



# Supporting Your Child with Maths

Year R

## Booklet 4: July

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



# Learn-Its

## Year R – Phase 4 (Apr-Jul)

### I know number bonds for each number to 5.

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

$0 + 1 = 1$

$0 + 3 = 3$

$0 + 4 = 4$

$**0 + 5 = 5**$

$1 + 0 = 1$

$1 + 2 = 3$

$1 + 3 = 4$

$**1 + 4 = 5**$

$2 + 1 = 3$

$2 + 2 = 4$

$**2 + 3 = 5**$

$0 + 2 = 2$

$3 + 0 = 3$

$3 + 1 = 4$

$**3 + 2 = 5**$

$1 + 1 = 2$

$4 + 0 = 4$

$**4 + 1 = 5**$

$2 + 0 = 2$

$**5 + 0 = 5**$

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

#### Key Vocabulary

What is 3 **add** 2?

How many ways can you make 5?

What is 2 **less than** 5?

What goes with 3 to make 5?

What is 5 **take away** 2?

How many do I need to take from 5 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](http://bit.ly/NumiconPictures) – your child could make a poster showing the different ways of making 5.

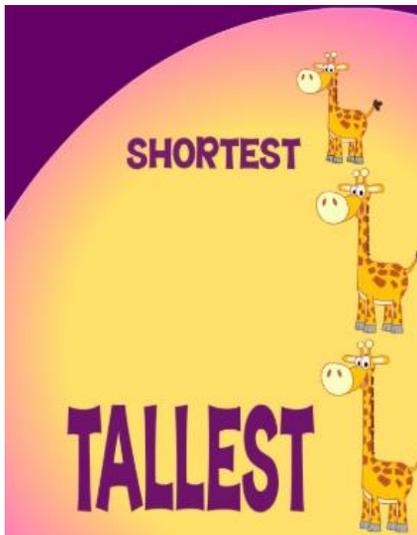
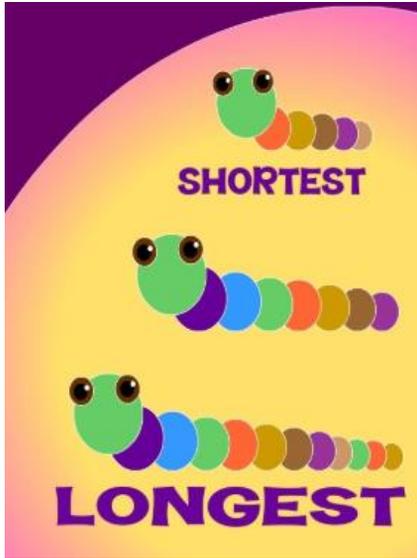
Play games – You can play number bond pairs online at [www.conkermaths.com](http://www.conkermaths.com) and then see how many questions you can answer in just one minute.

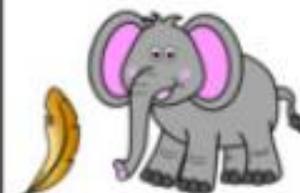


# Practise It!

Year R – Phase 4 (Apr-Jul)

I can use everyday language to talk about size, weight, and distance to compare quantities and objects.



Compare	
<b>BY HEIGHT</b>  The dog is <b>TALL</b> , the cat is <b>SHORT</b> .	<b>BY LENGTH</b>  Purple is <b>SHORT</b> , pink is <b>LONG</b> .
<b>BY WEIGHT</b>  The feather is <b>LIGHT</b> , the elephant is <b>HEAVY</b> .	<b>BY CAPACITY</b>  The pool holds <b>MORE</b> , the vase holds <b>LESS</b> .

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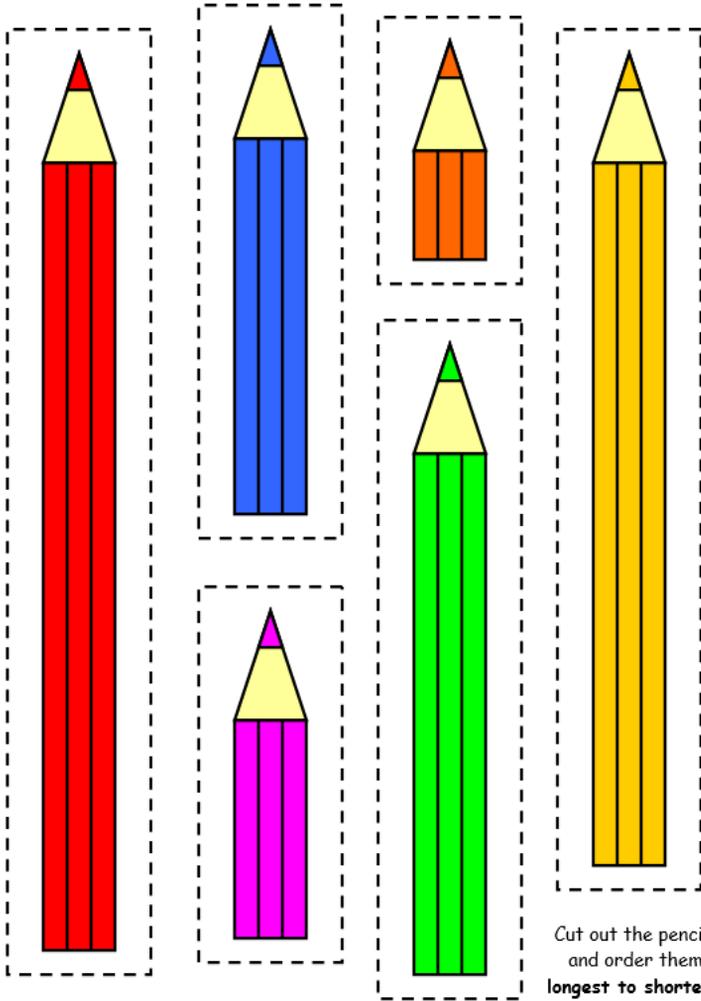




# Try It!

Year R – Phase 4 (Apr-Jul)

Try These:



Cut out the pencils  
and order them  
longest to shortest.

Can you make a  
worm?

Can you make a  
longer worm?



Can you find  
something that  
is heavy?

Can you  
something that  
is even heavier?



Can you find a tall tree?

Can you find a taller tree?

