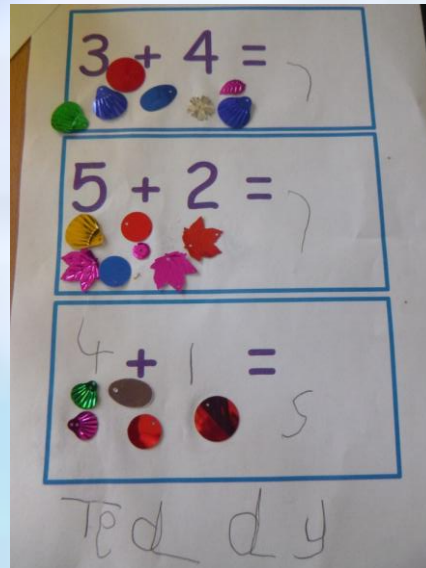
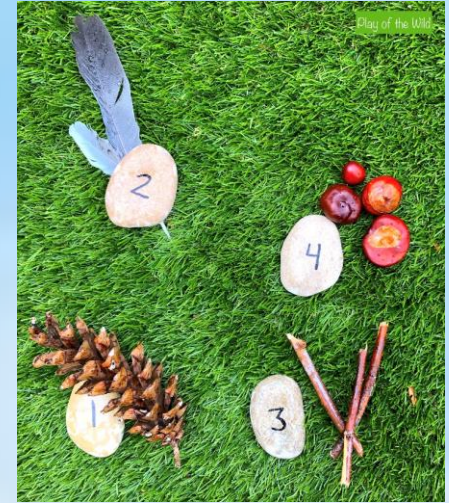


# Maths in the Early Years



# The Early Years Curriculum

## Mathematics

Numbers

Numerical Patterns

# Number - Counting

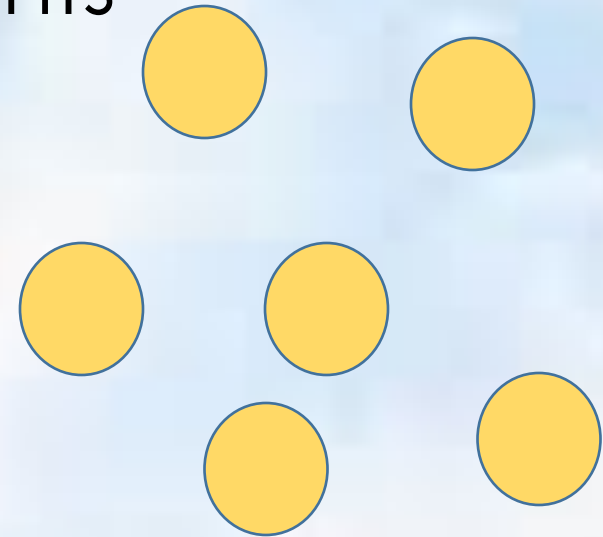
- Reciting numbers in order



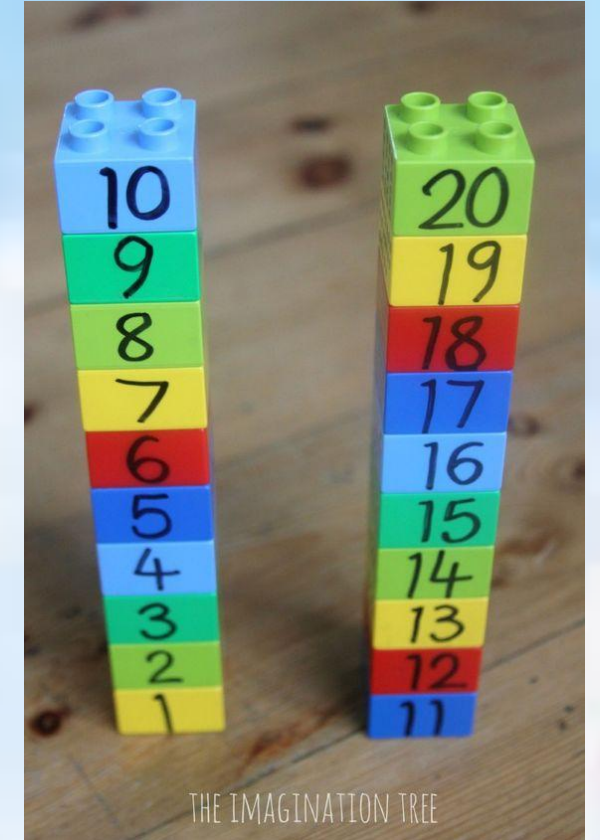
- Counting forwards and backwards
- Starting at different numbers



- Counting reliably – 1:1 correspondence - example of 1:1 correspondence
- Objects that can be moved
- Objects that cannot be moved
- Regular and irregular arrangements

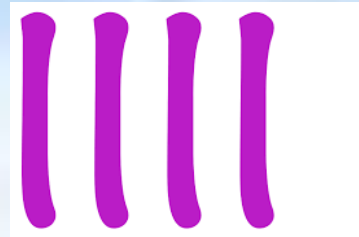


# Recognising numerals



# Representing numbers and amounts

- Using objects
- Recording number through pictures
- Tallies
- Numerals



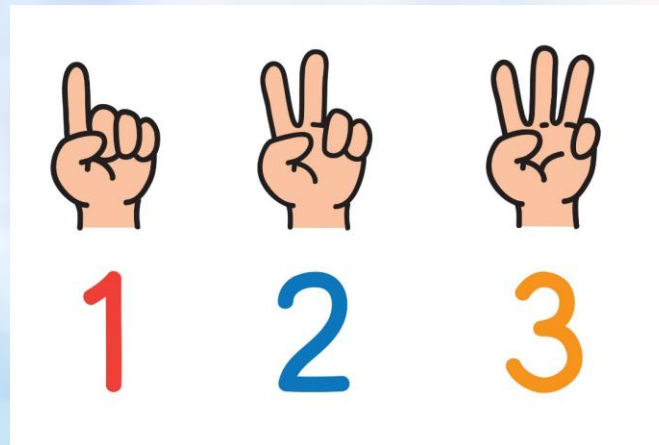
4





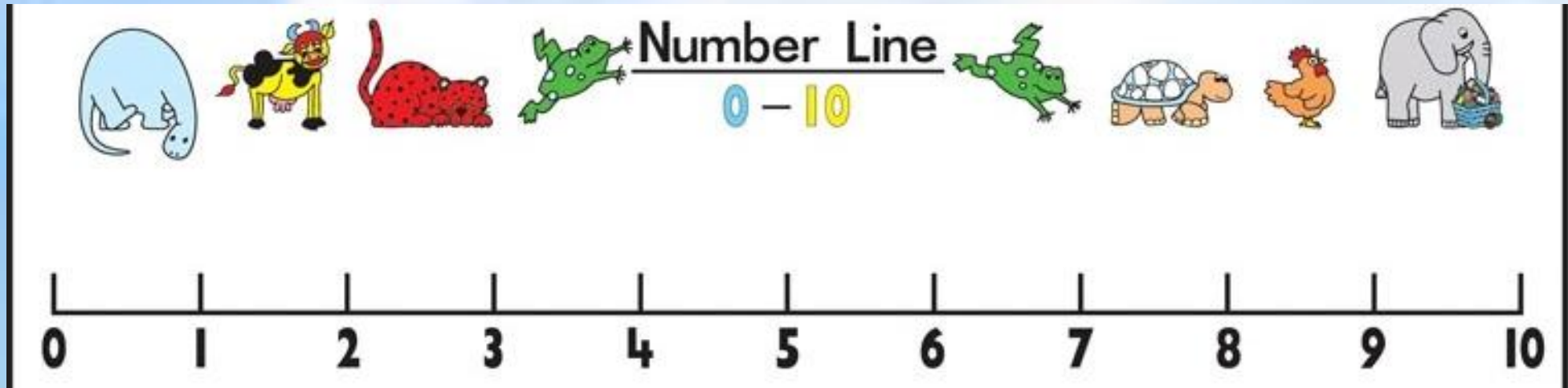
# Subitising

- Supports fluency in Maths
- Numbers up to 6
- ‘Don’t count, see the amount’



# More and Less

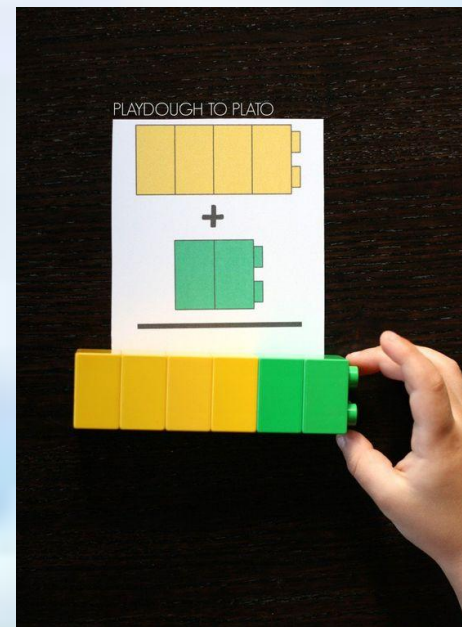
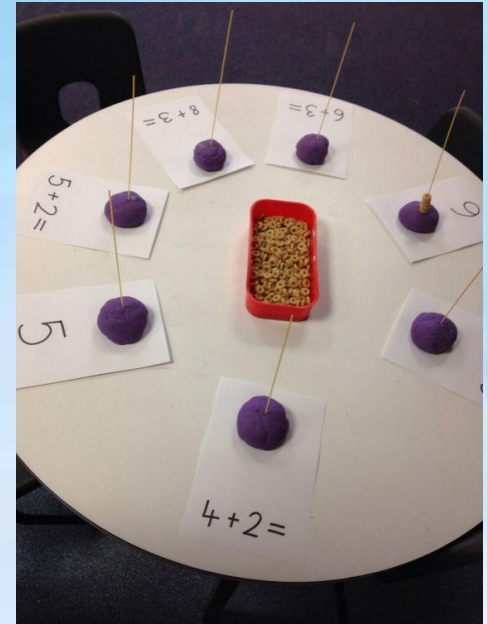
- Quantities
- Comparing groups
- Jumping forwards and backwards on a number line
- Knowing one more or one less than a given number





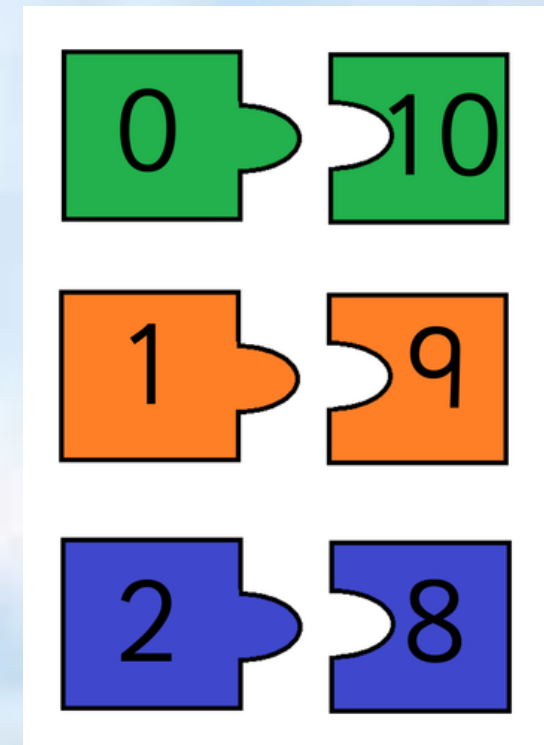
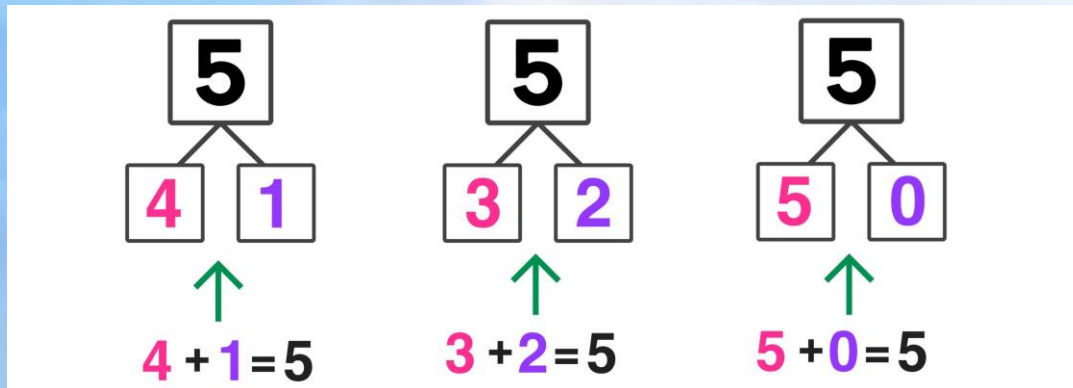
# Addition and subtraction

- Using objects
- Making jottings
- Understanding the symbols
- Reading the addition/subtraction statements
- Making their own statements



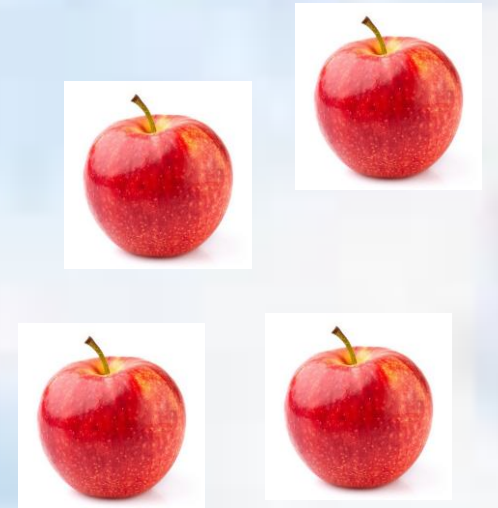
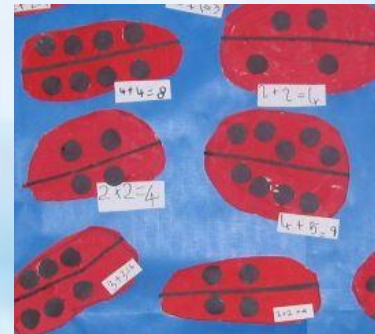
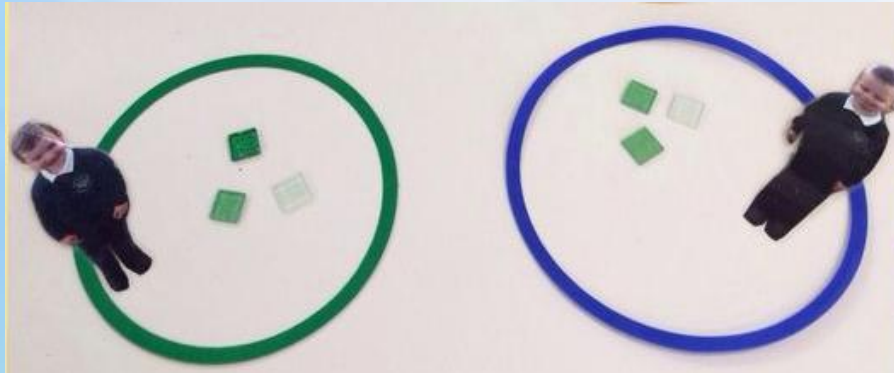
# Number Bonds

- The different ways of making the same number.
- Children need to become confident in knowing the bonds for 1, 2, 3, 4 and 5.
- They also need to know some number bonds of 10.



# Doubling, halving and sharing

- Practical, using resources i.e. shapes and objects
- Making sure children understand that they have to be fair.
- Move on to introduce amounts and quantities





# Problem Solving and Reasoning

- Encourages children to apply their new skills and knowledge in real life and different situations
- Children are encourage to talk through the processes of how they got to their answer.
- Children have to justify why they think the answer is right or wrong.



Tiny the confident but  
unreliable tortoise

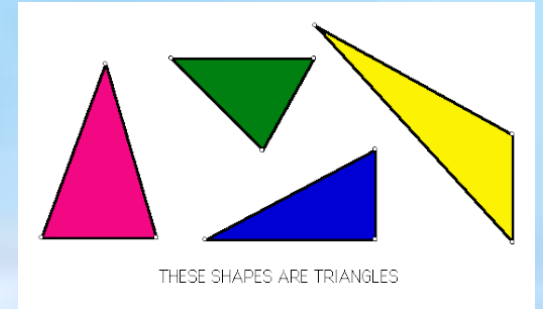
# Numerical Patterns

- Shapes in the environment – describing shapes eg round, flat



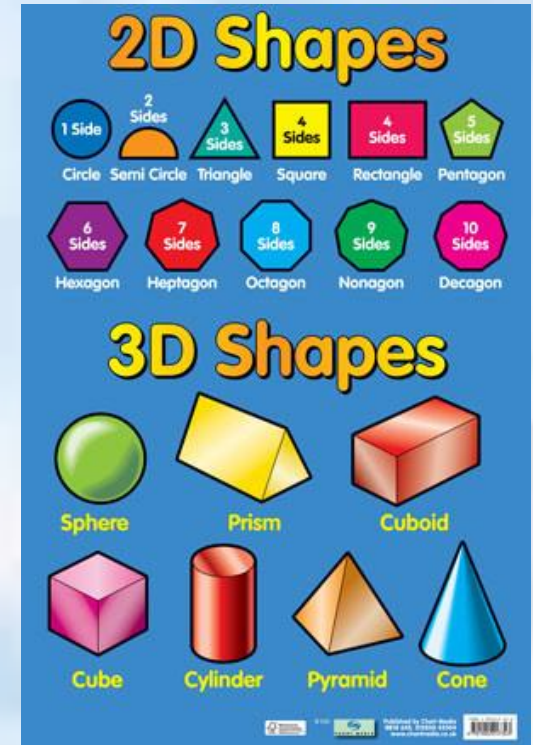
# Shape - Continued

- Manipulating shapes – Turning
- Naming 2D and 3D shapes
- Talking about the differences between 2D and 3D shapes (Flat and Solid)
- Describing shapes with vocabulary such as sides, corners and faces.



<https://www.topmarks.co.uk/early-years/shape-monsters>

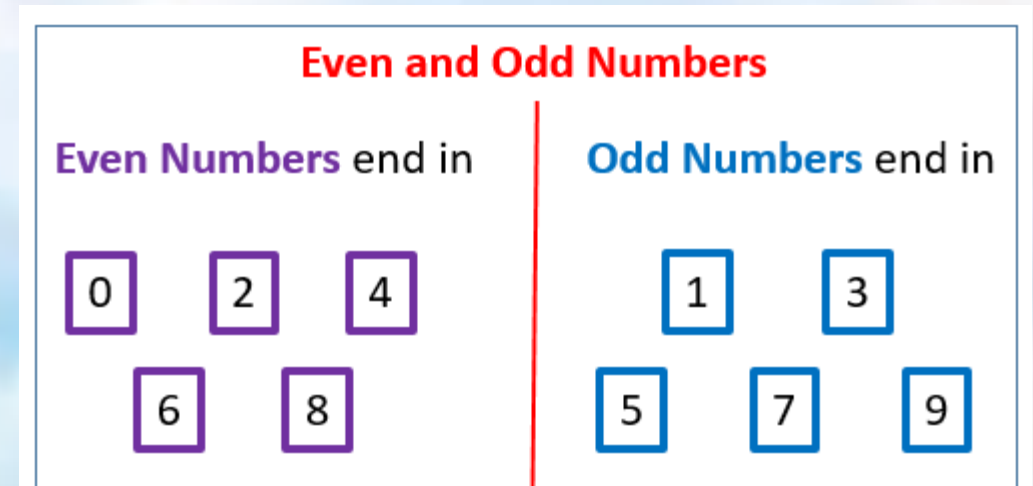
<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>





# Patterns

- Children begin by continuing already started patterns.
- They then look for different patterns i.e. shape or colour.
- Children then make their own patterns.
- Increase the complexity – 3 step patterns.
- Patterns in numbers



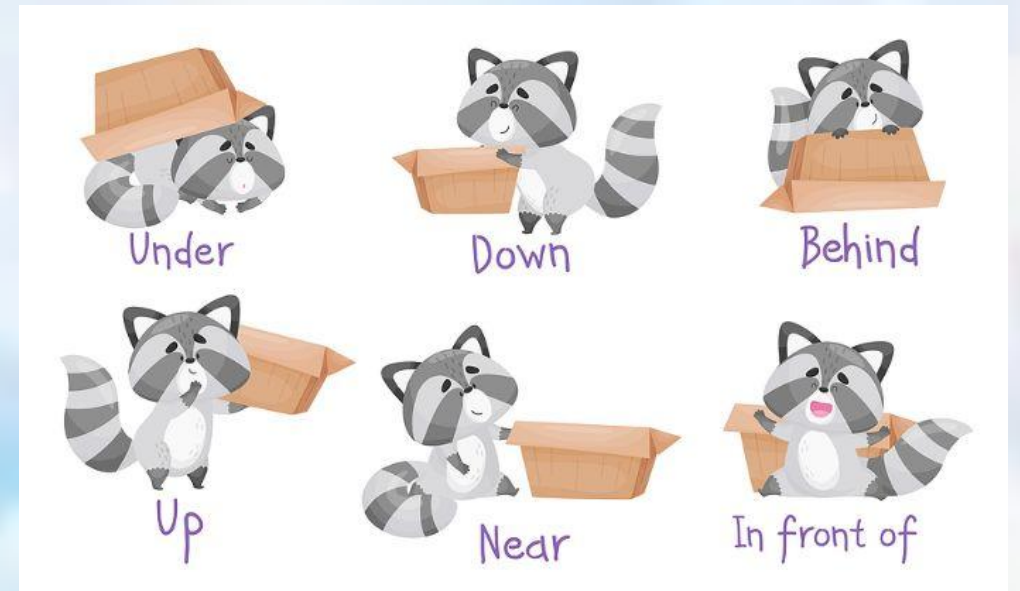
# Mathematical vocabulary of size, weight, capacity, distance, time and money.





# Positional Language

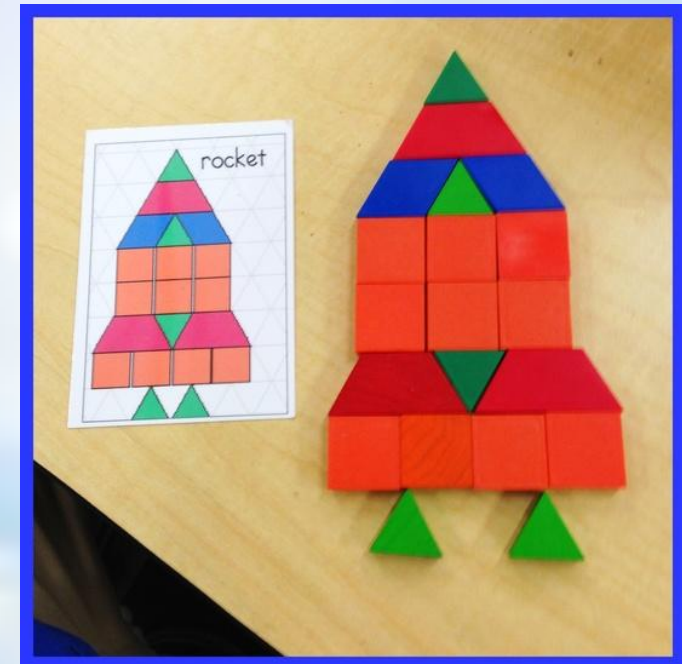
- Children need to understand positional language to move onto spatial reasoning in Reception.





# Spatial reasoning

- Moving in different directions i.e. forwards, backwards, left and right.
- Using it to solve problems such as rotating or flipping shapes.



# Useful Websites

- Numberblocks

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>

- Top Marks

<https://www.topmarks.co.uk/Search.aspx?Subject=37>

- ICT games

<http://www.ictgames.com/resources.html>

- NRICH

<https://nrich.maths.org/early-years>

- Taking Maths Outdoors – Facebook Group

- Mathigon – Online interactive teaching resources

<https://mathigon.org/>