



Welcome to our  
Maths workshop  
EYFS and KS1



## Session Aims:

What does maths look like in EYFS and KS1?

How is maths taught at St John's?

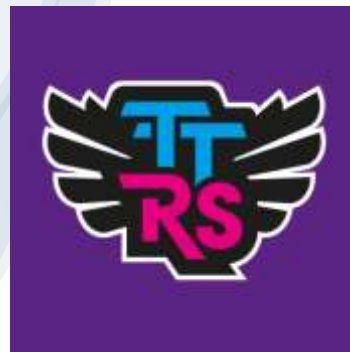
How can you support your child at home?

# What does Maths learning look like at St John's?

## How do teachers teach and make decisions about what to teach?

Our curriculum is based on the national curriculum and Local authority materials that support the delivery of the curriculum.

As a school we source and access a wide range of maths materials to assist in delivering our lessons.



# What are the National Curriculum Programmes of Study?

## Year 1 programme of study

### Number – number and place value

#### Statutory requirements

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1

### Geometry – properties of shapes

#### Statutory requirements

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes (for example, rectangles (including squares), circles and triangles)
  - 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).

#### Notes and guidance (non-statutory)

Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.

### Geometry – position and direction

#### Statutory requirements

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

The link below will take you to the programmes of study for each year group. This shows you what your child will be learning when at school and what a child of that age is expected to achieve by the end of the year (Age Related Expectations).

[National Curriculum Programmes of Study for Key Stage 1 and Key Stage 2](#)



Number - Number and Place Value.

Number - Addition and Subtraction.

Number - Multiplication and Division.

Number - Fractions.

Measurement – Time, weight, height and length...

Geometry - Properties of Shape.



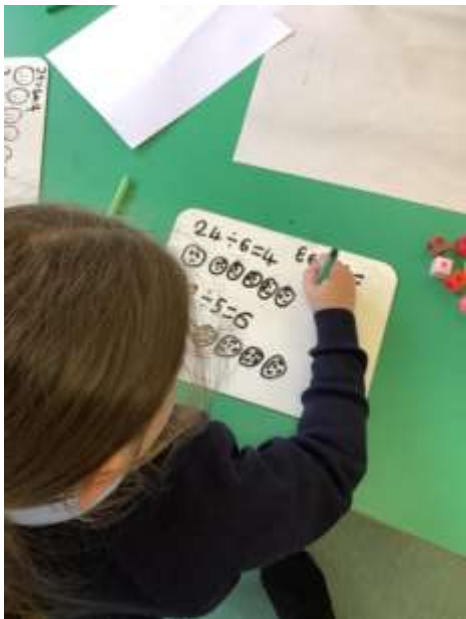
# What does Maths learning look like in EYFS and KS1?





- ✓ Learning through play.
- ✓ Outdoor activities.
- ✓ Counting, counting and more counting!
- ✓ Pattern spotting
- ✓ Number recognition and ordering to 10.
- ✓ Learning numbers bond up to 10.
- ✓ Shape recognition, 2D and 3D.
- ✓ Addition and subtraction using single digit numbers.

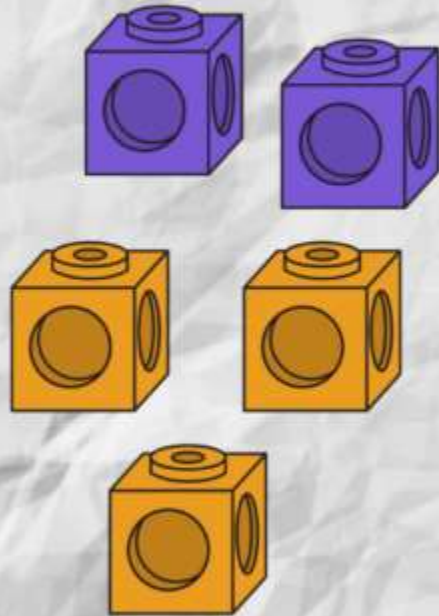






# CPA Approach

**Concrete**



**Pictorial**



**Abstract**

$$3 + 2 = 5$$



# What is CPA?

**C is for concrete.** New concepts are introduced through the use of physical objects or practical equipment. These can be physically handled, enabling children to explore different mathematical concepts. These are sometimes referred to as maths manipulatives and can include ordinary household items such as straws or dice, or specific mathematical resources such as dienes or Numicon.

**P is for pictorial.** Once children are confident with a concept using concrete resources, they progress to pictorial representations. By doing this, they are no longer manipulating the physical resources, but still benefit from the visual support the resources provides.

**A is for abstract.** Once children have a secure understanding of the concept through the use of concrete resources and visual images, they are then able to move on to the abstract stage. Here, children are using symbols to solve problems.

To be able to access this stage effectively, children need access to the previous two stages alongside it.

# At Home

- Take away their fear.
- Reassure and praise whenever possible. Positive mindset...
- Let them see you using Maths in your everyday routines – portioning meals between the family, chopping vegetables into halves and quarters etc.
- Play with numbers and shapes through games.
- Seeing mistakes as an opportunity to learn and using them as a discussion point.
- Recognising the **importance** and value of Maths in our everyday lives e.g. managing money and telling the time.

# Resources you can use at home





[https://www.nationalnumeracy.org.uk/sites/default/files/documents/Free%20FMT%20resources/YrR\\_FMT\\_Activity\\_Pack\\_2022.pdf](https://www.nationalnumeracy.org.uk/sites/default/files/documents/Free%20FMT%20resources/YrR_FMT_Activity_Pack_2022.pdf)

<https://www.nationalnumeracy.org.uk/sites/default/files/documents/Free%20FMT%20resources/Yr%201%20FMT%20Activity%20Pack%202021.pdf>

<https://www.nationalnumeracy.org.uk/sites/default/files/documents/Free%20FMT%20resources/Yr%202%20FMT%20Activity%20Pack%202021.pdf>

**Dice bingo**

Play a game of bingo together.  
Copy the grid below for each person.

4	1	5
6	2	3

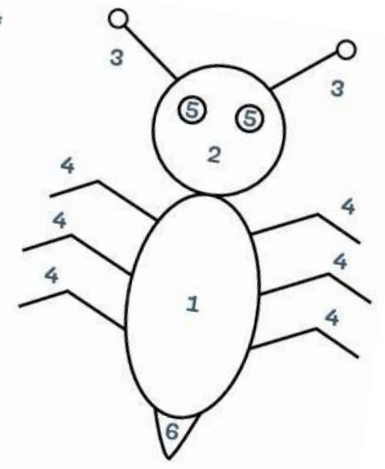
Take it in turns to roll a die. If you roll a number shown on your card, you may colour or cover it. Only the person rolling can colour or cover that number. Who has coloured or covered all their numbers first?

**Helpful hints:** You could make different grids for each person playing. Encourage your child to recognise the pattern of dots before colouring them.

Play the game of 'Beetle' by taking turns to throw a die. If you throw a 1, you may draw a body; 2 is for the head; 3 is for two antennae; 4 is for six legs; 5 for the eyes and 6 will give your beetle a tail. First one to finish is the winner.

Who will be first to complete a beetle? When you have won, you can add a nose and mouth! Have fun!

**Helpful hints:** Any number of people can play this game; you can make the game harder by saying that you cannot add antennae or legs until you have the head or body. Also you could say that you can only draw a single leg (or eye, or antenna) each time you roll a 4 (or 5, or 3), rather than all of them.



# Alternatives to maths resources

Counters



or you could use.....

Smarties



3D shapes



or you could use.....

groceries

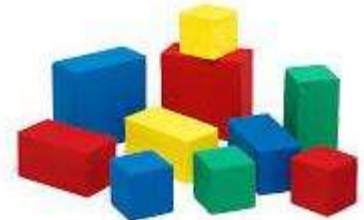


Counting Bears



or you could use.....

anything you have a lot of!



# You can use anything you have around the house

Pasta for counting



Cards for number recognition and counting



Chewits for counting



Toys to put in size order



Magnetic numbers for number recognition



# Don't Forget Outside



# Numbers in the environment



# Counting in 2s and 10s is a target in KS1

Numicon

or you could use.....

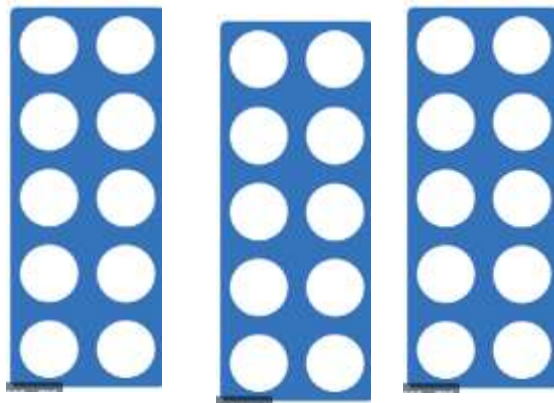
socks



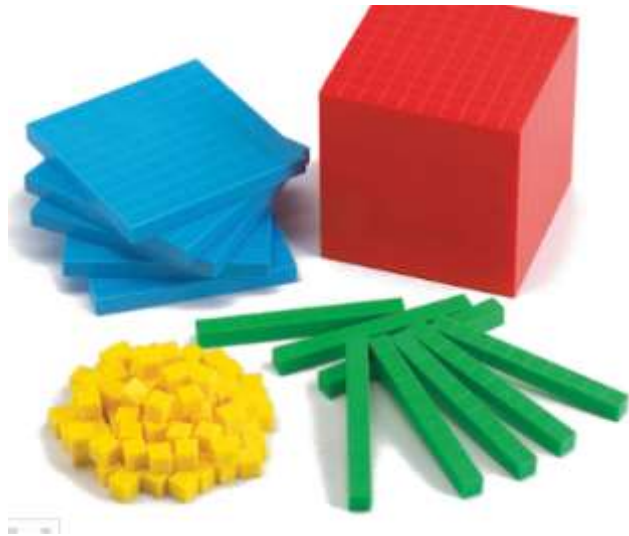
Numicon

or you could use.....

gloves

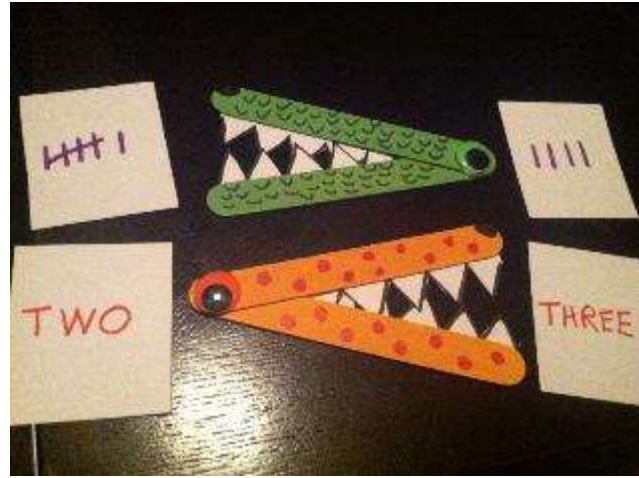
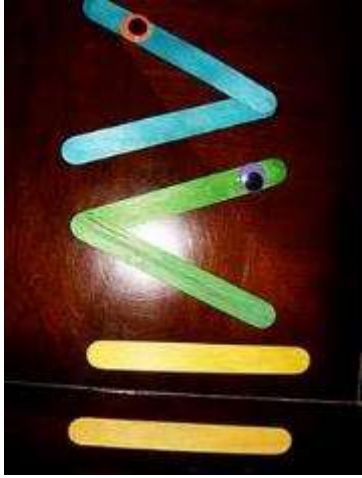


# Addition/ Subtraction using sweets instead of dienes



In Year 2 we use dienes for addition/ subtraction. Instead of tens and ones resource you could use sweets (such as Chewits). A whole pack of Chewits are the tens and individual Chewits are the ones. E.g.  $18 = 1$  tens and 8 ones

For greater or less than you could use...



For money work or problems you could use your own coins/ notes.



# Websites to support children's Maths skills

- [CBeebies](#) have lots of fun and interactive games and activities to help get our younger children excited about Maths
- [I See Maths](#) – a useful site with a plethora of ideas for fun games that all the family
- [Primary Games Arena](#) - It is a free website that encourages children to play online maths games linked to their home learning. It breaks the games down into concepts which is really helpful.
- [Hit the Button](#) – children love this game as it helps to increase confidence through practising times tables and number bonds.
- [Maths Zone](#) – this site is jam-packed with fun ways to learn more about maths.
- [BBC Bitesize](#) – lots of information alongside short videos help to make the learning enjoyable and accessible for all children.