Developing Early Maths

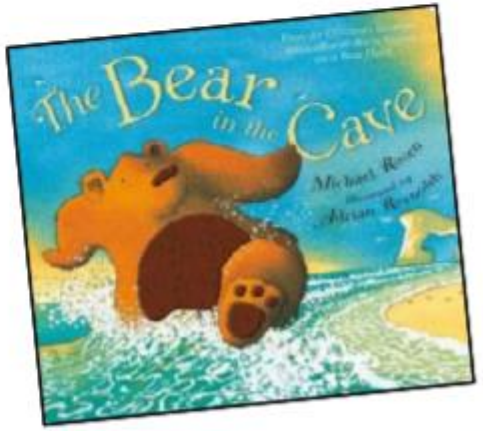
Christ Church C.E Primary School

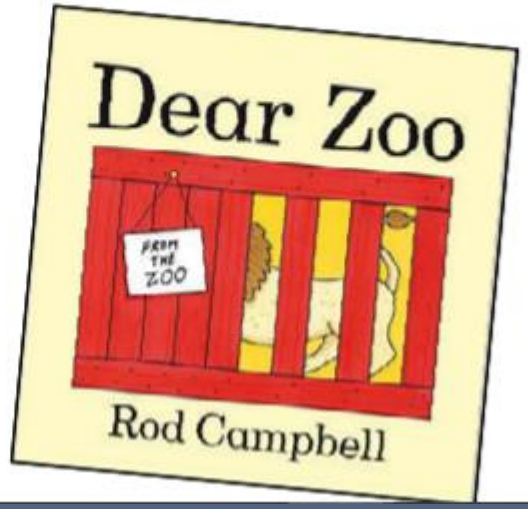
Maths is all around us.....

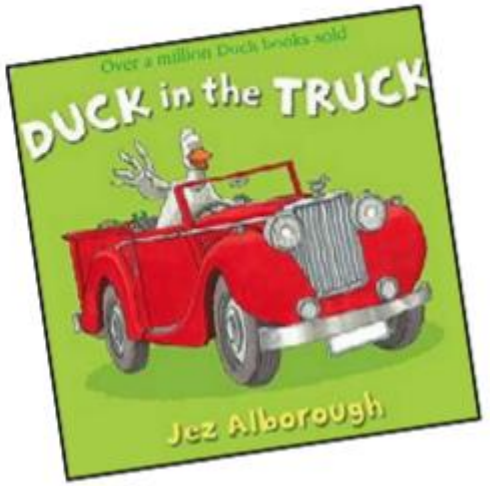
Phase 1 – Book List

Where's My Teddy/It's The Bear - Jez Alborough
The Bear In The Cave – Michael Rosen
Peace At Last - Jill Murphy
Seaweed Soup - Stuart J Murphy
Clean Up Everybody - Stacey Sparks
Beep Beep Vroom Vroom - Stuart J Murphy
The Button Box – Margarette S Reid.
Duck In the Truck - Jez Alborough
Dear Zoo – Rod Campbell
Mr Big - Ed Vere
Naughty Bus - Jan Oke
Crash Boom – Robbie R Harris
A New House For Mouse - Petr Horacek
The Right Place for Albert - Daphne Skinner

Reading to children is an essential part of their development. Any of these books would be useful during Phase 1



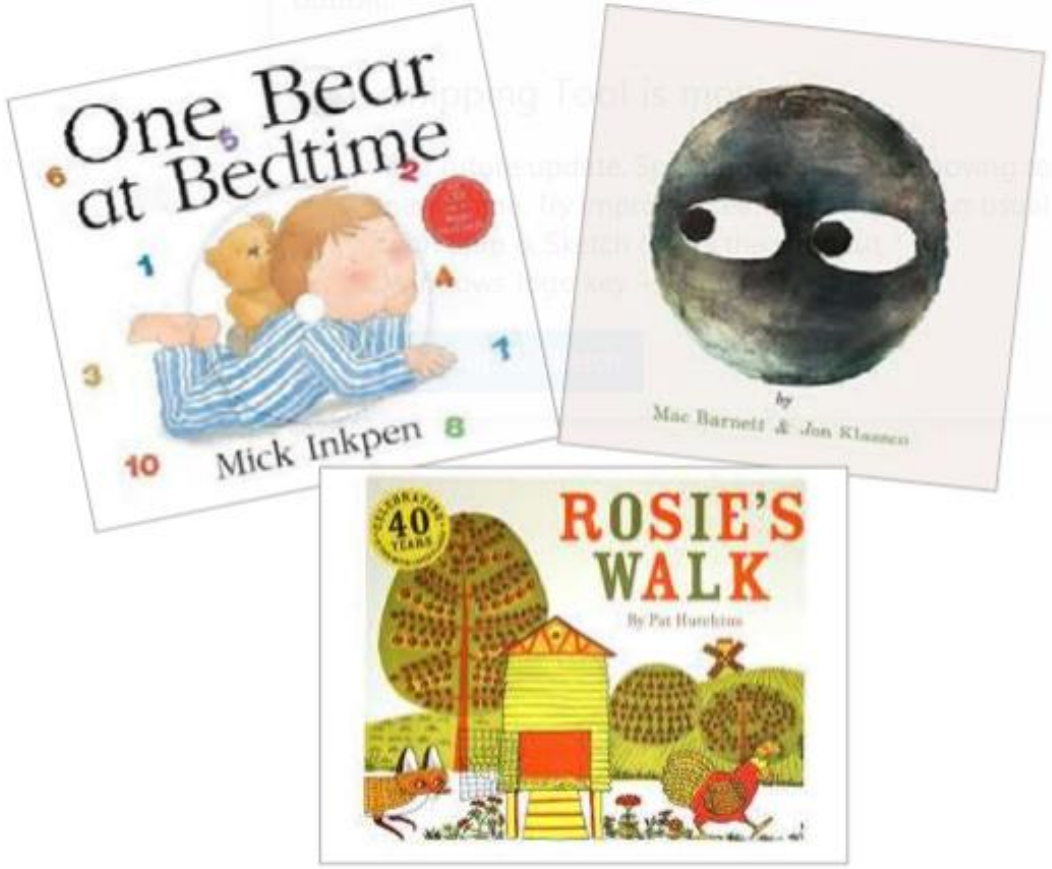




Phase 2 – Book List

1 2 3 at the Zoo - Eric Carle
I'm Number One – Michael Rosen
One Bear at Bedtime – Mick Inkpen
The Little Bear and the Wish Fish – Debi Gliori
Pink Tiara Cookies for Three – Maria Dismondy
Number Farm - Stephen Holmes
Circle/Triangle - Mac Barnett and Jon Klassen
The Mr Men Stories – Roger Hargreaves
Three Little Firefighters – Stuart J Murphy
Round is the Moon Cake – Roseanne Thong
Rosie's Walk - Pat Hutchins
Mrs Wishy-Washy - Joy Cowling
Me on a Map - Joan Sweeney
Each Peach Pear Plum - Janet & Allan Ahlberg

Reading to children is an essential part of their development. Any of these books would be useful during Phase 2 alongside traditional tales such as Goldilocks and the Three bears, The Three Billy Goats Gruff and Little Red Riding Hood.



Nursery number journey

Number and Numerical Patterns

Developing a strong grounding in number is vital so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of numbers 0 to 5, the relationships between them and the patterns within those numbers. This is achieved, by providing opportunities in provision, to apply these skills to develop their understanding.

Number Rhymes

Sort the Toys

Colour Patterns

Nature Patterns

Follow My Leader

By the end of Reception...

Count objects, actions and sounds.	• Subitise.	• 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 0–10.
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• 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.

Children subitising

Reception

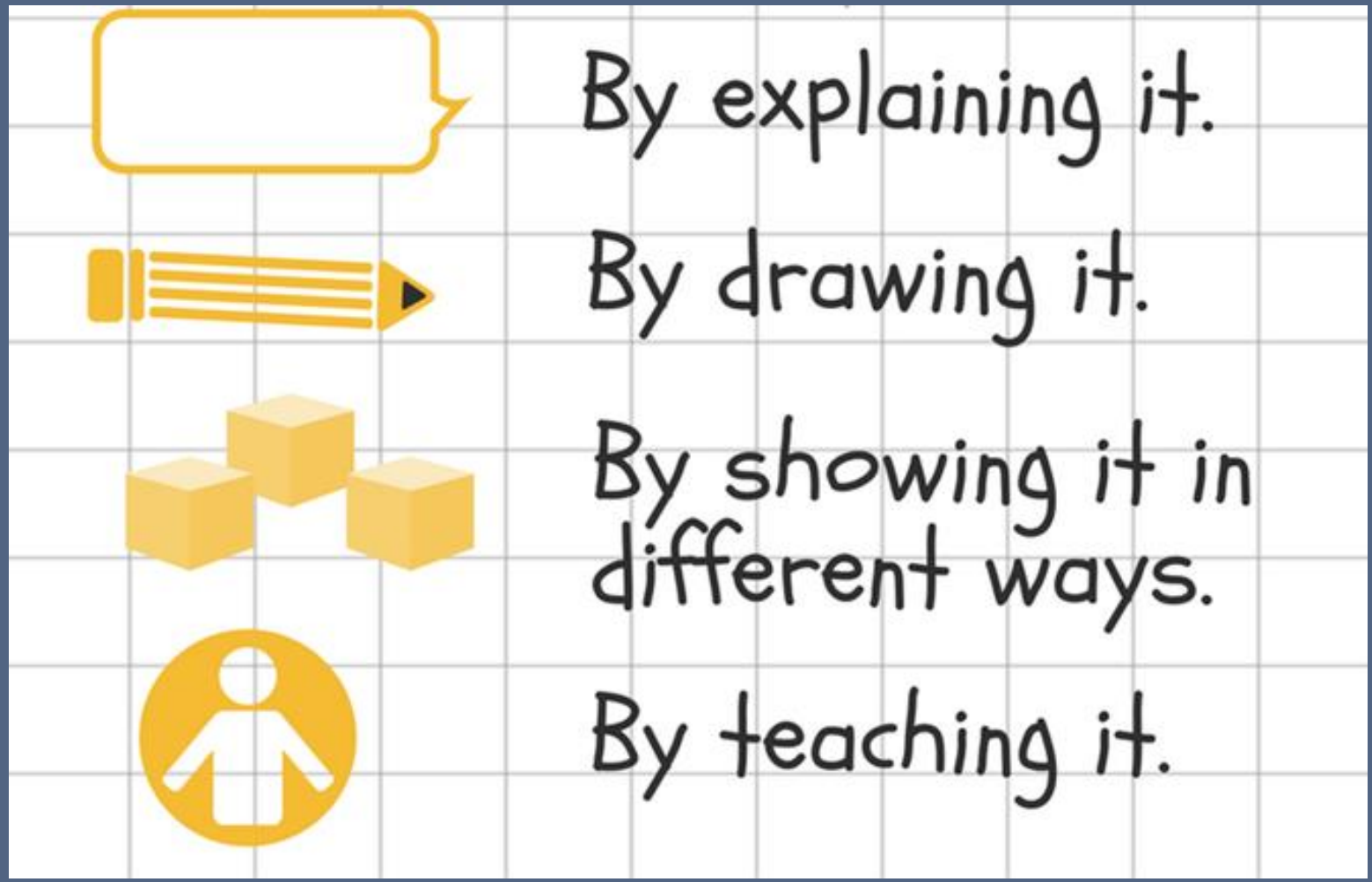
https://www.youtube.com/watch?v=WFySD7xq06Q

From 25mins

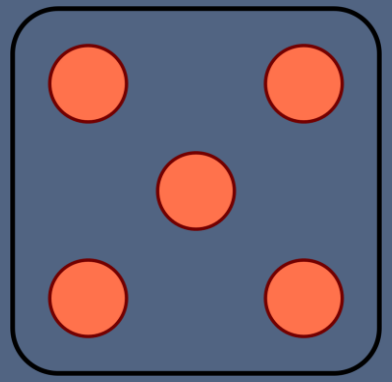
In EYFS we use:

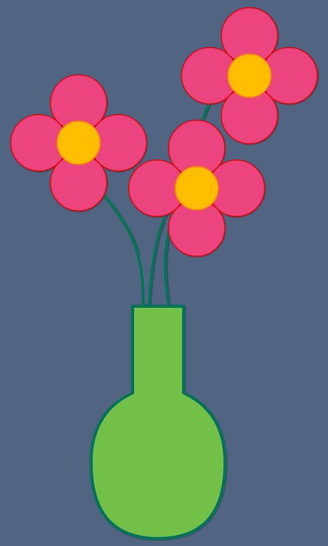
-NCETM (**National Centre for Excellence in the Teaching of Mathematics**
-White Rose Maths
-Number blocks

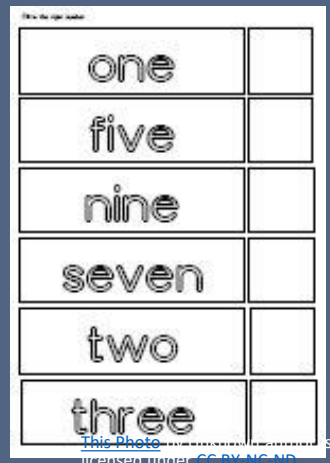
I can master maths .....



Journaling ideas.....







EYFS Provision Ideas

Lets get busy with Maths!

How can you represent numbers or patterns using these natural resources?

EYFS - LTP

Reception – Mathematics LTP

Term	Objectives
Autumn 1	- Count objects, actions and sounds. - Link the numeral with the cardinal value. - Count beyond 10.
Autumn 2	- Continue to copy and create repeating patterns. - Count beyond 10. - Count objects, actions and sounds. - Understand one more/one less than relationship between consecutive numbers. - Subitise.
Spring 1	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity.
Spring 2	- Count beyond 10/20. - Compare numbers. - Explore the composition of numbers to 10 incl. doubling and halving, addition and subtraction.
Summer 1	- Automatically recall number bonds for numbers 0-10. - Compare length, weight and capacity.
Summer 2	- Automatically recall number bonds up to 5 including doubles. (ELG) - Explore number patterns incl. odds and evens and how objects can be distributed equally. (ELG) - Subitise up to 5 (ELG)

As we progress through school....

BECOME **FLUENT** IN THE FUNDAMENTALS OF MATHEMATICS, INCLUDING THROUGH VARIED AND FREQUENT PRACTICE WITH INCREASINGLY COMPLEX PROBLEMS OVER TIME, SO THAT PUPILS DEVELOP CONCEPTUAL UNDERSTANDING AND THE ABILITY TO RECALL AND APPLY KNOWLEDGE RAPIDLY AND ACCURATELY.

REASON MATHEMATICALLY BY FOLLOWING A LINE OF ENQUIRY, CONJECTURING RELATIONSHIPS AND GENERALISATIONS, AND DEVELOPING AN ARGUMENT, JUSTIFICATION OR PROOF USING MATHEMATICAL LANGUAGE.

CAN **SOLVE PROBLEMS** BY APPLYING THEIR MATHEMATICS TO A VARIETY OF ROUTINE AND NON-ROUTINE PROBLEMS WITH INCREASING SOPHISTICATION, INCLUDING BREAKING DOWN PROBLEMS INTO A SERIES OF SIMPLER STEPS AND PERSEVERING IN SEEKING SOLUTIONS.

Any further questions or comments?

Thank you for attending!