

# Walter Infant School and Nursery


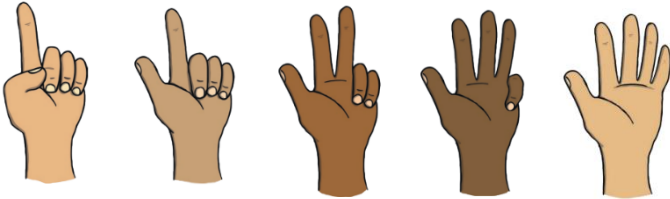

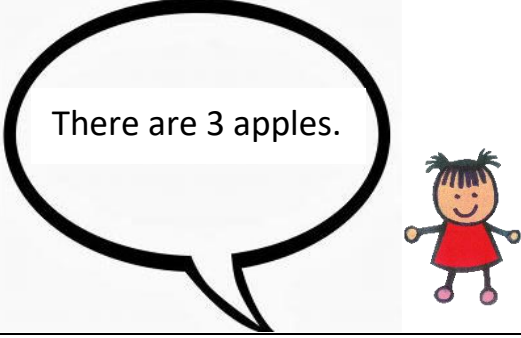








## Maths Support Booklet for Parents and Carers

Foundation Stage 1

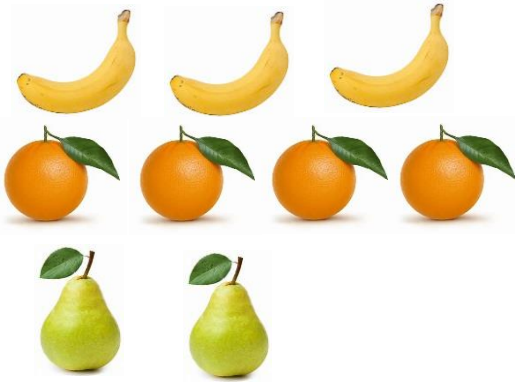
## Early Learning goals (to achieve by the end of F2):

<b>Number</b>	<b>Numerical Patterns</b>
<p>Children at the expected level of development will:                      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.</p>	<p>Children at the expected level of development will:                      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.</p>

<p><b>1. Recognise numerals 1 to 5.</b></p> <div style="text-align: center;">  </div>	<p>Ideas: Spot numerals in everyday life (road signs, shops, door numbers etc).</p>
<p><b>2. Show finger numbers up to 5</b></p> <div style="text-align: center;">  </div>	<p>Ideas: Ask your grown up to say a number, show them the right number of fingers.  Then swap jobs.</p>
<p><b>3. Counting objects, actions and sounds.</b> Say and touch the object as you count</p> <div style="text-align: center;">  </div> <p>Say how many there are when you have finished.</p>	<div style="text-align: center;">  </div>
<p><b>4. Match the numeral to the quantity</b></p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: 2em; margin-right: 5px;">1</span>  </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: 2em; margin-right: 5px;">2</span>  </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: 2em; margin-right: 5px;">3</span>  </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: 2em; margin-right: 5px;">4</span>  </div> <div style="display: flex; align-items: center;"> <span style="font-size: 2em; margin-right: 5px;">5</span>  </div> </div>	<p>Ideas: Matching puzzles.</p> <div style="text-align: center;">  </div> <p>Look at a numeral and gather the correct number of objects.</p>

### 5. Compare quantities

Use the language 'more than', 'less than' and 'fewer'.



There are more oranges



There are fewer pears than bananas.

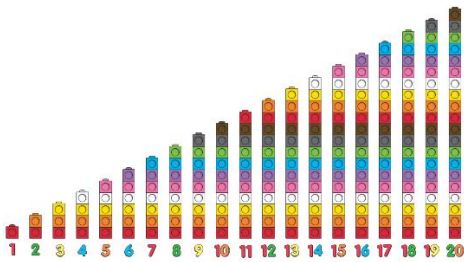


### 6. Put the numbers 0-5 in the correct order



Ideas: Print and cut out numbers to 5, muddle them up and then re-order.

### 7. To recite numbers past 5



Ideas: Count how many steps it is from your bedroom to the front door.

Count how many stairs you have in your house or block of flats.

### 8. Use language related to size

For example: long/ short, heavy/ light, full/ empty



Ideas: Use a seesaw to explore weight.

That carrot is so long!



My cup is empty!

### 9. Use language related to time

Morning, afternoon, evening.



Order events within the day.

It's the morning.



I have had lunch so now it's the afternoon.



### 10. Identify 2D shapes



Circle



Square



Triangle



Rectangle

Ideas: Be a shape detective and go on a shape hunt around your house.

Combine 2D shapes to create other shapes.

### 11. Identify 3D shapes



Cone



Sphere



Cuboid



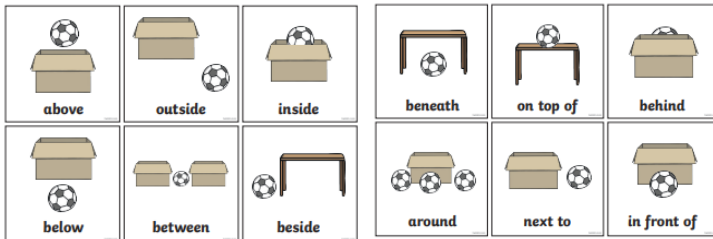
Cube



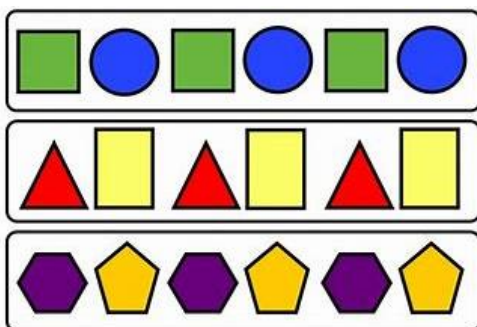
Cylinder

Ideas: Be a shape detective and go on a shape hunt around your house.

### 12. Positional language



### 13. Recognise and create repeated patterns



Ideas: Drawing or painting repeating patterns. Using food to make repeated patterns.





## 14. Number Songs and Rhymes

# Five Currant Buns

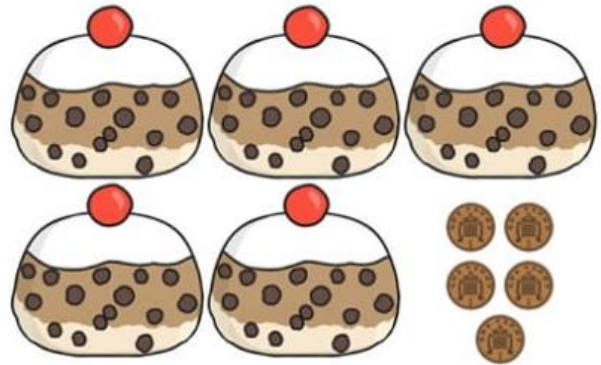
Five currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

Four currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

Three currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

Two currant buns in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

One currant bun in a baker's shop.  
Big and round with a cherry on the top,  
Along came a boy with a penny one day,  
Bought the currant bun and took it away.



**Home learning tip: This song focuses on subtraction and encourages the children to count backwards.**

# Five little ducks

Five little ducks went swimming one day  
Over the hill and far away  
Mother duck said, "Quack quack quack quack"

And only four little ducks came back!  
Four little ducks went swimming one day  
Over the hill and far away  
Mother duck said, "Quack quack quack quack"

And only three little ducks came back!  
Three little ducks went swimming one day  
Over the hill and far away  
Mother duck said, "Quack quack quack quack"

And only two little ducks came back!  
Two little ducks went swimming one day  
Over the hill and far away.  
Mother duck said, "Quack quack quack quack"

And only one little duck came back!  
One little duck went swimming one day  
Over the hill and far away  
Mother duck said, "Quack quack quack quack"

And all her five little ducks came back!



**Home learning tip: This song focuses on subtraction and encourages the children to count backwards.**

# One, two, three, four, five

One, two, three, four, five,  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let it go again.  
Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on my right.



**Home learning tip: Lovely counting song, use your fingers to count along.**

# Hickory Dickory Dock

Hickory Dickory Dock  
The mouse ran up the clock  
The clock struck one  
*Clap your hands together once*  
The mouse ran down  
Hickory Dickory Dock  
The clock struck two  
*Clap your hands together twice*  
The mouse went "boo!"  
*Hide your eyes with your hands then pull them away on the word "boo!"*  
The clock struck three  
*Clap your hands together three times*  
The mouse went "weeee!"  
*Raise your hands and then bring them down*  
The clock struck four  
*Clap your hands together four times*  
The mouse went "no more!"  
*Shake your finger on the words "no more!"*



**Home learning tip: Lovely counting song, your child will love joining in with the actions.**

And most importantly, help your children learn that...

Maths  
is fun!!

