



Foundation 1 Maths Key Skills

The following skills are the components of the curriculum which children need to become confident in to support their progress towards age related expectations.

Counting

- Count to 10 - forwards and backwards

Ideas to support

This can be practised through songs and rhyme which count forwards and backwards (EG: "1, 2, 3, 4, 5, once I caught a fish alive" or "Five little speckled frogs")

Use your child's interests to support counting. If they enjoy playing with cars, can they count them?

How many hops/jumps can you do to the car?

If you're out shopping, can they pick you out 3 apples to put in the trolley?

On our walk, let's count how many ___ we see.

Children could help with setting up meal times. Can they count out cups/plates/cutlery/ingredients for your table?

- Hold the final number after counting. (not having to re-count)

Ideas to support

When counting objects, ask "so how many are there?"

EG: 1, 2, 3, 4... There are 4 cars.

Recognising and understanding the value of numbers

- Children should know that numbers can be represented in numbers, words and pattern (EG: Dominoes/Numicon)

Ideas to support

Spotting numbers in real life - on buses, signs, TV, books, shops, etc.

Comparing - "Who has more/fewer/the same number?"

Estimating - "How many ___ do you think will fit in/on the ___?"

"How many ___ do you think are there? Let's count and check."

"Have you got enough to give me three?"

As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?'

Shape, space and measure

- Use the language of size

Ideas to support

During tidy up time and play, asking whether things will fit in different spaces.

Ask silly questions EG: While showing a tiny box, "Would your bike fit in this?"

Ask questions and discuss the size and weight of objects, toys, things in real life. EG:

- Are you taller than a ...?
- Marking height on the wall.
- Cut hand shapes out of paper. How many hands long is the couch? How long is the table? Which is longer?
- Who has the biggest hands in our family?
- How many steps from the gate to the front door?

When playing with water, sand, etc, model language of full, empty and containers being able to hold more than others.

Key vocab: big, small, smaller, smallest, big, bigger, biggest, large, larger, largest, long, longer, longest, short, shorter, shortest, heavy, light, empty, full

- Use positional language

Ideas to support

Play games involving children positioning themselves inside, behind, on top and so on.

When helping adults, "Can you put the _ on the _" etc.

- Show interest in shapes in the environment

Ideas to support

Discuss and describe shapes in the environment around.

Helpful resources



- Number blocks
- <https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>
- Jigsaws
- Simple card, dice and board games