Mathematics in Reception

Mathematics Curriculum

2 strands of the curriculum:

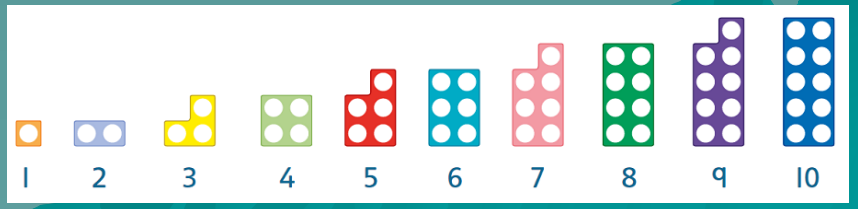
1.Numbers
2.Number Patterns

All strands are interlinked and overlap.

Shape, Space and Measure has been removed from the new ELG's but it doesn't mean we miss it out!

Early Learning Goal for Number 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



Number – how you can help

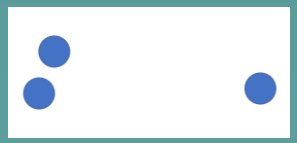
- Look for numbers everywhere
- Count in real situations
- Represent numbers using the Numicon shapes and Numberblocks

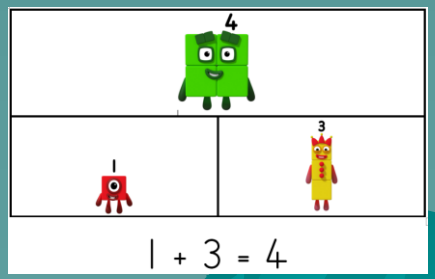
- Involve children in cooking and baking
- Count rhythmically as you walk
- Play board games and other games involving numbers

- Sing and say nursery rhymes involving numbers
- Count jumps, hops, claps, and other movements
- Talk about how many days, or 'sleeps' it is until a certain event
- Talk about numbers when sharing things

Early Learning Goal for 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.





Number (Calculating) How you can help…

- Putting number shapes (e.g. Numicon) in a feely bag – can you feel for the right number?
- Play board games/dice games – do you need to count the spots on a dice? How did you know that it was 5 dots?
- Use mathematical language-'count', 'count on', 'how many', 'altogether', 'add', 'one less', 'one more', 'number before', 'number after', 'subtraction', 'addition', 'estimate'
- Counting on – put the big number in your head first.
- **Encourage explanations – how do you know?**
- Hidden objects – show 6 sweets, count and then hide some. How many am I hiding? How do you know?
- Allow your child to have a regular, small amount of money to spend

Shape, Space and Measures How you can help…

- Spot and create repeating patterns (e.g. AABAABAAB…)
- Talk about time as part of daily routine, include days of week, months of year
- Build 3d models and 2d pictures and talk about the shapes used
- Play with different sized containers in the bath/baking using cup measures
- Complete jigsaws and puzzles together
- Focus on using the correct vocabulary (e.g. we use the word taller rather than bigger when talking about height.) ***Please see info pact for vocab list***
- Comparing the size/weight/capacity of 2 or 3 objects. Can you put them in order of size? Where does the middle sized object go?
- Use cubes or blocks to measure rather than cm

This is now part of 'Number Patterns'!

Most importantly have fun with numbers!

- *Make it part of your daily routine and look for Mathematics in what you are already doing.*