Maths Planning

Monday

**LI: To solve practical problems that involve sharing into equal groups.**

Please prepare chocolate cookies for this activity. Cut-out ice cream cones from the worksheet (see Mondays resources).

Explain that today you are going to take part in a fun problem-solving activity today using choc chip ice creams to help to practise sharing into equal groups.

Imagine that you invited 5 friends. Give each child an ice cream cut-out. Say, "These ice creams need some chocolate chips! We are going to practise sharing the chocolate chips between the ice creams fairly."

What does sharing fairly mean?

Can you explain what equal groups are?

Discuss this with your child. Explain that sharing equally or fairly means making sure that when you share something out, each group has the same number of objects in it.

Model counting out ten chocolate chips. Slowly and carefully take each one out of the bowl as you count in ones aloud and line them up in a row along the table so that your child can see them clearly.

I have ten chocolate chips here, how many ice creams do we have?

Help your child to count the five ice creams on the table (do not include your ice cream in this count).

We have ten chocolate chips and five ice creams. How could we share the chocolate chips out fairly between your five ice creams?

Discuss how this could be done. Your child may suggest giving each ice cream two chocolate chips straight away or he may suggest putting one at a time on to each ice cream until there are none left.

Model putting one chocolate chip on to one ice cream at a time, saying "One for you, one for you, another for you," until all the chocolate chips are gone and shared equally.

Explain that sharing out one object at a time in this way is a good, careful way of making sure that you are sharing fairly.

How many chocolate chips do each child have?

Discuss the fact that ten chocolate chips shared equally into five groups equals two each.

Put the chocolate chips back into the bowl and this time practise sharing out ten chocolate chips on to two ice creams. Let your child to take the lead this time.

Can you show me how we could share the ten chocolate chips in between two ice creams fairly?

Is there a different way we could do it? Which way was quicker?

Explore different ways of sharing equally together, your child may have knowledge of halving so therefore he may split the ten chocolate chips into two groups of five straight away. He may feel more secure sharing them out one at a time until all of the chocolate chips have gone.

When you feel that your child is becoming confident with sharing equally, increase the number of chocolate chips to 20 and explore the different ways of sharing them equally between different numbers of ice creams.

To challenge and extend children further, you may like to observe how children apply their knowledge through the following problem-solving context.

Provide the children with six toy dinosaurs and 12 leaves made from playdough.

The dinosaurs are hungry, how can you share these leaves between them fairly?

How many leaves will they have to eat each?

Take two dinosaurs away. How many leaves will the four dinosaurs have to eat now?

Can you explain to me how you worked it out?

How do you know it is fair?

Wednesday and Thursday

**LI: To solve practical problems that involve sharing into equal groups.**

Please complete the worksheets from the resources folders.

Friday

**LI: To practice forming one- and two-digit numerals.**

Encourage your child to practice forming one- and two-digit numbers.

See the worksheets in the Friday's folder.

Play a game: say a number and ask your child to write it down. Swap and repeat it.