



## EYFS Supporting Maths at Home

In addition to the information below, ideas and activities are sent out via Tapestry each week from Nursery and Reception staff to support learning at home. Please also refer to your child's class newsletter to see what they are learning each half term.

### Cardinality and Counting

- Counting toys, objects including objects that are different sizes – in the bath?!
- Rearranging objects so children know number does not change if the objects are rearranged.
- Counting from a larger group – counters, smarties, toys
- Subitising – White Rose One Minute App, spoons, socks, dice, fingers
- Ten town – number formation, number recognition, building strong basic number skills.
- Number formation – write in sand, paint, flour etc.
- Counting and number rhymes (e.g. 1,2,3,4,5 once I caught a fish alive, five currant buns, five speckled frogs, animals went in two by two)
- Use children's interests to count (e.g. building blocks, towers, lego, animals/ cars lined up in a sequence)
- Games e.g. Board games, Snakes and Ladders, UNO, higher/lower, card games – snap/ pairs, number hunters, hide and seek (counting to 10), bingo, guess how many fingers behind my back – how have we made it?
- Numbots
- Number blocks
- Ten Town

### Comparison

- Comparing groups – are there more? Less? The same (equal)
- Comparing numbers eg. a child is shown two boxes and told one has 5 sweets in and the other has 3 sweets in. 'I would pick the 5 box because 5 is more than 3 and I want more.' For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.
- One more/ one less - if a pack is labelled as 5 but contains only 4, the children can identify that this is not right. Support children in recognising that if they add one, they will get the next number, or if one is taken away. For example: 'There are 4 frogs on the log, 1 frog jumps off. How many will be left? How do you know?'
- Use mathematical language such as 'You can have one *more*,' and 'We haven't got any *left*!' This helps your child learn the concept of 'how many'.
- Teddy bears' picnic – more/ less food items

### Composition

- Identifying smaller numbers within a number: There are 5 spots altogether. I can see 4 and 1, I can see 3 and 2, and I can see 1 and 1 and 1 and 1 and 1.
- Partitioning a number, number bonds – part whole model, 5/ 10 frames, egg boxes

### Pattern

- Patterns in environment – stick, leaf, stick, leaf
- Spotting patterns in a range of other contexts: printed patterns, timetables, numbers, stories. Notice and talking about patterns.
- Patterns with objects – colours, shapes, size. E.g. coloured cubes, small toys, buttons, keys, pine cones, movement/ sounds.
- Matching and sorting e.g. matching socks

## Shape and Space

- Make constructions, patterns and pictures
- Select which shapes will fit when rotated, flipped – shape sorters, jigsaws
- Spatial vocabulary: in, on, under, up, down, across, in front, behind
- Similarities – shapes
- Awareness of properties of shapes. Cylinders for wheels as they can roll etc.
- Building with lego
- Shape hunt (e.g. around the home or when shopping ask what shapes they can see around the shop). Identify shapes in the environment (e.g walk through parks or woods, measuring shadows, identifying shapes in buildings – square windows, rectangular doors)
- Cooking - shapes of utensils or containers

## Measures

- Building – does it fit? Do we need shorter piece or longer one?
- Cooking – do we have enough? Too much? counting, measuring and weighing ingredients, how many scoops? For example, when weighing out the ingredients use language such as 'We need *3 scoops* of flour and *2 cups* of water.'
- Shopping - Choose two products – which weights more or less, prices, numbers in aisles
- Money – role play shops.
- Children compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than', as well as more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'.
- Estimate/ predict - 'Which box should Teddy have?', 'What will fit in here?'
- Size/ number of units - one example may be in the water tray, where children realise it will take them longer to fill a bucket using teaspoons than bottles.
- Days of week, how many days until birthday etc. how many sleeps?
- Pouring drinks with your child, use the vocabulary of 'It's nearly *full*, be careful we don't spill any!' or 'Have you drunk it all? Your cup is *empty*!'
- Model using stop clocks during races or games (sand timers)
- Discussing daily routines, talking about times or order that things happen
- Capacity in different cups or jugs – teddy bears picnic, bath, measuring containers/ jugs
- Conversations in play e.g. which is bigger? Which teddy is first in line?
- Keeping with the theme of mathematical vocabulary, language related to size is something you probably use often, without realising. Think how many times you have said, 'You're getting really tall!', 'These shoes are too small for you now,' or 'Your new coat is a bit big, you'll grow into it!'
- Use appropriate words to help your child learn about ordinal numbers, such as 'We'll have our tea *first* and then we'll go out to play.' When out at the park, riding bikes for example, find those opportunities to comment, 'Emily was *first* in the race, Amirah came *second*!'
- Add in time language to general conversations with your child, using words such as next, after that, later, soon. For example, 'You can brush your teeth *after* your breakfast,' or 'We need to go to the shop *before* we go to school.' Modelling this vocabulary and using it regularly will encourage children to naturally use it in their everyday language.
- Also include language related to position in your everyday conversations too. If you're looking for something or encouraging your child to tidy up, ask them 'Is your book *under* the bed?' or 'Have you looked *next to* the toy box?'