Tuesday 2nd February

Maths

L.o- To combine 2 parts to make a whole

Amna has some red tulips and some yellow daffodils to plant in her pot. How many plants will she plant altogether?

How many flowers are there **altogether**?

Ask your child the following questions whilst looking at the picture:

- 🐝 Can you say what 'altogether' means? (count all of them)
- 🐝 How many red tulips are there? How many yellow daffodils? How many flowers altogether?
- 🐝 What else can you see in the picture? (clouds, butterflies) What are the parts and the wholes? (Parts- small and big clouds, yellow and purple butterflies. Wholes- all of the clouds and all of the butterflies)

To help strengthen your child's understanding of 2 parts making a whole, use objects to represent the flowers in the picture. Use the part-whole template saved on the home learning page for this week, or you can draw your own.

Number stories

Watch the teaching video below, modelling number stories linked to the flowers in the picture and then repeat at home representing the clouds and butterflies in the picture.

https://www.youtube.com/watch?v=dyMFW7PzMdA

Use the following stem sentences as a structure:

_____ is a part and _____ is a part. _____ is the whole. Altogether there are _____.

This can then be turned into a story as shown in the video.

During this part of the activity ask the following questions:

- Which are the parts? Which is the whole?
- How many are in each part? How many are in the whole?

Encouraging your child to move the objects/parts back and forth in the part-whole model will help to develop a secure understanding of this relationship. Remember to prompt them to tell the number story e.g. There are 3 red flowers and 4 yellow flowers. There are 7 flowers altogether.

Get active

For an additional challenge, use different objects from around the house in the part-whole model. Put them into the parts and then find the whole. The objects representing the whole could then be replaced with number cards as shown below: