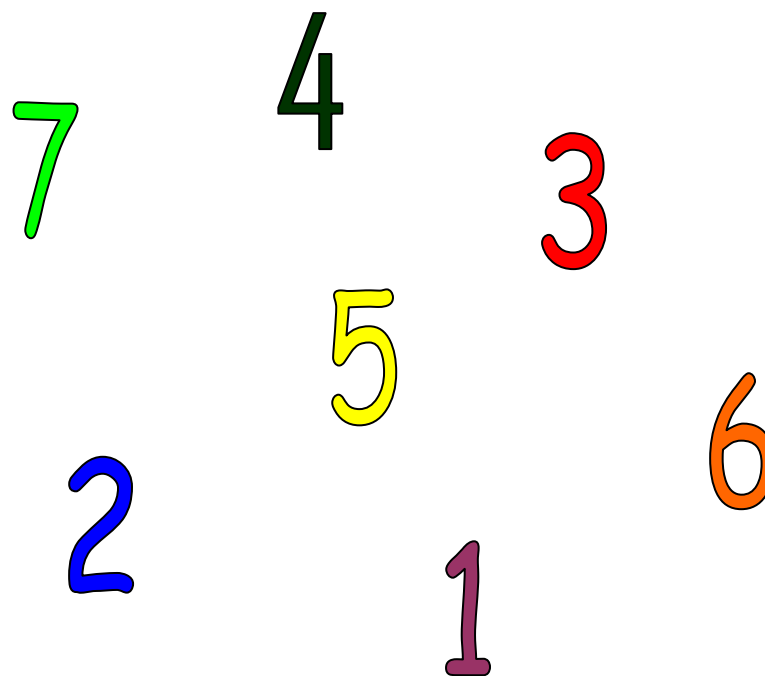
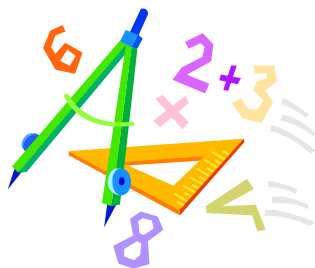


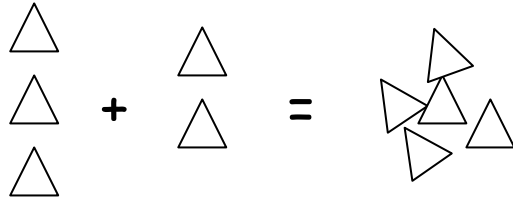
# Early Years Mathematics



## Cloverbank



Mathematics is all round a child and from the earliest age they need to make sense of the world into which they have been born. Parents are ideally placed to provide individual attention to maximise experiences, by talking, playing, listening and interacting with their child in a variety of situations.



$$3 + 2 = 5$$

In the early days talking to your child is important to help them learn the language of mathematics. Counting will need to be repeated, concentrating on one, two, three, at first. Children need to count and associate each number with an object (1 to 1 matching). They will need to do this in many situations before they can carry it out successfully. Even adults make mistakes! Children also need to find the answer "How many are there?" It takes time and many experiences of this before they will be able to count and give the answer. Conservation of number, i.e. 4 cups are still 4 cups no matter how they are arranged.

## Daily Routines

Breakfast time and bed time

Is it light?

It is time to get up?

I need to put my clothes the right way.

Let's count the stairs as we go to bed.

Which clothes do we take off first?

What do we take off next?

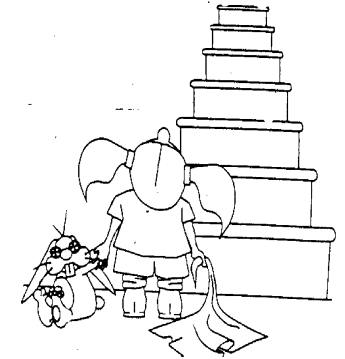
Let's count our fingers and toes.

How do we put our pyjamas

On? First one leg then the

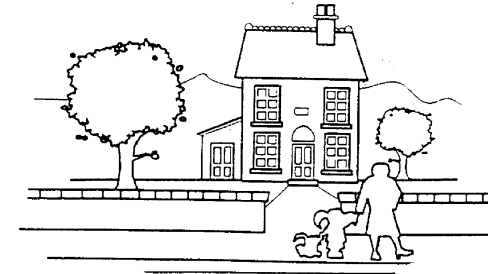
other (or left and right)

Now it is time for a story.



## Out in the Street

Looking at houses



How many doors?

Is there a square window?

What other shapes can you see?

How many windows?

Is there a round window?

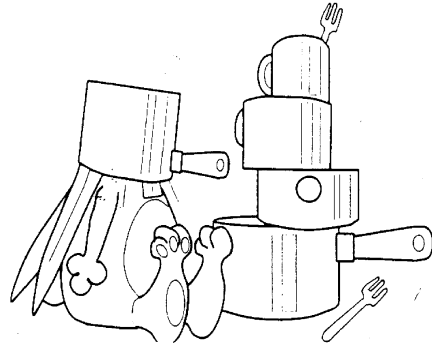
# In the kitchen

Stacking pots and pans

Which is the biggest?

Which goes at the bottom?

Which comes next?



Cooking - using cups, jugs, spoons, for measuring

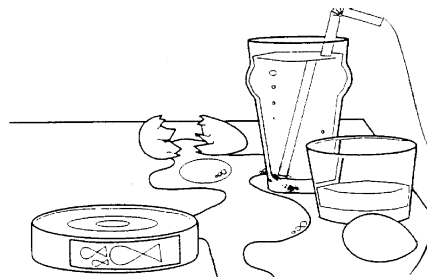
Which is full?

Which is empty?

Which is half full?

What shape is the tin?

How many cupfuls?



Is this heavy or light?

How many eggs are broken?

How many eggs?

# Language of mathematics

Counting using one, two, three and then gradually extending the numbers used is important. However, mathematics needs a wide ranging vocabulary - here's just a short selection:-

big - bigger

small - smaller

more - less

a few - a lot

up - down

high - low

back - front

middle - in between

first - last

over - under

on top - underneath

higher - lower

fast - slow

before - after - now

tall - taller

short - shorter

heavy - heavier

light - lighter

wide - narrow

straight - curvy

I hope you find this booklet useful. Remember just like literacy maths is all around.

## Some more useful information that may help you to help your child.

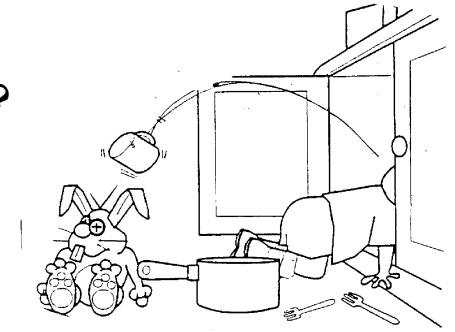
- Providing information
- Encouraging questioning by the child
- Developing confidence to ask if they are unsure.
- Sorting and comparing things
- Encouraging the child to think independently - ask them what they think!
- Providing attainable challenging experiences.
  - Too hard and they become distressed
  - Too easy and they become bored.

Here are some ways you can help your child with mathematics

## Exploring cupboards

What goes in here?

Where do the saucepans go?



## Bathtime

Let's play sinking and floating.

Can you make a little splash?

How far does the water go?

Let's brush our teeth up and down.

This towel is too small.

This towel is big enough.

Will this float?

Can you blow big bubbles?

Can you make a big/small splash?

How far does the water reach?

How full is the bottle?

