

# Year PP Numeracy - Darkan at Home

By the end of the end year we would like students to be counting to 100 and backwards from 20.

## 5 Principles of Counting:

- Each object to be counted must be touched or “included” exactly once as the numbers are said.
- The numbers must be said once and always in the conventional order.
- The objects can be touched in any order, and the starting point and order in which the objects are counted does not affect how many there are.
- The arrangement of the objects does not affect how many there are.
- The last number said tells “how many” in the whole collection. It does not describe the last object touched



<p>☆ <b>Shape Hunt</b> ☆</p> <p>Draw some basic shapes on a piece of paper (circle, square, rectangle, oval, triangle). Look around the house and find things to match your shapes. Make a tally next to each of your shape pictures. EXTEND: Find shapes that are NOT basic and find out what they're called</p>	<p>☆ <b>Make a Pattern</b> ☆</p> <p>Find objects of the same colour or shape (beans, buttons, leaves etc.) to make a pattern. Explore copying a pattern, creating a pattern and extending on a pattern of varying difficulty. EXTEND: Think of different ways to make patterns that are NOT colours and shapes. Take a photo and post on Seesaw.</p>	<p>☆ <b>Sorting</b> ☆</p> <p>Help put the dishes or laundry away. Sort the cutlery, plates, cups and other items into matching groups, like colour, shape or size. You could also do the same type of activity by helping to put some clothes away. EXTEND: Hunt for things that can be sorted. Maybe and organise a box of toys, cars or lego and talk about how you sorted them.</p>	<p>☆ <b>Counting</b> ☆</p> <p>Choose some objects count (toys, bottle tops, blocks, Lego.). Practise counting a small group of items, make sure you say one number for each objects. Count collections up to 30.</p>	<p>☆ <b>Number Writing</b> ☆</p> <p>Roll a die (for numbers to 6) or two dice (for numbers to 12). If you don't have a dice use an online dice roller. Identify the number of dots on your dice and write the matching number. EXTEND: Write this out as a sum. OR, find all the different ways to roll a dice to make 8 or 9 or 10 etc..</p>
<p>☆ <b>Before and After</b> ☆</p> <p>Create a horizontal number line from 0-20 on the floor using numbers written on paper. Call out a number to locate on the number line. Practise jumping forwards to find the number that comes after and backwards for the number that comes before. EXTEND: Choose different decades of numbers or split decades, e.g. 15 - 25</p>	<p>☆ <b>More and Less</b> ☆</p> <p>Gather some of your toys. Take turns putting your toys in two different sized groups (up to 10). Guess which group you think has more and which has less. Check your answer by counting the number of toys in each group. EXTEND: Do this with tiny toys such as marbles or small lego</p>	<p>☆ <b>Comparing Height</b> ☆</p> <p>Look around your home for something tall, something short and other items that are 'in between'. Have a go at ordering your objects from shortest to tallest. EXTEND: Change the terms of measurement – narrow and wide, heavy and light</p>	<p>☆ <b>Counting Songs</b> ☆</p> <p>Sing some songs about numbers like : Five Little Monkeys Jumping on the Bed, Ten in the Bed, Alice the Camel, This Old Man, One Potato Two Potato, and Five Little Ducks. EXTEND: A backwards counting song such as 10 green bottles. Draw a picture to match the song.</p>	<p>☆ <b>Cut up Catalogues</b> ☆</p> <p>Search catalogues to cut out collections and glue to a page. For example: - collections of a number (e.g. 5 things) - collections of a 3D shape - Search for and cut out numbers and glue in order</p>
<p>☆ <b>Counting Rocket Ship</b> ☆</p> <p>Curl up in a ball on the floor. Start counting from 0 to 20. As you count higher move up onto your feet and then higher and higher until you form a rocket ship blasting off. Repeat backwards (10 to 0). EXTEND: Run in one direction for 10 steps, change direction for steps 11-20, another direction for 21-30 etc...</p>	<p>☆ <b>Dot Match</b> ☆</p> <p>You have been provided some subitising cards in your pack OR on some post it notes or small pieces of paper write numbers from 0-10. Repeat this but use dots to represent the numbers. Hide the dot set around the house. Go around the house matching the numbers to the correct dots. EXTEND: start with a higher number, or only do odd or even numbers</p>	<p>☆ <b>Fill Containers</b> ☆</p> <p>Choose some different sized containers and one cup. Predict and then measure how many cups it takes to fill each container with water. Change your cup size and see how it changes your measurements. EXTEND: put the containers in order from least to most</p>	<p>☆ <b>Comparing Length</b> ☆</p> <p>Cut a piece of ribbon or string (or even use a shoe lace!). Find something that is longer and shorter. As a challenge, you could find something that is the same length. Once you have collected some items, try and sort them by length. EXTEND: Count how many "Lego pieces" or '20c coins' long something is.</p>	<p>☆ <b>Solve a Puzzle</b> ☆</p> <p>Complete a puzzle that you have at home and/ or create your own. Make a puzzle of your own by drawing a picture on some paper/ card. Then, draw some cutting lines over your picture to form puzzle pieces and cut along the lines.</p>

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<p>☆ <b>Enjoy a Book</b> ☆</p> <p>Ask your child to choose a book and read it to them with an expressive voice. Talk about the front cover, characters, setting and events.</p>	<p>☆ <b>Play 'I Spy'</b> ☆</p> <p>Say to your child, "I spy with my little eye something beginning with ___" (choose a sound). Let them guess and give clues if needed. Then swap roles.</p>	<p>☆ <b>Write Your Name</b> ☆</p> <p>Practise using the correct letter formations for the letters in your name.</p>	<p>☆ <b>Sound Hunt</b> ☆</p> <p>Choose a sound and find things around the house that start with that sound</p>	<p>☆ <b>Cut up Catalogues</b> ☆</p> <p>Search catalogues to cut out collections of objects that start with the same sound. Glue them on to a piece of paper and have a go at writing the word (phonetically), e.g. elephant could be- Lufnt or Lft. The focus is on hearing and identifying sounds.</p>
<p>☆ <b>Picture Talk – Oral Language</b> ☆</p> <p>Look at an interesting picture (See Oral Language resources) and ask your child to talk about what they see. Ask them some questions</p>	<p>☆ <b>Sound Practise</b> ☆</p> <p>Practise finding things around the house that start with one of the sounds S, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, l</p>	<p>☆ <b>Reflect On a Story</b> ☆</p> <p>After reading a story together, talk to your child about their favourite part of the story. They may like to draw or paint a picture or act the story out with toys or puppets. EXTEND: Draw and have a go at writing about your favourite part</p>	<p>☆ <b>Explore Different Texts</b> ☆</p> <p>Look around the house to discover different types of texts (recipes, maps, newspaper, etc.) and talk about what we use them for. If you have some recipes, you may like to cook something.</p>	<p>☆ <b>Activity Retell</b> ☆</p> <p>Do an activity at home – eg craft, cooking. Ask your child to retell the steps that they took to complete the activity. (See Activity retell in resources).</p>
<p>☆ <b>Make a Story</b> ☆</p> <p>Draw the beginning middle and end of a story and tell the story to someone at your house.</p>	<p>☆ <b>Silly Rhyme</b> ☆</p> <p>Make a fun game out of silly talking by taking turns to make up rhyming words. For example, bake, lake, make, cake, dake, pake, shake, gake...keep going until you get stuck, then pick a new word to rhyme.</p>	<p>☆ <b>Play 'Simon Says'</b> ☆</p> <p>Play the traditional game of 'Simon Says'. Start with one step instructions and build to as many as you can. For example, "Simon says, 'touch your nose, then head, then tummy and then turn around'."</p>	<p>☆ <b>Make a list</b> ☆</p> <p>Have a go at writing a list. Ideas for lists include:</p> <ul style="list-style-type: none"> <li>• Favourite toys</li> <li>• Shopping list</li> <li>• Jobs to do</li> <li>• Morning routine</li> <li>• Things in the garden</li> <li>• Etc...</li> </ul>	<p>☆ <b>Innovate a Story</b> ☆</p> <p>Retell a simple story (Three Little Pigs, Three Billy Goats Gruff, Goldilocks, etc.) or nurse rhyme. Change some of the characters and practise retelling your new story/rhyme.</p>

## Keep in mind:

- We are learning our letter sounds and I should use these when reading and writing.
- You can remind me that upper case letters aren't used in the middle of words (including my name). Please refer to NSW font handout given at class meeting.
- These activities can be repeated and extended upon.

