



WHERE THE WILD THINGS ARE MATHS



outreach@stephenhawking.towerhamlets.sch.uk

Number	Shape Space and Measures
<p>Give each child a picture of one of the wild things and encourage them to find its matching pair around the room.</p> <p>Play simple snap and matching pairs games with cards with the wild things on them.</p> <p>Look at pictures of the wild things together and find things that are the same (e.g. sharp teeth, claws) and those that are different (e.g. beak, feathers, horns)</p> <p>Extend to create a simple tally chart with criteria e.g. claws, beak, bushy tail by counting how many of the wild things have these characteristics.</p> 	<p>Explore a wild thing part in a feely bag e.g. claw, piece of fur, feather, tooth, horn, flipper, wig etc.</p> <p>Describe or answer adult's questions about what they feel e.g. "Is it soft/sharp?"</p> <p>While looking at a board with pictures of the different parts, identify which part they are feeling, then take out to check.</p> <p>Find the part on a picture from the story of the wild things.</p> <p>You could extend and repeat this activity this with 2D or 3D shapes or plastic numerals / Numicon shapes.</p>  <p>Intention:</p> <ul style="list-style-type: none"> • Explore different shapes and textures using their sense of touch • Match a texture and shape to its picture
<p>Play a game with 2 wild thing simple face outlines and triangle paper teeth. Roll a dice to 2/3/4/5/6 as appropriate, count that many onto the wild thing's mouth until all the teeth are gone.</p>	<p>Make and explore different shaped paper boats in the water tray and using junk materials (children can add their name like Max).</p>



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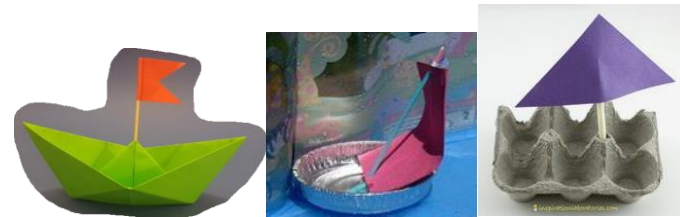
Who has more? Can child tell by looking?



Intention:

- to identify more.
- To count with 1:1 correspondence to 2/3/4/5/6 as appropriate.

Explore putting objects of different weights in boats and what happens to them.



Intention:

- Explore how different shapes float and sink
- Explore how heavier/lighter objects float and sink

Play a game in a group with one child wearing a crown as Max (or the adult) and large number cards around the room.

Children move around like wild things until Max shouts "No!" and a number from 1/2/3/4/5 up to 10 and beyond as appropriate. (support- also hold up that number).

Children must run to that number in the room.



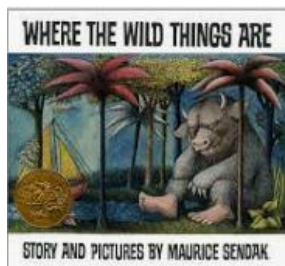
Intention:

- To read numerals as appropriate

Make a crown for Max using different shapes to decorate, including sequins, gems etc. if possible.

Extend to copy and continue a repeating pattern e.g. circle, triangle, circle, triangle.





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Make wild trees and attach different numerals (with dots as appropriate, or Numicon shapes) to each one.

Hang the corresponding number of wild things on the tree.



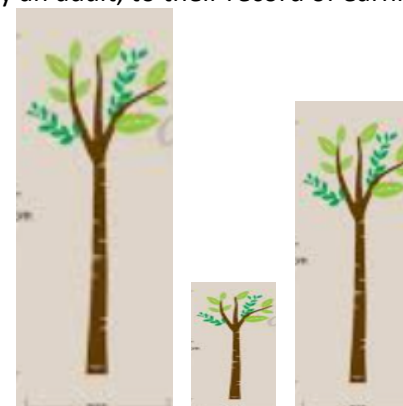
Intention:

- To read and identify numerals
- To count accurately up to 2/3/4/5 etc as appropriate.

Play a game with different trees stuck around the room (can be made with children using different strips from a roll of paper and collaging leaves that they have collected) and ask the children to find a tree that is taller/shorter than they are.

Extend to find the tallest/shortest tree.

Photograph the children by different trees and add these, with their comments scribed by an adult, to their record of earning.



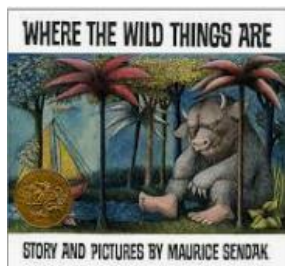
Intention:

- Identify differences in height when the difference is great
- Begin to identify taller and shorter (ext. tallest/shortest)

Collect leaves on a walk round school or locally and use these to print leaves to add to a large tree outline on the classroom wall.

Talk about the different shapes and patterns they can see.




When dry, explore matching the leaves to their prints.

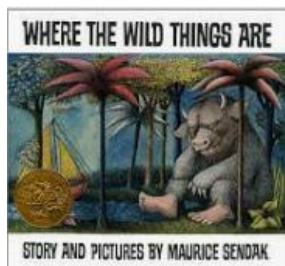


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	 <p>Intention:</p> <ul style="list-style-type: none"> • Explore shape and pattern and begin to describe • Match a leaf to its print
<p>Make a simple wild thing puppet who can say e.g. "I'll eat up number 2, I love you so!".</p> <p>Lay out numerals / dotty cards/ plastic numbers/ Numicon shapes and ask the children to feed the number given to the wild thing.</p> <p>If correct, wild thing puppet can say "Yum!"</p> <p>If incorrect, can spit it out.</p>  <p>Intention:</p> <ul style="list-style-type: none"> • Identify numerals/ small quantity dots/ Numicon shapes 	<p>Use coloured playdough to make a wild thing. Support child by describing as we form the dough: "we need a round shape with a pointy end"; "we need to roll/squeeze/pinch the dough".</p> <p>Add googly eyes, pipe cleaners, feathers etc.</p>  <p>Intention:</p> <ul style="list-style-type: none"> • Explore forming different shapes using play dough



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Say rhyme together:

One terrible wild thing in the ocean blue
 Along came another one and then there were two.
 Two terrible wild things hanging from a tree
 Along came another one and then there were three.
 Three terrible wild things sharpening their claws
 Along came another one and then there were four.
 Four terrible wild things dancing a jive
 Along came another one and then there were five.
 With props or puppets to support, using anticipation and rhyme to support children to say next number.



Intention:

- Learn and say the number sequence
- Begin to know which number comes next

Make wild thing claws using instructions [here](#) and attach to fingers, counting as you go up to 2/3/4/5/10 as appropriate.

- Encounter and begin to use language such as pointy/round/long.

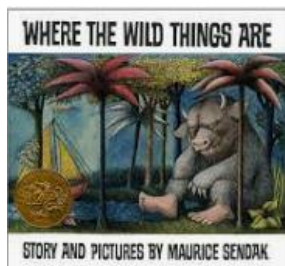
Choose pre-cut shapes in a sensory tray to make own wild things (can photograph rather than stick to save time).



Intention:

- Explore 2D shapes
- Choose shapes whose properties match their use e.g. triangle teeth; circle face

Create foods to enjoy using different shapes e.g. apple and cheese boats; wild thing face biscuits.



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Intention:

- Learn and say the number sequence
- Begin to know which number comes next

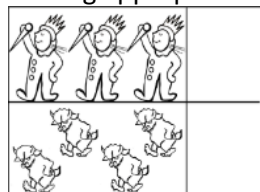


(There are also opportunities to use number and explore weights and measures in the cooking/preparation process)

Intention:

- Explore using 3D shapes to create simple (edible) models

Make simple counting book by sticking teeth onto wild things up to 5/10 as appropriate, or finding and sticking appropriate numeral.

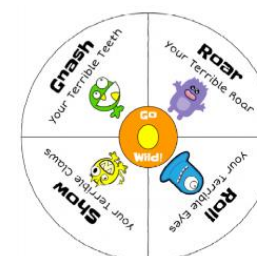


Intention:

- Learn and say the number sequence
- Begin to know which number comes next
- Count with 1:1 correspondence
- Read numerals

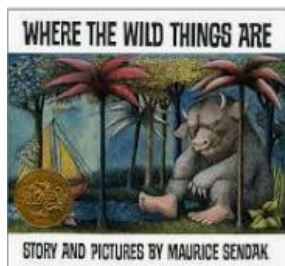
Play a game with a spinner like the one [below](#), where the children have to do the action on the spinner.

Extend to combine two or three actions to create a sequence.



Intention:

- Copy an action, locating the appropriate part of their bodies
- Copy a simple sequence of actions



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Play a game using a spotty or numeral dice, play dough, googly eyes, lolly sticks etc. to build a wild thing with the corresponding numbers of parts.



Intention:

- Match a number of dots to number of parts
- Read numerals
- Count objects to 2/3/5/6 as appropriate.

Explore early number bonds skills by arranging eyes/ claws/ teeth on two monsters in different ways (Could use paper templates or playdough and googly eyes etc.)

Count total each time to see it remains the same.



Using the water/sand tray or a simple sensory tray, use props to explore the language of position e.g. "Put Max in the boat; put the wild thing on top of the tree; put the crown on Max's head".



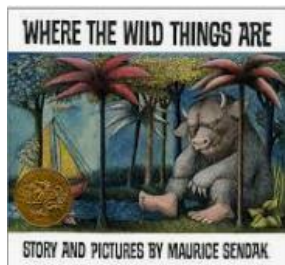
Intentions:

- Explore position and respond to simple instructions

Use boxes, cloths etc. to build a cave for a wild thing, a boat for Max or a tent for Max in the classroom or outside. Explore this area using props and/or reading the story there.



Intention:













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Ask children in the class to choose their favourite wild thing from the story and make a simple pictogram to show this.

Our Favourite Wild Things	
	  
	 
	 

Intention:

- Count a small number of pictures and match with 1:1 correspondence to same number of children

- Explore creating different spaces for different purposes

Collect natural objects from a "forest walk" (or provide in a sensory tray) and explore their mass using their hands a simple balance to compare heavier/lighter between e.g. a stone and a feather; a pine cone and a log; an acorn and a leaf.



Intention:

- Compare two masses where the difference is great