

# Maths Workshop for Reception Parents



# How children learn

Hands on

Practical

Real life



Visual

Play based

Talk

Develop  
vocabulary



There are 2 areas within Maths:

1. Number
2. Shape, Space and Measure



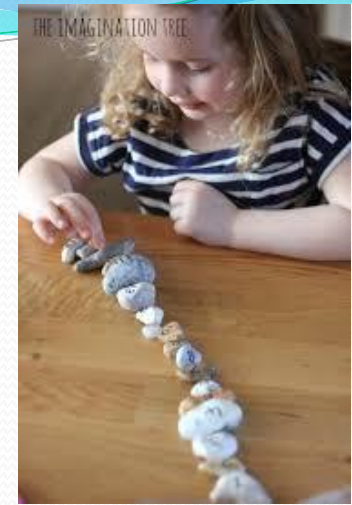
# Number



Number recognition



Touch counting



Lining objects/moving objects for accurate counting



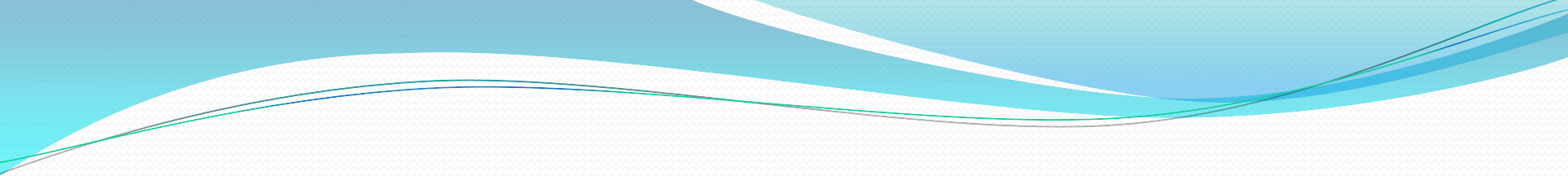
Matching number to objects



Counting accurately on fingers



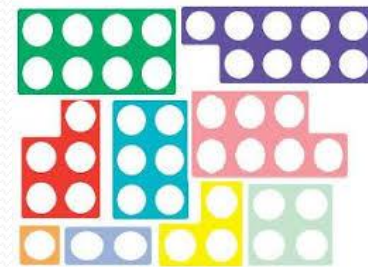
Saying the final number in the count



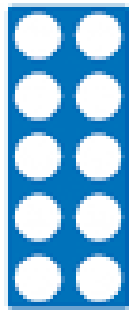
Once the children are secure with counting and number recognition we can develop these maths skills further...

# Ideas to encourage development in number

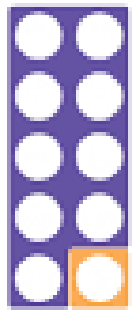
- Can you use the Numicon to make 10?
- Can you record how you made 10?
- Can you record it in a different way?



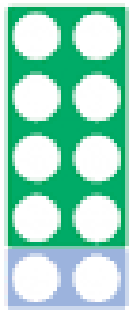
# Ways to make 10 using Numicon



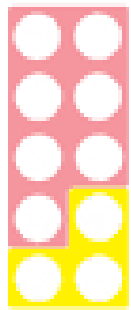
**10 =**



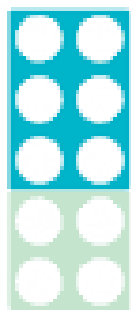
**1 + 9**



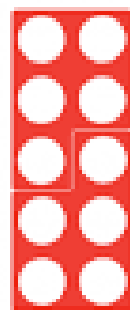
**2 + 8**



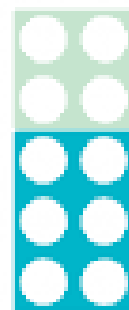
**3 + 7**



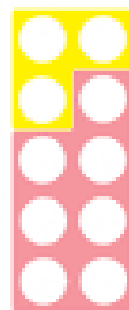
**4 + 6**



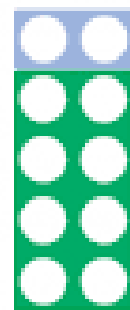
**5 + 5**



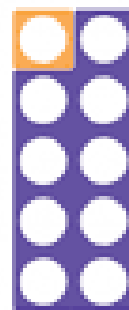
**6 + 4**



**7 + 3**



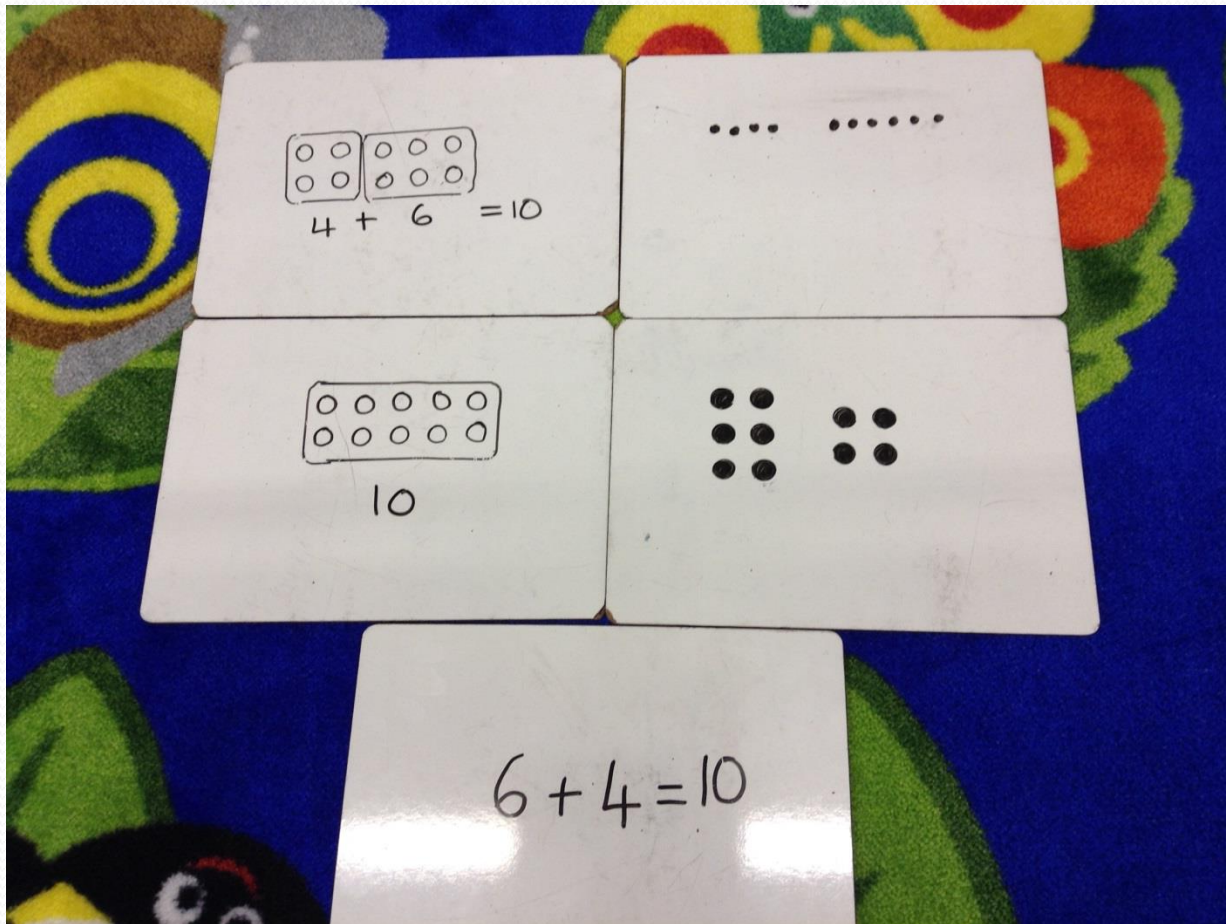
**8 + 2**



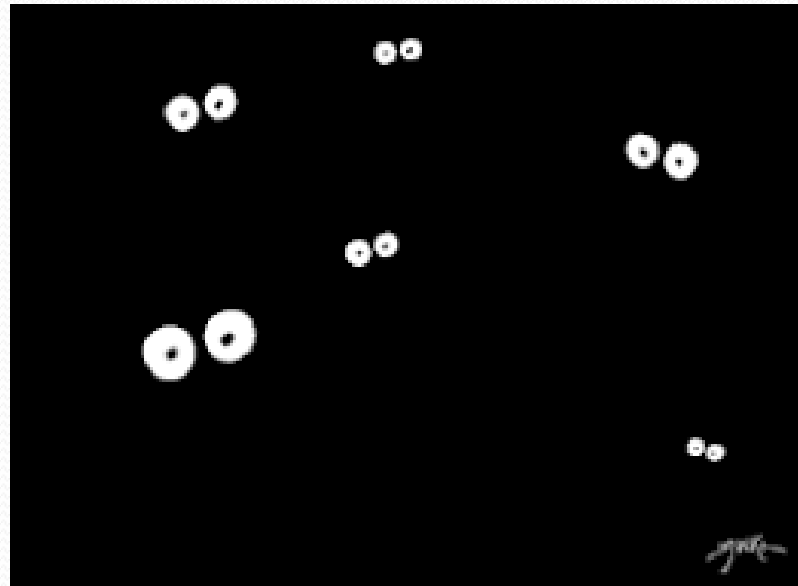
**9 + 1**



# Ways children may record



# Problem Solving

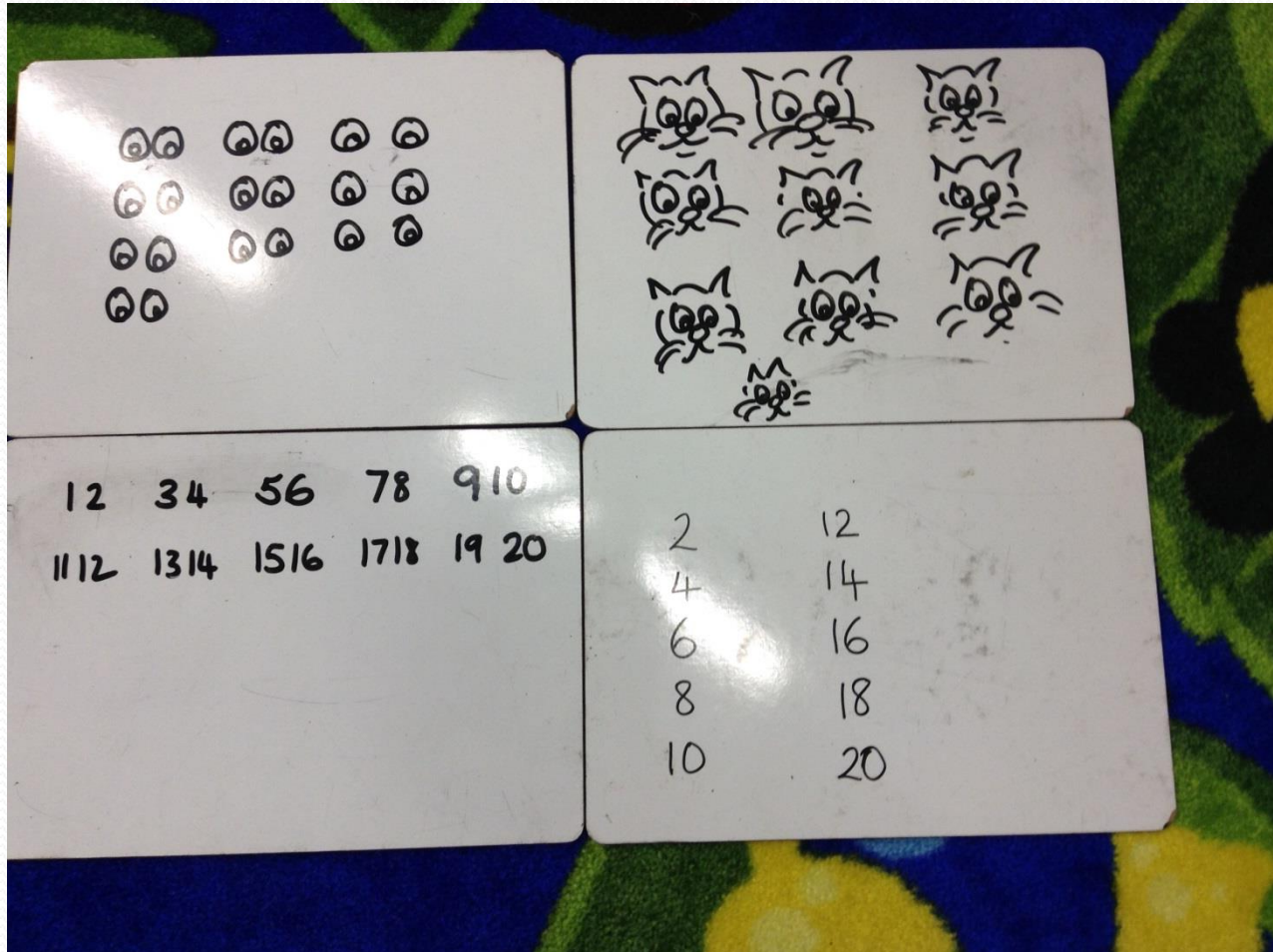


How many animals are there? **6**

If there were 10 animals, how many eyes would there be? **20**

Record it!

# Ways children may record

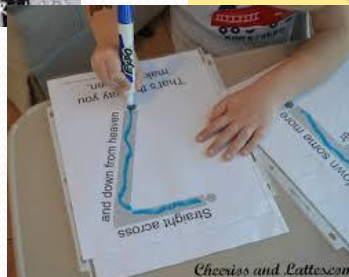
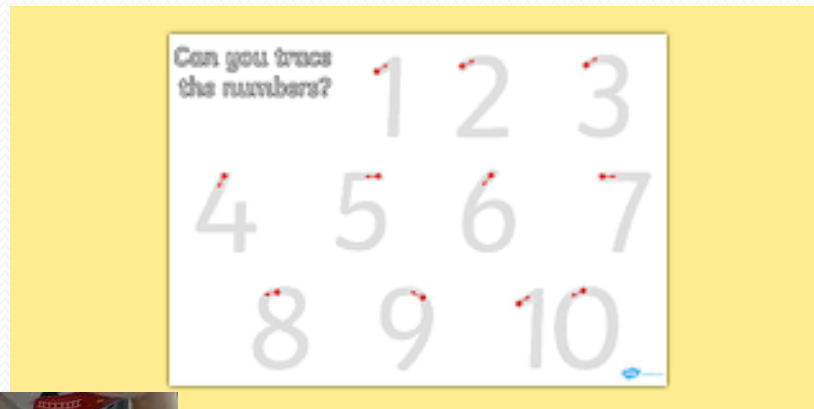


# Expectations by the end of the Foundation Stage

The Early Learning Goal:

- 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.

Although children are not expected to be able to write numbers by the end of the Foundation Stage, this is something we will still encourage them to do in a variety of ways.



# Talk!

Encourage the use of mathematical language.

1 More/ 1 less

Add/plus/and

Subtract/take away/  
minus

Lots of

More than/  
less than

Share/ divide

Halve/double

Number names

Equals/altogether/  
Makes/total

Biggest number/  
smallest number

order

This is not a final list, you can probably think of many more words!



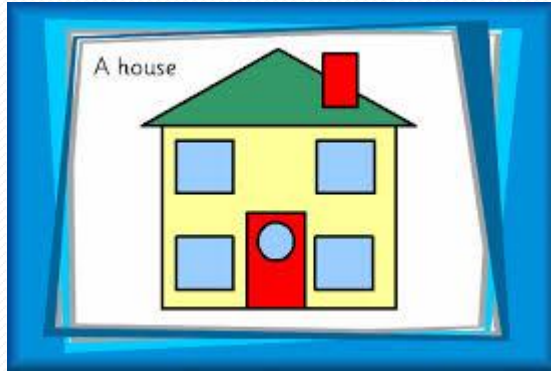
# How can you help your child at home?

- Count the stairs/blue cars/tins/apples.
- Problem solve when laying the table – how many knives and forks do you need for 3 people?
- Help write the number of items for a shopping list eg. 6 bananas then count them.
- Number recognition – car number plates/doors/prices/buses.
- Give me 2 more sweets. What if I ate 1 – how many would I have left?
- Dice games.
- Skittles/bowling.

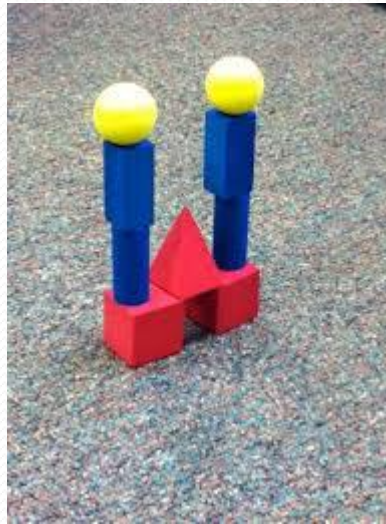


# Shape, Space and Measure





2D shapes



3D shapes



Positional language



Shapes in the environment



Repeating patterns



Weight



Capacity



Measuring/size



Money



Time



- Can you make a shape picture?
- Can you make a 2/3 step repeating pattern? Can you continue your friend's pattern?
- Measure the objects – choose what you want to measure with (unifix, paperclips)
- Use unifix cubes to measure the feet of everyone on your table. Can you put them in order?

# Talk!

Encourage the use of mathematical language.

More/less

Side/corner/  
curved/straight

Heavy/light/  
heavier/lighter/  
heaviest/lightest

On/behind/next  
to/under/in/in front

Circle/triangle/  
square/rectangle

Longer/shorter/  
Longest/shortest

Full/half full/empty

Sphere/cylinder/  
cube/cuboid/cone

Bigger/smaller/  
biggest/smallest

This is not a final list, you can probably think of many more words!

# Expectations by the end of the Foundation Stage

- 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.

# How can you help your child at home?

- Use real money to pay in shops.
- Talk about the time and days of the week – bedtime/dinner time etc.
- Look for shapes in the environment.
- Treasure hunt/hide and seek using positional language.
- Using a variety of measuring tools eg. Rulers/rules/measuring tapes.
- Weighing for cooking activities.



ANY QUESTIONS?

