



Maths How to Help

Thursday 9th March 2023

Mrs Mcfarlane and Miss Warner



Reception Early Learning Goals for Maths

- Within Maths we have Early Learning Goals for 'Number' and 'Numerical Pattern'. Children must achieve the Early learning Goals in both areas to be working at the expected level at the end of the year.



By the end of Reception these are the expectations in 'Number'.

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) 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.





In simpler terms this means:

- Having a deep understanding of numbers to 10.
- ❖ To recognise numerals from 0-10 and understand the quantity.
one object = one number.
- ❖ To be able touch count 1:1 manipulatives.
- ❖ To understand how a number can be made by smaller numbers.
- ❖ Play some number games to try and make it fun.



■ Subitising

- ❖ To be able to identify how many there are in a group without counting.
- ❖ To identify patterns to help them subitise.
- ❖ Using knowledge of the composition of numbers to help them subitise.
- ❖ Identifying patterns in their own environment to help them subitise.



- Number bonds
 - ❖ Automatic recall – the children just need to know these facts.
 - ❖ These are addition facts.
 - ❖ We initially use rhyme to teach these facts but we then build upon this knowledge by using other resources such as ten frames, numicon, our own fingers.

Numerical Pattern

- 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.





- Verbally count beyond 20, recognising the pattern of the counting system.
- ❖ Children need to be able to say the numbers in order to 20.
- ❖ Recognise the counting system is basically the order that we say the numbers in.



- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- ❖ Children need to be able to identify which group has more and which group has less or if the groups have an equal amount.



Final objective:

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Doubling and Halving

- Doubling is when the same number is added together.
- Halving is when an amount is shared between two.
- Perhaps ask your child to give you half of their socks, shoes or colouring pencils. Stress that half of a number means that both halves are the same.



Sharing

- This can be done at anytime.
- An obvious choice would be to share some food at dinner time. Concentrate on giving one to yourself then one to you your child until all the food has gone. Then **count** the food on each plate and highlight the fact that you both have the **same** number.
- Another chance could be to share some cards equally or to share some teddies on each side of a bed.
- Once your child has worked out how to share between two people you could move onto sharing between a larger number of people.



Any questions?

