# Reception Parent Mathematics Workshop

24th October 2025

CLAYGATE PRIMARY SCHOOL

# Session Aims

- To know the key early Mathematics skills and vocabulary
- To understand how Mathematics is taught in Reception
- To gain practical ideas to support Mathematics at home

CLAYGATE PRIMARY SCHOOL

# Why work with your child?

The help that parents give their children at home has a very significant impact on their learning.

Development Matters (2023)

- **Promote Positive Attitudes**
- **Integrate Maths into Daily Life**

CLAYGATE PRIMARY SCHOOL

# Early Years Framework

## Mathematics

### ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers 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.

### ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

# Early Years Mathematics：What Your Child Will Learn

- **Counting & Cardinality**: Count accurately and know the total number in a set.
- **Subitising**: Recognise small numbers without counting.
- **Composition & Partitioning**: Break numbers apart and put them together (e.g., 5 = 2 + 3).
- **Number Bonds**: Recall pairs of numbers that make 10.
- **Mathematical Language**: Use words like “more,” “less,” “part,” and “whole.”
- **Everyday Mathematics** : Explore shapes, sizes, patterns, and measurement through play.

CLAYGATE PRIMARY SCHOOL

# Early Years Mathematics: How Your Child Will Learn

At the heart of our mastery approach is the Concrete Pictorial Abstract (CPA) approach. Research shows that when children are introduced to a new concept, working with concrete physical resources and pictorial representations leads to a better understanding of abstract concepts. We use CPA throughout our WRM schemes of learning and Mastering Number lessons.

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Working with
MATHS HUBS
NORTH-EAST HANTS AND SURREY
2024/25

White Rose
EDUCATION

CLAYGATE
PRIMARY SCHOOL

# The 2 Types of Counting

**1. Stable Order Counting**

Say numbers in the correct order (1, 2, 3, …)


Memorising the number sequence, is the foundation of all counting.

**2. One-to-One Correspondence**

Ability to match numbers to objects when counting

**With physical objects:**

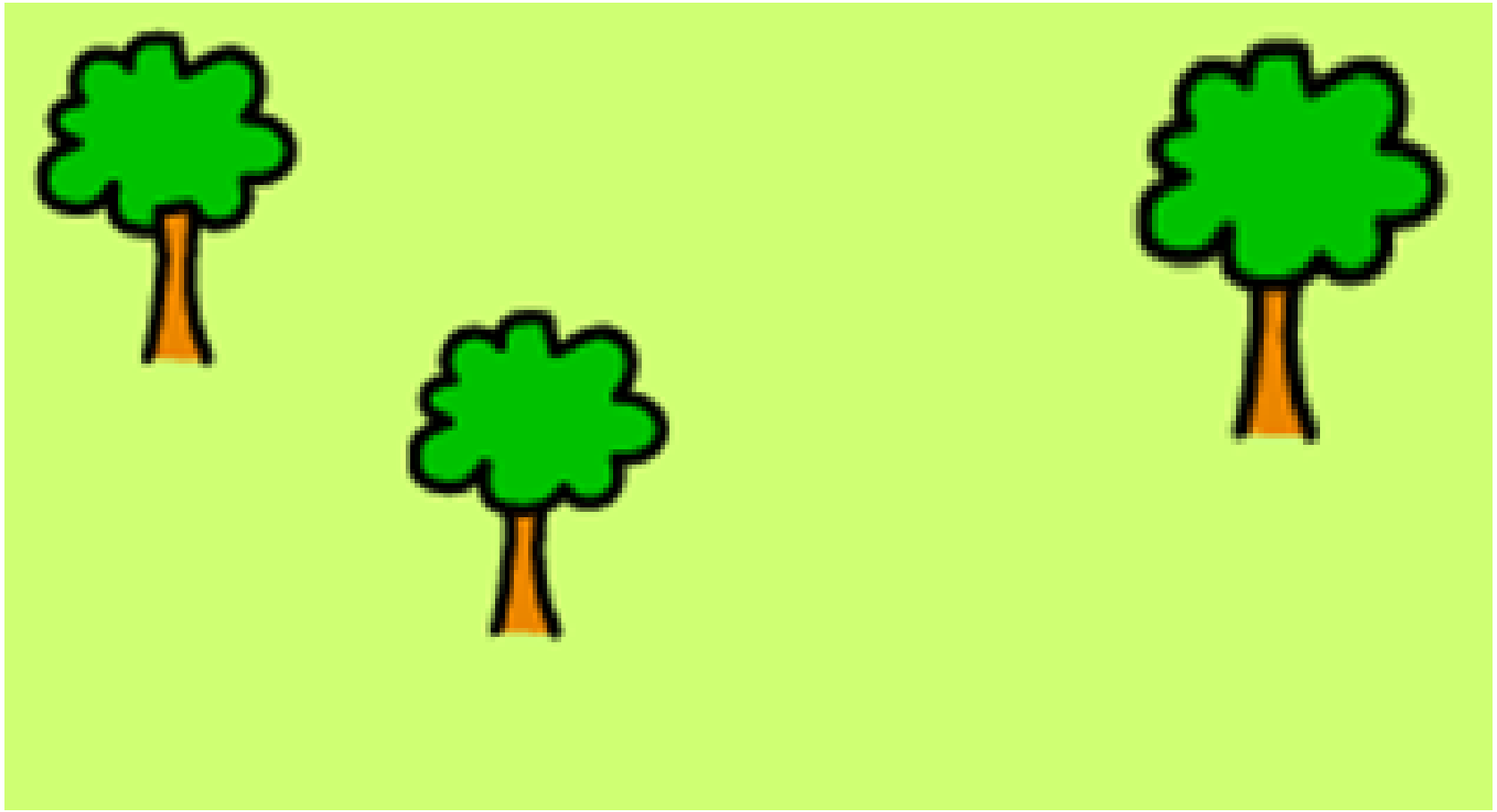
- Line them up so each object is counted once.
- Move each object as it is counted to avoid double-counting.

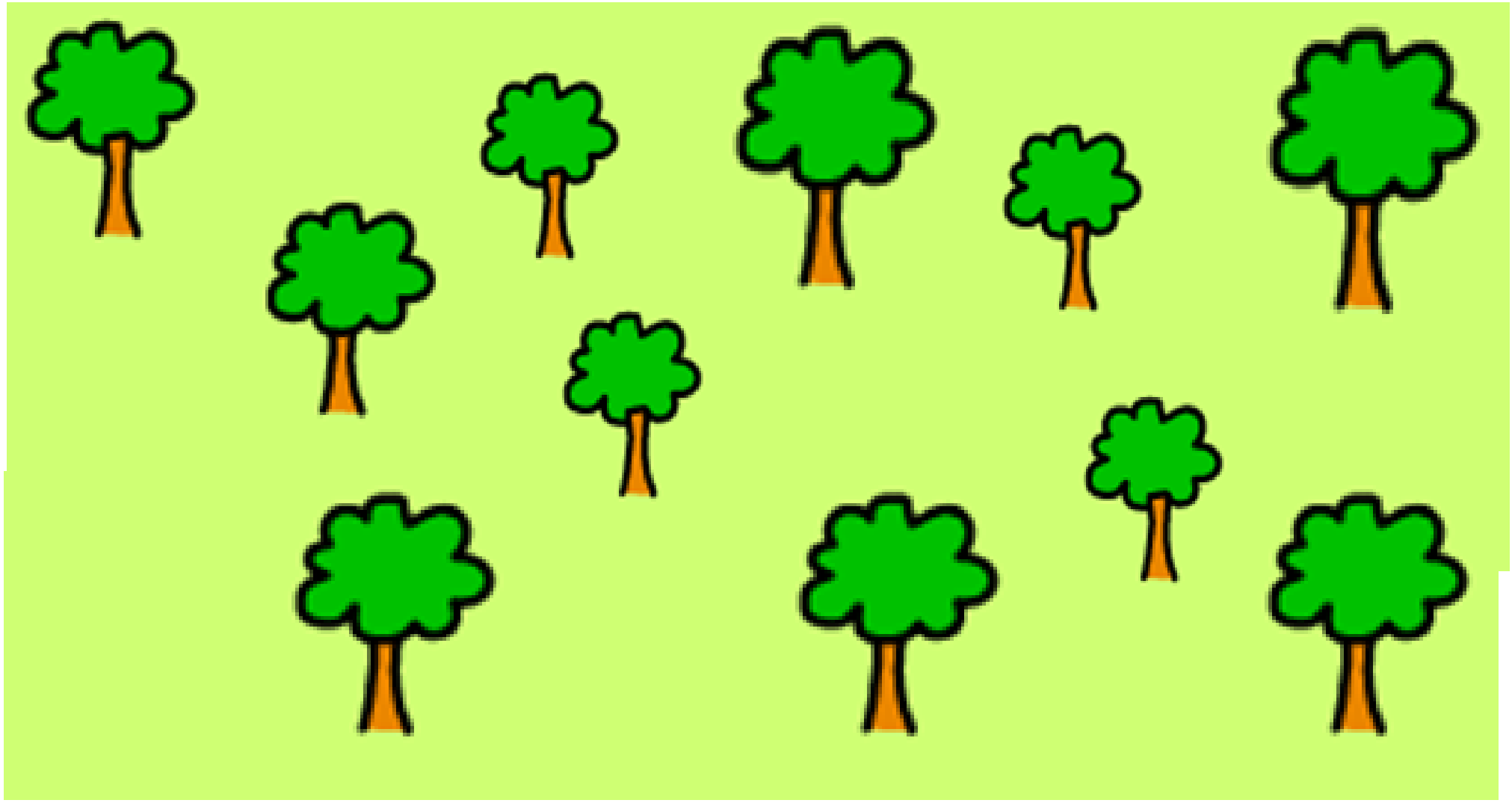
**Abstract counting (without objects):**

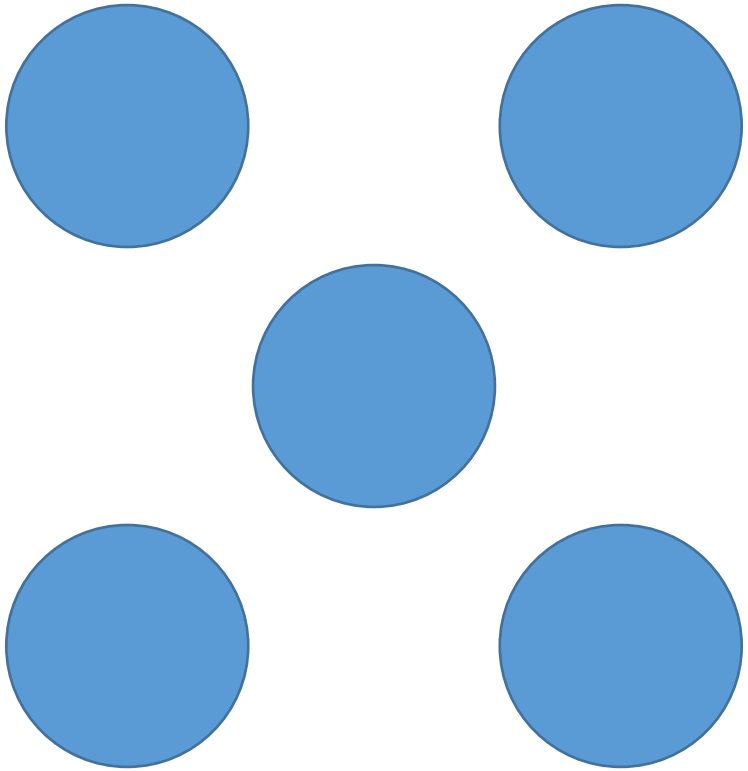
- Count actions or sounds (e.g., claps, jumps).
- Encourage children to visualise the objects in their mind while counting

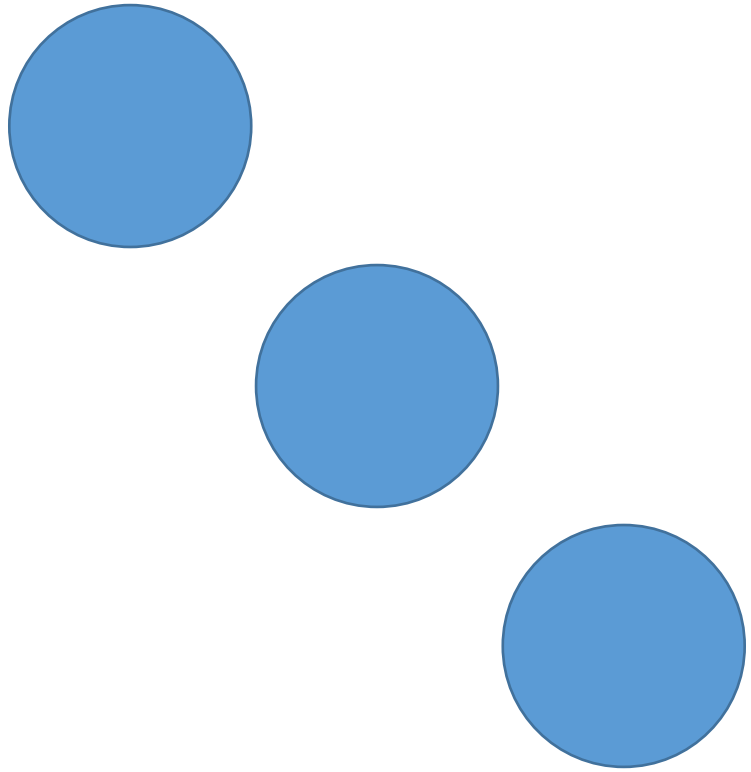
CLAYGATE PRIMARY SCHOOL

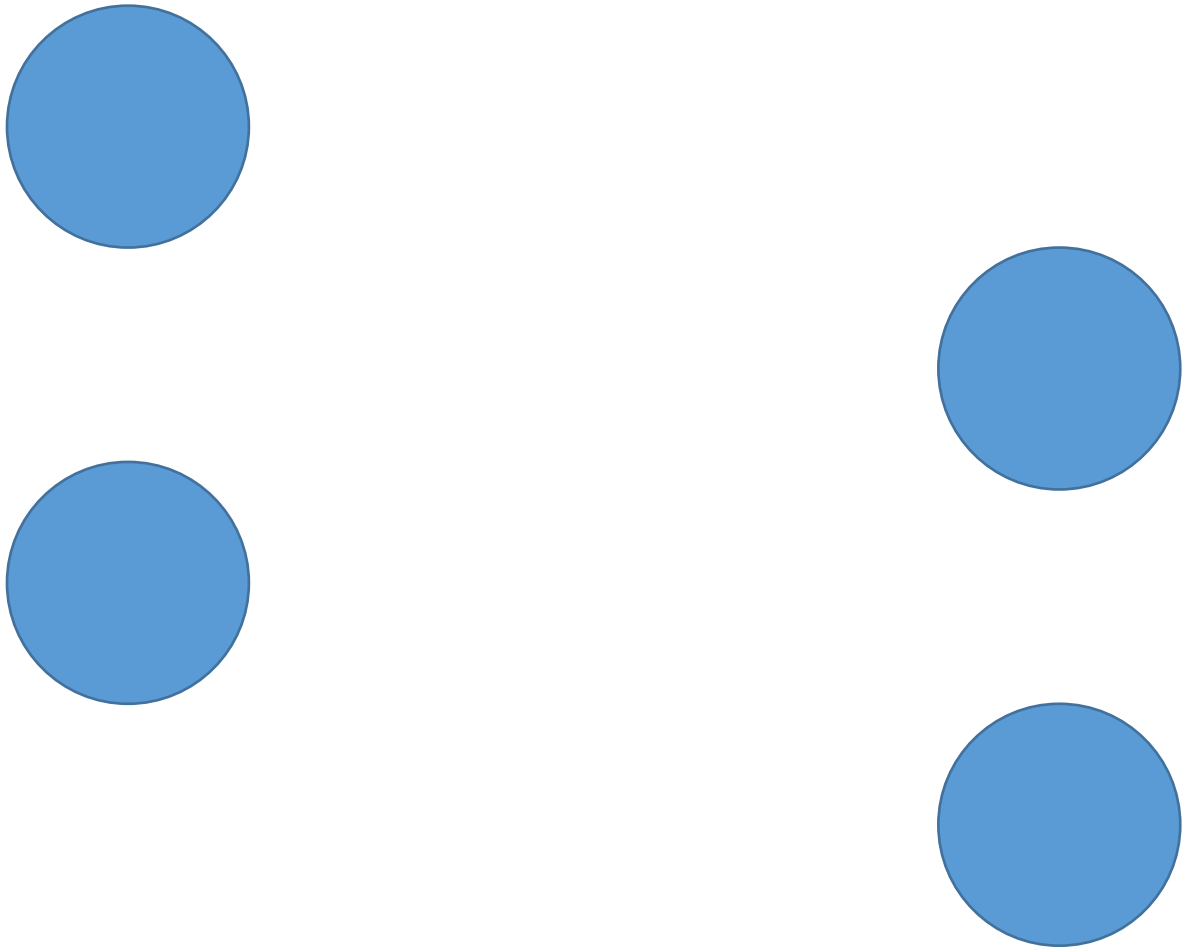
Get those fast eyes ready!







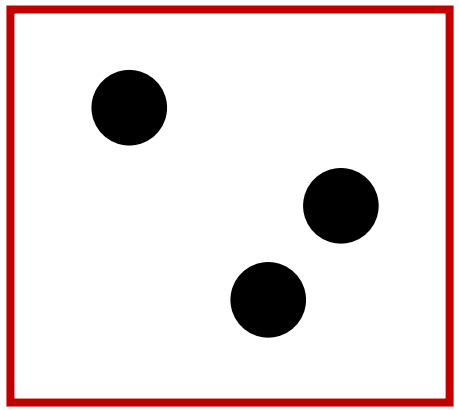


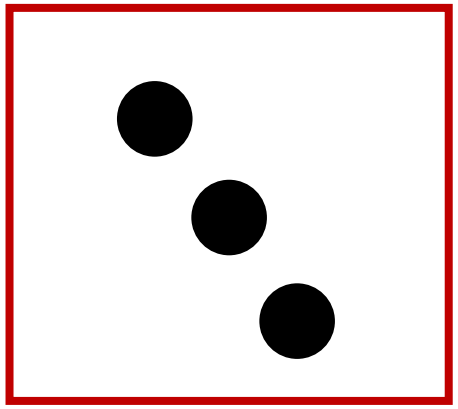


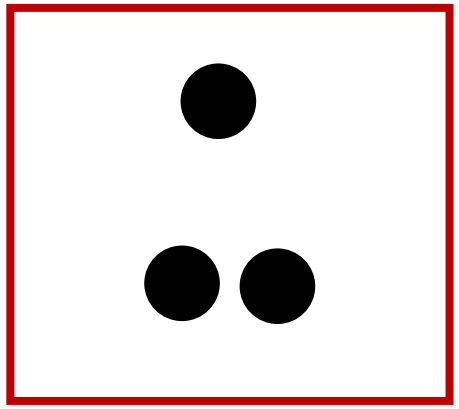
# Subitising

The ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.

Sometimes when we subitise we can see two groups at once; if we know that 3 can be ‘made’ of 2 and 1, then we know how many there are altogether without counting.







CLAYGATE PRIMARY SCHOOL

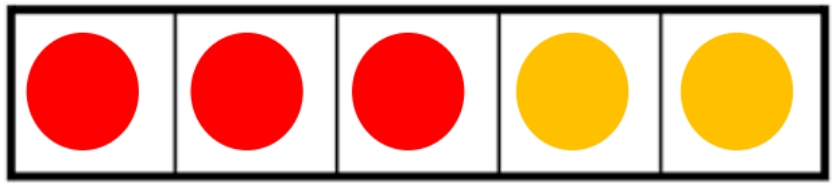
# How will knowing how numbers are ‘made’ help?

If children know that **4 can be made of 3 and 1,** they can apply this knowledge later on to see that:

30 and 10 is 40
300 and 100 is 400
and that;
400 take away 100 is 300

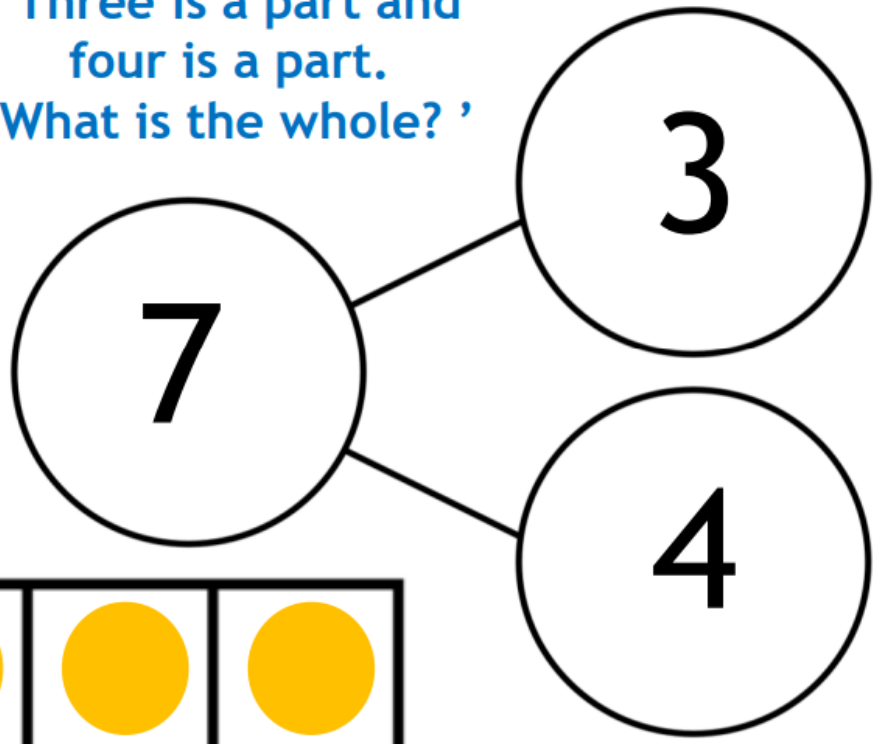
CLAYGATE PRIMARY SCHOOL

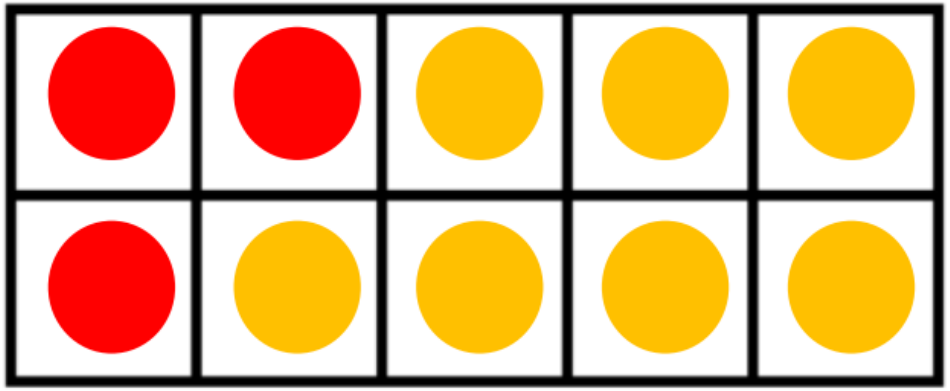
# Composition / partitioning



‘How many red dots?
How many yellow dots?
How many altogether?
So, five is the whole.
Two is a part and three is a part.’

‘Three is a part and
four is a part.
What is the whole? ’



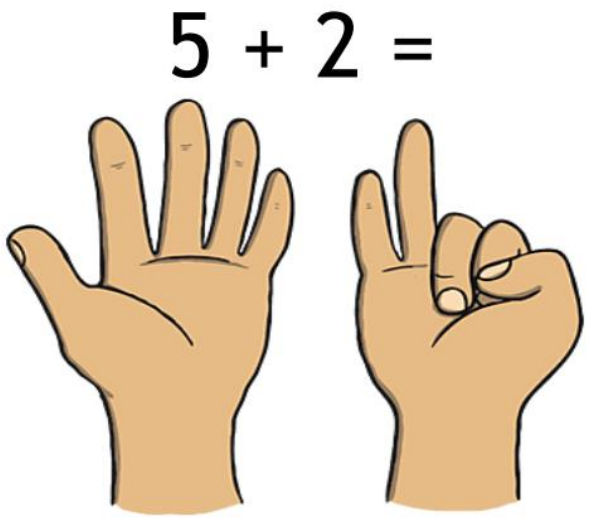



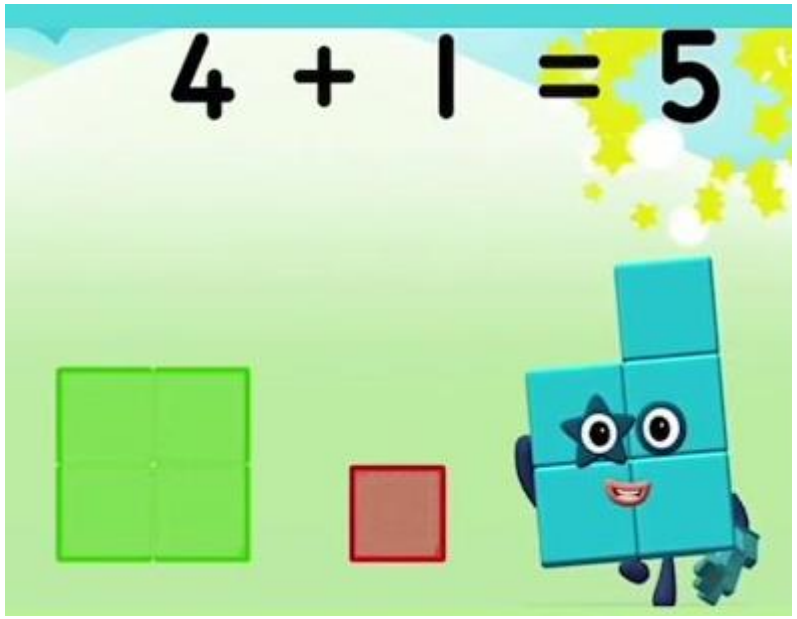
‘Ten is the whole.
Seven is a part and _____ is a part.’

CLAYGATE PRIMARY SCHOOL

# Cardinality – “the Threeness of three”

The cardinal value of a number refers to the quantity of things it represents.




CLAYGATE PRIMARY SCHOOL

# How we teach Maths in school?

a) Daily Routines

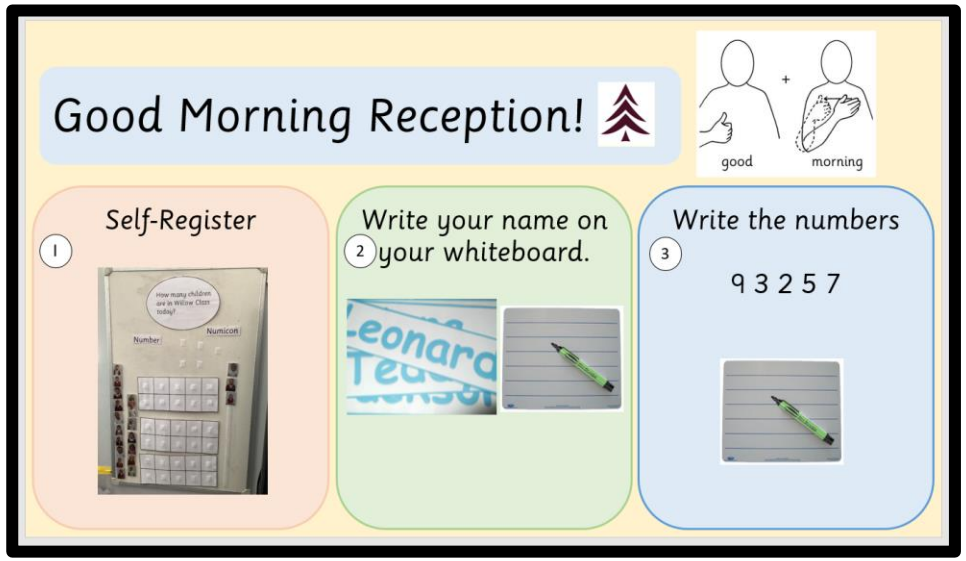
b) Structured Lessons

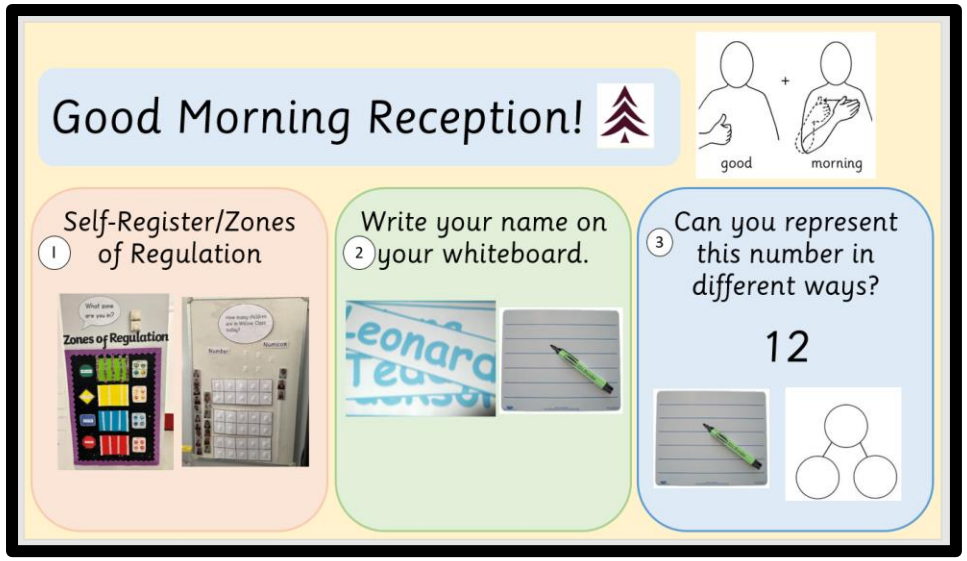
c) Continuous Provision

d) Digital Tools

CLAYGATE PRIMARY SCHOOL

# Daily Routines

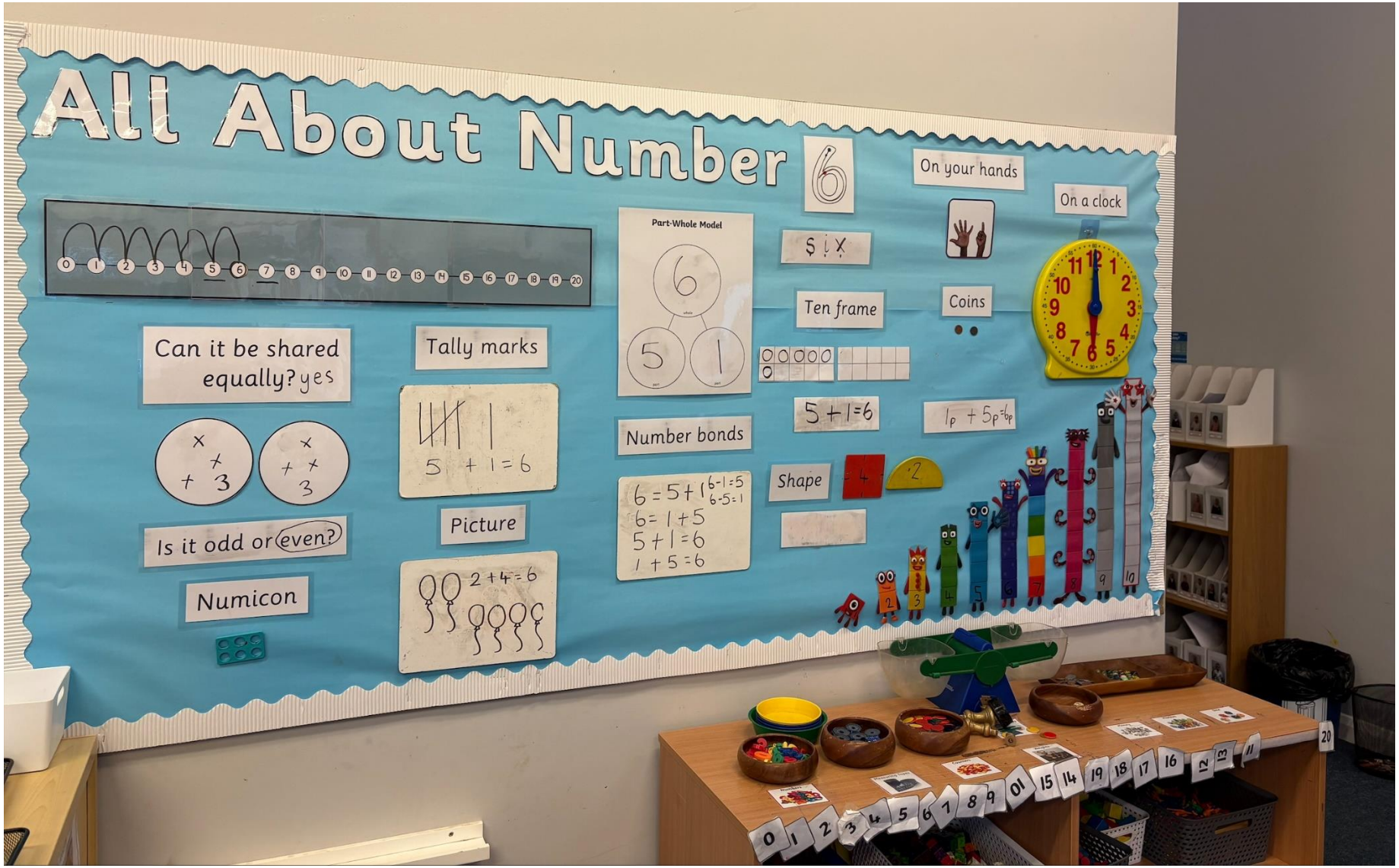



# Daily Routine – Self-Register


Supporting video on the school website.

# Daily Routine – All About Number



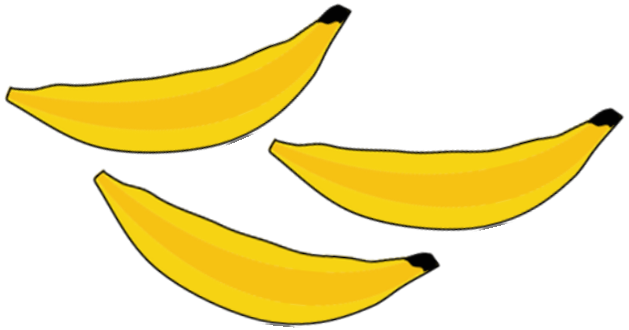

Supporting video on the school website.

# Structured Lessons

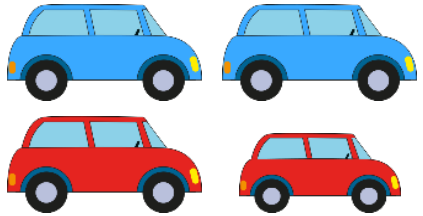
- **White Rose Maths – Shape and Measure**: visual, hands-on approach.

- **Mastering Number**: 10-minute sessions, 4 times a week – focus on fluency and number sense.

Counting



Recognising small numbers of objects and making their own collections

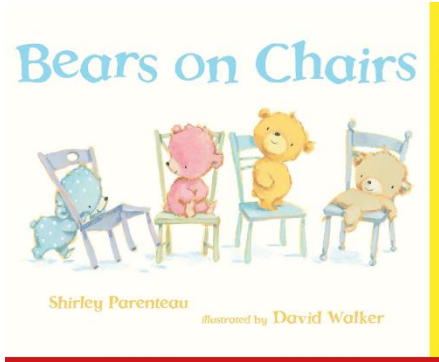


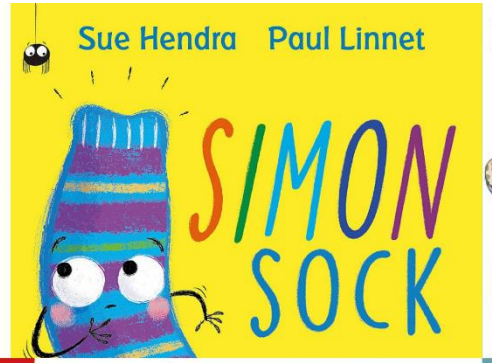
Know different ways to ‘make’ (compose) a number

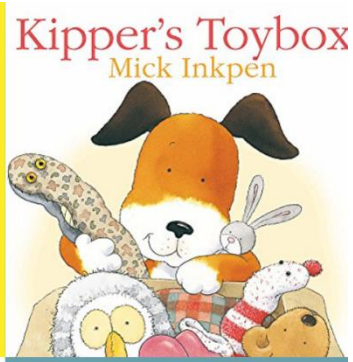
# Continuous Provision

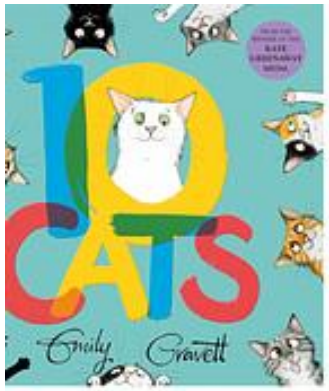


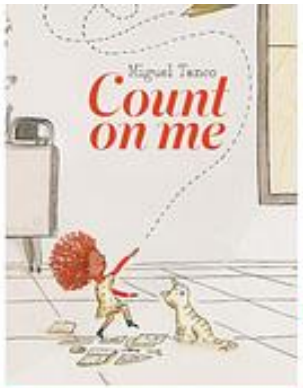
# Stories and Nursery Rhymes



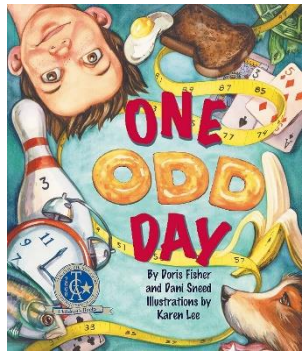



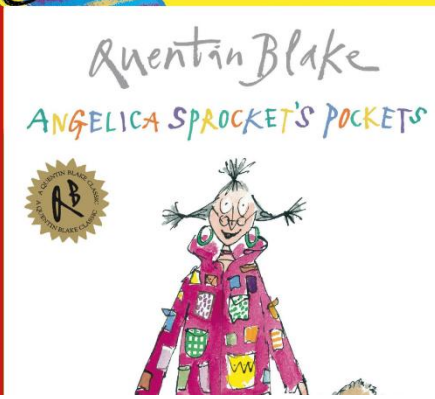



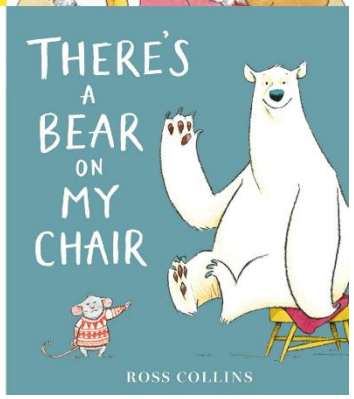







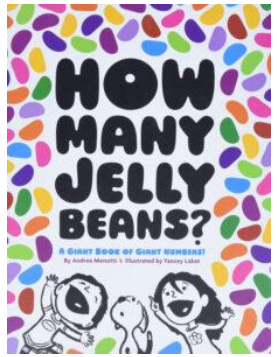










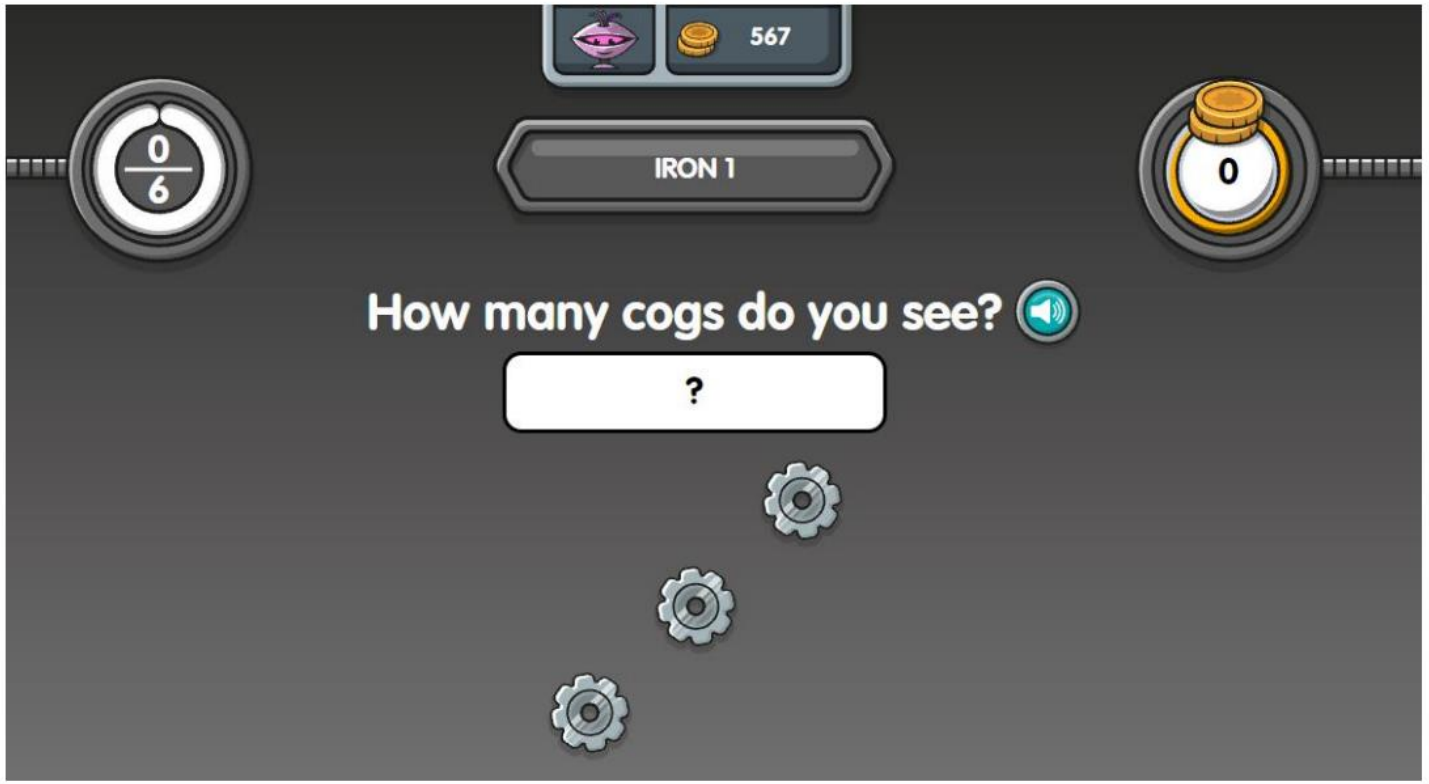

https://assets.whiteroseeducation.com/Resources/early-years/reception/EY%20Maths%20Complete%20book%20list.pdf

https://www.booksfortopics.com/booklists/topics/science-maths-computing/maths/

https://nrich.maths.org/eyfs-number-books

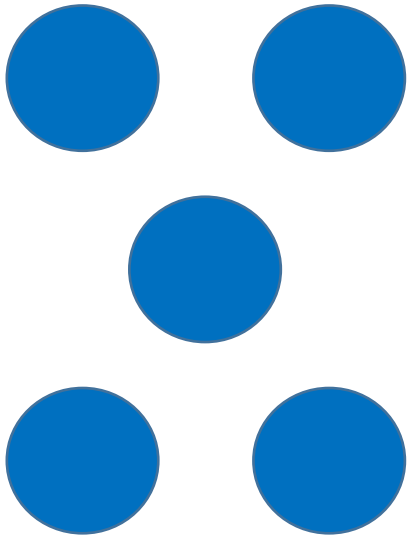
https://www.scottishbooktrust.com/book-lists/books-about-numbers

# Digital Tools

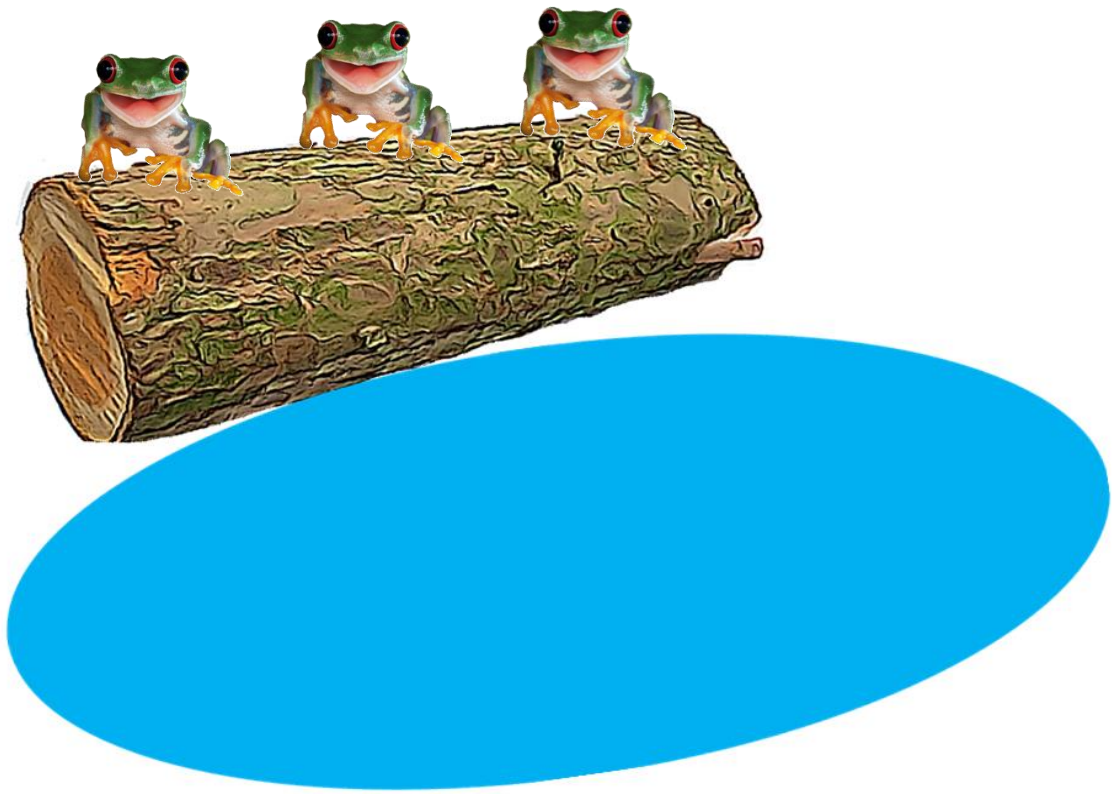

# Practical Activities to support your child at home

You will need counters and something to cover them.

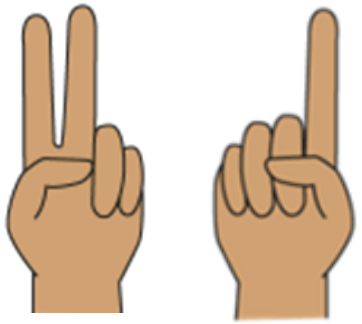


# Practical Activities to support your child at home

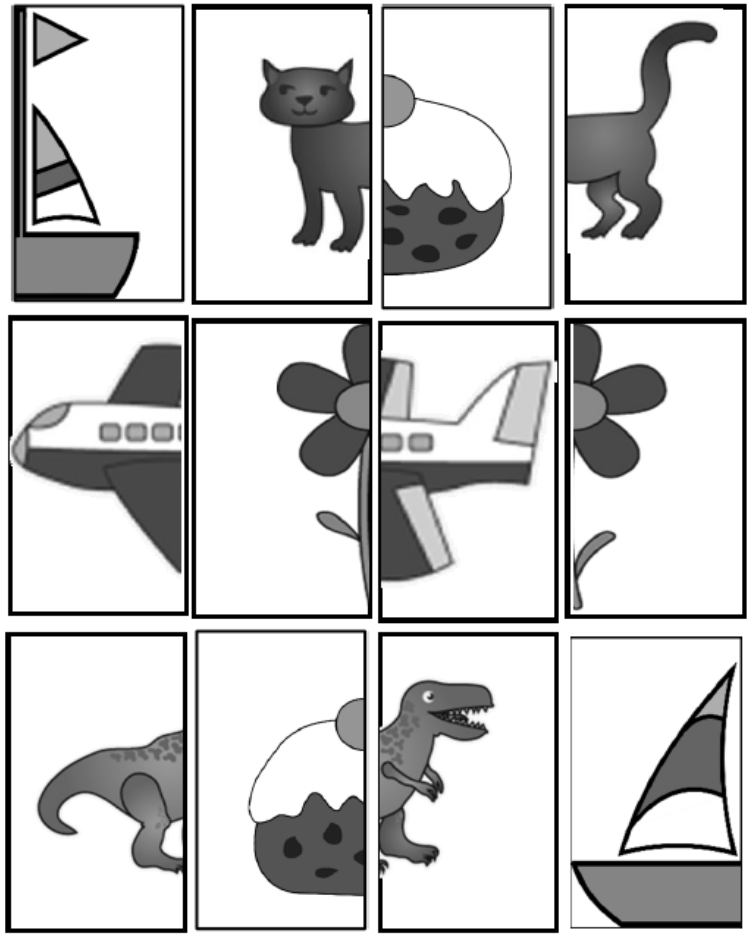
## Put frogs on the log



Show with your fingers:
How many are on the log?
How many in the pool?
How many altogether?



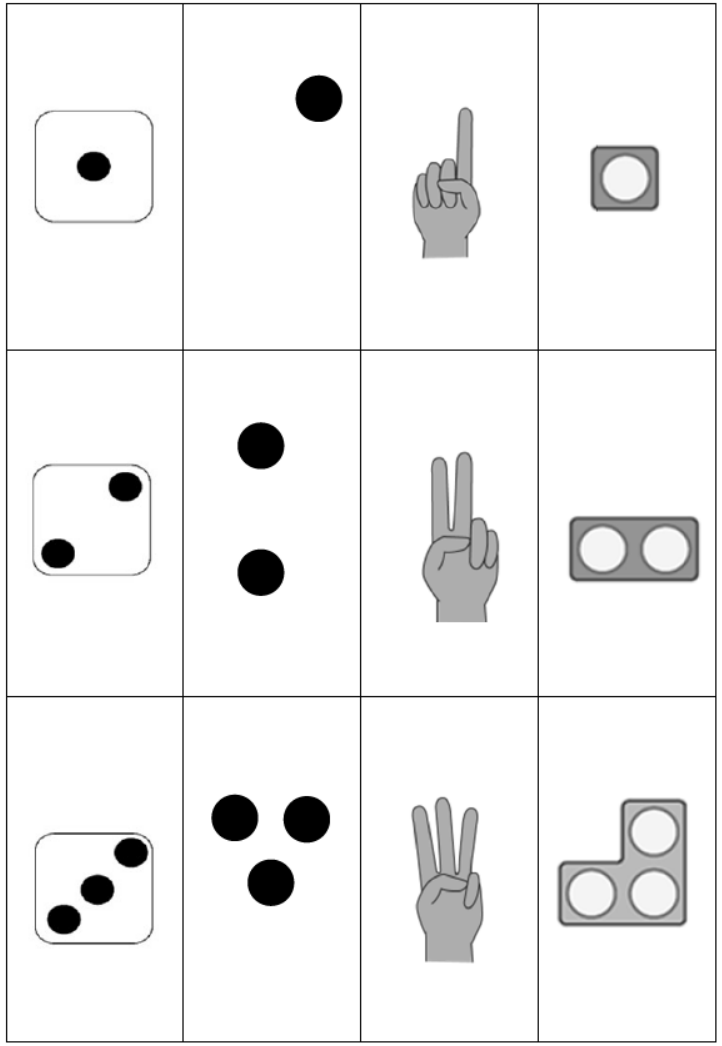
# Practical Activities to support your child at home



Cut carefully around each of the images.
Lay the cut cards face-up on a flat surface in front of you.
Take it in turns with the grown-up.
Look for two images that look like they are part of a whole.
Pick them up and say 'part' 'part'.
Put them together and say 'whole.'

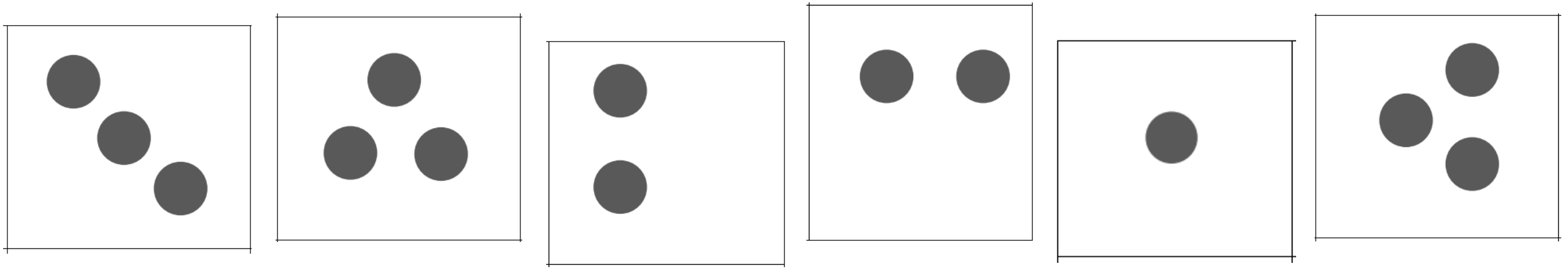
# Practical Activities to support your child at home

Subitising snap



# Practical Activities to support your child at home

## Part-part-whole with dots



One person will pick up a card, and the other person must pick up the card that will ‘make 4’.

# Practical Activities to support your child at home

- Counting objects around the house.
- Using fingers, toys, or snacks to show composition and partitioning.
- Playing simple board or dice games for subitising and number bonds.
- Using tens frames at home.
- Talking about numbers in daily routines (“How many steps to the door?”).

Any questions?