# Mathematical development in the foundation stage.

# Areas of learning in the EYFS framework.

Number and Numerical patterns.

# Educational programme

- Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.
- 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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting.
- In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. This develops interests.

# Number

- Subitise to 5
- Have a deep understanding of numbers to 10
- Automatically recall number bonds to 5
- Including some number bonds to 10 and doubling facts

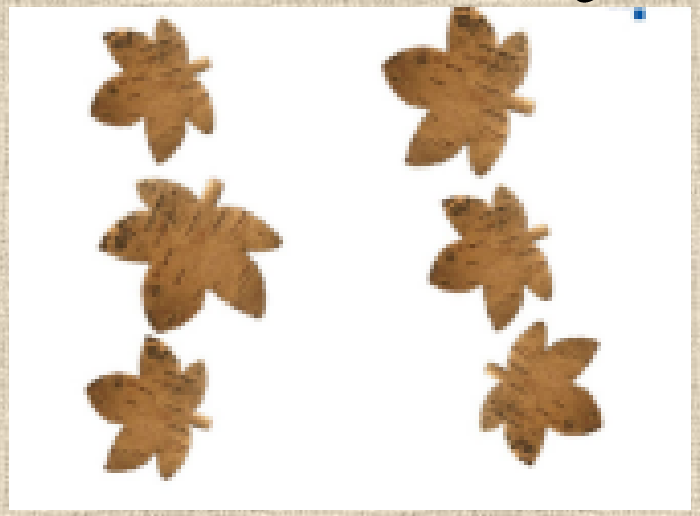

- <u>At the end of the year, we will assess the children's ability and progress in these areas, ELGs.</u>

# Subitising

## What can you see? How can you see it?

**'Subitising' comes from the Latin word 'Subito' meaning 'to arrive suddenly.**

You can pronounce it 'Soo-bitising' or 'Suh-bitising, it really doesn't matter.



## Subitising starts with the skill of #noticing.

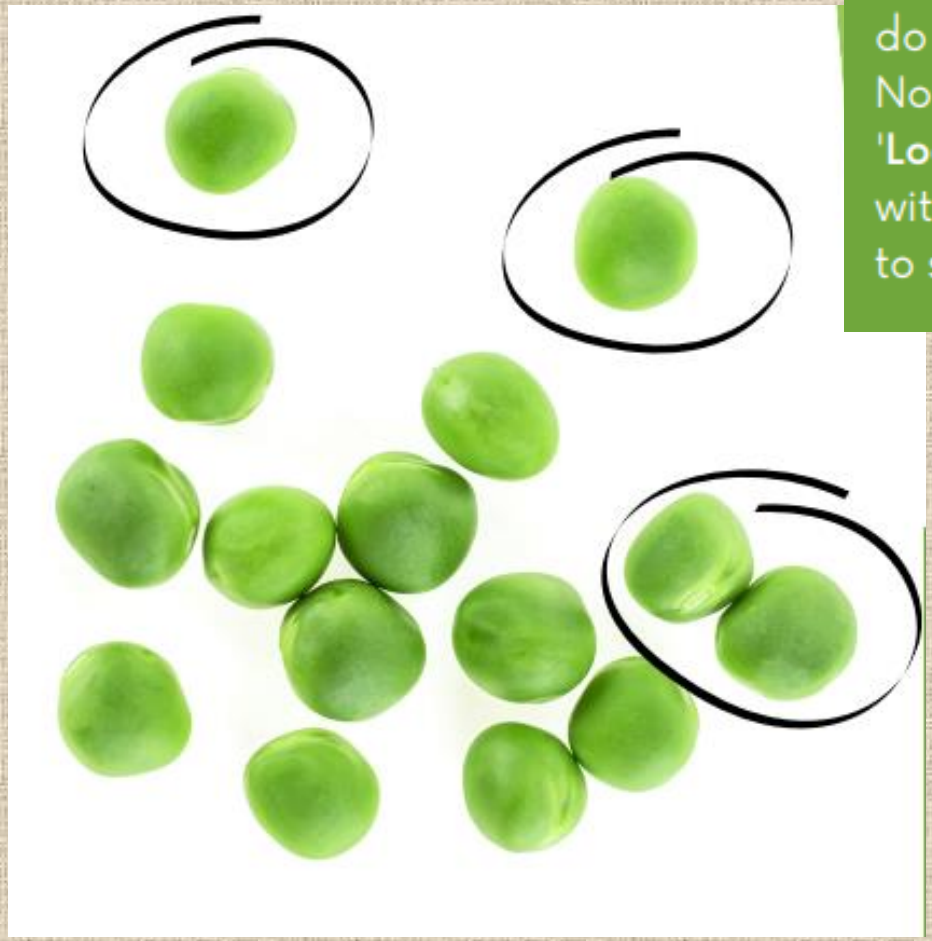
Take your children outside and follow their interests and fascinations.

Ask '**What do you see?**' and REALLY listen to what they say WITHOUT your own agenda.

## Your questions matter!

Ask '**What do you see?**' instead of 'How many?'

**Don't put the maths first.**
**Put the #noticing first.**
Children need to be free to tell you what's in their mind instead of trying to tell you what's in yours!



**Take a look at the image of the peas?**
(Imagine them without the markings)
**What do you see?**

You'll see 'peas' first and probably react to whether you like them or not. Let the children do the same. This is what is in their mind. Now point to where you see '**1 pea**' and say '**Look there's a pea. I can see 1 pea.**' Try this with 2 peas too and 'draw around' the 2 peas to show you're seeing them as one group of 2.

**Collect 3 similar sized, shaped and coloured pebbles**
What do you see?

Say '**I see 3 pebbles**' and 'draw' your finger around the the whole group of 3 pebbles.
Hold up 3 fingers and say '3'
(Don't count but show them all at the same time)

Now pick them up and drop them gently and see how they fall. May be they land like this.

# Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts. Greater than, less than and the same.
- Explore and represent patterns within numbers up to 10. Including odds and evens and doubles facts.

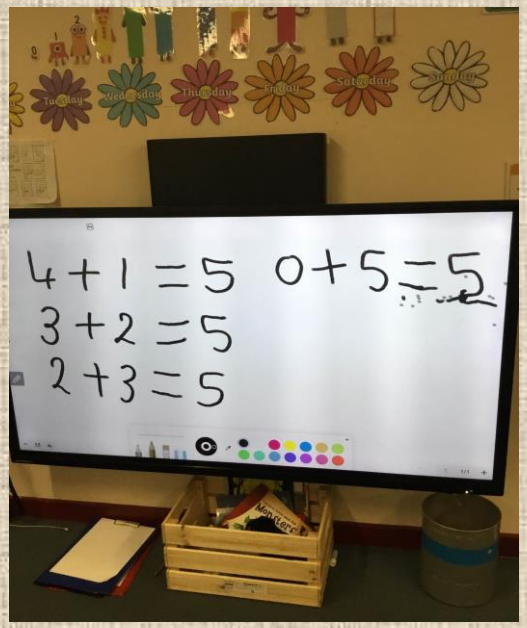
<u>Again, these will be assessed at the end of the year, ELGs.</u>

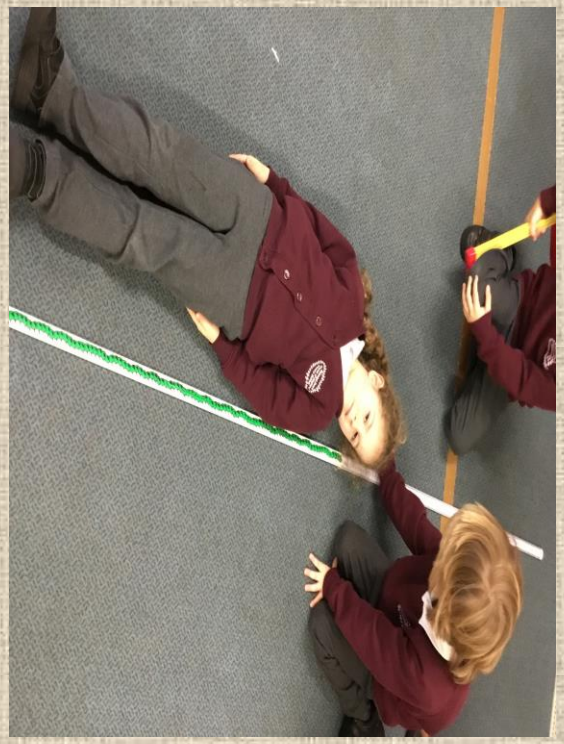
# Other areas of mathematics in the foundation stage.

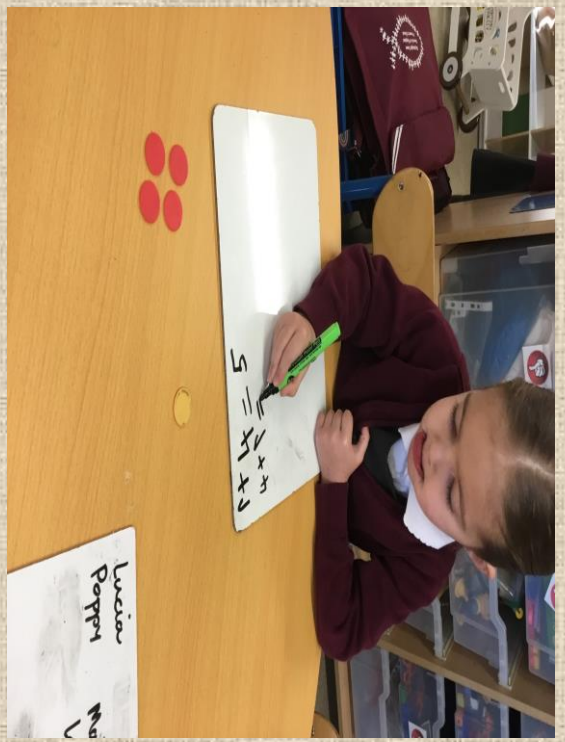
- Use mathematical words such as greater, smaller, heavier, lighter, more, less etc
- Develop skills in comparing and sorting objects
- Develop understanding of shape and size including 2D and 3D shapes

# Learning through play...

# Mathematics in free flow time

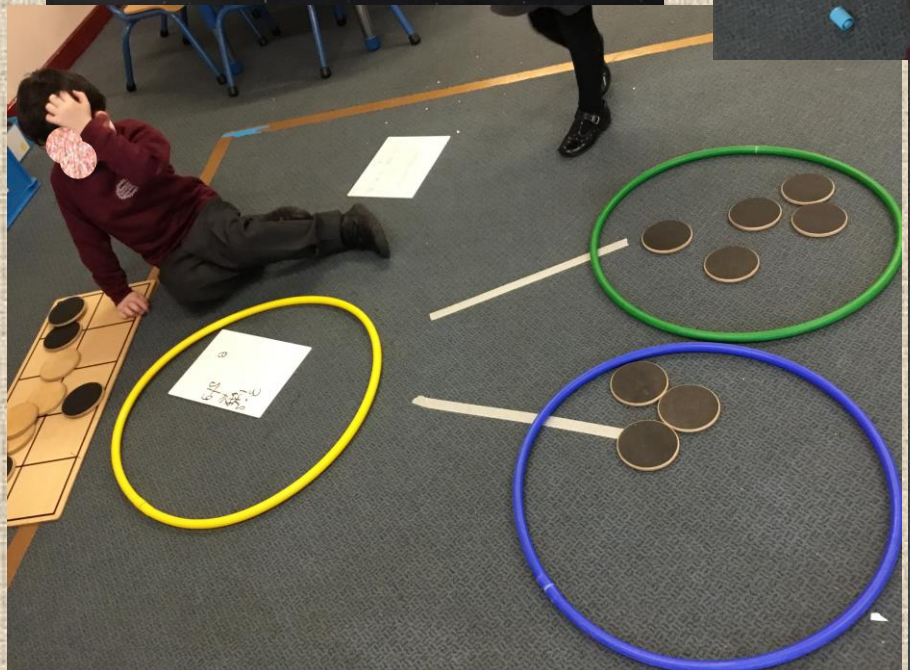


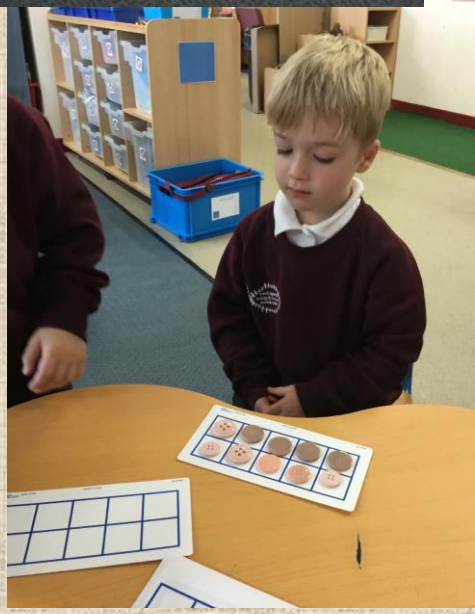

Lucia
Poppy


5
2
8
4
6
10
1
9
3
7


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25




Circles



# Different ways to support your child's mathematical development

- Use subitising / noticing in everyday life
- Look for numbers in the environment
- Playing simple number games
- Model mathematical language

Each week, we will send out a weekly letter to tell you about our maths focus, what we will be teaching and how we will be teaching it.

# Any questions?