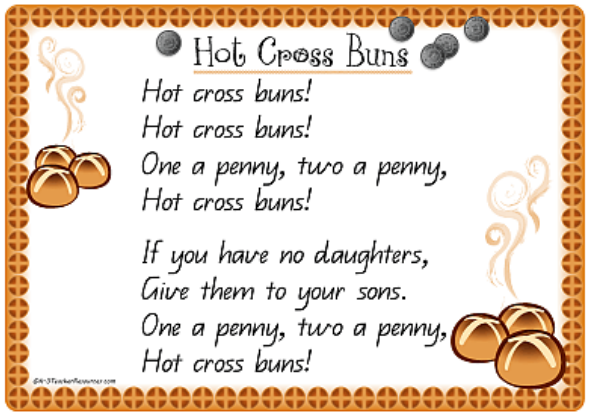
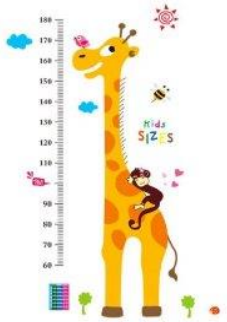
All Saints C of E Primary School Year R – Shape, space and measures

By the end of the reception year, children have been taught to:

<table>
<tr><th>Learning milestone</th><th>Why is it important? Things to watch out for!</th><th>Ways to support a Year R child</th></tr>
<tr>
<td>use everyday language to talk about money</td>
<td>
Money is used throughout the Early Years' Curriculum within the continuous provision of the class. Children have access to coins to help develop their familiarity with size, colour and the shape of coins. Many children will already have experiences of money when out shopping or from the 'tooth fairy'.
The types of language we teach children to use in role play shopping scenarios are words like:
cost, pennies, coin, pence, total, change, money
Children love using money in role play shops, mainly because they enjoy mimicking their parents and reliving their own experiences. Recognising that things that they buy have different values and that exchanging money for goods is part of everyday life.
Progression in counting money
<table>
<tr><td></td><td>Starting counting with one pennies is always the best place to start to support children's 'one to one' number correspondence.</td></tr>
<tr><td></td><td>When presented with a two pence and a one pence, it is quite common for a child to say that there is 2p altogether. The reason for this is that the child sees two coins and does not recognise that the coins have different values. When we discuss the two pence coin we talk about how a two pence coin has the same value as two one penny coins. This can be a challenging concept for children to grasp.</td></tr>
<tr><td></td><td>A five pence piece is interesting to introduce because it is a different colour and it has a larger value than a 2p and a 1p, even though it is smaller than the 2p.</td></tr>
</table>
</td>
<td>Empty the contents of a purse or a money jar and challenge the child to count how much money there is altogether.</td>
</tr>
</table>

	There are lots of rhymes and songs for children to learn, which helps develop their understanding of money, for example:  Five currant buns Five currant buns in the baker's shop, Big and round with a cherry on the top. Along came a girl with a penny one day, Bought a currant bun and took it away. 1 2 3 4 5  Hot Cross Buns Hot cross buns! Hot cross buns! One a penny, two a penny, Hot cross buns! If you have no daughters, Give them to your sons. One a penny, two a penny, Hot cross buns!	
use everyday language to talk about height	Children often begin school using the terms big and small to describe height, this is developed through their everyday lives and experiences. Children who are leaving pre-school often say that they are 'big boys or big girls because they are starting big school'. In the Early Years we develop the existing knowledge of height and size by introducing vocabulary, such as: **tall, taller, tallest, high, higher, highest, short, shorter, shortest.**	 Having a height chart at home is a great way to support discussions about height. Noting down a child's height on a wall chart over time helps develop conversations about how much a child has grown and his/her height.

Year R



Challenges

Can you make a tower taller than you?

Can you make a tower that is taller than you but shorter than Milly?

Can you make a tower shorter than you?



Using stories like, Goldilocks and the Three Bears, is a great story to develop conversations about height and size.



When tasked to order the bears in size order, children are asked to explain how they organised the bears. Early Years' practitioners listen for the types of language used to recognise the next steps for the child's language development so that provision can be put in place within the class setting.

Year R

<table>
<tr>
<td>use everyday language to talk about capacity</td>
<td>Capacity refers to how much a container can hold.
In the Early Years, we develop children's existing knowledge of capacity by introducing vocabulary such as: full, empty, half full, half empty, nearly full, nearly empty, contains

As part of the children's provision in class, opportunities are provided to enhance children's understanding of capacity and language development through play such as; in the water and sand tray.

</td>
<td>Using the vocabulary at home is key in helping children to develop their confidence in developing the use of mathematical vocabulary in the correct context. Possible times we could discuss:
• Bath times
• Paddling pool
• Dog's water bowl
• Juice bottle or glass
• Bucket and spade
• Packet of sweets
• Pasta container
• Tin of beans
The opportunities are endless!</td>
</tr>
<tr>
<td>use everyday language to talk about weight</td>
<td>In the Early Years, we develop children's existing knowledge of weight by introducing vocabulary such as: heavy, heavier, heaviest, light, lighter, lightest

</td>
<td>Cooking is a great way to develop talk about weight and it can be great fun too!
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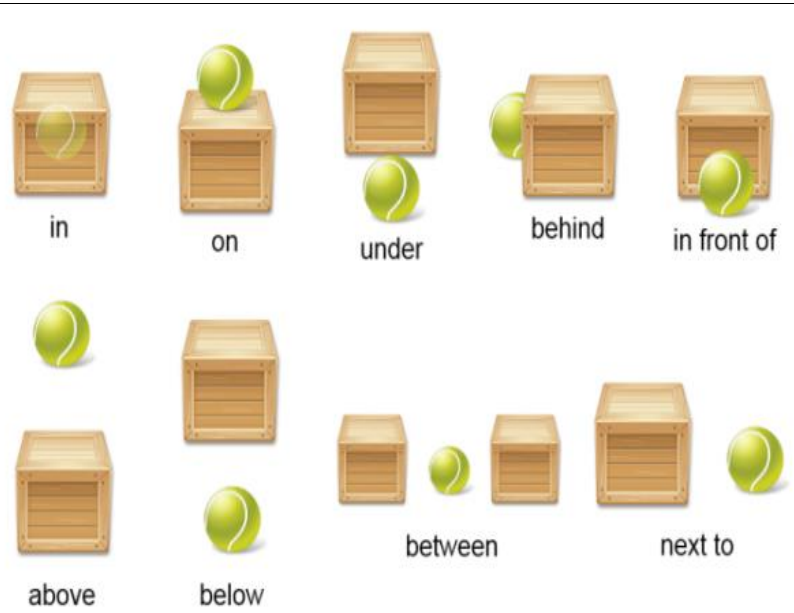
<u>Challenges</u>

How many cubes are the same weight as the apple?
How many cubes will make the scales balance?</td>
<td></td>
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<tr>
<td>use everyday language to talk about size</td>
<td colspan="2">In the Early Years we develop children's existing knowledge of size by introducing vocabulary such as: large, larger, largest, small, smaller, smallest



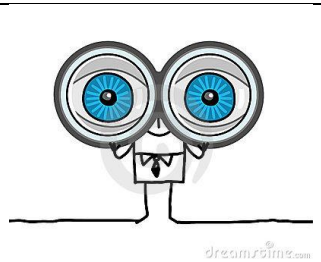
CHALLENGES:
Can you find the smallest box and put it in the largest box?
How many of the smallest boxes can you fit in the largest box?
Why is the smallest box the smallest?

Comparing everyday objects is a great way to develop language relating to size.</td>
</tr>
</table>

Use everyday language to talk about position	Position vocabulary is a crucial part in mathematical understanding, which transfers into shape work as well as number and calculating. In the Early Years, time is taken to develop children's conceptual understanding of position in daily activities, such as; lining up, taking turns on the bikes, washing hands, collecting lunch boxes and other play situations. **Questions or statements such as**: I am in front of Emily but who is in front of you? I am behind Jenny but who is behind you? I am going to put my ball on the bench, can you put your ball under the bench too? Hold the teddy bear above your head. These are ways to help the Early Years' practitioners recognise the next steps for learning and developing position vocabulary in children. 	
Use everyday language to talk about distance	In the Early Years, we develop children's existing knowledge of distance by introducing vocabulary such as: **close, closer, closest, further, furthest** **Questions or statements such as:** I am the closest to Ben – Who are you closest too? Who is closer to the window? Who is furthest away from the car?	Making statements about things around us is always the best place to start rather than just asking a child questions. Generally, if a child hears us using certain vocabulary he will start to use it! Sometimes to reinforce a new word, if we tell a child that it is the word of the day or a special word to describe something, it is more likely that he will use it because it is new.
recognise, create and describe	Maths is all about patterns! Patterns, sequences, repetition are the building blocks of number and mathematics.	Types of activities that can develop pattern: • Painting • Printing/painting with

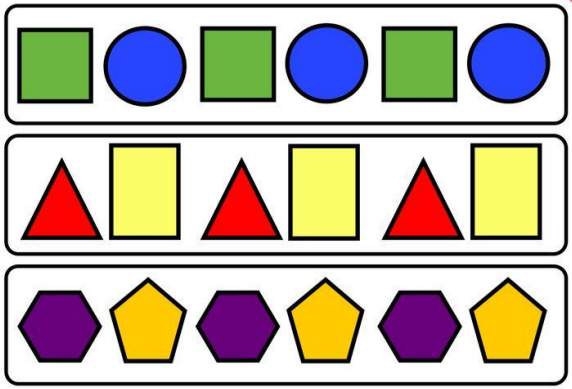
Yes!

patterns.



What do you notice?

‘What do you notice? ‘ is a key phrase to use in pattern work, actually in all mathematics. All children can notice something. This is a great place to start because children feel that they have existing knowledge which they can then build on rather than starting with nothing.
Encouraging children to describe what they see really helps reinforce other vocabulary, such as; position, shape and size whilst developing their understanding of pattern. Before children are expected to continue and create patterns, they are exposed to lots of different examples of pattern to develop their understanding of what a pattern actually is. What makes a pattern a pattern?



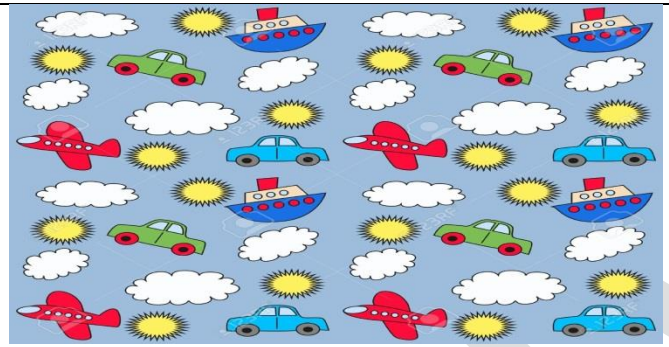
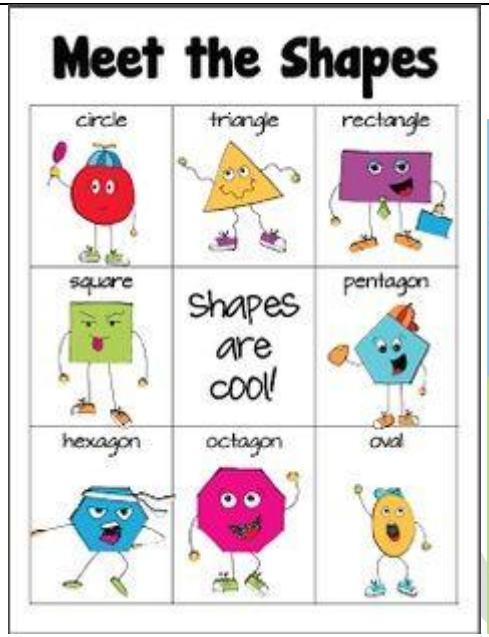
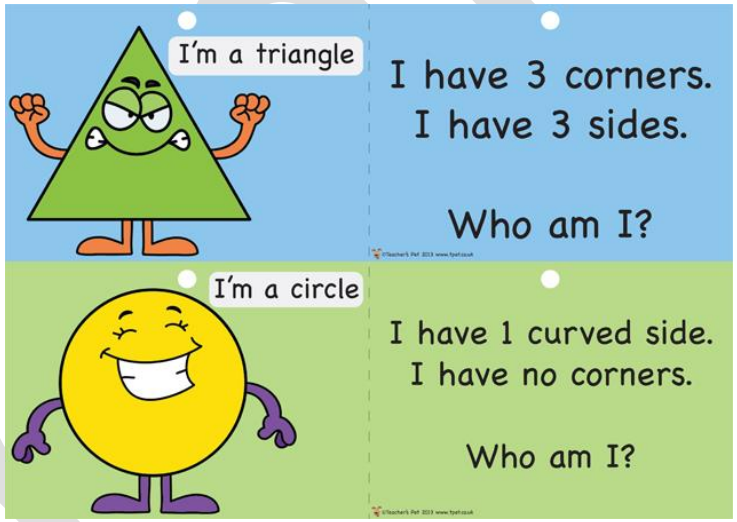




potatoes
- Organising toys

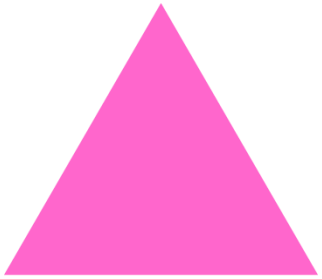




	  When working with a child creating patterns always ask the child to describe the pattern he has made. Often, the child has a very clear idea of what the pattern is, which may not fit with the type of pattern we have in our minds.	
Explore features of everyday objects and shapes and use maths language to describe them.	 	Going on a shape hunt is a great way to help children recognise shapes in the real world. Shapes are everywhere!  

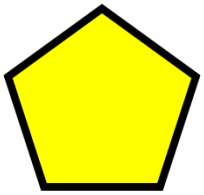
TOP TIPS FOR REMEMBERING HOW MANY SIDES SHAPES HAVE





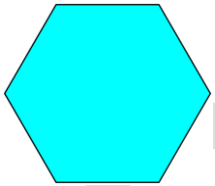
A tricycle has three wheels and so does a triangle.





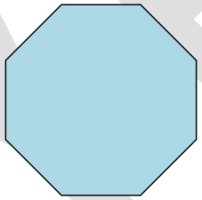
We hold a pen with our hand, our hand has five fingers – a pentagon has five sides.

X



A hexagon is the only shape that we can hear an x in and the only number that we can hear an x in is a six. Hexagons have six sides.





An octopus has eight legs and an octagon has eight sides.

Year R