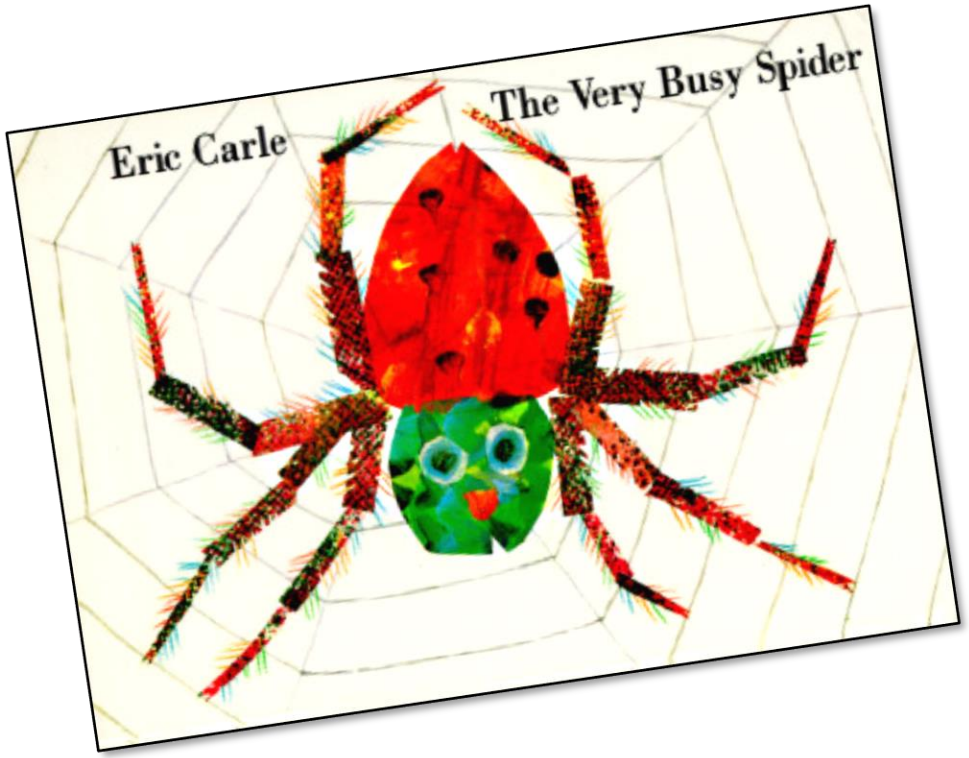
Starting with a Story

Reception



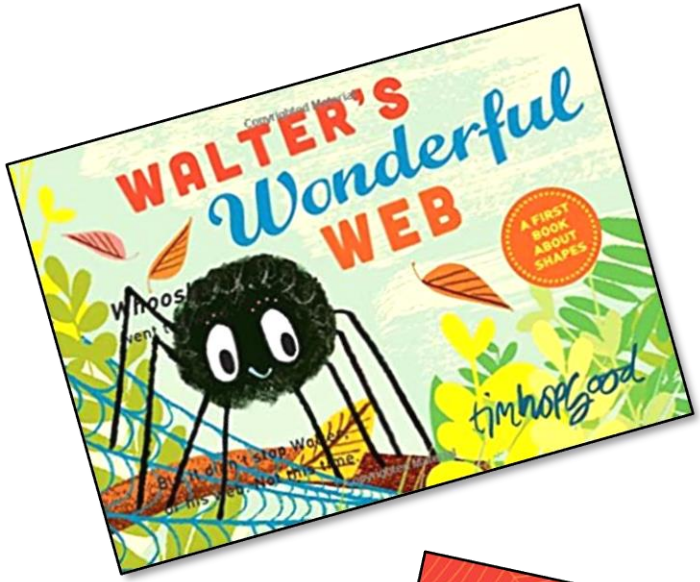
These activities and ideas are based around the book "The Very Busy Spider" by Eric Carle.

All activities could be done without the books!

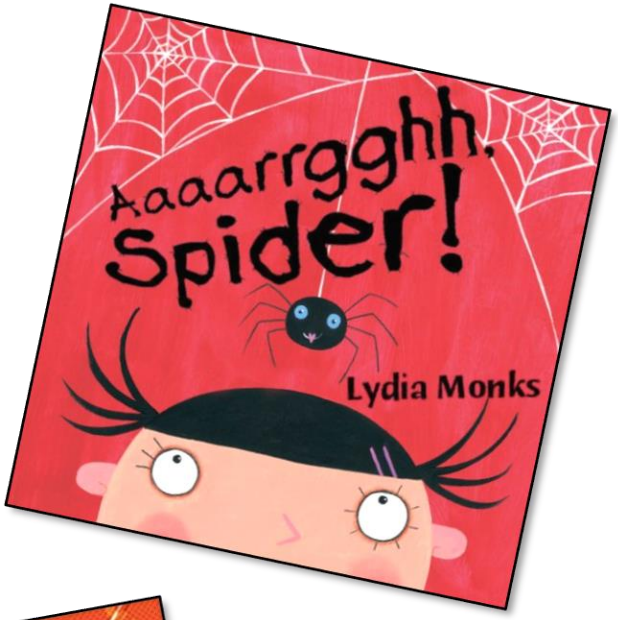
White Rose Maths

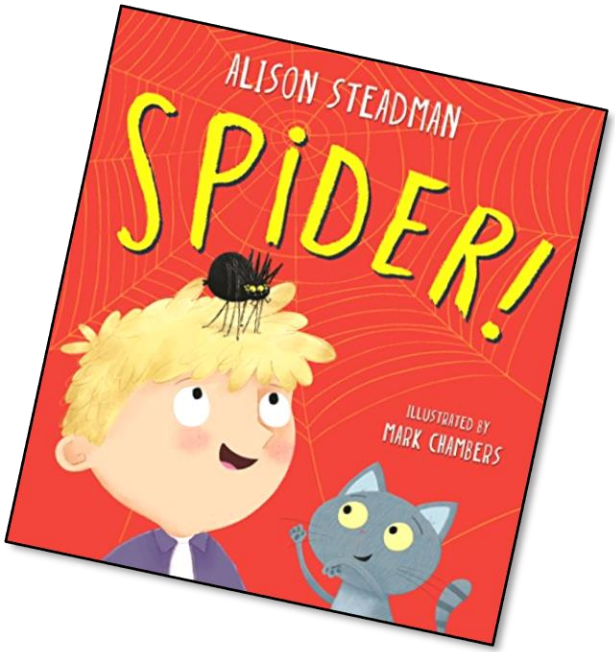
Starting with a Story

Reception

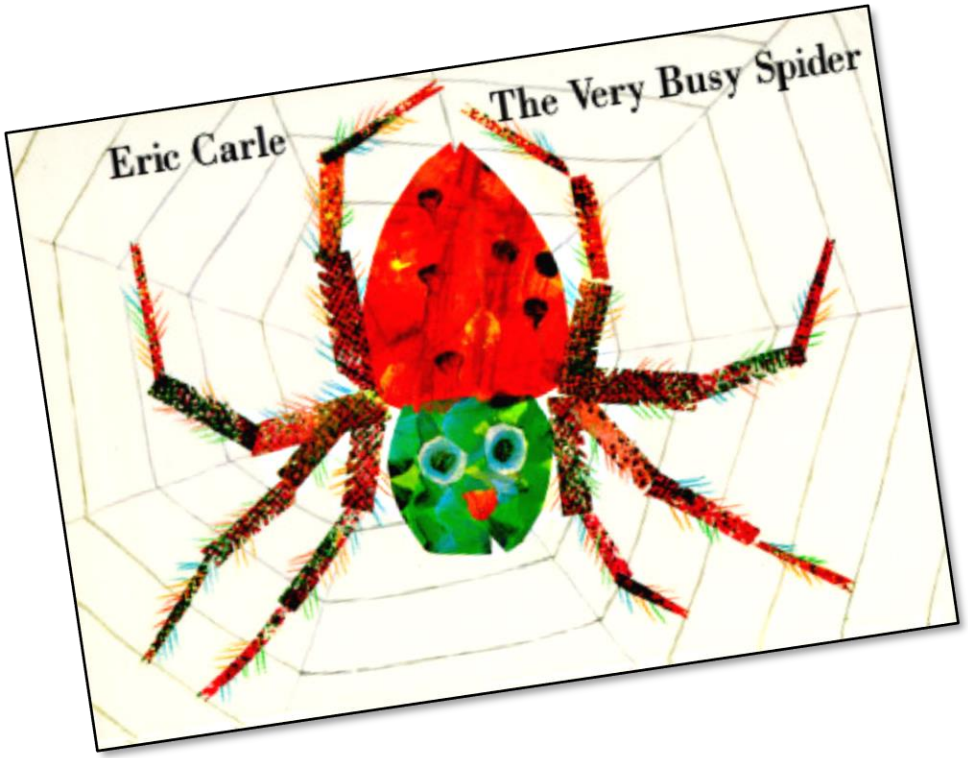


Other stories to support our spider activities.





White Rose Maths

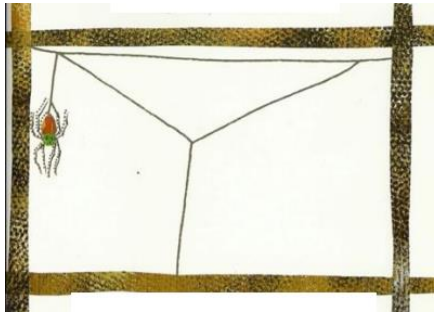


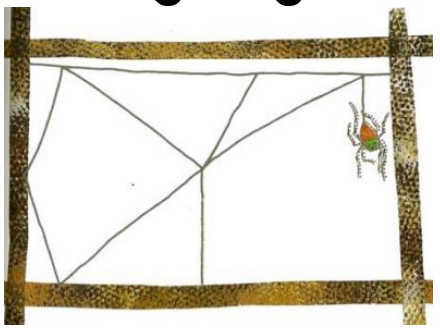
Making Webs

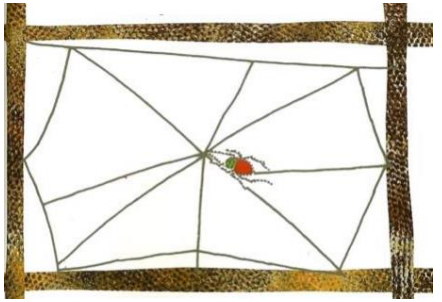
Webs are very complex patterns.

Have a go at being a very busy spider! How will you make yours?

Talking Together

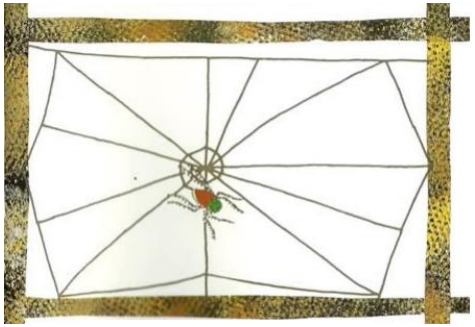


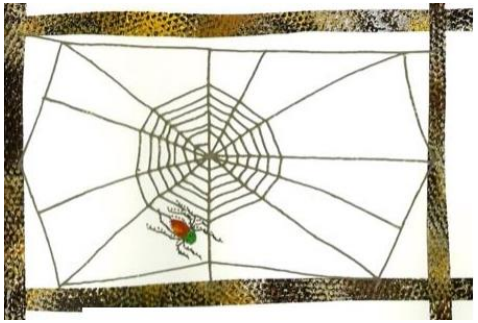




Lets look closely how the spider does it!

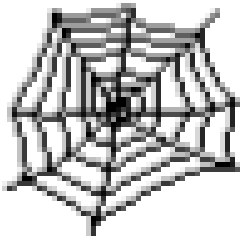
Can you follow the steps? Draw your own web! This builds a pattern going outwards! An orb pattern.





Talking Together

Webs everywhere!



You could get creative with your web and add extra patterns. Or shapes like Walter does!

Talking Together

Webs everywhere!

Unleash your inner spiderman by making your own web.

You could use tape or string to make it a 3-D web.

How will you connect it? How will you have to move to design your web?

Can you go under, over and through?

How long did it take you?

Talking Together

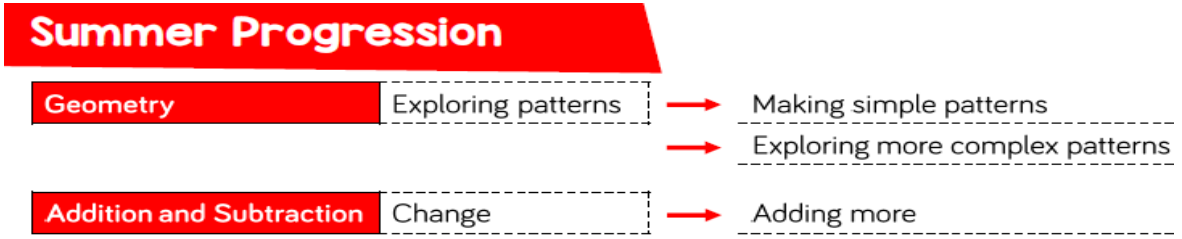
If you have made a sticky web with tape, see who can get the most flies to stick to it! (You could use pom poms or we used other rolled up tape.) Roll 10 or 20 "flies" and see how many go into your web or are outside your web. You can do this on the floor like these pictures with tape or just chalk.

What else will you catch in your web?

Starting with a Story

Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.



Development matters Shape space and Measure 40-60

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes

Can describe their relative position such as '*behind*' or '*next to*'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Early Learning Goal -Shape Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Learning Goal- Number

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing