

The background is a vibrant, multi-colored gradient transitioning from teal on the left to dark blue on the right. It is filled with various mathematical symbols and numbers in different sizes and colors, including 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, %, and a large pi symbol (π). Some numbers are in a light, almost white color, while others are in shades of blue, green, or purple. The overall effect is a dense, abstract representation of mathematics.

MATHEMATICS IN RECEPTION

The background is a teal-to-blue gradient. It features several circular and semi-circular elements: a large white semi-circle on the right side; various concentric circles and arcs in shades of teal and white; and a scale-like graphic with numbers (140, 150, 160, 170, 180, 190, 200, 240, 250, 260) and tick marks. The overall aesthetic is clean and technical.

MATHEMATICS IN RECEPTION

EXPECTATIONS

Mathematics 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. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes

EARLY LEARNING GOALS

ELG: Number

Children at the expected level of development will:

Have a deep understanding of number to 10, including the composition of each number; 14

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.

ELG: Numerical Patterns

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.



CHILDREN IN RECEPTION WILL BE LEARNING TO:

- count objects, actions and sounds
- subitise
- link the number symbol (numeral) with its cardinal number value
- Count beyond 10 ~ develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.
- stories and singing



- continue, copy and create repeating patterns
- compare length, weight and capacity
- compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can

WHAT DO WE DO?

Children have a 45 minute mathematics lesson 4 days a week.

Whole class teaching session and child initiated learning

Number focus on the afternoon which is progressive of skills throughout the week

Access to mathematics all day

Opportunities through snack time and routines

Other areas of learning – physical, role-play etc

MASTERY OF NUMBER



Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents



Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other



Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers



Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships



Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking



Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

HOW DO WE DO IT?

ACTIVE MATHS

MAKE A NUMBER

SENTENCE STEMS

FAST EYES, SAY
WHAT YOU SEE

BUNNY EARS

SHOW IT ON A 10 FRAME

DRAW IT

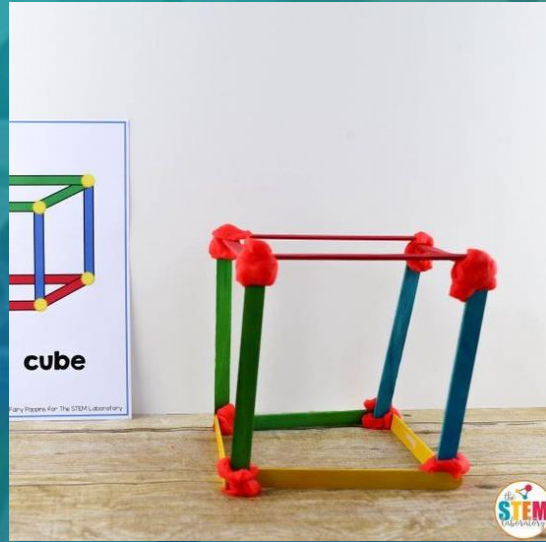
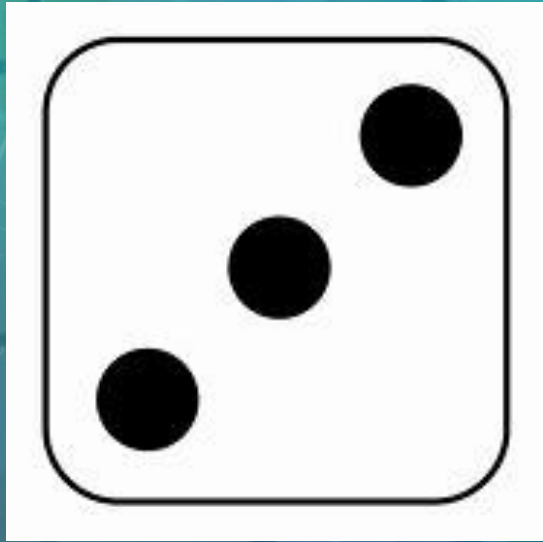
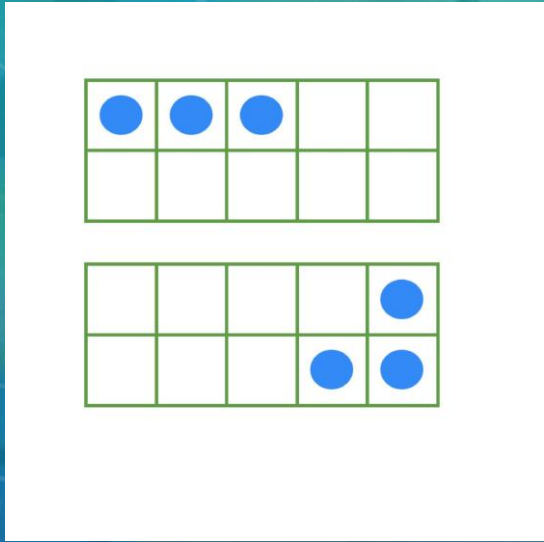
FORM IT

NUMBER BLOCKS

NUMBER MUSEUMS

SHOW IT

PART, PART, WHOLE



WHAT CAN YOU DO AT HOME?

MATHEMATICS IS PART OF OUR EVERYDAY OCCURRENCE

- Numbers are all around that can be recognised
- Collect a given number of objects
- Sing number rhymes
- Arrange objects in a variety of ways - describing what it looks like
- Watch Numberblocks
- Time - vocabulary

The background is a vibrant gradient of blue and green. It features a large, semi-transparent clock face on the left side, with numbers 1 through 12 visible. Scattered throughout the background are various numbers in different sizes and colors, some appearing to be part of a data visualization or a large-scale number line. The overall aesthetic is clean and modern, with a focus on numerical data.

ANY QUESTIONS?