

St. John's Mead  
Reception

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Maths Workshop

# Don't Panic it's Only Maths !

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- We need to remain positive and enthusiastic about maths.
- Ignore fixed mind sets about maths when you tell yourself "I am not a maths person".
- Praise effort and the process.
- We can't do it.....Yet !

# What Maths Can You See?

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# Early Years Maths is everywhere:

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# EYFS Mathematics

By the end of Reception Year Children are expected to be confident in the following areas:

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## Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns

- 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.

# EYFS Mathematics

We also explore other areas of Mathematics

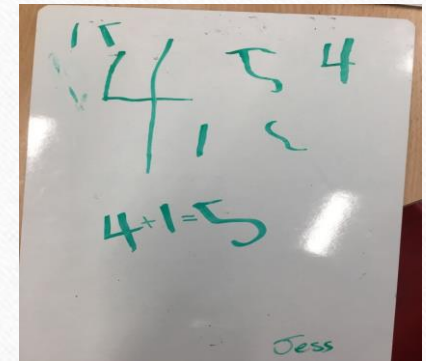
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## Shape, Space and Measure

- Naming and using shapes
- Positional Language
- Time
- Measurements including
  - Length
  - Height
  - Capacity
  - Weight



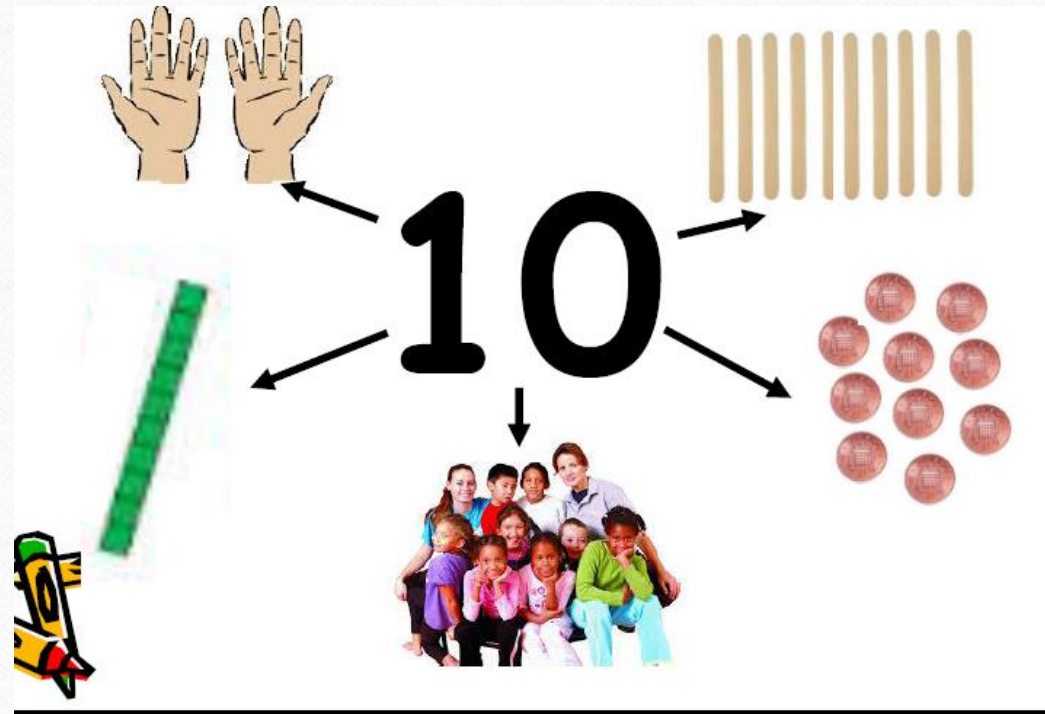
# Number



# Important Aspects of Number

## Number and Place Value:

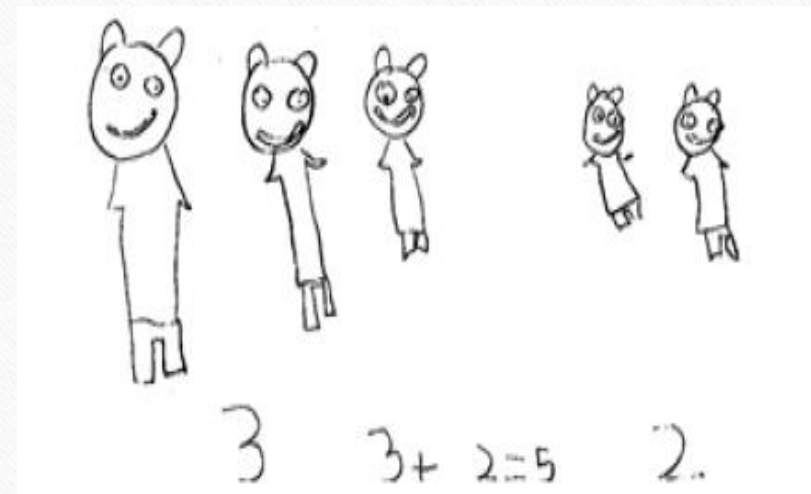
- Reliable and accurate counting
- Understanding more/less
- Being able to order numbers
- Being able to say 1 more and 1 less of a given number
- Recognising representations of numbers including numerals.



# Important Aspects of Number

## Problem solving:

- Knowing 1 more/less than a given number
- Finding the total of 2 groups by counting all the objects.
- Counting on or back using a number line
- Sharing
- Halving/Doubling



# Important Aspects of Number

## Methods

A hand-drawn method for subtraction using stick figures. There are two rows of four figures each. The top two figures in the first row are crossed out with a diagonal line and labeled 'PP' above them. To the right of the figures is the equation  $8 - 2 = 6$ .

There are 20 children in our class. Three are away today. How many are here?

A hand-drawn method using dots and a bus. A bus is shown at the top with three children inside. Below it are 17 dots representing children present. The text '17 here' is written below the dots.

A hand-drawn subtraction grid. The top row contains '10 - 7 = 3'. The bottom row contains '20 - 3 = 17'. The number '3' is written in a box at the bottom right.

A hand-drawn number line from 17 to 20. There are three arches drawn above the line, starting from 17 and ending at 18, 19, and 20.

2 away would be 18  
So 3 away must  
be 17.

A hand-drawn method using tally marks. There are 20 vertical lines representing children. The first three lines are grouped together with a vertical bar to their left. Below the lines is the equation  $20 - 3 = 17$ .



# Shape, Space and Measure



# Important Aspects of Shape, Space and Measure

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- Being able to describe, name and use 2D and 3D shapes
- Using and following directions including left/right
- Measure in different ways using non standard and standard units
- Comparing sizes
- Understanding measures of time:
  - Routines
  - Days of the Week
  - Birthdays/Months
  - Simple time telling

# Supporting Understanding at Home and at School

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Children need problems:

- Which they understand - in familiar contexts
- Where the outcomes matter to them - even if imaginary
- Where they have control of the process
- That use mathematics with which they are confident

# Supporting Understanding at Home and at School

## Everyday language moving to mathematical language

Big, small	Biggest, smallest, longer, shorter, taller
Round one, flat one	Square, triangle, sphere, cube, corner, side, face
Heavy, light, full, empty	Heaviest, lightest, balance, the same
On, in, under	Behind, next to, in between
Less, more, a lot, a little, the same	Add, plus, altogether, makes, equals, takeaway, share, half, double
	Before, later, soon, weekend

Lots of counting (including zero 0), order, next  
In games (5, 4, 3, 2, 1 blast-off, hop scotch)  
Songs (1, 2, 3, 4, 5, once I caught a fish)  
Time "its 8 o'clock, lets get ready for nursery"  
Money "That will be £5 please"

# Supporting Understanding at Home and at School

## Counting



## Money



## Looking for numbers



# Supporting Understanding at Home and at School

- Songs



## Money



# Supporting Understanding at Home and at School

## Sharing food



## Measuring



# Supporting Understanding at Home

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- Have fun looking for number and shape opportunities
- Be confident and enthusiastic about maths
- Observe your child and take their lead.
- Share your Learning on Tapestry
- Use online resources such as:
  - [www.cbeebies.co.uk](http://www.cbeebies.co.uk)
  - [www.ictgames.co.uk](http://www.ictgames.co.uk)
  - <https://nrich.maths.org/early-years>
  - <https://www.yellow-door.net/blog/what-is-subitising/>