My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Beginning First 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 at the beginning of First Level 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 on and back for numbers to 100. • read, write, order and recite whole numbers to 100, starting from any number in the sequence. • describe the value of each digit in a numeral to at least 100. • build my knowledge of multiplication facts. • demonstrate understanding of zero as a placeholder in whole numbers to 100. • identify the value of each digit in a whole number with two digits, for example, 67 = 60 + 7. • solve addition and subtraction problems with three digit whole numbers. • learn the basic facts for addition and subtraction and number families to 20 . • choose the best approximate answer to additions and subtractions involving 2 digit numbers. • round numbers to the nearest 10. • explain what a fraction is using concrete materials, pictorial representations and appropriate mathematical vocabulary. • use concrete materials, to find the fraction of an amount. • identify coins and notes to £5 • identify and use coins to 20p and explore different ways of making totals to £1	**I am learning to:** • count forwards and backwards in 2s, 5s and 10s from any whole number up to 100. • compare the size of two objects by using a third object (e.g. arm lengths or a piece of string). • explore the concept of volume using familiar items. • estimate the volume of an item, using the language of non-standard units, by comparing it to something I already know the volume of. • explore the concept of area using familiar items. • compare areas by putting one item onto another item. • tell the time using 12 hour notation. • show time on an analogue clock, demonstrating the position of the hour and minute hands for on the hour • use the vocabulary associated with clocks. • know how many seconds there are in a minute. • plan events over the course of a week or month. • order the months of the year and relate these to the appropriate seasons. • use and interpret a variety of calendars and 12 hour timetables to plan key events.	**I am learning to:** • interpret simple graphs, charts and signs and demonstrate how they support planning,. • draw simple diagrams, tables and charts to display data I have collected. E.g. to create a pictograph I have equally sized pictures that I glue onto a poster. I write on labels and a title . • can read information from diagrams and tables (1-1 correspondence only). • recognise and name a range of simple shapes such as rectangle, square, triangle and circle. • describe the features of a range of simple shapes and objects using language such as side, angle, corner, face and edge

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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:

Allowing your child to use as much real life maths as possible including using clocks, money in shops and looking for shapes in the local environment.

Playing counting games and practicing learn its.

Looking for patterns in numbers and in the environment

Increasingly using the language of maths e.g. half, quarter ...