Ashley Hill Reception Maths
Summer Term Week 3

Adding More

Main concepts:
* Children understand that a quantity is changed by adding more.
* We do not always have to start from 0 and can count on from a different starting point.

Some children may be able to hold the original quantity in their head and then add on from there.
Some children may need the reassurance of starting from 0 and count the new quantity after adding more.

Recording
If your child wants to have a go at recording some of their maths from an of these activities then they could use the following:

***Ten Frame** (see attached to print out or draw) this could be used with plastic milk/bottle tops as counters

***Part-whole Model** (see attached to print out or draw)

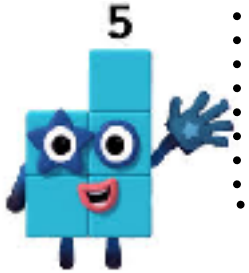
***Number sentence**, eg 4 + 2 = 6
(See attached examples)

Teddy Bears' Picnic
Set up a tea party for 4 teddies (or other toys) and have more teddies that will join the party.
Encourage your child to use this vocabulary to tell the story:

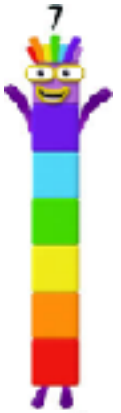
"**First** there were **4** teddies at the party. **Then 2** more teddies joined the party.
There were **6** teddies altogether"
Repeat by adding different quantities of toys.

In my basket I have...
Have a selection of small toys, Lego bricks, cubes, marbles, counters.
Give your child a basket or tub with 3 toys in it already:
"**First** I had **3** Lego bricks. **Then** I added **2** marbles. Altogether I have **5** toys in my basket."

Numberblocks
*Listen to the song 'How Many Passengers?'
And don't forget our other favourites:
*Days of Spring
*Five Little Boats
*Zoom, Zoom, Zoom



I count, you count
Pat your chest twice as you count out loud: "1,2"
Encourage your child to pat twice as they say, "3,4"
Self: "5,6"
Child: "7,8"
Self: "9,10"
Repeat but from different starting numbers.

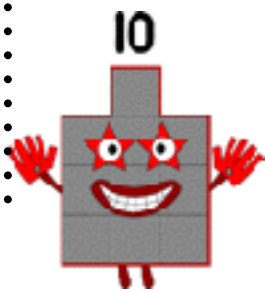


Bus Stop
Print out (or draw) the bus or tram template and the children.

Encourage your child to use this vocabulary to tell the story:

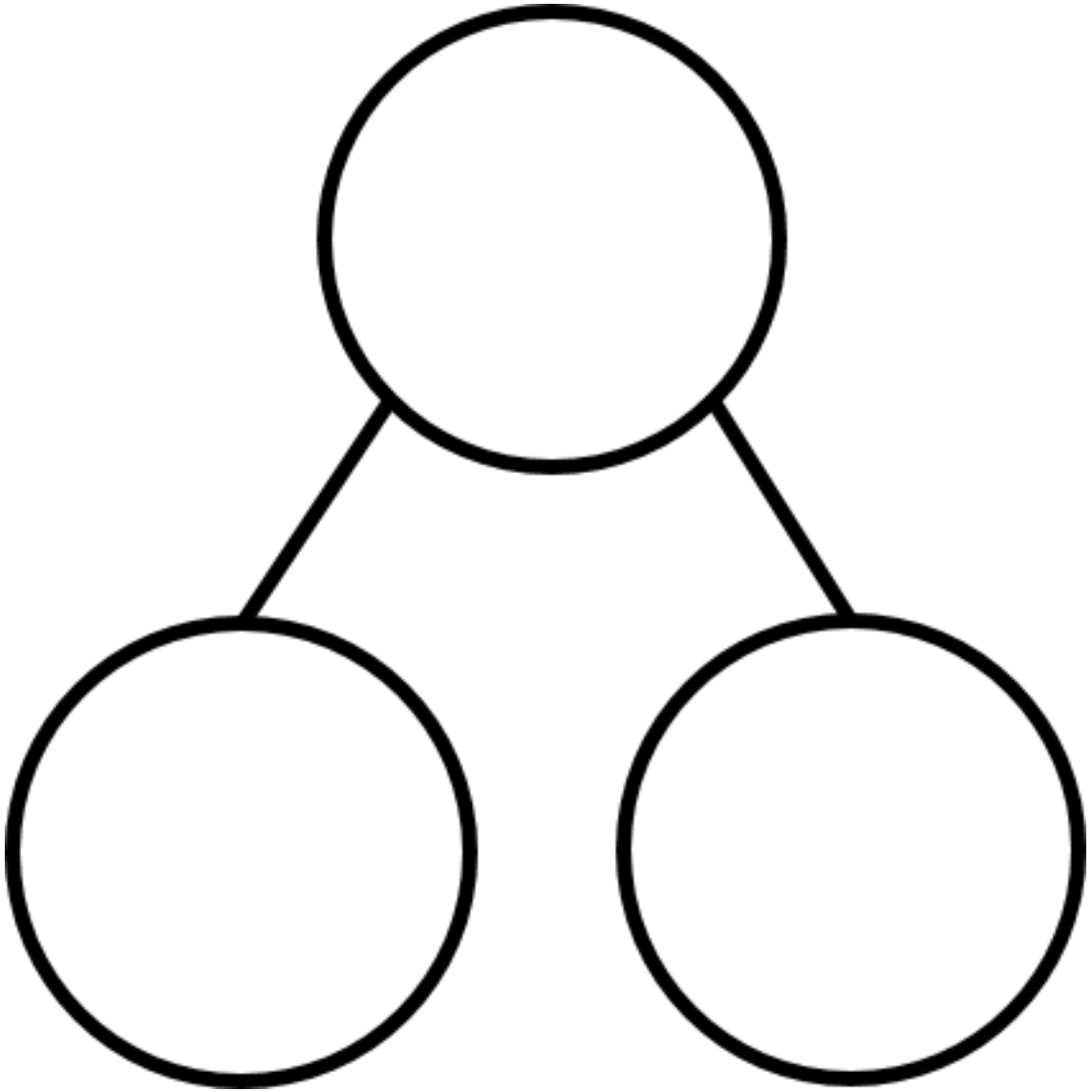
"**First** there were **2** children on the bus. **Then 3** children got on at the next bus stop.
There were **5** children on the bus altogether.

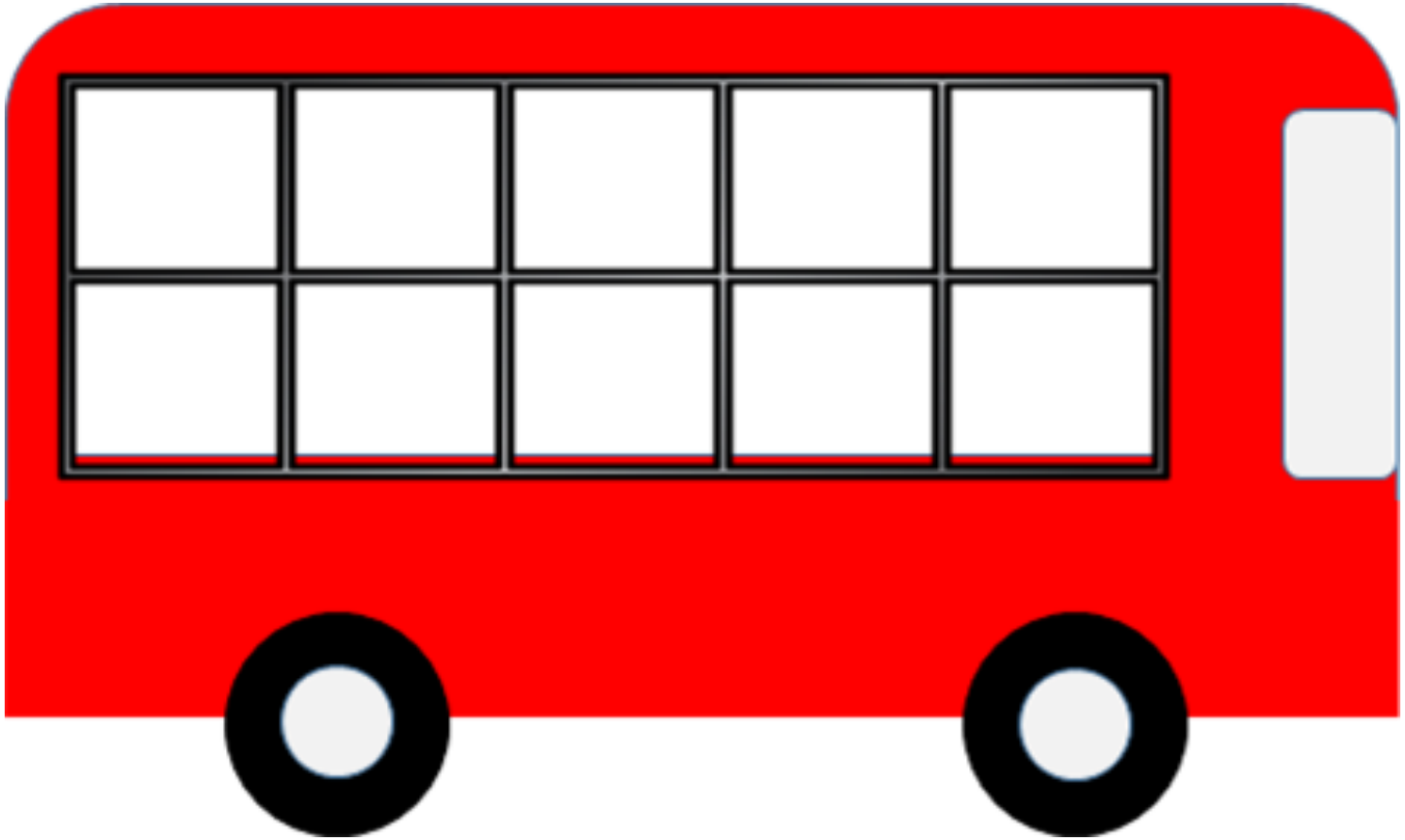
A more physical version of this (great for outdoors):
Set up a 'bus route' with toys set out at different 'bus stops'.
Travel along the route picking up toys and adding more to the bus, stopping to check how many have been added and finding the total each time.

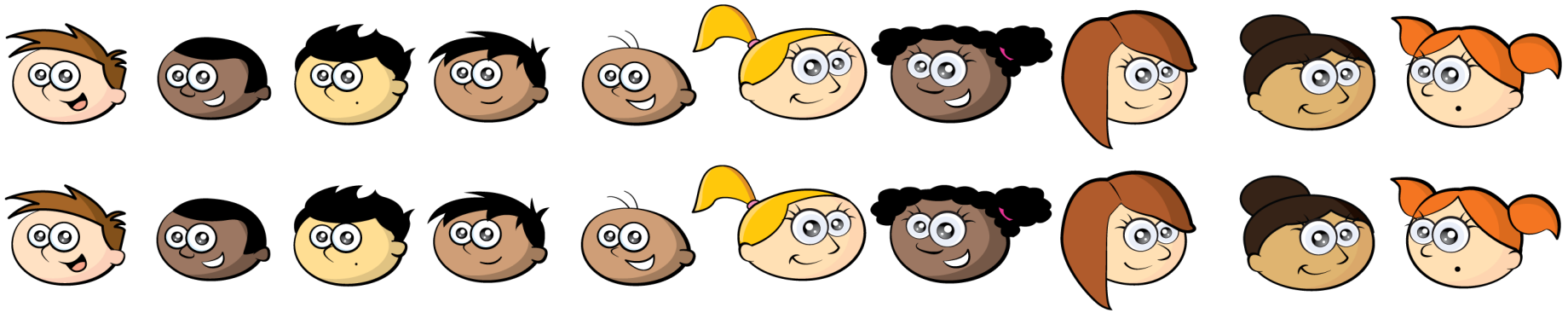


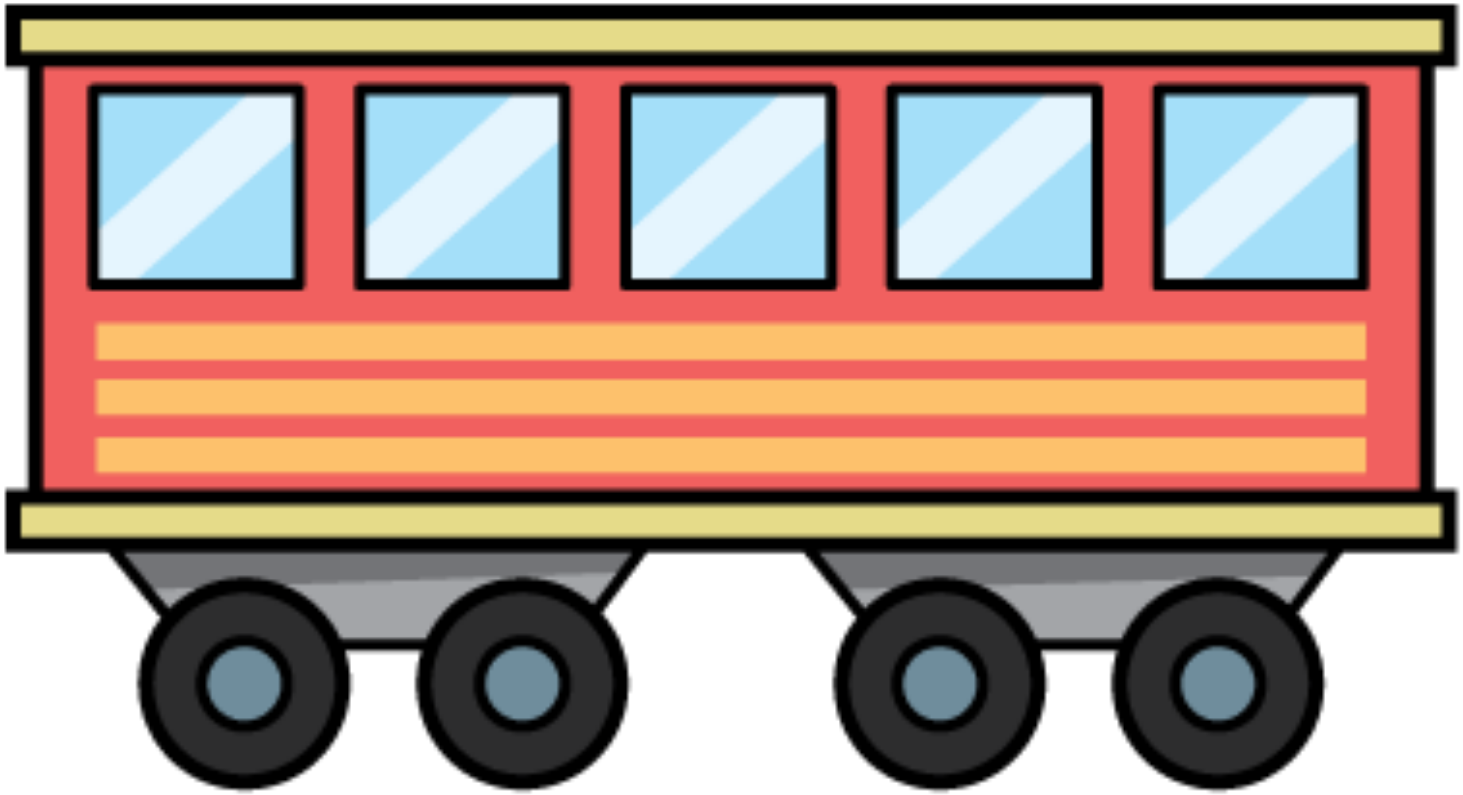
Ten Frames

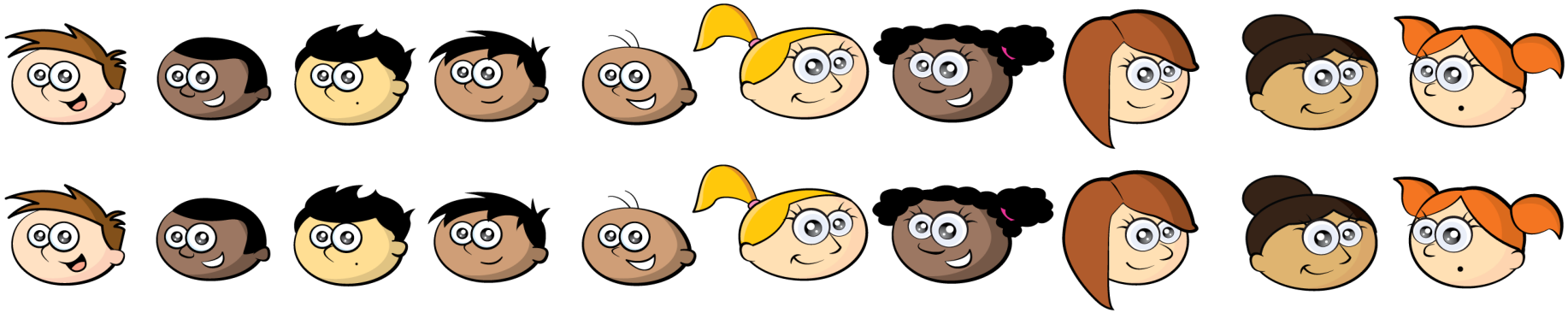
Part-whole Model

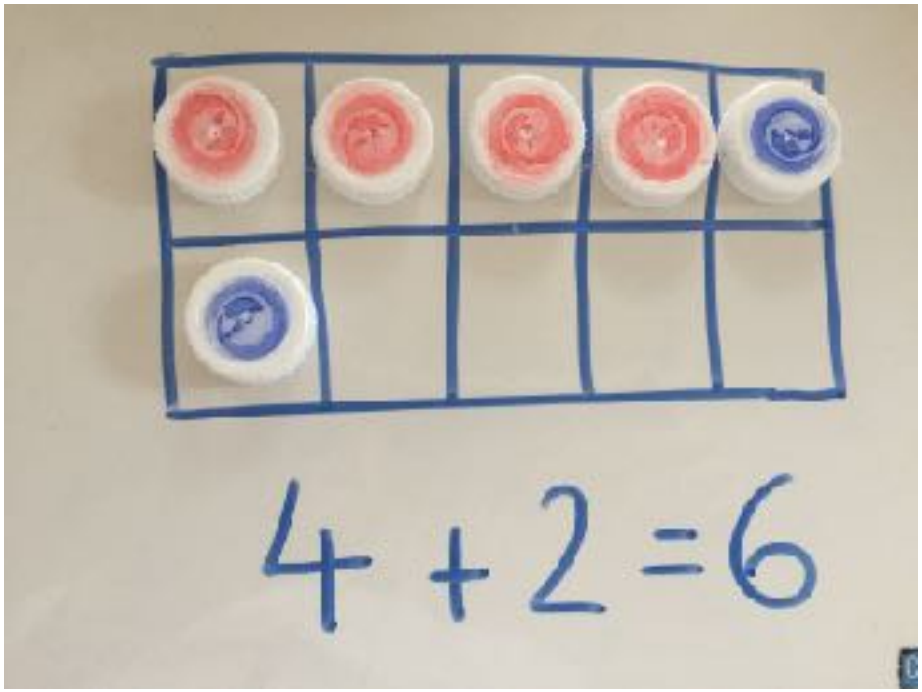


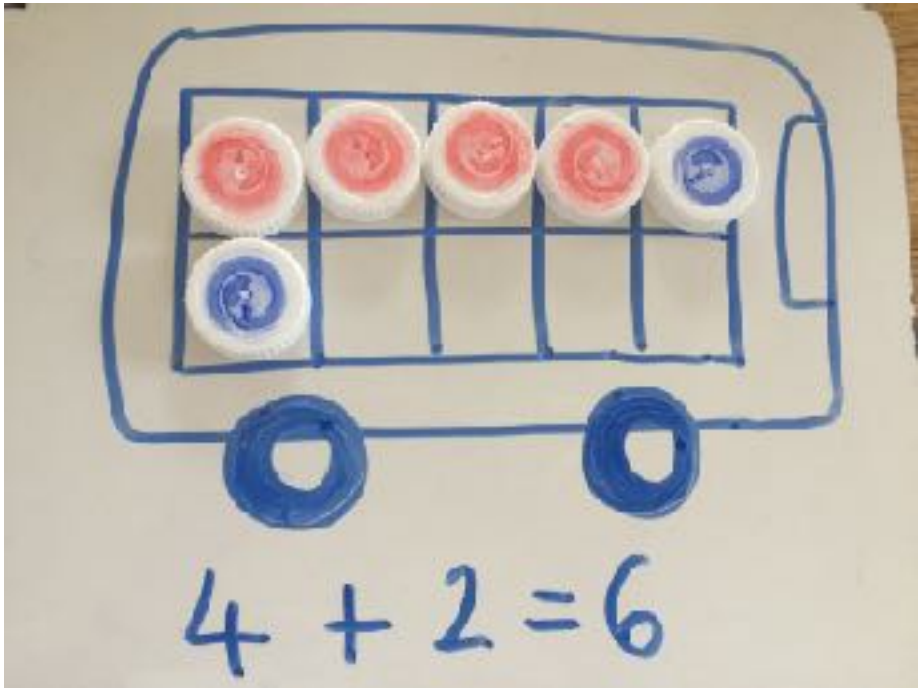









4 + 2 = 6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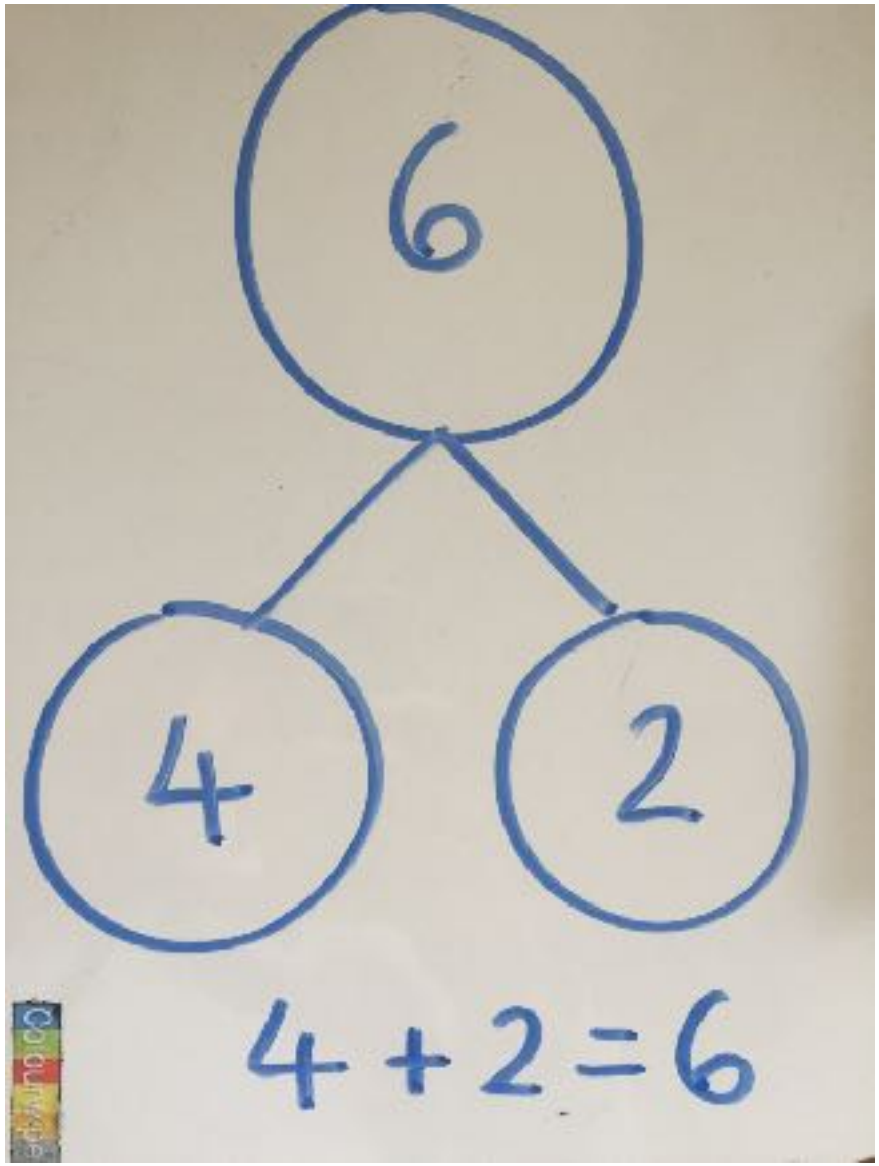
6
4
2
4 + 2 = 6