



Maths in Reception

18th September 2023

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.”

DfE, Statutory Framework (2021)

Characteristics of Effective Teaching and Learning

Playing and Exploring

Children investigate things and have a go.

Active Learning

Children concentrate and keep on going even if they encounter difficulties and they enjoy their achievements.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop their strategies for doing things.

Thinking Bee



Team Bee



Can do Bee





“By providing frequent and varied opportunities to build and apply this understanding... children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.”

DfE, Statutory Framework (2021)





“In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”

DfE, Statutory Framework (2021)





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.



What can you do to help?

Use maths vocabulary

Value your child's mark making.

Number formation and recognition.

Encourage and praise them.

Re-model correct maths vocabulary, counting, ordering, problem solving or number formation.

Play games.

Seize everyday and every moment! Children are like sponges they soak up new knowledge and learning and have a thirst for it.