Maths parent guide - EYFS

2022/23

Workshop overview

- Maths at Star Primary
- Teaching for Mastery approach
- Maths - No Problem! scheme of work
- Maths activity
- Maths in EYFS
- Mathletics
- Practical tips and advice
- Questions

Maths at Star

At Star Primary, we strive to equip our children with a deep and meaningful understanding of core mathematical concepts. Depth of understanding is at the heart of all of our curriculum. Without a deep understanding, knowledge will remain in the short term memory and require regular revisiting and revising.

Through rich and motivating experiences such as Outdoor Maths Week and Rock Stars Day coupled with incentives such as our Times Tables Badges and an exciting scheme of work - we aim for every learner to genuinely enjoy the subject and learn fundamental life skills.

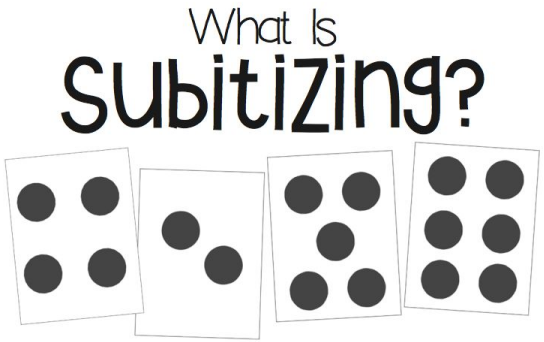
Teaching for Mastery approach

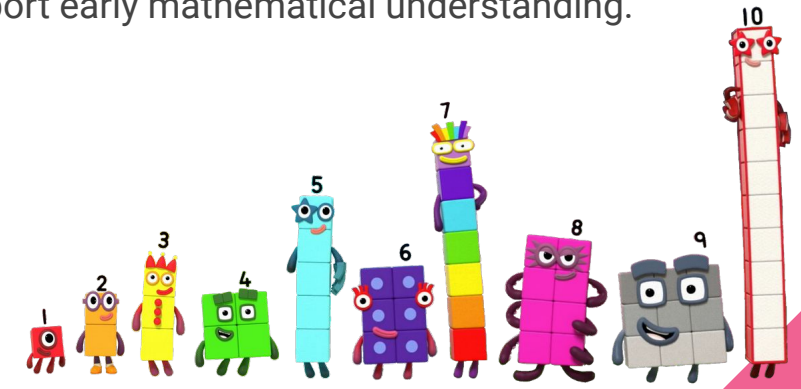
At Star Primary, we have adopted the Teaching for Mastery approach. This approach describes the ideal classroom practice based upon years of research which allow for pupils to acquire a deep, long-term, secure and adaptable understanding of the subject. Some of the approaches include:

- Whole class teaching - avoiding labels
- Small, logical steps
- CPA approach
- Depth and breadth over acceleration

TfM - Mastering Number

- This programme aims to secure firm foundations in the development of number knowledge and sense in Reception.
- Alongside MNP, the Mastering Number programme will help Reception children transition into KS1, being more fluent and confident in mathematical thinking and reasoning.
- Every Maths lesson begins with a Mastering Number starter with a heavy focus on subitsing and number composition. All starters are short, fun, engaging and aim for all children to participate.
- Snappy animation and loveable characters combined with engaging storylines, gently introduce concepts of number to support early mathematical understanding.





Maths - No Problem!

All children in Reception - Year 6 are taught the national curriculum through a scheme of work called Maths - No Problem!

Maths - No Problem! is a scheme of work adapted from the curriculum taught in Singapore and is fully aligned with the UK national curriculum. Singapore regularly tops international league tables for mathematics in both primary and secondary education and the UK has sought to adopt features of their very successful approach to maths teaching.

Maths in Nursery

- Maths is present in our provision to ensure the development of early maths and firm mathematical foundations for Reception.
- Play areas:
  - Sand area
  - Muddy kitchen

Cooking

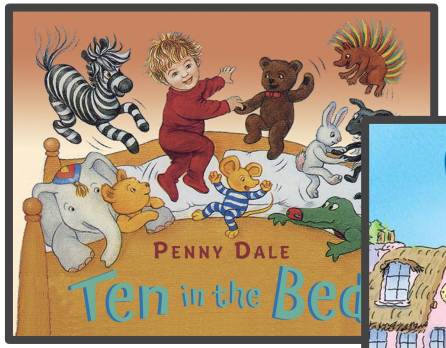
Water play

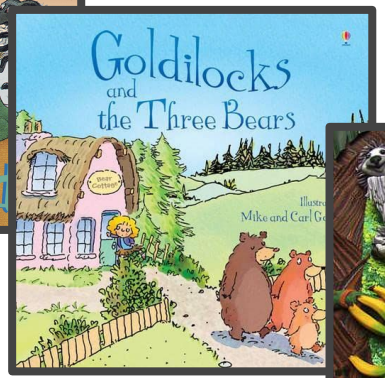
Building areas

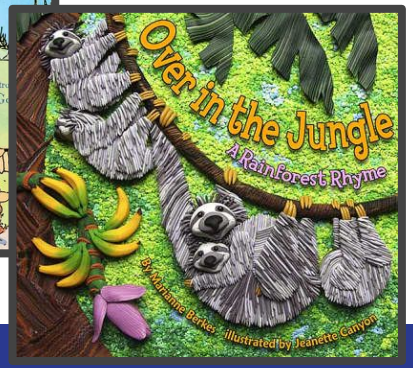
Woodwork area

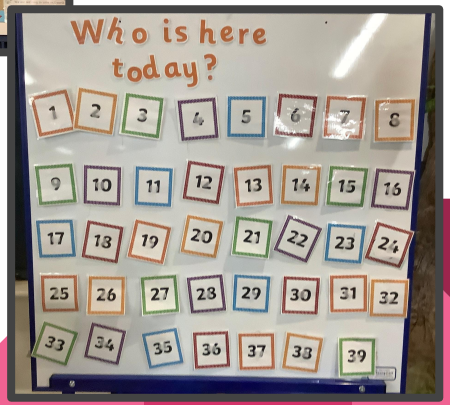
Maths in Nursery

- Mathematical thinking, language and skills are being practised on a daily basis in all the play areas, as well as through:
  - Routines - Tidy up, snack, transition, register
  - Number rhymes, books, stories







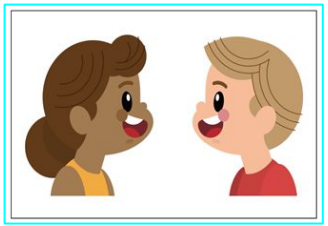


Maths - No Problem! in Reception

Maths - No Problem! lessons have some very common features:

- Explore task
- Links to “real life” scenarios
- CPA approach
- Opportunities for whole class, paired and independent work
- High aspirations for all learners

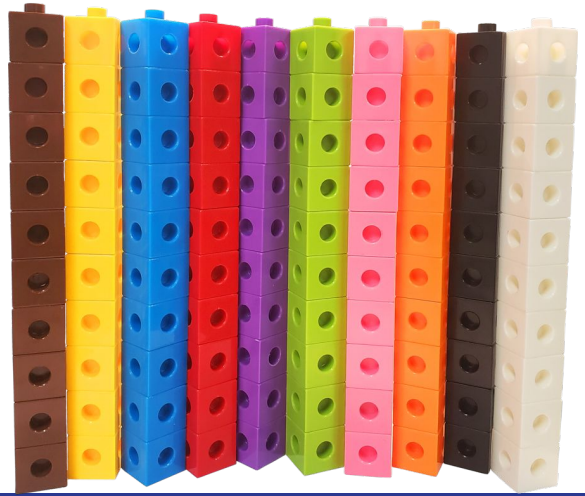
Activity time

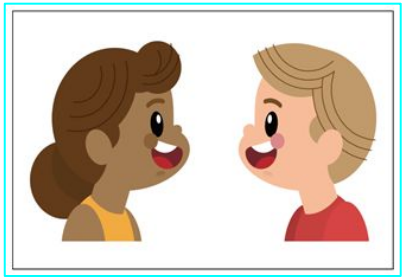


- On your table you each have a tower made of interlocking cubes.
- TTYP:
  - Do you have the same amount of cubes in your towers as your partner?
  - What is similar? What is different?
  - How many cubes do you have in your tower?
  - How do you know?

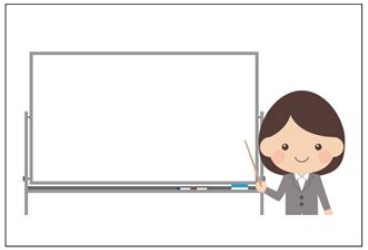
Talking time

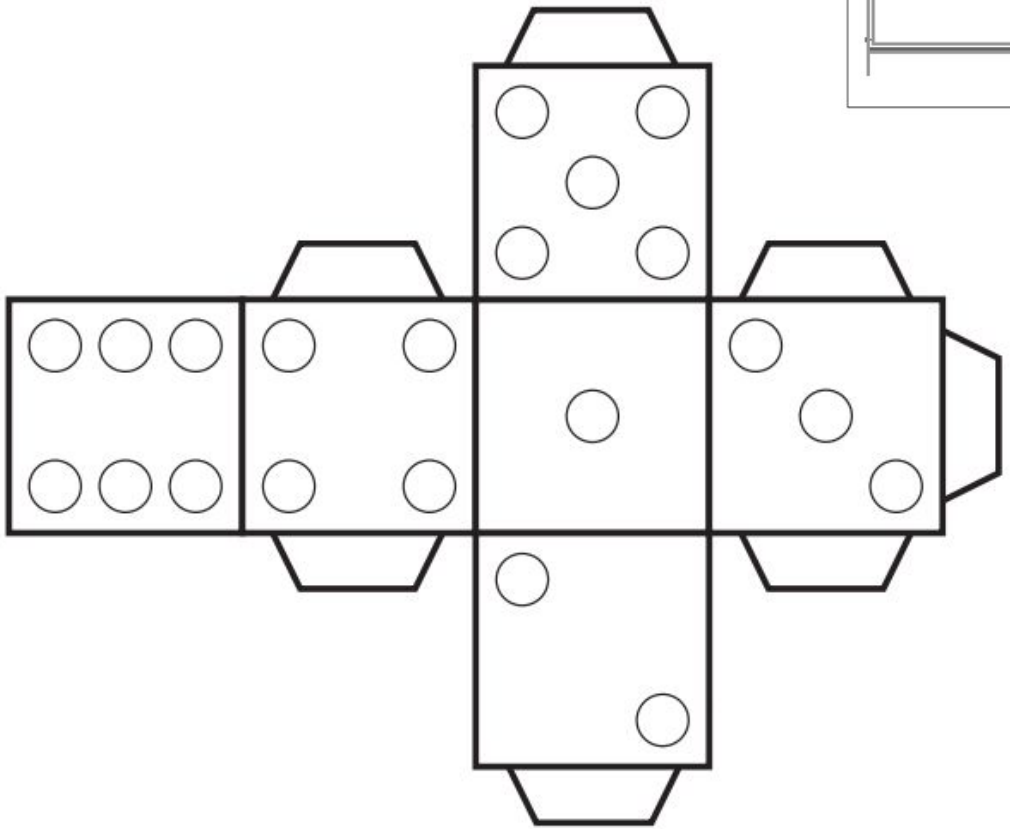
- How many cubes am I hiding?
- How do you know?
- What do you think we are learning about?





Thinking time





https://cdn.mathsnoproblem.com/guides/ebaa26d8-0c43-3c19-a4e3-9b428c216694/resources-sheet-week-9-activity-4.pdf

- Colour the dots of the dice using one or two different colours.
- Cut, fold and stick their dice.
- Compare their dice with each other.

Maths - No Problem! In Reception

- Activity time
  - Practical & concrete - linked to real life scenarios
  - Children have the opportunity to discover their learning
  - Low floor - enables all children to access the new learning
  - High ceiling - while working in pairs/teams and through questioning, children are being challenged to reach their maximum potential

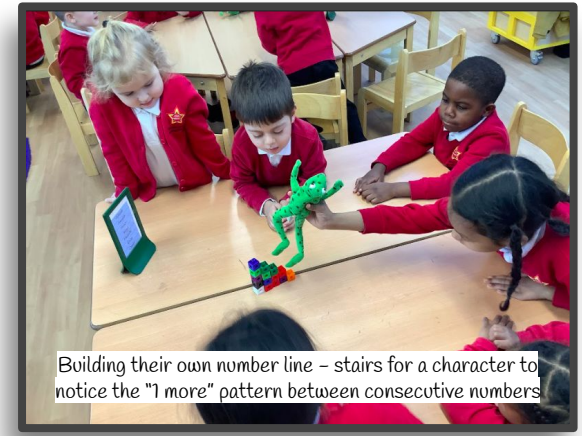

Using strips of paper to construct 2D shapes


Taking the learning outdoors – children were role playing a counting nursery rhyme – 5 little speckled frogs

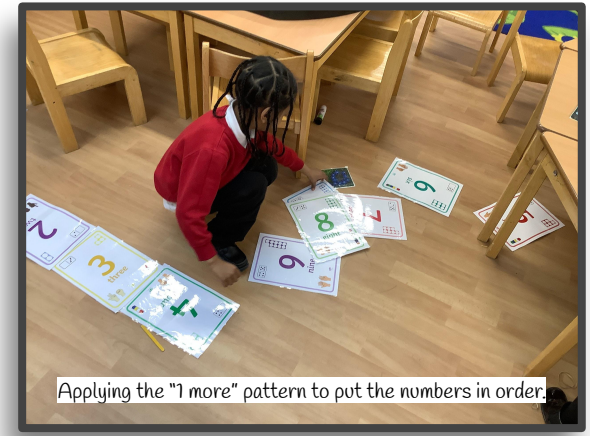

Jumping along a number line to develop number recognition and rote counting

Maths - No Problem! In Reception

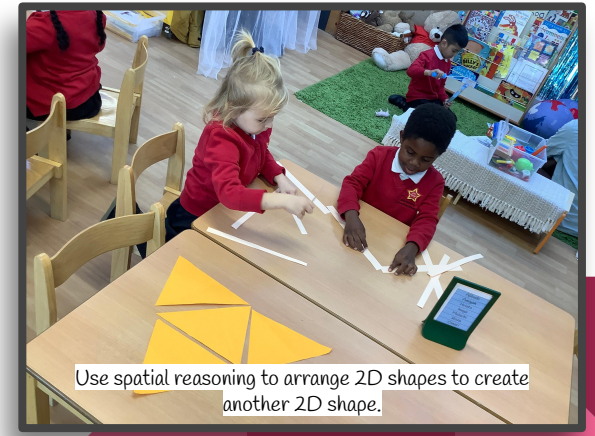
- Talking time / Thinking time
  - Adults are modeling the use of mathematical language and ‘Thinking out loud’ through questioning or posing a problem.
  - Children discuss in pairs key learning points using mathematical language, critical thinking



Building their own number line – stairs for a character to notice the "1 more" pattern between consecutive numbers



Applying the "1 more" pattern to put the numbers in order.



Use spatial reasoning to arrange 2D shapes to create another 2D shape.

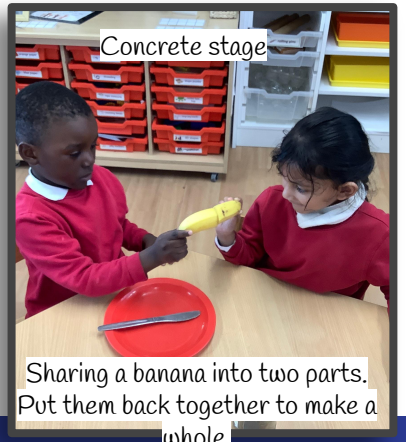
Maths - No Problem! In Reception

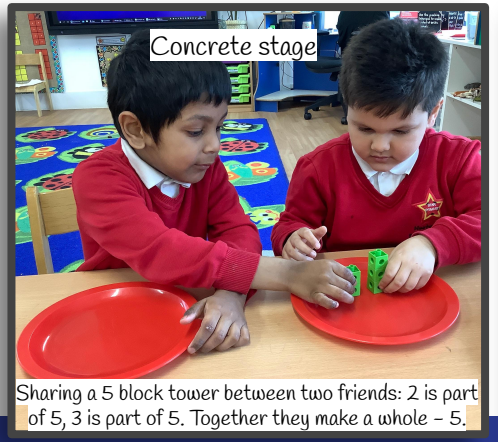
- Practical activity

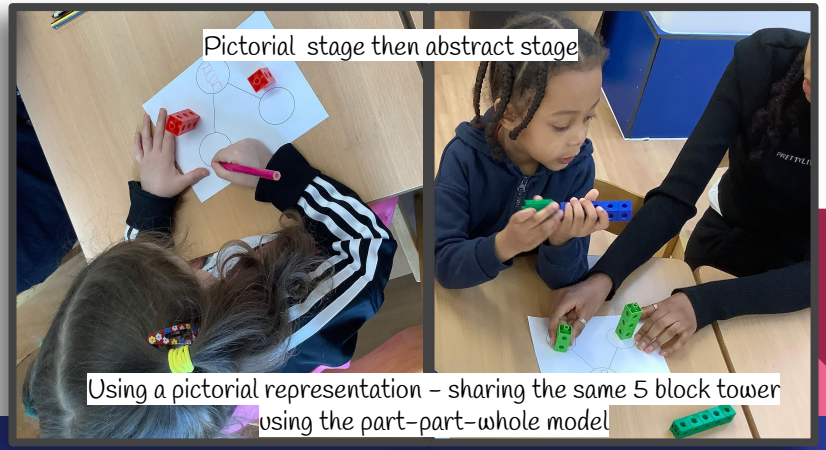
Children have the opportunity to apply the new concept or skill either through a

- practical activity (children work as a team to solve a posed problem) or
- workbook activity

E.g. Part-part-whole model to develop understanding of number composition

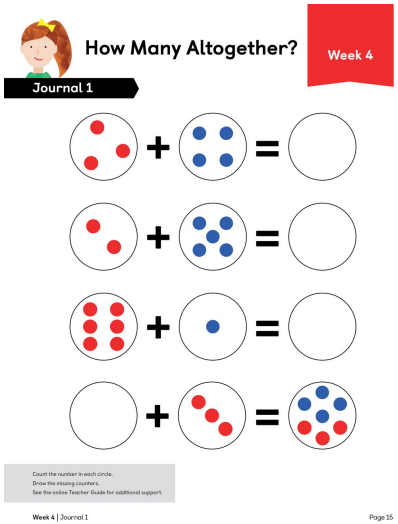


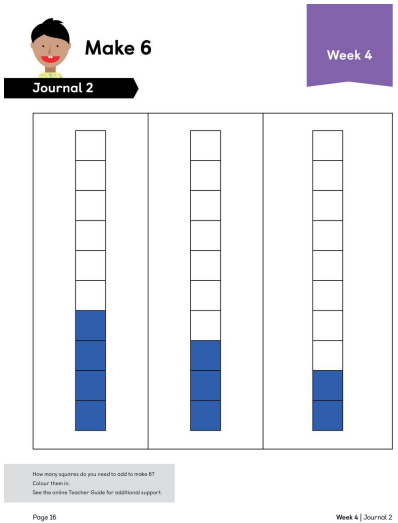


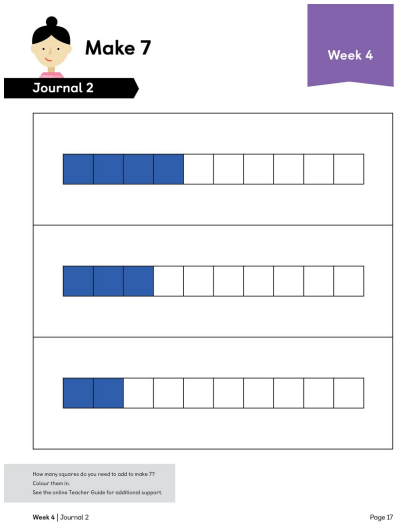


Maths - No Problem! In Reception

- Workbooks
  - When the children have grasped the new concept or skills, they are ready to complete a workbook activity - low floor/high ceiling. All children have the opportunity to see different variations of the concept or mathematical skills





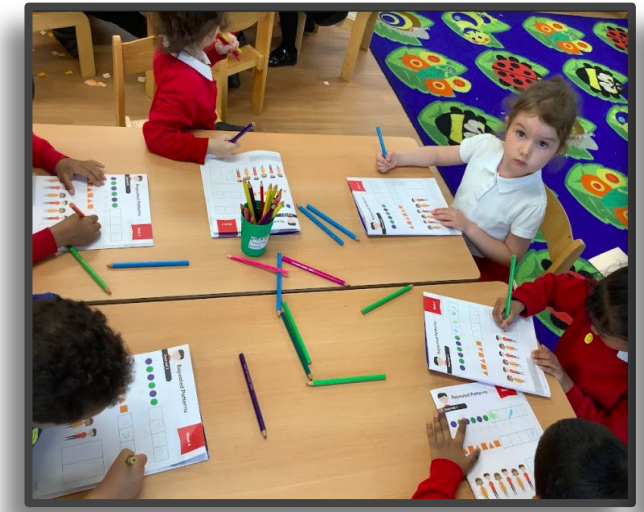


I do - We do - You do

1. Teacher model
2. Teacher & children
3. Independent work - with support from Teacher or TA (when needed)

Maths - No Problem! In Reception

- Workbooks:
  - Reception children work either in a small group or in pairs, getting the opportunity to share ideas and discuss the steps they can take to solve the problem or workbook activity



Interactive apps

All children in Reception have a login for an interactive maths app called Mathletics. This app allows children to work on their number fluency in a way which is fun, motivating and enjoyable.

Mathletics

Mathletics allow pupils to access practise tasks across their year group specific curriculum. In addition to this, the “Live Mathletics” function gives our pupils the opportunity to answer quick fire questions against their classmates or pupils at schools across the world!

By completing tasks, the children earn points which they can spend on designing their avatar. The crazier the hat the better!

Mathletics

By completing tasks, the children earn points which they can spend on designing their avatar. The crazier the hat the better!

Furthermore, if they collect enough points over a week - they can also earn certificates.

In addition, if they achieve enough points in any 24hr period to rank in the top 100 Mathletics users around the world - they will earn a place in the Mathletics Hall of Fame!

Mathletics certificates:

Bronze - 1000 points earnt in a week.
Silver - Once 5 bronze certificates are achieved, the children earn a silver certificate.
Gold - Once 4 silver certificates are achieved, the children then earn the much coveted gold certificate!

Practical tips and advice

Start with a positive outlook

Have you ever caught yourself say “I can’t do maths” or “I was terrible at maths in school”? You may be saying it in jest but there’s a chance your children may take these comments to heart.

Don’t accept it if your child says they are bad at maths and don’t say that you are bad at maths either —this can give the message that maths is difficult, not enjoyable and ultimately not important for success in life. This just isn’t true; as adults we deal with mathematics every day in cooking, shopping, sharing, games, parking… the list is endless. If you are positive your child will be too!

How to support your child

Most children need more of a ‘little and often’ approach to help them subitise and understand number composition.

Play board games and track games, where children need to regularly roll dice.

Explore and solve jigsaws and puzzles.

Pre-number skills: Can your children sort/ match objects?

Can your child count 3 objects? Can they give you 3 object?

How to support your child

Make maths ‘hands on’. There are 3 C’s of everyday maths: cash, clocks and cooking are perfect opportunities to practise maths

Make maths a casual part of what you do while you’re doing something else. Instead of making maths formal, find ways to sneak it in e.g. How many more plates do I need? Have we got enough for the bread and milk?

Always let your children try their own way of solving a problem – it’s how they will learn to understand maths rather than finding quick short-cuts.

When a child gets a question wrong it is tempting to tell them they are wrong and how to correct it. Why not ask them to explain their method and help them spot th mistake.

Similarly if a child gets a question right, get them to explain how they reached their answer, perhaps pretending not to understand their reasoning.

Questions?

Contact information

If you have any further questions, please feel free to email us at:

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Please make the title of your email: FAO Maths Team