

## Mathematics in Reception

In the EYFS, children are provided with practical opportunities to practise and develop their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. Their learning is holistic and purposeful learning opportunities are planned for 'in the moment'. An 'enabling' environment is carefully planned for and is set up to support progression in mathematical learning. Children's interests and motivations are used as starting points for mathematics teaching which is linked to everyday provision, experiences and routines. The structure of what is taught and how this is delivered varies year upon year but the following details the skills which the children will have opportunities to practise and build firm foundations in throughout the year.

### Numbers

#### Learning outcomes

##### 40-60 months:

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

#### **Early Learning Goal**

(assessed in the summer term of the reception year)

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Shape, Space & Measure

#### Learning outcomes

##### 40-60 months:

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

#### **Early Learning Goal**

(assessed in the summer term of the reception year)

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**School subscribed websites (children have usernames and passwords)**

<http://busythings.lgfl.org.uk/>

**Additional website links to help with homelearning:**

<https://www.bbc.co.uk/cbeebies/games/learning-area/maths#filter>

<http://ictgames.com/resources.html>

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1>