My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Continuing 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 middle 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: • read, write, order and recite whole numbers to 1000, starting from any number in the sequence. • count forwards and backwards in 2s, 3s, 4s, 5s and 10s. • recall some multiplication facts from memory. • add and subtract multiples of 10 to or from any whole number to 100. • Learn the basic facts for addition and subtraction and number families to 100. • use doubles, halves and similar strategies to add and subtract numbers. • know when we divide by 2,5,10 we share using our knowledge of the times tables. • apply strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts. • multiply and divide whole numbers by 10 (whole number answers only). • make reasonable estimates of small quantities to 20. • round numbers to the nearest 100 . • compare simple fractions, e.g. quarters • identify coins and notes to £10. • use a variety of coin combinations, to pay for items and give change up to £1	**I am learning to:** • apply mental agility number skills to calculate the total spent in a shopping situation and can calculate change. • use non-standard units of measurement to compare the volume of two objects. • record measurements of length, height, mass and capacity to the nearest standard unit, for example, centimetres (cm), kilograms (kg) and litres (l). • compare measurements with estimates. • use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task. • record the time using 12 and 24 hour notation • show time on an analogue clock, demonstrating the relative position of the hour and minute hand for half past and quarter past the hour. • know how many seconds there are in a minute and how many minutes in an hour.	**I am learning to:** • estimate the area of regular and irregular shapes using a shape template, counting squares or similar method. • estimate the area of regular shapes by drawing around shape templates and counting the total. • can draw simple diagrams tables and charts to display data E.g. a bar chart with labels, frequency and a title. • write a few sentences to describe the results of a data collection. • read information from diagrams and tables e.g. frequencies (one-one correspondence only) and describe the important features of the data represented e.g. say, "their graph tells me that most children asked had dogs as pets". • make predictions and collect information to test them. • recognise and name a range of simple objects such as cubes, cuboids, cones, cylinders and spheres. • recognise that the faces of 3D objects are composed of shapes and describe the properties of these shapes. • begin to use technology and other methods to describe, follow and record directions using words associated with angles, directions and turns including, full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle .

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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.

Perhaps helping with baking/cooking to weigh ingredients and read scales

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

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