



Pori Drwy Stori Practitioner Toolkit

Hide and Sheep

Activities to support your Hide and Sheep resources

Pori Drwy Stori is the national programme for reception-aged children in Wales, brought to you by Booktrust Cymru, funded by the Welsh Government to help support literacy and numeracy in the classroom and at home. As part of the programme, every child in your Reception class will receive a set of Hide and Sheep cards to use at home.

Booktrust Cymru supports practitioners in engaging children and families; this toolkit is packed with fun ideas for lessons in the classroom using the Hide and Sheep numeracy resource, as well as some activities you can encourage families to do at home.

At the end of each activity sheet is a section highlighting how the activities link to the National Literacy and Numeracy Framework (LNF). We have designed the activities to help teachers use Hide and Sheep to embed numeracy into their teaching in line with the LNF. They also create fun learning opportunities!

Pori Drwy Stori is designed to help parent/carers get involved in their children's learning. Some of the activities in this toolkit are designed to help you introduce the Hide and Sheep cards to the children so they are excited about taking them home and have ideas about how to play with them. Others are more focused on things that can be done at home over the holidays and most can be adapted to be fun homework tasks.

Sharing the activities you have done in school with parent/carers will make it more likely that the children will use the cards at home. You could do this by putting up pictures and information where parents can see them, for example by putting photos on Twitter or the school website or using the letter template included in this pack to give parent/carers extra ideas for activities.

'When we look to the international testing, there's some evidence to show it's the countries where parents get involved in the children's education which are the most successful. If we're to improve our standing internationally that's got to happen in Wales as well.'

Huw Lewis. The Minister for Education and Skills, April 2014.

The interactive toolkit is broken down into three sections:

- 1) **Getting Ready:** tips on how to get started with the Hide and Sheep resources.
- 2) **Hide and Sheep activities:** activity ideas and lesson plans.
- 3) **Celebrating:** suggestions on how to review the term and celebrate your successes!





Contents

Clicking the page headings below will take you to each activity.

Please note that these activities are not intended as an exhaustive list and you will no doubt have other ideas that will work well in your school. Developing a few ideas really well would be more beneficial than trying to do all of the activities in this toolkit. Most of all we hope you have fun with the Hide and Sheep resource!

Getting ready

Ways to prepare to use the resources 3

Hide and Sheep activities:

Measuring sheep 4

Sheep sizes 5

Buying sheep 6

Farm-themed number sacks 7

Hide and Sheep biscuits 8

Outdoor patterns 9

Partner up! 10

Fill the farm 11

Sheep hunt 12

Hot or cold 13

Letter template 14

Celebrating:

Ways to celebrate your Hide and Sheep achievements 15





Getting ready

You've received your Pori Drwy Stori resources and are in a position to give the Hide and Sheep cards to the children and families with whom you work. The first thing to do is to familiarise yourself with the contents so that you can help your families get the most from the pack. Prepare yourself with this checklist of ways to get started:

Informing parents:

- Ensure that every parent and carer understands what the resources are about and how they can help their child to get the most from them.
- Direct them to our website for more information: www.poridrwestori.org.uk
- Use the **letter template** at the end of this toolkit to send letters home to parent/carers – you could use it to explain the Pori Drwy Stori resources and let them know what activities you have planned for this term.
- If you use Parent Mail, send regular updates to families about the Pori Drwy Stori lessons you will be running.

Create a buzz:

- Talk about the resources on your school website/social media pages.
- If you email/print newsletters for families, include updates about the resources in those, too!
- Put up information on notice boards around the school.
- Talk to parent/carers when you see them, especially at parent meetings or transition meetings.

Whole school documentation:

How can you make sure Pori Drwy Stori is embedded in your Whole School Documentation? The programme could link to:

- Learning and teaching policy
- School aims
- Parental involvement policy
- Homework policy
- Self-evaluation report (1.2.2 1.2.3 2.1.2 2.1.3 3.1.3 3.3.1)
- School brochure



Measuring sheep

Have fun measuring the sheep on the Hide and Sheep cards using standard and non-standard units such as cubes, counters, string or a ruler. Children can work alone or in groups to explore the activity and then come together to discuss their findings as a class.



Instructions



Measure the sheep using a variety of different tools according to the ability of the children in your class. Some ideas are:

- Cubes/counters: place cubes on pictures and place next to cards.
- String: cut the string according to size of sheep on cards.
- Ruler: write measurements on post-its and place them next to the cards.

When you have all the measurements, discuss the differences and make comparisons together as a class. You could even make a graph of the results to display in the classroom.

Resources required:

- Cards
- Cubes
- Counters
- Rulers
- String
- Scissors

LNF links

Learners are able to:

- Use direct comparisons with: length, height and distance, eg longer/shorter than.
- Read and write numbers to at least 10.
- Use everyday and mathematical language to talk about their own ideas and choices.
- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task or reach a solution.





Sheep sizes

Order the cards according to the size of the sheep, from smallest to largest. Ask pupils to find objects and compare them to the size of the sheep.



Instructions



Play a game placing the cards in size order according to the size of the sheep.

The cards include sheep that are:

- 1) Very small (yellow)
- 2) Small (green)
- 3) Medium (blue)
- 4) Large (purple)
- 5) Very large (red)

Ask children to collect a variety of objects and compare them to the size of the sheep on the cards. They should then order the objects, placing them on top of or next to the card with the matching sheep size.

Encourage your children to use vocabulary such as: smaller, same size, larger than.

Resources required:

- Cards
- Any objects your child can find that vary in size (from inside the classroom and outdoors)

LNF links

Learners are able to:

- Use every day and mathematical language talk about their own ideas and choices.
- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task or reach a solution.
- Compare length, height and distance, eg longer/shorter than.





Buying sheep

Role playing is such a great way for children to learn, so why not pretend everyone in the class is a farmer? Create a farm world and ask the children to pretend to buy sheep for their farm at the local market.



Instructions



Provide children with a range of different coins (1p, 2p, 5p and 10p). The children must then decide which sheep they want to buy and find the correct amount of money to pay for it.

Set up the Hide and Sheep cards as a price menu, such as:

- Triangle - 1p
- Square - 2p
- Rectangle - 5p
- Circle - 10p
- Diamond - 20p

Children will then have to match the shape on the card of the sheep they wish to buy to work out the price.

20p can be made up using different combinations of coins, so this will challenge higher ability pupils.

Resources required:

- Hide and Sheep cards
- Money coins
- Farmer fancy dress if you want to act out the buying and selling at the market!

LNF links

Learners are able to:

- Manage money.
- Use 1p, 2p, 5p and 10p coins to pay for items.
- Use different combinations of money to pay for items up to 20p.



Farm-themed number sacks

Make a number sack using a variety of farm-related resources as a way to engage and involve parents/carers in the Pori Drwy Stori numeracy activities.



Instructions



Put a numeracy-themed sack together, including items such as:

- A toy sheep and/or dog.
- Farm-themed story books.
- Rhymes linked to the farm and farm animals eg *Baa, Baa Black Sheep*, *Mary Had a Little Lamb*, *Little Bo Peep* and *Old MacDonald*.
- Hide and Sheep cards with instructions.
- Create a Hide and Sheep diary for parents/carers and children to write about their activities or include pictures. This could be a simple book with a table for families to record how they used the sack.

Introduce the Hide and Sheep number sack to the children in the classroom so they get excited about taking it home.

Use the **letter template** at the end of this toolkit to write to parent/carers explaining what the sack is and how you would like it to be used.

Send the sack home with a child from the class once a week (or more often if you wish).

When the number sack is returned to school the child should be given an opportunity to talk to the class about the games they played at home (the Hide and Sheep diary will help them to do this). A certificate could be awarded to the family congratulating them on using their numeracy skills together at home.

Resources required:

- A sack or bag
- Books, toys for the bag
- A diary/exercise book

LNF links

Learners are able to:

- Transfer mathematical skills to play.
- Use everyday mathematical language to talk about their own ideas.
- Present their work orally, pictorially or in written form.
- Compare and order numbers to at least 10.
- Combine two groups of objects to find 'how many altogether?'
- Use direct comparison in relation to size.
- Sort and classify objects.

Hide and Sheep biscuits

Bake your way to learning fun! Follow a simple biscuit recipe to make biscuits with your class. Ask each child to choose a Hide and Sheep card and then ask them to decorate the number pattern from the chosen card on to their biscuits.



Instructions



Follow a biscuit recipe – there are many online and you only need a simple one.

Ask children to choose a card from the Hide and Sheep pack.

Lay out the cards so that children can copy their number when decorating their biscuits. Use small sweets, dried fruit or icing to decorate the biscuits.

Ask children to place their biscuits in the right order ie from the smallest to the largest sheep.

Take pictures to display in the classroom, to put on your school website and to share with parents/carers (and Pori Drwy Stori!) on Twitter.

Enjoy eating the biscuits!

Note: With reception-aged children it is much easier to change the cooking measurements into the number of table spoons they will need to count for each ingredient. This allows them to be fully involved in all aspects of the cooking process.

Resources required:

- Cooking ingredients required to make the biscuits (flour, eggs, sugar, margarine, small sweets etc)
- Cooking equipment to make the biscuits (bowls, table spoons, wooden spoons, biscuit cutter, baking tray)
- Hide and Sheep cards
- Camera

LNF links

Learners are able to:

- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task.
- Use every day mathematical language to talk about their own ideas.
- Present their work orally and pictorially.
- Count reliably up to 10 objects.

Outdoor patterns

Encourage the children to use objects they find outside (leaves, twigs, conkers etc) to create number patterns based on the Hide and Sheep cards.



Instructions



Discuss the different numicon patterns on the Hide and Sheep cards with the children.

Allow the children opportunities to make these patterns inside the classroom using a variety of materials e.g. cubes, counters, crayons, pegs etc.

Take the children into the yard/garden area and give each child a card. Ask them to look at the number pattern on their card and see what they can find to make their special pattern. Encourage them to be creative with the objects they use to make their numicon pattern.

As an extension ask the other children in the group if they can find the card to match the patterns their classmates have made. You could give each child a different card and ask them to find the pattern that matches their card. Start a discussion by asking if the patterns were easy to match? If so, why?

You could ask the children to make number patterns from objects they find at home and ask parents/carers to record it in homework records.

Resources required:

- Hide and Sheep cards
- Materials found outside such as leaves, twigs, acorns etc
- Cubes, counters and crayons if you prefer to do this indoors

LNF links

Learners are able to:

- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task.
- Use every day mathematical language to talk about their own ideas.
- Present their work orally and pictorially.
- Count reliably up to 10 objects.



Partner up!

This activity is all about recognising the colours, shapes and sizes of the sheep on the cards. Asking the children to match themselves into pairs that belong together encourages discussion about making decisions. It also means the children benefit from getting up from their seats and moving around the classroom!



Instructions



Within the pack of cards there are two sets of each:

- Shape: triangle, square, circle, diamond, rectangle
- Colour: yellow, blue, green, purple, red
- Sized-sheep: very small, small, medium, large and very large

Give each child a Hide and Sheep card. Explain that the cards are all mixed up and you want them to find their Hide and Sheep partner. They must find someone whose card matches their card.

Allow children to move around the group discussing and sharing their cards and deciding who they think should be their partner. Adults can offer support if needed.

Once the children have found their partner they shout: 'Found my partner!'. (Or you could ask them to make a fun sound – perhaps a sheep noise!)

Children are then encouraged to explain to the group why they think they are good partners. They might choose to become partners because they have the same-sized sheep, colour, shape or even the same number pattern if you use more than one pack of cards. Some children might decide that their partner is the child who has the number that is one more or one less than themselves. The main focus of this task is to allow the children to explain their reasoning.

Resources required:

- A Hide and Sheep card for each child
- You can download and print extra sets of cards from the website if needed

LNF links

Learners are able to:

- Transfer mathematical skills to play and classroom activities.
- Identify steps to complete the task.
- Use every day mathematical language to talk about their own ideas and choices.
- Use checking strategies to decide if answers are reasonable.
- Interpret answers within the context of a problem and consider whether answers are sensible.
- Sort and classify objects using one criterion.

Fill the farm

Oh no! The farmer needs help from your class! He only has sheep on his farm and needs more animals. Get the children excited about the task by asking them to create their own set of farm animal cards to help the farmer fill the farm. To make their cards, children will need to work to a certain size so it's a fun way to use measurements and reasoning in the classroom. It could even be a homework task so families can be involved as well.



Instructions



Send the class a letter from the farmer explaining that he is very sad because he only has sheep on his farm. He would like the children's help so he can have other sets of animals.

Discuss with the children what other animals the farmer could have on his farm.

Tell the children that the farmer needs their help to make sure that each animal is a different size. Look at the Hide and Sheep cards to remind the children of the different sizes of sheep (very small, small, medium, large and very large).

In small groups, children must decide which farm animal they will make for the farmer and which of the five sizes the animal will be. Children must then create that animal in a specific size.

You could cut the cards into different sizes to help the children draw their animals, or you could ask them to measure the original cards and try to make their animals the same size. When each member has completed their picture the group can then sort their cards into size order.

Create a farm display board and put the pictures up for the class and parents to enjoy. You could also ask children to make additional cards at home to add to the display.

Resources required:

- Farm stories and pictures for inspiration
- Mark making materials
- Paper or card

LNF links

Learners are able to:

- Transfer mathematical skills to play.
- Identify steps to complete the task.
- Use knowledge and practical experience to inform estimations.
- Use every day mathematical language to talk about their own ideas.
- Present their work orally, pictorially or in written form.
- Use checking strategies to decide if answers are reasonable.
- Interpret answers within the context of the problem and consider whether answers are reasonable.
- Use direct comparison in relation to size.
- Sort and classify objects using one criterion.

Sheep hunt

Hide and Seek Pori Drwy Stori style! Hide either plastic sheep or copies of the Hide and Sheep cards outside or in the hall. The children need to act as sheepdogs and hunt for the sheep. Each time they find a sheep they must then explain where the sheep was using positional language.



Instructions



Hide the cards in advance.

Send a letter to the class explaining that the farmer is very upset because he has lost his sheep and is asking for your help to find his missing sheep. (You might decide to link this to the 'Little Bo Peep' rhyme and use Little Bo Peep for your letter.)

Explain that the farmer has sent the class special words he wants them to use to describe where his sheep are found. These words should be positional language and could include 'near', 'next to', 'between', 'to the right of' and 'to the left of'.

You could ask children to make sheepdog masks beforehand to add to the excitement!

Take the children outside/into the hall either a group at a time or as a class. Ask them to find the cards. When they have found them, they should bring them to the teacher/a classroom assistant and explain where they found the card, using positional language. At the end of the activity, the children could explain to each other where they found some of the cards.

This lesson could be developed further by:

- Creating a map of the yard/hall showing where the sheep were found
- Sorting the sheep found according to size
- Sorting the sheep according to their hidden position for example, sheep found on top of objects, beside objects etc
- Splitting the group up and asking some children to wear sheep masks and hide, while the rest of the class try to find them.

Resources required:

- Plastic sheep, pictures of sheep or photocopies of the A4 Hide and Sheep cards
- Sheep dog masks
- Positional language cards
- Letter from the farmer explaining his problem

LNF links

Learners are able to:

- Transfer mathematical skills to play.
- Identify steps to complete the task.
- Use every day mathematical language to talk about their own ideas.
- Count reliably up to 10 objects.
- Sort and classify objects according to one criterion.

Hot or cold

Use vocabulary related to temperature to locate hidden cards around the classroom.



Instructions



In pairs or small groups, ask children to hide the Hide and Sheep cards.

Once the cards are hidden, choose one child to find the cards. You could split into larger groups so that more than one child is hunting at the same time – but make sure they didn't see where the cards were hidden!

The children will need to try and find the cards by listening to the instructions given by their peers. Instructions should be given in the form of 'hot' when they are close to the card and 'cold' when they are far away from the card.

Children's vocabulary could be extended using words like 'warmer, cooler, scorching, freezing, shivering, boiling' etc.

Resources required:

- Hide and Sheep cards

LNF links

Learners are able to:

- Use direct comparisons when describing temperature.





Celebrating



There are numerous ways to celebrate and reflect upon your Pori Drwy Stori activities. Ideas to consider are:

Celebration assembly

Liaise with the Assembly Coordinator in advance to get a suitable slot allocated for Hide and Sheep. Your children can talk about their favourite Hide and Sheep activity and present pictures from some of the activities to share with the rest of the school. You could invite parents/carers to the assembly to hear about what the children have been doing and strengthen the link with the home.

Certificate ceremonies

Ask children to create certificates for themselves or their buddy, and then present them. Certificates are a lovely way to thank them for their hard work and celebrate!

Children could also create certificates for their parent/carers and families for their help with the home-based Hide and Sheep activities. The emphasis here is on the 'Thanks' to strengthen family involvement and engagement.

Show and tell

Allocate some dedicated time in your planning to enable the children to talk about and share with their group or the class what they have made, done and enjoyed about the Hide and Sheep resource. They could paint a picture, draw or write something to show and keep as a memento of the term. This will be especially useful after the half-term holidays when children can talk about how they used Hide and Sheep at home.

Surveys

As part of your Mathematical Development planning you could find out which activity was the most popular in your class. Present and display the results to support numeracy and try to put the displays somewhere parents/carers can see them.

Parent evaluations

You may wish to design a simple survey to use with parent/carers to find out which was their favourite Hide and Sheep home activity. This could also be displayed and used in the classroom or entrance area. You could also use the evaluation to find out what the families enjoyed doing, and being involved in, as well as what their children gained from the overall experience.

Communicating

Summarise and celebrate all that has been achieved with Hide and Sheep and Pori Drwy Stori. You could write a feature for your newsletter, website or send home a report to families. Even a few tweets could make a difference in making sure parents/carers know about the resources and how to use them effectively. Take the time to mention all the hard work that the children and families have contributed to making Pori Drwy Stori a success in your school!



Tell us about it! We love hearing about your experiences with Pori Drwy Stori. If you'd like to share what you've done with Hide and Sheep or give us some feedback about the programme, please contact poridrwystori@booktrust.org.uk