



Early Years Maths

Mosta Primary A

- 
- *Maths Trails*
 - *Maths Through Stories*
 - *Maths Through Play*



Maths Trails

Maths stations are prepared around or outside the school.

Children are divided into groups and do the activities as they go round the stations.

Maths Trails



- Look at the monster.
- How many eyes? ____ How many hands? ____ Is your hand bigger or smaller than the monster's hand?

- Basketball time! You earn a point each time you pass the ball through the hoop. You have three chances.
- How many points did you score? ____

Maths Trails



- Find the fence. Are you taller or shorter than the fence?

- Is the teacher taller or shorter than the fence? _____
- How many flowers are there above the fence? _____
- How many butterflies can you count above the fence? _____
- If another butterfly comes above the fence how many butterflies will there be? _____
- Line up next to each other in front of the fence. Is the line of children longer or shorter than the fence?

Maths Trails



- Find the stairs.
- If you are a boy sit down on step number 1. If you are a girl sit down on step number 3.

Maths Trails



- Up and down
- Heavier and lighter

Maths Trails



- Up the ladder and down the slide.
- How many steps on your way up?
- Find shapes and colours around you.

- These trails are an alternative to formal, written work and are fun and challenging to the children. Trails can be structured to include work suitable for all levels of ability. Children who have previously experienced difficulties in Mathematics can be stimulated by this approach and the abilities of more able children can be challenged.
- This helped to create and maintain a lot of motivation, enthusiasm and enjoyment. Though still very young, due to the nature of the activities included in the Maths Trail, the children worked together and discussed ideas and findings. During the trail we realised that both children and adults were seeing the school from a different view point ... we were seeing Maths all around us!
- Through the school trail the children had already got used to the simple rules of following a trail, for example, general behaviour, treatment of resources, respect of property and people etc. Let's Math at the Kitchen Garden was certainly something new for all of us. Soon we were seeing Maths all around us and introducing the children to the wonder of Maths through a fun and meaningful way! And because it was fun, not a race or competition and we were discussing and doing Maths it was a great success.

Amanda Cilia

Maths through Stories



Revision of numbers
1 to 10 at the
beginning of Year 2

Maths through Stories



After reading a story about monsters, using different shapes, sizes and colours, the children had to create a monster.

Maths through Stories

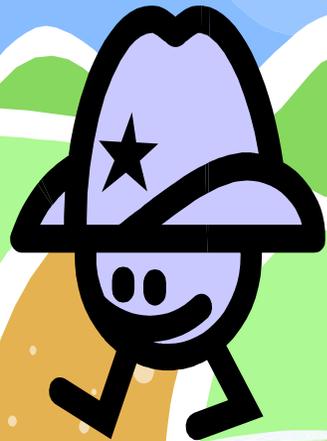


Goldilocks and the Three Bears to learn about comparing sizes in Kinder 1 using the IWB.

This is the story of Mr Odd and Mrs Even.

Mr Odd

Mrs Even



Far, far away there is a land called Odd. This is where Mr Odd lives.

Mr Odd loves things only in odd numbers. To help him remember what odd numbers are he has made a little poem.

1 3 5 7 9

I love odd numbers
all the time



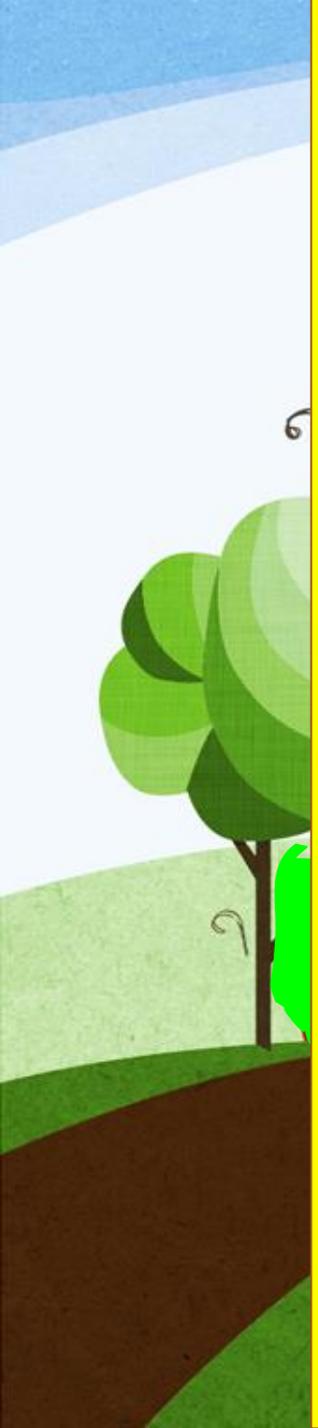
Next to the land of Odd there's a land called the Even Land. Mrs Even lives here, and she likes everything to be in even numbers. To help her to remember what even numbers are she has made up a special rhyme.

0 2 4 6 8
even numbers they are
great.





**"Oh no! I can't stop the spell!
The suns will keep on doubling!"**



How many suns will
there be now?



Stories satisfy young children's exploding imaginations so using stories to develop mathematical understanding offers children the chance to develop positive attitudes, confidence and curiosity towards mathematics.

Amanda Cilia

Maths through Play



Dancing to a
times table song
(Year 3)

Maths through Play



The children on one table joined their interlocking hexagons together on the floor. The other table did the same using duplo blocks. Then between them they started to argue who's line was the longest. To solve this problem together we thought about how we could measure and check who has the longest line. Then a child came up with the idea to use their own height by lying one after the other, and check along which line there will be more children thus checking whose line was the longest. It was fun and the children were very curious to check their own work.

Rachel Pullicino

Maths through Play



Kinder February intake introduced to pre-numeracy through free play in the numeracy corner.

Maths through Play



A child is chosen and blindfolded. I choose a shape and hang it to his/her back, while the others are watching. When ready he/she has to guess what shape it is by listening carefully to what the other children are saying as they will not say the name but specific features about each shape.

Rachel Pullicino

Maths through Play



Using beebot to learn about directions and shapes (Year 1)

Maths through Play



'Baby' toys take on a new significance when used during 'formal' Maths lessons.

Maths through Play



Using a jigsaw puzzle to learn about addition.

Maths through Play



Passing on Teddy.
Used for counting
on, back and in
twos from any
given number.

Maths through Play



Pine Cones - Used to compare sizes and form shapes.

By focusing on play, Maths is integrated in a natural way rather than being taught in isolation. And it's done so through familiar objects that children are already interested in. Play advances children's learning as they become engaged in problem solving, reasoning, and recall. During play, opportunities for mathematical thinking and understanding emerge naturally.