

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>



<https://www.topmarks.co.uk/early-years/lets-compare>



<https://www.abcya.com/games/same-different>



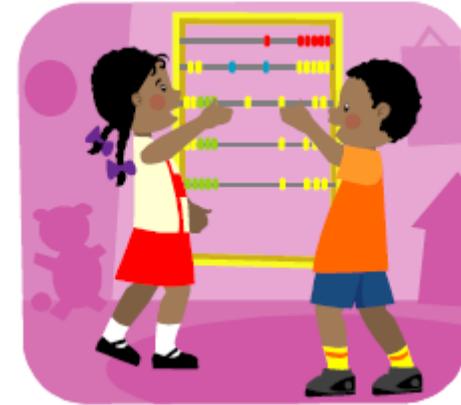
<https://www.tinytap.com/activities/gl26x/play/where-am-i-positional-language-made-easy>



<https://www.splashlearn.com/math/positional-words-games>



# St Matthew's C.E. Primary Academy



Help your child to learn maths facts.

Nursery

Parent's and carer's guide to support children  
with the 'Learning by Heart' programme

Summer Term

## 'Learning by Heart'

Developing children's knowledge of mathematical language so that they know them 'by heart' is a valuable tool to support calculation strategies, and also helps to build confidence. Regular practice is needed to secure knowledge and help children notice things. We need to talk to our children and use objects and pictures to help them understand the terms same and different, identify similarities and differences in size, shape, or colour between objects, describe similarities or differences between objects.

Summer Term 1: to notice what is the same and different:

Activities:

Same - 2 circles, yellow objects, pets, etc.

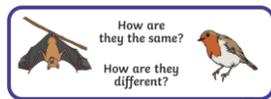
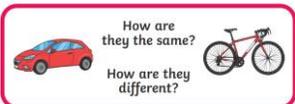
We can also look at a category and ask our children to add to that group, 'Can you think of other things that are yellow?' Other animals that can be kept as pets?



Diff - green/blue, straight/wavy, tall/short, square/circle, more/less, etc  
Look closely, what is different about the two pictures?



Next look at objects and discuss what is the same and what is different about the objects/pictures?



Vocabulary:

same different size (tall/short, wide/narrow, big/small, long/short)  
colours (red, yellow, blue, green, etc) shape (circle, square, triangle, rectangle, etc)  
pattern (wavy, straight, spotty, striped, etc) quantity (more/less, one, two, etc)

Summer term 2: Knowledge of position: under, over, next to, between, above, below, next to.

Activities:

At the park, ask your child to place themselves or carry out the action e.g. walk through the tunnel, sit on top of the box, stand next to the bridge, etc.



OR



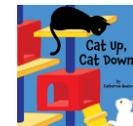
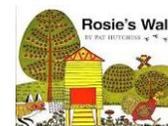
Choose a toy and then give instructions as to where to place it.

OR

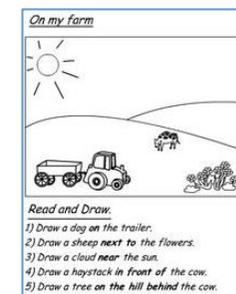
During play with a doll's house, a garage, etc, for example ask your child to walk the doll up the stairs, put the green car next to the red one, etc.



Read books where positional language is used throughout:



Ask your child to follow instructions to draw objects in certain positions.



Vocabulary:

around, upside down, through, between, top, bottom, above, below, up, down, outside, inside, in, out, front, behind, over, under, on, off, next to, beside, left, right, beginning, middle, end, near, far,