

Early Learning Goal

During their time at Reception the children work towards the early learning goals through play. The children are taught to develop a strong sense of number. The Early Learning Goals in maths are broken into two strands: Number and Numerical Patterns.

In 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.

In 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

The children spend the year working towards these learning goals. We use the [Development Matters](#) document to work towards these goals with the children. This document is used to support the development and plan for the children's learning.

Development Matters: Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### How maths is taught at school

Formal lessons: These sessions are important for developing a grounding in mathematics and developing the essential building blocks to excel in mathematics. During these sessions the children are taught together and work in pairs or small groups. They are taught to count, recite and recognise numbers, they explore the composition of numbers and the many ways numbers can be represented in everyday life.

Provision: the provision is set to allow children to lead in their learning, explore number and different ways of representing number and to problem solve. Problem solving is an important way of learning because it motivates children to connect previous knowledge with new situations and to develop flexibility and creativity in the process.

An example of problem solving can be laying a table. Children will complete this task differently and there is no one way. A task like this involves aspects of mathematics such as one-to-one correspondence, counting and cardinality, or estimation and number comparison.

Children learn the most through play. By making any learning into a game the children will eagerly engage. This can also be boardgames, games, jigsaw puzzles, memory games, guessing games etc.

### Ideas for learning at home

There are so many ways for your child to explore number and numerical pattern at home. NRich has lots of ideas and activities that can be tried at home.

[Activities for Ages 3-5 \(maths.org\)](#)

[Maths at Home](#)

### Great story books about maths

Here is a list of wonderful books that you and your child can enjoy at home that explore number, numerical patterns and shape, space and measure.

[EYFS Number Books \(maths.org\)](#)

[Bookcase Maths: Teaching Maths Through Your Bookshelves](#)