

Early Years Maths Workshop 2024



An introduction to the teaching of
Mathematics in Reception and how you
can support your child at home.



Welcome

- The Early Learning Goals (ELGs) for Mathematics
- How we teach
- The key principles that we teach
- Additional resources to support at home

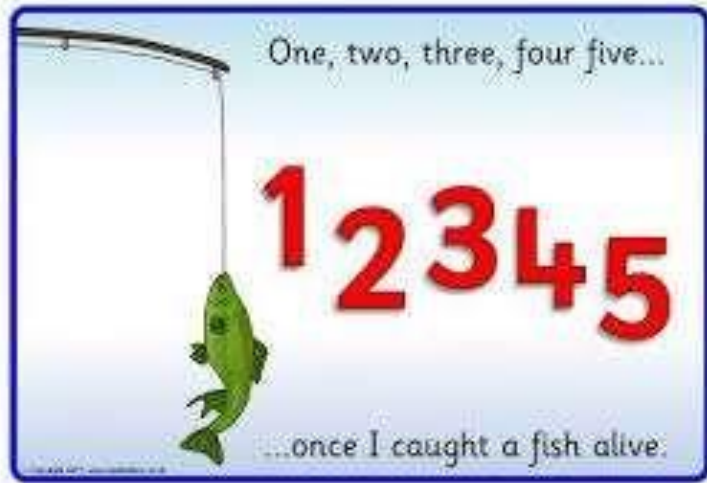
The Early Learning Goals- Number

- 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.

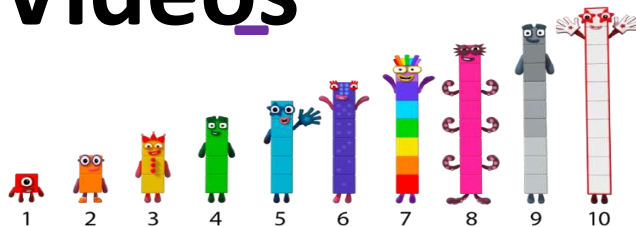
The Early Learning Goals- Numerical Patterns

- 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.

How we teach



Songs and Videos



Exploring through play



Numicon

Numicon.... (not unicorns!)

- Spatial development- use the numicon to fill the board. Which slot together?
- Number sense- place one numicon over the top of another- which is the bigger/ smaller number? What number do you get if you subtract the smaller number from the bigger number?
- Number bonds- which pairs of numbers can you put together to make 10?
- Look at the odd numbers- what in the numicon tell you that they are odd?

How we teach

The play stage

Making pictures

Play dough

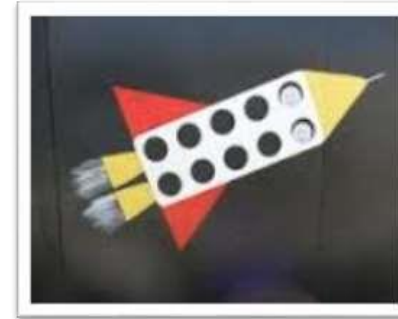
Sand

Paint

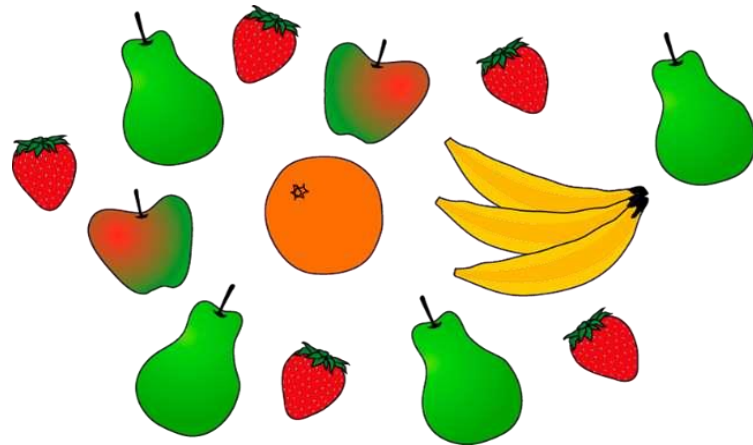
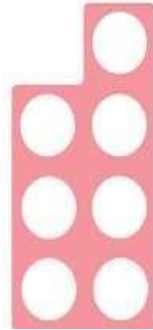
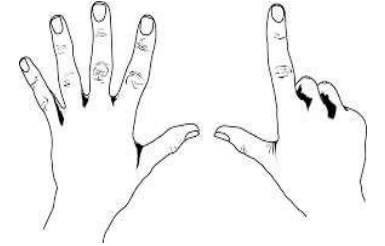
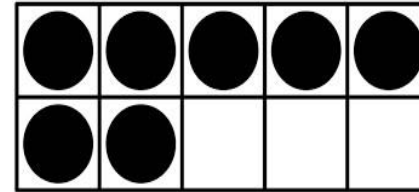
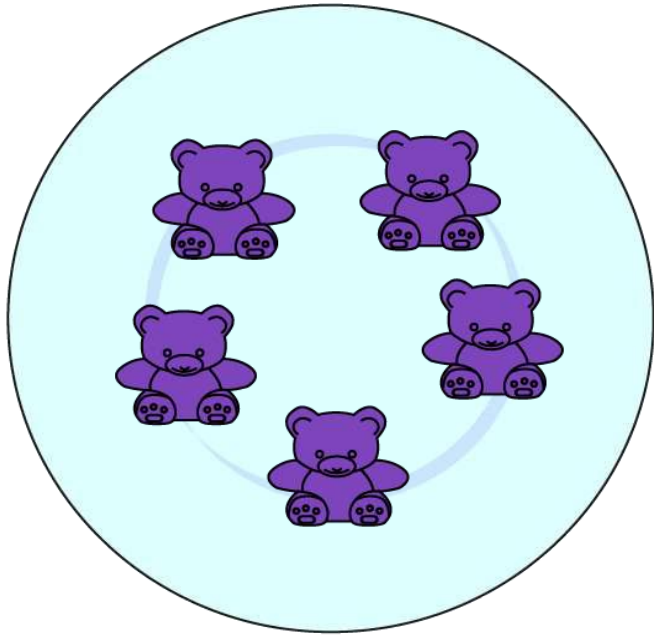
Drawing round

Counting

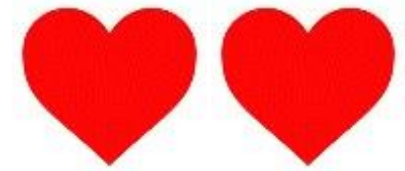
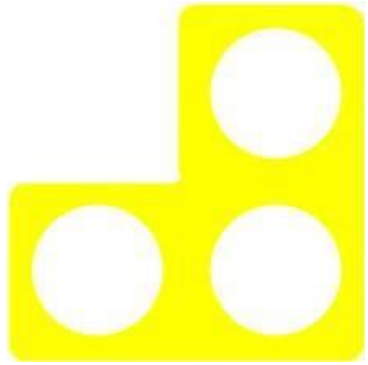
Sorting



Counting and Cardinality



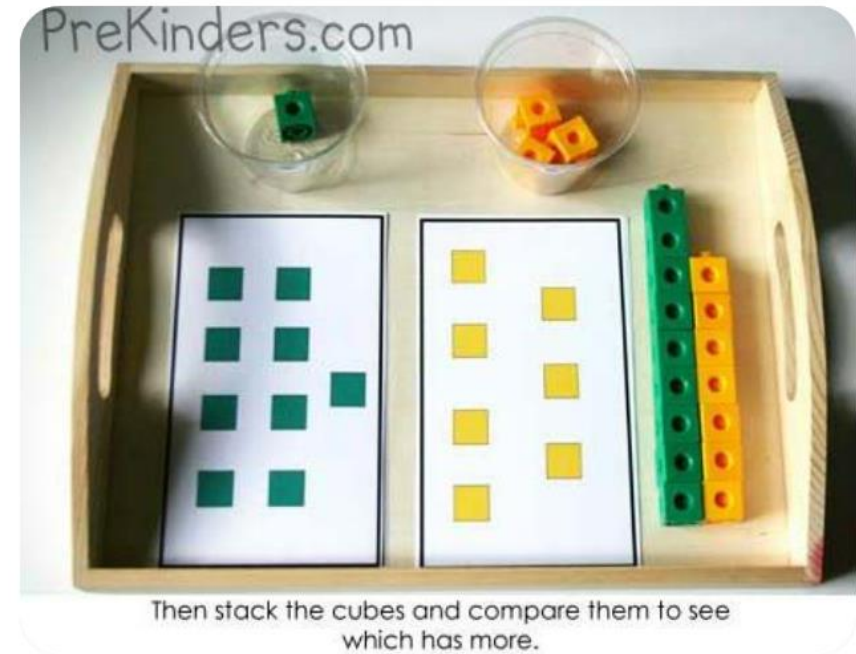
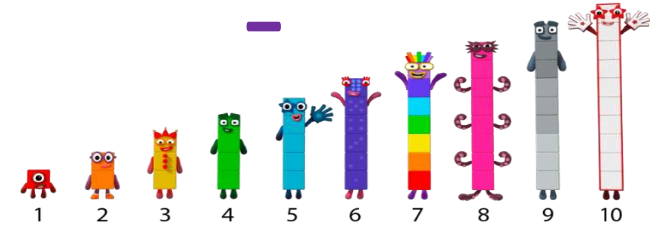
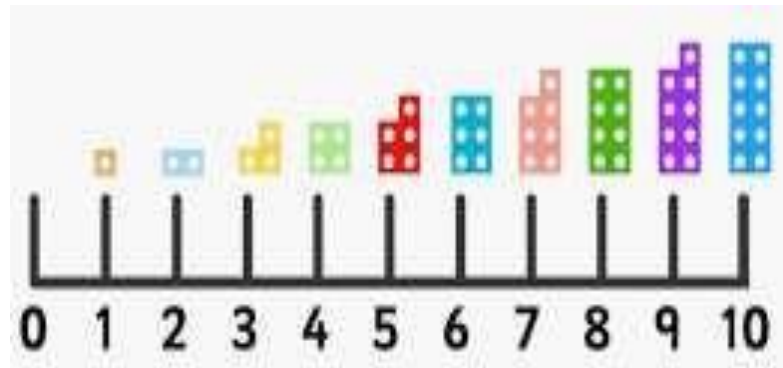
Subitising- perceptual and conceptual



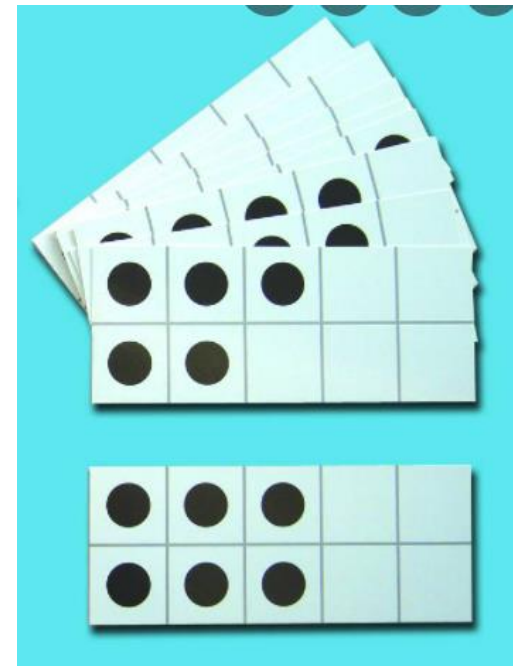
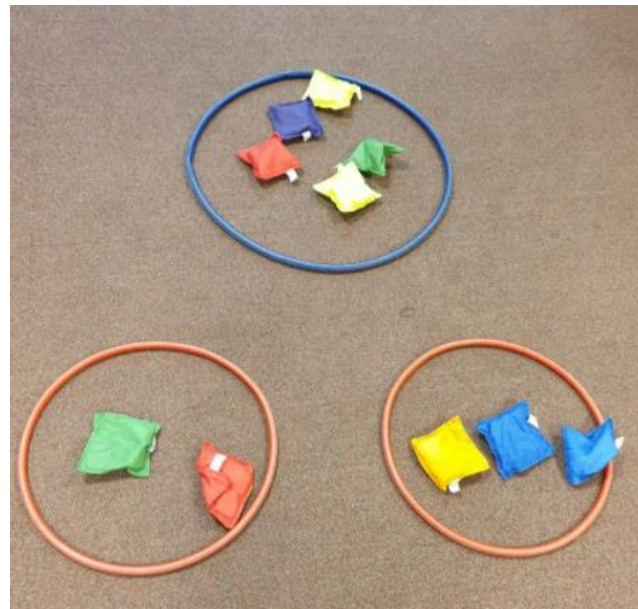
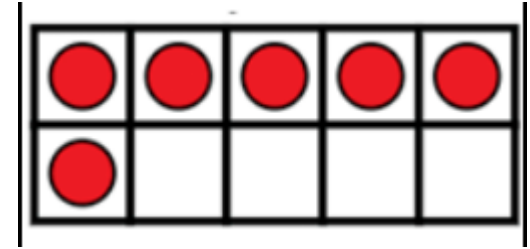
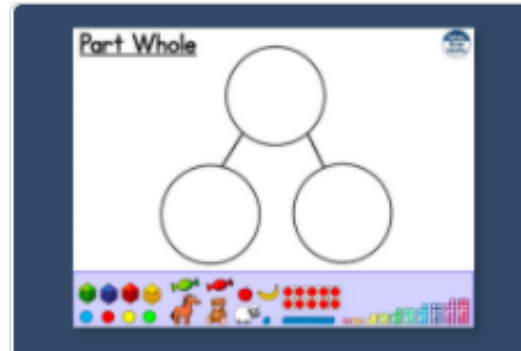
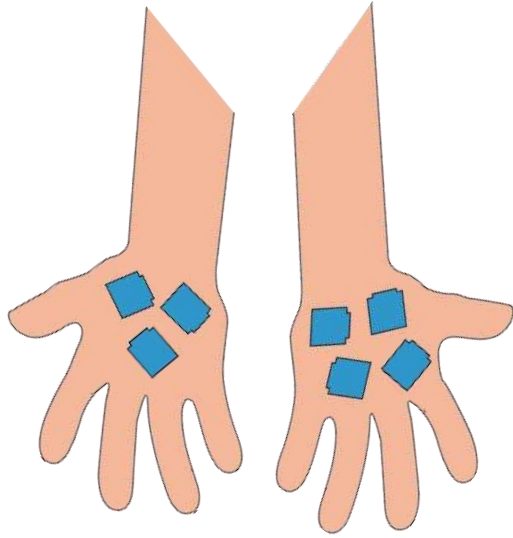
Activity

- On your table you have a range of representations of different numbers.
- Can you group them into the different groups?

Comparing Quantities



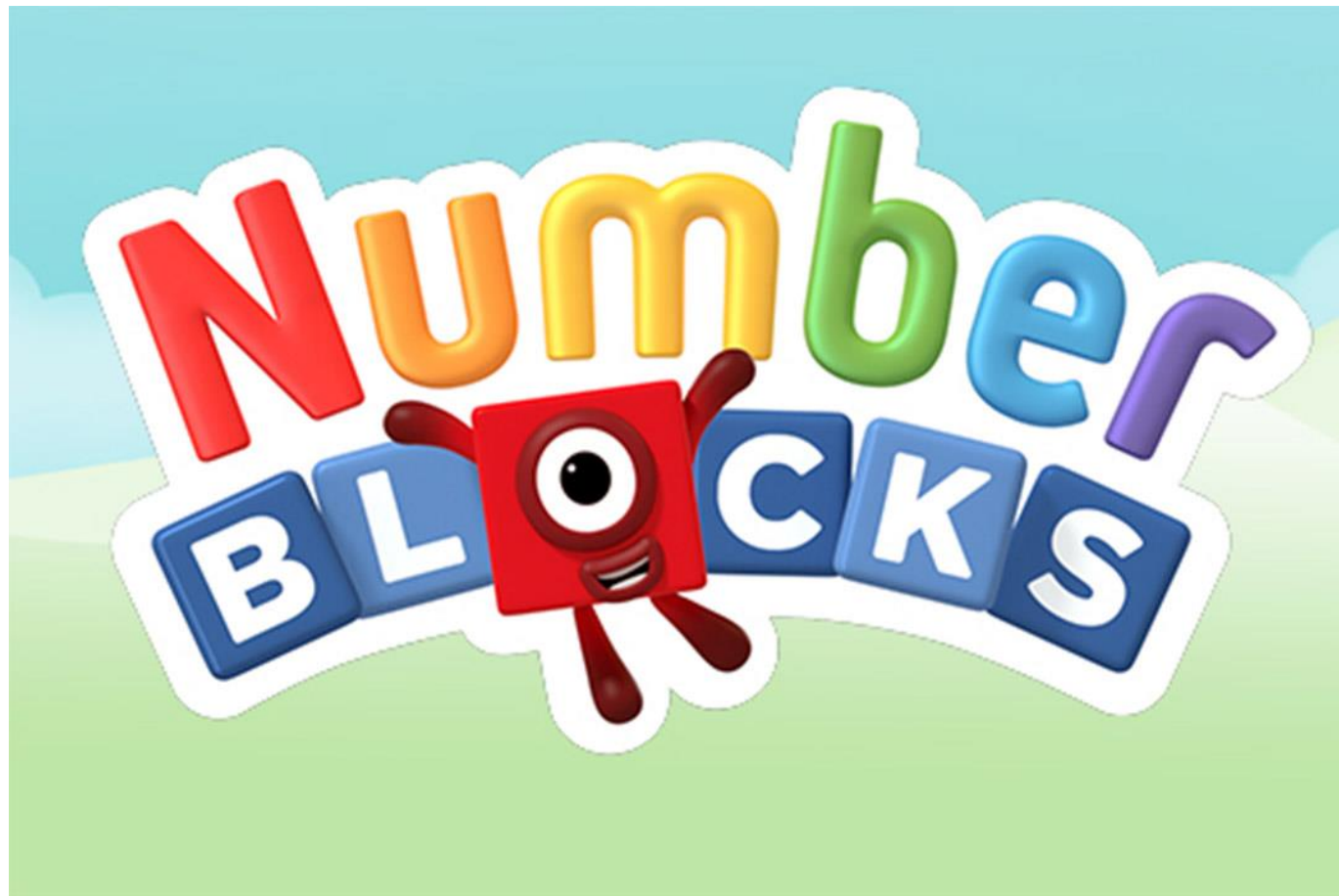
Composition of Number



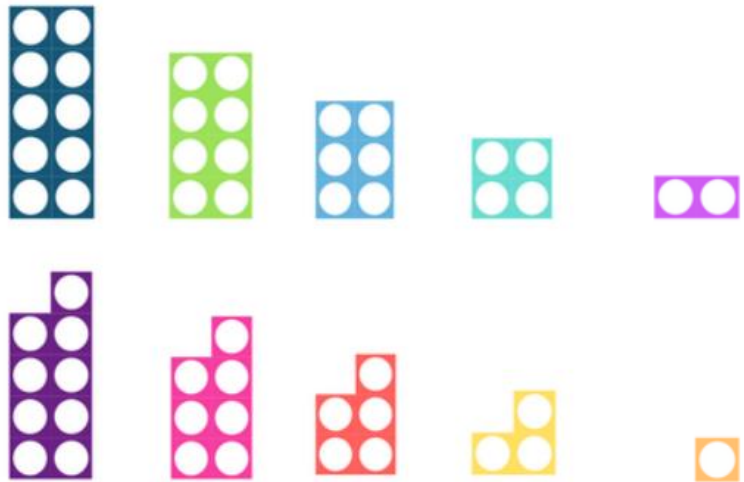
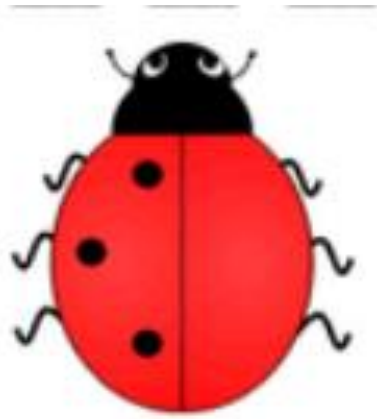
NCETM Mastering Number

- Working on all components of maths
- Repetition to secure deep understanding of number
- Supported in the classroom- tuff tray/ dice games














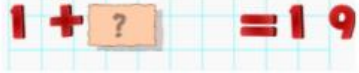
Numberblocks



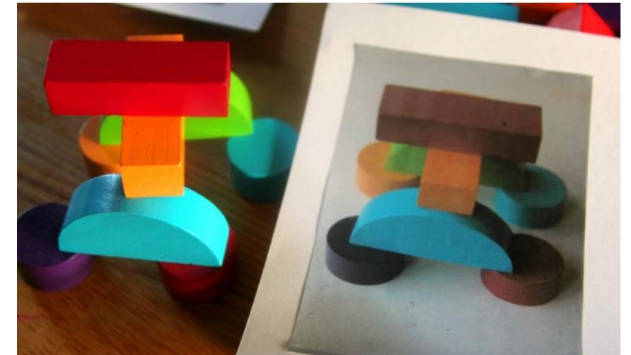
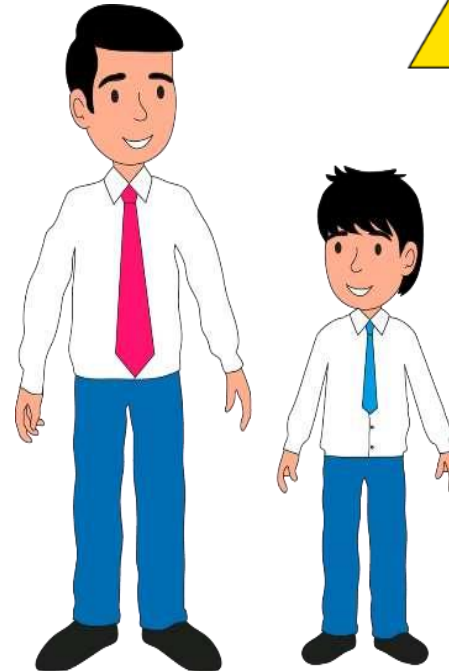
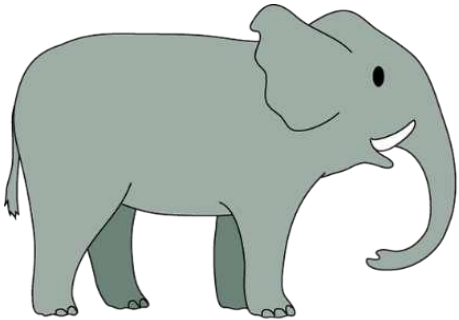
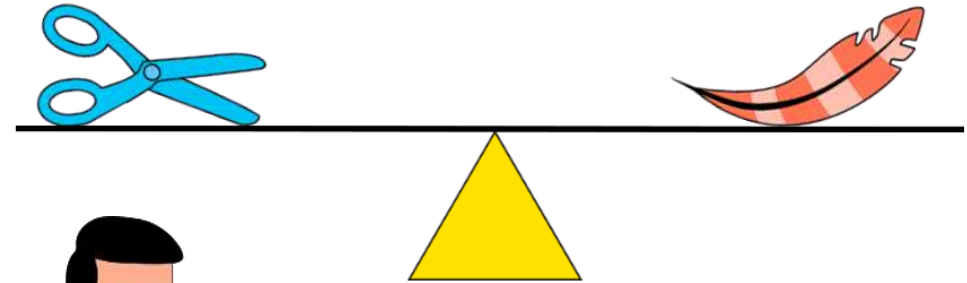
Recognising Patterns



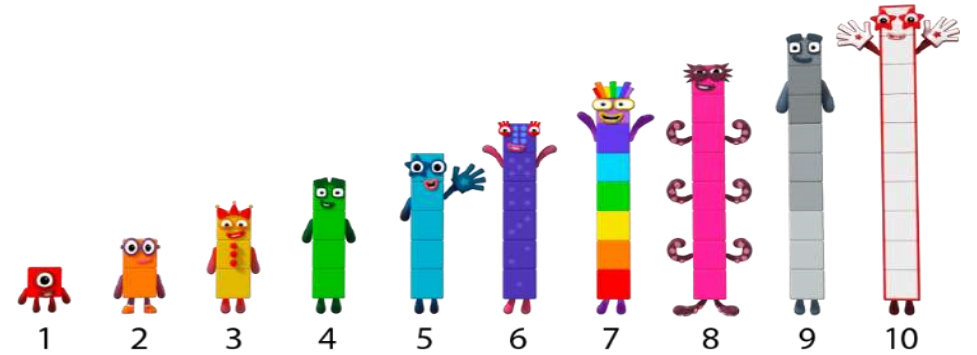
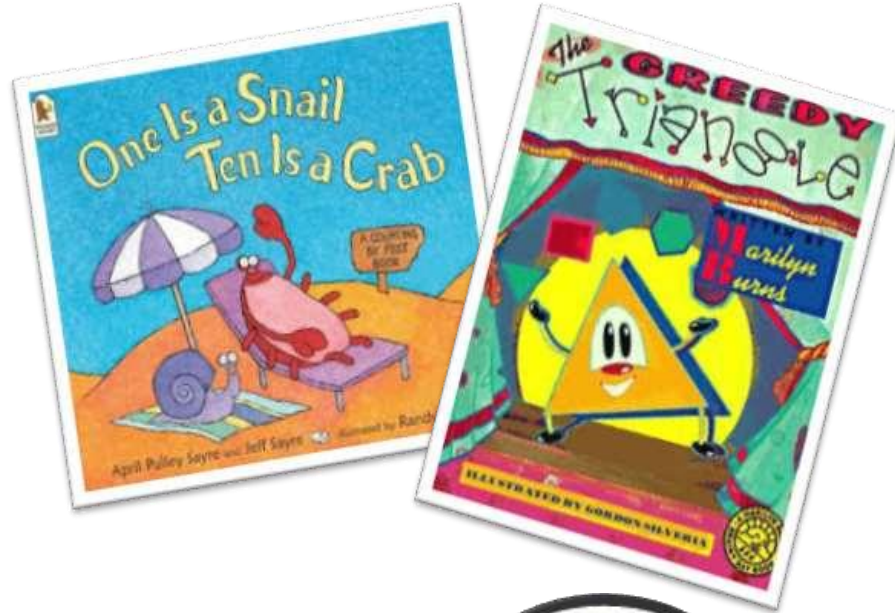
Our Calculation Policy

Year group	Addition Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	<p>Add one more to a group of objects 0-5 then 0-10.</p> <p>Addition as 'combining 2 groups' using single digit numbers in range 0-5 then 0-10.</p> <p>Addition as 'counting on' in range 0-5 then 0-10</p> <p>Real life problems in range 0-10</p>	<p>Practical / recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Frogs on logs, Toys, Books, Beads, Rhymes, Counters, Number tiles, objects (stationary and moving) number lines, stories, Role play, part/whole model, Numicon, ten frames.</p>  <p>Adding one more</p>  <p>Combining groups</p>  <p>Counting on</p>	<p>Drawings of problems</p>  <p>Begin to record using marks they can explain</p> 	<p>add, more than, equals, altogether, same as, plus, number bonds, number sentences,</p>	<p>What is one more than...? Number bonds in range 0-10</p>
Y1	<p>Consolidation of EYFS</p> <p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs</p> <p>Adding U+U (bridging 10)</p> <p>TU + U by counting on in range 0-20</p> <p>TU + U (bridging 20)</p> <p>Concept of addition in any order</p> <p>Concept of addition and subtraction as inverse operations</p> <p>Solve real life/missing number 1 step problems in range 0-20</p>	<p>Practical / recorded using ICT</p> <p>Informal written methods</p> <p>Horizontal recording</p>	<p>Objects, Number lines, 100 squares, Multilink, Lego, beads, tape measures, bead strings, fingers, whiteboards, role play,</p>  <p>Counting on</p>  <p>U+U</p>  <p>TU+U</p>  	<p>Jumps along a number line in 1s</p>  <p>Jumps on a number line in bigger jumps</p>  <p>Horizontal layout</p>  <p>Missing numbers</p> 	<p>As previous.</p> <p>Total, equal to, most, least, put together, more than</p>	<p>Consolidation of EYFS</p> <p>Number bonds in range 0-20</p>

Shape, Space and Measure



Further Support at Home

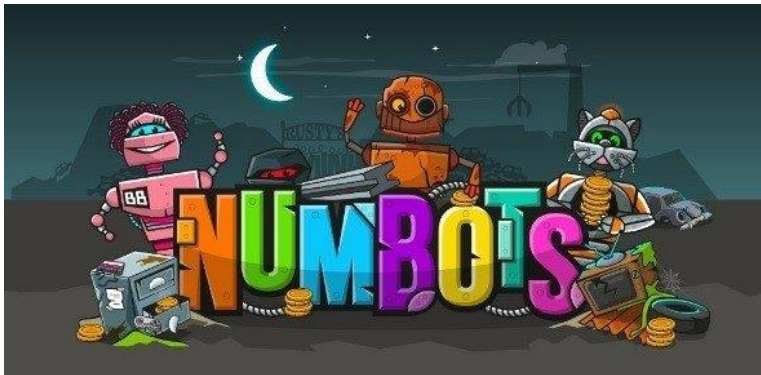


Further Support at Home



Useful Websites

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>



<https://www.bbc.co.uk/cbeebies/joinin/numblocks-help-your-child-with-maths>