

Thursday 30th January

EYFS

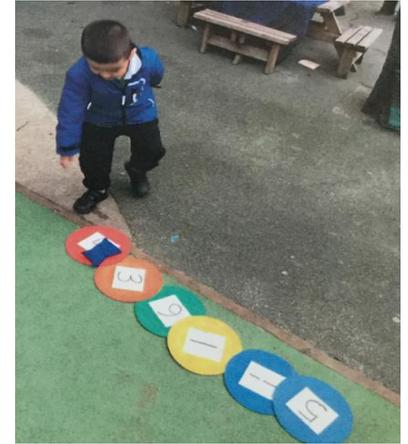
Maths Coffee Morning



EYFS

Maths Coffee Morning

1. The EYFS Maths Curriculum.
2. Maths in the EYFS at Orchard.
2. Activities to promote mathematical understanding at home and at school.
 - Number recognition
 - Counting
 - Addition
 - Subtraction



EYFS Maths Curriculum

22 - 36 months: You might notice that....

Mathematics

Numbers

- I can give you the right number of objects from a collection when you say "please give me one", "please give me two".
- I can say some number names in order.
- I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.
- I can show you which group of toys or plate of food has "more".
- I can use words like "more" and "a lot" to describe amounts of objects.
- I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don't have as much.

30 - 50 months You might notice that....

Mathematics

Numbers

- I can use some number names and words like "more than" and "fewer than", when I am playing.
- I can say numbers in order from 1 to 10.
- I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.
- I use my fingers, pictures or marks to show you how many things there are.
- Sometimes I can match a numeral to the right number of things, like "3" to three balls.
- I am interested in numbers and I talk about them and ask you questions.
- I know when there are the same number of things, like 2 cakes, one for you and one for me.
- I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.
- I talk about the numbers I see when we are outdoors.
- I am interested in making marks and calling them numbers.
- I know that I can count claps and jumps as well as things like apples and buses and dinosaurs.

40 - 60 months: You might notice that....

Mathematics

Numbers

- I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on.
- I can recognise the numbers 1 to 5.
- I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things.
- I can count the number of things on a page in a book or on a birthday card.
- I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.
- I can guess how many things I can see in a bucket and then count them to see how close my guess was.
- I can tell you which basket or bucket has got "more" or "fewer" things in.
- I can put two baskets of things together and tell you how many things I have altogether.
- I can tell you what "one more" is when you say a number.
- I can tell you what "one more" or "one less" is when you give me a group of up to 5 things, then up to 10 things.
- I can use words like "more", "add", "less" and "take away"
- I can use marks and pictures to show you my counting.
- I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.

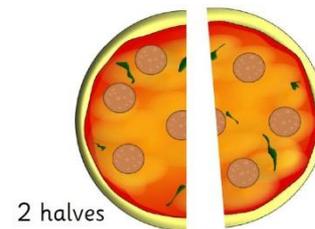
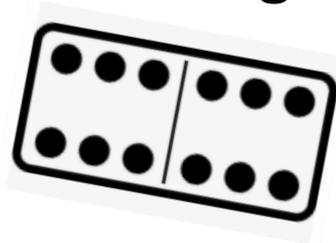
Early Learning Goal - Number



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.

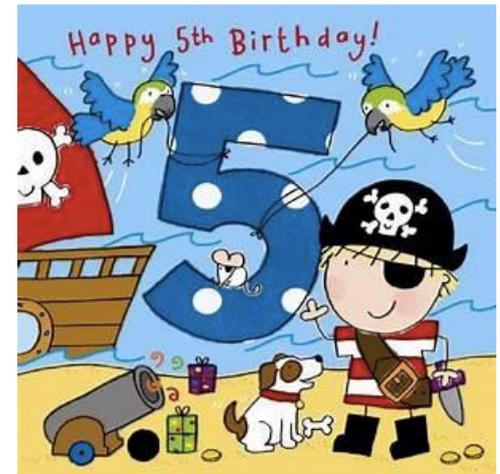


Maths in the EYFS at Orchard

- Daily carpet sessions.
- Table Top activities.
- Self selection opportunities.
- Real life maths examples.
- Practical tasks.
- Concrete resources and objects.

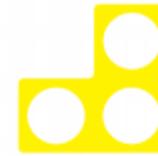


○ 一 二 三 Number Recognition
四 五 六 七 How can you help?
八 九 十

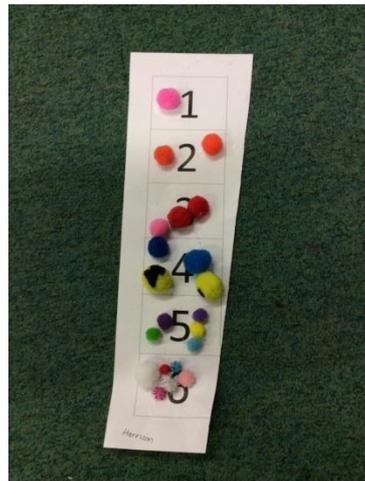
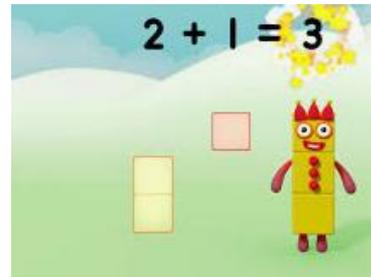


Matching numerals to quantity.

The **cardinal value** of a number refers to the quantity of things it represents e.g. 'threeness' of three.

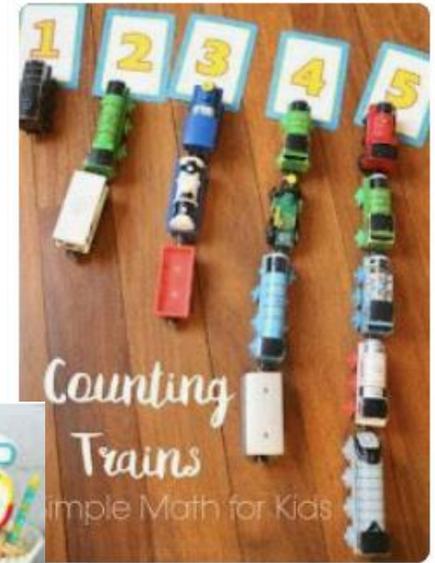


3
three



Matching numeral to quantity.

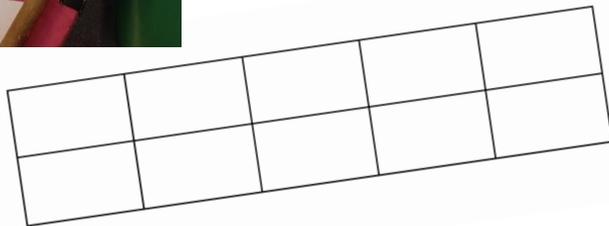
How can you help?



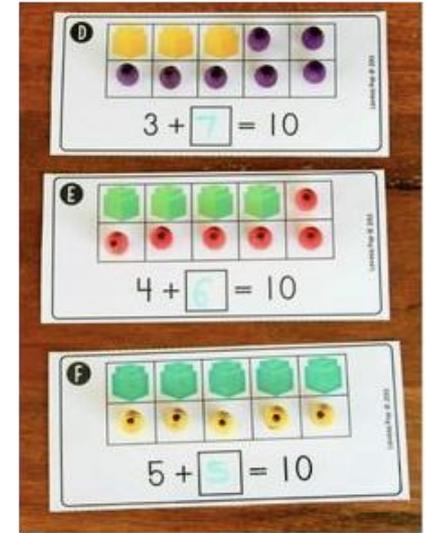
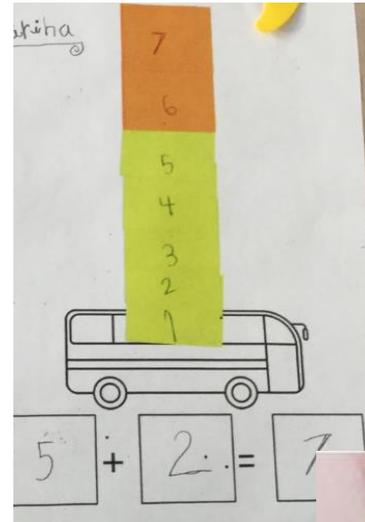
Counting Skills

How can you support your child to develop their 1 to 1 correspondence?

- Encourage children to point with their finger.
- Support children to place the objects in a line so they are easier to count.
- Place the objects in a 'tens frame', egg cartons or arrange them in rows.
- Move the objects as you count them.



Addition



- Concrete resources and 'hands on' learning.
- The development of skills.
- Vocabulary – *add, more, plus, total, altogether, equals.*
- Recording - writing a number sentence using the correct signs +, =

Subtraction

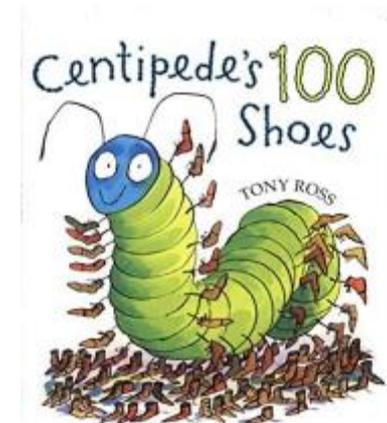
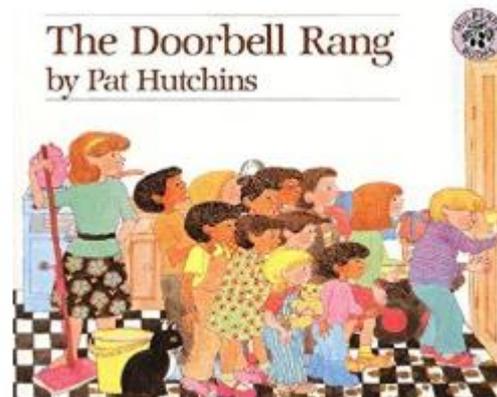
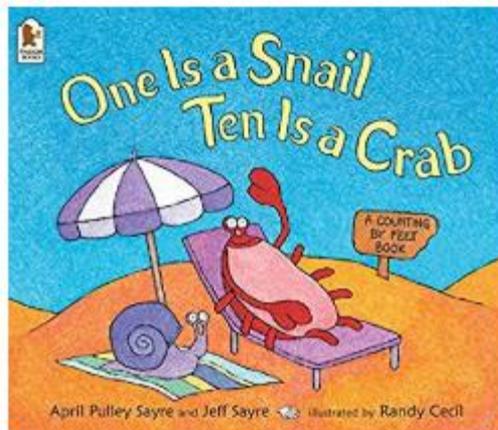
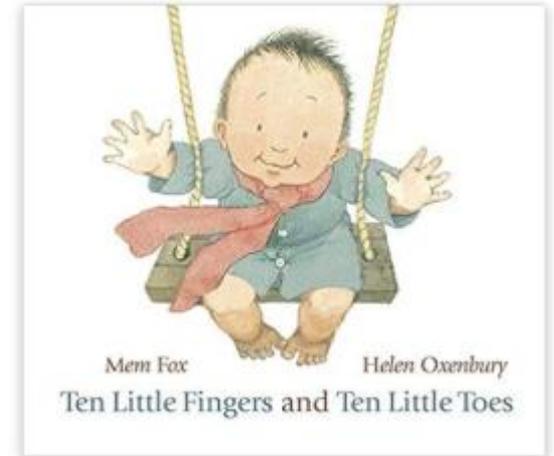
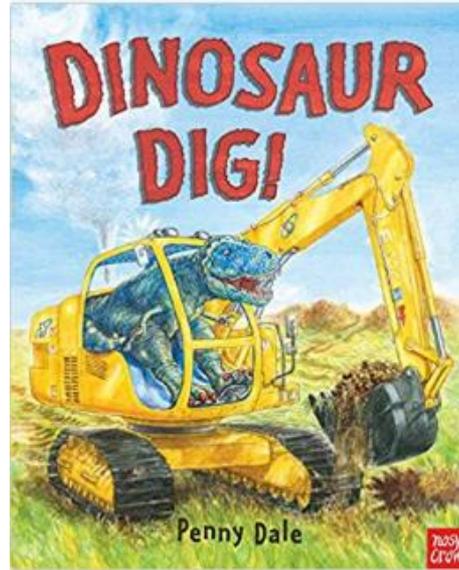
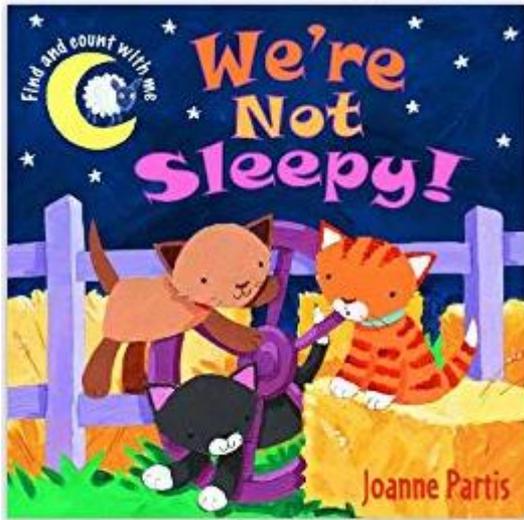


$$10 - 8 = 2$$



- Concrete resources and 'hands on' learning.
- The development of skills.
- Vocabulary – *take away, minus, subtract, less, equals.*
- Recording - writing a number sentence using the correct signs -, =

Stories



What is in your pack?

- Number line
- Number cards
- 100 square
- Tens frame

6	4	12	19	11
15	8	14	2	17
1	16	20	18	3
7	9	13	10	5

1 3 Create Your Own Addition Number Sentence 3 1
2 2

	+		=	
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100 Square

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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My 1 to 20 Number Track

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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