

Early Years Maths



ELG 11: By the end of their Reception year children are expected to count reliably with numbers from 1 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.

ELG 12: 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.

Maths in the Home

Maths is everywhere in the home. With the support of parents, children can grasp many mathematical concepts through their play.

Children will begin to:

- Know and understand early mathematical language of measurement, shapes, spaces, positions, early numbers, order and patterns
- Know the sequence of numbers
- Begin to understand positional words, e.g. in, on, outside
- Show an awareness of time
- Be aware of shapes in their environment
- Be aware of 1-to-1 correspondence
- Acquire new vocabulary
- Learn number rhymes and songs e.g. Five Little Speckled Frogs
- Be aware of conversation



When we say a child “knows her numbers” what we often mean is that she can recite the names of numbers in ascending order. This is quite useful to be able to do, but it means very little in itself. Children need to come to know what the number system really means. They can be helped to do this through play. One of the first things they have to learn comes from good conversation – that 3 is always 3 no matter how it is arranged or presented; whether it is the number 3, the letters for three, 3 bricks, 3 buttons on a coat or The Three Little Pigs. A good way to share this information with children is to make number posters to show each number represented in different ways.

Children’s early experience of maths, should always be practical and provide opportunities to make learning visible to the child. They need real objects which can be seen and handled. Children can rote count quite easily but it is far more difficult to begin to make links between the spoken numeral and the concrete amount.

Count together by carrying out simple activities like letting your child count out cups/plates/cutlery as they set the table for dinner. Count the stairs as you climb them. Count the number of tins of beans in the cupboard or Kit-Kats in the packet.

Pegs are great and improve fine motor skills also! Make number cards and have children peg the correct number of pegs to match each numeral. Once children begin to add/subtract extend to pegs containing a written number fact to the correct answer cards. Put up a washing line and ask children to peg 3 t-shirts/ 6 socks etc.

Count out 1p, 2p, 5p, 10p into a tin can/saucepan. Children close their eyes and count in correct steps of a number as they hear the coins drop. Empty the coins out to check.



After washing, allow your child to sort clothes into different colours, or different types of clothes, e.g. t-shirts and socks. This will help to develop a child's knowledge of shapes and colours. How many t-shirts have blue on them? How many white socks?

Collect 4 shoes from around the house. Can you order them in size from the smallest to the largest?



Use stories and rhymes

Number rhymes are readily available online and help children to develop their counting and to become familiar with sequencing story events.

Develop mathematical language such as – heavy, light, empty, full, long, short, big, small in relevant contexts. Play with different sized containers in the bath. Look at your home environment to develop language, especially positional words – put the teddy in front of the chair (behind it, on it, under it etc)

In the street

- Recognise bus numbers
- Find numbers in a number plate. *Who can find a 7?*
- Compare door numbers.
- Counting – how many lampposts on the way to school? /number of red cars etc

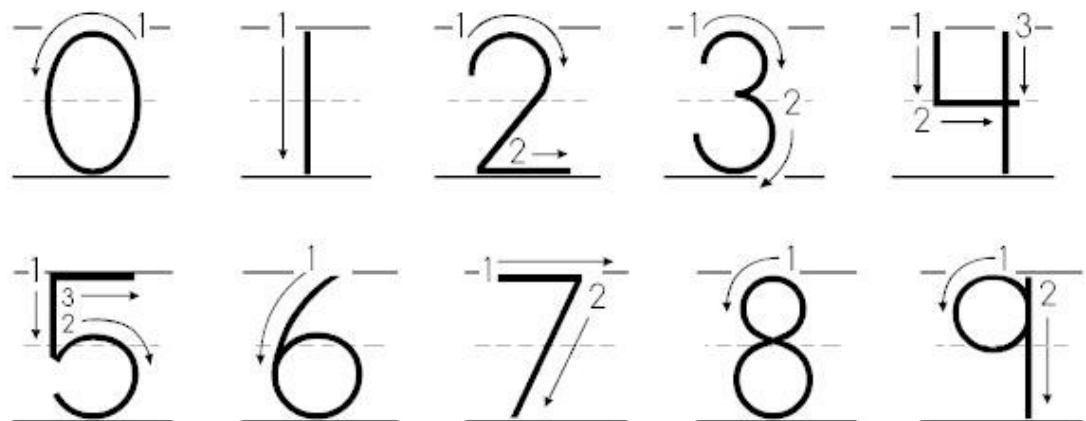


Time

- What day was yesterday, today, tomorrow?
- Use timers, phones and clocks to measure short periods of time.



Always model correct number formation when playing with your child.



...and make Maths fun!!