Shape, Space and Measures in the Early Years.

- Maths in Reception is divided into two main categories; ‘Number’ and ‘Shape, space and measures’.

- We have recently had a meeting on Number. However if you were unable to make this meeting it is available on Moodle under ‘News’.

- Today we will be focusing on Shape, Space and Measures.

- We aim to discuss the Early Learning Goals related to Shape, space and measures and demonstrate how we teach them in school. We will also discuss the ways in which you can help your child to develop these skills at home.
How is Maths taught in Reception?

• Whole class learning time on the carpet. This is a quick 5 minute recap on core skills such as counting and number recognition and then a 10 minute focus on a particular concept such as shapes, writing numbers, estimation etc... Maths is always taught in a purposeful way.

• Children will then have the opportunity to practise this new concept during their free play (specific activities will be available and encouraged).

• Any opportunity to practise Maths is fully exploited; register / dinner numbers / visual timetable / lining up / spaces at tables etc...

• 1:1 intervention with an adult is provided if necessary (5 minute recap on any skills a child is finding difficult).
Select a particular named shape and begin to name ‘flat’ 2-D shapes and ‘solid’ 3D shapes

At home try:

- Identifying shapes whilst out and about.
- Ask children to find certain shapes around the house or garden.
- Make different shaped cookies etc...

- Playing with shapes in sand and water.
- Identify shapes whilst playing with construction.
Use mathematical terms to describe 2D and 3D shapes.

At home try:

- Find some 2D and 3D shaped objects around the house and play guessing games; by describing and feeling objects in a bag.
- Play guess what shape is wrapped up.
- Guess what shape I’m thinking of (describing shapes e.g. it has no straight sides or corners etc.).

‘2 straight sides, 2 circular faces, no corners, it can roll…’
Use familiar objects and common shapes to create and recreate patterns and build models.

At home try:

- Saving boxes, tubes etc... to make models.
- Cutting and sticking shapes to make pictures.
- Finding patterns in nature (flowers, fruit etc... and have a go at drawing them).
Describe their relative position such as ‘behind’ or ‘next to’.

At home try:

• Making treasure maps and follow directions.
• Giving children instructions that include positional language.
Order two or three items by length or height.

At home try:
• Ordering members of the family (draw around their feet / hands etc....)
• Ordering boxes and tins when unpacking the shopping.
• Ordering teddies, cars etc...
• Order toys / natural items found outdoors (sticks, leaves etc...)
Order two or three items by weight or capacity.

At home try:

• Playing with different sized containers in the bath.

• Experiment with weighing scales e.g. trying to make them balance (weighing food / toys etc...).

• Pouring drinks and discussing capacity.
Use everyday language related to time.

At home try:

- Talk about what day it is on the way to school. What day was it yesterday, what day will it be tomorrow?
- Give your child their own calendar so they can write down which days they are at school, which days they are going swimming, what month their Birthday is etc....
- Talk about time e.g. it’s bedtime at 7oclock.
- Model language used when talking about time and correct any misconceptions.
Measure short periods of time in simple ways.

At home try:

• Use stop watches, sand timers, ipads or count out loud, to time how long it takes to do something (tidy up, line up, races etc...)

• Doing the same (you can also use timers on your IPad or IPhone)

• Use an egg timer when boiling eggs.

• Use the oven timer when making buns.

• Count to 100 when brushing their teeth.
Use everyday language related to money

At home try:
• Setting up a shop role play areas (include real coins and tills and label food).
• Modelling language used when talking about money and correct any misconceptions.
• Singing songs that include money (10 currant buns in a bakers shop).
• Also encourage your child to save their money in a piggy bank and discuss how much they’ve saved what they are going to spend it on etc....
• Talk about prices when out shopping. Let your child pay for a few items.

‘penny, pence, pound, save, spend, costs, buy, coin, note’
Order and sequences familiar events.

At home try:

• Making or printing a visual timetable for before and after school and during the weekends (this usually has a positive impact on children’s behaviour too. Children love routine and are more likely to do as you ask if they can see what’s expected e.g. you can watch TV after reading etc...)
Top tip! The cards last much longer if you laminate them once you have cut them out. Use velcro to stick them unto a big piece of card and allow children to take things off once they have completed them.
Achieved these targets and working within the Early Learning Goal?

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
How to help children moving unto Year 1 targets......

• Use nets make some 3D shapes.
• Practice drawing shapes on squared paper.
• Use rulers to measure objects around the house.
• Time how long it takes to do certain things and then compare which took to longest / shortest etc... Try creating charts and graphs.
• Talk about the names of coins and try adding coins together (start off which just 1p’s and 2p’s then 5’s and 10’s).