

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn>



<https://www.topmarks.co.uk/Flash.aspx?f=WaystoMake>



<https://pbskids.org/curiousgeorge/busyday/ten/>



<https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>



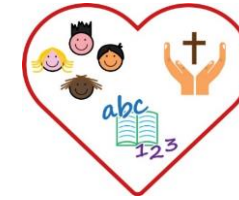
<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>



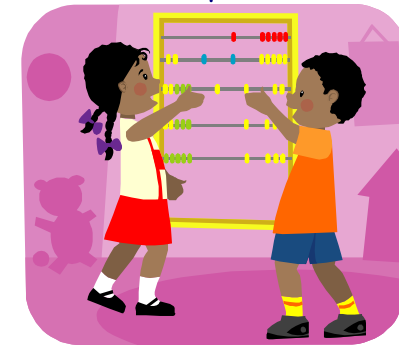
<https://www.bbc.co.uk/games/embed/education-ivor-starting-school?exitCameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzd4b382>



St Matthew's C.E. School and Nursery



Help your child to learn maths
facts
Reception



Parent's and carer's guide to support
children with the 'Learning by Heart'
programme
Spring 2021

'Learning by Heart'

Developing children's knowledge of mathematical facts 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 instantly recall facts.

We encourage children to think 'Can I do this in my head?' Having a range of number facts at their fingertips really empowers the children and enables them to approach tasks with confidence.

Spring Term 1: to explore numbers up to 5.

Ways you can help at home:

- Encourage different ways that 'five' can be made.



- Playing hiding games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.
- Playing skittles and looking at how many are standing. How many have fallen over? How many are there altogether?
- Counting up to and back from 5
- Knowing where the numbers come in the number line – 3 is after 2, but before 4

To know number bonds to 5.

Children need opportunities to explore a range of ways to partition a whole number. The emphasis here is on identifying the pairs of numbers that make a total.

- Making a number with two different kinds of things. For example, make a fruit skewer with five pieces of fruit, using bananas/strawberries to choose from; then ask your child to describe how they have made theirs. They should compare it with yours: 'What is the same about your skewers? What is different?'
- Bunny Ears: using your fingers like bunny ears. 'With two hands, show me five fingers. Can you do it in a different way?' Or, 'Show five fingers with a friend'
- Pictures of ladybirds: 'There are 5 spots altogether. I can see 4 and 1, I can see 3 and 2, and I can see 1 and 1 and 1 and 1.'
- Exploring songs; for example, 'Five Currant Buns' – show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns

0 + <input type="text"/> = 5	3 + <input type="text"/> = 5
<input type="text"/> + 4 = 5	<input type="text"/> + 1 = 5
2 + <input type="text"/> = 5	5 + <input type="text"/> = 5

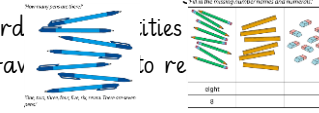
	Blue	Red
0	5	
1	4	
2	3	
3	2	
4	1	
5	0	

Spring Term 2: to explore numbers 6 to 10.

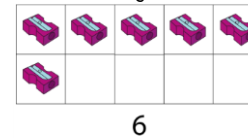
Ways you can help at home:



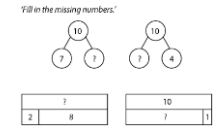
- Ensure your child has a sense of sequence and is secure in counting to and back from 10 – 8, 7, 6, which number comes next?
- Give them a range of objects between 6 and 10 and ask them to count them and to record the numeral showing the quantity. Practise writing the numbers.
- You can also record ities or ask them to draw to re names e.g. seven pens or number names



- Encourage different ways that 'ten' can be made
- Use a tens frame to draw the '5 and a bit' structure



'Six is five and one more.'



- Compare quantities

To know number bonds up to 10.

- Ask your child to find pairs of numbers that make 10.
- Play snap using two sets of 0 to 10 number cards: say 'Snap!'
- Ask your child to find pairs of numbers that make 10.
- Ask your child to find pairs of numbers that make 10.



- Nursery rhyme number songs – 10 in the bed, 10 green bottles, etc. Links over!

Vocabulary

add altogether makes split group total partition
 subtract difference less more whole/part
 share equals more than less than number before/after
 How many more to make ...? How many left? How many are hiding?
 How many altogether? Show me a different way.

