

Maths In Reception



Aims

- Explain what teaching and learning in Maths looks like in Reception
- Share some ideas on how you can support your child at home
- Share the vocabulary we use in school

Mathematics

Children in reception will be learning to:

- Count objects, actions and sounds.
- Subitise.
- 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 0–5 and some to 10.
- Select, rotate and manipulate shapes 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.

"Maths is like cabbage, you love it or hate it depending on how it was served up to you at school"



Dispositions and Attitudes



Confidence



Curiosity



Perseverance



Questioning












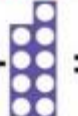





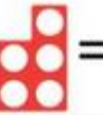






How is mathematical learning achieved in Reception?

- * Whole-class teaching (10 mins per day)
- * Small group teaching (10 minutes per day)
 - * Objective led provision
 - * Child initiated tasks



Concrete

We use concrete apparatus such as bead strings, tens frames and counters, base 10 (dienes) and much more so that the children have a hands on approach and can really see what is happening with the numbers they're using.

 +  =	 +  =
 +  =	 +  =
 +  =	 +  =
 +  =	 +  =
 +  =	 +  =
 +  =	 +  =

Pictorial

We use a lot of models and images to help the children move on from the concrete objects.



$$10+8=$$

$$11+7=$$

$$12+6=$$

Abstract

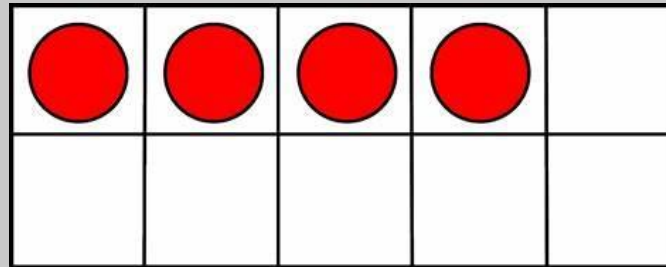
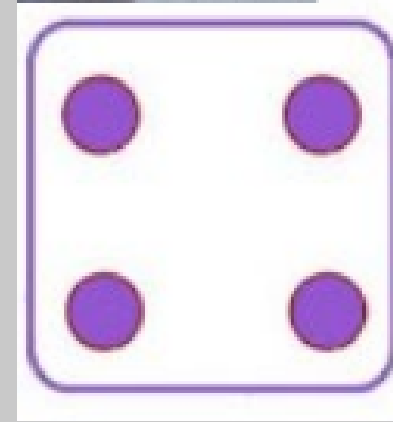
Once the children have manipulated concrete objects and investigated the relationships between numbers through models and images they should be confident to tackle more abstract calculations.



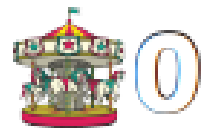
Big focus on understanding number (subitising)



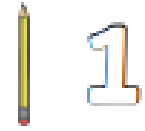
4



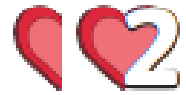
Number formation Rhymes



zero
Make a loop, just like so,
Now you've made a 0.



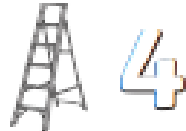
one
Straight line down and then you're done!
1 is fun.



two
Half a heart will never do,
Slide to the right, make a 2.



three
Around the tree, around the tree,
That's the way to make a 3.



four
Down and across, down some more,
That's the way to make a 4.



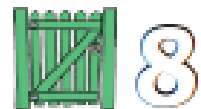
five
Make a hat, make his back.
Make five's tummy round and fat.



six
Make a 'C' then in you go,
Now you've made a 6, you know.



seven
Across the top and drop down low, you've
made a seven, there we go.



eight
Make an 's', then shut the gate,
That's the way to make an 8.



nine
Number 9- Circle and line,
That's the way to make a 9!

With Us, Everything Turns Into Mathematics

- We are always comparing and contrasting, always questioning and always problem solving
- We are constantly talking about size, weight, time, position and capacity
- We add, we take away and we never, ever stop counting



How can you support
your child?



<https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-6-four>

Counting



Looking for numbers



Measuring



Money



Useful websites

- ICT games - www.ictgames.com/resources.html
- Cbeebies - www.bbc.co.uk/cbeebies
- Crickweb - www.crickweb.co.uk/Early-Years.html
- Topmarks - www.topmarks.co.uk/maths-games/5-7-years/counting
- Maths dictionary - www.amathsdictionaryforkids.com/
- Teaching Money - www.teachingmoney.co.uk
 - Cool maths for kids- <https://www.coolmath4kids.com/>
 - Uk Free maths games for Reception aged children:
<https://uk.free-maths.games/reception/mathsgames>