

Maths - Sharing



The following practical activities are all designed to find out about the concept of sharing and how to use the correct mathematical language too.

Share

Equal

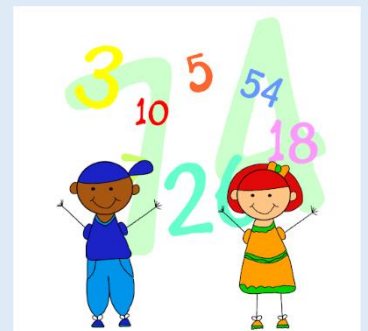
Left over Remain

Count

Amount

Mental Maths!

- Count forwards in 1's from 0. How high can you go?
- Count backwards in 1's from 20.
- Count forwards in 1's from any given number.
- Count backwards in 1's from any given number.
- What is 1 more than 9? 1 more than 17?
- What is 1 less than 5? 1 less than 14?



All children learn in different ways so please choose and adapt the activities you think will match your child from the ideas on the next few pages.

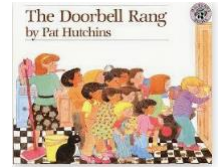
Have fun!

Sharing stories

There are some lovely story books about sharing, see the links below.

- <https://www.youtube.com/watch?v=HZpXuc735pg>

This version can be muted so you can read the story yourself as the pages turn.



- <https://www.youtube.com/watch?v=sSKx9zwBUNw>

This version has a visual representation of the maths involved as the story is being read.



Activity 1 - Your own sharing story!



To introduce the concept of sharing use practical, relevant objects (fruit/sweets/toys etc...) to show this skill has 'real world' application.

1. Put out **2** plates (one for yourself and one for your child or your child and a sibling).
2. Choose an **even** number of objects (20 strawberries for example).
3. Put the strawberries on the plates (on one plate put 15 and 5 on the other plate).
4. Now.... discuss! ***"Is it fair? Why not? How could we share the strawberries out so we have the same amount each? Can you make the plates have an equal amount? Can you show me how to share them equally?"***
5. Allow your child to share the strawberries the way they think is the best way to do it.
6. If your child finds this tricky, show them how to share efficiently (put the whole group of strawberries in one pile and share 1 at a time between the 2 plates). Count the amount of strawberries on each plate when they have all been shared out. ***"Are they equal? Do they have the same amount on each plate? So 20 shared between 2 in 10."***

Activity 2 – Teddy Bears picnic

Let's explore sharing food between 2 teddies. The purpose of this activity is to introduce your child to the idea of numbers being **odd** or **even**.



1. Write number cards from 1 to 20 (or 10 if your child is emerging in maths).
2. Choose 2 teddies and have a collection of food to share (sweets/ raisins/ grapes etc...)
3. Ask your child to pick 1 number from the pile of number cards and share that much food between the 2 teddies. ***"Can the number be shared equally? Do they get an even amount or are there any odd grapes left over?"***
4. Write **odd** and **even** on a piece of paper and if the number chosen can be shared equally then it is an even number. *If there is an odd piece of food left over, then the number card needs to be put (or written down) on the odd pile.*
5. Continue choosing a number and sharing that amount between the 2 teddies. Discuss if the number is an odd or even number and use the sharing vocabulary during the game to make sure your child understands all of the terms.

Even	Odd

Activity 3 – Little Red Riding Hood's Cakes

This activity will give your child an opportunity to solve a sharing problem.



Little Red Riding Hood has 20 cupcakes in her basket. The 3 Little Pigs ask if they can have some too. Can your child work out how she can share the cakes between them all?

Cut out and use the images to solve the problem.

Prompt responses from your little one by asking the following questions:

Is it fair? Have they all got the same amount? Is it fair now?

Why is this fair/not fair? How do you know?

What happens if...?

What if we give them another one each?

Goldilocks comes along - what should we do now?

Jack (and the Beanstalk) comes too, so what could we do about the remainder?

What else could we do?

Recording Can you draw a picture/ take a photo to record how you solved the problem?



Challenge - things to think about!

You could start the story with Little Red Riding Hood sharing **unfairly** and encourage your child to talk about this. The numbers chosen determine the level of challenge: 20 shared between four characters encourages counting up to 5. You might simplify the problem by having two and then three characters, but use larger numbers of characters for expert counters. Deliberately choosing numbers which create remainders, like 4 or 5 shared between three, offers opportunities for alternative solutions.

