Here are some ideas of things that you can do with your children at home to support their developing Maths skills:

It would be lovely to have some photographs of the things you do together at home for your child's profile, or you could write about it on a 'WOW!' sheet.

Children in Nursery should generally be working within the 30-50 months band and children in Reception should generally be working within the 40-60 months band.

| Activity | Why? | How this links in with the EYFS Development Matters for Maths |
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| Play dominoes | • Using number language.<br>• Counting the spots.<br>• Over time recognising what, for example 4 spots look like without the need to count them.<br>• Comparing sets of spots, noticing which are the same and which are different. | **30-50 months**<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Compares two groups of objects, saying when they have the same number.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>**40-60 months**<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Estimates how many objects they can see and checks by counting them.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects.<br>• Finds the total number of items in two groups by counting all of them. |
| Play board games, for example Snakes and Ladders, Ludo, etc. | • Using number language.<br>• Counting the spots on the die or dice.<br>• Over time recognising what, for example 4 spots look like without the need to count them. | **30-50 months**<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>**40-60 months**<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Estimates how many objects they can see and checks by counting them.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects.<br>• Finds the total number of items in two groups by counting all of them. |
| Counting the stairs up to bed. | • Using number language.<br>• Practise counting. | **30-50 months**<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>**40-60 months**<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Counts actions or objects which cannot be moved. |

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| | | • Estimates how many objects they can see and checks by counting them. |
| Counting out fruit/cake/cups making sure there is one for everyone. | • Using number language.<br>• Practise counting.<br>• Sharing out is the beginnings of division. | <u>30-50 months</u><br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br><u>40-60 months</u><br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Counts an irregular arrangement of up to ten objects.<br>• Estimates how many objects they can see and checks by counting them. |
| Helping to share out sweeties/balloons so that everyone has the same amount. | • Using number language.<br>• Practise counting.<br>• Sharing out is the beginnings of division. | <u>30-50 months</u><br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Compares two groups of objects, saying when they have the same number.<br>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br><u>40-60 months</u><br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects.<br>• Counts an irregular arrangement of up to ten objects.<br>• Estimates how many objects they can see and checks by counting them. |
| Looking for numbers in the world around them, e.g. prices in shops, house numbers, registration plates, road signs, buses, packets, telephone numbers, etc. | • To help your child recognise numbers up to five, then to ten and then on to twenty. | <u>30-50 months</u><br>• Sometimes matches numeral and quantity correctly.<br>• Shows curiosity about numbers by offering comments or asking questions.<br>• Shows an interest in numerals in the environment.<br><u>40-60 months</u><br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5.<br>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| Counting their toys. | • To help your child understand that they need to say one number name for each | <u>30-50 months</u><br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br><u>40-60 months</u><br>• Counts up to three or four objects by saying one number name for each item. |

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| | object.<br>• To understand that the last number they count is the total of objects. | • Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Estimates how many objects they can see and checks by counting them.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects. |
| Making play dough cakes and counting how many candles they put on them. | • To learn about measuring amounts when making the playdough.<br>• To understand about sharing and problem solving. | 30-50 months<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>40-60 months<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Estimates how many objects they can see and checks by counting them.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects. |
| Making number labels for their toys, e.g. price tags, badges, etc. | • To help your child to recognise and then to write numbers, using them for a purpose. | 30-50 months<br>• Sometimes matches numeral and quantity correctly.<br>• Shows an interest in numerals in the environment.<br>• Shows an interest in representing numbers.<br>40-60 months<br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5.<br>• Records, using marks that they can interpret and explain.<br>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| When playing football, tennis, races, etc. make a score/tally chart. | • Understanding the need to record numbers and amounts.<br>• Adding up the total. | 30-50 months<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Compares two groups of objects, saying when they have the same number.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>• Sometimes matches numeral and quantity correctly.<br>• Beginning to represent numbers using fingers, marks on paper or pictures.<br>• Shows curiosity about numbers by offering comments or asking questions.<br>• Shows an interest in numerals in the environment.<br>• Shows an interest in representing numbers.<br>40-60 months<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects. |

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| | | • Finds the total number of items in two groups by counting all of them.<br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5.<br>• Records, using marks that they can interpret and explain.<br>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| Chalk out a parking bay for bikes, scooters, etc. and number each bay. | • To help your child to recognise and then to write numbers, using them for a purpose. | 30-50 months<br>• Sometimes matches numeral and quantity correctly.<br>• Beginning to represent numbers using fingers, marks on paper or pictures.<br>• Shows an interest in numerals in the environment.<br>• Shows an interest in representing numbers.<br>40-60 months<br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5.<br>• Records, using marks that they can interpret and explain.<br>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| Look at the numbers on birthday cards whether receiving or buying them. | • Learning to recognise numbers that are of personal significance. | 30-50 months<br>• Sometimes matches numeral and quantity correctly.<br>• Shows curiosity about numbers by offering comments or asking questions.<br>• Shows an interest in numerals in the environment.<br>40-60 months<br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5.<br>• Records, using marks that they can interpret and explain.<br>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| Shape walk – what shapes can they see whilst walking to school, e.g. wheels, windows, signs, etc. | • To recognise and talk about shapes in the world around them. | 30-50 months<br>• Shows awareness of similarities of shapes in the environment.<br>• Shows interest in shapes in the environment.<br>• Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'.<br>40-60 months<br>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.<br>• Selects a particular named shape. |
| Measuring how many steps it is from their bedroom to the bathroom. | • To help your child understand that they need to say one number name for each object.<br>• To understand | 30-50 months<br>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>40-60 months |

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| | that the last number they count is the total of objects.<br>• To start to understand the meaning of distance. | • Counts up to three or four objects by saying one number name for each item.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Estimates how many objects they can see and checks by counting them. |
| Cooking – how many grams/cups/ounces? | • To help your child learn about different amounts and that there are different ways to measure.<br>• To learn the language of measuring. | 30-50 months<br>• Uses some number names accurately in play.<br>40-60 months<br>• Recognise some numerals of personal significance.<br>• Recognises numerals 1 to 5. |
| Jigsaw puzzles. | • To be aware of shapes and patterns.<br>• To be able to match like with like. | 30-50 months<br>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.<br>• Shows awareness of similarities of shapes in the environment.<br>• Uses positional language.<br>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.<br>• Uses shapes appropriately for tasks.<br>40-60 months<br>• Uses familiar objects and common shapes to create and recreate patterns and build models. |
| How many toys will fit into a suitcase or how many biscuits will fit into a biscuit tin? Guess first and then try it. | • To understand that different containers will hold different amounts. | 30-50 months<br>• Uses shapes appropriately for tasks.<br>• Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'<br>40-60 months<br>• Orders two items by weight or capacity |
| Look at a calendar. Talk about the days of the week, yesterday, tomorrow, the date, the months and the year. Talk about how long it will be | • To help your child develop an understanding of different lengths of time. | 30-50 months<br>• Shows an interest in numerals in the environment<br>40-60 months<br>• Uses everyday language related to time.<br>• Orders and sequences familiar events.<br>• Measures short periods of time in simple ways |

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| until the weekend, special events, etc. | | |
| Height chart – measure your child, other family members and their toys. Talk about who his taller and who is shorter. | • To understand and use language to compare size | 30-50 months <br> • Shows an interest in numerals in the environment <br> 40-60 months <br> • Orders two or three items by length or height |
| Look at clocks and watches together. Talk about when bedtime is, what time they have to be ready for school by, when dinner will be, what time their favourite programmes are on. | • To begin to understand how we measure time | 30-50 months <br> • Shows an interest in numerals in the environment <br> 40-60 months <br> • Uses everyday language related to time. <br> • Orders and sequences familiar events. |
| Wrapping presents together. Judge how much wrapping paper they will need. | • To develop an understanding of size | 30-50 months <br> • Uses shapes appropriately for tasks. <br> • Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall' <br> 40-60 months <br> • Orders two or three items by length or height. <br> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. |
| Printing shapes. You could use old sponges cut up into shapes, bottle tops, play dough cutters, etc. | • To talk about shapes and to use them for a purpose | 30-50 months <br> • Uses shapes appropriately for tasks. <br> • Beginning to talk about the shapes of everyday objects <br> 40-60 months <br> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. <br> • Selects a particular named shape. <br> • Uses familiar objects and common shapes to create and recreate patterns |
| Heavy and light. Which item is heavier/lighter than | • To understand the concept and use the language of | 40-60 months <br> • Orders two items by weight or capacity |

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| the other?  Is a bag of shopping heavy or light?  Talk about how heavy the items you buy at the supermarket are as you put them in the trolley, for example. | weight | |
| Positional language.  Talk about which way you need to go to get to different places, give directions to find something you have hidden, or talk through trying to find an item you cannot find.  Use vocabulary such as left, right, straight ahead, round the corner, over, under, next to, between, above, below, on top, etc. | • To talk about position, direction and distance | 30-50 months<br>  • Uses positional language<br>40-60 months<br>  • Can describe their relative position such as 'behind' or 'next to'. |
| Share stories together that relate to Maths, for example:<br>• Kippers Toybox, by Mick Inkpen<br>• The Great Pet Sale, by Mick Inkpen<br>• The Doorbell Rang, by Pat Hutchins | • To think about numbers, shapes and measures in context | Any of the Maths Development matters statements could apply |

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| • The Secret Path, by Nick Butterworth<br>• Handa's Hen, by Eileen Browne<br>• Snails Trail, by Ruth Brown<br>• Rosie's Walk, by Pat Hutchins | | |
| Sing number songs together, for example:<br>• Five Little Speckled Frogs<br>• Five Little Ducks Went Swimming One Day<br>• Ten Fat Sausages<br>• Five Little Monkeys<br>• Five Little Men In a Flying Saucer | • To use numbers in context | 30-50 months<br>• Uses some number names accurately in play.<br>• Knows that numbers identify how many objects are in a set.<br>• Compares two groups of objects, saying when they have the same number.<br>• Realises not only objects, but anything can be counted, including steps, claps or jumps.<br>40-60 months<br>• Counts up to three or four objects by saying one number name for each item.<br>• Counts actions or objects which cannot be moved.<br>• Counts objects to 10, and beginning to count beyond 10.<br>• Uses the language of 'more' and 'fewer' to compare two sets of objects.<br>• Finds the total number of items in two groups by counting all of them. |