

Maths

Early Years

Name: _____



**St George's
Primary School**

Home Learning Log



**St George's
Primary School**

This homework book provides opportunities for you to support and enjoy mathematics with your child through playing various fun activities at home. All the games are focused at your child's stage of development.

The aim of all the activities is to develop mathematical confidence and fluency through practise and repetition.

Your child's class teacher may advise particular games for your child to practise, or they may let the choice be yours.

Our expectation is that your child should complete at least one activity a week. To complete the booklet they will need to complete around 2 activities per week.

Please initial and date an activity when complete and record the activities your child has completed each week in the logbook area at the back of this book. You can also use this area to comment on your child's progress and communicate with your child's teacher. Please return the books to school every **Wednesday**.

It is your challenge to complete the whole book by the end of the year!

Thank you for your support 😊.

For the following activities, you will need:

- A pencil and paper
- Objects to count
- Dice
- Counters (they can be made from paper)
- Coins
- Pom poms or other small items from around the house in different colours (e.g. dry pasta or buttons)
- Paperclip

The only way
to learn
mathematics
is to do
mathematics.
PAUL HALMOS

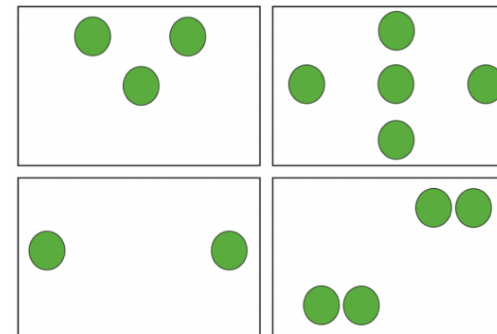
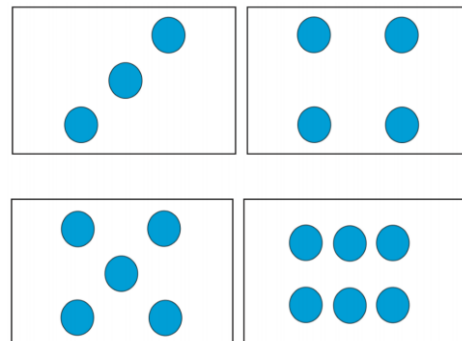
Spots



This game will help your child to subitise. Subitising is the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Ask your child to roll a dice. They score one point for correctly saying how many dots are on the top. Initially, they may count the spots. Eventually they will stop counting and will see the number when they are ready.

You could also play this game with a small number of counters or objects such as pasta, buttons, pom poms, small toys etc. Place the items in a regular dice pattern or an irregular pattern. Ask your child to describe what they can see. As an additional challenge you could also add a time limit or by revealing the objects for just a short period of time. This will support with their visualisation.



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Number Hunt

When going on a trip outside, ask your child to hunt for as many numbers in their environment as they can. This will help children to see that numbers don't just appear in the classroom, they are an important part of daily life.

How many numbers can you spot during one trip outside?

How many different ways are numbers used and why?

Where is the strangest place that numbers are found?

Here are a couple of examples:

House numbers, speed limits, prices – and there are many more!



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Pattern Maker



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Understanding patterns is at the heart of all mathematics.

For this pattern making activity you need lots of small pom poms or counters in two different colours.

Roll one dice. If you roll a 3, you must lay 3 items of the same colour in a row. Then roll again (let's say it's a 2) and lay 2 items of the other colour.

The task is to continue this to make a repeating pattern as long as you can.

As a challenge you could extend to 3 or 4 colours.



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Shop

For this activity you need to collect a range of items from around the house and put prices on them up to 10p. You will also need a range of coins up to the value of a 10p coin.

Ask your child to select the correct coins to pay for an item from the shop. You can score a bonus point if you find an alternative combination of coins to pay for the same item.

Ask your child a range of questions, such as:

"What is the fewest number of coins you can use?"

"What is the largest number of coins you can use?"

"How many different ways can you make that price?"



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Shape Hunters



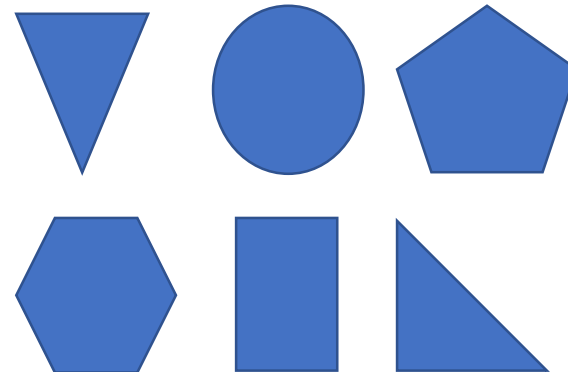
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Walk around your home with your child to find as many 2-D shapes as you can find. See how many circles, triangles, pentagons, hexagons, squares and other rectangles there are (note that we say 'other' rectangles as squares are special sorts of rectangles).

A very important thing to help your child understand is that this is a square;  but so it this; . A shape can be orientated in any direction.

As an extra challenge you could:

- *Time your child*
- *Hunt for just one type of 2-D shape*
- *Find one of each 2-D shape*
- *Find 2-D shapes with an odd/even number of sides*
- *Compare the shapes they have found*
- *Look for shapes in different places (supermarket, park etc)..*



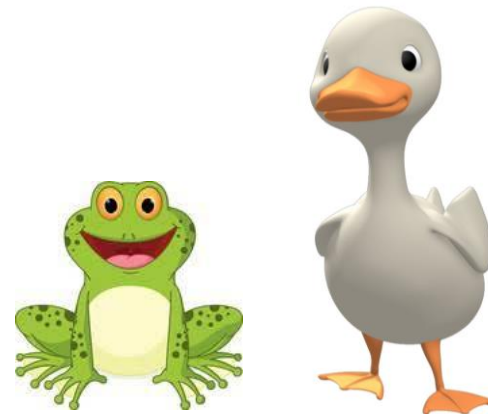
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Singing Maths

For this maths activity, all you need to do is sing! Here are a few suggestions that involve lots of repetition and pattern. Lyrics are easily accessed online if required.

- *Five Little Ducks Went Swimming One Day*
- *Five Little Speckled Frogs*
- *Ten Green Bottles*
- *Ten Fat Sausages Sizzling in a Pan*
- *1, 2, 3, 4, 5, Once I Caught a Fish Alive*
- *Hickory Dickory Dock*
- *There Were Ten in the Bed*
- *This Old Man, he Played One*

You could even add actions, or even puppets!

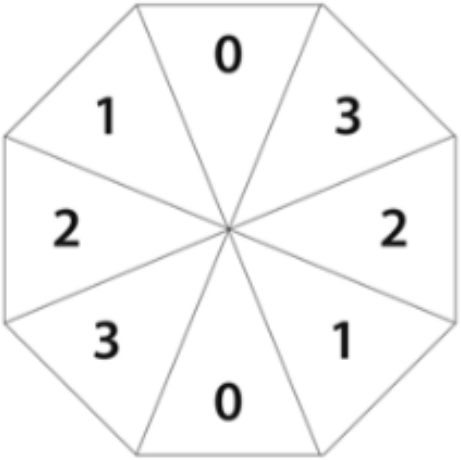


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First to Ten

Player 1

Player 2



Each player places 5 counters on the top row of their ten-frame. Player 1 selects a number using the spinner and asks Player 2 if they can have that many counters from their ten-frame. Player 1 then adds the counters to their ten-frame.

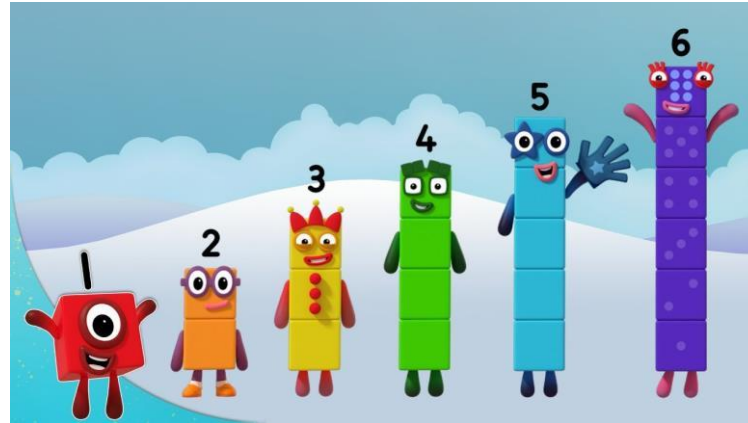
For example, if Player 1 landed on a 3, Player 2 would give them 3 of their counters. Player 1 could then say “I had 5 counters, I placed 3 more counters on my ten-frame, I now have 8 counters”. Player 2 would then repeat this process. The first player to fill their ten-frame wins.

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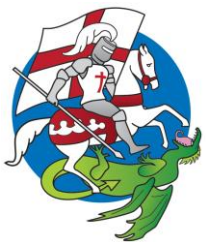
Numberblocks

Cbeebies have created a series of five-minute animations called Numberblocks. They are all available online for free! The videos focus on key areas of early mathematical learning, including:

- *Counting*
- *Comparison*
- *Composition of number*
- *Pattern*
- *Shape and space*
- *Measure*



Please supervise and support your child while watching and engaging in the videos.



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Please use the following pages keep record of the activities your child has completed at home each week and to comment on your child's progress in mathematics.

Week Beginning:	Weekly Activity details and Comment	Week Beginning:	Weekly Activity details and Comment

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