

Maths in Reception

Key things to leave Reception with:

- an ability to subitise up to 5.
- a good understanding of the composition of numbers up to 10.
- positive mathematical attitudes and interests/being able to 'have a go' of solving practical problems.

How Maths works in the Early Years at Glynwood

We follow the White Rose Maths Reception scheme from the Autumn term of the Reception school year. We find that this really supports our curriculum and links closely with 'Birth to 5 Matters' (the supporting documentation developed by the Early Years sector which we follow at Glynwood.)

We teach mathematics through our daily adult led lessons, the classroom provision and through high quality interactions with children.

The adult led sessions are delivered to Reception children through differentiated groups which usually last around 15-20 minutes (by the end of Reception). These sessions are planned for by class teachers using the White Rose Maths scheme. The skills which the children learn during these sessions are then applied during the children's independent choosing time. This could be through resources which are always in the classroom areas (continuous provision) or through activities which have been set up by an adult as a result of an identified need (enhanced provision).

Continuous and enhanced provision which supports the development of maths in Reception and Nursery.

- Sand, water and dough areas naturally lend themselves to mathematical exploration and language e.g. heavy, light, empty, full, big, little, short, long.
- Wet sand is used to create shapes and dimension is often explored here.
- Opportunities for making mathematical marks are available in many classroom areas (paints, whiteboards, writing area).
- Numicon is available to explore in the maths areas but is sometimes also used in other areas e.g. Numicon can be used effectively in the playdough area where children might observe the imprint it leaves in the dough. It is also used with the large whiteboards where children might draw inside each hole before counting them up.
- Egg boxes and other containers with compartments are used for sorting and counting.
- Loose play parts (buttons, pine cones, conkers etc) support sorting, ordering, labelling and counting.
- Wooden number disks/number tiles are available for children to use within their play.
- Money is used and explored within the role play area.
- Number lines, rulers, 10s and 5s frames are available in the maths areas. (Reception only)
- Books about number and shape are displayed in some areas.
- Blocks areas (including big blocks and Lego) provide a huge number of mathematical opportunities. Lots of mathematical language is modelled and used appropriately here.
- Children have opportunities to explore the properties of objects and can weigh and measure using scales.

All of this is accessible to children during their independent choosing time. Adults support this through questioning, modelling and working as a play partner.