## **Maths Home Learning Support**

By the end of the academic year, our aim is for children to have mastered the following skills:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

At the end of the year, teachers will complete the Early Years Profile and assess children against the Early Learning Goals.

#### Number

• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### **Numerical Patterns**

• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Home Learning Ideas**

# Your Child with Maths

Practise counting out objects, such as buttons, toys or sticks collected on a

walk. Encourage your child to point to each object as they say the number name.



Songs and rhymes are great for helping



Songs and Rhymes

young children learn to count. Focus on numbers 1-5 and then 1-10. Try Five Little Ducks Went Swimming One Day' and 1, 2, 3, 4, 5, Once I Caught a Fish Alive'.

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

Measure ingredients and Cooking

bake something yummy together and set the timer for it to cook.

Try and spot numbers wherever you go

on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.

Spotting

Number

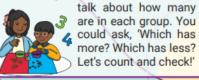
Shapes

Sorting



Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to



Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10

and enjoy putting them in the correct order, muddling them up and starting again.



Play

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine - most activities we do with our child involve maths.

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face

> boat) or or used to prompt discussions about shape.





**BBC iPlayer - Numberblocks** 

Eyfs - Teaching resources (wordwall.net)

ictgames | | html5 Home Page

Early Years Maths - Topmarks Search

Early Number Sense - YouTube