



Maths at St Peter's – EYFS

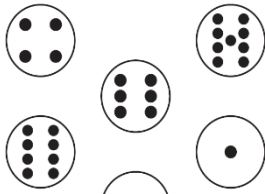


There are two Early Learning Goals for maths. This is what most children in Reception are expected to be able to do by the end of their first year at school.

Number: Children count reliably with numbers from one 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.

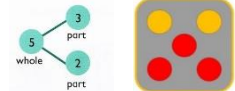
Shape, Space and Measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Subitising - Being able to look at a small set of objects and know how many there are without counting.

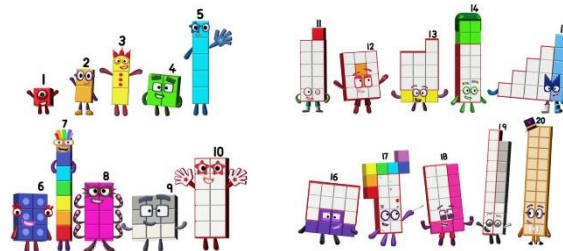


Composition - Understanding that one number can be made up from two or more smaller numbers. For example, 5 is composed of 0 and 5 or 4 and 1 or 3 and 2.

5 is the whole and 2 and 3 are the parts. A part and a part make a whole.

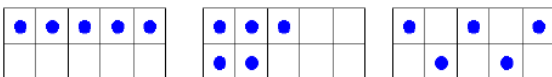


We use the Numberblock characters to help children learn to count from one to 20 (noticing that the number gets 1 bigger each time).



When counting, children need to understand that we say one number for each object counted, the final number we say is how many there are altogether and that we can count objects in any order and the total stays the same.

Children learn that if we move objects into other arrangements the total stays the same.



To develop number sense, children are taught to understand the number rather than just recognising the numeral. They learn that numbers can be represented in many ways.



Children are taught that doubling is when you have two lots of the same number.

Double 4 is 8...



Children explore more than, less than and equal to. They use manipulatives like Numicon to help them visualise this. 3 is less than 4. 4 is more than 3.



To help your child at home, you could:

- Count - steps up the stairs, money into a money box etc
- Ask children to say how many without counting
- Play games using dice/dominoes and encourage child to say how many spots without counting.
- Ask children to set the table with enough knives, forks and plates for everyone.
- Spot numbers in the environment – on phones, microwaves, clocks, registration plates, doors.
- Ask children to think of their own representations for numbers e.g. one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc
- Watch Numberblocks. This programme is written by maths specialists to model maths concepts and represents number brilliantly. Also, Numberjacks is excellent for solving problems.
- Hide numbers around the house or garden for children to find.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points.
- Read books with maths concepts such as The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf? The doorbell rang.
- Draw attention to more and less.