Maths activity information and M levels covered

Here are a few maths based activities that link to our story. All involve some cutting and sticking too so you will need paper to stick onto. The ‘Roll a Troll’ could be used with the ‘Wanted Poster’ activity in the Writing folder to create the troll if your child finds it difficult to make a choice of features to design their own.

1. Size activity- ask/help your child to cut out the correct size Billy Goats so they have a small, medium and large and a Troll. Alternatively for a longer and extended activity cut each style of character and get your child to order each separately from smallest to largest. Repeat for each character. You can label these using the size vocabulary to introduce/ reinforce this vocabulary.-smallest, smaller, small, big, bigger, biggest, large, larger and largest. You can then play a game of ‘Find me’ - the smallest white Goat / largest Troll etc

2. Sequencing activity- ask your child to cut out the characters and then ask them which Goat went first, second and last across the bridge and stick them in the correct place on the page.

3. Roll a Troll (Monster) - you need a Die. Play this by rolling a number and finding the correct body feature to build a troll, you can play along and build your own Troll alongside your child. Help your child count the spots on the die each time they roll. Make sure they count and say the numbers correctly. You may need to slow them down and touch the spots as they count to count correctly. Reinforce and model counting when it is your turn too! Here you could make mistakes and see if they can correct you or ask them to help as you can’t do it on your own.

**Learning level links for Maths**

**M6**

***Number***

-Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts.

-Pupils recognise and sequence numerals 1,2 and 3.

***Measure***

-Pupils use the vocabulary ‘big and small’

-Pupils sort objects/materials according to a given size criteria.

-Pupils experience basic comparative size language-*bigger/smaller/largest/smallest*

**M7**

***Number***

-They name numerals from 1 to 5 and understand that each represents a constant number or amount.

***Measure***

-Pupils compare the overall size of one object with another (minimal difference) using comparative language- *bigger/smaller/largest/smallest*

-Pupils order objects according to size where there is a marked difference (3 max)

**M8**

***Number***

- Pupils reliably count to 10

-They use ordinal numbers (first, second, third) when describing the position of objects, people or events.

***Measure***

-Pupils use a wider range of size vocabulary e.g. tiny, huge and enormous

-Pupils place multiple objects in sequence according to size.

