

Reception
Maths Workshop

Maths in Early Years

- **Maths in the Early Years builds an important foundation for number, space shape and measure as well as problem solving in Key Stage 1 and beyond.**
- **Work is based on first hand experiences in real life situations.**
- **Most importantly, it is about having fun and enjoying using numbers and solving everyday problems- how many children are in school today? Have we got enough apples?**

What we use:

- **The EYFS Guidance.**
- **Oxfordshire Termly overview of mathematical skills.**
- **Numbers and Patterns.**
- **The Hamilton Trust.**
- **Educational websites.**

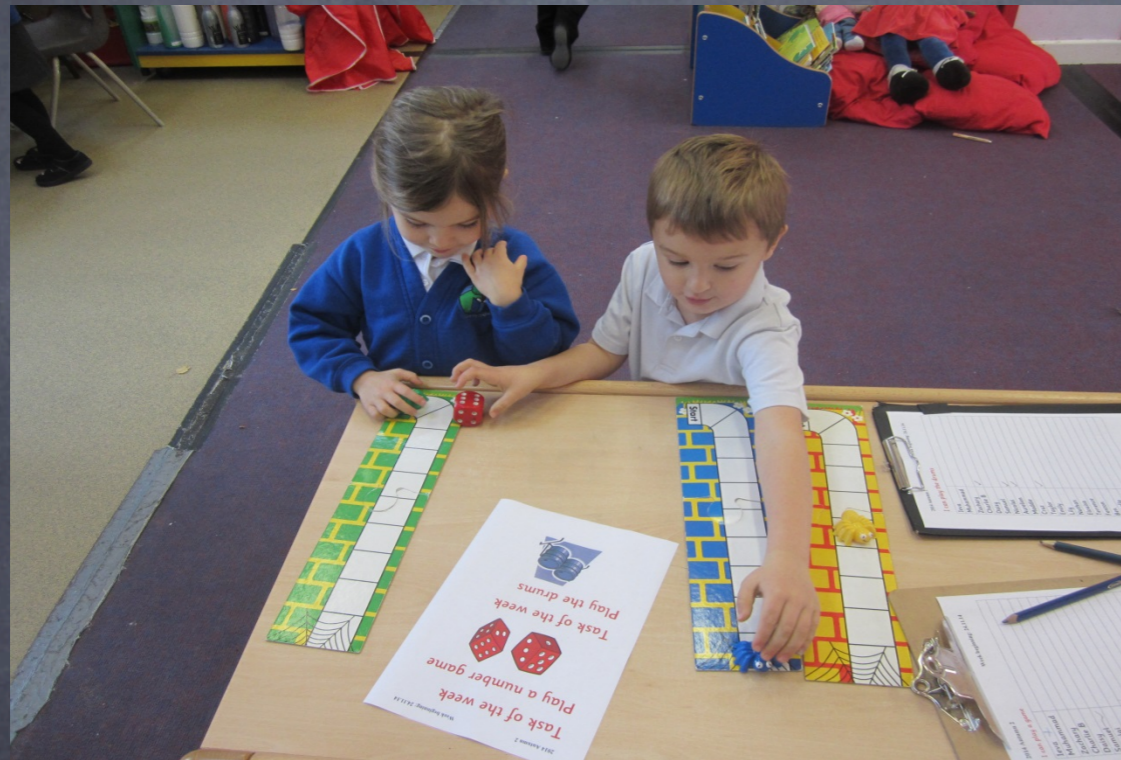
How we teach maths in Reception

- **Through structured play and child initiated learning.**
- **Adult led activities- whole class and differentiated maths groups.**
- **Using counting rhymes, stories and games.**
- **Through everyday routines.**
- **We encourage the use of cubes, compare bears, fingers, number fans, number lines up to 10 and 20.**
- **We talk about 1 more/ 1 less with numbers 1-20**

Maths through play and practical experiences:

- **As part of everyday routines- how many children can play? How many boys/girls are here today? How many children are there altogether?**
- **In all areas both inside and outside.**
- **Role play- shops, doctors surgeries, building sites, acting out stories .**
- **Outdoor play- sand, water, games, number hunts etc**
- **Rhymes, songs, stories.**
- **Games.**

Maths in action!



There are 2 aspects of mathematical understanding in Early Years Foundation Stage:

- **Numbers as labels for counting and calculating**
- **Shape, space and measure.**



Progression in Number

- Say numbers in order.
- Recognise numerals and add the correct number of objects to a numeral.
- Develop problem solving skills- how many more apples do we need?
- Identify more and less, then 1 more 1 less
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'
- Beginning to record what they know- introducing number sentences



Early learning goal expectations in number for the end of Reception are:

- Children count reliably with numbers from 1 to 20, place them in order and say which number is 1 more or 1 less than a given number.
- Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Shape, Space and Measure and first stages in reception:

- **Shape (2D and 3D)** - Identifying, naming and describing some common 2D and 3D shapes (round/curved/straight/edge/corner/face).
- **Pattern** - Identifying, creating and recreating and describing simple patterns .
- **Position** - Using and understanding positional language (on, under, in, next to, between, in front, behind).
- **Length** - Ordering items by length or height and using language of length and height (long/er/est, short/er/est, tall/er/est, big, little, wide, narrow).
- **Weight** - Ordering items by weight and using language of weight (heavy/ier/iest, light/er/est).
- **Capacity** - Ordering items by capacity and using language of capacity (full/empty /half full/more/less).
- **Time** - Use everyday language related by time/ Measure short periods of time/ Order and sequence familiar events. (hours, minutes, seconds, quick, slow, first, now, next, after).
- **Money** - Recognise and name some coins learn to use them in practical experiences./Begin to use everyday language related to money (change, pounds, coin, how much?)

Early learning goal expectations in SSM for the end of Reception are:

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

A few ideas around SSM you can do at home:

- Helping with the cooking by weighing ingredients, measuring liquids, and setting the timer on the cooker.
- Matching and sorting socks by colour/pattern/size.
- While shopping discuss 3D shape names of packaging/food items.
- Helping you to find the correct coin to pay for an item in a shop.
- Measuring to see who has the biggest hands/feet in your family.
- Use the stopwatch or timer on your mobile phone to see how long it takes to tidy up or get ready for bed.
- Talk about the different shapes you make – rectangle, square, triangle – when you fold a tablecloth, newspaper or duvet cover.
- When you are out for a walk play shape ‘I-Spy’.
- Look out for and talk about the different patterns you see around you.

Going on a shape hunt!



How you can help...

- **Do little and often.**
- **Use every day experiences- laying the table, sorting socks.**
- **Praise- have fun together.**
- **Play lots of games.**
- **Completing the maths challenges sent home.**
- **Remember most of all to have FUN!**