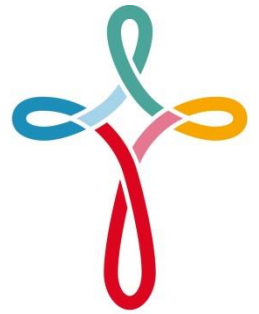


Welcome



St. Catherine's
RC Primary School

EYFS Maths Parent Workshop

Tuesday 20th March 2018

Love

Faith

Respect

Perseverance

Compassion

Inspiration

Aims

- To explain how maths fits into the EYFS Curriculum
- To explain what maths teaching and learning looks like across the EYFS
- Share ideas of how you can support your child in their maths development



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Characteristics of Effective Learners



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Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

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Maths- Numbers



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30-50 months

- 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.

40-60 months

- 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.

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Maths Early Learning Goal



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ELG 11: Number

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

Exceeding

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.



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Maths- Shape, Space & Measures



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30-50 months

- 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'.

40-60 months

- 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.

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Maths Early Learning Goal



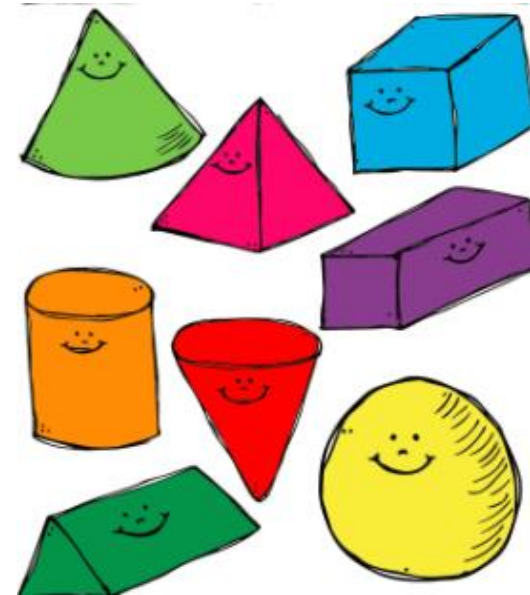
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ELG 12: Shape, space and measure

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.

Exceeding

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.



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Maths at St. Catherine's



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- Daily group time sessions lasting approximately 15 minutes
- Weekly focus tasks directed by a practitioner
- Weekly challenges
- Maths provision for children to choose
- Outdoor maths provision
- Targeting gaps
- Maths Interventions

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Adult Led Maths



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- Allows adults to model mathematical skills and introduce concepts
- Adults can focus on specific aspects of learning and address misconceptions
- Adults can demonstrate and encourage the use of mathematical language



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Whole Class Teaching



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- Teachers plan together and introduce and teach key concepts consistently across the phase.
- Children work together to develop their maths skills, alongside their listening and attention and their understanding.
- This way allows teachers to teach and model key skills, concepts and language and assess where more support is needed.



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Child Initiated Play

- Child-led activities allow the children to follow their own interests and encourages children to find and solve mathematical problems that grab their attention.
- It allows them to explore different approaches and reach conclusions independently.
- It allows them to practise skills and language they have been taught in a personal way.
- It encourages critical thinking, problem solving and perseverance.



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Maths Outdoors!



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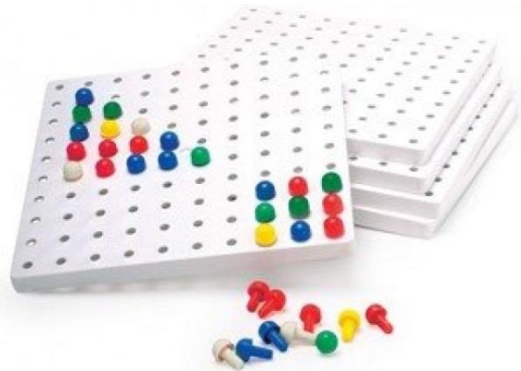
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Resources



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How we assess children



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- We like to see children apply taught concepts independently in their child initiated play at least 3 times before we say a child is secure in a particular aspect of learning.

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Supporting Maths Development at Home



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- Spontaneous counting
- Number rhymes/songs
- Number/ shape hunts
- I spy shapes
- Number problems
- Measuring
- Helping with cooking
- Helping with washing
- Playing games with dice

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Parental Involvement




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2Build a Profile

2simple

- It is simple to upload any home observations to our child's learning journey. Simply reply to the email through which you receive the learning journey with comments, videos and photos. Your child's teacher will then be able to add these on.



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Child's Name:	
Date:	Observer:

Please give a brief description of what you observed your child doing. What did your child say? What did they do? What are they trying to accomplish or achieve?

You may wish you attach a photograph of your child.

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Maths Online/ Apps



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Hickory Dickory
Dock



Bee-Bot



Maths age 3-5



Maths age 4-6



Little Digits

NRICH enriching mathematics

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What Next...

- During the Summer term, you will get the opportunity to come into your child's class to complete some maths based activities.
- Explore the EYFS page on the school website to support learning at home.
- Explore the Family Maths Toolkit for ideas.



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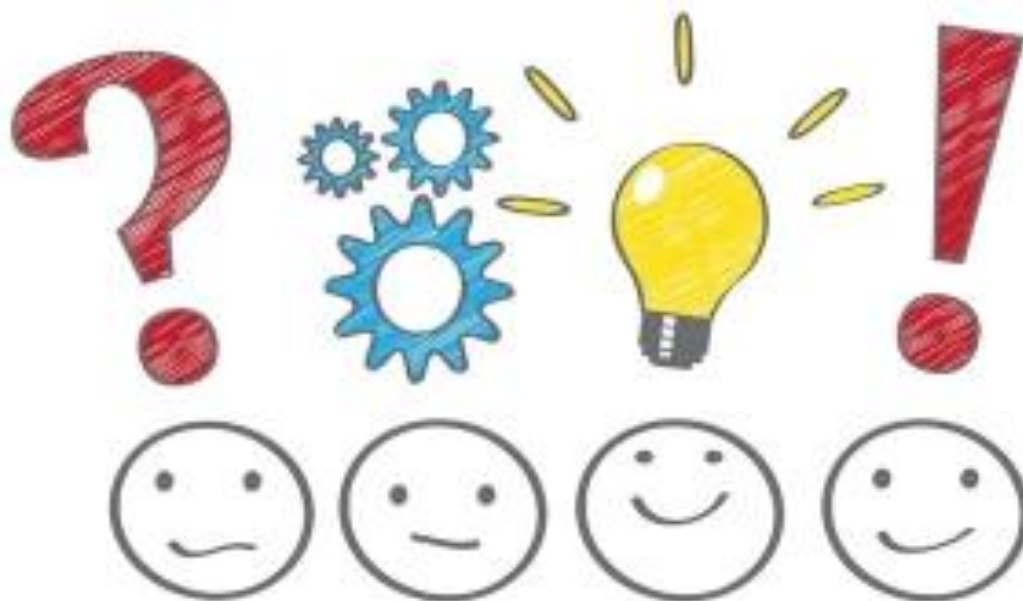
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Any Questions?



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Thank you

Your feedback would be
appreciated.

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