



WHAT DOES MATHS LOOK LIKE IN TRANSITION?

MEANINGFUL MATHS



Mathematics
Hub

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FOUNDATION YEAR MATHEMATICS AT SCHOOL: WHAT TO EXPECT

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, space, measurement and statistics. They will be using number names and writing numerals. They will be counting objects and may be describing numbers up to 10 in different ways.

FOCUS ON NUMBER

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

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
- think about and describe numbers to 10 in different ways (e.g. 6 is 5 and 1. It is also 4 and 2. It's 1 more than 5 and 1 less than 7)
- 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.



THE WAY YOUR CHILD is learning to solve maths problems may be different from your own experience. 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.

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
Students model using materials

Stage 1
1—1 Counting

I can read numbers to 10

I can count forwards to 10
1, 2, 3, 4, 5...


I can count a set of objects up to 10.

I can say the number after
1, 2, 

I can count backwards from 10
10, 9, 8, 7, 6...

I know patterns to 5




I can say the number before
 7, 8, 9

I can order numbers to 10

Reference: Ministry of Education (2008). The Number Framework—Book 1.

Stage 2
Counting All on Materials

I can count forwards to 20
8, 9, 10, 11, 12...

I can say the number after
11, 12, 

I can solve problems by counting all the objects.

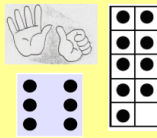
I know 5 and patterns




I can read numbers to 20

I can count backwards from 20
20, 19, 18, 17, 16...

I know patterns to 10



I can say the number before
 17, 18, 19

I can order numbers to 20


Reference: Ministry of Education (2008). The Number Framework—Book 1.

Students master counting strategies

Students recognise how many objects in a group

Stage 3
Counting All by Imaging

I can count forwards to 20
8, 9, 10, 11, 12...

I can say the number after
11, 12, 

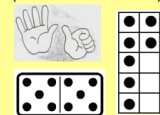
I can solve problems by counting all the objects in my head.


I know groupings within 10

I can read numbers to 20

I can order numbers to 20

I know patterns to 10
(doubles and 5 and...)



I can say the number before
 17, 18, 19

I can count backwards from 20
20, 19, 18, 17, 16...



Reference: Ministry of Education (2008). The Number Framework—Book 1.

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Achievement Standard v9

By the end of Foundation Year, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.

They copy and continue repeating patterns. Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.



Involve your child in easy, everyday 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.
- Model curiosity about numbers of things. Use a 'notice and wonder' routine in everyday situations (e.g. 'I notice a group of people there. I wonder how many there are. Let's count!').
- Notice and talk about shapes and numbers (e.g. 'I wonder how many balls there are. How many do 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.

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.



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



I worked this out by looking at the colour.