual diagrams/pictures etc to help you to 'see' how to work out the answer eg draw number lines, shapes to be cut up, coins etc. **3. ABSTRACT** – Written problem using numbers, symbols etc including working to show how you got your answer.	**Use 'less than', 'longer than', 'more than' and 'the same'** to describe objects found around the house (eg kitchen/bedroom) or in the garden. Challenge: Can they recognise number of objects in a group without counting (up to 10)?	**1.** Chanting numbers forwards and backwards from 0 to 20 **2.** Say the number before/after a number, say more than / less than a number 0-20 **3** Use chalk on the ground/slabs in garden to write out numbers from 0-20. **4.** Play 'Hopscotch'. Challenge: Can they paint/colour/air write numbers to 20? **5**. Play 'I draw a snake upon your back and guess which number I've written?' **6.** Throw and catch a ball with a partner. Count the number of throws. How many past 10? **7.** Skip/hop/bounce in the garden a number of times up to 20. Challenge: can they do it to 30? **8.** Dice addition within 10 - start with 2 dice / progress to 3 dice. (use terms, add, and, plus, more, altogether, how many) **9.** Set the table counting and adding together the number of –forks and knives etc. **10.** Subtraction- see activities 8 and 9 (using the terms, less, how many more, minus, less than, subtract, take from, take away) **11.** Play number games with numbers and dot images: e.g. Dominoes (dot images), dice games, Snakes and Ladders, playing cards etc. *Challenge 1:* Give your child a number and they count forwards to 30 aloud to a parent/sibling from that number. *Challenge 2:* Can they spot numbers to 20 in the environment as they are sitting in the back of a car/taking a walk? Clap/count to the number that they have found *Challenge 3:* Count the number of teddies, socks, books etc. you have in your room at home and answer addition and subtraction questions from an adult.		
	Fractions, decimal fractions and percentages	**Money**	**Time**	
	1. Cuts up whole objects into two equal parts/two halves and knows that they are the same e.g. a cake to share with a sibling, paper to half for an activity, a sausage (other food e.g. slice of bread) at dinner time. *Challenge: Share sweets (up to 20) equally amongst friends/siblings.*	**1.** Using real money (if possible), recognise coins to £2 **2.** Sequence coins in terms of values. **3.** Using a toyshop at home, pay the exact amount for items using coins up to the value of 10p /role-play restaurants etc. *Challenge 1:* When playing shops, how many different ways can you pay for any item up to the value of 2p –6p e.g. 5p = 2p+2p+1p or one 5p	**1.** Talk about days of the week chanting in order/ use language- today, tomorrow, yesterday, weekend. Talk about the weekly routine, clubs, school lunch choices etc. **2.** Talk about every day events linked to time e.g. We are leaving for school now because we have to be there for **9 o'clock**. I will pick you up at **3 o'clock.** Your ballet/football/swimming starts today at **10 o'clock**. **3.** Talk about time devices e.g. clocks, watches etc./analogue/digital clock faces.	
	Measurement		**Patterns and relationships**	
	1. Encourage your child to help you to bake something eg a cupcakes. Talk about size/weight etc. **2.** Use words such as longer, shorter, taller, heavier, lighter, more and less when your child is playing. e.g. I wonder if this doll is taller that this doll? **3**. When having everyday conversations, ask your child to bring a lighter… more of something…something shorter etc.		*1. Draw patterns when painting/drawing.* *2. Continue a pattern or sequence using up to 4 colours / shapes etc.* *3. Bead a bracelet or use Lego bricks to continue a same pattern of colours/shapes (up to 4)* *4. Play games e.g. Spirograph and continue the pattern, Connect 4, Dominoes.* *Challenge 1: Can they create a pattern of numbers?* *Challenge 2: Continue a number pattern in twos up to 20* *Challenge 3:* Continue number pattern in fives up to 20	

SHAPE, POSITION AND MOVEMENT	Properties of 2D shapes and 3D objects	Angle, symmetry and transformation
	1. Name simple 3D shapes matched to everyday items in the environment e.g. ball = sphere, ice-cream in a cone **2.** Uses 2D shapes and 3D objects to design and construct models, pictures and patterns e.g. using Lego to build models, doing jigsaws, wooden bricks and junk material. **3.** Help to empty shopping bags and sort items into 3D shapes. What 3D shapes are they most like? ***Challenge 1*** *: Can use words such as straight, round, flat, curved, faces and edges when describing objects during play.*	*1. Sing the and dance the Hokey-Cokey – to learn left and right/ turn around* *2. Play movement games – You are a robot- e.g. "Move 2 steps forward, turn left, walk 4 steps back."* *3. Play Hide and Seek with a toy/object and use positional language as clues e.g. front, behind, above, below, left and right. Use remote control objects and/or Jenga, Twister etc.* **4.** Identify symmetrical pictures (with one line of symmetry) for example a butterfly ***Challenge 1:*** *Create own symmetrical pictures – painting picture/ folding and creating a paint of the other side. Using Mirrors*
INFORMATION HANDLING	**Data and analysis**	
	1. Sort toys in their room – all teddies/cars, by colour/by size (Kitchen utensils/plates), (Collect objects from around the garden). Can you come up with your own sorting categories? Ask and answer questions related to the number of objects using, the least, how many more, take from, how many left now, which is less. **These questions are concentrating on subtraction skills.**	