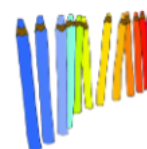


# Maths in Early Years



Maths learning in EYFS includes Number and Numerical Patterns.

By the end of Reception, children at the expected level of development should:

- 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.
- 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.

At Barlby, we also recognise the importance of developing spatial reasoning skills in shape, space, and measure.

There are a range of ways to support Maths learning. Some of these include:

<b>Songs:</b> 	One, two, three, four, five once I caught a fish alive Five currant buns Five speckled frogs Five little men in a flying saucer Ten green bottles Ten in the bed One, two buckle my shoe Five little monkeys Ten fat sausages
<b>Books:</b>  	How Big is a Million? – Anna Milbourne The Very Hungry Caterpillar – Eric Carle The Bad Tempered Ladybird – Eric Carle Aliens Love Underpants – Claire Freedman Titch – Pat Hutchins The Blue Balloon – Mick Inkpen The Odd Egg – Emily Gravett How Many Legs – Kes Gray and Jim Field The Hueys in None the Number – Oliver Jeffers The Perfect Fit – Naomi Jones One is a Snail, ten is a Crab – April Pulley Sayre and Jeff Sayre Ten Little Pirates – Mike Brownlow
<b>Activities:</b> 	<ul style="list-style-type: none"> <li>- When out and about – ask them to spot numbers in the environment e.g., door numbers, bus numbers</li> <li>- When in the shop, ask them to give you a set number of items</li> <li>- Recite number names in order from 1-10 in different ways (whispering, shouting, counting steps, claps, jumps)</li> <li>- Draw a set number of items.</li> </ul>



- Create groups of items e.g., fruit, pencils, toys etc. Encourage your child to use language to compare groups such as more, most, fewer, fewest, least, biggest, smallest.
- Write numbers in flour, sand, shaving foam etc.
- Write numbers on individual pieces of paper and ask them to match the items to the correct number e.g., three grapes to the number three
- Encourage children to find one more or one less than a group of up to five objects, then ten objects
- Encourage children to estimate how many objects they can see and then check by counting them – make a “sensible guess!”
- Recognise and name shapes in the environment.
- Encourage the use of positional language (under, over, on top, next to, in front of, behind)
- Use language to talk about the way shapes look e.g., round, tall, long, flat, number of sides.
- Fill and empty a range of containers and talk about the volume and capacity of them using them full, half full, nearly full, nearly empty, empty, more, less.
- Order objects by length and height
- Order objects by weight or capacity
- Use every day language related to time e.g., now, later, soon, after, before
- Complete puzzles together, fitting the shapes into the correct spaces