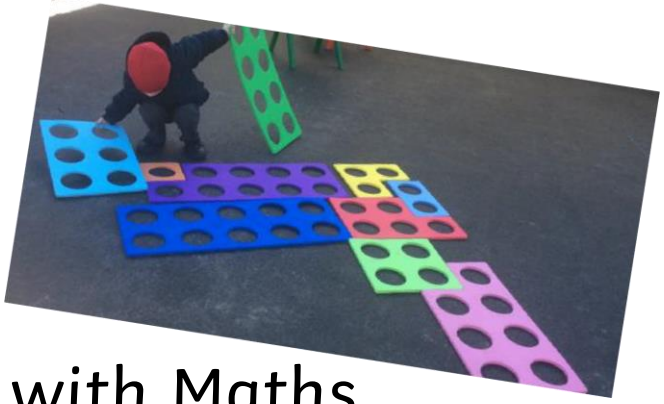
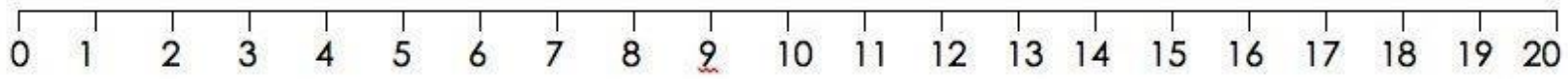


Maths in Reception at Granard

Aims

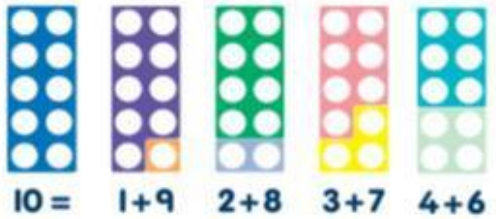
- Overview of Maths at Granard Primary School
- Explain Maths within Early Years Curriculum
- How Maths is taught in Reception and what this looks like
- End of Reception Expectation
- Practical ideas to help your child with Maths

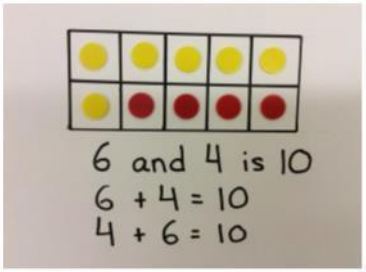




Maths at Granard

KS1 have structured, daily Maths lessons using number lines, hundred squares, dienes and Numicon to reinforce addition and subtraction.





Vocabulary is really important.





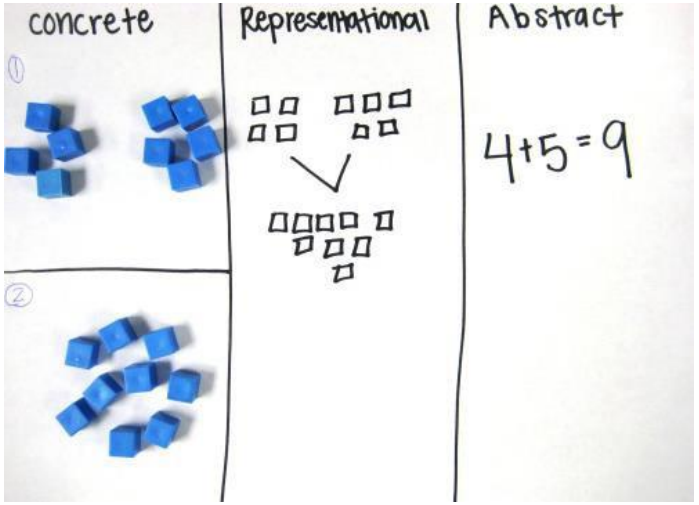


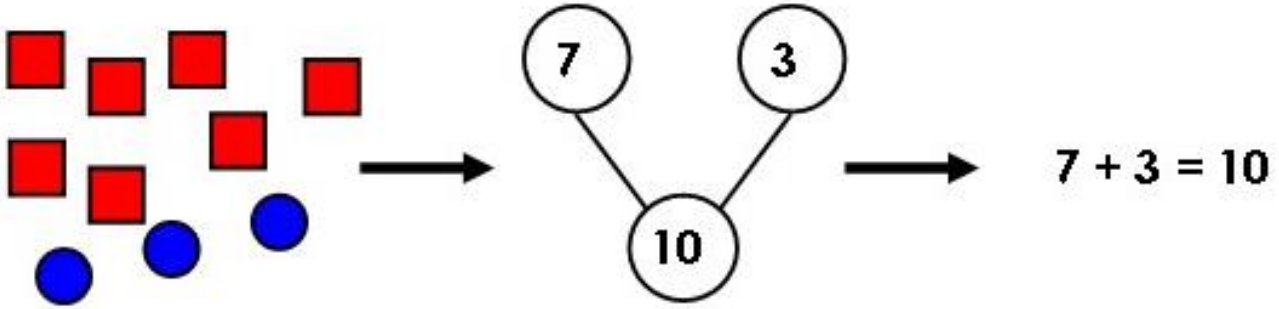




Concrete - Pictorial - Abstract







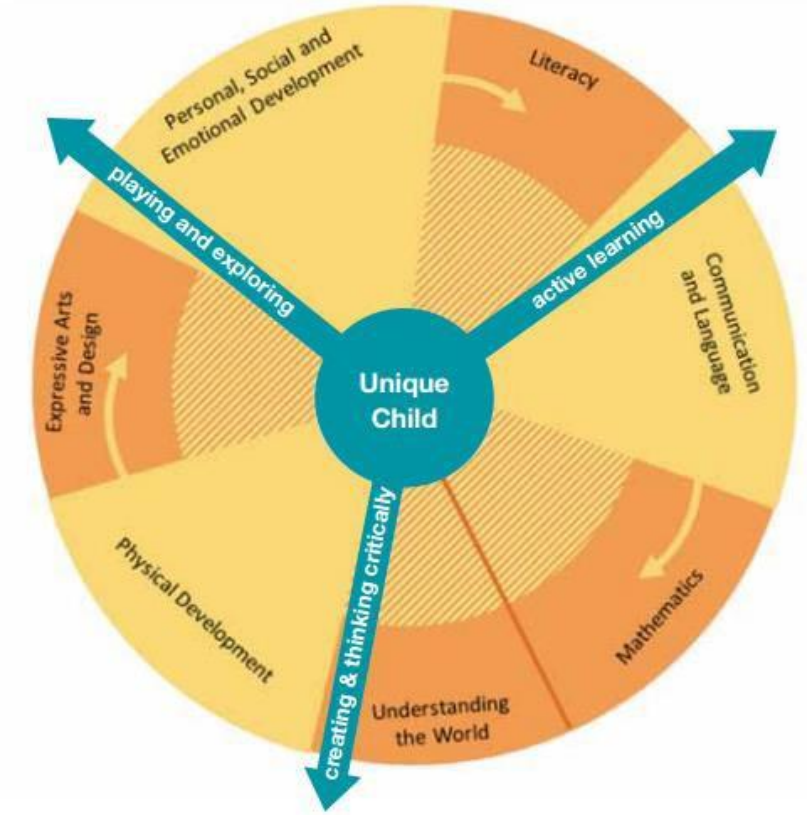
Maths and EYFS Curriculum

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Maths in Reception

- Daily Maths carpet sessions
- Planned Adult-initiated activities and play
- Child led activities and play
- Maths provision resources inside and outside
- Small focused groups
- 1:1 focused activities







Maths is everywhere!

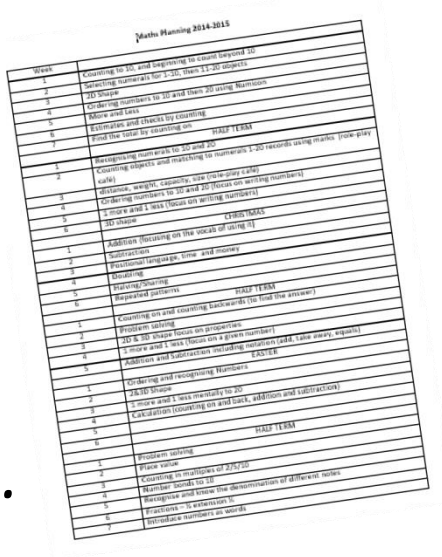
Carpet Sessions

Teachers plan together to introduce and teach key concepts consistently across the year group.



Children work together to develop not only their mathematics abilities, but general listening and attention skills.

Allows teachers to teach and model skills, concepts and language and assess where more support may be needed.



Maths Planning 2014-2015

Week	
1	Counting to 10, and beginning to count beyond 10
2	Selecting numerals for 1-10, then 11-20 objects
3	2D Shape
4	Ordering numbers to 10 and then 20 using Numicon
5	More and less
6	Estimates and checks by counting
7	Find the total by counting on HALF TERM
1	Recognising numerals to 20 and 20
2	Counting objects and matching to numerals 1-20 records using marks (role-play cafe)
3	distance, weight, capacity, size (role-play cafe)
4	Ordering numbers to 10 and 20 (focus on writing numbers)
5	1 more and 1 less (focus on writing numbers)
6	3D shape CHRISTMAS
1	Addition (focusing on the vocab of using it)
2	Subtraction
3	Positional language, time and money
4	Doubling
5	Halving/Sharing
6	Repeated patterns HALF TERM
1	Counting on and counting backwards (to find the answer)
2	Problem solving
3	2D & 3D shape focus on properties
4	10 more and 1 less (focus on a given number)
5	Addition and Subtraction including notation (add, take away, equals) EASTER
6	
1	Ordering and recognising Numbers
2	2D&3D Shape
3	1 more and 1 less mentally to 20
4	Calculation (counting on and back, addition and subtraction)
5	
6	HALF TERM
1	Problem solving
2	Place value
3	Counting in multiples of 2/5/10
4	Number bonds to 10
5	Recognise and know the denomination of different notes
6	Fractions ½ extension ¼
7	Introduce numbers as words

Adult Focused Activities and Play

One adult focused task every half term. 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.



Child Initiated Activities and Play

Children choose their own mathematical learning.



Allows children to explore different approaches and reach conclusions themselves. It allows them to practice skills and language in a safe and personal way.



Child-led activities allow the children to follow their own interests and encourages children to find and solve mathematical problems that grab their attention.

Encourages critical thinking, problem solving and perseverance.

Maths is Everywhere!

We are always comparing and contrasting, always questioning and always problem solving.

We are constantly talking about size, weight, time, position and capacity.

We add, we take away and we never, ever stop counting



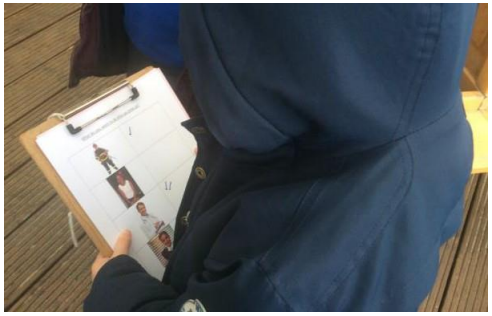


Maths is Everywhere!





















Early Learning Goal

Number

Children count reliably with numbers from one 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.

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 Early Learning Goal

Number

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.

Shape, space and measure

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

How you can help…

Granard Primary School

Reception

Helping your child with Maths

Number

Counting and Ordering



- Recognising bus numbers
- Number plate hunt, who can find a 7?
- Comparing door numbers. 16 is bigger than 10? Why?
- Counting lampposts on the way to school
- Counting socks from the washing, counting the pairs in 2s
- Lining up toys in order using the number cards. Take a number card away, which number is missing?

More and Less



- Comparing different sets of toys, are there more or fewer dinosaurs or cars?
- Drawing a chalk number line and jumping 1 more and 1 less along the number line. Extend this to 2/3 more/less

Add/Subtract



- Using dominoes (or make your own) count how many spots there are altogether. Then match the numeral card with the total number of spots
- Have 2 egg boxes – throw a dice and put that number of small objects e.g. cars in one egg box, repeat with the second egg box, then count how many objects there are altogether
- Count 20 of an object into a line. Roll a dice and take that many away of the object e.g. dinosaurs. Then count up the number of dinosaurs left and circle that number on the number line. Continue and when all the dinosaurs are gone talk about the numbers that have been circled

Solve problems involving doubling, halving, sharing



- Using Lego or Duplo make a tower that could be three, four or five blocks tall, count the blocks together. How many blocks would you need to make two towers of the same height?
- Plan a picnic with some soft toys e.g. 5 soft toys and talk about the food you need for the picnic. How many of each food do you need e.g. pizza might be 10 slices. Share out the food fairly. Talk about scenarios such as what would happen if one toy didn't want to eat. Ask questions such as 'how could the food be shared out then?'

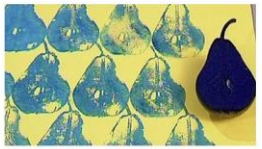


Shape, Space and Measure

Everyday Language

- Are you taller than a …?
- Marking height on the wall
- Cut hand shapes out of paper. How many hands long is the sofa? How long is the table? Which is longer?
- Who has the biggest hands in our family?
- How many steps from the gate to the front door?
- At breakfast, discussing how full or empty people's glasses/cups are
- Talking about the position of things at the dinner table e.g. the fork is next to the plate, the spoon is in front of the plate
- What day is it yesterday, today, tomorrow?
- Use timers, phones and clocks to measure short periods of time
- Count down 10 / 20 seconds to get to the table / into bed etc.
- Looking at coins and using these in shops. Reading price labels

Patterns



- Printing with vegetables in a pattern
- Creating symmetrical butterflies
- Spotting patterns in the environment, on socks, stripes on jumpers, patterns of windows on houses

Shape



- Cut out shapes from coloured paper / newspaper and arrange into pictures
- Shape hunt: Can you find a square in your house (windows etc.), a circle …
- Tally of how many shapes you can see

Thank You