

St. Oswald's RC Primary School and Nursery

Home learning with objects that are found around the house

EYFS



Matching Socks

You could start by sorting the different socks into different piles:

Different sizes:

- baby socks
- toddler sized socks
- junior socks

Different lengths:

- trainer socks
- knee high socks
- ankle socks

Different materials:

- fluffy/towelling socks
- smooth socks

Different designs:

- coloured toes
- coloured heels
- stripes
- patterns
- pictures
- dots, etc.

Sorting activity

Put some pairs of socks on the floor (mixed). Ask the children to sort the socks into pairs.

As the children sort the socks into pairs, ask them questions:

- What do you know about this sock?
- What are you looking for?
- How many socks do you have?
- How many pairs of socks do you have?

- How do you know when you have a pair of socks?
- How many socks are there in 1 pair?
- How many socks are there in 2 pairs?
- How many socks are there in 3 pairs?
- If I have 4 pairs of socks, how many socks do I have altogether? You could introduce counting in 2's for children who are confident counting in 1s.
- How did you work your answer out?
- If I have 5 socks, how many pairs do I have?
- How did you work your answer out?

Encourage the children to use mathematical vocabulary: number names, sort, order, pattern, colour, shape, large, long, short, small, etc.



Domino Addition

If you do not own dominos, you could make your own by cutting up pieces of rectangular paper and adding your own dots.

On an A4 pieces of paper you could write the numbers 2, 3, 4, 5, 6 and your child must find the dominos that add up to the number (See image for example). You could extend this, by making your own dominos by cutting up rectangular pieces of paper and adding your own dots on, for example, 2 dots on one side and 10 dots on the other.

To extend this activity, you can ask your child to select a domino and write a number sentence.



For example, using the domino above, your child would write:

$2+2= 4$ (Encourage them to count the dots on the dominos.



Capacity

In Mathematics, the term capacity is used when measuring how much fluid fits inside a container. It is measured in millilitres and litres, or, in imperial, pints and gallons. Water experiments can be carried out at home by measuring the amount of liquid in a container, it will help children to measure in millilitres and be able to work out the capacity of the container in the process.

For example, you could say, how many tiny cups does it take to fill the Pepper Pig cup? You could do this with the different cups. You could then use a measuring jug to see how much water each cup holds and put them in order from which container holds the least to the container that holds the most. You could trick your child by providing them with a shallow and wide tray that may hold less water than a small yet tall container.



Sorting Money

Raid the piggy bank and get out a selection of coins. You could start off with low amounts but then go up to higher coin amounts. All you need is a selection of coins and an A4 sheet split into 4 or 6 and write the different coin amounts at the top. Ask your child to sort the different coins into the correct section.

To extend this activity you could ask your child to place the coins that make the amounts. For example, 2 x 1p coins in the 2p section. 10 x 1p coins in the 10p section and do this with different coin amounts. You could use raisins or pasta shapes as counters to help count the higher amounts.



Halving and Quartering

Use mealtimes as an opportunity to practise recognising halves and quarters. Could you get them to divide an apple, pizza or cake into quarters and then give one quarter to someone? Remember to point out that one quarter is 'one piece out of four' and is written like this: $\frac{1}{4}$.

You could do the same for splitting an object in half and give the other half to someone?

Remember to point out that one half is 'one piece out of two' and is written like this: $\frac{1}{2}$.

Another way to show children halving, is to give them an even number of objects (for example: sweets, pasta shapes or counters). Ask them to divide the group into two groups of the same number. They may not be sure of how to do this, so you may need to draw two big circles on a piece of paper and show them how to share the objects, one by one, into the two circles. You can do the same for quartering an amount, give the children four circles to share the objects into.

Children also learn to find quarters of shapes or sets of objects. You can help your child with this by giving them various shapes (circle, rectangle and square) and asking them to divide them into quarters and then colour one quarter. You can do the same for finding half of a shape.



Ordering numbers and missing numbers

For this activity you will need several sheets of A4 cut into four smaller pieces and a pen. Write the numbers 1 – 10 (you can include 0) and ask the child to make a number line, placing the numbers into the correct order. When they can order to 10 with ease, do the same with 20, then 30 and so on. You can then give them a set of numbers and have some missing. Start with the missing numbers from 0 – 10 and then do the same for higher numbers, 48 __ __ 51 have a selection of numbers underneath to choose from.

General counting - forwards and backwards

Try to encourage your child to count to at least twenty. You can count lots of things, how many spoons in the utensil tray, how many dry pasta shapes in the tub, how many buttons on tops. You could ask your child to count the amount of knee taps, or hand claps, you can ask them to count jumps, or jumps with skipping ropes. Count twenty times going up and down the slide (if you have one). Counting the stairs, counting backwards when going down the stairs and counting forwards going up stairs. When your child is confident to count to twenty, start counting to one hundred.

Counting in 2's 5's and 10s

For counting in 2s, you can get several pairs of socks and talk to the children about how many socks are in a pair. Tell them to count all the socks we need to count in twos. Start off with 5 pairs of socks and once your child becomes confident count 10 pairs of socks in twos. You could also use chalk outside and write the 2's numbers in order and ask your child to jump from number to number shouting out loud the number they have jumped on.

For counting in 5s you can draw around your child's hand lots of times and place them into a line. Tell them to count all the fingers it will be easier to count them in 5s. Count the hands in 5's up to 20 to start with. You can then write the 5 times table on the floor with chalk and ask your child to jump on the numbers and say them when they jump on them.

For counting in 10s you could write the ten times table onto A4 sheets and ask your child to jump on them and with support say the number.



Length

Use playdough and create different sized worms. Ask your child to then put them in order from the shortest worm to the longest. Encourage them to use the vocabulary, long, longer, longest, shortest, short, shorter.

To extend your child's learning about length, you could measure them with cubes or other same sized objects and see how many of those objects the worm is. You could use a ruler to measure the worms and see how many centimetres they are. Make sure when you write down how many centimetres the worms are, you inform your child that we must put CM after the number to show people length.

How to make your own playdough:

You will need;

8 tbsp plain flour

2 tbsp table salt

60ml warm water

food colouring (optional) You could use scents, like lavender or herbs from the garden, or flavourings like vanilla essence.

1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.