A Parent's Guide to Maths at Ipplepen Primary School

Year F

The way Maths is taught in primary schools may seem to have changed considerably since you yourself were in the classroom. With the introduction of a new National Curriculum in 2014, some more complicated concepts have been introduced and a much deeper understanding of what is taught is now necessary.

From starting in Foundation, all the way through to Year Six, your child will follow a progressive scheme of learning that will build on their previous knowledge and adapt known methods and images to ensure their working becomes more efficient as they work with larger numbers.

This guide is designed to support you in understanding key mathematical concepts taught in Year F that will help your child develop their mathematical knowledge as they progress through KS1 and KS2.

What does maths look like in Year F?

During Foundation, we focus on counting accurately and developing a deep understanding of numbers to 10. We will look at patterns and relationships within these numbers using a variety of resources to help us develop a secure starting point for our maths educational journey. We will also look at developing spatial reasoning skills across all areas of maths, including shape, space and measures. Providing children with the opportunity to consolidate and expand their knowledge, gaining confidence and a 'can do' attitude is at the heart of our foundation maths curriculum.

Maths is very practical and hands on during Year F. Each week we have Learning Challenges in Maths to encourage the children to practice the concepts we are learning and expand their thinking with their peers and with support from an adult.

The Counting Principles

The 1:1 counting principle

Assigning a number name to an object counted.

Children will learn to count objects one at a time. Occasionally, objects may be miscounted or numbers missed. Lining up objects, using a finger to count and ensuring we count out loud can help us with this.

The Stable- order principle

Knowing numbers need to be said in order whilst counting.

Children will learn to use number names when counting objects and will learn to count in order. Encouraging children to count out loud without using objects can help with number names.

The Cardinal principle

Knowing that the number name for the last number of objects in a group counted, is the total amount.

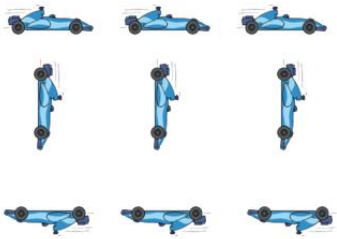
Children will need to have grasped the 1:1 counting principle as well as the stable order principle in order to develop this skill.

If asked "how many?" Children will be able to tell us how many objects there are.

The Abstraction principle

Understanding that anything can be counted, even things that cannot be touched. For example: jumps, claps and clicks.

This can be encouraged daily through counting claps, foot stomps or head pats. Children may visualise imaginary objects in their heads to count.



The Order- irrelevance principle

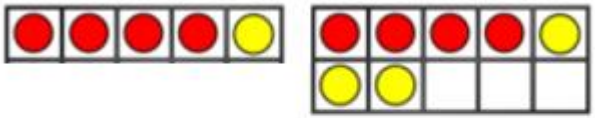
Understanding that the order we count a group of objects does not matter, the end result is still the total.

Moving objects, counting left to right or right to left, up or down, does not change the total amount of objects that are counted.

Some manipulatives we use:

We will use a variety of resources in maths. These are some of the manipulatives your child will use and get to know whilst in Year F:

Fives Frames/ Tens frames



These help us count counters and can help children with recognising amounts quickly. We will use these to represent number, find the total in a group and to develop our subitising skills.

Children are encouraged to verbally explain how they know something before moving onto recording. For example,

"I know there are 5 because there are 4 red counters and 1 yellow. 4 and 1 makes 5".

Or,

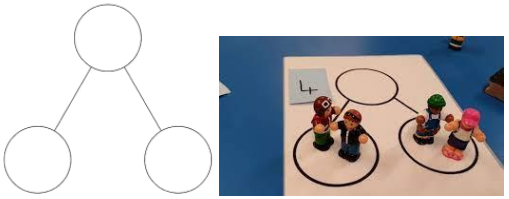
"I know there are 5 because the fives frame is full".

Dice

What better way to learn how to quickly recognise amounts (subitise) than to roll a dice? We use dice lots to practice our quick recall of numbers. We use them for board games and adding amounts together.

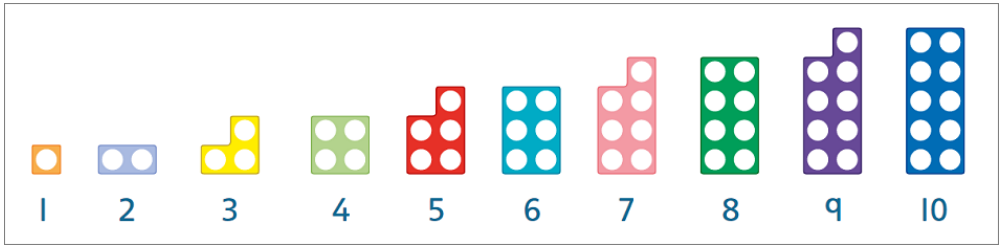
Part-part whole

These help us to show how a number can be partitioned into 2 parts. Before using number representation, we will use physical objects and then pictures. Once children have grasped this, we will model using number sentences.



Numicon

This helps us represent number and think about our number bonds (ways to make numbers). We can recognise number pattern and explore different ways to make an amount.



Unifix/ Multi- link cubes

We use these to make/ build amounts. The children love using cubes as it combines a love for construction, it is also brilliant for developing those fine motor skills.

These are just a few of the resources we use for our maths. We also love to use loose parts such as pasta, beads, buttons to help us with our counting and number patterns.

For our shape, space and measures, we really love to be outside in the sand and water trays or creating concoctions in our Mud Restaurant. The children are given lots of opportunities to explore length, height, capacity and mass during their play and interactions with adults.

Key mathematical language

Add (+)

More

Long/ longer/ longest

Short/ shorter/ shortest

Tall/ taller/ tallest

Full/ half- full/ almost full

Empty/ half- empty/ almost empty

Subtract (-)

Less

Minus

Takeaway

Equals (=)

Makes

Total

Equal to/ the same

Altogether

How do we know that?

What do you notice?

How many?

What can you see?

What would happen if…?

Early Learning Goals for Maths in Year F

By the end of Year F we are aiming for children to be able to do the following in relation to maths and in preparation for Year 1:

Have a deep understanding of number 10, including the composition of each number. Quick knowledge of number bonds 1-5 and 1-10.

Subitise (recognise quantities without counting) number bonds up to 5.

Recall some number bonds to 10, including doubling facts. ies without counting) up to 5.

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 that or the same as another quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.