Edgewood Primary School

Building skills and values for life

Numeracy workshop 2015

Numeracy in Foundation Stage 2

LEARNING AND DEVELOPMENT

Mathematics

Number

Shape Space and Measures

NUMBER - EARLY LEARNING GOALS

Count reliably with numbers from 1- 20

Place numbers in order, and be able to say one more and one less

Using quantities and objects, they add and subtract two single digit numbers

They count on or back to find the answer.

They solve problems including doubling, halving and sharing.

FOUR OPERATIONS

At Foundation Stage, children's experiences of addition, subtraction, multiplication and division will be a mixture of practical, oral and mental work.

Very little recording is done at this stage independently

Children may make a record in pictures, words or symbols of activities that they have already carried out, and may begin to construct simple number sentences.

Children are encouraged to explain to someone else what they have done, how they did it and why they did it.

They begin to read records made by their teacher, including simple number sentences.

RESOURCES

Number lines and number tracks

Number square

Counters

Multilink

Counting/sorting objects e.g. stones, pinecones

Numicon

COUNTING

Children need to know when to count (understand the concept of ‘How many?’)

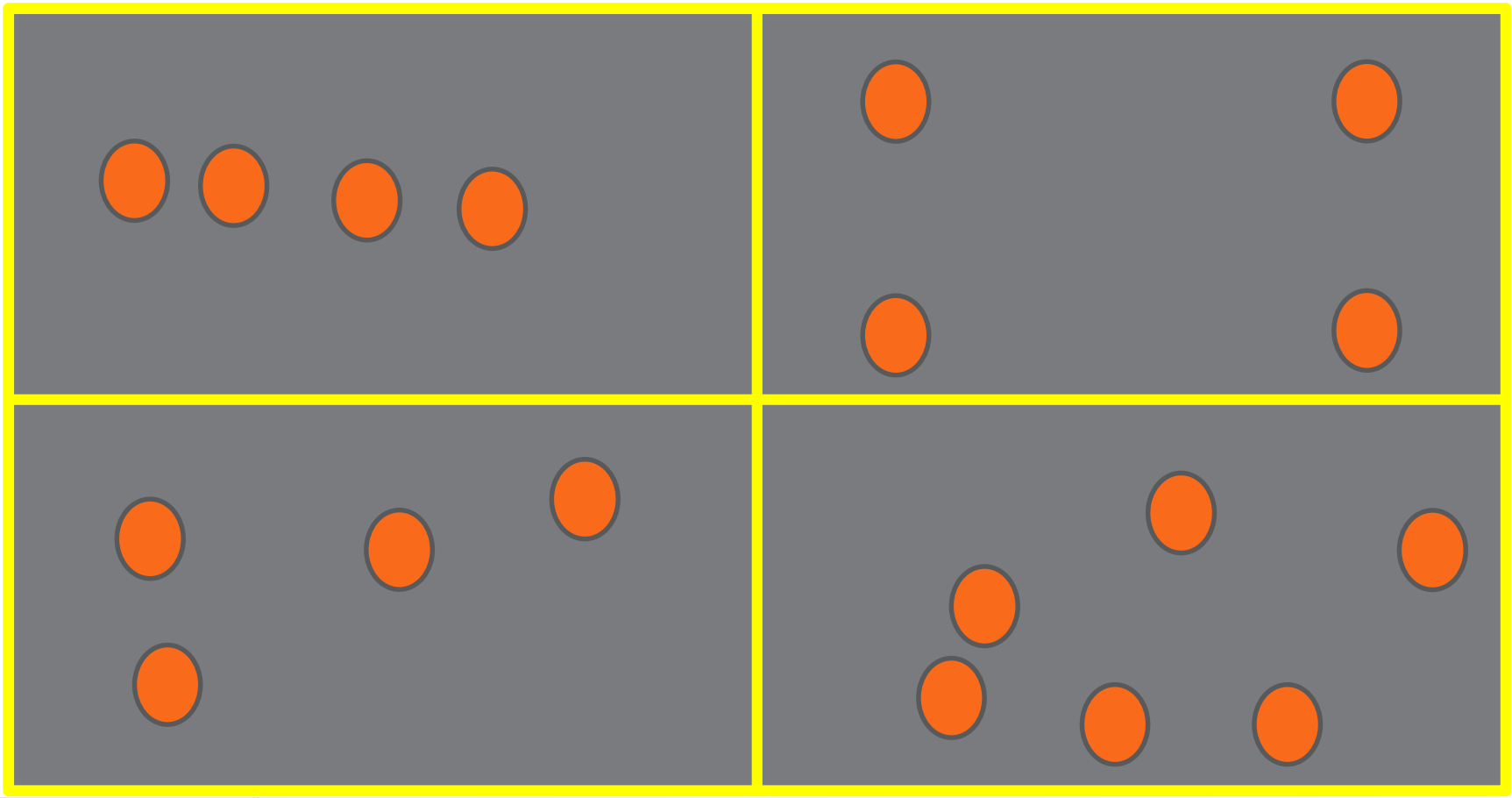
They need to know the last number is the total, and be able to say there are…

They need to be able to count with 1 to 1 correspondence- ‘Count how many cars there are’ ‘Get me 10 cubes’

They can count objects in a line

They can count objects in a pile by organising them into a line themselves

‘Understand’ what numbers mean



How many in each rectangle? Which rectangle has more dots? Which has less?

ONE MORE, ONE LESS

Using practical objects, add one or take one away (extend to two +)

Physically move/jump to the number one more/one less than…

Use a number track, ‘Tell me one more/less than…’

Start with numbers up to 5, then up to 10. Extend to numbers up to 20.

ADDITION

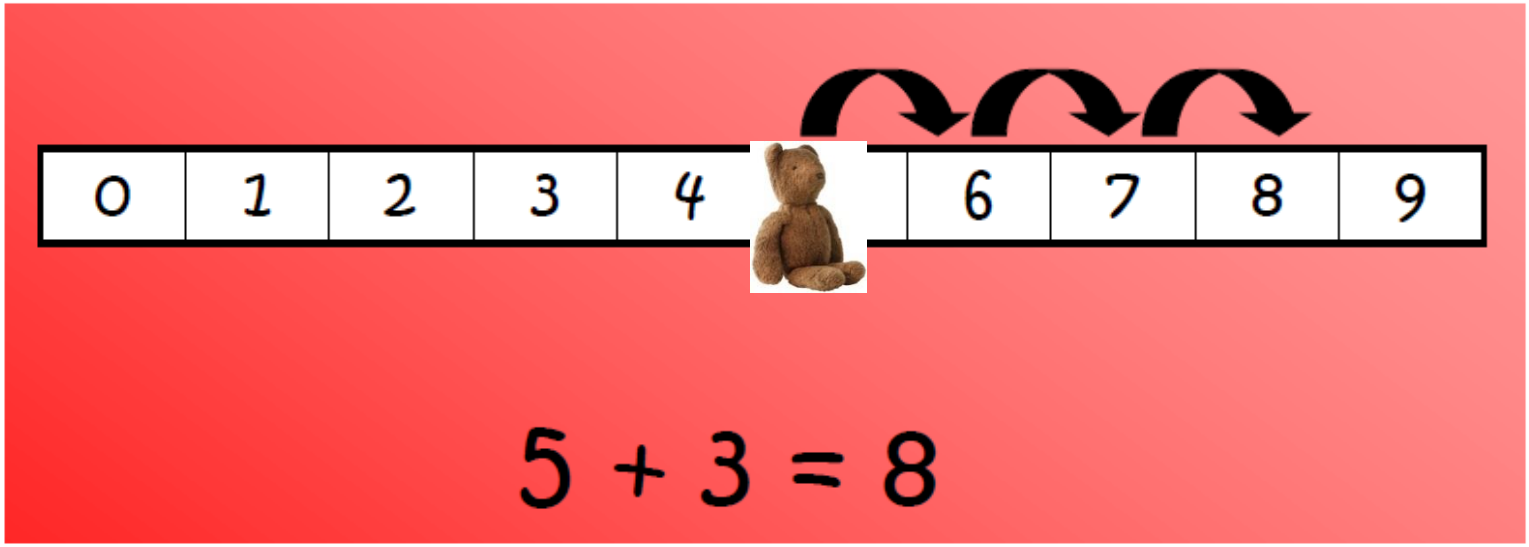
‘I have three strawberries, my friend gives me two more. How many have I got altogether?’

Practical Methods-use actual strawberries

Pictorial Representations 

Number sentence 3 + 2= 5

NUMBER TRACK TO COUNT ON

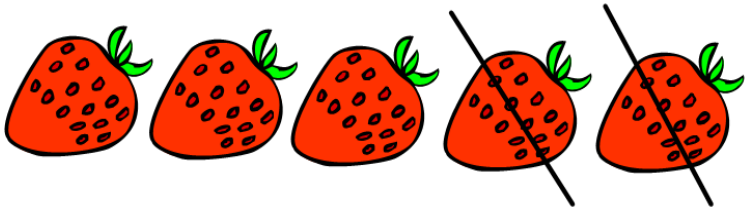


SUBTRACTION

‘I have three strawberries, I eat two. How many have I got left?’

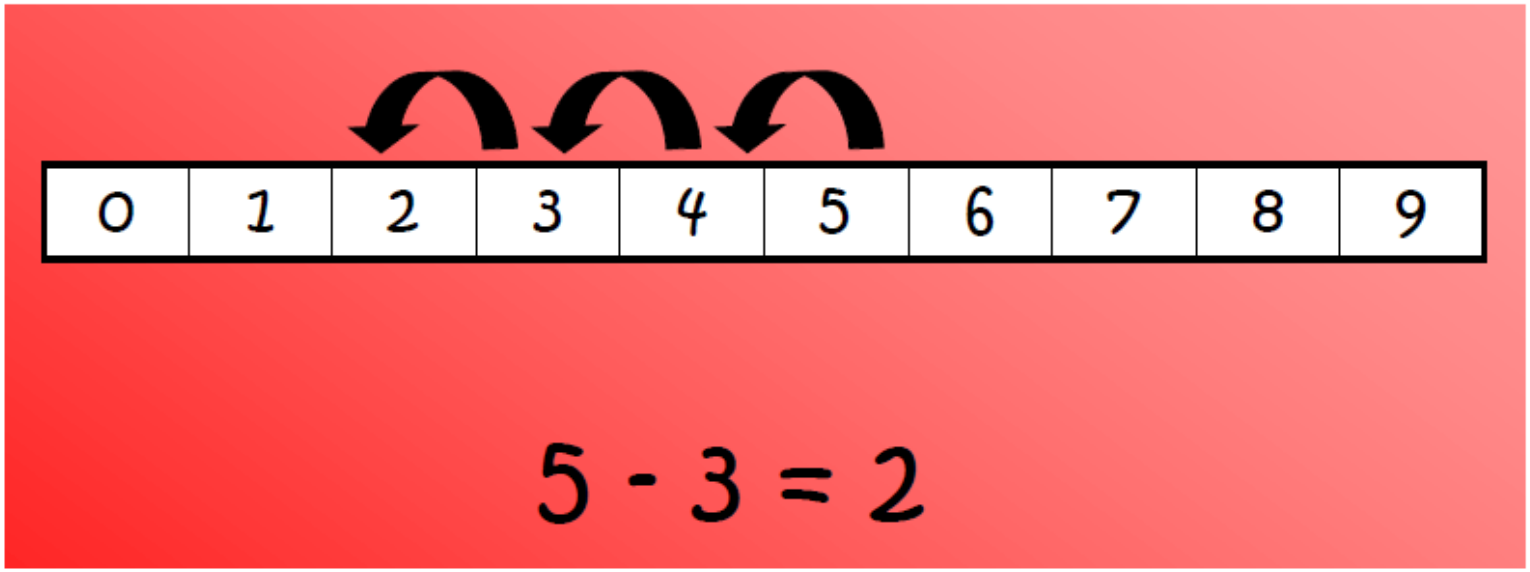
Practical Methods-use actual strawberries.

Pictorial Representations



Number sentence 5 - 2= 3

NUMBER TRACK TO COUNT BACK



MULTIPLICATION

- Learn Its – 1 digit doubles
- Counting in multiples- 2s, 10s, 5s
- Practical counting e.g. pairs of socks
- Counting using a hundred square
- Counting using body parts

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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


Team UmiZoomi

LEARN ITS

1 + 1

2 + 1

2 + 2

3 + 3

4 + 4

5 + 5

2 + 3

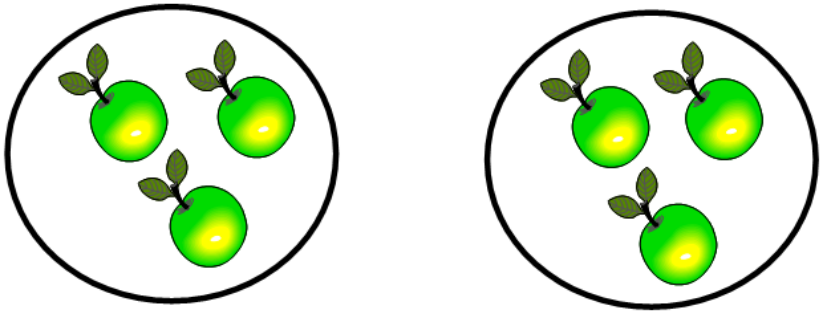
3 + 2

DIVISION

There are six apples, can you share them fairly between Mr Elephant and Spot.

Practical Methods - use actual apples.

Pictorial Representations



GENERAL PROBLEM SOLVING

I need 6 coloured pencils. I have 2, how many more do I need?

Amy has 12 raisins, I have 3 raisins, what is the difference?

How many socks do 3 people need?

Cars are 4p each….do I have enough with a 10p? How much change will I get?

How many grapes can I fit in this tub?

SHAPE, SPACE AND MEASURE

Children use everyday language to talk about size, weight, capacity, position, distance, time and money.

They compare quantities and objects and solve problems.

They recognise, create and solve problems.

They explore characteristics of everyday objects and shapes, and use mathematical language to describe them.

USE EVERYDAY LANGUAGE TO TALK ABOUT SIZE, WEIGHT, CAPACITY, POSITION, DISTANCE, TIME AND MONEY.

Where is the teddy? The teddy is behind the tree. The teddy is on the table. The teddy is inside the basket.

Which car is bigger than my car? Which is the smallest car? These two cars are the same size.

Which is the heaviest/lightest present? How do you know it is heavy? Can you weigh the present on the scales?

Which container holds the most? Which is full? Can you fill it half full?

What did you do yesterday? When is your birthday? What day is it today?

How many pennies do you need to buy the toy?

EXPLORE CHARACTERISTICS OF EVERYDAY OBJECTS AND SHAPES, AND USE MATHEMATICAL LANGUAGE TO DESCRIBE THEM.

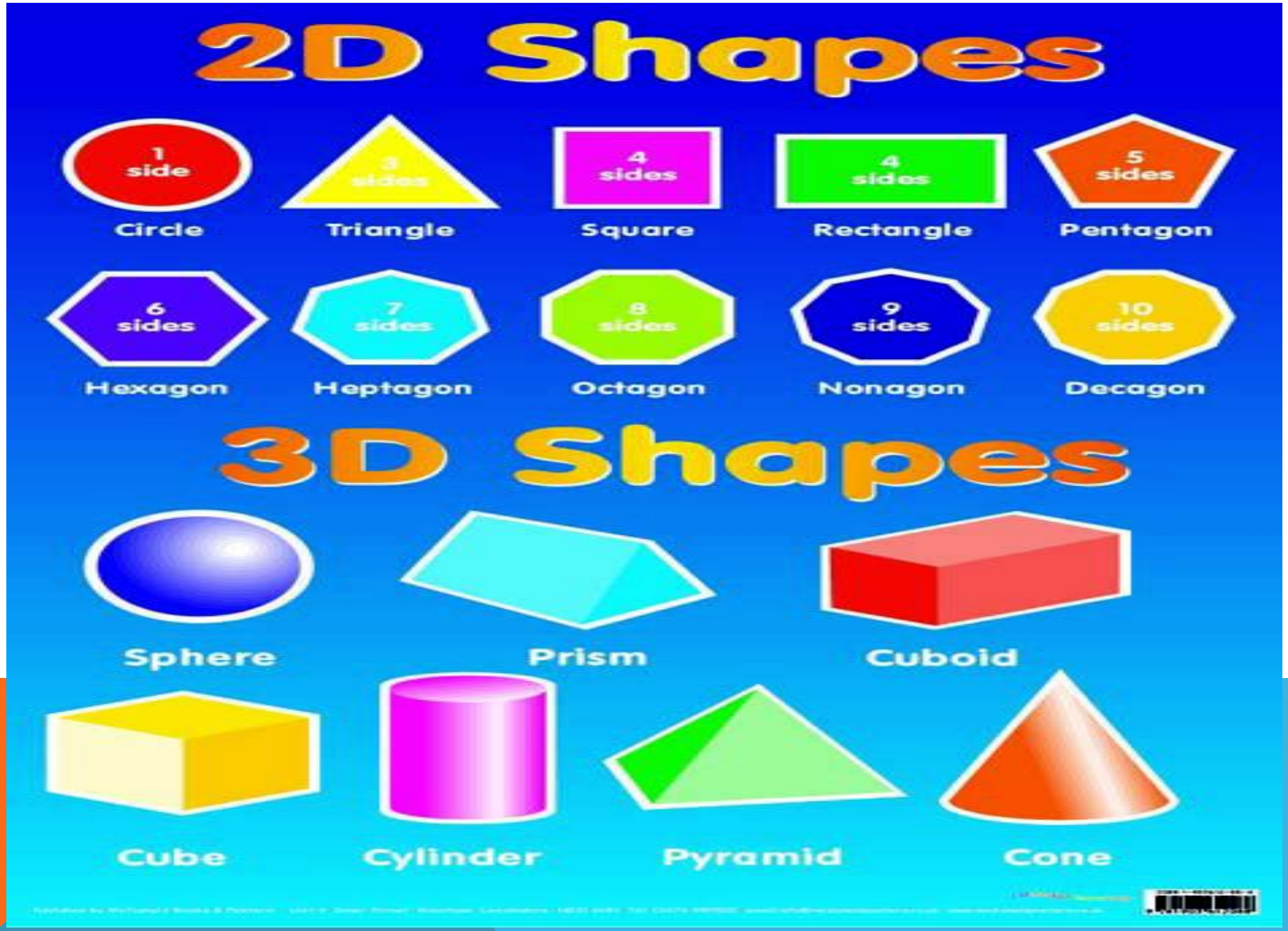
Can you name these shapes? Can you find a square/triangle?

Guess my shape…Its has 4 sides.

Describe the shape. How do you know it's a cuboid?

Which shapes would you use to make a car?

How are a triangle and rectangle the same? How are they different?


2D Shapes
1 side
Circle
3 sides
Triangle
4 sides
Square
4 sides
Rectangle
5 sides
Pentagon
6 sides
Hexagon
7 sides
Heptagon
8 sides
Octagon
9 sides
Nonagon
10 sides
Decagon
3D Shapes
Sphere
Prism
Cuboid
Cube
Cylinder
Pyramid
Cone

SHAPE, SPACE AND MEASURES- KEY VOCABULARY

Big/biggest
Small/smallest
Large/largest
Long/longest
Short/shortest
Tall/tallest
Heavy/heaviest/heavier
Light/lightest/lighter
Full/fullest
Empty
Half full
In, on, under, beneath
Next to, opposite, in between
Behind, in front
To the left/right of
Up, down, around

Far, near, furthest, nearest
Days of the week
Months of the year
Daily routine
Money, pence, pennies, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2.
2D shapes-flat shapes
Circle, triangle, square, rectangle
Corners, points, sides, length, curved, straight, round
3D shapes-not flat
Cube, cuboid, sphere, cylinder, cone
Edges, faces,

TIPS FOR HOME

Maths is happening all around us all the time which helps us to make it real and make it fun!

Make the most of everyday opportunities

- What numbers can you see?
- What shapes can you see?
- Bake – weigh ingredients, compare amounts
- Counting by rote, forwards and backwards to 20, in 2's, 5's, 10's
- Play shops using real coins
- Teddy bear tea party – sharing a given number of raisins, setting the table
- Board games such as snakes and ladders, Ludo
- Play hide the sock
- Snap – choose 2 cards and ask your child to make a given number
- Use magnetic numbers to write sums for children to solve on the fridge.


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15


1
2
3
6


1
2
3
4
5
6


Courtney
Which vehicle is the....
•heaviest?
•lightest?


ROSIE'S
WALK


Tegan


Areeba

TALK ABOUT THINGS

'LOTS OF PEOPLE ARE AFRAID OF MATHS BECAUSE THEY DIDN'T PLAY WITH MATHS'