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| This week’s focus:**What is 5?** | Maths inputs |
| **Monday**  | Introduce the number line to 4. Sing Hey Numbers song and teach the children where to look for the numbers on the number line. Count forwards and play games removing a number at a time whilst the children’s eyes are closed to see if they can spot the missing number. Match amounts to numerals, for example, 1 jump, 2 spins, 3 claps etc. Watch/ read Kipper’s birthday: <https://www.youtube.com/watch?v=heU0EHGbcnw> . Kipper is now 5 years old. Can you show 5 using your fingers one hand and on two hands? How many different ways can you show 5? Show the children a picture of the birthday cake below and cut out the candles. Can your child count 5 candles and place them onto the birthday cake? Rearrange the candles into different variations of 5 and ask how old is Kipper now? See if your child can subitise (knows how any without touch counting) and tell you that there are still 5 even though they have been arranged differently (in a line, 5 like on a dice, spread out, 3 close together and 2 close together). How old will Kipper be on his next birthday? How old was he yesterday? |
| **Tuesday** | Number line the same as yesterday.All about number 5 power point- see below. What does your child notice about number 5?  |
| **Wednesday** | Number line the same as yesterday.  Watch Numberblocks what is five: <https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five>  Go on a number 5 scavenger hunt around your house and at home. What can your child find 5 of? For example, 5 cups, 5 spoons, 5 teddies etc. Can you child check that they have correctly collected 5 of each item by counting and giving each a number name to 5. |
| **Thursday**  | Number line the same as yesterday.Recap counting forwards and backwards to 5 using some number songs and rhymes such as 1, 2, 3, 4, 5, Once I Caught a Fish Aline etc.Talk about number 5 and look at what the numeral 5 looks like? What is one more/ 1 less than 5? Using the five frame below and objects from around your home such as marbles or coins, ask your child to add 5 onto the 5 frame. Remind your child that there should be one object per square. What does your child notice about the five frame? When all the squares on the 5 frame are filled there must be 5 objects so we don’t need to count them all. |
| **Friday** | Number line the same as yesterday. Recap what 5 is using objects from around your home, for example, 5 apples. What is 5 made up from? Use the part, part, whole model below to show how many different ways we can partition 5. For example, 3 + 2 is 5 so part of 5 is 3 and part of 5 is 2 and the whole number is 5. Explore different ways of partitioning your chosen objects and using the part of me is…., part of me is….. and the whole of me is 5 language. |

Thursday:



Friday:

Part

Whole