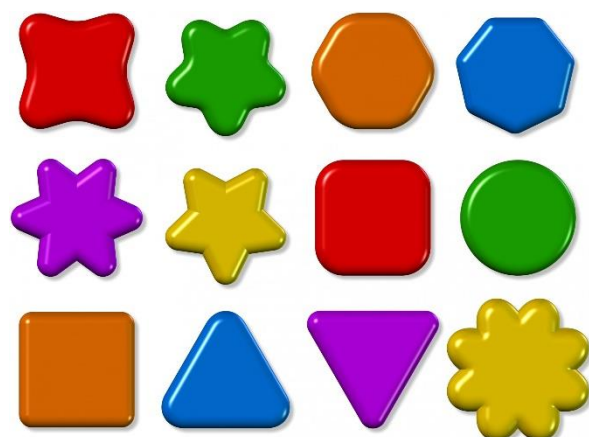


St Francis CE Primary School

Ducklings Nursery Class

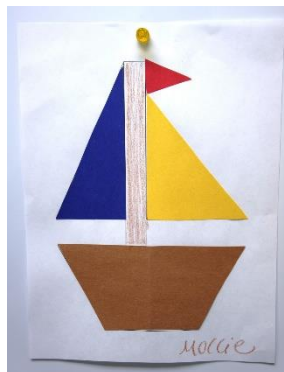
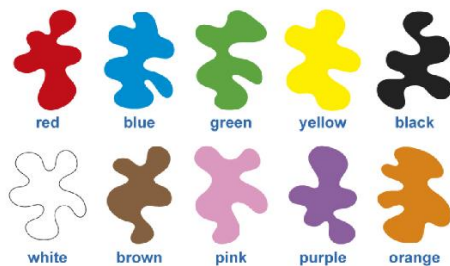


Incorporating maths into your daily life.
Every day maths.



Did you know?

- Children begin to learn the sequence of numbers through rhymes, songs and play.
- Children learn the names of numbers when they hear them over and over again – counting the stairs; cups on the table; bowls for breakfast; sharing biscuits etc.
- Playing with and talking about number, shape and size will help children to learn more about the world around them and allow them to use mathematical language in their free play.
- Children need to be given time to ask and answer questions.
- Traditional stories are often based on patterns of **size**: Goldilocks and the Three Bears; **strength**: The Three Billy Goats Gruff or **time**: The Three Little Pigs
- Young children love to join in with counting or repeating rhymes built into the story. In this way they learn the patterns and rhythms of language and counting.
- Children learn the names of shapes, colours and numbers when they hear them again and again in everyday situations. Children then begin to make links with the shapes they know and with shapes in the environment – e.g. 'That roof looks like a triangle.' 'That door is a rectangle shape.' 'This hoop rolls like the Wheels on the bus song, because it's round.'
- Pointing out and talking about shape, size, colour and numbers all around you helps prepare your child for activities in nursery and later in school.
- Playing games with your children will help them to learn about shape, size, colour and number. Try sorting objects by colour, shape or size and ask how many each time.
- If you can establish a few familiar routines you will give your child a sense of order and a sense of time. E.g. We brush our teeth **after** breakfast. You put on your pyjamas **before** you get into bed.



The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage sets the standards for learning, development and care for children from birth to five. The section on mathematics emphasises that babies and young children must be given opportunities to learn through play and first hand, meaningful experiences.

The area of mathematical learning is in two sections;

1. Numbers

2. Shape, space and measures

Here is some mathematical language that we use with children to develop their understanding of mathematical concepts.

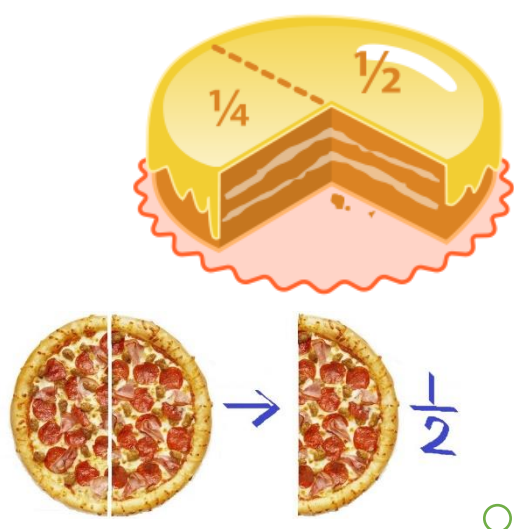
- count, counting, chanting, singing numbers, 0,1,2,3,4,5,6,7,8,9,10, count forward, count backwards, count on from...
- tens, a hundred, a thousand, a million.
- first, second, third, last, before, after,
- more, less, few, altogether, too much, too many, not enough, the same, different, add, take away, subtract, how many, share,
- in, on, off, under, over, above, below, between, behind, in front, next to.
- full/empty, bigger/smaller, taller/shorter, higher/lower, longer/shorter, heavier/lighter.
- shape, corners, sides, square, circle, semi-circle, triangle, rectangle, round, flat, cube etc.

Having fun with mathematics at home

Maths is not something that you have to sit down and do quietly with your child, but a fun practical activity. Children learn maths through their daily life – we call this everyday maths.

Without experiencing mathematical play, your child will find it hard to understand mathematical words such as add, halve, takeaway and mathematical symbols such as 1, 2, and 3.

Let your child see you using maths whenever possible by thinking aloud when making calculations and encouraging them to join in as you count.



When cutting up a **whole** cake or pizza ask:

How many people are there?

How many pieces do we need?

How many pieces are left?

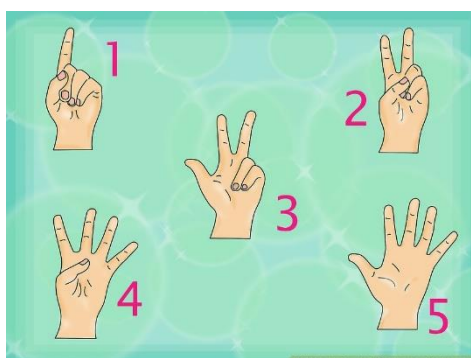
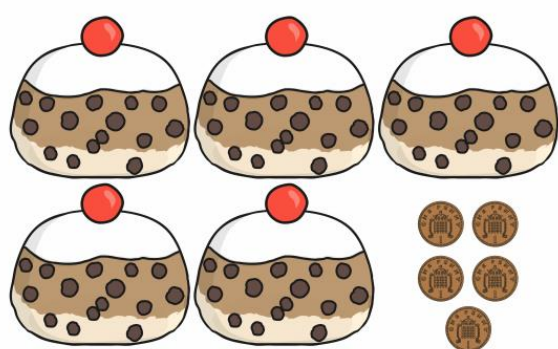
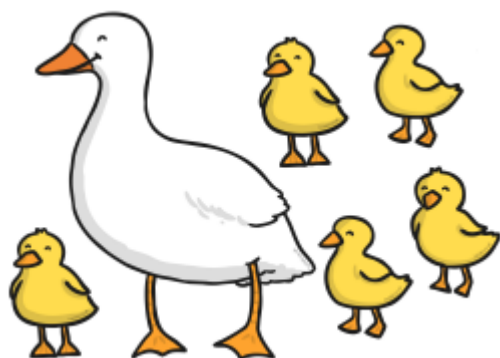
Are all the pieces the same size?

Ideas to try at home



Fun with songs and rhymes:

- Sing number songs and rhymes together - rhymes involving counting and finger actions stimulate the connections in the brain between fingers and numbers.
- Dance together – helps children to become aware of counting and develop a sense of rhythm.
- Create silly versions, e.g. 'Five pink elephants sitting on the wall.'
- Introduce shakers with the rhymes. Make a shaker by filling empty bottles with pasta or rice.
- Act out 'Five currant buns', 'Five little ducks', 5 little speckled frogs' or 'Five little monkeys Jumping on the bed'. Ask how many have we got left each time. Use fingers to help with counting.



Fun in everyday routines:

- Bath time – toys and containers that encourage filling and pouring; talking about things that are full and empty, the heaviness of containers when they are full of water; which holds more or less water. Bubbles – compare big, small and tiny. Use a timer for cleaning teeth – can we clean your teeth for 1 minute?
- Count stairs when you are walking, count buttons when your child is fastening them on their clothes or toes whilst putting on socks. Count anything anywhere!
- Bedtime – talk about what they do first – undress, clean teeth; next pyjamas on; then – story time, goodnight, a big kiss and off to sleep.
- Use teddies/toys with cups and bowls for a teddy or toys party. Chat about the number of plates needed, match for colours, match one cup and bowl to each teddy. Role play the party and sing the rhyme, 'I'm a little teapot.'
- Make snacks together, such as, fruit, salad, sandwiches etc. Talk about cutting them into halves, quarters or shapes. Count the pieces as you slice them or share them equally.
- Dressing – chat about what they like to wear, colours of clothing and size of clothing. In what order do we dress? E.G. first, next, back to front, inside out; ten fingers, ten toes; who's got the biggest feet etc.



Take off pyjama bottoms.



Take off pyjama top.



Put on socks.



Put on top.



Put on shoes.



Now you are dressed!



Put on underwear.



Put on vest.



Put on trousers.



Put on jumper.



Put on your glasses.



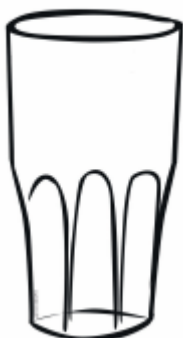
Fun in the kitchen:

Let your child watch you in the kitchen and let them help as much as possible in cooking and preparing meals. This might include:

- Helping to weigh ingredients, using measuring spoons.
- Finding the best size pot for cooking the carrots.
- Talking about the oven temperature for cooking a cake.
- Measuring the amount of water to add to a soup.
- Putting enough water in the kettle to make 2 cups of tea.
- Matching the dish/tray to the size and shape of the pizza.
- Setting the oven timer and counting down to dinner time.
- Ensuring everyone has a knife, fork and spoon or cup and plate, matching colours of plates.
- Pouring glasses of water.
- Filling plastic bowls and jugs with water.

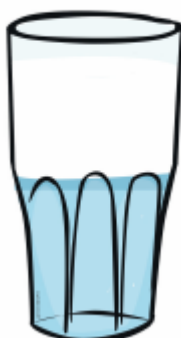


Empty



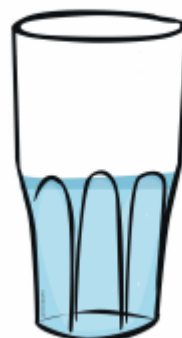
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Half-Full



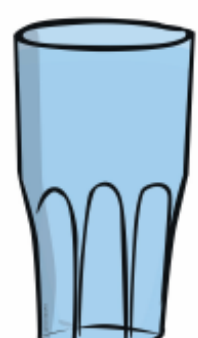
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Half-Empty



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Full



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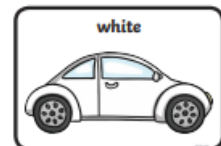
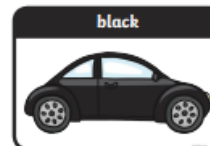
Fun when out and about:

Take time to talk about mathematical ideas when out and about.
This might include:

- Letting children put shopping items in the trolley.
- Drawing attention and talking about numbers in the environment, on packaging, on doors, on road signs and buses.



- Riding through puddles on bikes or buggies and looking at the length left behind.
- Counting trees, lamps posts or different coloured cars.



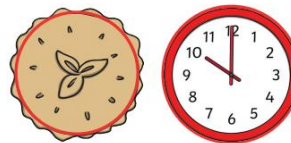
- Exploring different kinds of movement – round and round, back and forth, up and down.

- Go on a number, shape or colour hunt:

'I spy with my little eye, something that is yellow.'



'I spy with my little eye, something that is round.'



'I spy with my little eye, something that is square.'



'I spy with my little eye, something that is big.'



- Sing number songs as you walk together or travel in the car or bus.

- For young children talk about big lorries, small cars or blue cars and red buses.
Older children might like to collect things such as
leaves, twigs, stones, grasses, feathers
to sort into heavy/light, long/short, etc.



Fun with books and stories:

- Stories – share books that support children’s understanding of mathematical language, such as, ‘Dear Zoo’, ‘Where’s Spot’, ‘Three Billy Goats Gruff’, ‘We’re Going on a Bear Hunt’, ‘The Tiger Who Came to Tea’ or ‘The Three bears’. Use puppets or props that children can use to re tell the story.

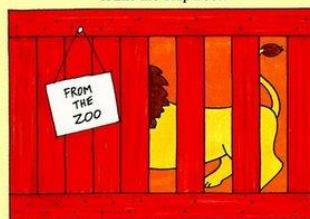
We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



We can't go **over** it, we can't go **under** it. Oh no! We've got to go **through** it. (Directional vocabulary)

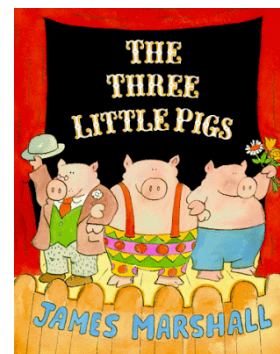
Dear Zoo

A Lift-the-Flap Book



Rod Campbell

They sent me a giraffe, but he was **too tall**, so I sent him back. (Size vocabulary)



Talking about the **strength** of building materials and using vocabulary **1st, 2nd and 3rd**. (Ordinal numbers)



Using puppets or toys sing
Old MacDonald had a farm, EIEIO.
And on that farm, he had:
1 sheep
2 ducks
3 cows
4 horses
5 chickens
(Number names)

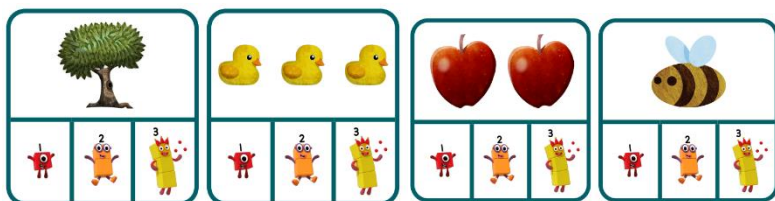
- Games – Play games such as Simon says – Children do the action that Simon says e.g. Simon says ‘Touch your toes.’ ‘Simon says ‘Jump up and down.’ If you just say ‘Swing your arms’ the children should not swing their arms, only do the action if the sentence starts with Simon says. Other examples might be Simon says...make yourself tall, make yourself small, show me one finger, show me five, stand on the red mat, draw a circle in the air etc.
- Games – for younger children make a treasure basket – a collection of round objects of different sizes; scarves, ribbons etc.
- Games – magnetic fishing with numbers, snap, sorting games, bricks for building and posting; jigsaws games with a dice and games where you have to move a counter along a track, such as snakes and ladders. Encourage counting and conversations about numbers. Help your child’s understanding of ‘more’ or ‘less’ and moving backwards and forwards
- Games – make playdough in to a variety of lengths, shapes and weights.



Fun cleaning and tidying:

Make the most of mathematical conversations when cleaning and tidying with your child.

- This will enable you to ask questions – ‘How many?’ and ‘How many more?’ How many ducks shall we put in the bath? How many apples shall we get from the fridge? We need one for you and one for me, how many is that all together?



- Give your child opportunities to match socks after they have been washed and sort shoes into matching pairs when tidying.



Whose shoes are bigger?



- Developing children's understanding of shape and space when putting shopping away or when tidying their toys away or even when dusting or making the beds.

