Early Maths at Austhorpe Primary School

At Austhorpe Primary School we aim to deliver a broad and ambitious curriculum, rich in knowledge and skills, which is accessible to all. We deliver a broad and ambitious curriculum which enables our children to have a growing knowledge of how mathematics impacts modern life.

At Austhorpe we believe that teaching children depth in maths is fundamental in providing the children with the skills they need to access the next step of their education. We teach skills by breaking down objectives into small steps so that the children are secure before we move onto the next stage. We believe that maths should be practical, fun and engaging and that the children should be given opportunities to play with different ways of representing numbers and patterns.

We use Numberblocks on Cbeebies when introducing the children to our 'Number of the week'. This programme is written by maths specialists to model maths concepts and represents number brilliantly.

There are 6 key areas of early mathematics learning:-

Cardinality and Counting- Understanding that the cardinal value of a number refers to the quantity.

Comparison- Understanding that comparing numbers involves knowing which numbers are more of less than each other.

Composition- Understanding that one number can be made up of two or more smaller numbers.

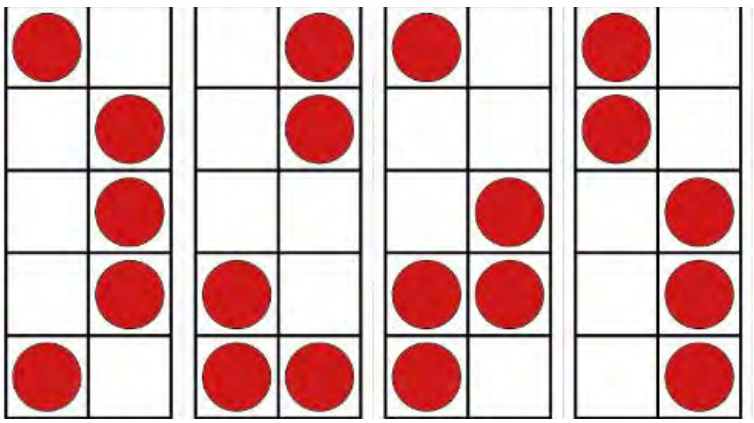
Pattern- Looking for and finding patterns helps children understand and notice mathematical relationships.

Shape and space- Understanding what happens when shapes move or are combined with other shapes, helps to develop wider mathematical thinking.

Measures- Comparing different aspects such as length, weight and measure.

We want to develop children's number sense so that they understand the number rather than just recognising the numeral. Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.
Here are some examples of representing the number 5.

We teach the children to Understand that the total stays the same even when the objects move When children first start to use numbers, they often do not understand that if we move objects into another arrangement the total stays the same. We practise this with many different types of objects but a useful tool is using a tens frame to be able to move counters around.



There are two Early Learning Goals for Maths under the new framework. This is what most children in Reception are expected to be able to do by the end of their first year at school.
Children at the expected level of development will: -

Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Maths is taught daily following the ‘White Rose’ scheme. Maths is an extremely practical subject. We believe that allowing children to play with numbers and show curiosity provides them with skills to enable them to solve problems in all areas of the curriculum. We introduce numbers slowly, which enables the children to learn them in depth. The Numberblocks episode for each number is shown and then we look at a variety of skills such as doubling, halving, subitizing, adding, subtracting, representations of that number over a 2 week period. Shape, space and measure is interweaved throughout the scheme and provides highly practical activities for children to experiment with. interactive. We follow White Rose Maths