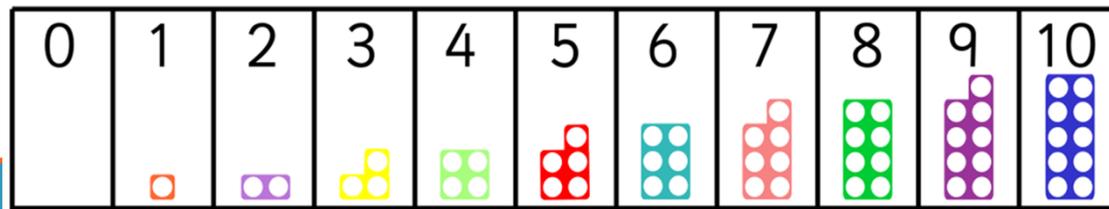


Welcome to our Mathematics Workshop

EY Team

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Mathematics in the Early Years is divided into two sections:

1. Numbers

2. Shape, space and measure



Numbers

Development Matters 40-60+ months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Numbers

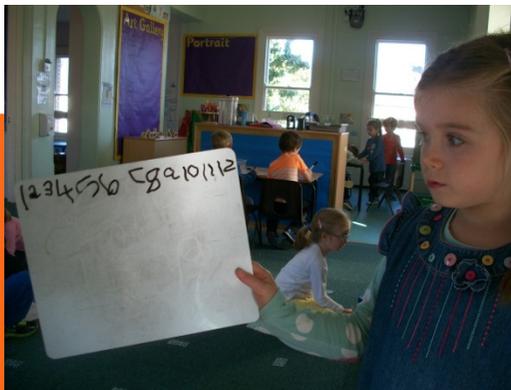
sort order
count label



estimate



1 to 1 correspondence



recognise
numbers



Addition and subtraction



less

more



count on



count back

Solve problems



double



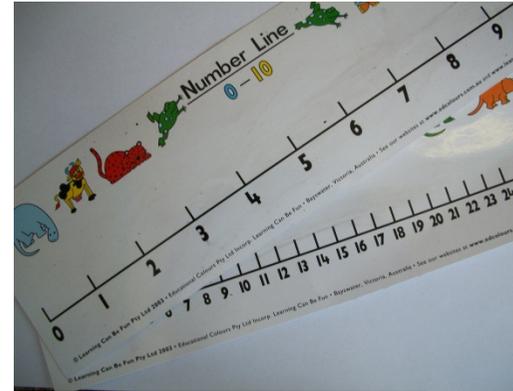
half

Find out



Example of classroom resources

- Number cards
- Number line
- Number square
- Counting objects e.g. cubes
- Number sentences
- Symbols for addition and subtraction



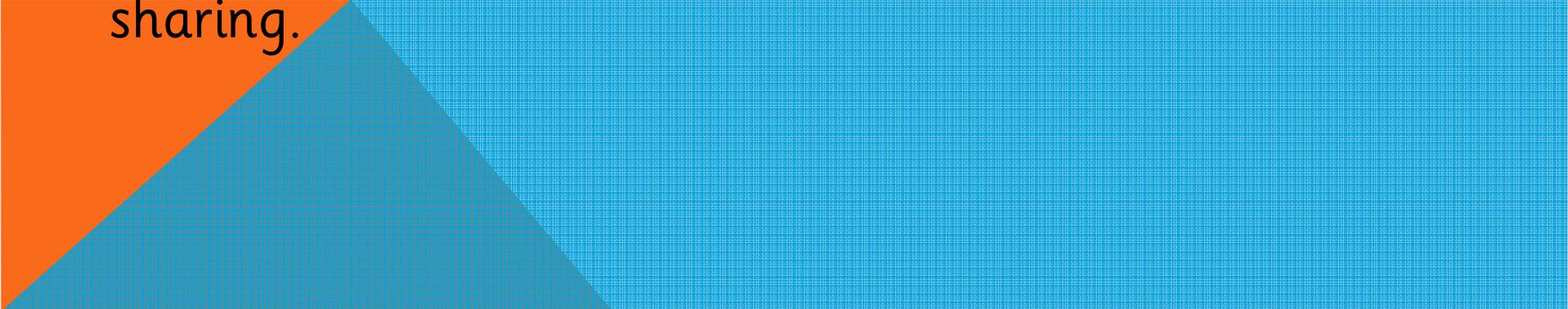
Numbers

Early Learning Goal

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.

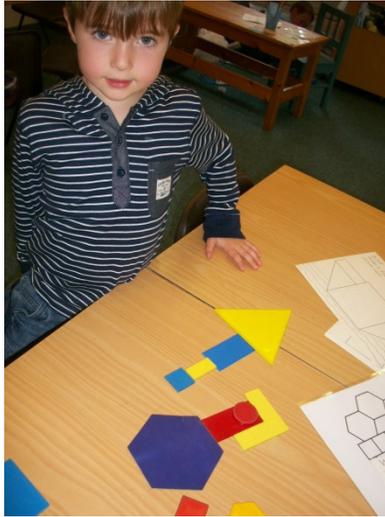


Shape, space and measure

Development Matters 40-60+ months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Shape



name



3D solids



2D shape



describe
sort



Space

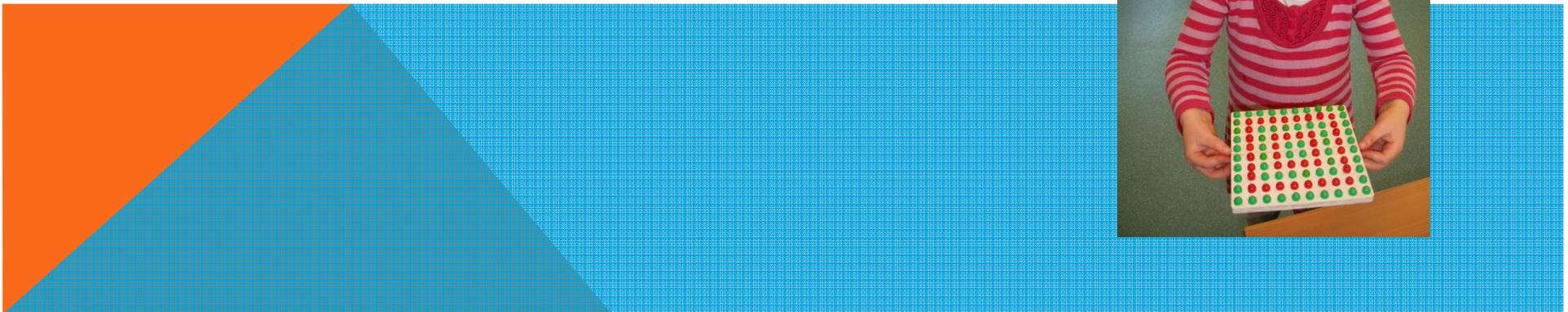


direction

position



pattern



Measure

weight



capacity

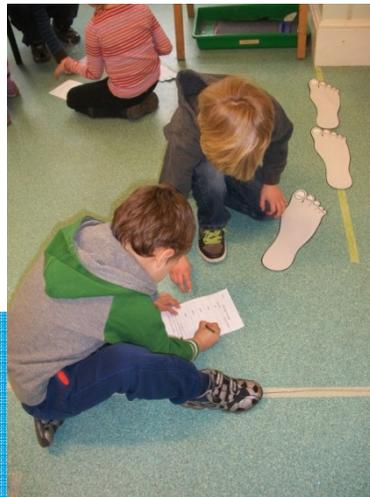


time

money



length



Example of classroom resources

- Balancing scales
- Sorting objects e.g. compare bears
- Rulers and cubes for length
- Shapes
- Money
- Sand timers
- Bee-bots – positional language



Shape, space and measure

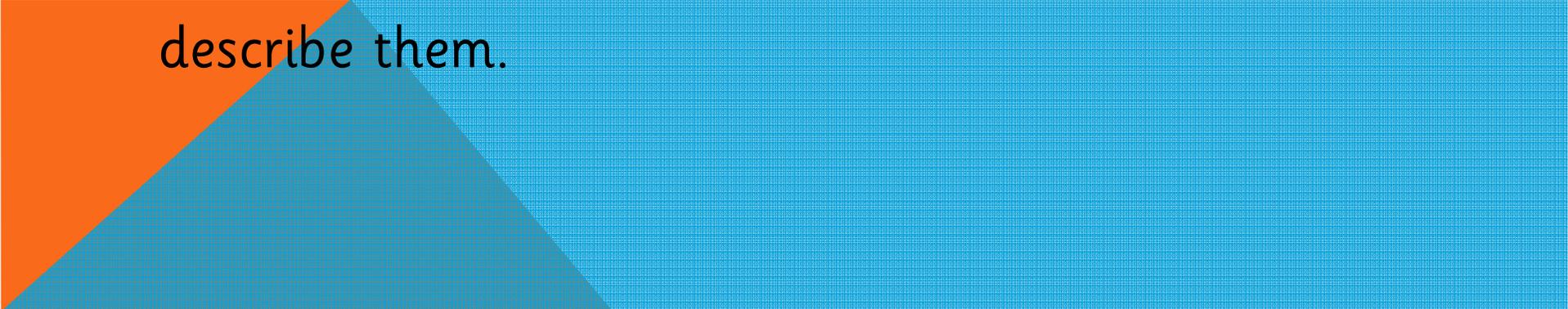
Early Learning Goal

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.

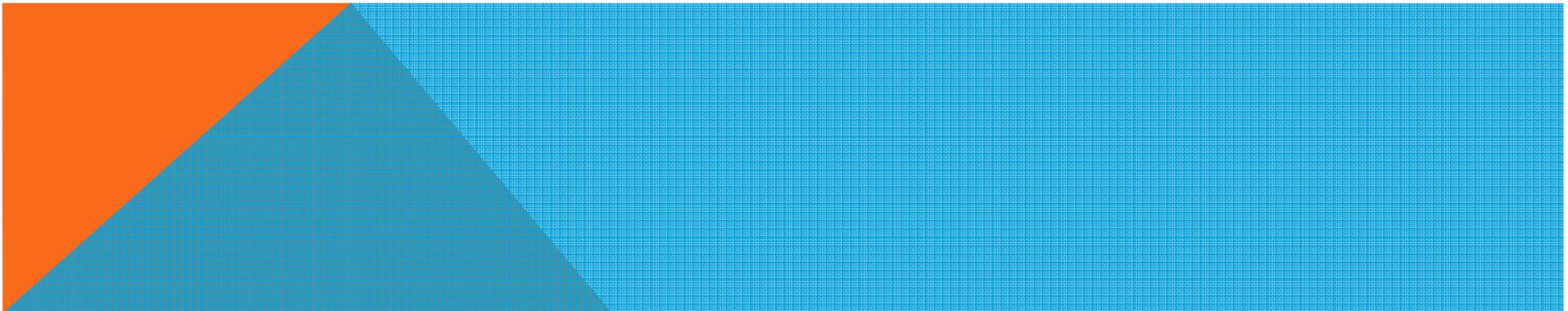
They explore characteristics of everyday objects and shapes and use mathematical language to

describe them.



Useful web-based resources

- Problem solving activities: <http://nrich.maths.org/frontpage>
 - Resources: <http://www.iboard.co.uk/activities/subject/maths>
 - Games: <http://www.ictgames.com/resources.html>
 - Games: <http://www.bbc.co.uk/bitesize/ks1/maths/>
 - Information: <http://www.bbc.co.uk/education/subjects/zjxhfg8>
 - There are many iPad and android applications.
- Please take the maths information and vocabulary sheet.



We hope you have enjoyed this workshop and learnt something.

Please complete an evaluation form to let us know how we are doing!

