



Humberston CE Primary School

Welcome!

Supporting children's mathematical understanding
in the Foundation Stage.

Parent Workshop 7th March 2019



Welcome to Alphabet Land

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z



Letter before, letter after...

How many?

Which is more? Which is less?

What is the difference between?



Calculating

$$C + D = ?$$

$$B + E = ?$$

$$K - B = ?$$

$$E + E = ?$$

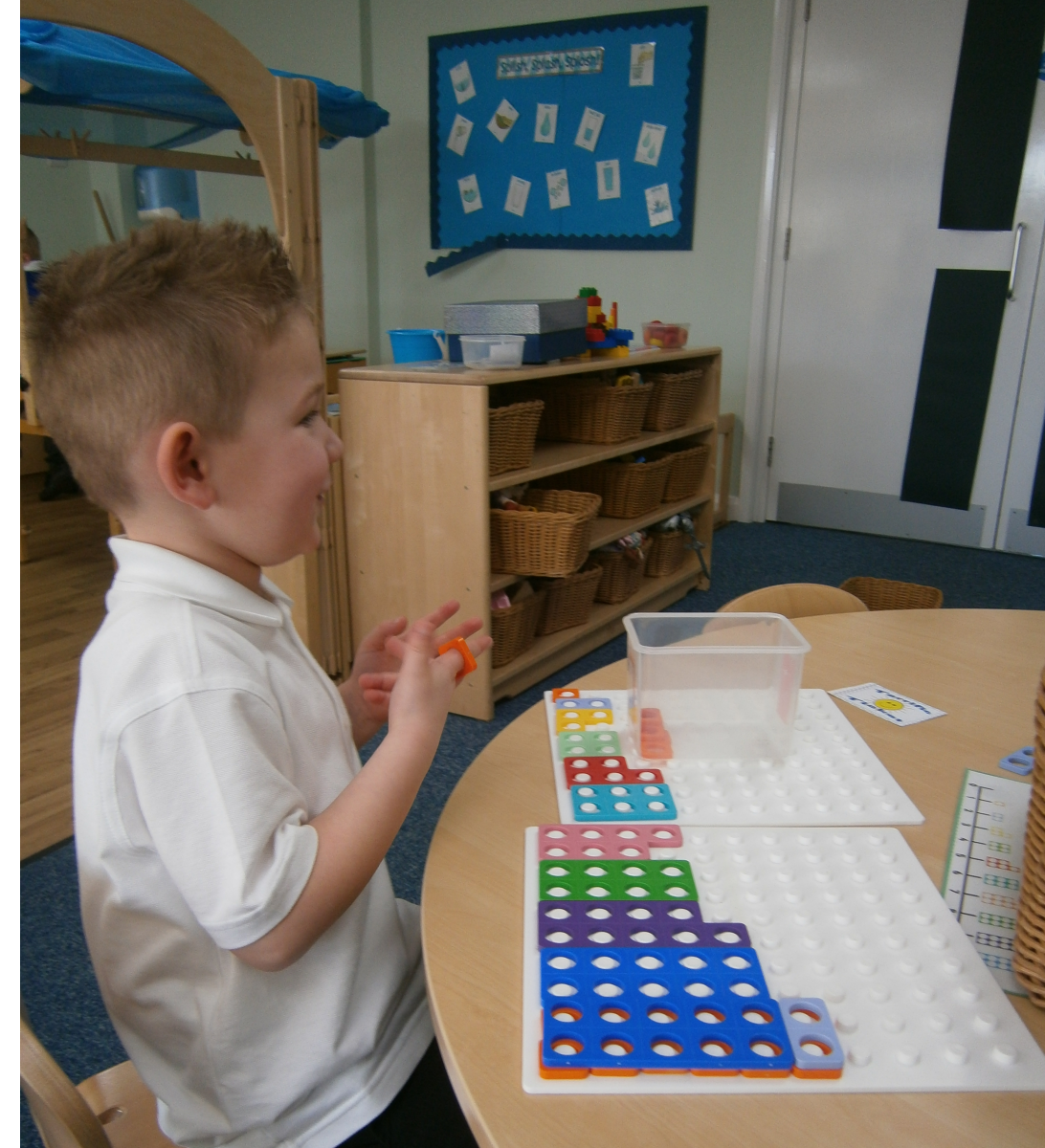
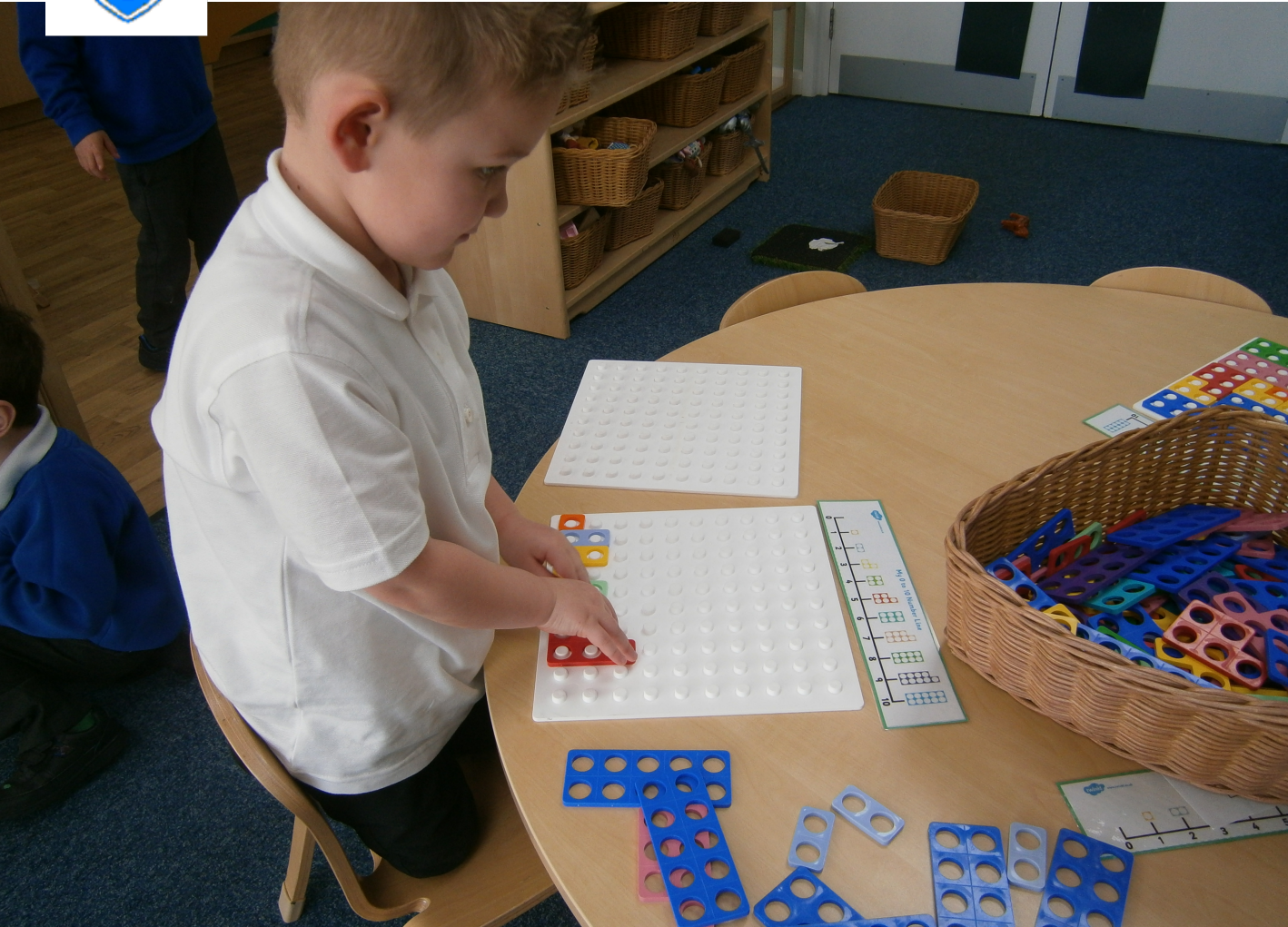


Teaching includes:

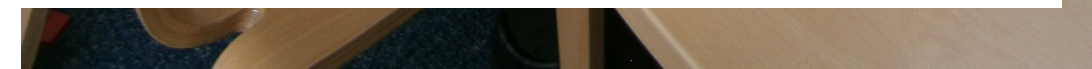
- Daily whole class carpet sessions
- Small group activities
- 1:1 teaching
- Continuous provision
- Rainbow challenges



The children enjoy free play with the Numicon shapes and give number names to the shapes as they play.



The children set their own challenges with the Numicon. F***** initially followed the model given by the number track but went on to explore how to show numbers beyond ten.

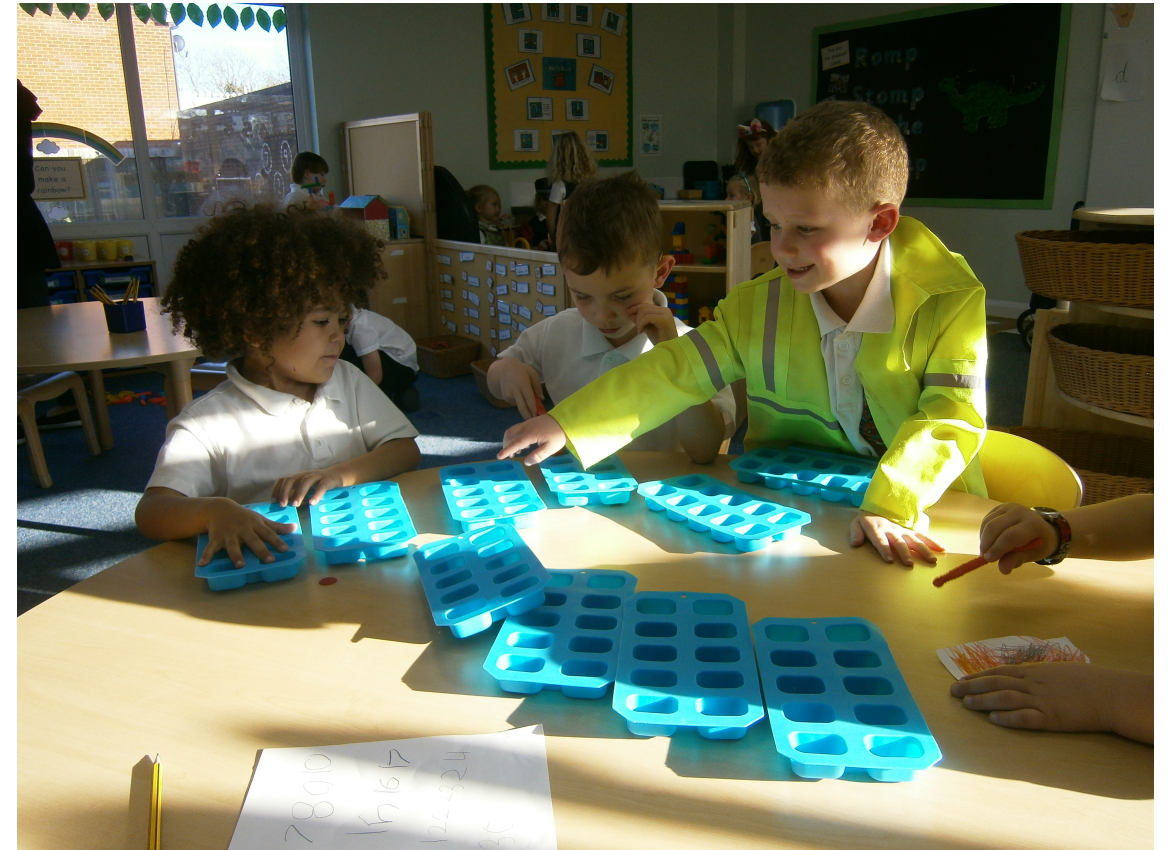




Exploring quantities beyond 20, developing familiarity with 'ty' numbers.



One child's fascination can often become contagious!





Carefully selecting the pieces they wanted to make the 'cakes'. Later they added another set of blocks and counted 20 'altogether'.

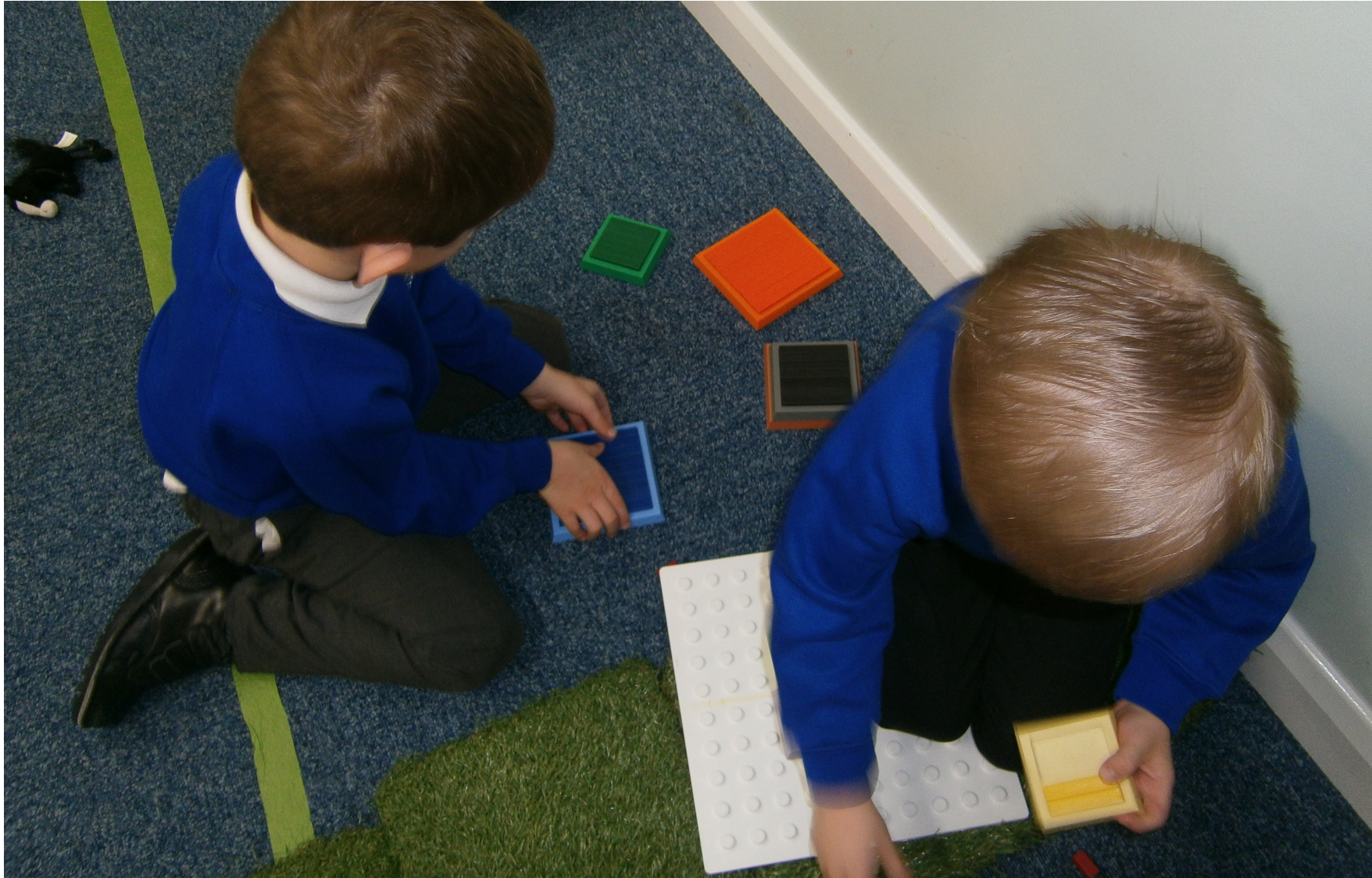


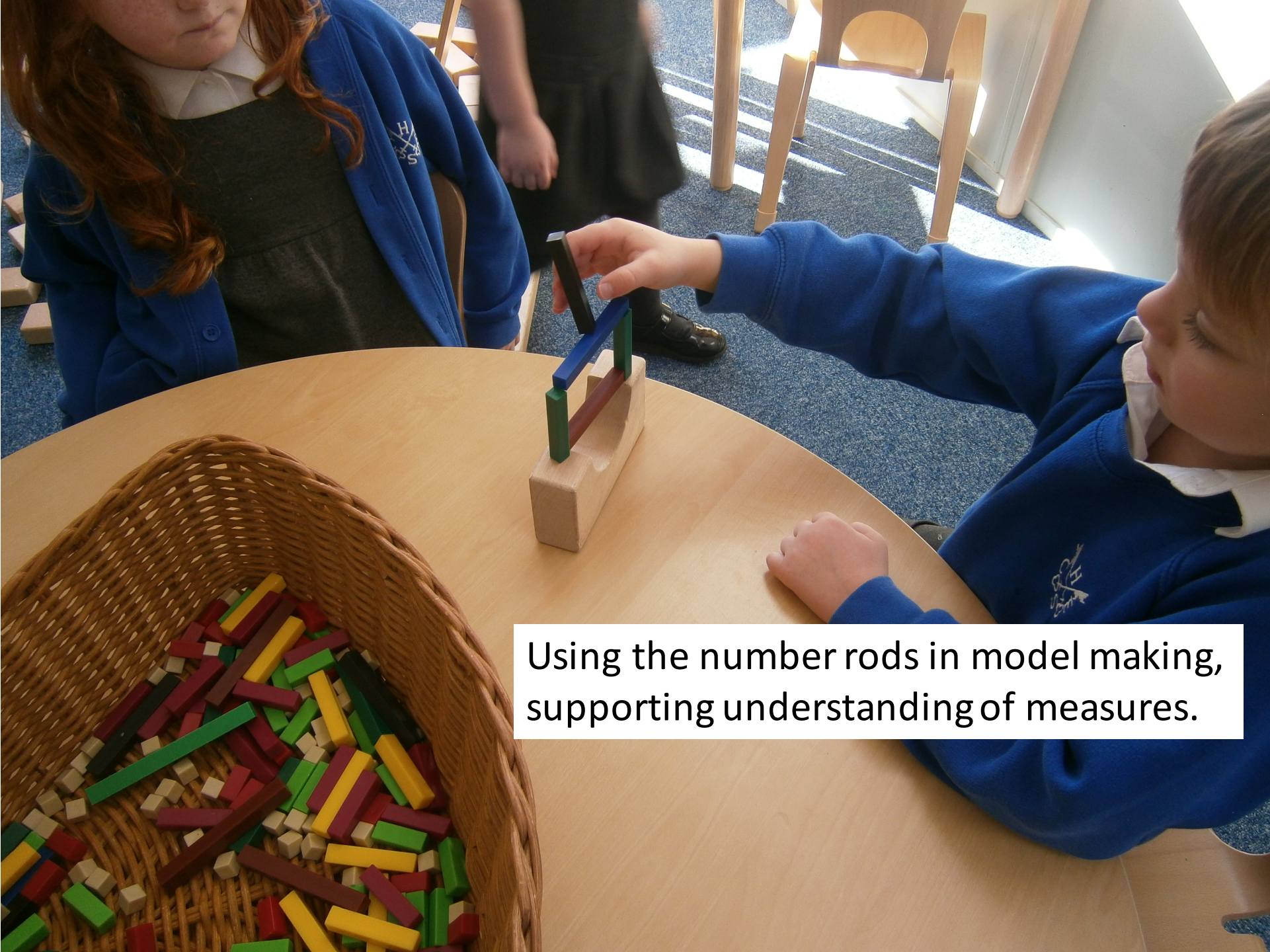
Track games provide a wealth of mathematical opportunities, counting the spots on a die, beginning to recognise the dice patterns, counting out objects to match the number, moving along a number track, counting on from given numbers to name but a few!





Free play with maths apparatus develops familiarity so that it can be used to support maths learning in later years.





Using the number rods in model making,
supporting understanding of measures.



Using unifix cubes to create a one more staircase and predicting how many would be in the next step.
E***** came to realise that she didn't need to count the next step each time because she knew the number that is one more.



Exploring different combinations of two colours
in towers of five.



Different representations of number.



Finding 3D shapes in
everyday objects.



Early Learning Goals

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.

Currently under revision – draft documents suggest focus will be on numbers to 10



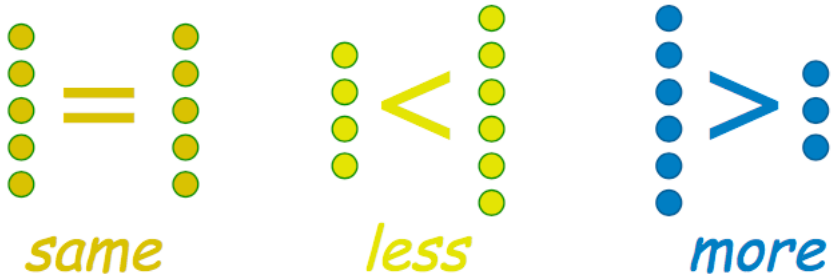
counting

- Reciting a count
- Counting a set of objects
- Knowing that the last number spoken is the answer to how many
- Subitising
- Numerals
- Conservation



comparison

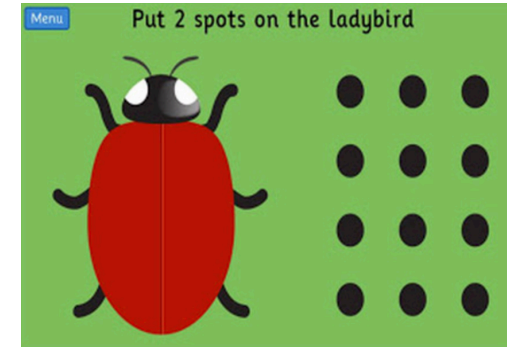
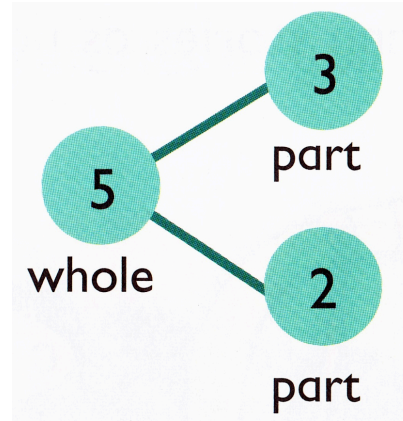
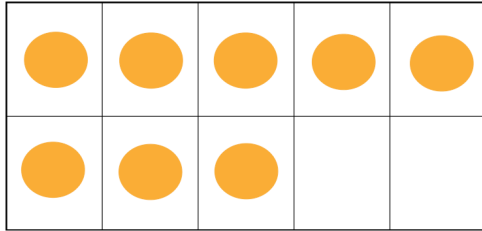
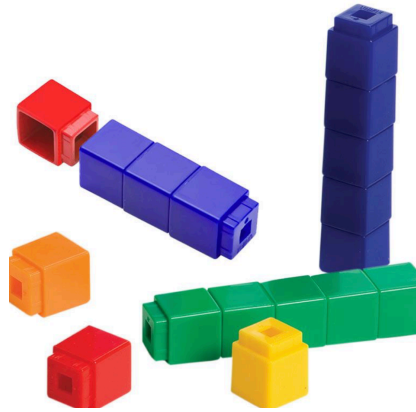
- More / fewer
- Same number of things
- Compare numbers
- One more / one less





composition

- See small numbers inside a larger group
- Partition a number of things into 2 groups
- Explore different ways
- Partition into more than 2 groups
- Number bonds





Early Learning Goals

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.

This is currently under revision – draft framework has removed shape space and measure



measures

Length / Height

Weight / Mass

Capacity

Time

Money



shape and space

Vocabulary of position and direction

Construction

Similarities between shapes

Properties of shapes



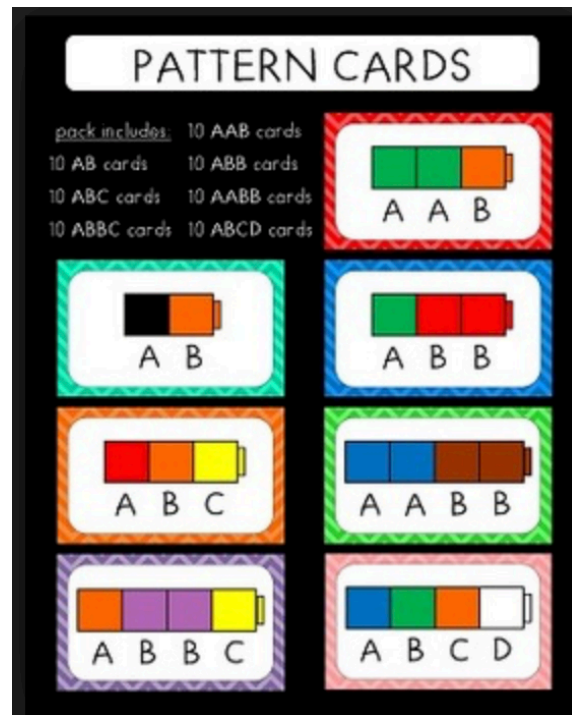
pattern

ABAB pattern

ABC pattern

ABB pattern

Spotting patterns around us





Maths: Naming 2D shapes

Home Learning Challenge

Play 'Guess the shape' with a friend or family member. Describe a shape, remembering to say how many sides and corners it has and to be specific: 4-4- "It has 4 sides. It has 4 corners. It has 4 equal sides". See who can guess the most shapes correctly.

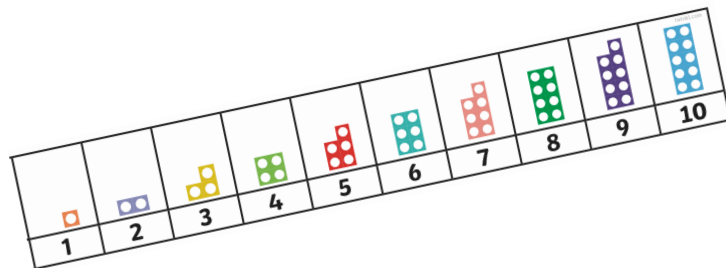
When you go to the shops or to the park, see if you can see any 2D shapes around you. There might be some hiding in the packaging in the supermarket, or on the swings and roundabout. You could draw some of the shapes you see.

What places, animals or objects can you draw using only 2D shapes? Can you make a train using rectangles, circles and squares? Can you make a rocket using rectangles, triangles and circles? What else can you make?

When you are having a meal at the table, count how many different 2D shapes you can find. What shapes are on your plate, glass and tablecloth? You could ask your family to help you find as many as you can.

Go into your garden or a park near your house and collect some sticks. See what 2D shapes you can make using them. Which shapes are easiest to make using the sticks? Which objects are best for making a circle?

Cut some different shapes out of paper and attach some sticky tack to the back of the shapes. See how many different things you can build with the shapes. You can move the shapes around to make lots of different pictures if you use sticky tack.



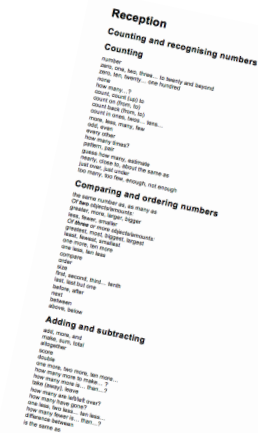
home learning

Vocabulary

Shape ideas

Numicon number track

Numerals formation





Thank you!