



## **TELFORD INFANT SCHOOL LOVING LEARNING**

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

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### **Maths in Reception**



# Aims of this session

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- 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...

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- 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

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## 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

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- 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

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- \* 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:

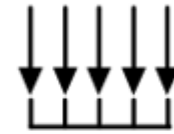
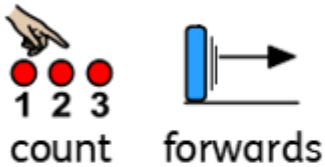
*"Two is bigger than one."*

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

# Wonder words



## Wonder Words



how many

total

**1**

one

**2**

two

**3**

three



## Think together



1 Tell a story about the .

First



Then



Now



2 Tell a story about

First



Then



Now



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

What is **one**  
**more** than 4?



# Number





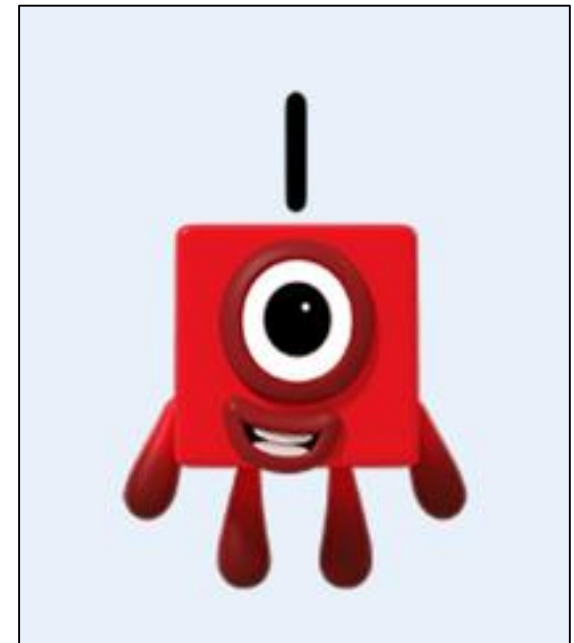
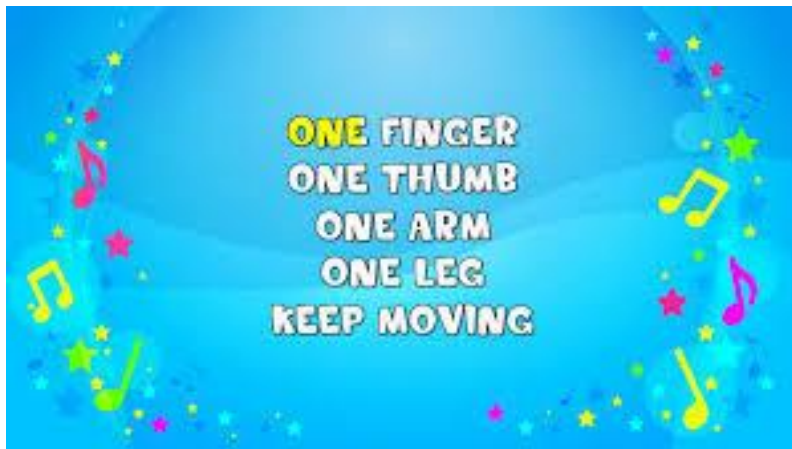
# Key principles of counting

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- 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



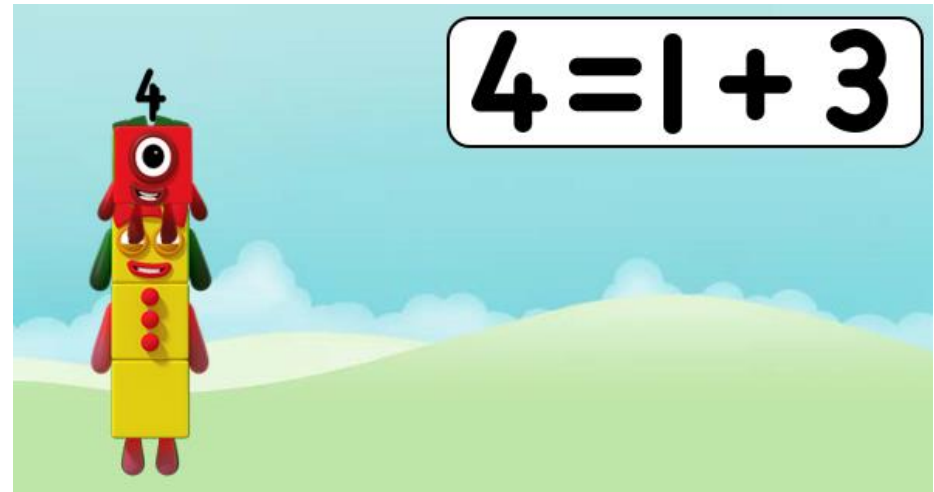
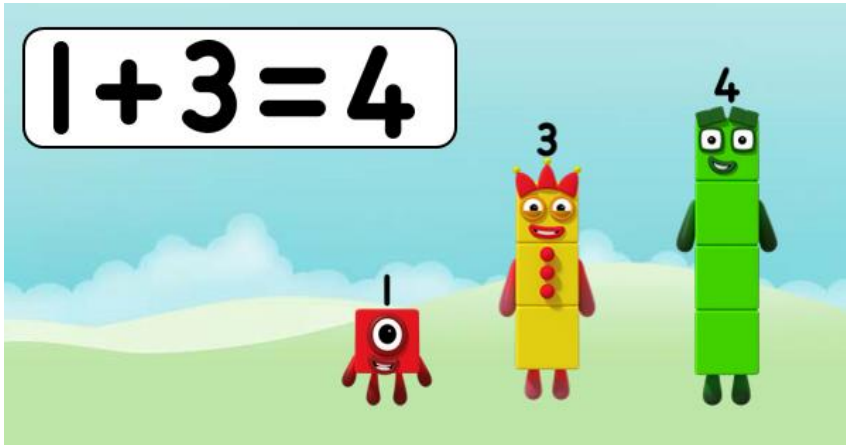


Stable order principle – numbers have to be said in the correct order

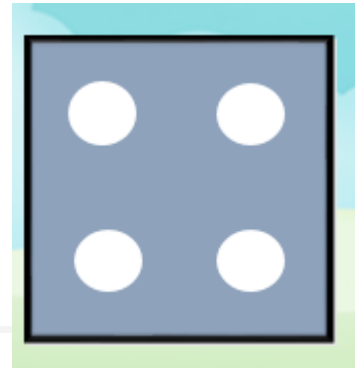


# Number sentences

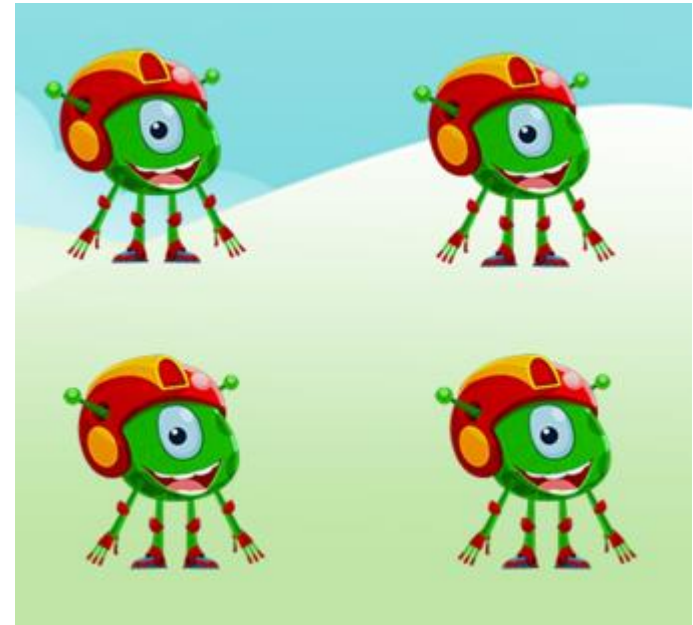
- Combining amounts



# Subitising

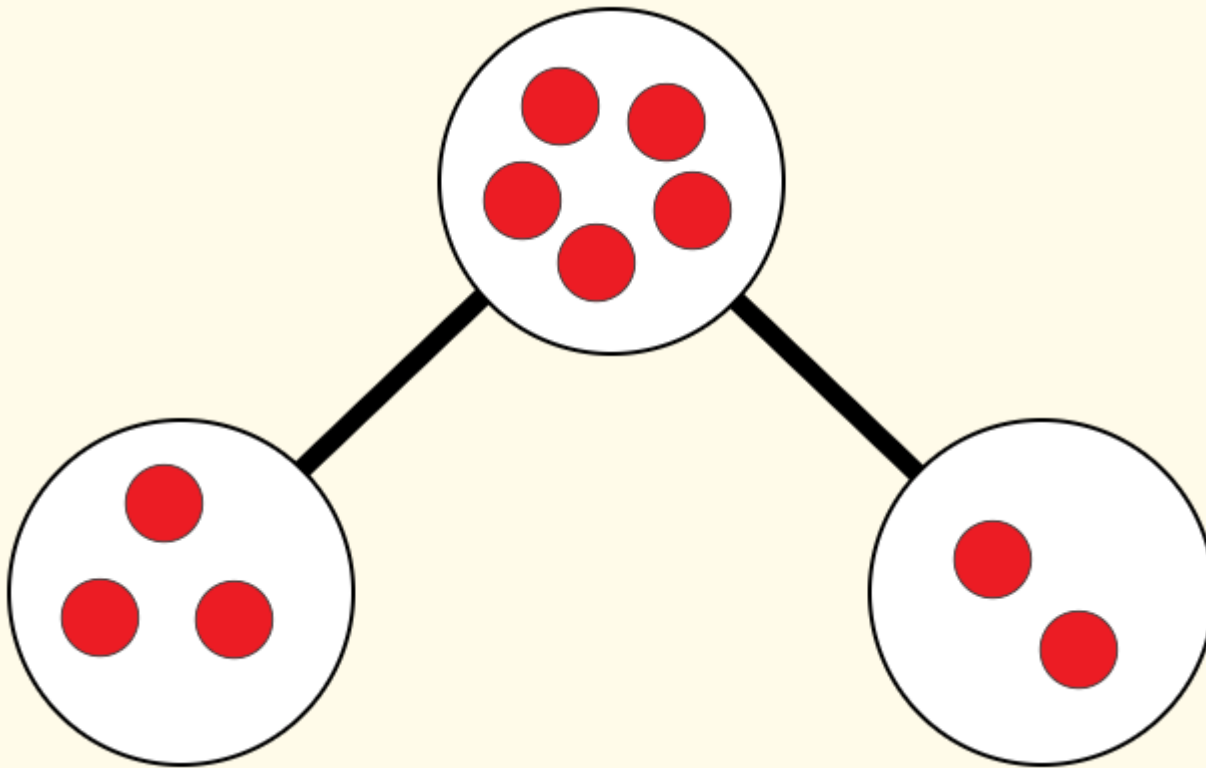


- recognising an amount without counting



# Part part whole

- Using paper plates







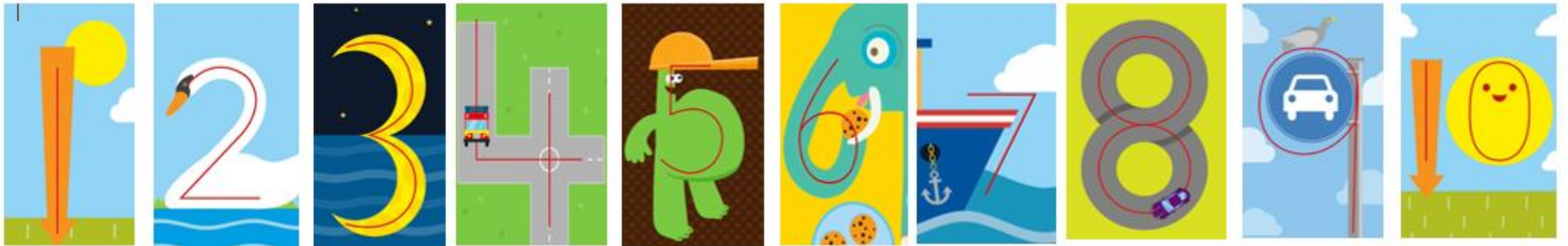
# Shape, space and measure

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- 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



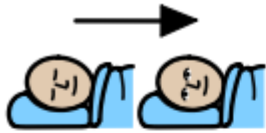
# Comparing



# Money



# Time (sequencing events)



wake up



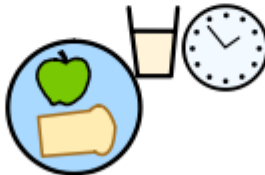
breakfast



walk to school



play time

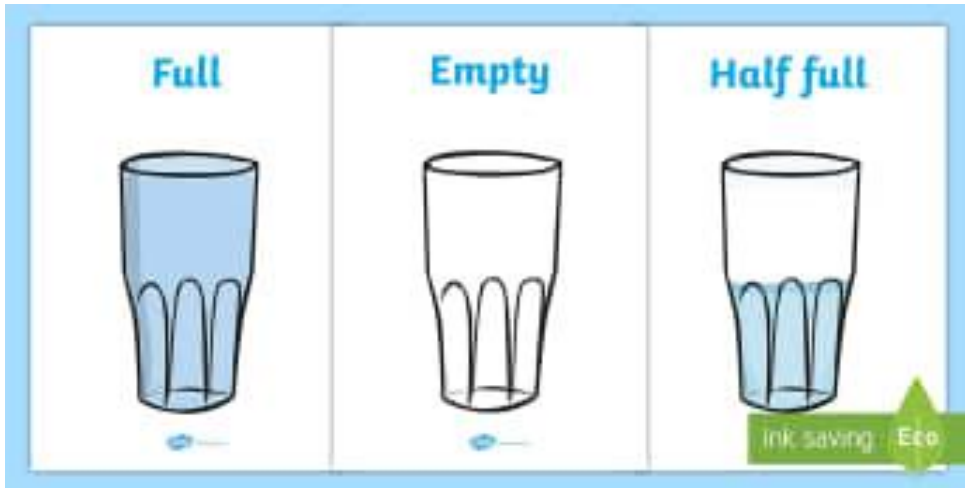


lunchtime



home time

# Capacity



# Repeating patterns

Use the paintbrush to colour the circles and finish the patterns.

The interface features three horizontal rows of circles on a brown background. Each row contains seven circles. The first row has a red circle, a yellow circle, a red circle, a yellow circle, and three white circles. The second row has a red circle, a blue circle, a red circle, a blue circle, and three white circles. The third row has a green circle, an orange circle, a green circle, an orange circle, and three white circles. At the bottom, there is a paint palette with yellow, red, green, and blue paint spots, a left-pointing orange arrow, and a right-pointing red arrow. In the top right corner, there are icons for a smiley face and a speaker, both labeled 'On'. In the bottom right corner, there is a 'Play again' button with a circular arrow icon.





# Space, shape and measure at home

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- 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

## Mathematics

Ms  
Telford In

← Home › Subjects › Mathematics



EVFS



F1



F2

KS1

Year 1

Year 2

Lower KS2

Year 3

Year 4

Upper KS2

Year 5

Year 6

## Mathematics



**Welcome to Mathematics**

**Please choose a year.**





# Further support

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- 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](mailto:admin2326@welearn365.com)