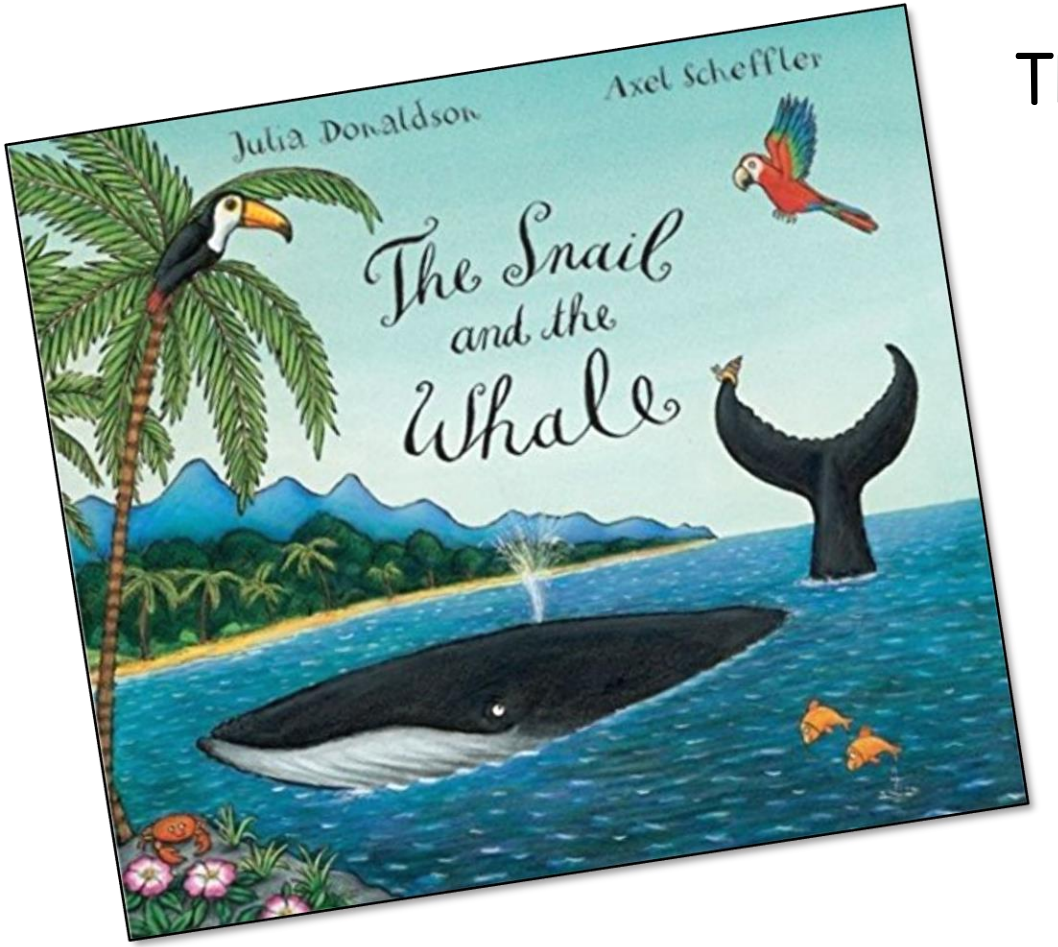
Starting with a Story

Reception



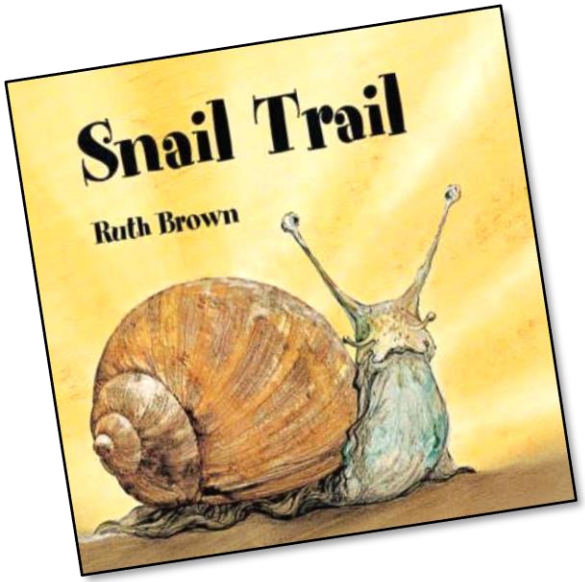
These activities and ideas are based around the book "The Snail and the Whale" By Julia Donaldson.

All activities could be done without the book!

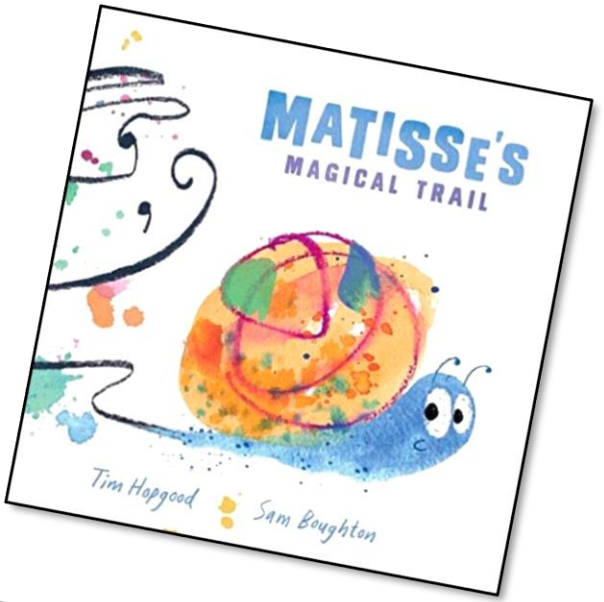
White Rose Maths

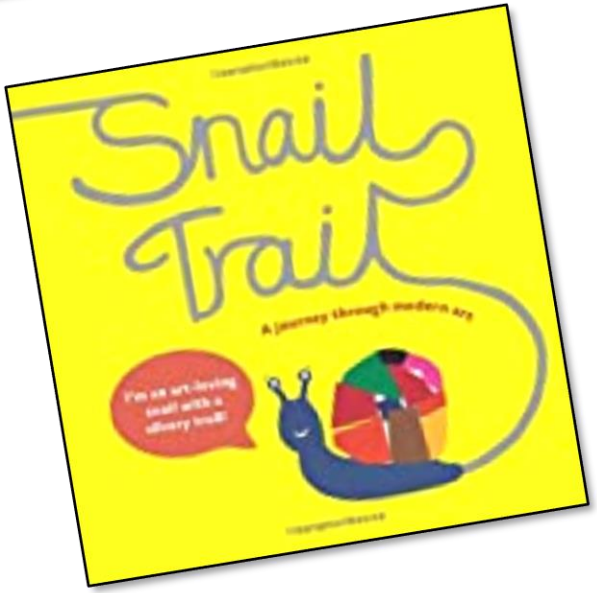
Starting with a Story

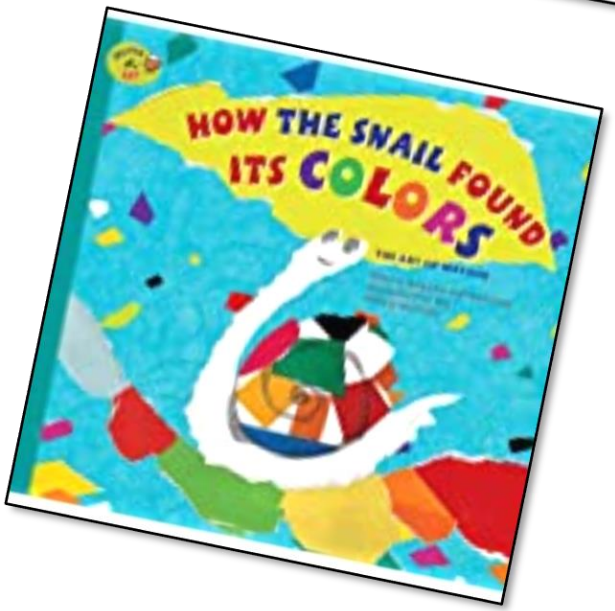
Reception



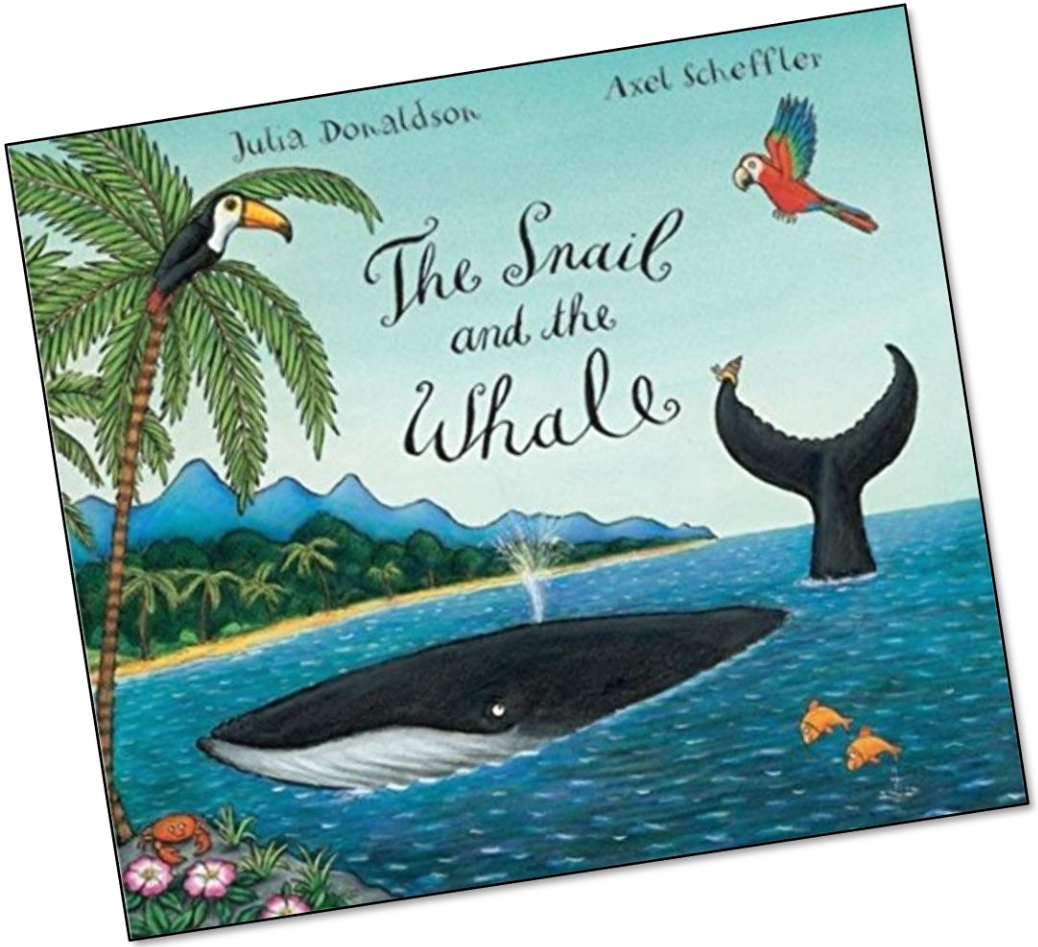
Other stories to support our fun activities.







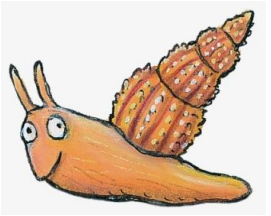
White Rose Maths



Cotton bud spirals

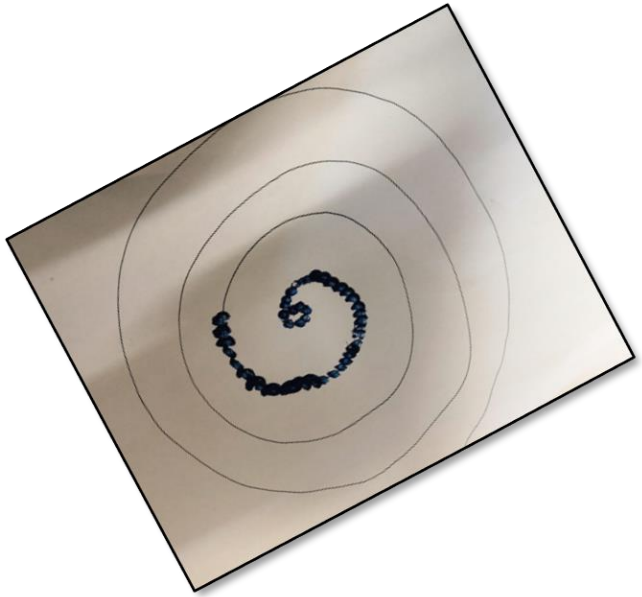
Make your fingers extra funky with making dots on your spiral.

Make it more exciting and look at designing your spiral with more complex patterns.



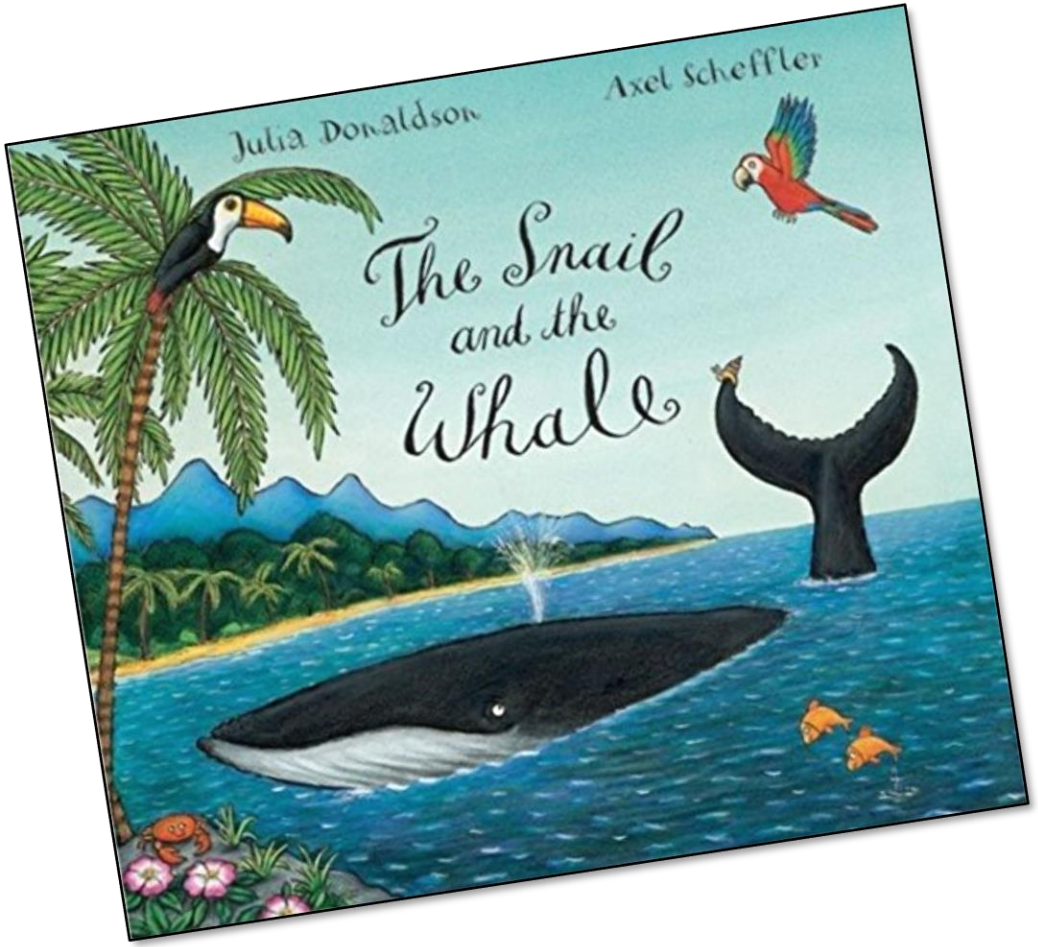
Talking Together

Carefully dot around your spiral using your funky fingers. Can you experiment with different patterns around your spiral to make a designer snail? You can make him as inventive as you want - you just have to tell us how!



Starting with a Story

Reception



Adding snails on whales and rocks and...?

See if you can work on your addition skills and tell us a first, then, now story!

White Rose Maths

Talking Together

How many snails?

First we have 1 snail

here

on the whale!

Then 1 more comes?

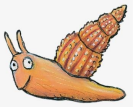
Now we have?

Talking Together

Living on the rock.

First we have how many snails?

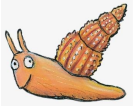
Then I more comes, now how many would there be?

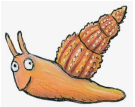


Talking Together

How many snails on the rock?

Then if we had 2 more, how many would there be now?





Talking Together

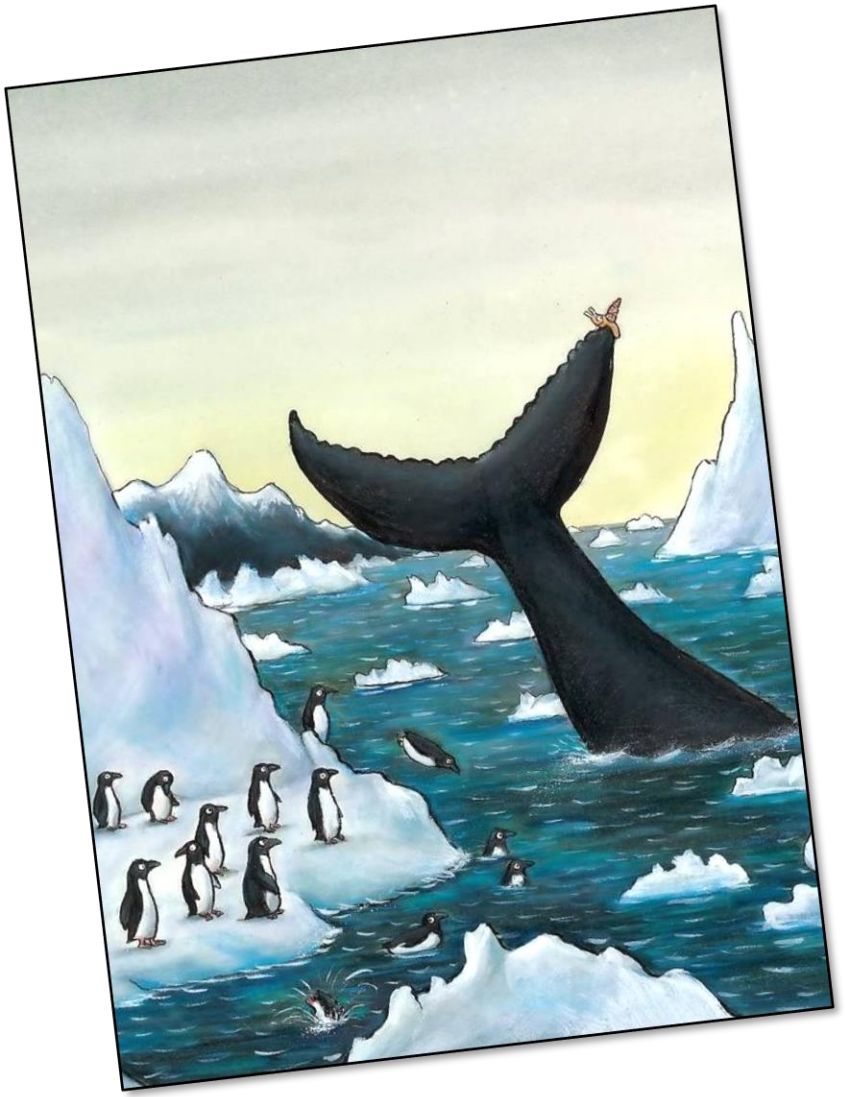
How many sharks?

First we have?

Then 3 more join them.

How many

sharks now?



Talking Together

We have how many penguins?

If we add 2 more,

how many do we have now?

First we had? 2 more came.

Now we have?

Talking Together

We have how many snails?

If we add 3 more,

how many do we have now?

First we had?

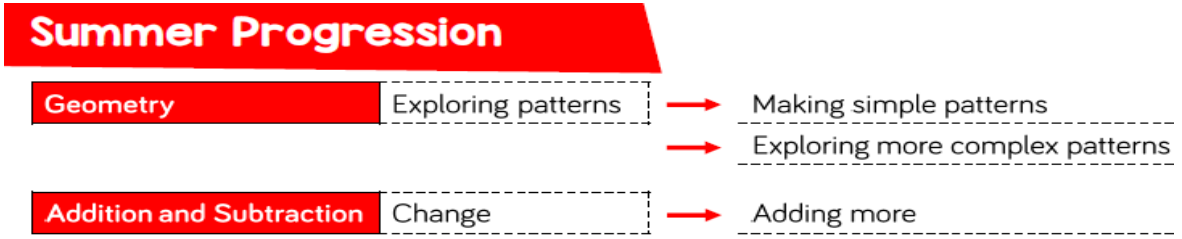
Then 3 more came.

Now we have?

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