# Holmesdale Infant School

# Maths Home Learning – Reception

## Time to Remember…

We have attached some of the maths units your child has been learning about so far during this half term. The first unit is called 'Alive in 5!' and this focuses on developing the children's skills and knowledge of;

- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

  We have attached some key vocabulary and stem sentences related to this unit so that you can model and consolidate these with your child. We have also attached some practical activities for you to complete with your child at home to help them to further develop and consolidate their learning in fun ways at home.

  As always please share any learning your child does at home with us on evidence me.
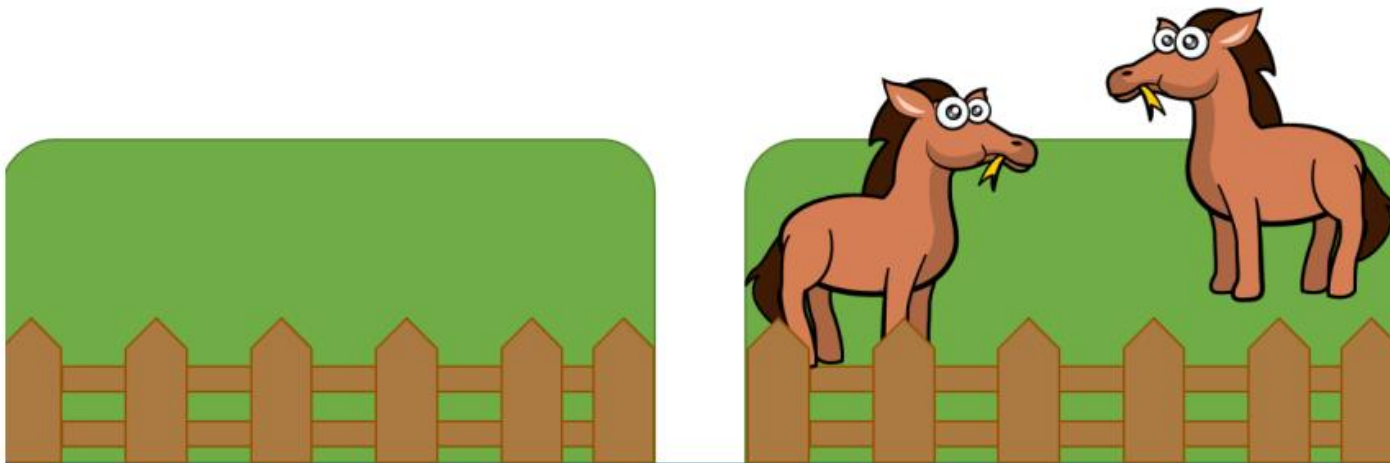
  With thanks

  EYFS team

Can you draw some pictures to represent the numbers to 5
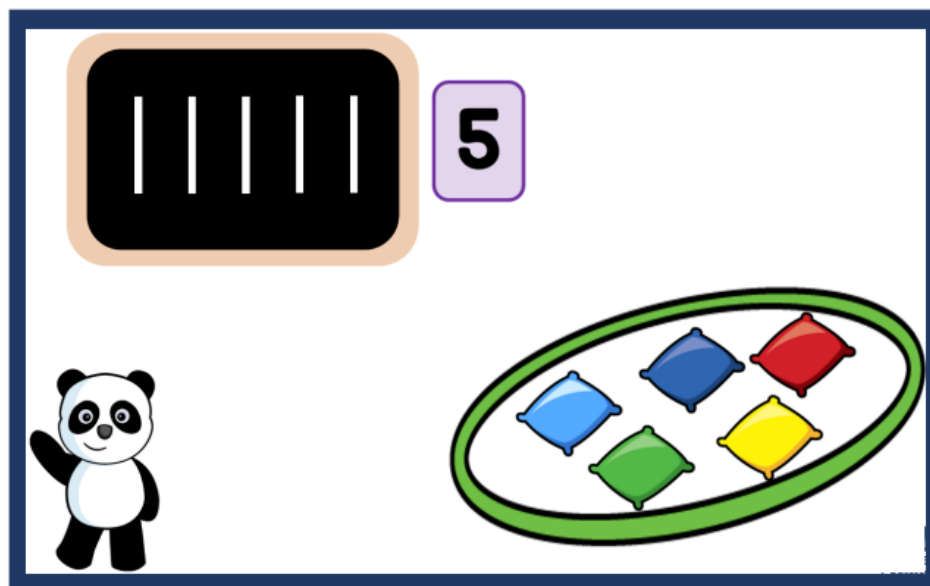
How would you represent 0?

You could even go on a walk and look to see where you can spot zero.

You might spot 0 cars on the road or 0 horses in the field.

How many 0s can you find?

White Rose Maths

Now it's your turn to have a go at the throwing game.

You will need a target, such as a hoop, and five objects to throw.

| | | | | **5**

How many land inside the hoop? How many land outside the hoop?
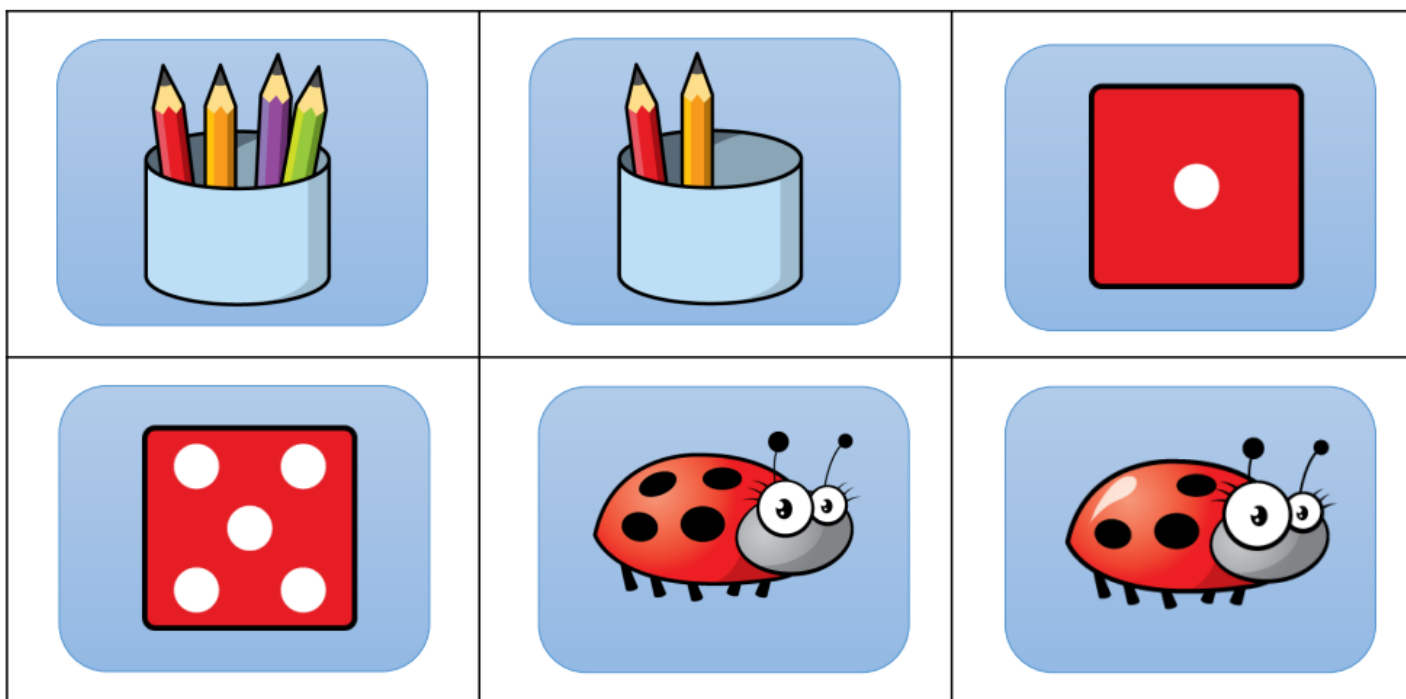
Now record your score and then have another go!

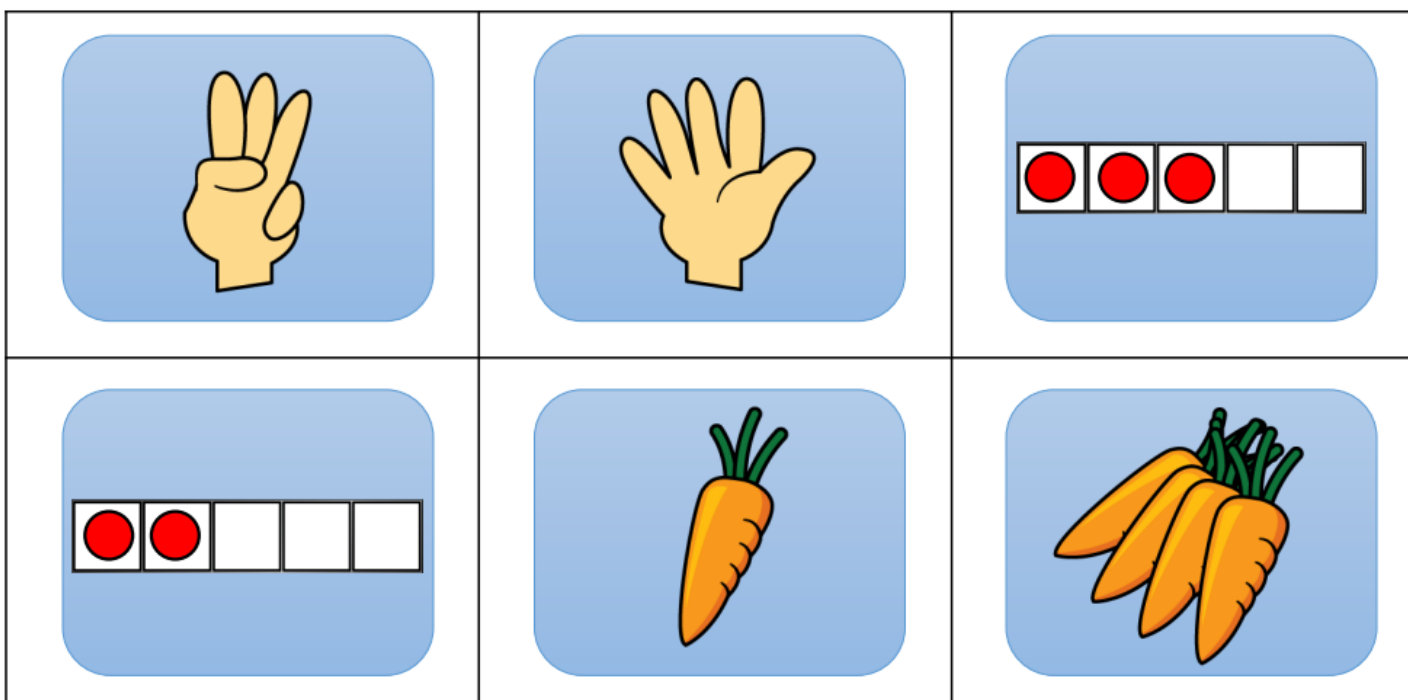Did you score more or less this time?

Why not play your own comparison game with a friend.

If you don't have your own cards, cut out and use the cards below.

Look out for who has more!

If you don't have your own cards, cut out and use the cards below.

You could even make some of your own cards to play the game with.

You could draw dot plates, dice or any picture to represent numbers to 5.

White Rose Maths

Set up a teddy bears picnic and gather some food or objects to share.

Explore sharing the food or objects between 2 teddies.
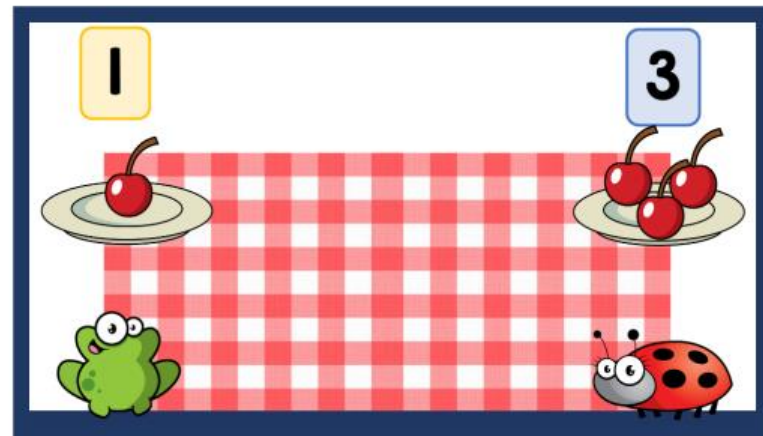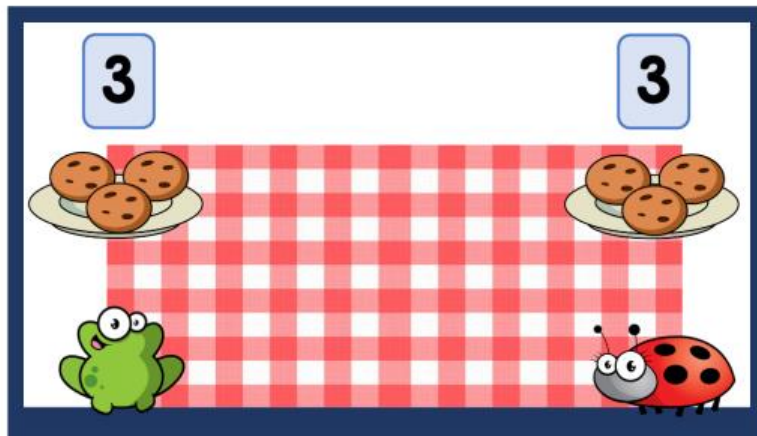


Do both teddies have the same? Or does one teddy have more or fewer?

Now have a go at sharing between 3 teddies.

White Rose Maths

Have a go at exploring the composition of numbers to 5.

Place a group of teddies or toys on the bed.

Place another group of teddies in a different place, such as on the floor.
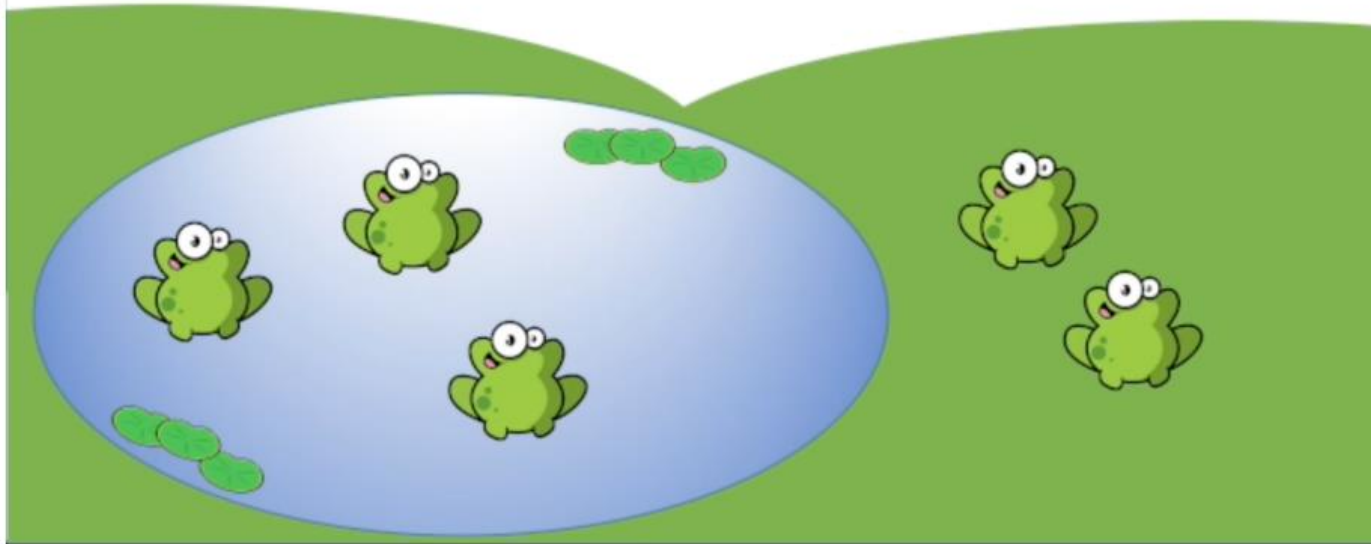
How many teddies are in each group?

How many teddies do you have altogether?

White Rose Maths

Use 2 plates to explore the composition of numbers to 5

Place some of your buttons on one plate and the rest on another plate.
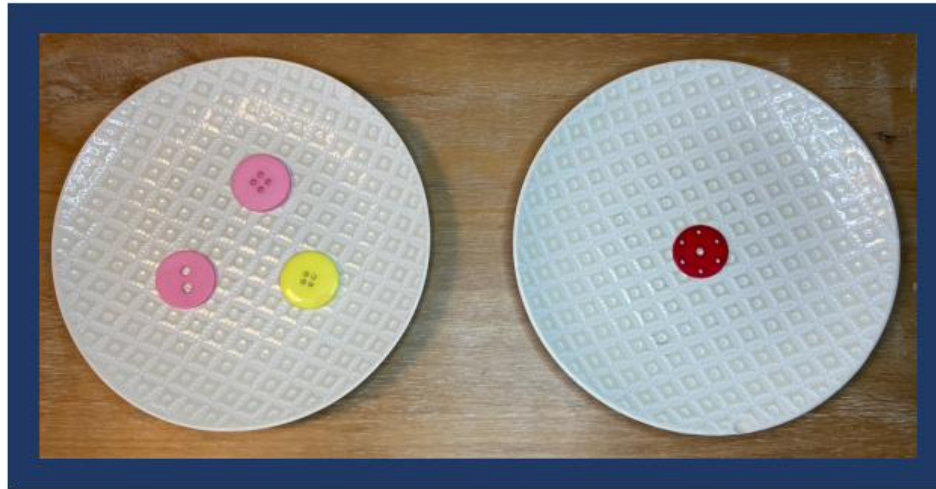


How many buttons are on each plate?

How many buttons do you have altogether?

What if you used 3 plates?

White Rose Maths

Can you draw somewhere for the frogs to play?

You might draw a pond, a log and some grass like me.

Or you could draw a train with 3 carriages, a park or a jungle.
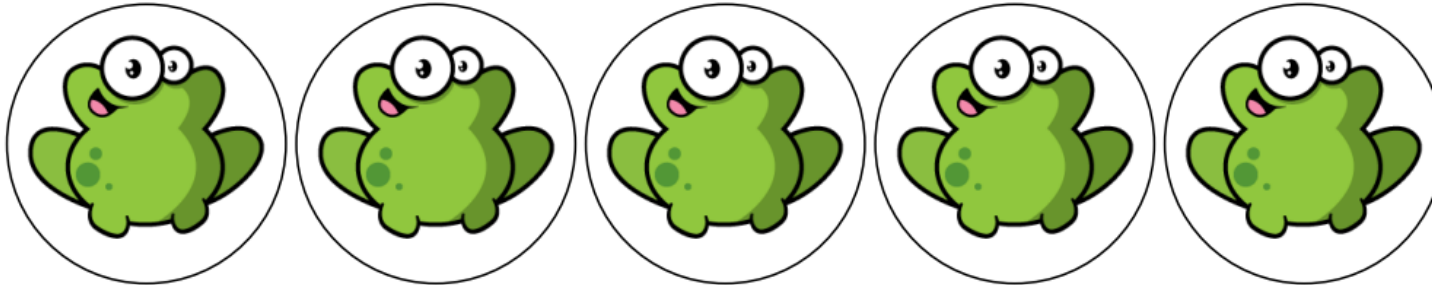
Cut out the frogs and arrange them in different groups on your picture.

There are 5 frogs altogether but how many frogs can you spot in each group?

White Rose Maths

Gather together a collection of up to 5 objects.

Hide some of them in a bag or box, leaving the rest of your objects on the floor where you can see them.
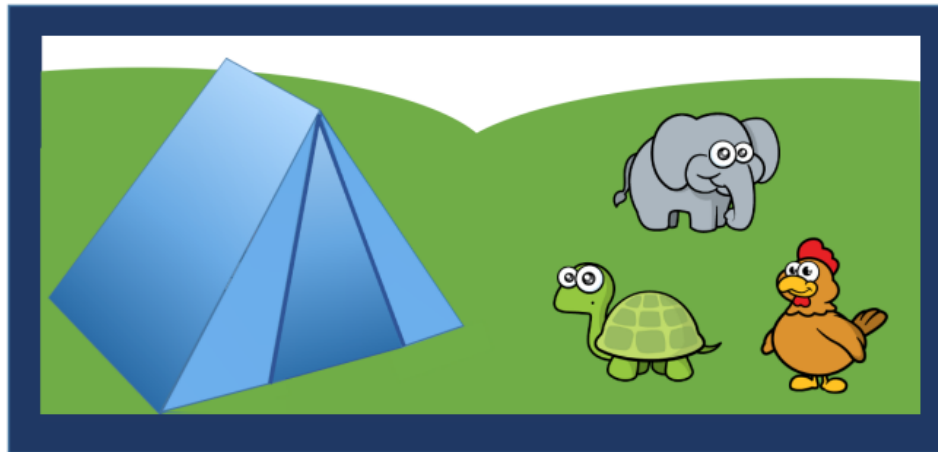


How many objects can you see?

How many of your objects must be hidden in the bag?

Collect a set of objects and count how many you have altogether.

Give a friend some of the objects and hide the rest in a bucket or box.

Can your friend work out how many objects you have hidden?



Change the number of objects and the number hidden each time.

Then take it in turns to work out how many are hidden.

# KEY VOCABULARY and STEM SENTENCES

**Unit:Introduce zero**

**Key questions**

Where can you see zero ? Where can you see the numeral zero? How many can you see? How can you make this amount into zero?

**What are STEM SENTENCES?**

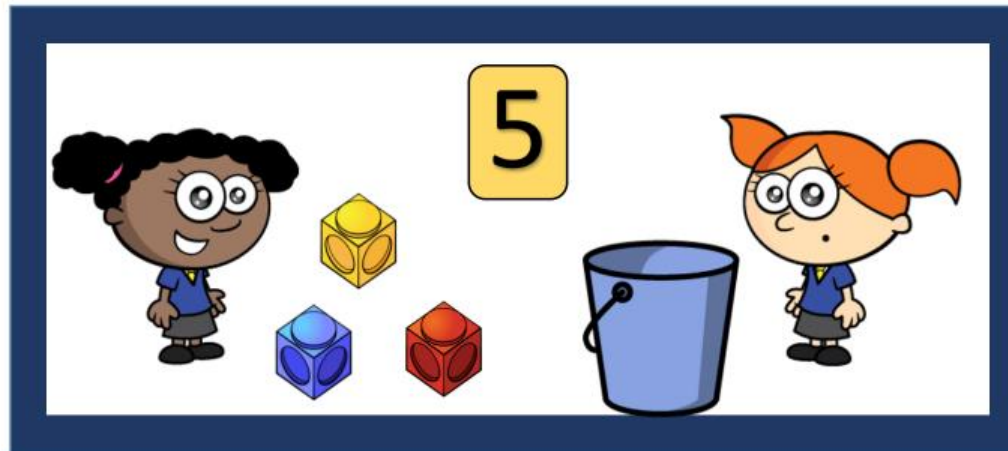These are an explanation of a concept or problem using accurate vocabulary. These can be used to state a fact, explain a thought process, or give an answer to a problem. During our maths sessions we model the STEM sentences to the children and scaffold them as they use these to answer questions / explain their answers;

**Possible sentence stems**

I can see zero_____ . There are zero_____ . • I know this is zero because… • I know this is not zero because…

**Unit: Find 0 to 5**

**Key questions**

Where can you find/see_____ ? Where can you see zero? How many different ways can you find_____ ?

**Possible sentence stems**

I counted_____There is/are_____I can see…

**Unit: <span style="color:red">Subitise 0 to 5</span>**

**Key questions**

How many can you see?     How do you know?   How many are there in each group?  How can you show me_____ ?

What can you see?


**Possible sentence stems**

There are_____ dots altogether.    There are_____  I can see_____ without counting.

I can subitise_____.


**Unit: <span style="color:red">Represent 0 to 5</span>**

**Key questions**

How many are there?  How many are there now?  How many different ways can you show_____ ? How many did you count? How do you know?


**Possible sentence stems**

There is/are _____.          I counted_____.

**Unit: 1 more**

**Key questions**

How many are there?  How many are there now?  What is 1 more than_____ ?  What is the number after_____?

**Possible sentence stems**

_____is 1 more than_____ .      _____1 more than is_____.          The number that comes after is_____.

**Unit: 1 less**

**Key questions**

How many are there?   How many are there now?  What is 1 less than_____ ?    What is the number before_____ ?

**Possible sentence stems**

_____is 1 less than _____.       _____1 less than is_____.  The number before_____ is_____.

**Unit:** <span style="color:red">**Composition**</span>

**Key questions**

What do you see?    How do you see it?    What is the whole?    What is/are the part/parts?

**Possible sentence stems**

The whole is_____.    _____is a part and_____ is a part (and_____ is a part).

I see_____ and_____.

There are_____ altogether.    If _____is a part, then the other part must be_____.


**Unit:** <span style="color:red">**Conceptual subitising to 5**</span>

What do you see?    How do you see it?  What is the whole?  What is/are the part/parts?


**Possible sentence stems**

The whole is_____.    _____is a part and_____ is a part (and_____ is a part).  I see_____ and_____.

 There are_____ altogether. If_____ is a part, then the other part must be_____.