

Build a Tower

For this game you need a dice and some building blocks or lego bricks.

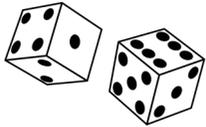
- ◆ Take turns
- ◆ Roll the dice
- ◆ Collect the number of bricks to build your own tower
- ◆ The first one to 10 wins!

For a change, start with 10 bricks or blocks each.

Take away the number on the dice. First to zero wins!

Dice Counting

Take turns to roll the dice and count back from the number to zero. For example:



Four, three, two, one, zero!

Numbers Everywhere!

There are numbers all around you! Look at numbers on doors, car number plates, clock faces or signposts. Can you see a number 3? Can you see all of the numbers up to 10? What other numbers can you see? What number is your house? Count forwards and backwards to 10, and try to 20.

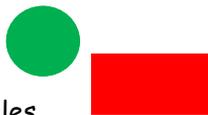
Roll a Shape

Cut out 12 shapes.

Make 3 triangles, 3 squares, 3 rectangles and 3 circles.

Take turns to roll a dice and collect a shape that has that number of sides, e.g. roll a 4 and collect a square.

The first to have 4 different shapes wins! Can you name the shape? Make the game more challenging by collecting the shape with the number of corners or edges thrown.



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Foundation Stage Mathematics



Numbers

40-60 Months

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' & 'fewer' to compare two sets of objects.

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

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting.

Records, using marks that they can interpret & explain

Begins to identify own mathematical problems based on own interests & fascinations.

Early Learning Goal



Children count reliably with numbers from 1 to 20.

They place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

40-60 Months

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape

Can describe their relative position such as 'behind' or 'next to'

Orders two or three items by length or height.

Orders two items by weight or capacity.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time.

Beginning to use everyday language related to money.

Orders and sequences familiar events.

Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

