

Week Beginning 22nd June 2020 Foundation Stage Maths Home Learning Plan

This week we will be using the 'White Rose Maths' online learning resources for EYFS.

All of the activities are based around a book and relate to the EYFS Maths Curriculum. This week the book is 'Zog' by Julia Donaldson. You do not need a copy of the book to complete the activities but the children can watch the story on this YouTube link if they wish to do so: https://www.youtube.com/watch?v=9_LmS3q4E6k&safe=active

There is a video for each week day (Mon – Fri) and there are activities that go alongside each daily video. These can all be accessed on the link below. Please copy and paste this link in to a web browser and it will take you to the daily maths videos and activities for the children to complete: <https://whiterosemaths.com/homelearning/early-years/>

If your child is going to be attending school then they will be accessing the maths activities at school during those two days. Therefore, if your child is in a bubble in school on a Monday and Tuesday then they will complete day one and two of videos and activities in school but would need to complete days 3-5 at home. If your child is in school in a bubble on Thursday and Friday then they would need to complete days 1-3 at home and would access days 4 and 5 during their time in school. At least one activity from each day should be completed but not every single activity from each day needs to be completed.

Below are extra activities for the week that are not related to the story but are related to the EYFS Maths Curriculum. Please complete these if you have time and/or if your child would like to challenge themselves to complete more maths work.

Title of activity	Summary of activity	Resources <i>Please note: If you cannot print any of the following resources, then they can be drawn on paper for the children to use instead.</i>	Self Assessment – How did you find this activity?
<p>I can recognise coins</p> <p>I can order coins according to their value</p>	<p>This week we are learning about money! We will be learning the values of each coin, ordering coins from the smallest value to the largest value and will be choosing coins to represent different values.</p> <p>For the first activity, please show the children the ‘British coin mat’ from the school website. Please show the children each coin and explain its value. Explain to the children that instead of writing ‘one penny’ we write ‘1p’ as it is much quicker to write!</p> <p>Once you have been through all of the coins, play a ‘spot the coin’ game with the mat. You say a value and they have to point to the correct coin. This can be done on a computer screen if you do not have access to a printer.</p> <p>One you feel your child is secure in identifying the coins, move on to the extension!</p> <p>Extension: Children will need to see the ‘coin matching game’ from the school website. If you cannot print this document off then the coins and values can easily be drawn on paper for the children to see. Please let the children refer to the British coin mat if they need to during this activity.</p> <p>For this activity, children will need to cut out the coins and the values separately. Muddle all of the coins and values up in a pile!</p>	<p>‘British coin mat’ from the school website</p> <p>Extension:</p> <p>‘coin matching game’ from the school website</p>	<p>How did you find this activity?</p> <p></p>

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	<p>The children then need to match all of the coins to their correct values.</p> <p>Once the children have matched the coins to the correct values, ask them to put the coins and values in order from the smallest value (1p) to the largest value (£2).</p> <p>Check that they are correct. This game can be used again as revision.</p>		
<p>I can add coin values together</p>	<p>For this activity the children will need to be able to see the 'coins to print and cut' sheet from the school website. If this sheet cannot be printed then please just draw the coins out on paper for the children to use. Alternatively, if you have the real coins, the children can use those instead.</p> <p>We are going to practise adding up the values of coins. Show children a 1p coin and a 2p coin (either drawn, cut out or real coin). Ask them how much money there is altogether. Explain that they need to add the values. $2+1=3$. The number sentence can be written down if it helps and the children can use anything to help them add the coin values together.</p> <p>Repeat this step with the following pairs of coins:</p> <ul style="list-style-type: none"> • 2p + 2p • 2p + 1p • 5p + 1p • 5p + 2p <p>Then ask the children to add the following. This is much trickier because it is adding 3 values together. Encourage them to add 2 values together first and then add the third. For example, if the 3 coins were 1p + 2p + 1p, then encourage the children to add the 1p and 2p first to get 3p and then add the remaining 1p.</p> <p>Do this for the following groups of coins:</p> <ul style="list-style-type: none"> • 2p + 2p + 1p • 1p + 1p + 1p • 1p + 2p + 5p 	<p>'coins to print and cut' sheet from the school website</p> <p>Or</p> <p>Coins drawn on paper for the children</p> <p>Or</p> <p>Real coins</p> <p><u>Extension:</u></p> <p>'money matching PowerPoint' from the school website</p>	

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	<ul style="list-style-type: none"> • 5p + 2p + 2p <p>Extension: The children will need access to the 'Money Matching PowerPoint' from the school website. In this activity, the children will be asked to click on the plate that shows the correct value. The children may need some help to do this. Children are allowed to take their time, there is absolutely no time limit on completing this activity. They can use anything to help them such as the British coin mat, the matching cards, drawings or real coins. The children may wish to do each question practically first before deciding on their answer which is absolutely fine.</p> <p>Children are to work their way through the PowerPoint as this will help them with the next activity.</p>		
<p>I can add coin values together up to 10p</p> <p>I can choose coins to represent a value</p> <p>I can draw and label coins</p>	<p>For this activity the children will need access to the 'coins in the jar' activity from the school website. Again, if this cannot be printed then it can be drawn on to paper or the children can just refer to it on screen.</p> <p>There are jars with coins inside. The children need to add the values of all of the coins together and write the total value in the box underneath. They can use anything to help them such as the matching coin activity, real coins, drawn coins or the coin mat. The children need to work out the totals in each jar. These do get progressively harder so if they are finding it too tricky, do it practically together first and then write the answer.</p> <p>Extension: Children will need access to the 'empty jars to fill' activity from the school website.</p> <p>For this activity, the children have empty jars with total values underneath them. The children need to decide which coins can be added together to make the total value. For example, if the total value was 5p they could use a 2p and three 1ps.</p> <p>The children need to draw the coins inside the jar. They can also label the coins inside the jar if they want to.</p>	<p>'coins in the jar' activity from the school website</p> <p>Extension: 'empty jars to fill' activity from the school website</p>	

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	<p>There is a challenge on the sheet for children to choose a value and draw the coins inside the jar. Please encourage the children's values to be sensible (not one thousand pence!). Try to keep it within 20p – Some who feel very confident could go to values within 30p.</p> <p>Once they have completed this sheet, the children have an extra challenge!</p> <p>For most of the values, there is more than one way that each can be made. For example, if the total value under the jar was 5p. There are many possible ways to make this total value with coins:</p> <ul style="list-style-type: none">• 5p coin• 2p + 2p + 1p• 1p + 1p + 1p + 1p + 1p• 2p + 1p + 1p + 1p <p>See if the children can come up with as many different ways as possible to make each total value. They could write these possible combinations on the back of this sheet.</p>		
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