

This Morning

- **8:50** Registration
An opportunity to look at a sample of books and resources.
- **9:00** Introductions and presentation
Please save questions for the end or write them on paper for later.
- **9:30** Evaluations and Questions
- **9:45** Visit Reception classes
- **10:00** Finish

Supporting your Child's Maths Learning at Home



Wednesday 13th June 2018

Imandeep Atwal, Maths Leader
Kim Peterson, EYFS Leader

This session aims to give you...

- An understanding of the complexity of the skills involved in early mathematical concepts
- An overview of the progression of skills
- An insight into how we teach mathematical skills at Sherington to enable you to support this learning at home
- An understanding of how important the partnership between parents, carers and teachers is
- An understanding of Maths expectations going into Year 1

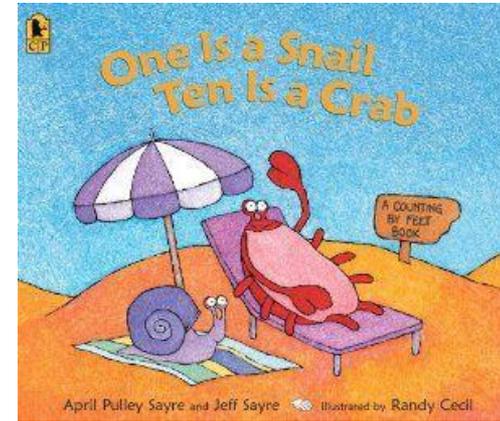
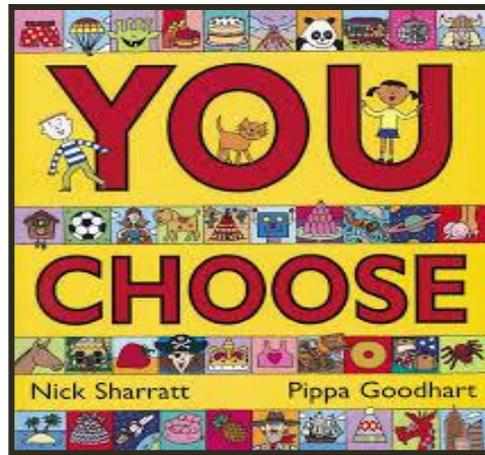
Food for Thought

‘If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.’

‘Good mathematics is not about how many answers you know ... it’s how you behave when you don’t know.’



Maths Rich Talk & Play!



Observation, handling, listening and talking are a child's introduction to mathematical concepts. Activities such as singing songs, games, role play, cooking and shopping with your child help to develop their understanding of our number system and wider mathematical concepts.

EYE: I can count to 20

An Example

Two children are at a fair. One says, 'Look! There are clowns.'
'And there are three horses!' exclaims the other.

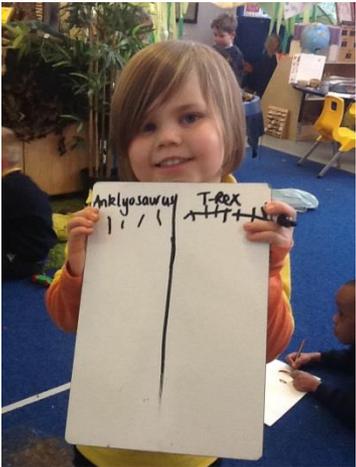
Some children might describe them by colour, a black horse, a brown and a grey horse.

The second child sees the same colours, but also sees the quantity - three horses. The second child is having a mathematical experience.

Maths in Reception is split into two areas...

Number

Space, Shape and Measure



Measures: Length / Capacity / Weight & Mass

Rec EYE: I can order objects by how long they are;

Rec EYE: I can use words to describe how full a container is;

Rec EYE: I can order objects by how heavy they are

Year 1 EYE: I can measure length, mass & capacity

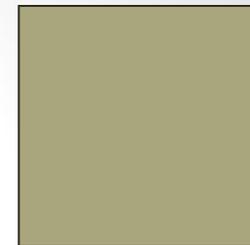
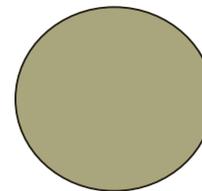
Year 1 EYE: I can describe comparisons using correct vocabulary



Space & 2D & 3D shapes

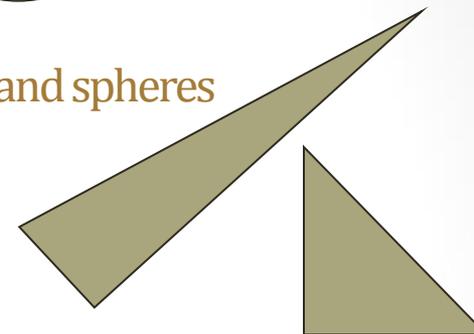
Rec EYE: I can name cubes, cuboids and spheres

Rec EYE: I can name squares, rectangles, triangles and circles



Year 1 EYE: I can recognise and name cubes, cuboids and spheres

Year 1 EYE: I can recognise and name squares, rectangles, triangles and spheres



- Cube
- Cuboid
- Sphere
- Cylinder
- Pyramid

EYE: I can say where an object is, using the correct vocabulary;

EYE: I can name some 2D and 3D shapes

Measures: Time

Rec EYE: I use time related vocabulary including o'clock

Rec EYE: I know the days of the week and months of the year



Year 1 EYE: I can tell the time to the hour and half past the hour

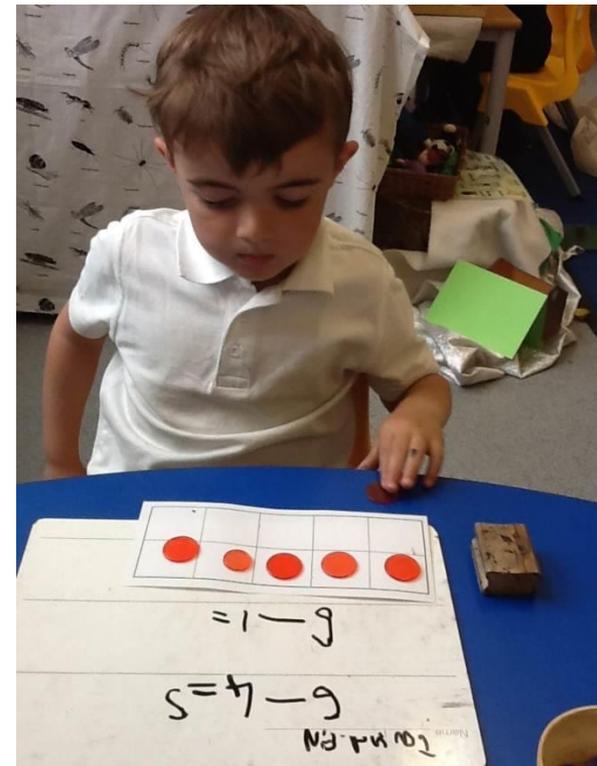
Year 1 EYE: I can draw hands on a clock face to show o'clock and half past the hour

Year 1 EYE: I can name the days of the week and months of the year



Number

- Concrete – hands on resources are vital for understanding at all ages when a new concept is introduced
- Pictorial
- Abstract



$$4 + 2 = 6$$

Place Value

- In reception, they have learnt the numbers up to 20; looking at how a number can be represented in different ways.
- Year 1: - know spellings of numbers up to 20
 - recognise numbers up to 100 in numerals
 - count forwards and backwards up to 100



Addition & Subtraction

- In reception, they have been exposed to problems by using practical resources
- In year 1, they will continue to explore this before being exposed to the abstract method
- +, – and = go last



In depth learning

- Children need the opportunity to problem solve and develop in depth learning within their EYE
- How many ways can we make 20? NOT counting past 20.



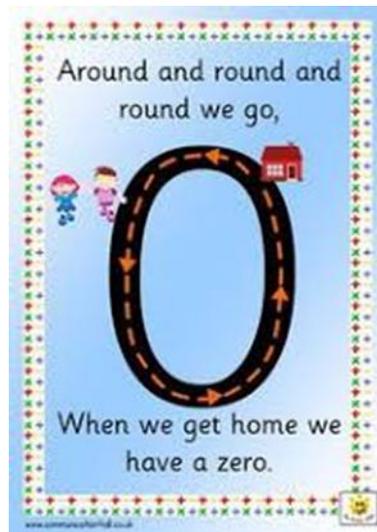
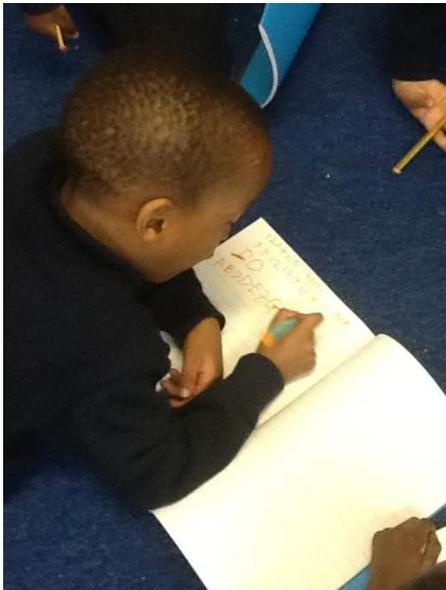
Remember!

- Pencil grip – start with, and encourage the correct grip

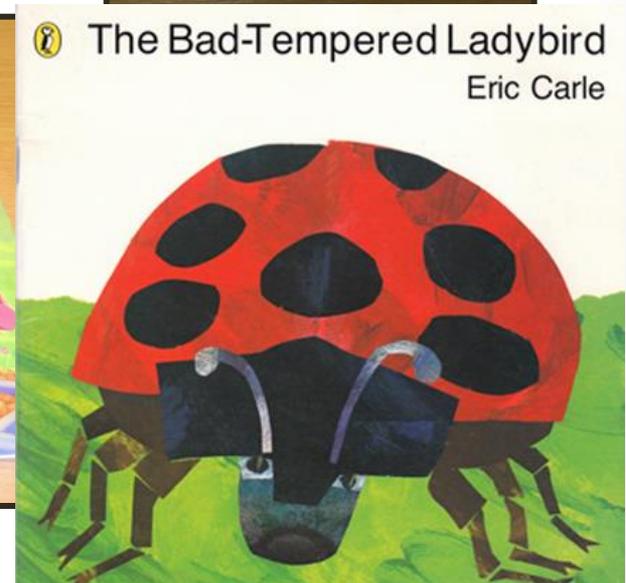
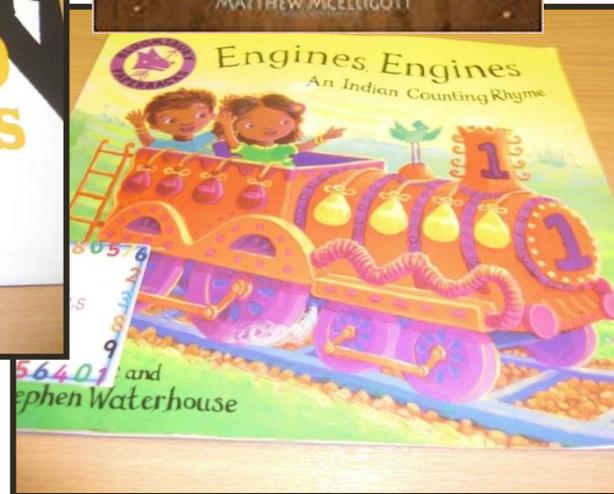
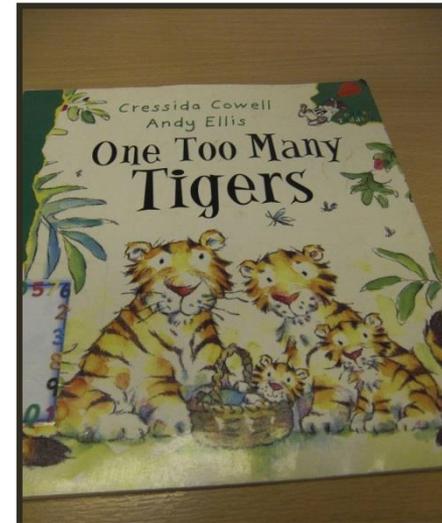
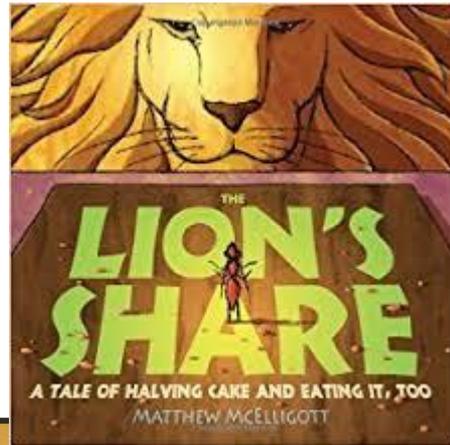
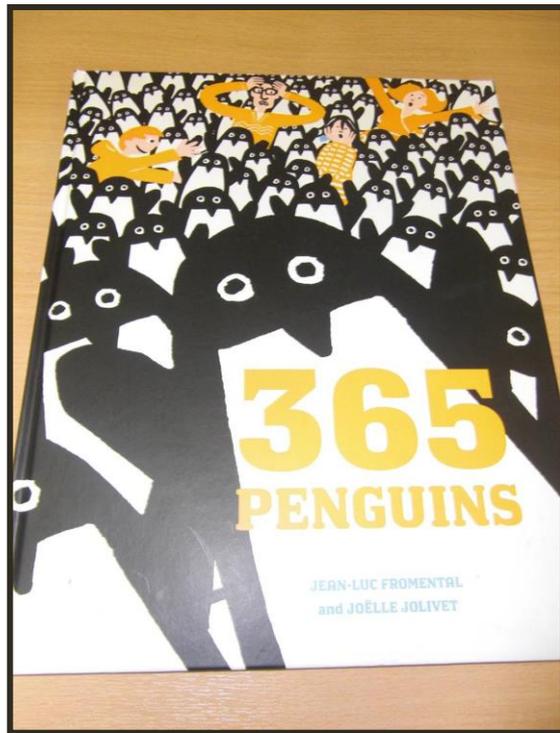


Remember!

- Number formation – incorrectly formed numbers are difficult to correct once established
- Digit reversal is not uncommon in early recording of number
- Also starting in the incorrect place



Books that support mathematical concepts can be books about number ... or not.
Remember the 3 horses.

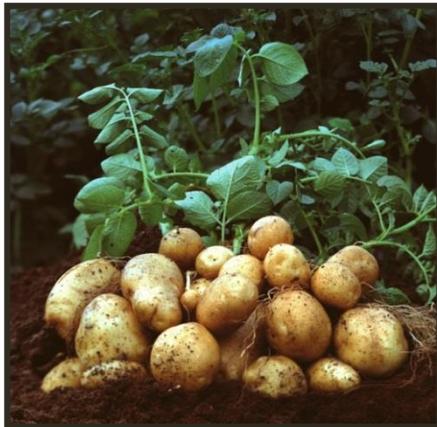


Helping your child with maths at home...



2018 MAY						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

www.free-printable-calendar.com



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Evaluations

- Please fill in and return your evaluation
- Questions
- Classroom visits