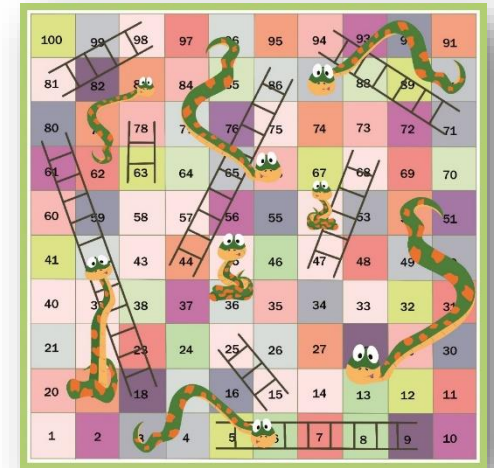
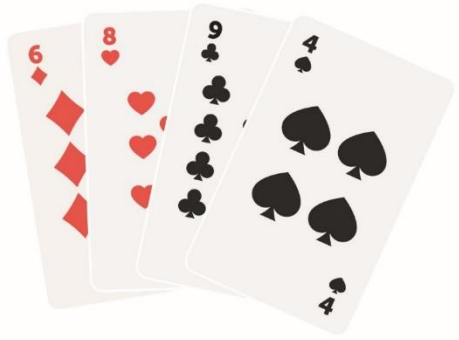


# Maths Everywhere Games and Activities



# Collections

Take a basket or bag, go outside and collect some items such as pebbles, twigs and leaves.

Encourage your child(ren) to sort the collection however they like and to explain their sorting rule to you.

Ask questions like:

- Which of your piles has got more than *four* items?
- Stand on one leg next to the pile that have fewer than *four* in it.
- Can you share this set of objects equally with me?
- If we lined the objects up next to each other – which would the biggest collection be?





# Target Practice

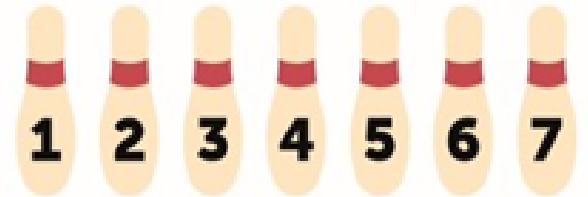
Play with numbered skittles and a ball, numbered hoops or draw some circles on the ground with numbers 0-6 on them. Have a container of pasta like penne or shell pasta.

Ask the child(ren) to knock skittles down or throw three throwing objects in the hoops/circles.

Point to each skittle/circle and ask them to collect that number of pasta pieces.

Ask questions/make suggestions such as:

- Count the pasta pieces to show me how much you scored.
- Which (skittles/circles) will you aim for to get a higher score?
- What would be your score if your stone landed in a 2 instead of a 3?



Play again.

Let your child(ren) decide on some playing rules – perhaps changing where the higher scoring skittles or circles are.





# Number Hunts



**Go for a walk.**

**Allow your child to take some photos of numbers they see on their walk.**

**This could be a flower, where they can see a number of leaves or petals, or a ladybird with spots.**

**Look for numbers that help us, like speed limits and door numbers, to take photos of.**

**Ask questions such as:**

- **Can you find me something that is a number more than five?**
- **What do you think the next door number will be? Were you right?**
- **Where is the house with the number (the child thought it would be)?**
- **What's the biggest number we found?**



**Hide a number of objects around the house or garden and challenge children to find them. Provide clues such as, 'in the bedroom near the wardrobe'.**



1234



# Containers

In the kitchen sink or water table in the garden, provide children with different sized containers to 'wash up'. This could also take place in the bath.

Ash questions such as:

- Will the water from this container be able to fill this container?
- Where do you think the water will come to if you pour the water from this container into this container?
- How many cups/beakers full of water will it take to fill this (bigger) container?
- How many egg cups full of water will it take?
- Why did it take more egg cups filled with water than cups/beakers?







# Puddles

**On/after a rainy day, go for a walk or into a garden. Take your wellies and jump in some puddles!**

**Ask questions like:**

- **Which do you think was the deepest?**
- **Where do you think the water will do up to on your wellies?**
- **What about on my wellies?**

**Then jump in the puddle to find out.**

**Take a stick marked every 1cm.**

**Put the stick in the puddle and find the 'deepest' or 'shallowest' puddle you can.**

**On a showery day, help your child draw around a puddle with chalk.  
Draw around it again later.**

**Ask: "What happened to the puddle? I wonder why."**



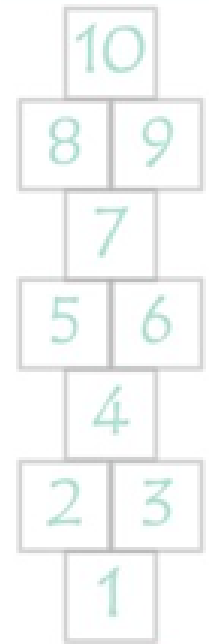


# Hopscotch

Draw up a hopscotch grid on the ground using chalk with numbers 1-10 on it. Show child(ren) how to play.

Ask questions like:

- What number did the stone land on?
- How many hops and how many jumps will you need to land on that number?



Ask children to draw/find a collection that matches each Number and place it on the grid.

Rub out some of the numbers or write a number that doesn't fit.

Ask children to 'spot the swap' and correct it or fill in missing numbers within the squares.

Change the numbers on the hopscotch to 11-20.



# Meal Times

Provide children with knives, forks and plates.

Ask questions such as:

- Have we got enough knives for every person?
- Are there more plates than bowls?

Ask children to help you serve food (which isn't hot).

- Here are the *sandwiches*. Share them out so that everybody has the same number
- How did you know what everyone has the same amount?
- Can we share out these *grapes* equally?
- What about these *carrot sticks*?







# Hide and Seek

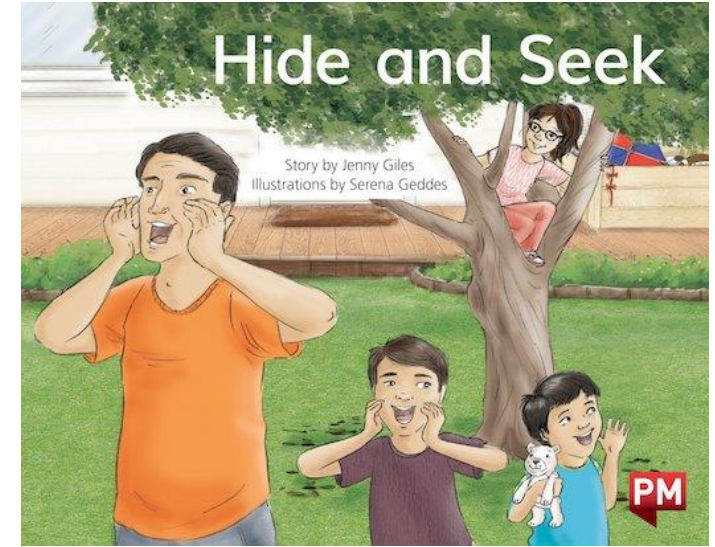


**Play hide and seek to rehearse counting to 10 or 20.  
Begin with counting to 10 and then progress to 20.**

**Then change to way you and your child(ren) count.  
For example: “It’s your turn to seek. Start on eight and  
count to twenty and come and find me” or “This time you  
need to count backwards from 10 or 20 to zero.”**

**Practise positional language by asking children to describe  
where they were hiding. Model language back to them such as:  
“Oh, so you were behind the box next to the shed. What a  
great place to hide!”**

**Ask them to draw you a map of where they were hiding.**





# Jigsaws



**1. Put out some jigsaws to put back together.**

**Encourage your child to rotate and flip the pieces, look for matching colours and shapes.**



**2. Print off a picture chosen by your child(ren) and cut it into 10 pieces.**  
**Provide your children with a timer (perhaps on a phone).**

**Challenge them to beat the timer and put the picture back together.**

**3. Find some large leaves on a walk (be careful these are not leaves that would irritate/cause a rash for the child).**

- Ask your child to make a leaf jigsaw, cutting the leaf into pieces.**
- Ask them to count how many pieces they cut the leaf into.**
- Challenge them to make the leaf whole again.**



**Say, “You cut the leaf into \_\_\_\_ pieces and now you have made it whole again.”**





# Buying Snacks

Provide children with a bag or purse with some 1p coins.  
Whenever they want a snack or drink, ask them to pay using the coins.

Ask questions such as:

- How many pennies you are going to pay with?
- Why do you need that many pennies?
- Can you organise the pennies into a pattern so you can see how much there is without counting them?
- Do you think that some of the snacks should cost more than others?  
Which ones?



Ask the child to help you make a price list for favourite snacks and drinks. The child(ren) could show the cost of each snack by labelling it with a familiar dot pattern.

