



Each term, we have identified three areas which are a key focus to children being ready to progress in maths in the next term. In order for children to fully embed this knowledge, we recommend little and often practice. Little and often at home and at school will help your child become fluent in these milestones and focus areas.

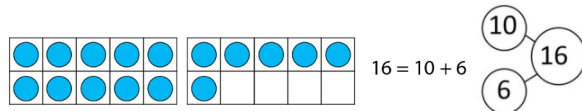
**Composition of number milestone**

**Partitioning teen numbers:**

Learn that the numbers 11-19 are made up of ten 'and a bit'.

<https://www.bbc.co.uk/iplayer/episode/m00029vj/numberblocks-series-3-tween-scenes>

Children are now comfortable with numbers to ten. The children will recognise a number as being ten and 'a bit'. For example 13 is 10 and 3. This will lead them onto partitioning and encourage their use of the part part whole. Children will use the tens frame to support them recognising if a frame is full that is ten so they can quickly see one full tens frame and 6 in another frame is 16.



Above you can see 16. 16 is represented in the tens frame as 10 and 6. 16 can be split in 10 and 6, 10 and 6 make 16.

**Multiplicative thinking milestone**

**Count in 10's:**

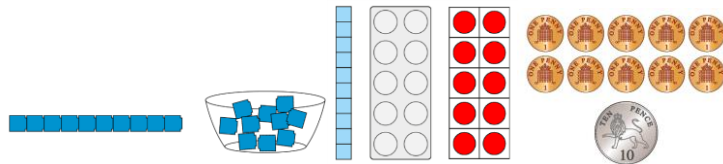
Learn how to count in 10s from any given number.

<https://www.bbc.co.uk/iplayer/episode/m000xb04/numberblocks-series-5-heroes-with-zeroes>

Children will develop the knowledge that ten is one group of ten, 20 is two groups of ten etc.. the children will use 'dual counting' to count 'no tens, one ten, two tens, three tens...' as well as 'Zero, ten, twenty, thirty'... We now tell the children we are counting in 10s. This means we are adding on 10 each time.

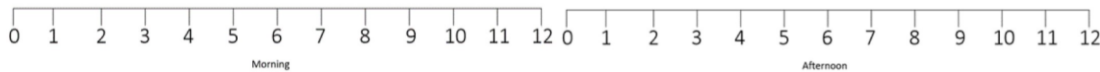
Children will first be introduced to this where they see 10 cubes in a stick, numicon ten and tens frames. They will then move onto counting groups of 10. The children will see pictorial representations in various ways to see 10.

Here are some examples below:



**Other milestone**

**Time to o'clock and half past:**



Children learn to run their finger along the line and as they land on a number they say "1 o'clock in the morning, 2 o'clock in the morning, 3 o'clock in the morning...". When they get to 12 o'clock, we ask them what they should do now? Return to the 0 and start again, this time saying "1 o'clock in the afternoon, 2 o'clock in the afternoon..." You may want to repeat this several times to draw attention to the fact that time does not stop.

Introduce the hour hand and show how it revolves around the circle in a clockwise direction. When it points directly at a number, this is when it is o'clock. Once the children become more confident we will introduce 'half past the hour'. We say 'When the hour hand is halfway between two numbers it has gone past a number, so we say half past.'

These areas will form part of your child's shared learning weekly. Please can you keep an additional focus on these areas where possible.