

By the end of the year, your child will be meeting the Foundation Year mathematics standard if ...

... they are solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics. For number, they will be learning number names and numerals, and they will match number of objects to a number.

To meet the standard, your child will have been learning to:

- count forwards and backwards by ones, initially from 1 to 10, then to 20 and beyond
- count and order small collections of objects
- sort shapes and objects into common groups, and describe how they sorted them
- ask and answer simple questions to collect information
- give and follow directions such as 'It is in the cupboard', 'It is next to the couch'
- compare length, mass and capacity of objects.

This is a small part of the skills and knowledge your child is learning in order to meet this standard. Talk to the teacher for more information about your child's learning.

FOCUS ON NUMBER

During the Foundation Year at school, most of the mathematics teaching time will focus on number learning.

MATHEMATICS PROBLEMS AT THIS LEVEL MIGHT LOOK LIKE THIS:

Here are some objects. Sort the objects into groups.
Explain how you worked out the groups.

I worked this out by looking at the shape.



I worked this out by looking at the colour.



Ask the teacher what your child is doing in mathematics. Talk about how you can work together to support your child's learning.

MATHEMATICS AT HOME



Mathematics, like reading, is a skill that is learnt through practice

Talk together and have fun with numbers and patterns. Help your child to do these things:

- Find numbers around your home and neighbourhood. Identify the number (e.g. 'The number on the letter box is 5. That is your age!').
- Compare the size of groups. Ask questions: 'Which group has more?', 'Which one is smaller?'
- Practise sharing.
- Count the number of cups on the table, or books on the shelf.
- Talk about days of the week (e.g. 'Today is Monday. What happens today?').



THE WAY YOUR CHILD is learning to solve maths problems may seem strange. Ask questions. Get your child to show you how they do it and support them in their learning.

SUPPORT YOUR CHILD

Parents, family and carers like you play a big part in your child's learning every day – you can support and build on what they learn at school.

Use easy, everyday activities

Involve your child in activities like these.

- Sort things like washing, odd socks, toys and cups while tidying up.
- Share your favourite number with each other and explain why you like that number.
- Read, notice and talk about the number of things. Ask questions (e.g. 'How many people are there?' and 'Let's count together').
- Do a shape and number search together wherever you are (e.g. 'How many balls can you see?').

Mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.

Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.

FOR SCHOOL HOLIDAYS/WEEKENDS/RAINY DAYS

Here are some suggestions for what you and your child can do together.

- Practise stacking and building.
- Play with big cardboard boxes using words like 'inside', 'outside', 'in front of', 'behind' and 'next to'.
- Play verbal games such as 'I spy something that is longer, bigger, smaller than ...'.
- Do jigsaw puzzles together.
- Guess which object is heavier or lighter. Practise comparing.
- Dance to music and sing or clap to favourite songs.
- Talk about time as 'today', 'tomorrow', 'yesterday'. Ask 'What happens next?' when you are doing things.
- Play with water, using containers and measuring cups that have different shapes.

