



Help your child to learn at home.

Maths

At Home

Maths at mealtimes:

- Can you cut your toast into 2 or 4 pieces? Can you cut it into triangles or rectangles?
- Set the table. Count the right number of plates etc. How many more do we need?
- Help with cooking by measuring and counting ingredients.
- Set the timer.
- Use positional language at dinner time e.g. put the sausages on top of the mash.
- Compare quantities e.g. who has most carrots?

Washing:

- Sort by colour and size.
- Pair socks.
- Find clothes / shoes that are different sizes and put them in order.

Games:

- Jigsaws (you can make your own by cutting up a magazine picture).
- Snap (matching pairs) or Happy Families (collect 4 of a kind)
- Snakes and ladders or other simple dice games.
- Adding numbers on two dice or two playing cards.
- Bingo with numbers or shapes.
- Hopscotch.



Talk about time:

- What day is it? Talk about yesterday, today, tomorrow.
- Use timers, phones and clocks to measure short periods of time.
- Count down 10/ 20 seconds to get to the table / into bed etc.
- Recognise numbers on the clock. Cover a number - which number is missing?

Read Stories:

Read stories that involve counting, shapes and measures.



Sing number rhymes and songs:

Five Currant Buns
Five Little Speckled Frogs
Five Little Ducks
Five Fat Peas
Five Little Men in a Flying Saucer
Five Fat Sausages
Ten in a Bed
Ten Green Bottles
Monkeys on the Bed
Round and Round the Garden

Out and About

Shopping:

- Read price tags.
- Count items into the basket.
- Find and count coins.
- Compare weights and sizes – which is heavier, lighter, bigger, smaller.

In the street:

- Recognise bus numbers.
- Number plate hunt. Who can find a 7?
- Talk about door numbers.
- Count – The number of steps from the gate to the front door. How many lampposts you walk past.
- Look for shapes.



At the park or in the woods:

- Collect and count natural objects.
- Count actions e.g. number of jumps, swings.
- Compare the size of found objects e.g. length of sticks, size of pinecones.
- Time activities - How far can you run in 10 seconds? How many conkers can you find in 1 minute?
- Make shapes with natural objects.



The Early Years Curriculum

Not all children develop at the same rate but by the end of nursery most children will...

Number – 30-50 months:

Use some number names and number language spontaneously.
Use some number names accurately in play.
Recite numbers in order to 10.
Know that numbers identify how many objects are in a set.
Begin to represent numbers using fingers, marks on paper or pictures.
Sometimes match numeral and quantity correctly.
Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects, saying when they have the same number.
Show an interest in number problems.
Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Show an interest in numerals in the environment.
Show an interest in representing numbers.
Realise not only objects, but anything can be counted, including steps, claps or jumps.

Number – 40-60 months:

Recognise some numerals of personal significance.
Recognise numerals 1 to 5.
Count up to three or four objects by saying one number name for each item.
Count actions or objects which cannot be moved.
Count objects to 10, and beginning to count beyond 10.
Count out up to six objects from a larger group.
Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
Count an irregular arrangement of up to ten objects.
Estimate how many objects they can see and check by counting them.
Use the language of 'more' and 'fewer' to compare two sets of objects.
Find the total number of items in two groups by counting all of them.
Say the number that is one more than a given number.
Find one more or one less from a group of up to five objects, then ten objects.
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
Record, using marks that they can interpret and explain.
Begin to identify own mathematical problems based on own interests and fascinations.

Space, Shape and Measures - 30-50 months:

Show an interest in shape and space by playing with shapes or making arrangements with objects.
Show awareness of similarities of shapes in the environment.
Use positional language.
Show interest in shape by sustained construction activity or by talking about shapes or arrangements.
Show interest in shapes in the environment.
Use shapes appropriately for tasks.
Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Space, Shape and Measures - 40-60 months:

Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
Select a particular named shape.
Can describe their relative position such as 'behind' or 'next to'.
Order two or three items by length or height.
Order two items by weight or capacity.
Use familiar objects and common shapes to create and recreate patterns and build models.
Use everyday language related to time.
Begin to use everyday language related to money.
Orders and sequences familiar events.
Measures short periods of time in simple ways.