

19th April 2023



Knockhall Primary School

Welcome parents and carers Maths Workshop

**Miss Shergill - EYFS Phase Lead and Early Reading
and Phonics Leader**

TEAMWORK RESPECT HONESTY PRIDE

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Session Coverage:

- What will your child learn in Reception?
- Demonstrate how we apply Maths into practical contexts
- Offer practical suggestions of how to support

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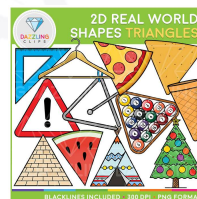
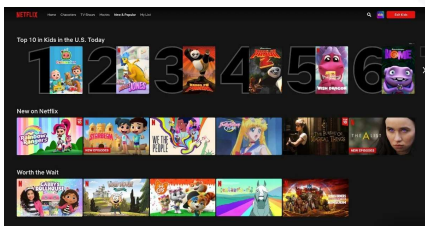
Mathematics Skills Progression



Topic	Nursery	Reception	SEND Provision
Counting	<ul style="list-style-type: none"> *Recognition of up to 3-objects (subitising) *Recite numbers to 5 *Say one number for each item in order: 1,2,3,4,5. *Understand that the last number counted in a small set of objects denotes the total (cardinal principle) *Show 'finger numbers' up to 5. *Link numerals to amounts (one-to-one correspondence) 	<ul style="list-style-type: none"> *Recite and count numbers past 10 *Say one number for each item in order *Know that the last number reached in a larger set of objects denotes the total (cardinal principle) *Count objects, actions and sounds (Development Matters, 2021) 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates *Apply learning to daily situations *Regular exposure to patterns with added modelling *Appropriate SEND support
Place Value		<ul style="list-style-type: none"> *Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). *Show 'finger numbers' up to 5. *Experiment with their own symbols and marks as well as numerals. Subitise. *Have a deep understanding of numbers to 10, including the composition of each number. 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates *Apply learning to daily situations *Appropriate SEND support
Representing number	<ul style="list-style-type: none"> *Experiment with their own symbols and marks as well as numerals. Subitise. 	<ul style="list-style-type: none"> *Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *Explore and represent patterns within numbers to 10, including even and odds, double facts and how quantities can be described. 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates *Apply learning to daily situations
Mathematical language	<p>More, less, add, take away, left, altogether</p>	<ul style="list-style-type: none"> *Understand a 2-part question or instruction *Use appropriate vocabulary to answer Why questions *Use talk to help work out problems and organise thinking and activities and to explain how things work and predict *Use vocabulary 'more than', 'less than', 'fewer', 'the same as' and 'equal to' 	<ul style="list-style-type: none"> *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Apply learning to daily situations *Appropriate SEND support
Number	<ul style="list-style-type: none"> *Compare quantities using words: more and less *Talk about and identify patterns around 	<ul style="list-style-type: none"> *Compare numbers *Understand 'one more than/one less than' relationship between consecutive numbers *Compare quantities up to 10 in different contexts 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates *Apply learning to daily situations *Appropriate SEND support
Problems	<ul style="list-style-type: none"> *Notice and correct an error in a repeating pattern 	<ul style="list-style-type: none"> *Solve real world mathematical problems with number to 5 *Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' *Distribute items evenly from a group 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates *Apply learning to daily situations *Appropriate SEND support
Mental	<ul style="list-style-type: none"> *Do fast recognition of up to 3 objects without having to count them individually (subitising) 	<ul style="list-style-type: none"> *Do fast recognition of up to 3 objects without having to count them individually (subitising) *Automatically recall number bonds 0-5 and some to 10. *Subitise up to 5 	<ul style="list-style-type: none"> *Apply learning to daily situations *Appropriate SEND support *Use of communication boards to support with explaining understanding
Shapes & Space	<ul style="list-style-type: none"> *Explore 2D and 3D shapes using informal and mathematical language: sides, corners, flat, round. *Understand position through words alone no pointing *Select appropriate shapes for a function (flat surface for a building) *Combine shapes to make new ones 	<ul style="list-style-type: none"> *Select, rotate and manipulate shapes to develop special reasoning skills *Compare length, weight and capacity *Duplicate and create repeating patterns in various contexts *Compose and decompose shapes so that children recognise a shape can have other shapes within it – like numbers 	<ul style="list-style-type: none"> *Showbie *Photographic and pictorial prompts *Use of communication boards to support with explaining understanding *Consistent use of concrete manipulates shape puzzles, shapes *Apply learning to daily situations

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What Maths have you encountered today?



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Maths Vocabulary

- Maths
- Count
- Subitise
- Add
- Take away
- Pattern
- Shape
- Measure
- Weigh
- Length/ height

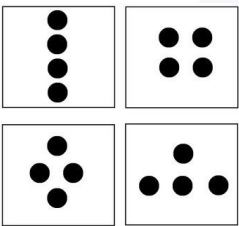


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What is subitising?

Looking at an amount and knowing how many without the need for counting.

Why is this important?



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Maths Mastery

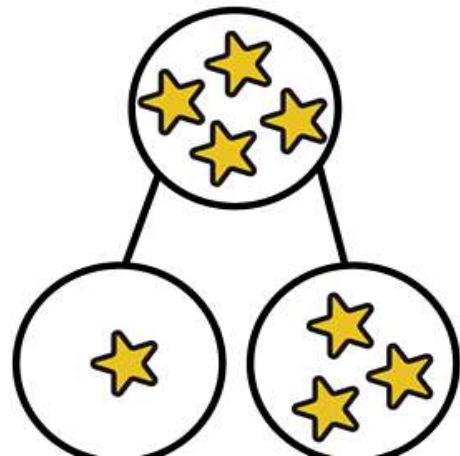
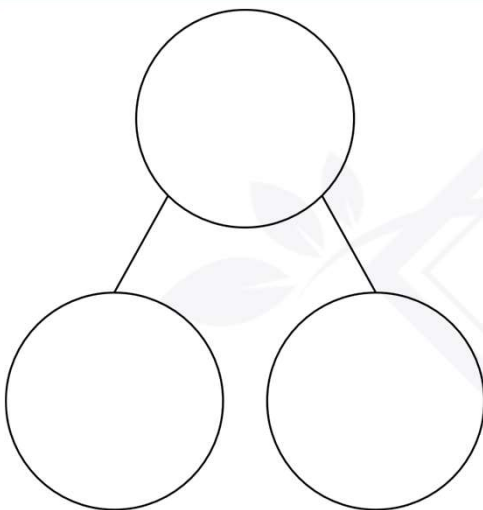
Developing underlying skills so that there is a deep understanding and quick recall.

Supporting with problem solving and reasoning.



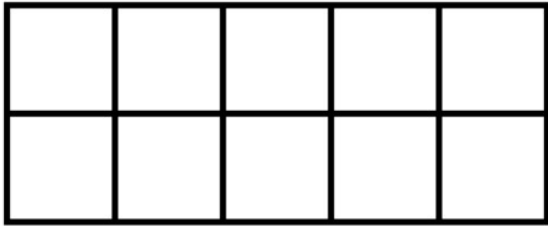
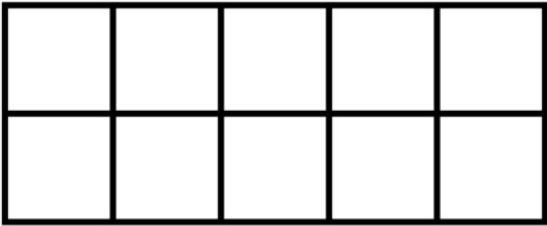
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Support materials



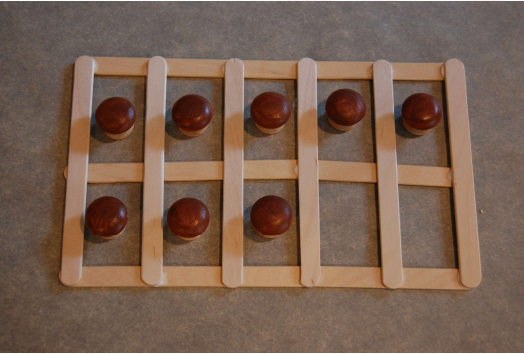
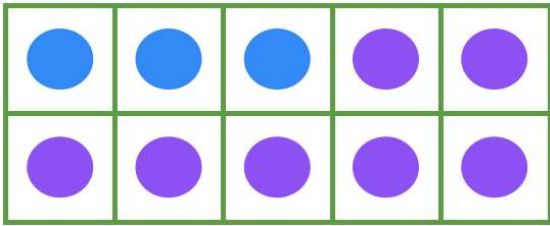
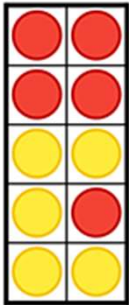
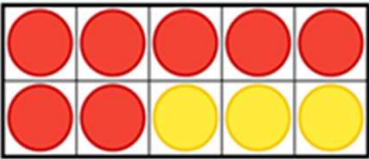
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Support materials



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Support materials



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Maths within the school environment



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What can you do at home?

- Think out loud
- Make it practical
- Counting songs
- Cooking
- Adding amounts when out shopping
- Organising toys (patterns)
- Looking for Maths in the environment (reading door numbers, licence plates, road signs and so on)

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Maths at home



Find something that is rectangular in shape.

Find something that is a circle in shape.
Count the number of doors in the house.

Find any pattern in the house.

Find something that is longer than your hand.

Find something that is a triangle in shape.

Find something shorter than your foot.

Find 3 things that are of the same size.

Find 3 things that are of different sizes.

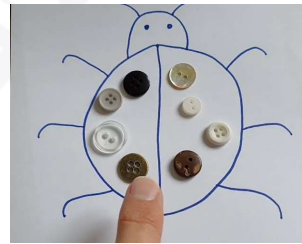
Find 3 things that are of the same color.

Find something that comes in pair.

Find something that tells us time.



There are 6 cakes. Can you share them?
Try saying "one for me, one for you"



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Questions?
Thank you for your time.



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