



EYFS FS2/Reception Mathematics Information for Parents



Please read the following information which will help you in supporting your child to achieve the Early Learning Goal for maths in reception.

If you need any further support, please speak to your child's class teacher.

Mathematics Educational Programme (This is what we teach!)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Learning Goals: The expectation for your child at the end of reception.

ELG: 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.

ELG: 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.

Vocabulary Number and Numerical Patterns (Words which your child should know)

same, different, colour, size, shape, few, fewer, fewest, equal, difference, more, less, great, greater, greatest, order, count, count forward, count backwards, count on, count back, subitise, compare, pattern, predict, estimate, zero, quantity, part, pair, altogether, compare, number bond, number track, adding, subtracting, taking away, doubling, sharing, equal, even, odd

Number and Numerical Patterns Cardinality, counting, Comparison and Composition

Count orally to 10		Say when a quantity is greater than, less than or the same as another quantity (<i>e.g. look at two sets and say which is greater or the same or whether they are the same. Show 5 objects can they find a set which is greater, less than or the same etc.</i>)	
Count orally to 20		Share objects equally/ fairly (<i>e.g. divide 6 sweets between 3 children</i>)	
Count orally to 20 and beyond		Find one more and talk about the relationship between consecutive numbers (<i>know that 1 more than is 8, 1 more than 9 is 10 etc.</i>)	
Count objects, actions and sounds (<i>touching the objects</i>)		Find one less and talk about the relationship between consecutive numbers (<i>know that 1 less than is 6, 1 less than 10 is 9 etc.</i>)	
Predict 'how many'		Understand composition of numbers to 5 and then to 10 (<i>recognise visual models, partitioning etc.</i>)	
Know that the last number said when counting a small number of objects (up to 5) tells you how many there are (cardinal principle)		Know number bonds to 5 (addition) (without reference to rhymes, counting or other aids) (<i>e.g. can say $5+0=5$, $4+1=5$ etc.</i>)	
Subitise to 5 (<i>recognise quantities without counting</i>)		Know some number bonds to 10 (<i>e.g. can say $10+0=10$, $9+1=10$ etc.</i>)	
Show fingers- numbers to 10 (<i>all at once, not counting e.g. you say 7 and they can show 7 fingers without counting them</i>)		Know some double facts (<i>e.g. double 1 is 2, double 3 is 6 etc.</i>)	
Link number symbols (numerals) with cardinal number value (<i>e.g. match 6 objects with the numeral 6</i>)		Say which numbers are odd and which numbers are even	

<https://www.teachyourmonster.org/numberskills> (Teach your monster number skills)

<https://www.bbc.co.uk/bitesize/topics/zjkphbk> (BBC maths games)

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1> (Topmarks maths games)

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn> (BBC number rhymes)

<https://www.youtube.com/playlist?list=PLQK2XiUY9C2jVvU08qWwyi6nb99XvSxFb> (Jack Hartman numbers songs)

<https://uk.ixl.com/maths/reception> IXL Maths games

