

## MATHS

Maths is a language through which the world around us can be described. We use mathematical language all of the time; to explain where we are, how much we have or have not got, time frames we are working in, when we communicate on technology...

Children need to understand this language in order to use it themselves. The 'wow' moments are incredible when children start to make sense of number and we hope that you experience these with your child, if you have not already.

Research into what makes children successful in mathematics is far-reaching but we know that play with numbers, number rhymes, games involving tracks and dice all led by adults are key factors in a child's success.

You may be interested to read the following article:  
<https://nrich.maths.org/11441>

The Characteristics of effective learning; *playing and exploring, active learning and creating and thinking critically* provide a great model for building mathematical success.

Playing games where we count eg. scoring goals in football, counting oranges into a bag at the supermarket or counting how many friends are in school that day are all opportunities for children to *play with number*.

*Exploring* what happens in everyday contexts, eg. we have 5 apples in the bag. The teacher eats one. How many have we got left.

Everyday tasks provide endless opportunities for problem-solving and critical thinking, eg. how we organise the resources as we tidy up - do we sort by colour or size.

We use the concrete, pictorial, abstract (CPA) approach which allows children explore number practically with visual representations *before* looking at numerals. Children need to know the 'fiveness of five' ie. How we can show or make five before we ever look at the numeral '5'.

Our curriculum uses Numicon to reinforce the concrete and pictorial representations and we use the six key areas outlined by NCETM which collectively provide a platform for everything children will encounter as they progress through their maths learning.

<b>Cardinality and Counting</b>	<b>Comparison</b>	<b>Composition</b>	<b>Pattern</b>	<b>Shape and space</b>	<b>Measures</b>
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As your child moves into Year 1 the children continue with 'Power Maths' programme which we begin in Reception.

The following websites will provide more information:

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

<https://www.numicon.co.nz>