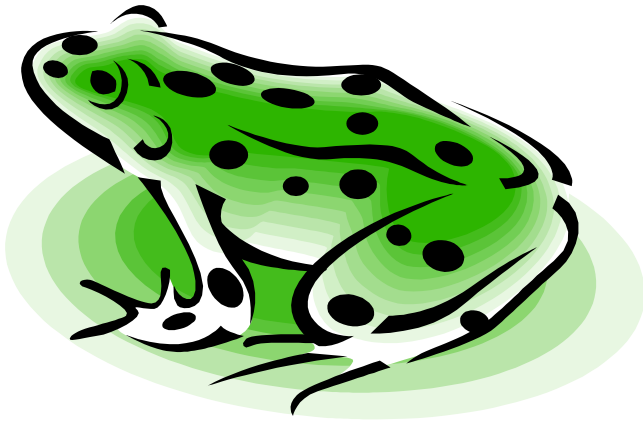


# St Philip's Marsh Nursery School



Helping your child at home -  
- Mathematics

## Overview

This booklet contains a range of advice and ideas to help you to support your child with their mathematical language.

Mathematics is one of the 7 areas of learning in the Early Years Foundation Stage Curriculum. By the end of Reception children are expected to be able to:

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Your child's key person will plan activities that will help your child to explore numbers, counting and quantities. Your child will learn a wide range of number rhymes and songs.



## Ways to help your child:

### Counting:

- It helps to understand sorting before counting. Make collections of "things" that your child finds interesting so they can sort, order, count and label in their play. I can count three yellow things. I can count two buttons. What can you count?



- Give children a reason to count, for example, by asking them to count four spoons/cups etc for the dinner table, one for each person in the family. Count money at the shops. How many carrots will you eat? Can you get there in three jumps? How many skittles did you knock down?
- Children need to know the number names in order. Singing counting songs and rhymes is a good way to learn this.
- Counting in fun physical play also helps to learn the number names in order—counting steps that you go up—counting jumps down —counting claps.
- Use number language in your own life, e.g. 'one', 'two', 'three', 'lots', 'fewer', 'less', 'more', 'hundreds', 'how many?' - you can even "add another button" or "take away a peg" so there are the "same number".

## Ways to help your child:

### Recognising Numbers

- Talk to children about numbers in the environment, especially numbers that have meaning e.g. a door number, numbers that mean you have to go slowly, numbers on birthday cards that show "how old" a friend or brother or sister is.



- Use numbers in your own writing e.g. write '5 apples' on the shopping list.
- Play number games such as bingo, matching games, skittles (with numbers stuck on) and hopscotch.
- Games with numbered targets (e.g. hoops with numbers in) are good — throw a ball/beanbag in number...
- Play with objects with numbers on e.g. raffle tickets, dairies, train tickets, receipts.
- Number jigsaws and magnetic numbers on the fridge help children to gain a better understanding of the shape of numbers—they can feel the shape as well as see it.
- Use numbers in books— "I like the dinosaur on page 4"



## Ways to help your child:

### Representing Numbers

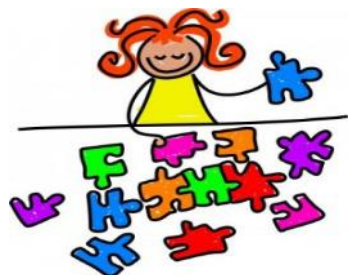
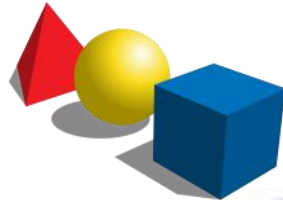
Children will represent numbers in a variety of ways—see photographs. Children's own ideas should be valued and celebrated.



## Ways to help your child:

### Shape

- Talk about shapes and play with shapes. Cylinders like rolling pins can roll back and forward— spheres like balls can roll lots of different ways. Cones—like a cornetto—roll round in a circle. Cubes and cuboids, like boxes and bricks, don't roll so you can build and balance with them.
- Draw around solid 3d shapes to discover flat 2d shapes— round shapes like circles and ovals—rectangle shapes like squares and oblongs—other shapes like triangles or hexagons.
- Go on a shape hunt look for flat (2d) and solid (3d) in the environment.
- Use recycled materials to make models. Talk about the shapes used.
- Talk about similarities and differences in shapes e.g. long, curved, straight. Count 'corners', 'edges', 'faces'.
- Encourage children to complete a range of jigsaws. Talk about edges and corners and show how shapes match or are similar or different.



## Ways to help your child:

### Space and Measure

- Use descriptive language to describe measure e.g. big, little, tall, short, empty, long, longer, longest.
- Order everyday objects by size.
- Make a height chart and record growth.



- Read a range of stories and draw attention to size e.g. Goldilocks and the Three Bears, Three Billy Goats Gruff.



- Opportunities to fill and empty containers using water and sand.
- Bake a cake/playdough etc using simple non-standard measures e.g. 3 cups of flour, two spoons of water.



## Points to remember

Make it fun, small children have a short attention span. If you can make it fun and exciting for them, it is more likely they will want to participate.

Choose a topic they are interested in.

Little but often is the key, these activities should not last for more than 5-10 minutes.



I hope that you find the information contained useful, but if you have any more questions please see your child's key person.

St Philip's Marsh Nursery School

