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| **Monday*** Watch the Numberblocks episode ‘odds and evens’ series 2, episode 11 which can be found here: <https://www.youtube.com/watch?v=LrBc50BDp_c> discuss what you notice about the episode. Children may comment that even blocks have a ‘smooth top’ and odd blocks have ‘one on the top’. They will begin to notice that quantities which can be shared into two equal groups are even and quantities which have one left over when they are shared equally are odd.
* If you have some Lego or interlocking cubes at home you could ask a grown-up to make you some shapes like the Numerblocks 1-10. Put them in a bag and see if you can work out which are odd and even by feeling them.
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| **Tuesday** * Spend some time exploring whether small quantities are odd or even by sharing them equally into groups or putting them in pairs. You can do this with any small toys or household objects.
* Provide some pots containing objects from 1-10 inside each one. Yoghurt pots or plastic cups/plant pots would could be used. Count the objects inside each one, decide whether they are odd or even. How could you check? Can you make any other groups of odd and even numbers? Do you notice any patterns in odd and even numbers?
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| **Wednesday** * Go for a walk around your neighbourhood, see if you can identify whether the house numbers are odd or even.
* Raid your recycling (I know your grown-ups miss dropping it all off for us in Bowfell!) make yourself an odd street and an even street. Label your houses with different numbers.
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| **Thursday** * Use everyday objects to make an odd number. Identify your number and make sure it is odd. How do you know? Now add one more object. How many is there now? Is your number still odd? Why not? Can you explain? Keep adding one more object and see what you notice each time. What is the biggest odd number you can make with your objects? How do you know it is odd?
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| **Friday** * Use two of your teddies or soft toys and two plates with some items to share. Explore which quantities will halve exactly between the two plates and which will have one left over. If you have 6 can you give both teddies the same? What if you start with 5? Can you draw some pictures to show what you have found out?
* Now use 12 objects to share but vary the number of teddies and plates. Explore sharing out the 12 objects into equal groups so each teddy gets the same. If there are 2 teddies will they each get the same? How many are in each group? Are there any objects left over? What about 3 teddies? 4 teddies? 5 teddies? 6 teddies?
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