****

Foundation Stage

Parents’ Leaflet

How to support your child

with Maths at home

By the end of Nursery your child should;

Numbers

• Use some number names and number language spontaneously.

• Use some number names accurately in play.

• Recite numbers in order to 10.

• Know that numbers identify how many objects are in a set.

• Begin to represent numbers using fingers, marks on paper or pictures.

• Sometimes match numeral and quantity correctly.

• Show curiosity about numbers by offering comments or asking questions.

• Compare two groups of objects, saying when they have the same number.

• Show an interest in number problems.

• Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

• Show an interest in numerals in the environment.

• Show an interest in representing numbers.

• Realise not only objects, but anything can be counted, including steps, claps or jumps.

Shape, space and Measure

• Show an interest in shape and space by playing with shapes or making arrangements with objects.

• Show awareness of similarities of shapes in the environment.

• Use positional language.

• Show interest in shape by sustained construction activity or by talking about shapes or arrangements.

• Show interest in shapes in the environment.

• Use shapes appropriately for tasks.

• Begins to talk about the shapes of everyday objects, e.g. ‘*round*’ and ‘*tall*’.

By the end of Reception your child should;

Numbers

* **Count reliably with numbers from one to 20**
* **Place numbers in order**
* **Say which number is one more or one less than a given number**
* **Using quantities and objects, add two single-digit numbers and count on to find the answer**
* **Using quantities and objects, subtract two single-digit numbers and back to find the answer**
* **They solve problems, including doubling, halving and sharing**

Shape, space and Measures

* **Use everyday language to talk about size to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about weight to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about capacity to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about position to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about distance to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about time to compare quantities and objects and to solve problems.**
* **Use everyday language to talk about money to compare quantities and objects and to solve problems.**
* **Recognise, create and describe patterns.**
* **Explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

**Ideas for games you can play around the house**

**Recognising numbers**

Choose a number for the week, e.g. 2.

Encourage your child to look out for this number all the time.

♦ Can your child see the number 2 anywhere?

**at home** - in the kitchen- on pages in a book

**in the street** - on doors- on car number plates- on buses

**while out shopping** - on the shop till- on shelves- in shop windows

♦ Find two apples, toys, spoons, straws, sweets, etc.

♦ Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons…

♦ Practise writing the number 2

Choose a different number each week

**Dice game ![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AGC7S55U\MC900116354[1].wmf]()**

Use a ‘dotted’ dice and write the numbers 1 to 6 on a sheet of

paper (or use the numbered animals).

♦ Throw the dice. Can your child guess how many dots there are? Check by counting.

♦ Ask your child which number on the paper matches the dots on the dice ![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NW0VCS6W\MP900438715[1].jpg]() 6

**Counting and putting numbers in order**

Use old magazines, comics or greetings cards. Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5.

 ![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7AV3PNDK\MC900326480[1].wmf]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7AV3PNDK\MC900326480[1].wmf]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7AV3PNDK\MC900326480[1].wmf]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7AV3PNDK\MC900326480[1].wmf]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\7AV3PNDK\MC900326480[1].wmf]()

 1 2 3 4 5

♦ Shuffle the animals. Put them in order from 1 to 5

♦ Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number

♦ Ask your child to say what number comes before or after a number you choose

When your child can do this, repeat with numbers 1 to 10 then 10 -20

**Build a tower** ![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GPDO1NH5\MC900232107[1].wmf]()

For this game you need a dice and some building blocks or lego bricks.

♦ Take turns

♦ Roll the dice

♦ Collect the number of bricks to build your own tower

♦ The first to 10 wins!

For a change, start with 10 blocks or bricks each. Take away the number on the dice. First to exactly zero wins.

**Roll a shape**

Cut out 12 shapes.

Make 3 triangles, 3 squares, 3 rectangles and 3 circles.

♦ Take turns to roll a dice and collect a shape that has that number of sides, e.g. roll a 4, collect a square

♦ The first person to have four different shapes wins

♦ If you can name each shape you go first next time!

**Rhymes**

Teach your child any number rhymes or songs that you know,

particularly ones that involve holding up a number of fingers, like *Five little speckled frogs.* Practise them regularly, with actions.

![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NW0VCS6W\MC900232251[1].wmf]()***Dicey counting***

Take turns to roll a dice and count back to zero from the number

thrown. For example:

Four, three, two, one, zero!

**One more, one less**

For this game you need a dice, a coin

and some building blocks or Lego bricks.

♦ Take turns to roll the dice

♦ Build a tower with that number of blocks or bricks

♦ Then toss the coin. Heads means take one brick off. Tails means add one on

♦ If you can guess how many bricks there will be after this, you keep them!

♦ The first to collect 20 bricks or more wins!

![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CKJSX2CR\MC900281664[1].wmf]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0X2F6Y4O\MP900448704[1].jpg]()![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T1GKSICJ\MP900438715[1].jpg]()

**Counting**

*Practise counting. Start at 5, and count on from there to 11.*

*Start at 9, count back from there to zero.*

*Choose a different starting number each time.*

**Cupboard maths**

Ask your child to help you sort a food cupboard out, putting **heavier** items on the lower shelf and **lighter** items on an upper shelf.

 *![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CKJSX2CR\MP900430542[1].jpg]()*

**Collections**

You need something to collect, e.g. sticky shapes, dried beans.

![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\10CZJOJE\MM900041090[1].gif]()

♦ In turn, one player claps 1, 2, 3, or 4 times while the other

player closes his eyes and listens

♦ How many claps did you hear? Take that number of shapes

♦ The first to make a pattern with 12 sticky shapes wins

**Spot the difference**

Draw a row of six big coloured spots.

♦ In turn, one player closes his or her eyes.

♦ The other player hides some of the spots with a sheet

of paper.

♦ The first player looks and says how many spots are hidden.

♦ Try with other numbers of spots, e.g. five or seven.

![C:\Users\i.cork\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UO9RTETL\MC900441452[1].png]()

Internet resources

Hit the Button

www.woodlands-junior.kent.sch.uk/maths

mathschamps.co.uk (Brick blaster)

www.topmarks.co.uk

www.mathszone.co.uk

www.bbc.co.uk/bitesize/ks2/maths

www.primaryinteractive.co.uk

Maths Magician (coolsciencelab.com/math\_magician)