

## Let's be number detectives!

Can you find the hidden numbers?



## Notes for parents or teachers

Cut out the numbers 1-10 or 1-20 on the 2nd sheet provided. If you wish to make this a reusable activity then laminating the numbers would be a good idea.

This activity will also work without using our provided numbers. Why not use some of your child's favourite toys instead and write number tags that you can attach to each toy?

Hide the objects in the garden or in the house. Don't hide them too well as the child may become bored - this is more about ordering numbers than being great seekers.

Could you make it more exciting? Could they wear a special hat to hunt with? Use a torch, magnifying glass or net to catch the numbers? Could they find them within a certain amount of time whilst you play the mission impossible theme tune?

Once the child has found all the numbers 1-10 or 1-20 (it is up to you how many you wish to hide), ask them to put them in number order.

Help them to count up 1... 2... What comes next? What would the next number be? What number comes after 5? Is that right? Let's count up to check.





1

2

3

4

5

6

7

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15

16

17

18

19

20

1

2

3

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18

19

20

## Let's be doubling detectives!

Can you put all the matching socks or shoes together?



## Notes for parents or teachers

This exercise is great for helping children to count in twos. If you're using patterned socks to pair together then it is great for matching patterns too.

Gather together several pairs of shoes or socks or both. Put them altogether in a pile and ask the child to match them together.

Once they have paired them together, you can begin by counting each sock or shoe one at a time.

Now try counting in twos! Write the numbers down as you say them together.

Can they try it on their own? 2... 4... 6... 8... 10

Try counting to 10 in 2s. Then try counting to 20 in 2s.

If you don't have shoes or socks that you can use then print off our socks sheet.



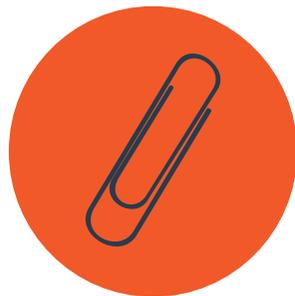
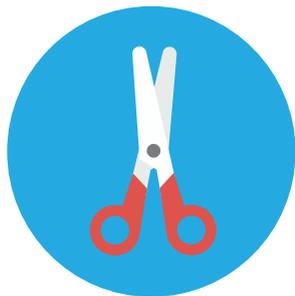






## Let's be sorting detectives!

Can you put all the objects into size order? Start with the tallest first.



## Notes for parents or teachers

This exercise is great for discussing using measurement language such as biggest, smallest, tallest, shortest, longest and for comparing sizes.

Grab as many items as you can. Perhaps you could choose 5 and let your child choose 5.

Bring them all together in one space.

Which do you think is the smallest object? How could we check that you were right? (we could compare them by placing them next to each other).

Were you right? Which do we think is the 2nd smallest object?

Which is the tallest object? How do you know? How can we check that you are right?

Extend the activity by getting them to write down the list of objects in size order.



## Let's be days of the week detectives!

Can you put all the days of the week in order?

Monday

Saturday

Thursday

Friday

Wednesday

Tuesday

Sunday

## Notes for parents or teachers

Cut out the days of the week cards and place them on the floor.

What day is it today? What day was it yesterday? What day will it be tomorrow?

Can you put the days of the week in order? Which is the first day of the week? Which day comes next? What is the last day of the week?

Let's make a timetable!

What shall we do tomorrow morning? What shall we have for breakfast? What shall we have for lunch? What should we do in the afternoon?

Make it bright and colourful. Use craft items if you have any available to make a large timetable for the week.

Let the child draw out activity cards to represent what they will be doing on different days of the week.

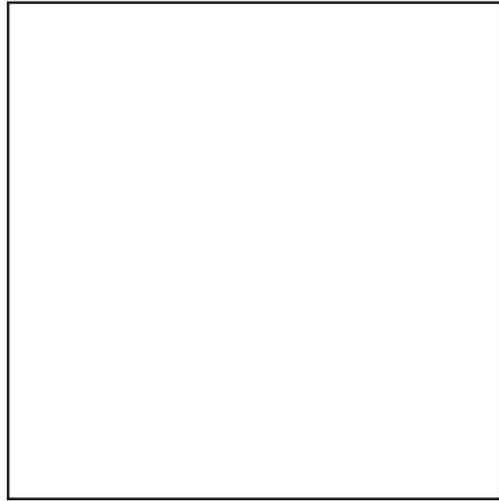


Monday

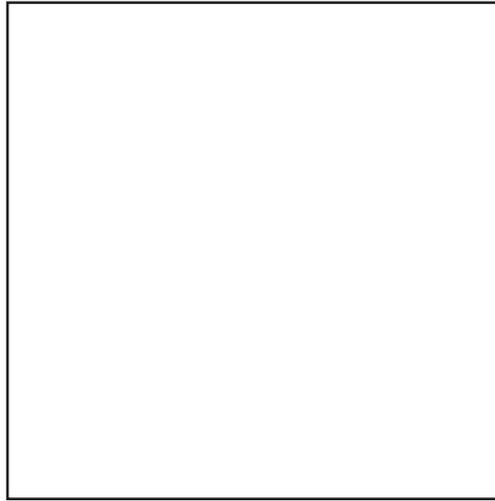
Tuesday

Wednesday

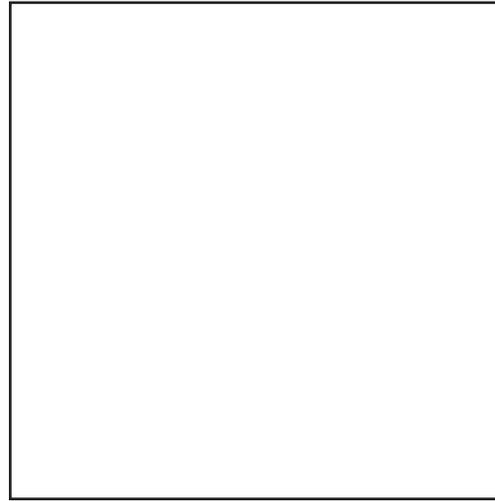
Thursday



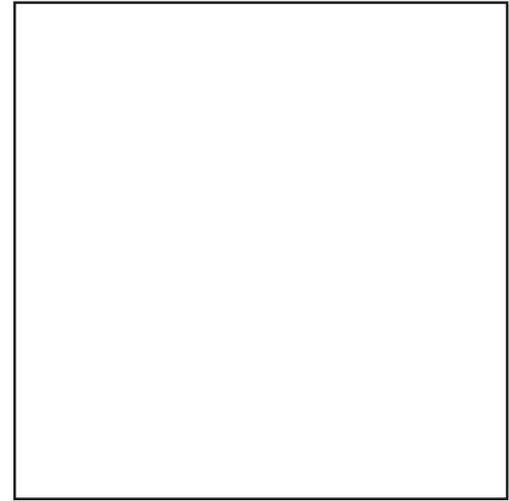
A large empty rectangular box for writing on Monday.



A large empty rectangular box for writing on Tuesday.



A large empty rectangular box for writing on Wednesday.



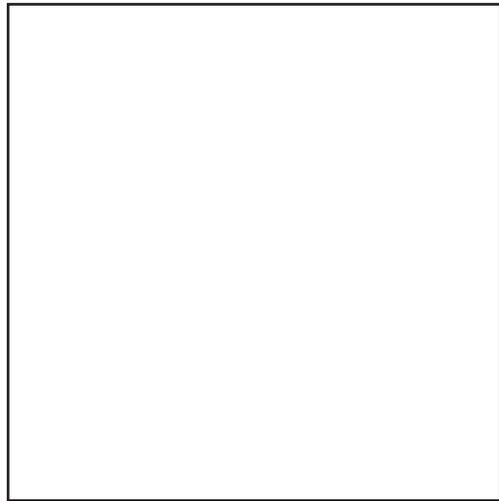
A large empty rectangular box for writing on Thursday.

Friday

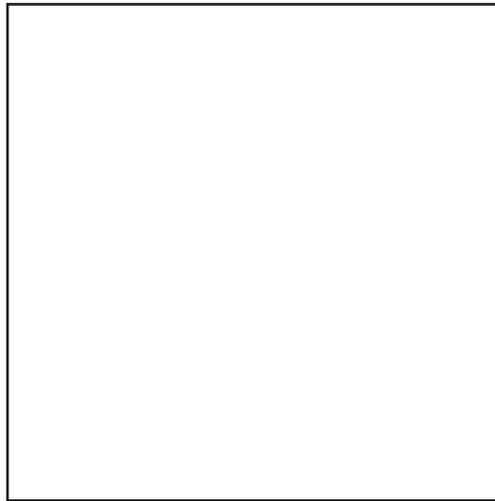
Saturday

Sunday

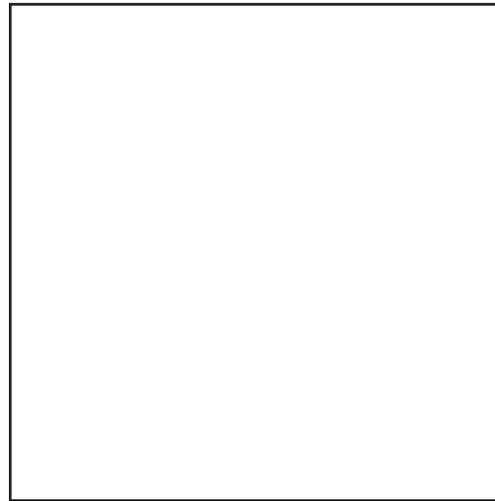
Notes



A large empty rectangular box for writing on Friday.



A large empty rectangular box for writing on Saturday.

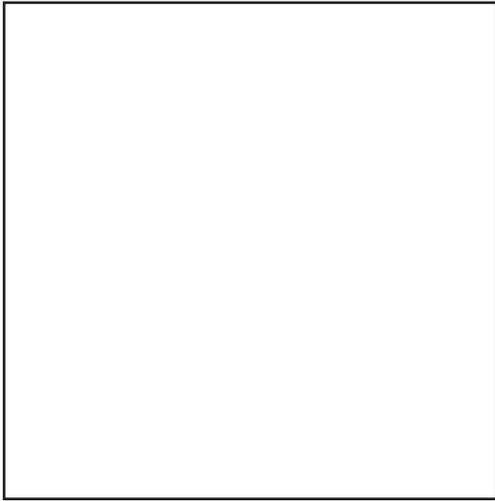


A large empty rectangular box for writing on Sunday.



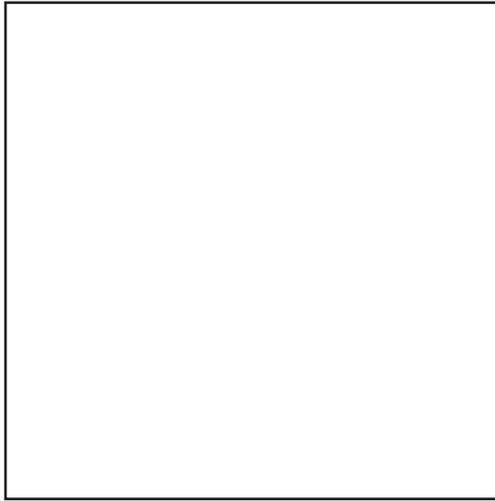
Five horizontal lines for writing notes.

Monday



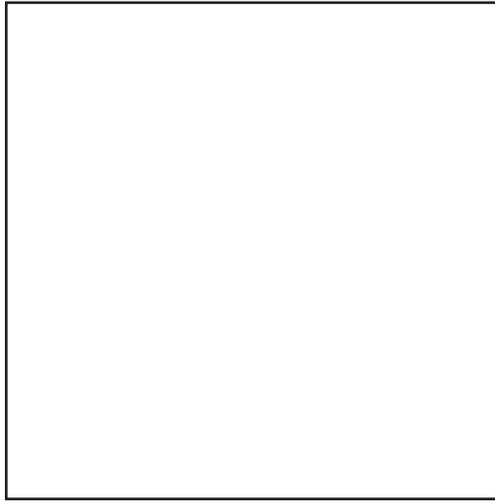
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Tuesday



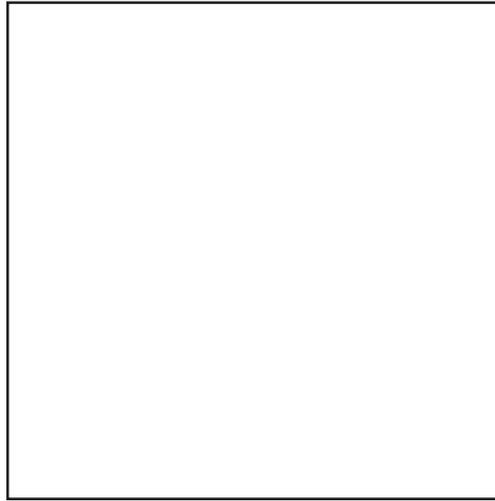
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Wednesday



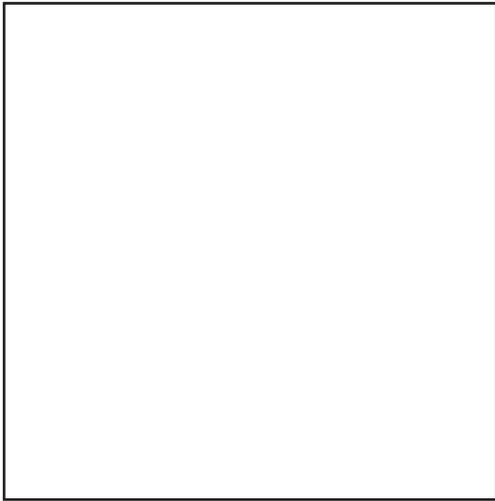
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Thursday



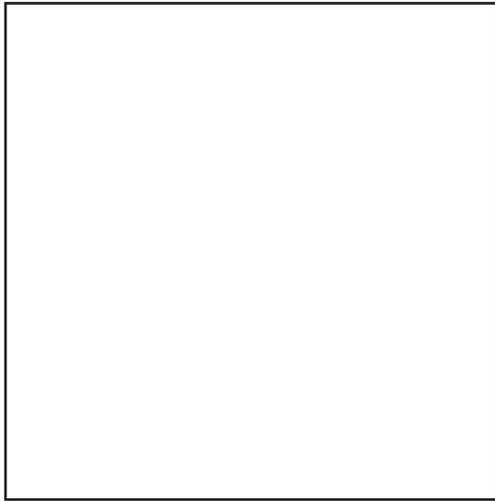
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Friday



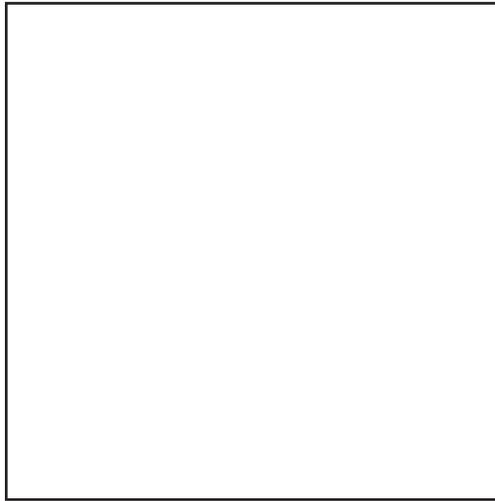
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Saturday



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Sunday



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Notes

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Let's be days of the week detectives!

Cut out the days of the week and put them in order.

Wednesday

Saturday

Monday

Tuesday

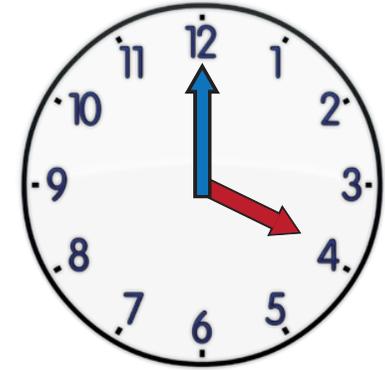
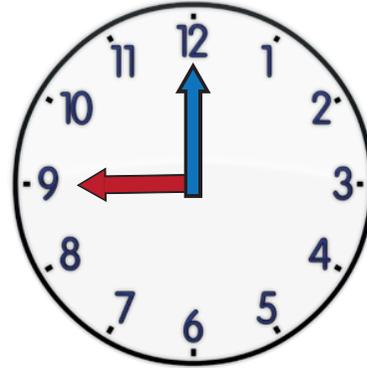
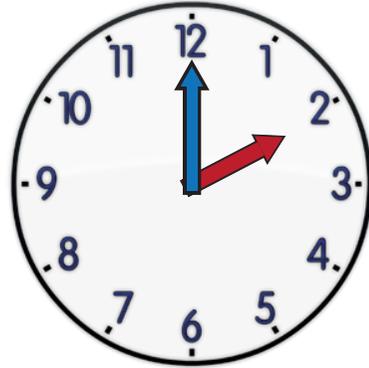
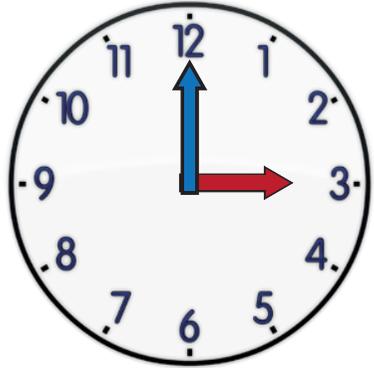
Friday

Thursday

Sunday

## Let's be time detectives!

What time is it Mr Wolf?



## Notes for parents or teachers

Remember: the children will only be looking at o'clock times so try to avoid pointing out other times.

Allow the child to experience their day. Take time to stop at different o'clock periods of the day and notice what the clock looks like.

What time is it? What number is the small hand pointing to? What number is the big hand pointing to?

Set up a daily routine for the child. What time shall we get up tomorrow? Can they find the matching time and add it to the timetable?

What time shall we stop for lunch? Can you find the matching time?

What time do we start our morning activities? Keep going until your whole timetable is complete. Give them the role of keeping their day running on time.



Wake up

Breakfast

Activities

Lunch time

A large empty rectangular box with a black border, intended for drawing or writing about the 'Wake up' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Breakfast' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Activities' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Lunch time' activity.

Activities

Tea time

Story time

Bed time

A large empty rectangular box with a black border, intended for drawing or writing about the 'Activities' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Tea time' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Story time' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Bed time' activity.

Wake up

Breakfast

Activities

Lunch time

A large empty rectangular box with a black border, intended for drawing or writing about the 'Wake up' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Breakfast' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Activities' activity.

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Activities

Tea time

Story time

Bed time

A large empty rectangular box with a black border, intended for drawing or writing about the 'Activities' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Tea time' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Story time' activity.

A large empty rectangular box with a black border, intended for drawing or writing about the 'Bed time' activity.

# Let's be time detectives!

Use the clocks to plan your day.

