

Early Maths Workshop



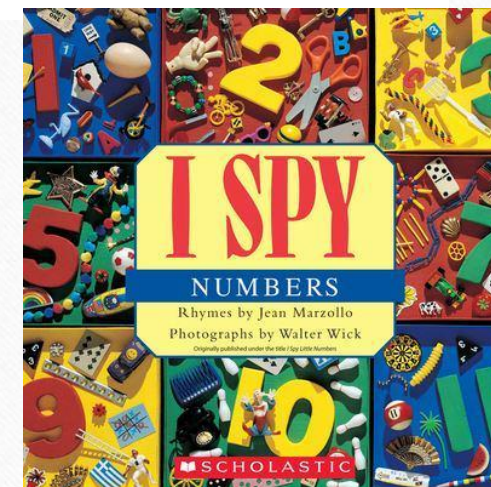
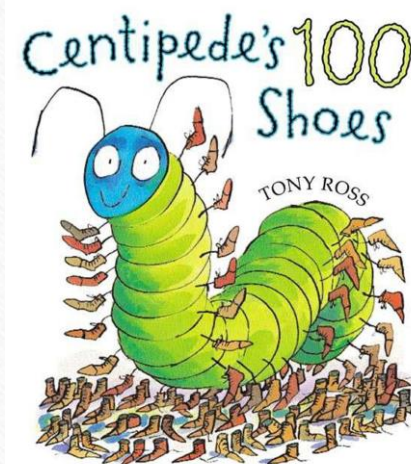
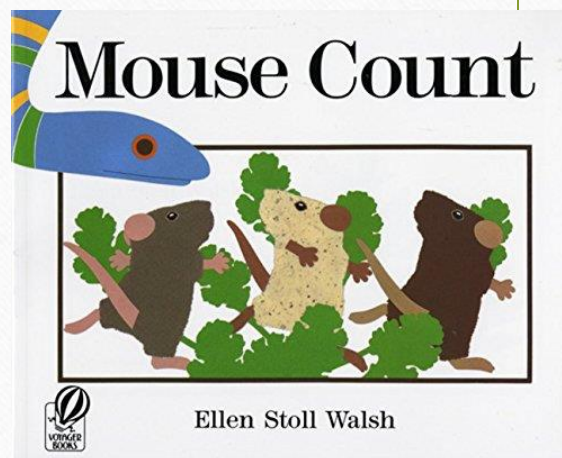
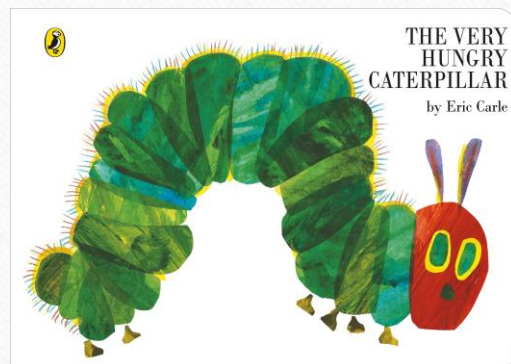
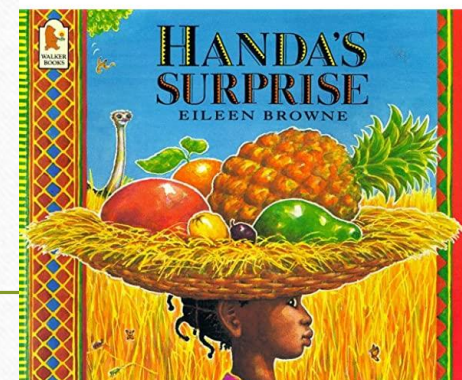
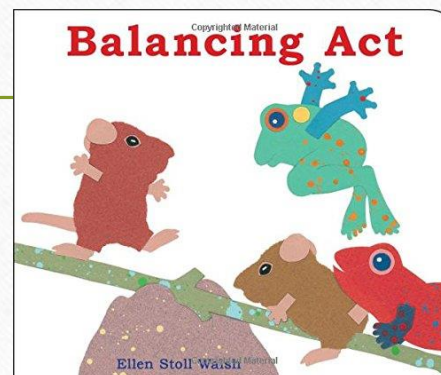
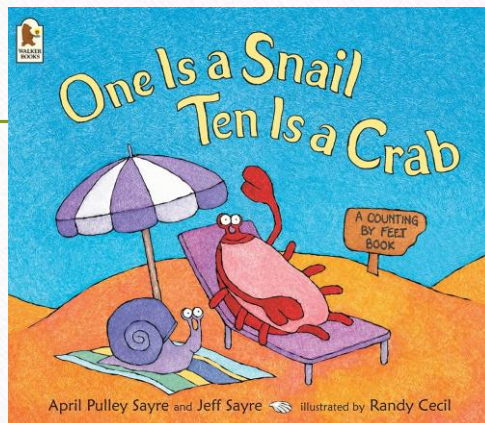
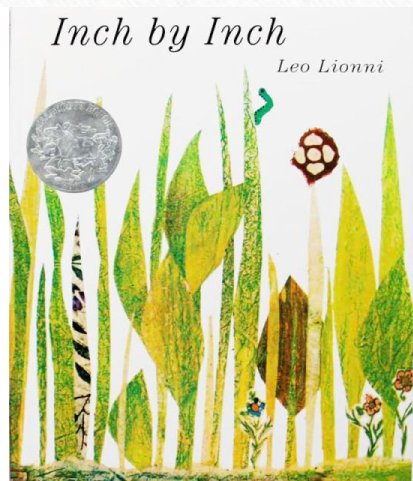
ST CHARLES'
CATHOLIC PRIMARY SCHOOL

Maths in Early Years

- Whole Class Teaching
- Group work
- Opportunities in play
- 1:1 work



Inspiring Maths in Early Years



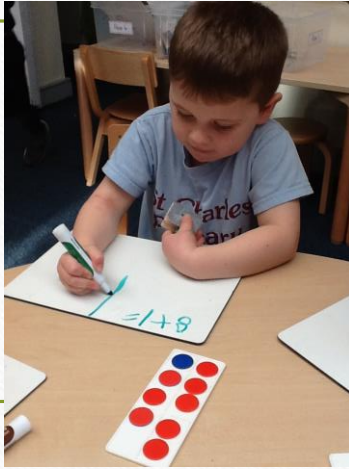
Reception End of Year Expectations – Early Learning Goals – Maths

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.

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.

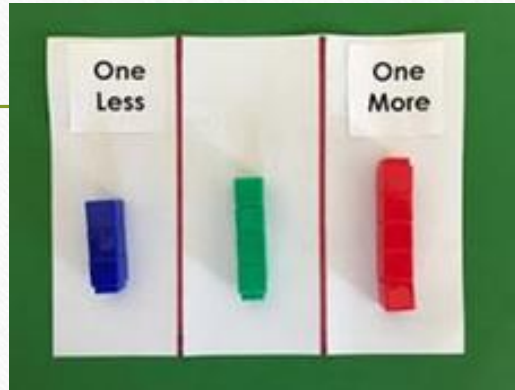


Maths Skills

- Counting
- Comparison
- Cardinality
- Composition
- Spatial awareness
- Shape
- Pattern
- Measures

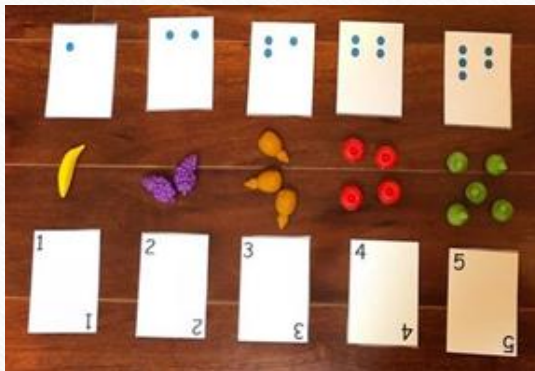
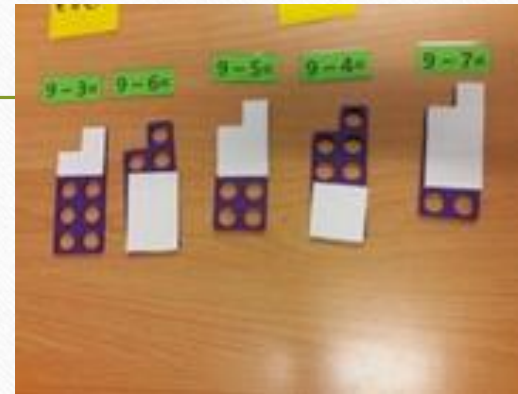
Maths in Reception – What it looks like

Numerical Patterns



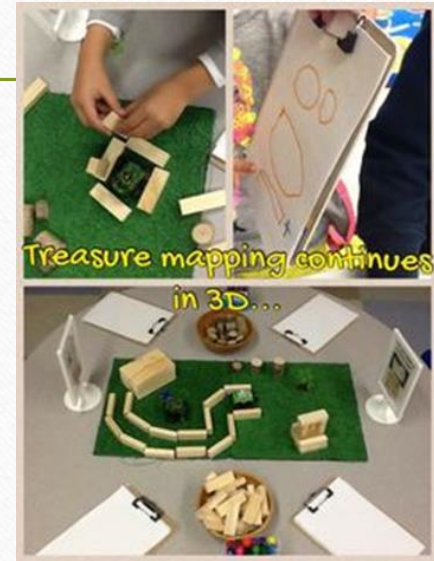
Maths in Reception – What it looks like

Number



Maths in Reception – what it looks like

Shape, pattern and measure



Number Formation

Pencil Grip

Number rhymes

- 1 - Start at the top and down we run. Now we've made a number one.
- 2 - Half a heart says 'I love you'. Draw a line now that makes two.
- 3 - Around the tree, around the tree. Now we've made a number three.
- 4 - Down and across and down once more. Now we've made a number four.
- 5 - Short stick, belly fat. Number five has a hat.
- 6 - Bend down low to pick up sticks. Now we've made a number six.
- 7 - Across the sky and down from heaven. Now we've made a number seven.
- 8 - Make an s and do not wait. Go back up and that's an eight.
- 9 - A loop and a line. That makes nine.
- 10 - Ten is like a new train track. Go down pick up then around and back.

Supporting Your Child At Home – Maths

- Counting in context
- Daily routine – months, weeks, days, telling significant times of the day
- Adding and subtracting in context – ‘Oo what else do we know?’
- Pattern spotting – patterns in nature, shapes in the environment
- Creating maps – looking at directions, describing views
- Play counting games e.g. lotto games, snakes and ladders, addition snap
- Practice number formation
- Measuring activities, baking, cooking, building, block play – maths talk throughout



Websites

Topmarks

<https://www.topmarks.co.uk/>

White Rose 1 Minute Maths

<https://whiterosemaths.com/resources/1-minute-maths>

Number blocks

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Oxford Owl

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>

Maths Playground

<https://www.mathplayground.com/>