

# Numeracy Week: Supporting children and their families



**Judy Evans – Holy Child Preschool**

# Golden Anniversary

- **Last year the Rutland Street Project celebrated 50 years of Early Childhood Education**
- **We have participated in ELI's numeracy weeks for the last 6 years**

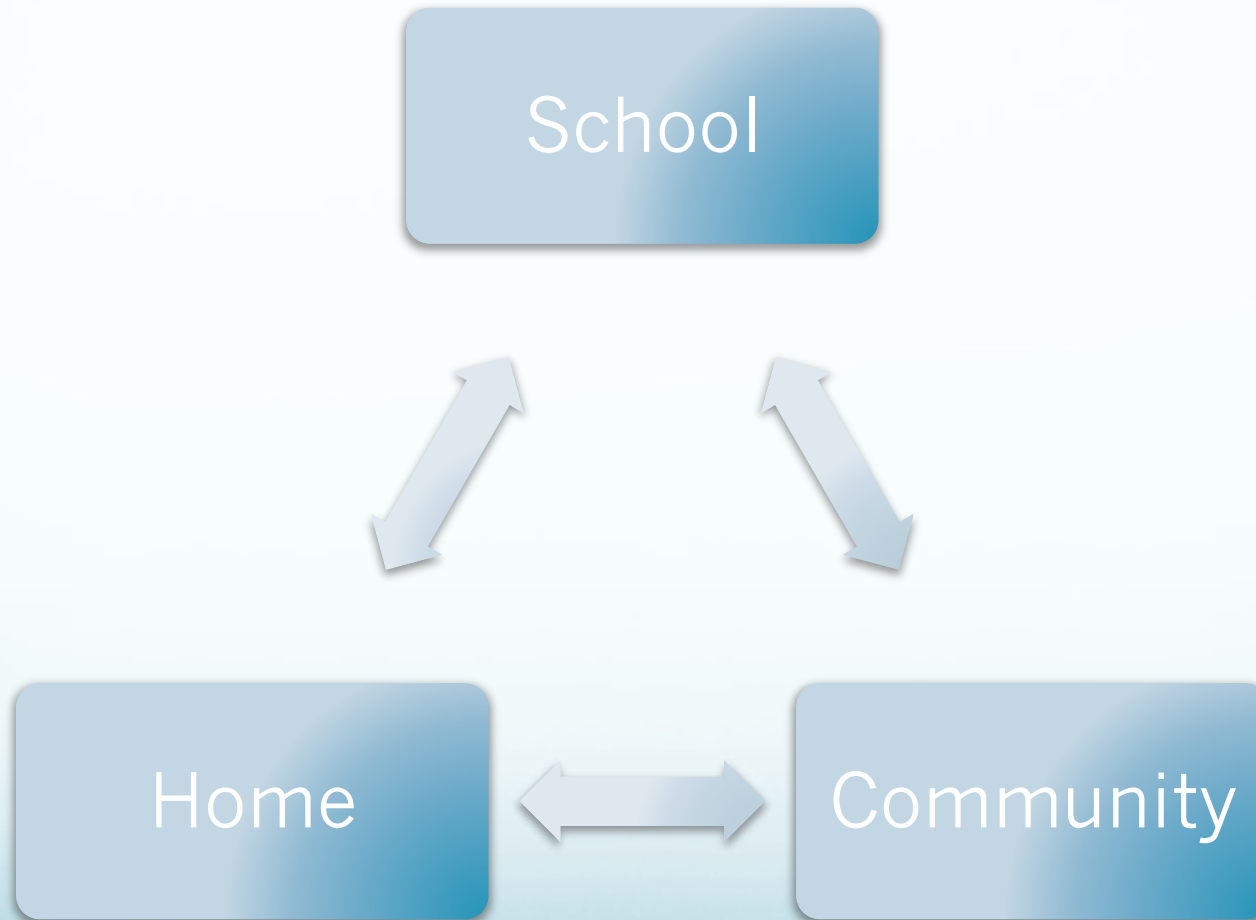
# **Aims of participation**

- **Revealing the Maths in everyday experiences to children and their families**
- **Encouraging families to engage with their children on thematic projects that are fun!**

- **Embedding theory in practice – sustained shared thinking, In the moment planning, mathematical graphics ...**
- **Linking Numeracy work to curriculum**
- **Using resources provided by ELI**

- **Communicating to the school community – digital boards, newsletter, displays, social media and website:  
([www.rutlandstreetproject.ie](http://www.rutlandstreetproject.ie))**
- **Move to online documentation – Seesaw - since September**

# Dynamic relationship



# Aistear recommends ...

That the adult

... encourages children to use number in their play by providing props such as clocks, phones, thermometers, price lists, money and asking for the children's help in play scenarios, for example:

*Can you make the shopping list for the birthday party?  
What orders has the florist today?*

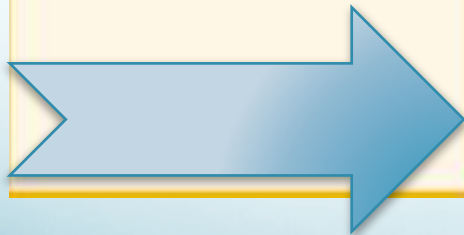
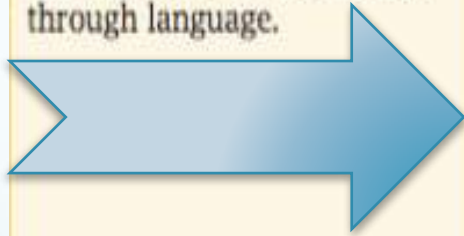
(Aistear, Principles and themes, p.41)

# Aistear - Counting

## Communicating

### Aim 3

Children will broaden their understanding of the world by making sense of experiences through language.



In partnership with the adult, children will

1. use language to interpret experiences, to solve problems, and to clarify thinking, ideas and feelings
2. use books and ICT for fun, to gain information and broaden their understanding of the world
3. build awareness of the variety of symbols (pictures, print, numbers) used to communicate, and understand that these can be read by others
4. become familiar with and use a variety of print in an enjoyable and meaningful way
5. have opportunities to use a variety of mark-making materials and implements in an enjoyable and meaningful way
6. develop counting skills, and a growing understanding of the meaning and use of numbers and mathematical language in an enjoyable and meaningful way.



# Aistear - Counting

## Exploring and Thinking

### Aim 3

Children will explore ways to represent ideas, feelings

through  
the

In partnership with the adult, children will

1. make marks and use drawing, painting and model-making to record objects, events and ideas
2. become familiar with and associate symbols (pictures, numbers, letters, and words) with the things they represent
3. build awareness of the variety of symbols (pictures, print, numbers) used to communicate, and use these in an enjoyable and meaningful way leading to early reading and writing
4. express feelings, thoughts and ideas through improvising, moving, playing, talking, writing, story-telling, music and art
5. use letters, words, sentences, numbers, signs, pictures, colour, and shapes to give and record information, to describe and to make sense of their own and others' experiences
6. use books and ICT (software and the internet) for enjoyment and as a source of information.

# Signs and Symbols









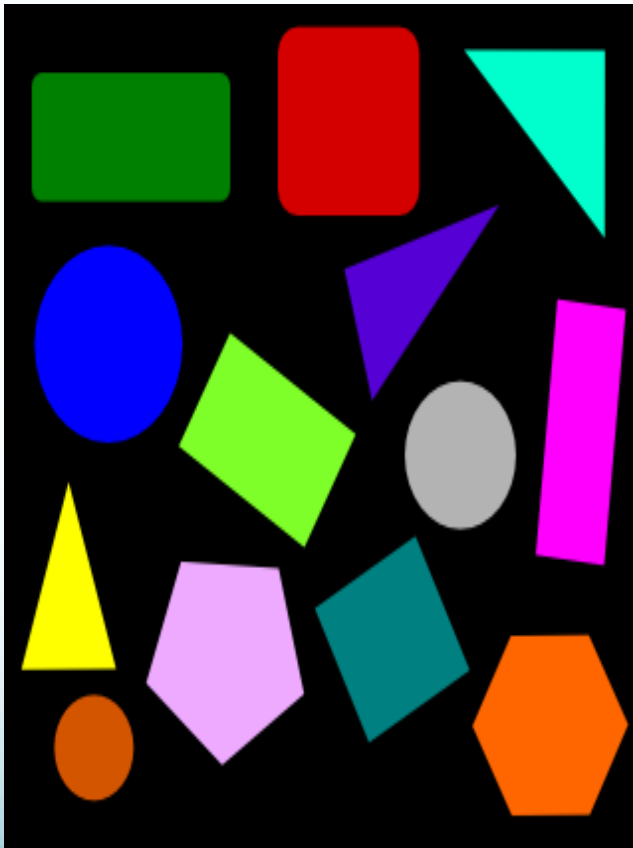








# We had great fun with Numeracy week..



- Our focus was on SHAPE.
- Thanks to all who brought back THEIR HOME WORK SHEET.
- Thanks to all who sent in photos of shapes as part of using our Maths Eyes.
- LOOK at some of our photos.

Shonagh in Room 3 found squares and circles.



Lots of circles.



# Maths games lending scheme



# Measurement





akes  
flour put  
sugar put  
butter put  
bowl and mix  
in tin  
mins at 190













Today is ...

Monday









# Pattern





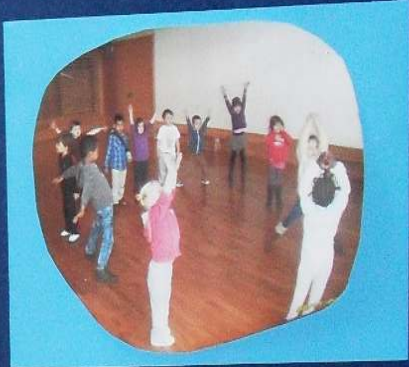




# Data and Mathematical Graphics



How tall  
are you?



Abbie



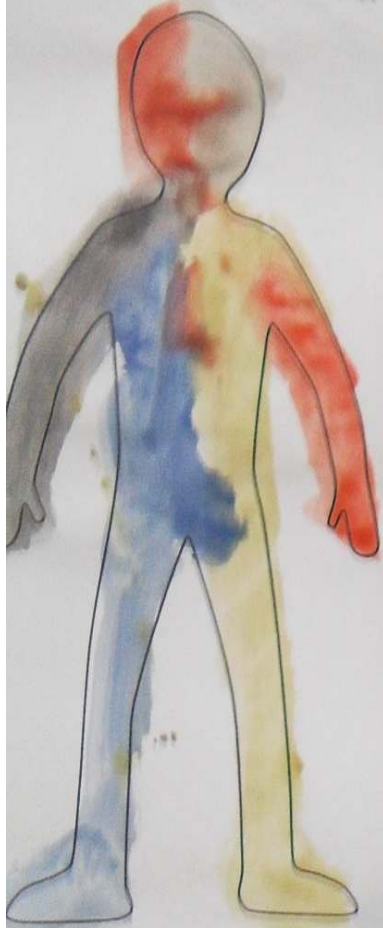
Desmond

stretching  
tall

sin

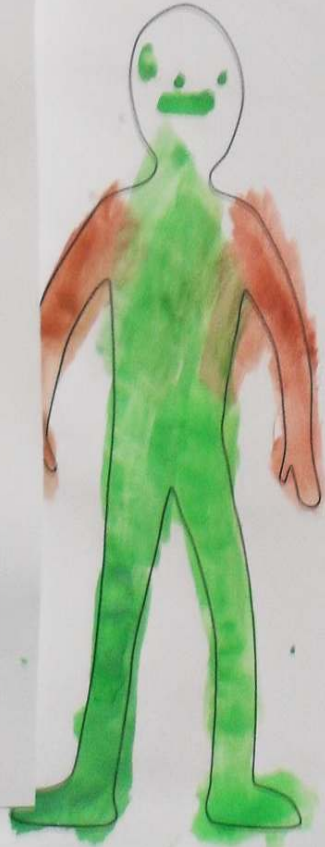


Elene



9 hands tall

Wilos



I am  9 hands tall

NAME: Holly



hands tall

NAME: Desmond



I am  9 hands tall

NAME: Joy



I am  hands tall

Abbie

Esther

Amber

Elene



21<sup>st</sup>

9<sup>th</sup>

15<sup>th</sup>



Desmond Judy

2  
1

Handwritten tally marks and numbers on a whiteboard.



Elene  
Zac  
Calum  
Tamika  
Holly  
Mikaela







O'Clo  
Matth  
Jack  
Dorzy  
Xin Yi  
Halle  
Dorzy

# What is a Maths-rich environment?

- Interactive number lines
- Pairing socks on a clothes-line in the home corner
- Measuring tapes, spirit levels, set squares with construction play
- Pictorial time-table with clock faces
- Sand-timers to manage turn-taking
- Matching plates, cups and cutlery in the home corner
- Sorting, matching and categorizing at tidy-up time

# Further resources

- Maths eyes
- Early learning initiative
- Euro shop – bun tins, glass beads, plastic jugs
- IKEA/Tiger
- ReCreate