

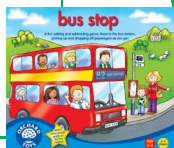
Number

Early Learning Goal: Children count reliably with numbers from one 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 two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing

- Singing songs that take away or add things e.g. 10 green bottles, 5 current buns, 10 fat sausages

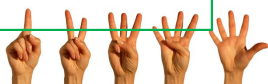
- Playing games such as snakes and ladders - these help with the counting on strategy.

- **Orchard games** often cover many mathematical skills



- When playing outside—throwing / kicking balls at numbered targets—who scored the most? The least?

- Encourage children to **represent numbers** on fingers or in drawings



- **Exploit natural counting opportunities** – e.g. count stairs / buttons on clothes / plates when setting the table / cookies on the plate / steps to the door / lampposts on a walk / red cars on a journey . Use a calendar to count how many days till special events.

Ways to help your child at home.

- Use magnetic numbers or make number cards. Ask questions like how quickly can you put them in **order**. Miss one out of a **sequence** – do you know which one is missing?



Useful Language: less / more / the least / the most / lots / a few / the same / add / plus / altogether / makes / equals / take away / subtract / share / half / double / fair / count on / count back /

- Model **curiosity** about number e.g. **estimating** how many apples are in the bag - I wonder... How could we find out?



- Model **careful counting** - using your finger to touch the objects , counting slowly.

- Encourage **sharing**—There are 6 grapes left how can we share them equally between 2 people? Role play having a tea party—Ask questions like can you share out the cakes? Is it fair? How do you know?



- Comment on **changes in quantity** e.g. there were four people in the room but daddy has left—how many are there now? Ask questions like 'if I took one away how many would I have left? ' or if I add one how many have I got now?

- **Look for numbers** in the environment e.g. on a bus / on the door / on clothes



- Strategies for solving addition problems:
 - combine two groups of objects and count altogether.
 - Put the big number in you head, the small number on your fingers and count on.
 - Find the first number on a number line and then jump along.



Shape Space and Measure

Early Learning Goal: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Useful SSM Vocabulary

SIZE: Big /small / tall / short / long / wide / narrow / thin / thick /

WEIGHT heavy / light /

CAPACITY: full / empty / half-full /

POSITION: on / in / under / next to / beside / in between / in front / behind

DISTANCE: near / far / close

TIME: minute / hour / first / next / soon / later / quickly / slowly

PATTERN: repeating / spotty / stripy / colour

2D SHAPES: square / triangle / circle /

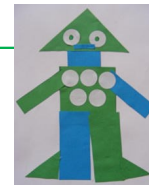
rectangle / sides / corners / curved / straight

3D SHAPES: cone / sphere / cylinder / cube / cuboid / edges / faces

- Look for and name shapes hiding in the environment / around the house. Encourage children to describe the shapes and challenge to explain how they know it's a... triangle / square / rectangle / cone / sphere etc.



- Make pictures together with different 2d shapes. Encourage children to talk about why they chose certain shapes. E.g why did you chose a triangle for the roof?



Ways to help your child at home.

- If children are making junk models or playing with construction toys encourage them to notice the shapes. E.g if rolling up paper to make binoculars point out the cylinders. When making a rocket what shape might we use for the top?



- Point out and encourage children to describe patterns on clothing / wrapping paper.



- Measure and compare feet / hand sizes / height of other family members.

- Shopping activities – real or pretend – use real money to help identify coins and weight.



- Talk about time throughout the day - What time do we go to bed? What time do we wake up? How long do you brush your teeth for?