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Maths in EYFS

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Parent meeting 16th October 2024

Maths at Hujjat Primary





Maths in EYFS

Maths is one of the four specific areas within the Early Years Foundation.

- It was previously broken down into 2 parts:
 - -Number
 - -Shape, Space and Measure

- In the new EYFS Framework (2021) this is now
 - -Number
 - -Numerical patterns

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.



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 out).

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 Lear ning 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?

EYFS- Maths Overview 2024-2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
AUTUMN 1	Getting to	Getting to know you and co		. sort mpare	Talk about measure- length, height, mass and capacity	Patterns	Circles and Triangles	Shapes with 4 sides
AUTUMN 2	2D shapes Review	lt's me 1 2 3 Represent and compose		1 2 3 4 5 Composition, subitise and represent 0-5,			Review week	
SPRING 1	Alive in 5 Growing subifise and represent 0-5, 1 1 more 1 le more 1 less to 8, odd		g 6. 7. 8 ss. doubles 1 or even	Building 1 more 1 le bonds to 10. or e	9 and 10 ss, number doubles, odd even			

EYFS- Maths Overview 2024-2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
SPRING 2	Numbers 1-10 consolidation	Length and Height	Time		Mass and capacity			
SUMMER 1	Explore 3D Shapes		To 20 and beyond					
SUMMER 2	How many now? Addition and subtraction		Sharing and grouping Doubles		Manipulate, compose and decompose shapes		Explore mapping	Review





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!