All Saints' Church of England Primary School Putney

Rooted in Faith, Growing through Learning

Reception Maths meeting for parents

24th September 2026

Maths in Reception

- The first few years of a child's life are especially important for mathematics development.
- The objective for those working in Early Years, then, is to ensure that all children develop firm mathematical foundations in a way that is engaging, and appropriate for their age.
- Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.



EYFS Maths Statements- Number

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.

EYFS Maths Statements- Numerical Pattern

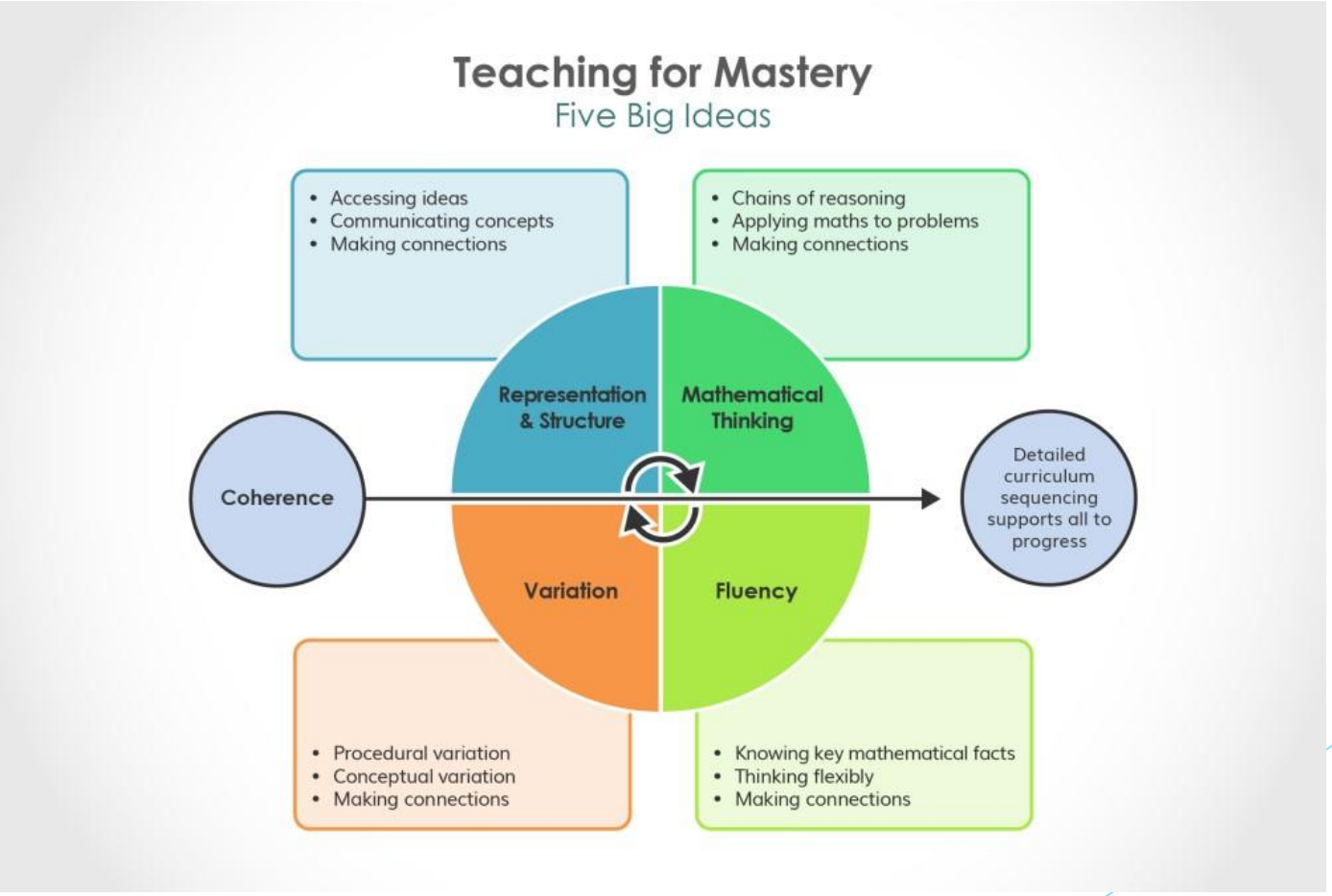
Children in Reception will be learning to:

- 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.



What is Maths Mastery?

- Maths Mastery … Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject.



There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond.



Cardinality and Counting

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents



Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other



Composition

Understanding that one number can be made up from (composed from) two or more smaller numbers



Pattern

Looking for and finding patterns helps children notice and understand mathematical relationships



Shape and Space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking



Measures

Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Teaching to develop:

- Fluency
- Reasoning
- Problem Solving
- A love of maths!

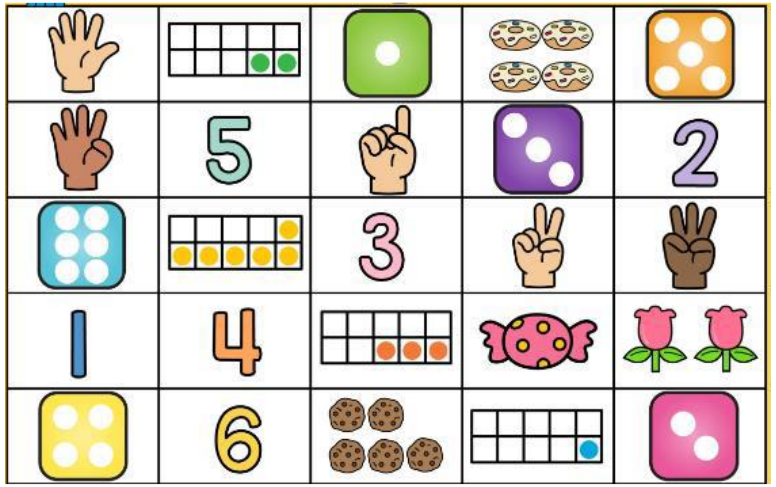


What is fluency?

- Fluency is the ability to quickly recall addition, subtraction, multiplication, and division maths facts through conceptual learning, fact strategies, and memorisation.
- We often refer to the skill of subitising when developing fluency.



Subitising



- In order for children to develop fluency and calculate successfully and quickly, children need to be able to ‘subitise’ well.
- This means they need to be able to recognise how many spots there are on dice, dominoes and Numicon etc. instantly without counting them.
- Eventually, the children will imagine these images in their head, helping them to calculate.

What is reasoning?

Reasoning in maths is the children's ability to explain their thinking.

- Children often work in mixed ability groups and partnerships to enable them to have lots of practice with this.
- Children will often be asked: How do you know? Why do you think this is?
- Other examples of teaching 'reasoning' in whole class sessions or play are spotting mistakes and explaining true of false statements.

How we teach Maths in Reception

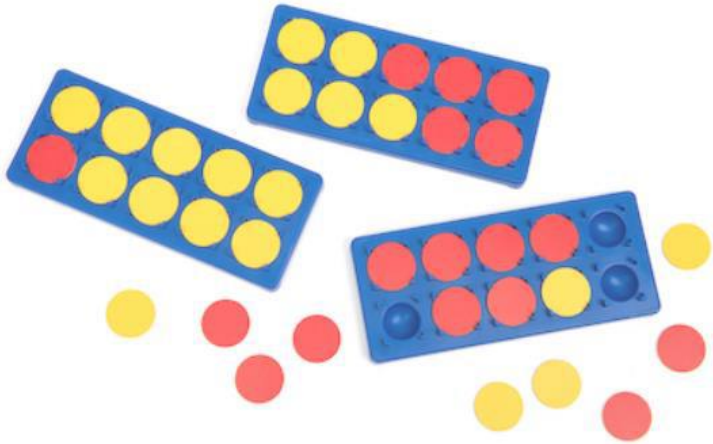
- Maths happens both indoors and outdoors through a wide range of practical activities using lots of concrete resources.
- Children are taught in a whole class carpet session focused on a particular area of their learning.
- Children then have the opportunity to practise those skills and choose from different indoor and outdoor activities all based around the skill they have just learnt.
- Child initiated play.
- Adult led group tasks.





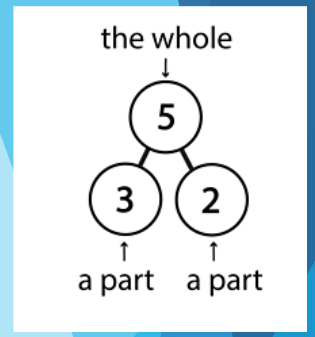
Maths Resources













Vocabulary

- Number: number, more, few, fewer, ones, zero, count on, count backwards, compare, before, after, pair, less, more, most, the same, sort, order
- Addition and subtraction: add, take away, more, altogether, whole, part, half, double, one more, one less, equal, make, total
- Measuring time: before, after, next, last, now, soon, days of the weeks, months, year, yesterday, today, tomorrow, morning, afternoon, evening , night, past, present, old, new
- Measuring weight: heavy, heavier, heaviest, light, lighter, lightest
- Measuring length: tall, small, large, thick, thin, low, deep, long, longer, longest, short, shorter, shortest
- Measuring capacity: capacity, empty, full, nearly empty

Vocabulary- continued

- Spatial awareness: position, distance, slide, roll, turn, stretch, bend, move, under, behind, above, below, outside, inside, in front, top, bottom, middle
- Shape: 2D shape, 3D shape, square, circle, triangle, rectangle, pentagon, hexagon, round, flat, straight, corner, side, angle, obtuse, acute, cube, cuboid, sphere, cylinder

End of year expectations for Reception

Maths Early Learning Goals:

- This is the knowledge, skills and understanding children should have at the end of the academic year in which they turn five. Teacher make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

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.

What can you do at home?

- Please read and practise the suggested ideas in the weekly homework given by the teacher, extend and elaborate according to your child's ability
- Point out where Maths exists in real life to support children with mathematical language and to help their understanding.
- Let children make up their own games and decide how to score points
- Counting objects can be made from Lego, small figures, rubber ducks, buttons, coins
- Building blocks are great for talking about measurement, the difference between 2 numbers, adding blocks etc.
- Encourage them to count on and count back, add and subtract using their fingers.
- Deliberately make mistakes
- Ask how? and why? questions
- Look for Maths opportunities everywhere!

Questions?