

Together we can!

Two key factors which predict progress:

Parents providing a home learning environment, where, for instance, children were encouraged to paint, draw and play with letters and numbers.

Early Years settings providing adult-led mathematics focused activities, such as number rhymes and games, alongside independent play.

(Sammons et al, Siraj-Blatchford et al)



What do children learn in maths?

Early Learning Goal: Number

Children at the expected level of development will:

- * Have a deep understanding of number to 10, including the composition of number
- * Subitise (recognise quantities without counting) up to 5
- * Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Early Learning Goal: Numerical patterns

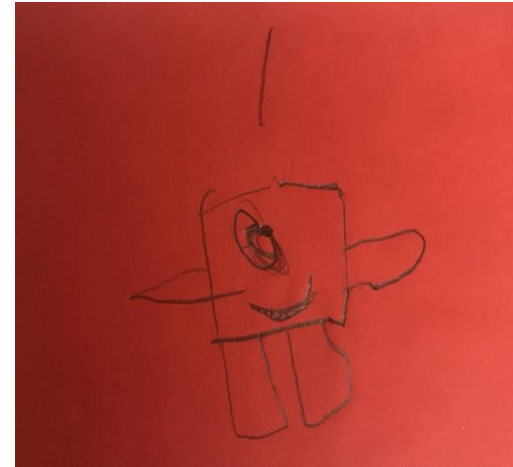
Children at the expected level of development will:

- * Verbally count beyond 20, recognising the pattern of the counting system
- * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How do we teach maths in EYFS?

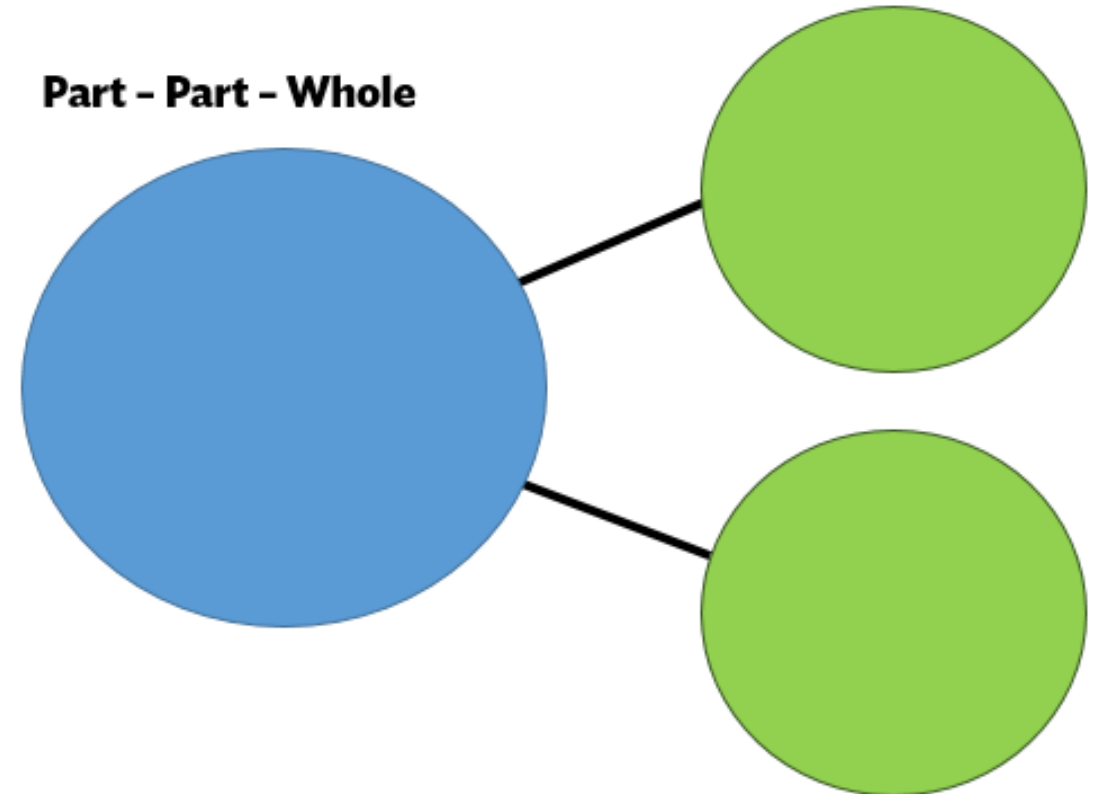
Whole class maths lessons everyday

- Direct teaching of small steps in depth
— starting with a focus of a number per week
- Continuous provision that provides opportunities for children to engage with mathematical concepts and vocabulary
- Additional 'mastering number' sessions to develop number sense and fluency

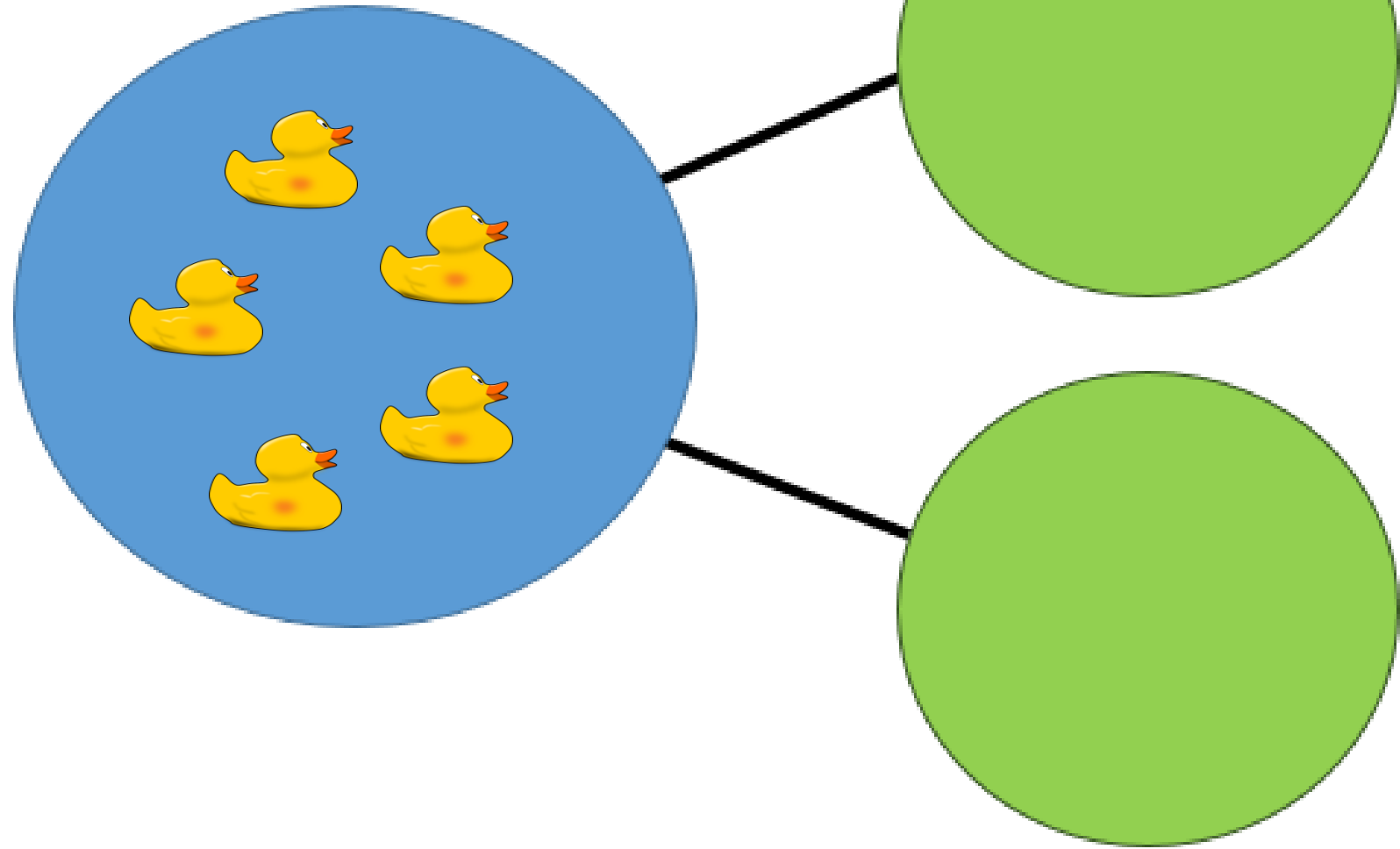


What is the Part-Part-Whole Model?

A model used throughout the school to develop our children's understanding of number.



Part - Part - Whole



_____ is a part, _____ is a part, _____ is the whole.

Automatically
recall (without
reference to
rhymes,
counting or
other aids)
number bonds
to 5.

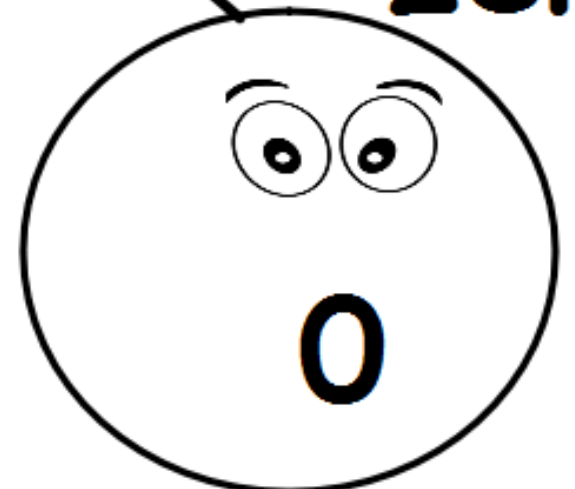
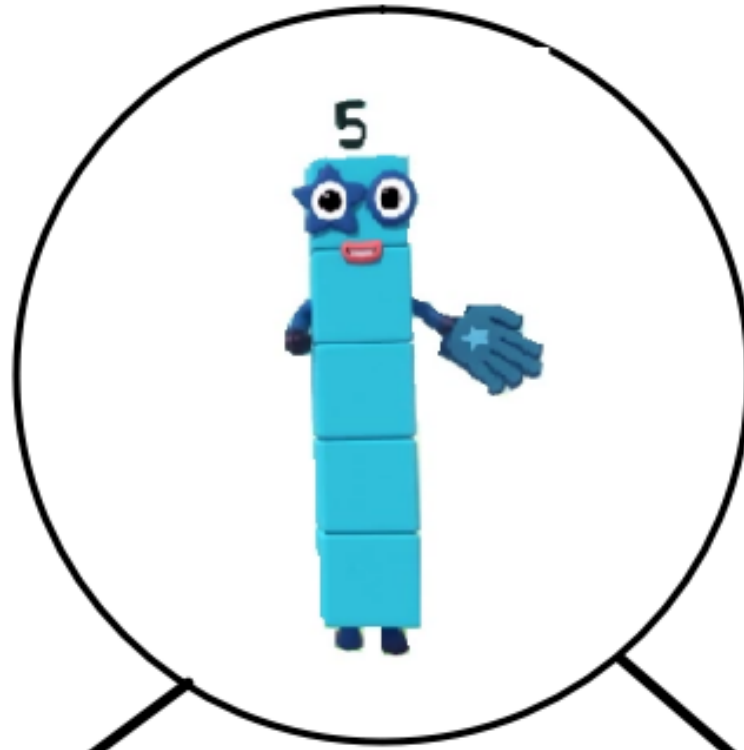
<https://www.holywellschool.org/kids/>



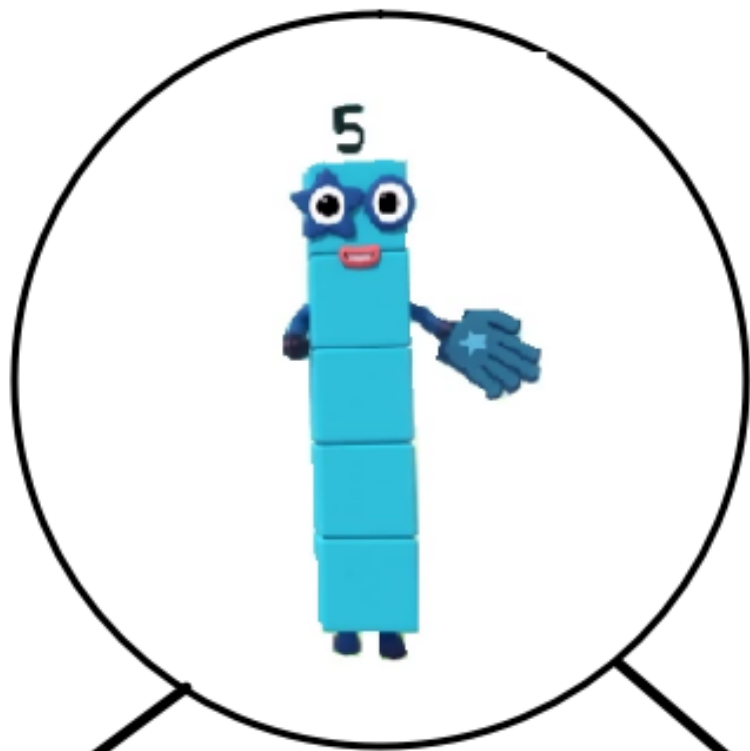
5 is ...

five

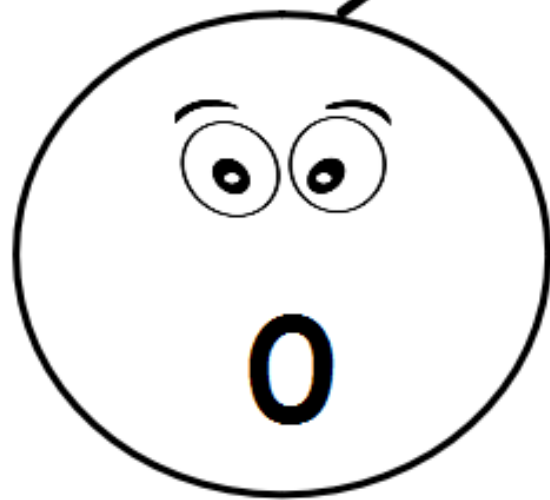
zero



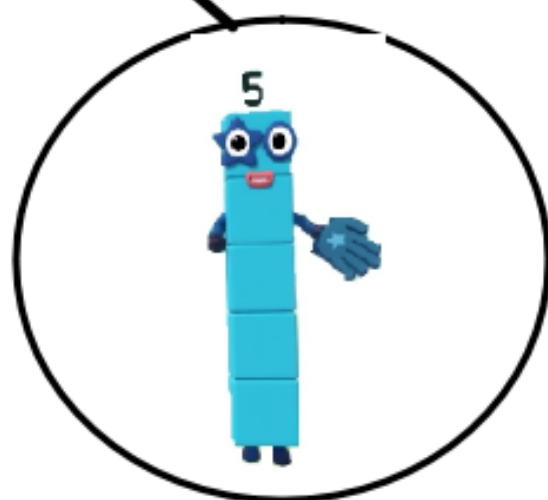
5 is ...



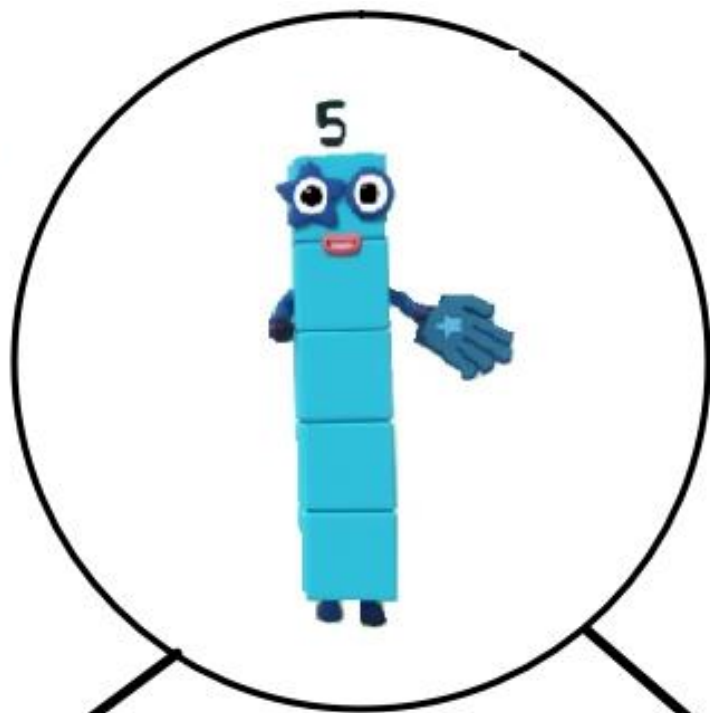
zero



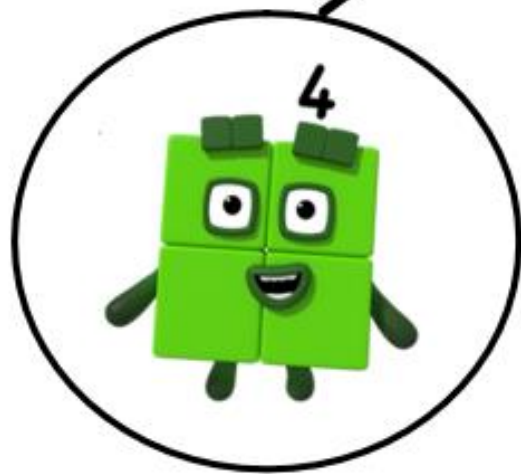
five



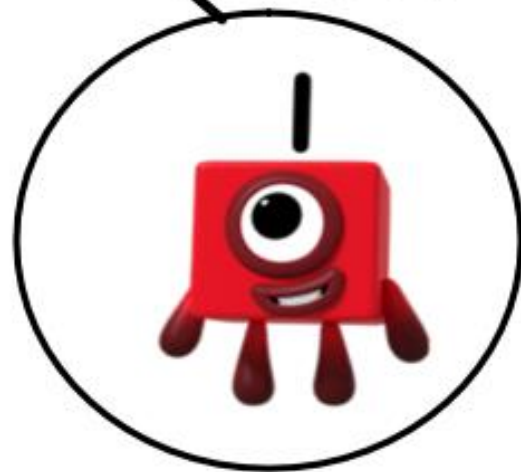
5 is ...



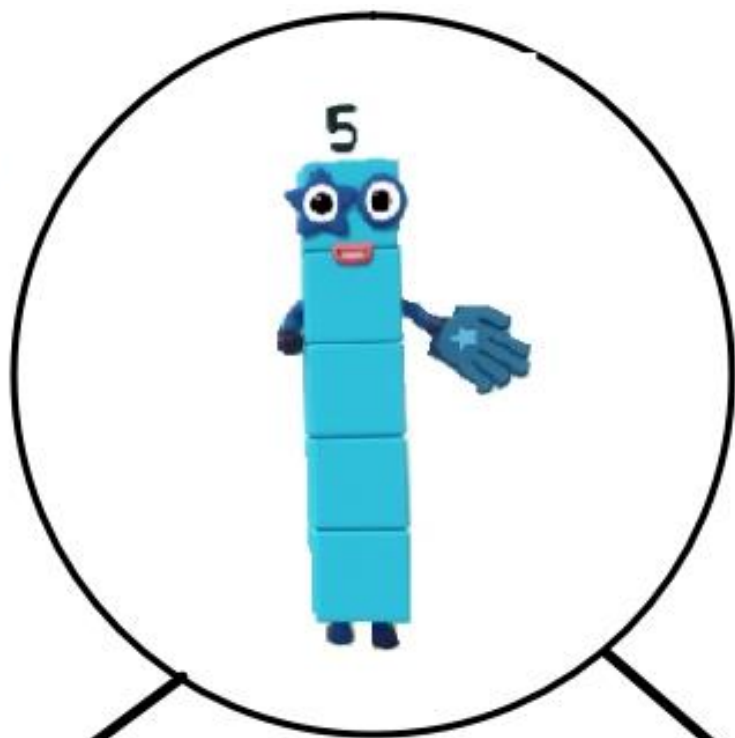
four



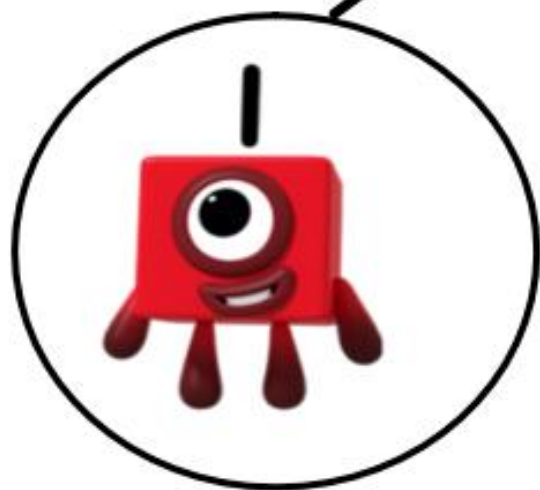
one



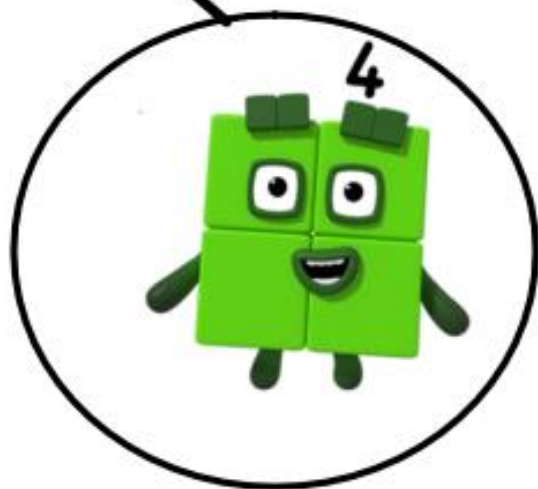
5 is ...



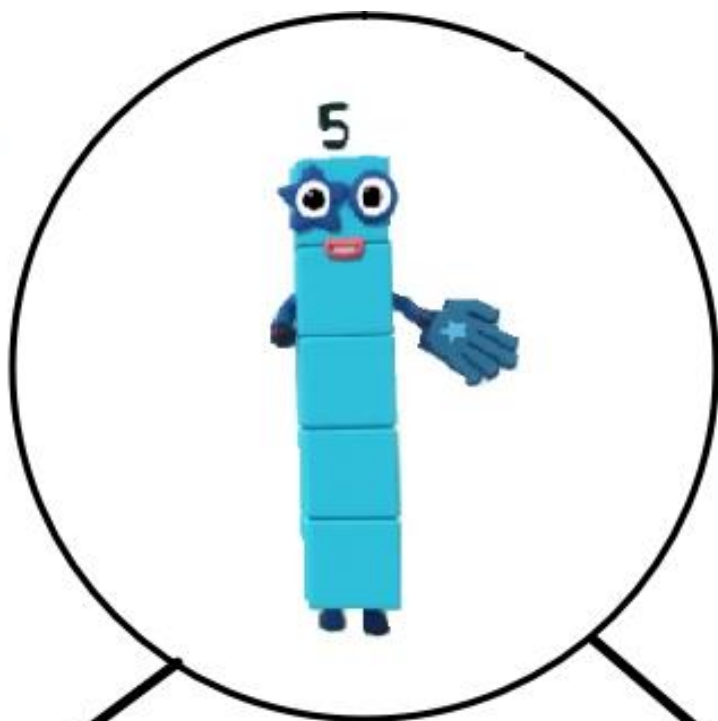
one



four



5 is ...



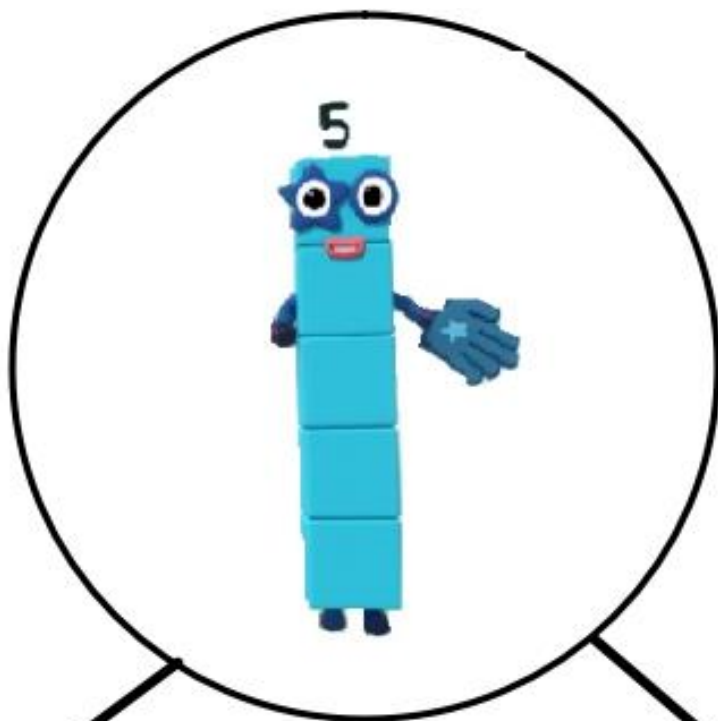
two



three



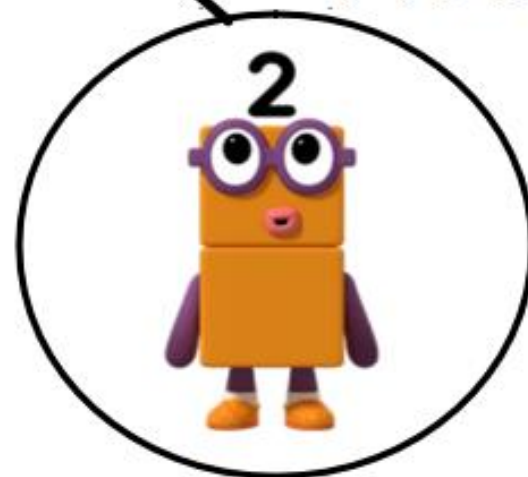
5 is ...



three

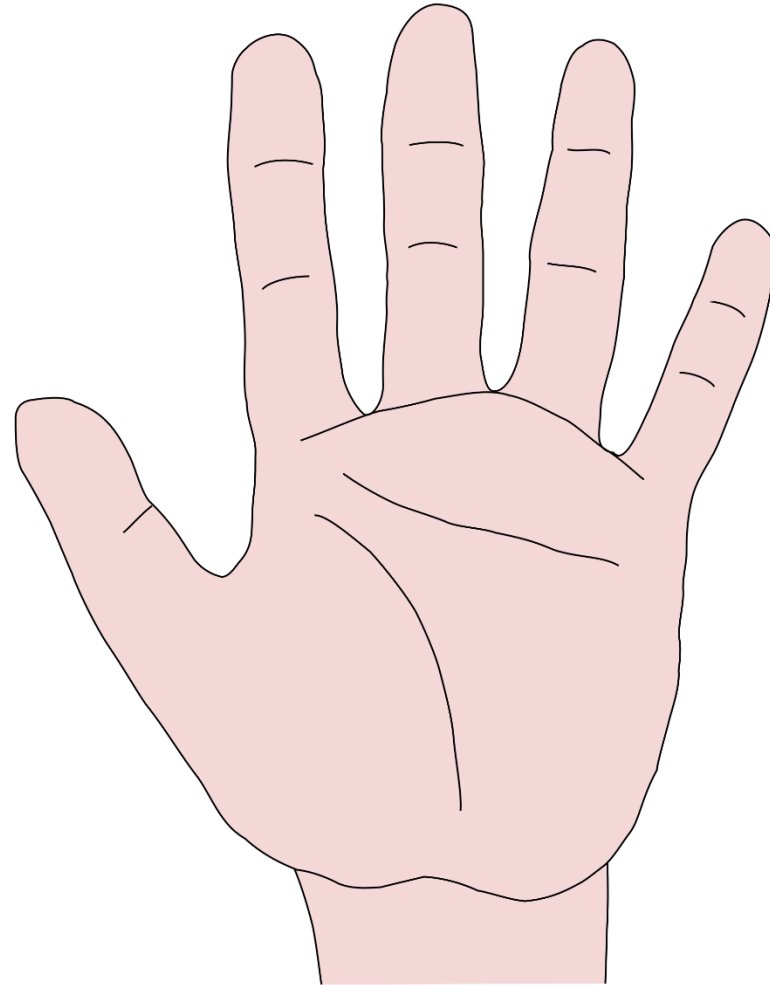


two



What is subitising?

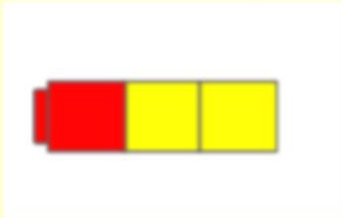
Subitising is when you are able to look at a group of objects and realise how many there are without counting.





Holywell Primary Key Instant Recall Facts Year R - Autumn 2

Key Facts to Learn Together: children should be able to recognise quantities up to 5 without needing to count e.g.



Key Vocabulary

What can you see?
How **many** are there?
How do you know?

Targets

- Recognise quantities, without counting, up to 5 (subitise).

Top Tips

- The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey?
- Youtube - search 'Jack Hartman subitize up to 5'. Don't forget to get involved, too!
- The dice game - roll it and play fastest first - who can identify the amount of spots first?
- Flashy fingers - a bit like rock, paper, scissors but with only fingers! How many fingers are you holding up?
- Play games which involve quickly revealing and hiding numbers of objects
- Prompt your child to subitise first when counting groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. Encourage children to show a number of fingers 'all at once', without counting.

How can you help at home?

- Practice the KIRFs (key instant recall facts) sent home each half term
- Watch Numberblocks with your child and talk about it
- Read stories and sing number rhymes
- Look for opportunities to use maths in everyday life — counting objects, baking, visiting the shops
- Share your own positive attitude and love of maths with your child

