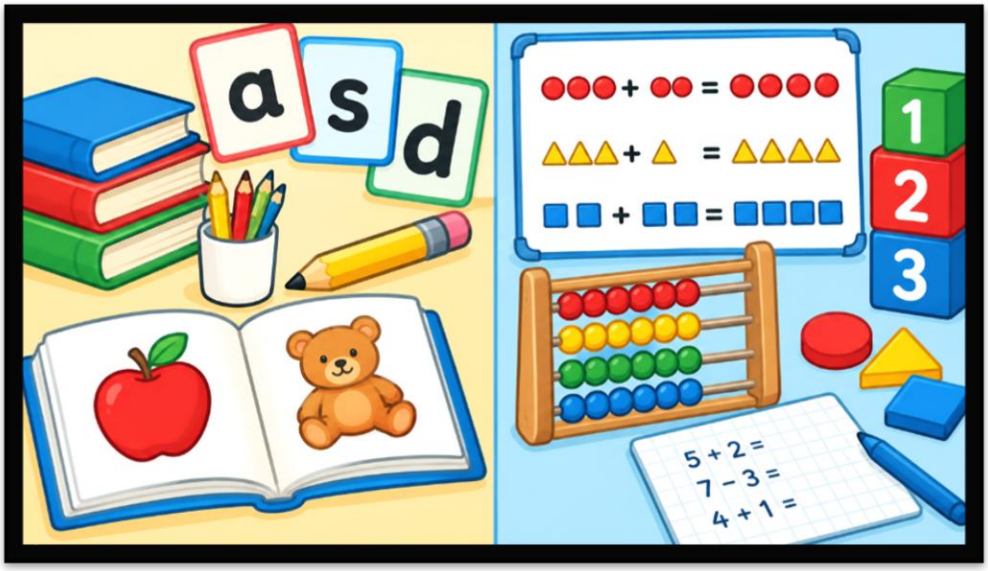
Hamp Nursery and Infants School



Family Passport to School

Mathematics in EYFS

This sheet has been created to help parents and carers understand how we teach Maths in the EYFS. We use the White Rose programme and NCETM Maths Mastery programme in our teaching of the children.

The early learning goals *(what children need to achieve by the end of Reception) are:*

Number:

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

Numerical Patterns:

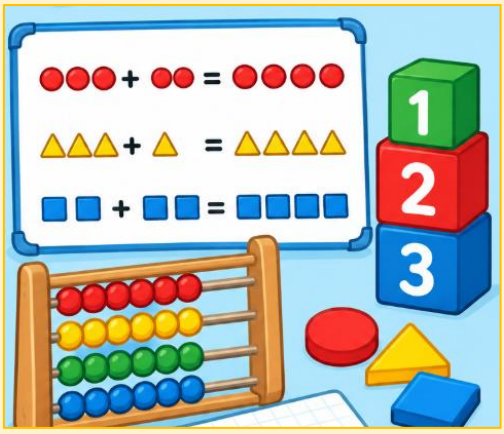
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore the representation of pattern within numbers up to 10, including evens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

Key vocabulary:

- **Subitise:** this is when we ask the children to look at an amount and know the number without counting. Children would only subitise to 5.
- **Numeral:** this is the word we use to name the number.
- **Number sentence:** this is what we call a calculation, e.g. 5 + 5 = 10.
- **Greater than:** we use this to describe something that is bigger than or more than a given number.
- **Less than:** we use this to describe something that is smaller than a given number.
- **Equal:** when two amounts are the same.

How can I support my child at home?

- **Count, count, count!** Rate counting is good to begin with but as your child goes through school, we want them to count objects as much as you can. They could count toys, houses, shopping, anything.
- **Give your child extra focus on number.** Can you find five of something? Can you find five foxes, for example?
- **Play games with dice** – this helps with their subitising skills.
- **Work on number recognition** when numbers are around them.
- **Begin to practise addition and subtraction within 10**, then you could use toys and ask your child how many are missing.
- **Estimate how many objects there are without counting** to check, e.g. "I think there are six buttons left, should we count to see?"
- **Explore recording scores in different ways** (tallies, dots, number lines) when you play games.
- **Have a quarter of sweets, toys etc. with your child.** Would they "subitise" and know how many there are? Have the same amount? Talk about why this is introducing the idea of odd and even numbers.
- **Play with a shape** – explore how this is introducing the idea of odd and even numbers.
- **Build with different boxes and objects.** Discuss the features of them, such as, "I need a flat one on the bottom of my tower so it doesn't roll away."
- **Encourage your child to spot and describe patterns**, for example in the coloured stripes on their tops.
- **Look at different measurements in everyday life** – "That stick is longer than this one", "your bowl is bigger than mine!"
- **Begin to talk about time** and experiment with language around days of the week and stuff. They may mix up things like tomorrow and yesterday – don't worry.



Sentence Stems:

We use this sentence stem in the majority of our lessons:

I know that… and …. make …

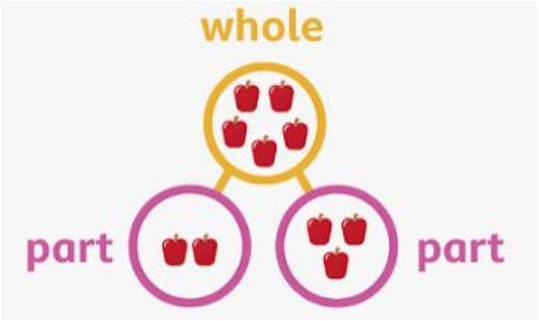
For example:

I know that 4 and 6 make 10.

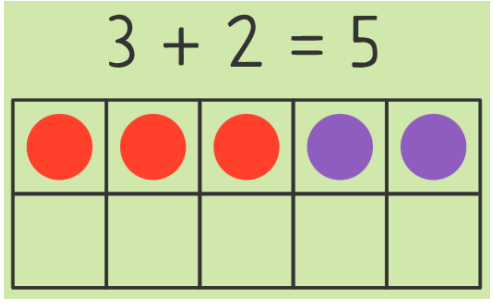
Mathematics – Models and Resources



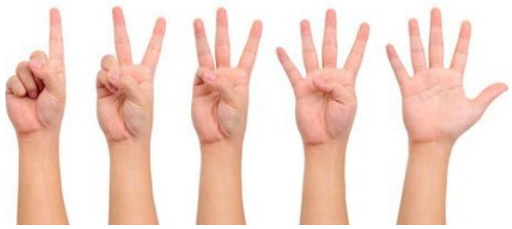
This is called a rekenrek which is used as part of the NCTEM programme. The children will start using theme in the Summer Term and in KS1.



This is called a part-part-whole model and we use this in lessons involving addition and subtraction.



This is a tens frame and we use this in lessons involving addition and subtraction.



When making numbers on their fingers, we encourage children to think of different ways to make a number e.g. 2 and 3 make 5 and 4 and 1 make 5.

Phonics in EYFS

This sheet has been created to help parents and carers understand how we teach phonics. We use the Little Wandle programme in our teaching of the children.

The early learning goals *(what children need to achieve by the end of Reception) are:*

Literacy – Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonics knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy - Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Use some of their phonics knowledge to write words in ways which match their spoken sounds.

Key vocabulary:

- **Phoneme:** the smallest unit of sound in spoken language.
- **Grapheme:** the smallest unit of written language that spells a sound.
- **Digraph:** where two letters make one sound e.g. sh
- **Trigraph:** where three letters make one sound e.g. igh

How can I support my child at home?

- **Orally segmenting practise**: segment words around the home and in daily life. For example: 'Can you put on your 'c-oa-t?' This will help the children hear the sounds and blend the words.
- **Pointing out initial sounds**: when looking at pictures in books or in your everyday life (e.g. a walk to school), ask your child what sound they hear in the word. If they aren't sure, model this to them.
- **Name writing practise**: encourage you child to write their name independently. If they find it difficult, ask them to trace it when written by an adult.
- **Use videos sent by school**: ensure to use the videos that are sent home from school.
- **Flashcards and sound mats**: use flashcards and sound mats to help you child practise their sounds.

Handwriting in EYFS

Handwriting will be taught in the following sequence:

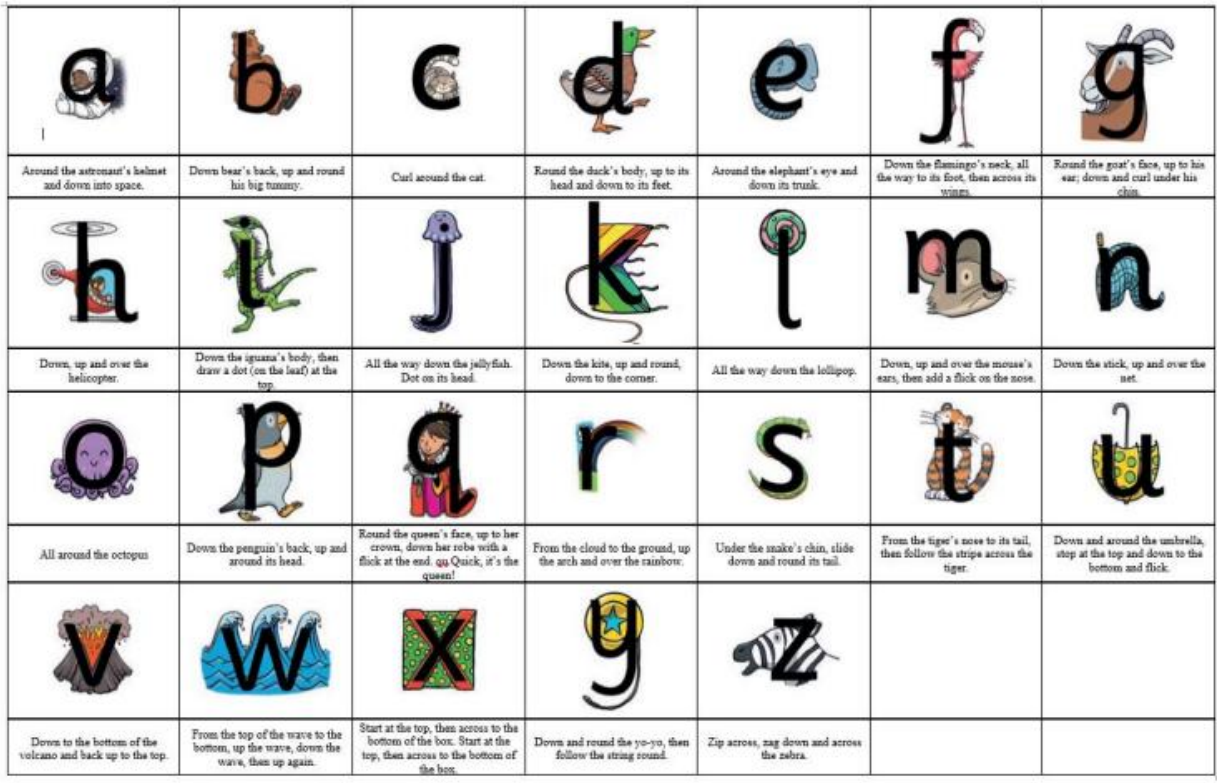
1. **Developing physical skills**
   Children first develop their gross and fine motor skills through a range of play-based activities. This helps to build the strength, coordination and control needed for handwriting.
2. **Daily Dough Disco**
   Children in Nursery and Reception take part in Dough Disco each morning to strengthen their hands and fingers and develop fine motor control.
3. **Pre-writing skills**
   Children practise movements, patterns and shapes to develop hand-eye coordination and prepare them for forming letters. Patters e.g. horizontal and vertical lines, wavy lines, circles, curves, spirals, crosses, turrets, diagonals, zig-zags, crosses and triangles.
4. **Learning letter formation**
   Children are taught how to form letters correctly, including the correct starting point and direction of movement.
5. **Learning letters alongside phonics**
   Letter formation is taught in line with the Little Wandle Letters and Sounds phonics progression, helping children connect the sounds they learn with the letters they write.
6. **Learning letters in formation families**
   Letters with similar movements and patterns are taught together to help children recognise and remember how letters are formed.
7. **Multi-sensory practice**
   Children practise letter formation in different ways, including using sand, shaving foam, playdough and other practical activities, before moving towards writing on paper.

To teach letters we:

1. Introduce the letter and formation phase.
2. Form the letter in the air.
3. Form the letter on the palm of the hand.
4. Trace the mnemonic with a finger.
5. Write the letter.

Little Wandle Letter Formation

Children should be taught to form letters using the formation phrases below:



Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear; down and curl under his chin.
Down, up and over the helicopter.	Down the iguana's body, then draw a dot (on the leaf) at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and round, down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.
All around the octopus	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.
Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.		

