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 are two measuring tapes (one green, one blue), a yellow number 0, an orange number 1, and a pink calculator with a receipt. On the right side, there is a yellow ruler with a smiley face, a light blue number 2, a pink number 3, and a blue abacus. The central text is contained within a white rounded rectangle with a black border.

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.



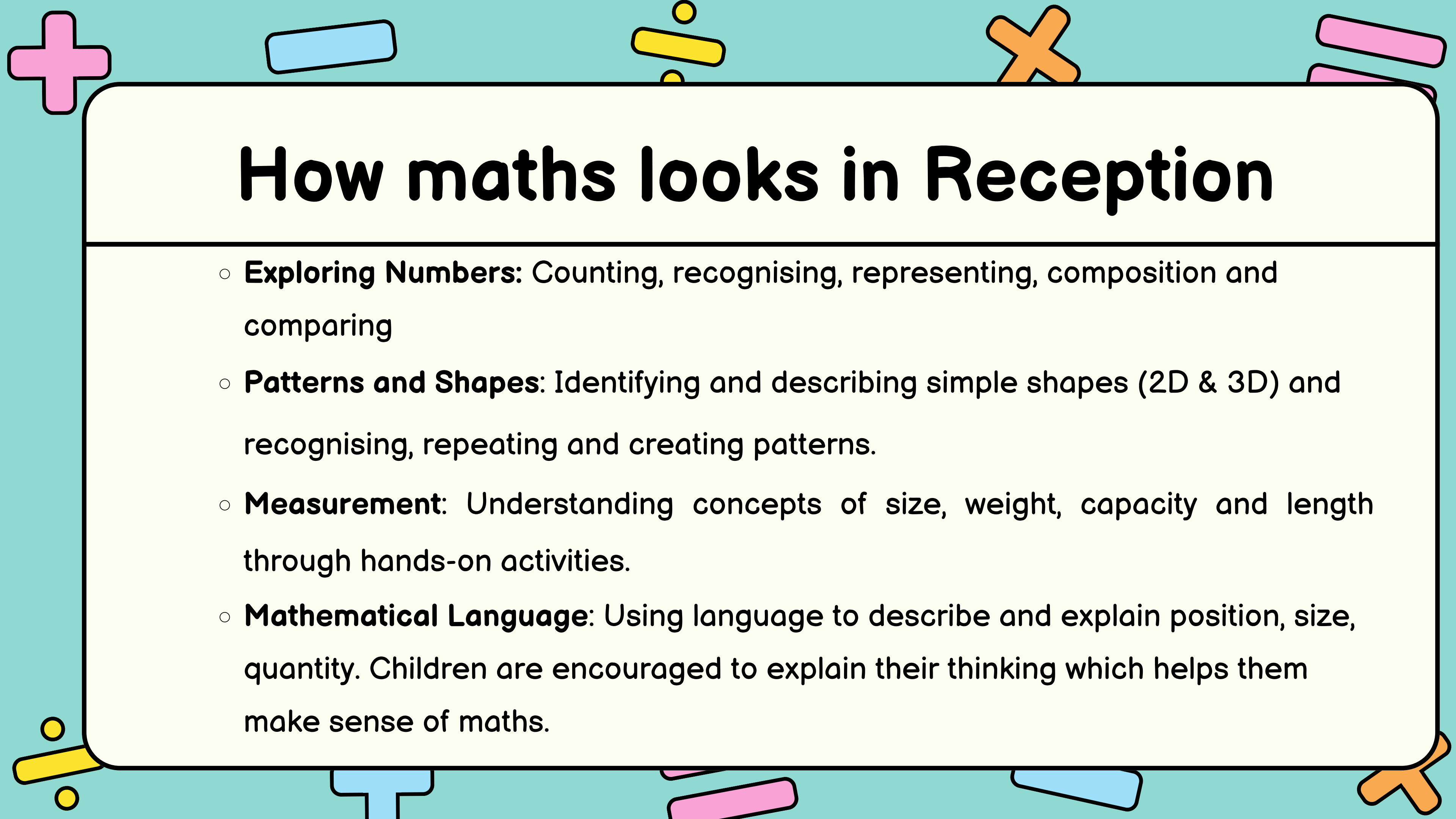
White Rose Education

- 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.
- 



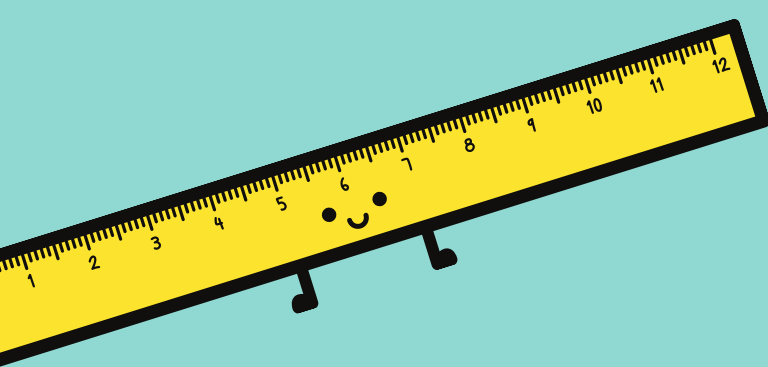
White Rose Maths

- 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.
- Helps children to really understand maths, not just memorise answers.

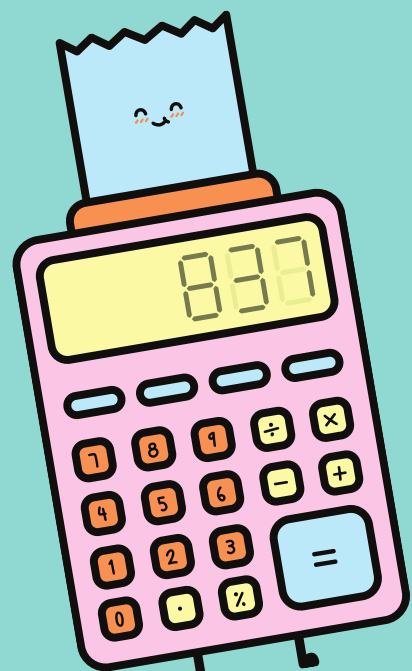
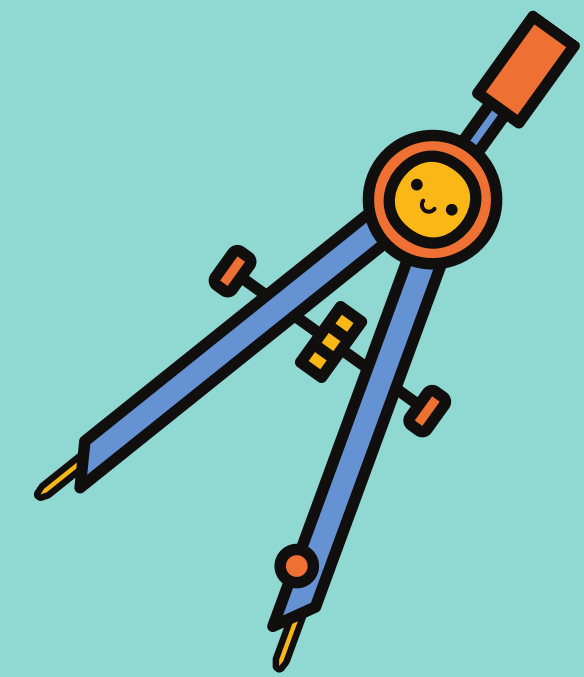


How maths looks in Reception

- **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. Children are encouraged to explain their thinking which helps them make sense of maths.



Early Learning Goals



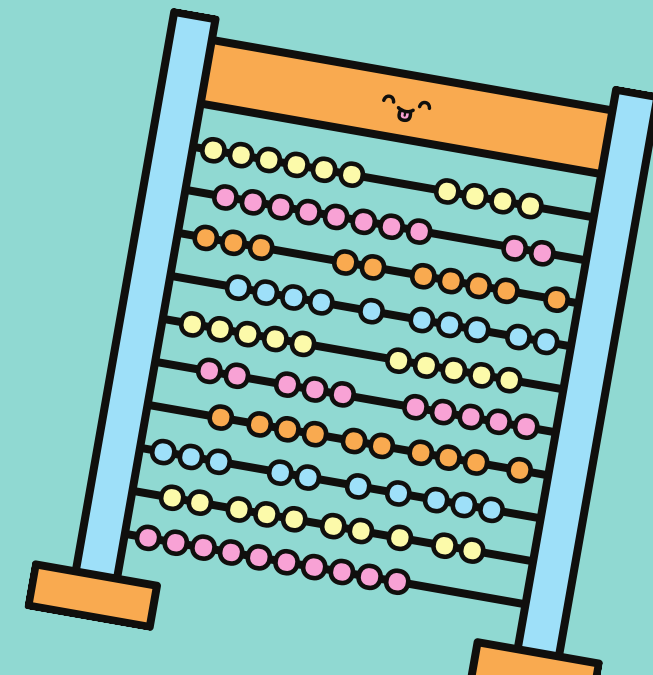
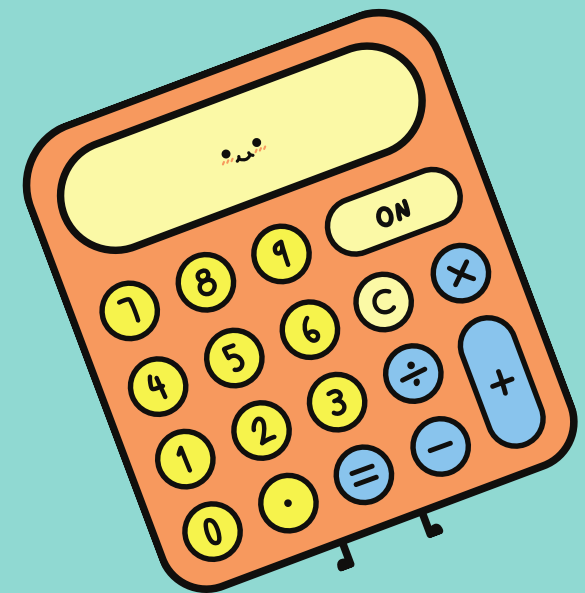
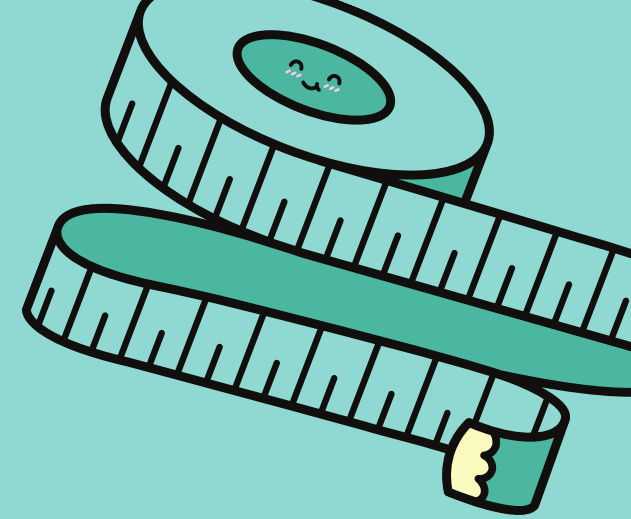
Mathematics

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.

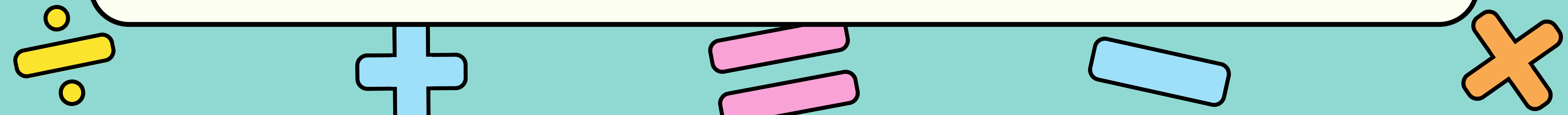
Numerical Patterns

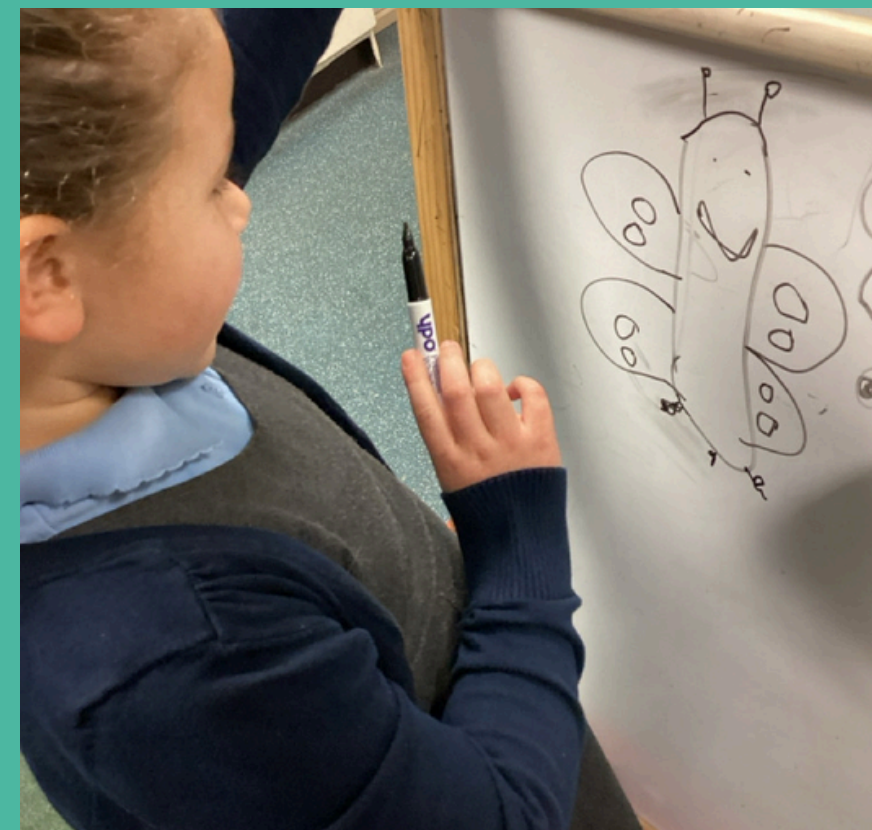
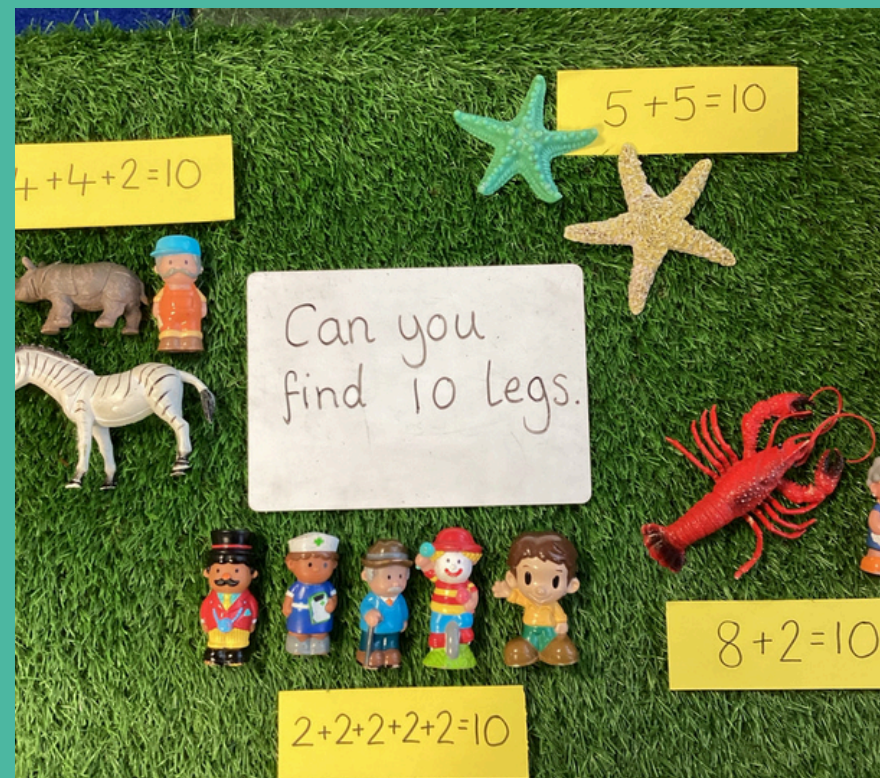
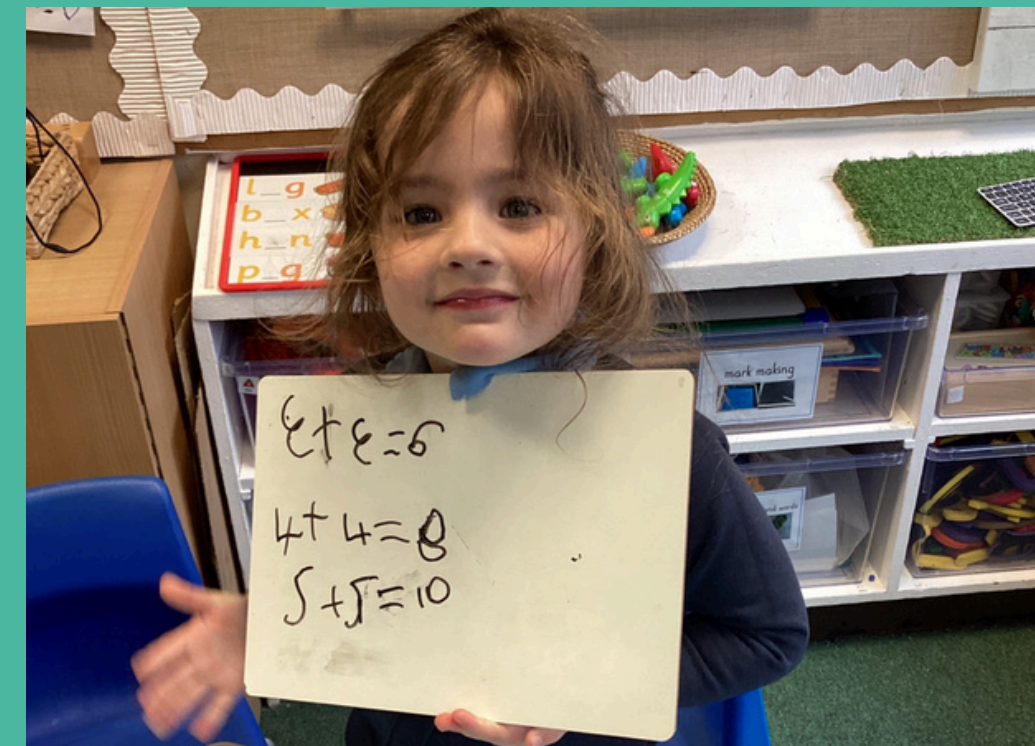
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.





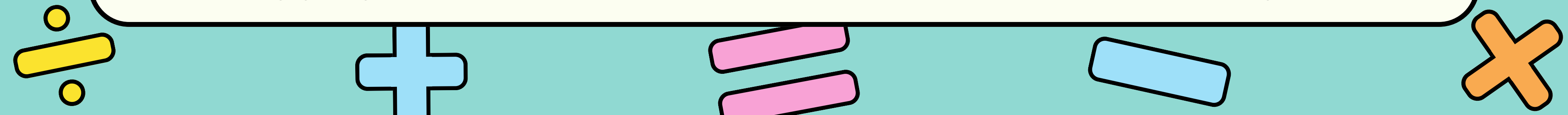
Key Principles of the White Rose Approach

- **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 Websites - Parents and Pupil

- Whiterose - schemes of learning and 1 minute maths
- Numbots
- TTRS
- School website
- Nrich



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.

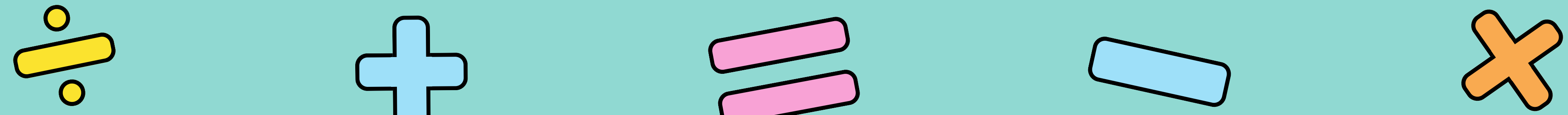


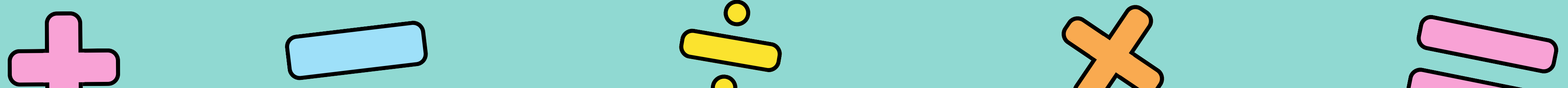


Mathematical Terms

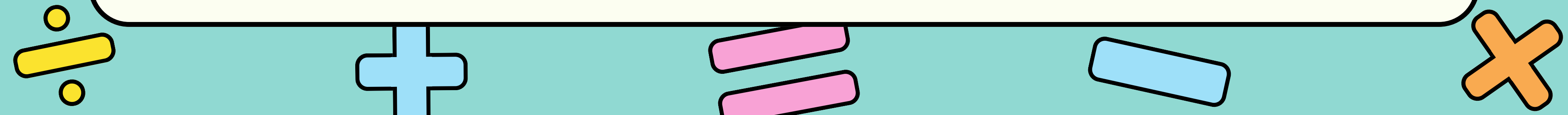
Conceptual Subitising - Understanding the pattern or structure behind numbers. For example, recognising a group of 6 as $3 + 3$ or $4 + 2$, not just as 6 individual objects.

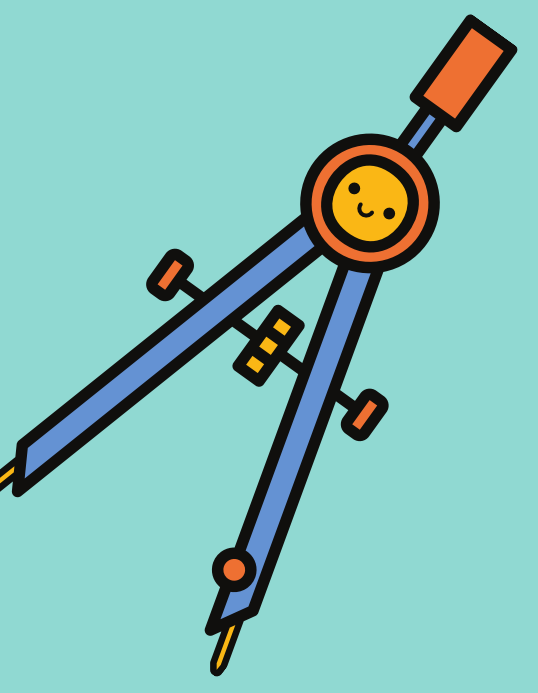
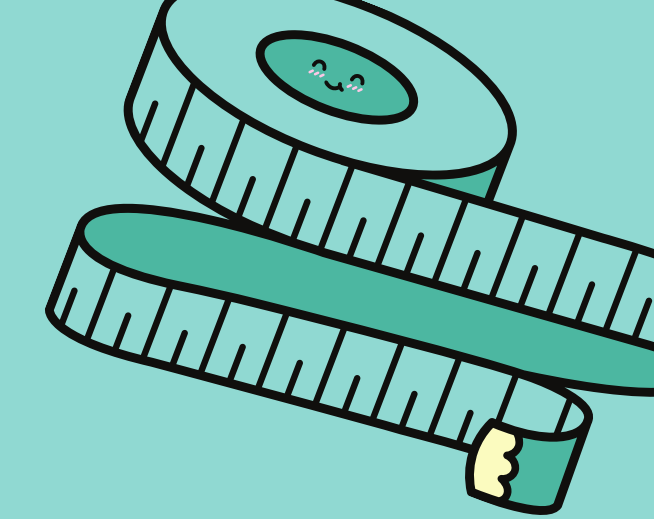
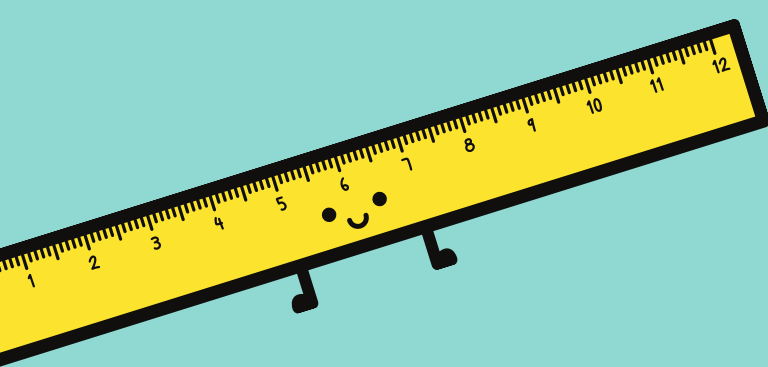
Compose - Putting numbers or shapes together to form a larger number or a new shape. For example, composing the number 10 from 5 and 5, or creating a rectangle by combining two squares.





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

