

Set up room: (have tables out with example)

- Maths books – and post-it-note/speech bubble basic q's t oask
- Maths in the bath
- Numbots Display boards
- Maths getting dressed
- Walking up stairs
- Journey to school – let child lead – turn right...
- Things from home: use egg boxes... for this –
- Tea party/setting table
- Drawing around hands – count fingers/compare sizes...
- Shopping lists – draw the number of oranges you need...
- 3x chrome books with Numbots on – parents can trial it – set up new user and delete after.
- iPads with 1 minute maths



Early Maths

Parent Workshop

Why is early maths essential

Developing a sound understanding of mathematics when we are young is **essential**.

Children's early mathematical understanding is **strongly associated with their later school achievement**.

It has, therefore, a **major impact on young people's educational progress and life outcomes**.

Why is early maths essential?

Yet not all children learn the skills they need to succeed.



In 2018, just **66% of disadvantaged children** achieved at least the expected level of development for number at the end of the Early Years Foundation Stage **compared to 82% of their peers**. This data is pre-Covid.



Once children fall behind, it is **hard for them to catch up** and they are **likely to fall further behind throughout school**.

Headline facts and figures - 2021/22

Percentage of children with a good level of development

65.2%

▶ [What's this?](#)

Percentage of children at expected level across all early learning goals

63.4%

▶ [What's this?](#)

Average number of early learning goals at expected level per child

14.1

▶ [What's this?](#)

- A higher percentage of girls than boys were at the expected level of development across all early learning goals (ELGs) and areas of learning.
- The physical development area of learning had the highest percentage of children at the expected level of development (85%), and the literacy area of learning had the lowest (68%).
- Of the regions, Outer London had the highest percentage of children with a good level of development (68%) whilst the North West had the lowest (62%).

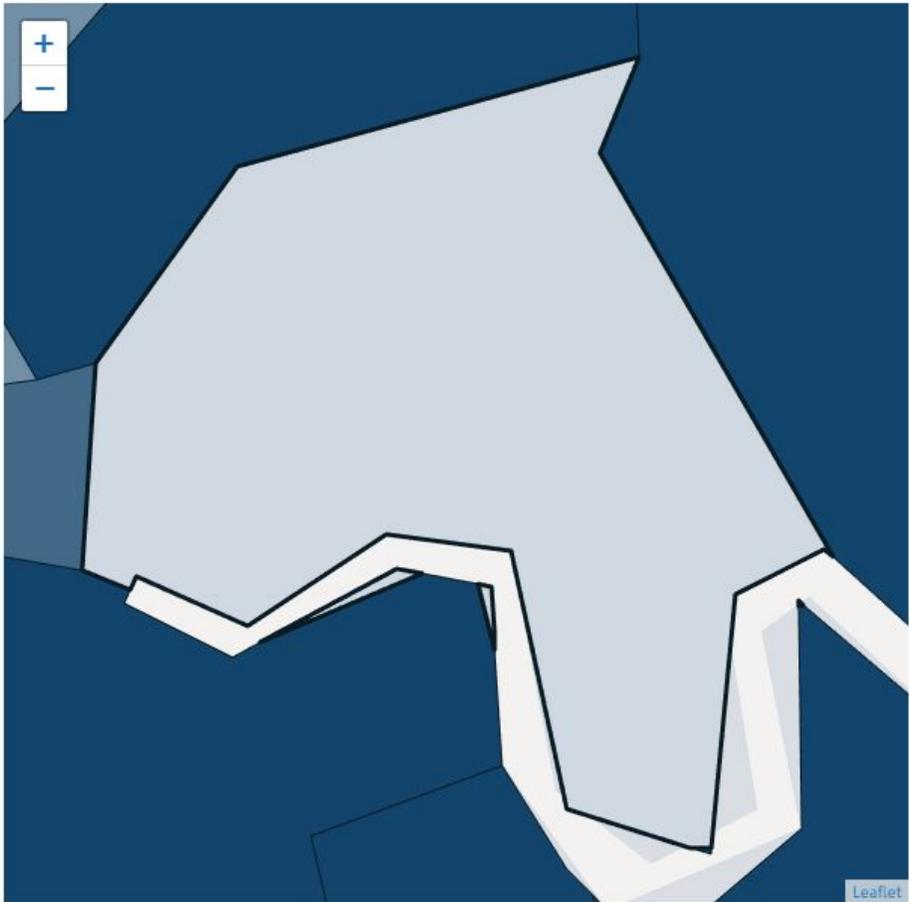
Figure 8: Percentage of children with a good level of development by local authority, 2021/22

1. Select data to view

Percentage of children with a good level of development

2. Select a Local Authority

Tower Hamlets



Key to Percentage of children with a good level of development

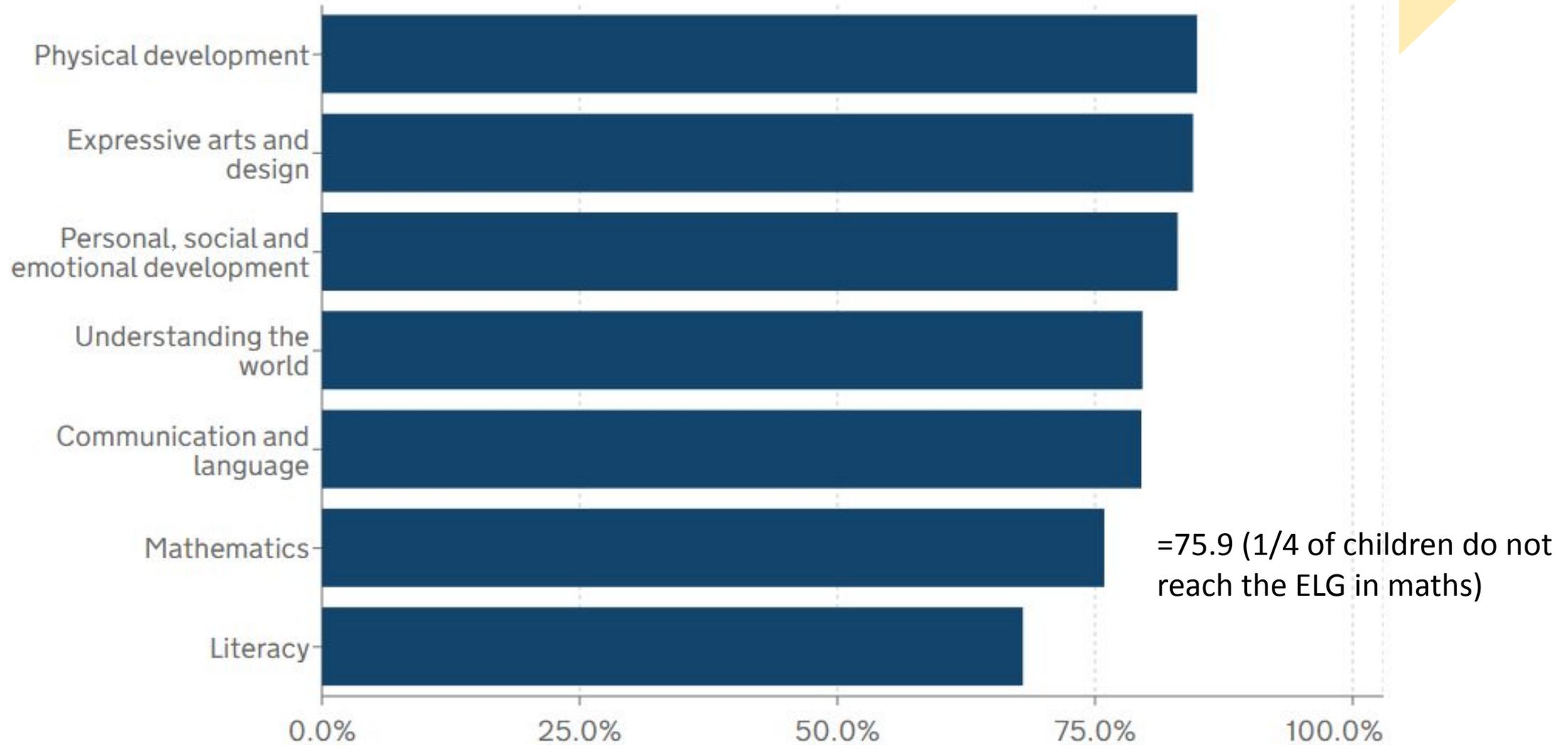
- 53.1% to 62.1%
- 62.2% to 64.5%
- 64.6% to 65.9%
- 66.0% to 68.1%
- 68.2% to 80.0%

Tower Hamlets

Percentage of children with a good level of development

60.5%

Figure 2: Percentage of children at the expected level by area of learning, 2021/22



What is John Scurr doing to tackle this?

2 Year Old Provision:

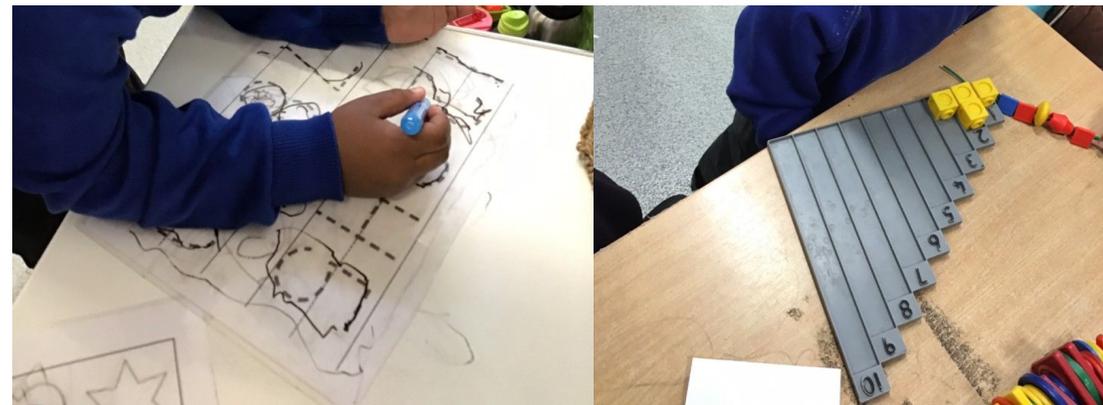
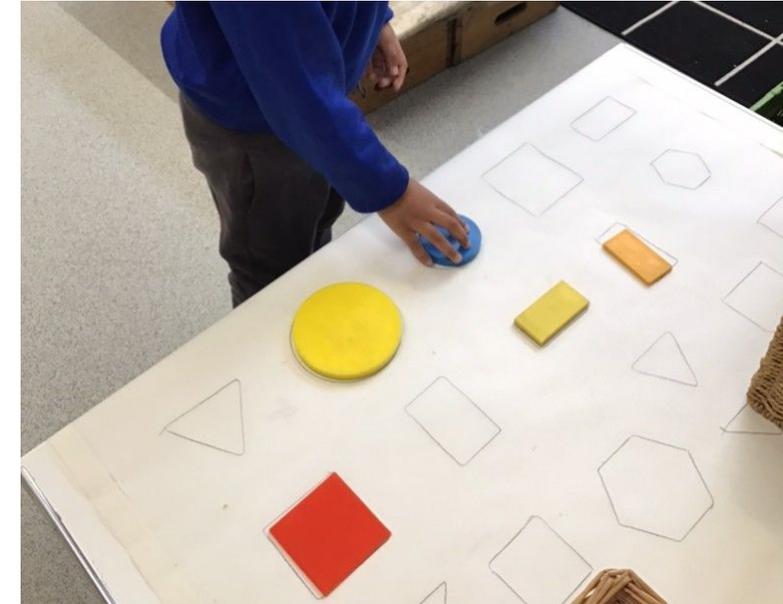
- Daily nursery rhymes, including lots of number rhymes
- Loose parts and small world play
- Sorting and matching games
- Counting games, rhymes and activities



What is John Scurr doing to tackle this?

Nursery:

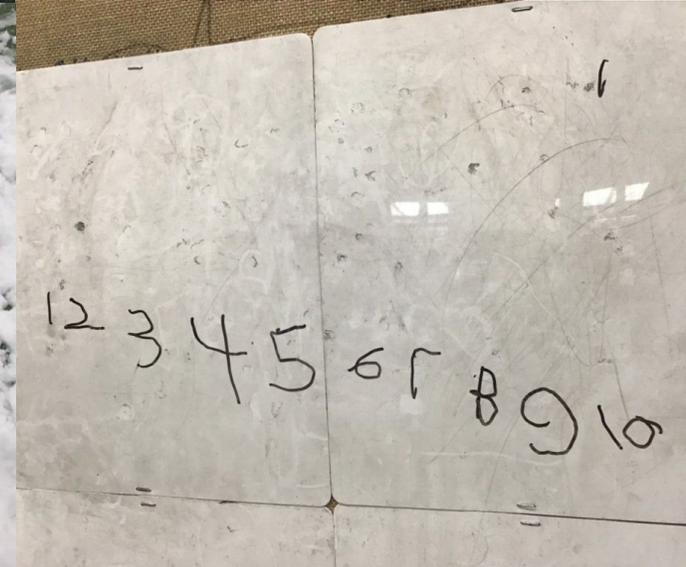
- Maths carpet sessions, focusing on recognising numerals and counting to 10
- Small world and loose parts play
- Opportunities to read and write numbers during learning through play
- Counting games, rhymes and activities



What is John Scurr doing to tackle this?

Reception

- Mastering number whole class sessions daily
- Small group targeted maths - once a week per child
- White Rose maths planning for learning through play
- Daily KIRF practice in whole class



How can parents/carers help?

Explore

Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.

Make

Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.

Seize

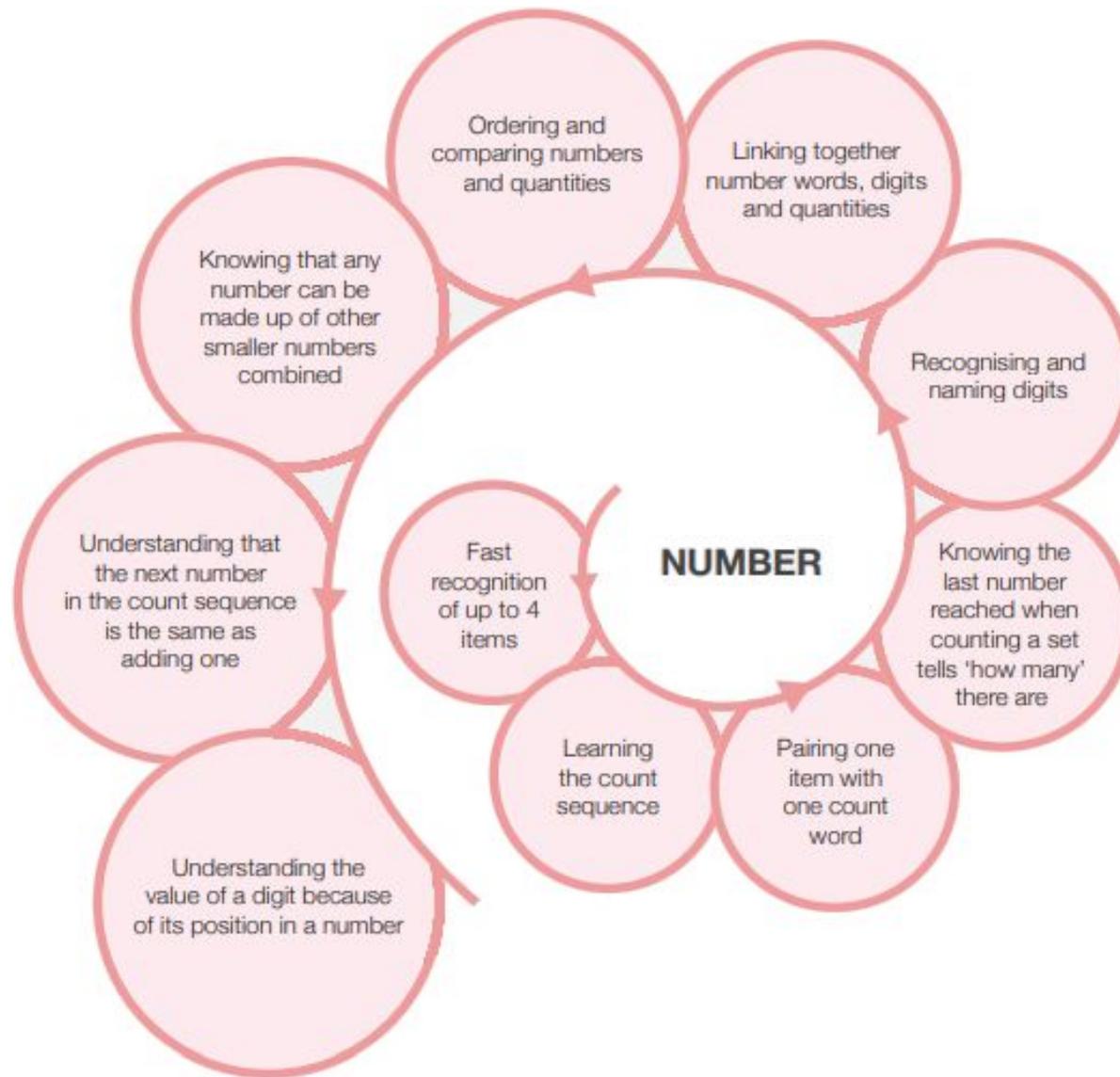
Seize chances to reinforce mathematical vocabulary.

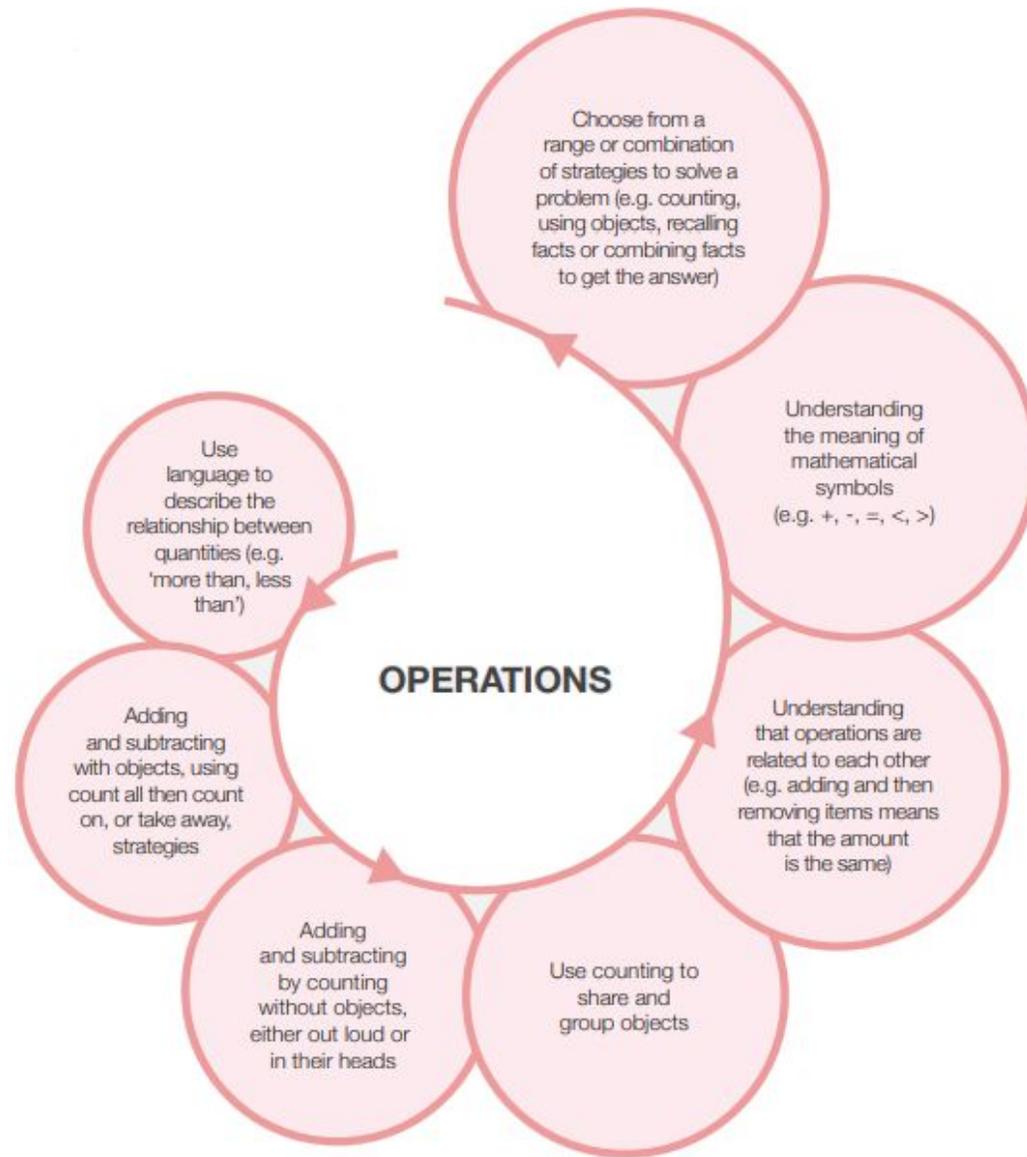
Encourage

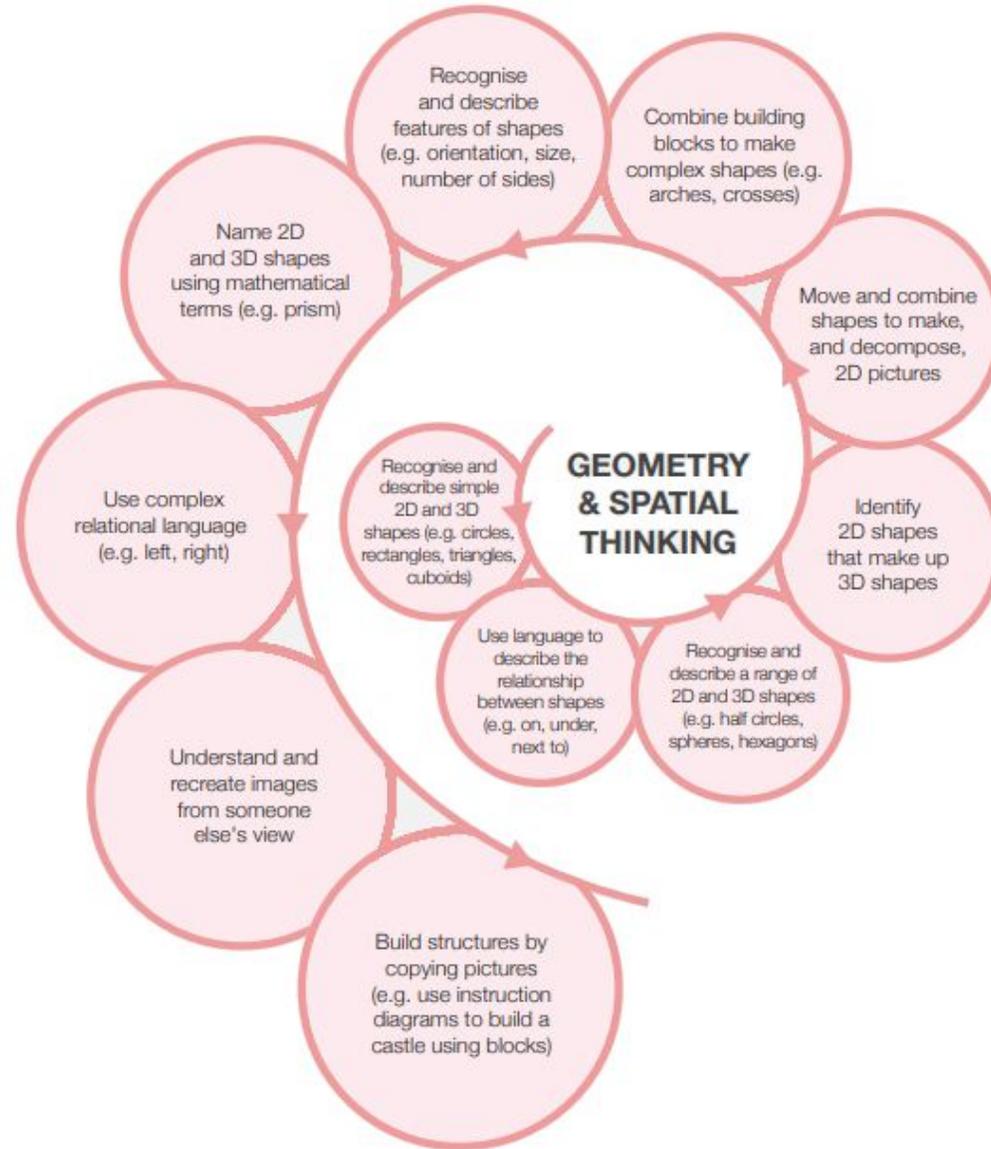
Encourage children to use their fingers—an important manipulative for children.

What **not** to do:

- Don't rush on to bigger numbers/formal written methods. The school will guide you on when this is time with the homework they set – this will not be in EYFS.
- Don't keep telling your child, “No – that's wrong.” or “You should know that!”
- Tell your child, “I was rubbish at maths when I was at school” or “I can't do maths – ask your mum to help.”







The logo for the Education Endowment Foundation is a dark grey circle with a white border, containing the text 'Education Endowment Foundation' in white. It is positioned on the left side of the slide, overlapping a dark purple vertical bar.

Education Endowment Foundation

Schools should be optimistic about the potential of working with parents

- There is an established link between the home learning environment at all ages and children's performance at school.
 - Schools and parents have a shared priority to deliver the best outcomes for their children.
-
- The Education Endowment Foundation is an independent charity dedicated to breaking the link between family income and educational achievement. We do this by supporting schools, and colleges, and nurseries to improve teaching and learning through better use of evidence.

Numbots

- Five minutes every day:
- <https://www.youtube.com/watch?v=24sqgVgwBOg>



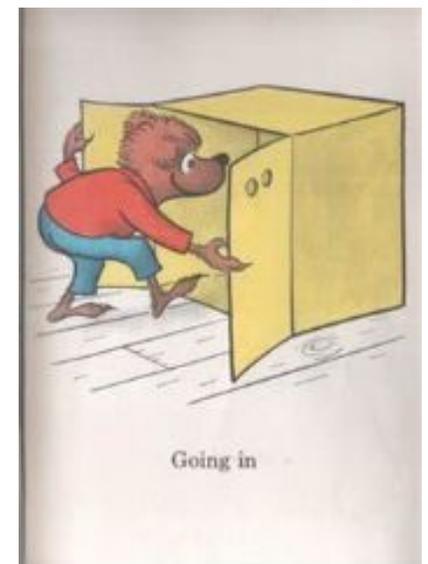
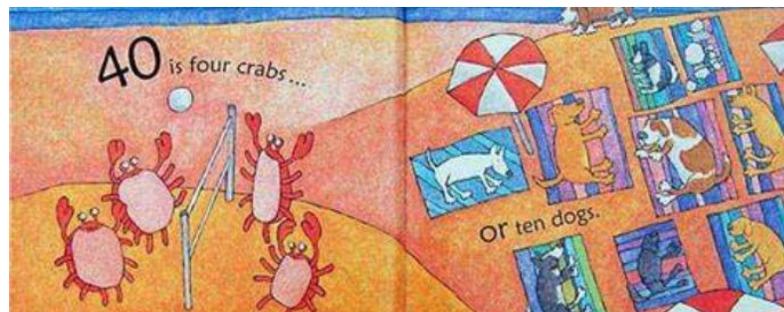
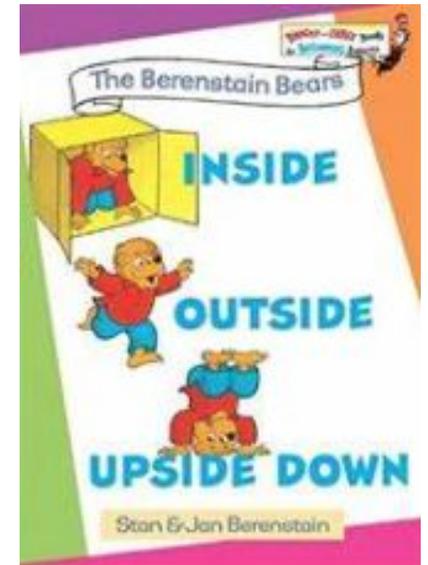
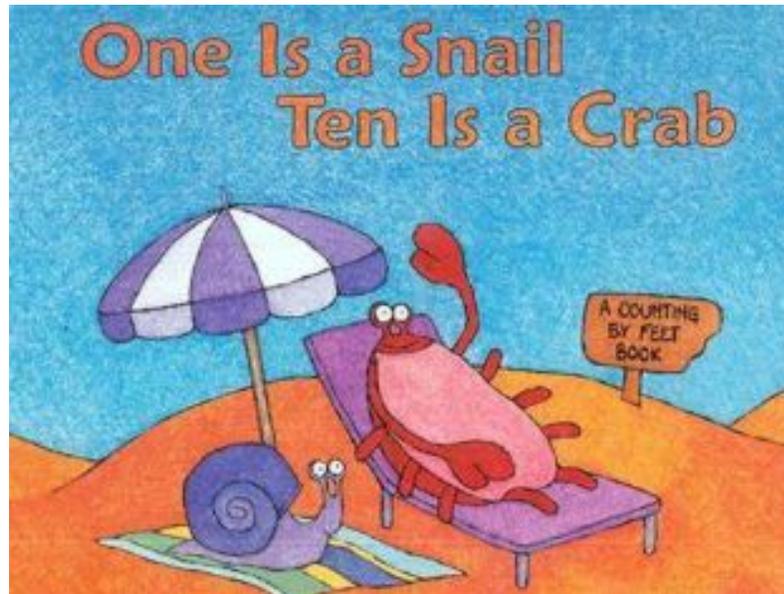
1-minute maths

1. Excellent practice – and no distractions.
2. A clear, intuitive process that children pick up straight away.
3. No login or internet access needed. Just download and play.
4. Enjoyable and motivating... How many can they get correct in one minute?
5. Helpful hints match those used in class.
6. Brilliant for building number fluency and confidence.
7. The mobile app is **completely FREE!**
8. https://secure-assets.whiterosemaths.com/secure/digital-tools/1-minute-maths/index.html?_gl=1*134fdcr*_ga*NDU2NDYwMjY1LjE2NjlyMDY1MjM.*_ga_KRNSDL0Z8M*MTY3NDM4MDg4Mi40MS4xLjE2NzQzODA5MzluMC4wLjA.



Using storybooks

- Some books are written to promote mathematical discussions:



Using storybooks

- More often your child will bring a regular story book home.

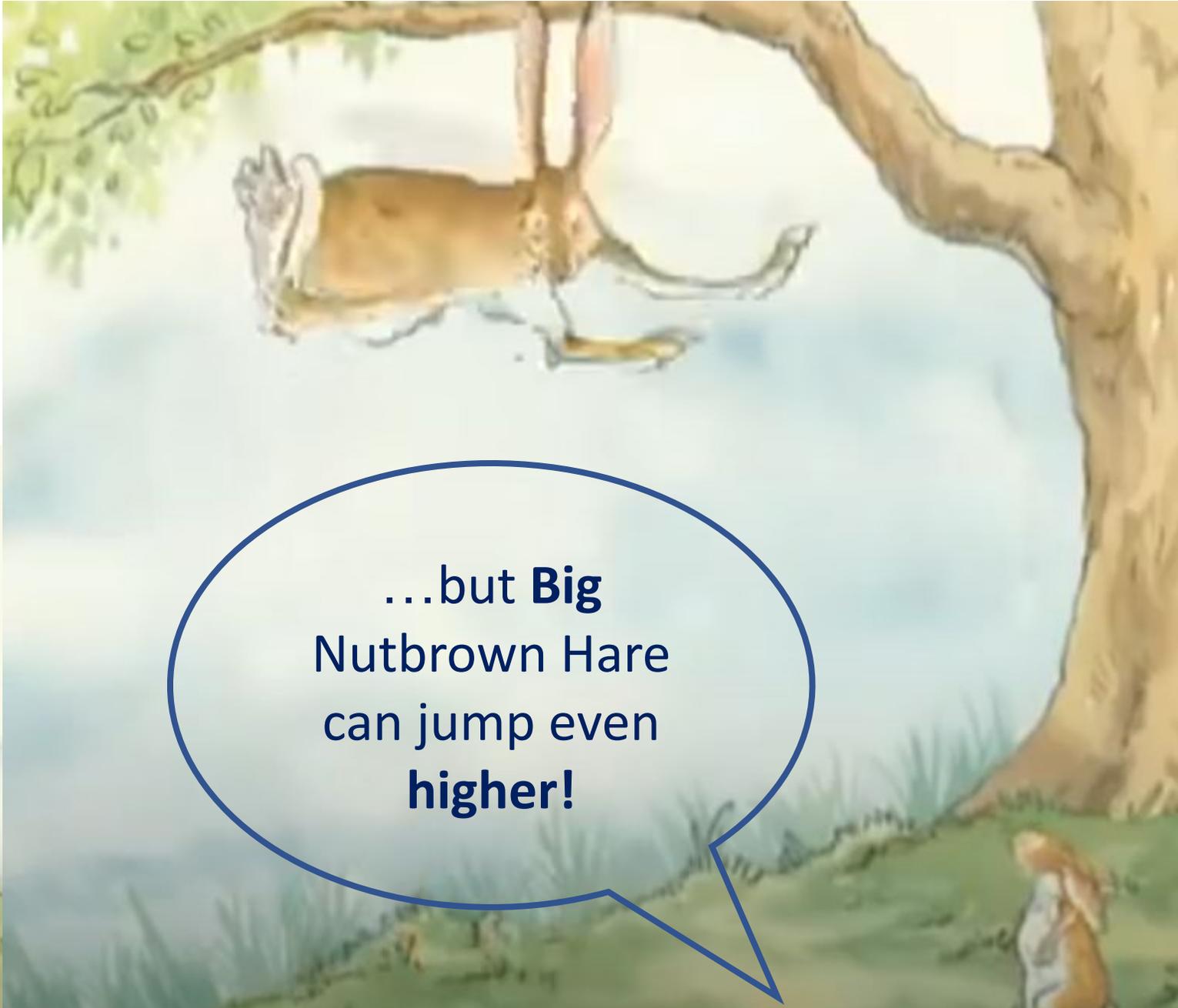


Look, **Little**
Nutbrown Hare is
on top of Big
Nutbrown Hare.

Look, **Little**
Nutbrown Hare
can jump **up**
high...

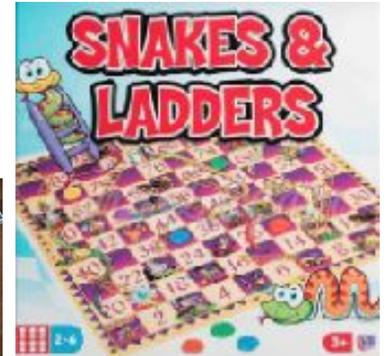


...but **Big**
Nutbrown Hare
can jump even
higher!



Family games

The gameboard is basically a number line.	Develops number sense
Turn taking develops self-regulation	Let them lose on occasion in a safe place – don't make a big deal out of it, praise them for joining in
Dice/Spinner	number recognition/subitising
Moving spaces along the board	develops 1:1 correspondence
Two or more players	Comparing number, more/less, how many more...



Think mathematically when you play:

- Get items from your cupboards to set up a shop.
- Let your child set the shop up – **sorting objects into groups**
- Let your child write price labels – **drawing prices e.g.**
- Use old buttons/beads/lids to represent money







Bathtime Maths

- **Count** as you wash body parts
- **Compare** how much water is in each container
- **Group** cups...for a pretend tea party
- **Sort** bath toys as you tidy away
- Check toys regularly for mould and replace if necessary.



Walking to school

- **Count** cars – makes a game, each person chooses a car colour...first person to count to 5/10... is the winner.
- **Shape hunt** - first person to see a circle...
- I spy...something the in the **shape** of a triangle...
- Ask your child to tell you the route: **turn left**...
- **Number Hunt** - look for door numbers, try to find one that matches your door number/child's age...
- **Count up and down** stairs



“One shoe...two shoes.”

“Eat one more fishfinger and three more slices of cucumber.”

Cut the hand out and hide fingers – how many are hidden?



parents and teachers

working together

creating change

empowering

educating

encouraging



TARGET



Stay and play

- Try to find some maths in the play for your next Stay and Play session or game you play at home.
- Send a photograph on Tapestry – we can share these ideas with other parents