0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

# Mathematics

- Our Vision
- The EYFS
- Learning in Class
- Learning at Home
- Questions

# What do we want to achieve?

By the end of the Early Years Foundation Stage (EYFS) we want children to be confident and curious mathematicians. It is our job to lay strong 'foundations' for their future mathematical learning. We want them to be excited by numbers and to genuinely enjoy maths learning!

- The foundations of good number sense will have been laid.
- Key concepts and vocabulary relating to number such more/less, addition, subtraction, doubling, halving and sharing will be embedded.
- Spatial reasoning skills and key concepts and vocabulary relating to shape, space and measure including early understanding of time will be embedded.
- They will have the mathematical skills needed to be Year One ready!

# Children in Reception are learning to …

- Count objects, actions and sounds.
- Subitise (to instantly recognise a small quantity without counting).
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

# What are the Early Learning Goals?

**Early Learning Goal: Number**

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.


**Early Learning Goal: 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.

# What does maths learning in class look like?

- We provide a 'numeracy rich environment' – indoors and out!
- Maths lessons include a balance between both adult-guided, adult-initiated and child initiated experiences – play!
- Mathematical learning opportunities embedded within routines and wider learning.
- White Rose Maths and Numberblocks

Creating and Thinking Critically

Applied learning

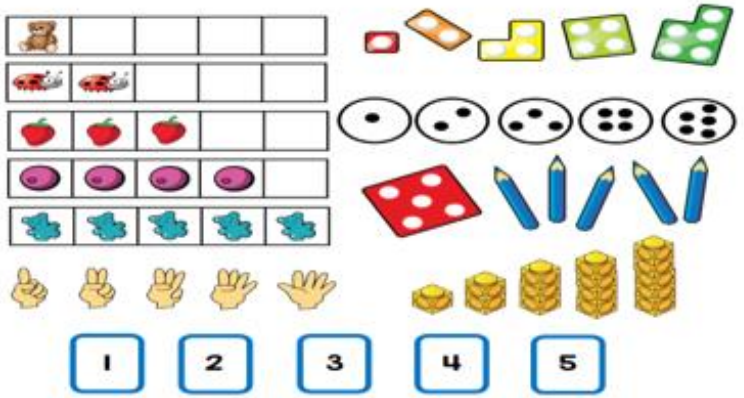
Active Learning

Playing and Exploring

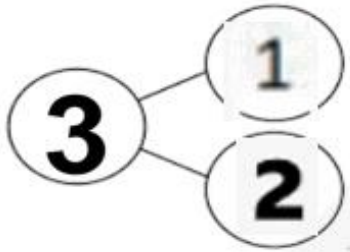
Having a go

Learning through play

Practical resources

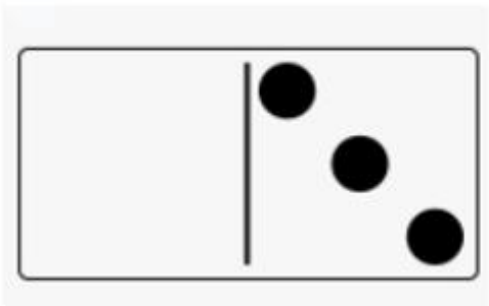



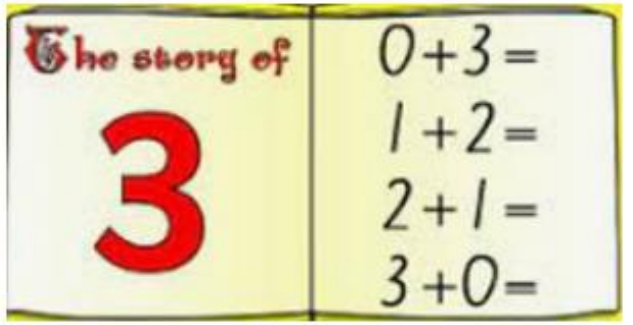

# What is number sense?




- Developing a deeper understanding of a number – 'the ness of a number'.
- We spend time learning all about and familiarising ourselves with each number:
  - The numeral
  - The value (in different representations)
  - Representing the number on our fingers
  - Spotting the number in our environment
  - Identifying where it 'sits' in relation to other numbers (place value)
  - Subitising the number
  - Composing and decomposing the number – number bonds!


Subitise – To instantly recognise a small quantity without counting.





# How can you support your child's maths learning at home?

## Counting

Practise counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.

## Talk

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

## Ordering Numbers

Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the correct order, muddling them up and starting again.

## Play

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face or boat) or used to prompt discussions about shape.

## Number Spotting

Try and spot numbers wherever you go – on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.

## Every Day

Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine – most activities we do with our child involve maths.

# How can you support maths learning at home?

## Shapes

Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

## Matching

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

## Cooking

Measure ingredients and bake something yummy together and set the timer for it to cook.

## Songs and Rhymes

Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.

## Sorting

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'

# How can you support maths learning at home?

**Websites**

www.bbc.co.uk/cbeebies/shows/numberblocks

http://www.crickweb.co.uk/Early-Years.html

www.topmarks.co.uk/maths-games/3-5years/counting

## Model confidently using maths yourself and remember to have fun!

# If you have a question…

- Talk in person at the school gate
- Leave a non-urgent message on Tapestry
- Email: adminlandscove@thelink.academy