



Supporting Your Child with Maths

Year R Booklet 3: April

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 profound 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 3 (Feb-Apr)

I know number bonds for each number to 4.

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

$0 + 1 = 1$

$1 + 0 = 1$

$0 + 2 = 2$

$1 + 1 = 2$

$2 + 0 = 2$

$0 + 3 = 3$

$1 + 2 = 3$

$2 + 1 = 3$

$3 + 0 = 3$

$0 + 4 = 4$

$1 + 3 = 4$

$2 + 2 = 4$

$3 + 1 = 4$

$4 + 0 = 4$

Facts in italics have been introduced in previous phases but are reinforced in the patterns above. New facts in bold.

Key Vocabulary

What is 3 **add** 1?

How many ways can you make 4?

What is 2 **plus** 2?

What goes with 3 to make 4?

What is 4 **take away** 2?

How many do I need to take from 4 to get 1?

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 three 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 – 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 and then see how many questions you can answer in just one minute.



Practise It!

Year R – Phase 3 (Feb -Apr)

I can count accurately up to 10.



Write a number in the bottom of each space with a permanent marker. Next, provide a large variety of different buttons for your child to count and place in the correct spaces. For example, four buttons would go in the space with number four written in the bottom.

What is One-to-One Correspondence?

One-to-one correspondence is an early learning math skill that involves the act of counting each object in a set once, and only once with one touch per object.



Playing simple board games where you roll a die and move the corresponding numbers of squares. For example snakes and ladders.

Top Tips

- Touch each object as you count.
- Can they count out a given number from a larger set. Do they know when to stop?
- Encourage children to put objects into a line to make counting easier.
- Can they count accurately when the objects are not in a line?
- Can they match the number to the digit? Four looks like 4!

Rote Counting vs. One-to-One

Rote counting and counting with one-to-one are very different. Rote counting is just reciting the numeral names in order, "One, two, three, four, five..." But counting with one-to-one involves actually touching each object and saying the numeral name aloud, which is a much more complex skill for young children.



Try It!

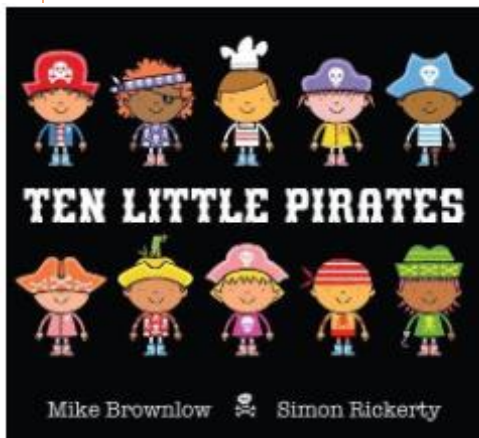
Year R – Phase 3 (Feb-Apr)

Try These:



Try threading the correct number of beads onto a pipe cleaner.

Make a number bag for numbers up to 5.



There are some great stories with things to count.

