



Early Maths

Introduction

What is this workshop going to cover?

- ❖ **Maths in the EYFS**
- ❖ **Concrete/ Pictorial / Abstract**
- ❖ **Areas of maths learning**
- ❖ **How to support your child at home**

All about you and maths!

- ❖ **What do you think about maths?**
- ❖ **What is your experience or view of maths?**
- ❖ **How does maths make you feel?**
- ❖ **Do you consider yourself a confident mathematician? If not why?**
- ❖ **Did the way you were taught maths affect how you feel?**

Reception

Scheme of learning

Supporting materials

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare <small>Free trial</small> VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW				Circles and tri... VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 ... VIEW
Spring term	Alive in 5 VIEW	Mass and capa... VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW			Building 9 and 10 VIEW			Explore 3-D shapes VIEW	
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW			Visualise, build and map VIEW		Make connecti... VIEW		Consolidation

Maths – Early Learning Goals (end of reception)

Mathematics

Number ELG

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

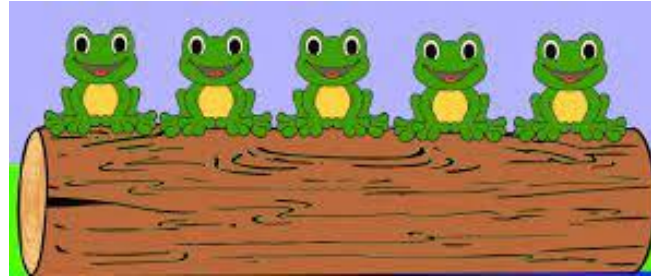
Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Early mathematical experiences of number -nursery rhymes

Can you guess the nursery rhyme that matches the pictures below?



Maths

For children to have a true understanding of a Mathematical concepts, there are three phases they need to master.

Concrete



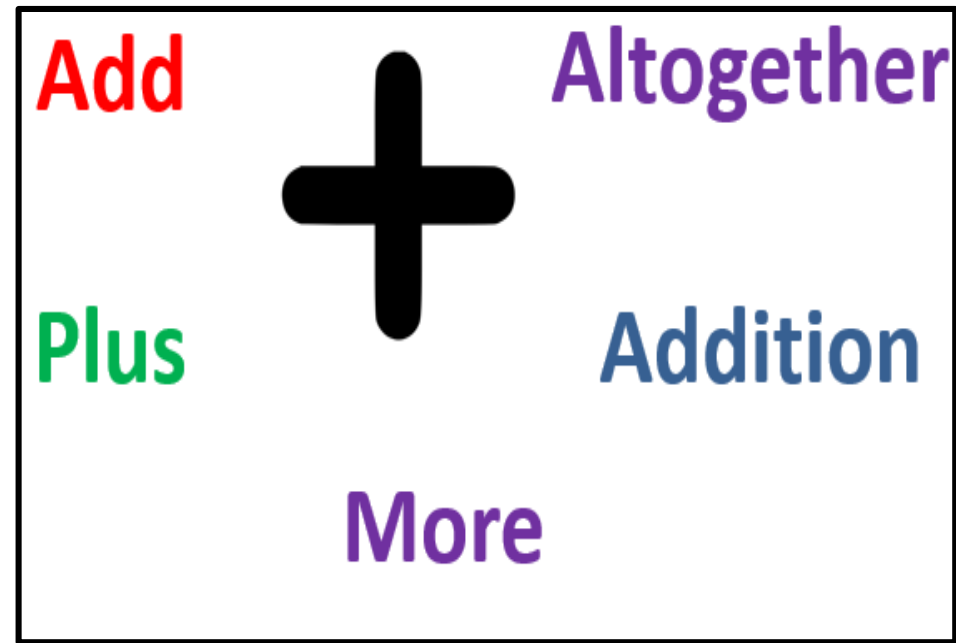
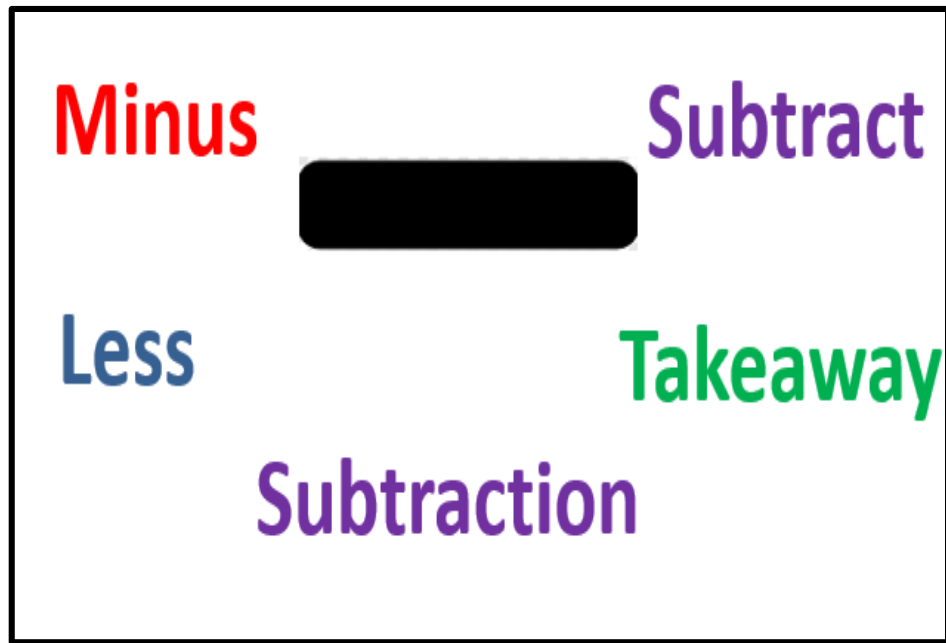
Pictorial



Abstract



Use mathematical language and encourage full sentences responses.

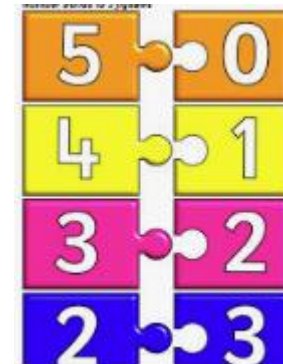
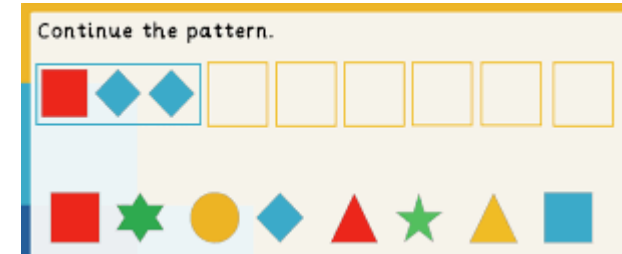
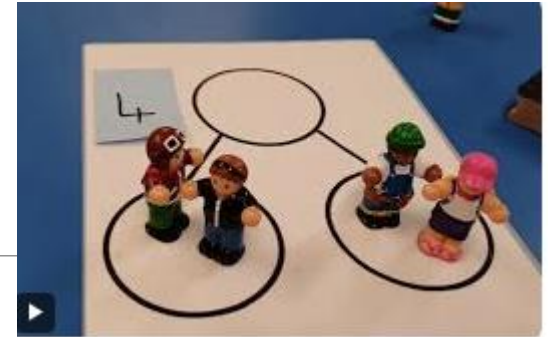


One more/less than _____ is _____

Areas of maths learning

- ❖ Counting accurately forwards and backwards – one more and 1 less
- ❖ Number bonds
- ❖ Sorting objects into groups
- ❖ Creating patterns
- ❖ Matching quantities to numerals
- ❖ Sharing
- ❖ Doubling and halving
- ❖ Part whole model
- ❖ Addition and subtraction
- ❖ Measure – size, capacity, weight, height, length
- ❖ 2D and 3D shapes
- ❖ Money
- ❖ Time
- ❖ Positional language – see next slide

Part whole model



What is on top of the house?

What can you see at the bottom of the drain?

What is behind the playing children?

Are the fish swimming over or under the bridge?

Does the bridge go over or under the stream?

Is the window above or below the roof?

What is in the plant pot?

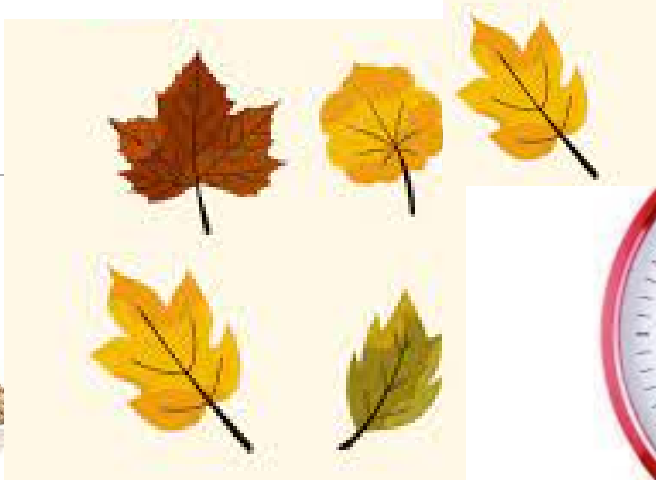
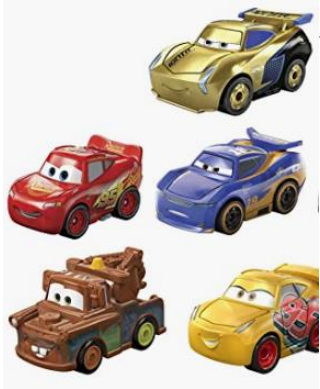
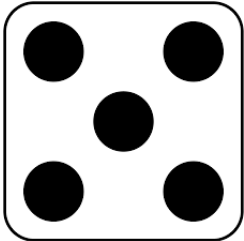
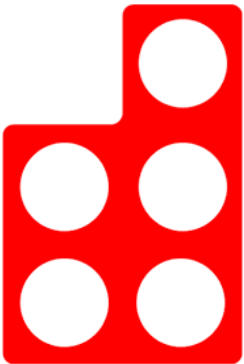
How many people are on the bridge?



The story of 5.

How many 5's can you see? How many ways can you make 5?

0 1 2 3 4 5



Mathematical opportunities are all around us!



What can you do to support your child at home ?

Counting:

- ❖ Practise counting in ones, forwards and backwards to twenty. Sing counting songs and rhymes.
- ❖ Ask children to help set the table or sort the washing- can they match the pairs of socks, count in 2s, tell you if there is an odd/ even number?
- ❖ Look for things to count when you're out- how many cars/ birds/ dogs can you count? I spy games are great for this.
- ❖ How many odd or even numbers can you see? How do you know?
- ❖ Go on a treasure hunt: Can you find 5 flowers/ 7 twigs/ 10 leaves

Games:

- ❖ Play board and dice games, snap, pairs, dominoes, hopscotch, skittles. Jigsaw puzzles are great for spatial awareness and fine motor skills.

What can you do to support your child at home ?

- ❖ Point out patterns in everyday situations e.g. tablecloth, wallpaper, books. Create your own with objects, paint, stickers or Lego.
- ❖ Demonstrate the language for shape, position and measures e.g. sphere, inside, under, shortest, heavy.
- ❖ Use mathematical names for shapes and encourage children to talk about the shapes that they see.
- ❖ Encourage your child to use the correct terms early on- tall, short, narrow, wide, thick, thin etc...

Time:

- ❖ Look at clocks, point out the time throughout the day, think about calendars and dates.
- ❖ Days of the week and months of the year.

What can you do to support your child at home ?

Money:

- ❖ Begin to recognise and sort coins, practise counting it in the shops or as part of role-play with real coins at home.

Sharing books:

- ❖ Talk about the number, position and shape of things in the pictures.

Cooking:

- ❖ Encourage children to help in the kitchen by weighing, comparing ingredients using heavier and lighter, measuring liquids.

Sharing:

- ❖ Help children to understand that one thing can be shared by a number of pieces e.g. pizza, cake. They are usually quick to tell you if it is the same size!

Questions



Useful links

<https://teachers.thenational.academy/key-stages/early-years-foundation-stage>

<https://nrich.maths.org/9412>

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

<http://www.ictgames.com/resources.html>

<https://www.unicef.org/parenting/child-development/how-introduce-maths-your-toddler>