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. E.g. 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 1 to 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



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





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



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?



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.





Nhite

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?

Enhancements to areas of learning





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?

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. E.g. 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.

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?





The Elephant and the Bad Baby – Elfrida Vipont Don't forget the Bacon – Pat Hutchins

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)



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!



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.

Enhancements to areas of learning



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



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?





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:



playlearneveryday.com

ICE CREAM







Recap: To solve simple sums using different methods

012345678910



Main Task – Practise solving sums using a range of strategies <u>Abstract Method</u>– Using numbers to solve the sums – **Number lines**



Main Task:

1: Solve the sum using part part whole model – this can be done pictorially or using concrete method



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