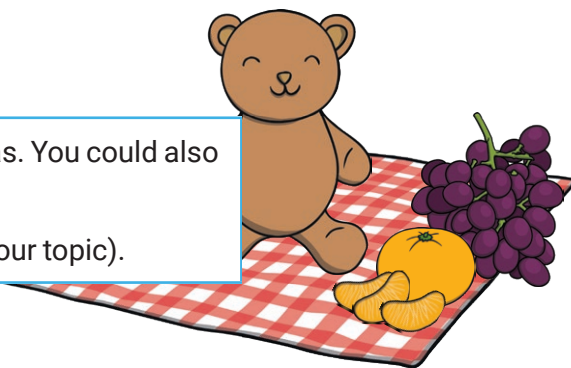


# Adult-Led Group Activity: Teddies' Snack Time

## Resources and Preparation

- Small fruit items, such as grapes, satsuma segments or sultanas. You could also use crackers, breadsticks or other snack items.
- Up to ten teddies or small world characters (perhaps linked to your topic).



## Addressing the Misconception

- Tell the children that today, we are going to share our snack with the teddies/small world characters.
- Invite the children to choose some of the teddies to join them for snack and to set them out in a line on the table.
- With the children, count the teddies and ask how many snack items we will need. Establish that we will need one for each teddy. For example, if there are five teddies, we will need five snack items. Count these out into a group.
- Tell the children to get ready to give the teddies their snack but then make a show of 'sneakily' stealing (and even eating) one or two of the snacks. When the children react, say, 'It's OK, we still have enough, don't we?'
- With the children, recount the number of snacks left and give out what you have left, demonstrating that some of the teddies are left without a snack.
- Ask the children to explain what has happened and establish that because you took away some of the snacks, there were fewer left in the group than there were before.
- Repeat the activity with a different number of teddies and snacks.
- Finish by inviting the children to tell you what we need to do to make sure each teddy has a snack – we need to make sure we do not take away any of the snacks in the group we have counted because if we do, there will be fewer than there were before.

## Prompts to Deepen Understanding

When the children are completing the activity, you may wish to ask them the following questions to extend their understanding:

- Tell me how we can make sure we have enough snacks for the teddies.
- Can you explain why we don't have enough snacks left?
- What happens when we take some of the snacks away? How do you know?

# Enhanced Provision

## Resources and Preparation

- In your outdoor area, you will need some chairs and a music player.
- Set the chairs in two rows of four or five, back to back, as in musical chairs.



## Addressing the Misconception

- Ask the children playing in the outdoor area if they would like to play a fun game. Explain to the children the rules of musical chairs (some may already know). The chairs are set up in rows and children walk around them until the music stops, at which point they have to find a chair to sit on.
- Start by inviting the children to count the number of players and the number of chairs. Ask the children to suggest ways they could make sure everyone has a chair to start with.
- Play a couple of rounds without taking away a chair, so that the children always have a chair to sit on. After the music stops each time, re-count the children and the chairs and establish that we have enough chairs for one per child.
- On the next go, while the children are walking round the chairs, explain that this time, you are going to take away a chair. What might happen when the music stops? (You may wish to use an adult helper for this first go, who can deliberately be the one left without a chair.)
- When the music stops, invite the children to look at what has happened. There is a person without a chair. Why is this? What did you do to make this happen? Count the number of chairs and the number of players again and establish that because you took a chair away, there are fewer chairs left to sit on.
- Repeat the activity, taking one chair away again. Children left without a chair may wish to come and help you either to stop the music or to take away chairs.
- On the next go, take away two chairs and ask the children if they can suggest how many players will be left without a chair this time.
- Repeat until there is one chair left.
- Invite the children to continue to play the game without your support and observe their thinking and their responses as they play.

## Prompts to Deepen Understanding

When the children are completing the activity, you may wish to ask them the following questions to extend their understanding:

- How many chairs are there? How many players?
- Do we have enough chairs for all the players? How can we find out?
- What happens when we take away a chair? Why does this happen?
- I'm going to take away two chairs this time. What do you think will happen?

## Additional Activity Ideas

If children need further practice, they could:

- Throw beanbags into hoops, with the aim of getting one beanbag into each hoop. What happens if we take away a beanbag?
- Count the number of children in the different areas of the setting, especially if you have rules about how many are allowed in each area. Say, 'There are six people playing in the water, but only five are allowed at one time. What should I do? Why will that work?'
- Help with the register, especially when children are absent. For example, you could say, 'There are two children who are not here today. So, will we still need the same number of bananas at snack time?'

# Maths Home Learning Activity

To continue learning at home, cut out a slip for each child in your intervention group.

## We Have Been Learning

**To recognise that when objects are taken away from a group, the quantity of the group changes.**

### Home Learning Activity

At mealtimes, invite your child to help you set the table. Talk about how many knives, forks, spoons, plates or glasses are needed and gather these together. Ask your child how we check we have enough (by counting each item). Then, ask your child what would happen if we took one (for example) fork away. Encourage your child to think about the fact that taking one away will reduce the number in total and there won't be enough for everyone. You could try putting the objects onto the table so that your child can see that there is one missing. Repeat with the plates, glasses and so on.

If this activity is not practical for you, then try setting up a teddy bears' tea party with your child instead.

### How to Get Your Child Thinking

How many knives/forks/spoons do we need? How do you know? What happens if I take one away? How can we check? If I take one away, we won't have enough. Can you explain why?

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# EYFS Maths Subtraction Same-Day Intervention: May Not Understand When Objects Are Taken Away, the Quantity of the Group Changes

## Addressing the Misconception

You could choose to address the misconception by carrying out an adult-led group activity.



Or, you may like to address the misconception by taking the learning into your continuous provision.



You could also send home a maths home learning activity, which provides parents/ carers with an idea for a simple activity to address the misconception.



## Subtraction Misconception

May not understand that when objects are taken away from a group, the quantity of the group changes.

### How to Address the Misconception

- Let children have lots of practice in counting and recounting different objects in a group, taking away one or two objects each time until none are left.
- Use the language and thinking in everyday situations. For example, 'There are five pencils on the writing table. If I take two for my group, will there be enough left?'
- Model getting it wrong in a real-life situation. For example, 'There are ten bananas here for snack. So, if I eat three of them, there will still be enough left, won't there?' Let the children correct you and explain why you have got it wrong.