



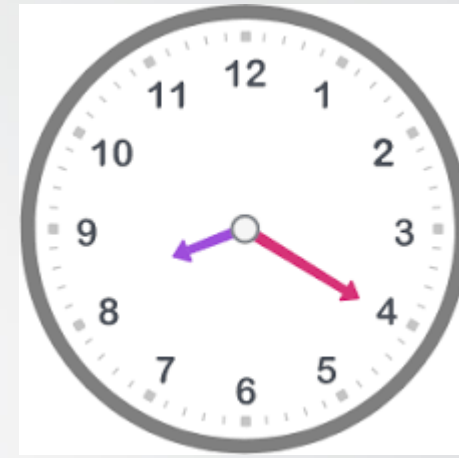
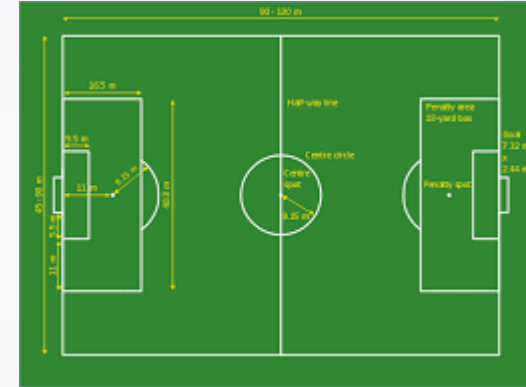
Maths EYFS Parent Workshop

November 2023

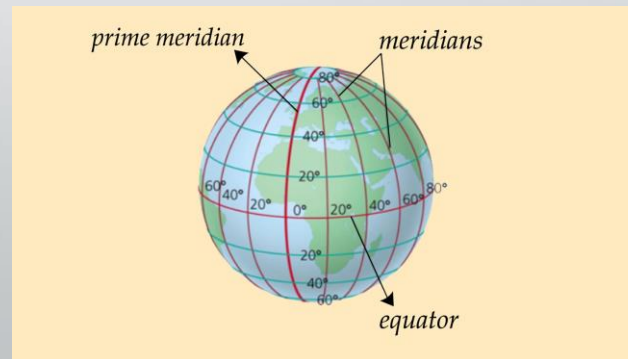
Why Mathematics?

- Understanding concepts and skills
- Developing thinking strategies to support in everyday life
- Maths helps children make sense of number, shapes and patterns in the world around them.
- Using maths to solve problems, make links and new connections
- Pupils can use logical reasoning and try different approaches to solve problems

Real-Life Maths



STANDARD TRAIN TIMES					
GREEN TIMETABLE	S	D	S	D	S
PURPLE TIMETABLE	DMU	DMU	DMU	DMU	DMU
Tunbridge Wells Dep:	10:30	11:55	13:25	14:45	16:15
High Rocks Halt* Dep:	10:37	12:02	13:32	14:52	16:22
Groombridge Dep:	10:46	12:11	13:41	15:01	16:31
Eridge Arr:	11:00	12:20	13:50	15:10	16:40
GREEN TIMETABLE	D	S	D	S	D
PURPLE TIMETABLE	DMU	DMU	DMU	DMU	DMU
Eridge Dep:	11:15	12:35	14:05	15:25	16:55
Groombridge Dep:	11:26	12:46	14:16	15:36	17:06
High Rocks Halt* Dep:	11:33	12:53	14:23	15:43	17:13
Tunbridge Wells Arr:	11:40	13:00	14:30	15:50	17:20



Maths in Reception



Aims:

- To understand how we teach maths in Reception and how children learn.
- To tell you about the resources we use.
- What we want children to be able to do at the end of their Reception year.
- How you can support your child with Maths.

How maths fits into the curriculum

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- **Mathematics**
- Understanding the world
- Expressive arts and design



Characteristics of effective learning:

Playing & exploring

- children investigate and experience things, and 'have a go'

Active learning

- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating & thinking critically

- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory ELG: Number

Children at the expected level of development will:

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.

Statutory ELG: Numerical Patterns

Children at the expected level of development will:

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

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- Maths is fun and part of everyday life.
- Maths is taught and learnt through play-based activities. For example, shop role play, building towers, water and sand play, use of the outdoor area.
- Maths objectives are taught through child-initiated activities (the child has chosen to do the activity) or adult led activities. These are usually practical activities and take account of the children's different learning styles.
- Children often sing songs and read books that involve counting.
- Cross curricular learning.

Maths comes through everyday activities and structured play.

- Tidy up time-positional language- "Put that on bottom shelf, top shelf or put that behind the blocks."
- Cars- Sort the cars by size, colour. Use ordinal language- which car came 1st, 2nd, 3rd.
- Planting seeds-learn the concept of time, measuring.



Problem solving

- Children make their own choices to represent their maths thinking.
- They have their own meanings and marks.
- They challenge themselves as they explore their maths thinking, discuss their ideas and solve problems.

Concrete, pictorial, abstract

As in the rest of school, maths is best learnt using concrete objects to act out or represent the maths hands on, then if a child is ready they will use pictures or symbols to visualise or show what they have done and finally they will be able to use the abstract maths which we know as writing calculations (sums). This process allows a child to fully understand the maths they are doing.

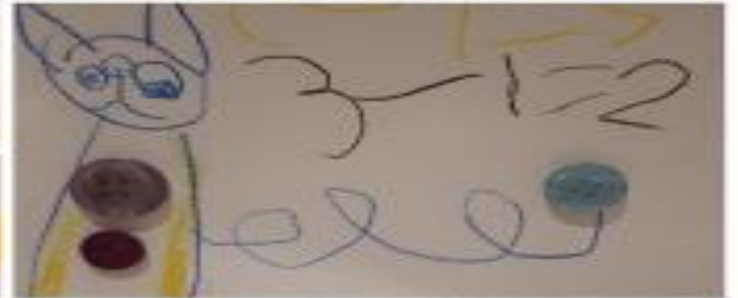
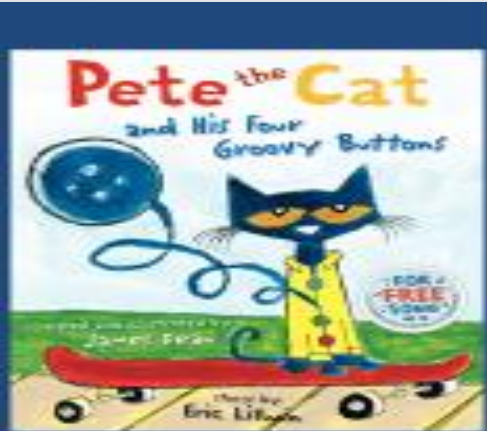


How we teach maths in Reception

Maths provision is always available in both the classrooms and in the outside learning area.

Whole class teaching in maths twice per week where all pupils will complete a maths focused activity with the teacher or HLTA in a small group.

Singing songs and reading books is ongoing.



Resources we use:



We use as many everyday/natural items or toys as we can to teach maths.

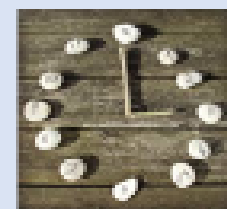
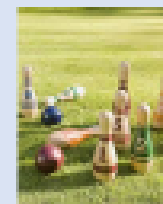
We also use the Numberblocks Cbeebies programs as a tool to aid the children's learning and engagement of maths.

How we use counters/objects to teach one to one correspondence. We also use these to teach sorting, sharing, grouping, halving, one more, one less, doubling, adding, taking away!

Other maths equipment resources we have:

- Numicon, tens frames, number lines/tracks/squares/cards.
- Games that involve dice, shapes, tracks, counting, adding.
- Sorting bowls.
- Capacity/size and weight equipment- different types of weighing scales, jugs, cylinders, bottles, bowls, different containers, height measurer etc..
- Money.
- Baking resources.

The list is endless!



Challenging more able pupils

- Application into Reasoning and Problem Solving
- Word problems
- Number bonds to include both + and –
- NRICH activities
- More than 1 possibility

How you can help!

Have a positive attitude towards the maths!

Use maths vocabulary

Value your child's mark making.

Support your child with number formation and recognition.

Encourage and praise them.

Re-model correct maths vocabulary, counting, ordering, problem solving or number formation.

Play games.

Seize everyday and every moment!

Children are like sponges they soak up new knowledge and learning and have a thirst for it.

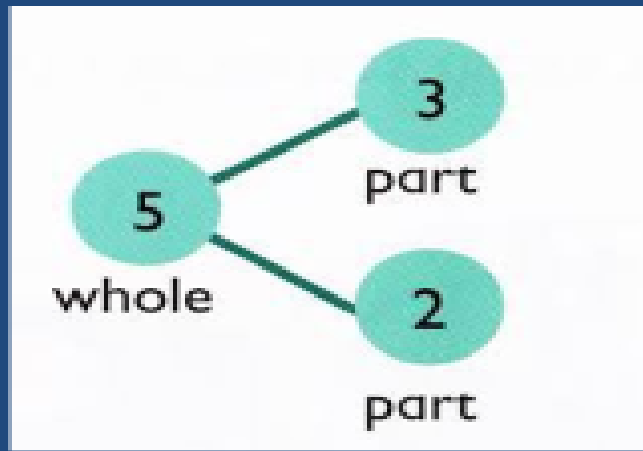


Getting ready for Year 1

The National Curriculum for mathematics

- 1) Fluency
- 2) Reasoning
- 3) Problem solving

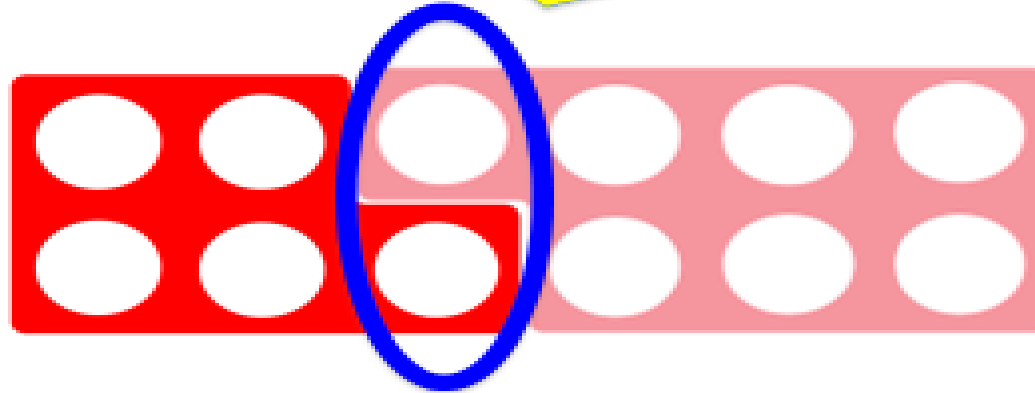
Fluency



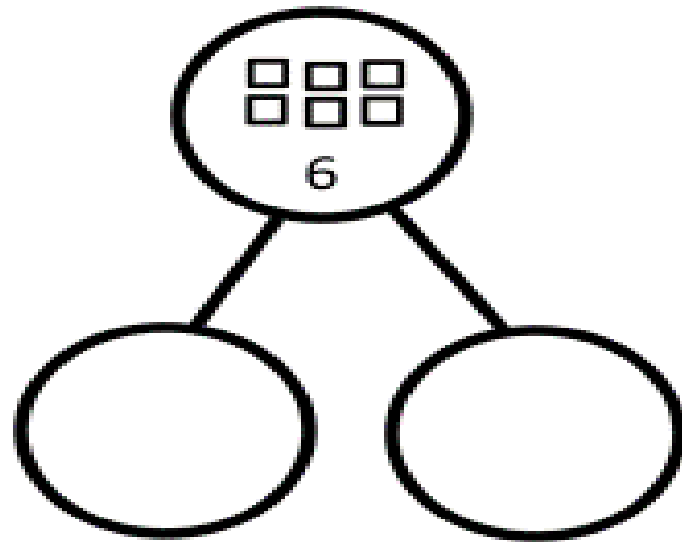
Part 3	Part 2
Whole 5	

Reasoning

An odd number plus
an odd number equals
an odd number.



Name: _____



How many ways?



Limitless Learning



Any Questions?