

The teaching of **maths Reception** is split into

RECEPTION

- Number
- Number patterns
- Shape, Space and Measure.

Children explore and embed their maths knowledge both indoors and outdoors for example after creating an ice cream shop they add price tags and count out money to buy ice creams.

The children have adult led teaching sessions where they learn to recognise, count and write numbers through a range of practical games and activities. Shape, Space and Measure is also taught through adult led teaching as well as through readily available resources around the environment such as wooden building blocks, Lego, and other construction resources.

The children are exposed to numbers around our school environment and are encouraged to recognise numbers, patterns and shapes in everyday objects, i.e. clocks, door numbers, car registration numbers but also number patterns of Numicon and dice

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal baseline assessments	AFL Daily to inform mountain differentiation through observation and focus tasks			Final teacher assessments	
<p>Count objects, actions and sounds</p> <p>R1 – Show numbers to 5 using concrete resources. (m)</p> <p>R1 – Count and match numerals to 5. (m)</p> <p>R1 – Count objects, actions and sounds to 10. (m)</p> <p>R2 - Subitise to 5 (m)</p> <p>R7 - Explore the composition of numbers to 5. (m)</p> <p>R3 - Link the number symbol (numeral) with its cardinal number value to 5. (m)</p> <p>R11 Continue, copy and create repeating patterns. (m)</p> <p>Geometry - Shape and space</p> <p>R9 - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (m)</p> <p>R10 - Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. (m)</p>		<p>R4 – Count beyond 10. (m)</p> <p>R3 - Link the number symbol (numeral) with its cardinal number value to 10. (m)</p> <p>R6 - Understand the ‘one more than/one less than’ relationship between consecutive numbers. (m)</p> <p>R8 – Automatically recall number bonds for numbers 0-5. (m)</p> <p>R8 - Subtraction facts linked to number bonds to 5. (m)</p> <p>R7 - Sharing equally and begin to identify odd and even numbers (m)</p>		<p>R5 - Compare numbers using words more than, less than and the same. (m)</p> <p>R8 – Automatically recall number bonds for numbers 0-10. (m)</p> <p>R7 - Explore the composition of numbers to 10. (m)</p> <p>R7 - Explore and represent patterns in numbers up to 10 including doubling and halving. (m)</p> <p>Geometry - Shape and spaces</p> <p>R12 - Compare length, weight and capacity. (m)</p>	

Essentials

- *The **language of maths** is important in each year group but particularly so in reception and the earlier years. language of time and the days of the week(see vocabulary list)*
- *Regular reinforcement of number recognition and **forming numerals**.*
- *Concrete, Pictorial leading to Abstract learning journeys(CPA)is used*
- *Varied Fluency, Reasoning and Problem Solving through **questioning** in focussed activities and child initiated play*
- *Reference to **De Bohun passports** with planning references see above. Supplemented with **White Rose guidance** and the **Numicon Firm foundations**.*

Mathematical Vocabulary EYFS

Instructions

Listen, join in, say, think, imagine, remember, start from, start with, start at, look at, point to, show me, put, place, fit, arrange, rearrange, change, change over, split, separate, carry on, continue, repeat, what comes next? Find, choose, collect, use, make, build, tell me, describe, pick out, talk about, explain, show me, read, write, trace, copy, complete, finish, end, fill in, shade, colour,

General

Same number/s, different number/s, missing number/s number facts, number line, number track, number square, number cards, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg boards, same way, different way, best way, another way, in order, in a different order, not, all, every, each

Number and Place Value	Addition and subtraction	Multiplication and division	Fractions	Geometry	Measurement	Statistics
<p>Zero, number, one, two, three... to twenty and beyond teens numbers, eleven, twelve ... twenty none, how many...?</p> <p>Count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens,</p> <p>is the same as, more, less, odd, even, few, pattern, pair</p> <p>ones, tens, digit, the same number as, as many as,</p>	<p>add, more, and, make, sum, total, altogether,</p> <p>double,</p> <p>one more, ten more, one less, two more ... ten more,</p> <p>how many are left/left over? How many have gone?</p> <p>One less, two less, ten less...</p> <p>How many fewer is ... than ...?</p> <p>How much less is ...?</p> <p>Difference between</p>	<p>Sharing, doubling, halving, number patterns,</p>	<p>Parts of a whole, half, quarter,</p>	<p><u>Properties of shape</u> Shape, pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, size,</p> <p>Bigger, larger, smaller, symmetrical, pattern, repeating pattern, match,</p> <p><u>2-D shape</u> Corner, side, rectangle (including square) circle, triangle,</p> <p><u>3-D shape</u> Face, edge, vertex, vertices, cube, pyramid, sphere, cone</p>	<p>Measure, size, compare, guess, estimate, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under,</p> <p><u>Length</u> Metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, thick, thin, longer, shorter, taller, higher... and so on, longest, shortest, tallest, highest ... and so on, far, near, close,</p> <p><u>Weight</u> Weigh, weighs, balances, heavy, light,</p>	<p>Count, sort, group, set, list,</p>

<p>more, larger, bigger, greater, most, biggest, largest, greatest,</p> <p>fewer, smaller, less, fewest, smallest, least,</p> <p>compare, order, size,</p> <p>first, second, third, twentieth,</p> <p>last, last but one,</p> <p>before, after,</p> <p>next, between</p>				<p><u>Position and direction</u></p> <p>Position, over, under, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, beside, next to, opposite, apart, between, middle, edge, corner, direction, left, right, up, down, forwards, backwards, sideways, across, next to, close, near, far, along, through, to, from, towards, away, from, movement, slide, roll, turn, stretch, bend, whole turn, half turn,</p>	<p>heavier than, lighter than, heaviest, lightest, scales,</p> <p><u>Capacity and volume</u></p> <p>Full, empty, half full, holds, container,</p> <p><u>Time</u></p> <p>Time, days of the week, Monday, Tuesday... day, week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, takes longer, takes less time, hour, o'clock, clock, watch, hands</p> <p><u>Money</u></p> <p>Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay,</p>	
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