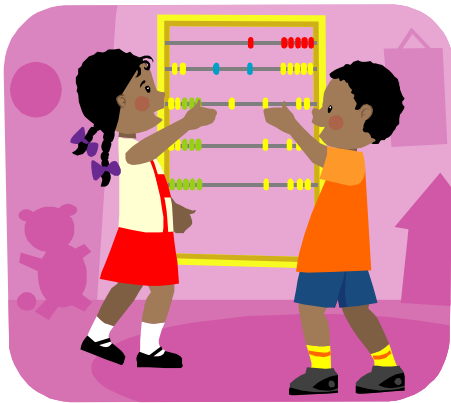


Áit Mhata Maths corner



Aiseanna/Resources

The math area should include:

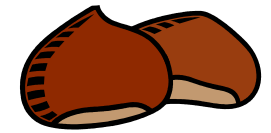
- Reference and storybooks about number, pattern, shape, size and measure
- A clear number line with pictures or photographs
- A height chart with handprints or other non-standard measures
- Clipboards, paper & pencils for recording
- Natural objects to sort, classify, order and count, shells, conkers, pebbles, fir cones, feathers and leaves
- Commercially produced resources for sorting—sorting games, farm animals, wild animals, cars etc
- Sorting trays and sorting circles
- Coloured mats
- Wicker baskets and plastic bowls
- Wooden and plastic numbers
- Pegs and pegboards
- Assorted buttons and keys
- Boxes of assorted sizes, shapes and colours
- Beads, cotton reels and laces
- Shiny gift bags—for storing collections
- Small wooden bricks of different colours
- Tessellating shapes
- Magnetic shapes and numbers
- Elastic bands and boards
- Balances and scales
- Sand timers
- Tape measures
- An abacus/calculators



Foghlaim/Learning

Although the primary aim of the maths area is to support children's mathematical development, learning across all six areas of the curriculum can take place here. It is an area which offers opportunities for children to:

- * Work as a group, taking turns while playing mathematical games
- * Use language to solve problems and communicate mathematical ideas
- * Refine and consolidate developing mathematical ideas to solve practical problems
- * Sort, classify an order natural objects, noticing similarities and differences
- * Create patterns
- * Develop fine motor skills as they sort and use small equipment



Suíomh/Location

- The maths area does not have to be very big. What is important is that both children and staff know where maths resources are stored and where they can find a number line, examples of numerals and objects to sort and count. This could be a maths box that is easily accessible
- The maths area should be located in the quiet area of the náiscoil. Staff can locate near the science area so the children can access with ease its resources for sorting and classifying. Alternatively position the area near the writing area so that graphical media can be used in both areas



Pleanáil/Planning

Plan for children to have

- Daily access to the maths area
- Opportunities to use maths resources throughout the learning environment—make children aware it is acceptable to use resources elsewhere as long as they are returned to their proper place
- Diversity of presentation. Plan to change displays and present resources in stimulating and exciting ways
- Time with adults, playing games or solving practical mathematical problems
- Opportunities to investigate interactive maths displays. (e.g. provide books, stories & resources linked to the number three)
- Monitor the use of instruments and use it to inform future planning. (e.g. if children are showing interest in a tape measure introduce the concept of non-standard measure such as hands, feet etc)

Tacaíocht foghlama/ supporting learning

The adult role:

- Encourage children to use resources from the maths area to problem solve throughout the náiscoil
- Use books as a stimulus for mathematical investigation. Focus on traditional stories such as 'Na Trí Bhéar' or 'Na Trí Mhuicín'
- Initiate the use of mathematical games and encourage children to invent their own games using the same resources
- Introduce, use and reinforce language which is specific to learning in the maths area.
- Ensure that staff are confident about the way in which children develop mathematical concepts through play so that they can articulate this to parents
- Be aware that some parents have real concerns about their own mathematical skills. Run workshops to show parents how they can support their children through practical activities such as cooking, sorting socks, counting when going up and down stairs



Eispéireas agus gníomhaíochtaí/experiences and activities

The maths area should be available on a regular basis. Staff should plan experiences that extend the children's knowledge and understanding, skills and attitudes.

- go on a number walk with children. Take a camera and record different sorts of numerals. This will enable children to become used to spotting numbers in their environment— house numbers, buses, post boxes, street signs, advertisements, cars and shop windows. Back in the náiscoil look at the photographs as soon as possible. Write children's comments about the numbers and mount a display in the maths area
- Ensure there is a number line at child height with pictures and clear numerals for children who do not recognise numerals. For more able children affix a number line with numerals to a table top.

Teanga/language

Introduce, use and reinforce the specific language of learning to the maths area

mór níos mó is mó gairid trom eadrom níos mó
ná níos lú ná an rud céanna sórtáil cruth cothrom
meá ainmneacha méid, datha, crutha, aon, dó, trí
An chéad, dara, tríú, náid neamhní

Big bigger biggest short heavy light more than less
than the same sort shape equal size colour shape
names one, two, three first second third nought