



As a school we use the Mathletics site
<http://www.mathletics.co.uk/>
to enable you to help your child progress
in their mathematical development.

When your child joins Ridgeway Infant School they will be
given a username and password for them to access all the
games and Mathematical learning on the Mathletics website.



If you have any queries at all please do not hesitate to
contact me on:

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Thank you

Ridgeway Infant School

Parent Booklet

How to help your child with Maths in Reception



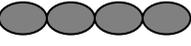
Maths can and should be fun. Children can learn various mathematical concepts in a variety of ways. Here are a few...

- * **Share number rhymes** with your child at home:
1, 2, 3, 4, 5 Once I caught a fish alive,
10 green bottles
One man went to mow
1 little 2 little 3 little Indians
This old man, he played 1
1, 2, buckle my shoe
- * Look at **number symbols** in the world - on houses, birthday cards, clocks, watches and sell-by dates.
- * Stick numbers on the fridge - can you find number 8? 12? 17?
- * Practise **writing the numbers** on paper, in sand and with paint.
- * Hide numbers around the house and challenge them to find them then put them in **order**.
- * Help your child to set the table, with pieces of cutlery for each person, and to fasten buttons when getting dressed. These are everyday activities that can give children experiences of the **one-to-one relationships** of number.

- * Use correct language to describe and compare the relative length, weight or height of objects *e.g.* "this is longer than that", "this is heavier than that", "this is taller than that".
- * Let children help you during cooking weighing out the ingredients as well as **weighing** themselves, on bathroom scales at home or on scales in chemists' shops. While doing this, they can become familiar with the terms used to measure weight.
- * Use fun at bath time to let your child become familiar with ideas of **volume**: how much water will the soap dish hold? How many times can the soap dish be emptied into the plastic basin without the basin overflowing?
- * Introduce children to the language of **time**, and the measurement of time, by talking to them about the things that happen at particular times of day. Some children can recognise the time at which they go to bed, or the time at which they are allowed to watch a favourite programme.



- * Compare two or more groups of objects by matching objects, to identify which group has the smallest or greatest number of objects e.g. "this group has the greatest number" 

"this group has the smallest number" 

- * Work out addition calculations involving numbers to 10 by combining sets of objects

e.g. $6+4=10$ 

- * Work out subtraction calculations involving numbers to 10 by taking away objects from a set and counting how many remain e.g. $6-4=2$ 

- * Recognise, sort and name common 2-D and describe their properties, using everyday language e.g.

"this is a triangle it has 3 sides and 3 corners" 

- * Follow instructions that use everyday positional language e.g. Can you put the teddy on top of the table? Can you put the ball under the chair? Etc

- * Describe the relative positions of objects, using everyday language e.g. "I have put the teddy on top of the table. I have put the ball under the chair etc



- * **Count** up the items that have been sorted for washing - how many shirts, how many towels - will give children practice in counting groups of objects.

- * **Share** food among people give lots of opportunities for children to **count**, and to **add and take away** numbers. Help your child to count, for example, how many apples you need to buy to give everybody in the family one each, or how many biscuits are left now that two have been eaten, or how many plates are needed for the family and how many you will need altogether if two friends are coming to tea.

- * Look at patterns in the environment such as the way the points of the leaves of a particular tree are arranged, or the way the stones are laid in the pavement.

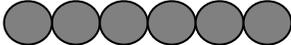
- * Give the names for the **two and three dimensional shapes** they see around them: the square tiles in the kitchen floor, the spherical tennis ball and the oblong sides of the food containers from the supermarket.

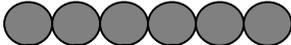
- * Let the children pour from one container to another so that they can understand that the **volume of liquid** does not change, unless some is added or taken away, even though it may change its shape.



* Recite the number names to 10, in order, forwards and backwards, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

* Read and write the numbers 0 to 10
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

* Use the numbers to 10 to represent the number of objects in a group e.g. 1 2 3 4 5 6


* Given two numbers in the range 0 to 10, identify the bigger or smaller number
e.g. 6  is bigger than 4 

* Order a small group of numbers in the range 0 to 10
e.g. 5, 7, 8, 10

* Order events and items, using the vocabulary *first, second, third...*



First

Second

Third

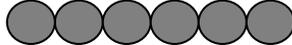
Fourth

Fifth etc

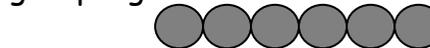
* Say the number that is one more or one less than a number in the range 0 to 10 e.g. Use objects to find 1 more and answer the question "what is 1 more than 4?"
5

* Use objects to find 1 less and answer the question "what is 1 less than 4?"
3

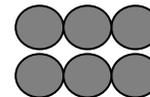
* Count reliably a small group of objects, saying one number name for each object, and recognising that the last number name represents how many objects are in the group

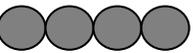
e.g. 1 2 3 4 5 6 "there are 6"


* Recognise that the number of objects in a group stays the same when the objects are rearranged, but changes if objects are removed from or added to the group e.g. 1 2 3 4 5 6 "there are 6"



"there are still 6"



"there are now 4" 

"there are now 8" 