

# Merlin Class

## Reception



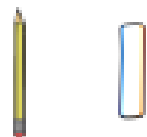
# Maths - Learning Pack

Here are some resources to help you:



zero

Make a loop, just like so,  
Now you've made a 0.



one

Straight line down and then you're done!  
1 is fun.



two

Half a heart will never do,  
Slide to the right, make a 2.



three

Around the tree, around the tree,  
That's the way to make a 3.



four

Down and across, down some more,  
That's the way to make a 4.



five

Straight down to make his back,  
next his tummy round and fat  
The last step is to draw his hat.



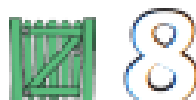
six

Make a 'C' then in you go,  
Now you've made a 6, you know.



seven

Across the sky, down from heaven,  
Now you've made a 7.



eight

Make an 's', then shut the gate,  
That's the way to make an 8.

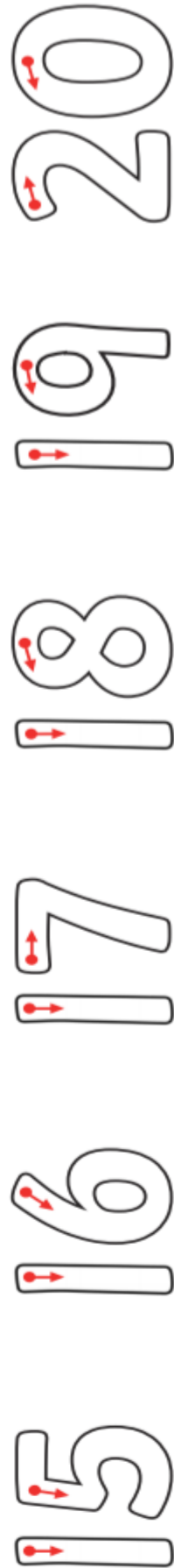
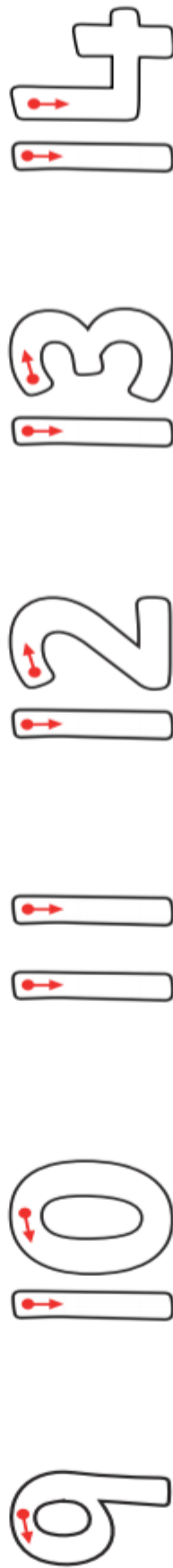


nine

Number 9- Circle and line,  
That's the way to make a 9!

# Number Formation

Can you trace the numbers?

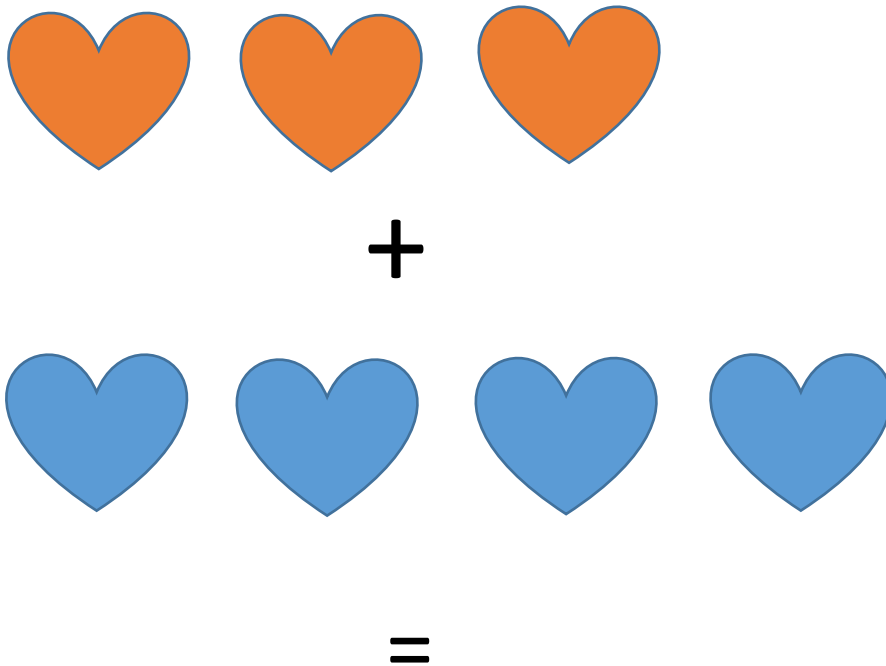


## Week 1

### Thursday – Adding & Number 9

When first exploring adding it is important that they understand that when we put amounts together, they end up with a bigger amount.

i.e.



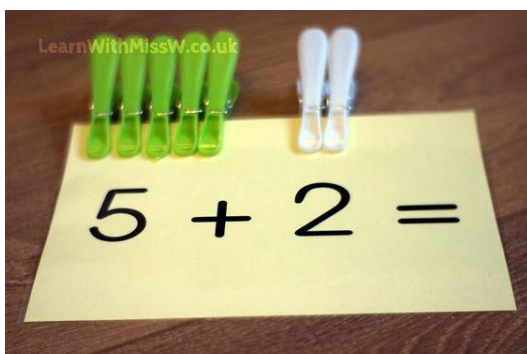
If you add all the hearts together how many hearts do you have altogether?

Once your child understands this concept you can then go on to look at simple sums using digits.

i.e.


$$3+4= 7$$

Some practical ideas to try:




# Five in a Bed Number Bonds to 5


Can you write a number sentence about the teddy bears? How many are in the bed? How many have fallen out? How many are there altogether?



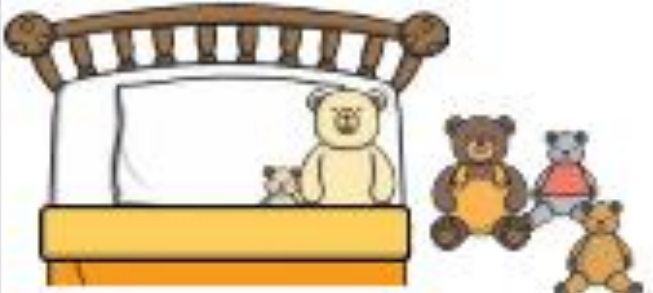
Five teddy bears are sitting in a bed. Below the bed is a number bond template:  $\square + \square = \square$




Four teddy bears are sitting in a bed, and one teddy bear is sitting on the floor to the right. Below the bed is a number bond template:  $\square + \square = \square$




Three teddy bears are sitting in a bed, and two teddy bears are sitting on the floor to the right. Below the bed is a number bond template:  $\square + \square = \square$



Two teddy bears are sitting in a bed, and three teddy bears are sitting on the floor to the right. Below the bed is a number bond template:  $\square + \square = \square$

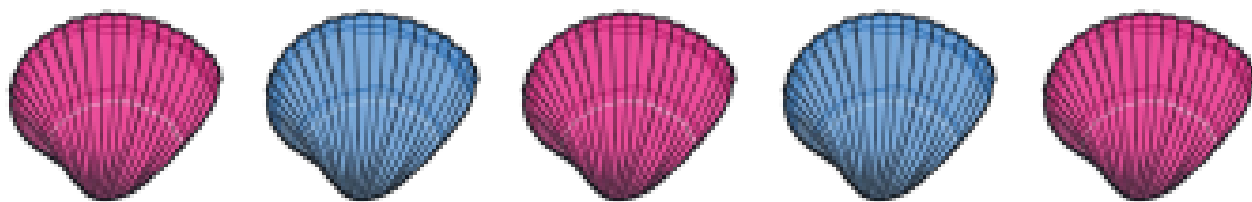


One teddy bear is sitting in a bed, and four teddy bears are sitting on the floor to the right. Below the bed is a number bond template:  $\square + \square = \square$



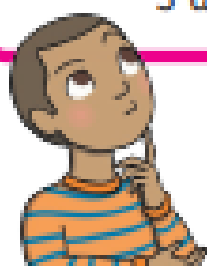
No teddy bears are sitting in the bed, and five teddy bears are sitting on the floor to the right. Below the bed is a number bond template:  $\square + \square = \square$

# Number Bonds to 5 Stories



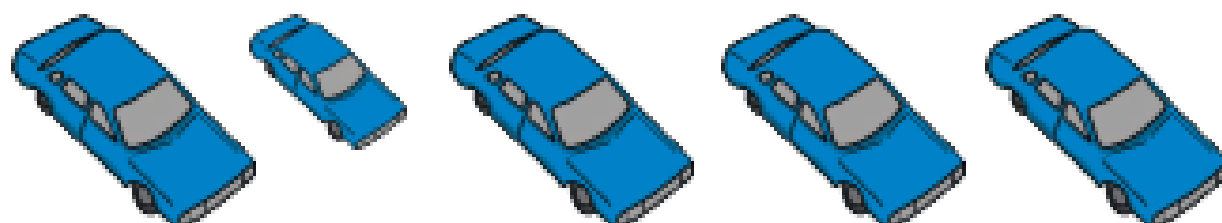
There are 5 shells on the beach.  
3 are pink and 2 are blue.

$$\square + \square = \square$$



I have 5 hats.  
1 is purple and 4 are yellow.

$$\square + \square = \square$$



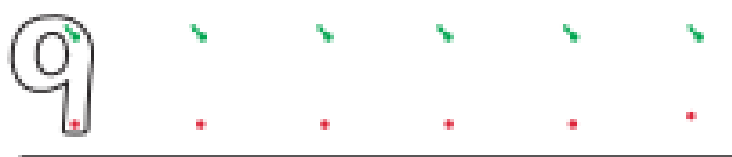
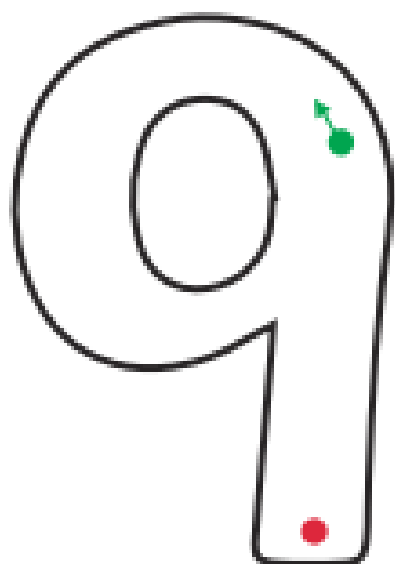
I have 5 toy cars.  
4 are big and 1 is small.

$$\square + \square = \square$$

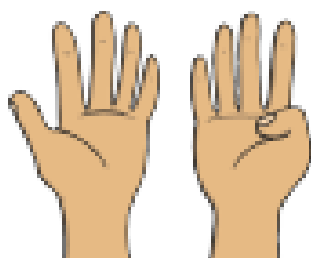
## Number 9 focus

Watch: <https://www.youtube.com/watch?v=MR1-N61Lpg>

# All About Number 9 Number Formation Activity



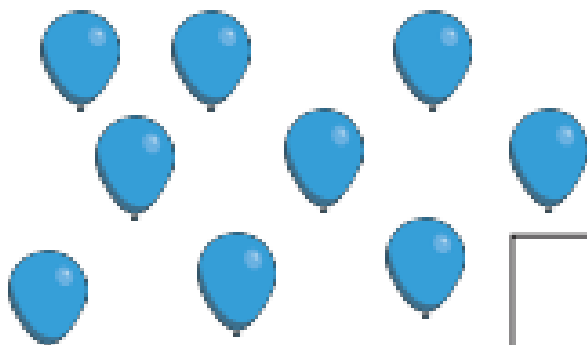
How many fingers are  
being shown?



How many counters are in the  
ten-frame?



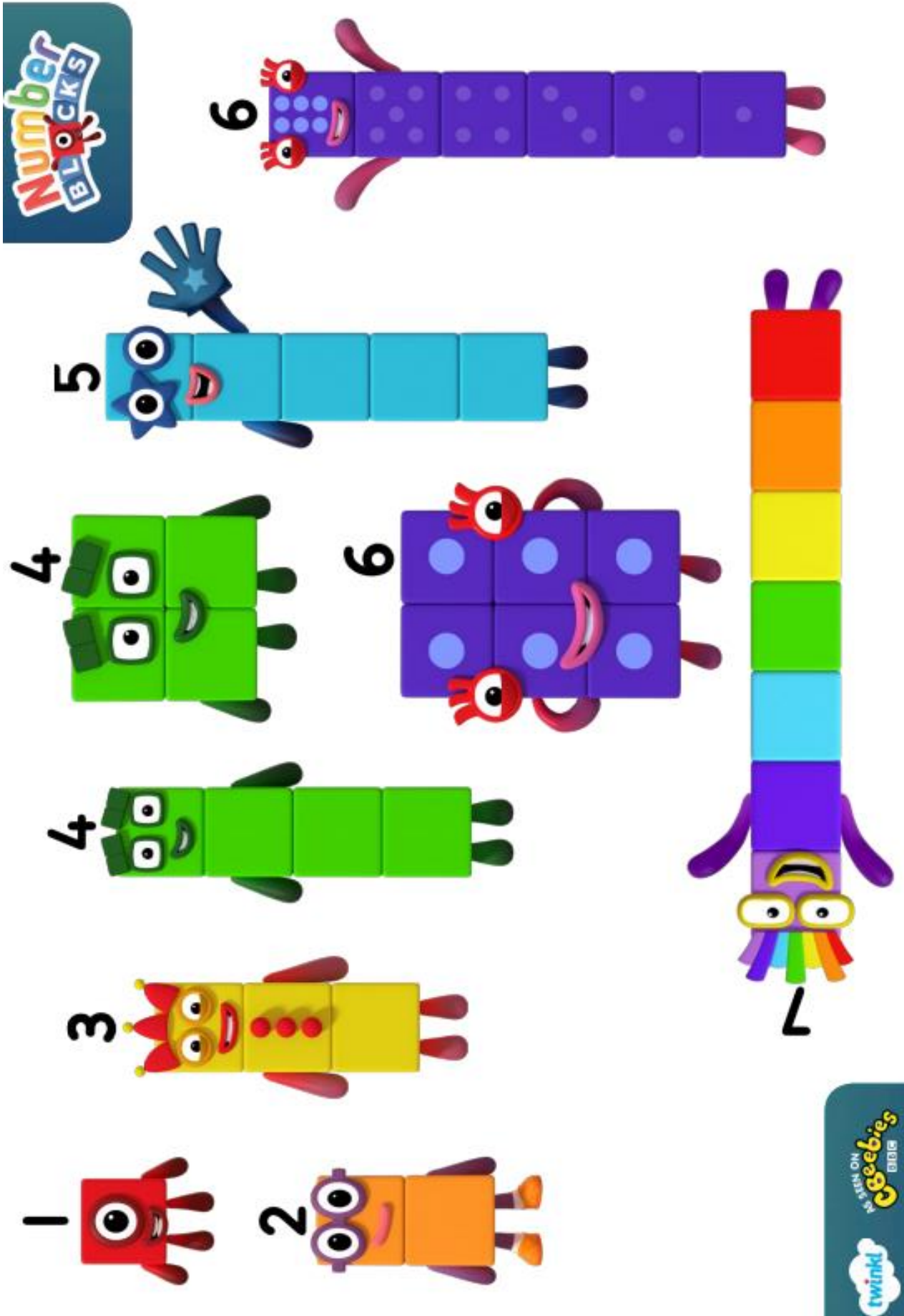
How many balloons can you see?



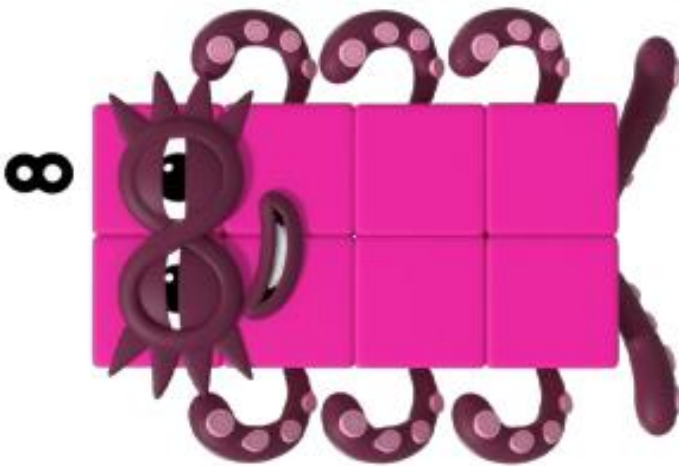
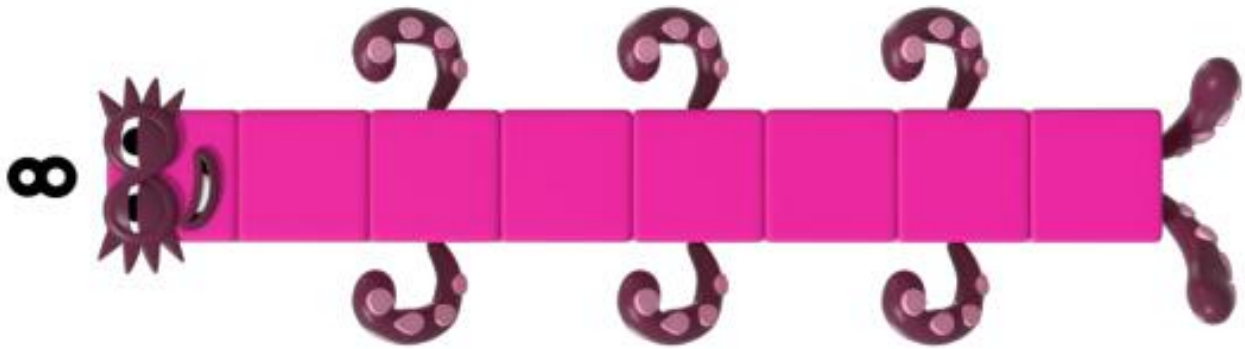
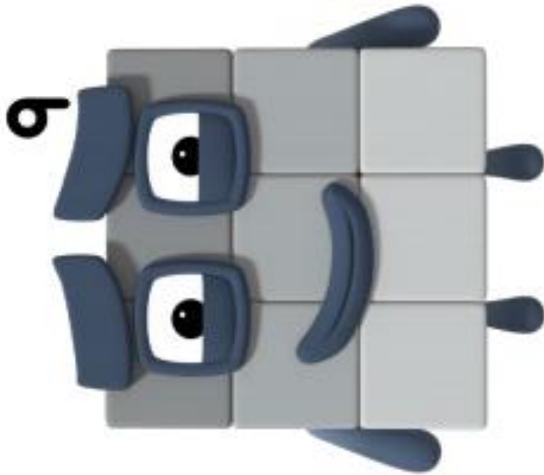
How many cakes are there?

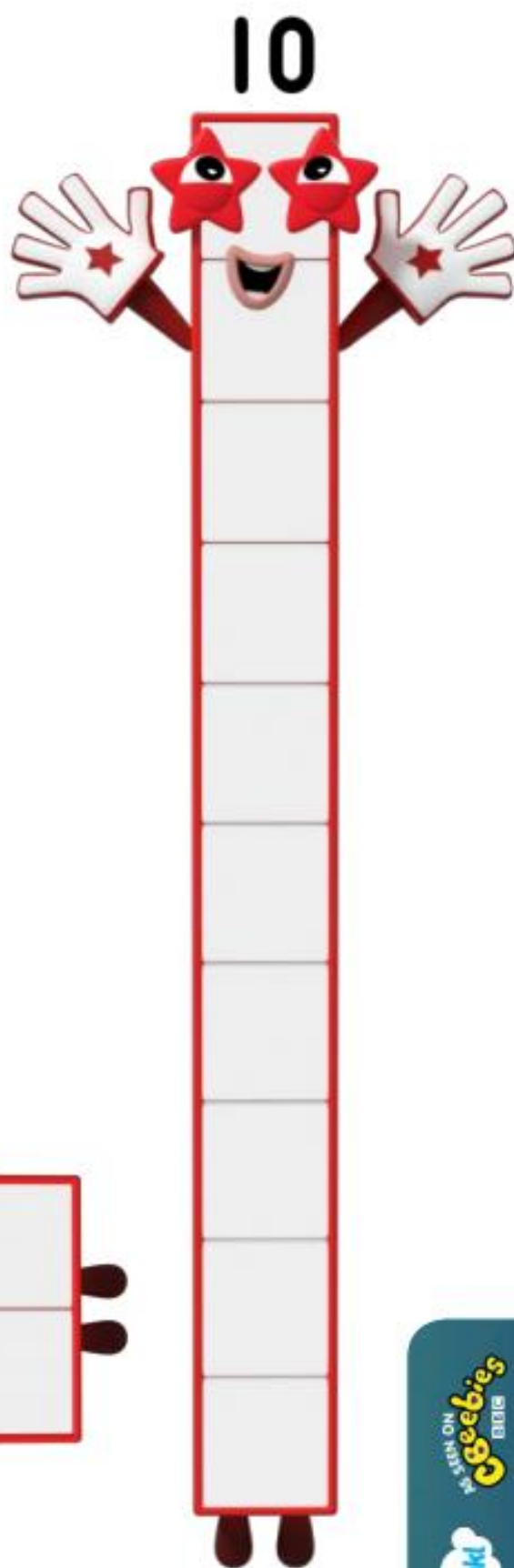
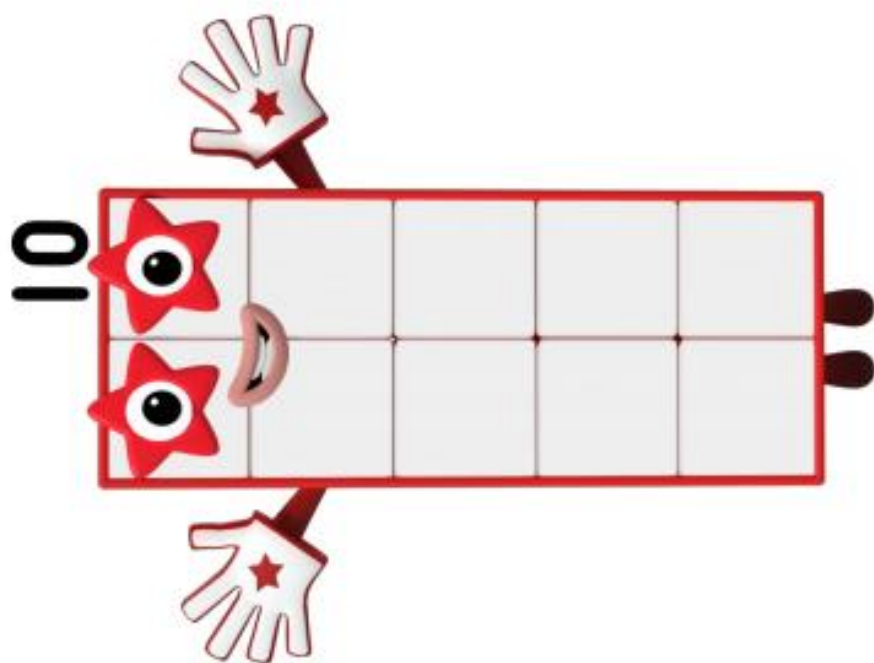


Can you make your own Number Blocks puppets?



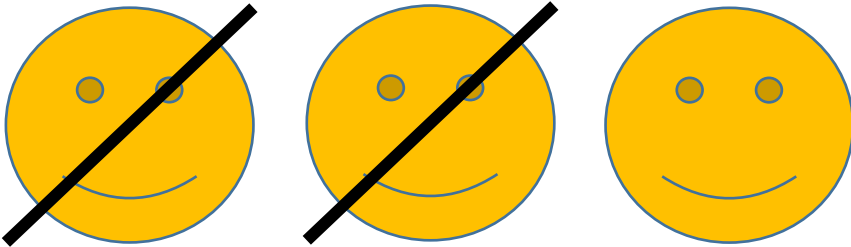






## Friday – Taking Away

When taking away children need to understand that the amount, we are left with is less than the amount we started with. A good way to start thinking about taking away is counting out an amount and then simply taking some away, noticing what happens as you take away. Once this concept is mastered then you can move on to taking away by crossing out.



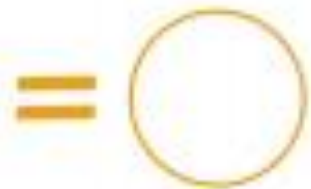
If I cross out/take away 2, how many am I left with?

i.e.  $3-2=1$

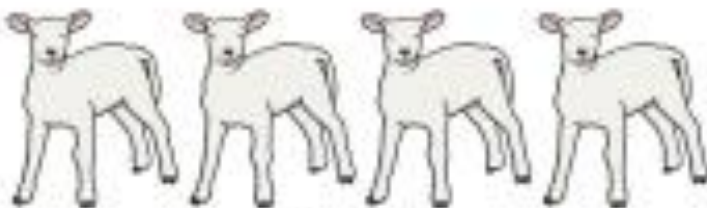
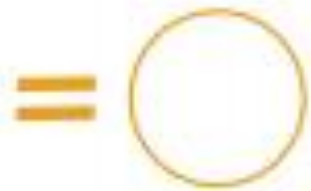
Taking away – by crossing out



**3-3**



**3-1**



**4-2**



# Rainforest

Write down the answers in the circles.



$$- 5 = \bigcirc$$



$$- 7 = \bigcirc$$



$$- 12 = \bigcirc$$



$$- 4 = \bigcirc$$



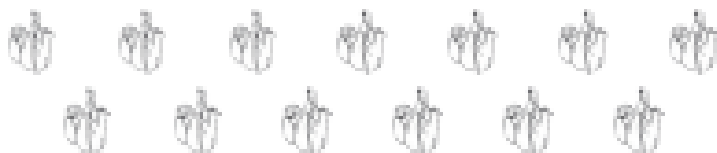
$$- 6 = \bigcirc$$



$$- 14 = \bigcirc$$



$$- 5 = \bigcirc$$



$$- 5 = \bigcirc$$



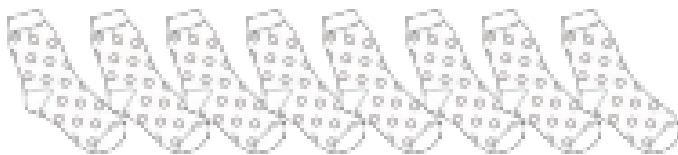
$$- 3 = \bigcirc$$

## Week 2

### Thursday - One more

# Adding One Sheet

Work out what the number sentence should be and fill in the blank spaces.  
Use the pictures to help.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



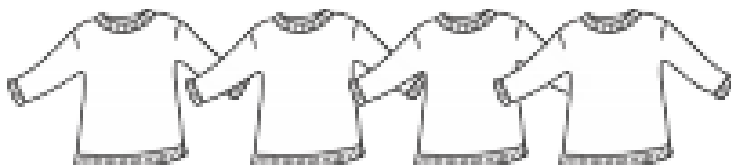
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



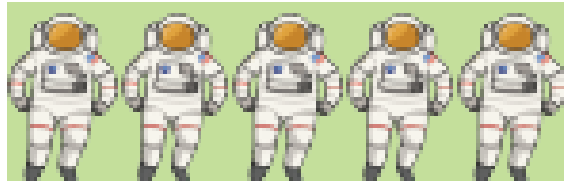
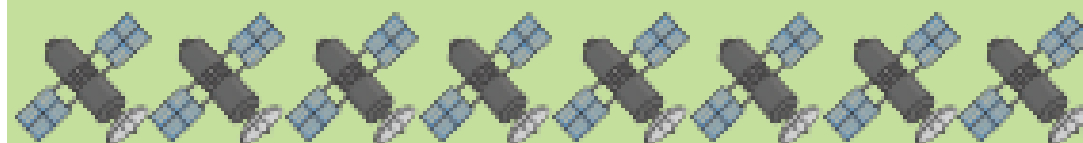
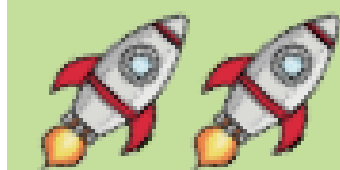
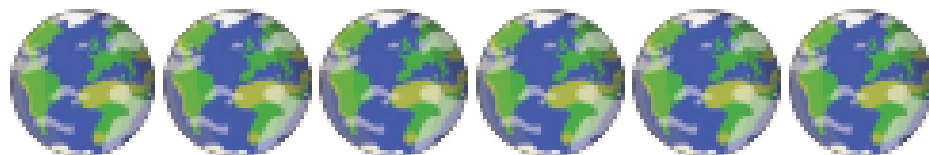
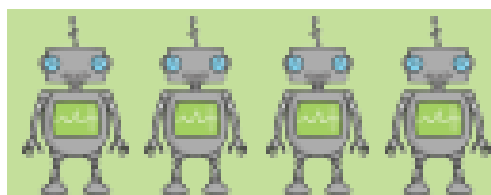
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

# Counting One More

In the circle, write what is one more.

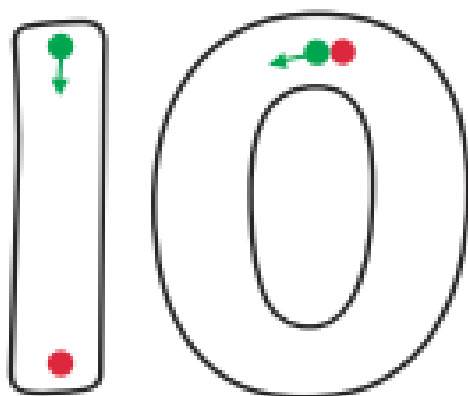


## Number 10 focus

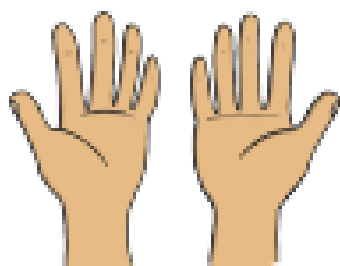
Watch: <https://www.youtube.com/watch?v=k4i6fu0bTQ8>

# All About Number 10

## Number Formation Activity



How many fingers are  
being shown?



How many counters are in the  
ten-frame?

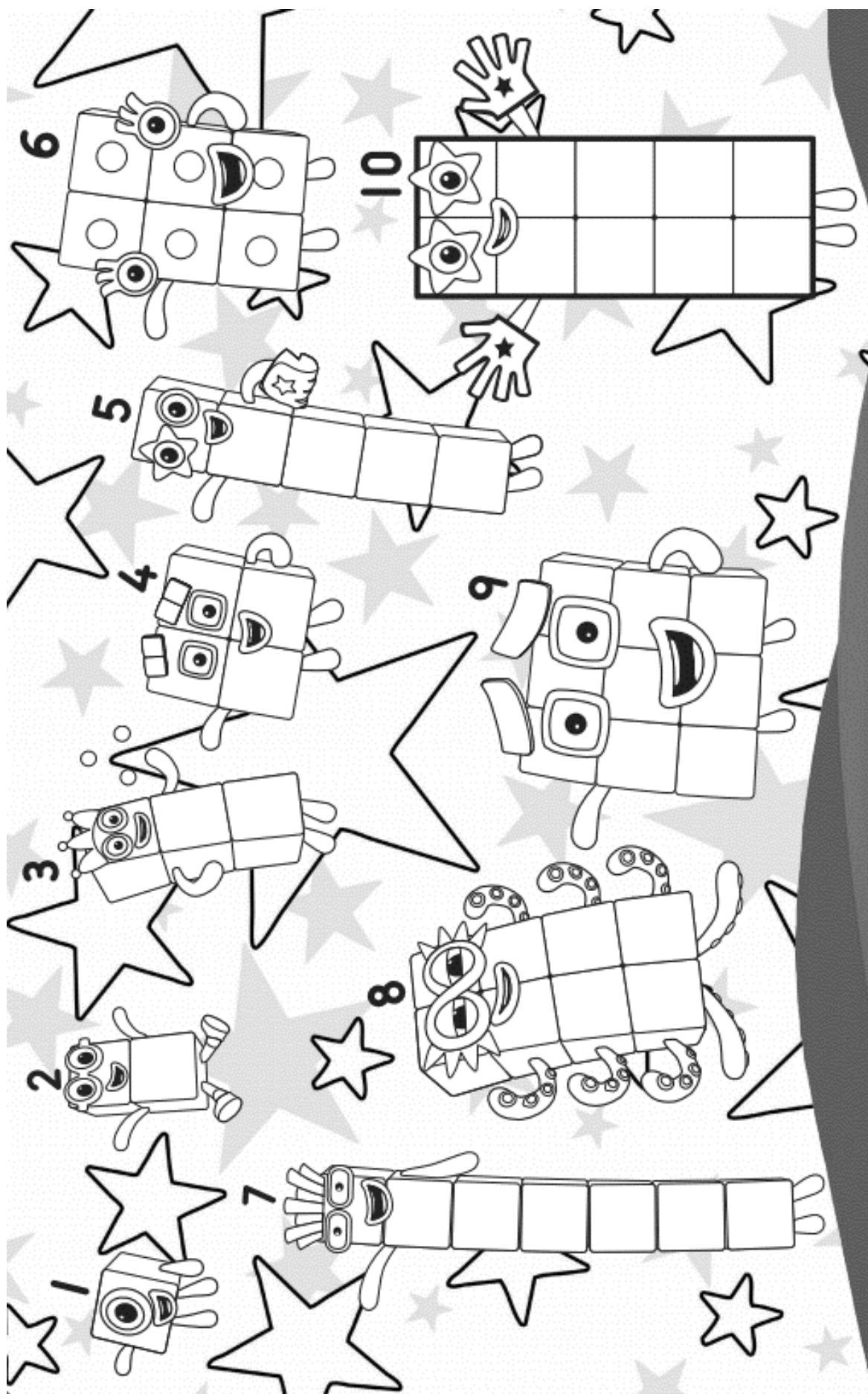


How many sandcastles  
can you see?



How many frogs are there?

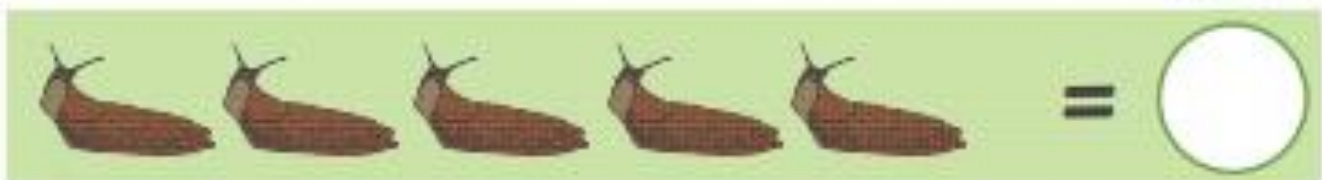






## Minibeast One Less

Write down what is one less in the circles.



# Hide-a-Saurus

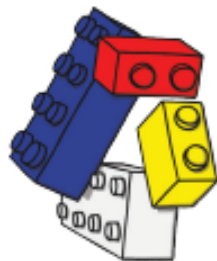
## One More and One Less

Count the number of dinosaurs. Then, write the number that is one more and one less in the boxes.

one less

one more





# Building Bricks One More, One Less



Choose a number. Can you build a tower with that many bricks?  
 Can you build a tower with one more brick and a tower with one less brick and place each one on the mat?

One Less	My Number	One More