

What will your child learn in Foundation Stage 2?

Number: Early Learning Goals

- Children count reliably with numbers from one 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 measure: Early Learning Goals

- 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.

Useful Websites for Parents



<https://www.oxfordowl.co.uk/for-home/advice-for-parents/maths-at-home/>



<http://www.familymathstoolkit.org.uk/>



<https://www.mathsisfun.com/definitions/>

Ideas for Supporting your Child in Maths at Home

We encourage a dialogic approach to Maths in school, and you can support this at home by asking your child questions about their Maths. The use of open questions encourages children to think deeply about a problem.

Closed questions

Count these cubes.

Open questions

How could we count these cubes?

Intervening with questions at different points of a task can both help and deepen understanding.

Ask children who are getting started with a piece of work:

- How are you going to tackle this?
- What information do you have? What do you need to find out or do?
- What operation/s are you going to use?
- Will you do it mentally, with pencil and paper, using a number line, with a calculator...? Why?
- What method are you going to use? Why?
- What equipment will you need?
- What questions will you need to ask?
- How are you going to record what you are doing?
- What do you think the answer or result will be? Can you estimate or predict?

Ask children who are stuck:

- Can you describe the problem in your own words?
- Can you talk me through what you have done so far?
- What did you do last time? What is different this time?
- Is there something that you already know that might help?
- Could you try it with simpler numbers... fewer numbers... using a number line...?
- What about putting things in order?
- Would a table help, or a picture/diagram/graph?
- Why not make a guess and check if it works?

Make positive interventions to check progress while children are working, by asking:

- Can you explain what you have done so far? What else is there to do?
- Why did you decide to use this method or do it this way?
- Can you think of another method that might have worked?
- Could there be a quicker way of doing this?
- What do you mean by...?
- What did you notice when...?
- Why did you decide to organise your results like that?
- Are you beginning to see a pattern or a rule?
- Do you think that this would work with other numbers?
- Have you thought of all the possibilities? How can you be sure?

In the foundation stage we believe children learn best with a hands on approach. They deepen their understanding by exploring different situations and being questioned about their experiences.

Supporting learning opportunities in:	Examples	Where is the Maths?
Number	Games	Counting all the time, working out how many places they need to move forward, what number they need to throw to get and what to avoid.
Make and do together	Baking/following recipes	Weighting and understanding units of measure – heavy, light, timings, doubling, size, capacity – full, half full, empty
Positional language	Everyday talk	Next to, in front, behind, over, under, right, left, forwards, backwards etc
Time	Everyday talk	Days of the week, months of the year, tomorrow, yesterday, birthdays, special events.
Money	Everyday situations	Shopping, looking at price labels, counting own coins, saving amounts.
Shapes	Looking at the environment around us	Looking for patterns, pointing out and describing shapes around them – corners, sides, faces etc.