Maths in Reception Information for Parents/Guardians

Maths...

- In the Early Years Foundation Stage, we teach using the DFE Statutory Framework for the Early Years Foundation Stage and our planning is based on the **'Development Matters'** guidance.

- The teaching of Mathematics in the Early Years Foundation Stage (EYFS) is split into 2 areas:
  - Number – covered through 'Mastering Number'
  - Numerical Patterns – covered through 'White Rose'

Number…

By the end of the Reception year, it is expected that _most_ children will be able to achieve _most_ of the following:

- Have a deep understanding of number to 10, including the composition of each number

- Subitise (recognise quantities without counting) up to 5

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns...

- **By the end of the Reception year, it is expected that _most_ children will be able to achieve _most_ of the following:**

- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

4 main areas within Number...

Subitising – just seeing the number e.g. spots on a dice or holding up 3 fingers without counting the fingers.

Counting – 1:1 correspondence, seeing that each number is one more than the previous number.

Composition – what a number is made up of e.g. 5 is made up of 4 and 1, 5 and 0 or 2 and 3, comparing numbers (odd and even) and thinking about doubles.

Comparison – comparing more than or less than and ordering numbers.

4 main areas within Number…

- We go into huge depth of each number from 0 to 10 focusing on the 4 previous areas (subitising, counting, composition and comparison).

- We verbally count to 20 forwards and backwards.

- We teach shape within number e.g. the number 4 and a square having 4 sides.

- We teach in a very practical way using concrete objects for the children to interact with.
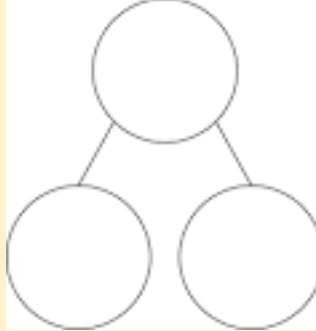
Addition & Subtraction...

- Use practical materials e.g. cubes, teddy bears, double sided counters.

- Use 5 frames.

- Use 10 frames.

- Use part-part whole models.

- Use dice frames (Hungarian dice frames)

- Vary language – 'adding' 'total' 'how many altogether' 'makes' 'equals'

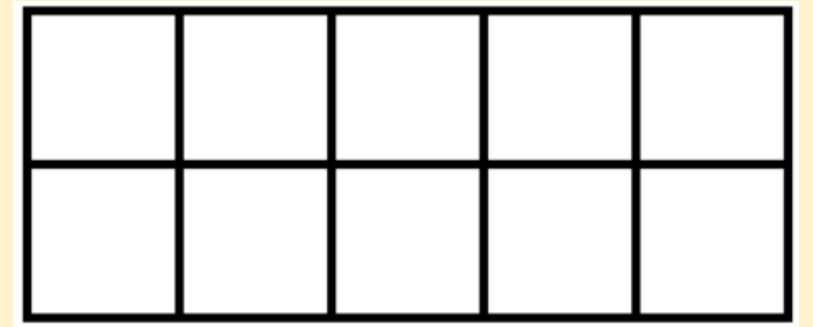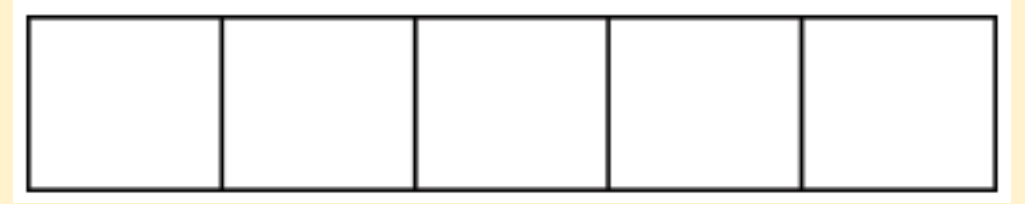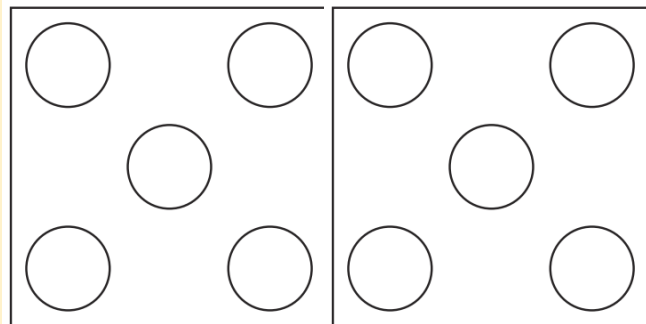- Recognise that addition can be done in any order.

E.g.

5 + 3 = 8

3 + 5 = 8

AND

Swapping the number sentence around:

8 = 5 + 3

8 = 3 + 5

Vocabulary

To support your child's Mathematical vocabulary & oracy development:

- We use STEM sentence §'5 is made of 2 and 3' and '2 and 3 make 5'

- We use repetition (my turn, your turn)

- We use gestures (hands and fingers)

- We over learn (revisiting prior learning)

Maths Through Stories

| Title and Author	Mathematical Concept
The Shopping Basket by John Burningham	Counting, subtracting, concept of 1 less
Six Dinner Sid by Inga Moore	Counting, sharing
Goldilocks and the 3 Bears (traditional tale)	Counting, size, ordering
Ten Little Dinosaurs by Mike Brownlow	Counting through rhyme
Kippers Toybox by Mick Inkpen	Counting
Handas Surprise by Eileen Browne	Ordinal numbers, subtraction
The Very Hungry Caterpillar by Eric Carle	Numbers, counting, days of the week
The Bad Tempered Ladybird by Eric Carle	Size, Time
Bear in a Square by Stella Blackstone and Debbie Harter	Shapes

Keep maths practical and have fun!

- Bath-time - filling and emptying containers, counting and timing how long it takes to fill the bath.

- Counting songs – 5 little men in a flying saucer.
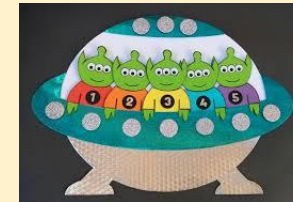
- Talk about numbers in the environment – front door numbers, number plates, road signs etc…

- Help with the cooking - measuring, weighing, ordering the recipe.

Keep maths practical and have fun!

- Setting table places - how many plates/cups etc...

- Paying in shops - including change.

- Estimating amounts - how many apples/sweets?

- Shopping – helping to count out varying amounts of fruit and vegetables.

- Tidying up – can you put 3 toys away for me?