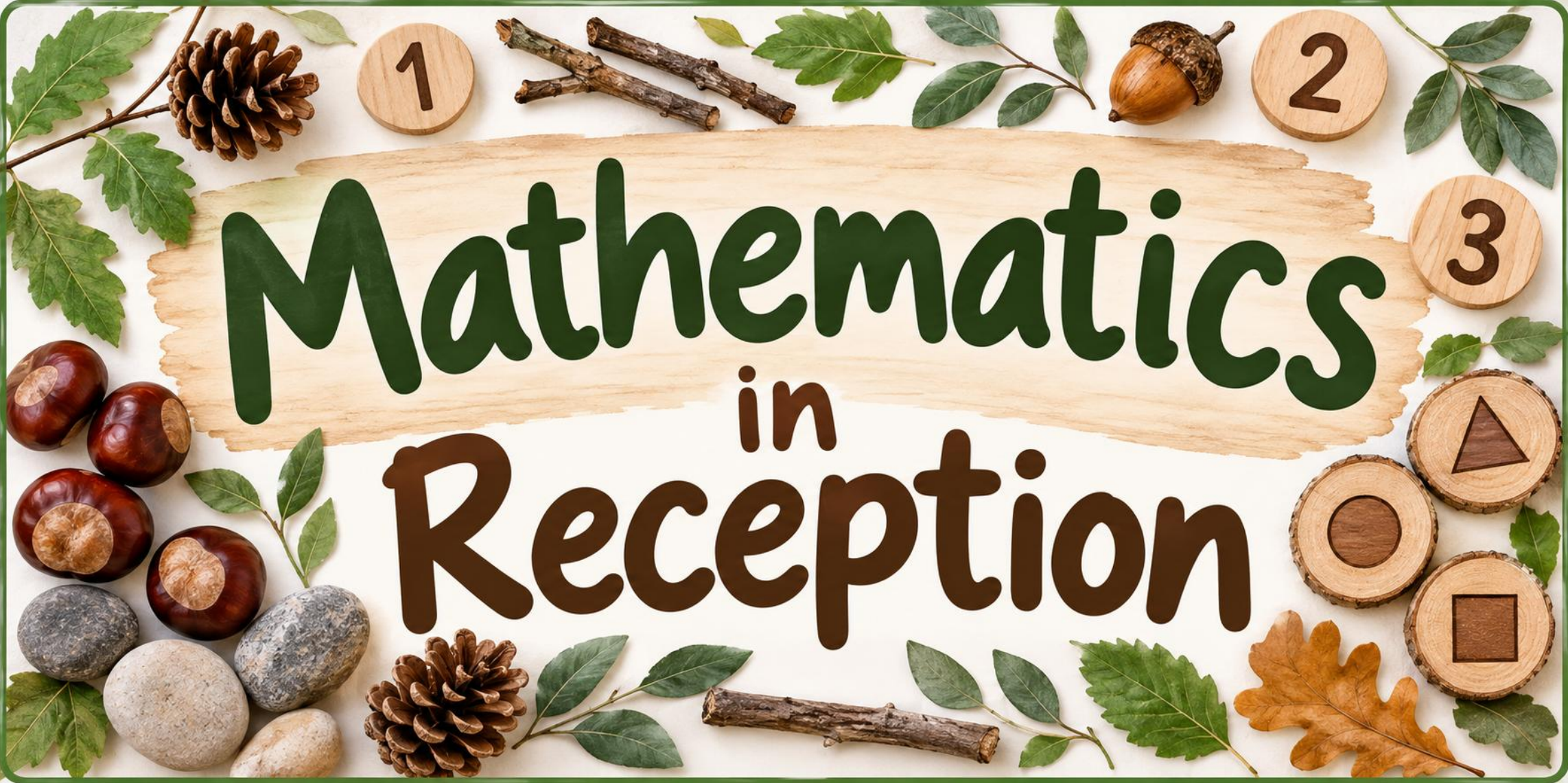




Mathematics

in

Reception

Welcome!



Maths is everywhere!

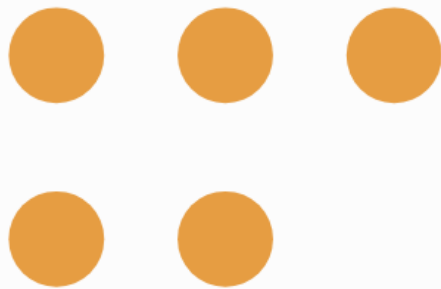
Early Learning Goals (ELGs) – Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers 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.

Subitising



Seeing 5 without counting each dot.

Number composition



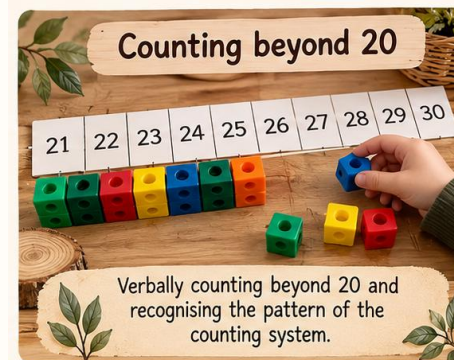
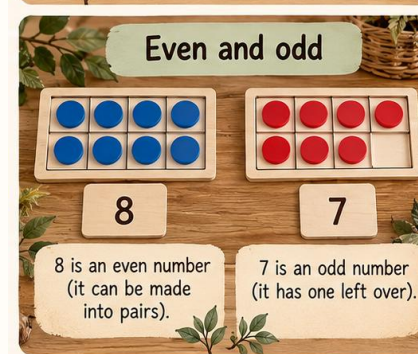
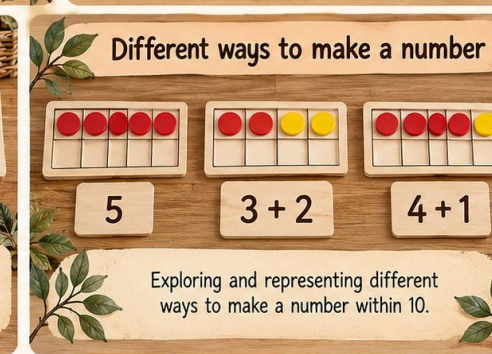
$$3 + 2 = 5$$

Understanding that 5 is made of 3 and 2.

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.



Alongside
Number and
Numerical
Patterns, EYFS
Mathematics
also covers:

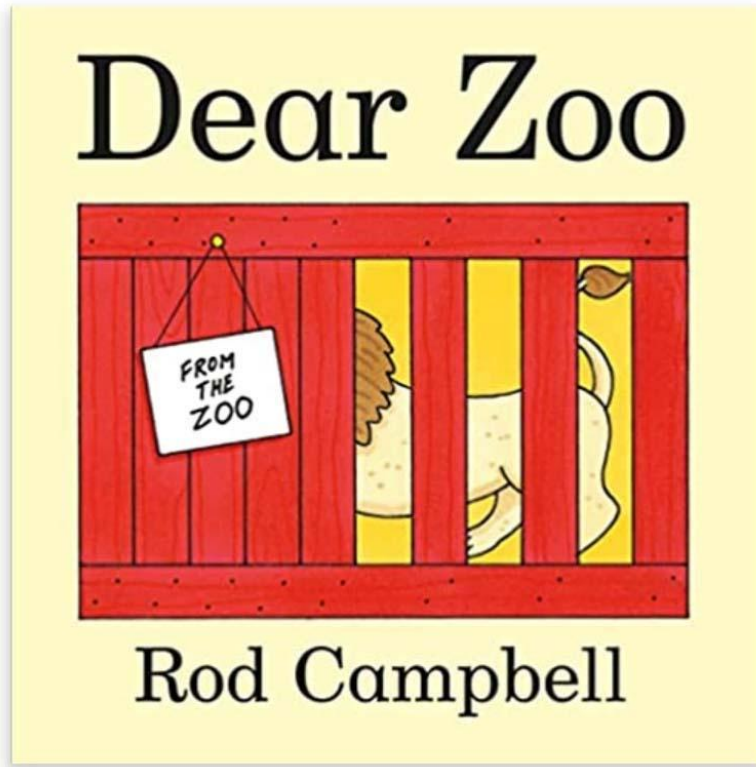


Building strong foundations in early years maths

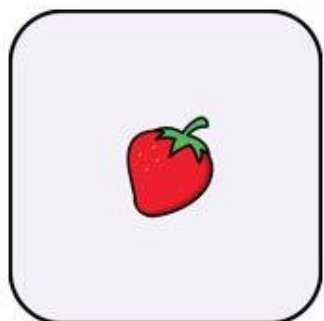
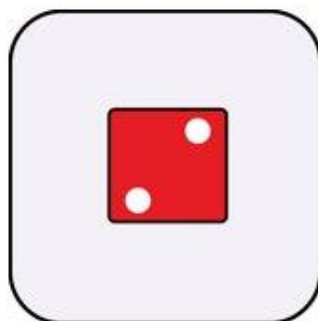
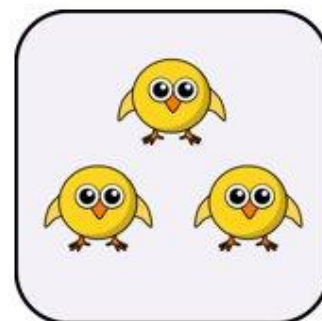
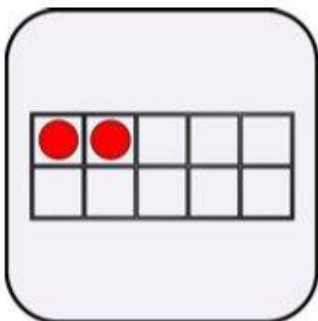
High-quality resources that align perfectly with the EYFS statutory framework and early learning goals.

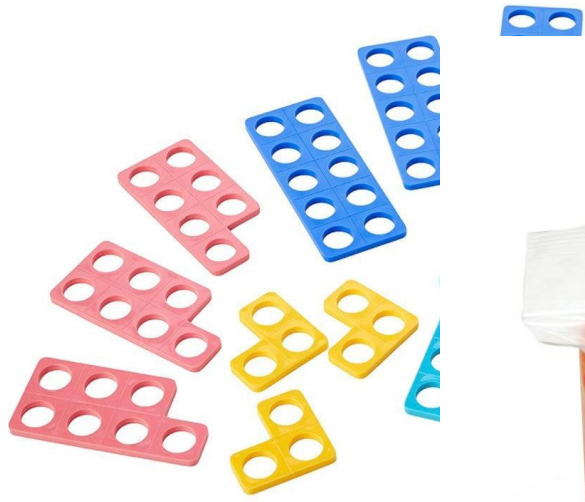


For example:



Match the number.





Numicon



Multilink



Everyday Objects



Natural Resources

In Early Years, maths is...

Playing - exploring numbers, shapes and patterns through play.

Noticing - spotting numbers, shapes and mathematical opportunities all around us.

Exploring - investigating, experimenting and discovering.

Talking - using mathematical language to explain our thinking.

Counting - understanding quantities, not just reciting numbers.

Comparing - noticing more, fewer, bigger, smaller, taller and shorter.

Sorting and matching - recognising similarities, differences and relationships.

Problem-solving - thinking, trying different ideas and finding solutions.

Making connections - linking mathematical ideas to everyday experiences.

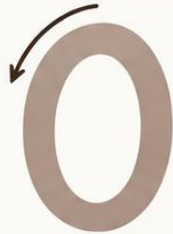
Having fun! - developing curiosity, confidence and a love of maths.



Number Formation Rhymes

Say the rhyme, then follow the arrows to make each number.

zero



Around, around,
around you go;
that's the way
to make zero.

one



Make a line,
and then you're
done; that's the way
to make a 1.

two



Around and back
on the railroad track
for a 2, 2, 2.

three



Around the tree
and around the tree,
that's the way
to make a 3.

four



Down across
and down some more;
that's the way
to make a 4.

five



Down and round
and then you stop;
finish your 5
with a hat on top.

six



Make a loop
and then a hoop
for a 6, 6, 6.

seven



Across the sky
and down from heaven,
that's the way
to make a 7.

eight



Make an s,
but do not wait;
go back up and
shut the gate.

nine



Make a hoop
and then a line;
that's the way
to make a 9.



Thank you
for your time!
Any Questions?
♥