



# Robins and Ducklings Maths Workshop 23<sup>rd</sup> November 2018





## How do we teach maths in Robins?

- Playing, e.g coins in role play, numbers on toy cars and so forth.
- Games and activities, both in and out of the class.
- Through focused class input.
- Through adult-led activities.
- Seizing routine opportunities, for example counting how many people are in the line at lunch time.



## Number: 30 - 50 months (Ducklings)



- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.







## Number: Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single digit numbers & count on and back to find the answer. They solve problems, including doubling, halving and sharing.

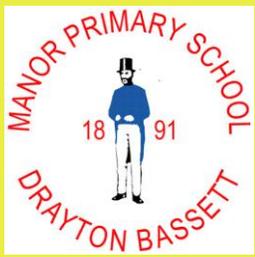




# Number: Exceeding

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.





## Shape Space and Measure: 30 - 50 Months (Ducklings)

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.



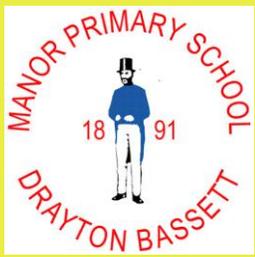




# Shape Space and Measure: Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.





# Shape Space and Measure: Exceeding

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.



