



# Supporting Your Child with Maths

Year R

## Booklet 1: February

These booklets have been designed to help you support your child as they build and develop their skills on a **strong foundation** of key mathematical concepts.

The maths curriculum covers a wide range of concepts but is built on **confidence and fluency of key facts**. When a child is fluent with these facts and skills their confidence grows and they are more able to **apply** them to a range of problems.

The booklets include specific guidance for your child's year group on skills and methods used as well as ideas for games to play and ways to practise key ideas.

Wherever we can, we want to make this practice **fun** and **practical**.

Lots of opportunities to **talk** about the maths and to show that we, as adults, **enjoy** it too.

*Did you know?*

- Parents' maths knowledge has **no** impact on how successful their children will be
- Parents' attitude towards maths has a **pro-found** impact on their children's success

*Did you know?*

Mathematical understanding has a bigger impact on success in adulthood than reading and writing

If you have any questions or would like to know more, please contact your child's teacher or Mrs Gibbons, the maths leader.



# Learn-Its

## Year R – Phase 2 (Nov-Feb)

### I know number bonds for each number to 3.

By the end of this phase, children should know the following facts. The aim is for them to recall these facts **instantly**.

$$0 + 1 = 1$$

$$0 + 2 = 2$$

$$0 + 3 = 3$$

$$1 + 0 = 1$$

$$1 + 1 = 2$$

$$1 + 2 = 3$$

$$2 + 0 = 2$$

$$2 + 1 = 3$$

$$3 + 0 = 3$$

#### Key Vocabulary

What is 1 **add** 1?

How many ways can you make 3?

What is 2 **plus** 1?

What goes with 2 to make 3?

#### Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these Learn-Its while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Use practical resources – Your child has one potato on their plate and you give them two more. Can they predict how many they will have now?

Make a poster – We use Numicon at school. You can find pictures of the Numicon shapes here: [bit.ly/NumiconPictures](http://bit.ly/NumiconPictures) – your child could make a poster showing the different ways of making 5.












Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.



# Practise It!

Year R – Phase 2 (Nov-Feb)

I can write the numbers up to 10.

 <p>Around and around And around we go When we get home We have a zero.</p>	<p>Number 1 is like a stick A straight line that is very quick.</p> 	 <p>For number 2 Go right round Then make a line On the ground.</p>
<p>Go right round And what will be Go round again to make a 3.</p> 	 <p>Down across and Down once more That's the way To make a 4.</p>	<p>Go down and round Then you stop Finish with A line on top.</p> 
<p>Make a curve Then make a loop There are no tricks To make a 6.</p> 	 <p>Across the sky And down from heaven That's the way to Make a 7.</p>	<p>Make an s Then don't wait Go back up And that's an 8.</p> 
 <p>Make a loop And then a line That's the way to Make a 9.</p>	 <p>Make a 1 and then an 0 10 are all your fingers You know!</p>	<p><b>Top Tips</b></p> <ul style="list-style-type: none"><li>• Numbers always start from the top</li><li>• Draw numbers in sand or try felt tips, paint or crayon</li></ul>



# Try It!

Year R – Phase 2 (Nov-Feb)

Try These:

Write each missing number.



1		3		5
6		8		10

	2	3		5
	7		9	

I can write my numbers.



Number Writing Practice

0	0	0	.	.	.	.
1	1	1	.	.	.	.
2	2	2	.	.	.	.
3	3	3	.	.	.	.
4	4	4	.	.	.	.
5	5	5	.	.	.	.
6	6	6	.	.	.	.
7	7	7	.	.	.	.
8	8	8	.	.	.	.
9	9	9	.	.	.	.

- Remember numbers always start at the top

- Give children lots of opportunities to write numbers