Maths Activities for EYFS

Area of maths	Activities for learning	Websites/ games
Numbers 1-10	*Identify numbers around your house (in books, on food and drink, etc). Go on a number hunt, write down the numbers that you find, can you put them into order? *Count objects into groups of up to 10 (pegs, pencils, cars, etc) How many groups of 10 have you got? *Make number cards from 1-10 (one number on each card), hide them around your house, can your children find them and make them into a number line? *Using the number cards – mix up the cards and put them face down, children to turn them over and make into a number line. Do the children know where the numbers should go when they are turned over randomly? *Using the number cards, make another set with objects from 1-10 on. Turn them over, can the children play a pairs game and match the number to the amount of objects? *Hide the number cards outside, children to find the cards and complete an action to match the number (10 = 10 star jumps, 5= 5 hops, etc) *Create a rocket, children to write the numbers 1-10 and make the rocket BLAST OFF! *Build a tower of up to 10 cubes, bricks or blocks – children to count and match with the number cards *Make a hopscotch grid outside and play. Can the children recognise the numbers?	*Youtube – counting off to blast off *Youtube – Top 10 counting songs * Cbeebies – Numberblocks *Crickweb – Count with Lecky - Basic Number Recognition - Fishtank *Topmarks – Ladybird Spots

Numbers 10-20	*What numbers do you know up to 20? Children to count forwards and backwards. *Create a ladder, a number snake or stepping stones, can children write the numbers in order? *Make a set of number cards (as in numbers to 10 – 1 set with numbers and 1 set with objects on), children to play a pairs game, can they match the number to the objects? *Using the number cards, choose a card and make a lego tower using the matching amount of bricks (these can be towers, snakes, the start of a house, etc – let your imagination run wild) *Choose a number card, can you show the number in different pictures (e.g. 14 = 14 lines, 14 spots, 14 people, 14 pennies, etc) *Play a missing number game, adults to give the children 2 cards, children to find, write or draw the numbers or objects that would go inbetween (e.g. adult to choose numbers 3 and 6, children to complete the numbers 4 and 5 in different ways) and put them in the correct order to make the number sequence *Make numbers on the ground outside, (on paper or using chalk), adult to say a number, children to find the number, stand on it and complete an action (e.g. hop, jump, etc) *Make a track for a car or a train, put your number cards on in different places, what numbers have you passed? *Counting objects in your house, how many tins of food have you got? How many slices of bread are there in a loaf? How many crayons are there in your pencil case? Draw a picture of the objects that has the biggest number and label it and the smallest number and write the number.	*Topmarks – Caterpillar Ordering - Helicopter Rescue - Chinese Dragon game *Youtube – counting numbers 1-20 The singing walrus - numbers 1-20 song for children *www.sheppardsoftware.com – Early Math: Count 1-20 – Balloon count *Cbeebies – Numberblocks *Crickweb – Washline 1 (sorting washing up to 20)

Addition and Subtraction up to 10	**Now your child can recognise numbers 1-10 and they understand what the numbers mean because they can count objects to match the numbers and they can order the numbers, they are now ready for simple addition and subtraction**. **<u>Addition</u>** *Using the number cards from 1-10: -choose 2 cards and count objects to match them, how many have you got altogether? -choose 2 cards and make towers or snakes to match them, how many have you got altogether? -choose 2 cards, draw sets of objects (spots, dots, lines, etc) to match them, how many have you got altogether? -hide cards around the house or in the garden (weather permitting), how many actions do I need to do altogether? *FOCUS ON NUMBER BONDS TO 10: -count out 10 objects, choose a number and separate that amount, how many are in the other group - ___ + ___ = 10 -roll a dice and draw the spots to match the number, how many more are needed to make 10? -make a pasta bead string – choose a number and move the matching amount of pasta to one end of the string, how many pieces are on the other side of the string - ___ +___ = ____ **<u>Subtraction</u>** *Using the number cards from 1-9: - count out 10 objects and choose a number card, take the amount of objects away from the 10 objects, how many are left? 10 - ___ = ___ - count out 10 objects, choose a number and take the amount away, how many are left? – 10 - ___ = ___	*Topmarks – Mental Maths Train – addition and subtraction and choose type of game wanted (up to 10 or number bonds to 10) -Helicopter Rescue – Count on and back (up to 10) -Number Fact Families – Add and Subtract (up to 10) *ictgames – Tens Frame Modeller – move counters to make addition sums to 10 and say the sum - ___ + ___ = ___ *Cbeebies – add up with the number blocks *Youtube – number bonds to 10 songs

<table>
<tr>
<td></td>
<td>*FOCUS ON NUMBER BONDS TO 10:
-adult to write subtraction sums on cards – 10-___ = ____, children to draw pictures or count objects and find answers
-use junk materials from home (empty tins, toilet roll holders, boxes, etc) and label 1-10. Play skittles, roll a ball, how many have been knocked over? 10- ___ = _____</td>
<td></td>
</tr>
<tr>
<td>Addition and Subtraction up to 20</td>
<td>Now your child can recognise numbers 1-20 and understand what the numbers mean they are now ready for addition and subtraction.
<u>Addition</u>
*Using the number cards from 1-20 (including number bonds to 20)
- Use activities from addition up to 10 but adapt up to 20 objects
-Make a simple game with numbers up to 20 on, write instructions on certain spaces for the children to answer – see the start of an example below
<table>
<tr><td>1
3 +
2=</td><td>2</td><td>3</td><td>4
7
+3=</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr>
</table>
<u>Subtraction</u>
*Using the number cards from 1-20 (including number bonds to 20)
- Use activities from addition up to 10 but adapt up to 20 objects
-Play a simple game with rewards such as stickers, adult to say a subtraction sum, if children answer correctly, they get a reward – how many rewards can you get each day?</td>
<td>*Topmarks – Mental Maths Train – addition and subtraction and choose type of game wanted (up to 20 or number bonds to 20)
-Helicopter Rescue – Count on and back (up to 20)
-Number Fact Families – Add and Subtract (up to 20)
*ictgames – Tens Frame Modeller – move counters to make addition sums to 20 and say the sum - ___ + ___ = ___
*Cbeebies – add up with the number blocks
*Youtube – number bonds to 20 songs</td>
</tr>
</table>

3D shapes	*Introduce 3D shapes as 'solid shapes that can be picked up and can be built with' *Go on a 3D shape hunt around your house – what 3D shapes can you find? Focus on one shape at a time so that the children do not get muddled and they can totally focus on that shape – I would advise to do this over the week and choose 1 3D shape each day * Draw an object that is made of a 3D shape and label it. Can you write the name of the 3D shape? *Sort your toys into the different 3D shapes that they are made from. Are there any toys that are made from more than 1 shape or that are made from the same shapes? *Use junk materials from around your house, can you make a model using 3D shapes – what 3D shapes have you used? Choose a 3D shape and describe it. What does it look like? *Write 3 objects that are the same shape in your house. Again, I would advise to focus on one shape at a time. Once you have completed the shape hunt around your house, you will know which 3D shape you have the most of so it would be a good idea to focus on that shape. *Use straws and blu-tak to make a model of a 3D shape, what shape have you made? *Make some saltdough of your own (recipe on youtube), use it to make models of the 3D shapes, what shapes have you made? Which shape was the easiest? *Draw picture of your bedroom, what 3D shapes can you find? *Explore everyday objects made from the 3D shapes – what are the objects used for? *Sort everyday objects made from 3D shapes – which can roll? Which are easier to build with? etc	*Topmarks – The Building Game Matching Activity – Main Session – Part 2 and Part 3 *CBeebies – Pat's Parcel Sort Game *Youtube – 3D shape songs

2D shapes	*Introduce 2D shapes as 'flat shapes'. These shapes are also on the faces of 3D shapes. *Go on a 2D shape hunt around your house – what 2D shapes can you find? Focus on one shape at a time so that the children do not get muddled and they can totally focus on that shape – you could do this one shape per day *Write 3 objects that are the same shape in your house. Again, I would advise to focus on one shape at a time. Once you have completed the shape hunt around your house, you will know which 2D shapes you have the most of so it would be a good idea to focus on these shapes. *Draw a picture of yourself or your house – what 2D shapes have you used? Name them and label them. *Use lollypop sticks to make different 2D shapes – how many sides and corners do the shapes have? Are there any shapes that look similar? *Make some saltdough of your own (recipe on youtube), use it to make 2D shapes, what shapes have you made? Which shape was the easiest? *Draw a picture of your choice including 2D shapes – what shapes have you used? How many of each shape have you used? Which shape have you used the most/ least of? *Make your own Snakes and Ladders style game but change the numbers to different 2D shapes – play the game, which shape have you landed on? *Create a pizza face using materials of your choice (can be junk or can be food), make the 'toppings' into different 2D shapes and describe them to your family *Make an art masterpiece of an objects of your choice using materials of your choice and include as many 2D shapes as you can	*Youtube – 2D shape songs *Topmarks – Shape monsters - Geoboard *CBeebies – Super Numtum and the Kingdom of Fluffy

Patterns	**Patterns could include colour, objects or shapes** *What patterns can you find around you house or in your garden? This could include wallpaper, arrangements of flowers, etc. Discuss and describe with an adult *Build a tower using lego or building bricks using 2 different colours, what pattern have you made? Could you make a different pattern using the 2 colours? Can you now make a different pattern using 3 different colours? *Arrange your cars into a car park using a pattern of your choice, what pattern have you made? What would come next in your pattern? *Paint pieces of pasta and everyone in your house make a necklace– what pattern have you each made? Are they the same? Are they different? *Make your own saltdough (using recipe from youtube), use it to make different sized objects. Use the different sized objects to make a pattern. *Cut potatoes into different shapes – use them to print a pattern. What pattern have you made? *Create a butterfly printing, cut out a paper butterfly, paint a pattern on one half and fold it over. When you open it out, what do you notice about the pattern? *Arrange your toys into a pattern in your bedroom, can an adult explain the pattern to you? Are they correct? *Make your own Elmer the Elephant – using different colours to make a unique pattern *Explore outside and find different natural resources – can you arrange them into a pattern picture?	*Crickweb -Colour sequence -Butterfly -String of beads *Topmarks – Shape Patterns - Finish the Pattern -Sequence game

Position and Movement	*Read the story 'We're Going on a Bear Hunt' – it has lots of positional language in it for the children to join in with *Make your own bear hunt in the garden or in your house – use language under/ over/ through *Create an obstacle course in the garden – can the children go through, under or over obstacles *Play Follow the leader or Simon Says – give instructions, can the children follow them and move correctly? *Organise and have a Spring clean in your house – can the children position objects in the correct place using language such as next to, under, above, on top of, behind, etc *Make a model using materials or resources of your choice, make parts of it in different positions, can the children explain and describe it using the language correctly (e.g. a model of a church with flowers next to the door, a tree behind it and a cross on top of it *Instead of/ as well as making a model, children can draw a picture of objects using the language as above and they can label it using captions. *Make a treasure map with pictures of objects in certain positions and a set of arrows showing forwards, left, right and backwards, children to say directions for someone else to follow or follow directions from another person and write a set of instructions to follow using the language correctly *Create a treasure hunt in your garden, take it in turns to be blindfolded, and one person at a time to give directions for the person to follow – these will have to be precise otherwise there could be some bumps!!	*Youtube – We're going on a Bear Hunt story *www.terrapinlogo.com – Beebot game on website *www.scratch.mit.edu – BeeBit games – Scratch studio *Youtube – position and direction songs

Measures including weight/ length/ height/ money/ time **PLEASE NOTE THAT ALL OF THESE ACTIVITIES WILL BE PRACTICAL** **YOU WON'T NEED TO USE SCALES SUCH AS WEIGHING SCALES OR RULERS ETC – YOU CAN USE BRICKS, BLOCKS OR PEGS THAT ARE AROUND YOUR HOUSE TO COMPARE THE WEIGHTS, LENGTHS AND HEIGHTS OF THE OBJECTS**	**Weight** **Focus on vocabulary – heavy, light, heavier, lighter** *What heavy/ light objects can you find around your house? Sort the objects into 2 groups. *Weigh out ingredients and bake a cake with an adult *Weigh some of the small objects around your house – How many bricks weight the same as _____? *Compare the weight of some small objects around your house – Can you make a tower that is heavier than a tin of beans? Can you make a tower that is lighter than a slice of bread? Etc. *Compare the weight of some of your toys – Which toy is the heaviest? Which toy is the lightest? *Make some saltdough (recipe on youtube) – can you roll a ball of dough that weighs the same as one of your toys? **Length** **Focus on vocabulary – long, short, longer, shorter** *What long/ short objects can you find around your house? Sort the objects into 2 groups *Measure the lengths of objects around your house using cubes, blocks, bricks, books, crayons, etc *Find 3 objects around your house, measure the length of them and put them into order from shortest to longest *Can you organise your toys into different lengths? Put all of the short/ long toys together in groups. *Compare the length of the toys using the vocabulary as above *Try something different: -How many socks long are you? -Draw round everybody's hands, measure them with pegs, who has the longest/ shortest?	**Weight** *Topmarks – Happy Camel *Crickweb – Simple Scales *www.lcfclubs.com – Heavier and Lighter Game **Length** *Topmarks – Sorting by Size *Crickweb – Compare and Order **Height** *Topmarks – Let's Compare *Crickweb – Compare and Order **Money** *Topmarks – Coins game Toy Shop Money Game **Time** *Topmarks – Telling the Time - Match the times *Youtube – What time is it song?

	-Find sticks outside – order them according to their lengths -Make long and short snakes on the ground outside **<u>Height</u>** **<u>Focus on vocabulary – tall, short, taller, shorter</u>** *Measure the height of everyone in your house – who is the tallest/ shortest? *What tall/ short objects can you find around your house? Sort the objects into 2 groups *Measure the height of your teddies – which is the tallest/ shortest? *Compare the height of your toys – choose 3 toys, measure the heights and put them in order, use the vocabulary as above *Sort your toys into tall and short objects *Try something different: -How many tins of food tall are you? -Can you make a tower taller or shorter than you? -Create a beanstalk – how tall is it? **<u>Capacity</u>** **<u>Focus on vocabulary –full, empty, half full, nearly empty</u>** *Find different sized containers from around your house – Which container holds the most/ least amount of water? *How many spoons of sand will fill up the bucket? Use different sized buckets and compare the capacities. *How many spadesful of soil will fill up the boxes? Use different sized boxes and compare the capacities.	

	*Use different sized containers to make own potions – can you make the containers full, half-full, nearly empty and empty? *Create your own list of ingredients for a potion – draw a list of what is needed including pictures of containers that are full, half full, nearly empty and empty and label them. **Money** **Focus on vocabulary – 1p, 2p, 5p, 10p** *Use the coins as above and complete some coin rubbings of both the heads and the tails side – What looks the same? What looks different? *Make patterns using the coins as above – what coin will come next? This will link to the area of patterns (see above) *Write a shopping list with an adult, including prices and pence *FOCUS ON USING 1P COINS ONLY: -Count out objects to match amounts up to 10p (e.g. 1p = 1 object, 2x 1ps = 2 objects, etc). This will link to the area of numbers up to 10 (see above) -Make a shop at home – label items – take turns to be shopkeeper and customer. Count out 1ps to match the totals. If you make the shops up to 10p one day, it will link to the area of numbers up to 10 (see above). If you make the shops up to 20p another day, it will link to the area of numbers up to 20 (see above). *Choose 5 objects and put price tags on them (up to 10p). If I had 10p, what could I buy? This will link to the area of numbers up to 10 (see above). Add a challenge, what 2 objects could I buy? How much change will I get? This will	

	link to the area of addition and subtraction up to 10 (see above). *Choose 5 objects and put price tags on them (up to 20p). If I had 20p, what could I buy? This will link to the area of numbers up to 20 (see above). Add a challenge, what 2 objects could I buy? How much change will I get? This will link to the area of addition and subtraction up to 20 (see above). **Time** **Focus on vocabulary – o'clock, before, next, then, after, days of the week, months of the year, morning, afternoon, evening, night time** *Complete a picture frame of their day – what have they done and use the vocabulary to label it *Think of activities that can be done at different times of the day, can the children sort them into morning, afternoon, night time? *What day is it today? What month of the year are we in? *Make own cardboard watch, it will give them opportunity to look at a clock face and begin to understand it in a fun way. Ask questions – what time is it now? How do you know? Even if it is not the correct time, the children are becoming familiar with the language "it is ___ o clock. They can start to explain how they know using simple sentences (e.g. it is 4 o clock because the little hand is pointing at 4 and the big hand is pointing at 12.) *Use resources found outside to make a big clock face outside – using sticks for the hands and stones for the numbers. Can the children make the clock say specific o clock times? This will help them to get used to moving the hands themselves.	

Multiplication and Division – number patterns	**This is really for the end of EYFS and the start of Year 1. It is only for children that are secure at counting in ones and identifying and understanding patterns – teachers will assess which children this will be for due to confusing them.** **The work will focus on making patterns of 2, 5 and 10 objects and linking them to everyday objects and numbers.** *Counting 2s by using pairs of socks *Counting in 5s by using gloves *Counting in 10s by using lego towers	
Additional websites	*White Rose Maths Home Learning (Google and it is free of charge) – Years EYFS to Year 6 This is updated every week and will focus on a key area each week. There are 5 lessons (one daily) and each will consist of a video to watch and after that the children can complete a short activity.	