Maths Overview for Reception (EYFS)

Children in reception will be…

Mathematics
Counting objects, actions and sounds.
Subitising
Linking the number symbol (numeral) with its cardinal number value.
Counting beyond ten.
Comparing numbers.
Understanding the 'one more than/one less than' relationship between consecutive numbers.
Exploring the composition of numbers to 10.
Automatically recalling number bonds for numbers 0–5 and some to 10.
Selecting, rotating and manipulating shapes to develop spatial reasoning skills.
Composing and decomposing shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
Continuing, copying and creating repeating patterns.
Comparing length, weight and capacity.

Communication and language
Learning new vocabulary.
Articulating their ideas and thoughts in well-formed sentences.

Key Vocabulary

Zero, number, one, two, three … to twenty and beyond, teens numbers, eleven, twelve … twenty, none, how many …? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens, is the same as, more, less, odd, even, few, pattern, pair, digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least most, biggest, largest, greatest, one more, ten more, one less, ten less, compare, order, size, first, second, third… twentieth, last, last but one, before, after, next, between, guess how many …? Estimate, nearly, close to, about the same, as just over, just under too many, too few enough, not enough, add, more, and make, sum, total, altogether,

Maths is taught…

Maths is taught in standalone lessons as well as in activities in continuous provision.

Short, daily standalone sessions maths are taught through *'mastering number'* sessions (new to 23-24). Shap knowledge is then supported through Whiterose and embedded through practice.

Autumn
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Spring
Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Summer
Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Maths in reception looks like…

Teacher Led and activities

Teacher led lessons will vary in length, depending on the task design, learning content and the stage of the year the children are in. Lessons will gradually increase in length over the year, to help prepare the children for year one. By the summer term, lessons will be 30-40 minutes long.
'*Mastering number*' sessions will be taught at regular intervals

Lessons are individually sequenced to allow recap to any previous learning and language as well as introduction of new vocabulary before new content is taught.

Teachers use a wide of variety of resources and manipulate to allow children to explore concepts as concrete, pictorial and abstract ideas.

Teacher led activities may include:
Sorting the bears – how can we group them? Are there different ways?
What is the number shown with the dots? How do we know?
Can we see further numbers within?
Which amount is larger? How do we know?

Wider provision

The classroom is stocked with different resources to support the wider provision of maths within the classroom. Children have access to manipulates such as counters, bears (or similar), multilink, numicon, peg and band boards, tens frames

Children also have access to: coins, dice, number cards, number lines and grids

Furthermore, real life resource also take essential position in the classroom, such as socks (matching), lego and clocks

double, how many more to make …? how many more is … than …? how much more is …? take away how many are left/left over? how many have gone? one less, two less, ten less … how many fewer is … than …? how much less is …? difference between, measure, size, compare, guess, estimate, enough, not enough, too much, too little too many, too few, nearly, close to, about the same as, just over, just under, Length, metre, height, width, depth long, short, tall, high, low, wide, narrow, thick, thin longer, shorter, taller, higher, longest, shortest, tallest, highest, far, near, close, time, days of the week, Monday, Tuesday … , week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands Weight weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales, full empty half full holds container Money money coin penny, pence, pound price, cost buy, sell spend, spent pay Geometry : Properties of Shape Shape shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match 2-D Shape corner, side rectangle (including square) circle triangle	**By the end of reception, children will be able to…** **Speaking** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; **Number** - 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. **Numerical Patterns** - 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.