



Feedback from EYFS children about Mathematics (June 2022)

General questions about Mathematics

Children from Early Years have feedback on Mathematics. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages

What is Mathematics about?
<ul style="list-style-type: none">• You do writing and doing sentences that can use numbers.• It's doing number bonds and counting.• Doing patterns and numbers and counting. You have to do some spelling maybe.
Why is Mathematics important?
<ul style="list-style-type: none">• It helps with your listening skills.• It is important to count numbers and to count things.• It helps you read and do sentences.
Tell me about your favourite piece of work in Mathematics and tell me why you enjoyed learning about this
<ul style="list-style-type: none">• I liked making patterns with different things and putting a pattern in my book.• We did patterns with feathers and with shapes.
Are there any areas in Mathematics that you are still unsure about?
<ul style="list-style-type: none">• Sometimes there are tricky words.• Making number sentences can be hard. Like what does 14 equal?
How do you know if you are doing well in Mathematics?
<ul style="list-style-type: none">• You have been listening and you are being good.• You can do your number bonds and can say things when the teachers asks you.
What happens if you are finding work difficult in Mathematics?
<ul style="list-style-type: none">• Ask the teacher if you are stuck.• You can use your friends to help you.
Over summer term, you completed some work on time in Mathematics, what can you tell me about it?
<ul style="list-style-type: none">• There are minutes and there are hours.• There are times in the day like we go home at 3 o'clock.• And half past is the 6 on the clock.
If you were to complete this work again, what would you do differently?
<ul style="list-style-type: none">• Ask my mum to help me.• Learn to do the clocks.• Be good and listen more.
Can you explain what some of this Mathematics vocabulary means?
<ul style="list-style-type: none">• Pair – when there are two things that are the same• Altogether – it means when you put numbers together like 2 and 2 and that is 4.• Half – splitting something up into two.• Pattern – when things are set down and they match up and look right.• Sharing – when you give things out to people like sweets.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12



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Subject specific questions about Mathematics

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This is a bar model – how might you use it?

I drew a simple bar model and the children were unsure what to do when it was blank. I drew simple numbers on and children were able to total the numbers and tell me how to complete the bar model. We did the same for a subtraction question and the children understood what to do.

Explain how I might work out a half and quarter.

Children talked about halves being something in two and quarters being something in fours. They did not discuss equal parts. Children were able to split counters into half by sharing between two. They needed some support when grouping or when sharing equally between four. They could find some halves of shapes but the two sides were not always equal so we discussed that this is important.

Explain what this is and how you might use it (5/10 frame)

- It shows you five things and you can put things in the spaces.
- If you put some counters in then there are some bits left. Like three counters and now there are two with no counters.

What do you have in class that helps you in maths?

- The teacher or person will help you.
- Friends can help.

Action to take as a result of EYFS Pupil Feedback on Mathematics

The children were confident in many of the answers that they gave. They appeared to enjoy maths and could discuss many of the areas that I brought up. It is important that misconceptions are dealt with – there were some mistakes made with patterns and with splitting things into half/ quarter.

Children could discuss why maths is important but this did not always link to 'everyday' tasks. Perhaps it is worth using real life examples more often when working with children.

Use of working walls and the classroom environment will be a focus for this year. Simple maths displays reflecting the learning in class will assist the children in their development. Vocabulary can also be displayed to challenge some of the children. Making clear links between learning in the classroom and resources available in continuous provision also assists the children.

I will spend some more time with you this year looking at how continuous provision is supporting your teaching.

Next Pupil Feedback review: Spring Term 2023

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