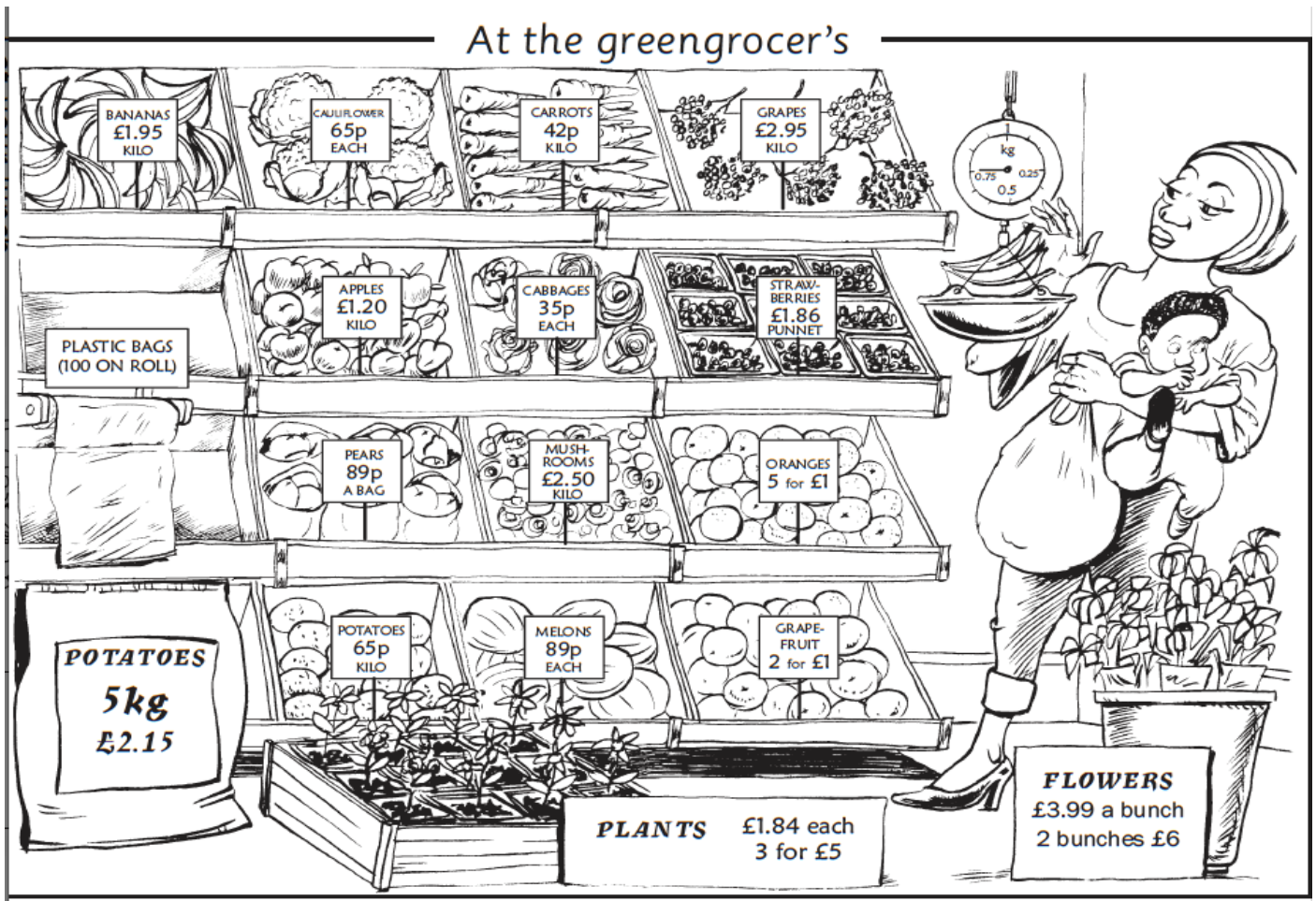


Maths – Using Money

Use this activity to facilitate a discussion about money and prices of items. It is important for students to have a realistic idea of how much items cost in real life. Use different coins to make the amounts. Having a couple of each coin to use will be really helpful for students to be able to count and add them together.



Look at the picture and talk with an adult about what you can see



How many different fruits can you see?

How many different vegetables can you see?



Use coins to make some of the amounts.

What is the most expensive item to buy?



What is the cheapest item to buy?

Maths – Using Money

For these exercises you will need at least one of each different coin – 1p, 2p, 5p, 10p, 20p, 50p, £1, £2. Develop your child’s knowledge of money and the values of each coin by thinking about how much the coins are worth, what can be bought with that value and how they can be added together to make different amounts.

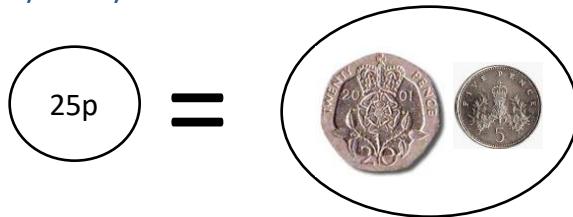
- Put the coins in order of value starting with:



- Put a selection of coins into a bag or small container. Take out 2 coins at random and add the amounts. Put the coins back in and repeat at least 5 times.



- How many ways can you make these amounts? Use different combinations of coins.



How many different ways can you make 25p?

How many different ways can you make 80p?

How many different ways can you make 65p?



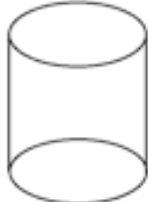



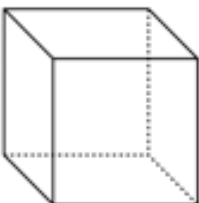

How many different ways can you make 97p?

- What could you buy with these different amounts?

<p>I have</p> 	<p>I could buy...</p>
<p>I have</p> 	<p>I could buy....</p>

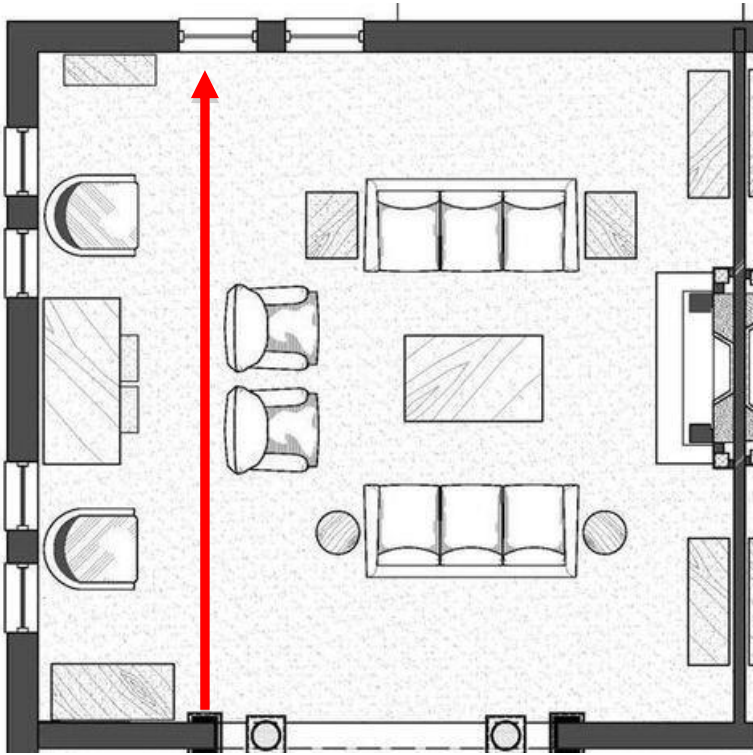
Maths – Shape sorting and classifying

Students should be able to understand how shapes are used within real life contexts I .e. as part of design for food containers, furniture etc. Support your child in the identification of these shapes around the home and discuss why they think the shape used is the best one for the job i.e. a tin of tomatoes is not a sphere as it would roll out of the cupboard when the door opened and the corners of a cube/cuboid could hurt someone if made out of this material so a cylinder is best.

FIND TEN THINGS	Things that have a circle shape 	Things that are square shaped 
	Things that are cylinder shaped 	Things that have a rectangle shape 
Choose one shape a day and go on a hunt around the house. Make a list of what you find.	Things that are cone shaped 	Things that have a triangle shape 
	Things that are cube shaped 	Things that are sphere shape 

Maths – Measuring

Measuring using non-standard units is an important skill to learn the importance of lining up objects end to end, with no gaps in between, counting as they move across the space to see how many it takes in a straight line to get from the starting point to the end. Once completed with all objects, a good discussion to have with your child would be about whether the answer was always the same. Does this mean that the length of the room changed each time we measured? No – which is why when we measure for building or decorating it is important that we use standard units.





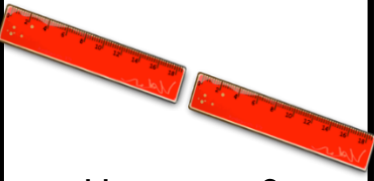


Find a room in your house where you can walk from one side to the other in a straight line.



Measure the length of the room using different objects.

Keep moving the objects across the room and count how many it takes.

Remember not to leave gaps as you move the objects.

<p>Your feet or your shoes</p>  <p>How many?</p>	<p>Two books</p>  <p>How many?</p>	
<p>Two rulers or pencils</p>  <p>How many?</p>	<p>Two boxes</p>  <p>How many?</p>	<p>Two toys</p>  <p>How many?</p>

Maths – Time

For this exercise you will need some sort of device that can work as a stopwatch – most tablets or phones have this feature in their clock app.

Students should time how long it takes to complete the different activities, ensuring that they start when told and that the stopwatch is stopped as soon as they are finished. Get them to oversee both parts; they complete the activity while you time, then they time you doing the activities. You can then talk about who was faster at different activities and work out why you think this is.

Time yourself – how long des it take you to...

Write your
name 5
times

Say the
letters of the
alphabet.

Count to 50

Draw 10
smiley faces


Stand up
and sit down
10 times

Wash your
hands