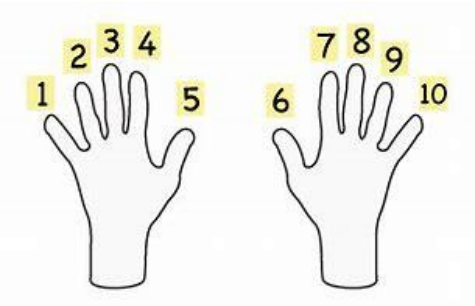
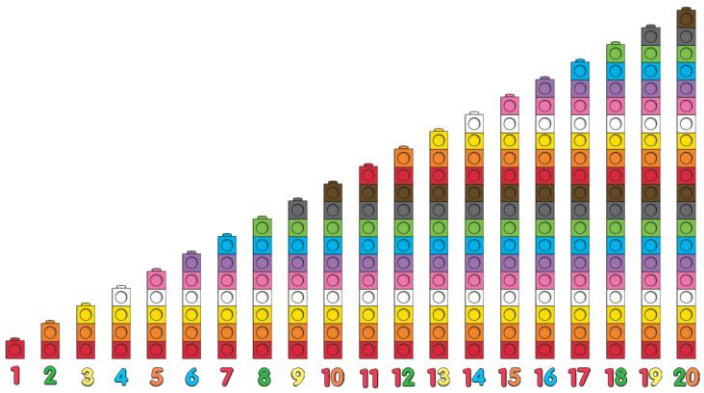
Walter Infant School and Nursery

Maths Support Booklet for Parents and Carers

Foundation Stage 2

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

Number	**Numerical Patterns**
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.	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.

1. Recognise numerals 1 to 10. 	Ideas: Spot numerals in everyday life (road signs, shops, door numbers etc).
2. Counting objects, actions and sounds. Say and touch the object as you count  Say how many there are when you have finished.	
3. Subitise Say how many there are without counting   Count to check if you're correct.	Ideas: Roll a dice and subitise the amount. Use a bingo dabber to make dots in a random pattern. How many are there?
4. Count up to 20 (and beyond!) 	Ideas: Count steps when you're walking or stairs in a house/flat block.

5. Identify odd and even numbers

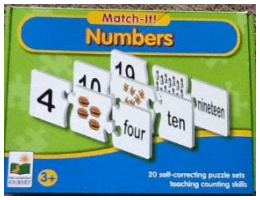
1	2	3	4	5	6	7	8	9	10
11	12	12	14	15	16	17	18	19	20

Odd numbers: 1, 3, 5, 7, 9
Even numbers: 2, 4, 6, 8, 10

Ideas: Sort odd and even numbers into two groups.

6. Match the numeral to the quantity

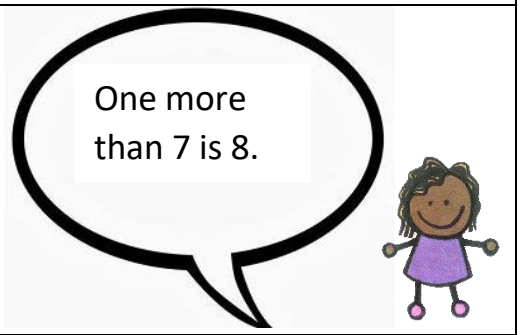
Ideas: Matching puzzles.



Writing the digit that corresponds to an amount.

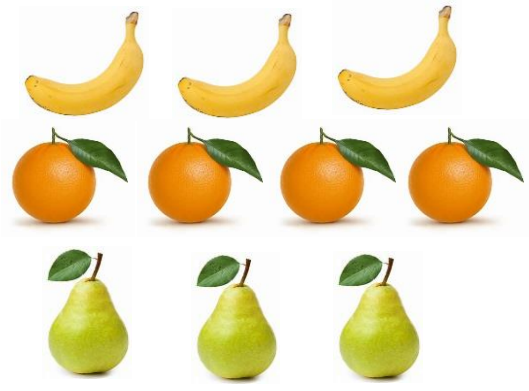
7. Identify one more and one less than a number

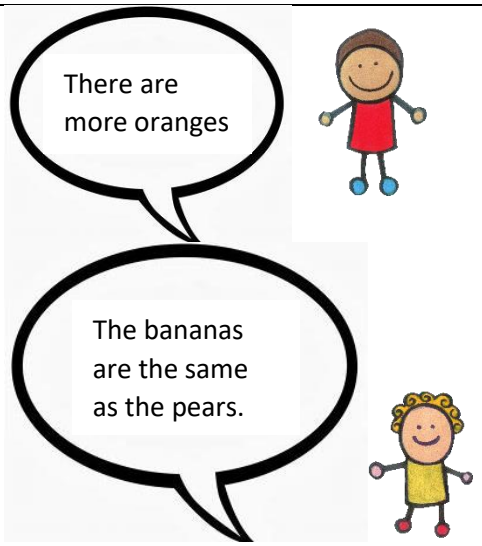
One less than 5 is 4	**5**	One more than 5 is 6

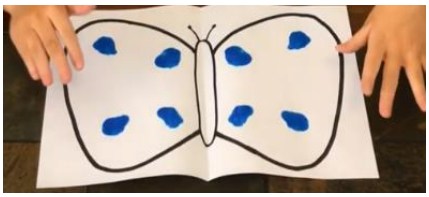
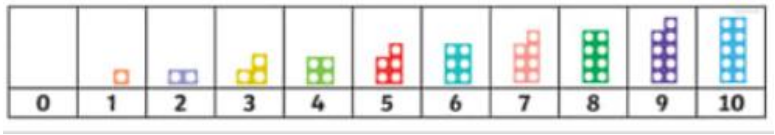
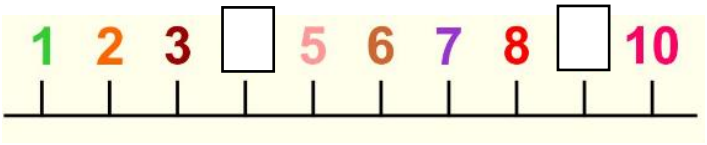


8. Compare quantities

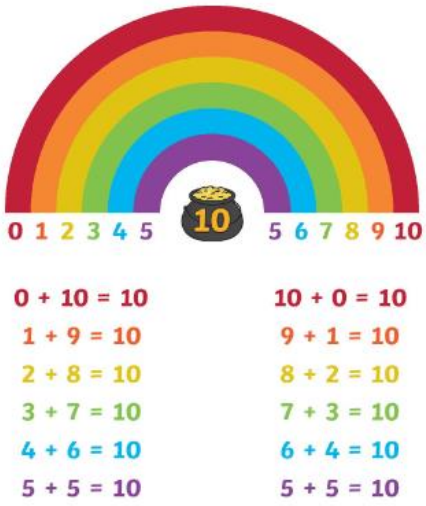
Use the language ‘more than’, ‘less than’, ‘the same as’ and ‘fewer’.





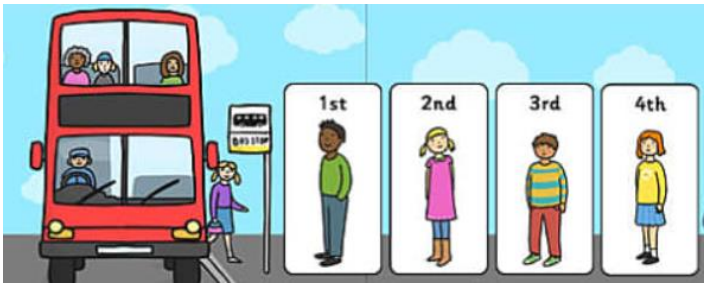
9. Doubles up to 10  	Ideas: Draw/paint a ladybird or butterfly. Draw dots on one side and the same number on the other. How many altogether?  Double 4 is 8.
10. Share objects equally  	Ideas: Share objects saying 'one for me, one for you' alternating each time so each person ends up with the same amount.
11. Find the total of two groups  Count up both groups from 0 to the total.	Ideas: Make two groups of toys (under 10) count up all of them to see how many there are all together. Say the number sentence afterwards.
12. Put the numbers 0-10 in the correct order  	Ideas: Print and cut out numbers to 10, muddle them up and then re-order.
13. Find the missing number  	Ideas: Order numbers to 10 and then take one away – which one is missing?
14. Number bonds to 5  	Ideas: Show these practically with toys e.g. I have 5 toys, I can put 2 here and 3 here but I still have 5 altogether.

15. Number bonds to 10



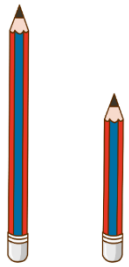
Ideas: Show the number bonds to 10 on your fingers.

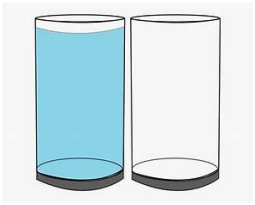
16. Use ordinal language



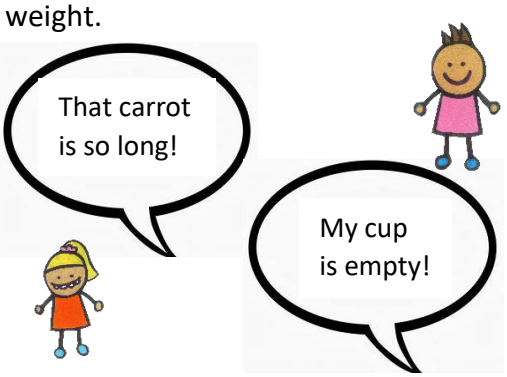
17. Use language related to size

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

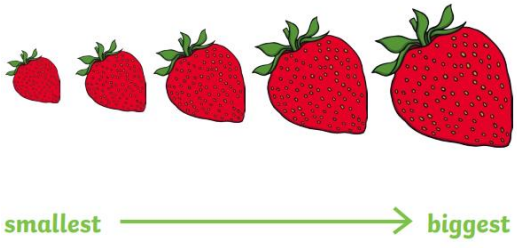




Ideas: Use a seesaw to explore weight.



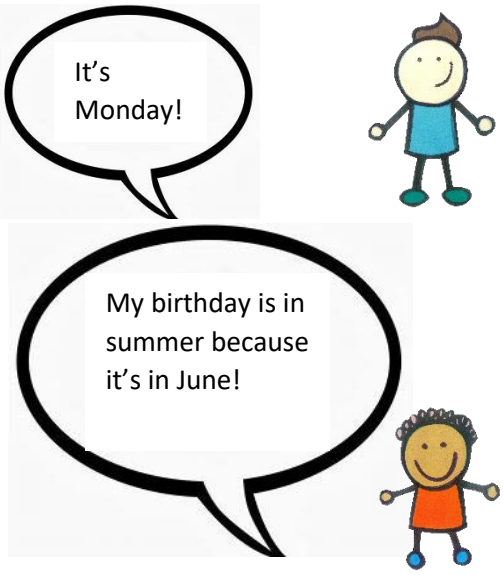
18. Order items by size



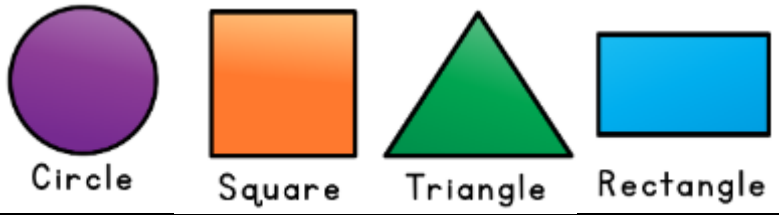
Ideas: Collect sticks when out on a walk. Order them longest to shortest.

19. Use language related to time

Days of the week, months and seasons



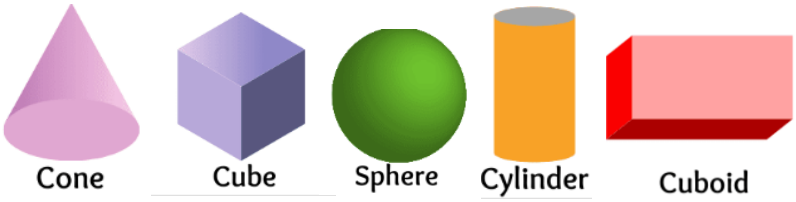
20. Identify 2D shapes



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

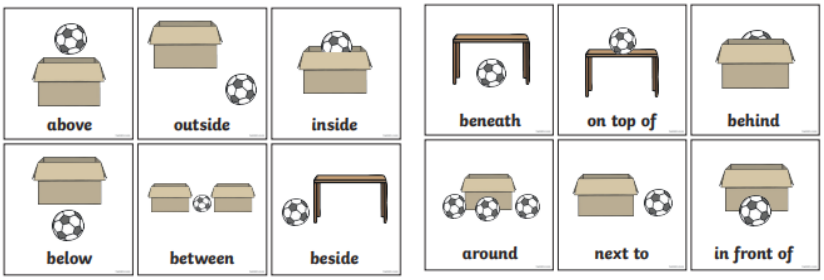
Draw around 2D shapes that you find. You could use paper and pencils or chalk on the ground outside

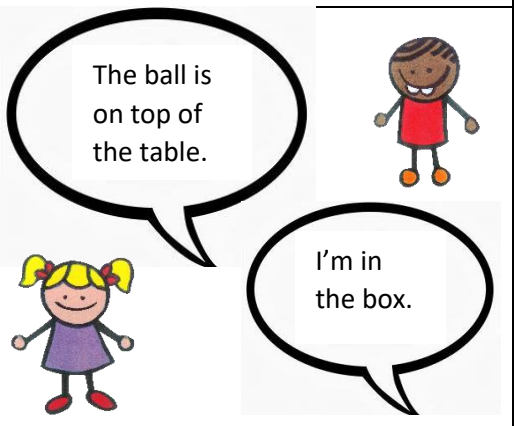
21. Identify 3D shapes



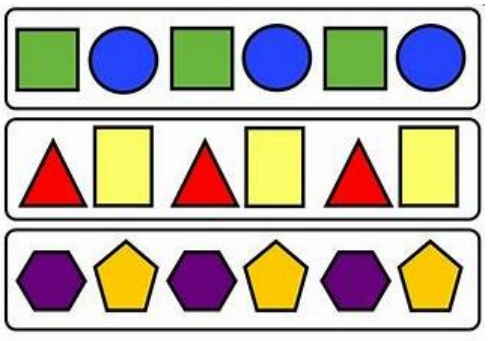
Ideas: Be a shape detective and go on a shape hunt around your house.

22. Positional language

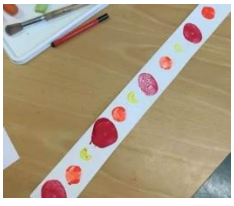




23. Recognise and create repeated patterns



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



24. Use language related to money  Pounds not dollars!!	Ideas: Role play shops. Involve children in shopping trips and in the handling of coins. Talk about the value of different coins.

And most importantly, help your children learn that…