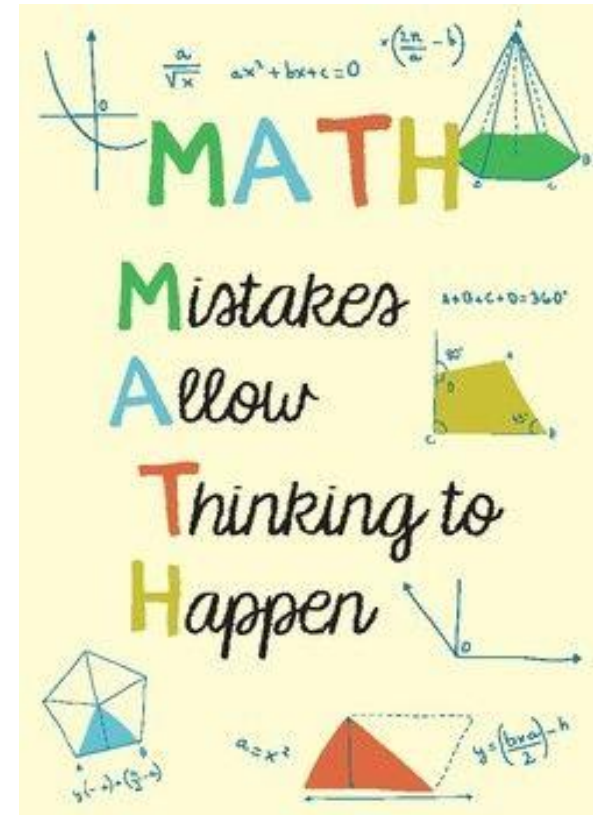
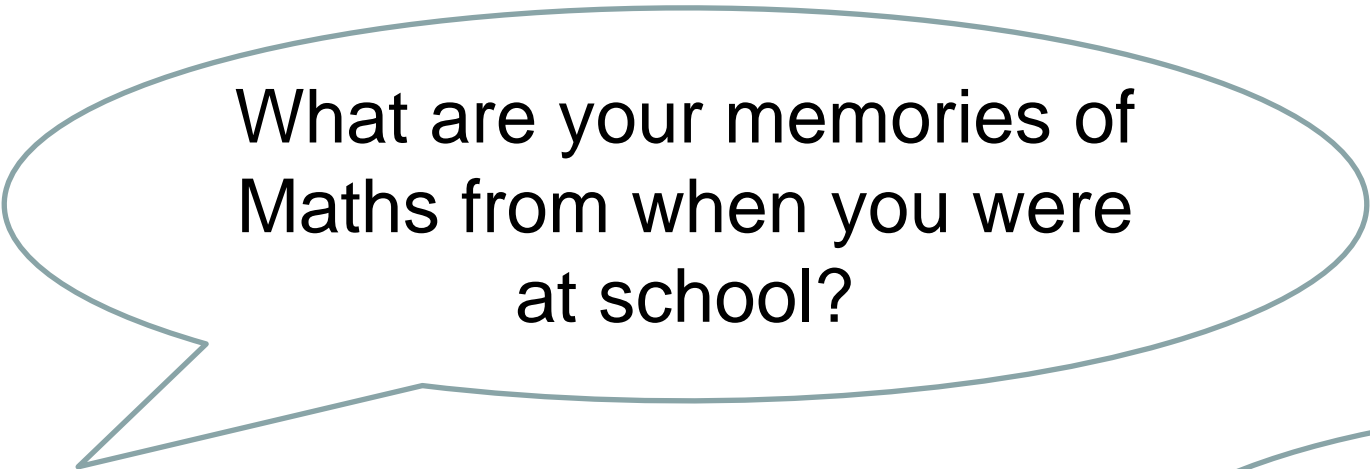


EYFS Maths Workshop

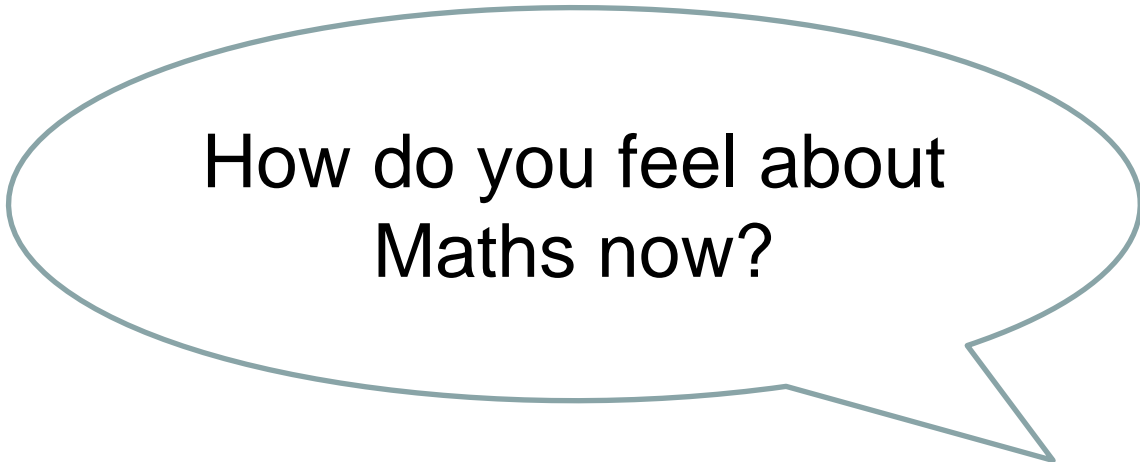
March 2022



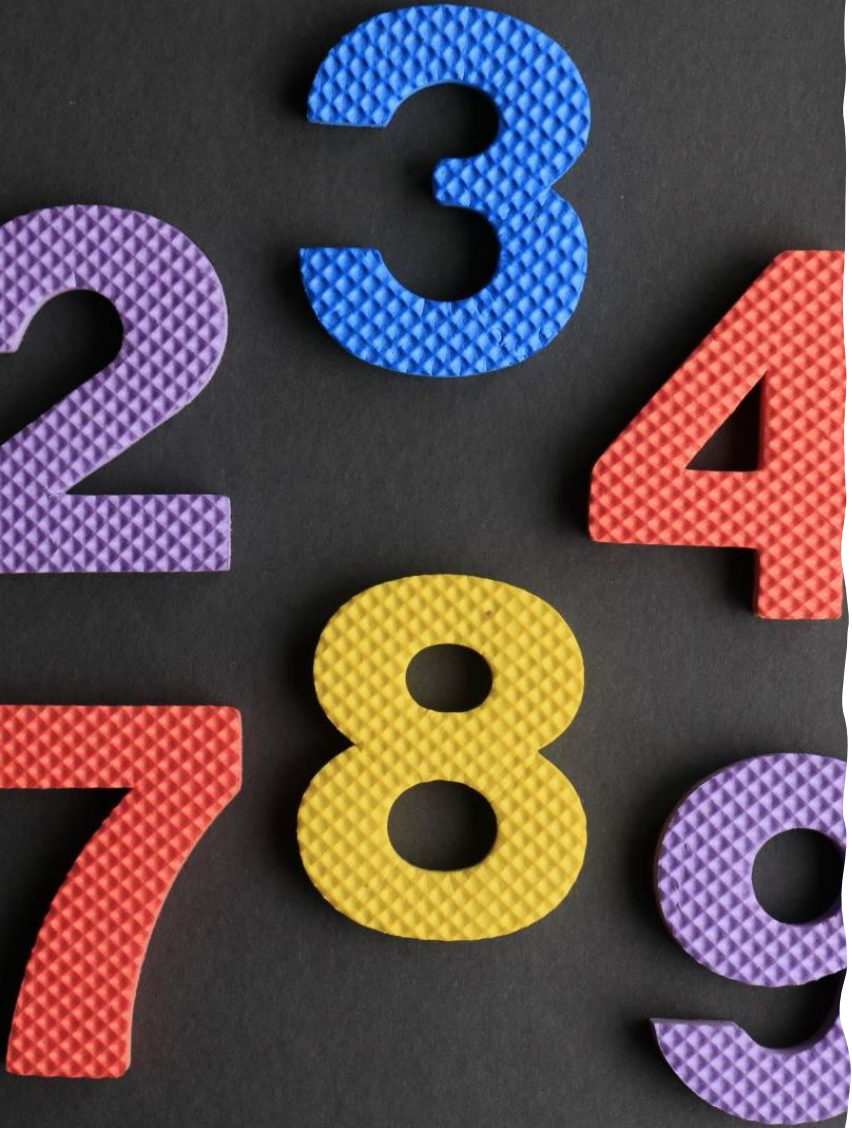
The importance of a positive attitude

A light blue speech bubble with a tail pointing towards the bottom left.

What are your memories of
Maths from when you were
at school?

A light blue speech bubble with a tail pointing towards the bottom right.

How do you feel about
Maths now?



Expectations for your child at the end of Reception (Number)

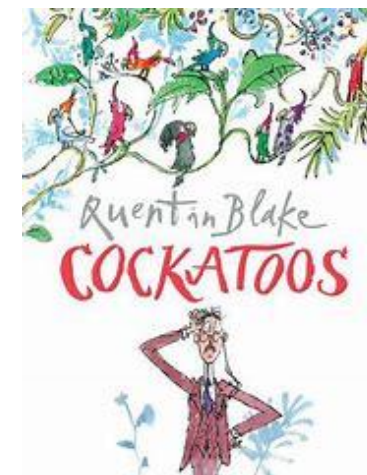
- Recognise, order and write numerals to at least 20, recognising the pattern of numbers within the counting system.
- Count carefully up to 20 objects.
- Say the number that is one more and one less than a given number.
- Understand and use the language of addition and subtraction, for example altogether, add, take away.
- Find the total number of objects by combining two groups.
- Count how many are left when some objects are taken away.
- Count on and back on a number line.
- Begin to solve problems including doubling, halving and sharing.

Expectations for your child at the end of Reception

(Shape, Space and Measures)

- Use mathematical names for solid 3D shapes and flat 2D shapes and describe them.
- Use positional language such as 'behind' or 'next to'.
- Order two or three items by length or height.
- Order two items by weight or capacity.
- Use objects and shapes to create and describe patterns.
- Order and sequence familiar events e.g. today, tomorrow, yesterday, morning, afternoon.
- Use language related to money.
- Use language related to time e.g. o'clock.

How Do We Teach Maths in Reception at WSL?



We make it fun! Where possible Maths is linked to real life problems, stories and children's interests.

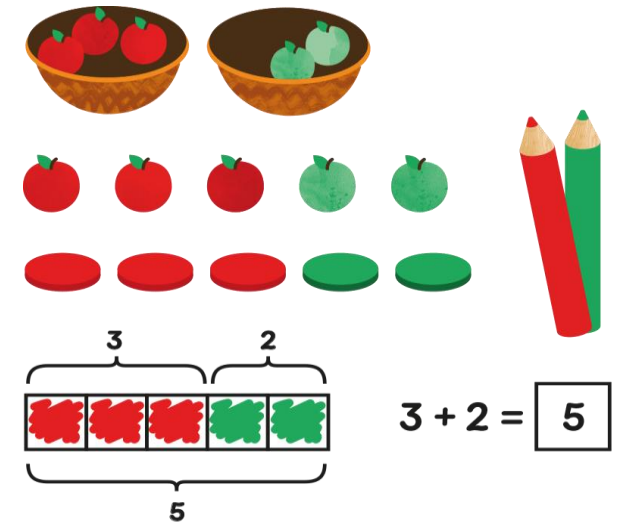
Using objects, children need to be secure in using practical apparatus before moving onto more abstract concepts.

Through the day: lunch time tallies, counting how many children are in school, calendar, clapping syllables, singing number songs.

Through short focused sessions whole class; in small group and 1:1.

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

Active/ Concrete; Pictorial and Abstract.



Children develop their Mathematical understanding in the following ways:

- ❖ **Exploring** - playing with numbers, exploring weight, capacity, measures, counters, dice.
- ❖ **Reasoning**- answering why and how, talking about what they found.
- ❖ **Problem - solving**- How can I make 5? A shape with 3 corners?
- ❖ **Fluency** - quick mental recall! Coming to an answer quickly and without in depth thinking. This is important as it will form the foundations of a child's Mathematical knowledge.

How Can You Help 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?
- 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.

Sharing books:

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

Money:

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

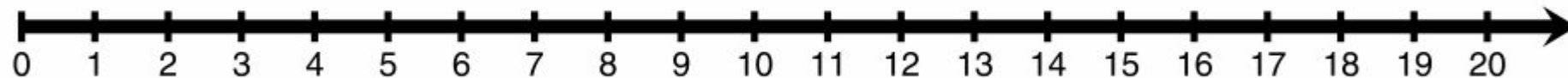
How Can You Help at Home?

- 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.
- **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!

Resources



Number Chart 1-100									
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99
10	20	30	40	50	60	70	80	90	100



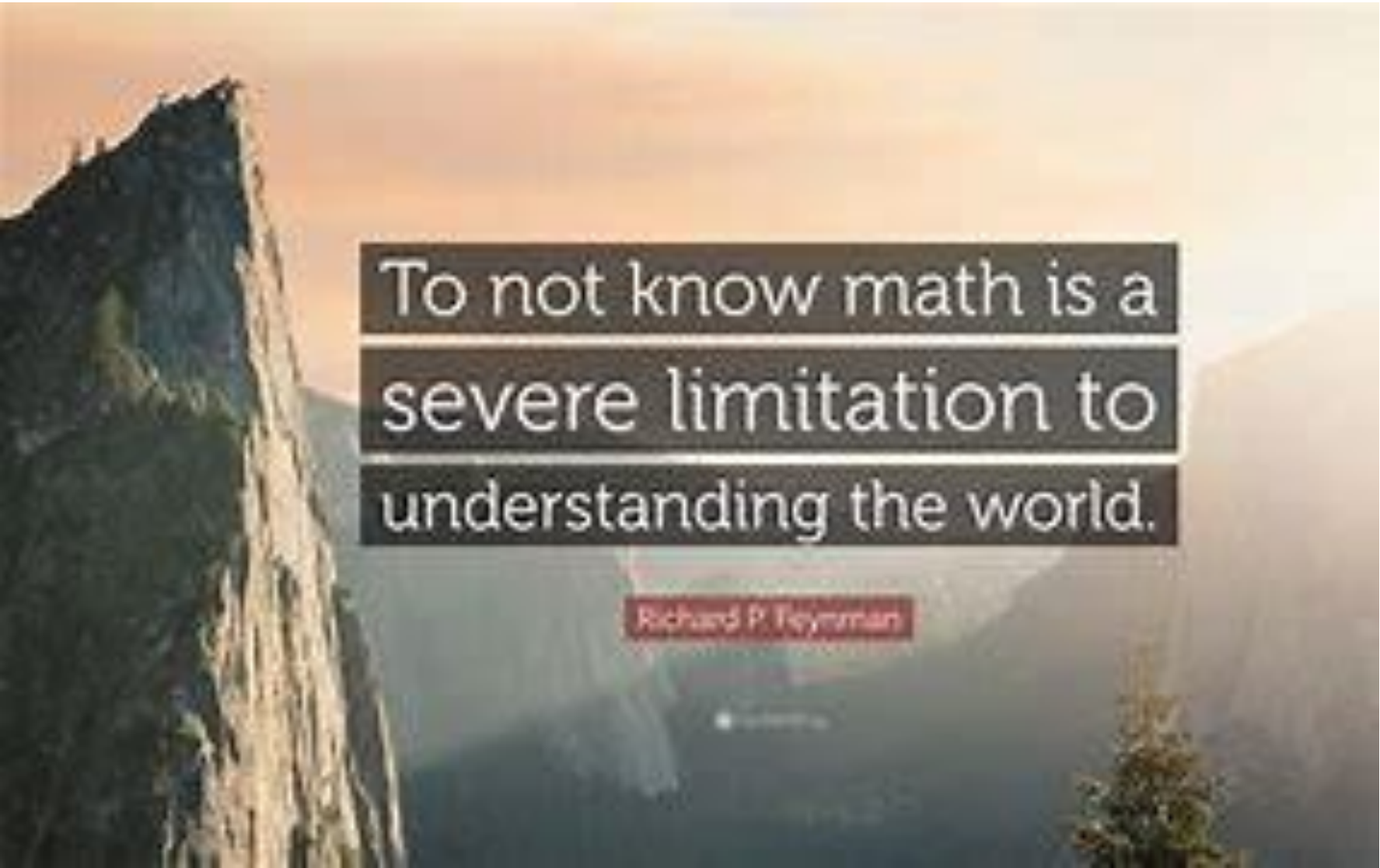
Websites

- Websites can be a fun way of helping children to practise a concept that has been taught in school. Some useful websites are:
- www.topmarks.co.uk (This has a parents area too.)
- www.mathszone.co.uk
- durham.schooljotter.com/coxhoe
- www.crickweb.co.uk
- nrich.maths.org
- earlyyearsmaths.e2bn.org/
- www.bbcschools.co.uk
- Numberblocks
- White Rose



Thank you for
attending the meeting.

Any Questions ?

A scenic photograph of a mountain peak, likely El Capitan, with a quote overlay. The image shows a steep, rocky cliff face on the left, with a small figure of a person visible near the top. The background features a valley with a river and distant mountains under a hazy, orange-tinted sky.

To not know math is a
severe limitation to
understanding the world.

Richard P. Feynman