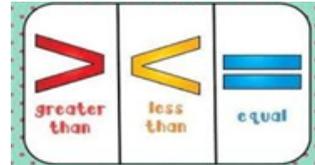
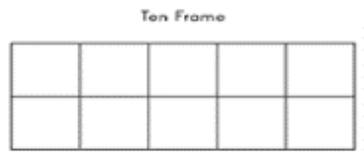


A Warm Hello from Our EYFS & KS1 Maths Lead, Mrs Reynolds.  
I am excited to share with you the learning that will be taking place for your child.

# AUTUMN TERM MATHEMATICS YEAR 1

## Number and Place Value

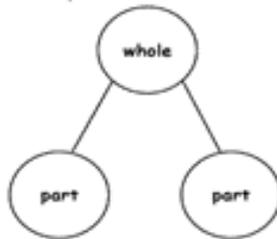
This term we will be learning to count forwards and backwards, find one more and one less, recognise and use the words fewer, more and same, compare numbers, use the greater than, less than and equal to symbols and begin to use a number line.



## Addition and Subtraction

This term we will be learning how to use part-whole models, writing number sentences, finding fact families, adding and subtracting, recognising number bonds within 10 and using number lines to support this.

The part-whole model



## Geometry

This term we will be learning to recognise 2D and 3D shapes, sort shapes and use 2D and 3D shapes to create patterns.

At St. Ursula's, we believe that the best approach to support children with their learning in Maths is the CPA Approach.

**C** or concrete involves using physical objects that learners can touch and manipulate, such as counters, base ten blocks, or objects to represent numbers and mathematical operations.

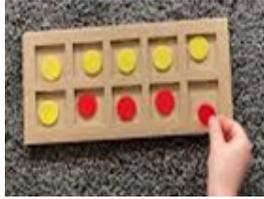
**P** or pictorial involves using pictures, drawings, and diagrams to represent the concrete objects and the process they just performed.

**A** or abstract involves using numbers and symbols (like +, -, ×, ÷) to represent the mathematical problem.

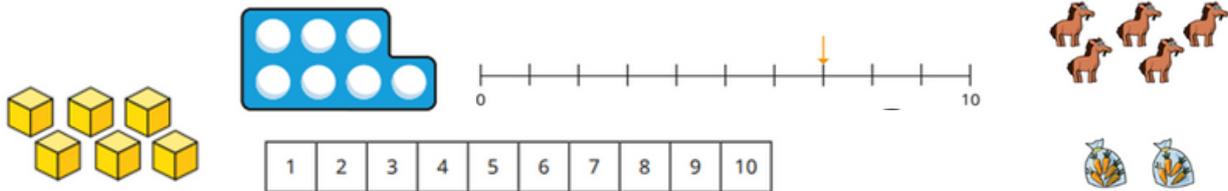
Each child needs to start with a concrete approach to their learning, which then begins to incorporate the pictorial elements of Maths and later, when ready, supports children to be able to access the more abstract elements within Maths. This term, we are focusing on the concrete and pictorial approaches. Please see below how these may be presented to the children in different ways. You may wish to use some of these when supporting your child at home.

# AUTUMN TERM MATHEMATICS YEAR 1

## Concrete



## Pictorial



## Mrs Reynolds' Maths At Home Challenge

Take a trip to the local park and collect some Autumn items e.g. leaves, sticks, acorns and conkers- can you group them? Can you put the groups in order from the smallest to the greatest? Can you find out one more and one less?

If you can, take some photos and come and share them with me! I will look forward to seeing them 😊



## **Other useful links:**

- Download the 1 minute Maths App- free to practice number fluency.
- <https://www.bbc.co.uk/bitesize/subjects/z8x8h4j>- Year 1 BBC Bitesize
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting-games-to-play>

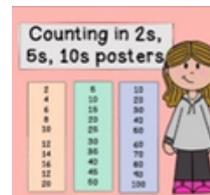
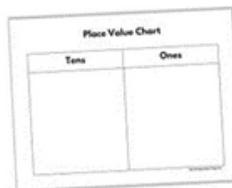


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# AUTUMN TERM MATHEMATICS YEAR 2

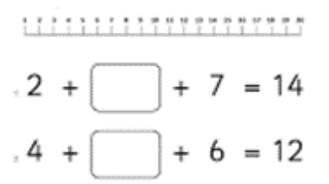
## Number and Place Value

This term we will be learning to count in tens, recognise tens and ones, use a place value chart, partition numbers to 100, write numbers to 100 in words, count in tens and ones on a number line, find the missing numbers on a number line, order and compare numbers and count in 2s, 5s, 10s and 3s.



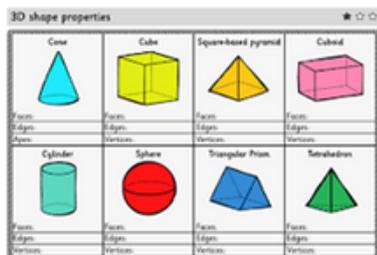
## Addition and Subtraction

This term we will be learning to recall number bonds to 10 and 20, use fact families to 20, add and subtract ones and tens, add and subtract across a 10, add three 1-digit numbers, find 10 more and 10 less and how to solve missing number problems.



## Geometry

This term we will be learning to recognise 2D and 3D shapes, draw 2D shapes, count sides, vertices and faces, recognise lines of symmetry within shapes, sort 3D shapes and create patterns using 2D and 3D shapes.



At St. Ursula's, we believe that the best approach to support children with their learning in Maths is the CPA Approach.

C or concrete involves using physical objects that learners can touch and manipulate, such as counters, base ten blocks, or objects to represent numbers and mathematical operations.

P or pictorial involves using pictures, drawings, and diagrams to represent the concrete objects and the process they just performed.

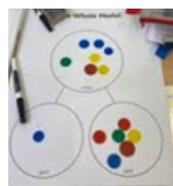
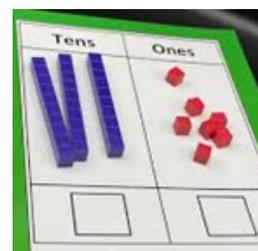
A or abstract involves using numbers and symbols (like +, -, x, ÷) to represent the mathematical problem.

Each child needs to start with a concrete approach to their learning, which then begins to incorporate the pictorial elements of Maths and later, when ready, supports children to be able to access the more abstract elements within Maths.

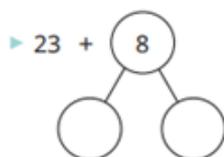
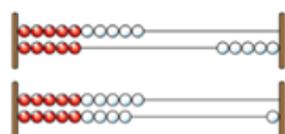
Please see below how these may be presented to the children in different ways. You may wish to use some of these when supporting your child at home.

# AUTUMN TERM MATHEMATICS YEAR 2

## Concrete



## Pictorial



## Abstract



Tens	Ones
2	4

$$3 + 5 + 7$$

$$2 + 9 + 1$$

$$73 + 7 = \square + 71$$

▶  $\square + 2 = 10$

▶  $\square + 3 = 10$

Take a trip to the local park and collect some Autumn items e.g. leaves, sticks, acorns and conkers- can you group them in tens and ones? How many tens and ones are there? How many more do you have?

Or Find some items around your house- toys, straws, cars, socks, books etc. - can you find out how many you have by grouping them in tens and ones?

If you can, take some photos and come and share them with me!  
I will look forward to seeing them J



Other useful links:

- Download the 1 minute Maths App- free to practice number fluency.
- <https://www.bbc.co.uk/bitesize/subjects/zpqqfdm>- Year 2 BBC Bitesize
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting-games> to play
- <https://www.youtube.com/watch?v=DS3W9WLlxIQ>- counting in 2s, 5s and 10s

