Maths
Parent Workshop

Focus: EYFS/ Year 1



Starter slides

Step 1 Find 4 and 5

Step 2 Subitise 4 and 5

Step 3 Represent 4 and 5

Step 4 1 more

Step 5 1 less

Step 6 Composition of 4 and 5

Step 7 Composition of 1 - 5

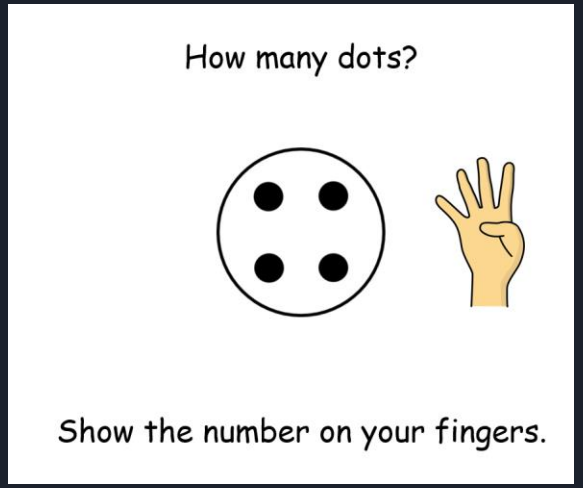
Reception

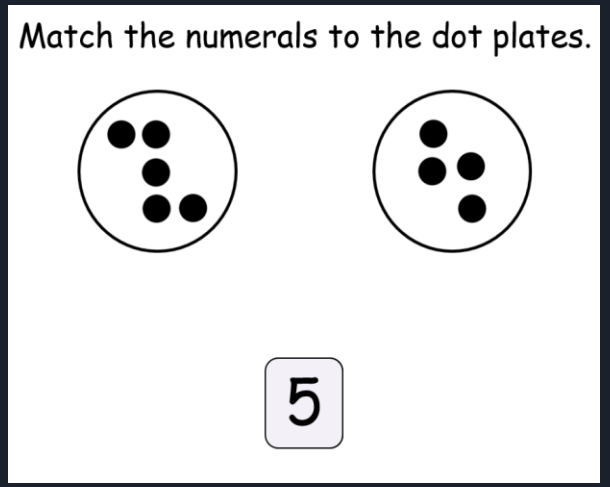
Subitise 4 and 5- Reception

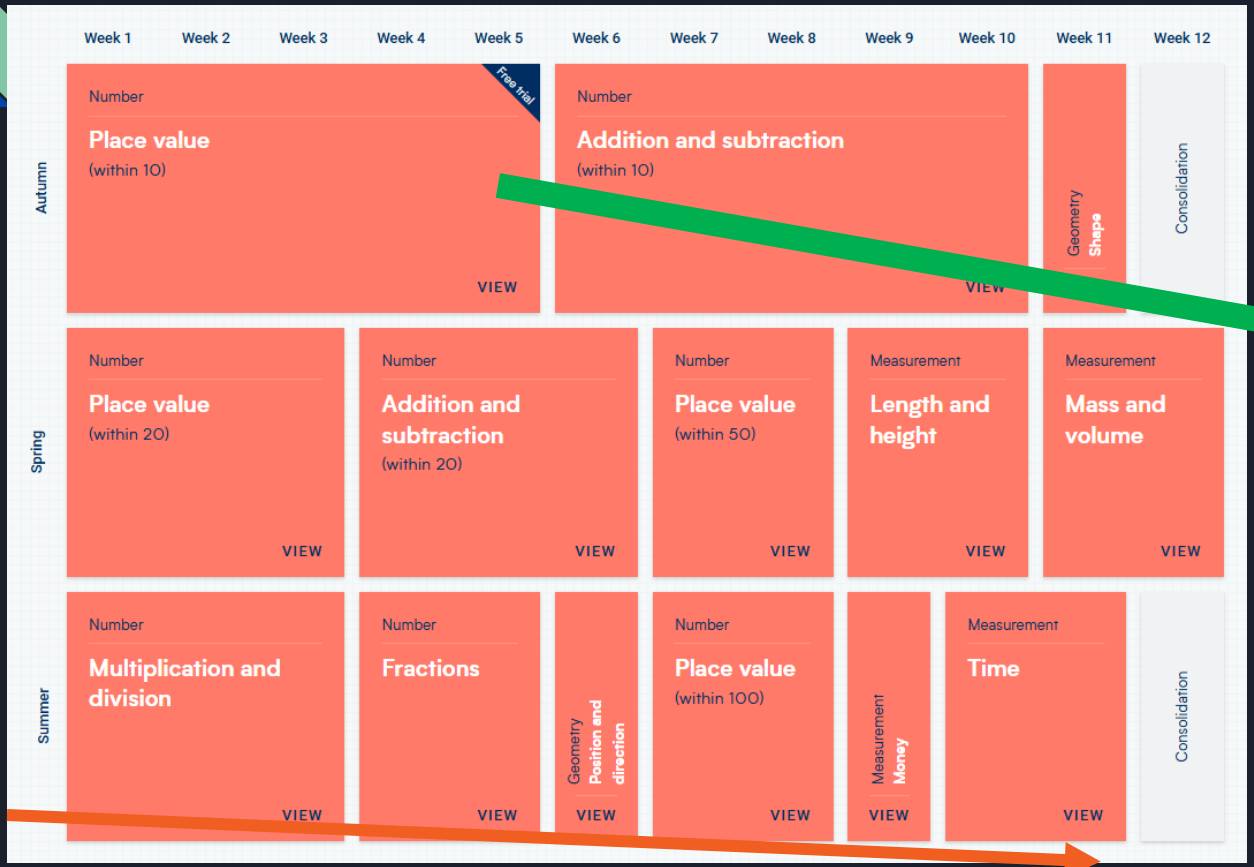




Subitising is when you can quickly see how many objects there are (usually up to four) without needing to count them.







Year 1

Step 1 Sort objects

Step 2 Count objects

Step 3 Count objects from a larger group

Step 4 Represent objects

Step 5 Recognise numbers as words

Step 6 Count on from any number

Step 7 1 more

Step 8 Count backwards within 10

Step 9 1 less

Step 10 Compare groups by matching

Step 11 Fewer, more, same

Step 12 Less than, greater than, equal to

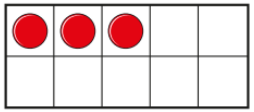
Step 13 Compare numbers

Step 14 Order objects and numbers

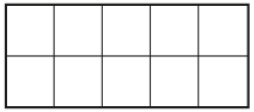
Step 15 The number line

Place Value- Year 1

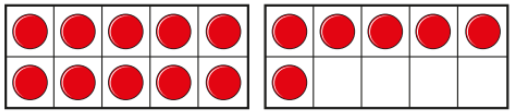
1 **a)** Draw 1 more than 3



b) Draw 1 more than 6



c) Draw 1 more than 16



What is 1 more than 5?



1 more than 5 is 6

What is 1 more than 18?



10	11	12	13	14	15	16	17	18	19	20



1 more than 18 is 19

19 is 1 more than 18

Place Value- Year 1

7 Ron has 5 stickers.



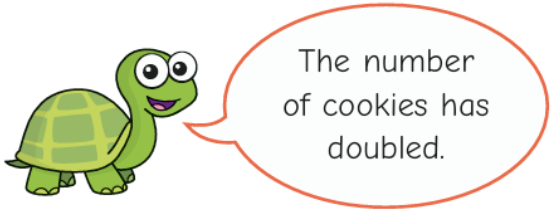


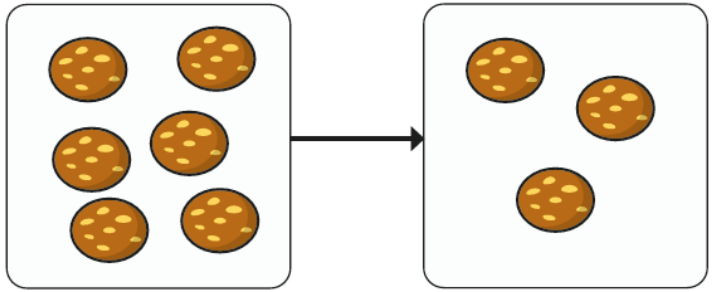
Sam has 1 more sticker than Ron.

Mo has 1 more sticker than Sam.

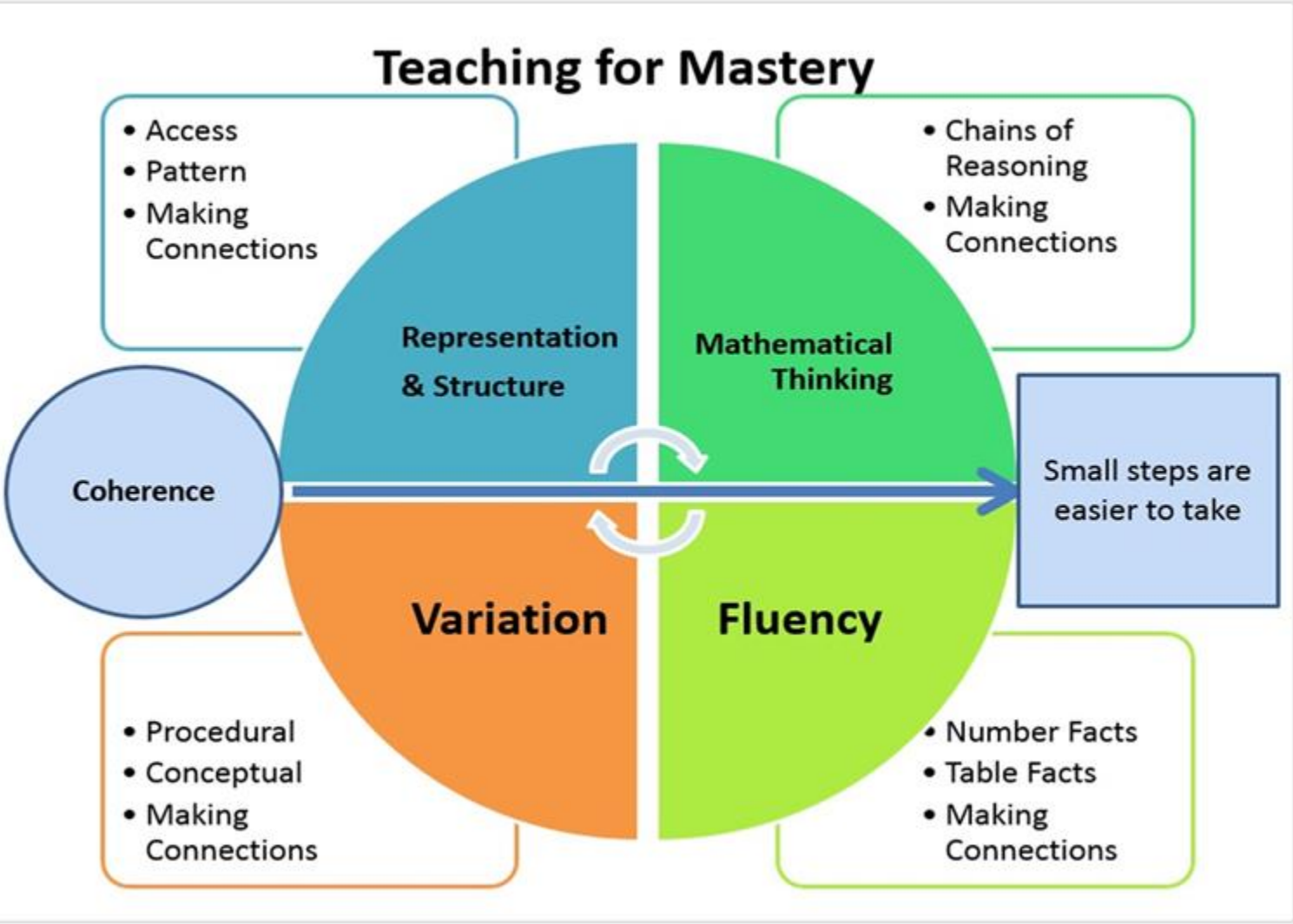
How many stickers does Mo have?

4





Is Tiny correct? _____


Teaching for Mastery
• Access
• Pattern
• Making Connections
• Chains of Reasoning
• Making Connections
Representation & Structure
Mathematical Thinking
Coherence
Small steps are easier to take
Variation
Fluency
• Procedural
• Conceptual
• Making Connections
• Number Facts
• Table Facts
• Making Connections

The Theory…

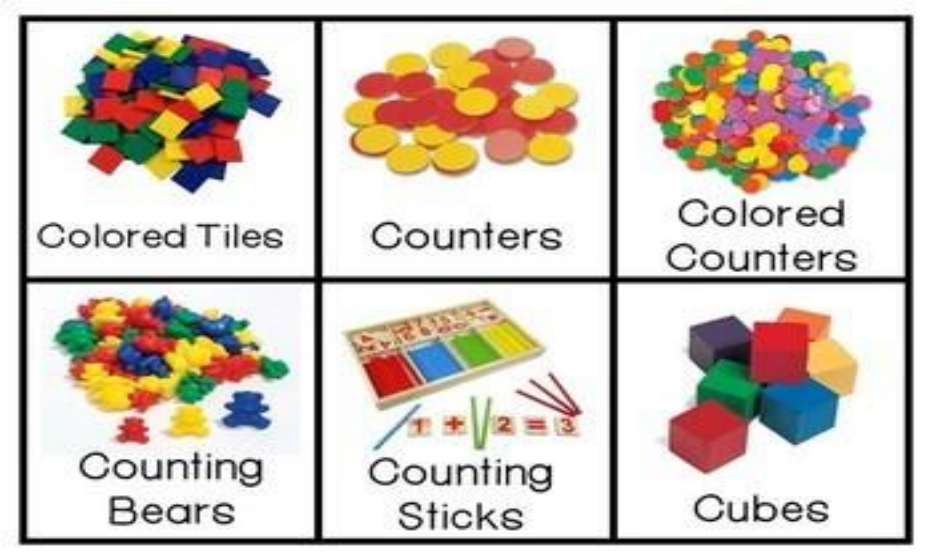
‘Representations used in lessons explore the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.’ (NCTEM, 2017).

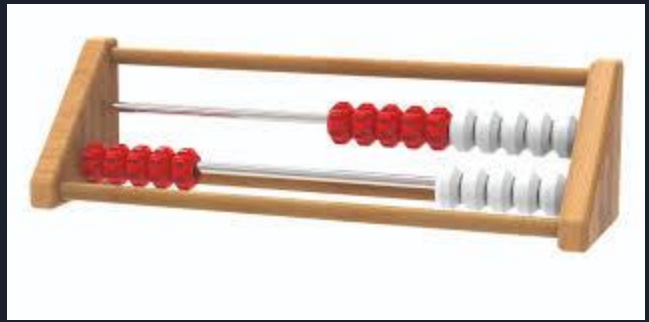
Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact.

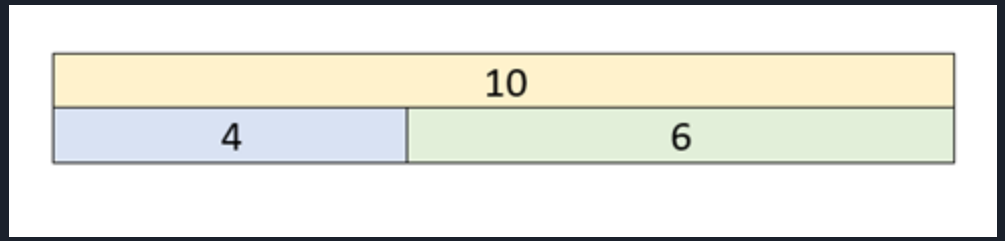
There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Manipulatives should be temporary as they should act as a ‘scaffold’ that can be removed once independence is achieved. (EEF, 2017)



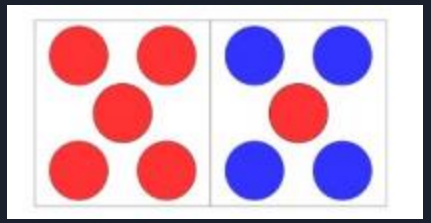


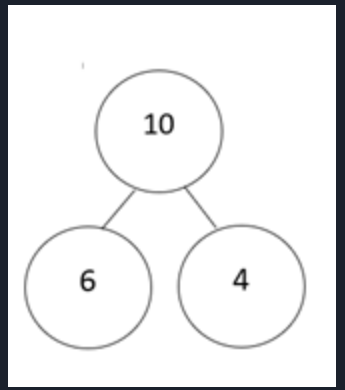

Colored Tiles
Counters
Colored Counters
Counting Bears
Counting Sticks
Cubes

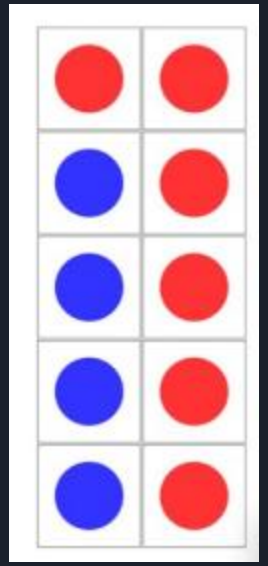



10
4
6






10
6
4



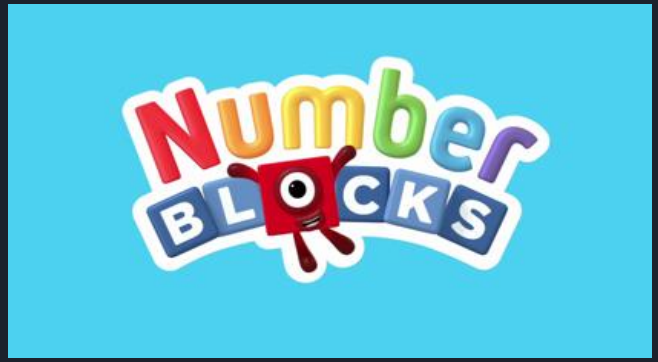


Fluency

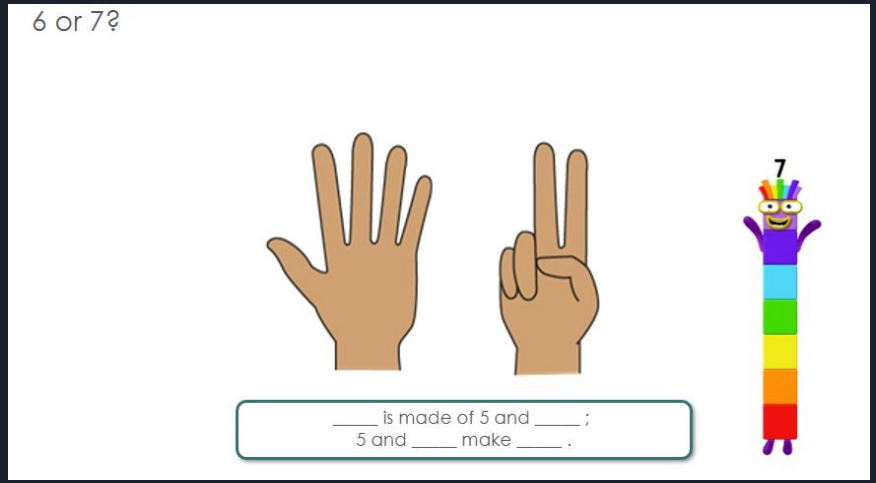
This national programme - now in its fifth year - aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Composition	Composition	Composition	Comparison	Counting, ordinality and cardinality	Composition
Set 1	Practise subitising Recap the composition of 5	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Compare sets of objects by matching Use the language of comparison: *more than* and *fewer than*	Recap the order of numbers to 10 using the 'staircase' pattern Identify numbers that are '1 more' or '1 less' and apply this to sets of objects	Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts
Autumn 2	**Week 7**	**Week 8**	**Week 9**	**Week 10**	**Week 11**	
Focus	**Composition**	**Composition**	**Composition**	**Composition**	**Counting, ordinality and cardinality**	
Set 2	Focus on odd and even numbers See that even numbers can be composed of 2s, and odd numbers have 'an odd 1'	Focus on the composition of 6 Use the 2-by-3 'egg box' pattern and the rekenrek to find all the ways that 6 can be composed	Focus on the composition of 8 Use 2-by-4 grid and the rekenrek to find all the ways that 8 can be composed	Focus on the composition of 10 Use 2-by-5 grid (10-frame) and the rekenrek to find all the ways that 10 can be composed	Focus on representations of ordinality Compare number tracks and number lines	



Dr Debbie Morgan is the director for Primary Mathematics at the NCETM and helped to create Number Blocks.



Useful Links:

https://www.ncetm.org.uk/

https://whiteroseeducation.com/

https://www.crockhamhill.kent.sch.uk/curriculum/subject-areas/maths

https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study