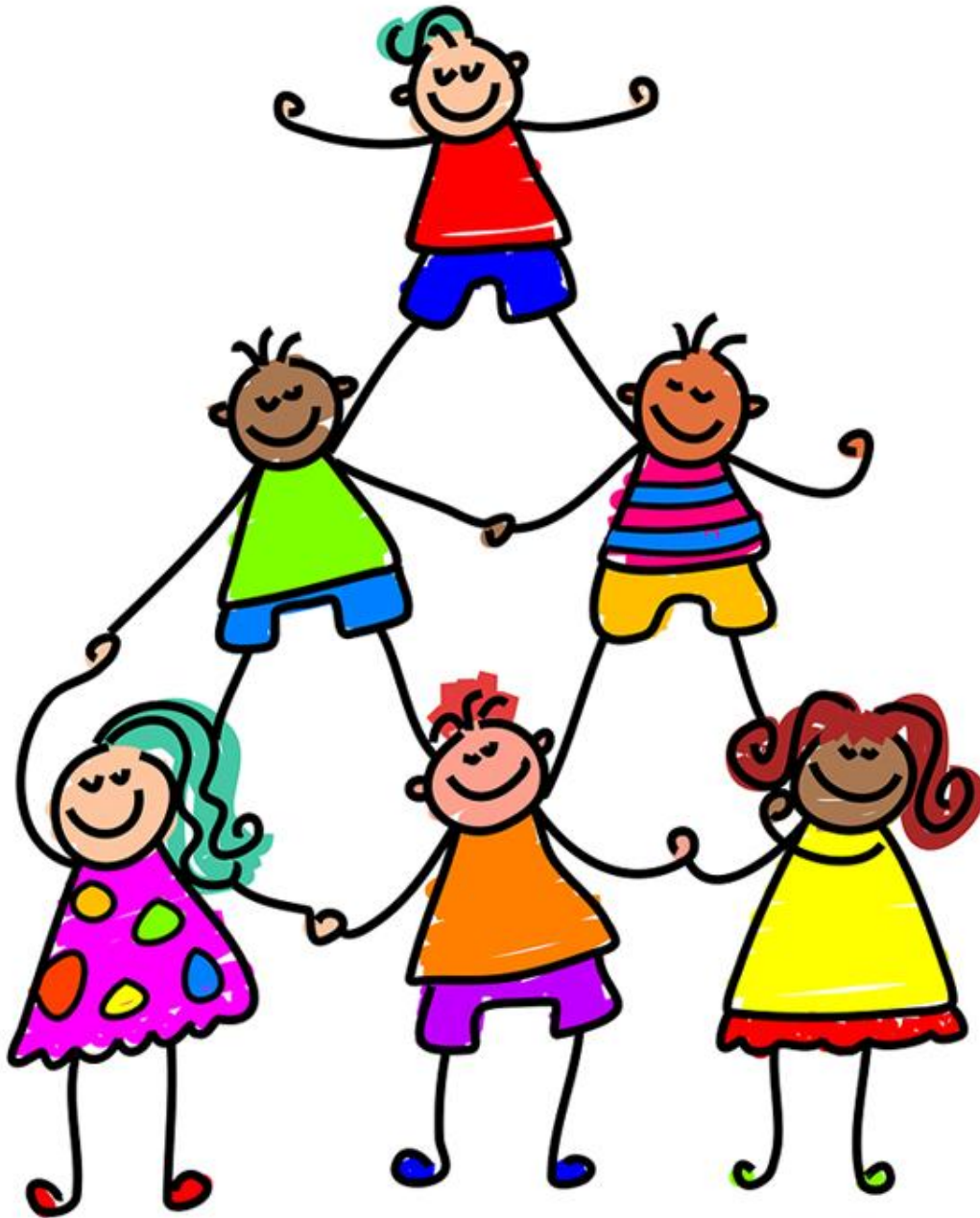




Reception Maths Workshop

January 2026





Our Mathematical Vision

We aim to make mathematical learning practical, relevant and fun and ensure children acquire the necessary knowledge, skills and confidence to be **successful mathematicians** now and into their future.



Maths aims in Reception

- To ensure children meet the maths Early Learning Goals by the end of their Reception Year
- To develop a deep understanding of the fundamentals of the number system - Number Sense
- To grow mathematicians – who enjoy the challenge of maths, who are able to solve problems by applying their mathematical knowledge and have the language to talk about it
- To help children develop a Growth Mindset
- To build firm foundations for KS1 curriculum



What are Early Learning Goals ?

Early Learning Goals (ELGs) are nationally set **goals** or **targets** for children to achieve by the end of the Early Years Foundation Stage .

Children work towards these **goals** throughout the Early Years Foundation Stage (EYFS)





Maths Early Learning Goals

ELG: Number

Children at the expected level of development will:

- 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

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



How are the maths ELGs achieved at Streetsbrook?

Through play-based and more formal guided activities children encounter the six main areas of early mathematical learning enabling them to build solid mathematical foundations.

- Cardinality and Counting
- Comparison of numbers
- Number composition (understanding that a number can be made up of other smaller numbers)
- Pattern
- Shape and Space
- Measures

Children are challenged to solve problems by applying their mathematical knowledge and are supported to develop their ability to reason mathematically and to communicate their thinking using accurate mathematical vocabulary.

For more information about each area:

www.ncetm.org.uk/in-the-classroom/early-years/



MASTERING NUMBER



NCETM

NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

[Mastering Number at Reception
and KS1 | NCETM](#)



How will my child encounter maths in Reception?

Daily Maths session

A whole class session following the 'Mastering Number' scheme taught daily. This scheme develops children's number fluency and numerical patterns. Shape, space and measure is taught during continuous provision and separate sessions. The children are frequently exposed to problem solving opportunities.

Continuous provision

Daily access to independent/adult led play based activities which support, embed and extend mathematical learning.

This is an opportunity for children to embed and consolidate skills learnt during daily math's sessions and revisit prior learning. Teachers will use this time to embed and build on skills, address misconceptions and observe independent understanding.

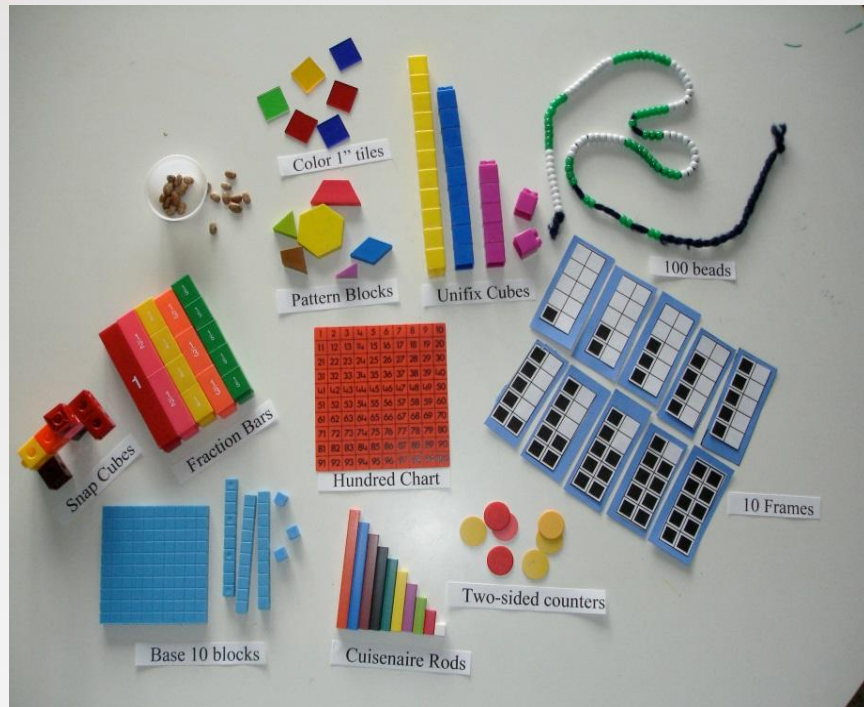
Key Instant Recall Fact (KIRFs)

Regular sessions aimed at supporting recall of key number facts. These sessions are taught at spontaneous times throughout the day.

For more information see our website <https://www.streetsbrook.co.uk/maths-at-streetsbrook/>



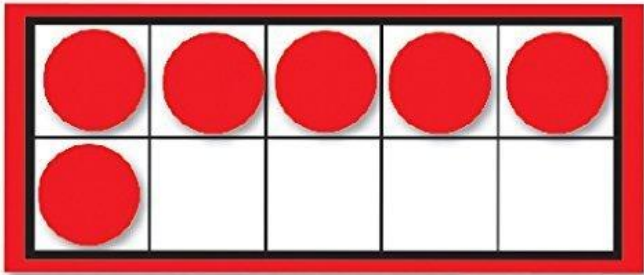
What resources do you use to support mathematical learning?



The use of concrete resources is central to our maths teaching and learning. We make use of a vast range of resources, the next slide shows some of our key resources.



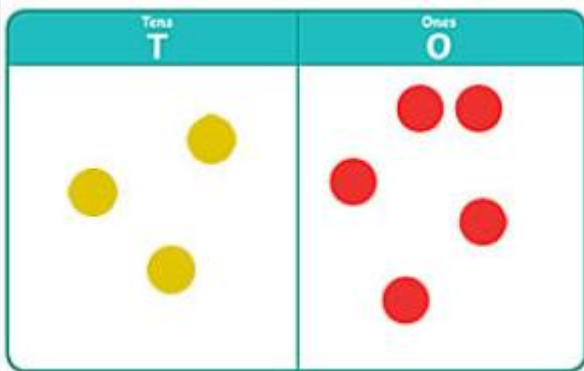
*Some key resources which help children
'see the maths'*



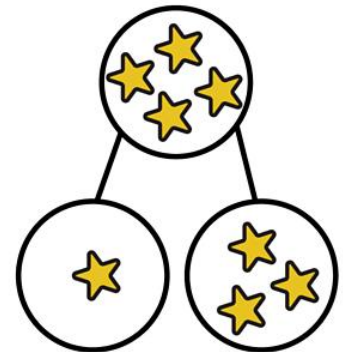
ten frame and counters



numicon



place value
counters



part, part,
whole model



Why are concrete resources important ?

The abstract nature of maths can be confusing for children, through the use of concrete, practical resources, they are able to 'see' the maths and make sense of what is actually happening.

numicon, counters, cubes, are all examples of concrete resources. (see previous slides)

Concrete resources (also referred to as manipulatives) are objects or physical resources that children can handle and manipulate to aid their understanding of different maths concepts.





Why is mathematical language important?

The maths curriculum in EYFS is heavily reliant on the use of **mathematical vocabulary** and the ability of children to be able to **explain and share their ideas**. This links explicitly with the curriculum and ethos in Year 1 and 2.



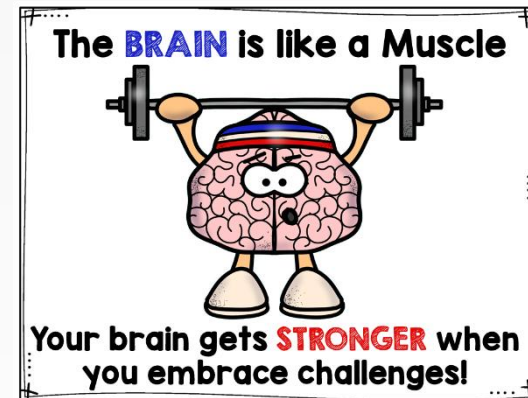


What is a Growth Mind-set ?

In simple terms we want children to be brave and resilient in relation to maths. We want them to relish the challenges of learning and to understand that they learn from their mistakes.

We have a couple of key sayings to support this.

I can't do it....**yet**....



Mistakes grow your brain!



How can I help my child develop a growth mindset and avoid them becoming anxious about maths?

Be encouraging , even if they are wrong

- Oh I see what you are thinking but ... rather than... no, that's wrong

Don't associate maths with speed

- This can lead to maths anxiety, especially in girls

Never share the idea that you were bad at maths at school or you dislike it

- Maths achievement has been shown to drop, particularly when mothers share this with daughters

Think about the praise you give

- I like how you worked that out... rather than... You are so clever at maths

Remind children that 'mistakes' grow their brain



How can I help at home ?

- Games: 'Snakes & Ladders', Dominoes - Invaluable for developing number sense
- Setting the table, how many people, how many knives, etc.
- Sorting the washing by size, colour etc.
- Can you cut your toast into squares, triangles, in half?
- Pocket money – coin recognition, shopping
- Maths through songs , rhymes and stories
- I Spy (shapes, colours, size,)
- Talk maths
- Lots of apps and websites aimed at making maths fun
- Support your child in embedding Key Instant Recall Facts (KIRFs) For more information

see our website <https://www.streetsbrook.co.uk/maths-at-streetsbrook/>

Maths is everywhere! Enjoy it and so will your child!



How can I help outdoors?

- Outdoor games - Hop Scotch, Hide and Seek , Den Building, Hunt the number...
- Estimating - leaves on a branch, conkers in a pile, how long it will take to run up the garden and back...
- Compare/order by size/weight/length/ capacity - leaves, twigs, stones, shells, sand water...
- Look for patterns/ shapes - fencing, roofing, buildings...
- Environmental numbers - car number plates, house numbers, buses...
- I Spy (shapes, colours, sizes)
- Talk maths

Maths is everywhere! Enjoy it and so will your child!



Can you recommend any websites?

Online parental advice and activities for children

home.oxfordowl.co.uk

www.topmarks.co.uk/maths-games

www.nationalnumeracy.org.uk

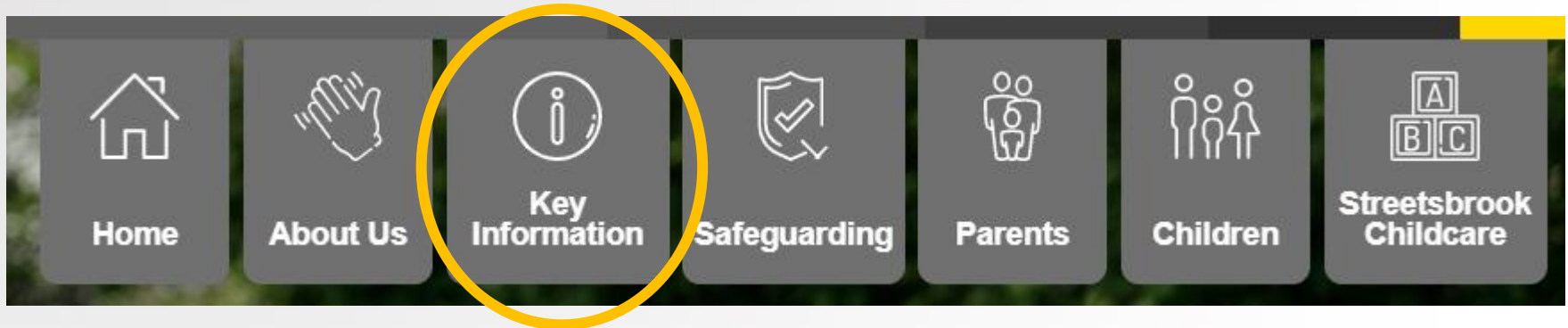
www.ncetm.org.uk/in-the-classroom/early-years/

This site includes resource materials to support the wonderful BBC Numberblocks series.





Where can I find out more about Maths at Streetsbrook ?



Curriculum

Please see our website
www.streetsbrook.co.uk
or contact Miss Cartwright



English at
Streetsbrook



Maths at
Streetsbrook

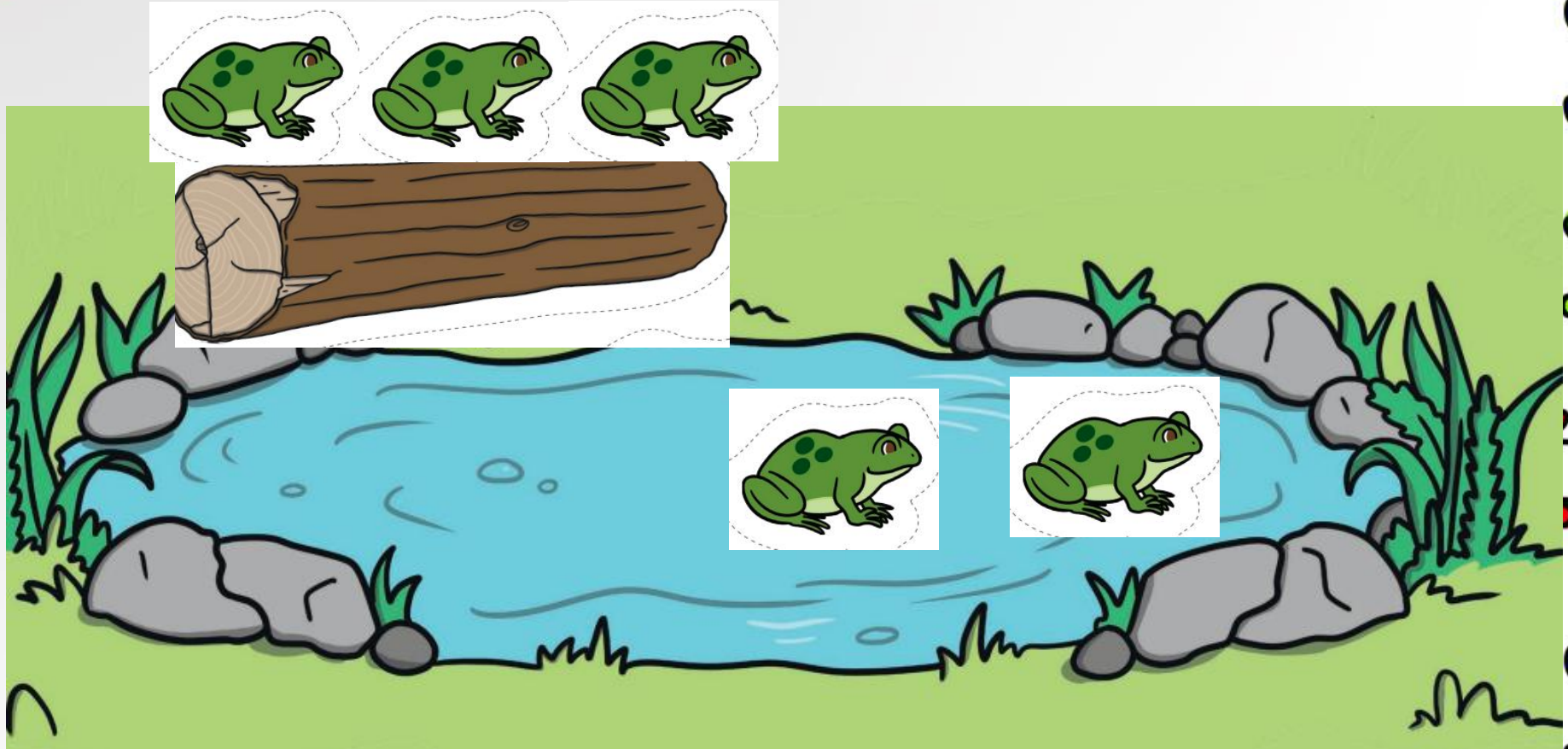


PSHE at
Streetsbrook





Mastering Number Lesson



5 is made of 3 and 2



Thank you!

