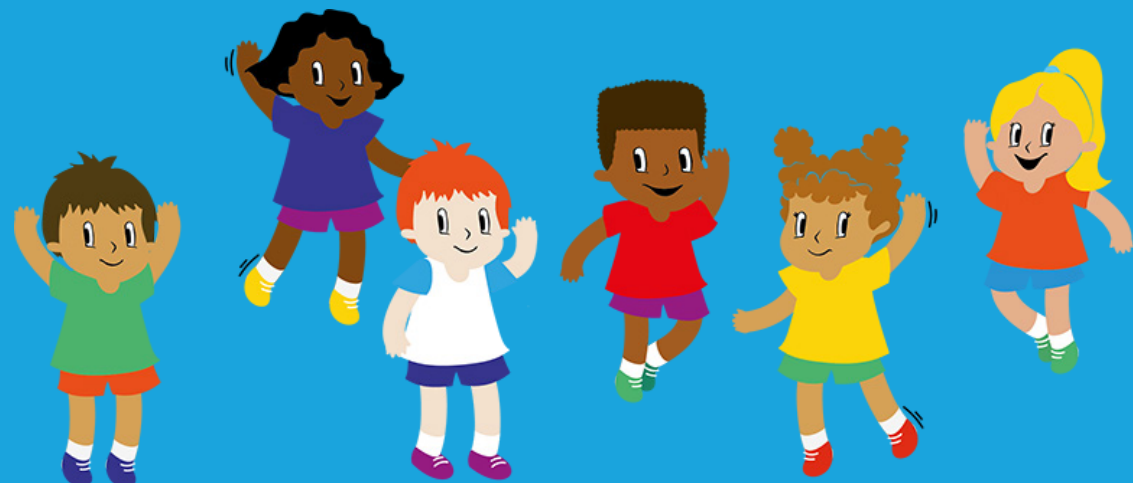




Teach Active

Maths & English

Home Learning Packs Foundation



Home Learning Packs - Foundation

The team at Teach Active have selected 10 activities each for Maths and English for children who are having to stay at home and isolate instead of being in school. They have been chosen to increase confidence and develop fluency in the key skills of number and writing. Some are deliberately active games and others are designed for sitting down and recording responses. Most will need some adult input and support. The key objectives that the activities meet are:

- Recognise some numerals of personal significance
- Counts actions or objects which cannot be moved
- Counts an irregular arrangement of up to ten objects
- Counts objects to 10, and beginning to count beyond 10
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting
- Records, using marks that they can interpret and explain
- Gives meaning to marks they make as they draw, write and paint
- Begins to break the flow of speech into words
- Reading and writing – poetry
- Explain key facts



Available Activities

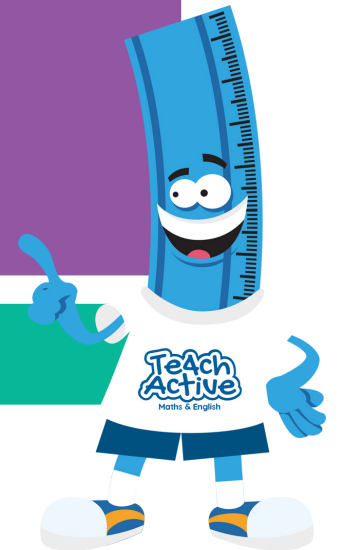
Maths Activities

1. My Age
2. My Favourite Number
3. Explorer Walk
4. My Collection
5. Dance Show
6. Guess The Line
7. Car Tally
8. Add Together
9. Throw of the Dice
10. Picture Perfect

English Activities

1. Poetry - Reading
2. Poetry - Comprehension
3. Bees: Performance Time!
4. Bee Fact Finding
5. Explaining
6. Acrostic Poem
7. Information
8. Get Well Soon
9. Clapping Rhymes
10. Who Lives Here

‘Fun Activities to do at Home’ worksheet included



Maths Plans

See and Share #TeachActive in Action!



My Age

Area of Maths: Number 40 - 60+ months

Skills: Recognise some numerals of personal significance

Game Instructions

1. Children record on a piece of paper how old they are (e.g. 4 or 5) – they can decorate this however they like. Children then go around the room and find things to represent this number that is their age and make a little collection.
2. They could get 4 toys, 4 lego bricks another picture of a number 4, make a tower of 4 bricks, find 4 teddies. Child and teacher to discuss the number that is their age and all they have chosen to represent this. Looking at a number line to see if the child can identify their age on the line and/or in various other ways.

You Will Need

You will require number cards and objects such as building blocks, toys and teddies.



My Favourite Number

Area of Maths: Number 40 - 60+ months

Skills: Recognise some numerals of personal significance

Game Instructions

1. Children to choose their favourite number and record what this is on a piece of paper by writing it down in different colours or sticking ready made numbers down. Then they find as many other things as possible to represent their favourite number. e.g. Collections of toys, counting items, pictures etc...
2. Children to present to the class or a small groups or another person what their favourite number is and all the things they have found or chosen to represent this.

You Will Need

You may require a collection of toys, counting items and pictures.



Explorer Walk

Area of Maths: Number 40 - 60+ months

Skills: Counts actions or objects which cannot be moved

Game Instructions

1. Take the children for a walk with the purpose of counting a certain item (e.g. cars, flowers, trees, insects or even cones you have laid out previously).
2. The children have to count the number of this item (cars, flowers, trees, insects, cones) that they see on the walk. They can't physically pick the item up and move them to put them next to each other, they must count in their head.
3. Children to record down on their return the number of items they found on the explorer walk.



My Collection

Area of Maths: Number 40 - 60+ months

Skills: Counts objects to 10, and beginning to count beyond 10

Game Instructions

1. Adult gives each child a basket each and lets them go on a collection hunt to try and find ten of a particular item (small stones, flowers, leaves, twigs or even counting objects they have hidden around the space etc...).
2. Children go and hunt and find the items and when they think they've found 10 they bring back their collection.
3. They then layout their collection to count and check if they have 10.
4. Adult may then get them to go and find some more items to then bring back and count beyond 10.
5. Children can show and share their collections with other groups and they can all count the numbers in each collection.

You Will Need

You will need a bag or container for the children to put items in.



Dance Show

Area of Maths: Number 40 - 60+ months

Skills: Counts out up to six objects from a larger group

Game Instructions

1. Allow your child to make up a short dance routine to a favourite song of their choice.
2. Allow them to count and choose 6 pieces of dance equipment they would like to use in their dance e.g. ribbons, scarves, items of clothing etc...
3. Give them some time to practice their dance until they are happy to perform it.
4. Get the children to count out 6 tickets from a pile and go and give the tickets to 6 people who can watch their show.

You Will Need

You will require dance equipment such as: scarves; ribbons; items and clothing.



Guess The Line

Area of Maths: Number 40 - 60+ months

Skills: Uses the language of 'more' and 'fewer' to compare two sets of objects

Game Instructions

1. Set out the 'Guess the Line' resource cards in a line along the ground or on the wall. With the blank back facing forwards and the pictures hidden against the floor or wall.
2. The child then works their way down the line. Looking at the first card and counting the dots then guessing if the next card will have more or fewer dots on.
3. Each time they count the dots and with the adult discuss whether the card has had more or fewer on than the previous card.
4. This is repeated until they reach the end of the line.



Guess the Line



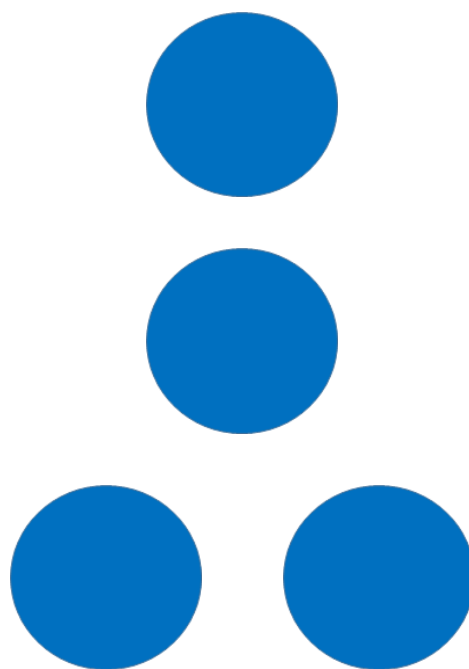
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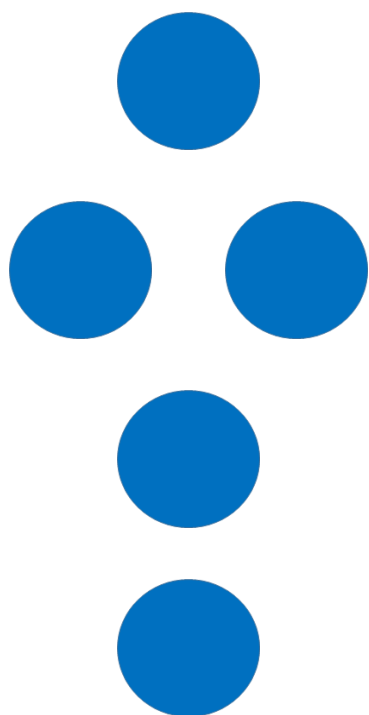
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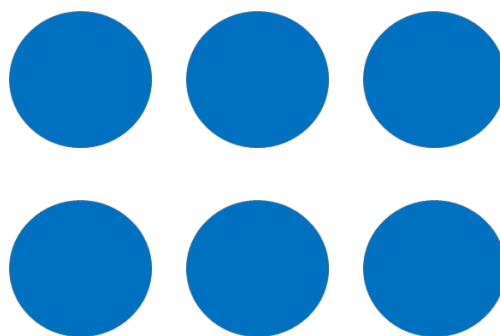
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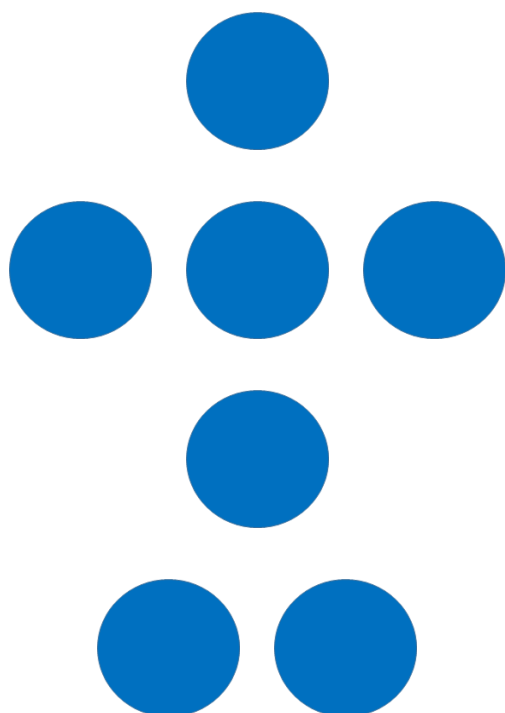
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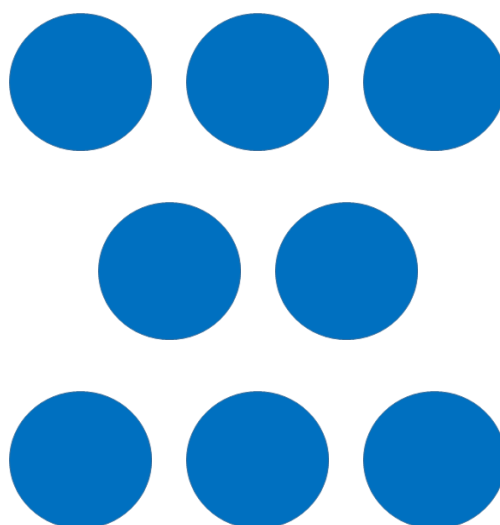
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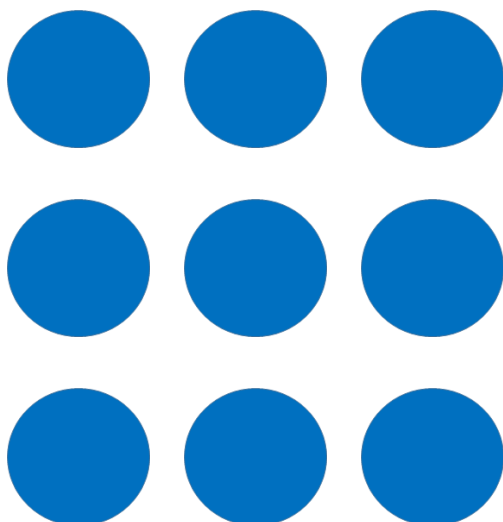
Guess the Line



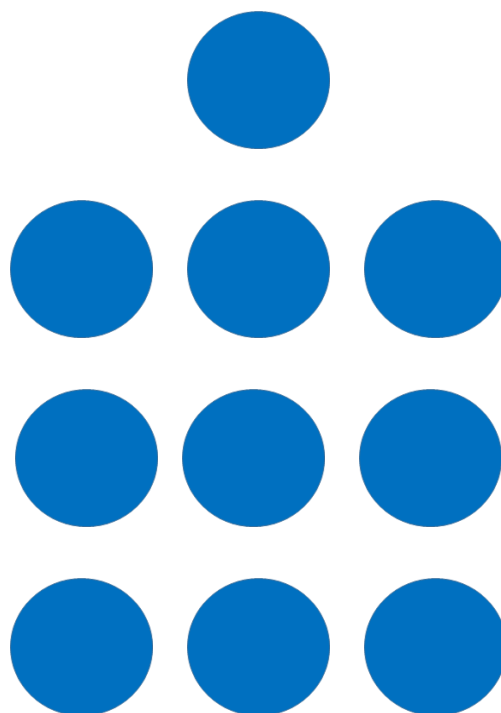
Guess the Line



Guess the Line



Guess the Line



Car Tally

Area of Maths: Number 40 - 60+ months

Skills: Records, using marks that they can interpret and explain

Game Instructions

1. Adult takes children out to a place where they can spot cars go by.
2. Children use their paper and pencils to record how many of certain different coloured cars they see go by.
3. Then use these recordings to explain to others their findings and answer questions....
e.g. Which was the most popular colour of car that they found?
Which colour did they see least of etc...?
4. Adult to think of specific questions to extend their thinking and reasoning and support them when they make records or marks in the future.

You Will Need

You will require pens and paper.



Add Together

Area of Maths: Number 40 - 60+ months

Skills: Finds the total number of items in two groups by counting all of them

Game Instructions

1. Place all the cards face down around you
2. Pick two cards
3. Add the number of spots together
4. Turn them over again and try two more
5. Shuffle and repeat

You Will Need

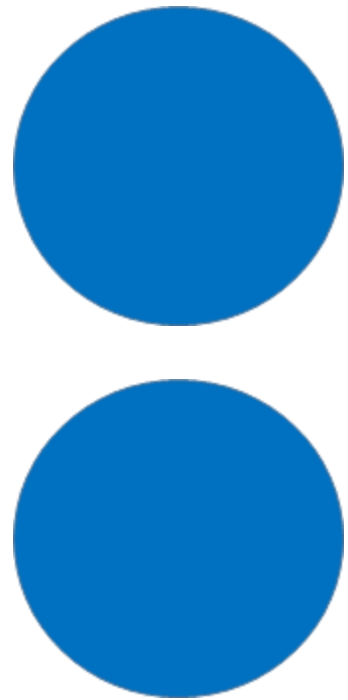
You will require the resource cards.



Add Together



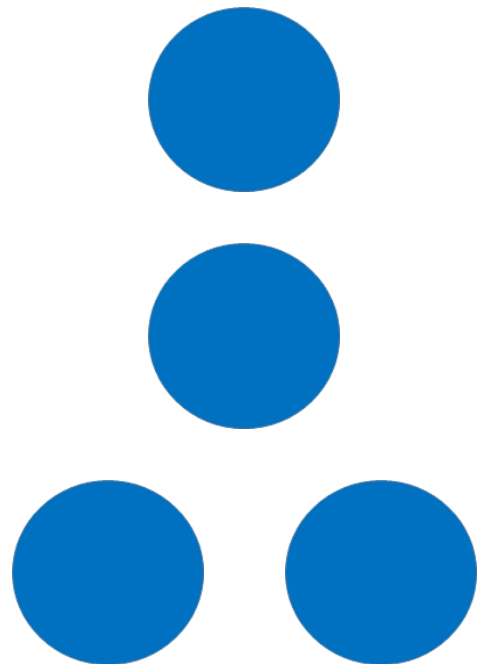
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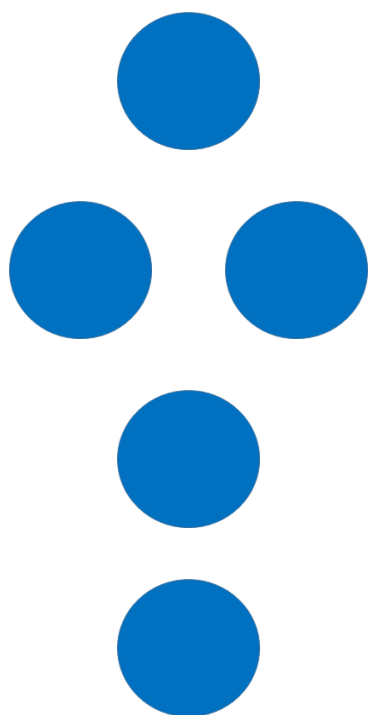
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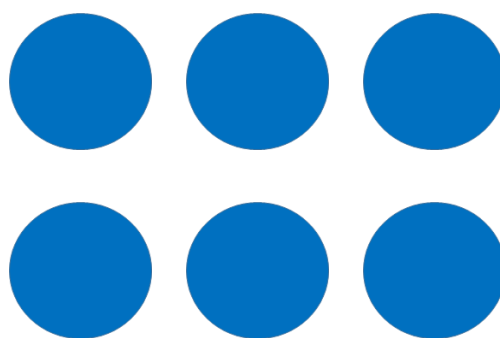
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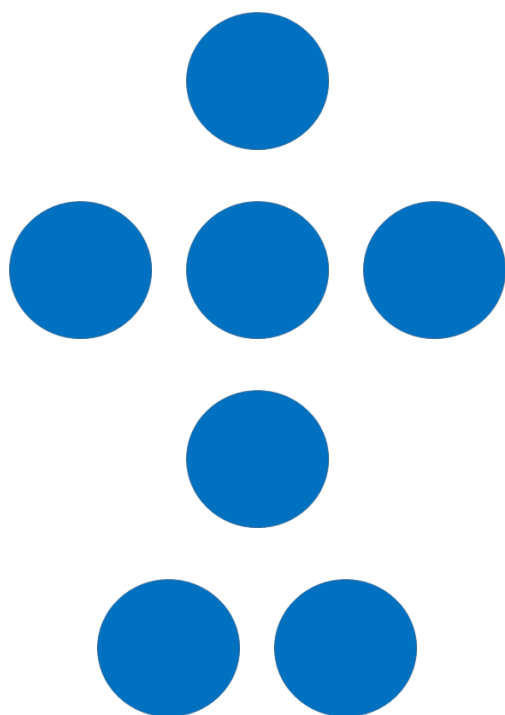
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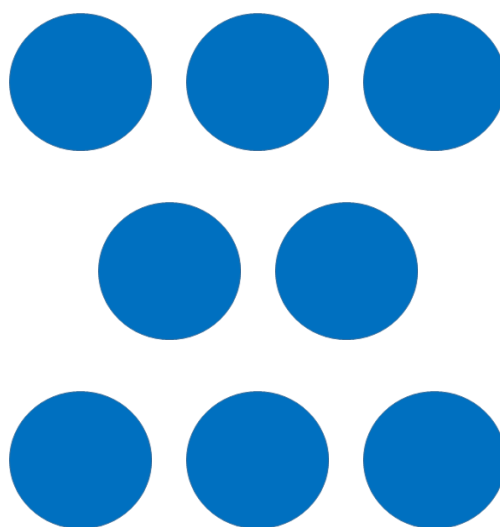
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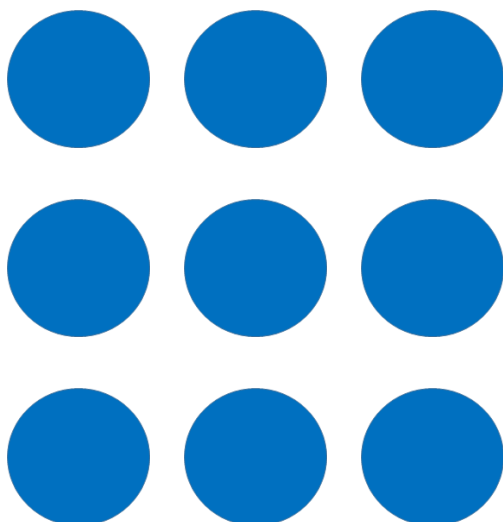
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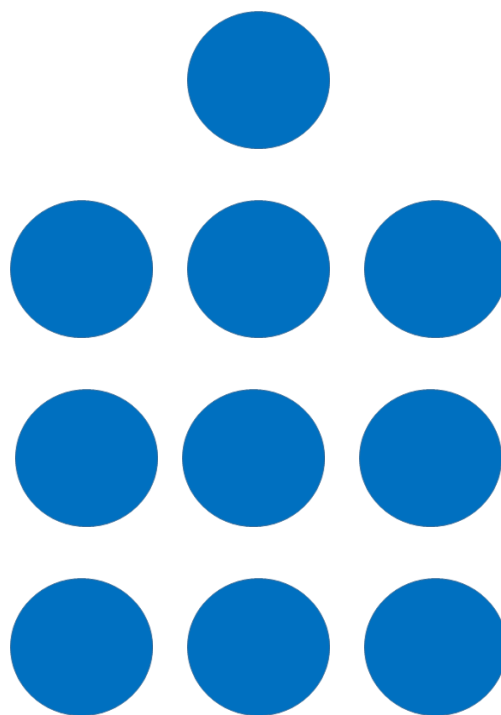
Add Together



Add Together



Add Together



Throw Of The Dice

Area of Maths: Number 40 - 60+ months

Skills: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Game Instructions

1. Place all number cards face down around you
2. Pick two cards and look at them
3. Roll a dice: if it's an even number, add the two numbers; if it's an odd number subtract the smaller number from the bigger one.
4. Use counters or a number line to help you
5. Repeat 10 times!

You Will Need

You will dice and resource cards for this activity.



1 - 12 Number Cards

1

2

3

4

5

6

7

8

9

10

11

12

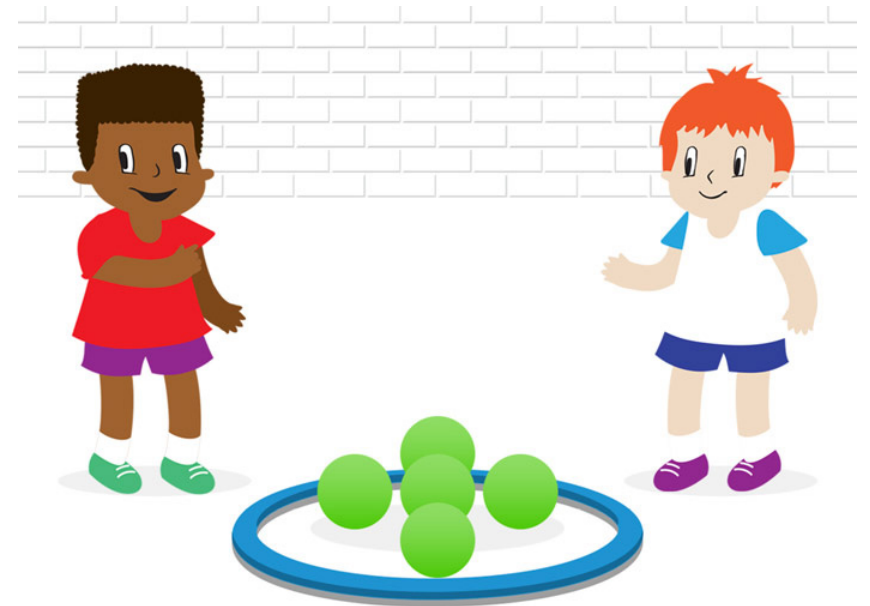
Picture Perfect

Area of Maths: Number 40 - 60+ months

Skills: Counts an irregular arrangement of up to ten objects

Game Instructions

1. Provide 10 different items, such as toy bricks, ribbons, small containers, buttons etc.
2. Ask your child to make a picture using the items
3. The child must describe what they have created and count the number of items used



English Plans

See and Share #TeachActive in Action!



Poetry - Reading

Read the Busy Bee poem. How does it make you feel? Tell someone all the things you like about bees. Is there anything you don't like about them?

Poetry - Comprehension

Read the poem again and then answer the following questions:

1. List five doing words from the poem that show what bees do or how they move.
2. Write down four pairs of rhyming words in this poem.
3. How many different places are mentioned?
4. Find out what nectar means.
5. What do bees like to do with nectar?
6. How many bees can you see buzzing around in this poem?

Bees: Performance Time!

Practice reading the poem out loud, or learning each line from an adult reading it to you. Add expression and impressions so that you are almost being bee whilst you say each line. Practice and then perform for your family.

You will need
The Busy Bee Poem
can be found on the
next page.



Busy Bee

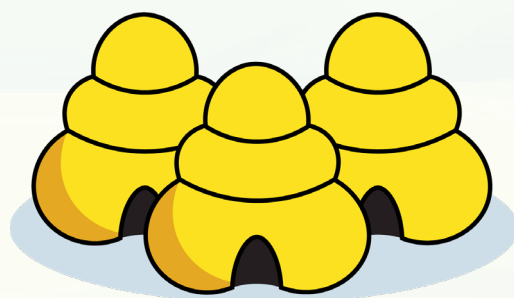
Busy Bee, Busy Bee,
What have you got in store for me?
Busy Bee, Busy Bee,
Come here one, two, three.



Stripy Bee, Stripy Bee,
What about an adventure along the sea?
Stripy Bee, Stripy Bee,
You are making me wobble because you're so funny.

Flying Bee, Flying Bee,
Crashing down on the old oak tree,
Flying Bee, Flying Bee,
Soaring through the sky is great, wouldn't you agree?

Jumping Bee, Jumping Bee,
Leaping around care free,
Jumping Bee, Jumping Bee,
It is a beautiful sight that I see.



Queen Bee, Queen Bee,
I'm collecting nectar while it's sunny
Queen Bee, Queen Bee,
I'm coming with your honey.

Bee Fact Finding

Ask an adult to write down any questions you have about bees. See if you can find the answers by asking an adult to help you look in books or using the internet.

Decorate your information and ideas with a drawing of a bee.

Include why bees are so important. Why are they in danger?

Explaining

Imagine an alien has arrived at your home and they have never seen a bee before. Imagine a toy or teddy is the alien and that they have said to you: "What are these little buzzy creatures?"

- Tell them what a bee is
- Explain what they do
- Explain the problems people are causing bees and how we all need bees to survive. Imagine it as a conversation, where they keep asking questions. Ask an adult to write down the questions the 'alien' has asked and practice explaining it all to them.

Important Note!

You will need the Busy Bee Poem found within this booklet.



Acrostic Poem

Make up an acrostic poem about another insect, where each line begins with the next letter of the word:

E.g.

B

E

E

T

L

E

Or **SNAIL**, **WORM** or **BUTTERFLY**, for example.

Information

Write some facts around a picture of the animal you chose yesterday.

Important Note!

You will need the Busy Bee Poem found within this booklet.



Get Well Soon

Area of English: Writing

Skills: Gives meaning to marks they make as they draw, write and paint

Game Instructions

1. Show children the cuddly toy covered in bandages.
2. With a partner, ask them to talk about and act out what they think may have happened to it.
3. Tell the children the cuddly toy is very sad and ask them if they would like to send it a card to cheer it up.
4. Allow children to visit the writing area, design a card and write their own message in it.
5. If possible, ask the children to read out what they wrote to the toy.

You Will Need

Familiar cuddly toy, bandages, sticky plasters, card making equipment (prepare folded cards), post box.



Clapping Rhymes

Area of English: Writing

Skills: Begins to break the flow of speech into words

Game Instructions

1. Teach the children a traditional clapping song
e.g. 'A sailor went to sea, sea, sea' or '1, 2 buckle my shoe'.
2. Ask children to clap in time with the words.
3. Once children can do this, extend to asking them to stamp or stride for each word.
4. You may also want to move on to thinking about the syllables in some of the words.



Who Lives Here?

Area of English: Writing

Skills: Begins to break the flow of speech into words

Game Instructions



1. Ask your child to construct somewhere someone might live, e.g. a house, castle, cave etc.
2. Ask them to talk about and describe what they have made, adding key words and labels.
3. Extend the activity

You Will Need

Construction kits, paper, pencils.



Handwriting Practice - A Few Ideas From Motty

1. Practice five of the trickiest spellings on the word list by writing them out in your best handwriting.
2. Exercise the fingers on your writing hand by playing with a lump of blutac or plasticine – keep squishing it and turning it, with your thumb and first two fingers. Try it while you're watching something on TV or a tablet.
3. Practice writing your name in the air with big hand strokes, as if you are writing onto an invisible whiteboard.
4. Make up some continuous patterns using a pencil and paper. They need to include curves or straight lines, perhaps like this:  or 
5. Try copying the name from a cereal packet, drinks can or a tin from the cupboard (ask a parent first to help you find one). Write it in your neatest handwriting – then try copying the style it is actually written in.

Why don't you try one each day this week?



Fun activities to do at home

- ☐ Draw and label a map of an imaginary island: it could be where adventures could happen, or the dream holiday destination; it could be in space, or your perfect hideaway. The more detail the better. Remember to give your island a name and explain where it is in the world or universe!
- ☐ Find out about one aspect of your class topic this term and have it ready to present to your class when you are back in school
- ☐ Practice singing, or dancing for 15 minutes every day
- ☐ How many books can you read in two weeks?
- ☐ Help keep the house clean and tidy every day
- ☐ Plant and look after some flowers or vegetables
- ☐ Help look after your pet if you have one
- ☐ Help prepare the dinner
- ☐ Do some baking
- ☐ Sit still, watch out for and note down all the wildlife you see through the window for 10 minutes every day – keep a nature log or diary
- ☐ Go for a family walk and look out for any wildlife, noting it down when you get home – add it to your nature log or diary
- ☐ Keep a video diary for the two weeks you have to stay at home, recording what you did each day, and how you felt
- ☐ Spend a quiet moment telling your favourite teddy/cuddly toy/character toy all about school and the things you like and miss about it
- ☐ Draw a picture everyday of something different: your family, your house, your friends, your classroom, your favourite characters, you playing your favourite game, you, your favourite animals, places or food....

