How to help with homework EYFS

a guide for parents and carers

St. John's School
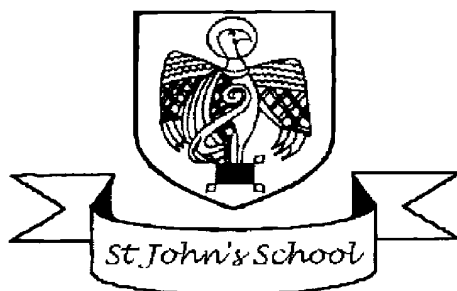
Maths
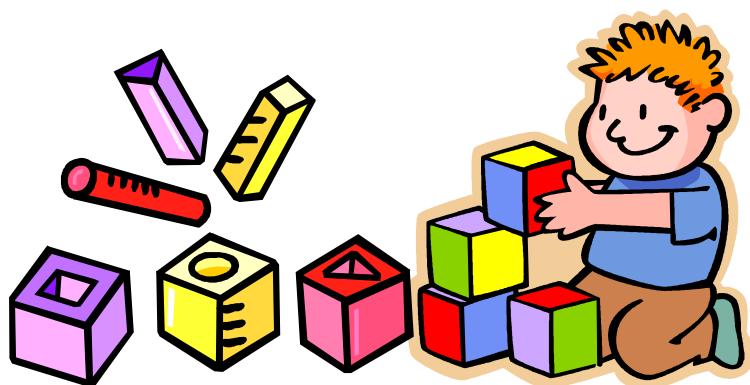
Numbers all around us:
As your child is learning about numbers they should be given lots of opportunities to talk about counting and recognising numbers in their everyday life and as they are playing. Encourage your child to count lots of things around their environment by
giving them a reason to count e.g. We need 4 cups, can you find two socks the same, how many biscuits will we need to put on the plate?. Draw your child's attention to the written numerals in the world around us: house numbers, page numbers,
telephone numbers, road signs, birthday cards, sports scores, car number plates, house numbers etc.

Playing with numbers
Young children do their most important learning through playing. Play games that involve counting such as hide and seek, board games that involve moving a counter along a track, singing number songs (5 speckled frogs, 5 currant buns in a bakers shop, 10 green bottles etc)

Numbers as labels for counting
Your child will begin to count objects accurately by moving or touching the objects as they say the number names. You can help your child to count objects more easily by arranging them into *number shapes* e.g.:

At school

1   2   3   4   5   6   7   8   9   10
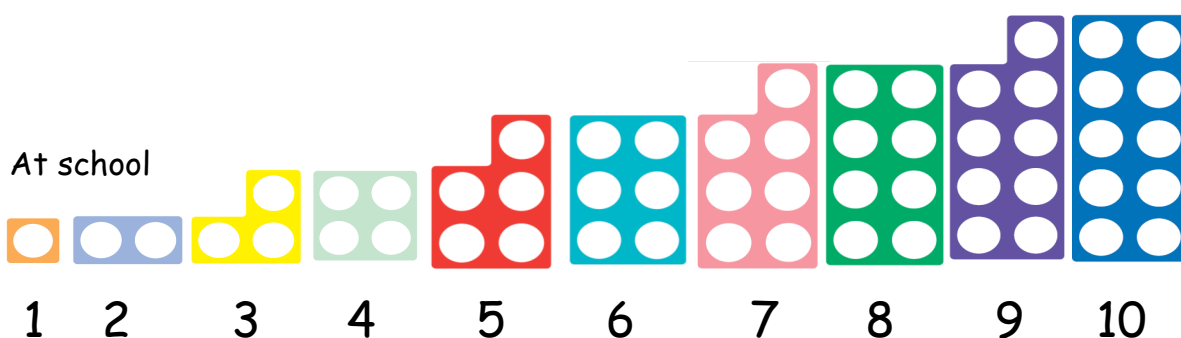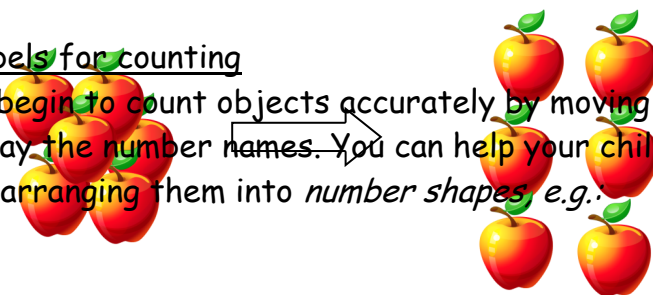
your child will be introduced to *numicon* shapes. We will
encourage them to recognise the shapes of each number alongside the numeral:

Writing numbers:

As your child's fine motor skills develop and he/she begins to write, they will begin to write numerals. At the back of this booklet there are some helpful number formation rhymes to help your child with this.

Calculating

When your child confidently recognises the number shapes, without counting each time (In a similar way to recognition of the dots on a dice without counting them), they can begin to use numbers to solve simple addition and subtraction problems.

Addition and subtraction are introduced through practical activities, with an emphasis on action and language, e.g.   3 and a 1 is the same as 4, 2 and 2 make 4.
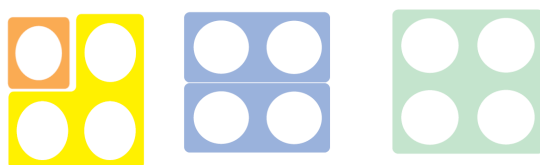
We do not begin to write down *number sentences* (E.g. 2+2=4) until much later in the year when the children are confidently using the mathematical language of addition and subtraction

Add, and, all together, more, makes, equals, double, the same number as, how many,

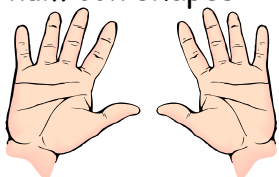**Take away,** smaller than, the difference between, leaves, equals, how many, less).

Number bonds

Later in the year we will begin to learn about how the numbers fit together in different ways to make 5, then other numbers up to10:
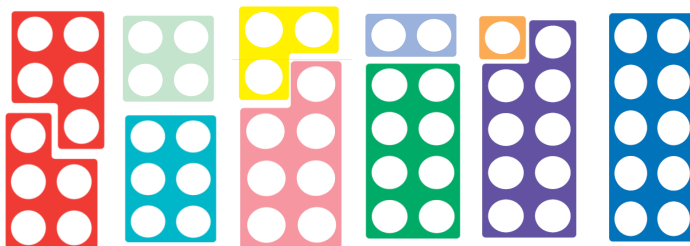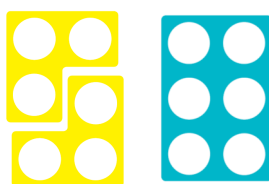
Doubles

Your child will also learn about doubling numbers using their hands and the *numicon* shapes:
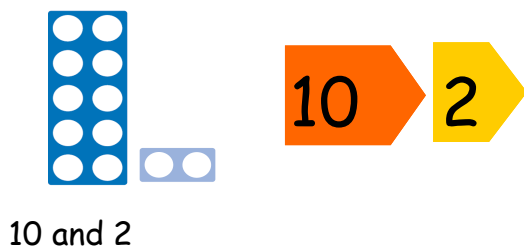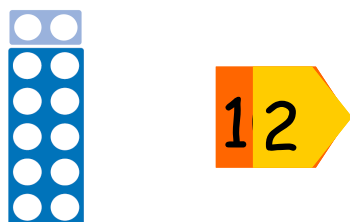
Double 5 is 10   Double 3 is 6

Place value

As your child becomes confident with numbers to 10, they will learn about numbers to 20 and beyond. Why do they have 2 digits? What does each digit represent?:
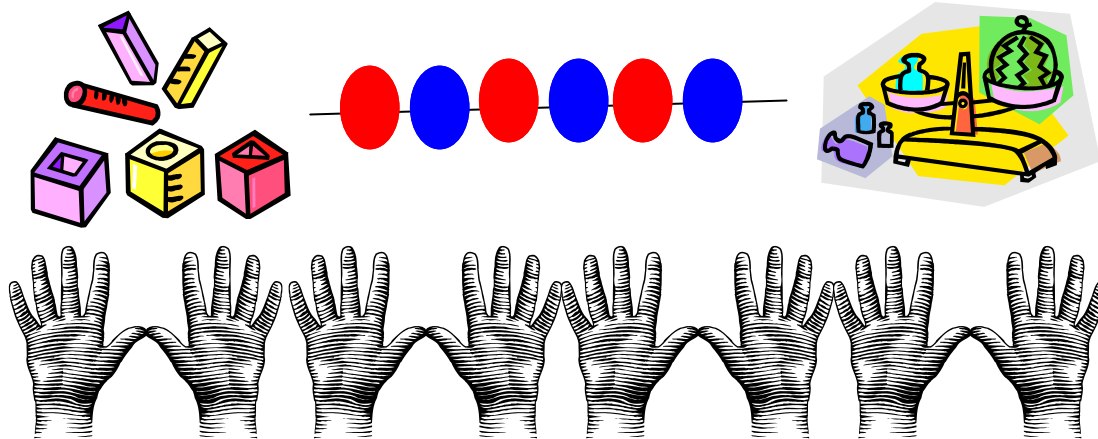
10 and 2

Makes 12

Shape space and measure

As well as learning about numbers and calculating, your child will begin to learn about shapes (2d and 3d), repeating patterns, simple measuring (Using cubes, feet hands, balance scales and containers)

How you can help

- Lots of counting during everyday activities
- Pointing out the numbers in your environment
- Sing counting songs
- Help your child with number activities from school
- Help your child to write numbers using the number formation rhymes
- Keep it fun!

Number formation rhymes

1   Down you run and one is done

2   Around and down and out go you, that's the way to make a 2

3   Around and round just like a bee, that's the way to make a 3

4   Down across and down once more, that's the way to make a 4

5   Short neck belly fat, number 5 wears a hat

6   Down around, in a circle you go, that's a 6 as you know

7   Across the sky and down from heaven, that's the way to make a 7

8   Make an /s/ but then don't wait, climb straight back up to make an 8

9   First a ball and then a line, that's the way to make a 9

10   Tall straight, circle then, that's the way to make a 10