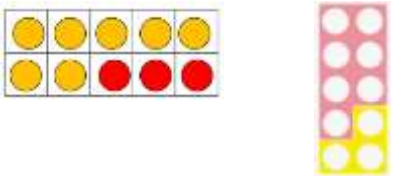
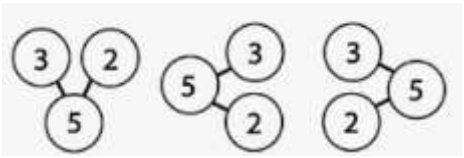
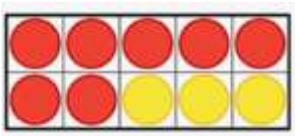
Mathematics in the EYFS

Glossary

Vocabulary	Image	Definition and example
Circle		A 2D shape. It has 1 curved side.
Manipulatives		An object that children or practitioners can interact with. Manipulatives support the teaching and learning of mathematics.
Number bonds		Pairs of numbers that add together to make a given number. For example, 2 + 8 and 4 + 6 are number bonds to 10.
Number sentence		A number sentence is how a calculation is written, using numbers and symbols. For example, 5 + 7 = 12 is an addition number sentence
Numerical patterns		The ability to identify mathematical relationships, recognise patterns within the number system and make connections. For example, odds, evens and double facts. (This is an Early Learning Goal and is assessed at the end of Reception)

Numicon	 	The holes in the Numicon Shapes represent the numbers 1 to 10. Numicon can be used to add by placing the number together. Numicon can be used to find number bonds by placing smaller numbers on top of a bigger number.
Orientate		To rotate
Pair		Objects that match belong together.
Part-whole model		Refers to how numbers can be split into parts; for example, five can be split into two and three.
Spatial reasoning		Understanding the way things move in relation to the space around them. E.g. Manipulating, rotating and orienting a shape to fit an outline.
Square		A 2 D shape. It has 4 straight sides of equal length.
Subitise		The ability to recognise a group of objects by looking and without using any mathematical process.

Ten/ Twenty frame		A rectangular frame, separated into rows with 10/ 20 equal spaces. Children are taught to fill the frame with counters, from left to right. Counters can be arranged in different ways to represent different numbers, which visually help your children develop a strong number sense.
Triangle		A 2D shape. It has 3 straight sides.

<u>Supporting your child at home</u>

- Complete the weekly 'Maths Practical' activities that are posted on Tapestry. Take a picture of your child's work and post it on Tapestry for it to be shared with the class.

- Read storybooks and use them as an opportunity to embed Maths learning. Encourage Mathematical conversations.
    - Talk about what is happening in the picture, emphasising words that describe spatial relationships. Do you see Brother Bear getting in the box?
    - Consider opposites—What is the opposite of going on the truck? What is the opposite of getting inside the box?
    - Explore counting. How many feet does an insect have? Can you show me with your fingers?
    - Practise adding one more. What happens when we add one foot? How many feet do we have altogether? How do you know?

- Support your child to learn Maths through everyday activities and games..
    - Include your child in simple day- to -day activities like setting the table for dinner. E.g. getting out three pieces of cutlery.
    - Play board games and support your child to subitise (use the dice and ask them to recognise the number of dots).
    - Build towers and play with blocks to encourage mathematical language. E.g. This tower is the tallest.

- Tidy toys away by sorting into groups of different sizes and colours.