

## How is Maths taught in Reception?

- ✚ Maths contains two strands 'Number' and 'Numerical Patterns'.
- ✚ Maths is one of the four specific areas of learning in the EYFS framework.

- ✚ Prime and specific areas of learning...

The three prime areas are Personal, Social and Emotional Development, Physical Development AND Communication and Language.

The four specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

- ✚ Maths Early Learning Goal (where we expect children should be by the end of Reception):

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.*

- ✚ In order for children to achieve these Early Learning Goal we teach Maths daily as a whole class and also during 'Team Learning time' when children are taught in small groups throughout the week. See Example of Team Learning Timetable.
- ✚ During whole class teaching time a specific concept is introduced or practised. This is a short 10-15 minute session that is taught using the visualizer, SMART board or sat in circle looking at or using resources. All children are encouraged to join in through the use or partner discussions, playing short games and singing songs together.
- ✚ We then go into Numeracy Team Learning groups. These are 5 ability groups (fruit groups). The teacher and TA works with one group each day and the remaining three groups work independently.
- ✚ By the end of the week each group will have worked with the Teacher and TA. This allows us to differentiate accordingly and provide enough challenge for our most able students.
- ✚ Team Learning lasts for about 15-20 minutes.
- ✚ The Teacher uses tracking sheets after each team learning session to monitor pupils progress and ensure they are in the correct ability group and are being provided with enough support and challenge.
- ✚ Each week we have a Numeracy focus displayed on our WALT robots which we talk about at the beginning and throughout the day.
- ✚ Rather than follow a specific scheme of work we plan learning objectives according to weekly topics that naturally lend themselves to certain key skills. For example, teaching pattern during our Diwali week or counting in 2's when our topic is Noah's Ark. In this way, children are learning for a purpose and are most motivated.
- ✚ We ensure there is good coverage of all key skills and that shape, space and measures is included regularly within our Maths lessons. Please see yearly coverage and planning. Please note that although our focus one week may be 'doubling' for example, we would still practise many other key skills simultaneously. Our weekly focus is mainly to ensure that we are providing good coverage and are able to assess affectively and accurately.

- ✚ As well as a dedicated numeracy time, the children also have the opportunity to practise their numeracy skills during our Busy Learning Time. The classroom has many different areas of learning in which children can learn through play. Both classrooms provide a Maths area of learning in which the resources are constantly changed or adapted depending on our weekly focus, topic and the children's interests.
- ✚ We also make the most of opportunities to promote mathematical thinking and problem solving during the day. For example.... Counting how many things we have to do in the morning and in the afternoon on our visual timetable. Adding up how many things we have to do all together. Working out how many children are away and how many are here. Counting children in the line. Sharing out fruit. Counting how many more stickers we need on our reward charts etc....
- ✚ During our Busy Learning Time adults spend dedicated time with certain children who have been identified as needing additional Maths support in order to make expected progress. See intervention Group work.
- ✚ Parents are given half termly information sheets explaining our weekly maths focuses. They are asked to complete tasks at home with their children to post on Tapestry. We look at these as a whole class and children are rewarded for any home learning. We also add assessments to parent's observations and this contributes to the child's learning journey profile.
- ✚ We provide drop in sessions for parents for Number and Shape, space and measures.
- ✚ Parents are kept updated with children's next steps during parent meetings and on Tapestry observations.