

Foundry Lane Primary School – Common Play Behaviours



AREA: MATHS
COMMON PLAY BEHAVIOURS

Behaviour	COUNTING	UNDERSTADNIN G AND USING NUMBERS	CALCULATIN G	SUBITISING	SHAPE SPACE MEASURE	ENHANCE MENTS
<p>Reception Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<p>Counting objects Interlocking cubes Counters Compare bears Annos counting book</p>	<p>Numbered baskets and bowls Shape or model cards (for the children to copy)</p>	<p>Five-frames Double sided counters</p>	<p>Double-sided counters Numeral dice</p>	<p>Items of different lengths (for children to compare and measure using non-standard units or rulers) Shapes 2D Repeating pattern cards and accompanying resources</p>	
	<p>Numicon ?</p>	<p>Maths games Number formation cards Number lines and number tracks Clipboards, paper, pencils Mini whiteboards and pens</p>	<p>ten-frames Dominoes</p>	<p>0-9 dice Dominoes</p>	<p>Playing cards Scales and objects Resources to explore capacity (such as bottles and containers of different sizes/shapes)</p>	
<p>Effective Practice: Adults to introduce vocabulary (use of words, symbols and signs) eg- CORE -Number names, numeral. Count, count on, count back. Compare, amount, more, less, fewer. Language related to comparing size, weight and capacity. Match, sort, same, different. 2D and 3D shape names, round, flat, straight, curvy. Days of the week, months of year, clock, time, day. Pattern, repeat, first, next, before, after, continue, copy, create, sequence, order. Positional language words. EXTENDED – Quantity Add, addition, take away, subtraction, altogether, equal. Coin, pound, pence, penny. Sides, corners, edges, vertices, faces, rotate, manipulate, combine, decompose. Route, direction, forwards, backwards, right, left. Routine, events, calendar, o'clock, today, tomorrow, yesterday, week Adults to ask simple questions to extend learning e.g- •How did you...? •Show me how you... •What will you need for...? •I wonder what would happen if... •What do you notice when we...? •What do you think about your...? •How much more do you have?</p>	<p>Beginning: Counting objects from a smaller group. Simple board games like snakes and ladders.</p>	<p>Beginning: Playing board games.</p>	<p>Beginning: 1 more 1 less of objects</p>	<p>Beginning: Using dice in games. Using objects to group instantly.</p>	<p>Beginning: Sorting objects Ordering objects Creating shape pictures Creating repeating patterns Describing different shapes and patterns.</p>	
	<p>Secure: Lining objects and moving to count. Matching numbers to quantities. Using number lines to count.</p>	<p>Secure: Using number lines Ordering numbers Writing numbers Odd and Even numbers</p>	<p>Secure: Add 2 groups together. Playing addition/subtraction games. Composition of groups.</p>	<p>Secure: Dice games Use counters and dice frames to make quantities.</p>	<p>Secure: Using the language of length, size, height, weight, time, position and capacity to compare. Using shape language when making patterns and pictures. Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</p>	

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<ul style="list-style-type: none"> •Can you find the number to match this set? •I think that I should put six objects into this bowl. Am I correct? Why? Why not? •How many... can you see/find/catch/collect? •Did you need to count these dots, or could you recognise the amount without counting? •How many do we have altogether? •Which set has more/fewer? •Can you find a set that has the same? •Can you make a repeating pattern? •Is this pattern correct? How do you know? •What should come next? Why do you think that? •Which number is missing? •Which shape has more sides? •What can you tell me about this shape? •How is this shape the same/ different to this shape? •What shape is this? 						
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