Supporting Your Child

Maths in EYFS and Key Stage One

The following ‘Top Tips’ are taken from:

https://www.nationalnumeracy.org.uk/helping-children-maths

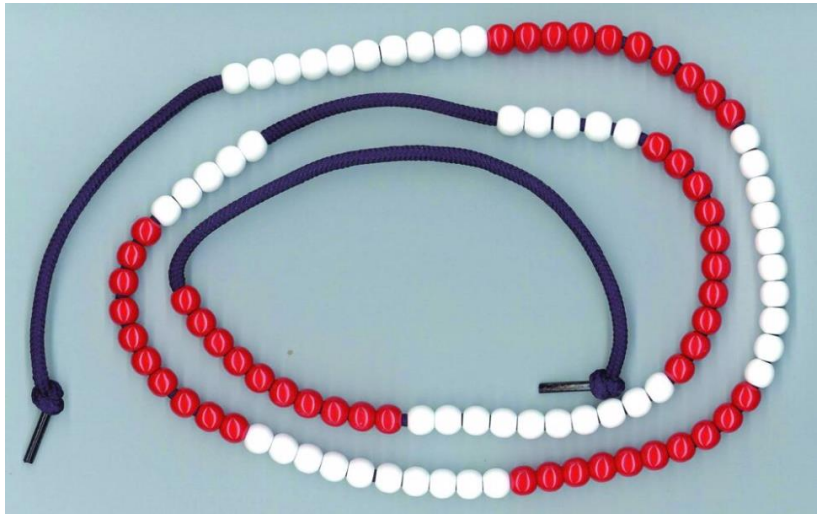
Be positive about maths. Try not to say things like "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.

Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.

Praise your child for effort rather than for being "clever". This shows them that by working hard, they can always improve.

Some key concepts covered by our maths scheme with ideas to help you support your child at home.

Bead Strings are made up of 100 beads, grouped in 10s. They can be moved up and down the string to help children see how numbers can be manipulated. These are relatively inexpensive, or you could make your own.



Adding the 1s
Children use bead strings to recognise how to add the 1s to find the total efficiently.

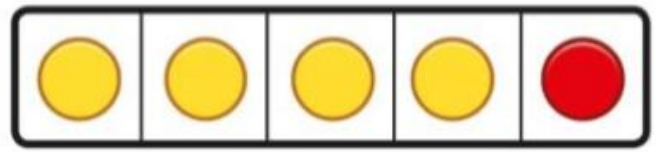
2 + 3 = 5
12 + 3 = 15

Bridging the 10 using number bonds
Children use a bead string to complete a 10 and understand how this relates to the addition.

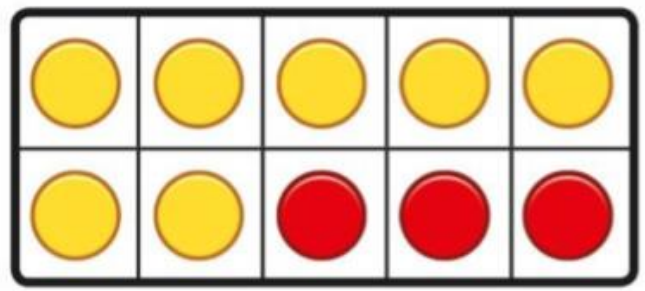
7 add 3 makes 10.
So, 7 add 5 is 10 and 2 more.

Knowing and finding number bonds within 10

Use five and ten frames to represent key number bonds.

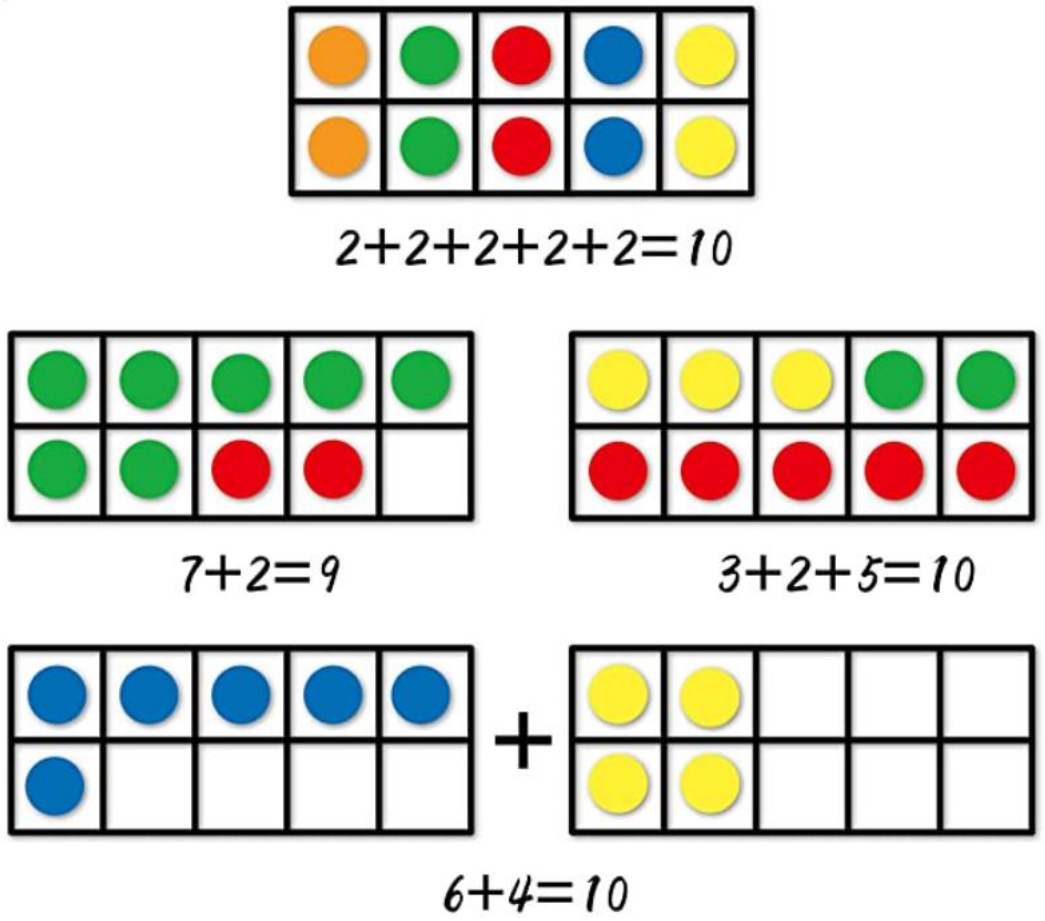


5 = 4 + 1



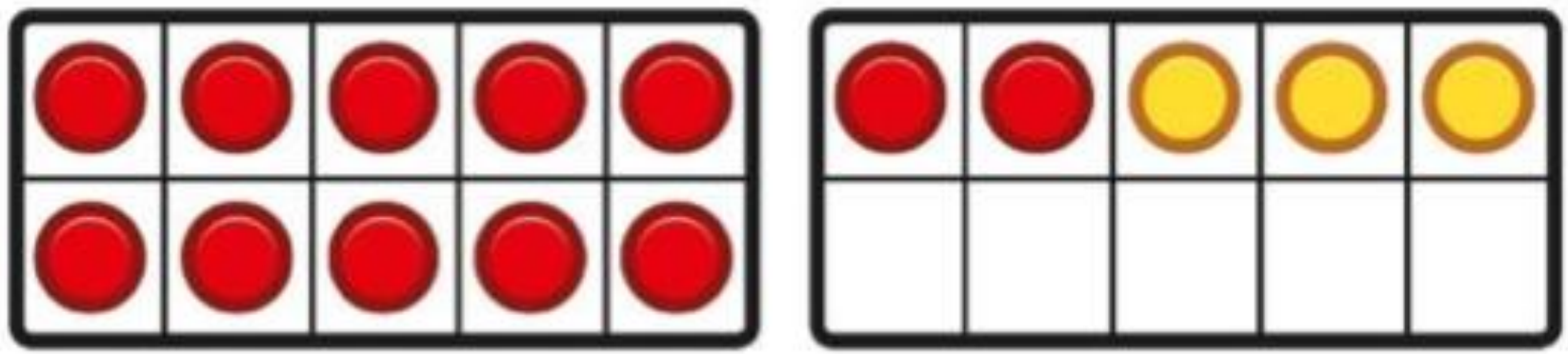
10 = 7 + 3

Ten Frames help children develop a mental picture of how ten is made. Children can use this knowledge to then add numbers beyond ten. A ten egg box could be a useful resource to have at home – you could use any small objects as counters.



Adding the 1s

Children represent calculations using ten frames to add a teen and 1s.

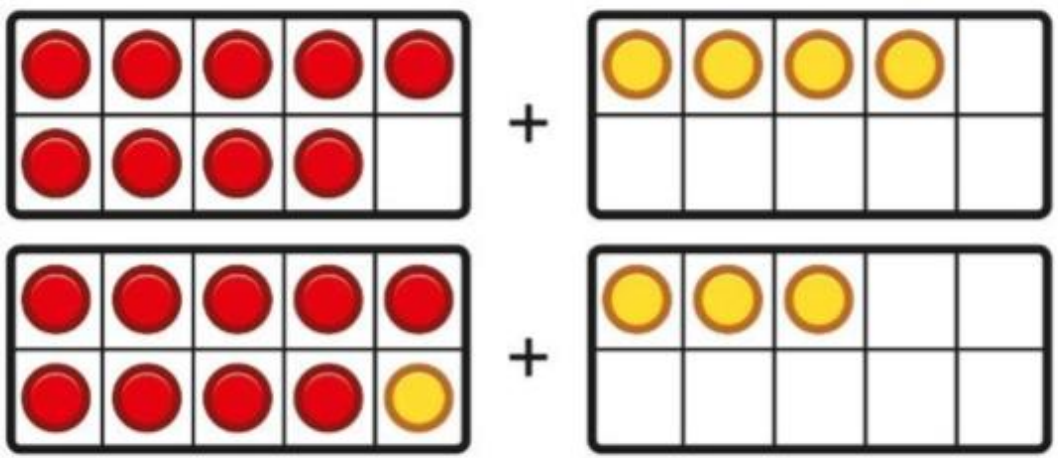


2 + 3 = 5

12 + 3 = 15

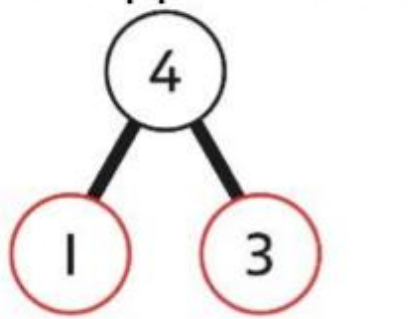
Bridging the 10 using number bonds

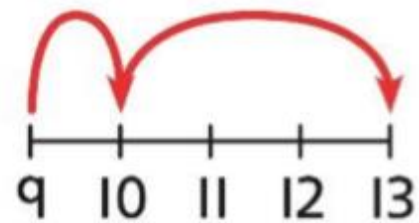
Children use counters to complete a ten frame and understand how they can add using knowledge of number bonds to 10.



Bridging the 10 using number bonds

Use a part-whole model and a number line to support the calculation.





9 + 4 = 13

You may here your children refer to a ‘Part-Whole Model’. This is a way of representing the idea that all numbers can be broken down in different ways. Using this knowledge helps children to add and subtract.

Concrete

Understanding part-part-whole relationship

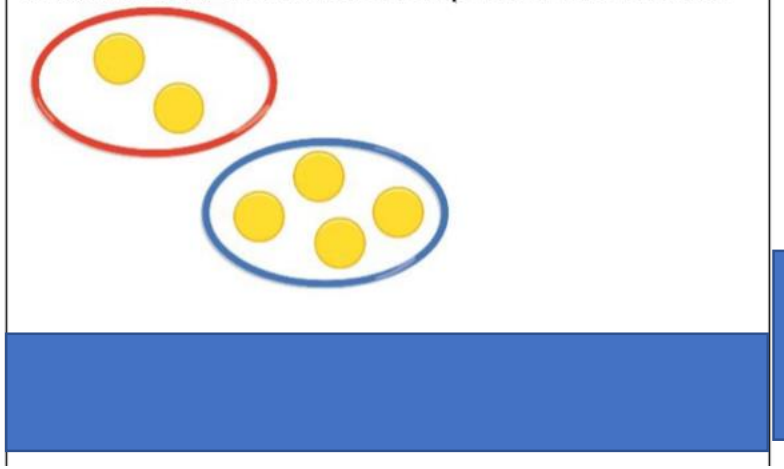
Sort people and objects into parts and understand the relationship with the whole.

The parts are 2 and 4. The whole is 6.

Pictorial

Understanding part-part-whole relationship

Children draw to represent the parts and understand the relationship with the whole.

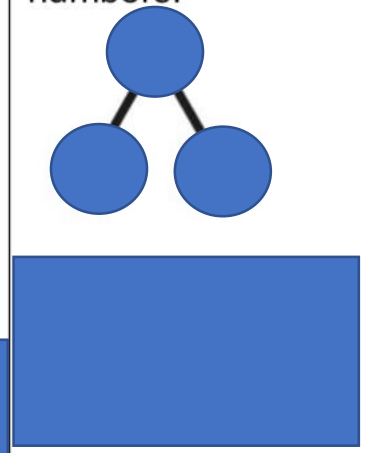


The parts are two and four.
The whole is six.

Abstract

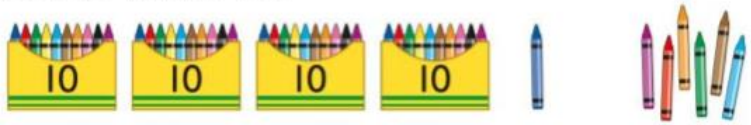
Understanding part-part-whole relationship

Use a part-whole model to represent the numbers.



Concrete

Add the 1s to find the total. Use known bonds within 10.



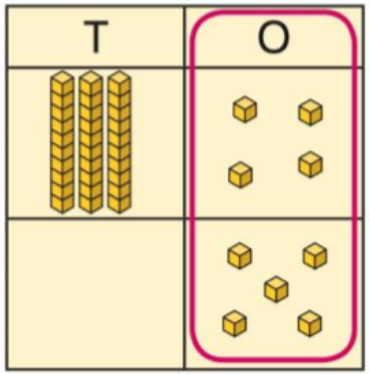
41 is 4 tens and 1 one.
41 add 6 ones is 4 tens and 7 ones.

*Encourage children to use physical objects to represent numbers to help give their maths meaning
*Move to drawn objects to represent real world items
*Replace drawn objects with numbers

Pictorial

Add the 1s.

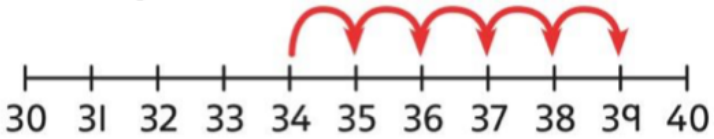
34 is 3 tens and 4 ones.
4 ones and 5 ones are 9 ones.
The total is 3 tens and 9 ones.



Abstract

Add the 1s.

Understand the link between counting on and using known number facts. Children should be encouraged to use known number bonds to improve efficiency and accuracy.



This can be represented horizontally or vertically.

34 + 5 = 39

or

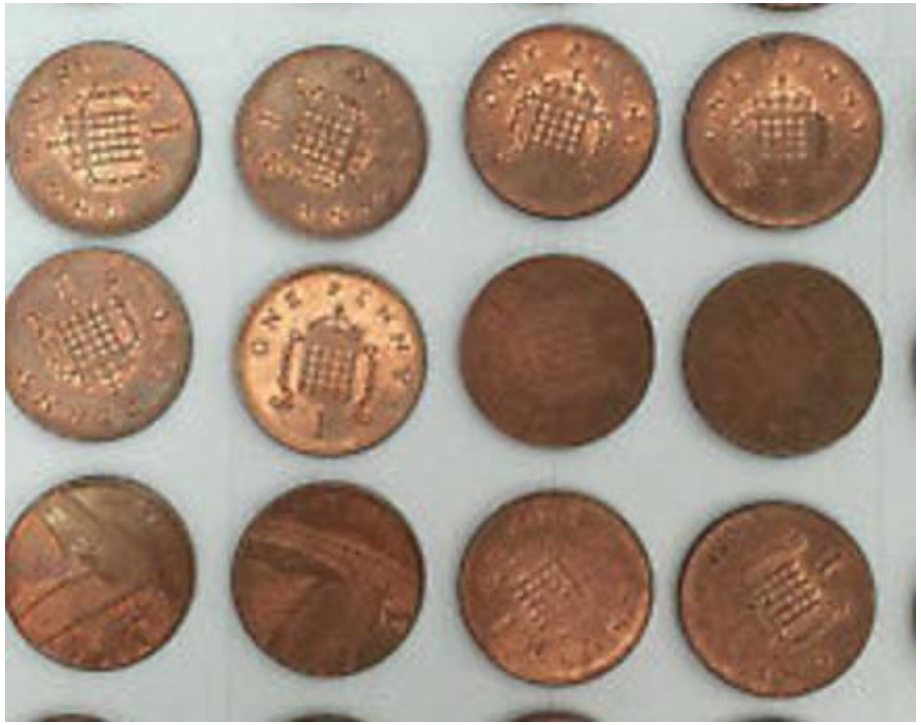
	T	O
	3	4
+		5
		9

Multiplication

Counters are really helpful when doing maths at home – you don't need to buy resources; 1p coins will do the job!

These coins are arranged in an ARRAY

This arrangement helps children see that 3 lots of 4 make 12.



Multiplication

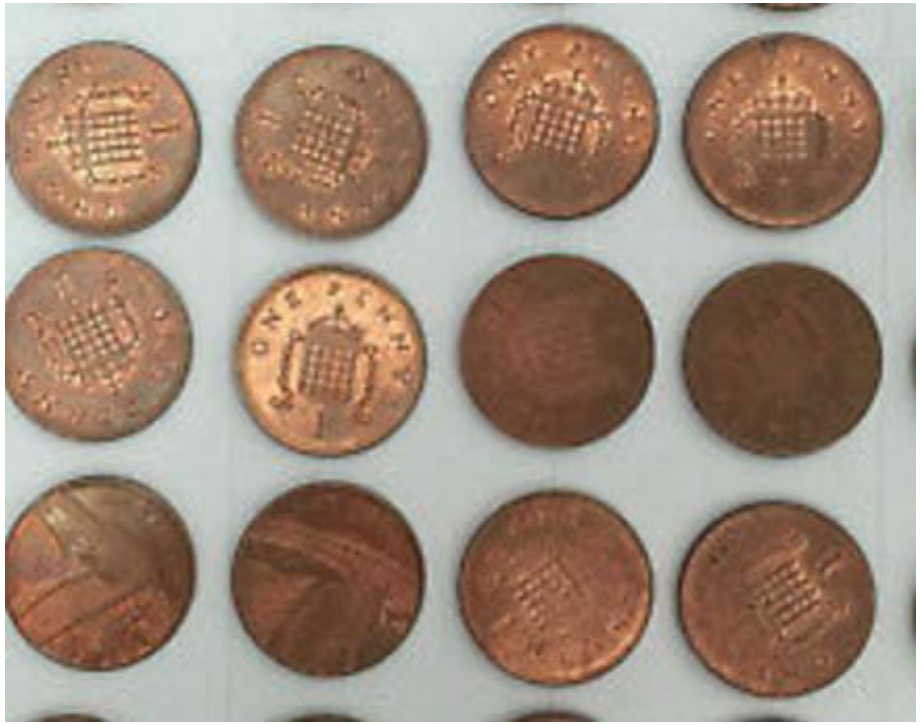
Counters are really helpful when doing maths at home – you don't need to buy resources; 1p coins will do the job!

These coins are arranged in an ARRAY

This arrangement helps children see that 3 lots of 4 make 12.

We can also see that 4 lots of 3 is 12.

(This is known as commutativity)



Times Tables

By the end of year 2, children should know their:

2

5

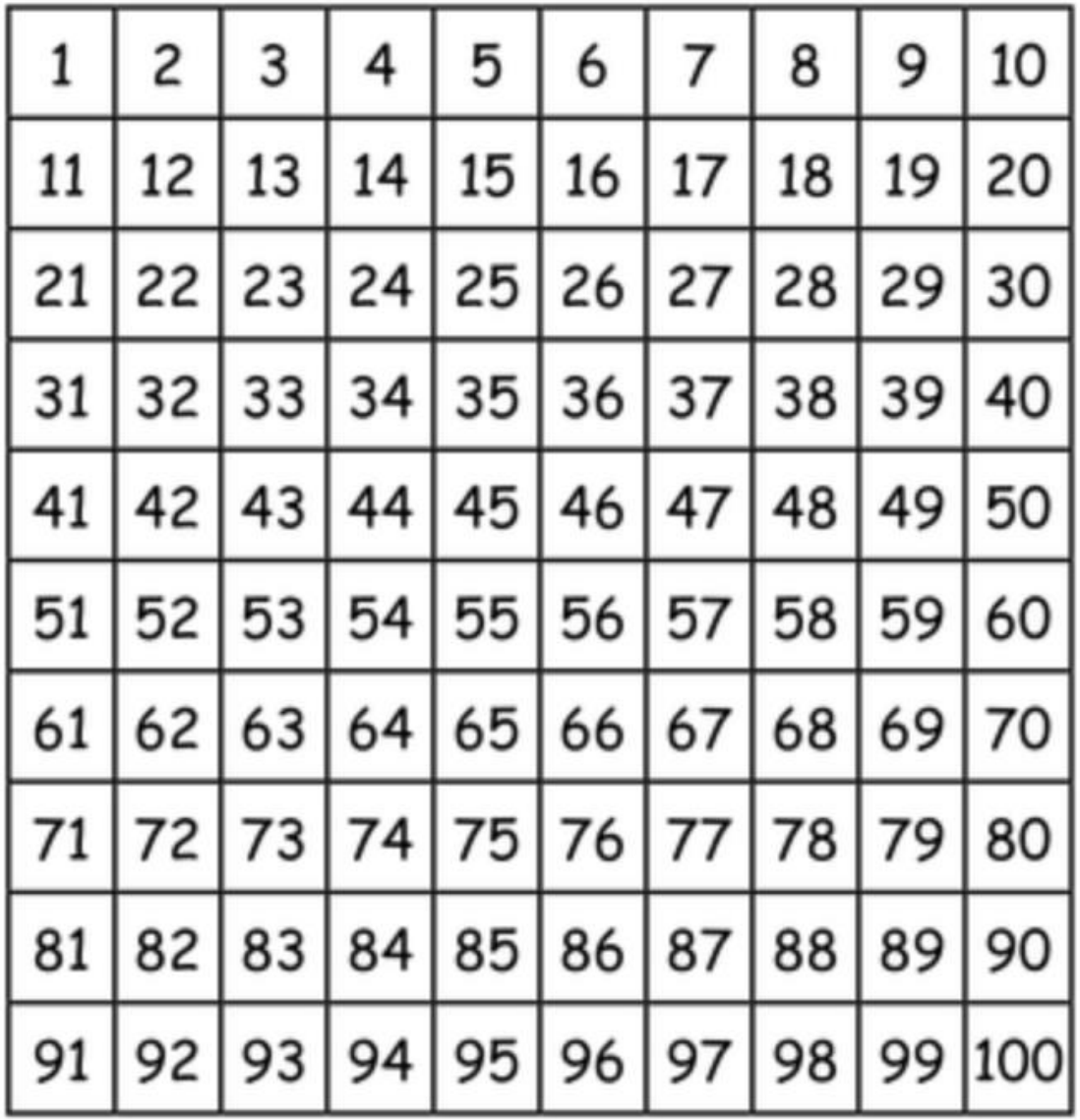
and

10

times tables.

Practising these at home really helps children to become secure in these number facts.

Colouring numbers on a 100 square helps children to see the patterns developing.

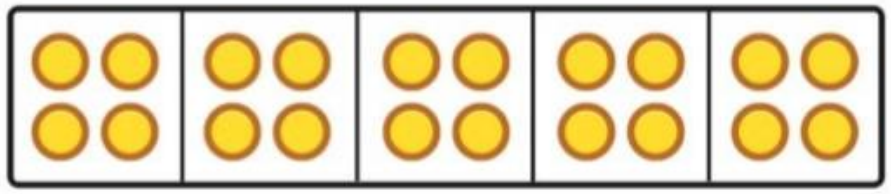


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Division

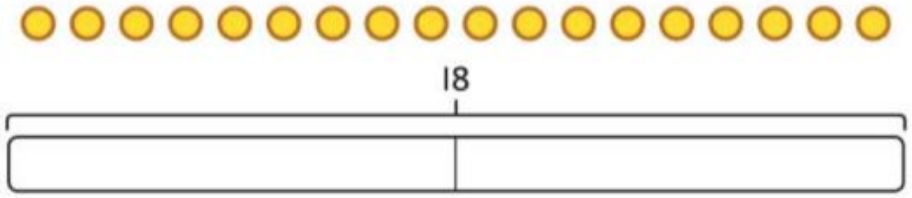
We can use counters in a bar model to help children understand division as sharing or grouping. At home, 1p coins would work well if your child needs to do this practically.

Represent the objects shared into equal parts using a bar model.



20 shared into 5 equal parts.
There are 4 in each part.

Use a bar model to support understanding of the division.



18 ÷ 2 = 9

Power Maths is the scheme we use for maths lessons at Larkrise
Each lesson is divided up into:

A Power Up activity designed to support fluency in all key number facts.

A Discover and Share activity where children can share, reason and learn.

Children then consider solutions as a class, with partners and independently.

Children then get the chance to practise the skills learnt to build fluency and develop deeper understanding of mathematical concepts. Challenge questions link to other areas of maths and encourage children to take their understanding to a greater level of depth.

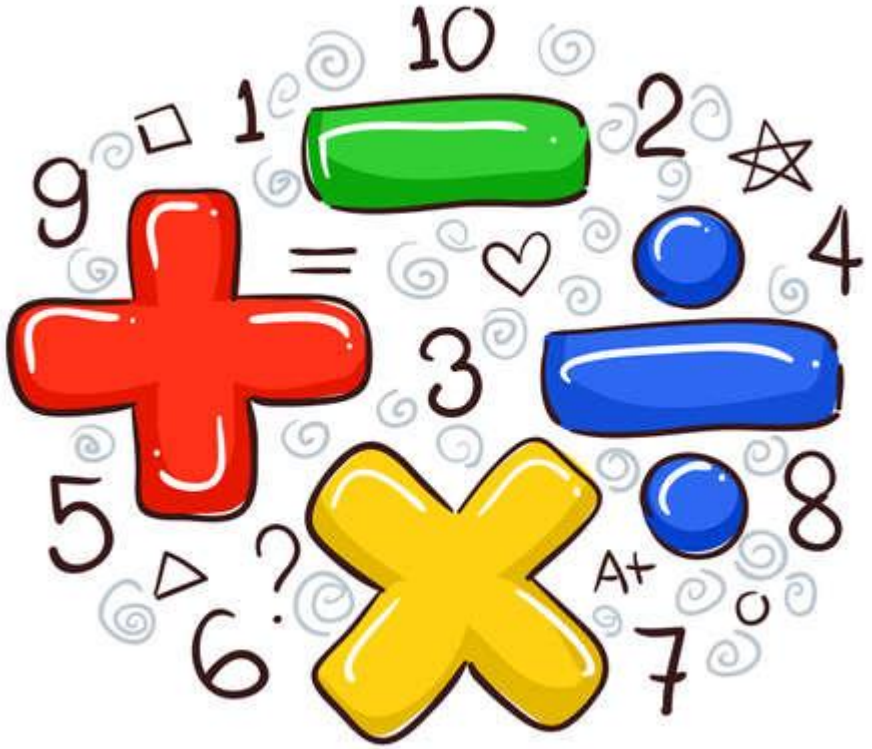
Children review, reason and reflect on learning to end the lesson.

Morning Maths and Weekly Arithmetic Tests

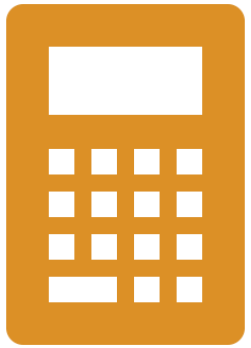
Each morning when the children come into the classroom there is a Morning Maths activity linked to the arithmetic skill they are focusing on that week.

Arithmetic skills vary from basic addition and subtraction, multiplication and division and fractions of an amount for KS1.

Then once the children have learnt these skills they have a weekly arithmetic test to practise these skills. Scores are recorded and tracked by the class teachers and Maths Lead- Miss Uzzell who then uses this information to inform any additional support that might be needed.



Key Stage One Maths Tests



SATs at Key Stage One include two papers: one arithmetic and one for mathematical reasoning

Children complete these at their own pace - usually about fifteen minutes for paper one and thirty minutes for paper two

Calculation policies

All copies of our Calculation Policies in line with our Power Maths scheme can be found on our school website.

Head to Key Information and then click Policies and Guidance.

All policies for KS1, lower KS2 and Upper KS2 are found here.

https://www.larkrise.essex.sch.uk/policies-and-guidance/

Any Questions?