

## Foundation Maths A-CLIC

In Foundation Stage we follow a programme called Little Big Maths.

Little Big Maths is a teaching programme that makes Maths progress in Early Years easy and fun.

It provides children with a fun and lively experience as they learn with jingles, songs, games.

Little Big Maths takes small steps to build children's confidence and keeps number work fun!

This framework is known as A-CLIC (Amounts - Counting, Learn Its, It's Nothing New and Calculation) and is characterised by accurate steps of progression (known as Progress Drives) that make new learning easy and obvious to children.

You can help your child at home by practising in lots of different ways:

- Chanting numbers and sing number songs
- Counting objects carefully - Encourage your child to touch or move objects to help them.  
<http://www.topmarks.co.uk/learning-to-count/underwater-counting>
- Doubling numbers - Start off by simply asking your child how many arms do you have? How many on each side? One and one is two! Lets have a look at our fingers, how many on each hand? How many all together? Help your child to find out other doubling facts, 3 and 3, 4 and 4 etc.
- Halving facts - If your child knows that five fingers and five fingers make ten, how about having a go at halving! Take one hand away and half of ten makes five. Maybe you could learn some other halving facts together?

There are lots of other ways that you can bring learning about number into your child's everyday life. Here are some other ideas which you might like to try.

Setting the table for dinner - How many people? How many plates/knives/forks do you think we will need? Look for numbers in the environment with your child, for example, house numbers, television channels and telephone numbers. Play games such as, what time is it Mr Wolf, hop scotch, snakes, snap and ladders etc. Who won? who came second, third, fourth etc.. Playing outside and ask questions such as can you find me five big leaves and five small leaves? Playing hide and seek and encouraging you child to count whilst playing. Lets collect three sticks and order them according to size. Which is the biggest? Which is the smallest?

A-CLIC does not include the teaching of shape space and measure. This is taught in one lesson a week covering the following objectives throughout the year.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

| Reception     | Amounts   | Counting  | Learn Its  | INN   | Calculation  |
|---------------|---|---|--|---|--|
| <b>Autumn</b> | <ul style="list-style-type: none"> <li>- Compare groups of two objects using language such as more than, less than.</li> <li>- Compare groups of 3 objects using the language most and least</li> </ul> | <ul style="list-style-type: none"> <li>- Counting to 10</li> <li>- counting to 9 saying hello 1, hello 2 etc</li> <li>- Reading numbers to 5</li> <li>- Counting accurately 10 objects in a line</li> </ul>   | <ul style="list-style-type: none"> <li>- know my hand has 5 fingers. I have 10 fingers.</li> <li>- Using their fingers to learn double 1, 2</li> <li>- Halving 2, 4</li> <li>- Knowing double facts 1+1,2+2</li> </ul>             | <ul style="list-style-type: none"> <li>- Model counting in the form of 1 car, 2 car etc</li> </ul>  | N/A  |
| <b>Spring</b> | <ul style="list-style-type: none"> <li>- Continue to use language related to describing amounts in their play.</li> </ul>   | <ul style="list-style-type: none"> <li>- Counting to 20</li> <li>- Reading numbers to 10</li> <li>- Counting accurately 10 objects in a line and from a pile.</li> <li>- Ordering numbers 1-10</li> <li>- Counting in 10's to 100</li> </ul>  | <ul style="list-style-type: none"> <li>- Know 5 fingers add 5 fingers makes 10 fingers</li> <li>- Using their fingers to learn double 3, 4, 5</li> <li>- Halving 6, 8, 10</li> <li>- Knowing double facts 3+3, 4+4, 5+5</li> </ul> | <ul style="list-style-type: none"> <li>- Begin to see the relation between doubling and halving</li> </ul>  | <ul style="list-style-type: none"> <li>- Say the next number</li> <li>- Count on 1</li> <li>- Know 1 more than</li> <li>- Able to add 1</li> <li>- Know how to find the total of two groups</li> <li>- Say the number before</li> <li>- Count back 1</li> <li>- Able to take away 1</li> <li>- Know to take some away and then count how many are left.</li> </ul> |
| <b>Summer</b> | <ul style="list-style-type: none"> <li>- Compares amounts by counting</li> <li>- Counts back from 10 taking away</li> </ul>   | <ul style="list-style-type: none"> <li>- Counting beyond 20</li> <li>- See the numbers 1 to 20 on a number square</li> <li>- Counting back 10 to 0</li> <li>- Reading numbers to 20</li> <li>- Counting accurately 20 objects</li> <li>- Ordering numbers 0-20</li> <li>- Counting in 5's to 50</li> <li>- Counting in 2's to 20</li> </ul> | <ul style="list-style-type: none"> <li>- To know the number sentence <math>2 + 1 = 3</math></li> <li>- to know the number sentence <math>2 + 3 = 5</math></li> </ul>   | <ul style="list-style-type: none"> <li>- Show more counting skills within their own play</li> <li>- Pim the alien helps children to know 3 eyes and 4 eyes are 7 eyes.</li> <li>- Doubling in their play</li> <li>- halving in their play</li> <li>- Ordinal numbers</li> <li>- Using the number sentence <math>2 + 3 = 5</math> learn the switcher <math>3 + 2 = 5</math> and the take away <math>5-3=2, 5-2=3</math></li> </ul> | <ul style="list-style-type: none"> <li>- Add by counting on</li> <li>- Add numbers of objects to 10</li> <li>- Take away the right amount and count how many left</li> <li>- Take away numbers of objects to 10.</li> </ul>  |