Reception
Maths Workshop

Together we Aspire, Believe, Explore, Achieve

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Aims of the session

- Share the approach we use for teaching maths at All Saints
- Discuss with you some of the things your child will be learning in Reception
- Improve your confidence in helping your child with maths at home

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🧮 Our Approach to Maths at All Saints

At All Saints, we believe maths is part of everyday life,from problem-solving and building to cooking and playing.

We offer a fun, creative and challenging maths curriculum that helps every child develop confidence, curiosity, and a love of numbers.

We believe **every child can be successful in maths**. With the right support and encouragement, all children can enjoy learning and achieve their best.

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In EYFS Reception, the *intent* of the mathematics curriculum is typically to ensure that children:

Develop a strong grounding in number, so they can count confidently, understand the relationship between numbers, and use mathematical vocabulary correctly.

Build a deep understanding of numbers to 10, including subitising, comparing quantities, and simple addition and subtraction.
Explore spatial reasoning, including shape, space, and measure.
Develop positive attitudes and interests in mathematics, showing curiosity, resilience, and enjoyment in problem solving.

This intent aligns with the EYFS statutory framework (2021) and the National Curriculum aims of mathematical fluency, reasoning, and problem-solving — laying secure foundations for

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Fluency

Become fluent in the fundamentals of maths through practice so that they develop conceptual understanding and recall and apply knowledge rapidly and accurately.

Reasoning

Use mathematical language to follow a line of enquiry, identifying relationships and generalisations and develop an argument, justification and proof.

Problem Solving

Applying their mathematical knowledge to a variety of problems.

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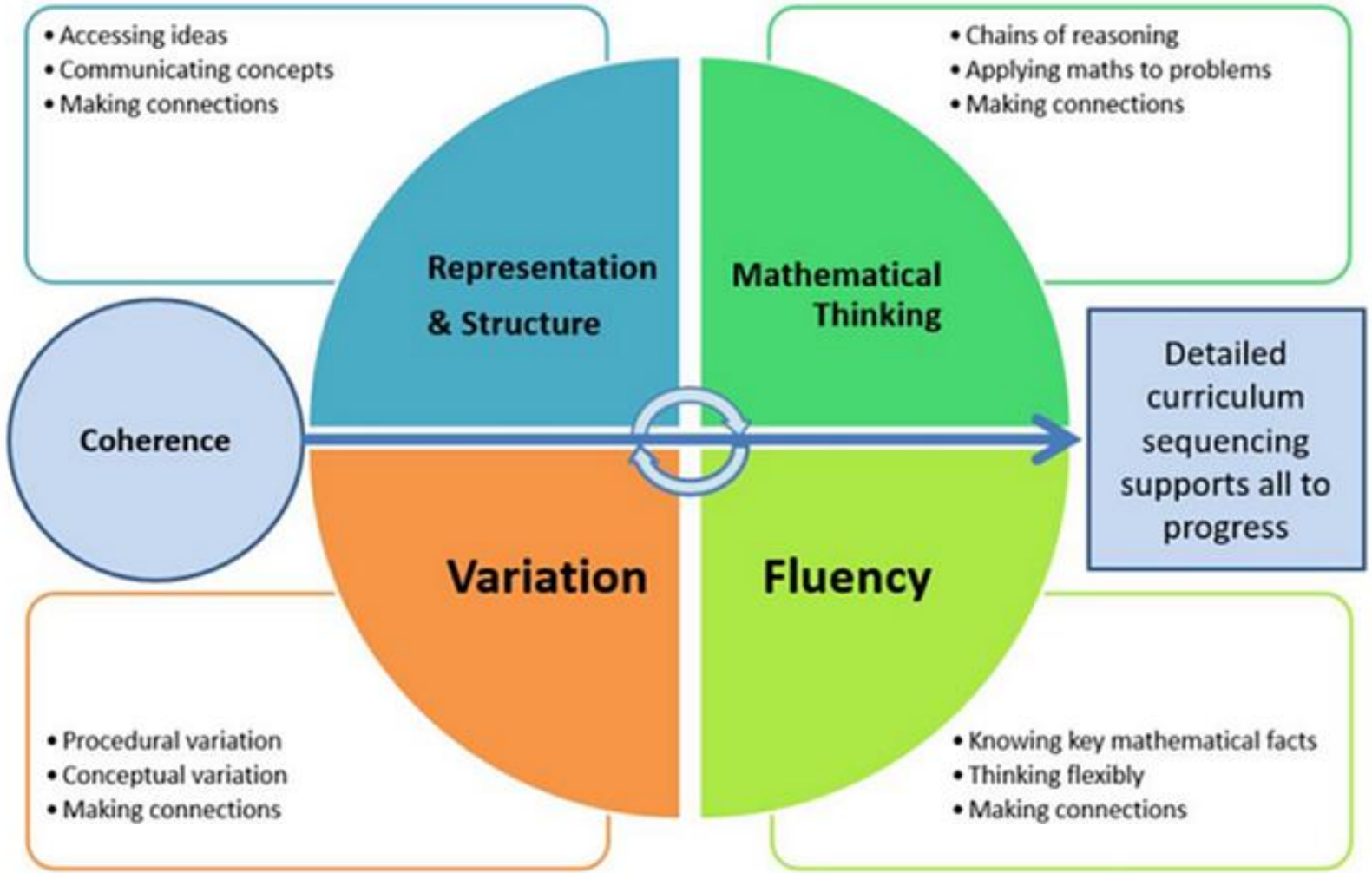
Our Mastery Approach in Maths (EYFS)

In Reception, we help children build strong foundations in maths by exploring numbers, shapes, and patterns in fun, practical ways. Our *mastery approach* means children develop a deep and lasting understanding of maths, not just learning facts, but really understanding how and why things work.

We explore maths in our continuous provision and in our enhanced. Our enabling environment and high-quality interaction from staff ensure that Maths is constantly woven through your child's day.

We make sure every child moves at their own pace, using clear explanations, hands-on activities, and visual resources. This helps children feel confident and ready to use their maths skills in everyday life and new situations.


• Accessing ideas
• Communicating concepts
• Making connections
• Chains of reasoning
• Applying maths to problems
• Making connections
Representation & Structure
Mathematical Thinking
Coherence
Detailed curriculum sequencing supports all to progress
Variation
Fluency
• Procedural variation
• Conceptual variation
• Making connections
• Knowing key mathematical facts
• Thinking flexibly
• Making connections

🔢 Number and Counting in Reception (EYFS)

In Reception, children build a strong understanding of numbers through practical play and real-life experiences. They learn to count objects, recognise numbers, and understand that numbers tell us *how many*.

We help children:

Count accurately and understand the order of numbers.
Notice patterns and relationships between numbers.
Use objects, pictures, and games to explore addition and subtraction.
Develop confidence and enjoyment in using numbers every day.

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➕ ➖ Addition and Subtraction in Reception (EYFS)

In Reception, children begin to explore addition and subtraction through play, stories, and practical activities. They use real objects, pictures, and numbers to build a deep understanding of how quantities can be *combined* and *taken away*.

Children will learn to:

Explore number bonds to 5 (1+4 etc) and some within **10** (e.g. knowing that 7 and 3 make 10).
Use practical resources and mental strategies to add and take away small numbers.
Talk about what happens when we add more or take some away.
Use pictures, fingers, and number tracks to help solve simple problems.

This helps children develop a secure sense of number relationships, preparing them for working confidently with numbers to 20 in Year 1.

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✕ ÷ Multiplication and Division in Reception (EYFS)]

In Reception, children explore early ideas of multiplication and division through practical activities and play. They use real objects, stories, and games to understand what it means to make **equal groups** and to **share fairly**.

Children will learn to:
Make and share **equal groups** using everyday objects.
Begin to understand **doubling** and **halving** in practical ways (e.g. sharing fruit or pairing socks)

Use mathematical language such as *double*, *half*, *share*, *equal*, and *group*.

This early understanding builds strong foundations for future learning in multiplication and division in Key Stage 1.

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Shape, Space and Measure in Reception (EYFS)

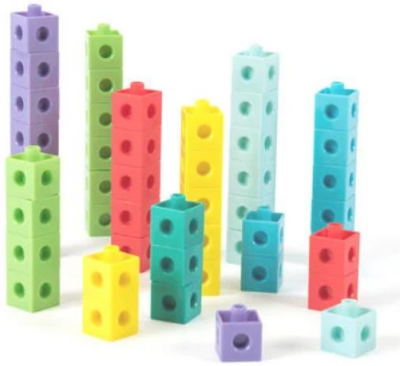
In Reception, children explore shape, space, and measure through hands-on play, construction, and everyday experiences. They learn to notice and talk about shapes, sizes, patterns, and positions in the world around them.

Children will learn to:
Recognise and name **2D and 3D shapes** (e.g. circle, square, cube, sphere).
Explore how shapes can be **combined, sorted, and used** to make new pictures or models.
Use everyday language to describe **size, weight, length, height, capacity, and position** (e.g. tall, heavy, longer, full, under, next to).
Compare and order objects using practical experiences.
Notice and create **patterns** and talk about how they repeat.

These experiences help children develop their **spatial reasoning**, **mathematical vocabulary**, and confidence in describing and comparing the world around them — key foundations for geometry and measurement in Key Stage 1.

Concrete resources we use in school

Counting cubes



Numicon

Double sided counters

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An example of how we use these resources in school

- *The children have been learning to subitise (identifying the quantity without counting each object)*
- *Based on our text this week 'Goldilocks the three Three Bear', the children used 1 to 1 correspondence to match items to the three bears, ensuring that it was fair. That each bear was matched with what they needed for a picnic in the woods.*
- *The children will now show you.*

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How you can help at home…

- *Talk about maths during everyday activities eg. Help to lay the table but give incorrect quantities, giving your child an opportunity to say how many more they need.*
- *Grouping everyday objects, talk about the whole and the different parts that can be made.*
- *Notice numbers in the environment, particularly two digit numbers to 100 on doors, sign posts etc.*
- *Encourage your child to count forwards and backwards.*
- *Use the part-whole frames to explore the parts that can be made from a whole. Use everyday small objects, draw them on the frame and write the numbers.*

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