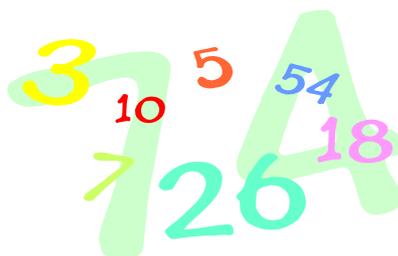


Grove Road Primary School  
Curriculum workshop – EYFS and KS1



*Welcome to...*

**Supporting Your Child with Maths and Reading**



**Session outline**



- Explain and show how maths and reading are currently taught in Nursery, Reception and KS1
- Give practical ideas for supporting your child at home
- Be an opportunity to ask questions about maths and reading
- Be a useful, fun and interactive session



## The way we teach...



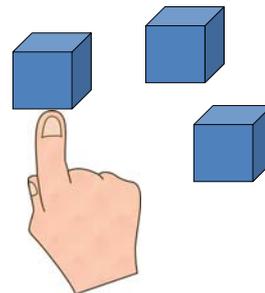
- Practical / hands on
- Fun
- Engaging
- Using ICT – iPads, laptops
- Real life experiences built in
- Questioning is key
- Questions are valued



## Counting

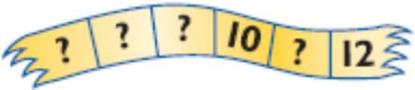
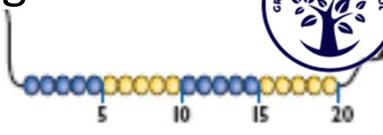


- One-to-one correspondence
- Counting forwards and backwards
- Counting in jumps – 2s, 5s, 10s,
- Counting from any number including 0
- Extending beyond 100 or even into negative numbers e.g. for temperature



## Counting








1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Learning number bonds



- Number bonds to 10
 


- Number bonds to 20
 


- Number bonds to 100
- $30 + 70$        $43 + 57$

## Place value



- Understanding the value of each part of the number

100	10	1
200	20	2
300	30	3
400	40	4
500	50	5

- Stamp, clap, click

H	T	U

### Nursery

- Using mathematical language through play e.g. bigger, smaller, more, less
- Count reliably with numbers 1-10, place them in order (Some will be able to count up to 20)
- Compare two amounts and recognise when both amounts are the same
- Represent numbers using fingers or objects- Counting on 1 for each object/finger.

### Year 1

- Recognising numbers and count to 100
- Order numbers e.g. 1, 2, 3, 4 and also 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>
- Recall number bonds to 10 and 20
- Count in 2s, 5s and 10s
- Recognise, describe and make repeating patterns e.g. with colours, shapes
- Recognise and name 2D and 3D shapes

### Reception

- Count reliably with numbers 1-20, place them in order
- Say one more or less than a number.
- Add and subtract two single digit numbers e.g. using objects, and count on or back to find the answer.
- Begin to use doubling, halving and sharing.
- recognise, describe and create patterns and name shapes and use mathematical language to describe them.

### Year 2

- Recognising and comparing numbers to 100 and above, including odd and even numbers
- Counting in 2s, 3s, 5s and 10s
- Knowing multiplication and division facts for the 2, 5 and 10 times tables
- Recognises the place value of each digit in a number
- Number bonds to 20 and 100
- Recognising and describing properties of 2D and 3D shapes

## Multiplication tables progression

Expectations (when your child is ready):

- Year 1  
Counting in 2s, 5s, 10s (forwards and backwards)
- Year 2  
Counting in 2s, 3s, 5s, 10s (Forwards, backwards)  
Knowing the multiplication and division facts for these e.g.  $4 \times 5 = 20$  and  $20 \div 4 = 5$

## Mathematics is a life skill...



- Ask your child to show you what they have been learning
- Use everyday situations...(pencil and paper not needed)  
e.g. when shopping, in the car or cooking
- provide opportunities to:
  - tell the time
  - use money
  - weighing things
  - practise number bonds (How could I make 10?)
  - ask questions (How many...?)
  - solve problems

## Ideas for maths at home



- Laying the table,
  - How many items of cutlery altogether?
  - How many more forks do we need?
- Watching the weather
  - What is the highest number shown on the weather map? What does that mean?
- Noticing house numbers
  - What number is it?
  - How is that number made up? 42 is 4 tens, 2 ones
  - Is that more or less than...?
  - How many more to the next ten?
- Out shopping
  - How much does ... cost?
  - Is that the right change?

## Phonics



- Why phonics is important
- Pronunciation of sounds  
<https://www.youtube.com/watch?v=lwJx1NSineE>
- The phases
- Moving on to spelling strategies



### Phonic Phases

## Phase 2 Sounds

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

www.communication4all.co.uk

## Phase 3 Sounds

j	w	x	y	z	zz	qu	ch	sh
								
th	ng	ai	ee	igh	oa	oo	oo	ar
								
or	ur	ow	oi	ear	air	ure	er	
								

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## Reading



- Reading is taught using a wide range of strategies (Phonics, decoding, picture clues)
- Repetition of words
- Recognising rhyming words
- Shared reading – both fiction and non-fiction
- Reading for enjoyment – library books and individual reading scheme books sent home

## Blooms Taxonomy

To support asking questions when reading with your child:



<p><b>Nursery</b> Children will begin to hear/notice rhyme in stories. They enjoy listening to stories and talking about them (setting, events, and characters). Most can independently hold the book/turn pages to look at illustrations. Most children are beginning to listen carefully to sounds and say what it is. Most are beginning to recognise their name (written) and familiar words/signs.</p>	<p><b>Year 1</b> They will continue to use their phonics knowledge to decode regular words and read them aloud accurately. Most children will be able to apply their phonics knowledge and skills, including the blending of sounds in unfamiliar words. They will read (with support) a range of stories, poems &amp; riddles and non-fiction texts such as information books, recipes and instructions.</p>
<p><b>Reception</b> Most children will be able to read and understand simple sentences (support) They will use their phonics knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words (the) They will demonstrate an understanding when talking about what they have read.</p>	<p><b>Year 2</b> Children should be able to read aloud books consistent with phonic knowledge, accurately, confidently and fluently. They will demonstrate a growing understanding of a range of poetry, stories and non-fiction. The children should be able to identify and discuss key ideas and information. They will begin to infer meaning e.g. from a characters actions.</p>

## Supporting with reading at home

- 90% accuracy
- Enjoyment
- Understanding - comprehension
- Questions - Blooms Taxonomy stems
- Reading daily and communicating with your child's class teacher, through the home school reading record.



## Thank you

- PowerPoint will be available on school website (in PDF form)
- Set of resources to take away
- Talk to your child's class teacher
- Parents evenings are coming up soon