



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**

**Composition of 5:**

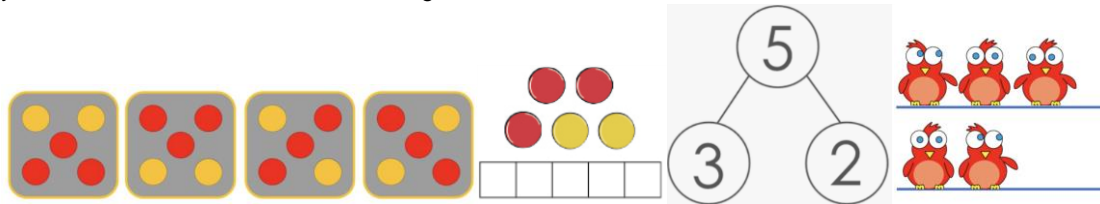
Numberblocks characters demonstrate this with their ability to split into other characters as shown in this clip: <https://youtu.be/zLZNSNj5nVg>

When a child understands the composition of number, they understand that numbers are made up of other numbers. They 'see the numbers inside' other numbers: first, that all numbers are made up of ones, and then that they can be made up of pairs of bigger numbers.

So for example, 5 is made of 'five ones', or of '1 and 4', or of '2 and 3'.

The concept of composition allows children to build fluency with number bonds – not only number bonds of 10, but *all* the number bonds within numbers. So, back to the example of 5: number bonds of 5 are: 0 and 5, 1 and 4, 2 and 3.

Understanding composition also supports an understanding of commutativity: if you have learned that  $2+3=5$ , then you also know that  $3+2=5$  without having to learn it as a new fact.



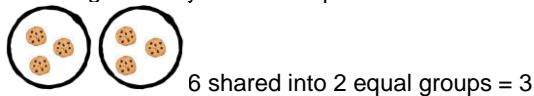
**Multiplicative thinking milestone**

**Sharing even amounts between 2 groups:**

Children will learn to count in 2s throughout their time in year 1.

Children learn to count out a total number of objects, then share them into equal groups. They use stem sentences to describe their learning. Children investigate different ways to share totals into equal groups. They explain their reasoning as they solve problems such as 'Can I share this into 2 equal groups?'. Children will use a range of concrete objects such as counters, pasta, beans, biscuits etc to share into equal groups.

Children will be asked to share items into equal groups. For example, I have 6 donuts. Can I share them with my friend? How many donuts will we have each? How do you know they are equal? The children will then be encouraged to say we have equal amounts because we have the same.



**Other milestone**

**Positional Language:**

Positional language is the language or the words we use to describe where something is. Children will be encouraged to use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.

Children will also make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.

Within class sessions children will be shown various techniques to support this. This will include using Bee Bot robots which the children will program to reach a destination. This is a great way for the children to see where they have made errors and how they can rectify this. For example if the Beebot wants to travel to the farmyard what steps will we take to get there? The children can then work together to plan a route using the language mentioned above.

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