

# Maths in EYFS

Parent Workshop

22/1/2020



# EYFS Maths opportunities

- Structured play, adult- led activities and child- initiated learning
- Cross-curricular learning
- Whole-class teaching  
(10 – 15 mins per day)
- Small focus-group teaching

# Maths Talk



<https://webarchive.nationalarchives.gov.uk/20110203115406/https://nationalstrategies.standards.dcsf.gov.uk/node/85273>

- become secure (fluent) in the basic 'atoms' of mathematical learning;
- share their thinking at the same time as exploring new mathematical vocabulary including the vocabulary for mathematical reasoning;
- establish 'good work habits' – persisting, being independent, developing flexibility and looking for alternatives, being systematic, checking;
- develop positive 'can do' attitudes and high levels of engagement;
- use and apply mathematics to solve problems

Opportunities for Maths Talk include:

- Grocery Shopping - weight, money, counting
- Walking/Scooting places - counting, multiplying, shapes
- Playing at home - counting, shapes, features of shapes
- Car registration plates- number recognition

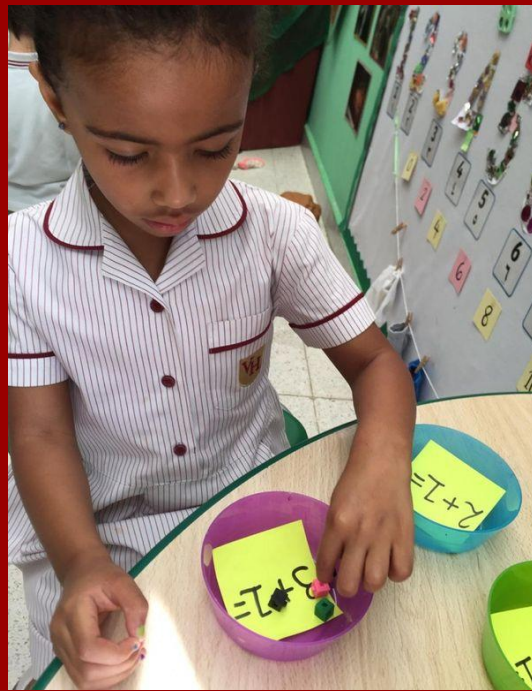
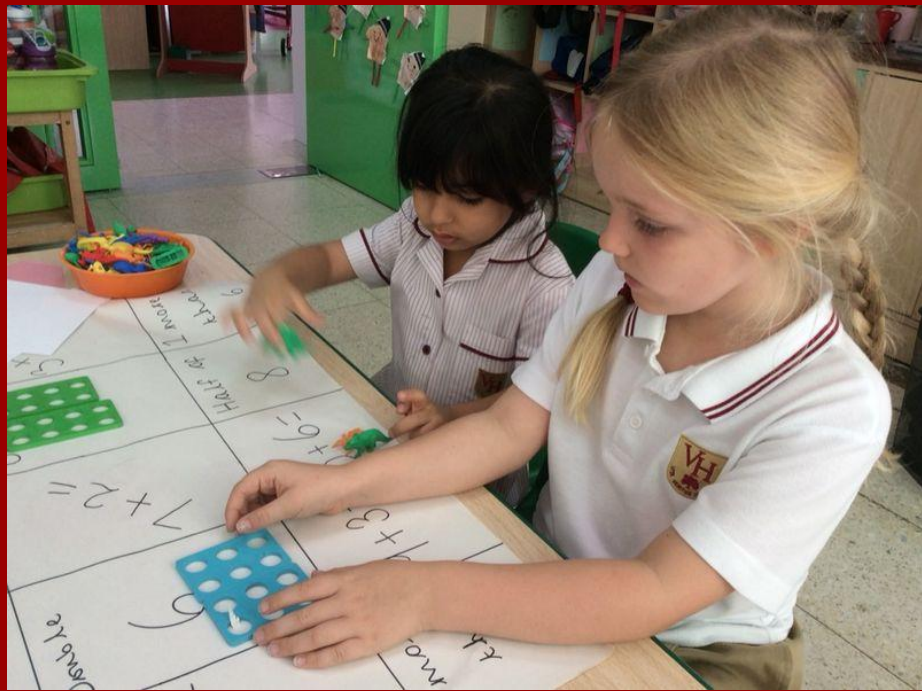


# Expectations



# Expected Number: Points to consider

- Can the children count reliably from 0-20 and place the numbers in order? (change the starting number and writing in missing number)
- Can the children say one more or one less than a number?
- When using objects can the children add and subtract two single digit numbers?
- Can the children solve problems?
- Can they double, halve and share an amount?
- Can the children show their working out?



One more and one less than

4	5	6
6	7	8
9	10	11
14	15	16
12	13	14

Practice  
5 add  
7

Practice  
6  
6



# Exceeding Number: Points to consider

- Can the children estimate?
- Can they solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups?
- Can the children explain/show how they got to the answer?
- Can the children read/write the numbers in words?

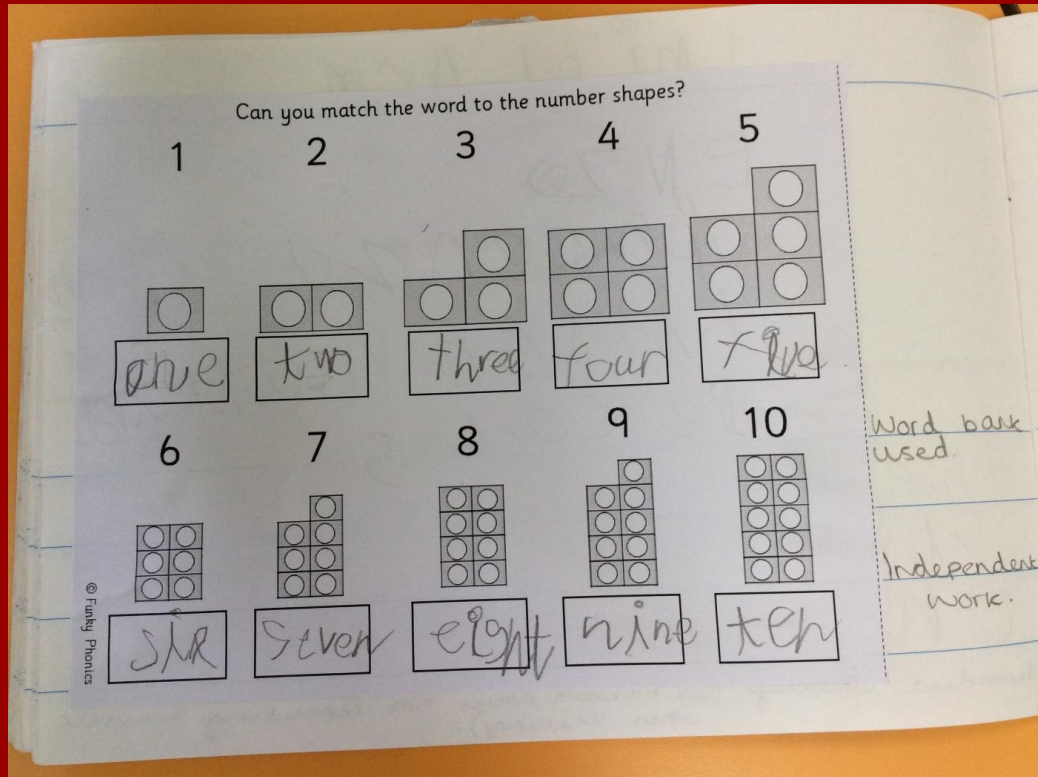
Wet footprints - counting in twos.

Measure each other using the Numicon in 2's, 5's or 10's. (see seesaw)

Doubling and halving – can they double or half practically? Can they answer problem solving questions?



Can the children match numbers and words?



Finn was able to make an amount by counting in 2's, 5's and 10's.



# Problem Solving



# What defines Problem Solving?

1. Involves application of maths understanding to a given situation/ scenario.
2. The method of calculation is not provided.
3. Open ended - ideally, there should either be more than one possible answer, or more than one way to get to the answer – reasoning and justification play a key role.

*Young children are natural problem setters and solvers: that is how they learn.”  
(Gifford, 2016)*



# The Cookie Problem!

- Two dolls, Lucy and Benji, have shared 12 cookies between them (show the children - 6 each).
- Then, Malik comes along and wants a share.
- What should Lucy and Benji do?

## Problem-Solving Checklist

Is this problem-solving?

- Applied to a situation/scenario;
- Method of calculation not provided;
- No one right answer/ method.

Is it a good problem?

- Familiar context;
- Outcomes matter to them;
- Control over the process;
- Maths with which they are confident.



# Incidental Maths: Problem Solving

Problem-solving opportunities can also be built into everyday routines, rules and activities. For example:

Rules/ Tidying Up – ‘We need the same amount of toys in each box’  
‘Books bigger than...need to go onto the bottom shelf.’ Putting clothes away, etc.

Tasks/ Routines – ‘Have we got enough plates for everyone?’  
‘How many knives and forks do we need?’ (Counting in 2’s)

Storytime – ‘How many people might fit into that house? What about this house? How many snails might fit on the whale’s tail?’



# Supporting your child with Maths at home



Maths at home should be a fun and enjoyable experience between you and your child.

Maths exists in everyday life, so it is extremely important to develop the children's Maths skills early on in their life.

The more opportunities the children are given to practise and reinforce the skills, the more fluent and confident they will become.

Children can count anything; cars, trees, money, buttons, pasta, chairs, stairs, buildings, apples – encourage them to count wherever they are.

Play number games with cards and dominoes.

Sweets can be halved, doubled or shared between you and your child. Children can count biscuits in twos, see if they can add one more or find one less than the amount.

Thinking of a number or a shape game – give clues about your number or shape using various vocabulary.

Order numbers in the bath, outside or at the table.

What number comes after a certain number? What number comes before?

Go bowling – how many pins have you knocked down? How many are left?

Find different ways of making a number – 10 ( $5 + 5 =$ ), 8 ( $5 + 3 =$ )

Bake a cake or cook a meal – can you count the ingredients? E.g. 5 carrots. Can you weigh the food out? Use language such as heavy and light.