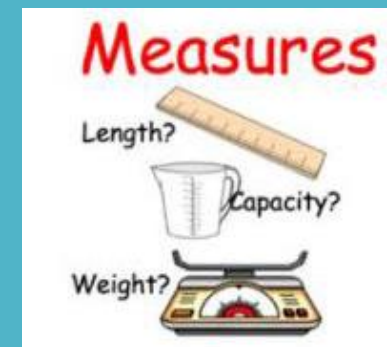
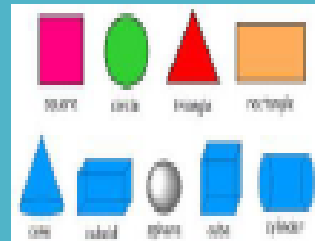




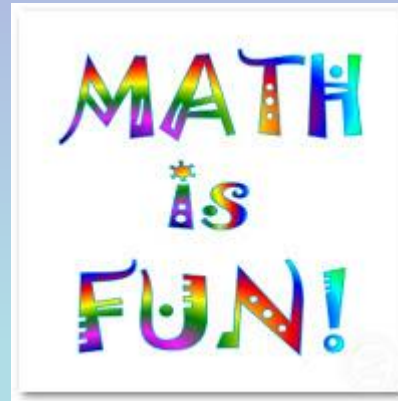
Early Years Maths Information



Aim



- To outline the key areas of the Maths Curriculum and how we teach the children



Early Years Curriculum

Specific Areas of Curriculum



Composition of Numbers to 10

Subitise



$$2 + ? = 5$$

Number Bonds

Doubling Numbers

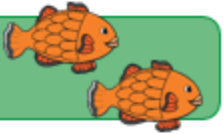


Verbally Count Beyond 20



Compare Quantities to 10

Odd and Even Numbers



Doubles Facts

Distribute Equally



Let's talk about Maths

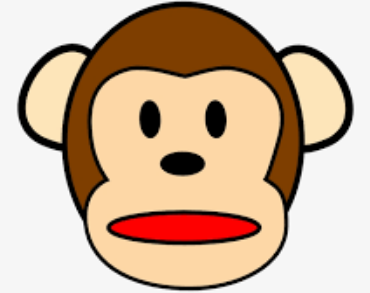
Help our children to develop a growth mind-set about maths learning.



Resilient Tortoise



Curious Cat



Brave Spider



Concentrating Caterpillar

Reflective Ladybird





How do our children learn Maths at school?



❖ Cross-curricular table top activities and outdoor

❖ Lots of talking

❖ Thinking

❖ Self-discovery

❖ Problem solving

❖ Carpet session

❖ Interactive games on IWB

❖ Learning number and shape songs

❖ Using manipulatives

❖ Asking questions

❖ Real-life learning

❖ Practical and engaging lessons

❖ Home learning





We try to make maths as
fun and practical as we
can!



Explore – Draw – Calculate

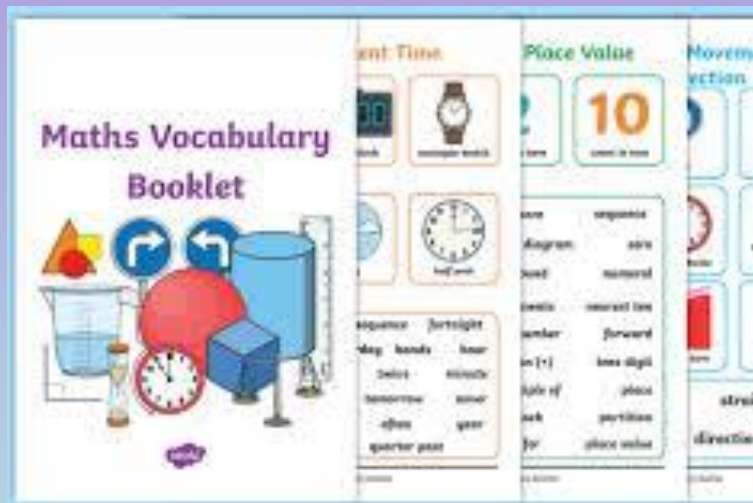
‘I hear and I forget. I see and I remember. I do and I understand.’
(A Chinese proverb)



‘I hear and I forget. I see and I remember. I do and I understand.’
(A Chinese proverb)




Maths Vocabulary Booklet




addition

- add
- more
- plus
- make
- sum
- total
- altogether




subtraction

- subtract
- minus
- leave
- less
- take away
- difference between




multiplication

- lots of
- times
- multiply
- groups of
- product
- multiplied by
- multiple of
- repeated addition
- array




division

- divide
- divided by
- divided into
- share
- share equally
- equal groups of



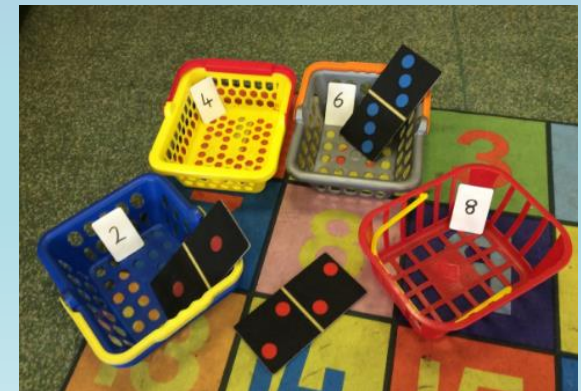
equals

- makes
- total
- same as
- equivalent
- balances





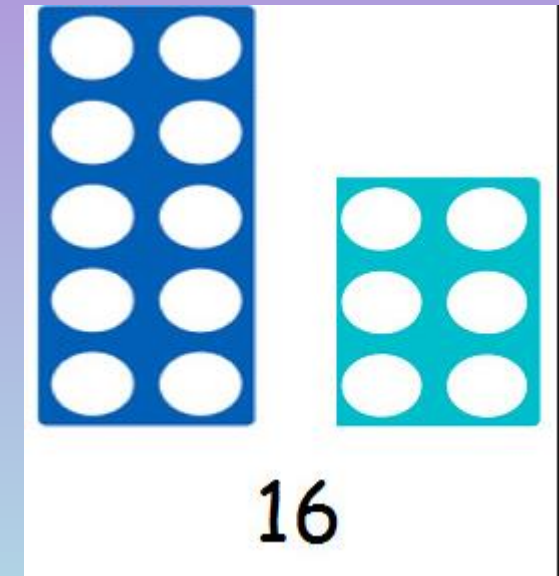
Weekly Maths Challenge Tables



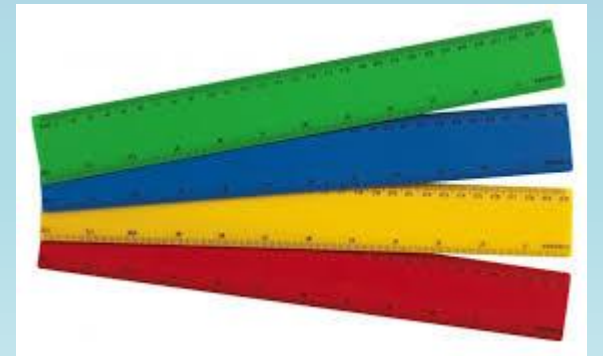
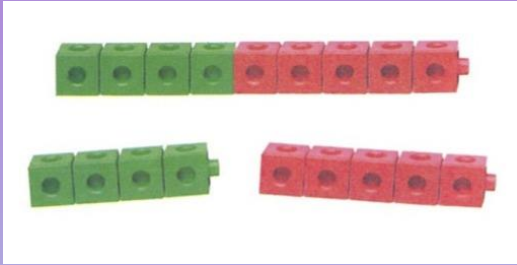
Daily maths tasks



100	10	1
200	20	2
300	30	3
400	40	4
500	50	5
600	60	6
700	70	7
800	80	8
900	90	9



Specific equipment we use in class.





NUMICON



<https://www.youtube.com/watch?v=Lqf7AssF9Kc>



Understanding the principles in Early Maths skills

Early number sense: Caterpillar Early Years



Please WATCH this fantastic explanation

<https://www.youtube.com/watch?v=2Ow8vEmh8lA>

One finger, one touch, one number!



Addition



Subtraction



Number and place value

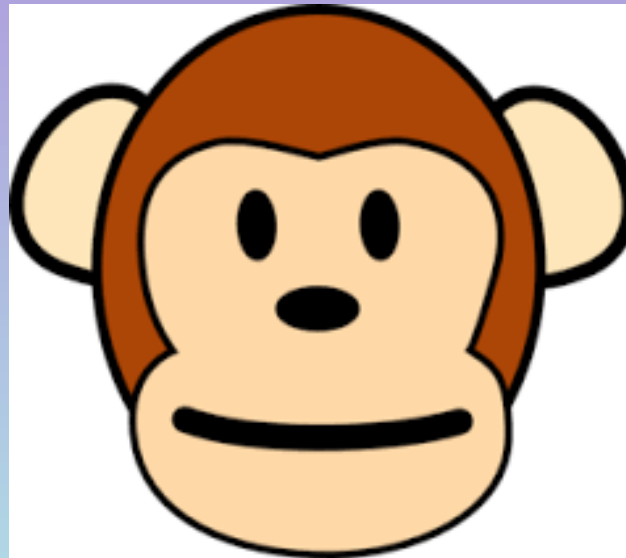
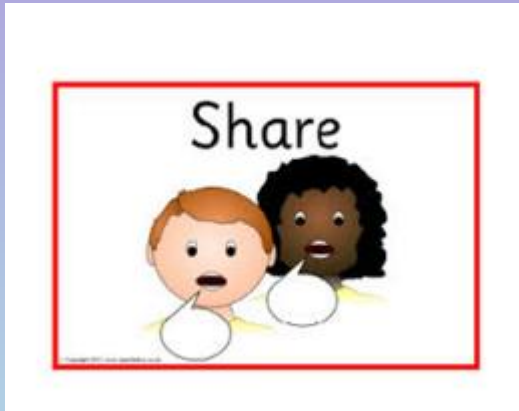
PLACE VALUE
0 1 2 3 4 5 6 7 8 9

Understanding the Value of Numbers

The number 10 is shown in the center, with arrows pointing to various representations of the number 10: two hands, ten vertical sticks, ten coins, a group of ten children, and a green ruler. The ruler is marked from 0 to 10. There are also two yellow pencils and a purple wavy line on the right side of the diagram.

APE

(Answer, prove, explain)



Maths Homework is obviously one way you can help your child.....

#MathsEveryoneCan

Go on a hunt to find the number 6
How many different ways can you see 6?



Can you find the numeral 6?
Can you spot a group of 6 objects?

with Mrs. Jane Smith

Early Learning Goal – Expected Best fit

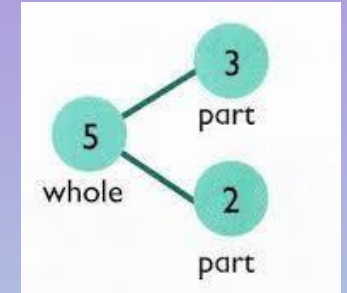


Number

Year R children are expected to:

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.



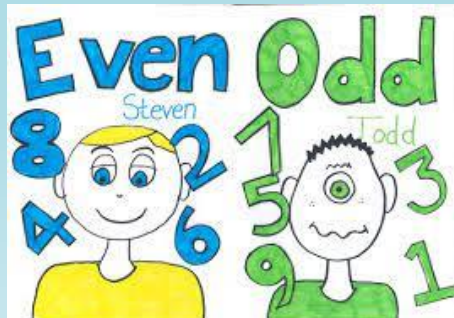
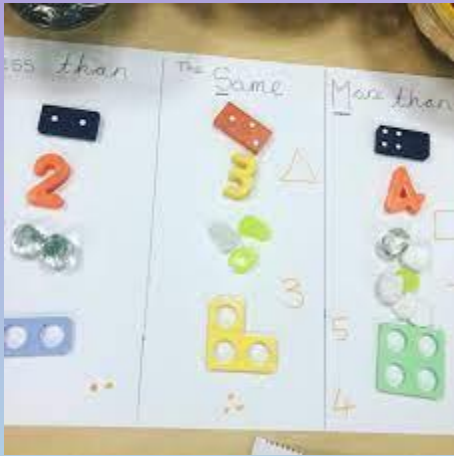
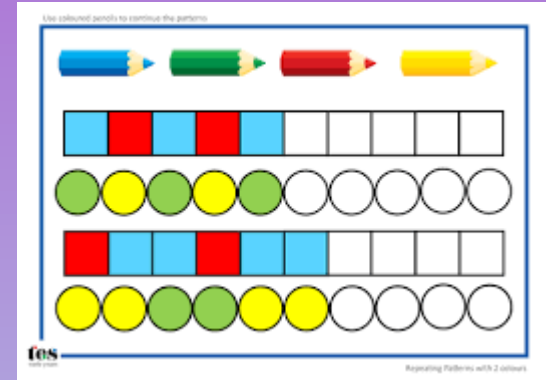
Click on the number to hear what number it is.



Numerical Patterns

Year R children are expected to:

- 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.



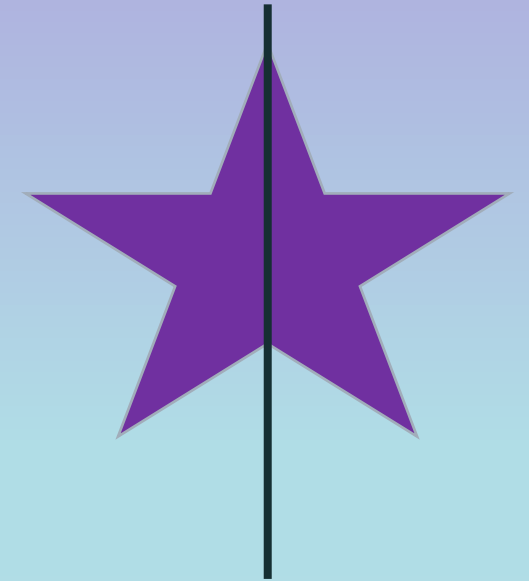
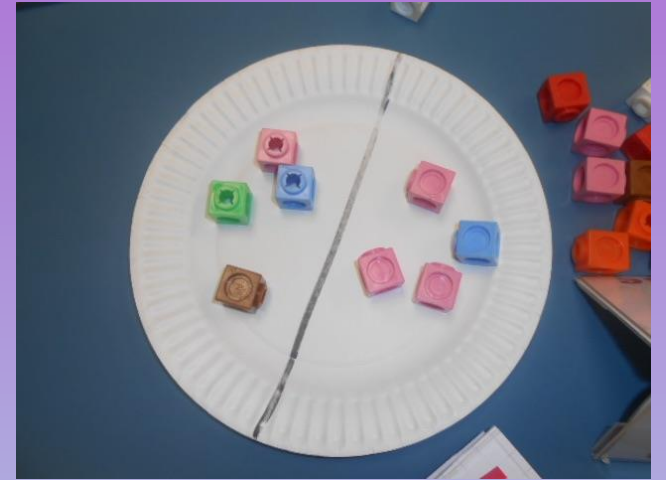
Year R children are expected
to recognise, find and name
half of an object and shape



SAME



Sharing food/Finding half



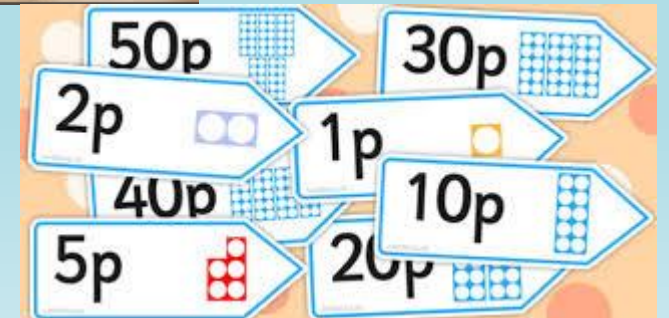


Children in year R need to be able to talk about money and use within a play context.

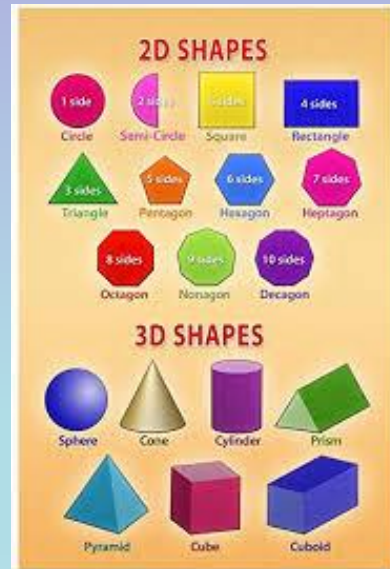
Play with money at home!



Vocab – pennies, shop, bank, money, change.



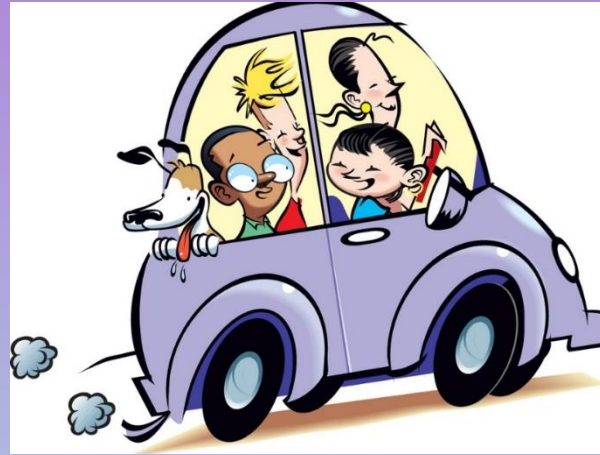
Children in year R should be able to use recognise and name common 2-D and 3-D shapes.



But so many games can support basic maths skills.....



Looking for maths opportunities...



Travelling in the car.....
Spot numbers!

A great time to count in 2's, 5's and 10's !

Count backwards...

What's 1 more than...?

What's 1 less than....?



When you're out and about – notice numbers!

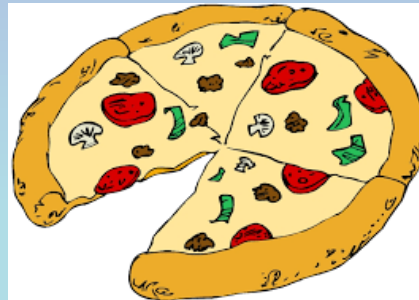
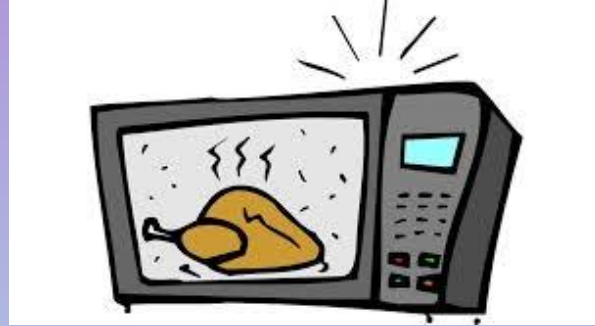


What comes after that number?
What comes before?
Is it even? Is it odd?

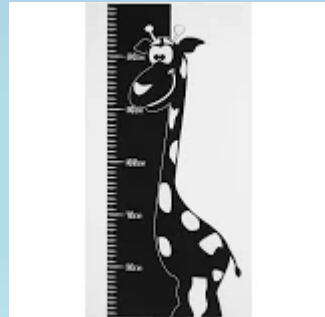


Maths in the kitchen

Sharing
Dividing
Reading scales
Time



Measuring

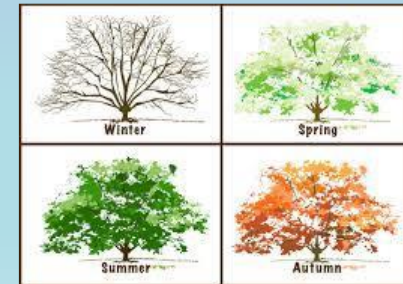
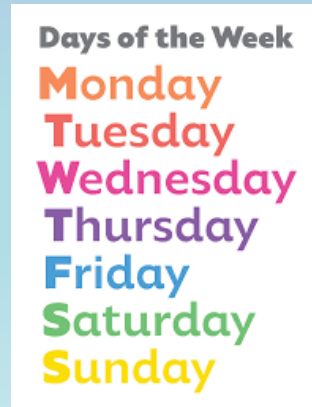


You can really help your child with time!

Year R child are expected to time in relation to night and day.

Yesterday, Today and Tomorrow.

They also need to be aware of sequencing events in order.



There are lots of fun number games on **Purple Mash** and Cbeebies



WEBSITE LINKS

https://www.foundationyears.org.uk/wp-content/uploads/national_strategies_resources/childrenthinkingmathematically_psrn.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf



**Thank
You!!!**