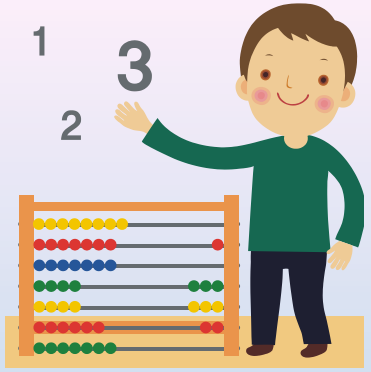
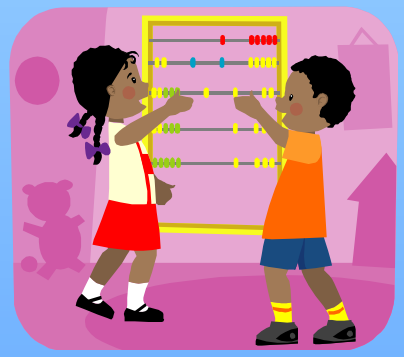


Welcome to our
Maths Workshop



Aims for Reception children

Numbers

40-60

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Aims for Reception children

Numbers

ELG

Children count reliably with numbers from one to 20.

They place them in order.

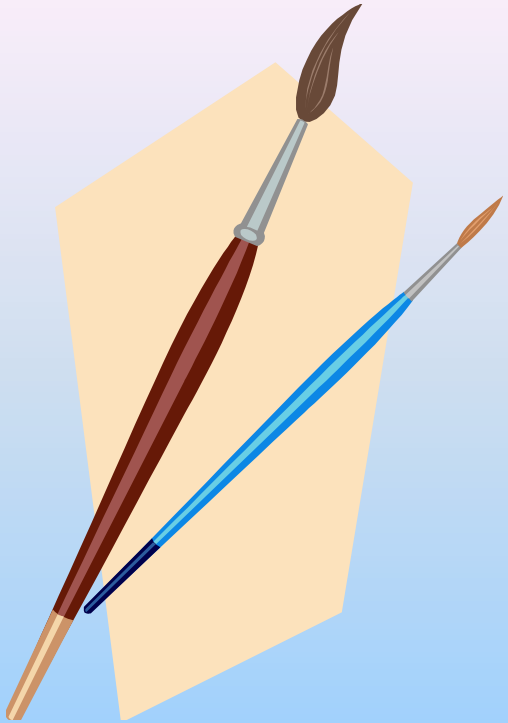
They say which number is one more or one less than a given number.

Using quantities and objects, they add and subtract two single-digit numbers.

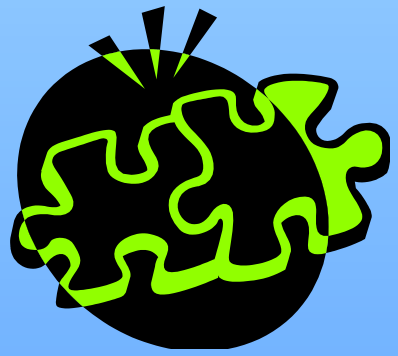
They count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

Counting

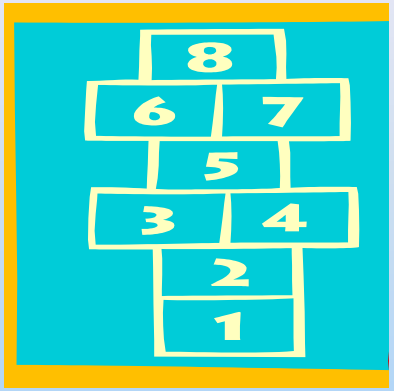


Placing numbers in order



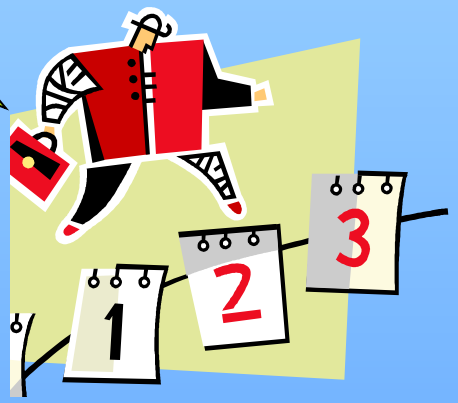
One more, one less

I've got 7 beads on my necklace, can you put on one more? How many have I got now?



What is one more than 6? What is one less than 10?

If I stand on 4, can you stand on the number one more than me?



I have 9 pennies. If I buy an apple for one penny, how many will

Addition and Subtraction

Songs

10 little sausages, 5 currant buns etc

Role play

1 shopkeeper and 3 customers

Maths Activity

I have 6 toys and then I get 3 more. How many have I got now?

Other areas

I make 5 biscuits and eat one. How many have I got left?

There are 4 bikes but one breaks…

Solving problems

Role-play area

I have 4 coins but I need 6 to buy my hat. How many more do I need?

Fruit time

We have 10 apples but only 6 children. How many apples will be left?

Art area

I have 1 paintbrush but we have 4 children. How many more paintbrushes do I need?

Doubling/Halving

There are 5 children and we each have 2 feet. How many feet are there altogether?

There are 6 children. Half of them have brown hair. How many have brown hair?

Aims for Reception children

Shape, space and measure

40-60

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Aims for Reception children

Shape, space and measure

ELG

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes.

They use mathematical language to describe shapes.

Everyday language

I finished that really quickly!

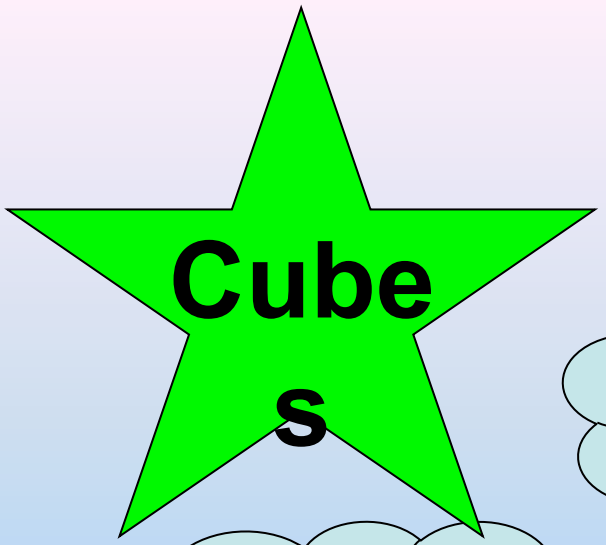
Mine's got more water in than yours!

I've got the biggest one!

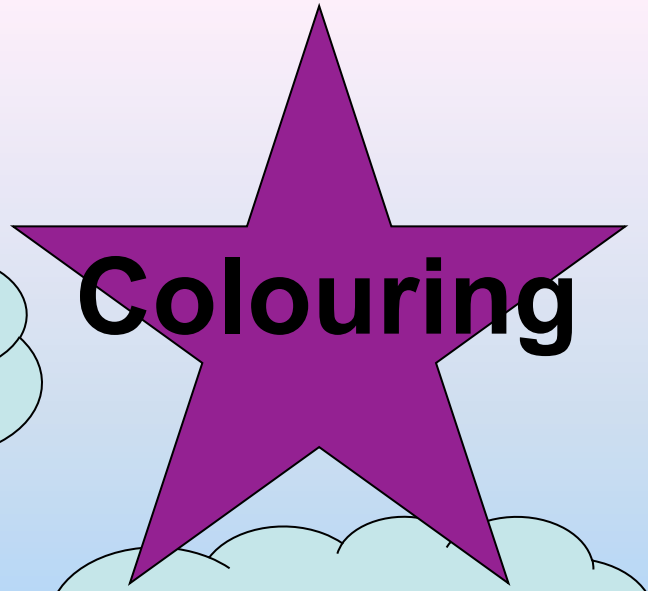
This one's so heavy!

The slippers are under the chair!

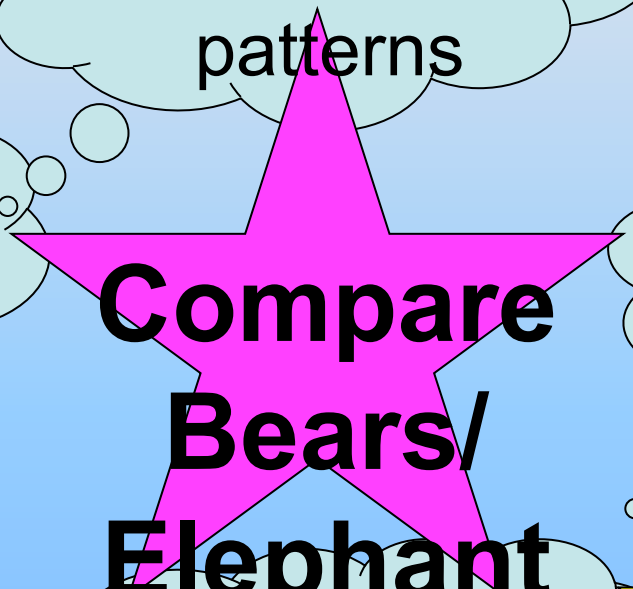
Patterns



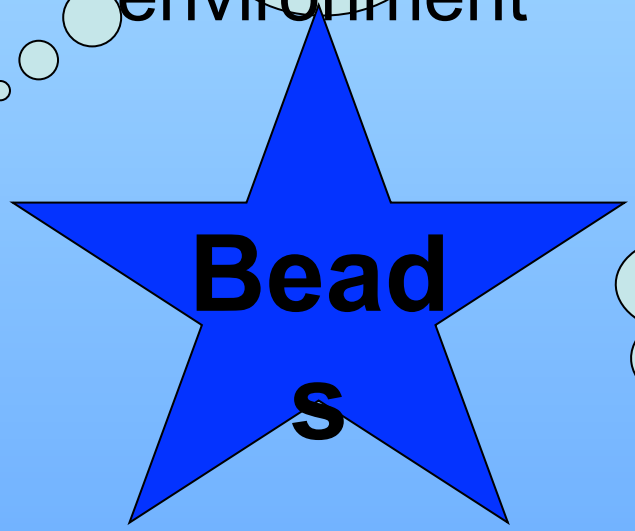
Repeating colour/shape patterns



Patterns in the environment



Spiral patterns



Size patterns

Triangle

Shapes

Squar
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Corn
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Edg
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Hexag
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Verti
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Sid
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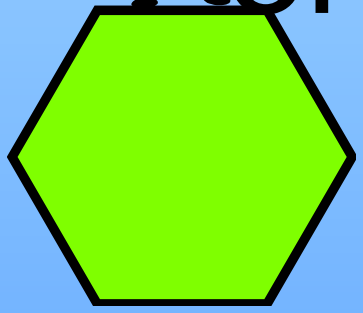
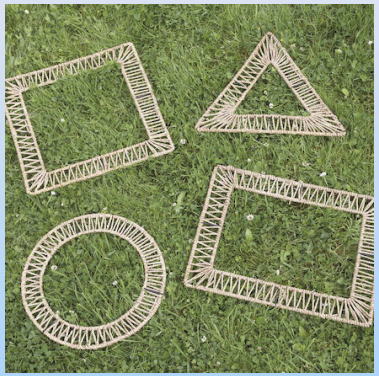
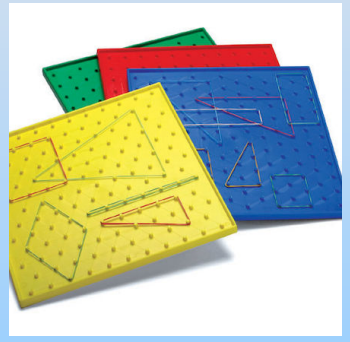


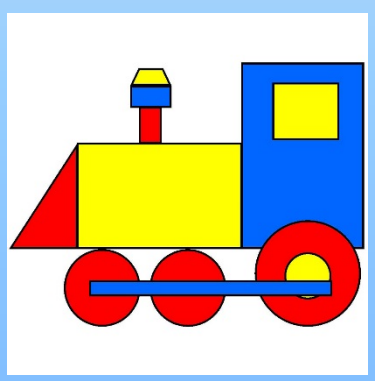
Circle

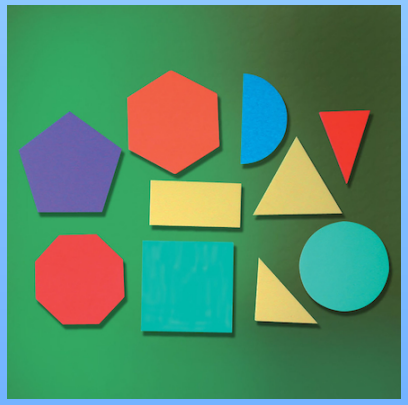
Fac

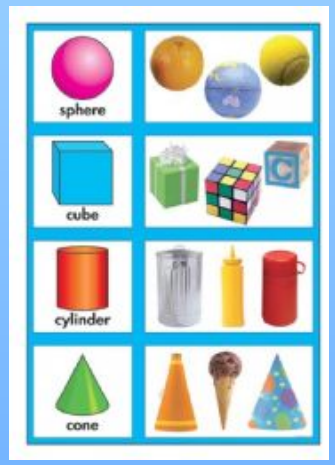
Shape play



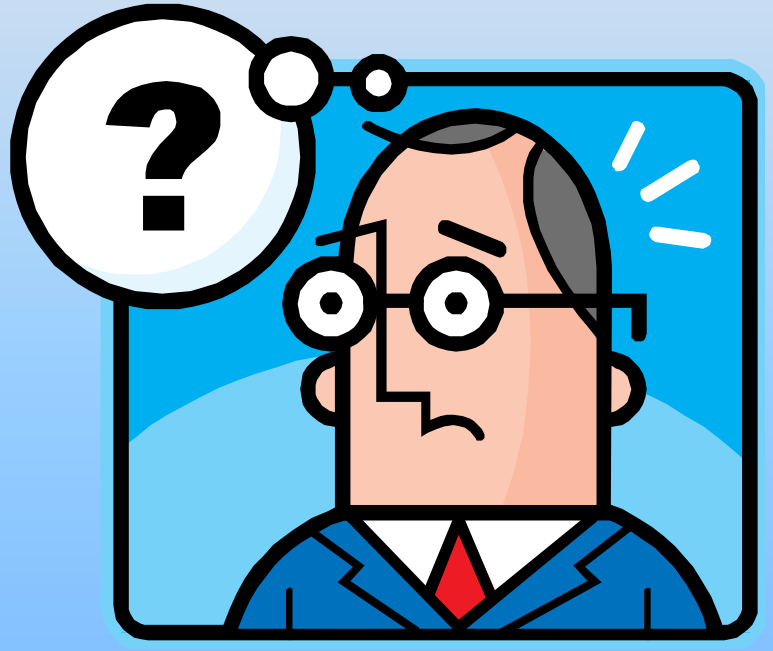








Thank you!!



- Any questions?