WELCOME TO CRANMORE INFANT SCHOOL

PARENT WORKSHOP

WHERE MATHS FITS

FS has its own new curriculum

There are 3 Prime Areas – PSED, Physical Development and Communication and Language Development. These areas underpin the rest of the curriculum

Literacy, Mathematical, Expressive Arts and Design and Understanding the World

MATHEMATICAL DEVELOPMENT

Mathematical development is split into 2 sections:

Number – which includes calculations

Shape, space and measure

ELG

- **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.**

- **Counting:**

1.Use number songs to familiarize your child with the numbers repeated in order.

2. Count for fun during a spare minute of the day – don't always start at zero or one. Can they start from a higher number?

3. Count different coloured candles on a cake- "If we have 2 pink candles how many blue candles do we need if you are 5? "

4.Get your child to touch each object as they count. Move and recount – conservation of number.

- **Recognising and writing numbers:**

1.Match cards with numerals written on them.

2.Match numerals to the same number of cars etc.

3.Play number bingo.

4.Create simple dot-to dot pictures for your child.

5. Look for numerals in the outdoor environment

e.g. out shopping, driving

6. Put sugar/ flour/salt/dry sand in a tray to practise forming numerals correctly.

- **Adding and Subtracting:**

1.Practical contexts daily e.g.

“ Pass your two forks and add them to my 3 –

let’s see if we’ve enough for teatime.”

2.Use word problems to add and subtract -

make them up yourself. e.g. “If I had 10 apple and I ate 1, how many will I have left?”

3. Use a number line to help calculate number problems- use a counter to move.

- **Doubling and Sharing:**

1. Again in practical contexts so children can see and explain what they are doing.

2. Set the table- e.g. 1 cup for me, 1 for you

3. Pairing socks

4. Sharing sweets between themselves and their sibling/s. Is it fair? Have you both got the same amount?

5. Again use a number line!

6. By the end of the year hopefully they will be able to recall some doubles to 5.

- **Estimating and Predicting:**

1.Fill a jar with fewer than 20 objects.

Can you estimate how many are in the jar?

2.Cookies on a plate. How many do you think are on it?

3.Predict the weather for tomorrow.

ELG

Shape, Space and Measures:

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.

- **Measurements:**

1.Begin ordering by size using blocks, books, pencils, etc.

2.Talk about size and lengths and compare them. E.g. “Can you find a longer piece of material?”

3.Order by weight, length, capacity.

4.Explore capacity- filling different size buckets

5.Order 4 pencils from tallest to shortest.

- **Creating patterns and sequences:**

1.Use a set of stringing beads to create a repeating sequence for your child to copy (red-green-blue, red-green-blue) or use sweets!

2.Draw repeated patterns.

3.Look for patterns in magazines, on wallpaper, in the environment. Can they recreate them?

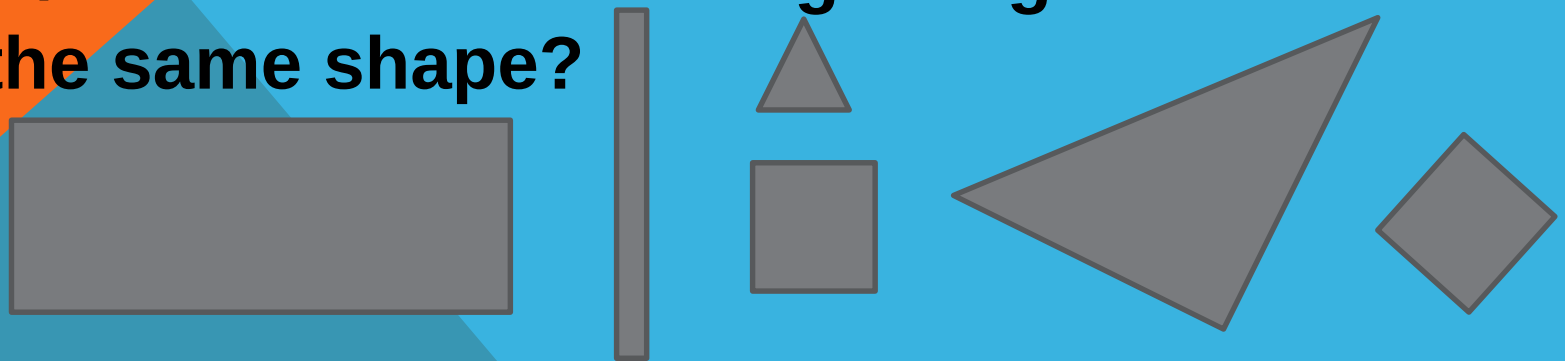
- **Describing shapes:**

1. Children need to be able to talk about shapes, not just name them- common that children lack the vocabulary to describe shapes. e.g. curved, straight, sides, corners. Use feely bags

2. Look for shapes in the environment- get your child to take photographs.

3. Building models- “what shapes have you used?” “Tell me about your shapes.”

4. Tins/ food items for baking- weigh them. Are they the same shape?



- **Money:**

1. Children need to be able to recognise values of coins and use language related to money.

2. Take them shopping- identify coins in your purse, read price tags. Can they count the money in their piggy bank?

4. Role play situations e.g. shops, so they are familiar with handling money

- **Time:**

1. They need to be able to use the language

related to time in everyday situations. E.g. tomorrow, yesterday

2. Can they talk about events they have

experienced in the past/ future?

3. Days of the week/ Months of the year

4. Have clocks around the home- can they

recognise the numbers on the clock face?

5. Later in the year, tell the time to ‘0’ clock.

Mathematical vocabulary:

Encourage and foster ‘math talk’ as it increases young children’s understanding of mathematical concepts.

Model mathematical vocabulary in everyday life. E.g. telling the time, positional language, asking for 1 more fork etc.

Questioning-

- **Vital that we ask children a variety of questions during play as it encourages independent thinking and they are more likely to achieve the standards that we strive for in mathematics.**
- **Extends their play.**
- **Allows children to use and apply skills taught.**
- **Informs us of their understanding of concepts.**
- **Open- ended questions, avoid closed questions. "How many teddies are there?"**

Replace with: "We could give all the teddies a cushion. How can we make sure they all get one?"

- **It is ok to make mistakes…..**
- **Making mistakes is part of learning…don't tell them they're wrong – let them make the mistake then help them see what went right and where it went wrong.**
- **We as teachers deliberately make mistakes, so the children can correct us.**
- **Being an expert and explaining how something is done builds confidence and embeds learning.**