

# Welcome to the Early Years Maths Morning



# Maths teaching in Early Years

- We aim for children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.
- In addition, we provide rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
- We encourage children to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. And to notice that maths is everywhere!



# Maths teaching in Early Years

- Each day whole class teaching begins with a memory map activity.
- Then a new skill or concept is taught to the whole class using maths resources, everyday objects or even the children themselves.
- Two maths activities are planned to follow this in more depth (digging deeper). The teacher and a TA teach the children in small groups.
- Children will be taught the mathematical language with each concept.
- Resources are available for the children to use during child-initiated time throughout the day and all adults support the learning and encourage the children to use the vocabulary.



**The children will learn to....**

**Count objects, actions and sounds.**

**Subitise**

**Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')**

**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**





And to....

Select, rotate and manipulate shapes to develop spatial reasoning skills

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

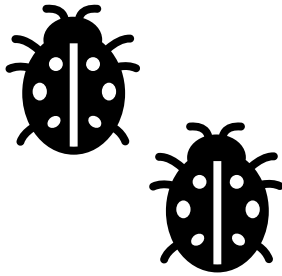
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

Continue, copy and create repeating patterns

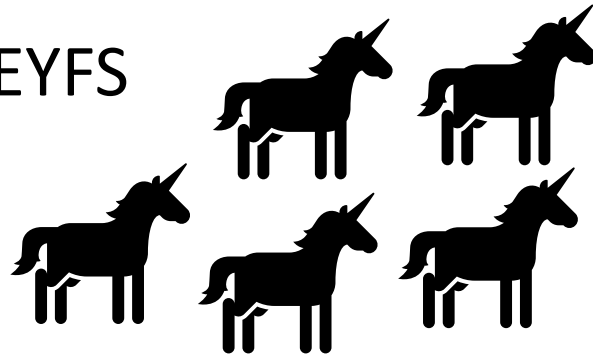
Compare length, weight and capacity



# Subitising



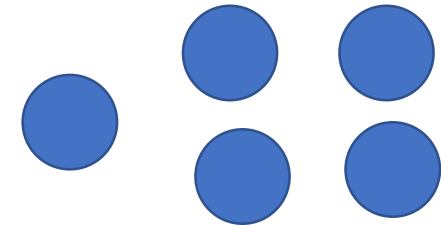
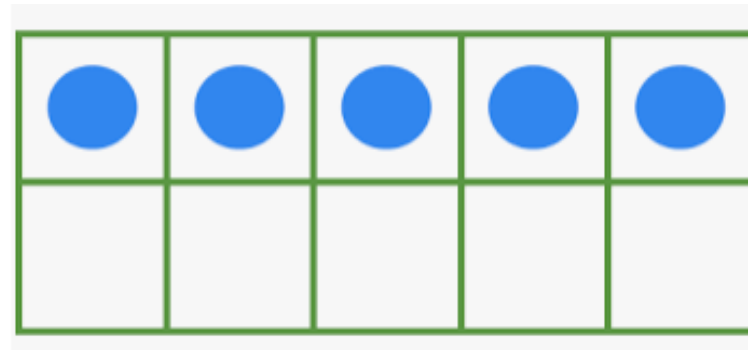
- We spend a lot of time teaching children to understand what a number is (number sense). Subitising helps us with this
- Subitising is the ability to look at a small number of objects and instantly recognise and know how many objects there are without needing to count.
- This is a key skill in EYFS



# Composition of number



1 and 4  
2 and 3  
0 and 5

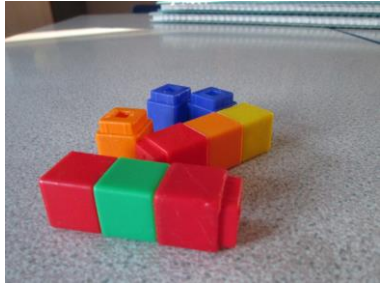




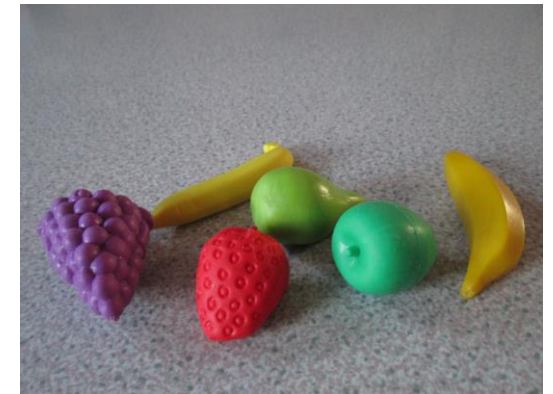
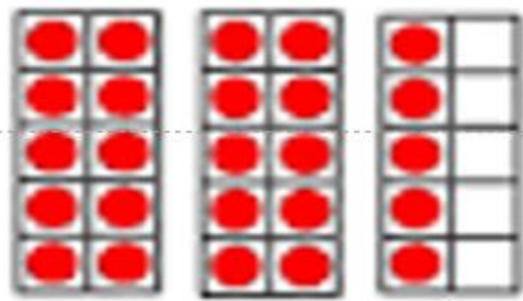
# What Maths might look like in Early Years...







## Some examples of maths resources



# Mastery

- You know how to do it.
- It becomes automatic.
- You get really good at it.
- You could teach someone else how to do it.







Don't count see the amount! (under 5)  
Show an interest in numbers in everyday life –  
on cars; speed signs; door numbers; checkout  
numbers on buses / trains, on signs.  
Problem-solve at home – Have we got enough  
plates?  
How many shoes could fit on the mat?





# Use some of these words with your children during play.

Short tall shorter taller shortest tallest long longer  
longest full empty circle square triangle rectangle  
sides edges faces 2D 3D sphere cube cone cuboid  
pyramid light heavy heavier lighter heaviest lightest  
now next first second behind in front in-between  
under morning afternoon evening group altogether



