

## Supporting my child with maths at home

### What to expect when

When we talk about maths in the early years of your child’s education, we mean numbers, measuring, patterns and developing their understanding of these through play.

These are all the early foundations your child needs to be able to start to learn to count, calculate and problem solve in their future learning.

As a parent, you give your child their first experience of maths. There has been extensive research on this and it shows that what you do in the home environment has long term effects on your child’s development.

The home environment can be anywhere you are with your child, so extends to the park, the community, shopping, holidays and even car or bus journeys, all of which hold opportunities for learning.

Even if you yourself don't feel very confident with maths, you can still make a huge difference to your child's maths confidence and ability. Here is some information you may find helpful.

<b>A guide to maths 22-36 months</b>	
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• I can give you the right number of objects from a collection when you say, “please give me one”, “please give me two”.</li> <li>• I can say some number names in order.</li> <li>• I can draw lines that go across, up and down and round and round.</li> <li>• I can show you which group of toys or plate of food has ‘more’.</li> <li>• I can use words like “more” and “a lot” to describe amounts of objects.</li> <li>• I know that if I add a toy to a collection or food to my plate I have more and if I take something away I don’t have as much.</li> </ul>
<b>Shape, Space &amp; Measure</b>	<ul style="list-style-type: none"> <li>• I can point to shapes and patterns in pictures on clothes.</li> <li>• I can sort a collection of objects so that ones that are the same shape or size are altogether.</li> <li>• I can use words such as “big” and “little” to describe toys, clothes and pictures in books.</li> <li>• I know the order of things that happen every day such as, I get out of bed, I have my breakfast and I get dressed and I can tell you what happens next.</li> </ul>
<b>A guide to maths 30-50 months</b>	
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• I can use some number names and words like “more than” and “less than” when I am playing</li> <li>• I can say number names in order from 1 to 10</li> <li>• I know that numbers tell me how many there are of things altogether, like 6 apples in a bowl</li> <li>• I use my fingers, pictures or marks to show you how many things there are</li> </ul>

	<ul style="list-style-type: none"> <li>• Sometimes I can match a numeral to the correct number of things, like '3' to three balls.</li> <li>• I am interested in numbers, I talk to you and ask questions about number</li> <li>• I know when there are the same number of things, like 2 cakes, one for me and one for you.</li> <li>• I show I am interested in number when I share things out in different ways.</li> <li>• I talk about the numbers I see when we are outdoors.</li> <li>• I am interested in making marks and calling them numbers.</li> <li>• I know that I can count claps and jumps as well as things like apples, cars and dinosaurs.</li> </ul>
<b>Shape, Space &amp; Measure</b>	<ul style="list-style-type: none"> <li>• I like lining up shapes and fitting different shapes items into boxes.</li> <li>• I see shapes when we are outdoors, like square windows and round wheels.</li> <li>• I can use words like "under" and "next to" to describe where things are.</li> <li>• I choose to play with different resources to build and create with and talk about what I'm making.</li> <li>• When I am doing puzzles I look at the missing shapes to see what could fit.</li> <li>• I am beginning to use words like "round" and "straight" when I talk about the shapes I see.</li> </ul>

*(Please note this is a guide showing typical development between the ages of 22-50 months. All children develop at different rates)*

<p>Here are some simple and fun ways in which you can support your child to experience everyday maths</p>	
<b>Counting</b>	<ul style="list-style-type: none"> <li>• Counting stairs up to bed</li> <li>• Counting things on your walks / drives e.g. houses, lamp posts, gates, road signs</li> <li>• Counting buttons, shoes, socks as a child gets dressed</li> <li>• Counting particular vehicles on a journey e.g. cars, lorries, motor bikes</li> <li>• Using magnetic numbers on the fridge / foam numbers in the bath</li> <li>• Counting out plates, cutlery, cups, etc. for dinner</li> <li>• Introduce halves, quarters when cutting food (e.g. sandwiches, fruit)</li> <li>• Sing number rhymes and songs</li> </ul>
<b>Shopping</b>	<ul style="list-style-type: none"> <li>• Looking at prices and recognising numbers both on shelf labels and displays as well as on products</li> <li>• Counting things into the basket and trolley</li> <li>• Ticking off the shopping list</li> <li>• Counting out and weighing fruit and vegetables in the supermarket</li> <li>• Capacity and shape of different cans, boxes, tubes, bags, etc.</li> <li>• Weight of different food items (e.g. heavy, light, comparisons)</li> <li>• Estimating how many apples / potatoes there are in a bag</li> </ul>

	<ul style="list-style-type: none"> <li>Using a scanner in a supermarket self-serve and seeing what numbers come up</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>Discussing routines in the day e.g. tea time, bed time, and bath time – what comes first, last.</li> <li>Sequencing time when getting dressed... What do they put on first? Last?</li> <li>Looking at all the clocks in the house – can they find them all (digital and analogue), can they tell you the numbers in order? Have you got egg timers, clocks in the garden/car, etc.?</li> <li>Telling the time (age appropriate)</li> <li>Train/bus/airline timetables – talking about this when you catch a bus, how many minutes until the next bus.</li> <li>Programming the sky box or the microwave and talking about the time</li> <li>Looking at a calendar; days, weeks, months (use paper and electronic)</li> <li>Using specific things to form a weekly calendars of events e.g. the bin collection days, swimming lesson, nana’s for tea to support children to learn days of the week</li> <li>Planning out their own and family/friends birthdays and discussing how many weeks until the special day</li> </ul>
<b>Measuring</b>	<ul style="list-style-type: none"> <li>Cook with your child, get them to count spoonfuls, measure liquids, flour, etc.</li> <li>Support your child to use the timers to track the food cooking</li> <li>Measure children’s height over different months</li> <li>Grow sunflowers and measure the growth</li> <li>Give your child tape measures, rulers, pieces of string to measure different things around the house, which is longest / shortest?</li> </ul>
<b>Shapes</b>	<ul style="list-style-type: none"> <li>Use shapes cutters to make biscuits – encourage your child to tell you the shape</li> <li>Do a shape hunt round the house / garden / on walks / on drives</li> <li>Point out shapes and patterns in the environment e.g. stripy pedestrian crossing, lines on the road, leaves on the trees.</li> <li>Collect 3D shaped boxes</li> </ul>
<b>Outdoors</b>	<ul style="list-style-type: none"> <li>Counting jumps, hops, skips</li> <li>Use positional and directional language on climbing equipment, over, under, at the side of, on top of, under, around...</li> <li>On the swings comment on, higher, lower, faster, slower, up, down</li> <li>Throwing balls or other objects, how far can you throw them, how high</li> <li>Make a target in the garden and use the balls to score different points, can you aim for a number?</li> </ul>

In order to support your child fully in the home, make sure you talk to your child’s key person in the setting. Discuss what your child is doing in the setting, then chat about what you could do at home.

Maintain regular two way conversations and share what your child has been doing at home to support their mathematical development, any trips you have taken and anywhere you have visited, your key person will like to log this in their learning journey so photos are even better!