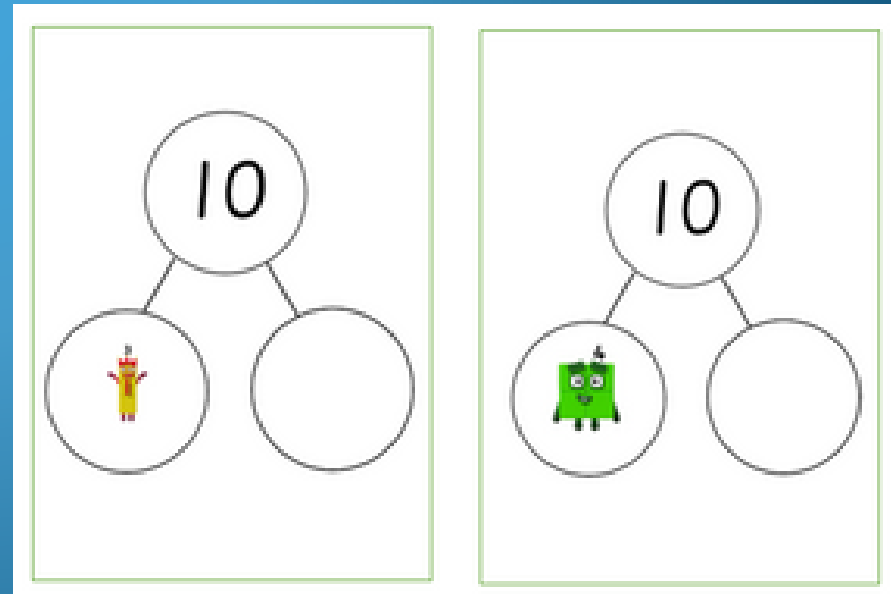
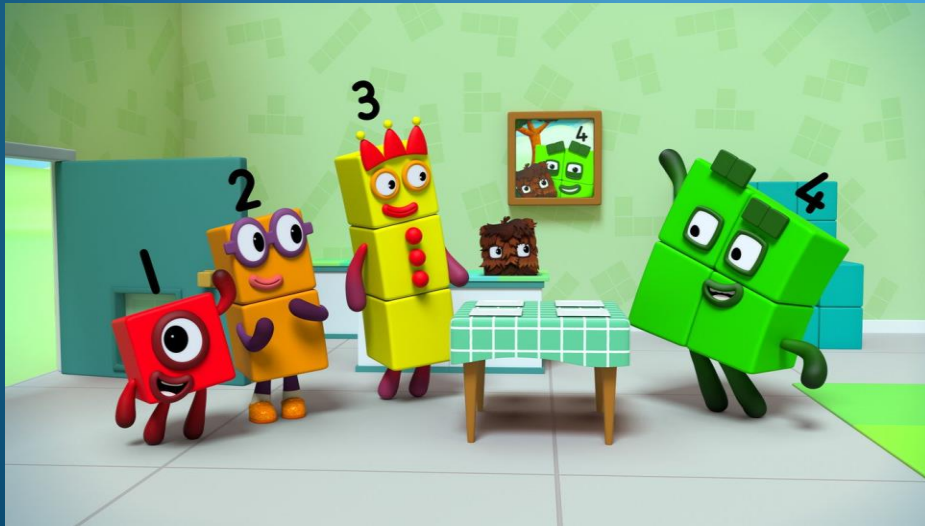


# Early Maths at Horn Park



# Aims

- To give an overview of the maths framework in EYFS
- To give an outline of what maths looks like in school
- To give ideas for how to support your child at home

# Maths changes

- Moving slower in order to build and deepen understanding
- New representations to support fluency
- New vocabulary to articulate key skills

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.*

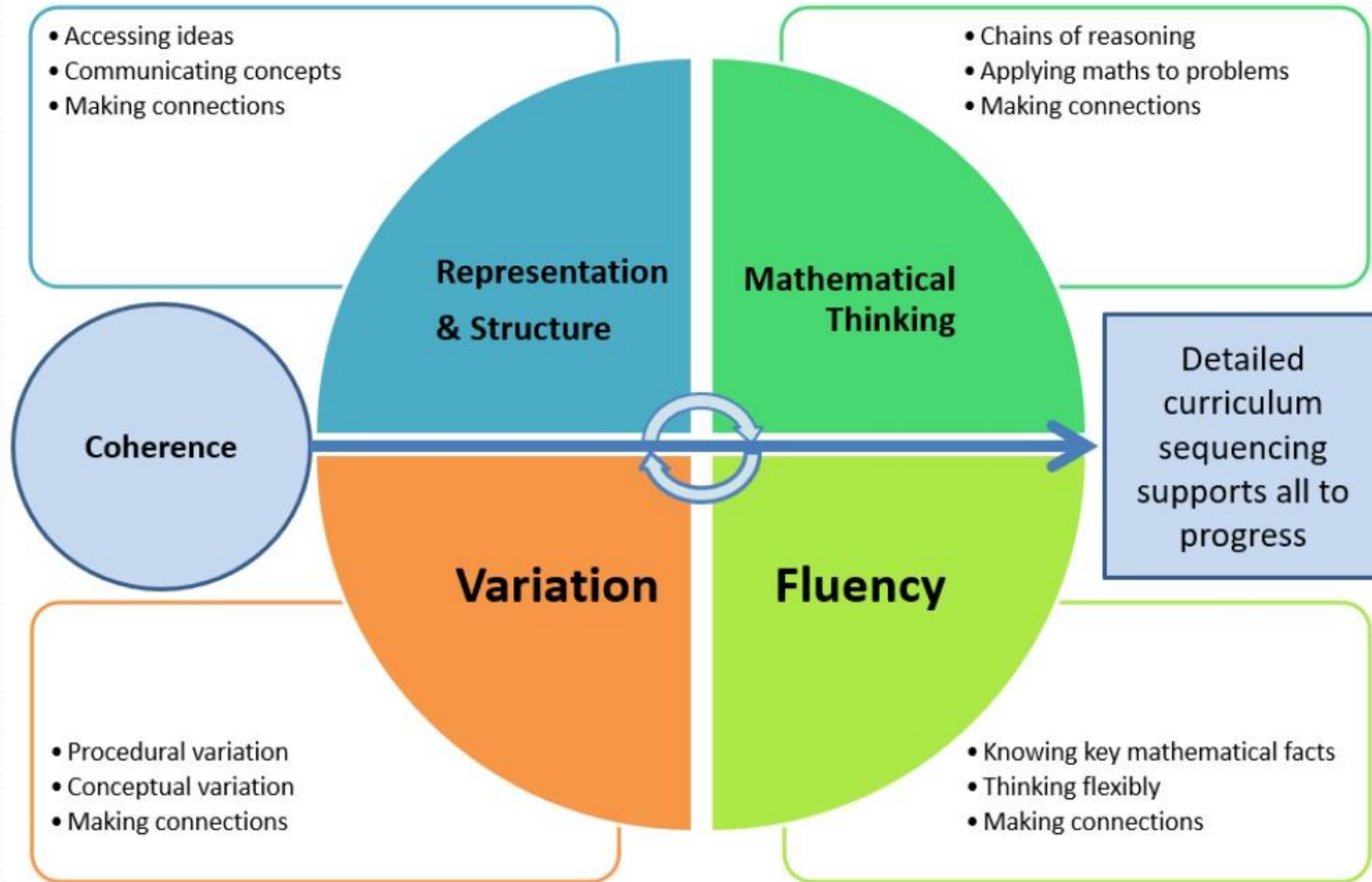
# Changes to Maths (2021)

- Move towards fluency and depth of knowledge
- Less focus on numbers to 20 and above and more numbers to 10
- No need for formal number sentences but instead greater number sense

*"Maths fluency means that **children will be able to use their skills to know the best way to figure out a maths problem.** It also means developing number sense and it means using those skills in a variety of contexts."*

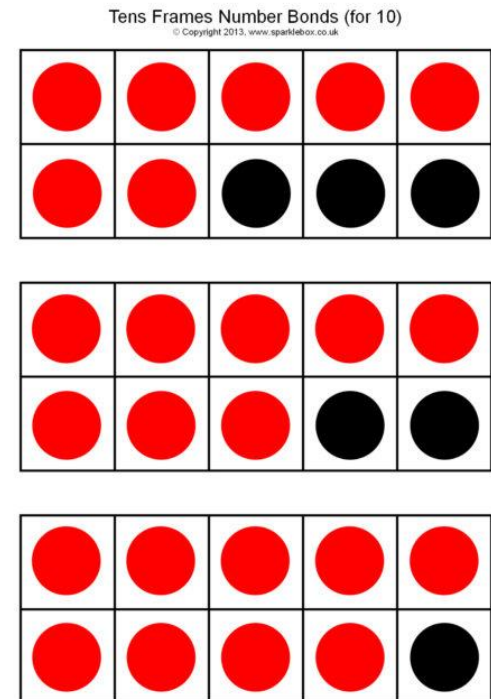
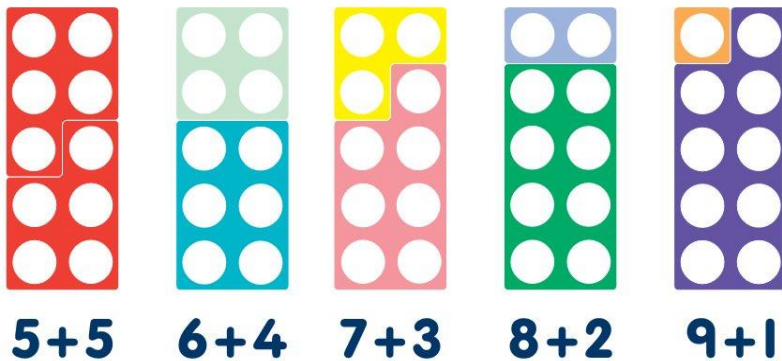
# Maths mastery

## Teaching for Mastery

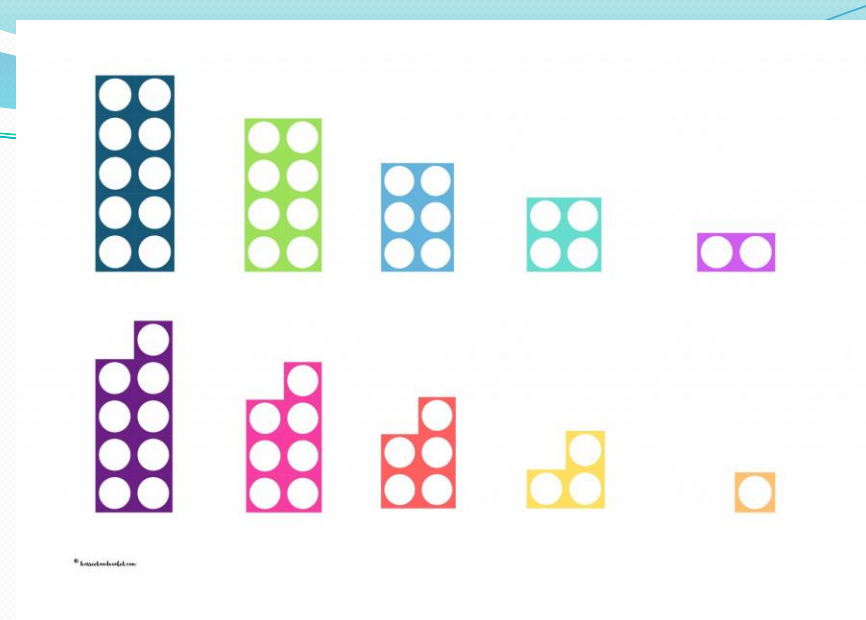


# The EYFS framework

- Frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.



# The EYFS framework



- It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

# The EYFS framework

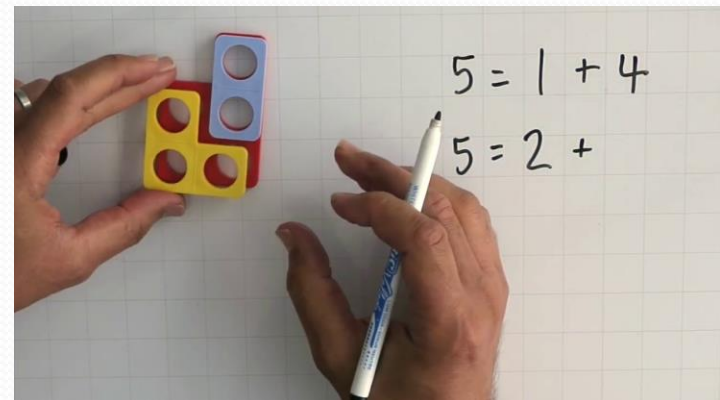
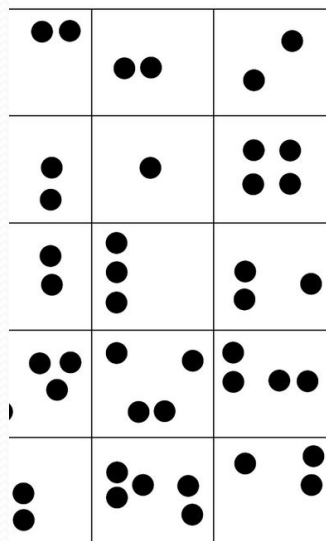
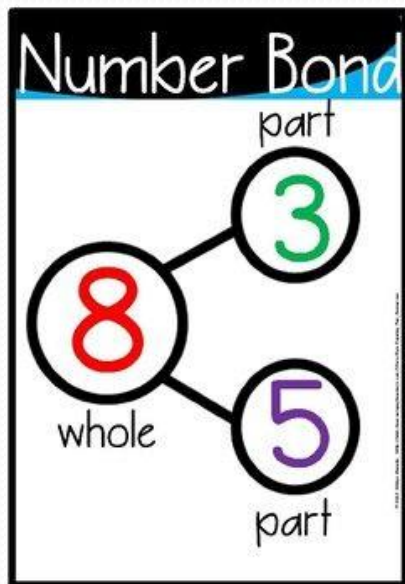
- Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

- **Stable Order:** being able to say the number names in sequential order
- **One-to-One Correspondence:** that each number relates to each object and only one count
- **Cardinality:** that the last number spoken names the quantity for that set
- **Abstraction:** that it does not matter what you count, how we count stays the same.
- **Order Irrelevance:** that the order that items are counted in is irrelevant, as long as every object in the set is given one count and only one count

# What must children achieve?

ELG: Number:

- 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.



# ELG: Numerical Patterns

- 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.



# What does that look like in class?

- Daily carpet sessions
- Weekly focus groups with the class teacher
- Work recorded in books x1 weekly
- Maths embedded into the provision

## Maths through play



# White Rose Maths

## Have you heard about our amazing app?

It's 1-minute maths

FIND OUT MORE



[https://assets.whiteroseeducation.com/secure/digital-tools/1-minute-maths/index.html?\\_gl=1\\*1o4p9ie\\*\\_ga\\*MTMxMjY5MTI1Mi4xNjg4MjkzNTQ3\\*\\_ga\\_869Y76J73T\\*MTY5OTgwMzYxOC4yMi4xLjE2OTk4MDM3MjkuMC4wLjA](https://assets.whiteroseeducation.com/secure/digital-tools/1-minute-maths/index.html?_gl=1*1o4p9ie*_ga*MTMxMjY5MTI1Mi4xNjg4MjkzNTQ3*_ga_869Y76J73T*MTY5OTgwMzYxOC4yMi4xLjE2OTk4MDM3MjkuMC4wLjA)

# NCETM - Numberblocks

[BBC iPlayer -  
Numberblocks](#)



# How can I help my child?

## Through play!

1. Counting principles
2. Number recognition
3. Making connections and looking for patterns
4. Number composition – look out for specific on the newsletter
5. Subitising
6. Numberblocks and White Rose

"I've noticed you have 6 trains. I know that because I subitised the 3 and 3. Could you arrange them in a different way?"