Maths at
Carlisle Infant School

How do you feel about maths?

Early learning goals for Maths

- Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Space, shape and measure: Use everyday language to talk about size, to compare (quantities) and to solve problems –
  - Weight
  - Capacity
  - Position
  - Time
  - Money
  - Distance

  They recognise, create and describe patterns

  They explore characteristics of everyday objects and shape and use mathematical language to describe them.

How will we get there?
Through short taught sessions and lots and lots of hands on practical experiences


Hip Hip Hooray
May you have a fun filled day.
HAPPY BIRTHDAY


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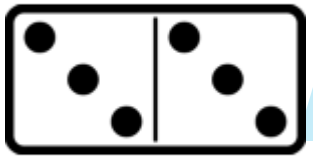
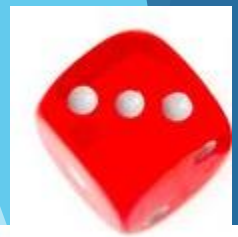
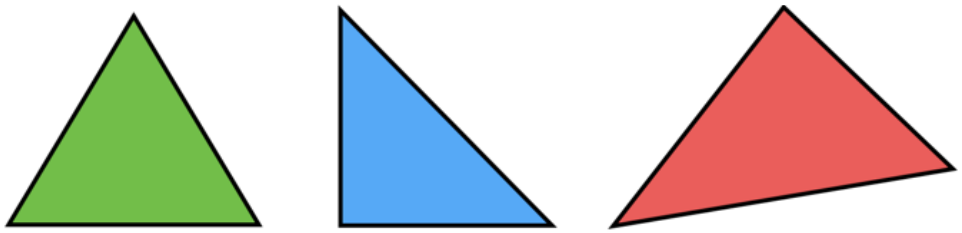
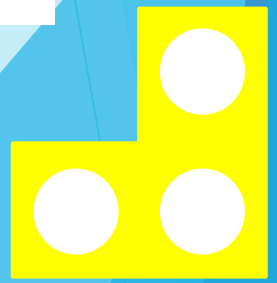








Which is the biggest number?

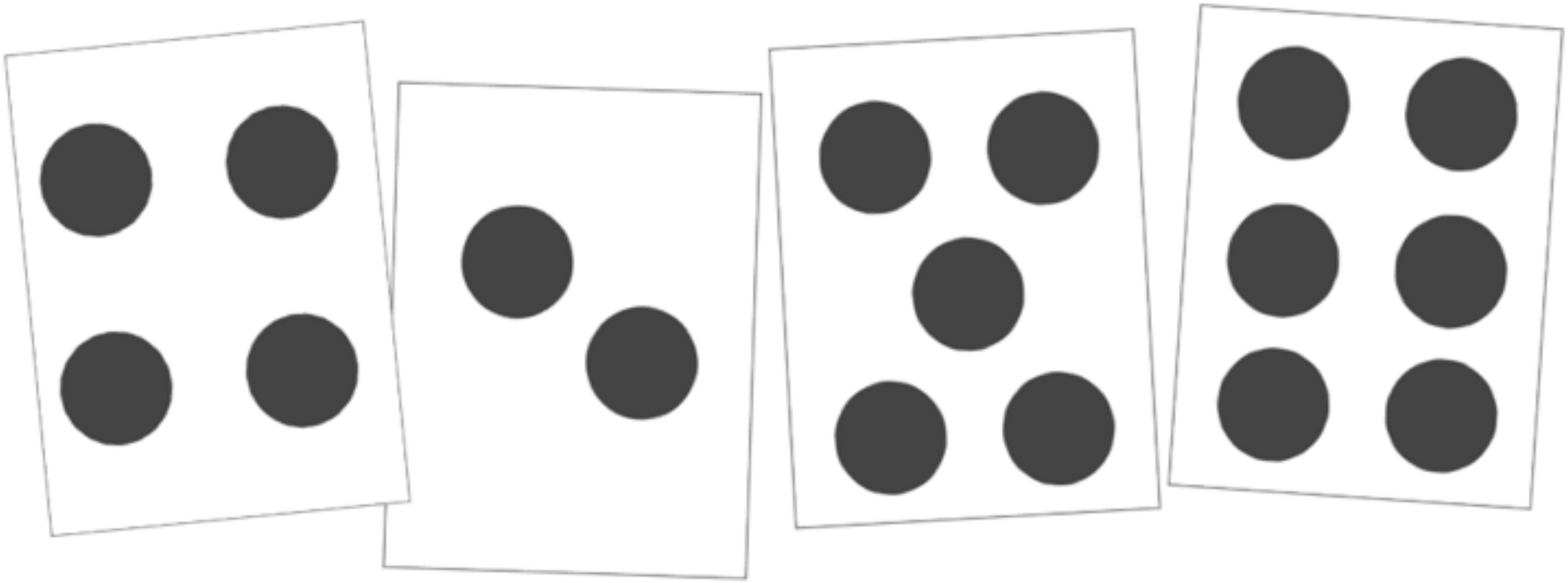
6

8

1 to 1 correspondence

- Knowing that the last number is the total amount in the group.
- Arranging the objects using a more structured approach to support with the counting process.

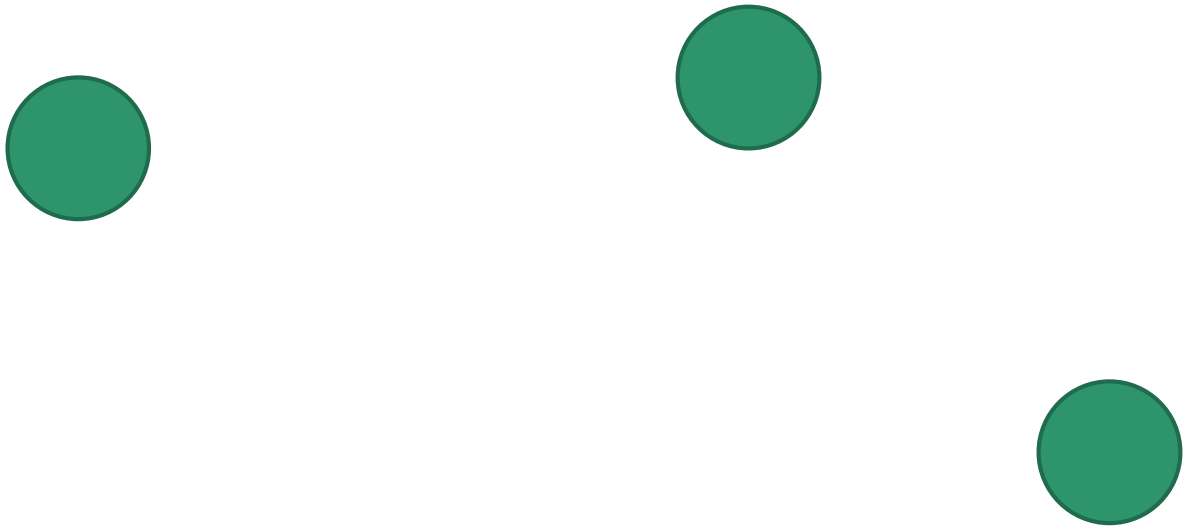
What Is Subitizing?



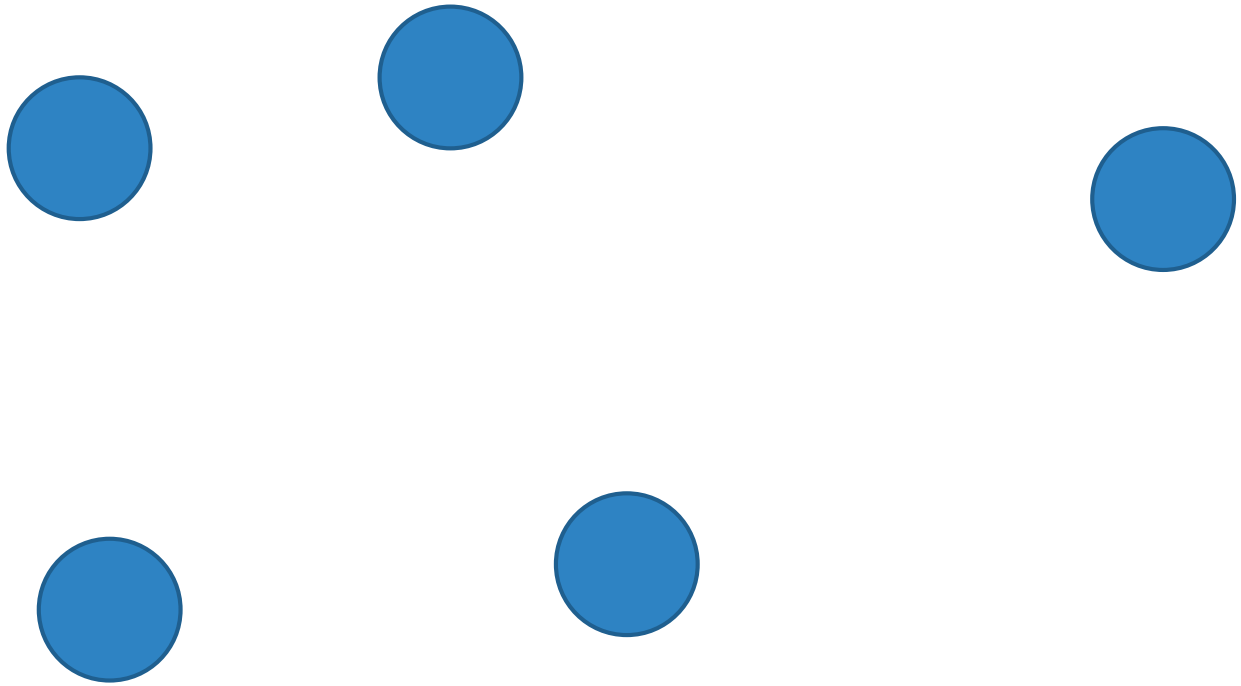
Subitizing is the ability to instantly recognise “how many” in a small set. A perfect example of subitizing is dice; when you roll a dice and you see two dots on top, you instantly recognise it as representing a quantity of two.

Let’s play a game….make what you see

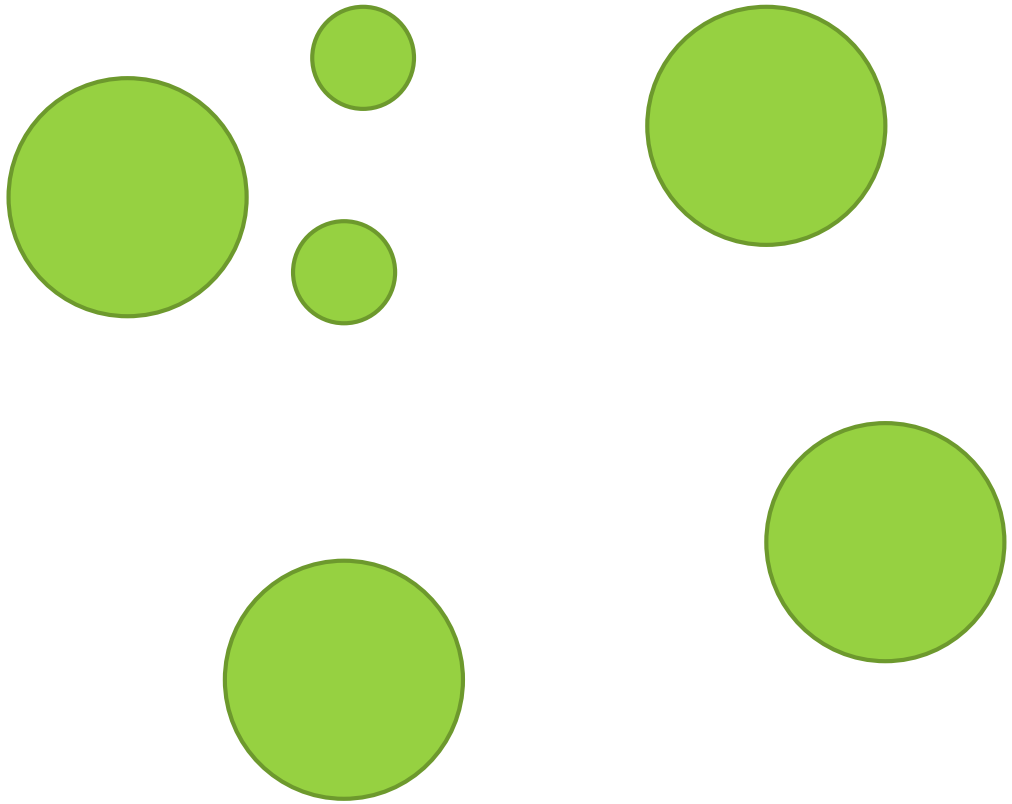
How many dots?



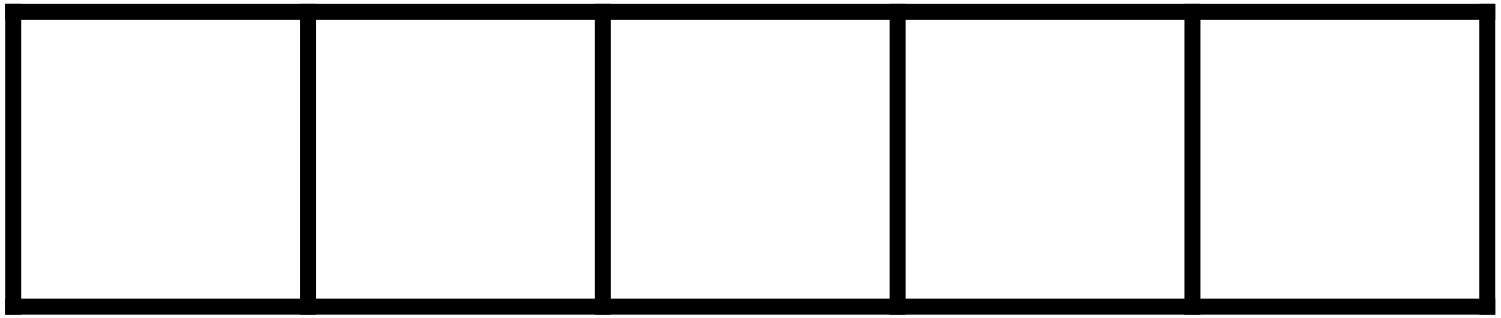
How many dots?



How many dots?

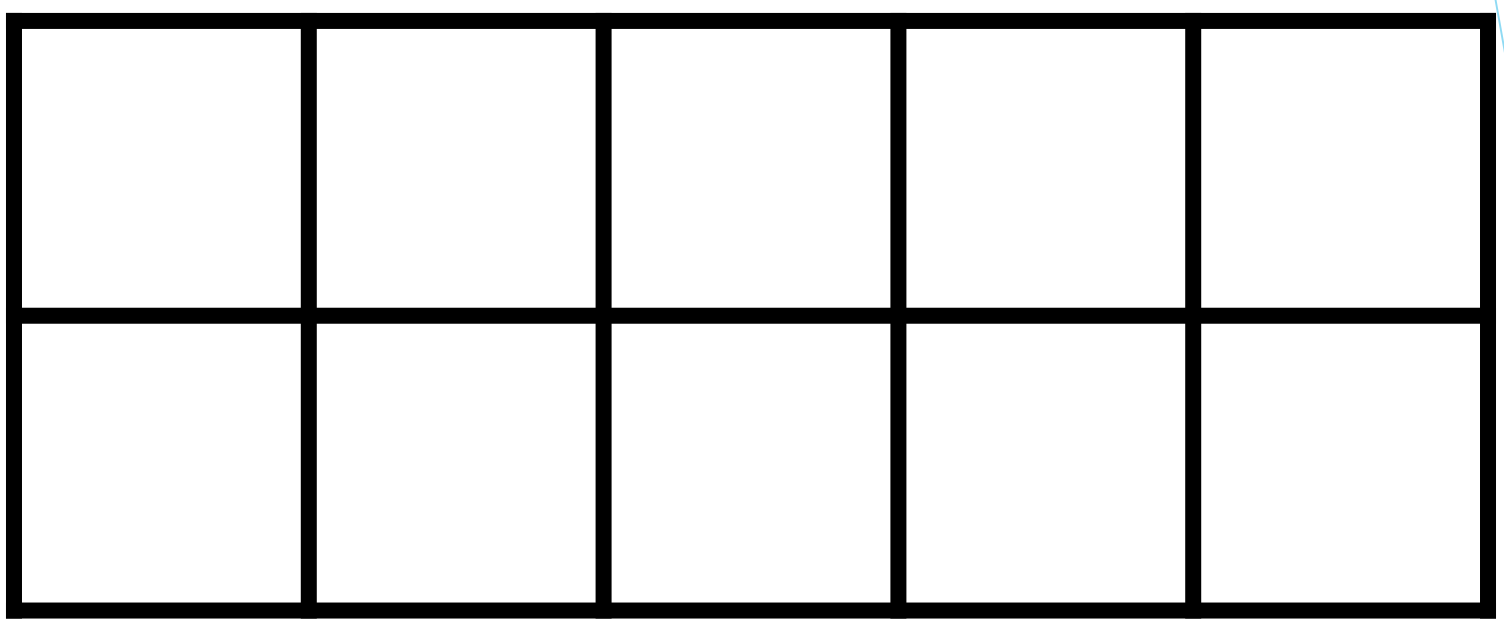


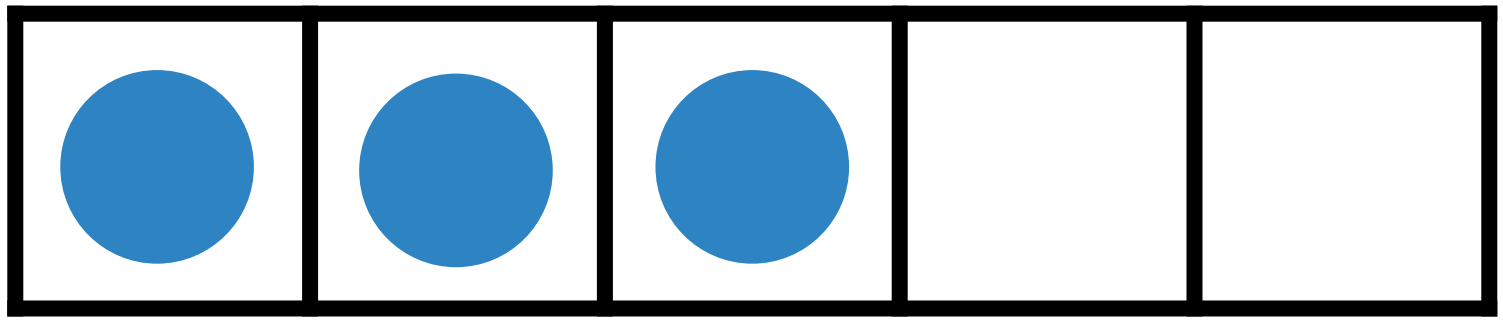
Five Frame

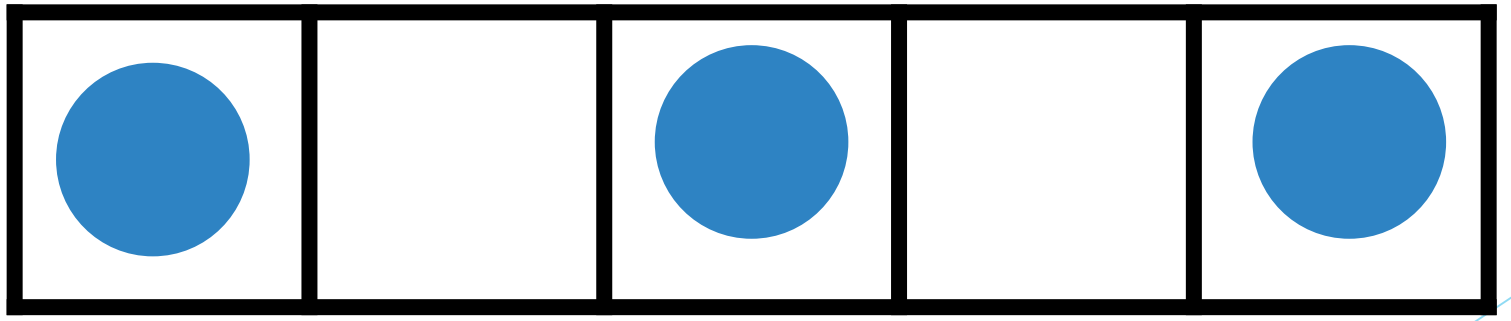


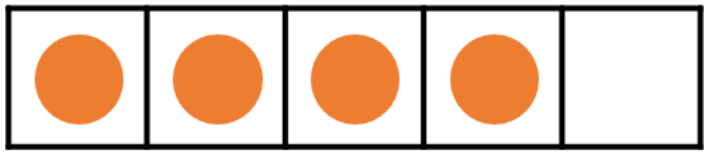
Five and **ten frames** help children to relate given numbers to **5** and 10 by providing a visual image. It encourages counting strategies beyond counting by one or counting on. It allows children to see patterns and identify simple facts such as 4 is one less than 5 and 6 is one more than 5.

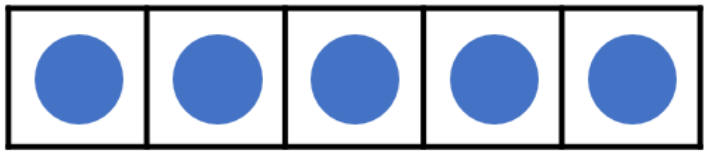
Ten Frame

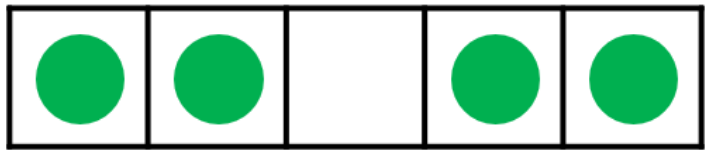




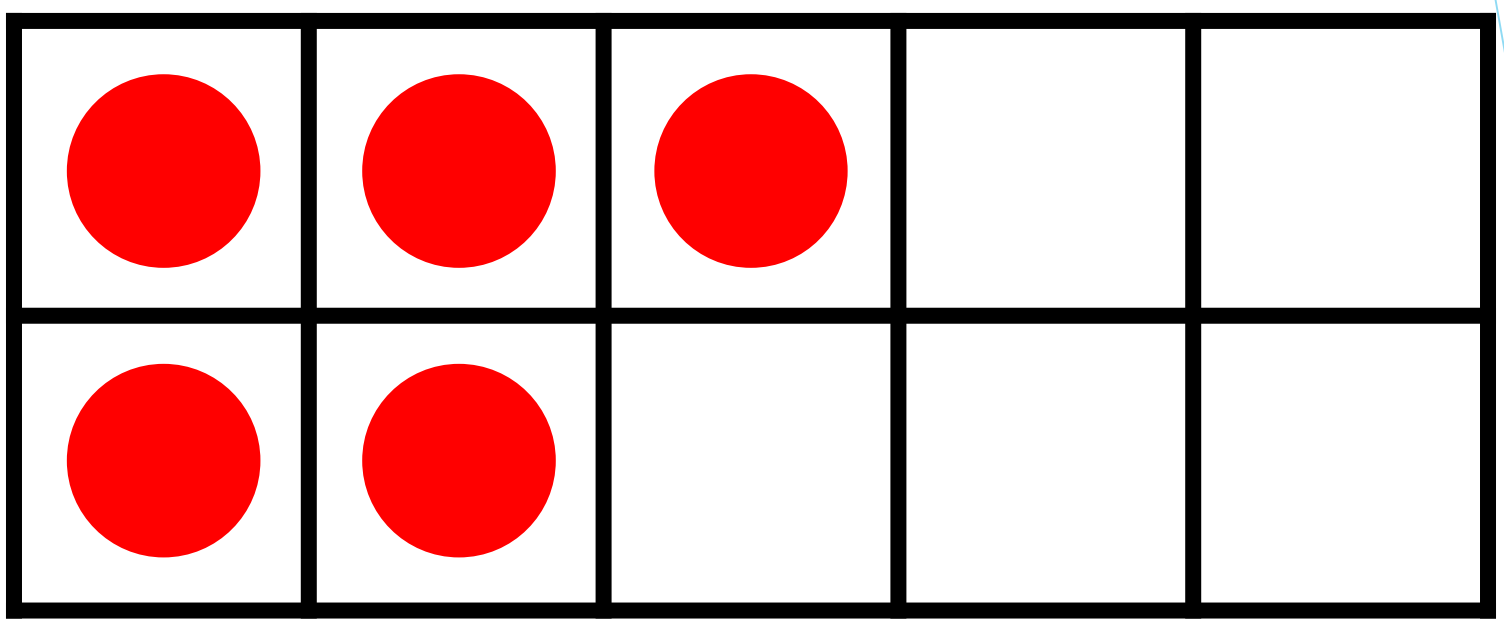




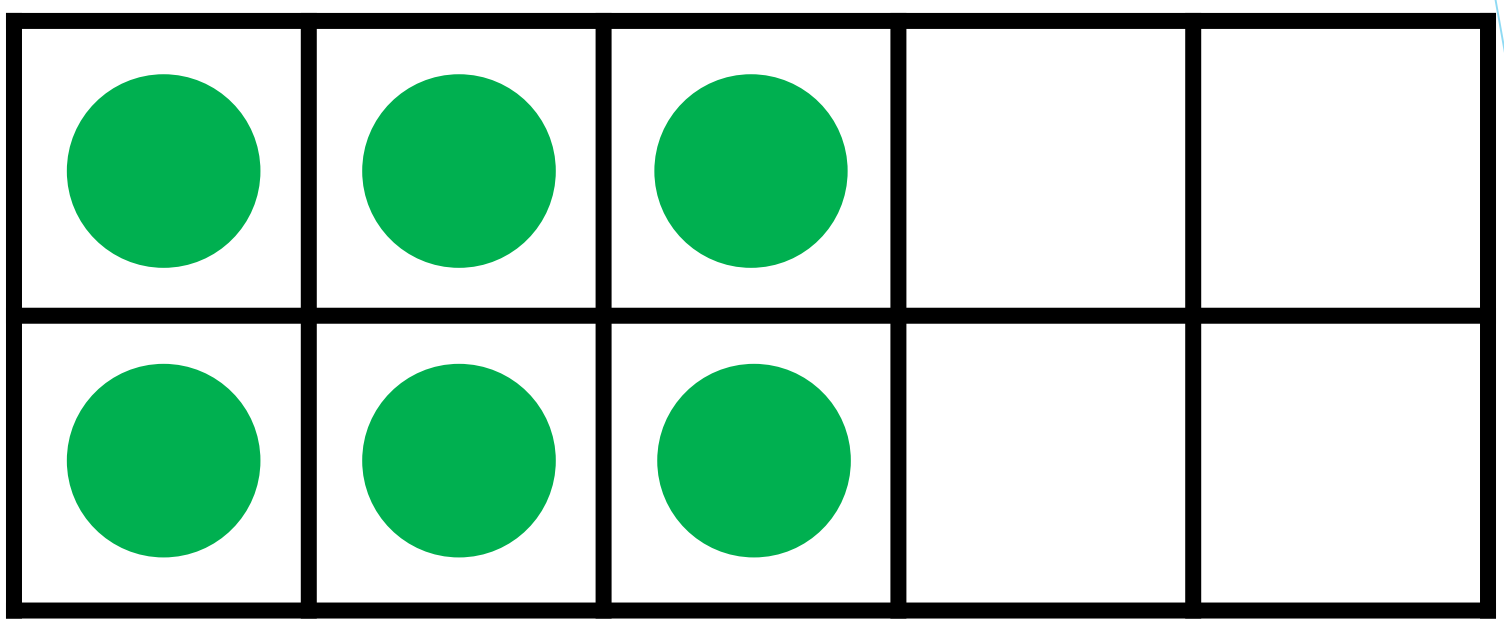




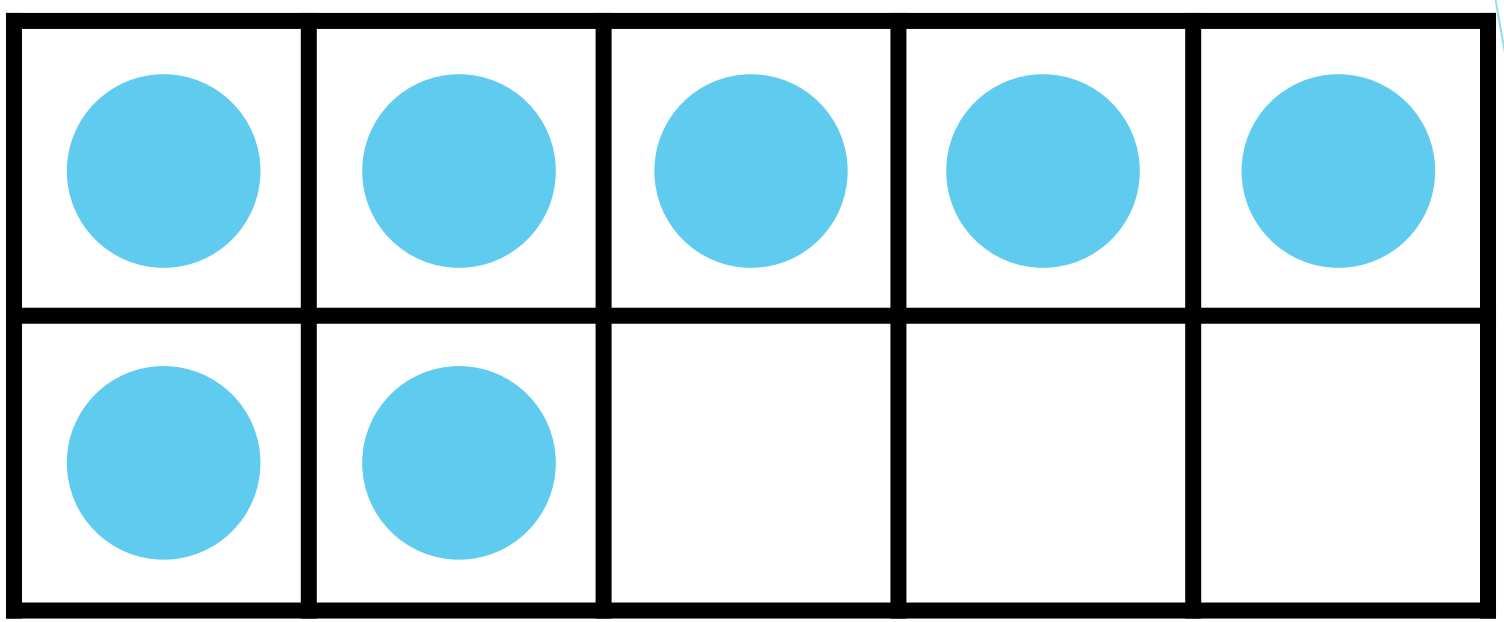
How many dots?



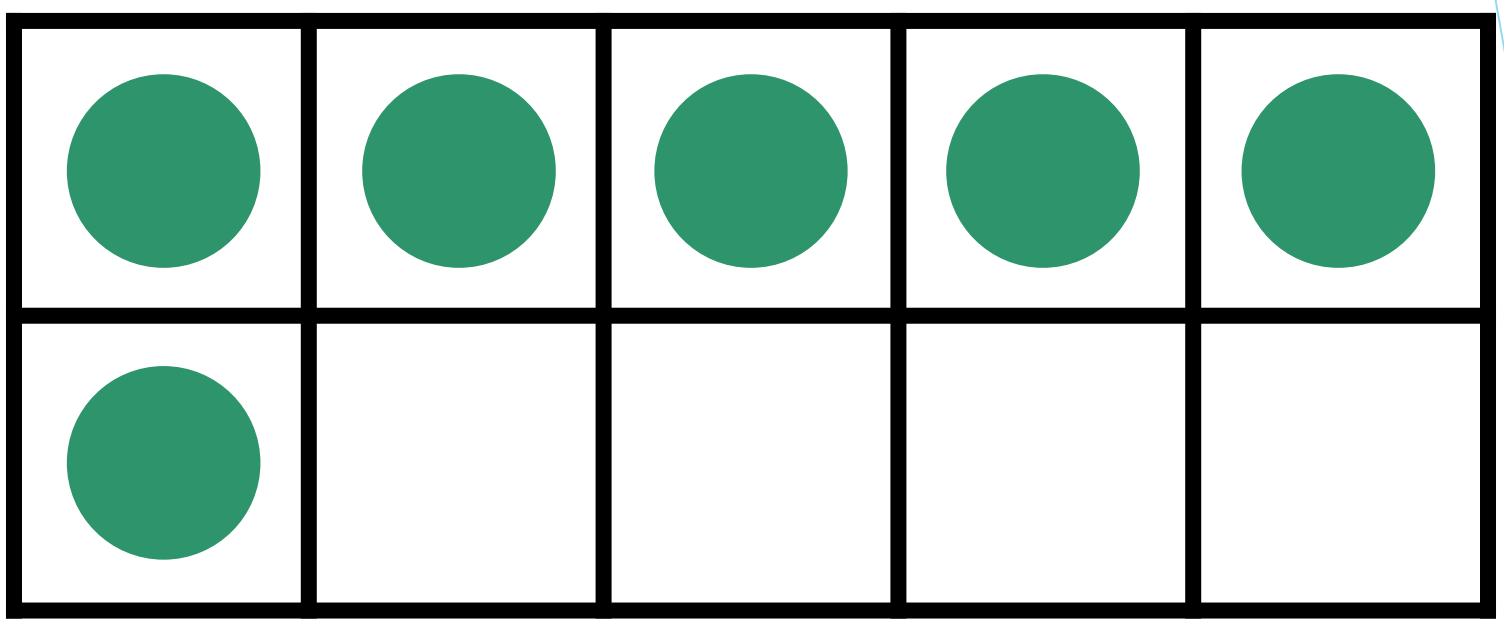
How many dots?

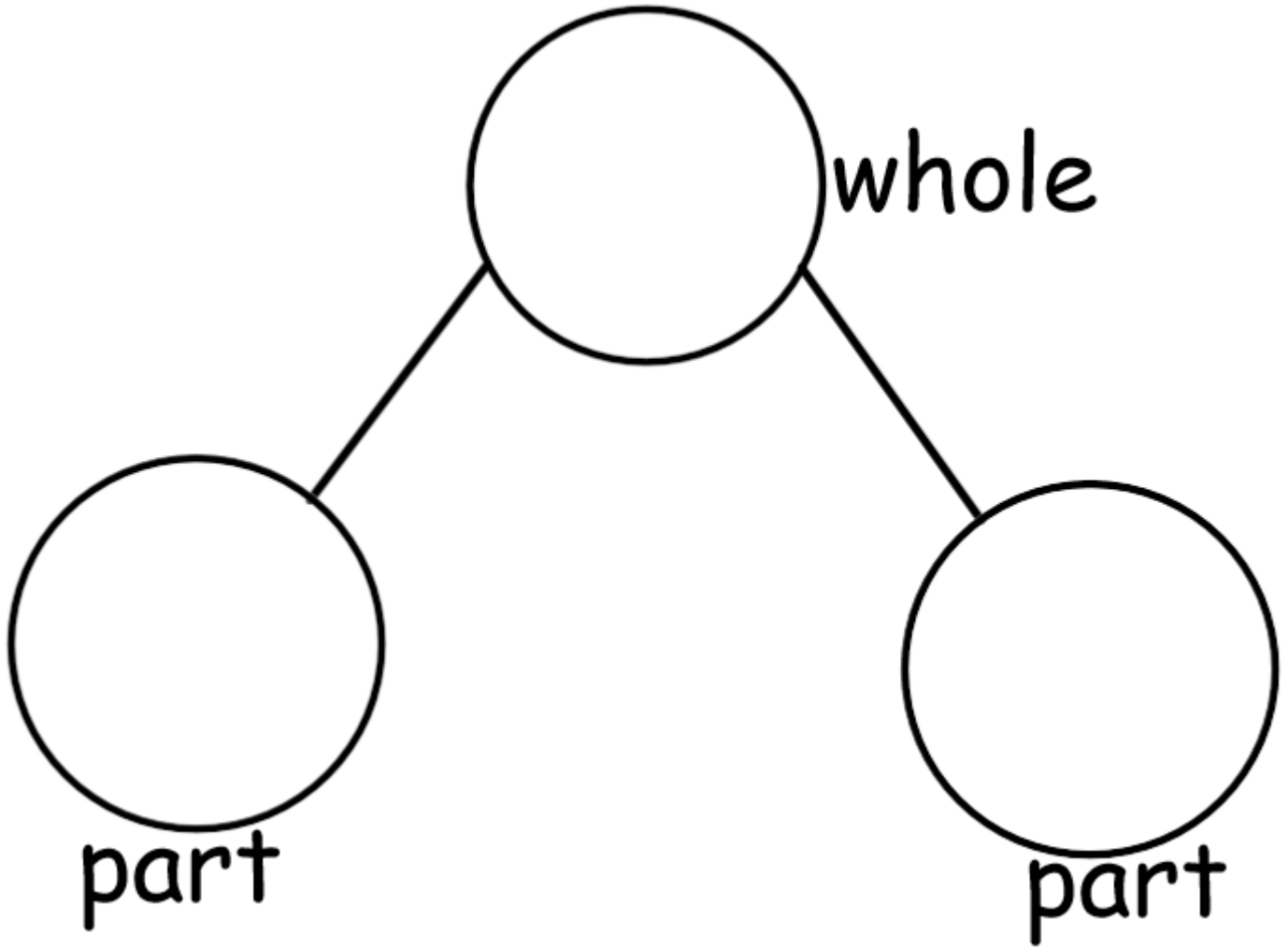


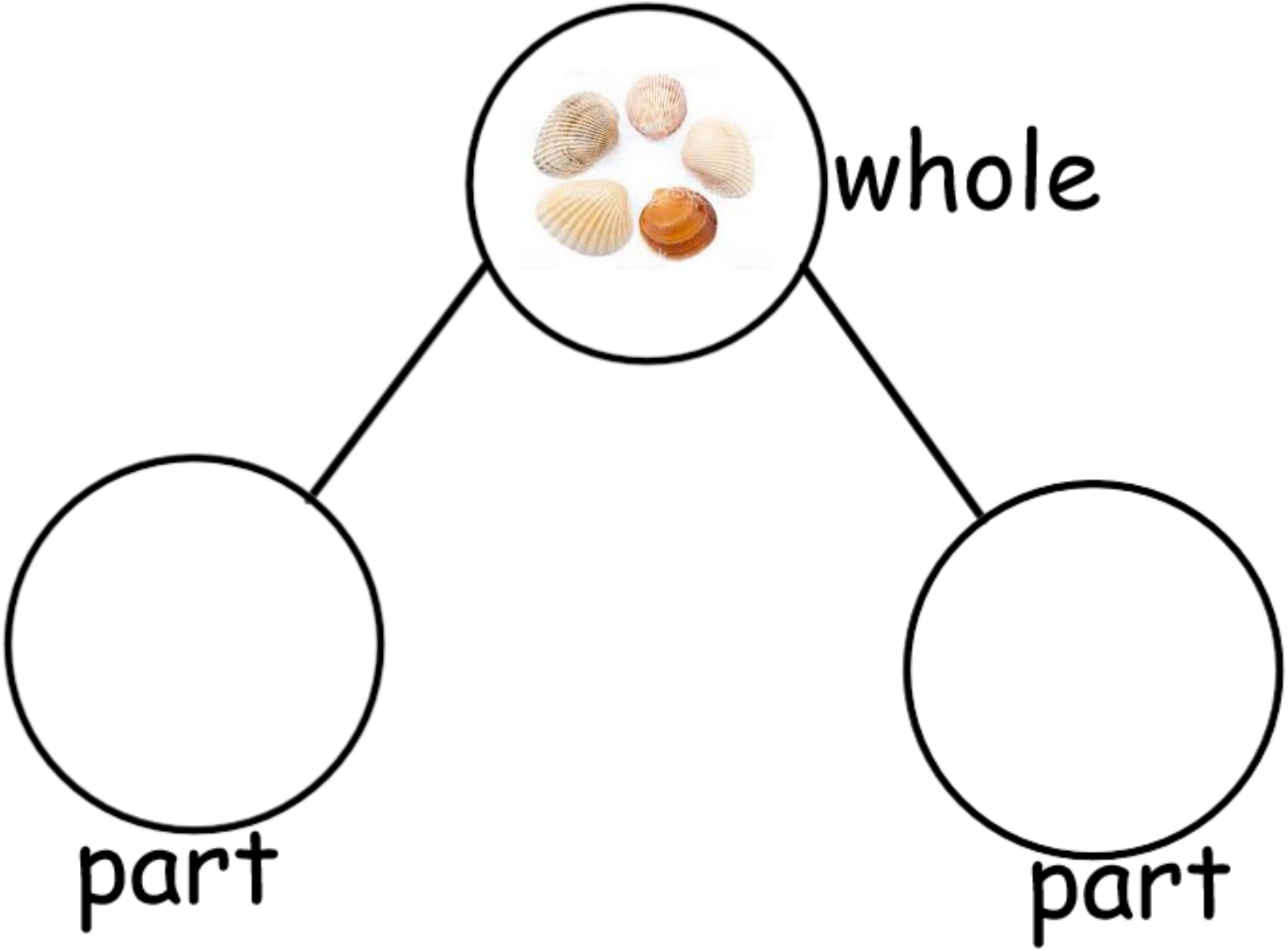
How many dots?

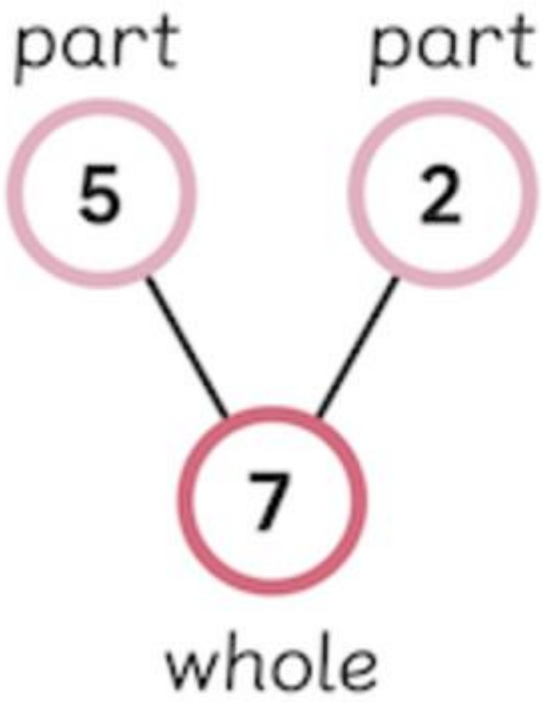


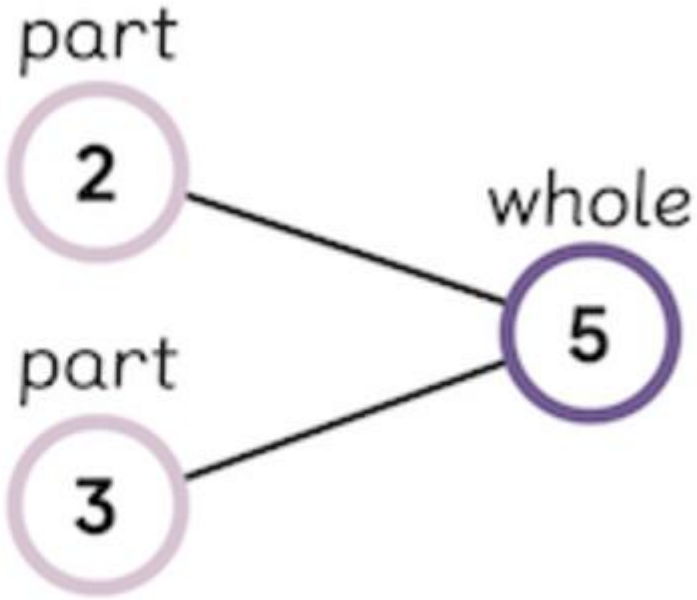
How many dots?




whole
part
part

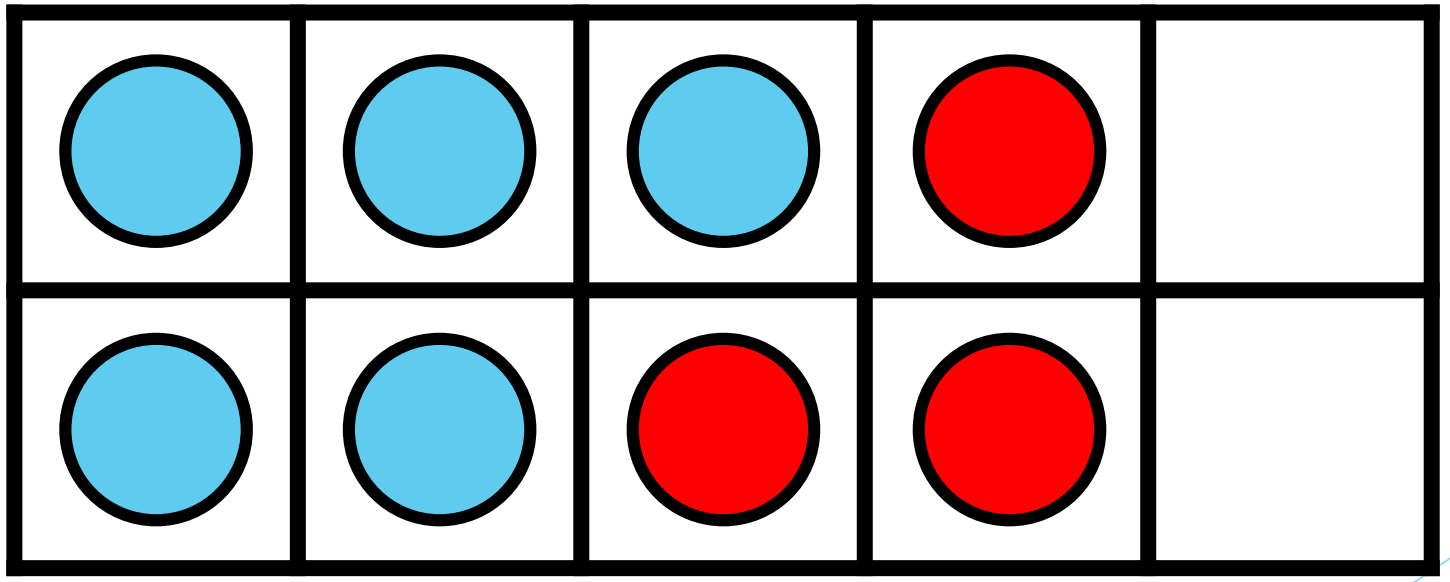

whole
part
part


part
part
5
2
7
whole

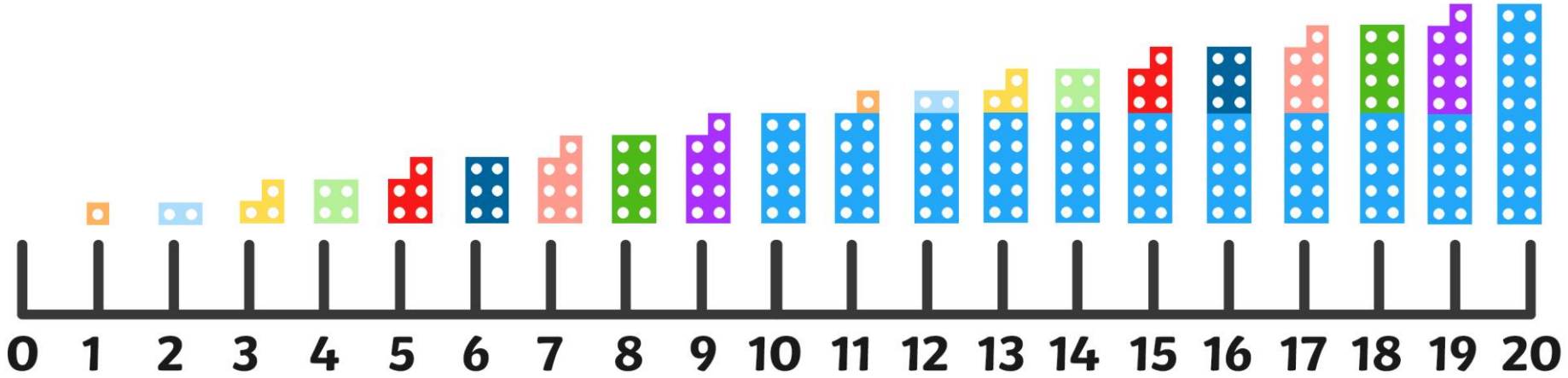

part
2
whole
5
part
3

The **whole** is **8**

The **parts** are…



Numicon number line



Mathematical vocabulary

We use these terms every day and are very familiar with them but the children don't always know what we mean.

More than

Less than

The same as – equal to

Number frame

Part, part whole

Bigger than

Smaller than

Longer than

shorter than

Add/plus

Subtract/take away

Reasoning

Which one is the odd one out?

How do you know?

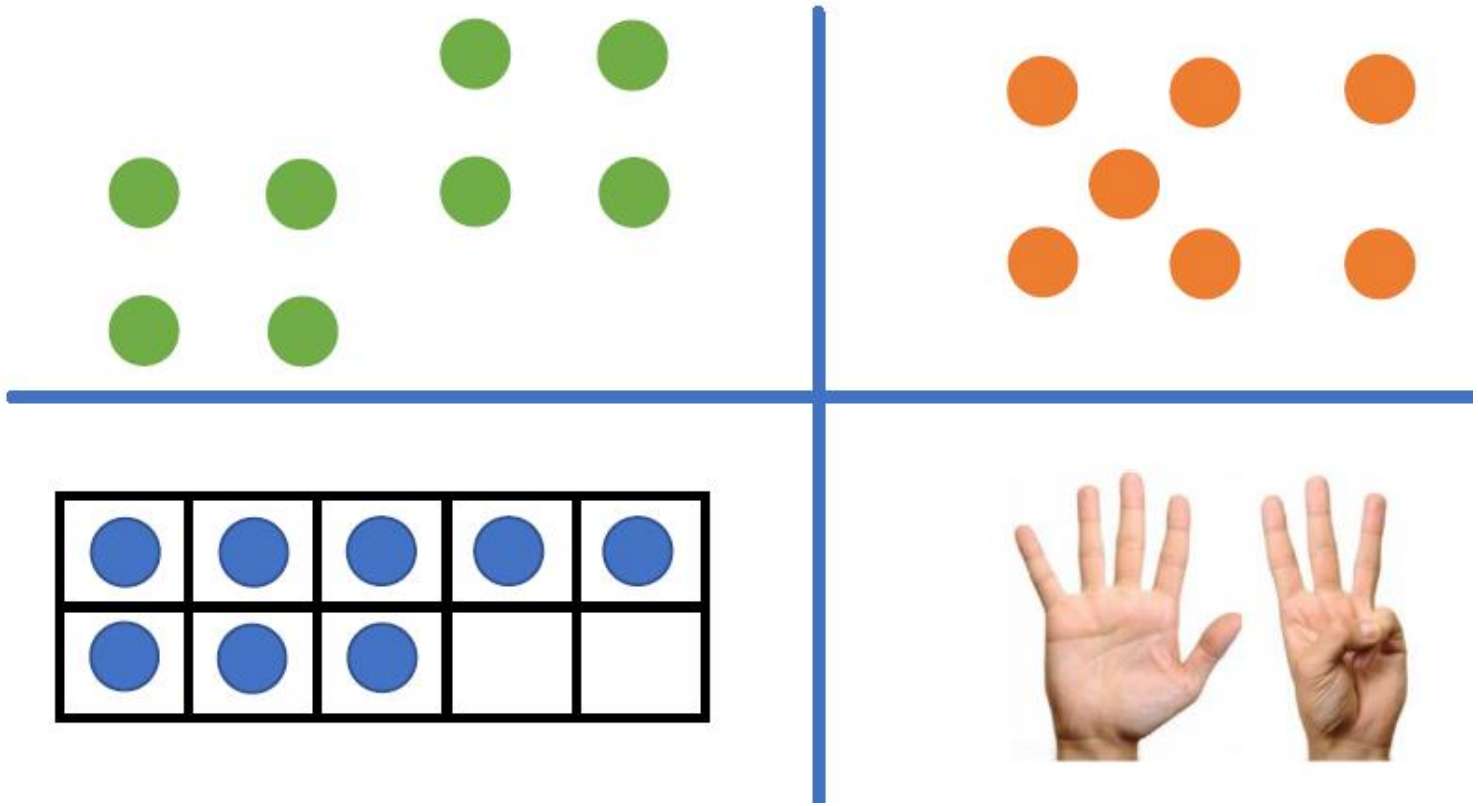
Can you explain?

Prove it to me…..

Prove it to a partner …….

1	2		4			7		9	10

Odd one out



Explain your thinking……

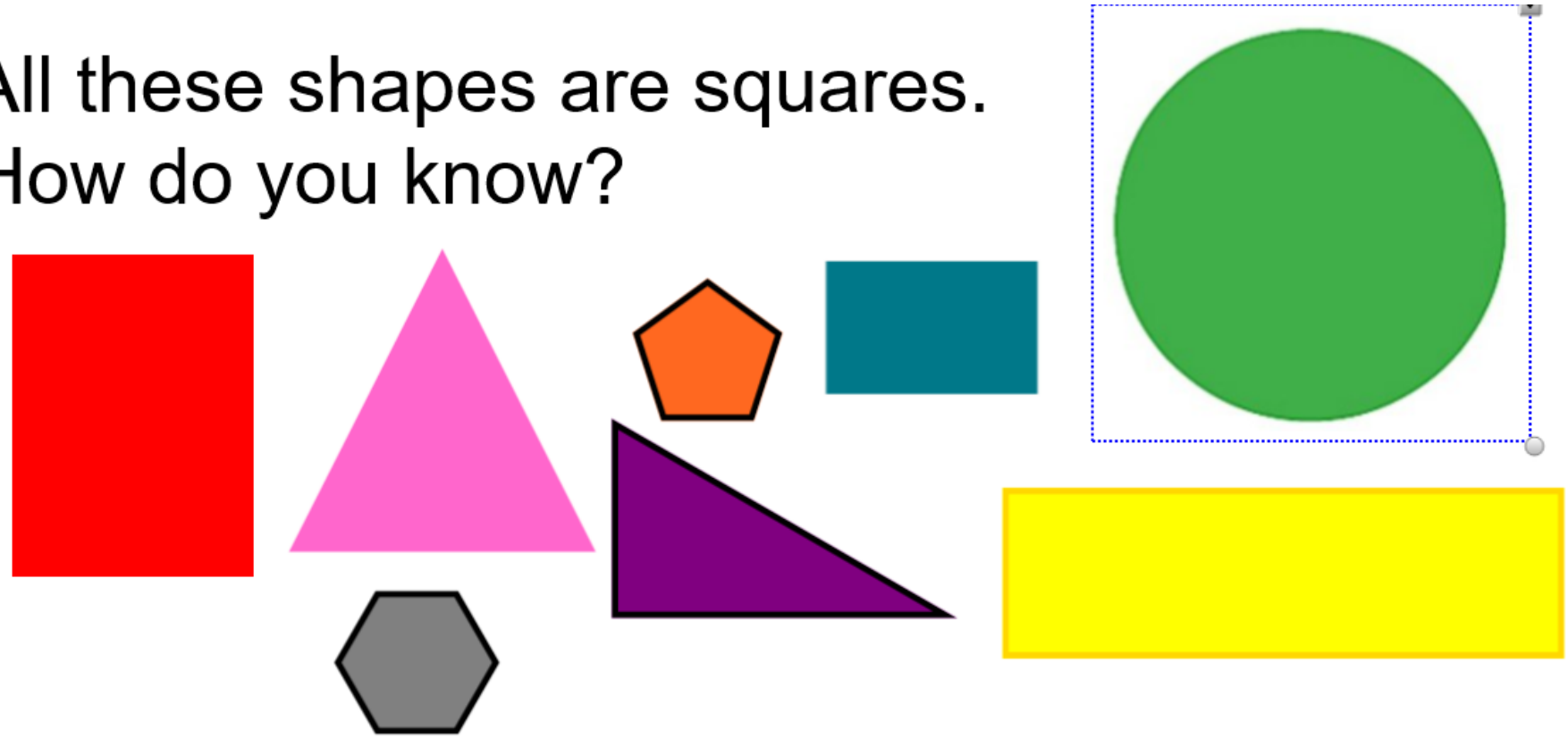
How do you know …..

I know this because…..

How to help at home

Misconceptions and going wrong

All these shapes are squares.
How do you know?



Any questions…….

Feedback….