Dear Parents and Carers

We have compiled this information to give you some ideas of how you can support your child with their mathematical development as they progress through Foundation Stage 2 and make the transition into Year 1.

The National Curriculum is now promoting a mastery approach to maths. Children need to be able to explain their thinking, solve problems and represent their solutions in various ways. This demonstrates a deep understanding and mathematical fluency.

Maths happens all around us every day so the support that you can give them out of school will have a massive and positive impact on their mathematical development. If you have any queries regarding the materials provided, please do come and speak to us.

Remember, as with all the other areas of learning in the Foundation Stage, one of our main objectives is to produce confident, competent children who enjoy, see the value in and can effectively apply their learning.

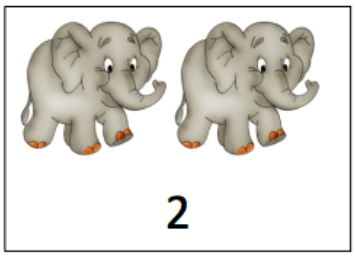
Thank you

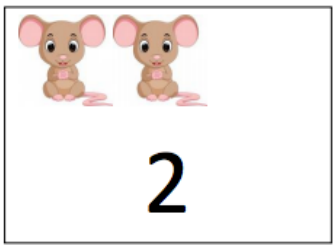
<u>Ideas to support your child's mathematical journey:</u>

- Number rhymes and songs are a great way to develop mathematical language and concepts. They help to reinforce the order of numbers and also counting on and back.

- Accurately counting objects can be tricky so lots of opportunities for your child to count items will pay dividends. Count items of clothing as they go in the washing machine, write and count the items on a shopping list, counting crockery/cutlery at mealtimes. Where possible touch and move the objects as you count. In school we encourage the children to put objects in a line to make them easier to count.

- Children often find it difficult associating an amount with a numeral. Make sets of familiar objects and encourage your child to find/write the numeral that represents that amount. Reinforce the concept that 4 plates are the same amount as 4 buttons.





- Encouraging your child to help with jobs around the home can incorporate numerous opportunities to enhance their mathematical development and understanding. "How many table mats do we need to set the table? I've got three so how many more do we need? 2 people are having water, 2 people are having juice, how many drinks is that altogether?"

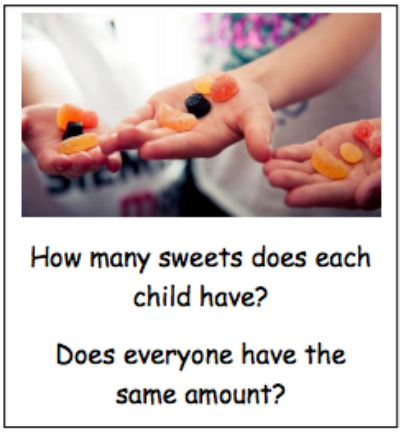
- Sorting out the sock drawer! How many socks do we have to start with? (1 to 1 correspondence). Pair the socks up, looking closely at size and pattern – are they exactly

the same? Matching the socks really helps children see that a pair is made up of two objects and is a great introduction to counting in 2s (early multiplication).

- Be number detectives! Get used to hunting for numbers wherever you are. There really are numbers everywhere and drawing attention to them will help with number recognition as well as providing valuable opportunities for discussion.

- Finding places where numbers are in sequence (clock faces, books, phones, keyboards) will reinforce place value and can lead to talking about more than/less than/before/after. Being able to physically touch the numbers really helps children, "Put your finger on the number 3 then jump it to the number that comes before/after".

- Using food (especially sweets and biscuits!) is a great way to develop problem solving skills. Sharing a packet of sweets – how many are there to start with? If there are 4 of us how many will we get each? (Early division work). If there are 3 of us and we each eat 2 biscuits how many will we have eaten? (Addition and multiplication – 2+2+2=6 3x2=6). Comparing amounts – who has got more/less? How many more do we need so that we've got the same?



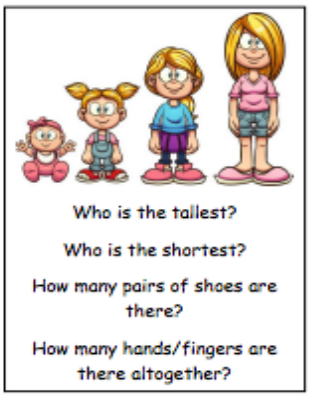
- Shopping – play 'shop' at home and encourage your child to add their 'purchases' together, starting with 2 items and increasing as they become more confident. Allow them to look at and handle coins, talking about the values of each.

- Have fun looking for number and patterns on the 100 square, counting forwards and backwards in 1s, 2s, 5s and 10s:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Bath time can provide loads of opportunities to develop skills and language related to capacity. Provide different sized containers and reinforce language such as largest, fullest, emptiest as you play!

- We are surrounded by endless opportunities to introduce mathematical vocabulary into the children's daily lives:

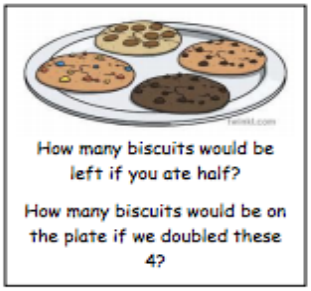


Who is the tallest?

Who is the shortest?

How many pairs of shoes are there?

How many hands/fingers are there altogether?



How many biscuits would be left if you ate half?

How many biscuits would be on the plate if we doubled these 4?

<u>Positional Language</u>

"Put your slippers **<u>under</u>** your bed."

"Look **<u>behind</u>** the sofa for your school bag."

"Look **<u>inside</u>** the box and tell me what you can see."

"Go and sit **<u>next to</u>** Grandad at the table."

Look for patterns and shapes and describe what you can see.

- Lots of children find the concept of time difficult to grasp. Bring the days of the week/months of the year into daily conversations – "It's Tuesday today, what will you be

doing today?" "What day comes before/after Tuesday?" "If it's Wednesday today what day will it be tomorrow?" "Can you remember what month your birthday is in?"

- To help children understand the passing of time, play games where you time your child for short periods using egg timers or stopwatches. "How many conkers can you put in your bucket in 1 minute?" "I bet you can't put all your toys away in 2 minutes." "How many jumps can you do in 30 seconds?"

<u>Remember! We want our children to develop a lifelong love of maths so have fun with numbers!</u>