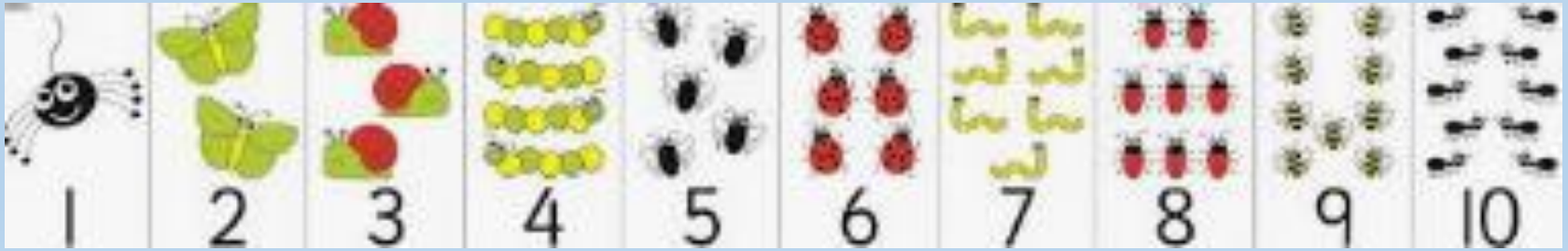
Welcome to Reception Class

Maths in EYFS

The importance of a strong foundation in maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.



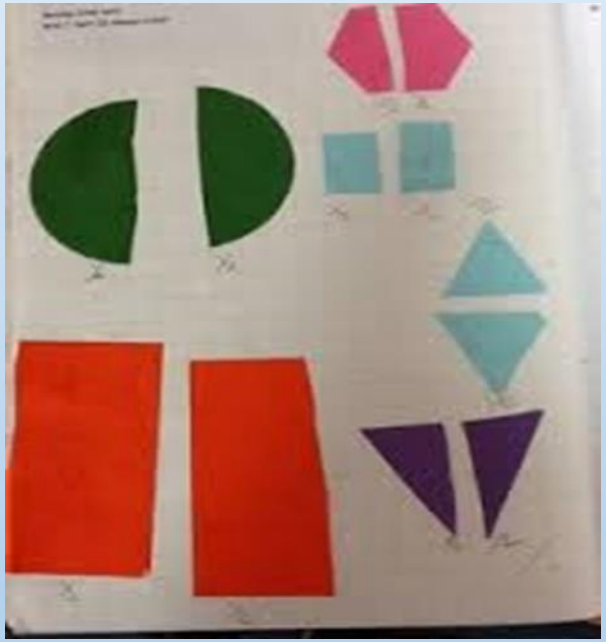
Research shows that families have the first and most significant influence on their children's learning and development. Family can play a key role in helping your child succeed at school.

Problem! Children need lots of experiences in making, counting, drawing and talking about numbers. Make connections for your child by explaining how numbers and counting are a part of everyday life.

Numbers are all around us and lots of games can be played with them. Such as:

- Can you find me a number 1 more or 1 one less than….?
- Which is the biggest/smallest number?
- Can you order these numbers?

Would you like 2 pieces of toast?
Can you cut it in half?
How many pieces?



Matching the items on the list to the things on the shelves. Can you find 2 tins of beans?

Can you find a smaller packet of crisps?

Can you find 3 big apples?

Can you find the tea bags that come in a pyramid shape?

Why do we sing songs?

- Children learn through repetition
- Reciting numbers is the first step to counting
- They can develop understanding cardinal value as they use their fingers to represent the number they are singing
- A few examples of songs we sing in class –
- Supports subtraction - 5 currant buns, 5 little speckled frogs
- Supports reciting numbers – zero superhero, One, Two, Three, Four, Five, Once I Caught a Fish Alive

At St. Joseph's we use White Rose Maths scheme of work

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

For each year group, the scheme of learning includes an overview of the maths that your child should be learning at any point in the year.

Each year is split into three terms (autumn, spring and summer), and each term comprises individual blocks of learning about a particular topic.

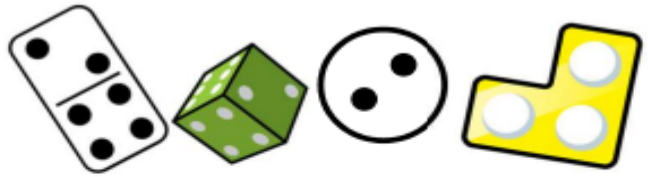
How White Rose Maths Looks in Reception Class

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: money	Numbers: addition and subtraction		
Spring	Numbers: counting and recognition			Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			Shape, space and measures: 3D shape		Shape, space and measures: time
Summer	Numbers: counting and recognition			Numbers: addition and subtraction			Numbers: doubling, halving and sharing			Shape, space and measures: position and distance		Consolidation/ assessments

Some children are already confident with numbers to 5.
How can I ensure they are being challenged?

Provide opportunities for your child to apply their understanding to reason and problem solve. Can they work out how many items are hidden if they know there are 5 altogether? Encourage them to invent their own games and use mathematical jottings to record and compare their scores.

Key Language for Teachers



Cardinal - The number that indicates how many there are in a set.

Classification – The identification of an object by specific attributes, such as colour, texture, shape or size.

Conservation (of number) – The recognition that the number stays the same if none have been added or taken away.

Numeral - The written symbol for a number; e.g. 3, 2, 1

Ordinal - A number denoting the position in a sequence e.g. 1st, 2nd, 3rd, etc or page 1, page 2, page 3…

Partition - Separate a set into two or more subsets e.g. Partition a set of socks into plain and patterned.

Subitise - Instantly recognise a small quantity, without having to count how many there are.

Number - Number can be:

- a count of a collection of items e.g. three boxes,
- a measure e.g. of length or weight, or
- a label e.g. the number 17 bus

Quantity - The amount you have of something e.g. a cup of flour, three boxes, half an hour.

Early Learning Goals

Number ELG

Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

- 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

The activities discussed are just a few ideas you could use to help your child understand maths and problem solving.
Most of all have fun!

Please feel free to ask any questions.
Some useful websites:
www.whiterosemaths.com
www.bbc.co.uk/cbeebies/shows/numberblocks
www.topmarks.co.uk
www.ictgames.co.uk