

# Teaching and Learning Mathematics



“It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”

EYFS Statutory Framework 2024

## Task 1

Think of some of the ‘everyday mathematics’ your child will encounter at your setting – note them down. Ask a colleague to do the same.

Now compare your lists – Did you seem the same potential and opportunities for maths in your curriculum? Were there any that you missed?

Using your combined lists, review the list of areas of early mathematics below. Are all the areas represented?

- Pattern – The process of exploring, making and using patterns
- Measuring – answering the questions e.g., ‘how big is it?’
- Sorting – separating objects into groups with similar properties
- Locating – Exploring space or finding items in a space
- Counting and grouping – the process of working out the answer to a question e.g., ‘how many?’ Grouping involves putting things together.
- Shape – naming shapes and identifying the unique specific properties or features of shapes

## Task 2

How could you promote this kind of learning at home?

Create a 'Merry Maths' challenge card for each of the areas in task 1.

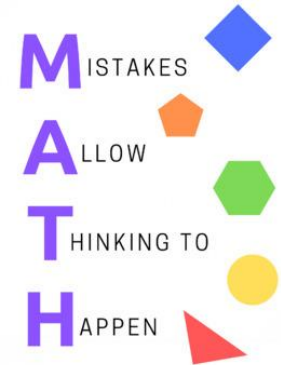
Provide simple challenges that parents can engage in with their children at home, to promote the value of early maths, how it is ever present in our day to day lives!

For example – sorting socks into pairs, setting the table, having a shape hunt, playing supermarkets, cups and bowls at bathtime etc.

Keep in mind the age and stage of the child when sending home challenge cards – build up a collection of merry maths cards over time that cover different ages and stages.

Food for thought...

“Maths is like ice cream, with more flavours than you can imagine – and if all your children ever do is textbook maths, that's like feeding them broccoli - flavoured ice cream.” – Denise Gaskins



### **Task 3**

A mathematical friendly environment is strongly underpinned by language used during play interactions. With this in mind, let's review adult's knowledge of mathematical language!

Looking at the list below – note down all the language that you could use when engaging with children. Some answers having been added to get you started.

Comparing language – Small and Large, Fast and Slow...

Positional language – Above, Out, Behind...

Directional language – Forwards, Down, Up...

Ordinal language – First, Before, After...

Calculating language – More, Same, Less...

Shape language – Straight, Pointed, Sides...

Time language – Today, Yesterday, Morning...