

What can you do to support your child's learning?

Count everything! Add more or take some away and recount!

Point out numbers—doors/ buses/ car number plates etc

Share things out and see if it is fair

Sort out different coloured sweets—more or less yellow ones?

Match pairs of socks and talk about why they go together

Cook—weigh/ measure ingredients/ set the timer etc

Make and do— cut things to length/ fold in half etc

Give them money to count and play with— 1p and 2ps to begin with

Notice important times— oh look 8 o'clock— bedtime!

Look for the maths in stories

Set the table— 1 fork for everyone etc

Use the MLE— we provide links to good websites

Look out for APPS (caution some can be a bit American!)

There will be some things your child does not show us at school!

Please let us know about anything you notice your child doing or anything you might be worried about.

I hope this leaflet explains things to you. If you would like further information please speak to Sheila or Sarah or email the school.

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Woodgrange Infant School



Learning Maths in the Early Years

Foundation Stage

(EYFS)



A guide for parents

2013

In the new EYFS curriculum maths is included as a specific area which includes learning about number, shape, space and measures.

What will my child be expected to do and when?

In Nursery we help children to:

- Use number language in play, rhymes or games
- Count objects and learn which is more or less
- Recognise some numerals (1,2,3,4,5 etc.)
- Compare sets of objects to see which has more or less

In Reception we help children to:

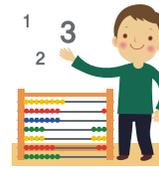
- Recognise at least 1-10
- Count small numbers of objects accurately
- Count actions such as claps or jumps accurately
- Count up to at least 10 accurately
- Finds totals by counting 2 sets together
- Say which number is next and know which is 1 less than a number
- Write numerals

The Early Learning Goals (number)

At the end of Reception Children's progress is measured against the following statements:

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single digit number (0-9) and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Teachers will decide if your child is beginning to develop these skills (emerging), confident in using these skills (expected), working beyond this level (exceeding). This will be reported to you at the end of the year.



What will this look like?

Children learn through play, both inside and outside.

The role of the adults is to ensure they learn AS they play.

This is through planning and providing equipment and play opportunities that encourage mathematical thinking.

For example...

In building a tower of bricks the opportunities for comparing sizes– adding 2 more bricks to make it bigger... knocking 5 off the top to make it smaller... comparing its height to the child or a friend... is it as tall as/ shorter than etc...



In threading beads children will explore, copy, continue and make patterns using different colours and shapes. Adults will ask which colour the second one is... how many blue ones? What shape the red one is ... which comes before the green one?



Children playing shop will try making price labels and then use 1p coins to pay for their shopping, matching the number of coins to the price label



Children also take part in teacher or adult led sessions

Whole class mental maths sessions daily in Reception classes– lively sessions that can use games/ rhymes/ practical resources or the computer as a resource.

Smaller group sessions throughout the week. These are more focused groups carefully planned to develop each child's skills or, through games and practical activities to identify a child's skills to plan their next steps.