



Ridgeway Infant School

'A safe, happy school where everyone does their best!'



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.

Each child at Ridgeway Infant School has their own 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:
01332760770

or through email at:
KHarford@ridgeway.derby.sch.uk

Thank you for your support to develop our children as confident and independent Mathematicians.!

Parent Booklet

How to help your child with
Maths in Reception
to help them become **confident and independent Mathematicians!**



Our School Values:





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.

☺ Use correct language to describe and compare the relative length, weight or height of objects; this is longer/heavier/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.



☺ Work out addition calculations involving numbers to 20 by combining sets of objects

e.g. $6+4=10$

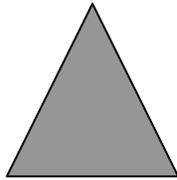


☺ Work out subtraction calculations involving numbers to 20 by taking away objects from a set and counting how many remain;

e.g. $6-4=2$



☺ Recognise, sort and name common 2-D and describe their properties, using everyday language; "this is a triangle it has 3 sides and 3 corners"



☺ Describe the relative positions of objects, using everyday language; I have put the teddy on top of the table. I have put the ball under the chair.

☺ Follow instructions that use everyday positional language; can you put the teddy on top of the table? Can you put the ball under the chair?

☺ Count up the items that have been sorted for Washing; how many shirts, how many towels. This will give children practice counting groups of objects.

☺ Share food among people and give lots of opportunities for children to count, and to add and take away numbers. Help your child to count; 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?

☺ 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 on 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. Move on to 20.

☺ Read and write the numbers 0 to 20.

☺ Use the numbers to 20 to represent the number of objects in a group.

☺ Give two numbers in the range 0 to 20, identify the bigger or smaller number; 6 is bigger than 4 showing children this with objects so that they practically see how it is 6 is more.

☺ Order a small group of numbers in the range 0 to 20.

☺ 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 20; 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.

☺ Compare two or more groups of objects by matching objects, to identify which group has the smallest or greatest number of objects.