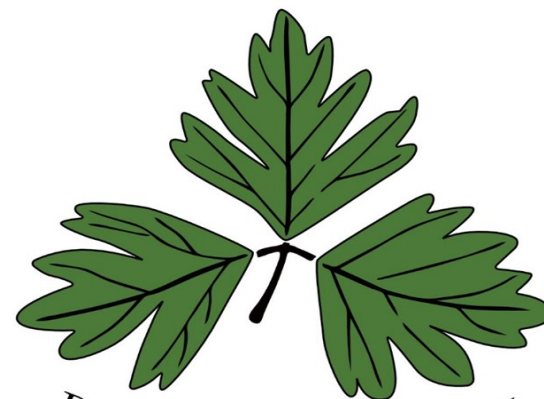


Ideas for home

- Read door numbers: "I live at number 13"
- Count the steps or stairs
- Count the paving slabs
- Play hopscotch
- Sing songs with numbers in : "1,2,3,4,5, once I caught a fish alive"
- Look for shapes on the way home: "the door is a rectangle"
- Fill and empty containers in the bath: "This jug holds the most water"
- Practise number bonds to ten e.g. 6 and what makes 10?
- Use mathematical words e.g. more than, less than, total, altogether, taller, shorter, heavier, lighter

Parents guide to Maths in The Early Years Foundation Stage.



Badbury Park Primary

By the end of the year in Number children are expected to be able to:

Count numbers from one to twenty, place them in order and say which number is one more or one less than a given number.

Using objects to add and subtract two numbers We will use numicon, loose parts (natural objects) and tens frames when teaching number. Children need to recognise numicon shapes and their related number without counting. They need to recognise dice patterns without counting too.



By the end of the year in Shape, Space and Measure children are expected to be able to:

Use everyday language to talk about size and height

To recognise, create and describe patterns.

Explore everyday objects and shapes and use everyday language to describe them.

How you can help at home...

Talk to your child about number, can they recognise numbers on the bus, in the environment, any where they are?

Count objects in the environment, can they add two groups of items together and count how many there are altogether?

Ask children what one more and one fewer or less of a number is. Encourage them to get 'one more'.

The children do not need to complete written sums and number sentences. We need to ensure they can **make** and **draw** amounts of numbers and represent them in different ways.

Children need to talk about number in full sentences. These are called STEM sentences and we will talk about them throughout the year. For example '7 is one more the 6'

Help your child to find shapes in the environment: can they see circles at the park? Squares at the supermarket? Naming shapes as they are out and about will be helpful in school!

Encourage children to estimate weight, capacity and length and use language to compare. Say which container holds the most or the least. Which is heavier or lighter?

