



What Mathematics looks like at St. Josephs

Number

Numerical Patterns



Mathematics in EYFS



ELG	<u>Number</u>	<ul style="list-style-type: none">• 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.
	<u>Numerical Patterns</u>	<ul style="list-style-type: none">• 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.

We have a specific Maths area within both classrooms. This has lots of manipulatives which the children are able to access throughout the day. Across all areas of learning there are Maths themes which the children are exploring and embedding their learning for example when constructing we are also exploring shape. The children use the whiteboard during child initiated activities to practise their number formation as well as writing their own number sentences.

To support the children with their number formation we teach the children a number formation song which they also work on at home.

Our Maths display is adapted to the current areas we are working on in class. For example at the start of the year we are focusing on recognising and order numbers and later in the year number composition in addition to number bonds. We follow White Rose Hubs planning.

Communication & Language	<p><u>Listening, Attention and Understanding.</u></p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what they have heard and ask questions to clarify their understanding.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking</u></p> <ul style="list-style-type: none">• Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Maths in EYFS. Here are some examples of

our work.

We use lots of practical resources to support our learning. For example, cubes, dabbers and numberblocks

We love watching number blocks to introduce new topics and embed our learning.

We play games on the ipads during child initiated activities.

We enjoy playing teachers to test our friends for example, we write number sentences and ask our friends to answer them.

We have a mental Maths slot each day. We use this to focus on different areas of our Maths ELG. For example; revisiting capacity, weight, number formation and our number bonds.

We enjoy working with partners and our friends to solve problems. For example going on a shape hunt on the playground.

Lots of our teacher led activities are practical. We record them on our practical Maths sheets.

We use the chalks, whiteboards, paint and other mark making tools to practise our number formation

