The background is a light teal color. At the top, there are three numbers: 4 (orange), 5 (light blue), and 6 (pink). At the bottom, there are three numbers: 7 (pink), 8 (yellow), and 9 (orange). On the left side, there is a yellow number 0, an orange number 1, and a pink number 2. On the right side, there is a light blue number 2, a pink number 3, and a yellow number 4. Various math tools are scattered around: a measuring tape in the top left, a yellow ruler in the top right, a pink calculator in the bottom left, and an abacus in the bottom right.

Maths in Reception


Using the White Rose Programme at Hurst Green Primary
Mrs Yeomans (EYFS Lead) and Mr Rees (Maths Lead)

Maths in Reception

- Focuses on developing foundational skills and concepts.
- Key focus areas: Number, Numerical patterns, Shape, Space, and Measures.



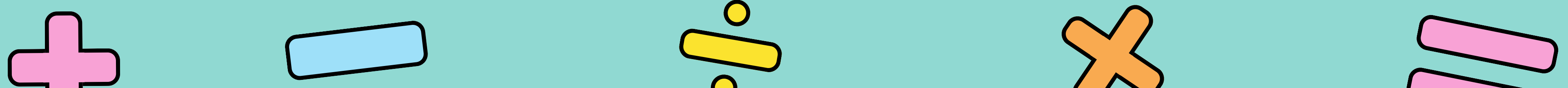
White Rose Education

- A structured approach to teaching early maths, used widely in schools across the UK.
 - Focuses on building deep understanding through visual representations and concrete learning in small steps with adult-led activities and continuous provision.
 - Schemes of learning - split into 3 terms, each comprising of individual blocks
 - Aims to develop fluency, reasoning, and problem-solving skills in young learners.
- 




White Rose Maths

- The reception schemes support the teaching of the key aspects of the EYFS curriculum.
- The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up.



How maths looks in Reception

- **Exploring Numbers:** Counting, recognising, representing, composition and comparing
 - **Patterns and Shapes:** Identifying and describing simple shapes (2D & 3D) and recognising, repeating and creating patterns.
 - **Measurement:** Understanding concepts of size, weight, capacity and length through hands-on activities.
 - **Mathematical Language:** Using language to describe and explain position, size, quantity.
- 



Early Learning Goals

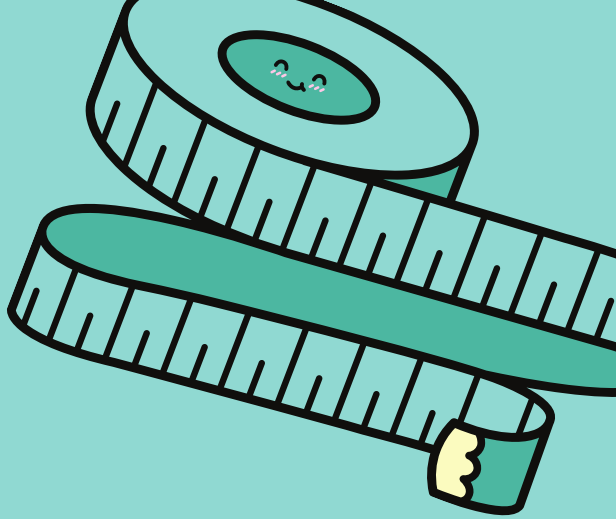
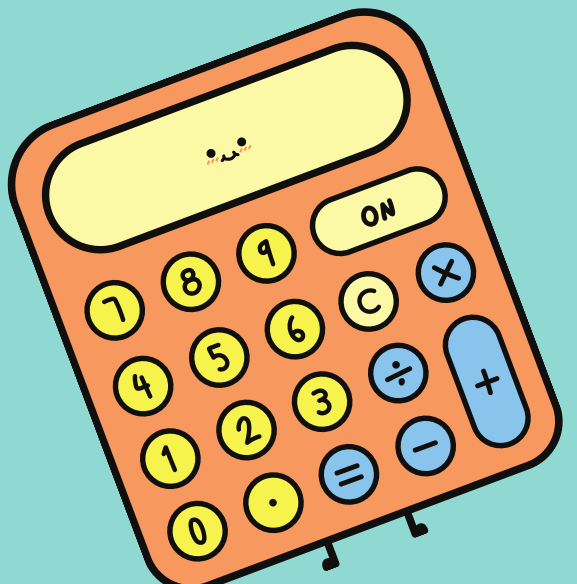
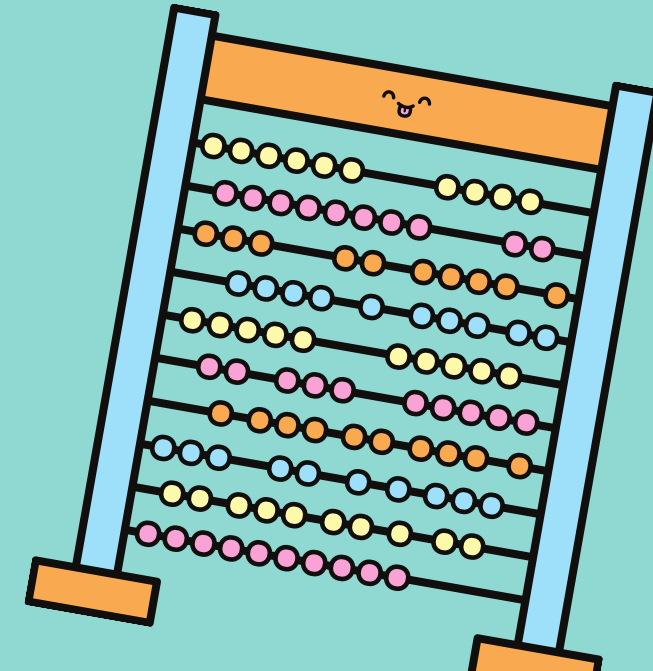


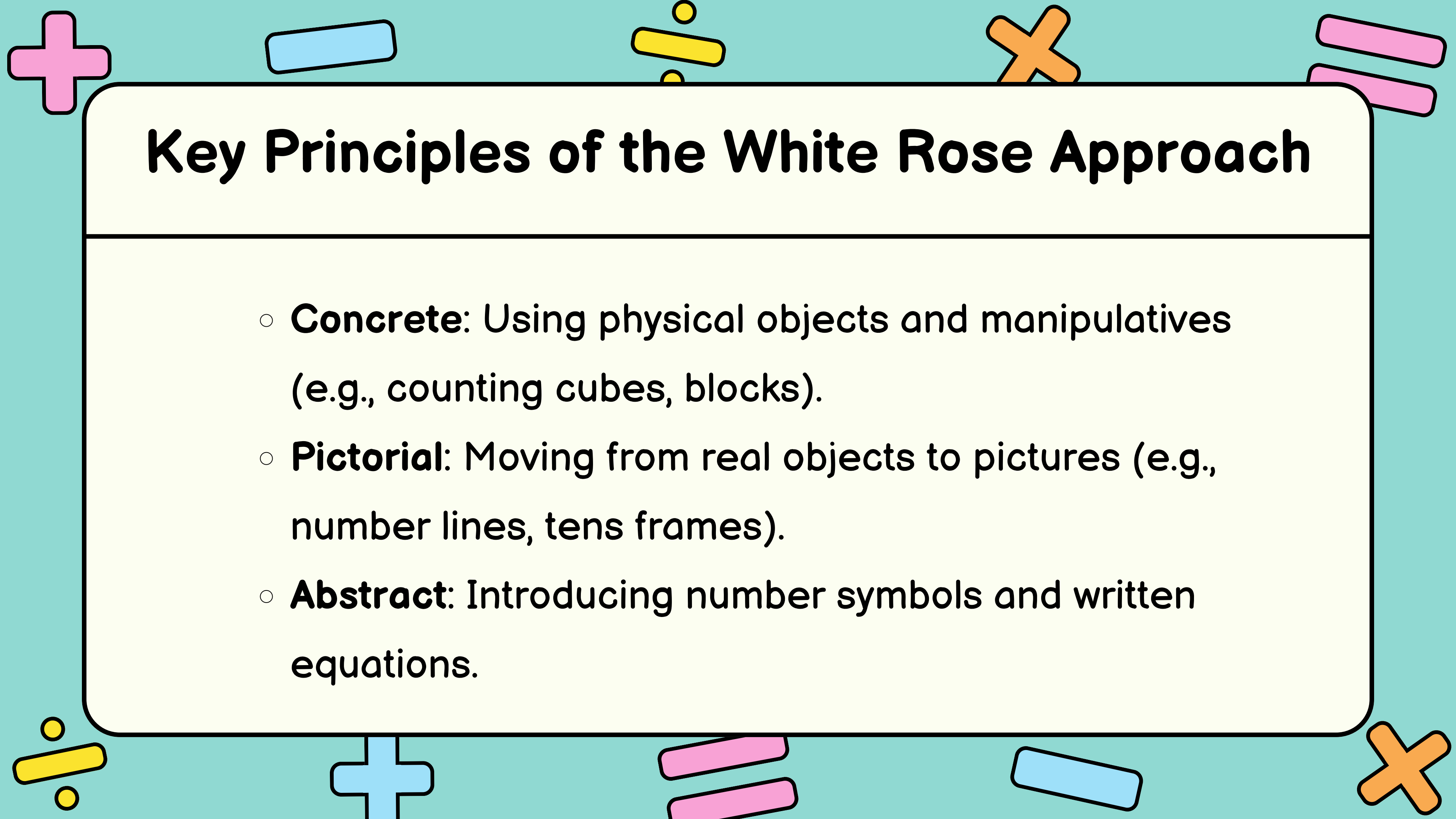
Mathematics

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.

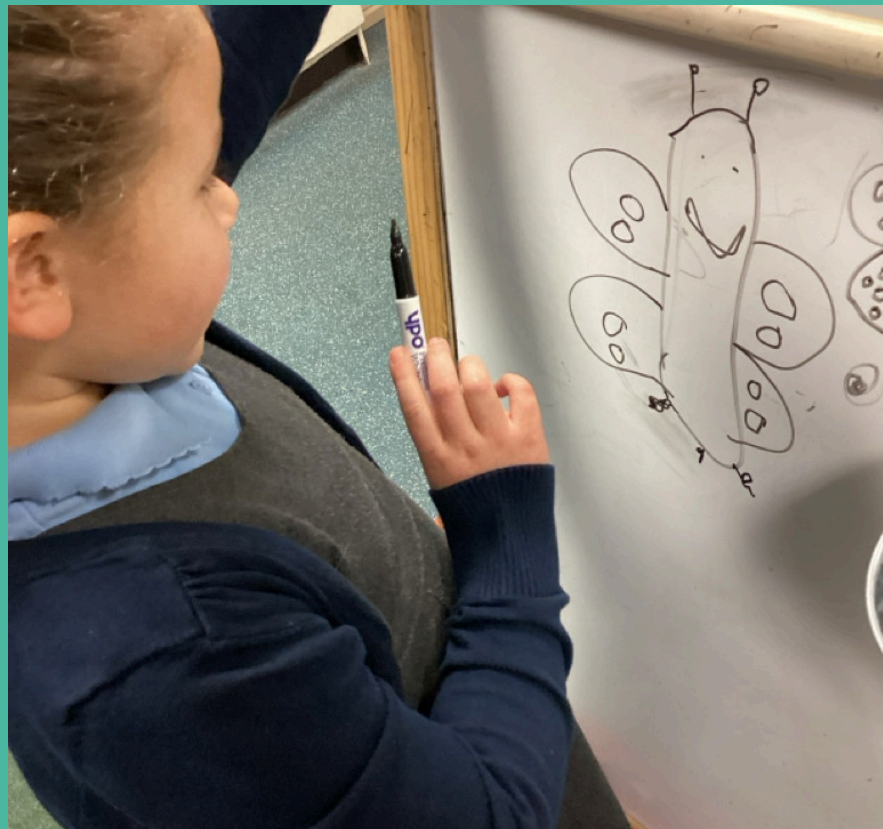
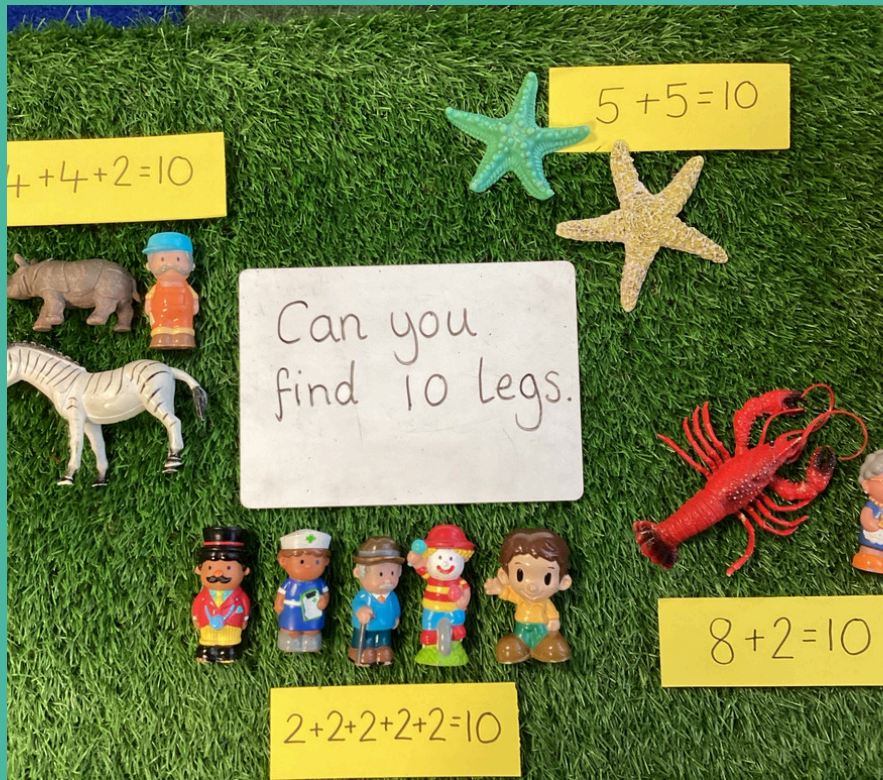
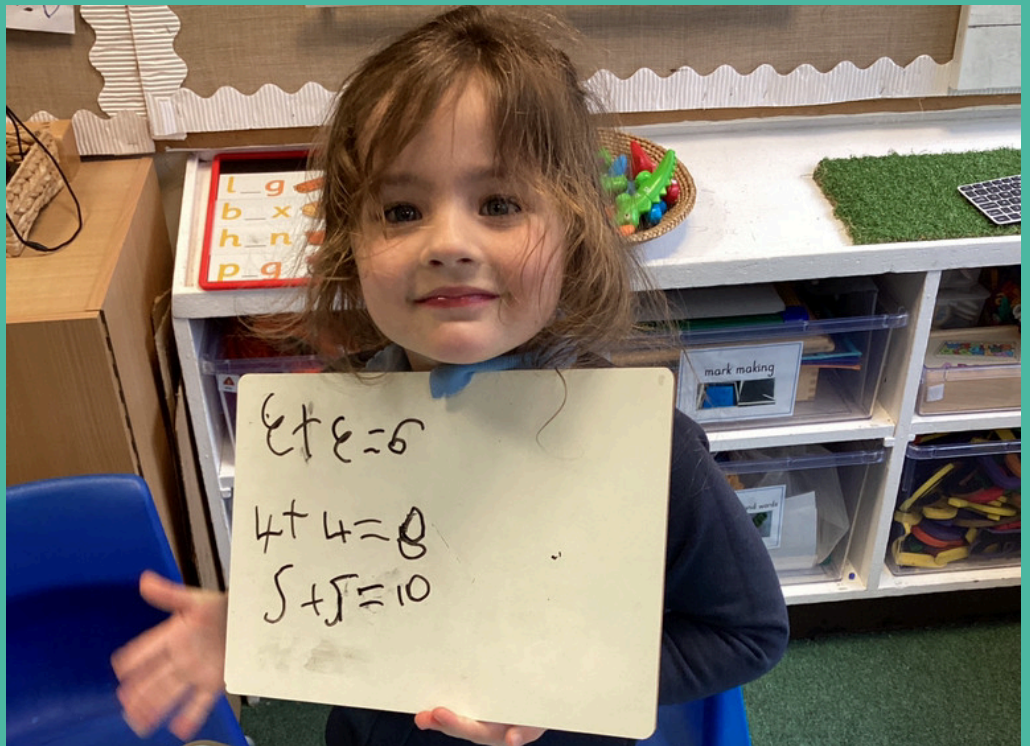
Numerical Patterns

- 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.
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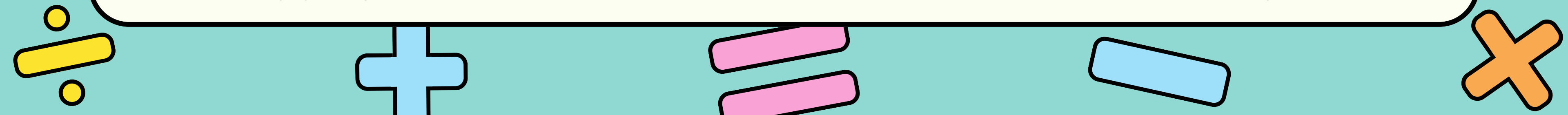
Key Principles of the White Rose Approach

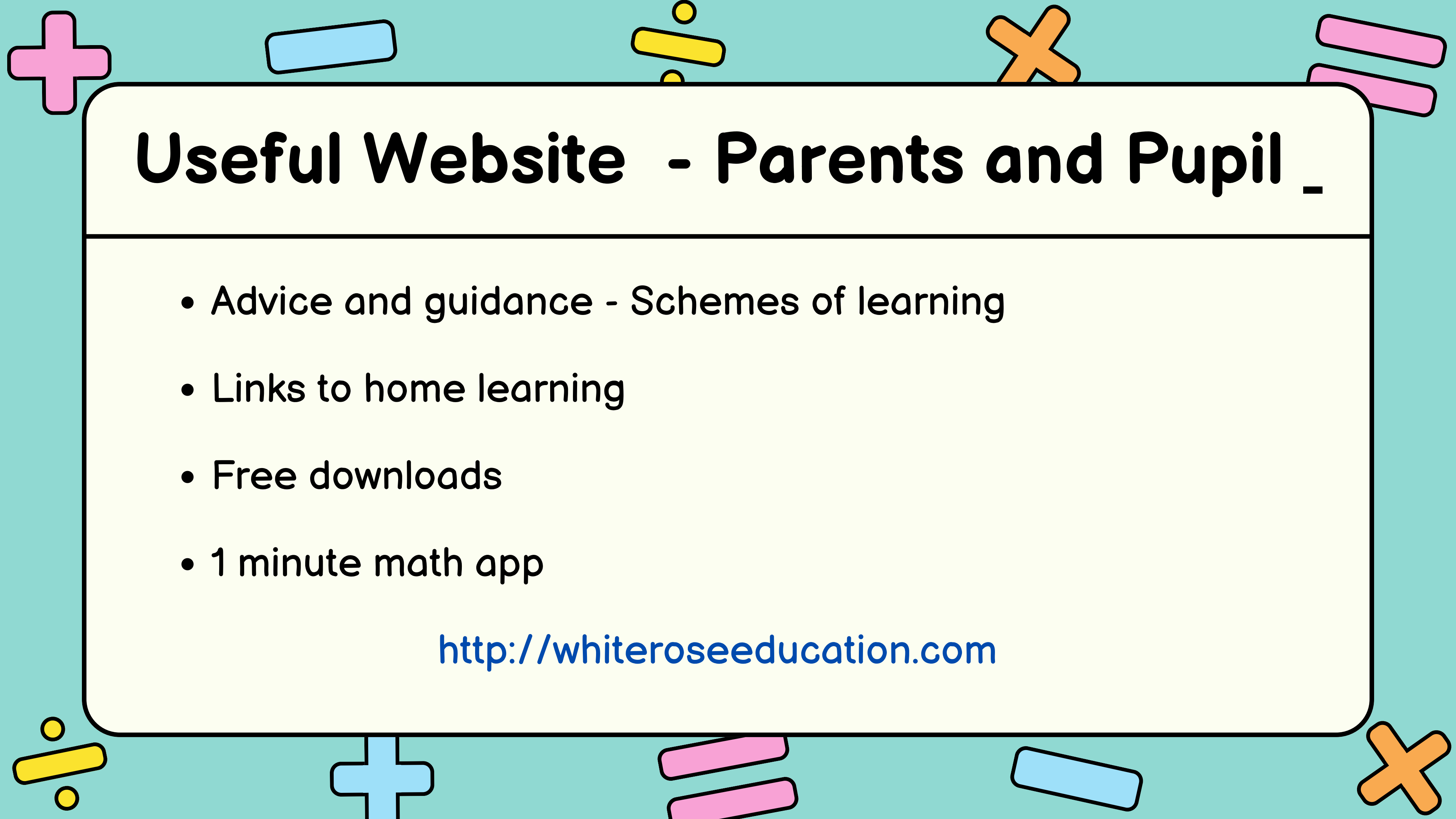
- **Concrete:** Using physical objects and manipulatives (e.g., counting cubes, blocks).
- **Pictorial:** Moving from real objects to pictures (e.g., number lines, tens frames).
- **Abstract:** Introducing number symbols and written equations.





Maths Mastery

- Children are encouraged to master each concept before moving on to the next.
 - Focus on **deep understanding** through repeated practice, variation, and visual support.
 - Building confidence through exploration and making connections.
 - Digging Deeper activities are used to extend learning
- 



Useful Website - Parents and Pupil _

- Advice and guidance - Schemes of learning
- Links to home learning
- Free downloads
- 1 minute math app

<http://whitroseeducation.com>





Mathematical Terms

Represent - Using objects, pictures, or symbols to show numbers or mathematical concepts. For example, using counters to represent the number 5.

Compare - Looking at two or more things to see how they are the same or different. Common comparisons include "more than," "less than," and "equal to."

Recognise - Identifying numbers, shapes, or patterns when they appear, without having to count or measure. For example, recognising the number 7 or a triangle shape.

Subitise - Recognising the number of objects in a small group without counting them one by one. For example, instantly knowing that there are 3 apples without having to count them.

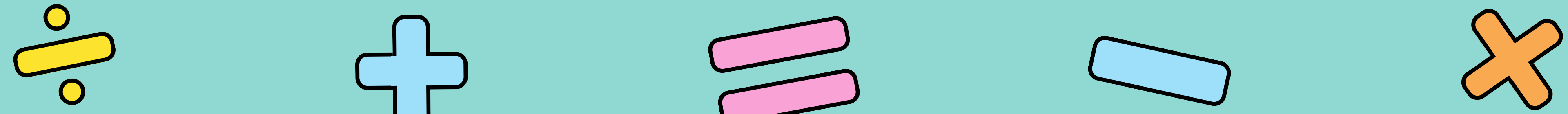


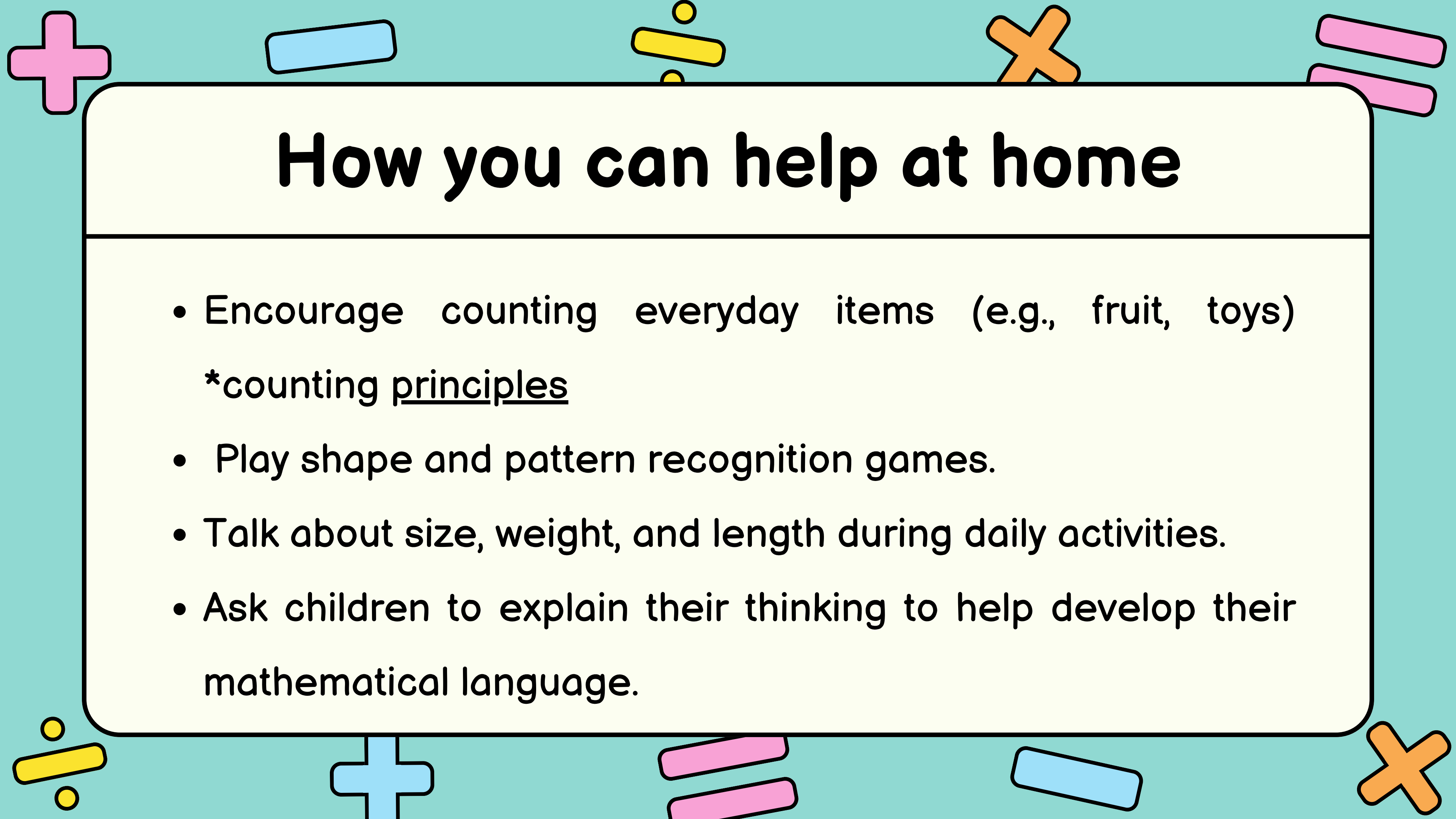


Mathematical Terms

Conceptual Subitising - Understanding the pattern or structure behind numbers. For example, recognising a group of 6 as $3 + 3$ or $4 + 2$, not just as 6 individual objects.

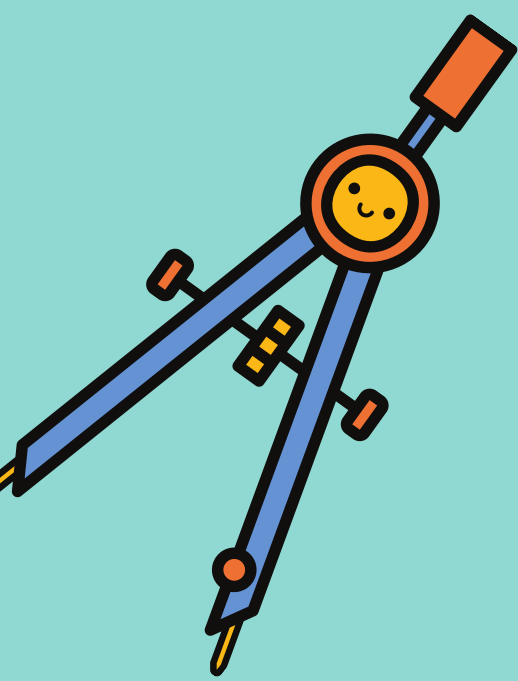
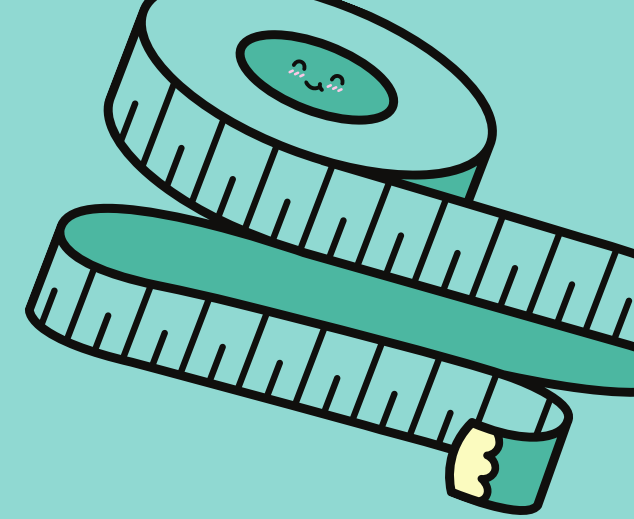
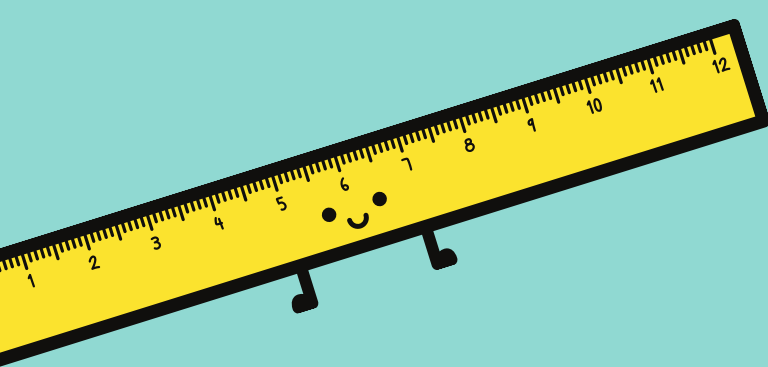
Compose - Putting numbers or shapes together to form a larger number or a new shape. For example, composing the number 10 from 5 and 5, or creating a rectangle by combining two squares.





How you can help at home

- Encourage counting everyday items (e.g., fruit, toys)
*counting principles
- Play shape and pattern recognition games.
- Talk about size, weight, and length during daily activities.
- Ask children to explain their thinking to help develop their mathematical language.



Questions

