

## Activities

Children can count anything cars, trees, pennies, buttons, pasta, chairs, stairs, buildings, apples – encourage them to count things wherever they are!

Encourage them to compare the groups using language such as more than, less than, fewer, Ask them questions such as:

What is one more?

What is one less?

Give them mini tasks at the supermarket e.g. putting 6 carrots in a trolley, 3 tins of beans etc.

Try playing number games with cards, dominoes and board games. Try to encourage them by joining in yourself. They can even have fun creating their own board game.

Look for repeating patterns all around you. Can your child create their own repeating pattern with anything? We use vegetables, leaves.

Let your child borrow your watch. Can they tell you what the time is? “How long will take us to walk home?” What can your child do in exactly 1 minute? Try different activities so they can experience what a ‘minute’ feels like.

Thinking of a number/shape game – give clues about your number/shape using various vocabulary. Make the number/shape appropriate to your child’s age

Do some cooking! Practise measuring using scales. Which container has more or less than the other one?

Peel an orange, divide it into segments. Count how many there are. Eat one piece, how many do you have left? Eat half of the segments, how many pieces did you eat?

Talk to your child about days of the week. What day is it? What day comes next? What do we do on Sunday? Tuesday?

Let children sort the washing; matching and counting pairs of socks is a great way of practising odd and even numbers, counting in twos and the two times table.

Look at the patterns of house numbers as you walk along. Are they odd or even numbers? What number will be next?

Food can be a motivating way of counting in groups of 2’s and 10’s. For example sweets can be grouped and counted, children can count the biscuits in twos from a packet as they put them in a biscuit barrel, chunks on a bar of chocolate can be counted in pairs and so on.

Money can also be very motivating. The real thing is best! Give your child a jar of coins to sort by their different values. Find the biggest coin, is it worth the most? Put them in order of value.

Could you add them together?

Encourage your child to find different shapes around them: 2D and 3D.

Can they describe them?

Encourage your child to compare things by length and weight. At school we often compare the length of sticks, or which book is the heaviest. Is it always the biggest object that is the heaviest?

## EYFS Maths



BRIGSTOCK LATHAM'S  
SCHOOL

In Reception maths work is integrated into everyday activities.

### Early Year Goals

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

### 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.

### 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.

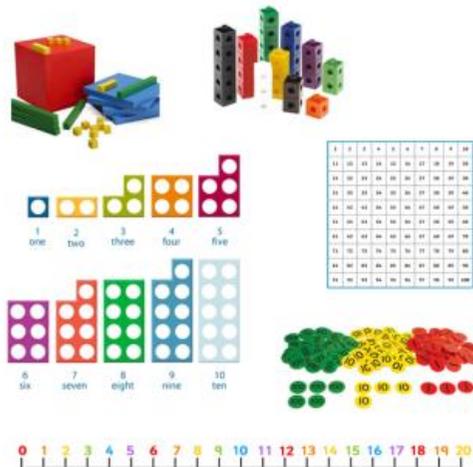
## What do we use?

We use concrete apparatus such as small objects, counters, multilink, bead strings and Numicon to develop children's counting skills and number recognition.

We also encourage children to form links between the written number and quantity.

Children are taught and encouraged to ask themselves the following questions when faced with a calculation:

- \*Do I know the answer?
- \*Can I work it out in my head?
- \*Do I need some apparatus?
- \*Do I need to do a jotting?



## Calculations

Children are encouraged to develop a mental picture of the number system in their head to use for calculation. They experience practical calculation opportunities using a wide variety of practical equipment, including small world play, role play, counters, cubes etc.

## Addition

Children will begin to develop their ability to add by using practical equipment to count out the correct amount for each number in the calculation and combine them to find the total. For example when calculating  $4 + 2$ , they are encouraged to count out four counters and count out two counters.

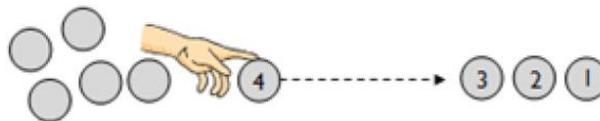
To find out how many altogether, touch and drag them into a line one at a time whilst counting.



By touch counting and dragging in this way, it allows children to keep track of what they have already counted to ensure they don't count the same item twice.

## Subtraction

Children will begin to develop their ability to subtract by using practical equipment to count out the first number and then remove or take away the second number to find the solution by counting how many are left. E.g.  $9 - 4$ . Children would be encouraged to physically remove the se using touch counting.



## At Home

### Why is it important to do Maths at home?

Maths does exist in everyday life, so every opportunity we get to develop our Maths skills is valuable.

The more opportunities children are given to practise and reinforce skills, the more fluent and confident they will become. Remember 'practice makes perfect!'

We hope that this will be an enjoyable shared experience between you and your child. You will know what they are able to do and the areas they need to develop.

Even if you didn't enjoy Maths at school, your child might love it! Don't be scared of Maths: mainly it is solving problems and seeing patterns. It can be really fun!

*If you have any questions about your child's maths learning or how you can support them at home, please do ask your child's teacher.*