

The Flourish Federation—Knowledge Organiser

Brookfield Infant and Junior Schools



Subject Focus:

Maths

EYFS

Number (Term 1, 2 & 3)

What? (Key Knowledge)

Recognises some numerals of personal significance (age, house number, class number etc).

Counts actions or objects which cannot be moved.

Estimates and counts objects up to 10 by saying one number name for each item (sometimes an irregular arrangement).

Selects the correct numeral to represent numbers 1 to 10.

Uses language of 'more' and 'fewer' to compare to sets of objects.

In practical activities and discussion, is beginning to use vocabulary involved in adding and subtracting.

Begins to record their maths using their own marks which they can explain and interpret.

What? (Key Vocabulary)

Vocab	Comments
Digit/number	Any numeral from 0-9.
Count objects	To touch each object and assign a number to each object.
More/more than	The group of objects which has the most. Commonly used alongside the word 'than' as we use to compare.
Fewer/fewer than	The group of objects which has the least. Commonly used alongside the word 'than' as we use to compare.
Add	To count all of the objects together.
Take away/	To move a number of objects away from the

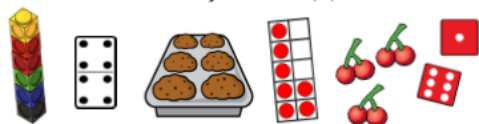
Visuals/Diagrams

Children will use lots real life objects and contexts as well as different manipulatives/resources (counters, cubes, numicon, number line etc).

Numicon:



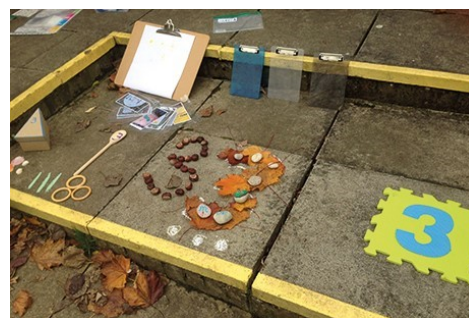
Sort these items into 6, 7 and 8
How else could you show 6, 7, and 8?



How many cakes would you have if I added 1 more? How can you check if you're right?



Five Frame:

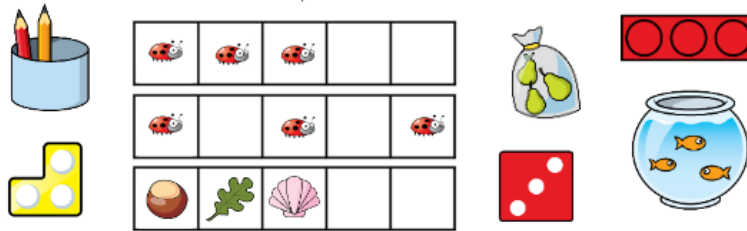


Can you get me two pencils? I think there's two left in the pot. Am I correct? Can you check? Do you know how many pencils there are without counting? Does it matter if the pencils are different colours?

Examples of Reasoning

Reasoning at this level involves lots of discussions and checking using reliable counting. Use of real objects alongside pictorial visuals will help children's understanding.

Which pictures show 3?



Odd one out

Which representation is the odd one out? Can you explain why? What should it look like to fit in?



Use a five frame to count out five objects from a larger group.

How do we know there are five?

Is the five frame full?



Examples of Problem Solving

The children will play lots of practical games, which involve them exploring, identifying, counting and comparing different numbers. These will be inside and outside of the classroom for children to use during Child-Initiated Time.

Home Corner

Provide children with party hats, plates, cups etc. to set the home corner ready for a birthday party. How many guests can come to the party? What number shall we put on the banner?



Small world

In the small world area, create two areas (barns, fields) with signs that say 'two legs' and 'four legs'.

Can children sort the animals into the correct areas by counting their legs?

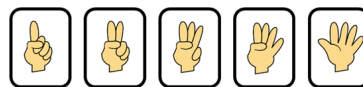


Games

Concentrate



Equipment:
• 20 playing cards



Instructions:
Shuffle the cards and place face down. Take it in turns to turn over two cards. If the two cards represent the same number then the player keeps the pair. If they do not represent the same number then turn them back over face down. The game ends when all pairs have been found.



ICT Opportunities

Purple Mash:

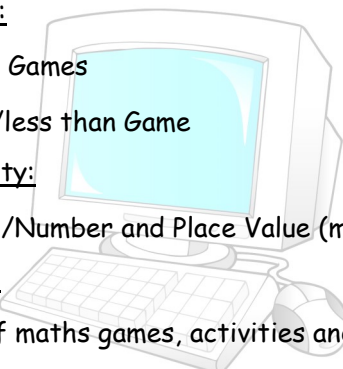
- Place Value Games
- More than/less than Game

Education City:

- Maths/KS1/Number and Place Value (many games)

Manga High:

- A wealth of maths games, activities and competitions



Daily Maths

- Questioning during the register (How many people are absent? How many children are here? How many more children have school dinners than packed lunch).
- Lining up games - counting on/back, Which number have I missed?
- Days of the week/Months of the year/Birthdays

