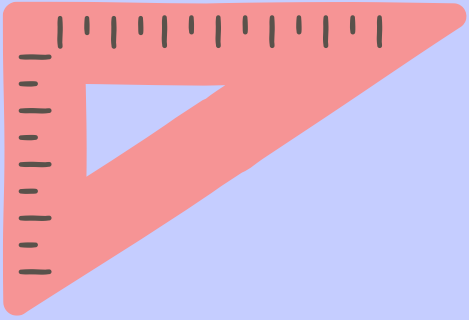




HUJJAT SCHOOL



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Maths in EYFS



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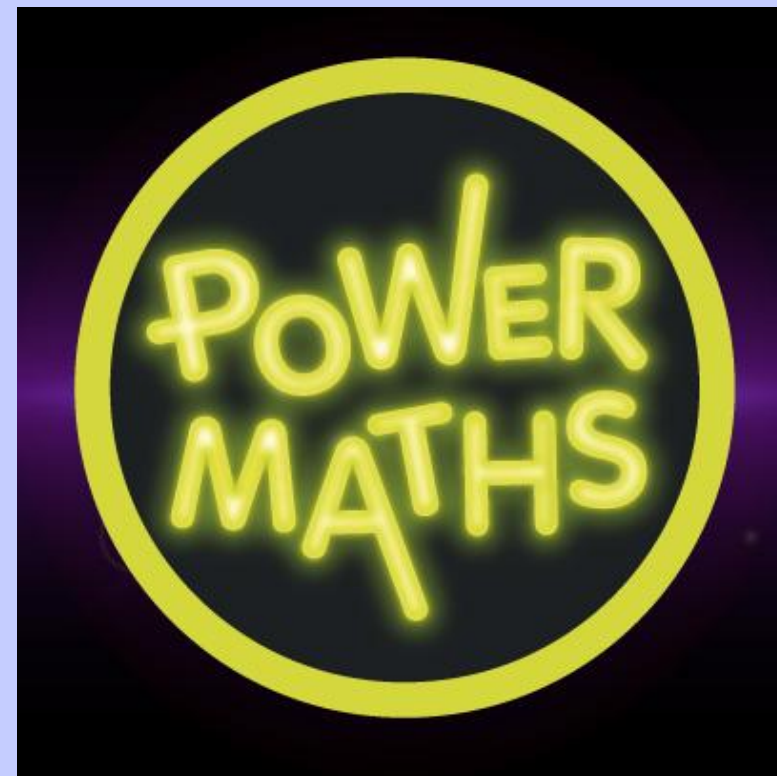


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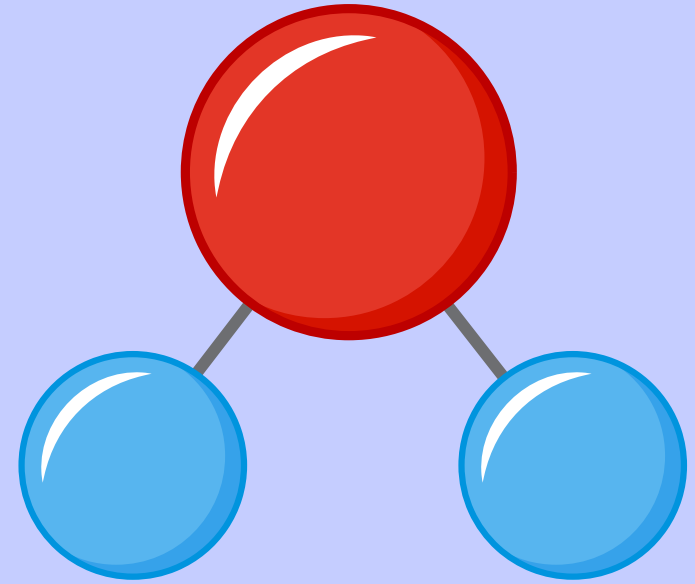
Maths at Hujjat Primary



Number

Children learn to:

- Have a deep understanding of numbers 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 to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.



$$5 + 5 = 10$$

Numerical Patterns

These skills support children to:

- 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 to 10, including evens and odds, double facts and how quantities can be distributed equally.



Maths in the environment

We offer maths opportunities throughout our environments (both indoors and outdoors).

Our environment is full of mathematical opportunities and has exciting things for children to explore, sort, compare, count, calculate and describe. We allow children to be creative, critical thinkers, problem solvers and to have a go. Children learn about maths through play and their daily experiences. The more meaningful to them and hands on it is, the better.



What your child needs to know by the end of Reception...

Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

ELG's

Early Learning Goals

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.

Numerical Patterns

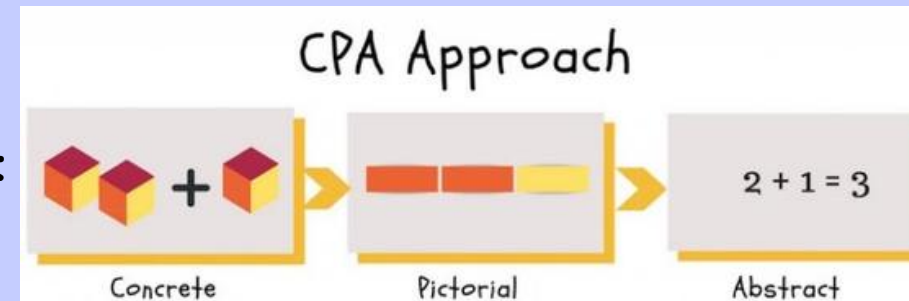
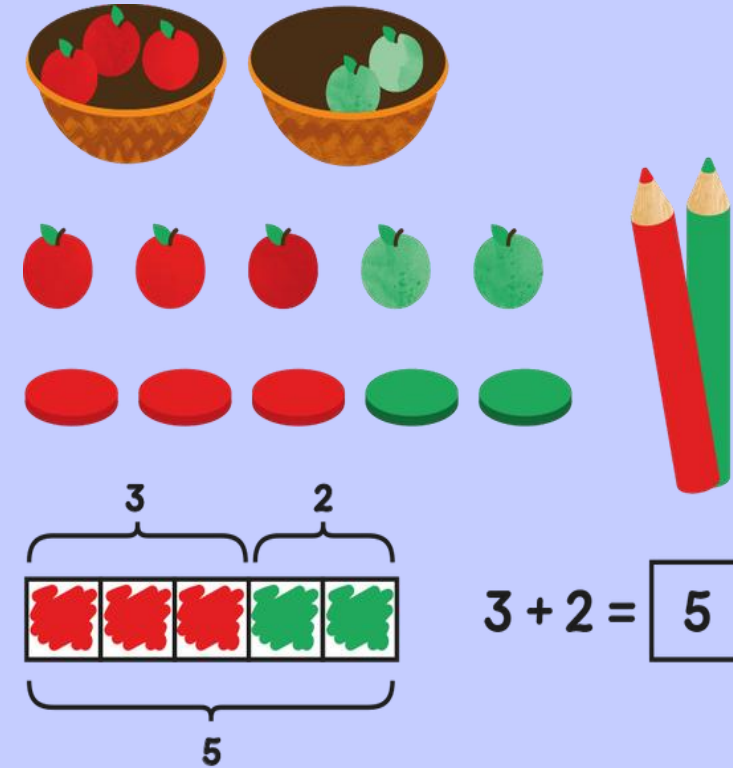
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

The ELG's (Early Learning Goals) are what we aim for all children to have met by the end of the year. Maths is a Prime Area of learning, so the children need to meet these targets in order to get their overall Early Learning Goal.

By achieving this, it tells us that they are on track when starting in Year 1.

Concrete, Pictorial, Abstract Approach

- ▶ Concrete-is the 'doing' stage. During this stage children are first introduced to using **concrete objects** to model problems. This is a 'hands on' approach using real objects and it is the basis for conceptual understanding in maths.
- ▶ Pictorial-is the 'seeing' stage. Once children have understood the **hands-on experiences performed**, they can now relate them to **visual representations of the concrete objects used to model problems**. Building or drawing a model makes it easier for children to grasp **difficult abstract concepts (for example, addition)**. It helps children visualise abstract problems and make them more accessible.
- ▶ Abstract - is the 'symbolic' stage, where children use **abstract symbols** to model problems. Children are now capable of representing problems using mathematical notation, for example $2+1=3$. This is clearly the more confusing and mysterious of the three and without the 'hands on' and pictorial steps can be very hard for children to understand.



HOW CAN YOU HELP?



	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					



NCETM

Children develop mathematical understanding through **counting, comparing, composition, patterns, shape and space, and measures**. These areas help children understand **quantity, relationships between numbers, how numbers are made, and patterns**, while also developing their understanding of **shape, size, position and measurement**.



Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents



Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other



Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers



Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships



Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking



Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

NCETM

We use the **NCETM scheme alongside White Rose Maths** to provide a strong mathematical foundation and challenge all learners. We also use **Numberblocks** to bring mathematical concepts to life through engaging, five-minute animated programmes. NCETM support materials help practitioners build on the mathematical ideas explored in each episode and extend children's learning through meaningful activities.



Numberblocks support materials

Materials to support Early Years and Year 1 teachers

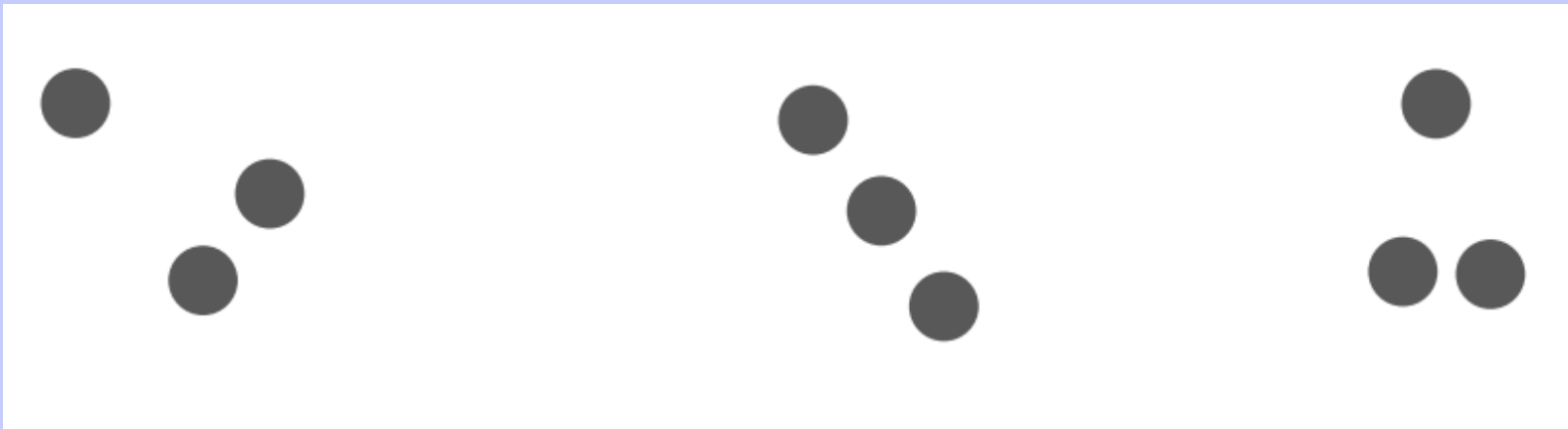


Numberblocks at home

Resources to accompany the CBeebies Numberblocks series, designed for parents to use at home with children

Subitising

Subitising is the ability to recognise a small quantity of objects without the need to count. Sometimes when we subitise we can see two groups at once; if we know that 3 can be 'made' of 2 and 1, then we know how many there are altogether without counting.



Any questions?



Thank you for attending!