

Ingredients

- 2 cups* of plain flour
- 1 cup* of butter
- 1 cup* of brown sugar
- 1 small beaten egg
- 2 teaspoons of mixed spice
- Pinch of salt

For the icing:

- 1 cup* of icing sugar
- 1-2 tablespoons of hot water
- food colouring if desired

* the cup should hold around 4oz or 125g

Oven: 190°C/ 375°F/gas mark 5

Grease two baking trays

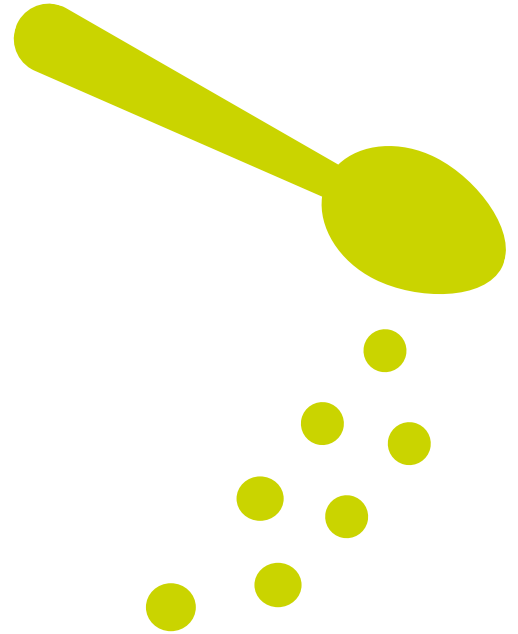
Beat the butter and sugar together until fluffy. Beat in the egg a bit at a time.

Sift in the flour, salt and spice. Mix everything well to make a ball of firm dough.

Sprinkle some flour on to a table and a rolling pin. Then roll the dough until it is about $\frac{1}{2}$ cm thick (length of your little finger nail).

Cut the dough into shapes. Gather any dough left and roll it up again to make more shapes.

Put the biscuits on the trays. Bake them on a high shelf for about 15 minutes until light brown.



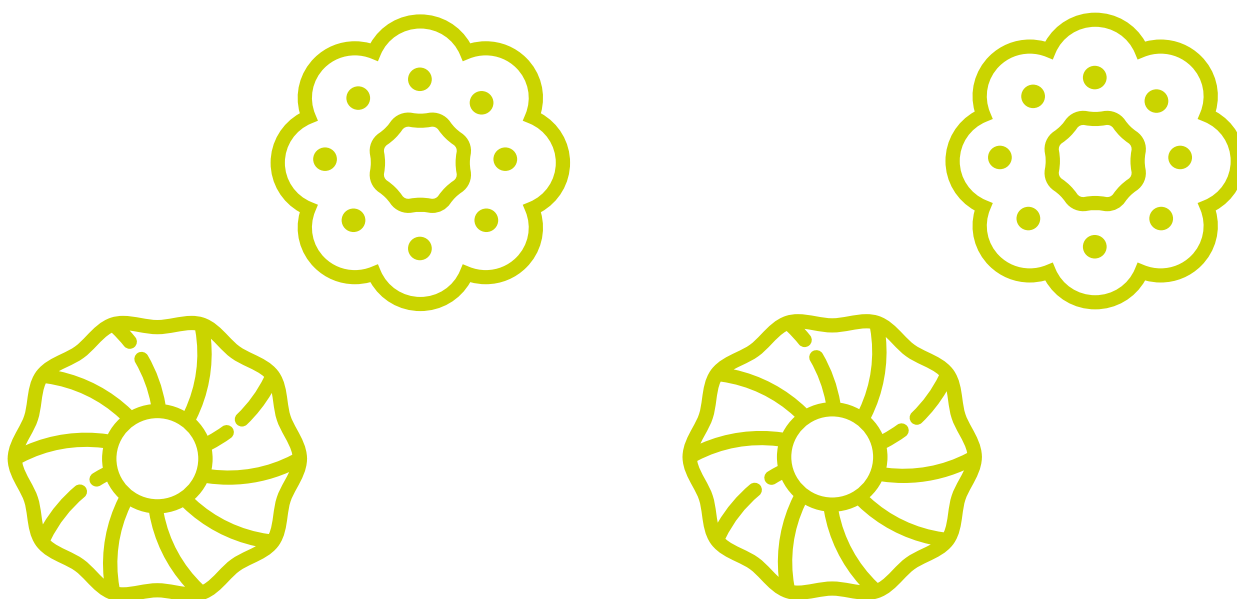
Put the biscuits on a wire rack to cool. Mix the icing sugar and hot water together until smooth. Add some colouring if liked.

When the biscuits are cool, spoon half a teaspoon of icing on to each one and spread it out evenly. They could be decorated with silver balls or anything else you like.

Enjoy your biscuits!

Helpful hints: Talk about the same as, different, more than, less than, equal to, double, what would happen if..., time, how long, hot, changes in dough – soft until cooked.

If it is not possible to make biscuits, share some other cooking with your child and talk about the quantities of ingredients.



Family comment:

Child comment:



Curriculum Link

Use everyday language to talk about weight.

Cost of an ice-lolly



Family Maths
Toolkit

Matthew wants to buy an ice-lolly.

It costs 5p.

What coins could he use to pay for the lolly?

How many different ways can you find to pay 5p?

Helpful hints: Try to work methodically, starting with 1p coins and developing the idea of exchanging 2 x 1p coins to make a 2p coin. How do you know you have found all the possibilities?

If your child finds this easy, ask what would happen if you only had a 10p?



Family comments:

Child comments:



Curriculum Link

Recognise coins and their values, solve problems using coins, use everyday language to talk about money, compare the value of coins.

Play Beetle



Family Maths
Toolkit

Play the game of 'Beetle' by taking turns to throw a die. If you throw a 1, you may draw a body; 2 is for the head; 3 is for two antennae; 4 is for six legs; 5 for the eyes and 6 will give your beetle a tail. First one to finish is the winner.

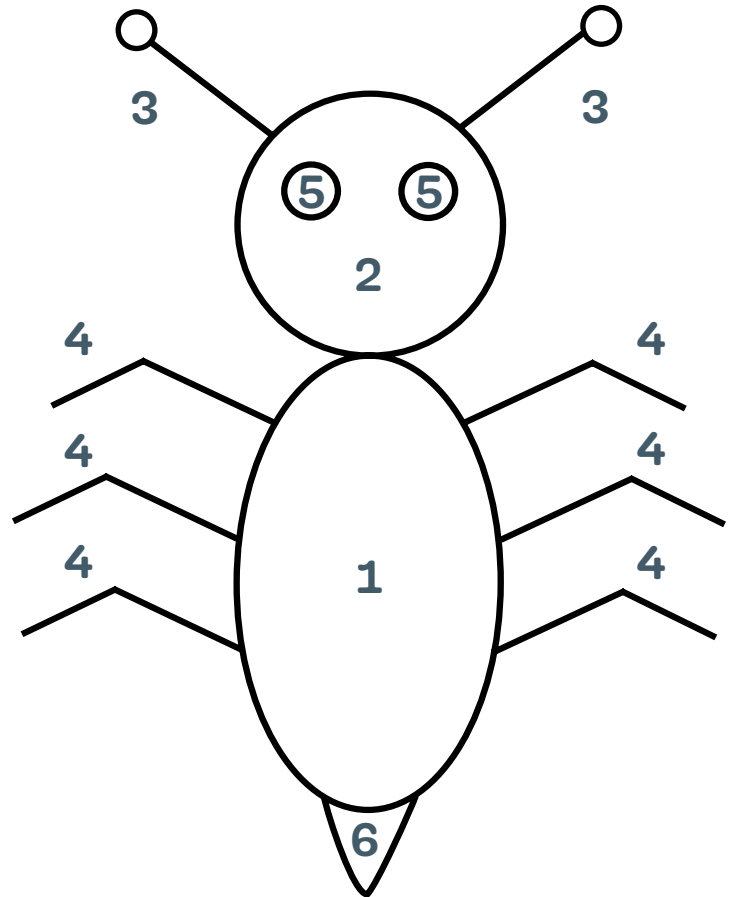
Who will be first to complete a beetle? When you have won, you can add a nose and mouth!

Have fun!

Helpful hints: Any number of people can play this game; you can make the game harder by saying that you cannot add antennae or legs until you have the head or body. Also you could say that you can only draw a single leg (or eye, or antenna) each time you roll a 4 (or 5, or 3), rather than all of them.

Family comments:

Child comments:



Curriculum Link

Subitising - recognising dot patterns on a die which represent a number, counting reliably to 6.

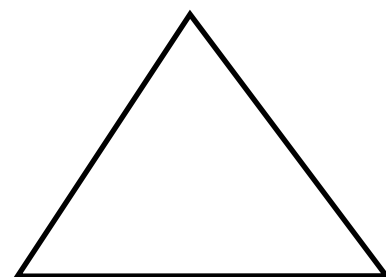
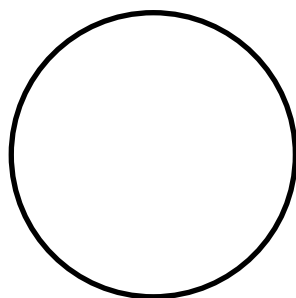
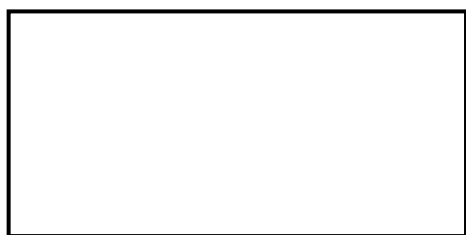
Shapes of food



Family Maths
Toolkit

Think about the shape of some
of the food you eat.

Do you eat any of these shapes?



Can you draw them?

Are there any other shapes you might find in your food?
Could you make a different shape from food?

Helpful hints: Talk about circles, squares, rectangles, triangles and any other shapes you might find. If possible, make shapes from sandwiches, biscuits, pizzas etc. Talk about how many straight sides and how many round edges.

Family comments:

Child comments:



Curriculum Link

Explore characteristics of everyday shapes and use mathematical language to describe them; 2D shapes.