



Foundation 2 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. Please feel free to also refer to previous year groups' skills.

Counting

- Count to 20 - 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 ___ 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?

Model counting on rather than starting at 0.

- 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 ___ 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?", "Are they shared equally?"

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?"

- Says the number that is one more and one less than a given number within 20
- Finds the total number of items in two groups by counting all of them.

(Link to above counting ideas)

Shape, space and measure

- Use the language of size and weight

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?", "Which one is the heaviest?"

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

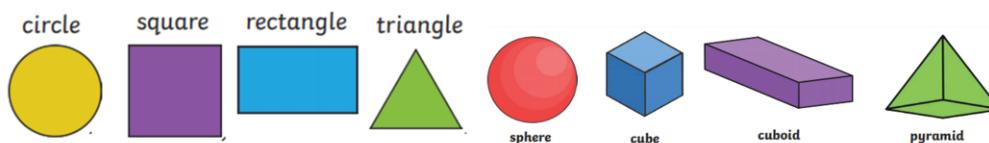
Ideas to support

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

When playing in the dark, model language to describe position EG next to, on the, behind, under, etc

Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct.

- Begin to use mathematical names for 2D and 3D shapes



Ideas to support

Shape hunts to spot shapes in the environment EG: windows, doors, toys, books, in the park. etc

Helpful resources

➤ Number blocks

➤ <https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

➤ Jigsaws

➤ Simple card, dice and board games

