

WHAT WE WANT OUR CHILDREN TO BE ABLE TO DO BY THE END OF THE YEAR

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.

MAIN SKILLS WE ARE CURRENTLY FOCUSING ON

Know that actions as well as objects can be counted

Be able to subitise (know how many there are without counting)

Explore the composition of numbers to 5

Recite number names in order and know that when counting, the last number you say is how many there are in the set.

Write numerals to 5

Recognise and recreate patterns

Match quantities to numerals to 5

Combining sets of objects and counting the total



FOXBRIDGE PRIMARY SCHOOL

Supporting your child with maths
during the Autumn term



WHAT CAN I DO TO SUPPORT MY CHILD AT HOME?

Find examples of numbers in the environment e.g. 3 objects, finding 3 on a clock, noticing a tricycle had 3 wheels

Counting actions such as going up and down steps

Develop visualization of different numbers - exploring different ways that numbers can be represented such as 4 dots on a dice, 4 objects in a line or a tally representing 4

Develop understanding that numbers are made up of other numbers - for example, finding out how many different ways you can make six ($5+1$, $4+2$ etc)

Encourage children to sort objects according to a given criteria e.g. colour or size. See if they can talk about how they have sorted them

Playing board games

Letting children buy items from a shop and talk about the coins that are used

Make links at different times of the day e.g. "It is 6 o'clock, that means that it is bath time."

Developing the concept of combining – "I have 3 biscuits, you have 2 so how many altogether?"



HOW IS MATHS TAUGHT IN EYFS?

Each day children have a maths lesson focusing on the key skill/s for that week. There is a teacher input and then activities are set up for the children to practise these skills in the provision.

Play is essential to teach and consolidate mathematical concepts – it enables children to remain curious and make links in their learning.

