

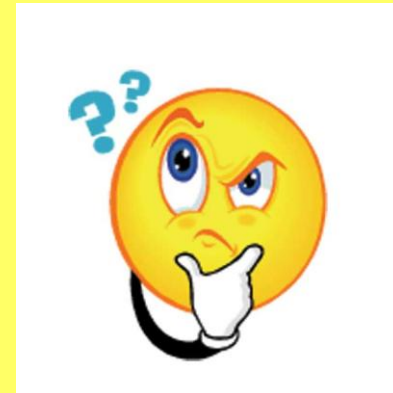
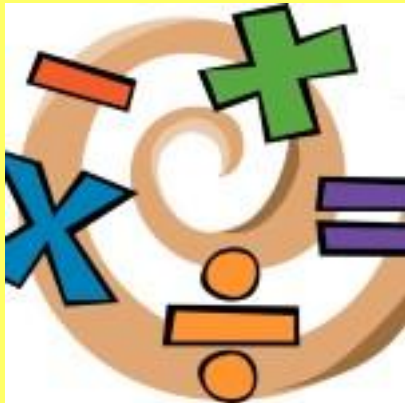


# EYFS Mathematics Workshop

Tuesday 9<sup>th</sup> February 2016

# Warm-Up Activity

How have you  
used maths today?



# How Mathematics works in the EYFS

Mathematics is divided into 2 key areas:

- Number
- Shape, Space and Measure

In Nursery, Mathematics has a very practical approach.

It is related to learning how to solve everyday 'real life' problems.

E.g. How many pieces of fruit do we need today? Have we got enough? How many more do we need?

# How Mathematics works in the EYFS

- In Reception children are still learning through play.
- More adult focused activities
- Differentiated mental maths activities
- Building up to achieving age related expectation ELG.

# Expectations for Children in Mathematics at the end of the Early Years Foundation Stage

The expectations by the end of the EYFS in Number are:

“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.”

# Expectations for Children in Mathematics at the end of the Early Years Foundation Stage

The expectations by the end of the EYFS in Shape, Space and Measure are:

"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."

# EYFS Development Matters

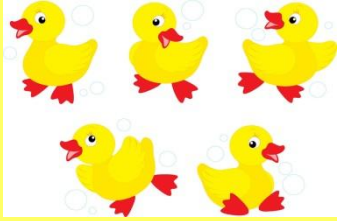
- The EYFS Development Matters, or 'ages and stages' help us to identify and plan your child's next steps for learning in Mathematics.
- (Available on school website)



Number

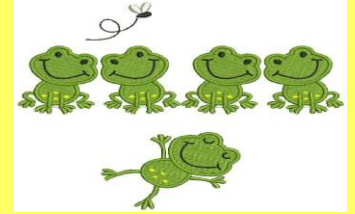


# Number Rhymes - Count Forwards First!



## One Little Duck

One little duck went  
swimming one day,  
He wanted to find some  
friends to play.  
Mother duck said 'Come  
back, come back,'  
And two little ducks came  
swimming back!  
*(Repeat for up to 5 or 10  
little ducks)*



## Different Speckled Frogs!

One lovely speckled log,  
Sat in the midday sun,  
Waiting for 5 big slimy frogs, glug glug.  
One jumped up from the pool,  
Where he'd been nice and cool,  
And then he rested in the sun, glug glug.  
(Count the frog -1...)

One more big slimy frog,  
Jumped up onto the log,  
Joining his brothers for some fun (count  
the frogs - 1,2)  
He jumped up from the pool,  
Where he'd been nice and cool,  
And then he rested in the sun, glug glug.

# Counting

You can use anything at all to count with!

Shells, buttons, pasta shapes, pebbles,  
sweets, toys... Anything!

Start with counting out smaller numbers  
then building up to larger numbers.



# Counting



- While your child is learning to count, ensure they are able to touch the objects.
- Moving objects or putting them into a line as they count helps them to visualise their counting.
- When counting to 10, ask children to touch their nose on each number. This helps children to count accurately.

# Number Recognition

Look for numbers EVERYWHERE!



Talk about numbers in the environment (e.g., front door numbers, number plates, road signs etc)

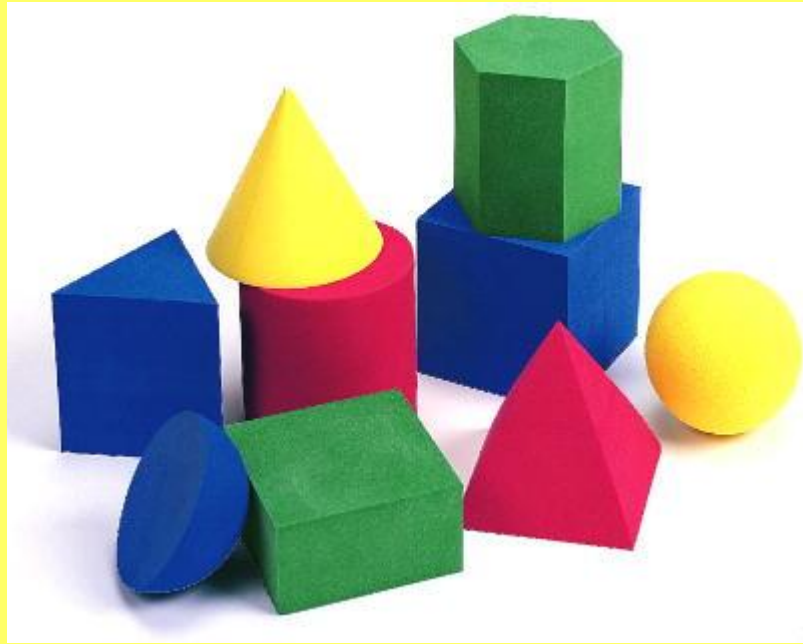
# Number Games

Any games that involve counting and/or number recognition are fantastic, e.g. Snakes and Ladders, Number Bingo, Number Snap.



Online games or smartphone/tablet apps can be good fun too!

<http://www.ictgames.co.uk/>



# Shape, Space and Measure





# Shape

Look for shapes  
everywhere!

As well as naming shapes,  
use words to describe  
them - e.g. **round**,  
**curved**, **flat**, **tall**,  
**short**, **wide**, **narrow**,  
**sloping**, **straight** .

Go on a shape hunt  
together at home and  
see what you can find!

Shape Hunt  
What shapes can you find?

# Measure

Look in your cupboards at home with your child to find heavy and light things, tall and short things, wide and narrow things.

Use comparative language - not only heavy and light but **heavier** and **lighter** - e.g.

"The tin of beans is **heavier** than the bag of pasta. The bag of pasta is **lighter** than the tin of beans."

**Bigger, smaller, taller, longer shorter, wider, narrower etc.**



# Quantity and Capacity



- Bath time is a great opportunity to explore quantity - filling and emptying different sized/shaped containers.
- Have a small container and a large container and investigate - Which can hold the most water? Which can hold the least water? How many small cups will it take to fill your big cup?

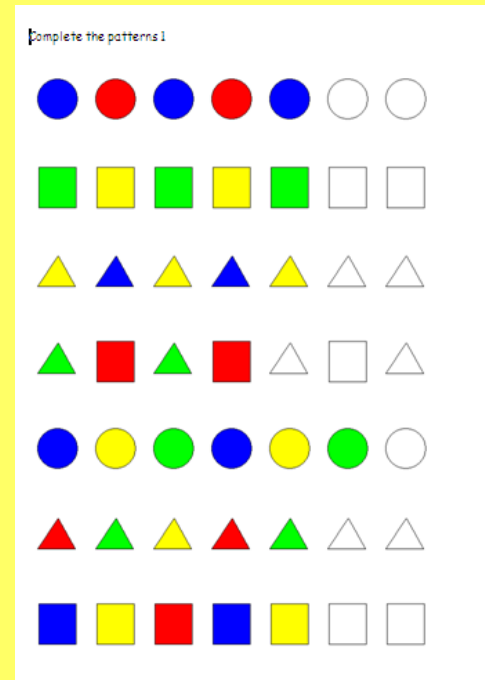
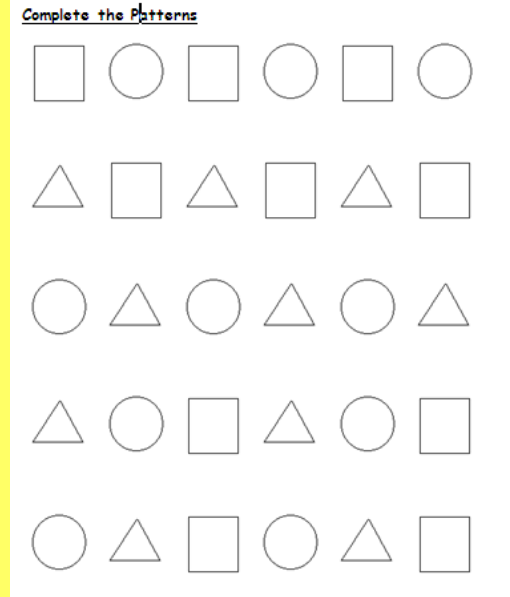
# Sorting

- Ask the children to help you sort things into sets at home - e.g. sorting the cutlery, sorting the washing, pairing socks, putting the shopping into the right cupboards.
- Encourage them to sort their toys when they tidy up.
- Sort objects together by shape, size, colour, and type.

# Pattern

Look for patterns everywhere and model describing them - on clothes, socks, wrapping paper, wallpaper, curtains, duvet covers etc!

Look for spots, stripes, colours, shapes and repetition in patterns and see if your child can create their own.



# Keep maths practical and have fun!

- Counting rhymes
- Talk about numbers in the environment (e.g. front door numbers, number plates, road signs etc)
- Help with the cooking (measuring, weighing, ordering the recipe)
- Setting table places (how many plates/cups etc)
- Paying in shops (including change)
- Estimating amounts (how many apples/sweets?)
- Bath-time (filling and emptying containers, counting)

Thank you!

Thank you very much for coming  
to our workshop.

If you have any questions please  
do not hesitate to ask.