Maths Workshop for EYFS

Why is Maths Important?

It helps children to:

1. Make sense of the world
2. Manage their lives
3. Solve problems
4. Analyse information
5. Assess risk and make decisions

Maths covered in EYFS

counting, recognising and ordering numbers, addition, subtraction (including the part, part whole model) halving, doubling, comparing quantities - more, less, sharing, problem solving, size, weight, capacity, position, distance, time and money, pattern, shapes, problem solving.

(Some of these are not mentioned specifically in the new Early Learning Goals but are still expected to be covered)

To Achieve Their Early Learning Goal at the end of Reception Children are Expected to:

Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.

To Acheive Their Early Learning Goal at the end of Reception Children are Expected to:

Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the number system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Advantages of Teaching Maths Through Play

1. Purpose and motivation
2. Context which shows how useful maths can be
3. Control and responsibility
4. Confidence, creativity and problemsolving
5. Time

Many areas of Maths can be linked through one play activity.

Questioning is very important.

Small World: The Farm

The children are playing with the farm. One of them has three cows. Adult asks questions like:

How many cows have you got?
How many more would you need to make 5?
How big do you think the pen would need to be for them?
Make a larger pen. Estimate how many cows would fit in there.
Why did you think that number of cows would fit in the pen?
If you change the shape of the pen, can you fit more cows in?
Lola has 2 cows. Do you or Lola have more?
How many more cows does Lola need to have the same number as you?
Eric wants to play now. There are 10 sheep. can you share the sheep between you and Eric?
Have you shared them equally? How do you know?
Do you have the same number each?
Shall we do a stock take?
Draw the fence/field plan.
Can you write the number/draw dots/lines to show me how many sheep you have in each pen?

Outdoor: Scooters

The children are playing with the scooters outside. Lots of children would like a turn.

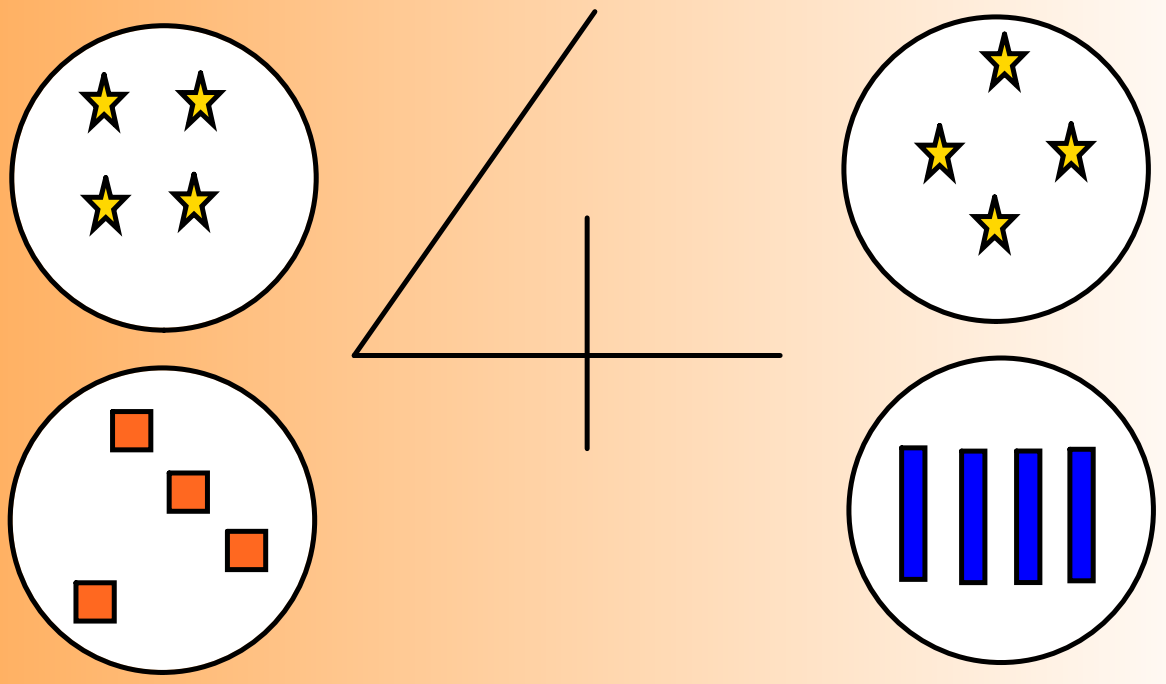
Adult asks questions like:

How can we make sure more children have a turn?
How could we time children's turns?
What can we use to time their turns?
How long should each child's turn be?
Can you describe the route you took on your scooter?
Could you find a quicker route?
You might be waiting a long time for your turn. Can you put your name on the list? Which position is your name in?
Who is before you/ behind you?
How long do you think you will need to wait for your turn?
Can you put the scooters back in the correct numbered place?

Now it's Your Turn

What could you do with the following?

Understanding 4 is 4



If you can move objects or line them up to count and check this helps children to understand this is true.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