TELFORD INFANT SCHOOL
LOVING LEARNING

Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.

Maths in Reception

Aims of this session

- To provide an insight into our mastery approach to mathematics and how it works in reception
- To give ideas for supporting maths at home and keeping it fun.

What does it mean to master something?

Mastering maths also means…

- It is achievable for all
- Learning is deep and sustainable
- This builds a firm foundation for new learning
- Children can reason about a concept and make connections
- Children are fluent – with concepts and different methods

Expectations by the end of reception

Mathematics

ELG: 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.

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.

Teaching for mastery

- High expectations for every child.
- Fewer topics covered in greater depth.
- Number sense and place value come first.
- Problem solving is central.
- Challenge is provided through deep and rich problems, rather than accelerating on to new content or higher numbers.

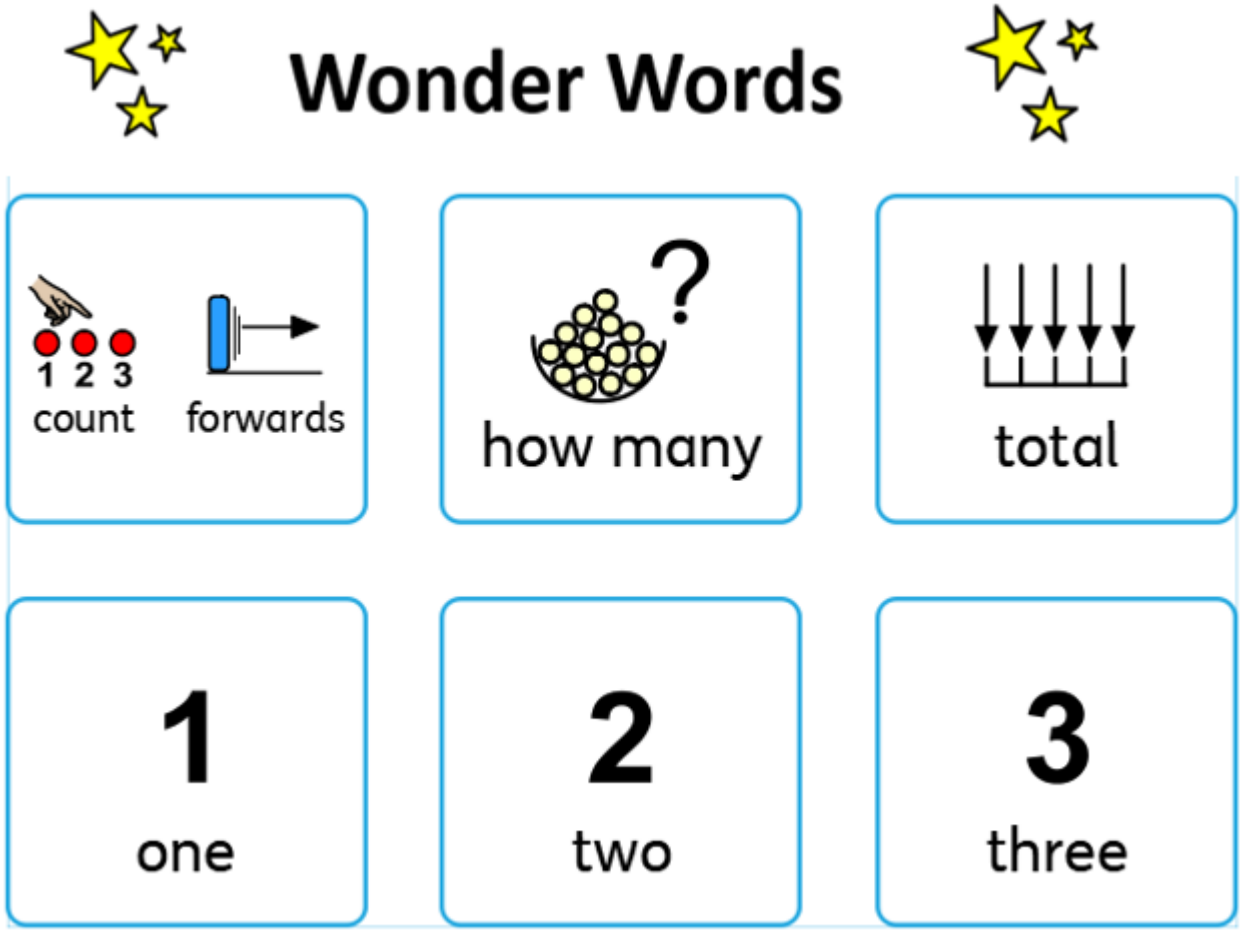
Maths talk

- Full sentences instead of one-word answers.
- I say, you say, you say, you say, we all say.
- Sentence stems used in relation to different examples, eg:

"Two is bigger than one."

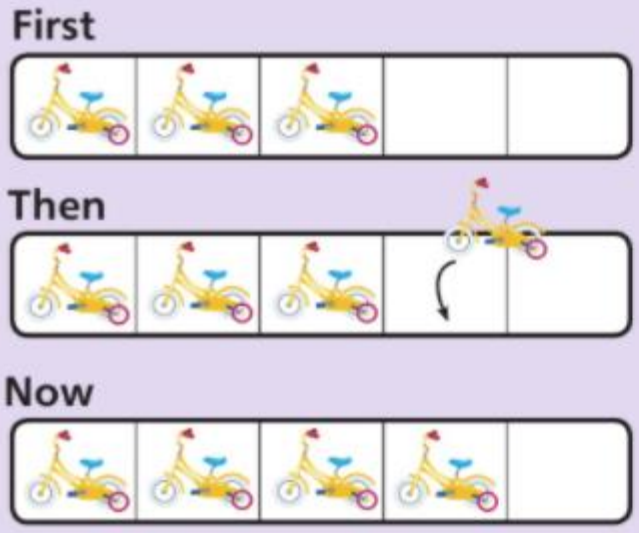
"3 is the same as 1 and 1 and 1."

Wonder words

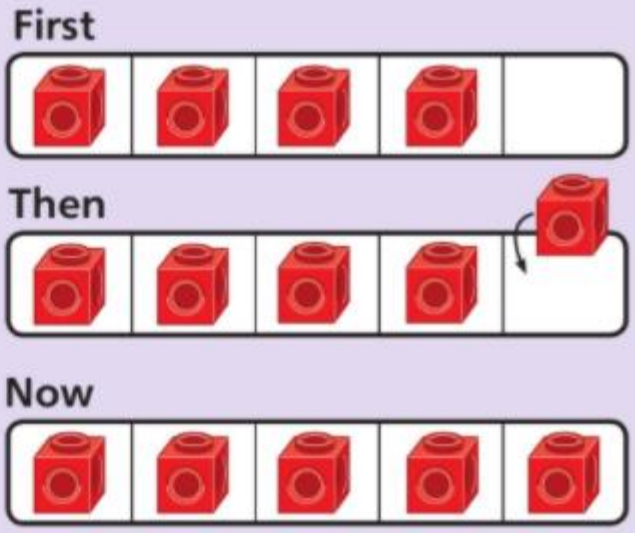


Think together

1 Tell a story about the  .



2 Tell a story about



I will use 'first', 'then' and 'now'.

What is **one more** than 4?

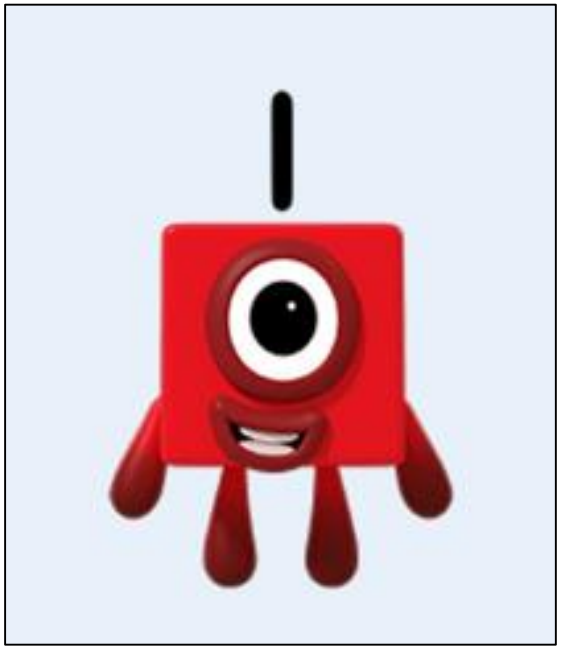
Number

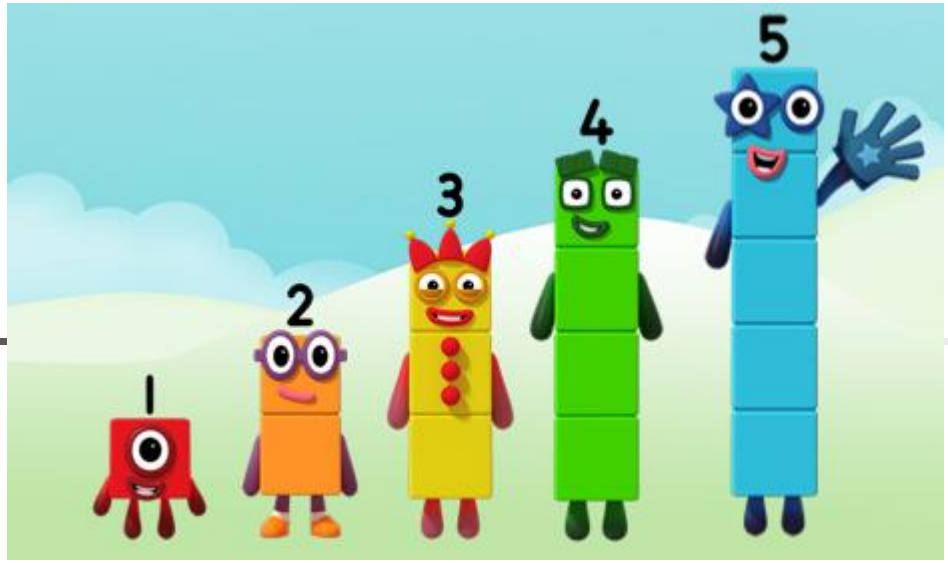
Key principles of counting

- Cardinal principle – the last number in the count defines the numbers of items in the set
- Stable order principle – the numbers have to be said in the correct order
- One to one principle – the items in the set are only counted once

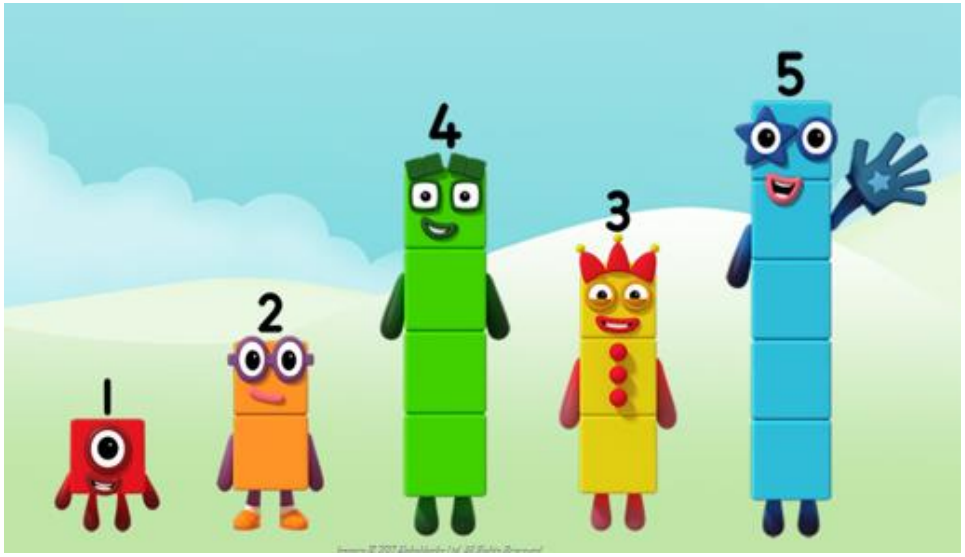
Concept of oneness

- One is the amount
- One is the quantity
- First means position one
- Once means one time



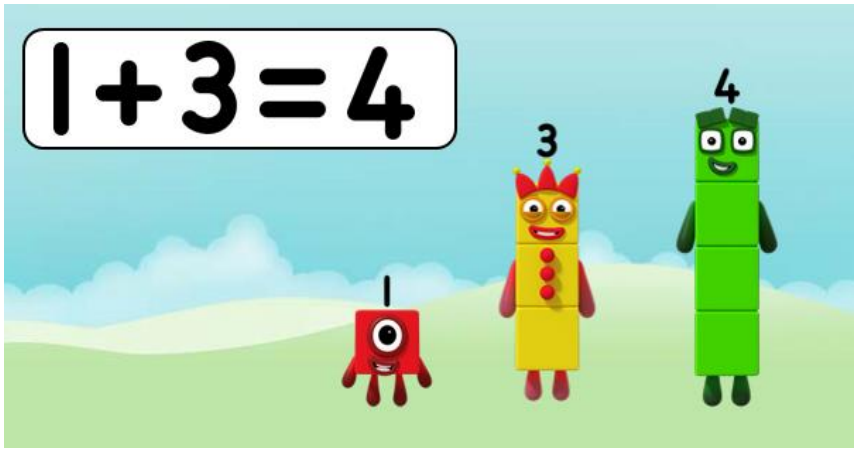


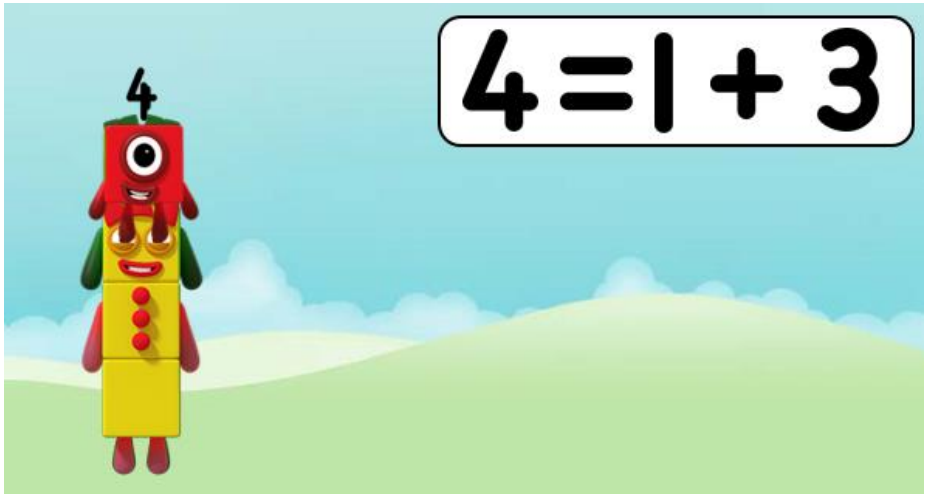
Stable order principle – numbers have to be said in the correct order



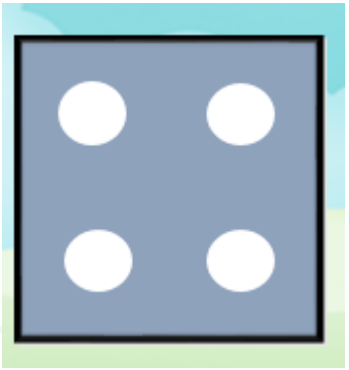
Number sentences

- Combining amounts

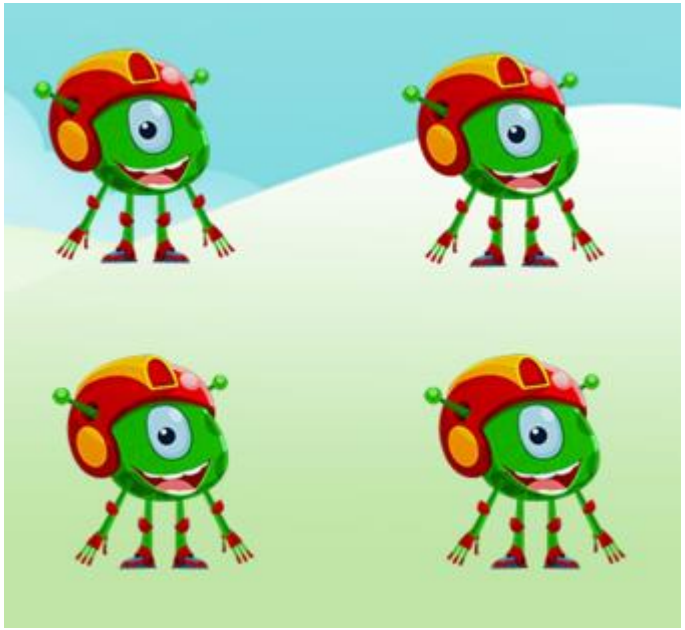




Subitising

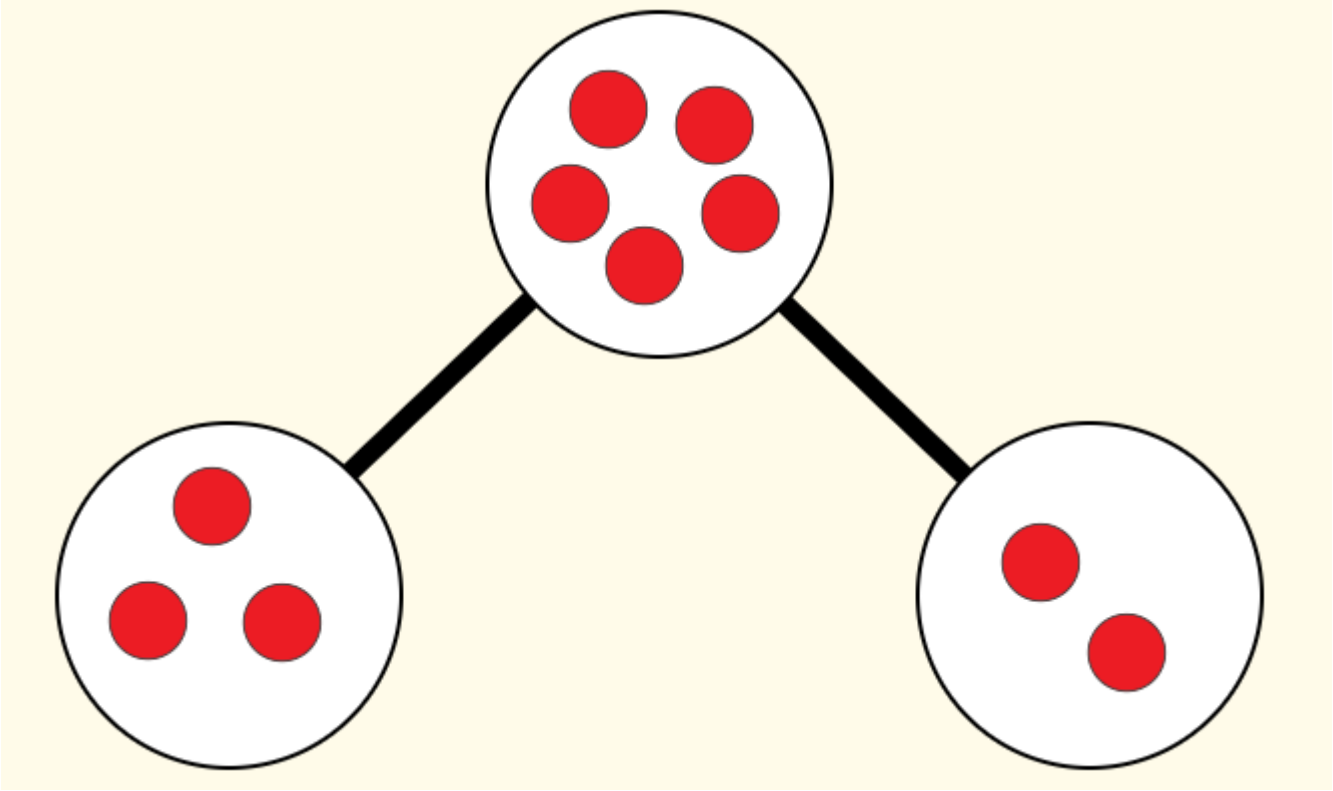


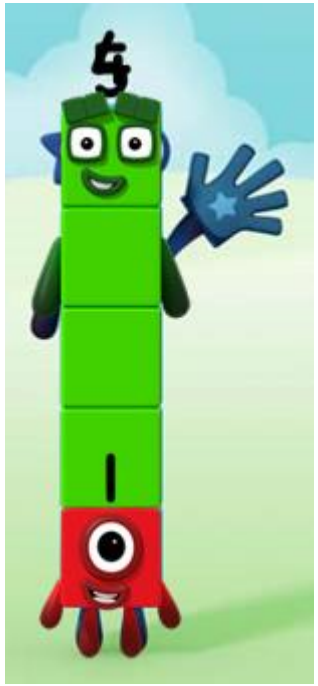
- recognising an amount without counting



Part part whole

- Using paper plates





Shape, space and measure

- Although this is not an Early Learning Goal in the new 2020 EYFS reforms it is still part of the curriculum

Number formation

1 2 3 4 5 6 7 8 9 0

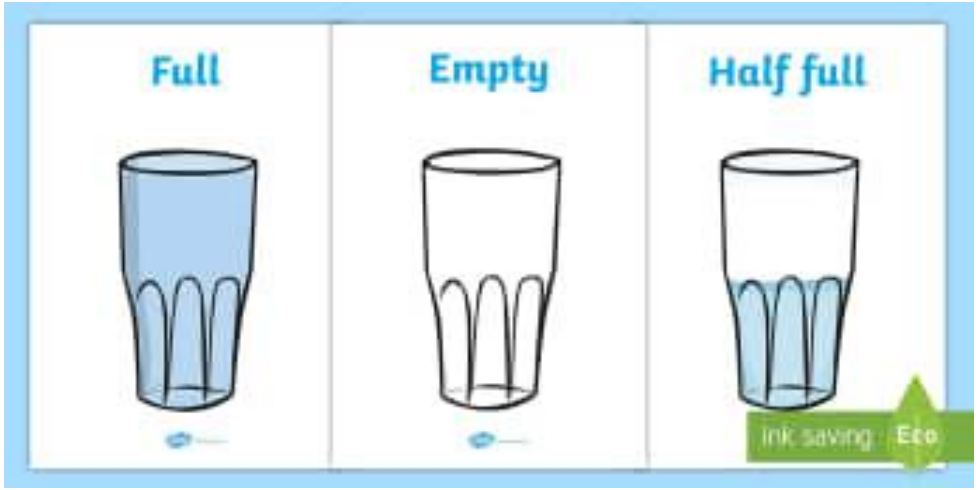
Weighing

Comparing

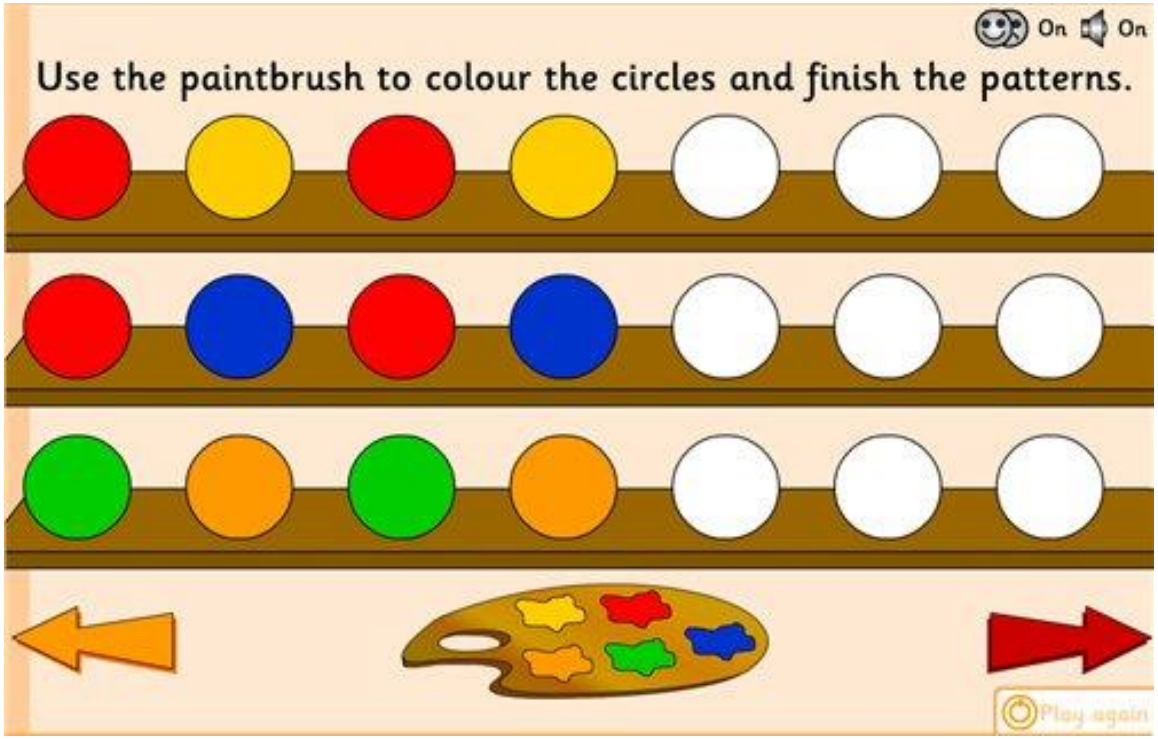
Money

Time (sequencing events)

Capacity



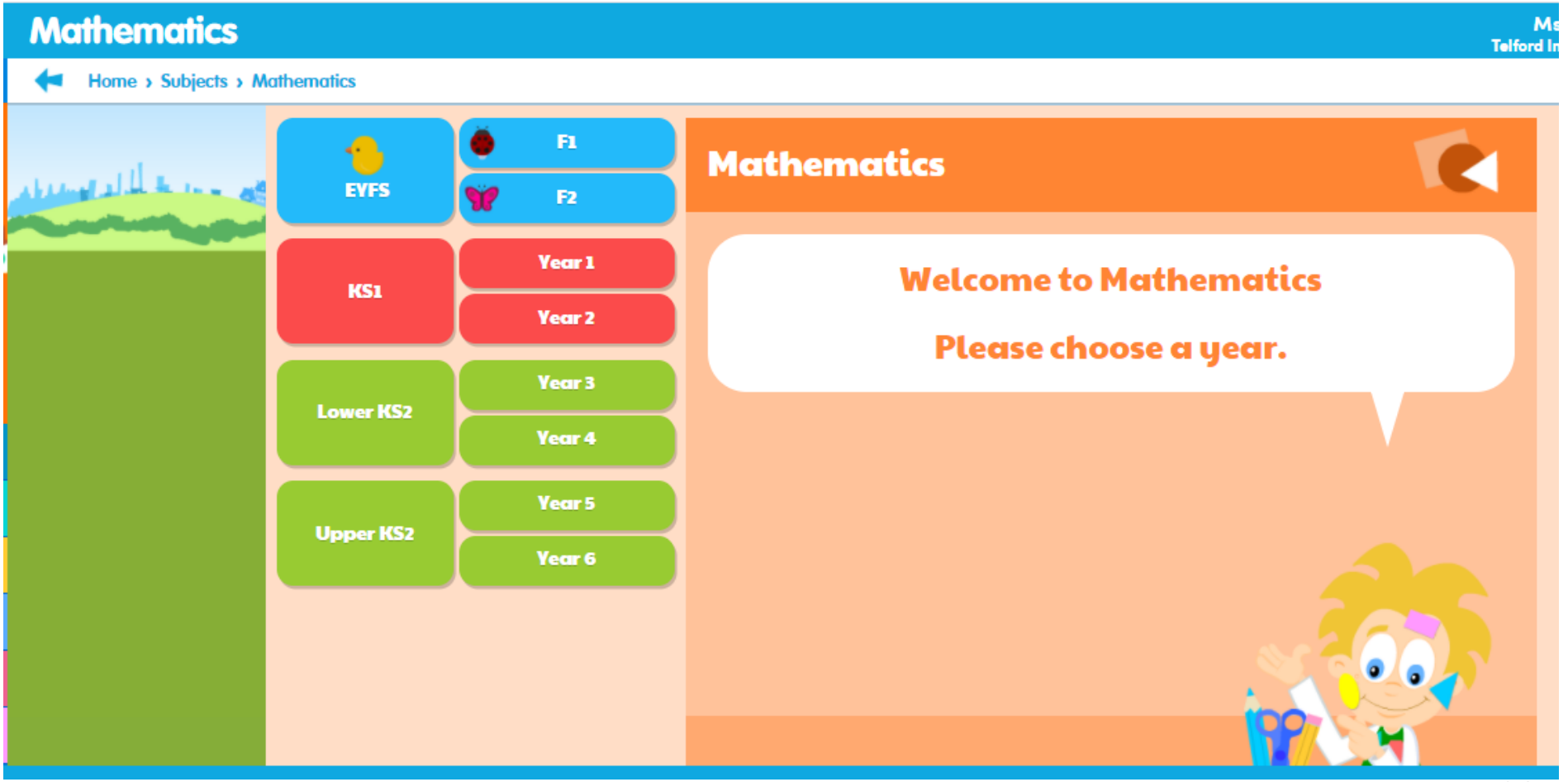
Repeating patterns



Space, shape and measure at home

- Cooking together
- Drawing 2D shapes outside with chalk
- Looking at clocks (we focus on o clock and half past)
- Measure in footsteps how long it takes to walk somewhere
- Building with 3D shapes

Education City



Further support

- Look at the maths your child is learning on tapestry
- Watch number blocks via cbeebies web site (lots of games too)
- Use education city
- Email any questions you might have to admin2326@welearn365.com