

### 30-50 months - Key objectives

Number	Shape, space and measures
<ul style="list-style-type: none"> <li>Recites numbers in order to 10.</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>Compares two groups of objects, saying when they have the same number.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>Sometimes matches numeral and quantity correctly.</li> <li>Beginning to represent numbers using fingers, marks on paper or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in shapes in the environment.</li> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>Uses positional language.</li> </ul>

#### How you can help at home

- Count everything! Stairs, buses, lampposts, teddy bears etc.
- Have a teddy bears picnic – share the 4 cakes between the 2 bears. How many different combinations can you find i.e. 4+0, 3+1, 2+2, 1+3, 0+4. Are there always still 4 cakes in total?
- Play with food! Who has more sweets? Who has fewer? Do you have the same amount?
- Play 'Simon Says' – Simon says do 4 jumps, 3 claps, 6 hops.
- Learn key numerals i.e. own age, door number, siblings ages etc.
- Keep score when playing games using tallies, dots, marks on paper, write the numeral if you know it.
- Play lots of games i.e. dominoes, dice games such as snakes and ladders, matching games. Can you count the spots, make the correct number of jumps/moves, match the spots on the dominoes to the correct numeral?
- Talk about 2D shapes around you- what shapes are the signs/windows/ doors etc. Can you describe it? (round, tall, big, pointy)
- Use shapes to make pictures i.e. a circle for the head, rectangle arms.
- Talk about where their toys are using positional language – in, on, under.

### 40-60 months - Key objectives

Number	Shape, space and measures
<ul style="list-style-type: none"> <li>Recognises numerals 1 to 10.</li> <li>Counts objects to 10, and beginning to count beyond 10 (this includes objects/pictures which cannot be moved and are not set out in a line).</li> <li>Counts out up to six objects from a larger group.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> </ul>	<ul style="list-style-type: none"> <li>Orders two items by weight or capacity.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> <li>Orders two or three items by length or height.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> </ul>

#### How you can help at home

- Read numerals all around! Bus numbers, door numbers, telephone numbers. Learn to recognise all numerals to 10 in and out of order. Can you put numbers 1-10 in order?
- Count in lots of different ways – Can you get 6 forks from the drawer? (counting out from a larger group) How many trains do you have? (moving objects into a line or pile to make sure you don't count them twice) How many windows are in the house? (counting objects which can't be moved)
- Talk about 'more', 'fewer' and 'same' wherever possible – link to money, food, toys.
- Introduce basic addition using objects. If I have 4 cakes and you have 2 how many cakes are there altogether? (Physically move the cakes so they are in one pile to recount).
- Count how many chairs – how many would we have if we added one more? What if somebody can't come now and we take one away, how many will be left?
- Talk about things that are heavy and light. Compare two objects – which is heavier?
- Talk about long and short (length) and tall and short (height). Who is taller?
- Model talking about money (pence, p, pounds), time (minute, hour, seconds, months, days) i.e. we are leaving in 5 minutes, you have been playing for an hour, it costs 4 pounds, your birthday is in December.
- Name 3D shapes and find them all around you i.e. the bin is a cylinder, the cupboard is a cuboid, the football is a sphere.

## Early Learning Goal - Key objectives

Number	Shape, space and measures
<ul style="list-style-type: none"> <li>• Count reliably with numbers from one to 20.</li> <li>• Order numbers one to 20.</li> <li>• Say which number is one more or one less than a given number (mental recall).</li> <li>• Add and subtract using objects to help.</li> <li>• Add by counting on, using fingers or a number line.</li> <li>• Subtract by counting back, using fingers or a number line.</li> <li>• Solve problems, including doubling, halving and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money.</li> <li>• Solve problems involving size, weight, capacity, position, distance, time and money.</li> <li>• Recognise, create and describe patterns.</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>

### How you can help at home

- Count larger groups of objects. Your child should be able to count up to 20 objects in a line, in a pile (knowing to move them as they count) and count out from a larger group. Practise this by counting lego bricks, peas on the plate, biscuits in a packet.
- Put numbers 1-20 in order and then use them as parking spaces for toy cars or stables for animals.
- Begin to learn 1 more and 1 less by looking at number lines and practically – i.e. eating one pea to find one less! To begin to use mental recall play games such as chalking numbers on the floor and squirting with water the number that is one more/less than the number you say.
- Add objects by combining 2 groups and subtract by taking objects away. You can use coins, counters, bricks etc.
- Add and subtract by jumping on a number line – use a toy to jump, use a snakes and ladders board, chalk a life size number line and child jumps to find the answer.
- Practise sharing and halving using food – share between all guests, making sure that everyone has an equal amount.
- Find doubles by getting the same amount again and adding together. Find half by sharing the objects into 2 groups. Use food, toys, teddy bears etc.
- Find opportunities to talk about size, distance and position. The park is great for this! Which slide is taller? Can you swing higher? Which post is furthest away? Can you sit under/on/next to the swing?
- Make patterns using beads, lego bricks, cars etc. Can you create a repeating pattern?
- Encourage children to talk about the shape of everyday objects (2D and 3D) around them and how many sides/corners/edges/faces they have.

## 22-36 months - Key objectives

Number	Shape, space and measures
<ul style="list-style-type: none"> <li>• Recites some number names in sequence.</li> <li>• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> <li>• Uses some language of quantities, such as 'more' and 'a lot'.</li> </ul>	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> </ul>

### How you can help at home

- Begin to count together using lots of counting songs such as 'Ten in the bed', '1,2,3,4,5 once I caught a fish alive', '5 little monkeys' etc.
- Can you help to set the table? We need 2 plates, 1 spoon etc.
- Count the biscuits on the plate. Eat some! How many do you think will be left? Will there be the same amount?
- Count some toys and then put a blanket over them. Watch as some more toys are put under the blanket. How many do you think there will be now? (This isn't about getting the right amount but about knowing that it will not be the same amount).
- Be able to match simple shapes in pictures i.e. put the circle on top of the circle in the picture etc.
- Sort the toys or food by colour, by shape, by size etc.
- Model describing objects using large/big and small. Begin to introduce 'medium'. Goldilocks and the 3 Bears is a great story for doing this!
- Talk about the day ahead using words such as later, before, next, soon to help children to understand time.

Dear Parents/Carers,

Maths in Foundation Stage is very practical! We use lots of different objects so that children can 'see' numbers and use these to support the learning of addition, subtraction, doubling and sharing. In the 40-60 months age band children will be expected to begin recording some of their work but before this it is not necessary – unless your child shows an interest in recording for themselves!

Showing your child how maths is linked to everyday life through numbers and shapes around us, money, time, size etc. will help them to learn the vocabulary linked to these without even trying! Talking to them about how much things cost, asking them to help with everyday tasks which involve counting, telling them how long you will be spending somewhere will all support their mathematical development.

We look forward to working with you to help your child become a 'mathematician'!

The Foundation Stage Team

### Exceeding – Key objectives

<b>Number</b>	<b>Shape, space and measures</b>
<ul style="list-style-type: none"><li>• Estimate a number of objects and check quantities by counting up to 20.</li><li>• Count in multiples of 2, 5 and 10.</li><li>• Solve problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</li><li>• Count to, read and write numbers to 100.</li><li>• Find one more and one less than numbers to 100 using a 100 square if needed.</li><li>• Add and subtract confidently with numbers to 20.</li><li>• Begin to understand and use multiplication and division in a practical way.</li></ul>	<ul style="list-style-type: none"><li>• Estimate, <b>measure</b>, weigh, compare and order objects in relation to capacity, volume, length, height and mass/weight.</li><li>• Tell the time to the hour and half past.</li><li>• Say the days of the week and months of the year in order.</li><li>• Name correctly different coins and notes and be able to make small amounts of money using these coins.</li><li>• Find half and quarter of a shape.</li><li>• Describe movement and direction using mathematical terms.</li></ul>

### How you can help at home

- Lay out a number of objects and cover with a cloth. Lift the cloth and allow the child to look for 2 seconds then re-cover. Children to estimate how many objects they saw. Uncover and allow them to count to check how close their estimate was.
- Model counting items in groups where it is quicker to do so i.e. socks in twos, 10p coins in tens etc.
- Practise reading numbers all around. Look for numbers beyond 20. Play snakes and ladders or other games where the board is numbered to 100. Say the numbers you land on.
- Look at division as sharing equally. If you have 12 cakes and 4 people coming for tea how many cakes can they have each? Share them out using the '1 for you, 1 for you' method.
- Encourage children to measure everything! Model how to use scales when baking, tape measures for DIY or sewing, measuring jugs for making milkshakes etc.
- Have analogue clocks visible in the house and encourage your child to tell the time i.e. we will have tea at 6 o'clock.
- Talk about the day and the date each morning. Help children to learn which month special events such as birthdays, Christmas, Eid etc fall in.
- Provide real money for children to look at and play with. Encourage them to pay for their own items in the shop and either use the correct coin or try to make the correct amount using the coins they have.

Cheadle Primary School

"We aim to be outstanding in all we do"



Supporting your child with

Maths

in

Foundation Stage