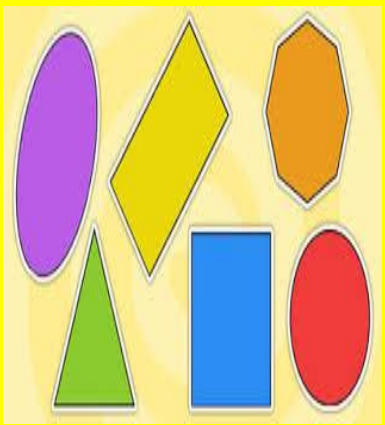

Maths in EYFS

Workshop for parents

Thursday 29th November

Mathematical Development is divided into 2 sections:

1. Number
2. Shape, Space & Measure

Number

- By the end of Nursery : Children are expected to be working within the early stages of the 40-60 months band.

- Children will be able to count up to 10 and order numbers to 10.
- Match numerals and quantity correctly.
- Count with one-to-one correspondence.
- Compare groups of objects recognising when there are more or less.

Number

- By the end of Reception: Children are expected to achieve the Early Learning Goal.

-To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

-Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

-To solve problems, including doubling, halving and sharing.

Shape, Space and Measure

- By the end of Nursery, children are expected:

- To be using some mathematical names for 2d and 3d shapes when describing them.
- To begin to talk about the properties of shapes in their environment.
- To begin to use positional language when describing where objects are.

This strand involves lots of talking and not all children that are extremely strong in Number are necessarily strong in SSM particularly if they are very quiet.

Shape, Space and Measure

- By the end of Reception, children are expected to:

-Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

-To recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

How We Teach Maths

- Daily 20 minute maths input either am or pm within the keyworker groups/class teacher.

- Adult directed: 1 Maths activity per week – linked to focus of the week eg: Jack & The Beanstalk: Focus: measuring.
- This happens during continuous provision.

Strategies to support learning

- Counting: Children must be able to count objects reliably (1-1 correspondence)
- Number formation: Writing single and two digit numbers the right way.
- Shape: Lots of the goals for shape can be met easily by just talking about properties eg: why can it roll? Because it's curved.
- Addition/subtraction: To use a strategy to independently add and subtract 2 numbers eg. Cubes or a number line
- 1 more/less: Children can recall this quickly

Common Misconceptions

- Children that can recite number can counts
- Bigger numbers makes maths harder
- We should only use certain mathematical language
- Maths should be written down

Ways to support your child with Maths

- Real life examples.
- Practical Maths
- Maths for a purpose – useful things around home and daily routine.
- Open ended problems.
- Online maths games/board games

Ways to support your child with Number

- Looking at door numbers (patterns, counting in 2's)
- Recognising numbers when out and about (on buses etc)
- Setting the table (more/less)
- Walking up and down stairs (counting forwards and backwards)
- Cooking (counting out ingredients/adding)
- Opportunities to share/halve/double

Ways to support your child with Shape, Space and Measure

- Cooking – (measuring, vocabulary, ordering objects by weight/capacity)
- Tidying up (positional language)
- Shopping (money)
- Shape walks around local area
- Getting ready for school (sequencing their routine)
- Watching TV (time – measuring how long a programme lasts)

What kind of resources around the house could I use to help support my child with maths?

- Stairs
- Plates
- Food
- Telephones
- Clocks
- Chalk boards
- Door numbers
- Pens/pencils
- Counters

Shapes in the environment: Clocks, mirrors, televisions, doors, tables etc.

Useful Websites

- ICT Games
- http://www.ictgames.com/

- Top Marks
- http://www.topmarks.co.uk/

- Woodlands Junior
- http://resources.woodlands-junior.kent.sch.uk/maths/

- Maths Zone
- http://mathszone.co.uk/

- Crickweb
- http://www.crickweb.co.uk/Early-Years.html