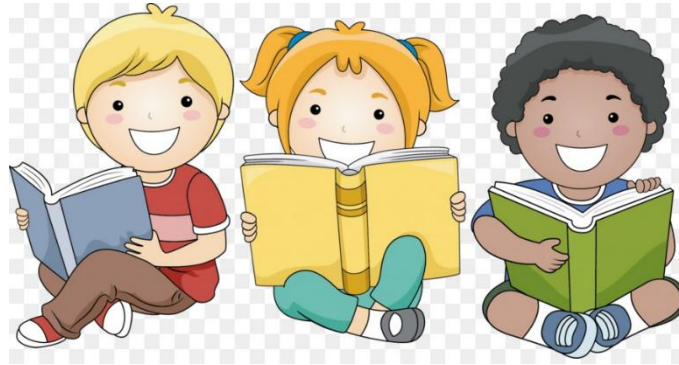




ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814



Parent Meeting

Early Maths

Reception

The aim of this meeting is to give you an insight into how we teach early math's skills in the Early Years.

By the end of Reception the aim is for children to meet their Early Learning Goals. Meeting the ELG's means a child has reached a 'Good Level of Development.

ELG 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 (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG 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



In Class we...

- ▶ We Teach Maths sessions daily
- ▶ We have opportunities to access Maths throughout the environment.
- ▶ We use Maths in our routines, for example we count how many children are in. Subtract if children are away. We also use the calendar daily
- ▶ Discuss the language of Maths and use Mathematical vocabulary.

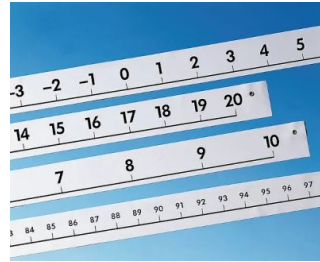


ELG - Exclusion! But we don't just teach the goals!

- ▶ Not an ELG but still a pivotal part of Maths - For shape space and measures – in Early Years it's all about language and mathematical vocabulary. Children must be able to recognize shapes and talk about them. Use words like bigger and smaller or longer and shorter and compare sizes.
- ▶ Counting – not rote – You can count to 100 but can you tell me what comes after 33?

Some resources we use to support Maths are...

- ▶ Numicon
- ▶ Number lines
- ▶ 100 square



PRACTICAL – You will notice that most of our Maths takes place practically with the children, this may be observed on Tapestry. Please try and adopt this principle at home. Keep it fun keep it light hearted and spontaneous.

“put these numbers in order”

V’s

“how many cars do you have Matthew?... 20!Wow! Lets write the numbers on them (using post its cut to size). Ok so now we need to make sure they park in the right spots or they will get a ticket! The parking attendant is very strict!”

Our Maths Scheme - White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW		Circles and triangles VIEW		1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW	
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW		Explore 3-D shapes VIEW					
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW		Make connections VIEW	Consolidation				

White Rose... continued

Small steps helps to build upon the child's prior learning.
small steps to progression are a series of learning objectives that children need to master in order to progress onto more challenging lessons.

Reception | Autumn term | Block 1 - Match, sort and compare

Small steps

White Rose
MATHS

Step 1 Match objects

Step 2 Match pictures and objects

Step 3 Identify a set

Step 4 Sort objects to a type

Step 5 Explore sorting techniques

Step 6 Create sorting rules

Step 7 Compare amounts



Busy Things is a wonderfully quirky online educational resource, featuring hundreds of award-winning curriculum-linked games, activities and downloadable resources

Useful online tools

- ▶ <https://www.tinytap.it/activities/> - sign up but free
- ▶ <http://www.ictgames.com> – free no sign up
- ▶ <https://whiteroseeducation.com/> - some free downloadable content plus advice for parents.
- ▶ <http://busythings.lgfl.org.uk/#> - Log in for children in Reading Journal
- ▶ <http://www.primarygames.co.uk/pg2/splat/splatsq100.html> - interactive 100 square

This presentation will be available on the website.

Events coming up

Tuesday 19th September: PTA Coffee Morning

Thursday 21st September: Welcome Service

Thursday 28th September: Phonics Meeting

Things you can do...

- ▶ Sing number songs like *One, two, three, four, five, once I caught a fish alive*, read books that involve numbers, point out number in the environment and talk to your child about numbers.
- ▶ Talk about shapes they can find in their environment. i.e. clocks, challenge a higher order of thinking – Are clocks always a circle? Can you find any that aren't? What shape are they?
- ▶ Count things out in front of your child: 'Let's put one, two, three pieces of apple in your bowl.' Use everyday opportunities to practice counting, for example, counting the stairs as you go up and likewise counting down when you decent. Counting backwards is just as important.
- ▶ Practice counting out objects like counters, buttons or toys. Encourage your child to point to each object as they say the number name. Do matching activities, such as counting out cutlery when laying the table: 'One fork for Mummy, one for Daddy, one for you...'
- ▶ Provide objects for your child to count, like plastic dinosaurs or beads to thread onto a string. Encourage them to match numbers: for example, you could draw a picture of a ladybird with three spots on one side, and ask them to draw the same number on the other side.

Things you can do...

- ▶ Encourage children to estimate how many objects are in a group. Use different representations of number, such as dice patterns, to make estimating easier.
- ▶ Talk to children about the different uses of numbers. Notice and discuss numbers in the environment, for example, 'Look, there are four birds on the fence,' or, 'Can you see the number four on that door?' Play games and talk about the numbers on the dice: children who play board games with their family have a better understanding of number before school age.
- ▶ Also number recognition – what numbers are on the bus?
- ▶ Take advantage of everyday opportunities to use the language of math's. Maths problems - 'There are five bananas in the bowl; are there enough for everyone in the family?' 'We saw more ducks on the pond today than we did yesterday,' 'Let's share these raisins between us.'