



YEAR R NEWSLETTER 5.5.2026

Last week in drawing club we told the story of Jack and the Beanstalk.

With the weather warming up last week, we were finally able to plant some seeds out in the garden and we look forward to watching them grow.

If you do any planting or gardening with your child at home please try to take some photos and add them to Tapestry so we can share them as a class.

Maths: First, Then, Now

This week we will be learning about adding using the language of first, then, now to tell Maths 'stories' eg. **first** there were 4 people on the bus, **then** 2 got on, **now** there are 6 people left on the bus. We will be relating this to the symbol for addition.

You can support your child at home by trying to use the same language. **First** there were 2 people in the car, **then** Mum got in, **now** there are 3 people in the car. You can also use blocks or Lego to show which has more and count the difference between towers.

Phonics

This week we will continue learning sounds from chapter 3 set 4



School uniform

Whether your child is in winter or summer uniform please ensure that they have a jumper/cardigan in school every day and a PE sweatshirt on Fridays.

Double check that your child's name is still on all their belongings.

With the weather remaining changeable, please provide your child with a jacket/coat.

Early Learning Goals

This week's focus is :
Mathematics

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Maths is a **specific** area of learning and will be more recognisable as a subject area in the curriculum. The Specific Areas of Learning cannot be developed alone and rely on the skills gained in the **Prime Areas of Learning** already shared in previous weeks

Mathematics:

This area is divided between 'Number' and 'Numerical Patterns'

Maths in Reception is about mastering numbers up to 10 and beginning to understand number patterns beyond that to ensure they have a firm foundation before starting Year 1.

Many people think counting is the same as being able to recite numbers eg. a child might be able to say all the numbers in the correct order up to 20, 30 or even 100 but may not be able to count.

Key Counting Principles for Parents

- **One-to-One Correspondence:** Children must touch or move each object while saying one number word. To help, encourage them to move objects to one side as they count them.
- **Stable Order:** Learning that numbers always follow the same sequence (1, 2, 3...).
- **Cardinality:** The understanding that the last number spoken is the total amount. When they finish, ask "How many are there in total?" to reinforce this.
- **Abstraction:** Anything can be counted—sounds, claps, jumps, or imaginary objects.
- **Order Irrelevance:** The total remains the same regardless of which item they start counting with

Top tips to support your child's **Mathematics** at home:

- **Board games**, particularly ones with linear, numbered, equal-sized spaces can be useful for the development of early number skills. Most families will have 'Snakes and Ladders' or something similar; if not, this is a great opportunity to make your own!
- **Use manipulatives** to support learning. For example, building bricks could be used to model simple addition and multiplication, or toys used to make comparisons of size or quantity. Measuring items, scales, construction materials, puzzles, sorting and pattern materials are also great sources for discussion!
- Use **mathematical vocabulary** where possible as part of conversations and play: for example, when making comparisons (which is bigger? which teddy is first in line? who has more? are they shared fairly?). Opportunities can also be taken for 'shape-spotting' and sorting around the home.
- **Snack times and meals** are a great opportunity to learn mathematics, such as **counting, estimating and comparing**. For example, with young children, you

could count and match items in a 'Teddy Bears' Picnic.' You can compare quantities such as more or less or quantify food items (making sure to link the last number counted to the number of items in the set) or discuss the capacity of different cups or jugs. A parent or puppet can make deliberate errors in counting and sharing, with the child encouraged to identify these mistakes.

- **Stories, songs, rhymes and games** that have a mathematical content help children understand number systems. Particularly if you give them time to talk, play and practice using numbers. Using your fingers or having objects that the children can see and touch will help too.
- **Building things with bricks** is a good way of developing maths skills through solving problems. For example
How many red bricks are there?
How many blue bricks are there?
How many are there altogether?
Using blocks will also help your child practise using the language of maths. For example:
Hmm, I wonder which is the longest brick?
Could you pass me the cube over there?
- To achieve the Early Learning Goal children must be able to **recall number bonds to 5** without reference to rhymes, counting or other aids. You can support by home by looking at 5 in lots of different ways. Show 5 objects then hide some. How many are left? How many are hidden?
There are lots of online games to also help:
<https://ictgames.com/saveTheWhale/>
<https://www.bbc.co.uk/bitesize/topics/zcdpf82/articles/z26svwx>
https://www.abcya.com/games/fuzz_bugs_number_bonds

More information about early years maths can be found here:

<https://www.bbc.co.uk/bitesize/subjects/zhtf3i6>

https://www.surreycc.gov.uk/_data/assets/pdf_file/0007/67354/count-with-me-leaflet-4-years-plus.pdf

If you have any concerns about your child's Maths or would like more ideas about how to best support your child, then please get in touch with me via the school office.

Thank you for your continued support.