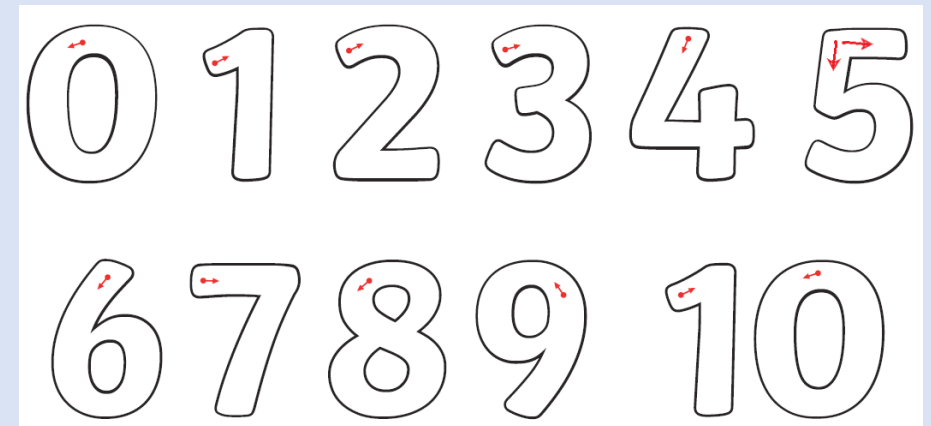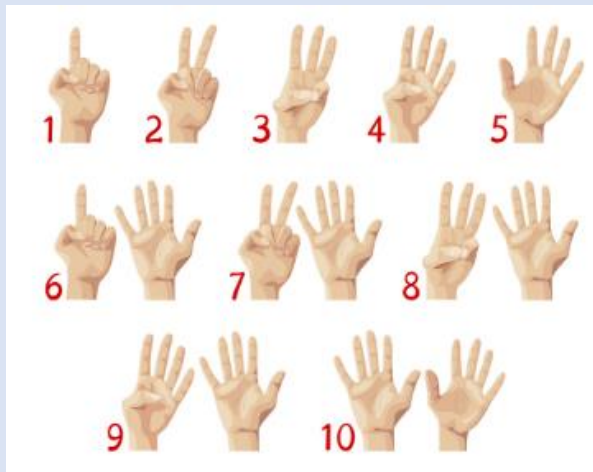# Maths

…in the Foundation Stage at Mayfield

What we're going to cover…

- **How we teach Maths in Reception and what we cover during the year**

- **Key maths concepts**

- **How you can support your child at home**

- **What the goals in Maths are for the end of the year**

How we teach Maths in Reception and what we cover

Mathematics in EYFS

Children must be given opportunities to develop their skills in the following areas:

- Counting **Up to, and slightly beyond 20. Correctly pronouncing 'teen' numbers, and crossing the '10s boundaries'**

- Understanding and using numbers

- Calculating simple addition and subtraction problems (in practical situations) **If you have two cars, and I have 4 cars, how many are there altogether?**

- Describing shapes, spaces, and measure

  - **The names and properties of simple 2D and 3D shapes**
  - **Describing the position of objects… above, left, right, behind, under**
  - **Weight – heavier and lighter**
  - **Length – longer and shorter, higher and lower, thinner and wider**

Our Maths Sessions

We have dedicated whole-class Maths sessions 4-5 times per week.

Within the sessions, we cover all of the skills mentioned previously in a carefully planned step-by-step progression.

We continuously make connections to real-life experiences and previous learning, with activities that the children join in with.

We have continuous provision (activities the children can access during free-choice times) within our learning environments (inside and outside) for the children to experience through play and investigation, to further embed the different mathematical concepts. This provision changes most weeks.

We embed the 'maths focus of the week' through class routines.

We incorporate further experiences for some children that require consolidation to enable them to understand and access the learning.

Resources we use
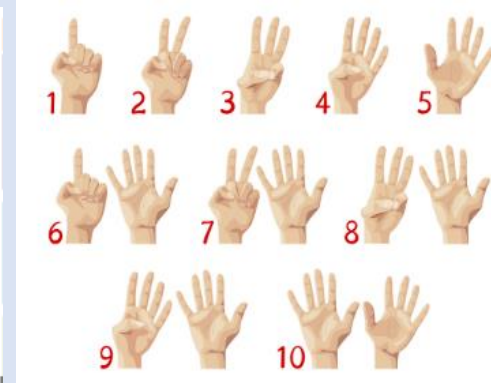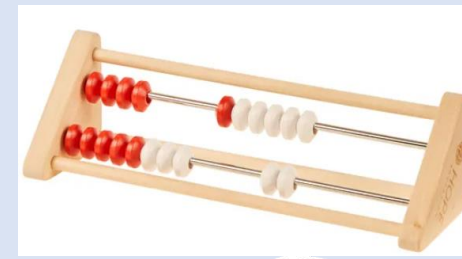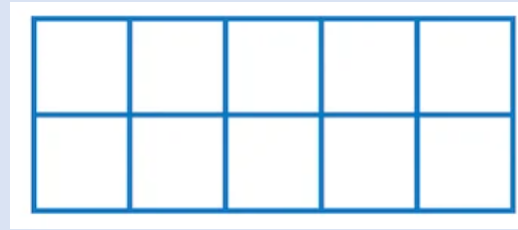
Practical, practical, practical!

And much, much more!

Key concepts

Six key areas of mathematical learning

1. Cardinality and counting

2. Comparison

3. [Composition](#)

4. Pattern

5. Shape and Space

6. Measures

The cardinal value of a number refers to the quantity of things it represents: the numerosity, 'how-many-ness', or 'three-ness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to.

Cardinality and counting

- When children understand the **cardinality of numbers**, they know what the numbers mean in terms of knowing how many things they refer to.

Comparison

- **Comparing numbers** involves knowing which numbers are worth more or less than each other.

Composition

- Learning to 'see' **a whole number and its parts** at the same time is a key development in children's number understanding.

Pattern

- Developing an **awareness of pattern** helps young children to notice and understand mathematical relationships.

Shape and space

- Mathematically, the areas of **shape and space** are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes

Measures

- Measuring in mathematics is based on the idea of **using numbers of units in order to compare attributes**, such as length or capacity.

How you can support your child at home

Build number recognition by looking for numbers on houses or car number plates while out and about.

Compare the weight and height of different things using words such as 'heavier or lighter than', 'shorter or taller than' and 'equal to', e.g. 'Daddy is taller than the table', 'the bedroom doors are the same height', 'Mummy is shorter than the tree'.

Play games with dice or dominoes to practise subitising.

Measure everything! You don't even have to use real measurements like metres or centimetres - you could measure your child's height in hand-spans or measure the rug in footsteps.

Get in the habit of counting everyday things and pointing to each thing as you count it, e.g. buttons on your shirt, books on a shelf, cars parked on your street.

Make fruit kebabs using three or more fruits (e.g. strawberries, grapes and oranges), discussing the fruit patterns you are making with your child - can they copy your pattern or make their own?

RMeasimaths

- [Rmeasimaths](#) is website that every child in school has a login to (logins stuck into your child's reading record)

- Each child progresses at their own pace, with the

Program repeating skills which they have not yet

mastered (so try not to help them to 'get it right').

RMeasimaths™

Name:	Monty Mayfield
Username:	MontyMayfield
Password:	green23
Site Id:	Mayfieldc
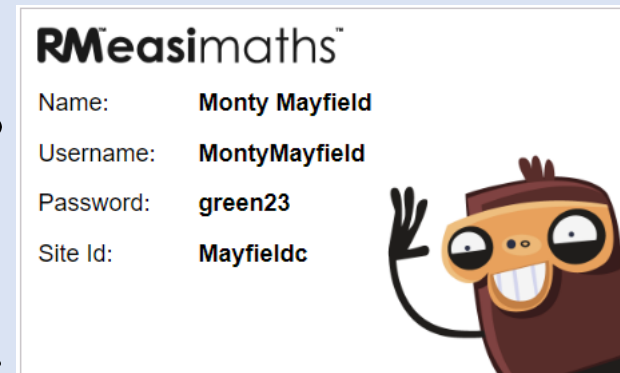
What the goals are for the end of the year

Mathematics

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.

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.

Quickly! "Subitise.. Take a picture with your eyes!"

…28, 29, **30**, 31, 32…

Any questions?

Please email the class teachers, or ask us at the end of the school day if you have any questions ☺