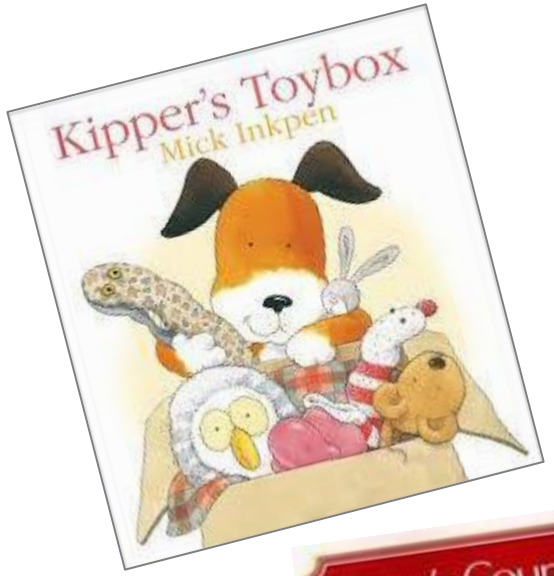
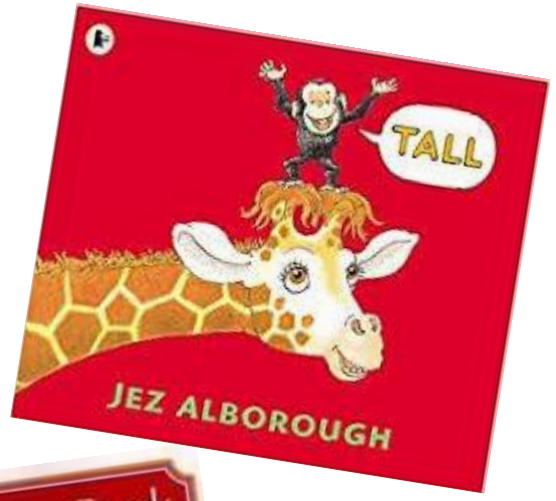
Phase 5 – Book List

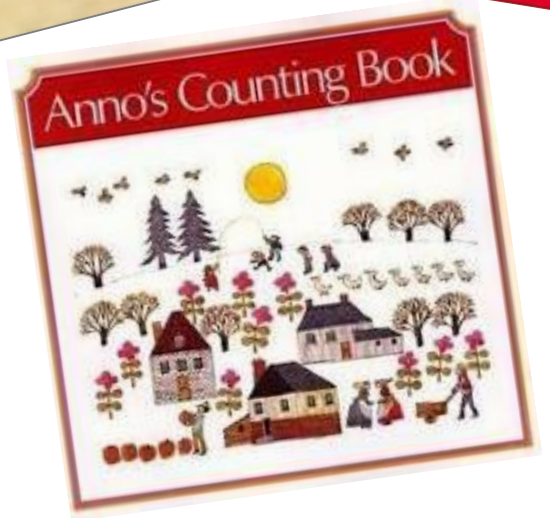
Reading to children is an essential part of their development. Any of these books would be useful during the phase Growing 6, 7, 8

Date: Week 4 (Spring 1)

Six Dinner Sid – Inga Moore
Kipper's Toybox – Mick Inkpen
Sidney the Silly Only Eats Six – M W Penn
Anno's Counting Book – Mitsumasa Anno
What the Ladybird Heard – Julia Donaldson
Simon's Sock – Sue Hendra
Pairs! In the Garden – Smriti Prasadam-Halls
The Giraffe who got a Knot – John Bush
Titch – Pat Hutchins
Tall – Jez Alborough
Jack and the Beanstalk – Traditional
Jim and the Beanstalk – Raymond Briggs
Mr Wolf's Week – Colin Hawkins
Jasper's Beanstalk - Nick Butterworth







6, 7 and 8

Guidance

Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group.

Arranging 6, 7 or 8 items into small groups will support the children to conceptually subitise and see how the numbers are made up of smaller numbers.

Eg. I know it is 8 because I see 4 and 4

Encourage the children to order and compare their representations, noticing the one more/ less patterns as they count on and back to 8

Other Resources

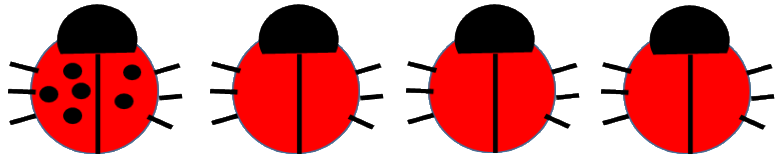
Six Dinner Sid – Inga Moore
Kipper's Toybox – Mick Inkpen
Sidney the Silly Only Eats Six – M W Penn
Anno's Counting Book – Mitsumasa Anno
What the Ladybird Heard – Julia Donaldson

Prompts for Learning

Note: All the prompts for representing, comparing and composition to 5 can be applied to 6, 7, and 8

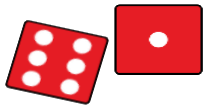
Begin with a story such as Six Dinner Sid. How many times do they meet 6 ? Ask the children to make houses to represent Sid's street. Can they number the doors and order the houses from 1to 6?
What if we added another house? And another?

How many legs does a ladybird have?
How many spots?
Do you know any other creatures with 6 legs?
Use counters to add 6 spots to the other ladybirds.
Can you find more than one way to do it?



How many colours do you see in the rainbow?
Can you paint a rainbow with 7 colours?
Can you make rainbows using objects around the classroom? How many colours did you use?
Can you find the rainbow in Anno's counting book?

6, 7 and 8

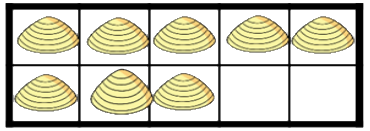


Maths Area

Encourage the children to think about where we see 6, 7, and 8 in everyday life and to make collections of 6, 7 and 8 objects in the classroom.
Sort these items into 6, 7 and 8
How else could you show 6, 7, and 8?

Loose Parts

Provide a range of loose parts such as buttons, beads, pebbles, shells and some ten frames. Ask the children to count 6, 7, and 8 items onto the 10 frames. How many do they have? Can they see without counting? The children may also enjoy filling large 10 frames outside.



Enhancements to areas of learning

Outdoors

Go on a mini-beast hunt.
Use magnifying pots to observe the creatures carefully. How many legs can they see? Provide pictures to help them identify what they find. Ask the children to make careful drawings of the creatures they find.

Kipper's Toybox

Provide a basket of toys for the children to use to re-enact the story. Take turns to 'hide' one of the toys. Can the children spot which toy is missing? How many toys are there now?
What if an extra toy arrives?
How many will there be now?

Making Pairs

Guidance

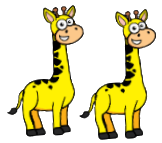
Children build on their earlier work on matching to find and make pairs. They begin to understand that a pair is two. Provide collections of items which come in pairs.

Encourage the children to arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner.
Teach the children to play games which involve matching pairs for example snap or memory games.

Other Resources

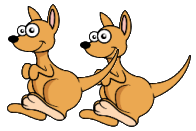
Simon's Sock – Sue Hendra

10 Fat Sausages



12 Buckle my Shoe

Noah's Ark



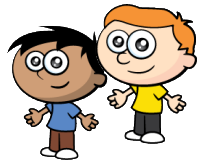
Pairs! In the Garden – Smriti Prasadam-Halls

Webgames online.com/ memory/

Prompts for Learning

Collect a basket of small items in pairs – have enough items for each child to have one. As the children come into the classroom ask them to collect one item from the basket. When all the children have arrived, ask them to find who has the same and sit together in a pair.

Have a basket of unsorted socks or wellies and ask the children to help you sort them into pairs.
Can they spot which pairs go together?
Why do they match?

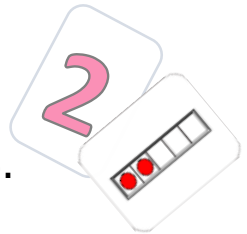


Ask the children to get into pairs ready for a game or to line up in pairs for a Spring walk.
Do they notice any pairs on their walk?
They could also face each other in pairs and take it in turns to mirror the other's actions or play bunny ears.

Encourage children to investigate making pairs using different quantities of small world creatures, cubes or counters. Which quantities will make pairs and which will have one left out? Do they notice a pattern?

Making Pairs

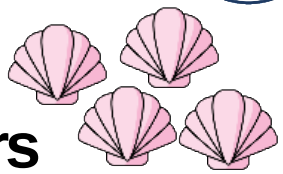
Maths Area



Provide a set of cards with different representations of the numbers to 8.
Teach the children how to play pair games such as snap and memory matching games.
Add some blank cards and encourage the children to create their own sets of cards in pairs to use.

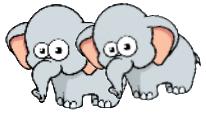
Enhancements to areas of learning

Outdoors



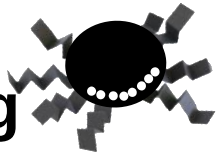
Provide collections of items that can be arranged into pairs. Encourage the children to notice which quantities make even pairs and which have an odd one left over. Do they notice a pattern?

Small World



Encourage the children to match pairs of animals to create their own Noah's Ark procession.
Can they build their own arks?
Can they fit all the pairs of animals inside?

Modelling



Follow the mini-beast hunt by providing a variety of materials for the children to create their own insect models. Encourage them to fold zig-zags to give their insects springy legs.
How many pairs of legs will they add to their creatures?

Combining 2 Groups

Guidance

Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects.

Eg. There are 3 frogs on the log and 4 in the pool. How many frogs altogether?

Encourage the children to subitise where possible although they may need to count in ones to find how many altogether.

The interactive whiteboard files can also be used to create pictorial scenes for the children to discuss.

Other Resources

WRM Interactive whiteboards

Dice and board games

Quack and Count by Keith Baker

The Elephant and the Bad Baby – Elfrida Vipont

Don't forget the Bacon – Pat Hutchins

Prompts for Learning

Tell your partner about the flowers. How many purple flowers can you see? How many blue flowers?

How many flowers altogether?

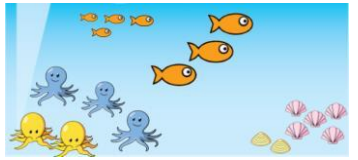
Spread a set of dominoes out face down.

Ask the children to pick a domino and tell their partner how many spots there are on each side. Can their partner tell them how many spots on the domino altogether?

What if my domino has 6 spots? How many could be on each side? Can you draw a domino with 6 spots?

Can you draw more than one?

Provide pictures or small world scenes which provide opportunities for combining 2 groups.



What can you see in the picture?

How many big fish can you see?

How many small fish?

How many fish altogether?

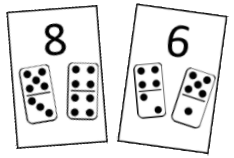
I spy a group of 3 and a group of 2. What am I looking at?

Combining 2 Groups

Maths Area

Provide simple board games and pairs of dice. The children roll 2 dice and move the required number of spaces on the board. Ask: What numbers did you roll? How many altogether?
How many do you need to win the game? (1-3 dice could be used first before moving onto 1-6)

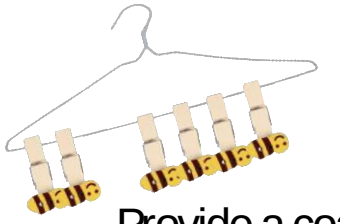
Small World



Provide a set of dominoes and a large 'parking area' with numbered garages. Ask the children to find the total amount of spots on the dominoes and park them into the correct garage!

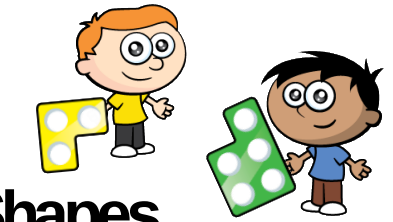
Enhancements to areas of learning

Finger Gym



Provide a coat hanger and a basket of pegs. Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether.

Number Shapes

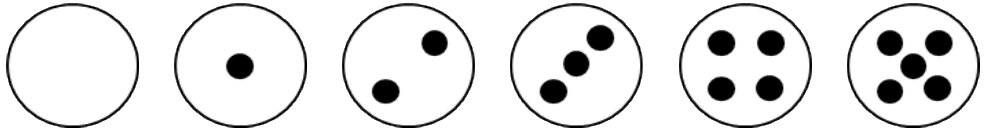


Provide an assortment of 1-5 number shapes. Ask the children to choose a number shape. Next, find a friend and combine their shapes to see what number they can make altogether? Repeat by moving to different friends.

Digging Deeper

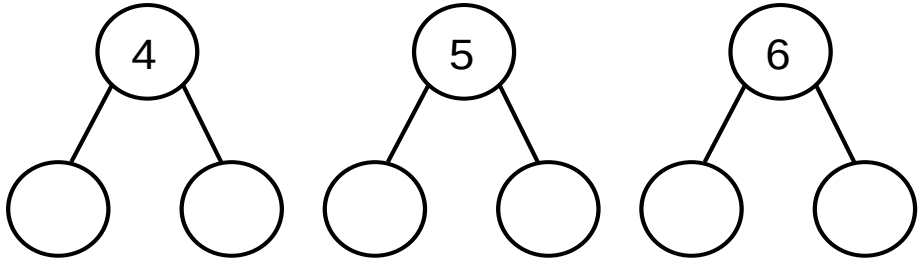
Dot Plates

Provide children with dot plates or cards from 0 to 5



Ask the children to arrange the 6 plates so that they have:

- a pair of plates with a total of 4 dots
- a pair of plates with a total of 5 dots
- a pair of plates with a total of 6 dots



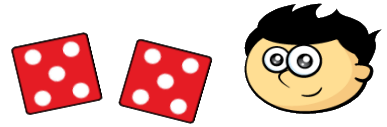
Is there more than one way to solve the problem?

Key Questions

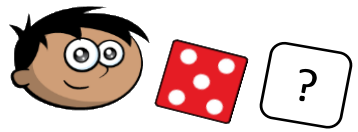
How many dots does each plate have?
How many dots are there on these 2 plates together?
Can you find 2 plates which have (4, 5, 6) dots?
Is there more than one way to make (4, 5, 6) dots?
Can you find more than one way to arrange your 6 plates to make the given total?
What other totals can you make with your plates?

Exploring Possibilities

Jack rolled 2 dice and scored 10



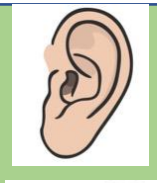
Amir scored less than Jack.
One of Amir's dice showed 5.



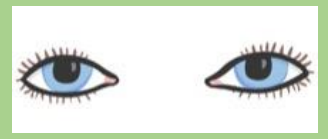
What other number **could** Amir have rolled?
Is there more than one answer?
Are there any numbers Amir **could not** have rolled?

To be able to follow simple rules and expectations

Date:

1. Good listening 

2. Good sitting 

3. Good looking 

4. Wait for your turn to speak/ answer 

5. Hands to your self  

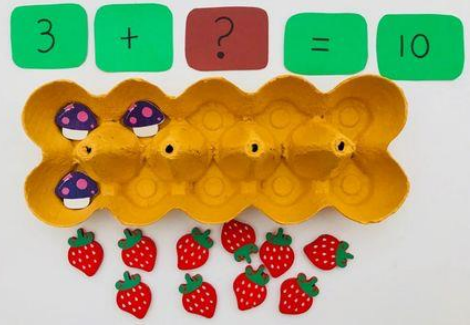
Word bank

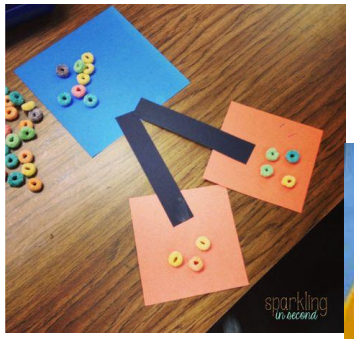
Use the next 2 days to practise the strategies that we have focussed on this week.
Work on what you find most difficult.
Remember the more you practice the better you will get.

The next few slides (Thu & Fri slides) are all recapping our previous strategies.
Have a go and have fun. Be as creative as possible.
Below are some fun ideas:

PIZZA COUNTING ACTIVITY

www.123homeschool4me.com



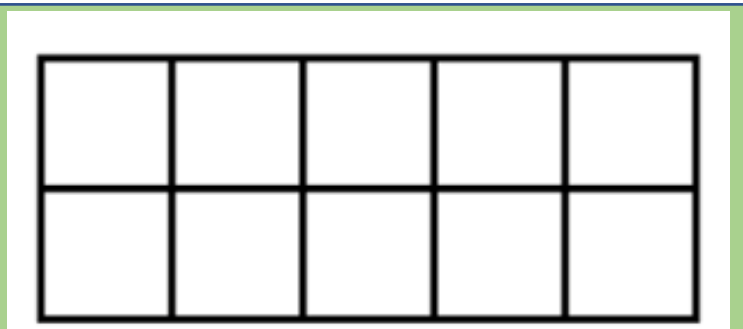


ICE CREAM MATH

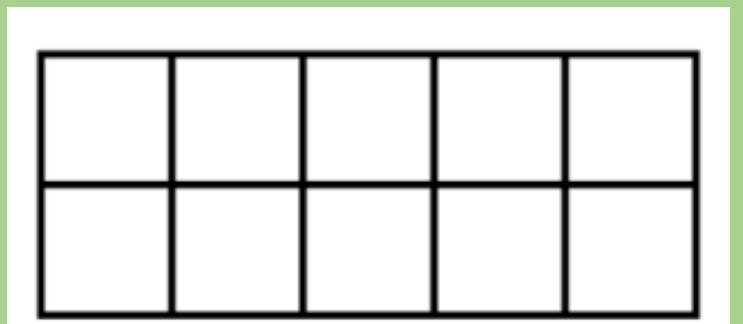
Recap: To solve simple sums using different methods

Date: Friday

7 + 2=



8 - 2=



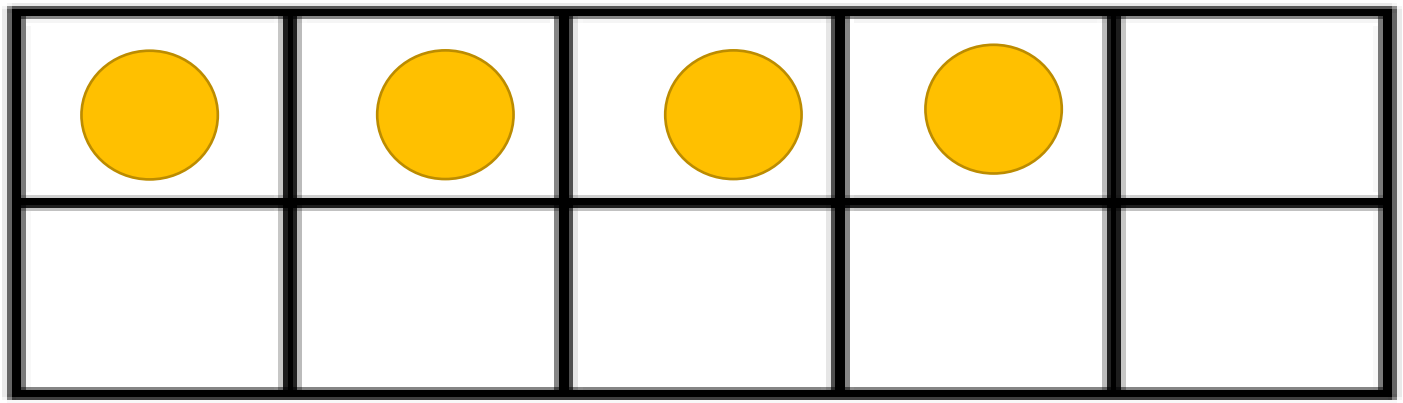
Solve the sum by using counters on the ten frame

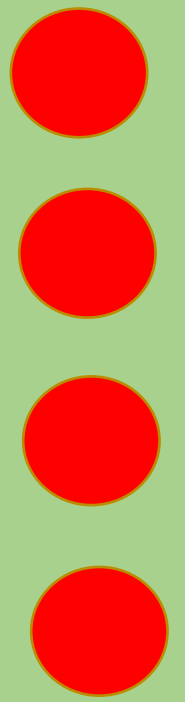
0 1 2 3 4 5 6 7 8 9 10

Growing at 6,7,8
LO: To add and subtract single digit numbers
LO: To begin to understand simple compositions

Date: Friday

$4 + \square = 8$





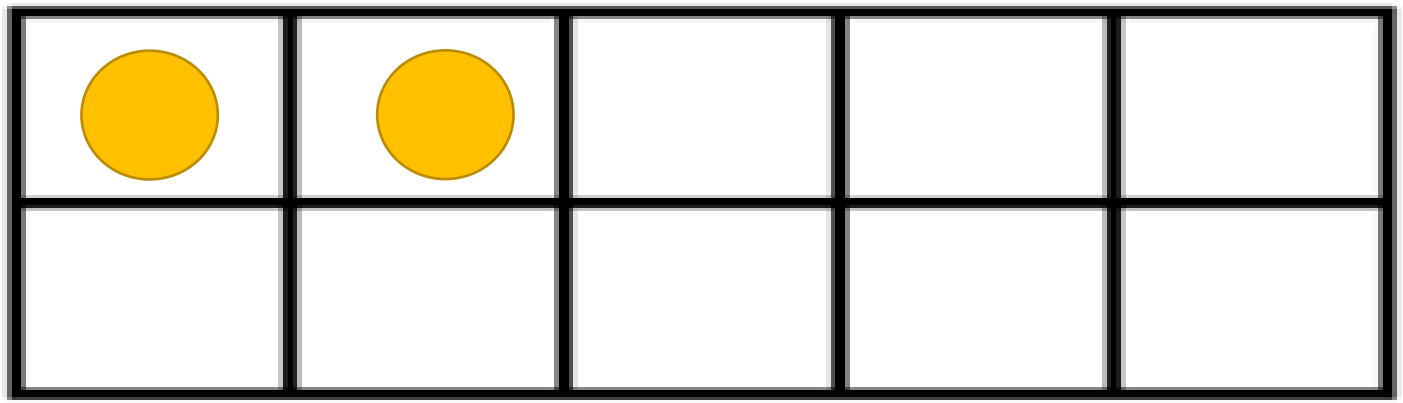
Main Task :

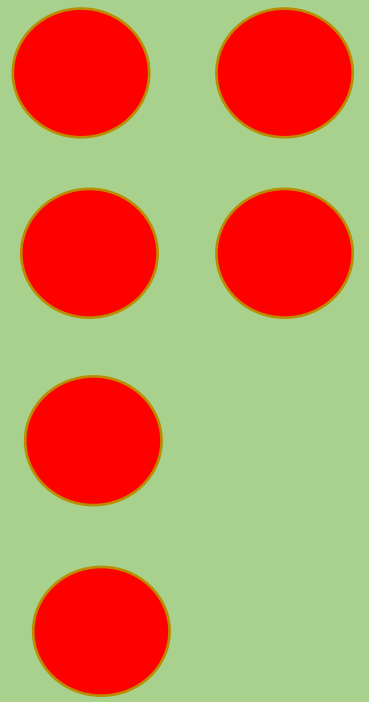
- Challenge - Can you work out what the missing number in the sum will be?

Growing at 6,7,8
LO: To add and subtract single digit numbers
LO: To begin to understand simple compositions

Date: Friday

$$2 + \square = 8$$





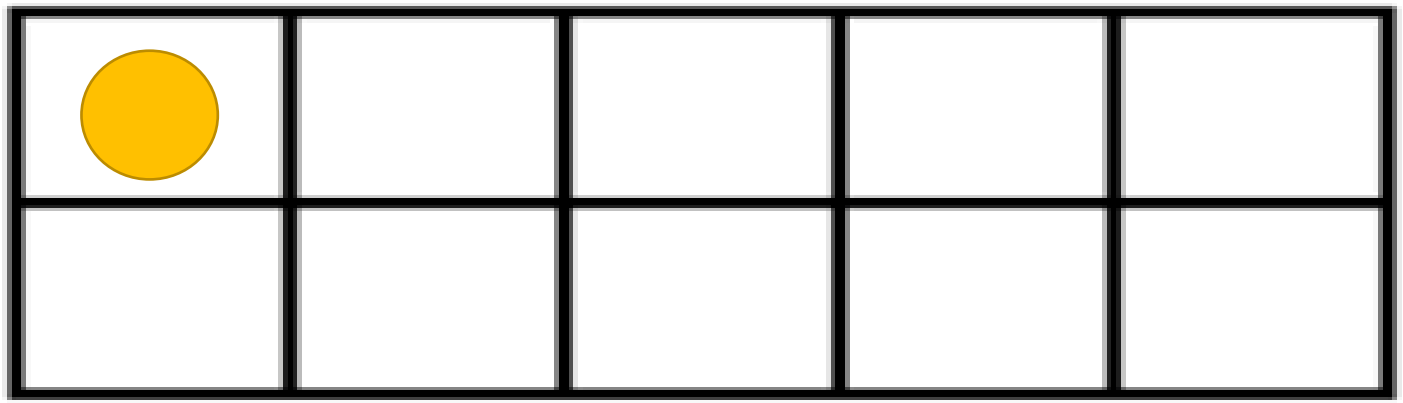
Main Task :

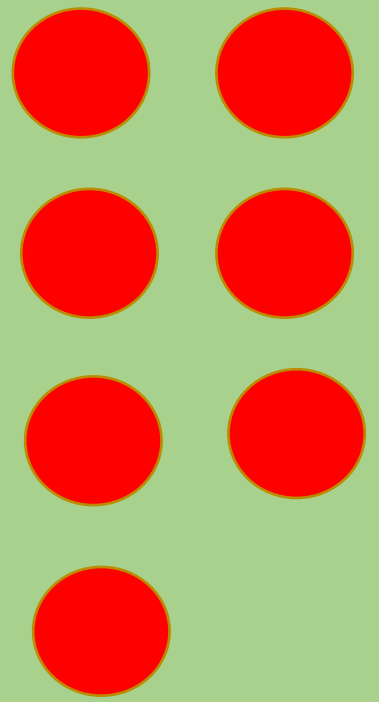
- Challenge - Can you work out what the missing number in the sum will be?

Growing at 6,7,8
LO: To add and subtract single digit numbers
LO: To begin to understand simple compositions

Date: Friday

$$1 + \square = 8$$





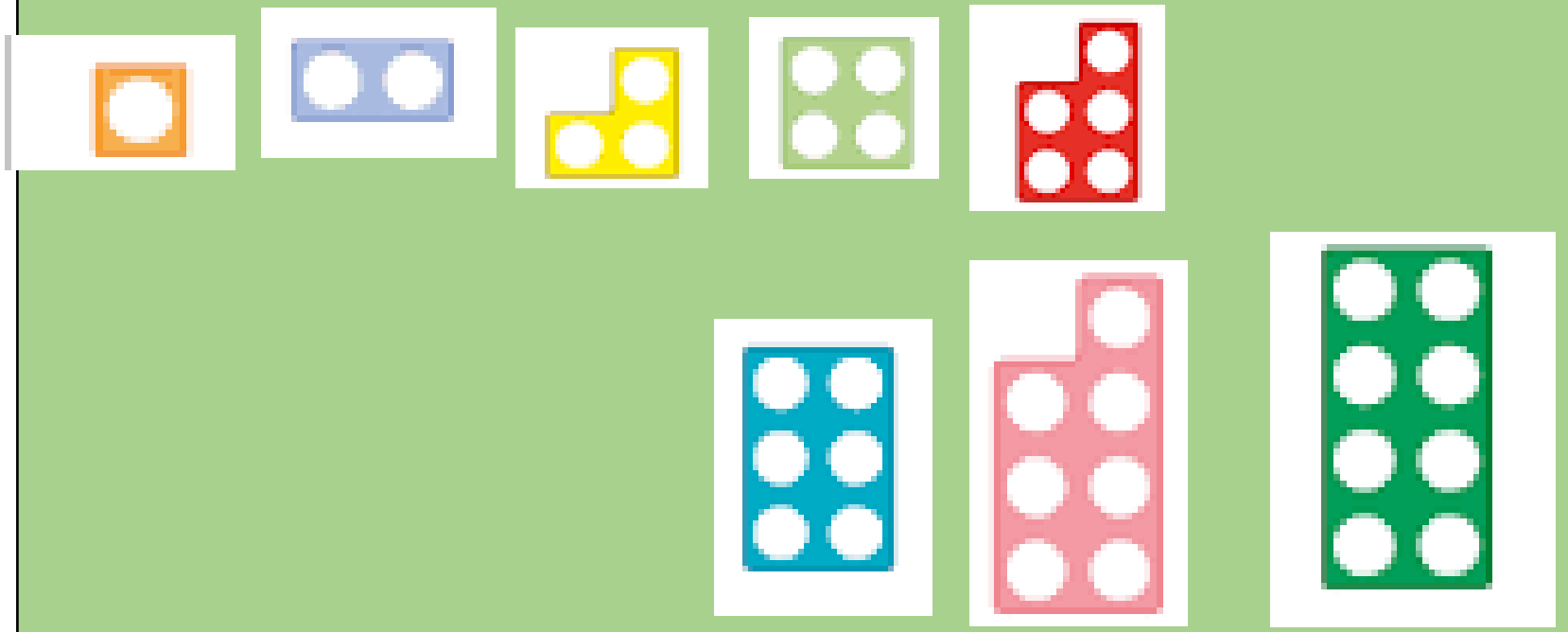
Main Task :

- Challenge - Can you work out what the missing number in the sum will be?

Growing at 6,7,8
LO: To add and subtract single digit numbers
LO: To begin to understand simple compositions

Date: Friday

1+_ =7
2+_ =8
3+_ =6
4+_ =5
5+_ =8

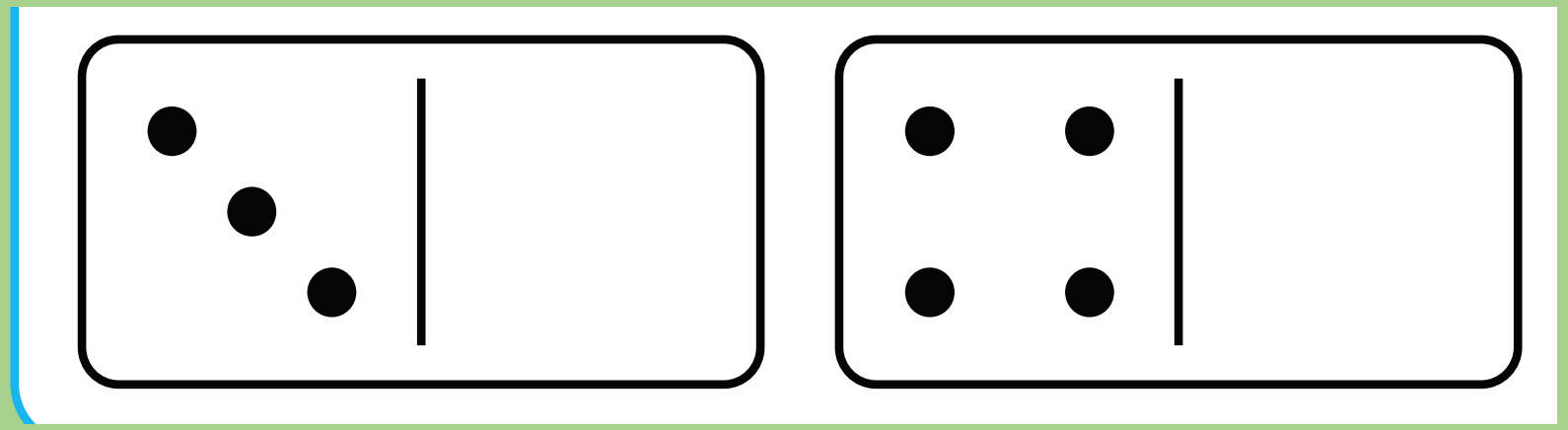


Main Task :

- 2. challenge, can you use the numicon to find different ways of making amounts?

Date: Friday

3..count on until you get to 8



4..count on until you get to 8

Practice counting on to make the number 8

Main Task :

- Make compositions by counting on
- Now have a go at the Friday worksheet