

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

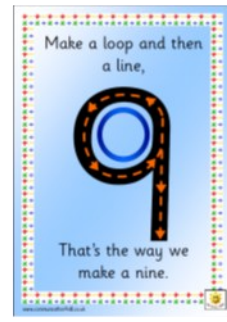
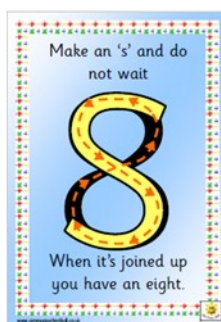
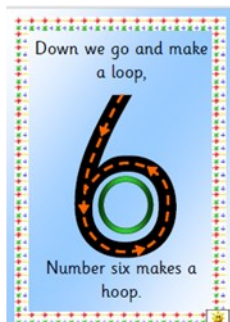
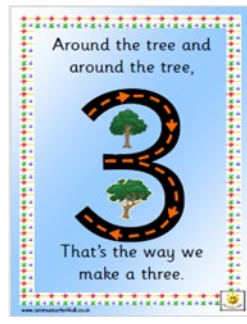
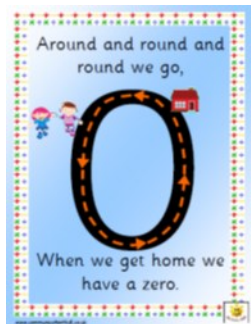
At Berewood, these skills are embedded within Maths lessons and developed consistently over time, ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

We aim to build an environment in which all children will enjoy Mathematics; their curiosity about the subject will develop and they will experience success in the subject. They will gain the ability to reason mathematically and solve problems with confidence, developing their resilience.

Year R Scheme of Learning

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 11	Week 12	Week 13
Autumn	Welcome to Year R Transition			Numbers 0-5 Counting (cardinal), recognising numerals, subitise, order			Numbers 0-10 Counting (cardinal), recognising numerals, subitise, order			Number bonds		Consolidate
Spring	Numbers 0-5	Numbers 0-10	Numbers 11-15	Numbers 16-20	Greater than/Less than		Number bonds		Odd and evens	Doubling	Sharing equally	Consolidate
	Counting (cardinal), recognising numerals, subitise, order											
Summer	Numbers 0-5	Numbers 0-10	Numbers 11-15	Numbers 16-20 and beyond	Shape, space and measure	Numbers 0 - 20		Number bonds	Odd and evens	Doubling	Sharing equally	Consolidate
	Counting (cardinal), recognising numerals, subitise, order											

Maths is taught practically within Reception. Number is all around us! We use everyday items to help us practise our counting. We learn to write our numbers correctly using rhymes and pictures:



Number

Practise counting to 20.

Counting objects to 20.

Recognise numbers to 20.

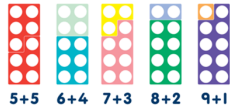
Know the value of numbers to 20.

Order numbers to 20.

Finding one more and one less

than a number.

We learn our number bonds to ten



Addition and Subtraction

We add and subtract 2 single digit numbers, using resources to help us. You could use any objects eg: fruit, animals, people, toys etc.

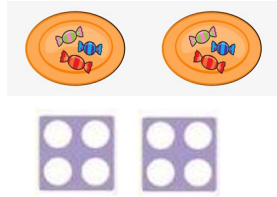
We then record this as a number sentence:

$$4 + 2 = 6$$

Multiplication

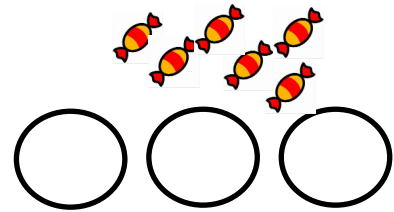
Double 2 is...6

Double 4 is8



Division

Share objects into equal groups. This could be sharing sweets, teddies, toys etc.



Other ideas to help your child learn at home

Recognising Numbers

Choose a number for the week, e.g. 2. Encourage your child to look out for this number all the time. Can your child see the number 2 anywhere? At home - in the kitchen; On pages in a book; In the street - on doors, on car number plates, on buses; While out shopping - on the shop till, on shelves, in shop windows

Find two apples, toys, spoons, straws, sweets, etc. Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons... Practise writing the number 2. Choose a different number each week.

Dice game - Use a 'dotted' dice and write the numbers 1 to 6 on a sheet of paper. Throw the dice. Can your child guess how many dots there are? Check by counting. Ask your child which number on the paper matches the dots on the dice.

Stick numbers on the fridge - can you find number 8? 12? 17?

Practise writing numbers on paper, in sand, with paint, in shaving foam etc.

Hide numbers around the house and challenge them to find them then put them in order.

Counting ideas and putting numbers in order

Practise chanting the number names. Encourage your child to join in with you. When they are confident, try starting from different numbers – e.g. 4,5,6 Also try counting backwards.

Give your child the opportunity to count objects (coins, pasta, shapes, buttons etc.). Encourage them to move each object as they count them.

Count things you cannot touch – window panes, jumps, claps, oranges in a bag.

Make mistakes when chanting, counting or ordering numbers. Can your child spot what you have done wrong?

Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5. Shuffle the animals. Put them in order from 1 to 5 (or 1-10 or 1-20 etc.) Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number. Ask your child to say

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.