My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Early Level

Imagine with all your mind.

Believe with all your heart.

Achieve with all your might.

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The aim of this guide is to help you understand your child's learning journey through mathematics. They are on their way to learning skills and building knowledge to help them in this journey.

It should be noted, that this is a ***guide*** only. Your communication with the school and your child's class teacher will give you more specific information about what your child is learning, skills they have acquired and their next steps.

Resources

In working through maths your child will use a range of resources including but not exclusively Heinemann Mathematics, Sumdog and Teejay resources too.

How we assess your child's progress through the level

Throughout the year, your child will complete a range activities and assessments both formal and informal, along with the review of ongoing daily activities. These combined help your child's teacher to make professional judgements on your child's learning.

Your discussion with your child's teacher at parent's evening and throughout the course of the year will allow you to discuss in detail your child's progress, needs and next steps.

A summary of their progress will be given in their end of year report given home in June.

Should you have any questions about your child's learning then please contact the school for an appointment to discuss this.

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Mathematics in the early stages involves the following:

(Please note that this list includes main learning but cannot cover all steps in learning.)

Number, Money and Measure	Number, Money and Measure	Shape, Position and Movement Information Handling
I am learning to: • count the objects and decide which has the most or least. • use one-to-one correspondence to count a given number of objects to 20. • explain that zero means there is represented by the numeral 0. • identify and recognise numbers from 0 to 20, using both names and numerals. • order all numbers forwards and backwards within the range 0 - 20. • recall the number sequence forwards within the range 0 - 30, from any given number. • use the language of before, after and in-between. • double numbers to a total of 10 mentally. • partition quantities to 10 into two or more parts and recognise that this does not affect the total. • use the mathematical symbols +, − and =. • use vocabulary to describe halves. • use a variety of coins in real life contexts. • identify all coins to £2. • copy, continue and create simple patterns involving objects, shapes and numbers.	**I am learning to:** • use familiar objects to measure the length, weight or capacity of items and help me compare them e.g. how many marbles fit in a jar or how many cups in a jug of water or the number of hands across a table. • compare and describe lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less. • link daily routines and personal events to time sequences. • name the days of the week in sequence, know the months of the year and talk about features of the four seasons. • talk about and where appropriate, engage with everyday devices used to measure or display time, including clocks, calendars, sand timers and visual timetables. • read analogue and digital o'clock times (12 hour only) and represent this on a digital display or clock face. • read analogue clock times for half past. • use appropriate language when discussing time, including before, after, o'clock, hour hand and minute hand.	**I am learning to:** • interpret simple graphs, charts and signs and demonstrate how they support planning, choices and decision making. • use individual tally marks to collect information to answer a question posed by me or someone else. • ask simple questions to collect data for a specific purpose. • collect and organise objects for a specific purpose. • apply counting skills to ask and answer questions and make relevant choices and decisions based on the data. • contribute to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate. • talk about the dynamic properties of shapes e.g. it rolls, slides, stacks etc. and use these to sort shapes and objects. • find objects on a grid and give its location. • describe why pictures patterns and shapes are symmetrical .

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We try to develop these mathematical skills across the curriculum where it is most relevant. Your child may use mathematics and numeracy across other curricular areas of learning which helps them to deepen their understanding of the skills and concepts involved.

Supporting your child

Some children will require support in learning and developing these skills through additional one to one teaching time, additional support through working at a different pace, different material and resources to support their learning or spending time out of the class working within small group to support learning. Children may also need additional support to challenge them to achieve their potential and this may involve working at a quicker pace, covering additional activities or working at a slightly higher level than would normally be expected.

Your child's class teacher will know the needs and abilities of your child and will prepare a range of activities to support their learning. For this purpose children work in groups within mathematics. These groups are fluid and change throughout the course of the year as your child learns new skills, reinforces other skills or perhaps needs a little additional support or challenge. As the concepts in mathematics can be quite different, children can have a range of mathematical abilities. For example, children may be confident and capable when using the four number process of addition, subtraction, multiplication and division but less confident and need more support when it comes to telling the time. In this way we encourage a change in groups as it helps children to understand their own learner needs and matches the learning more specifically to meet those needs.

You can continue to support your child's learning by:

Looking and using mathematics in the world around them such as allowing them to pay and work out change at the local shops.

Using time and money in real life settings.

Looking at shapes in the environment.

Practicing learn Its when they are included in the term's homework

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