Below are some activities to support your child in developing key skills in mathematics.

<u>EYFS</u>

Recites numbers in order to ten	Recognises numerals to ten	Knows that numbers identify how many objects there are in a set
1:1 correspondence when counting objects	Match numeral with quantity	Recognise that anything can be counted – objects and walking up stairs
Place numbers in order	Say number that is one more or one less than the number they are standing on.	Knows the name of geometric shapes.

Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number.	Count and read numbers to 100 in numerals.	Count and write numbers to 100 in numerals.
Count in multiples of twos, fives and tens from zero.	Identify one more and one less of a given number.	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.	Use counting strategies to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives.	Read and write numbers from 1 to 20 in words.

Year 2

Recognise the place value of each digit in a two-digit number (tens and ones).	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	Identify, represent and estimate numbers using different representations, including the number line.
Compare and order numbers from 0 up to 100; use <, > and = signs.	Identify one more and one less of a given number.	Use Place Value and number facts to solve problems.
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.	Use reasoning within addition e.g. reason that the sum of 3 odd numbers will always be odd.	Demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35<53 and 42>36.

Year 3

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Compare and order numbers up to 1000
Identify, represent and estimate numbers using different representations	Read and write numbers up to 1000 in numerals and in words	Recall and use multiplication and division facts for the 3, 6, 4 and 8 multiplication tables
Add and subtract numbers mentally, including: a three-digit number and 1s, a three digit number and 10s, a three-digit number and 100s	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	Estimate the answer to a calculation and use inverse operations to check answers

Year 4

Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)	Find 1,000 more or less than a given number	Count in multiples of 6, 7, 9, 25 and 1,000
Count backwards through 0 to include negative numbers	Recall multiplication and division facts for multiplication tables up to 12 × 12	Order and compare numbers beyond 1,000
Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of 0 and place value	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Estimate and use inverse operations to check answers to a calculation

Year 5

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 and They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals	Solve number problems and practical problems
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

Year 6

Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit	Use negative numbers in context, and calculate intervals across 0	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	Identify common factors, common multiples and prime numbers
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	Solve problems involving addition, subtraction, multiplication and division	Perform mental calculations, including with mixed operations and large numbers.

Key websites to help your child practice the above key skills:

https://thirdspacelearning.com/resources/resource-ultimate-guide-maths-manipulatives/

https://www.schemesupport.co.uk/intervention

https://www.ttrs.com

https://mathsframe.co.uk/

https://nrich.maths.org/early-years