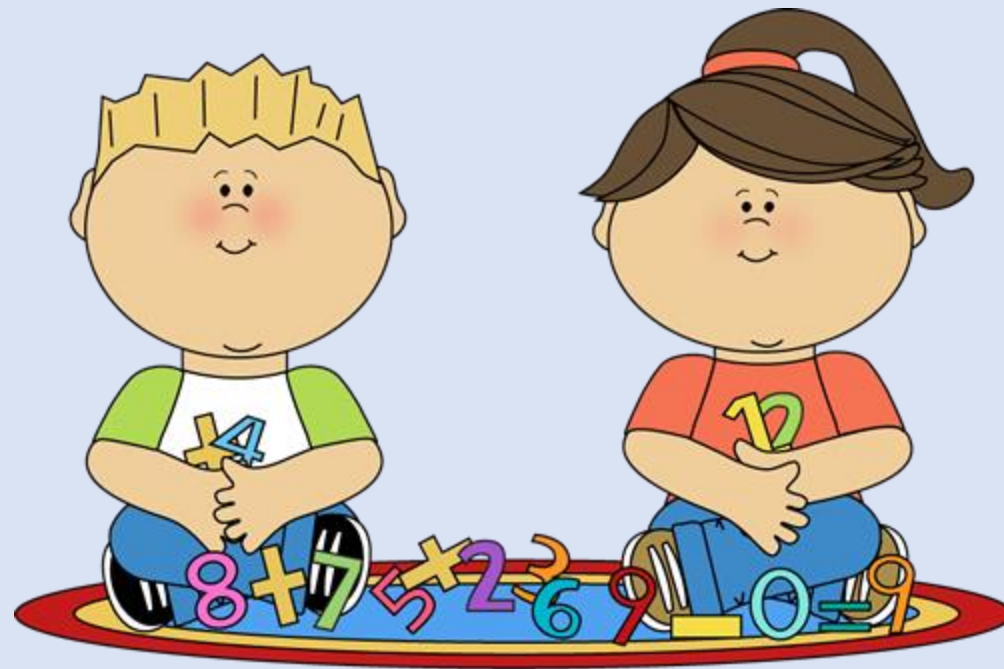


Maths Parent Workshop May 2024



Daily Maths:

Short whole class Maths session.

Maths area in the classroom & outside in the Butterfly Garden.

Maths activities whilst playing and through directed activities.

Once a week a 'Counting Collections' lesson.





Maths Early Learning Goals:

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.

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.

Counting Collections

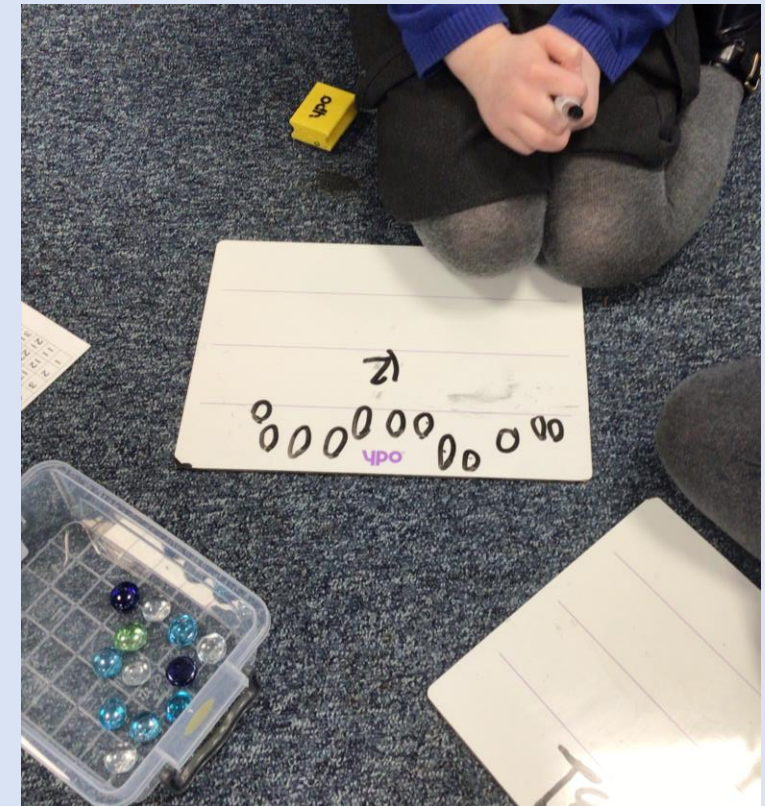
- One 20 minute lesson per week.
- Teacher models counting a large set of objects & models drawing a representation of them & writing the corresponding numeral.
- In pairs, children choose a collection they want to count.
- They estimate the number in the box and then count objects into a box, number track, ten's frame, counting mat or tray.
- Their partner then checks the amount counted. Then they swap roles. The person who checked before now does the counting out.
- Each child uses a wipeboard to draw the amount of objects they have counted & write the corresponding numeral.

- This can be adapted when focusing on counting in twos, identifying if the number is even or odd number and splitting a number into two parts.
- The children are encouraged to access the 'Counting Collections' resources during continuous provision.

Examples of Counting Collections Work



Counted 31 using the tens frame so we can clearly see 10, 10, 10 and 1 makes 31.



Counted 12 glass beads & drew 12 circles to represent the beads.

Examples of Counting Collections Work



The children were asked to line their counting collections in twos. They stated if the amount was an odd or even number by looking to see if each object had a friend or was there an odd one out.

Number Bonds to 10

$$6 + 4 = 10$$



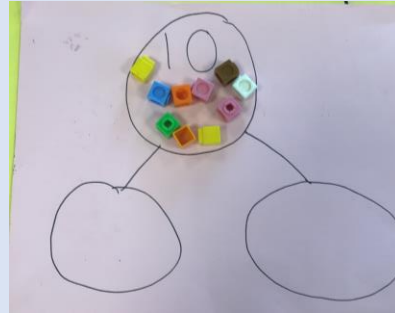
$$2 + 8 = 10$$



The children need to identify number bonds to 10 (two numbers that add up to 10.) A good way of doing this practically is by filling 10 windows on the bus with girls and boys until the bus is full. The children can state how many boys and girls are on the bus then they can rearrange the children on the bus so there is a different number in their number sentences. They can write the number sentences they have made.

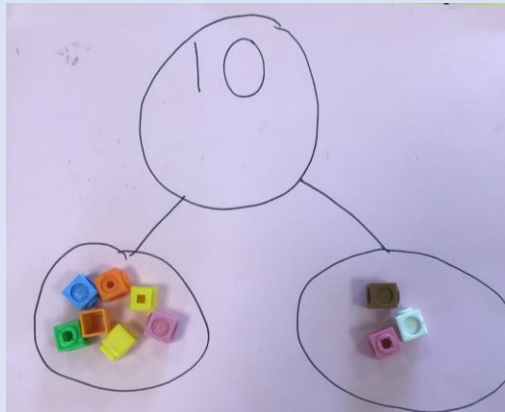
Number Bonds to 10

Another way of splitting numbers into smaller amounts is the part,part,whole method. You could start with 10 cubes/counters and split them into two sets. Then state the number sentence you have made.

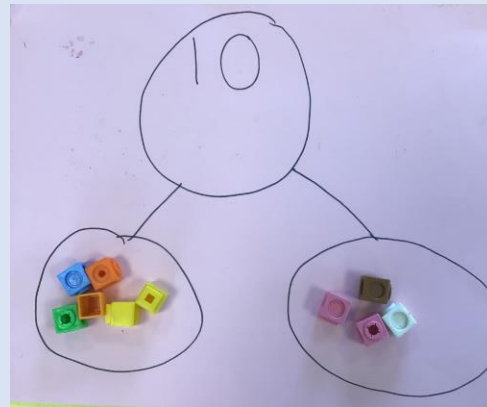


Start with 10 cubes before splitting them up into smaller amounts.

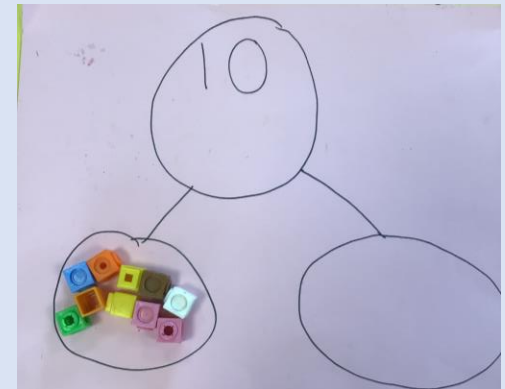
Split them into two small groups



$$7 + 3 = 10$$



$$6 + 4 = 10$$



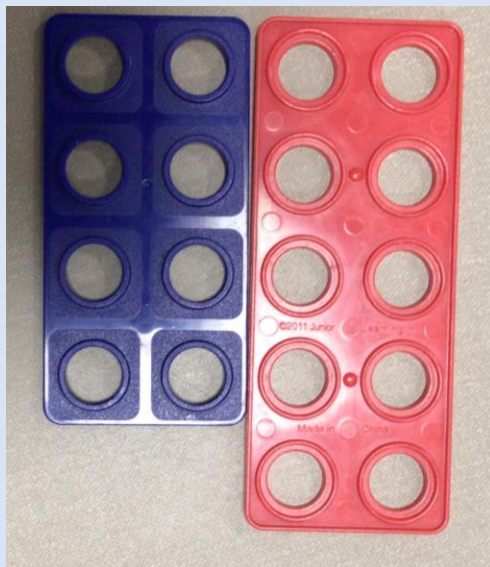
$$10 + 0 = 10$$

Splitting Teen Numbers into Tens and Ones

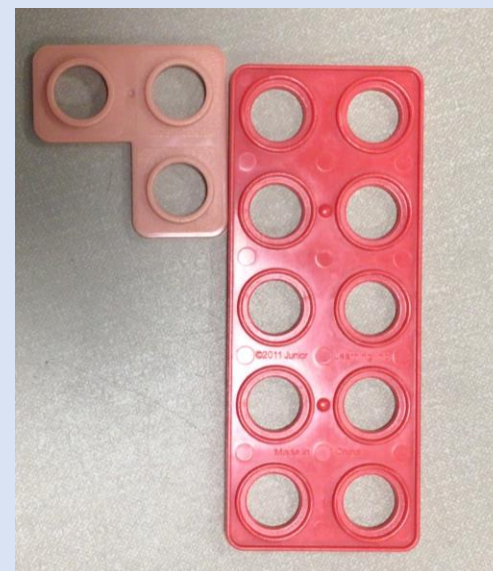
$$4 + 10 = 14$$



$$8 + 10 = 18$$



$$3 + 10 = 13$$



We use the numicon to identify which numbers make some of the teen numbers. To find out which numbers make 14, we put 10 in our head and use our fingers to count up to 14 e.g. 11, 12, 13, 14 so we need numicon 4.

Counting Larger Amounts



When counting larger amounts we can use ten's frames to help our counting to be accurate. This also helps us to see how the number splits into tens and ones. Using the example above there are 27 coins which is made from two tens and six ones.

Odd and Even Numbers



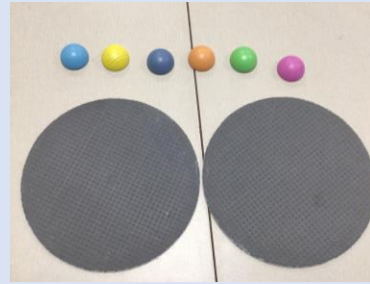
8 Even number
They all have a friend



11 Odd number
There is an odd one out

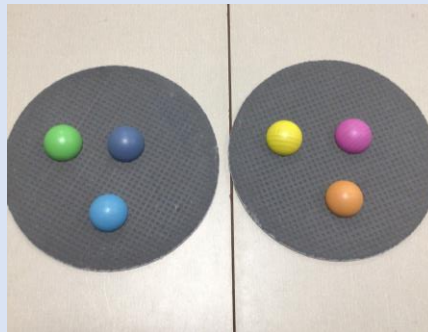
We have been learning to count in twos. We can arrange small amounts of objects and count them in twos then we can identify if the amount counted is an odd or even number. If the amount is an even number then all the objects have a friend whereas if it is an odd number there is an odd one out.

Sharing Objects into Two Sets



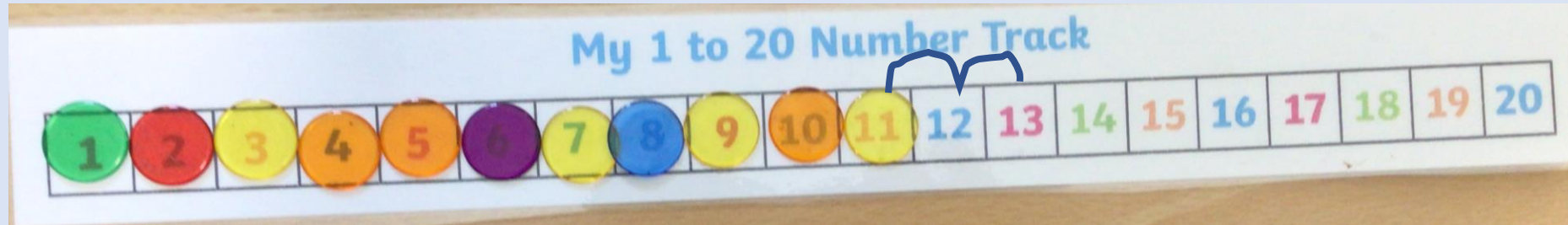
6 objects

We have shared an amount so that the two sets are equal. We count the amount we are sharing then put one object in one set and one object in the other set. We continue to do this until all the objects have been put into sets. Finally we check if both sets have the same amount.



6 objects split into two sets
gives 3 in each set

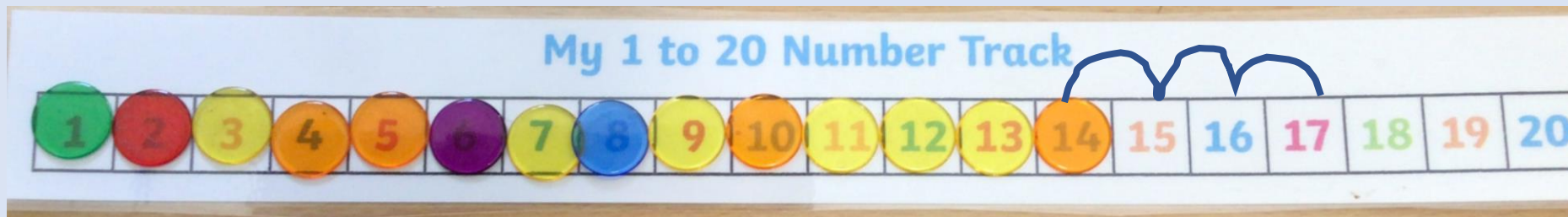
Adding By Counting On



We can add numbers together by counting on using a number line and also by putting the number in your head and counting on a specific number of steps

e.g. $11 + 2$ then put 11 in your head and count on two steps 12, 13 so $11 + 2 = 13$

$14 + 3$ then put 14 in your head and count on 3 steps 15, 16, 17 so $14 + 3 = 17$



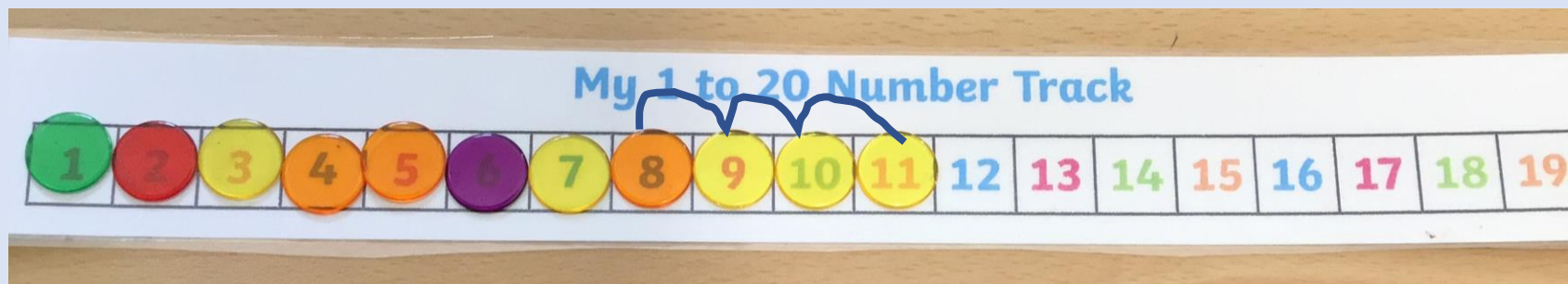
Taking Away By Counting Back



We can take numbers away by counting back using a number line and also by putting the number in your head and counting back a specific number of steps

e.g. $7 - 2$ then put 7 in your head and count back two steps 6, 5 so $7 - 2 = 5$

$11 - 3$ then put 11 in your head and count back 3 steps 10, 9, 8 so $11 - 3 = 8$



Activities in the Classroom to do with your child :

- Roll 1-3 dice on a number track. Move counter corresponding number of places on the track. The first person to reach 20 is the winner.
- Shake containers & guess the number of cubes in each one.
- Order numbers to 20.
- Play bingo game matching numeral to numicon.
- Match shapes over the picture.
- Split 8 cubes into 2 sets state number sentence e.g.5 and 3.
- Put people on the bus in the tens frame-number bonds to 10.

