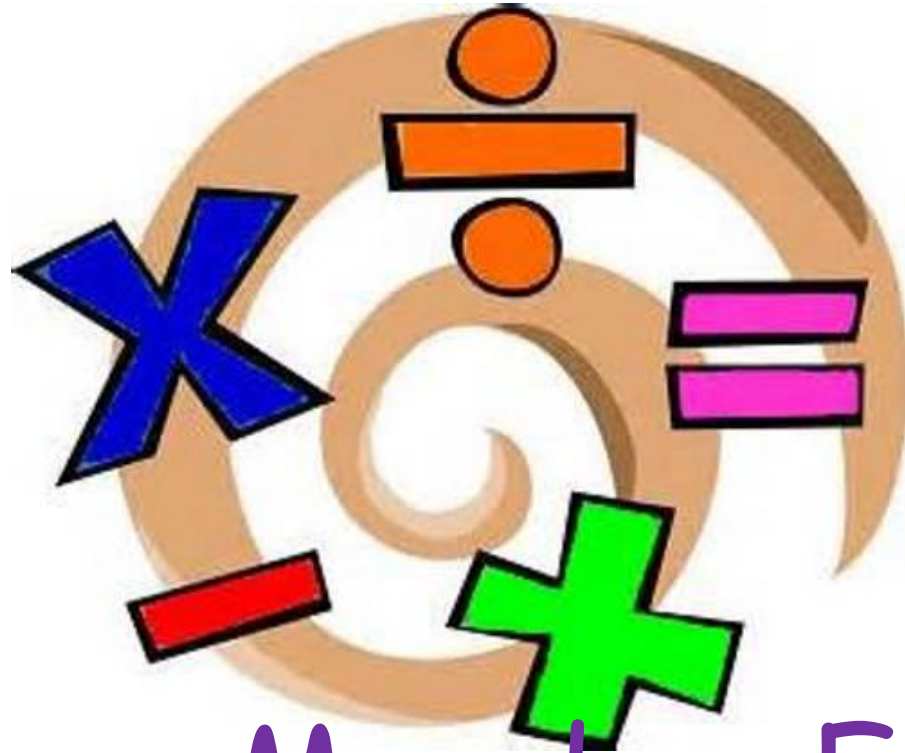


Maths Parent Workshop



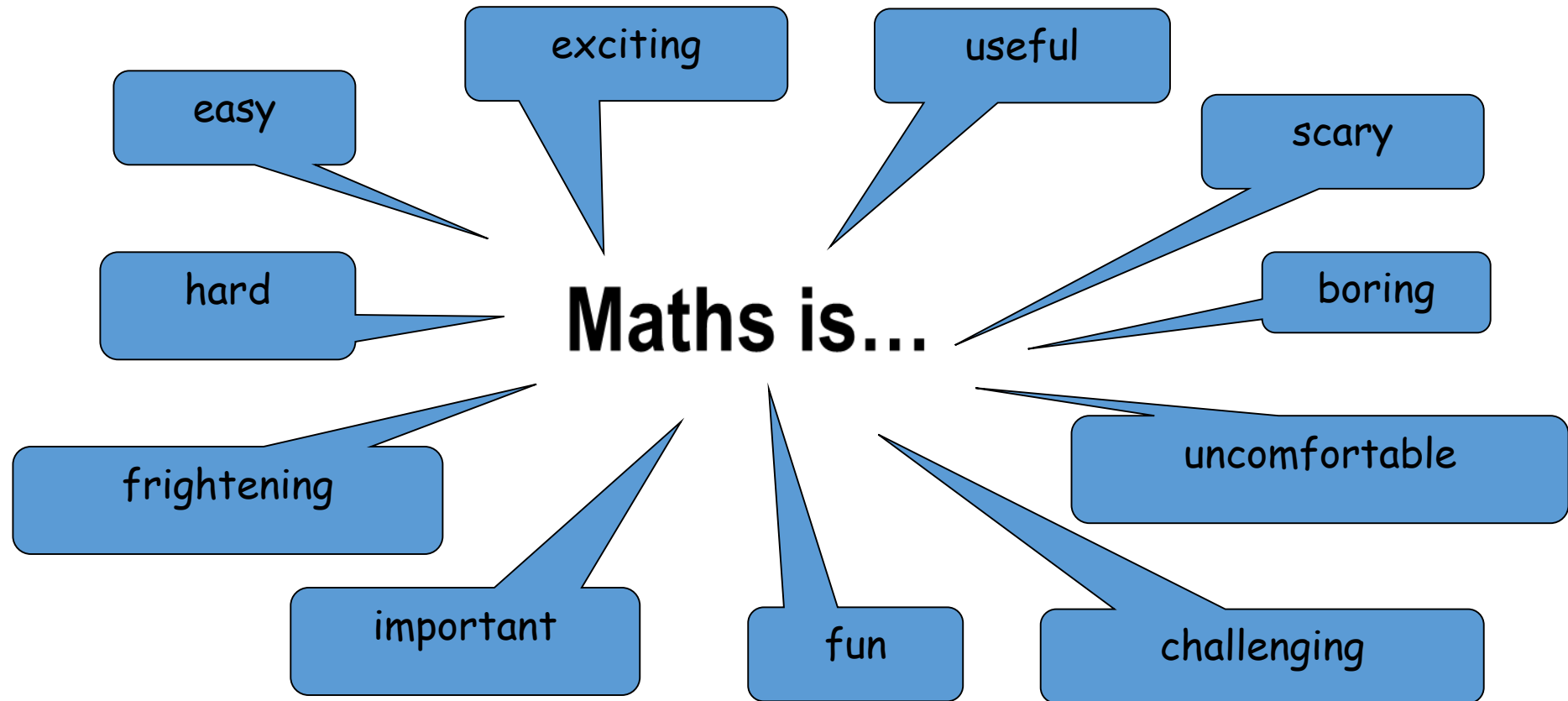
Crown Meadow First
School and Nursery

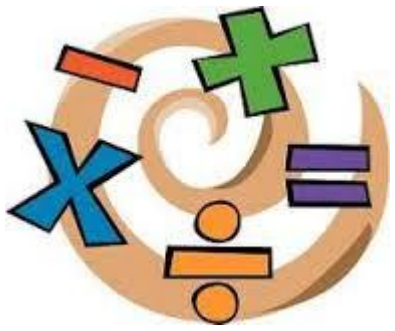
Aims of today

- To get an insight into how Maths is taught at Crown Meadow First School and Nursery.
- To know end of year expectations for Reception.
- To take away some ideas to support your children at home.
- To take part in a variety of maths activities.



Which words would you use to describe how you feel about maths?





Thinking is at the heart of Mathematics and therefore should be at the heart of mathematical teaching and learning.



philipmartin.info



How do we approach Mathematical Development in the Early Years?

- Playing e.g. block play, number rhymes
- Games and activities indoors and outdoors e.g. skittles, cooking, hopscotch, parking their cars and bikes in numbered parking bays.
- Following schools routines e.g. counting out the milk and fruit, the number of children in class today.
- Modelling how to record
- Number trails

Maths is fun, it should be hands on and completed in a meaningful way!

Number Sense

Children need to understand our number system, starting with counting numbers, building an understanding of how our numbers work and fit together. This includes exploring place value and comparing and ordering numbers then applying this understanding in different contexts.



Making sense of numbers.

- Counting stairs as you climb - 1 more makes ...
- Counting how many cakes/biscuits on a plate - do we have enough?
- Counting sets of plates and cups
- Matching sets of cars and numbers
- I'm 5 today! My sister is 8 tomorrow

Focus on the greater depth of number understanding rather than rushing ahead!

Reception expectations

Number

- Count reliably with numbers to 20, place them in order and say which number is one more or one less than a given number.
- Children can add and subtract two single digit numbers
- Solve problems including doubling, halving and sharing

Reception expectations

Shape space and measures

- Use everyday language to talk about size, weight, capacity, position, time and money to compare quantities and objects.
- Recognise, create and describe patterns.
- Use mathematical language to describe shapes - 2D and 3D.

Place Value

- Place value is at the heart of the number system. All digits have a value and a secure understanding of this will enable children to use and understand different calculation methods.

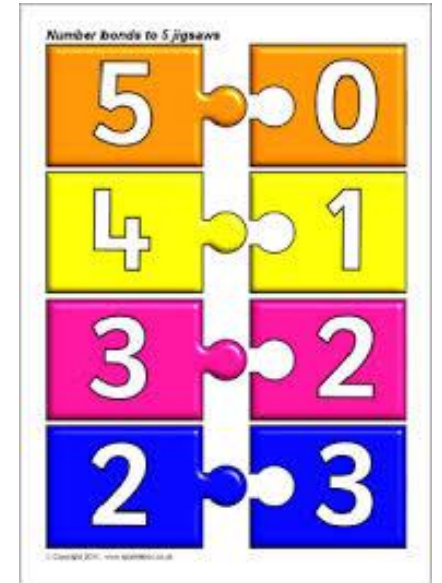


Place Value

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 1-1 counting skills
- Matching quantities
- Comparing and ordering numbers
- Number bonds to 5/10/20
- Discussing and understanding Tens and Ones

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Recalling facts

- It is important that children recognise number bonds, different pairs of numbers with the same total.

10

$7 + 3$



8

$6 + 2$



6

$3 + 3$

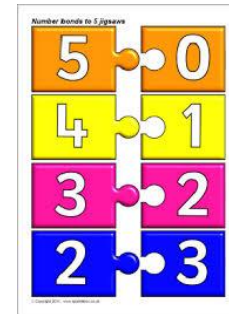
$5 + 4$

9

$3 + 2$

5

$1 + 4$

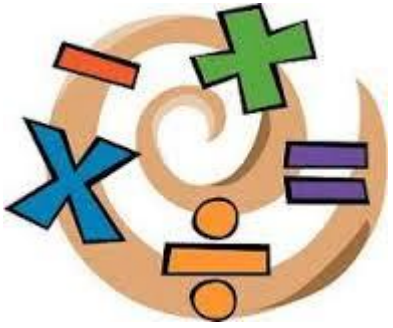


$6 + 1$

7

$3 + 4$





Check out websites like:

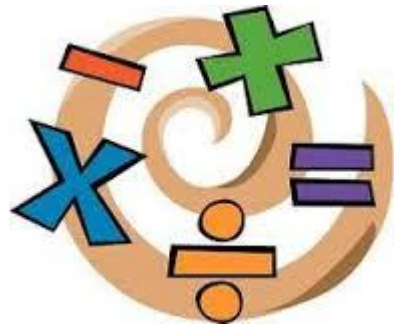
www.ictgames.co.uk

<http://nrich.maths.org/early-years>

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-collection/z6v4scw>

<https://mathsbot.com/>

A list of suggested websites are included in your pack



Your turn! Try some of the maths activities on the tables.

