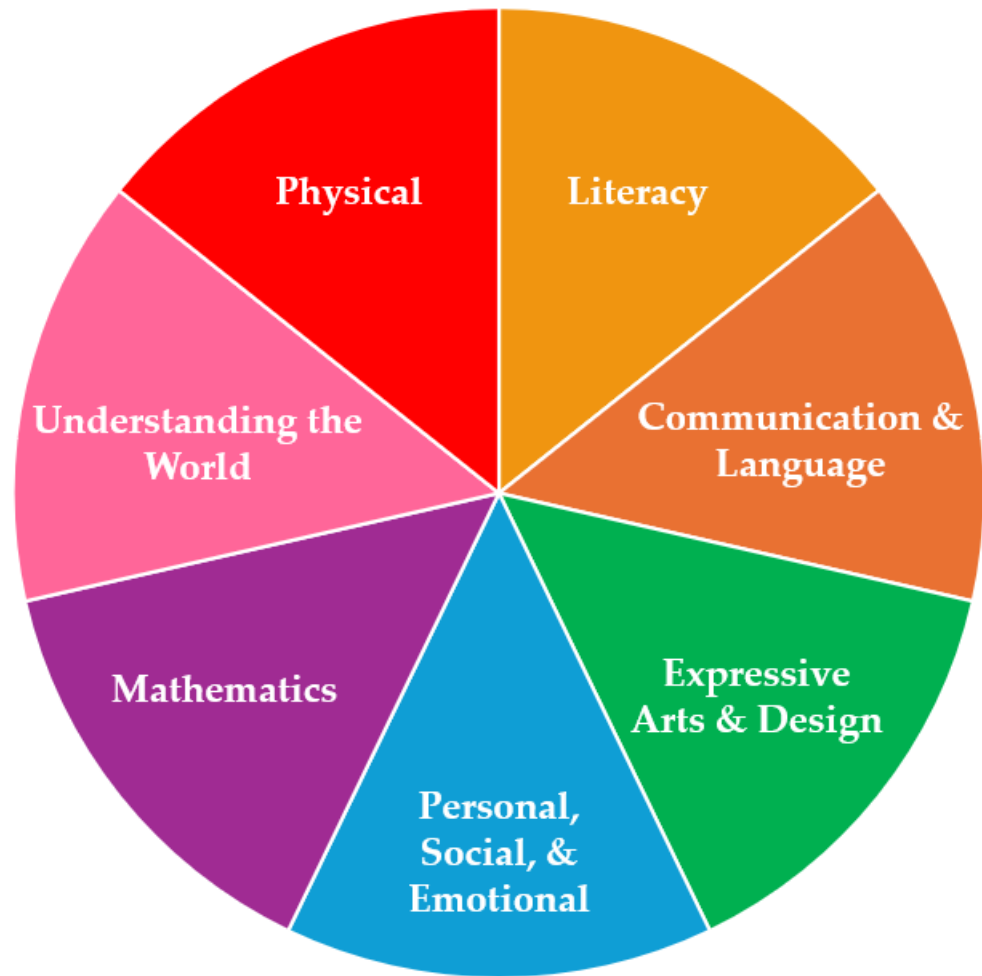




Maths Workshop

Reception Parent Maths Workshop

Wednesday 16th October 2024



The 7 areas of learning all have equal importance.

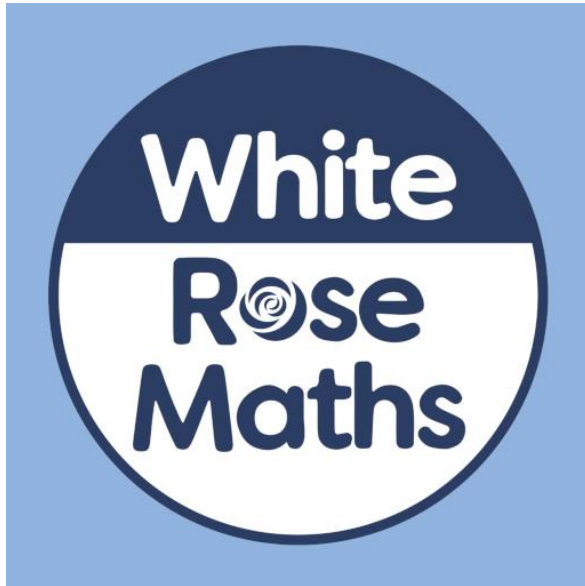
How many times have you used maths today?

We use maths every single day!



White Rose Maths

- Our school has chosen White Rose Maths as our scheme/programme to teach maths.



“Rooted in research on the teaching for mastery approach, WRM provides a comprehensive progression for pupils aged 4 to 16”.
White Rose Maths

Vocabulary

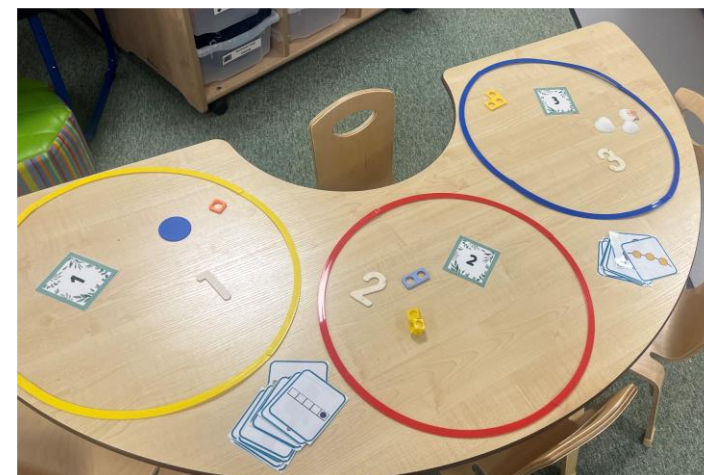
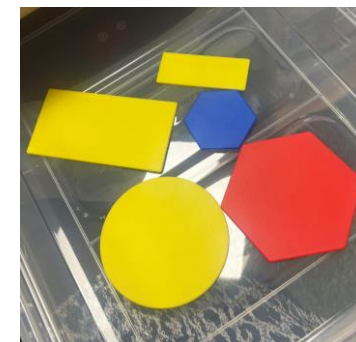
- **Concrete, pictorial, abstract-** resources, images, imagination.
- **Cardinal number-** the final number counted/said.
- **1-1 correspondence-** knowing that to accurately count, we count one at a time.
- **Subitise-** being able to visually see a number of objects instantly without needing to count them out one at a time.
- **Composition-** learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding.

Resources

- In Reception, children will use resources with a teacher, and the same resources are available in the daily, continuous provision.

The theorist Jerome Bruner (1966) stresses the importance of children spending time learning maths through tangible items. Spending lots of time using real-life objects, solving real-life problems, and manipulating abstract concrete objects (when ready) such as cubes and counters is essential in the early years.

Resources



How We Teach

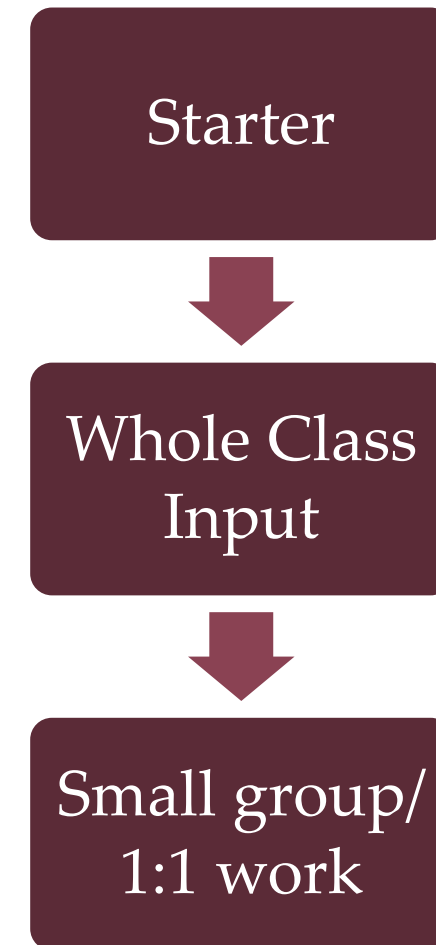
A mixture of adult-led and child-led learning. This is our input and activity, and Continuous Provision.

- Small steps! We want to avoid cognitive overload.
- We teach the EYFS framework and use White Rose to do so.
- We become masters of our learning through continued practice.

Our goal is to create an engaging, stimulating, and empowering environment for children to become excellent Mathematicians who challenge, question and problem solve in everyday life.

How We Teach- Input and Activity

Key texts	Key questions	Focus children	Vocabulary
Rhyme- Three Blind Mice. Rhyme- When I Was One, I Banged My Thumb.	How many ways can you find 1/2/3? Where can you see 1/2/3? How many can you see? How do you know? How many are there in each group? What can you show me? How many did you count? How many altogether?		Find Subitise Represent 1, 2 and 3 Five frame Count Dice
	Input	Activity	Resources
Monday Find 1, 2, and 3	Starter Count to 20 and workout. Main activity Give children a range of picture cards showing different representations of 1, 2 and 3. Ask the children to match and sort the cards. Can children identify the cards which do or do not show each number?	Give children a set of number cards. Some cards should show 1, 2 and 3 as numerals. The other cards should show different representations of 1, 2 and 3 Ask children to find each number. Get them to check each other's answers.	Picture cards representing 1, 2, and 3.
Tuesday Subitise 1, 2 and 3.	Starter Count to 20 and workout. Main activity Prepare a set of dot plates or number cards which have 1, 2 or 3 dots in	Play a simple track game with small world creatures or characters. Children take it in turns to roll a 1-3 dice, or a spinner, and subitise the number of dots. They move the creature or	Dot plates- 1, 2, and 3. Dice with dots. Track game. Counters for the game.



How We Teach- Continuous Provison



End of Year Expectations

- The Early Learning Goal for Mathematics is split into two sections.

Number

**Numerical
Patterns**

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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting 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.

How Can You Help?

- Point out patterns in everyday situations e.g. tablecloth, wallpaper, books. Create your own with objects, paint, stickers or Lego.
- Demonstrate the language for shape, position and measures e.g. sphere, inside, under, shortest, heavy.
- Use mathematical names for shapes and encourage children to talk about the shapes that they see.
- Encourage your child to use the correct terms early on- tall, short, narrow, wide, thick, thin etc...
- Time: look at clocks, point out the time throughout the day, think about calendars and dates. Days of the week and months of the year.
- Cooking: encourage children to help in the kitchen by weighing, comparing ingredients using heavier and lighter, measuring liquids.
- Sharing: Help children to understand that one thing can be shared by a number of pieces e.g. pizza, cake. They are usually quick to tell you if it is the same size!
- Practice writing numbers.

How Can You Help?

Counting:

- Practise counting in ones, forwards and backwards to twenty.
- Sing counting songs and rhymes.
- Ask children to help set the table or sort the washing- can they match the pairs of socks, count in 2s, tell you if there is an odd/ even number?
- Look for things to count when you're out- how many cars/ birds/ dogs can you count?
- Go on a treasure hunt: Can you find 5 flowers/ 7 twigs/ 10 leaves..

Games:

- Play board and dice games, snap, pairs, dominoes, hopscotch, skittles. Jigsaw puzzles are great for spatial awareness and fine motor skills.

Sharing books:

- Talk about the number, position and shape of things in the pictures.

How Can You Help?

Most importantly...

We are all Mathematicians! Have a Growth Mindset.

Don't worry! Maths does not need to be complicated. It is vital and used in our everyday lives. Just small actions can help build a love of number for your child. A positive mindset and dialogue can ensure your child faces Mathematical challenges with grit and determination.