

Year 1

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Year 2

'Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number'

Ask your child to think of a number and then give you clues so that you can guess their number. Remember, you're not allowed to make your guess until you're *certain* you know the number or the game can get very boring!

You could make this more challenging by only accepting one example of a type of question!

'Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s'

Take photos of your child's hands, 2 people's knees, 3 sets of eyes etc. to create a very personal counting in 2s number line once the photos have been printed off and labelled.

If you don't have a printer available, help your child to draw in 2s as they go up. They could draw circles, or if they're feeling really creative, they could do it with pairs of socks, or a variety of shapes. (2 circles, 4 squares, 6 rectangles etc.)

You could make this more challenging by doing the same with groups of 5!

This week's activities are all about ***'Number & Place Value'***.

Understanding this is the foundation for all other maths, so spending time on these concepts is invaluable. They all link directly with the curriculum statements. Remember, you don't need to be a teacher; learn along with your children or let them teach you. They really like that!

'Read and write numbers from 1 to 20 in numerals and words'

Give your child a group of objects. Can they count them accurately? Ask them to then write down the numeral and the words for that amount:

e.g.  = 3

'Given a number, identify 1 more and 1 less'

Using 2 dice or a random number generator app, create a 2 digit number. Ask your child what 1 more and 1 less than that number would be.

You could make this more challenging by asking them what ten more or less than a number is.

'Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least'

Invite your child to count out groups of objects and decide which group has *more* or which group has *less*. Can they use the number line to find the numbers representing the amounts they have counted?



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