My Child's Learning Journey

A Guide for Parents

Mathematics and Numeracy

Achieving 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 end 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: • I can read, write, order and recite whole numbers to 1000, starting from any number in the sequence. • count forwards and backwards in 2s, 5s, 10s and 100s. • construct 3 digit numbers and can put them in order. • recall some multiplication and division facts from memory. • add and subtract multiples of 10 or 100 to or from any whole number to 1000. • solve two step problems. • apply knowledge of inverse operations (addition and subtraction; multiplication and division). • multiply and divide whole numbers by 10 and 100 (whole number answers only). • use multiplication and division facts to solve problems within the number range 0 to 1000. • round numbers to the nearest 10, 100 and am beginning to round numbers to the nearest 1000. • compare the size of fractions and places simple fractions in order on a number line. • explain the role of the numerator and denominator. • understand that a comparison can be made between fractions with the same denominator. • use known multiplication and division facts and other strategies to find unit fractions of whole numbers.	**I am learning to:** • identify and use all coins and notes to £20 • record amounts accurately in different ways using the correct notation, for example, 149p = £1·49 and 7p = £0·07 • demonstrate awareness of how goods can be paid for using cards • describe, continue and create number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples • record measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l). • use knowledge of relationships between units of measure to make simple conversions, for example, 1 m 58 cm = 158 cm or 500ml = ½ litre . • make accurate 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 • tell the time using half past, quarter past and quarter to using analogue and digital 12 hour clocks • know the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year	**I am learning to:** • create repeating patterns involving shapes, pictures and symbols • use square grids to estimate then measure the areas of a variety of 2D shapes . • estimate the area of an item using the language of standard units by comparing it to something I already know the area of. • select and use the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies • include a suitable title, simple labelling on both axes and an appropriate scale where one unit represents more than one data value in graphs • use block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams • interpret data gathered through everyday experiences to make reasonable predictions of the likelihood of an event occurring • use mathematical language to describe the properties of a range of common 2D shapes and 3D objects including side, face, edge, vertex, base and angle • know that a right angle is 90°. • identify where and why grid references are used . • create symmetrical pictures and designs with more than one line of symmetry.

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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 and using timetables or durations of times from TV guides.

Increasingly use the language of maths. (estimate, cm, grams etc.)

Practice telling the time and asking what will the time be in 5 mins, 10 mins etc