

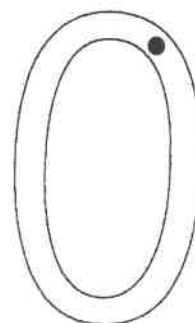
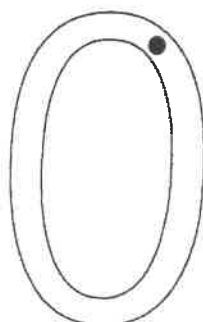
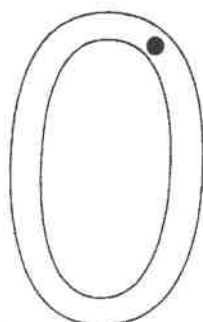
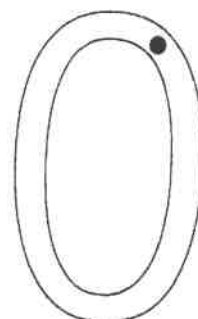
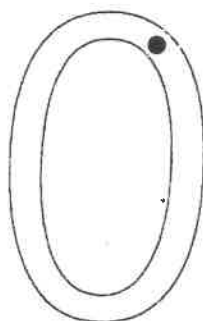
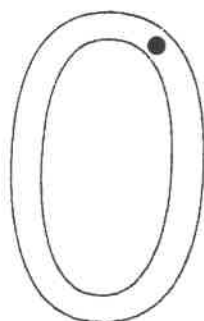
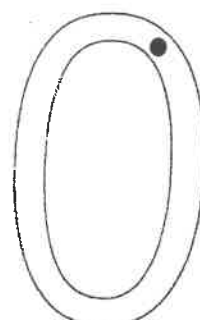
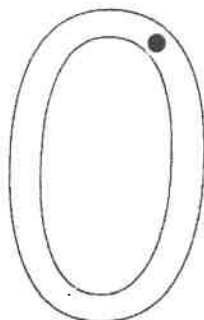
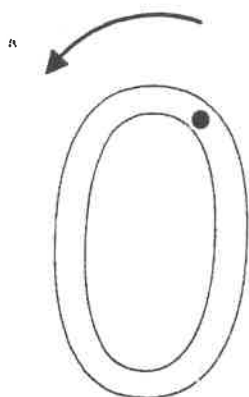
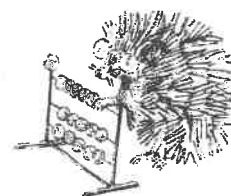


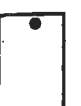
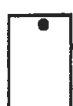
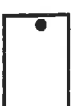
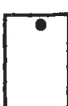
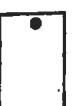
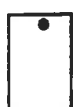
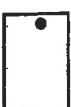
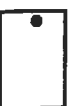
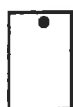
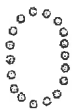
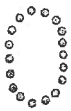
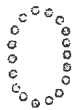
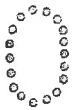
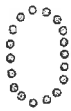
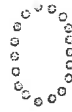
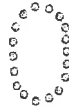
Basic Skills

Maths Workbook



Start at the dot.





Start at the dot.

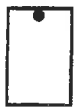
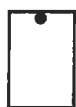


Trace the numeral.

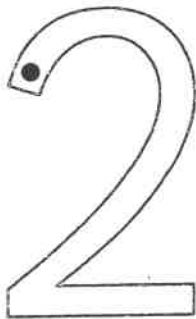
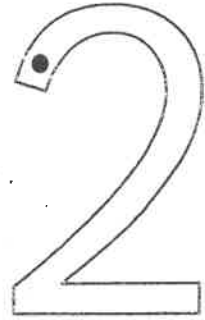
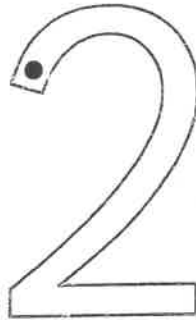


Write the numeral.

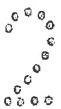
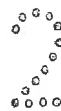
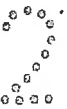
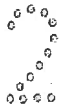
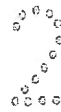
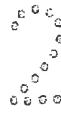
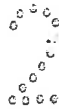
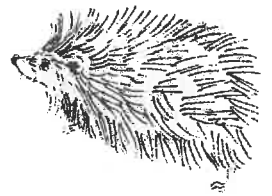
Start at the dot.



Start at the dot.

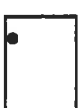
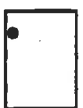
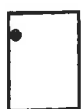
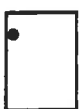
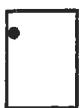


Trace the numeral.

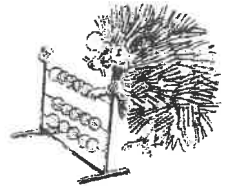


Write the numeral.

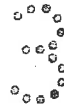
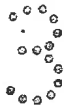
Start at the dot.



Start at the dot.

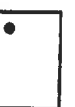
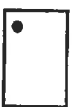
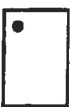
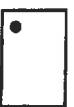
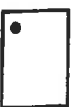
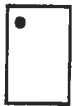
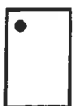
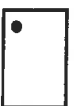
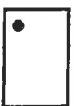
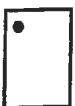
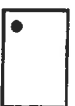
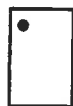
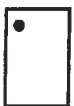
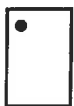
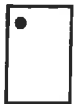


Trace the numeral.

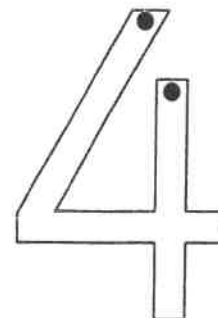
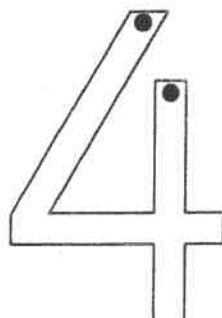
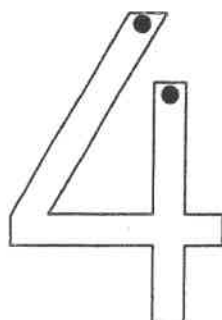
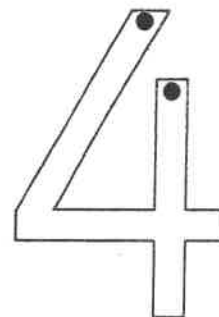
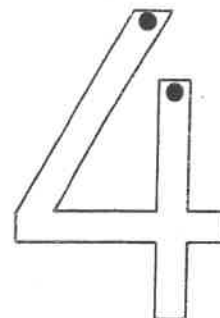
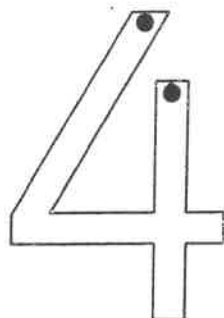
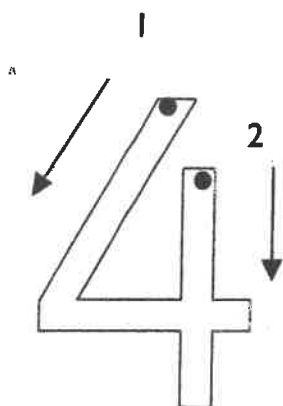


Write the numeral.

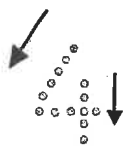
Start at the dot.



Start at the dot.

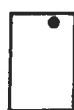
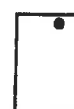


Trace the numeral.

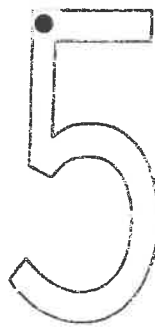
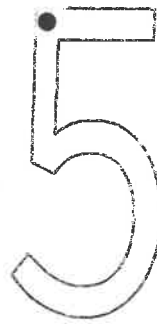
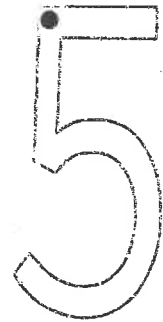
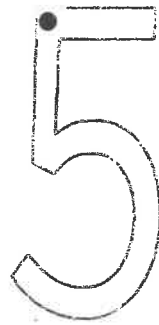
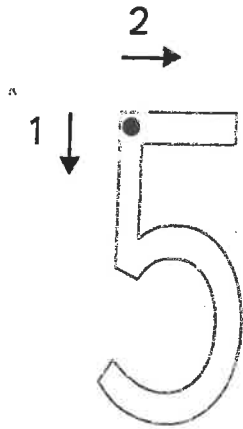


Write the numeral.

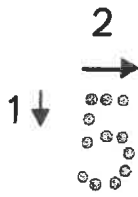
Start at the dot.



Start at the dot.

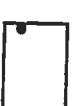
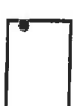


Trace the numeral.

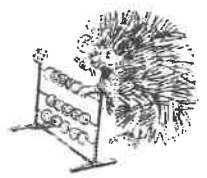


Write the numeral.

Start at the dot.



Start at the dot.



Trace the numeral.

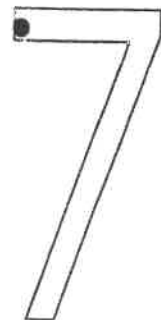
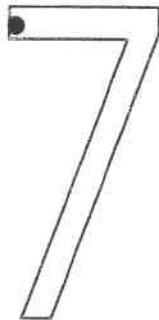
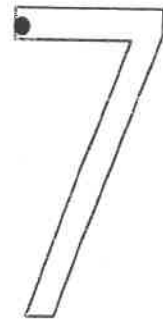
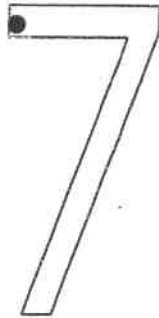
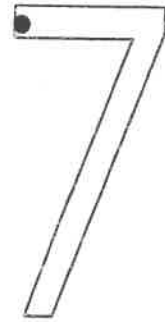


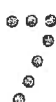
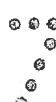
Write the numeral.

Start at the dot.

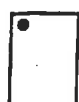
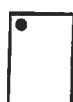


Start at the dot.

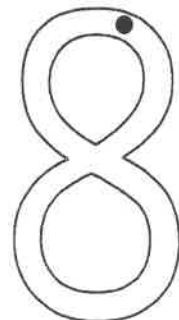
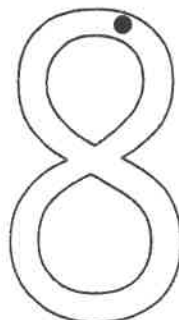
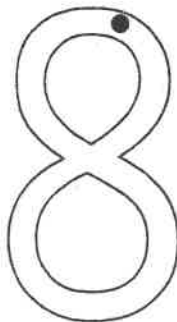
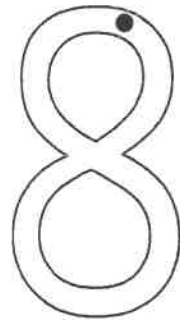
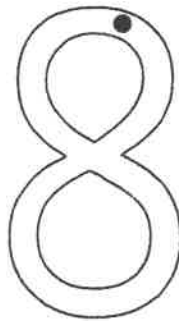
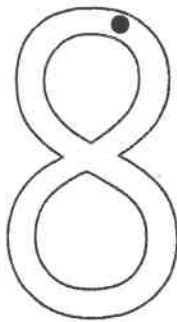
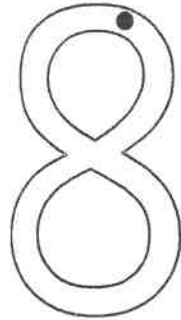
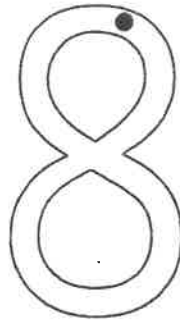
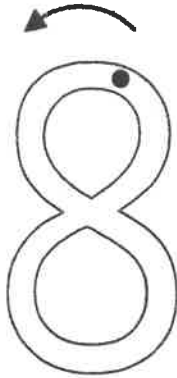




Start at the dot.



Start at the dot.

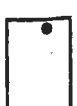
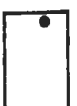
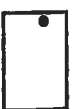


Trace the numeral.

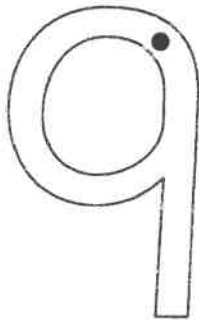
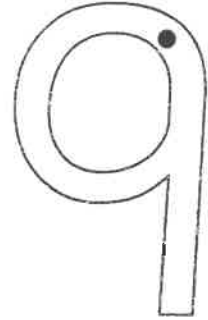
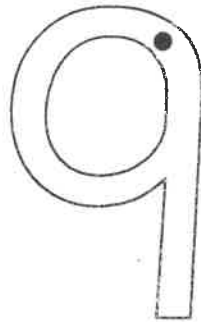
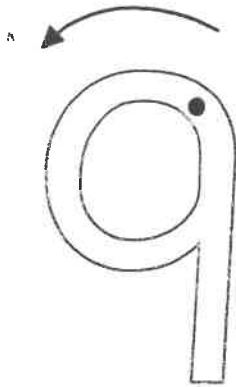
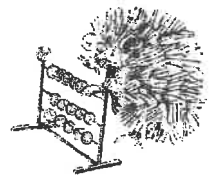


Write the numeral.

Start at the dot.



Start at the dot.

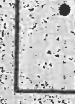
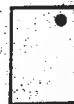
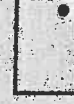
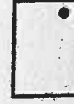


Trace the numeral.

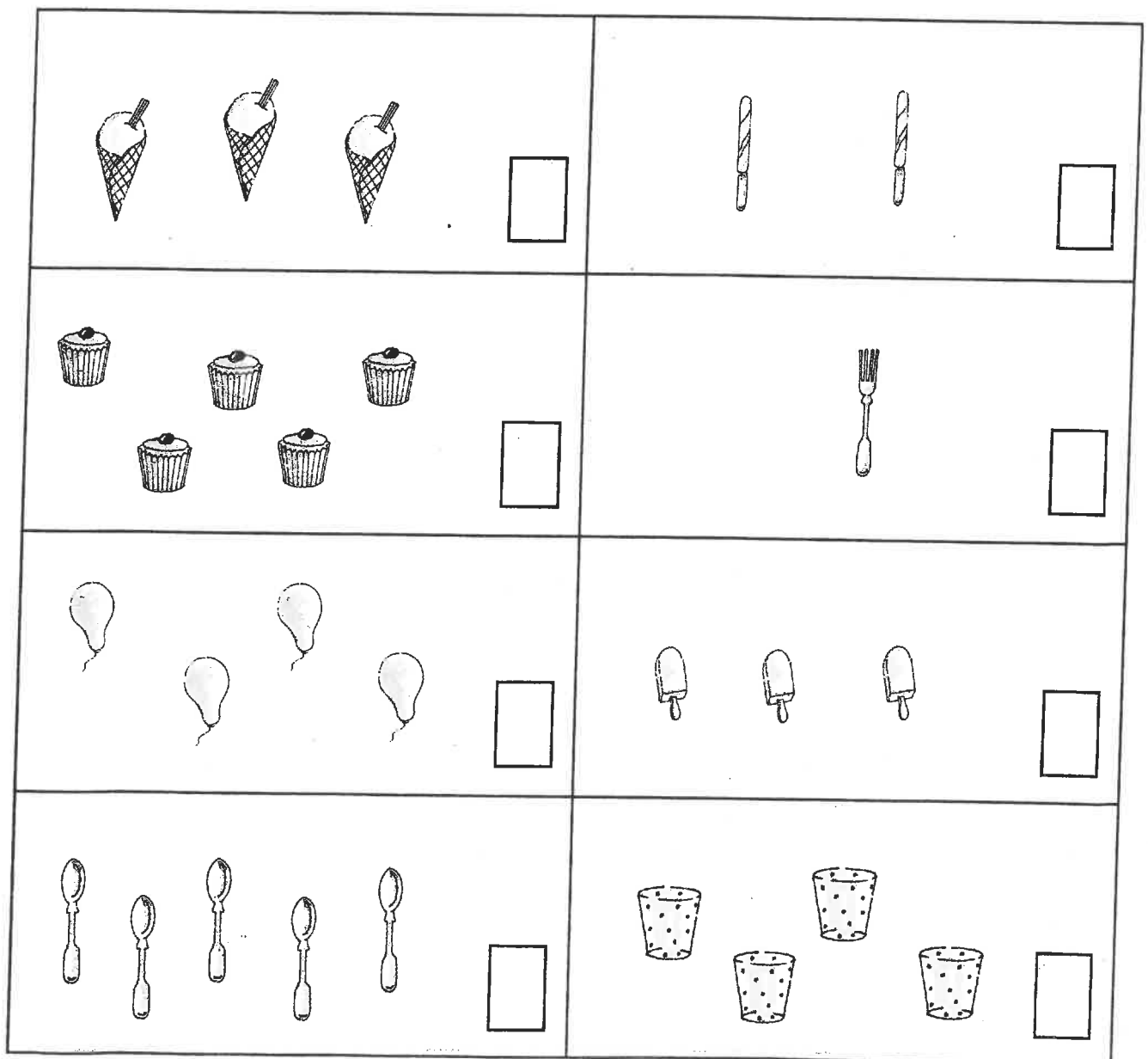
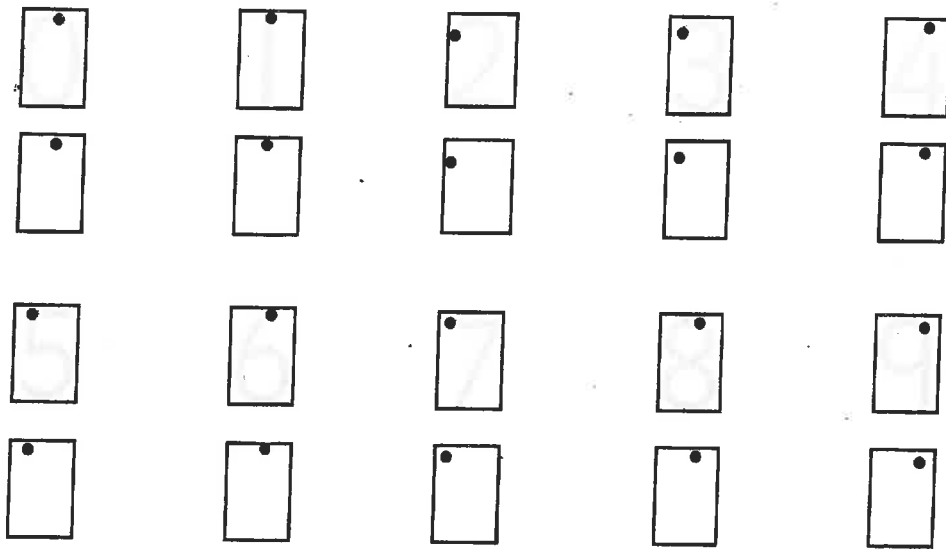


Write the numeral.

Start at the dot.



Practise your numbers first.



Practise your numbers first.



Practise your numbers first.

1	1	2	3	4
1	1	2	3	4
5	6	7	8	9
1	1	2	3	4

Fill in the missing numbers.

0 1 2 3 5 6 7 8 9 10

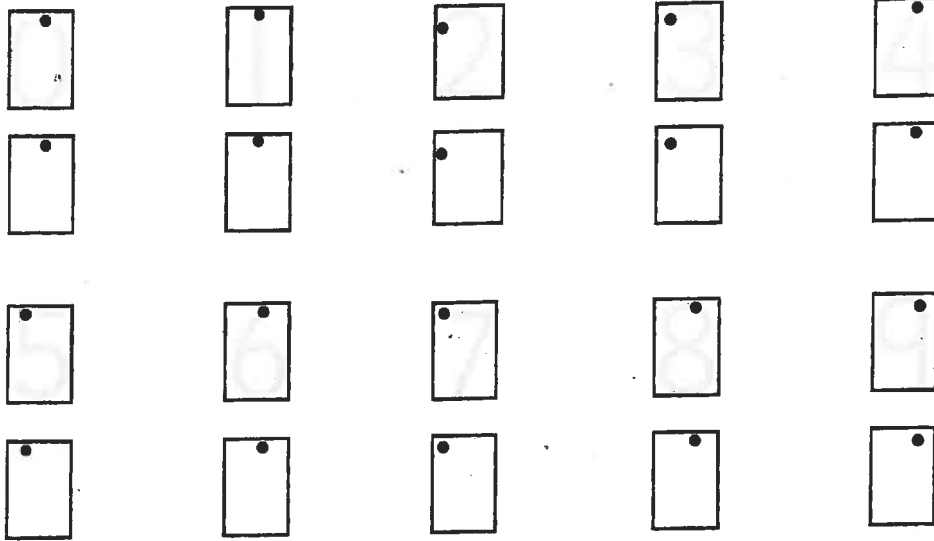
0 1 3 4 6 7 8 9 10

0 1 2 4 5 7 8 9 10

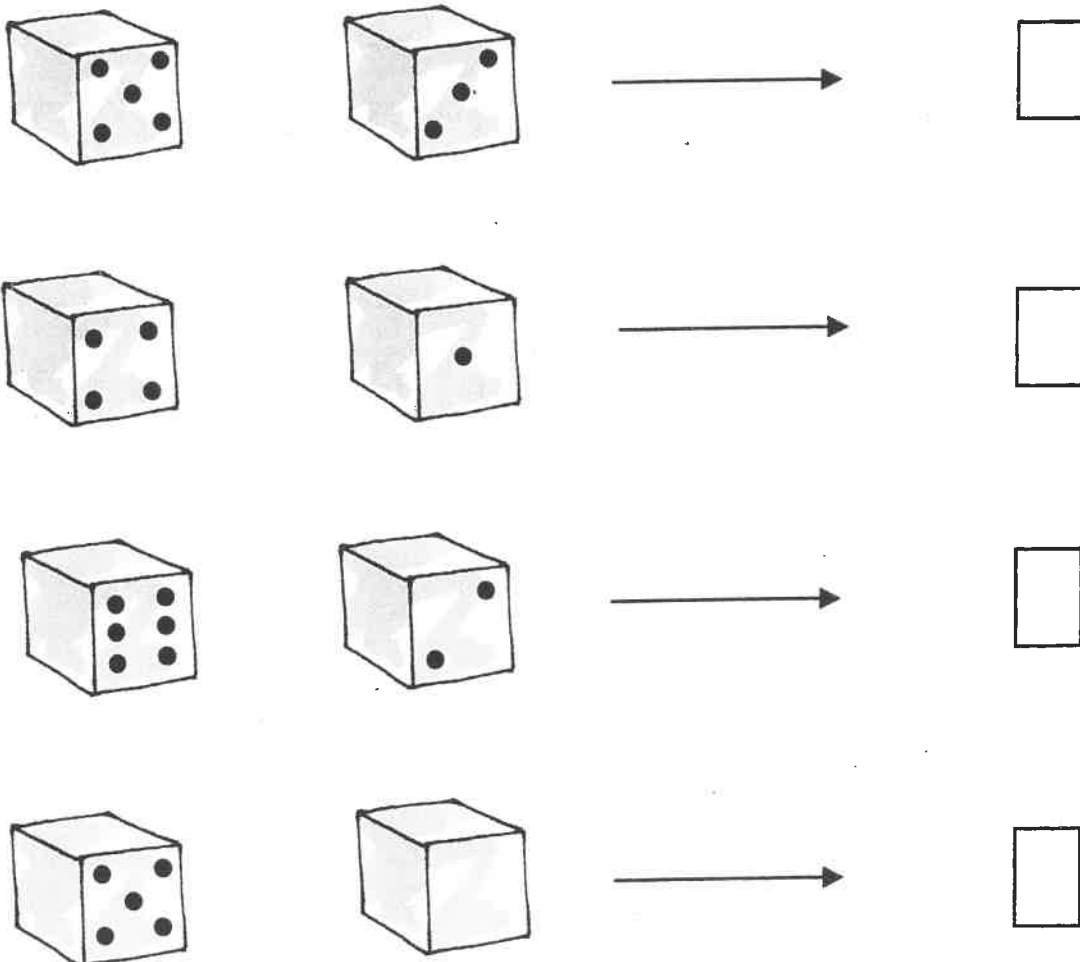
0 2 3 4 5 6 8

0 2 3 5 7 9

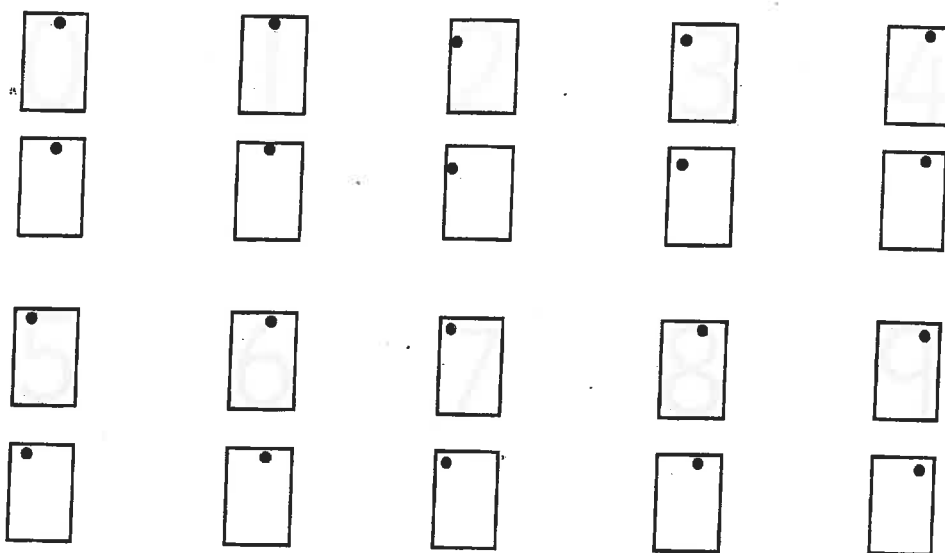
Practise your numbers first.



Count the dots on both dice.



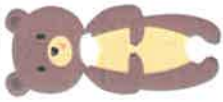
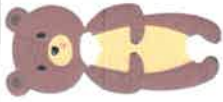
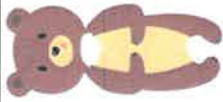
Practise your numbers first.

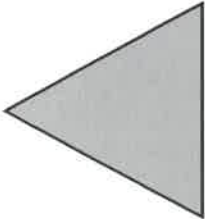
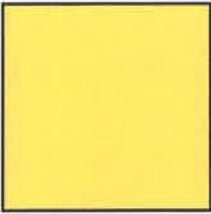
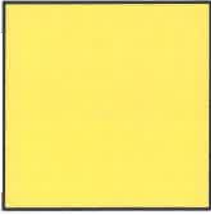
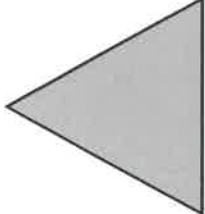


Read the number names. Write the number underneath.

six ●●●●●●	eight ●●●●●●●●	seven ●●●●●●●	one ●
three ●●●	two ●●	nine ●●●●●●●●●	four ●●●●
five ●●●●●	ten ●●●●●●●●●●	zero	

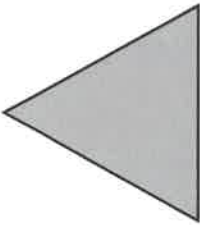
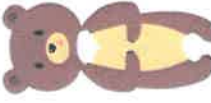
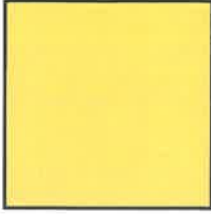
Maths – Patterns – Complete the patterns and make your own

						
---	---	---	---	---	---	---

						
---	---	---	--	--	---	---

						
---	---	---	---	---	---	---

--	--	--	--	--	--	--

								
---	---	---	---	---	---	---	---	--

Put these
images in
order.



Classroom
secrets



Classroom
secrets



Classroom
secrets



Classroom
secrets



Classroom
secrets

Put these
images in
order.



Classroom
secrets



Classroom
secrets



Classroom
secrets



Classroom
secrets



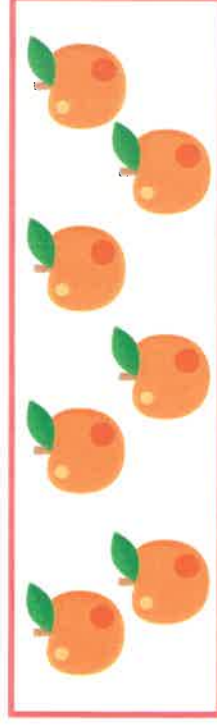
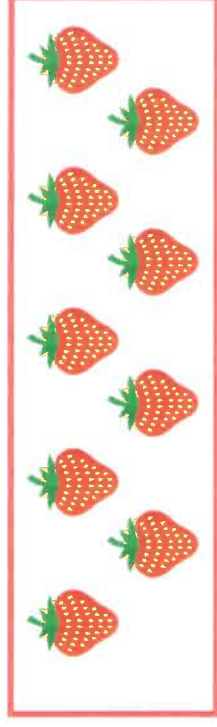
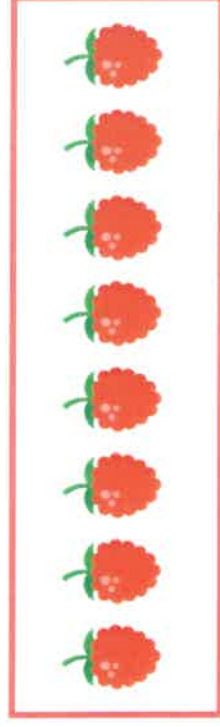
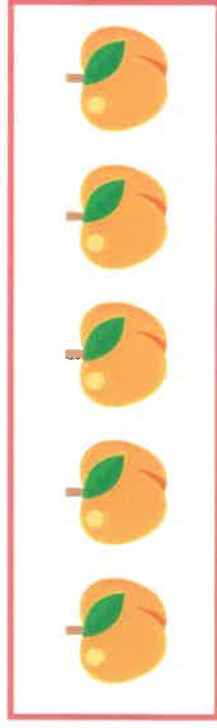
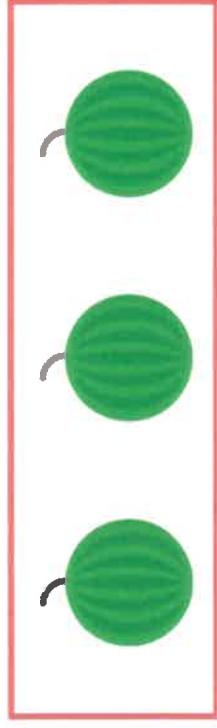
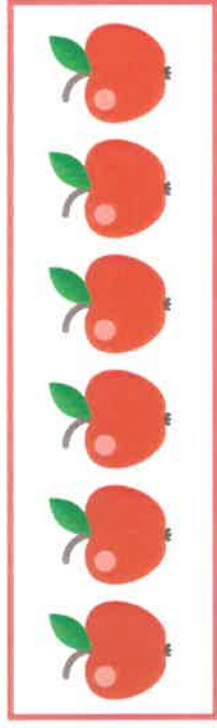
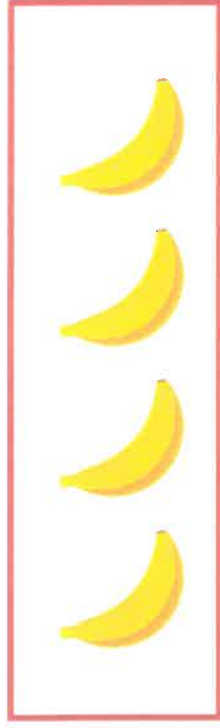
Classroom
secrets

Maths – Number – Counting Activity

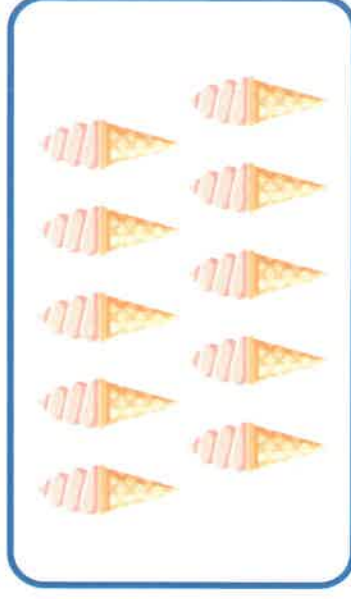
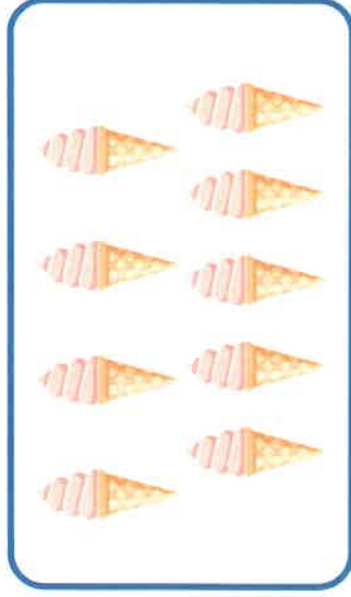
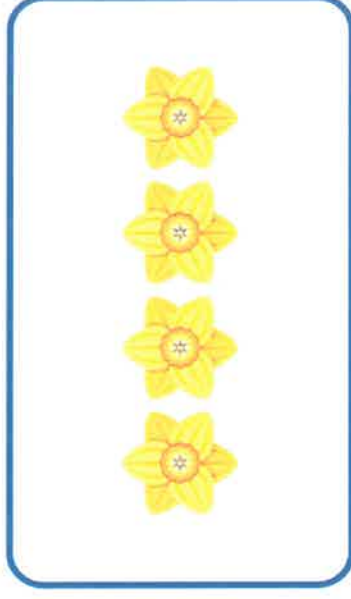
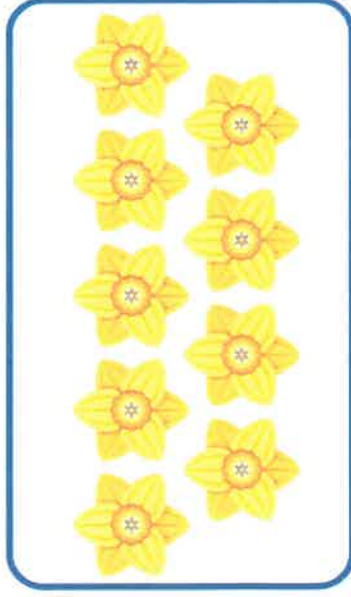
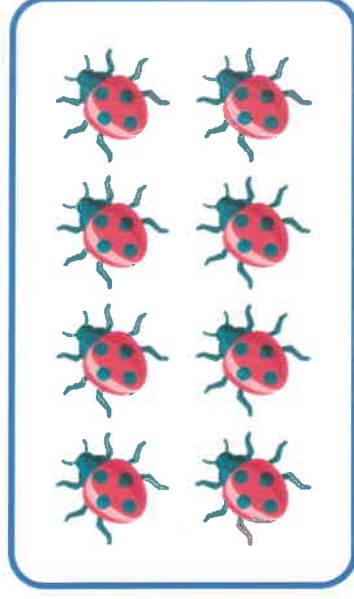
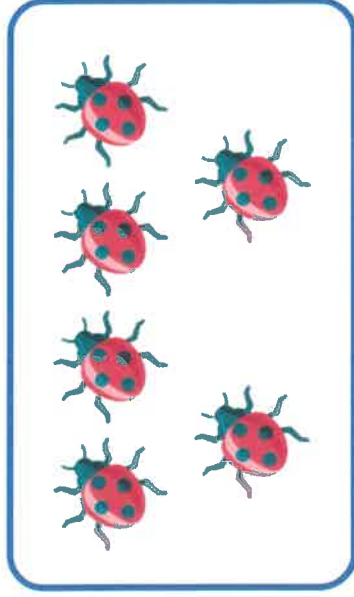
Object		How many?

Maths – Numbers – One More Than

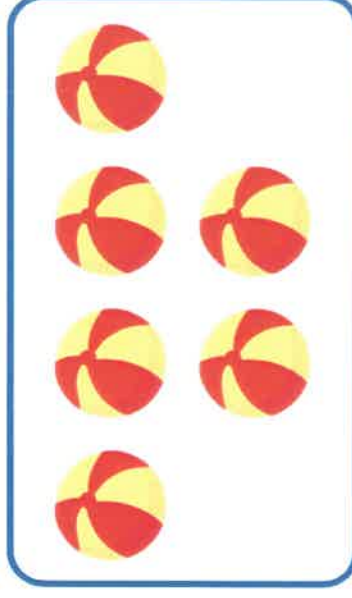
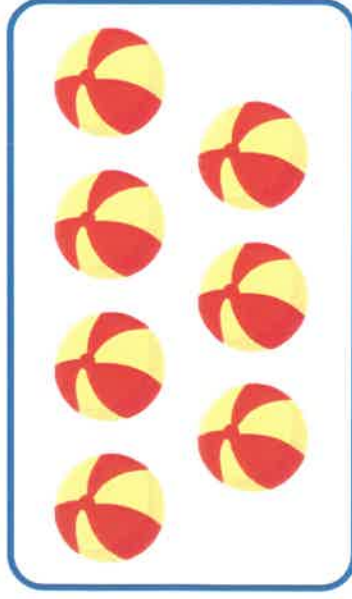
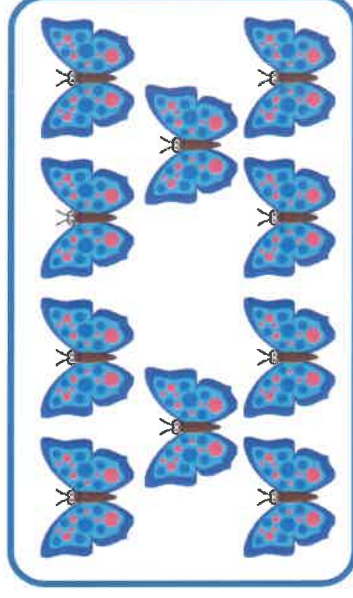
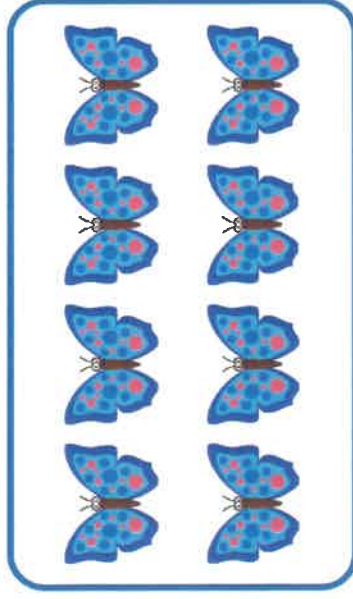
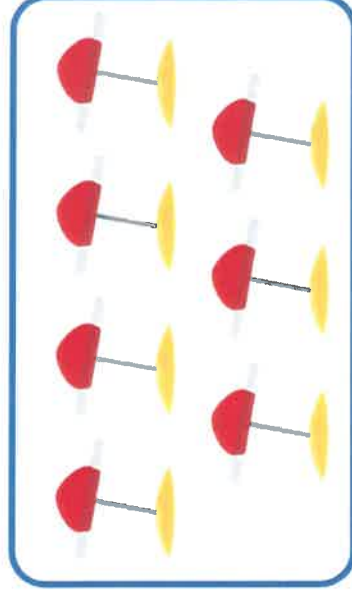
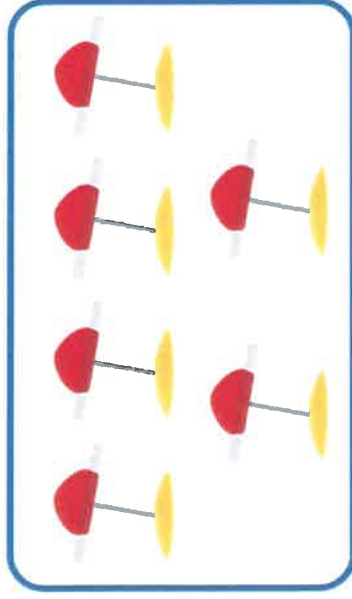
Count the objects. What is 1 more?



Tick the groups that have **more**.

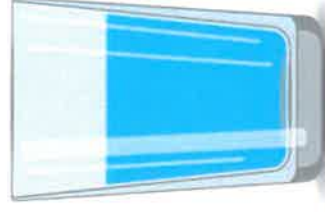
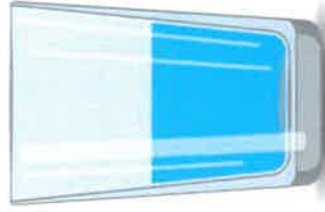
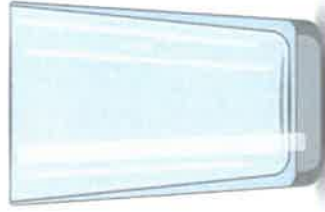


Tick the groups that have **fewer**.



Maths – Shape, Space and Measures – Capacity

Cut out the labels and stick them below the correct picture.



empty

full

half full

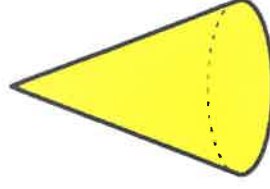
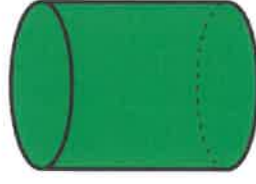
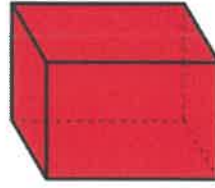
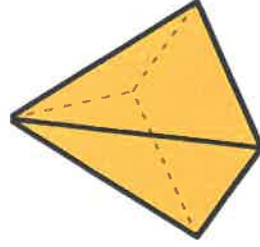
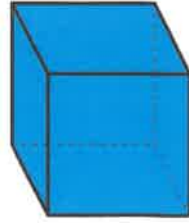
nearly
full



Maths – Shape, Space and Measures – 3D Shapes

Do you have any of these items in your home?

Draw a line to the matching 3D shape.



Add by Counting On

1. Match each image to a calculation and complete by counting on.

A.



+



D.

$13 + 5 =$

B.



+



E.

$12 + 4 =$

C.



+



F.

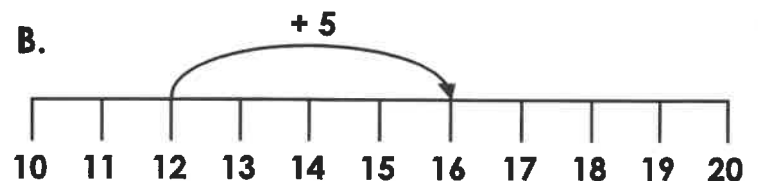
$11 + 6 =$

2. Which representation is incorrect?

A.

18	
11	7

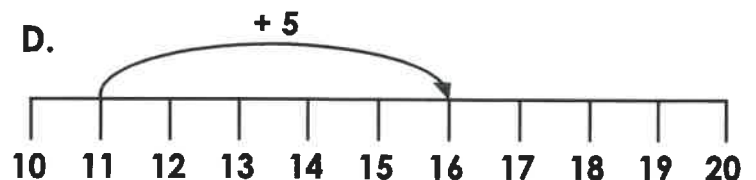
B.



C.

17	
14	3

D.



3. Beth and Sam are playing a board game. Use the number line to work out who is in the lead. Explain your answer.



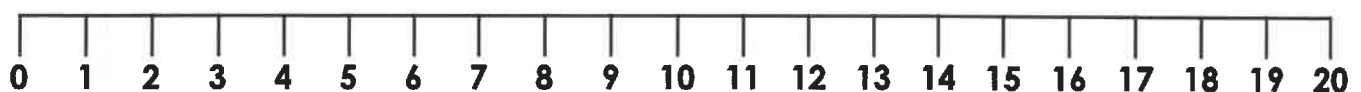
Beth

I was on 9.
I have rolled a 5.



Sam

I was on 7.
I have rolled a 6.



One More One Less

1a. Circle the number that is one more than the amount shown below.



45

40

37

VF

One More One Less

1b. Circle the number that is one less than the amount shown below.



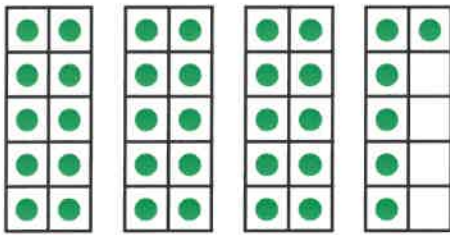
48

16

33

VF

2a. Find one more and one less than the number shown below.



33	34	35	36	37	38	39
----	----	----	----	----	----	----

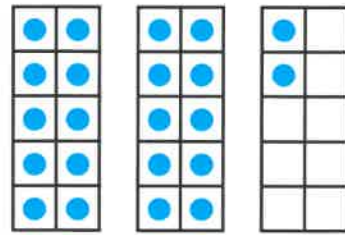
One more is .

One less is .



VF

2b. Find one more and one less than the number shown below.



19	20	21	22	23	24	25
----	----	----	----	----	----	----

One more is .

One less is .



VF

3a. Complete the sentences.



24	25	26	27	28	29	30
----	----	----	----	----	----	----

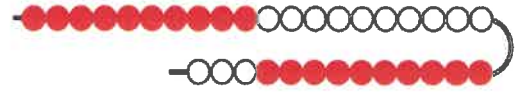
There are beads.

One more than is .



VF

3b. Complete the sentences.



30	31	32	33	34	35	36
----	----	----	----	----	----	----

There are beads.

One less than is .



VF

4a. Use the number track to complete the sentence.

41	42	43	44	45	46	47
----	----	----	----	----	----	----

44 is one less than .



VF

4b. Use the number track to complete the sentence.

24	25	26	27	28	29	30
----	----	----	----	----	----	----

27 is one more than .



VF

One More One Less

1a. Which statement is incorrect?



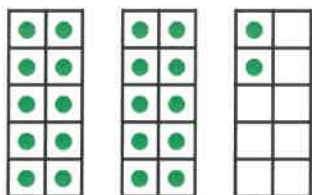
Tom

One more than 22 is 32.



Aiza

One more than 22 is 23.



R

One More One Less

1b. Which statement is incorrect?



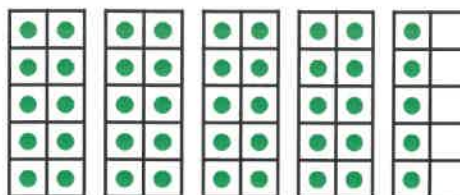
Theo

One less than 45 is 43.



Erin

One less than 45 is 44.



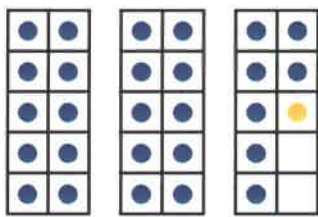
R

2a. Which is the odd one out?

A.

B.

One more than 37 is 38.



C.



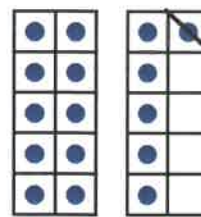
PS

2b. Which is the odd one out?

A.

B.

One less than 16 is 15.

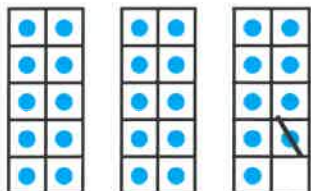


C.



PS

3a. Esme has drawn a number track to match the ten frames.

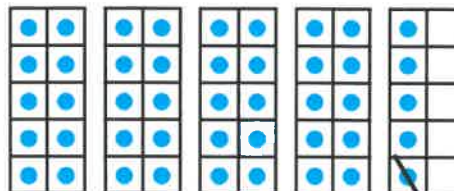


Is she correct? Explain your answer.



R

3b. Ben has drawn a number track to match the ten frames.



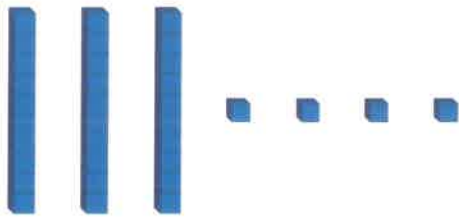
Is he correct? Explain your answer.



R

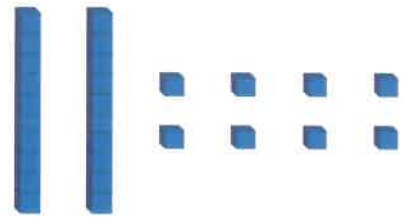
Tens and Ones

1a. Circle 12.



VF

1b. Circle 15.



VF

2a. Draw the number 11 using sticks and bricks.



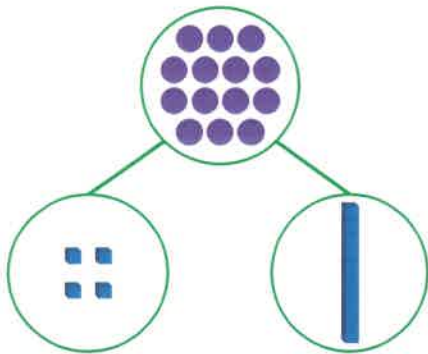
VF

2b. Draw the number 14 using sticks and bricks.



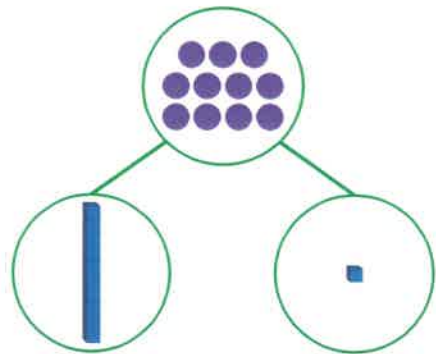
VF

3a. True or false?



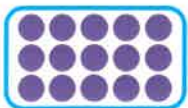
VF

3b. True or false?



VF

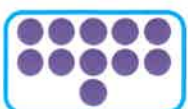
4a. Match each number to the Base 10.



ten and ones.

13

ten and one.



ten and ones.

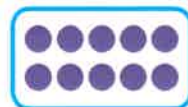


VF

4b. Match each number to the Base 10.

14

ten and ones.



ten and ones.

12

ten



VF

Tens and Ones

1a. Ted is drawing the number 12. What is missing?



PS

Tens and Ones

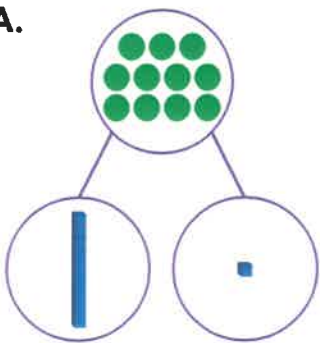
1b. Jim is drawing the number 14. What is missing?



PS

2a. Which is the odd one out? Why?

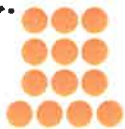
A.



B.



C.



has 1 ten and 3 ones.



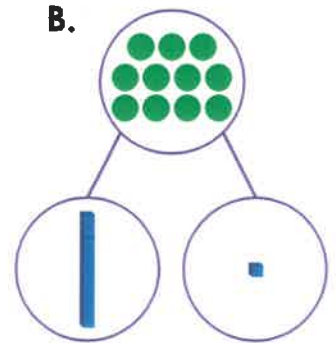
R

2b. Which is the odd one out? Why?

A.



B.



C.



has 1 ten and 0 ones.



R

3a. Cath and Tom are making the number 14.



Cath

We need ●● more ones.

We need ●● more ones.



Tom

Who is correct? Explain how you know.



R

3b. Rick and Kat are making the number 13.



Rick

We need ●● more ones.

We need ● more one.



Kat

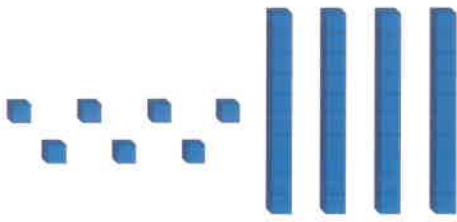
Who is correct? Explain how you know.



R

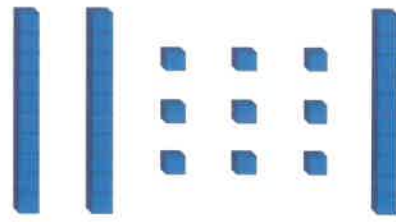
Tens and Ones

1a. Circle 16.



VF

1b. Circle 18.



VF

2a. Draw the number 17 using sticks and bricks.



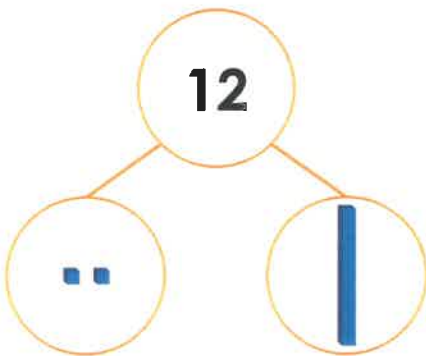
VF

2b. Draw the number 15 using sticks and bricks.



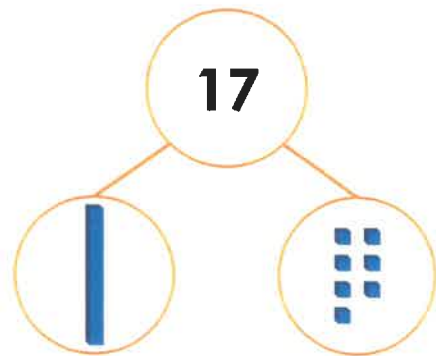
VF

3a. True or false?



VF

3b. True or false?



VF

4a. Match each number to the Base 10.

14

ten and ones.

11

ten and ones.

17

ten and one.



VF

4b. Match each number to the Base 10.

20

ten and ones.

19

ten and ones.

12

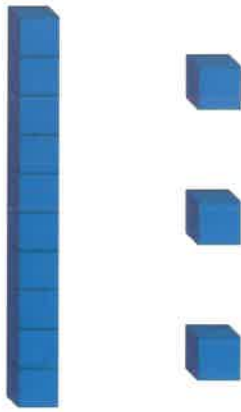
tens.



VF

Tens and Ones

1a. Fred is drawing the number 19. What is missing?



PS

Tens and Ones

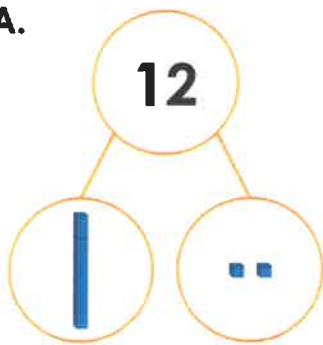
1b. Pete is drawing the number 11. What is missing?



PS

2a. Which is the odd one out? Why?

A.



B.



C. 11 has 1 ten and 1 one.



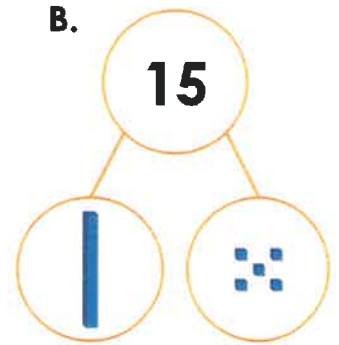
R

2b. Which is the odd one out? Why?

A.



B.



C. 15 has 1 ten and 5 ones.



R

3a. Holly and Paul are making the number 15.



We need 2 more ones.

Holly

We need 1 more one.



Paul

Who is correct? Explain how you know.



R

3b. Pat and Shan are making the number 18.



We need 1 more one.

Pat

We need 1 ten.



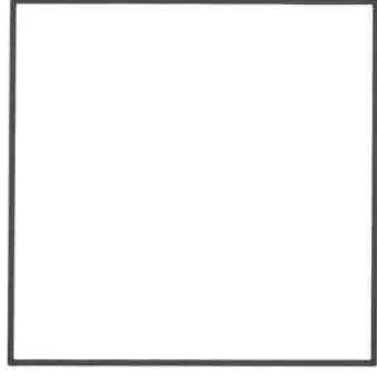
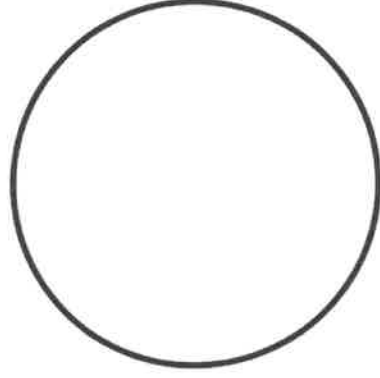
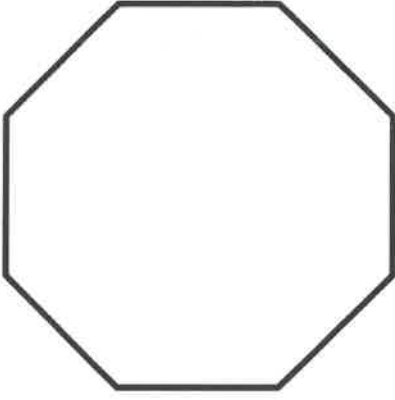
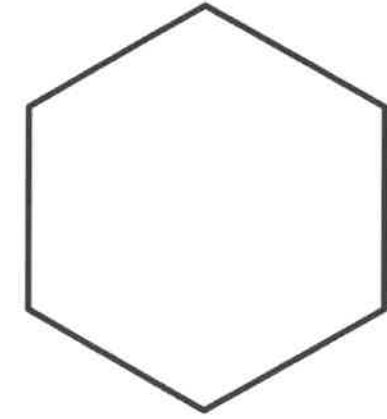
Shan

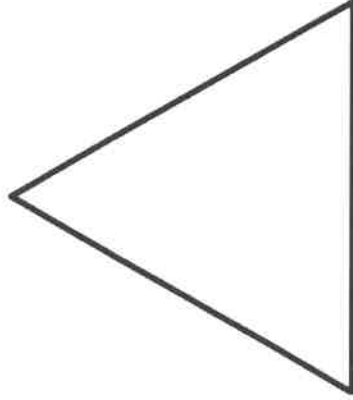
Who is correct? Explain how you know.



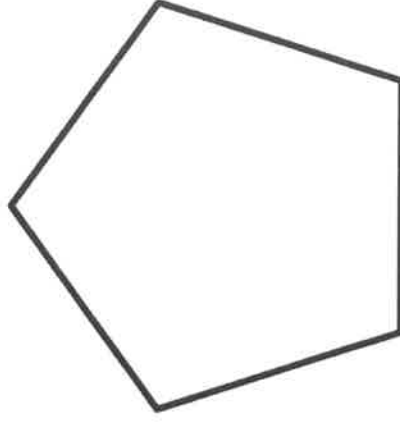
R

Recognising 2D Shapes









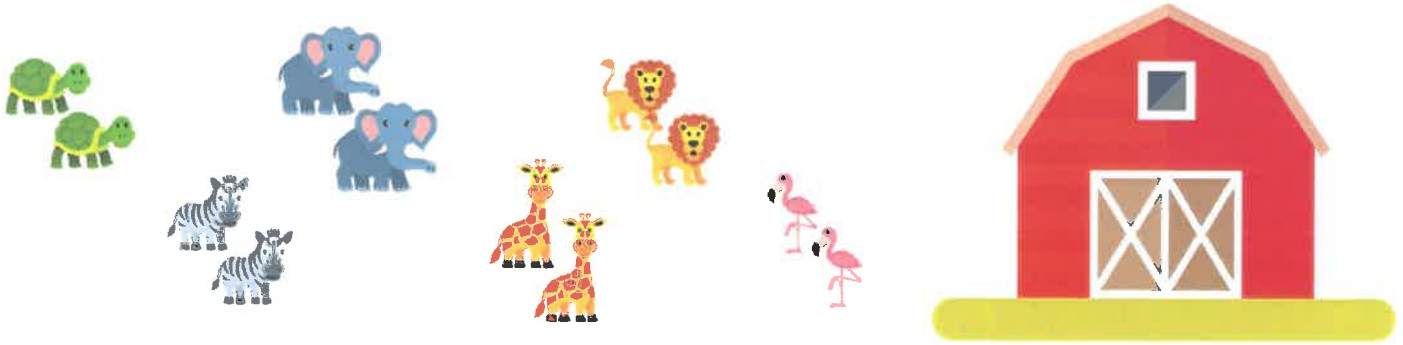
Label each shape with the correct name.

0 + ? = 10	10
1 + ? = 10	9
2 + ? = 10	8
3 + ? = 10	7
4 + ? = 10	6
5 + ? = 10	5
6 + ? = 10	4
7 + ? = 10	3

8 + ? = 10	2
9 + ? = 10	1
10 + ? = 10	0

Count in 2s

1. Ranger Bill is feeding his pairs of animals. He wants to find out how many animals he has in total. Some pairs are inside and some are outside.



I know that there are more than 30 animals altogether. There are less than 13 pairs of animals inside.

Use the clues to explore how many animals there are altogether and how many are kept inside.

2. With someone at home, play the Count in 2s game below.

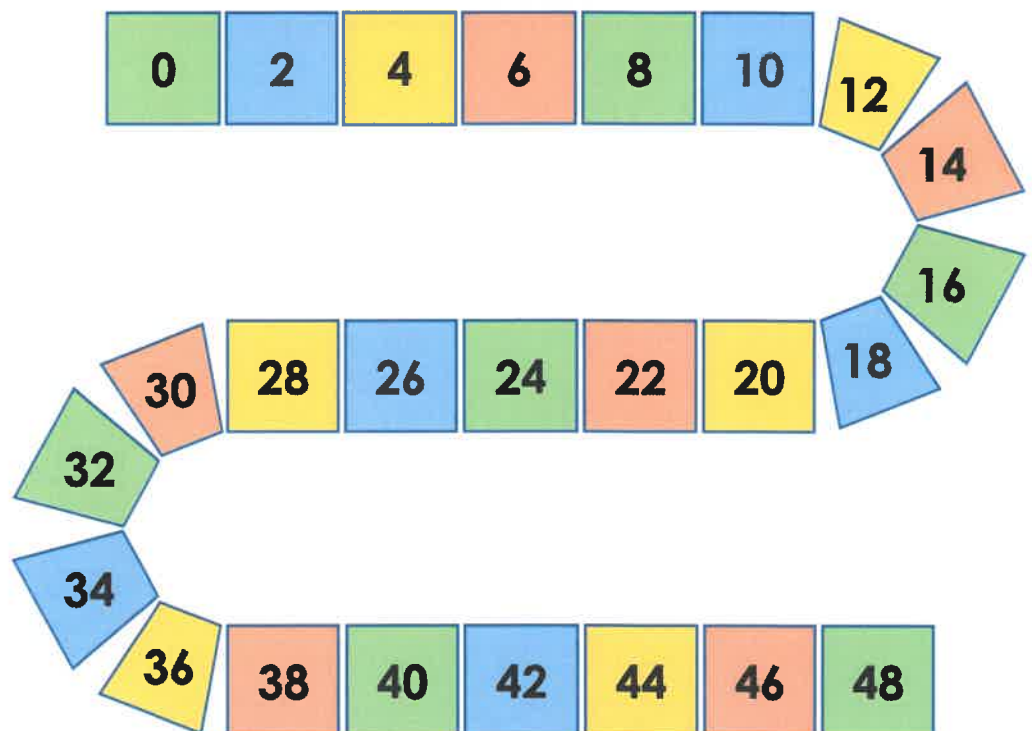
Rules

Place your counter on 0.

Roll the dice to find out how many spaces to move your counter.

Count in 2s as you move.

The first person to reach 48 is the winner.



Numbers

Try some number activities like these every day to help develop your number skills!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Counting Activity Ideas

- Start from 0 and count in 1's, 2's, 5's or 10's.
- Pick a number to start from and count in 1's, 2's, 5's and 10's.
- Make it fun and count in funny voices – can you count like a robot or with a very high voice?
- Cover up several numbers. Can you count up to find the hidden numbers?

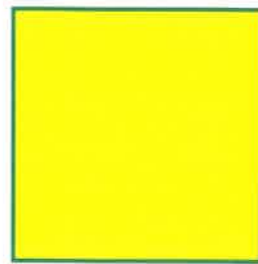
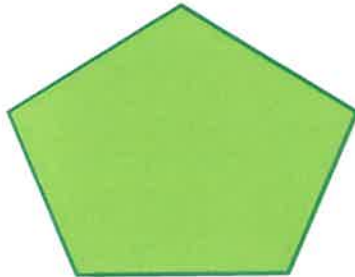
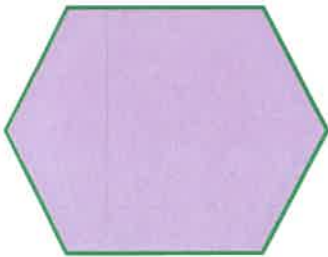
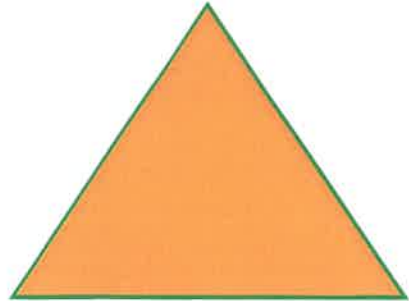
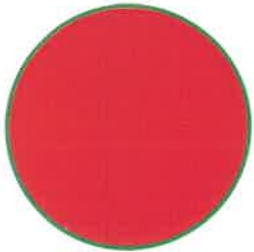


Shape Hunt!



Take a look at the 2D shapes below and discuss:

- What are the names of these shapes?
- Can you name the properties of each shape? (sides, vertices)



What can you find?

- Go on a shape hunt around your home.
- Draw or stick pictures of the shapes that you find.

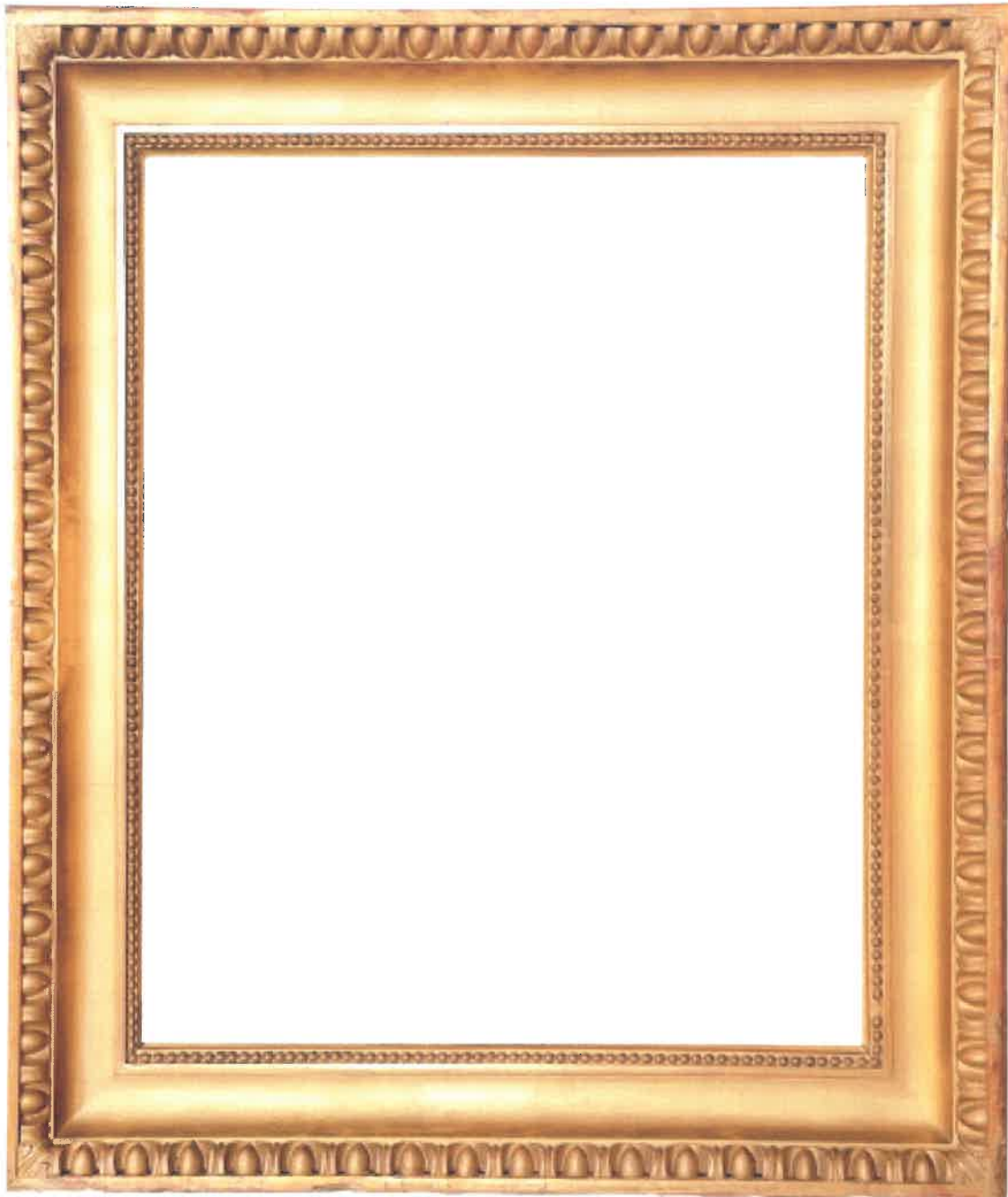
Here is one to get you started.



dining table top –
rectangle



Draw your own picture using 2D shapes



What shapes have you used in your picture?

Monday – Ordinal Numbers

1. Draw a circle around the 6th bin.



2. Complete the sentence.



The _____ animal is a pig.

1st

3rd

6th

3. True or false? The third sock is spotty.



4. Fill in the missing numbers.

A. 2nd, 3rd, 4th, 5th, 6th, 7th, _____, 9th, 10th

B. sixth, seventh, eighth, _____, tenth

5. Write the correct letters in the boxes to crack the code.

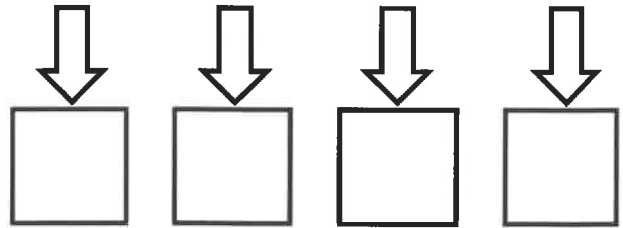


2nd

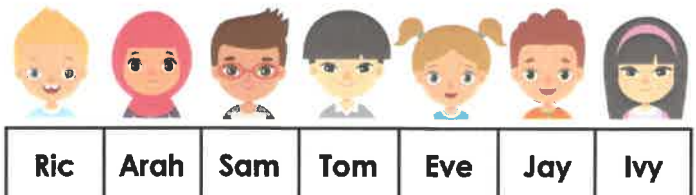
fourth

5th

8th



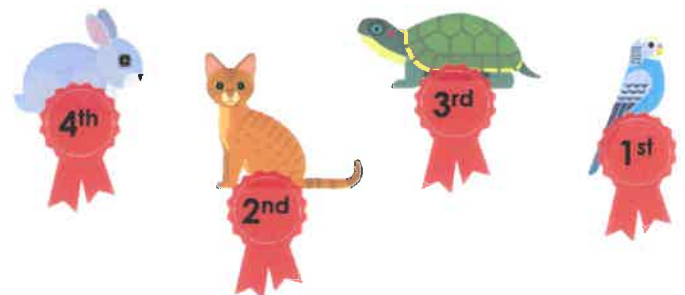
6. Children are waiting to go on a ride.



Lee joins the line between Sam and Tom.

What position is Lee in?

7. The pets had a race.



Belle says the rabbit came first.
Is she correct? Convince me!



$$7 - 4 = 3$$



$$\square - 6 = \square$$



$$\square - 5 = \square$$



$$\square - 1 = \square$$



$$\square - 2 = \square$$



$$\square - 7 = \square$$



$$\square - 0 = \square$$



$$\square - 3 = \square$$



$$\square - 6 = \square$$



$$\square - 4 = \square$$



$$7 - 3 = 4$$

--	--	--	--	--	--	--

$$\square - 2 = \square$$

--	--	--	--	--	--	--

$$\square - 7 = \square$$

--	--	--	--	--	--	--

$$\square - 5 = \square$$

--	--	--	--	--	--	--

$$\square - 0 = \square$$

--	--	--	--	--	--	--

$$\square - 6 = \square$$

--	--	--	--	--	--	--

$$\square - 1 = \square$$

$7 - 2 = \square$

$7 - 1 = \square$

$7 - 5 = \square$

$7 - 6 = \square$

$7 - 0 = \square$

$7 - 7 = \square$

$7 - 4 = \square$

$7 - 2 = \square$

$7 - 1 = \square$

$7 - 0 = \square$

$7 - 6 = \square$

$7 - 4 = \square$

$7 - 7 = \square$

$7 - 3 = \square$

$7 - 3 = \square$

$7 - 5 = \square$

0	1	2	3	4	5	6	7
----------	----------	----------	----------	----------	----------	----------	----------

Start at 7. Count back 3 places.

Start at 7. Count back 5 places.

Start at 7. Count back 7 places.

Start at 7. Count back 0 places.

Start at 7. Count back 2 places.

Start at 7. Count back 4 places.

Start at 7. Count back 6 places.

Start at 7. Count back 1 place.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Start at 9. Count back 2 places.

Start at 5. Count back 2 places.

Start at 2. Count back 2 places.

Start at 4. Count back 2 places.

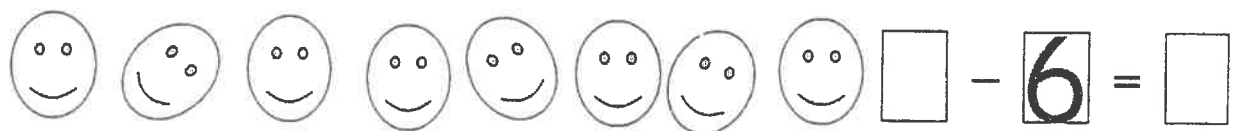
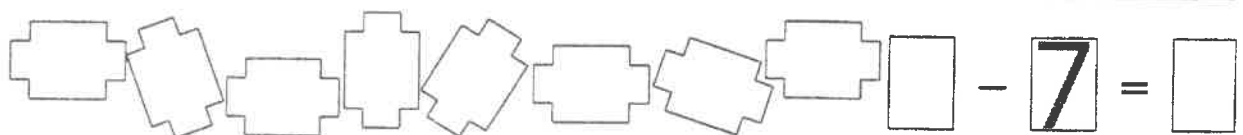
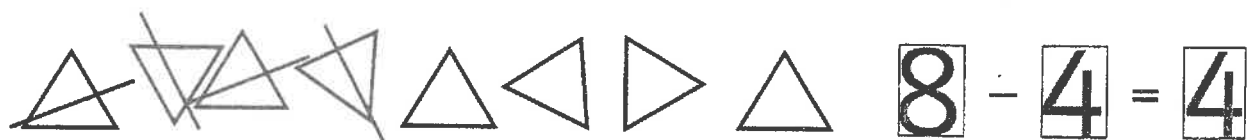
Start at 10. Count back 2 places.

Start at 6. Count back 2 places.

Start at 3. Count back 2 places.

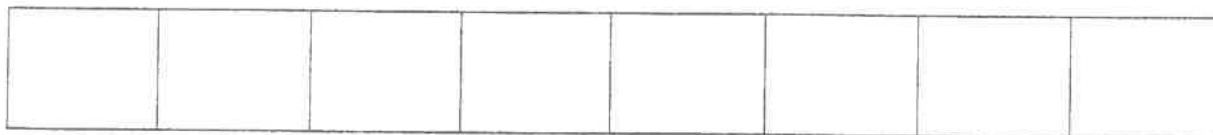
Start at 7. Count back 2 places.

Start at 8. Count back 2 places.

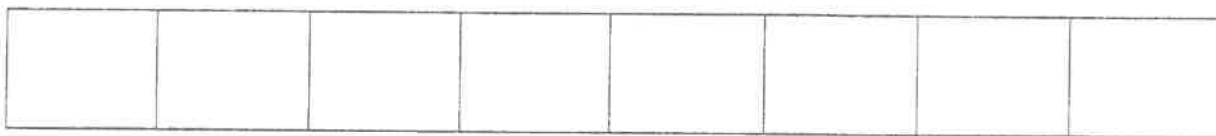




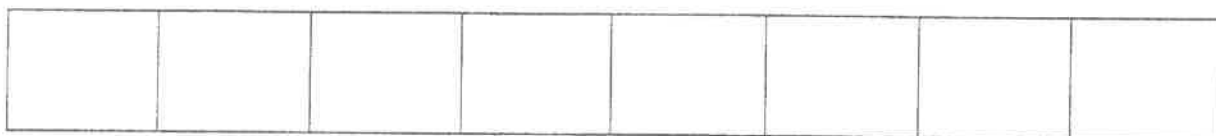
$$\boxed{8} - \boxed{3} = \boxed{5}$$



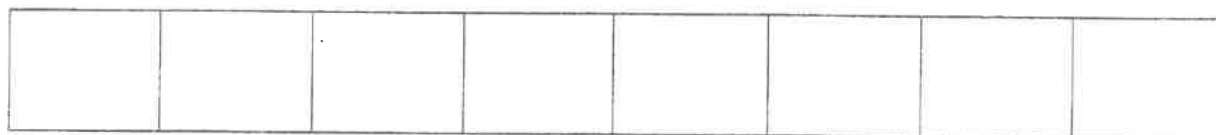
$$\boxed{} - \boxed{6} = \boxed{}$$



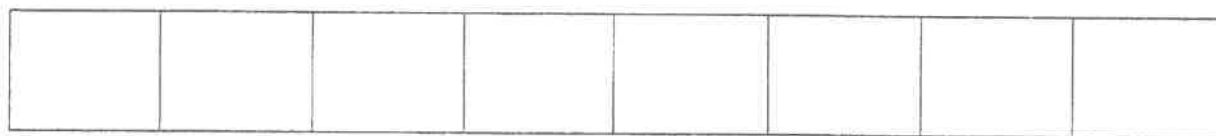
$$\boxed{} - \boxed{4} = \boxed{}$$



$$\boxed{} - \boxed{7} = \boxed{}$$



$$\boxed{} - \boxed{8} = \boxed{}$$



$$\boxed{} - \boxed{5} = \boxed{}$$

$$8 - 6 = \square$$

$$8 - 3 = \square$$

$$8 - 2 = \square$$

$$8 - 1 = \square$$

$$8 - 5 = \square$$

$$8 - 4 = \square$$

$$8 - 0 = \square$$

$$8 - 6 = \square$$

$$8 - 7 = \square$$

$$8 - 8 = \square$$

$$8 - 1 = \square$$

$$8 - 2 = \square$$

$$8 - 8 = \square$$

$$8 - 5 = \square$$

$$8 - 0 = \square$$

$$8 - 7 = \square$$

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Start at 8. Count back 3 places.

Start at 8. Count back 5 places.

Start at 8. Count back 7 places.

Start at 8. Count back 8 places.

Start at 8. Count back 0 places.

Start at 8. Count back 1 place.

Start at 8. Count back 4 places.

Start at 8. Count back 2 places.

Start at 8. Count back 6 places.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Start at 10. Count back 2 places.

Start at 8. Count back 1 place.

Start at 7. Count back 2 places.

Start at 4. Count back 1 place.

Start at 9. Count back 1 place.

Start at 10. Count back 1 place.

Start at 8. Count back 2 places.

Start at 6. Count back 2 places.

Start at 3. Count back 2 places.

Start at 5. Count back 1 place.

Start at 7. Count back 1 place.

Start at 9. Count back 2 places.

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

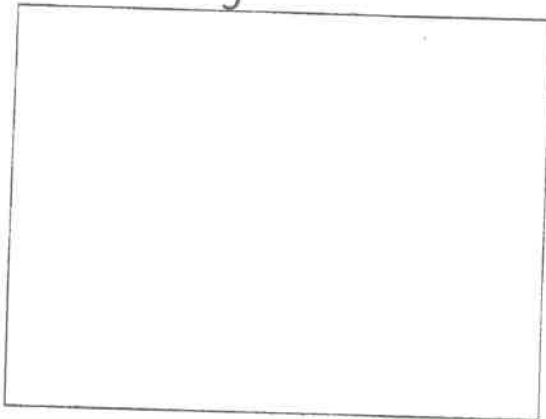
Today is

Yesterday was

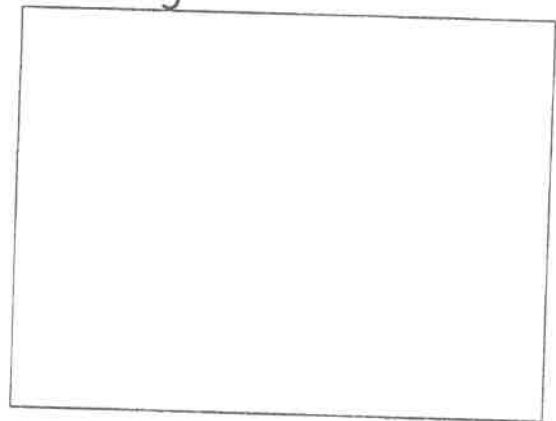
Tomorrow will be

Draw a picture in each box.

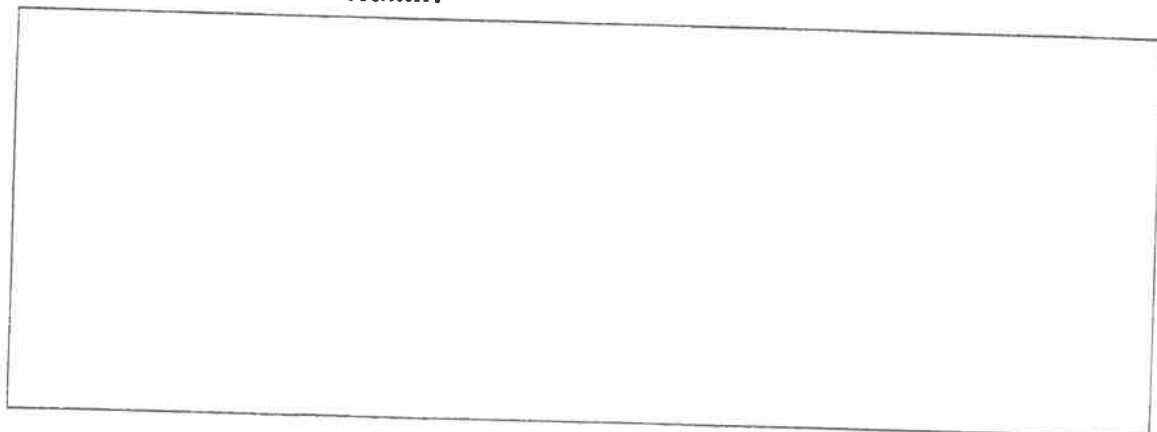
Yesterday I.....



Today I



Tomorrow I will.....



Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Today is

Yesterday was

Tomorrow will be

Which day comes next?

Monday

Wednesday

Friday

Tuesday

Thursday

Saturday

Sunday

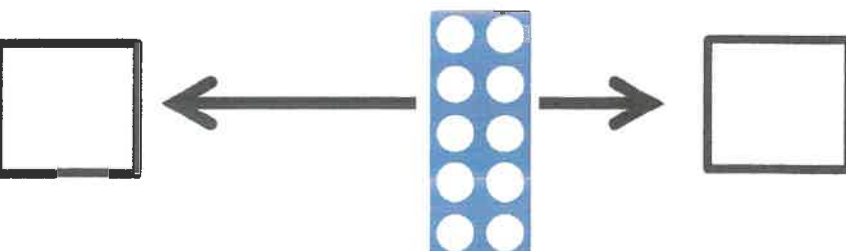
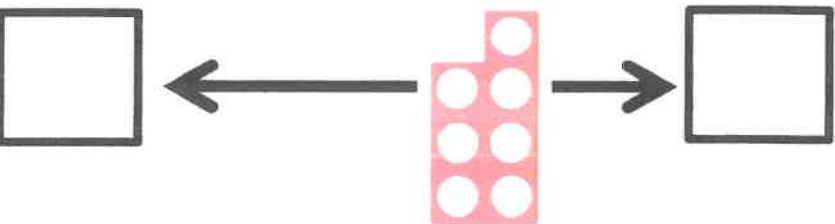
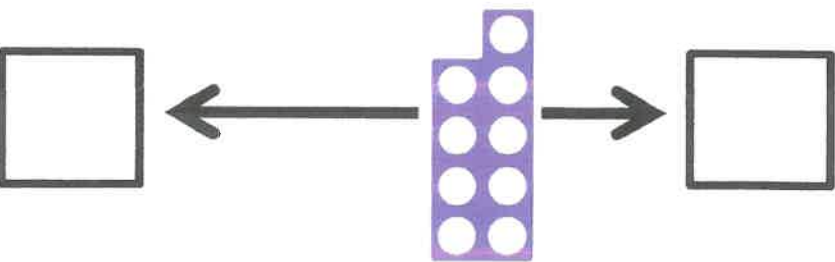
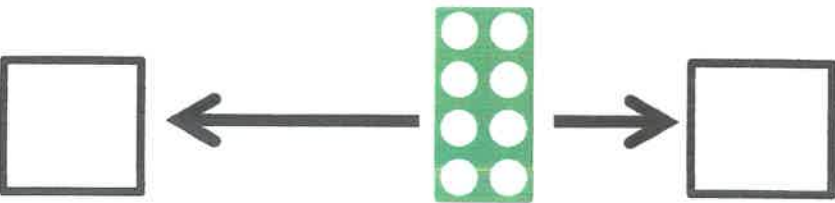
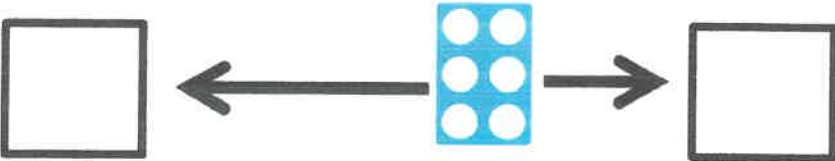
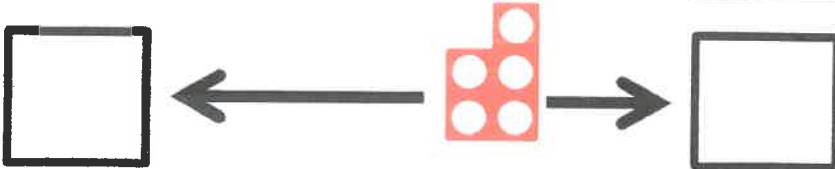
12/01/15

LO- I can find one more and one less than a given number.

Name-

One less is.....

One more is.....



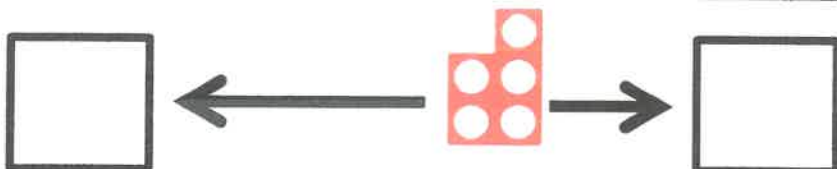
12/01/15

LO- I can find one more and one less than a given number.

Name-

One less is.....

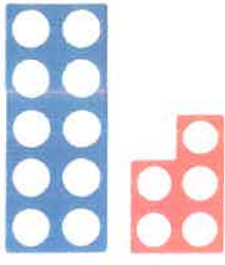
One more is.....

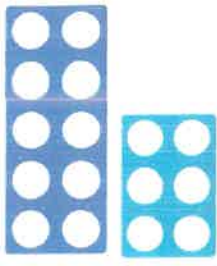


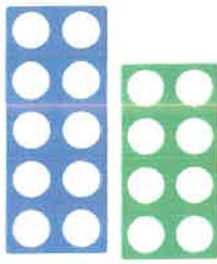
Name _____ ☺ ☹ ☹ I S

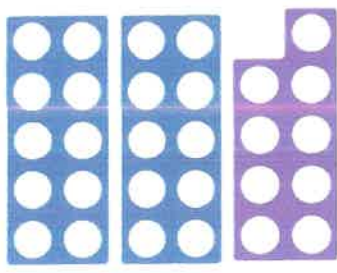
LO- To understand subtraction as taking away.

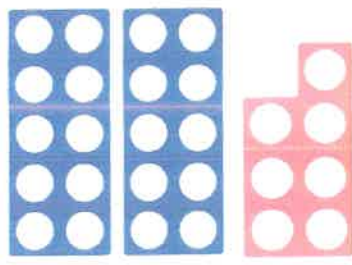
Now write the number sentences

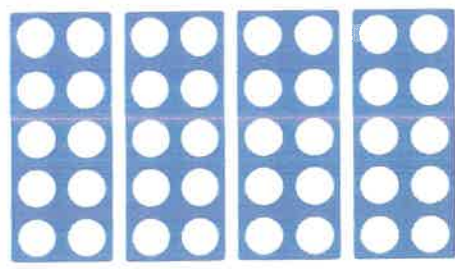

$$- 2 =$$

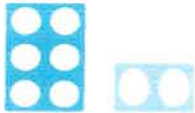
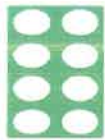

$$- 10 =$$

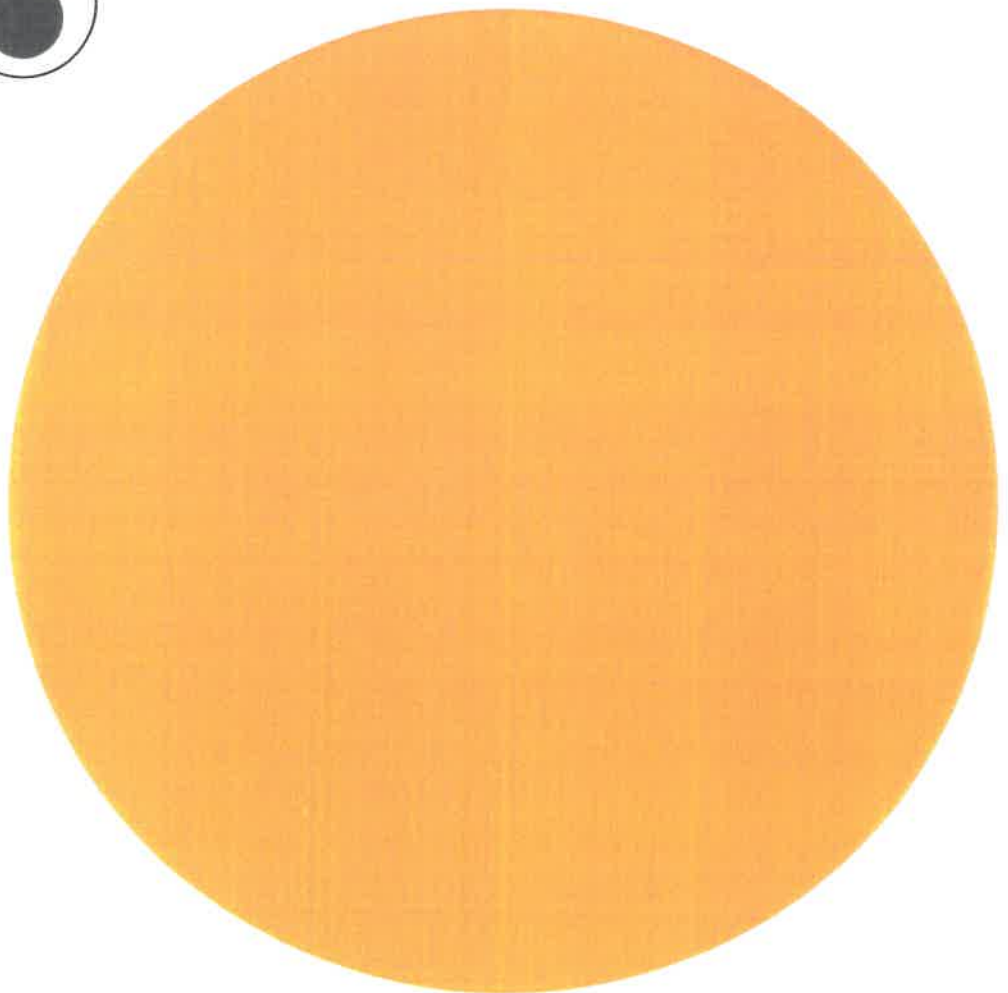
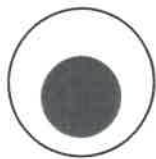
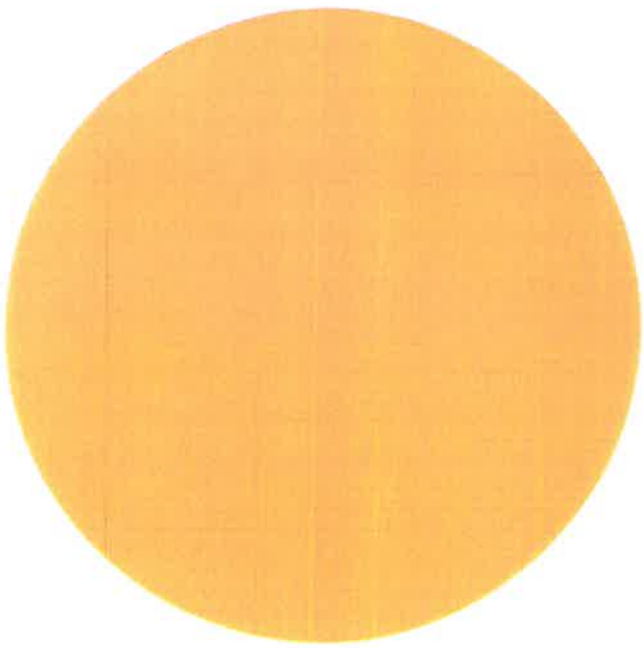

$$- 14 =$$


$$- 0 =$$


$$- 9 =$$

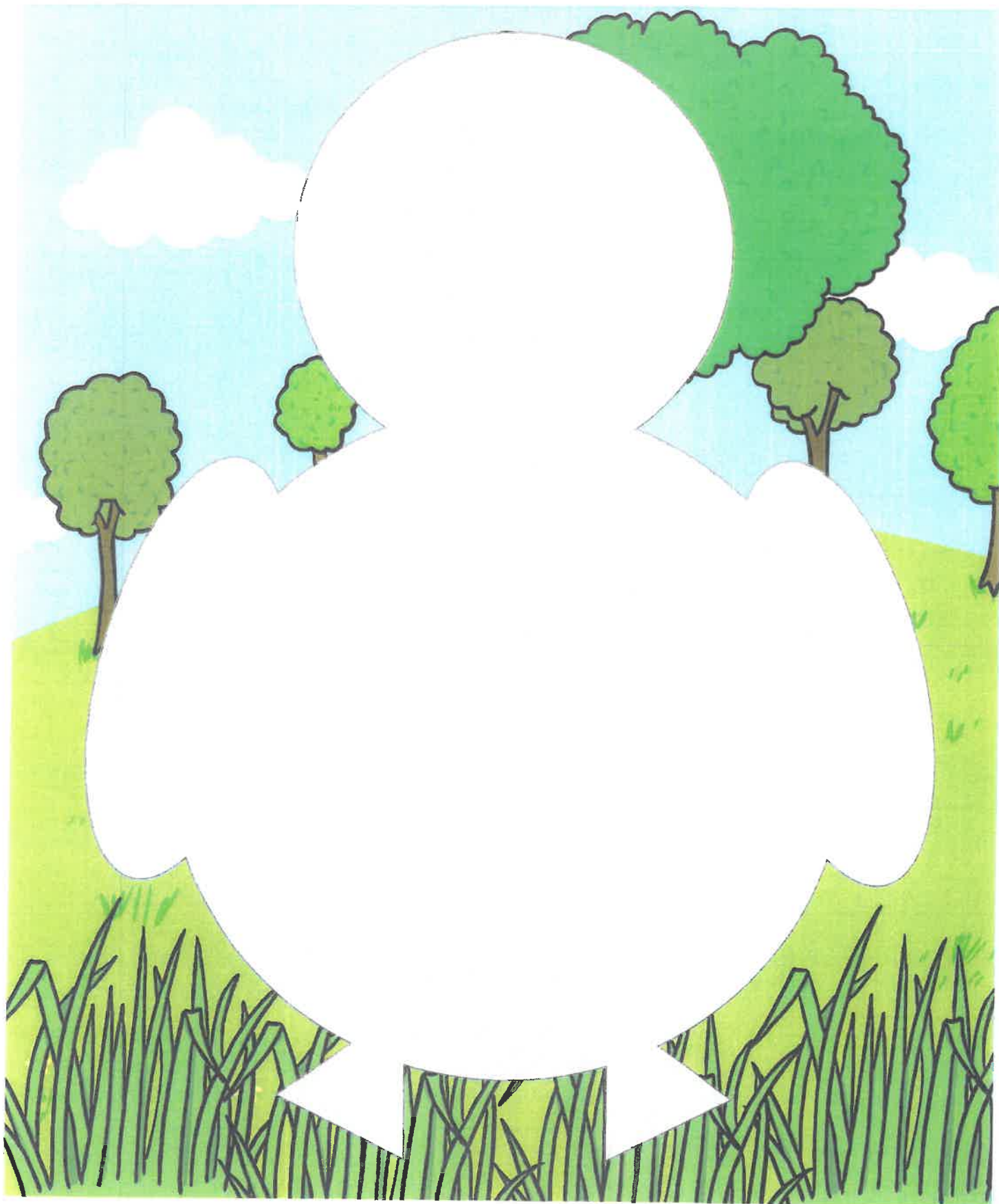

$$- 19 =$$

4+2 	6 	5+2 	7 
6+2 	8 	7+2 	9 
8+2 	10 	9+2 	11 
4+3 	7 	5+3 	8 
6+3 	9 		



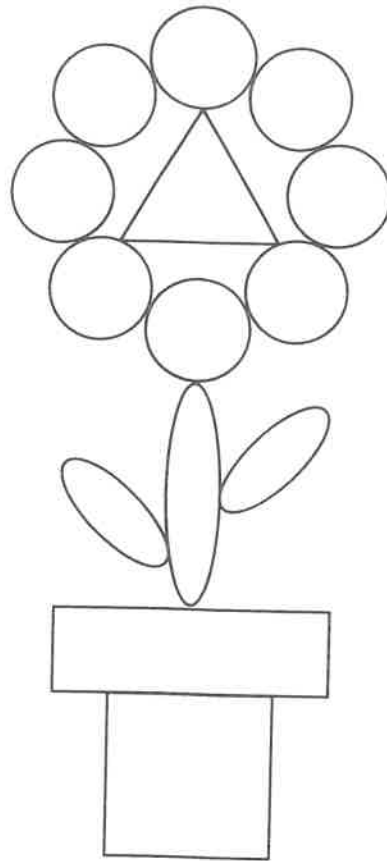
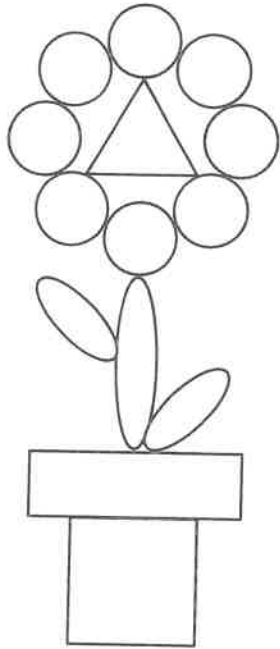
Shape Chick

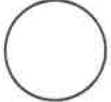
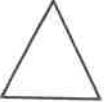
Can you use the shapes to make your own chick picture?



2D Shape Hunt

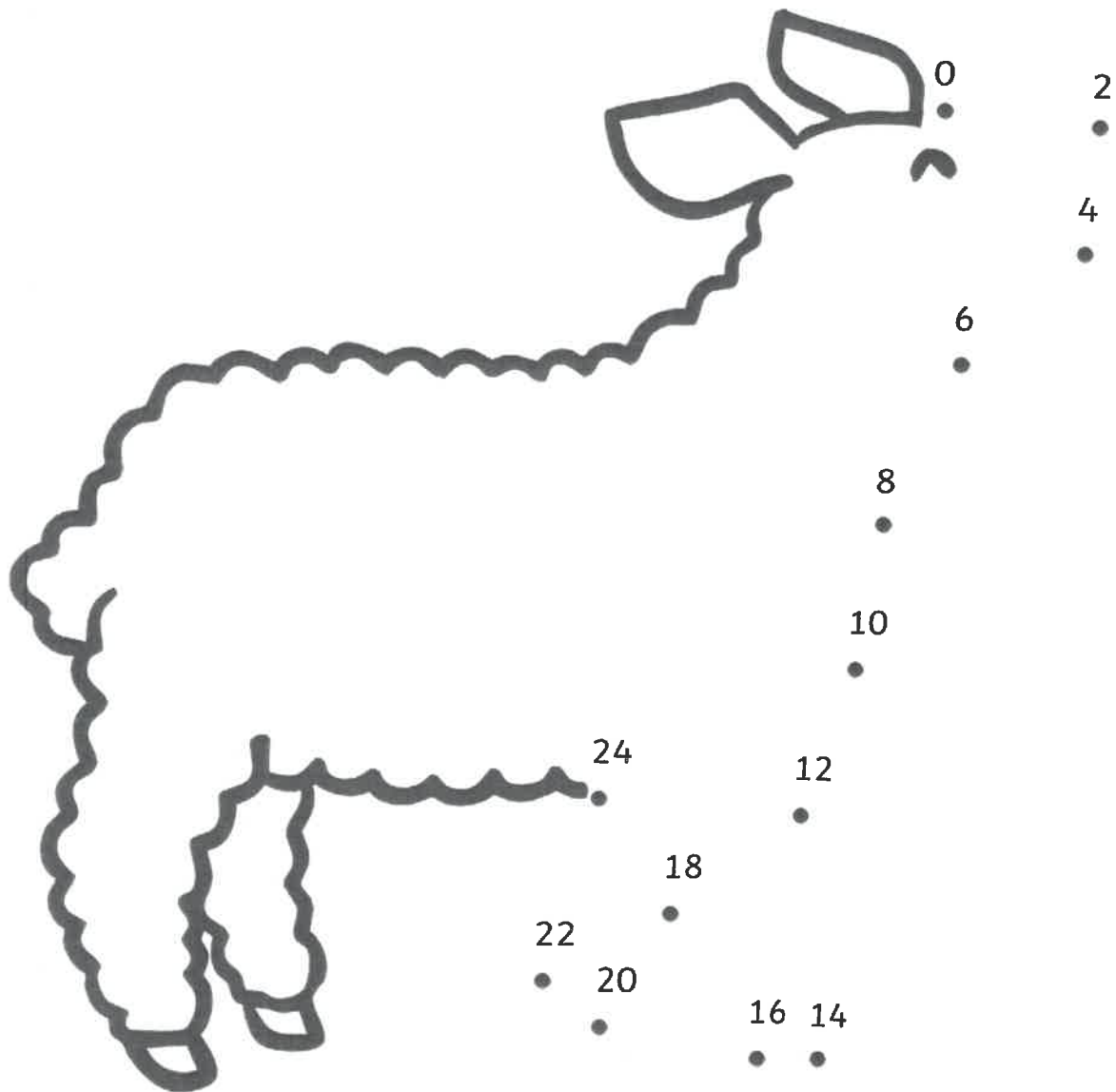
Count and colour the 2D shapes hidden in these spring flowers.



Shape		Colour	How many?
circle		pink	
triangle		yellow	
rectangle		brown	
oval		green	

Counting in 2s Dot to Dot

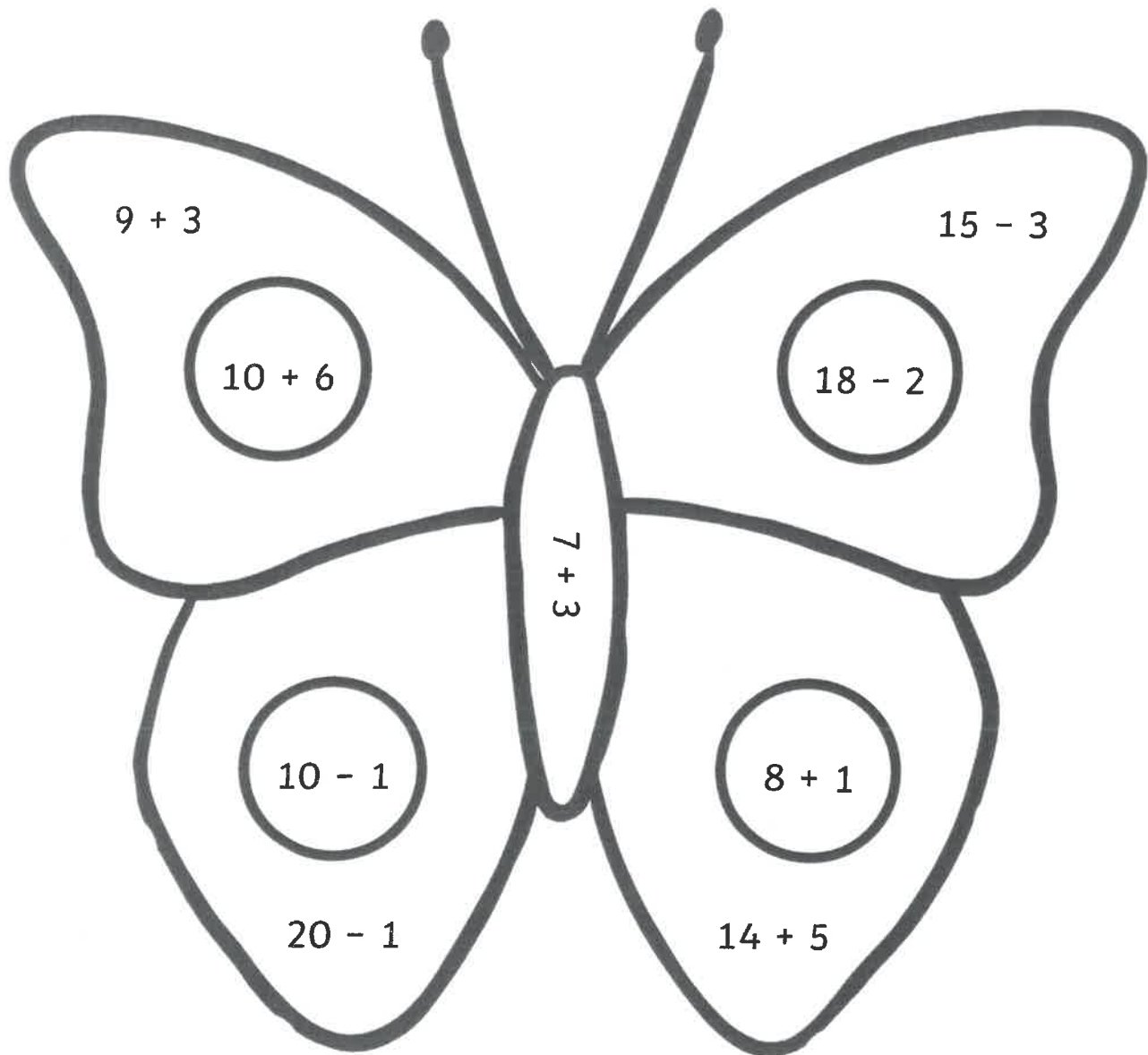
Join the dots to reveal the picture!



Addition and Subtraction to 20

Colour by Number

Solve the calculations to colour in this spring picture.



Answer:	19	16	12	10	9
Colour:	red	yellow	green	brown	blue



Find 5 toys.



Put them in height order.



Encourage children to use language to compare the height, e.g. *taller than*, *shorter than*. Toys can be ordered from shortest to tallest or tallest to shortest.



Go on a 3D shape hunt.



What shapes can you find?



Discuss 3D shapes. Encourage children to name the shapes they have found. *Sphere*, *cube*, *cuboid*, *cone*, *cylinder*. Can they sort the shapes?

123

Roll a dice.



Show the number in different ways.



Children to roll a dice to generate a number. Encourage children to find different objects around the house to represent the number, e.g. 4 spoons, 4 shoes, 4 buttons.



Visit kids.classroomsecrets.co.uk for online games to support learning.

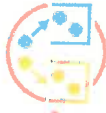
123

Find pairs of items in your house.



Classroom secrets

Encourage children to find different pairs of objects. Discuss what the word 'pair' means. Children to count the pairs in 2s to find the total.



Find different packets of food. Which one is the heaviest?



Classroom secrets

Children to find full packets of food and read the weight measurement displayed. Compare the weight using language such as heavier, lighter, less and more.



Go on a number hunt.



How many numbers can you find?

Classroom secrets

Children to explore the house and record the different numbers they can see. Encourage the children to compare, order or sort the different numbers.

Classroom secrets KIDS

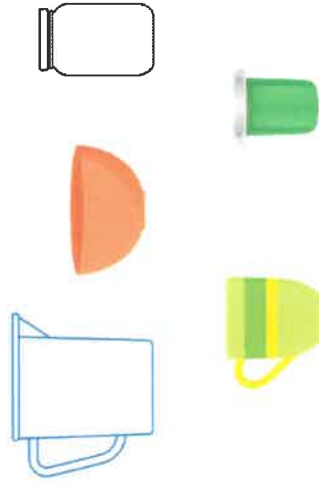
Visit kids.classroomsecrets.co.uk for online games to support learning.

© Classroom Secrets Limited 2020

Join our  Group: [Coronavirus Home Learning Support for Teachers and Parents](#)



**Explore filling
containers with
water.**



Classroom
secrets
LIVE

Provide your child with water and a variety of containers. Encourage them to fill the containers in different ways. Can they make it full, half full or empty? This could even be a fun activity for bath time!



**Can you find
any of these in
your house?**

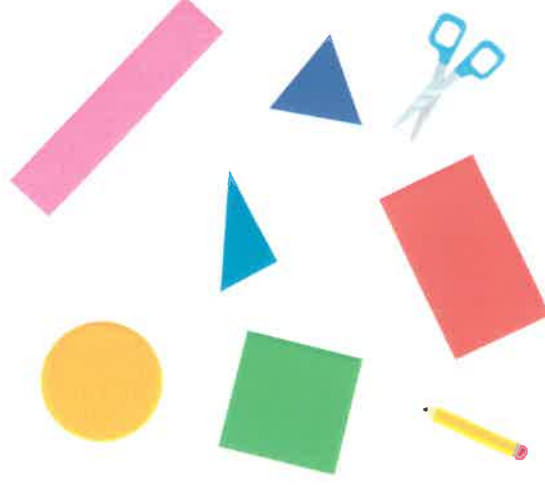


Classroom
secrets
LIVE

Ask your child if they can find any of these objects. They all link to the ch, sh, th and ng sounds. Can they find anything else linked to those sounds? You could ask your child to write what they have found.



**Go on a 2D
shape hunt.**



Classroom
secrets
LIVE

Find further guidance linked to this activity on the next page or visit <https://www.youtube.com/user/ClassroomSecretsLtd> to see the activity in action.