



in Reception

Focus on Maths

In Reception we are following the NCETM Maths Mastery Programme. These Maths sessions take place daily as a whole class. The staff then work with the children in small groups to further develop their understanding. Most of their learning takes place through conversations and practical activities and they sometimes record their thinking.

Maths teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.



7 is made of 5 and 2



This child was making the Number Blocks characters with gems. He was able to talk about lots of different ways to make numbers such as $4+4$ and $5+3$ make 8. 6 and 3 and 1 make 10.



I am learning to...

Count objects, actions and sounds.

Recognise a group of up to five objects without counting. This is called 'subitising'.

Match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.

Count beyond ten and compare numbers of items.

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

How numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.

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

Select and rotate shapes, this helps me to learn spatial reasoning skills.

How shapes can be combined to make new shapes. This helps me to recognise a shape can have other shapes within it, just like numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity, e.g. "This is heavier than that."

An example of the importance of maths talk:

We poured some gems out onto a large piece of paper and the children used a pen to help organise their mathematical thinking. What can you see?



I can see 2 and 3 and 4. There are lots of groups of 3.

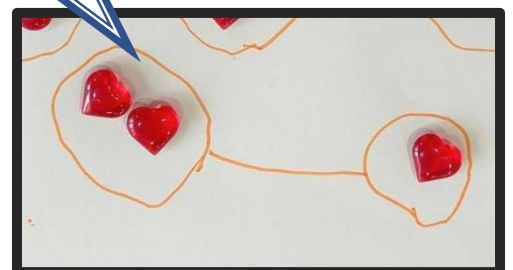


This group is big so I need to count them... 1, 2, 3, 4, 5...



I have put the hearts in a line so I can count them easily.

I can put these groups together and make 3.



Questions to further understanding:

Can you add three groups together? Can you split this group up into smaller groups?

If I move these gems into another arrangement are there still four?

How many are there altogether on the whole page? Take a guess!

How can you help at home?

It is important not to see mathematics as a separate or standalone activity but rather as something which can be incorporated into everyday activities, games, stories, and conversations.



Playing Games

Board games, particularly ones with linear, numbered, equal-sized spaces can be useful for the development of early number skills. Most families will have 'Snakes and Ladders' or something similar; if not, this is a great opportunity to make your own!

Incorporate mathematics into **everyday routines and activities**: tidying up and meal times in particular provide opportunities for conversations about counting, comparing, time, and sharing.



Snack times and meals are a great opportunity to learn mathematics, such as counting, estimating and comparing. For example, with young children, you could count and match items in a *Teddy Bears' Picnic*. You can compare quantities such as more or less or quantify food items (making sure to link the last number counted to the number of items in the set) or discuss the capacity of different cups or jugs.

Finding the mathematics in story books



Looking at number plates and door numbers to help with **number recognition**.



Shopping trips - How many apples do we need? How much does each apple cost? Can you remember what else we need? Will it all fit in the boot of the car? How many bags do we need?