

Maths Workshop

The title 'Maths Workshop' is centered in a bold, purple, sans-serif font. The word 'Maths' is on the top line and 'Workshop' is on the bottom line. The text is overlaid on a decorative arrangement of five circles. One circle is white with a thin purple outline and is positioned behind the letter 'M'. The other four circles are solid light purple. They are arranged in two rows: the top row has two circles (one behind 'M', one behind 'W'), and the bottom row has three circles (one behind 'M', one behind 'W', and one behind 'o').

January 2017



Aims:

- To share our own experiences
- To understand how children progress through the developmental stages
- Vocabulary that is used
- To share ideas for Maths at home

How do you feel about Maths?

- Parents to share their own experiences. Are most negative? Why? Fear of right and wrong?
- A large proportion of the adult population in this country lack confidence in Maths.
- Do we reflect our experiences on our children?



Birth-11 Months

Numbers

- Notices changes in number of objects/images or sounds in group of up to 3.

Shape, space and measure

- Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.

During Reception - Numbers

- Recognises some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.

During Reception - Numbers

- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

During Reception - Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
 - Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

By the end of Reception

Early learning goal

- **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.

By the end of Reception

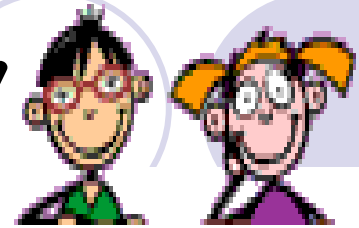
Early learning goal

- *Space, shape 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.

How to help your child develop their understanding of mathematical vocabulary

- Having a structured approach to the teaching and learning of vocabulary
- Introducing new words in a suitable context so they can be explained in a meaningful way
- Ensuring children hear adults and other children using the new words correctly
- Encouraging children to answer in complete sentences
- Displaying the words and phrases the children will be using
- Giving children the opportunity to read words aloud and silently

Maths Vocabulary



Maths vocabulary can pose problems for children because:

- Several words are used for the same operation
- Some mathematical words have a different meaning in everyday language, e.g.

take-away

volume

how

long

order

odd

even

flat

sum (some)

left

operation

edge

last

Some words are specific to maths and do not occur in everyday conversations



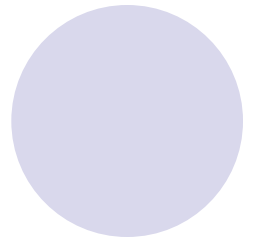
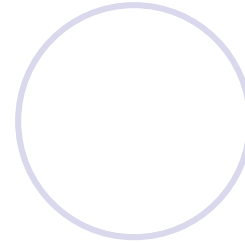
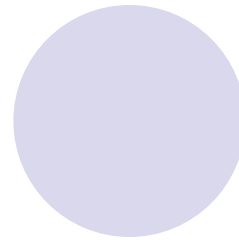
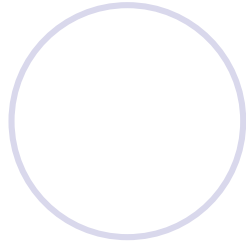
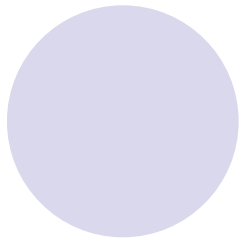
Role Play

Role play gives children opportunities to play out events that they see and experience. These 'real life' situations allow children to practise skills in maths, language and communication. It promotes creativity and encourages children to acquire new skills in a 'fun' setting.

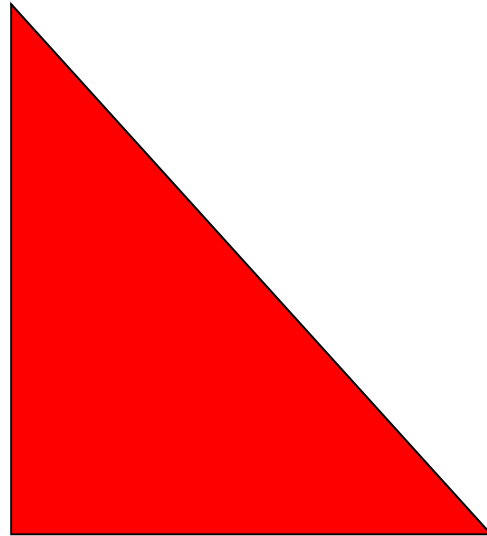
Resources you can use at home and at school

The same things can be used at home and at school to support mathematical understanding including:

- Number tracks, Washing lines, Number lines
- Big number cards
- Dice
- Number games e.g. Snakes and Ladders, Frustration, Ludo, Dominoes
- Interesting objects to count and sort e.g. fir cones, acorns,
- Beads
- Puppets
- Wrapping paper
- Puzzles
- Money, cash till
- Measuring equipment for length, mass, capacity and time
- Appropriate ICT e.g. computers, programmable toys, calculators
- There are many other useful resources on the market such as compare bears, linking elephants etc that support teaching and learning.
- Cooking



**How can we be sure that this is
a triangle?**





Questioning

The answer is 99, what is the question?



99



Question Time

Thank you for coming
Please let us know about the
'MATHS' you try at home!