Stay and Maths 2018

Reception

Who said this?

"Mathematics is a **creative** and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most **intriguing problems**. It is **essential to everyday life**, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for **understanding the world**, the ability to reason mathematically, an appreciation of the **beauty and power of mathematics**, and a sense of enjoyment and curiosity about the subject."

National Curriculum Mathematics Programme of Study

By the end of Reception:

Early learning goal – numbers

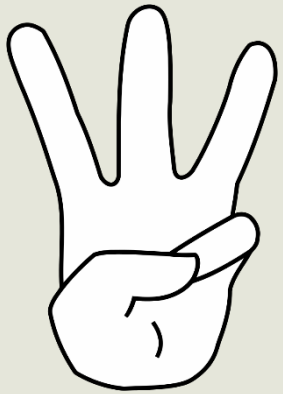
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

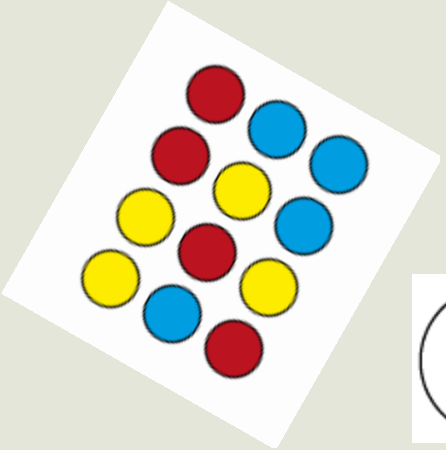
Early learning goal – shape, space and measures

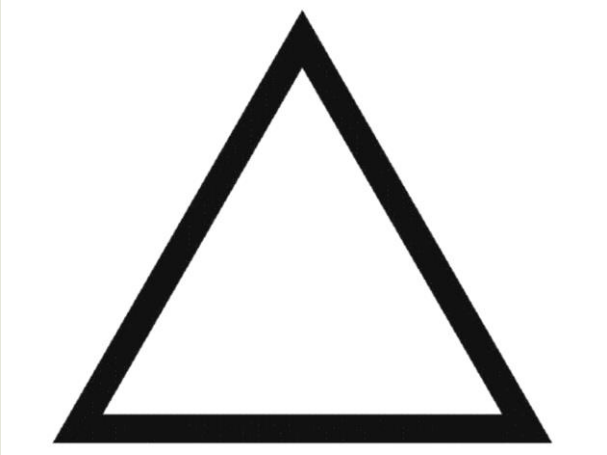
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.


" 5 is a number that is medium small" Kate.
What is 5?
"5 is a number" Ivan.
Kaitrine.
VALENTINO

3 or not 3?

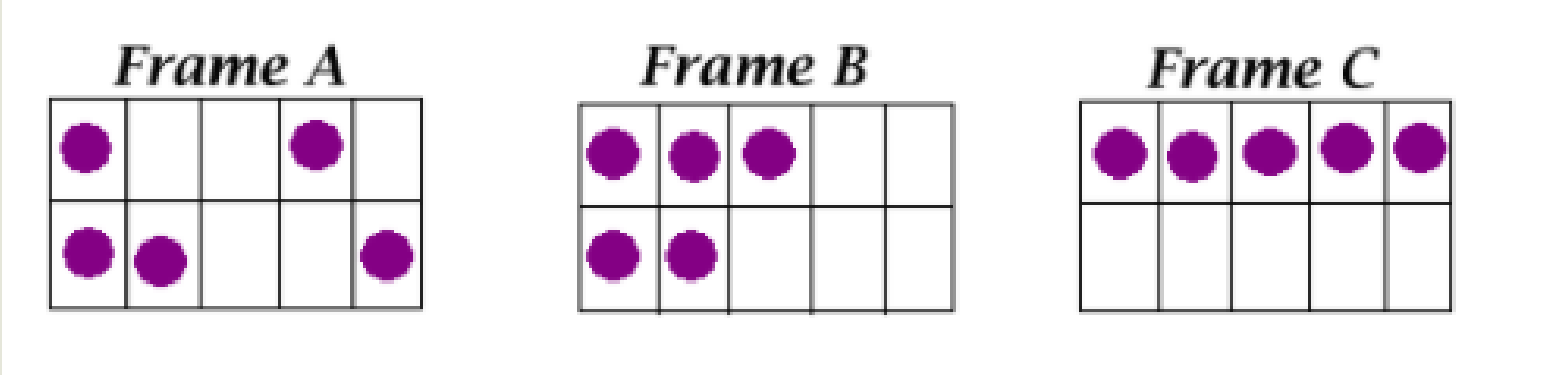




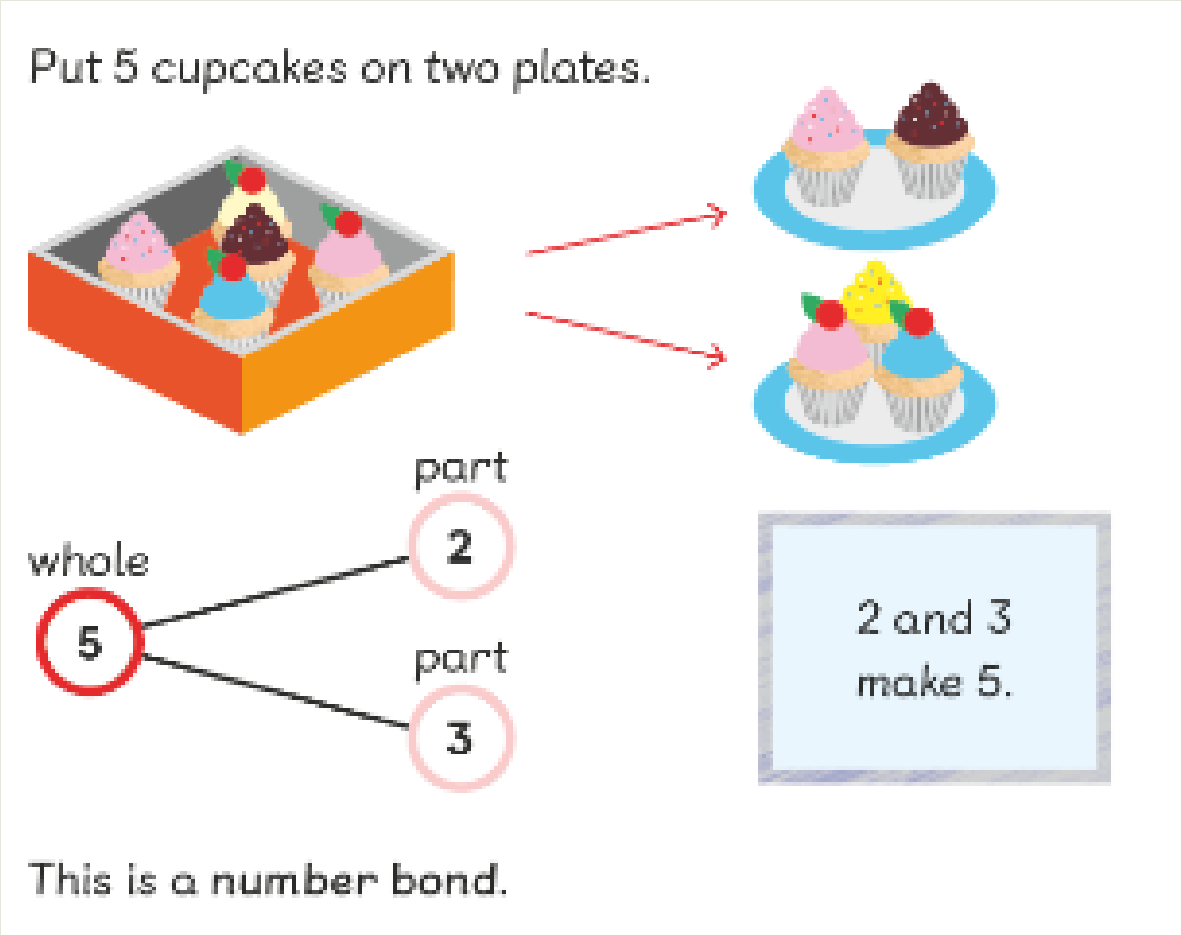


Tens Frames

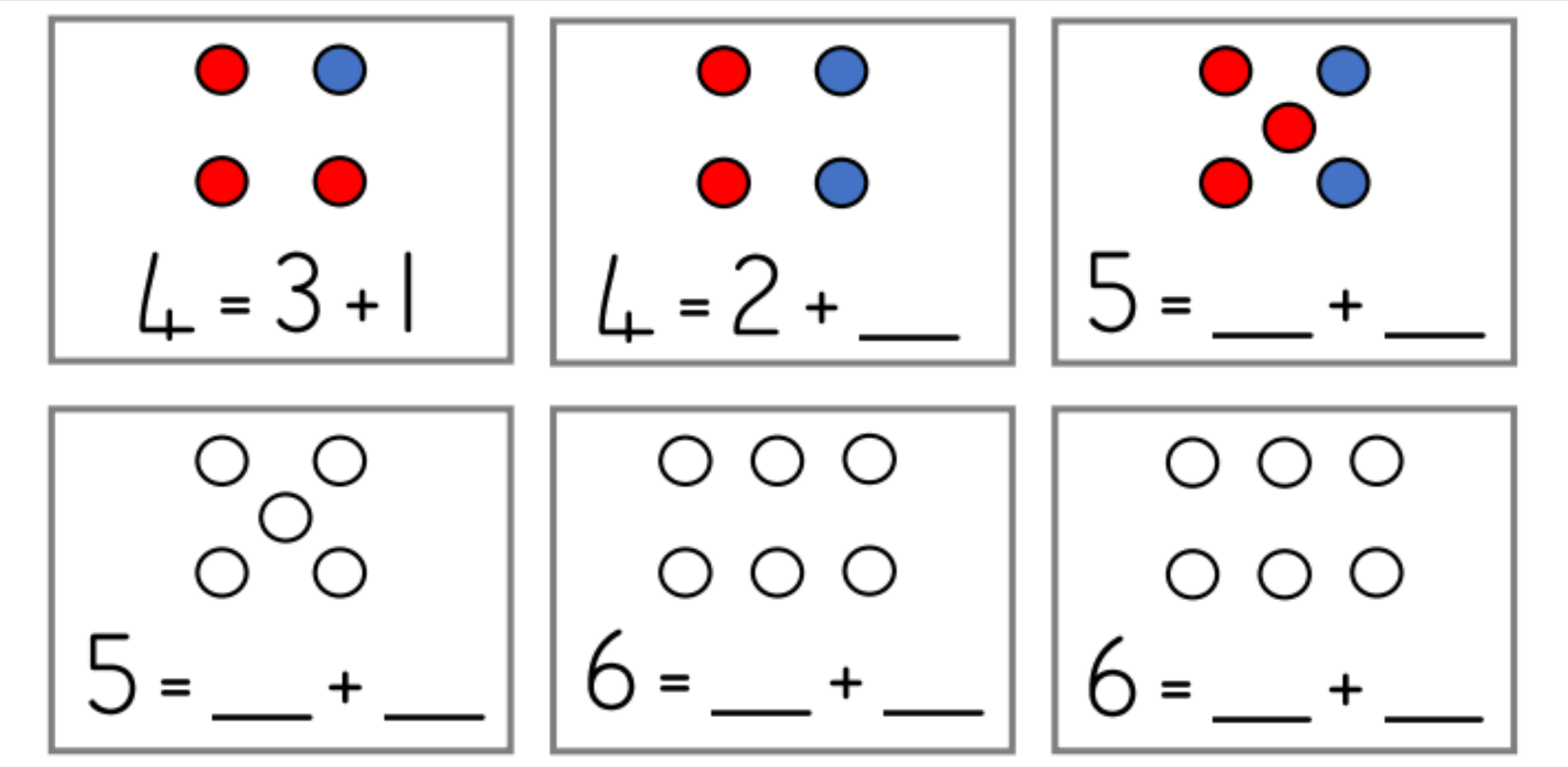
- What do you notice about the positions of the counters?
- What can you say about each number's relationship to ten?



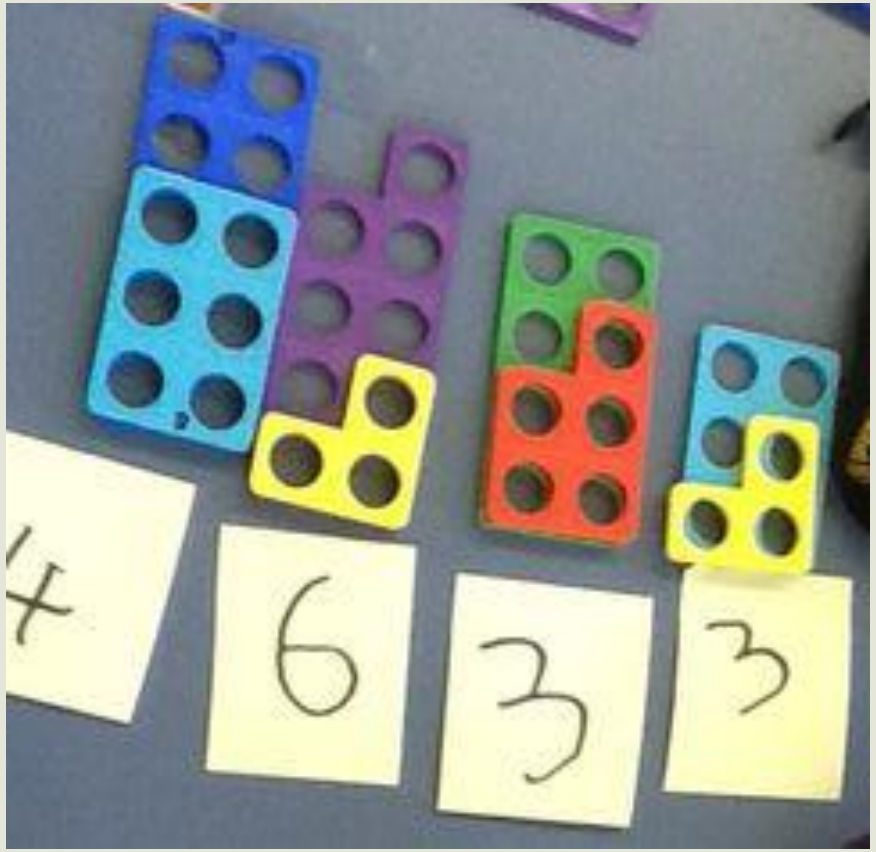
Part-Part-Whole



Making Totals (Adding)

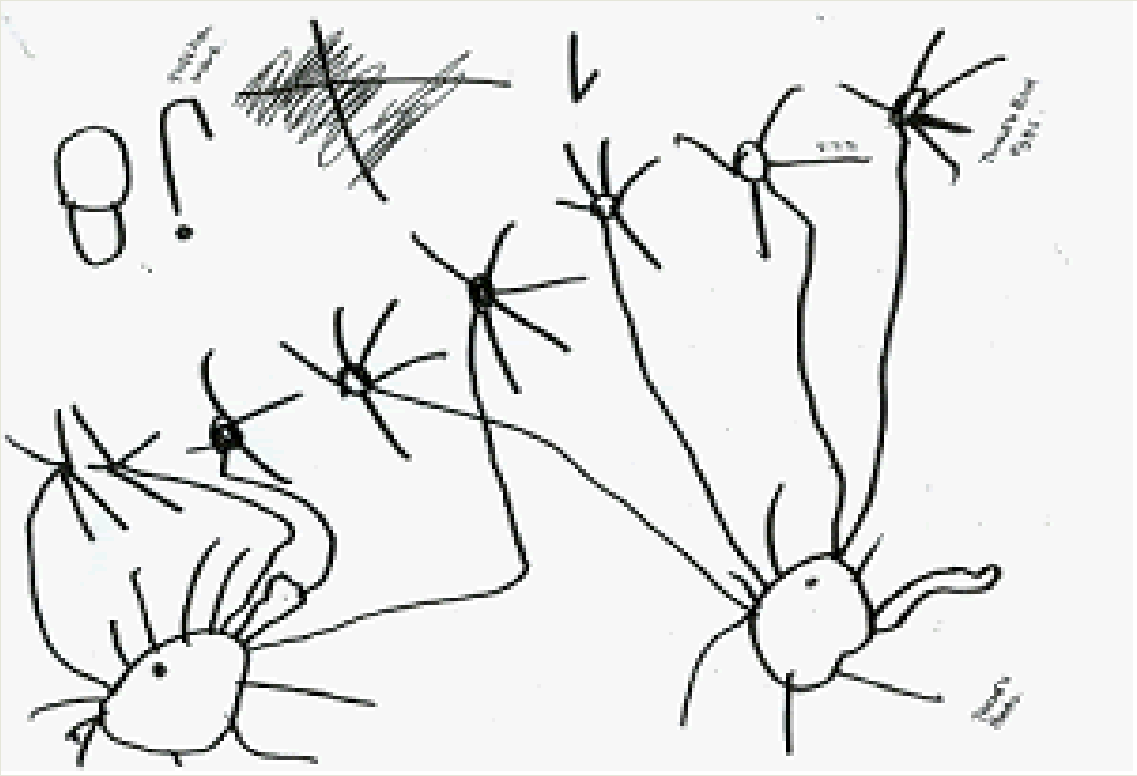


Finding the Difference (Subtracting)



Using Drawings

“Can 8 be shared equally between two?”



Examples of Reasoning

Child makes a watch.

C: Look what I've made Mrs Man, it's a watch.

T: What an amazing watch! What shape is the face of your watch?

C: It's a circle.

T: How do you know that?

C: It's got one side and no vertices.

Child A: Mine is higher.

Teacher: How many have you got?

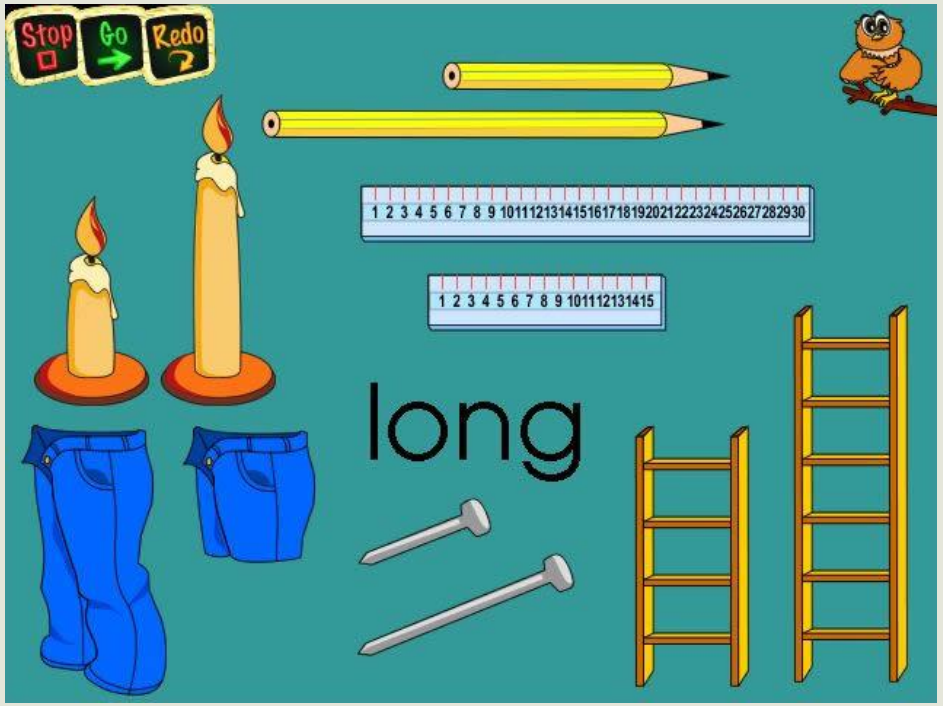
Child A: 1234567 (*counts friend's pile*). 12345678 (*counts his own pile*).

Child B: Give me one of yours and ours will be the same.

Child A: No it won't. You'll have more!

Maths at home

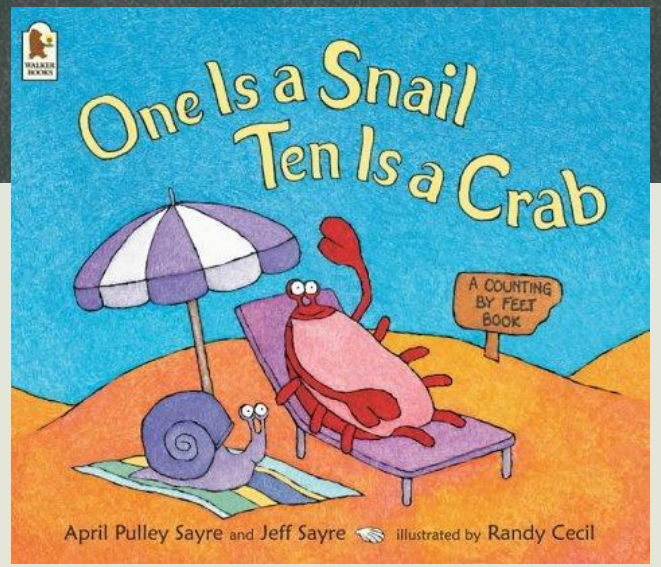
- “I have 3 peas here and 2 peas here but that is 5 altogether”
- “I see a red door, now a blue door”
- “There is 1 car, 2 cars, 3 cars..”

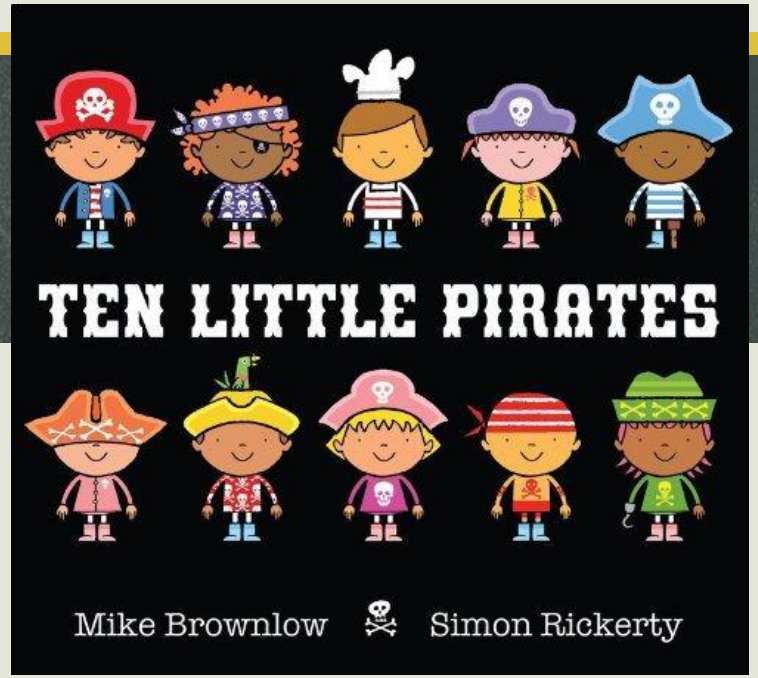


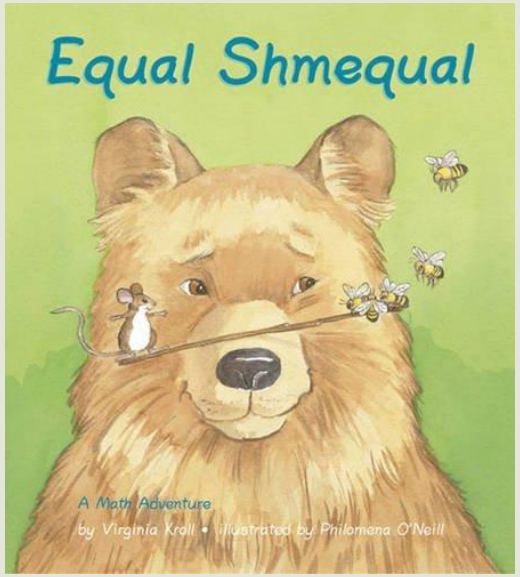
Songs

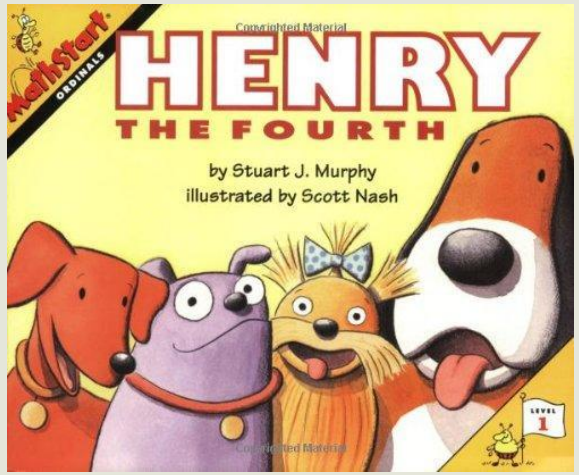
- There were 10 in the bed and the little one said roll over …
- Five little speckled frogs sat on a speckled log …
- One two buckle my shoe …

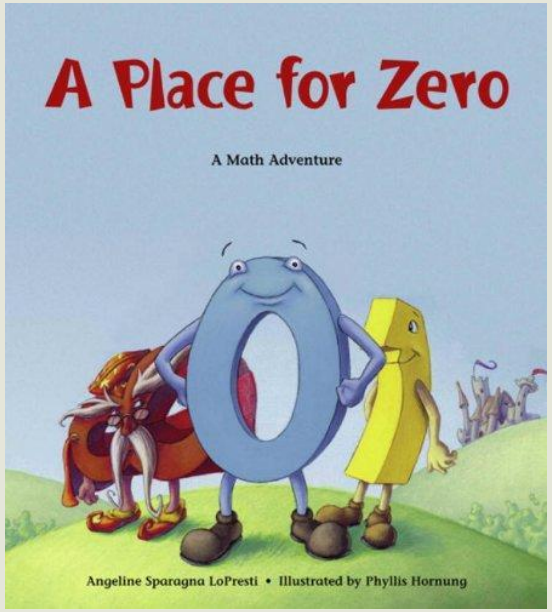
Stories


One Is a Snail
Ten Is a Crab
A COUNTING BY FEET BOOK
April Pulley Sayre and Jeff Sayre
illustrated by Randy Cecil


TEN LITTLE PIRATES
Mike Brownlow
Simon Rickerty


Equal Shmequal
A Math Adventure
by Virginia Kroll • illustrated by Philomena O'Neill


MathStart
ORDINALS
HENRY
THE FOURTH
by Stuart J. Murphy
illustrated by Scott Nash
LEVEL 1


A Place for Zero
A Math Adventure
Angeline Sparagna LoPresti • Illustrated by Phyllis Hornung

Number Blocks

https://www.bbc.co.uk/cbeebies/shows/numberblocks#episodes

http://www.holytrinityceschool.org/maths

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Stay and Maths photos

"NEW" Maths Games

At Holy Trinity we believe all children can achieve in Maths. We don't believe there are some people who "just can't do maths".

Doing Maths is like playing a musical instrument - it takes practice. Your Maths brain is like any other muscle that gets better the more you use it.

National Curriculum Aims for Maths

Our Approach

National Curriculum Aims

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics … so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalizations and developing argument, justification and proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems… and persevering in seeking solutions

I Can MASTER Maths!

By explaining it.

By drawing it.

By showing it in different ways.

By teaching it.

Feedback Forms