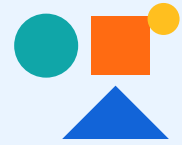


7-Day Little Thinker Challenge



7 days. About 10 minutes a day. Discover how your child thinks.

For parents and children aged 3-5

Maths starts before worksheets.

During this challenge, your child will count, sort, compare, notice patterns, solve small problems and explain ideas using everyday objects at home.

7 days

10 min/day

Everyday objects

Before you begin

Keep it relaxed. This is a playful home challenge, not a test.

CHILD NAME

AGE

PARENT / CAREGIVER

DATE STARTED

Play. Notice. Think. Grow.

How to use this challenge

Your job is to create a relaxed moment and notice how your child approaches each activity.

1

Keep it short

Around 10 minutes is enough. Stop while your child is still interested.

2

Let your child touch and move

Use real objects first. Hands-on learning helps young children make sense of mathematical ideas.

3

Ask before you tell

Try “What do you notice?” or “Can you show me another way?” before giving the answer.

4

Allow mistakes

A wrong attempt can show useful thinking. Give your child time to retry.

5

Notice the process

Watch how your child counts, sorts, compares, explains, persists and asks for help.

Remember

There is no pass or fail. The aim is to notice what your child can do confidently today and what is still developing.

Count It, Touch It



Skill: **Number sense + one-to-one correspondence**

YOU NEED

10 small objects such as buttons, toy cars, spoons, blocks or bottle caps.

DO IT TOGETHER

1

Put 5 objects on the table. Say: "Let's count them together." Encourage your child to touch or move each object while counting.

2

Ask: "Can you give me three?"

3

Then ask: "Can you make a group of four?"

Parent observation

☐ Counts each object once

☐ Understands "give me 3"

☐ Needs some help

☐ Enjoys the activity

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IMATHS parent tip

Being able to recite 1, 2, 3, 4, 5 is different from understanding "There are five objects."

TODAY'S PRAISE

Say: "I like how carefully you counted."

Avoid: "You're so clever."

The Sorting Detective



Skill: **Observation + classification + logical thinking**

YOU NEED

10-15 mixed household objects such as buttons, toy animals, blocks or spoons.

DO IT TOGETHER

1

Say: "Can you put things that belong together?" Do not immediately tell your child how to sort them.

2

Watch what your child chooses. They may sort by colour, size, shape or type.

3

Ask: "Why did you put these together?" There may be more than one correct answer.

4

Bonus: Ask: "Can we sort them another way?"

Parent observation

☐

Creates a sorting rule

☐

Explains the rule

☐

Tries a second way

☐

Stays interested

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IMATHS parent tip

Move from "Did my child get the correct answer?" to "How is my child thinking?" A different sorting rule can still be logical.

TODAY'S PRAISE

Say: "That's an interesting way to group them. Tell me why."

Avoid: "No, sort them this way."

Shape Hunt Adventure



Skill: **Shape recognition + spatial awareness**

YOU NEED

Your home. No special materials are needed.

DO IT TOGETHER

- 1 Tell your child: "We're going on a shape hunt!"
- 2 Find something circular, something square, something rectangular and something triangular.
- 3 Possible finds: a clock, window, book, sign or plate.
- 4 Ask: "How do you know it is a circle?" or "What is different between the square and rectangle?"

Parent observation

- | | |
|---|---|
| ☐ Recognises some shapes | ☐ Finds shapes in the room |
| ☐ Notices shape features | ☐ Explains an idea |



Parent tip

Do not turn the activity into a quiz. Walk around, point, talk and let your child discover shapes in real life.

TODAY'S PRAISE

Say: "You noticed that shape all by yourself."

Avoid: "You should know this one."

What's Next?



Skill: **Patterns + prediction**

YOU NEED

Small objects in two or three colours - blocks, caps, beads or paper shapes work well.

DO IT TOGETHER

- 1 Make a simple pattern: red - blue - red - blue. Ask: "What comes next?"
- 2 Then try: yellow - yellow - blue - yellow - yellow - blue - _____. For younger children, stay with simple alternating patterns.
- 3 After your child answers, ask: "How did you know?"
- 4 Bonus: Say: "Now YOU make a pattern for me." Let your child become the teacher.

Parent observation

- | | |
|---|---|
| ☐ Continues a simple pattern | ☐ Notices what repeats |
| ☐ Explains "how I know" | ☐ Creates own pattern |



IMATHS parent tip

The explanation matters. When children describe what repeats, they are using prediction and reasoning - not only copying.

TODAY'S PRAISE

Say: "Show me how you knew what came next."

Avoid: "That was easy."

Bigger, Smaller, Longer, Shorter



Skill: **Comparison + early measurement**

YOU NEED

Two spoons, two books, two toys, two shoes and a few building blocks.

DO IT TOGETHER

- 1 Place two objects side by side. Ask: “Which is longer?” “Which is shorter?” “Which is bigger?”
- 2 Repeat with a few different pairs. Let your child move the objects to compare them.
- 3 Take a book and some blocks. Ask: “How many blocks long is this book?”
- 4 Do not worry about centimetres yet. Count the blocks together and talk about what you notice.

Parent observation

- | | |
|--|--|
| ☐ Uses comparison words | ☐ Compares objects visually |
| ☐ Measures using blocks | ☐ Counts the units |



IMATHS parent tip

Young children can explore measurement using real objects and non-standard units before formal centimetres and rulers.

TODAY'S PRAISE

Say: “You compared those carefully.”

Avoid: “No, that one is obviously bigger.”

The Little Problem Solver



Skill: **Problem-solving + persistence**

YOU NEED

6 blocks and 1 small toy car.

DO IT TOGETHER

1

Give your child the blocks and ask: "Can you build a bridge for this toy car?" Do not demonstrate immediately.

2

Allow experimentation. If the bridge collapses, do not fix it for your child.

3

Ask: "What could we change?"

4

Then ask: "Can you build another bridge in a different way?"

Parent observation

- | | |
|--|---|
| ☐ Tries independently | ☐ Gets frustrated |
| ☐ Experiments | ☐ Tries again |
| ☐ Asks questions | ☐ Finds another solution |

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TODAY'S MESSAGE

Maths is also thinking. Open-ended tasks help children practise creativity, reasoning and confidence instead of relying on one prescribed method.

TODAY'S PRAISE

Say: "You kept trying even when it changed."

Avoid: "Here, let me do it for you."

My Little Thinker Challenge



Skill: **Bring several skills together**

SET UP

Use about 10 blocks in 3 colours, plus paper and a pencil.

5 LITTLE CHALLENGES

1

COUNT

“Give me 5 blocks.”

2

SORT

“Can you organise these blocks?”

3

PATTERN

“Make a pattern.”

4

BUILD

“Build something using exactly 6 blocks.”

5

EXPLAIN

“Tell me about what you made.”

PARENT REMINDER

For the final question, do not interrupt. Let your child explain in their own words. You are listening for thinking, not perfect vocabulary.

Compared with Day 1, did your child...

7-day reflection

- ☐ stay engaged longer?
- ☐ ask more questions?
- ☐ explain more?

- ☐ try more than one way?
- ☐ show greater confidence?
- ☐ enjoy learning with you?

YOUR 7-DAY REFLECTION

Your child's Little Thinker snapshot

Use what you observed across the week. This is a parent reflection, not a score.

SEEN CONFIDENTLY		DEVELOPING		PRACTISE AGAIN
Your child did this with little support.		Your child did this sometimes or with help.		Repeat the activity another day.
Area	Where you saw it	Confident	Developing	Practise
Counting & quantity	Days 1 & 7	■	■	■
Sorting & reasoning	Day 2	■	■	■
Shapes & spatial awareness	Day 3	■	■	■
Patterns & prediction	Day 4	■	■	■
Comparison & measurement	Day 5	■	■	■
Problem-solving & persistence	Days 6 & 7	■	■	■
Communication & confidence	Across the week	■	■	■

Parent takeaway

STRONGEST AREA _____

BIGGEST CHANGE I NOTICED _____

ONE ACTIVITY TO REPEAT NEXT WEEK _____

Children develop at different rates. Use this page to notice progress and decide what to practise next - not to compare your child with another child.



Challenge complete!

Seven small activities. One useful look at how your child learns.

What you may have noticed

- counting with real objects
- sorting and explaining a rule
- seeing shapes and patterns in everyday life
- comparing size and length
- trying another way when something does not work
- talking more about their own thinking

READY FOR THE NEXT STEP?

Continue with IMATHS Level 1

Home Learning Set - RM399 / level

• Learning materials

• Progressive books

• Portal access

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Reply "IMATHS" on WhatsApp to continue

This home challenge is an informal parent observation and is not a diagnostic or school-readiness assessment.