

Early Years Foundation Stage - How to support your child in Maths.

We aim for all children to leave the Foundation Stage confident with numbers and counting and beginning to see themselves as being mathematicians. Children's early experiences of Maths are essential in creating that confidence.

In this document we set out the key skills we teach in school and ways that we can work together to help support your child in early Maths.



Counting

One-to-one correspondence is a really important skill that children need to learn and practise – it means saying one number name for each object counted - making sure they have counted each object only once and don't miss any out.

Encourage children to put objects into a line and to touch each item as they say the number name so they count accurately and not too quickly. This helps them grasp the concept of one-to-one correspondence which we want all children to be able to do.

Children need lots of experience of counting objects (and actions like jumps, claps). All counting develops children's confidence.

Learning the number names - encourage children to learn number names in the right order through counting songs and games. Practise counting forwards and backwards. Start with 0-5 then 0-10 then counting to 20 and beyond. Use counting down when playing games such as blasting off to space, hide and seek or counting down to a special event. When your child is confident at counting forwards and backwards 1-10 then challenge them to start counting from and to any number.

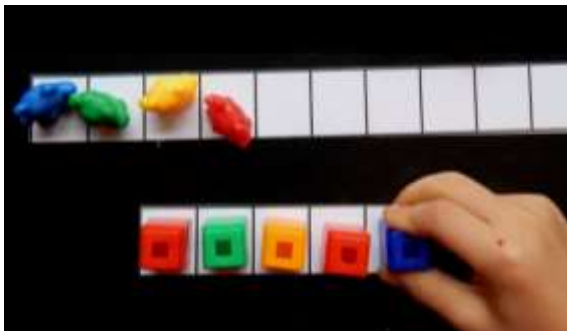
Cardinality - understanding that when you are counting, the number you finish on is the total. When children count a number of objects and then

are asked 'how many?' they can recall the last number they said - and that was the total quantity.

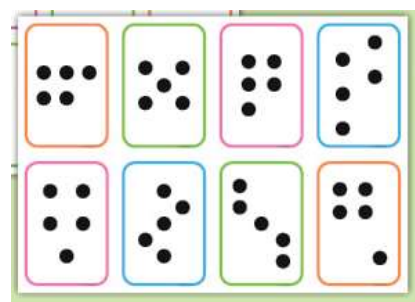
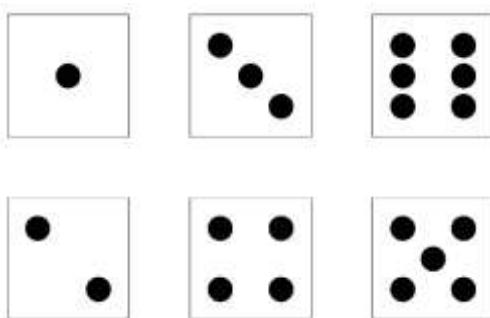
Counting actions - such as counting claps, counting stairs, counting jumps. Counting actions helps with one-to-one correspondence because each action is counted.

Understanding, recognising and representing numbers - children need to see and represent (make or show) numbers in different ways. This may be initially through using their fingers to represent numbers - you can help children remember that a hand with all the fingers up represents 5, two hands represents 10. Play a game where your child says how many fingers you are showing. Or your child says a number, you show a number of fingers and they say if you are right.

At school we represent numbers using fingers, number cards, five and ten frames, numicon (number shapes), lines, dots, objects and pictures of objects.



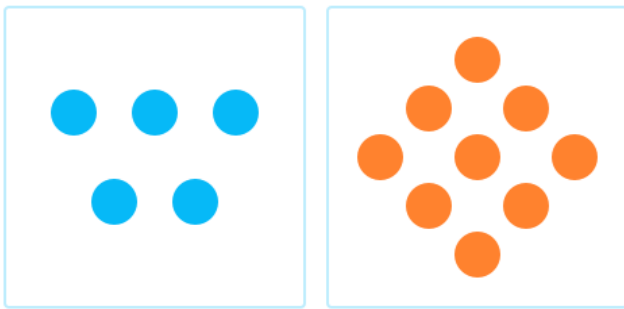
Subitising - recognising small numbers without counting them. Children need to be able to recognise small amounts without having to count them. This could be recognising the number of spots on a dice, on dominoes, on playing cards or on ten frames. Also small amounts of objects (up to 5) and random arrangements of spots or other representations.



Comparison - understanding that comparing numbers and amounts means knowing which numbers are worth more or less. Children need to understand the relative size of amounts and use words such as more,

less, most, fewer, fewest, the same and equal. They can compare amounts of objects and numbers.

Which group has **more**?

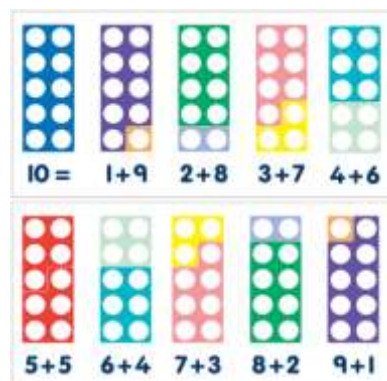
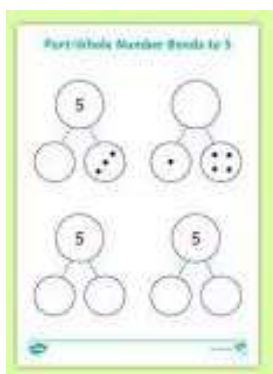


Counting groups - when children have strong one-to-one correspondence and are confident at counting in ones they can move on to counting groups. For example if playing a matching game, count the pairs of cards in 2s. Also counting hands (5s) and packets of objects helps practise this skill.

Composition - understanding that one number can be made up of (composed of) two or more smaller numbers. For example, 4 can be 4 fingers on one hand or 2 fingers on each hand or 3 fingers on one hand and 1 finger on the other hand. Children need to recognise that all these combinations represent 4.

At school we can represent these as a part, part, whole model.

We also sometimes call these 'number bonds' For example, number bonds to 5 are all the ways to make 5 - 1 and 4, 2 and 3. Number bonds to 10 are 1 and 9, 2 and 8, 3 and 7, 4 and 6 and 5 and 5.



Pattern - looking for and finding patterns helps children notice and understand mathematical relationships. Look for patterns in nature and around the house. Make patterns using colours, shapes and different objects.

Shape and space - understanding what happens when shapes move or combine with other shapes helps children develop wider mathematical thinking. Look at a variety of shapes, including some more unusual representations of shapes -- for example, triangles can look different.



Measures - comparing different aspects such as length, height, weight and capacity. Children are naturally keen to explore, measure and compare and at home you can explore lots of different opportunities - height charts, baking and using scales, water play in the bath with different sized containers, playing with toys and exploring the different sizes of objects.

Online counting resources:



Numberblocks - this Cbeebies series has been developed to fit in with the EYFS Maths curriculum and is lots of fun for children to watch. An amazing resource to help children's understanding of number.

Oxford Owl - you can register for free to access counting videos.

Number frames app - lots of different ways to represent numbers on ten frames.

Topmarks – search for Maths games

At the end of the Reception year children are expected to:

- 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.
- 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.