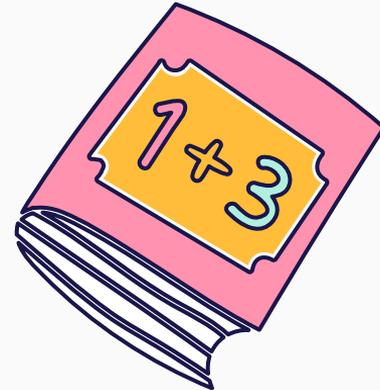
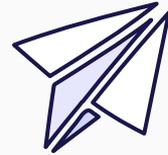
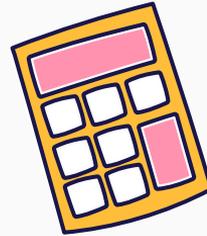


Mathematics

RECEPTION 2022-2023

$$2+2$$



Development Matters

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3

EYFS Statutory Educational Programme:

- 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.

Development Matters

1 2 3

Children in reception will be learning to:

Count objects, actions and sounds.	<ul style="list-style-type: none">• Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.• Count out a smaller number from a larger group: "Give me seven..." Knowing when to stop shows that children understand the cardinal principle.• Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.
Subitise	<ul style="list-style-type: none">• Show small quantities in familiar patterns (for example, dice) and random arrangements.• Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system.• Encourage children to show a number of fingers 'all at once', without counting.
Link the number symbol (numeral) with its cardinal number value	<ul style="list-style-type: none">• Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.
Count beyond ten	<ul style="list-style-type: none">• Provide images such as number tracks, calendars and hundred squares indoors and out, including painted on the ground, so children become familiar with two-digit numbers and can start to spot patterns within them.
Compare numbers	<ul style="list-style-type: none">• Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well.

Development Matters

1

2

3

Children in reception will be learning to:

Understand the 'one more than/one less than' relationship between consecutive numbers

- Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.

Explore the composition of numbers to 10.

- Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers
- Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.

Automatically recall number bonds for numbers 0-5 and some to 10.

- Help children to learn number bonds through lots of hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

- Teach children to solve a range of jigsaws of increasing challenge.

Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

- Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.
- Find 2D shapes within 3D shapes, including through printing or shadow play.

Continue, copy and create repeating patterns.

- Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.

Compare length, weight and capacity.

- Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that".

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 term

Getting to know you

(Take this time to play and get to know the children!)

Contains overviews and frequently asked questions

[VIEW](#)

Just like me!

Match and sort
Compare amounts
Compare size, mass & capacity
Exploring pattern

[VIEW](#)

It's me 1, 2, 3!

Representing 1, 2 & 3
Comparing 1, 2 & 3
Composition of 1, 2 & 3
Circles and triangles
Positional language

[VIEW](#)

Light & dark

Representing numbers to 5
One more or less
Shapes with 4 sides
Time

[VIEW](#)

Spring term

Alive in 5!

Introducing zero
Comparing numbers to 5
Composition of 4 & 5
Compare mass (2)
Compare capacity (2)

[VIEW](#)

Growing 6, 7, 8

6, 7 & 8
Combining two amounts
Making pairs
Length & height
Time (2)

[VIEW](#)

Building 9 & 10

Counting to 9 & 10
Comparing numbers to 10
Bonds to 10
3-D shapes
Spatial awareness
Patterns

[VIEW](#)

Consolidation

Summer term

To 20 and beyond

Build numbers beyond 10
Count patterns beyond 10
Spatial reasoning 1
Match, rotate, manipulate

[VIEW](#)

First, then, now

Adding more
Taking away
Spatial reasoning 2
Compose and decompose

[VIEW](#)

Find my pattern

Doubling
Sharing & grouping
Even & odd
Spatial reasoning 3
Visualise and build

[VIEW](#)

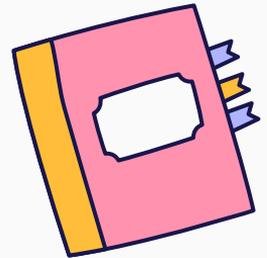
On the move

Deepening understanding
Patterns & relationships
Spatial mapping (4)
Mapping

[VIEW](#)

Teaching Sessions

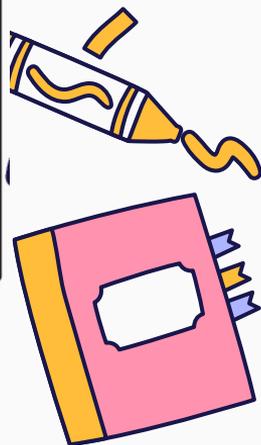
- We have a Maths area in each Reception classroom and an area outside too.
- Each week we plan activities to for all of the areas of learning making sure it links to our topic.
- Every morning we complete a planned adult led session with all of the class.
- After this the children can 'choose' in the classroom. We encourage the children to choose all of the activities within the classroom throughout the week.
- During adult led sessions and choosing time we are able to identify the children who might find a certain area tricky so that we can make sure this is their focus.



1

2

3



1 2 3

At Home

1 2 3

Every child will bring home a number ring to practise saying their numbers in **and** out of order.

Here's how you could use your number ring at home to support your child:

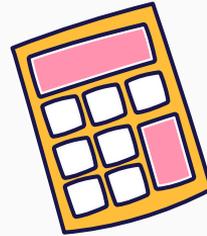
- Flash cards – show your child the cards in a random order for them to say the correct number to you quickly.
- SPLAT – put the number cards out in front of your child. You say a number and they have to SPLAT the number with their hand as quick as they can.
- Number hunt around the room. Hide the numbers and ask your child to find them. Can they put them into the correct order?
- Can your child count to 10 and back from 10?
- Represent the numbers 1-10 (drawing, clapping, stamping, star jumps).
- White Rose app – one minute maths

We ask that the number rings are kept in their school bags so we are able to update these when necessary.



Any Questions?

$$2+2$$



?????

