<u>WELCOME TO THE</u> <u>FS PARENTS MEETING -</u> <u>MATHS AND WRITING</u>





## WE AIM TO COVER IN THIS MEETING:



• A look at the Early Years Curriculum and the stages of development for MATHS AND WRITING.

O Focus on Maths.

O Maths Activities.

O Focus on Writing.

O Writing Activities.



## THE EARLY YEARS MATHS CURRICULUM



#### THE MATHS CURRICULUM IS MADE UP OF 2 AREAS:

- O Numbers
- O Space, Shape and Measure

## O 30-50 months typical for a Nursery child

O 40-60 months typical for a Reception child

#### EARLY LEARNING GOAL - NUMBERS

Children 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.

#### EARLY LEARNING GOAL - 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.

#### LET'S BREAK DOWN THE SKILLS... (THIS IS COMPLEX LEARNING...!!)



- O Count reliably with numbers from 0 20
- Place the numerals from 0 to 20 in order
- O Say which number is one more or one less than a given number
- Add two quantities together (to 20 using objects)
- Subtract one quantity from another (to 10 using objects)
- O Counting on (addition) to find the answer
- Counting back (subtraction) to find the answer
- Solving problems (including halving / doubling/sharing)
- Explore objects and shapes and describe them
- Talk about measurements, size, time, money, distance in everyday language
- Recognise patterns, make patterns and talk about what patterns they see

## Let's consider early counting...to 10...



Children need to construct their understanding of the number system:

- What do we mean by 3?
- Where does 3 come in the order?
- What does 3 look like?
- How do I write 3?
- Is 3 apples the same as 3 trains?
- So much to understand.....

# 

### Then what happens??

eleven...
twelve...
The tricky teens.

Children have to learn how the number system works to understand how to use the numbers. There are so many foundations that need to be built and we have to give them lots of different ways of visualising number.



Spotting a pattern is at the heart of mathematical thinking...."

### Maths - An abstract concept...

O "Number" is an abstract concept...

- It only makes sense to children when it is brought to life and children can have visual prompts / stimulus to make sense of it.
- O We need to help them make sense of Maths through lots of practical experiences as possible.
- O They need lots of opportunities to count, compare, combine, take away, share, group, visualise, discuss and talk "number".
- In Nursery and Year R Maths is taught mostly through play and having challenges set using a variety of mathematical resources and everyday objects.



