



Woodside Primary Academy EYFS Maths

Aims

- How we teach maths in the Early Years Foundation Stage (EYFS)
- Explore resources and strategies used in the classroom.
- Share with you some ideas of how you can help your child with their Numeracy at home.

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

- Numbers
- Shape, space and measure.

EYFS Maths Curriculum

<p>30 - 50 months</p>	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
<p>40 - 60 months</p>	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.

Maths in Early Years

- ❖ Encourages children to recognise, write and order numbers to 20.
- ❖ Teaches the skills and understanding for adding and take away.
- ❖ Encourages children to use mathematical words when talking about capacity, position, distance, time and money.
- ❖ Supports children's understanding of shape and size including 2D and 3D shapes.

How is maths achieved in Early Years?

- Through structured play, adult led activities and child initiated learning.
- Using counting rhymes, stories and games.
- We encourage the use of compare bears, fingers, flash cards, number fans, and number lines up to 10 and 20.

How YOU Can Help...

- Do little and often.
- Praise.
- Play lots of games.
- Remember that maths should be FUN!

Number activities can be a part of our day
from the moment we wake up.



How much time we have to get ready? What time is it?



Would you like 2 pieces of toast? Can you cut in half?
How many pieces?
Cooking.....



Can you find a matching pair of socks?



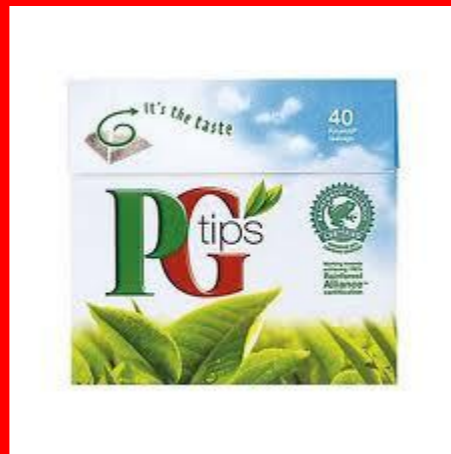
Going shopping has lots of opportunities for learning



Can you find a smaller packet of crisps?



Get the packet of tea with the
pyramid bags



Putting the shopping away can also offer opportunities for learning: Positional language: Under/over/on top/behind/



If we all have a cake how many will be left? Do we have enough?



Numbers are all around us and lots of games can be played with them. such as can you find me a number 1 more than or 1 less than. can you find one the same?
Which is the biggest?



Thank you for attending 'Family Thursday'.

Should you wish to explore some of what we have talked about today in more detail you can access the following websites

http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

<http://www.coolmath4kids.com/>

<http://www.crickweb.co.uk/ks2numeracy.html>

<http://mathematics.hellam.net/>

<http://www.counton.org/games/>

<http://www.maths-games.org/>

http://www.familylearning.org.uk/online_math_games.html