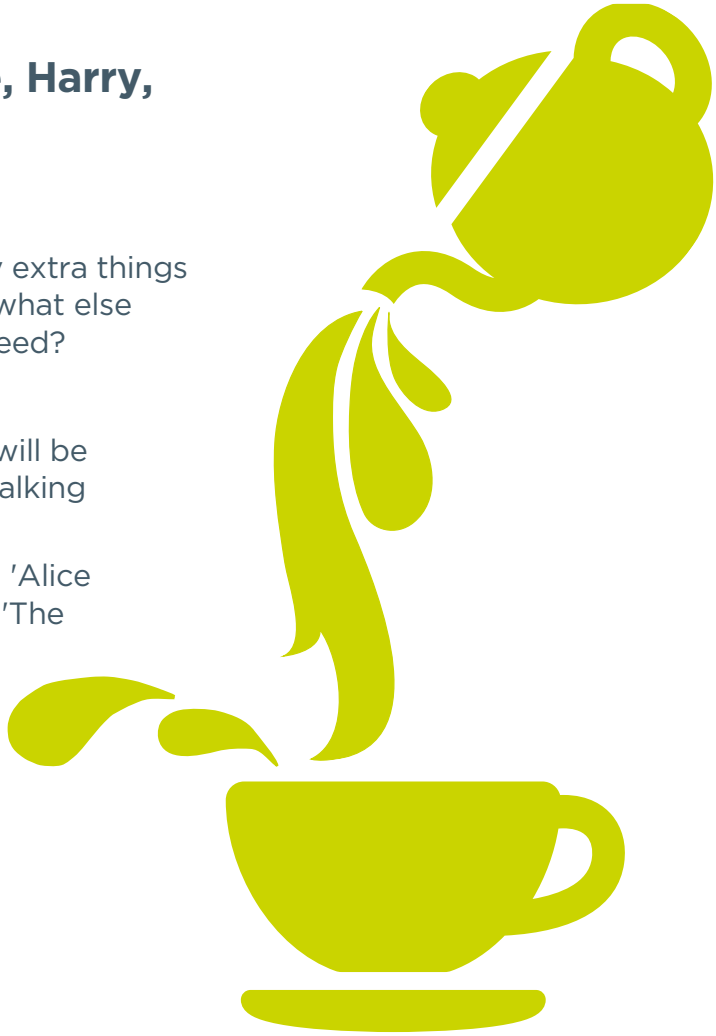
Street party

Family Maths Toolkit

Tom is throwing a tea party – he has invited his neighbours: Charlie, Harry, Sriti and Vera.

How many knives and forks will he have to lay? How many spoons? How many cups?

Who else could he invite to his party? How many extra things will he need now? Draw a picture of the table – what else could you put on the table? How many do you need?



Helpful hints: Talk about how many more forks will be needed. Add items such as a teapot. Extend by talking about how many sugar cubes might be needed.

You can use a story for inspiration – for example, 'Alice in Wonderland', 'The Tiger who Came to Tea', or 'The Teddy Bears' Picnic'.

Family comments:

Child comments:

Curriculum Link

Compare quantities up to 10 in context; look for patterns.

Samosas

Family Maths Toolkit

Samosas are small pastries eaten in many parts of the world, as well as here in the UK. They can be filled with spicy vegetables or meat, and are great to make and share with family and friends.

Samosas are usually triangle shapes. They are made by folding pieces of pastry like this:

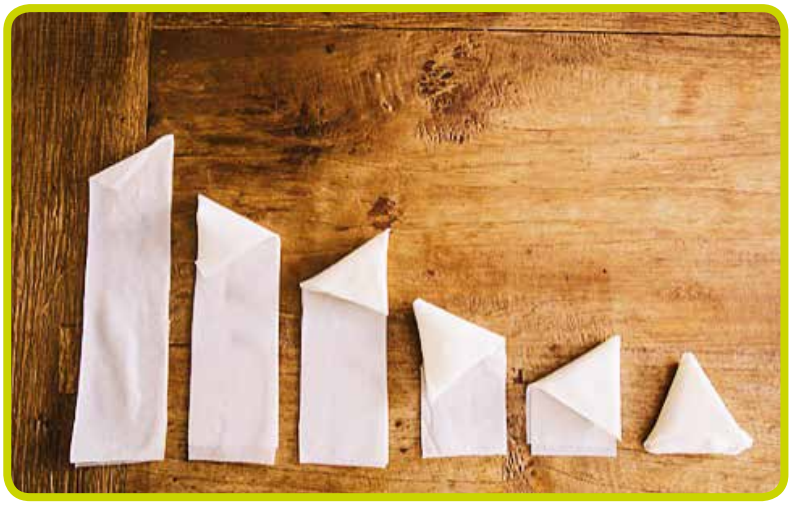


Image courtesy of Shaheen Hughes at Spice Mama

Cut a piece of A4 paper in half (A4 is the size of this scrapbook page) – how many triangles can you fold to make a pretend samosa?

Helpful hints: Talk about the rectangle you start with, discuss each triangle as you fold the paper – how do you know it is a triangle?

There are many simple samosa recipes online. It would be lovely to make some - or perhaps buy one or two.

Family comment:

Child comment:

Curriculum Link

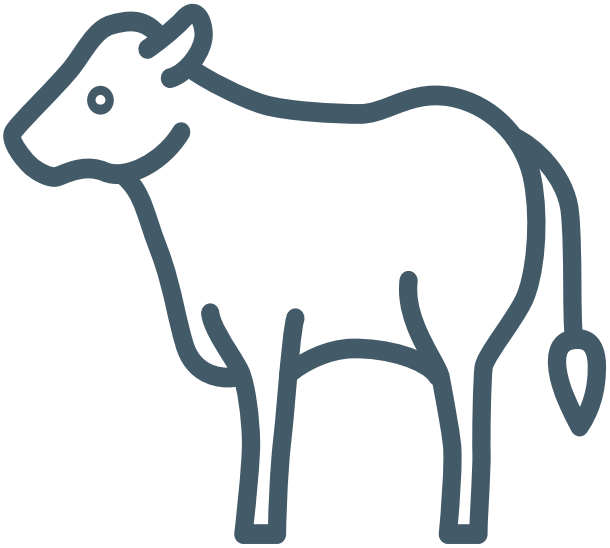
Opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape.

The farmer and his cows

Family Maths Toolkit

The farmer likes to put his cows in barns at night to keep them safe and warm.

He has 2 barns:



Use counters (or raisins, pasta shapes) to be the cows.

If the farmer has 6 cows, how could he share them equally between the 2 barns? Put your counters in the barns and count them – how many are in each barn?

What if he had 10 cows? 8? 14?

What would happen if the farmer had 9 cows?

Helpful hints: Use the vocabulary equal and talk about what it means, talk about how many cows you start with and how many are in each group – it is still the same number. Count as the 'cows' are placed in the barns. Talk about 3 and 3 as parts of 6. Talk about doubles, one more and one less.

Let your child decide what happens to the leftover cow.

Family comment:

Child comment:

Curriculum Link

Compare quantities in different contexts, recognising when one quantity is greater than, less than or the same, including odds and evens.