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.

SUMMER TERM MATHEMATICS YEAR 1

Multiplication and Division
This term we will be learning to count in 2s, 5s and 10s, recognise equal groups, add equal groups, make arrays, make doubles, make equal groups- sharing and to make equal groups- grouping.

Fractions
This term we will be learning to recognise and find half of an object, shape and quanitty, recognise and find a quarter of an object, shape or quantity.

Geometry- Position and Direction
This term we will be learning to describe turns, describe positions, use left and right, use forwards and backwards, use above and below and recognise cardinal numbers.

Place Value (Within 100)
This term we will be learning to count from 50-100, count in tens to 100, partition numbers into tens and ones, use a number line to 100, recognise one more and one less, compare numbers with the same number of tens and compare any two numbers.

Measurement- Time
This term we will be learning to understand before and after, recognise the days of the week, recognise months of the year, understand hours, minutes and seconds, tell the time to the hour and tell the time to the half hour.

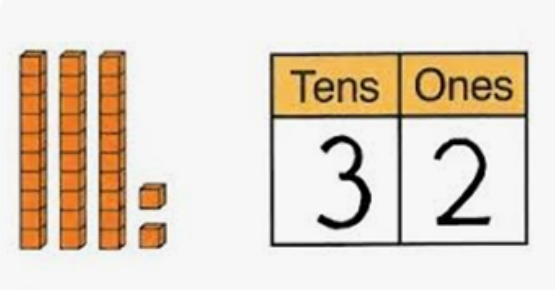
Measurement- Money
This term we will be learning to recognise coins, recognise notes and count in coins.

Reminder:
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 support your children using this approach when completing Maths activities at home.
Examples of this were sent out on our Autumn Maths Newsletter.

SUMMER TERM MATHEMATICS YEAR 1

Partioning/Place Value

When partitioning a two digit number, we have been thinking about the 'tens' and 'ones' within a number.
For example, 32
32 has 3 tens (30) and 2 ones (2).
32 is not made up of a 3 and a 2.
It is important when supporting your child at home, that they are able to recognise this within numbers.
Encourage children to look for the tens and ones within a number.



Repeated Addition

We have begun to explore the topic of counting in groups. This has led us to begin to introduce 'arrays.'

An array is a set of objects or numbers arranged in order, often in rows and columns.
Arrays often make counting and calculating easier.
Please see some examples of what an array, with repeated addition, might look like below:

At this stage, children are expected to recognise the repeated additions that these arrays or equal groups show and are not expected to write the multiplication calculation. It is important that children understand the concept of adding the same number (repeated addition). This needs to be secure in order for children to better understand multiplication.

Please support your child at home to be able to count in 2s, 5s and 10s confidently.

Mrs Reynolds' Maths at Home Challenge

Can you practice your 2s, 5s and 10s at home?
Can you write down some repeated additions and find objects around your home to create an array to match?




·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**

- https://www.youtube.com/watch?v=GvTcpfSnOMQ&list=RDGvTcpfSnOMQ&start_radio=1 - **Counting in 2s song**
- https://www.youtube.com/watch?v=EemjeA2Djjw&list=RDEemjeA2Djjw&start_radio=1- **Counting in 5s song**
- https://www.youtube.com/watch?v=Ftati8iGQcs&list=RDFtati8iGQcs&start_radio=1 **Counting in 10s song**

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SUMMER TERM MATHEMATICS YEAR 2

Fractions

This term we will be learning to understand parts and whole, to recognise equal and unequal parts, recognise and find, half, one quarter, one third and three quarters, to understand unit and non-unit fractions, recognise equivalent fractions of two quarters and a half and count up in fractions up to a whole.

Time

This term we will be learning to recognise and use o'clock and half past, quarter past and quarter to, tell the time past the hour, tell the time to the hour, tell the time to 5 minutes, understand how many minutes are in an hour and how many hours there are in a day.

Statistics

This term we will be learning to make tally charts, tables and block diagrams, to draw and interpret pictograms using one to one correspondence and counting in 2s, 5s and 10s.

Position and Direction

This term we will be learning to understand and use the language of position, describe movement, describe turns, make and describe shape patterns with turns.

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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 support your children using this approach when completing Maths activities at home.
Examples of this were sent out on our Autumn Maths Newsletter.

SUMMER TERM MATHEMATICS YEAR 2

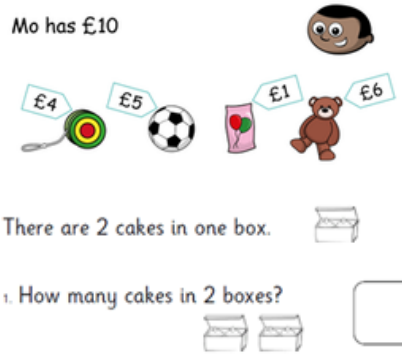
Money

Children have been learning about money. Children now need to practice their recognition of different coins.

When shopping, ask your child to help you to work out the money needed and any potential change given. Support them to be able to use money when adding, subtracting, multiplying or dividing.

Application

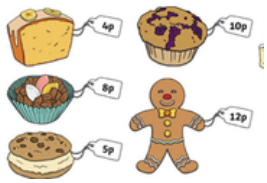
Children now need to practice applying their knowledge of 2s, 5s, 10s and 3s to solve word problems



Have a go at creating some word problems for your child that include the 2s, 3s, 5s or 10s times tables.

Mrs Reynolds' Maths at Home Challenge

Create a price list at home- choose different items around your house and create a price list. Practice choosing different items and finding out how much they would cost.
If you had £5, £10, £1, 50p- how much change would you get?



Other useful links:

Download the 1 minute Maths App- free to practice number fluency.

·https://www.bbc.co.uk/bitesize/subjects/zqpqfdm- Year 2 BBC Bitesize
·https://www.topmarks.co.uk/maths-games/5-7-years/counting - Variety of games to play
·https://www.youtube.com/watch?v=DS3W9WLIxlQ- counting in 2s, 5s and 10s
·https://www.topmarks.co.uk/maths-games/hit-the-button - times tables game (Hit the Button)

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SUMMER TERM MATHEMATICS RECEPTION

To 20 and beyond
This term we will be learning to build numbers beyond 10, continue patterns beyond 10, verbally count beyond 20 and understand and use verbal counting patterns.

How many now?
This term we will be learning to add more, understand how many more have been added, take away and understand how many have been taken away.

Manipulate, compose and decompose
This term we will be learning to select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose and decompose shapes, copy 2D shape pictures and find 2D shapes within 3D shapes.

Sharing and Grouping
This term we will be learning to explore sharing, explore grouping, recognise even and odd sharing and play with and build doubles.

Visualise, build and map
This term we will be learning to identify repeating patterns, create own pattern rules, replicate and build scenes, visualise and describe different positions, give instructions to build, explore mapping, represent maps with models and create own maps of familiar places and story settings.

Make Connections
This term we will be learning to build connections between all of our Maths learning this year and deepen our understanding of patterns and relationships within Maths.

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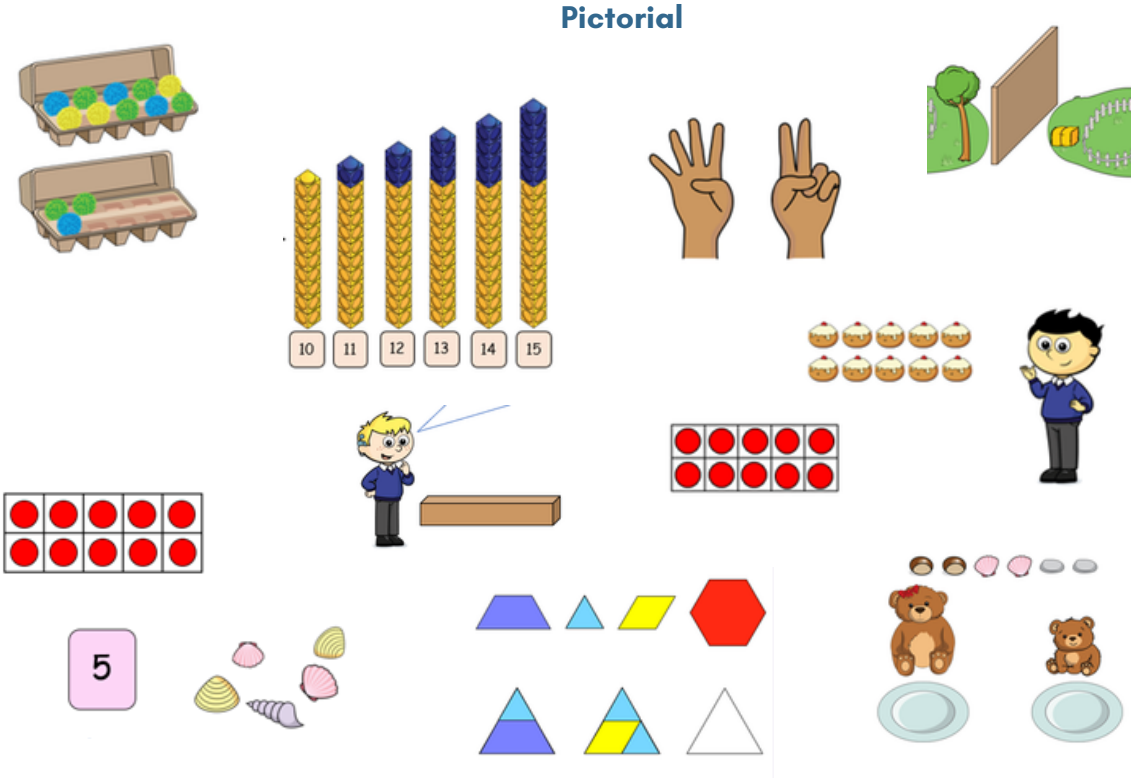
Each child needs to start with a concrete approach to their learning, which then begins to incorporate the pictorial elements of Maths and later, when ready, supports children to be able to access the more abstract elements within Maths. **This term, we are focusing on the pictorial approach for EYFS.** Please see below how these may be presented to the children in different ways. You may wish to use some of these practical resources when supporting your child at home. For example, straws, Lego, counters, figures, cubes, objects around the home.

SUMMER TERM MATHEMATICS RECEPTION

Pictorial



Mrs Reynolds' Maths at Home Challenge

Can you practice your number formation at home?

11 12 13 14 15 16 17 18 19 20

Practice recognising, writing and ordering numbers 10-20.
https://www.youtube.com/watch?v=wiGEEJLLKd8&list=RDwiGEEJLLKd8&start_radio=1
Listen to this numbers 10-20 counting song.

Other useful links:

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·https://www.bbc.co.uk/bitesize/topics/zs3j2v4- BBC Bitesize Early Maths Games
·https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1 - Play Maths Games
·https://ictgames.com/mobilePage/eyfs.html- Play more Maths Games