

## 'Unplugged' Home Learning Activities

(Descriptions of and links to practical activities that require no computer to complete)

EYFS	
<b><u>Number recognition</u></b>	<p>Go on a number hunt. What numbers can you see around the home? You could look at numbers on doors, food packets, clocks, magazines and books.</p> <p>When reading a book at home, ask your child what number they can see on the page you are reading. Ask questions such as, can you find number 2? What about numbers 4, 5 and 6.</p> <p>Draw 11 simple shapes on a piece of paper. Number the shapes 0-10. Place a toy onto a numbered shape and ask a grown up to tell you the number. Were they correct? Can they place the toy on a numbered shape for you to identify?</p> <p>Write numbers 0-10/0-20 on a piece of paper and hide them around the house. Ask your child to go on a number hunt. Every time they find a number, they have to do that many star jumps on the spot. Once all of them have been collected, you could also ask your child to order them.</p> <p>Next time you give your child a snack, ask them to count out how many pieces you have given them. Every time they eat a piece, ask them how many are left.</p> <p>Write the numbers 0-20 on plastic building bricks/lego pieces. Ask your child to build a tower from 0-20 making sure the numbers are in the correct order (0 at the bottom)</p> <p>Number of the day. Write a number of your choice on a piece of paper. Can you create a number story about it together? Can your child record it as a tally or in jottings form? What number(s) come before it? What number(s) come after it? Can it be shared equally? Is it odd or even?</p>
<b><u>Counting 1:1 correspondence</u></b>	<p>Counting as you go up the stairs. Counting back as you go downstairs.</p>

	<p>Encourage your child to help you count out items purchased in your weekly shop.</p> <p>When cooking/baking together, support your child to help make simple recipes by counting out amounts e.g. 'Can you put two spoons of cocoa in the bowl?'</p> <p>When playing with building bricks or small toys, encourage your child to count out how many of each colour/size</p> <p>Play simple board games and encourage your child to count the spots shown in the dice and the number of spaces to move</p> <p>Sing numbered themed nursery rhymes and use your fingers or small props to help count the items. For example, 10 Green Bottles</p> <p>Additional counting (suggested activities)</p> <p>Counting things of different sizes – this helps children to focus on the numerosity of the count</p> <p>Counting things that can't be seen, such as sounds, actions, words</p> <p>Counting things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape.</p>
<p><b><u>Find one more or one less</u></b></p>	<p>Tell your child a number and get them to place this number of objects on the table/plate. Tell them to add 'one more'. Can they add one more and say the number that you have?</p> <p>Repeat this with one less but using snacks for this might be an idea as your child can eat one and tell you how many snack pieces are left.</p> <p>Use number stories to reinforce one more/one less. This could be done at bath time:</p> <p>"There are 6 frogs on a log. One jumps in the pond. How many frogs are left?" You can use small objects/fingers to reinforce the concept of the frogs jumping in the water (from the bath edge)</p> <p>Place some small toys in front of you and say how many they have. Can your child count out a group of toys that is one more?</p>

	<p>Draw an image (e.g alien) and begin adding spots to it. Ask your child to count how many spots it has? Can they draw an alien that has one less spot than your one?</p>
<p><b><u>Early stages of addition (finding the total)</u></b></p>	<p>Collect two bowls of objects (e.g. fruit/toys). How many objects have you got altogether?</p> <p>Hold up three fingers on one hand and two on the other. How many fingers are you holding up all together?</p> <p>Go for a walk (when you can) and take two containers with you. Together, collect some natural objects and bring them back to the house. Can you count out how many objects that were collected altogether?</p>
<p><b><u>Addition and subtraction</u></b></p>	<p>Practise using fingers to add and subtract single digit numbers confidently.</p> <p>Reinforce the above using objects (e.g. cubes, lego pieces, toys, building blocks)</p> <p>Teach children how to draw pictures to solve addition and subtraction problems. They draw pictures to represent what they hear in the story. This will help them to visualise and solve problems.</p> <p>Play subtraction bowling. Set up some plastic cups and get your child to use a ball to knock them down. Record the subtraction in pictures with the cups having a clear cross through them in relation to how many they have knocked down.</p> <p>Use a sectioned plate and small objects to practise solving addition.</p> <p>Play 'Addition War'. With a pack of playing cards, each player takes it in turns to turn over 2 cards. They add them up and the player with the highest amount, gets to keep the cards. Play until one player loses all their cards.</p>
<p><b><u>Sharing</u></b></p>	<p>Cut up a piece of fruit (apple) into 8 slices. If you shared it equally between yourself and your child, how</p>

	<p>many pieces would you have each? Model sharing each piece out. Could then discuss concept of even numbers</p> <p>Make a cake together. Once cooled, cut into slices. Bring it to the table and share it out. If there are slices left over, work out how many pieces each person would get in total before the cake is all gone</p> <p>Share out some food items between their favourite toys. For example, if they have 8 biscuits and share them between 2 of their favourite toys, how many biscuits does each toy get?</p>
<p><b><u>Measure</u></b></p>	<p>Model language which highlights the specific attribute that is the focus of attention</p> <p>Using play dough at home can provide a good opportunity to discuss the length of snakes, or the weight of different-sized lumps.</p> <p>Water and sand play which highlights capacity</p> <p>Encouraging children to compare different attributes in everyday situations: 'I wonder who has the longest snake?' 'I wonder whose pot will hold the most water?' 'I wonder which ball is the heaviest?'</p> <p>Cutting a piece of ribbon as long as your child's arm and encouraging them to find things in the environment that are longer, shorter or the same length</p> <p>Focus on asking for specific things according to their attributes. For example: 'Please can you pass me a ... that is ... than this one?'</p> <p>When comparing directly, finding the odd one out, by providing a varied range of container shapes all containing the same amount of liquid except for one. 'Which one do you think is the odd one out? Why? How will we check? Were we right?'</p> <p>A visit to the park and going on the see-saw, will allow you to pose questions related to weight. For example, 'What can we do to make this side of the see-saw go down?'</p> <p>Comparing different parcels you may have received at the family home, ensuring some of the smaller parcels are heavy, and some of the larger parcels are light.</p>

	<p>Making a bed for a teddy using blocks. Selecting a box or container to store a specific item. Dressing dolls, and selecting different-sized clothes Finding things that will fit inside a matchbox.</p>
<p><b><u>Pattern</u></b></p>	<p>Create a simple ABC pattern (e.g. red, blue, red, yellow) using building blocks, lego pieces. Then move onto making an ABB pattern (red, blue, blue, red) and then a ABBC (red, blue, blue, red, yellow)</p> <p>Extend patterns using a wide range of identical objects such as beads, small plastic toys (dinosaurs, cars)</p> <p>Exploring and creating patterns by making a fruit kebab.</p> <p>Use musical instruments, movements and dance sequences to also explore patterns.</p> <p>Investigate whether patterns can continue indefinitely in a circle. Children can use bead necklaces to explore this or you can simply place coloured items on a plate.</p> <p>Explore patterns in stories, songs and rhymes</p> <p>Where possible, represent these diagrammatically to support pattern-spotting, and predict what will happen next, and why</p> <p>Invite children to spot patterns in the home environment</p> <p>Look at fabric patterns from different cultural traditions: discussing the patterns in terms of what stays the same and what is different</p> <p>Design your own wrapping paper for a specific event that involves creating a pattern which your children can describe</p> <p>Counting and pattern forming is in knitting!! Teach your child to knit!</p>
<p><b><u>Useful online resources to refer to</u></b></p>	<p>Nrich: <a href="#">EYFS Home Page</a> Topmarks: <a href="#">Early Years Maths</a></p> <p><a href="#">Maths: Age 4–5 (Reception)   Oxford Owl</a></p>

Number blocks on cbeebies and bbc i player

National Numeracy Family Maths Toolkit (see below for the link)

[Family Maths Toolkit: Helping families do maths together](#)

[Help children aged 2 to 4 to learn at home during coronavirus \(COVID-19\)](#)

[Hungry Little Minds – Simple fun, activities for kids aged 0 – 5](#)

## KS1

**Number bonds,**  
**counting, adding,**  
**subtracting and**  
**multiplying and**  
**dividing.**

[100 Bead Necklace](#)

How to use counting beads/strings: [Getting to grips with beadstrings](#)

**Out and about - counting and ordering and number talk**

On a daily walk - look outside for 'thirties' numbers, such as 34 or 38, on house doors, number plates, bus stops, etc. How many can you spot? What is the biggest one you can find? Next time, look for 'fifties' numbers, or 'sixties'...

**What's my number?**

Write the numbers 0 to 20 on a sheet of paper. Ask your child secretly to choose a number on the paper. Then ask him / her some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no. Once you have guessed the number, it is your turn to choose a number. Your child asks the questions. For an easier game, use numbers up to 10. For a harder game, use only 5 questions, or use bigger numbers.

**Adding - How much?**

Tip out the small change from a purse. Count it up with your child.

**Multiplication with monsters!** [Multiple Monsters](#) Making monsters and using legs, eyes etc for multiplication!

	<p><b>Dividing (sharing) -Teddy Bears Tea Party:</b>  Get two teddies together for a party. You can make real cakes or you can use pretend ones and use buttons, pebbles, dried peas as cakes. Take some cakes.(At first use an even number of cakes) Count them. How many cakes do the Teddies have if you share them out equally? Verbalise this with your child, e.g 10 cakes shared between (divided between) 2 teddies equals 5 cakes each.Try this with different amounts. You could keep a record first by drawing 10 shared into 2 groups of 5 cakes then progress to using number sentences <math>10 \div 2 = 5</math>.</p>
<p><b><u>Doubling and halving (including symmetry)</u></b></p>	<p><b>Doubling and halving with home made monsters!</b>  <a href="#">Doublebugs-Instructions-and-Template.pdf</a></p>
<p><b><u>Measuring and Shape and Space</u></b></p>	<p><b>Cupboard maths</b>  Choose two tins or packets from your food cupboard. Ask your child to hold one in each hand and tell you which is heavier, and which is lighter. (Check by reading the weight on each tin or packet.) If he / she is right, they keep the lighter one. Then choose another item from the cupboard, trying to find one that is lighter still. Carry on until your child has found the lightest item in the cupboard. It might be suitable to eat as a prize!</p> <p><b>Out and about - shapes</b>  On the way to school, see how many cuboids, spheres and cylinders you can spot. Which did you see most of?</p>
<p><b>KS2</b></p>	
<p><b><u>Number bonds, counting and adding,subtracting and multiplying and division</u></b></p>	<p><b>Number bond game:</b>  Pairs to 100 This is a game for two players. Each draw 10 circles. Write a different two-digit number in each circle – but not a ‘tens’ number (10, 20, 30, 40...). In turn, choose one of the other player’s numbers. The other player must then say what to add to that number to make 100, e.g. choose 64, add 36. If the other player is right, she crosses out the chosen number. The first to cross out 6 numbers wins.</p>

	<p><b>Making 1000</b> Target 1000! Roll a dice 6 times. Use the six digits to make two three-digit numbers. Add the two numbers together. How close to 1000 can you get? Another person try. The closest to 1000 gets a point. Try again.</p> <p><a href="#">100 Bead Necklace</a> For how to use counting beads/strings:(scroll down for more complex usage on the sheet) <a href="#">Getting to grips with beadstrings</a></p> <p><b>Out and about - subtraction</b> Choose a three-digit car number, e.g. 569. Make a subtraction from this, e.g. 56 – 9. Work it out in your head. Say the answer. If you are right, score a point. The first to get 10 points wins</p> <p><b>Shopping maths How much?</b> While shopping, point out an item costing less than £1. Ask your child to work out in their head the cost of 2 or 3 items. Ask them to estimate the answer first. See how close they come. If you see any items labelled, for example, '2 for £3.50', ask them to work out the cost of 1 item for you, and to explain how they got the answer.</p> <p><b>Division game</b> You each need a piece of paper. Each of you should choose five numbers from the list below and write them on your paper. 5 6 8 9 12 15 20 30 40 50 Take turns to roll a dice. If the number you roll divides exactly into one of your numbers, then cross it out, e.g. you roll a 4, it goes into 8, cross out 8. If you roll a 1, miss that go. If you roll a 6 have an extra go. The first to cross out all five of their numbers wins.</p>
<p><b><u>Year 3-4 Fractions with objects/sweeties</u></b></p>	<p><a href="#">Bits-Bobs-Fractions</a></p> <p><b>More fractions with objects</b> Use 12 buttons, or paper clips or dried beans or... Ask your child to find half of the 12 things. Now find one quarter of the same group. Find one third of the whole group. Repeat with other numbers.</p>
<p><b><u>Practical times tables activities</u></b></p>	<p>9 time stables: <a href="#">9 timetables trick</a> Other times tables: <a href="#">5 Times Tables Trick</a></p> <p><a href="#">Times-Tables-Scroll-activity-instructions</a></p>

<p><b><u>Decimals</u></b></p>	<p><b>Decimals with number plates</b>  Choose 2 digits from a car registration plate for example: FD56 UPN Make the smallest and largest numbers you can, each with 1 decimal place, e.g. 5.6 and 6.5. Now find the difference between the two decimal numbers, e.g. <math>6.5 - 5.6 = 0.9</math>. Whoever makes the biggest difference scores 10 points. The person with the most points wins. Play the game again, but this time score 10 points for the smallest difference, or 10 points for the biggest total.(If you add the numbers)</p>
<p><b><u>Measuring and finding areas and perimeters</u></b></p>	<p><b>Measuring investigation - <a href="#">Maths of Me</a></b></p> <p><b>Envelope and adverts investigation</b>  Perimeter = distance around the edge of a shape. Area of a rectangle = length x breadth (width)  Collect 5 or 6 used envelopes of different sizes. Ask your child to estimate the perimeter of each one to the nearest centimetre. Write the estimate on the back. Now measure. Write the estimate next to the measurement. How close did your child get? Now choose 5 or 6 adverts from newspapers or magazines. You could do something similar using an old newspaper, e.g. Ask your child to estimate the area of each advert to the nearest centimetre squared – write these down. Now measure and calculate How close did your child get?</p>