

# Mathematics Workshop

Oak Meadow  
Primary School



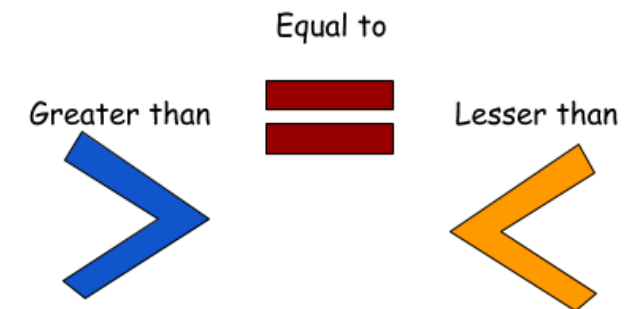
Thank you for accessing our early mathematics workshop. We hope it gives you an insight into what maths in Reception looks like and provides strategies and ideas that you can use with your child at home.

Mathematics Workshop



# Developing a love of number and Curiosity of Number

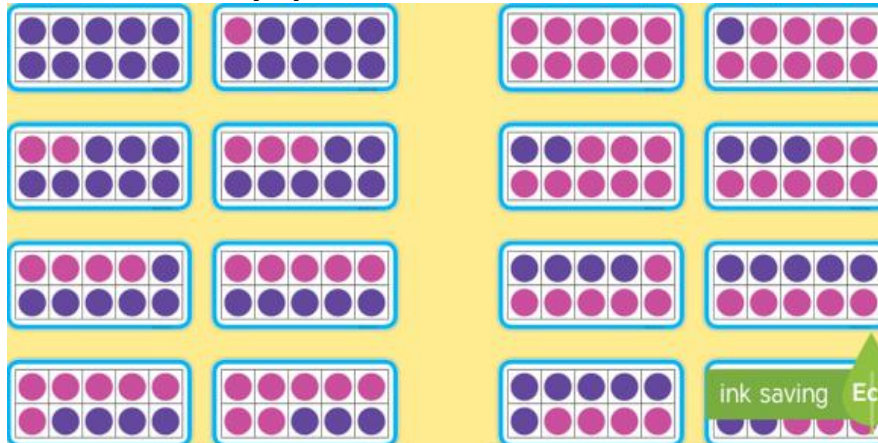
- In Reception, we focus on building a strong sense of number and we want to encourage children to spot patterns in things they see. Developing a strong foundation in the early years equips children with the necessary building blocks to succeed.
- Number sense enables children to develop their understanding and confidence when: exploring, manipulating and comparing numbers, which then supports in their approach to solve problems.
- Children have a natural instinct to be curious and explore, therefore it is important that we assist them, make links and highlight patterns in number within everyday life and the outdoor world.



# Importance of Number Sense

To develop a strong and secure understanding of number, children should be able to do the following:

- Rote count confidently (saying numbers in order)
- Have a deep understanding of the numbers to 10
- Explore the relationships and connections between numbers
- Identify patterns within numbers to 10



$0+10=$

$10$

$1+9=1$

$0$

$2+8=1$

$0$

$3+7=1$

$0$



# Reception knowledge and skills

Throughout Reception, your child will work towards achieving the following Early Learning Goals (ELG):

## ELG: Number

### Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number
- Subtilise (recognising quantities without counting) up to 5
- Automatically recall number bonds up to 5 (including subtraction facts and double facts).



## ELG: Pattern

### Children at the expected level of development will:

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

# Mathematics Through Play



# Exploring Maths at Home

Number sense develops over time through opportunities to explore and play with different resources. Visualising numbers in different contexts, spotting relationships and predicting patterns all contribute to good number sense.

You can support and develop your child's understanding by identifying maths in everyday life, developing a discussion about number and providing opportunities such as the following:

- Laying the table at a meal time – how many plates do we need? How many have we already got? How many more do we need?
- Identifying numerals at the supermarket, on a bus or on houses
- Asking your child to pick up a quantity when they are tidying up – can you pick up those 3 pencils?
- Singing counting songs such as '5 Cheeky Monkeys' – you could even have some teddies to represent each monkey!
- Counting objects out loud – maybe you can make a mistake, can your child spot it?
- Cooking – measuring ingredients and sharing food out
- Playing games like 'smack the number' – having numerals or dots representing numbers – can your child smack the number that you say?
- When you are eating sweets or pieces of fruit – who has more/fewer? Can they count out an equal amount themselves?

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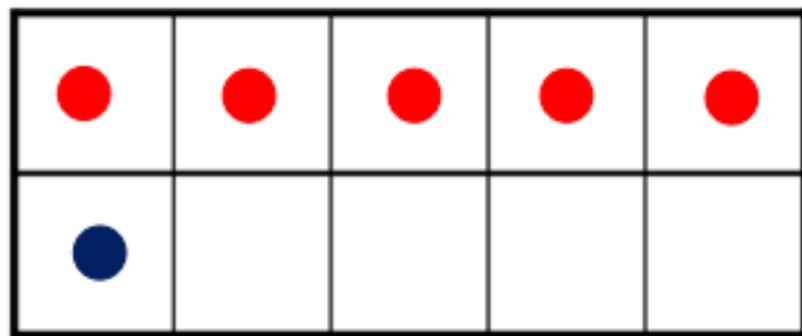
# Resources - Frames

At Oak Meadow, children use different ways to represent, compare, order and explore number. Below is a five frame and a ten frame that we use to support, secure and imbed children's understanding of number. You could use these at home by drawing them on a piece of paper.



We first introduce the children to a **five frame** in the Autumn term. Children know that when the five frame is full, it represents five. This knowledge helps them to practically understand a variety of number knowledge. For example - to see numbers quickly (subitise), notice numbers that are within five (shown above) and can visually see the concept of one more and one less etc.

In the Spring term, when we explore numbers above 5, we introduce the children to a **ten frame**. The children will then see the connection of two five frames coming together to make ten. In addition, this support the composition of 5 and 1 more is 6, 5 and 2 more is 7 etc.



# Resources - Numicon

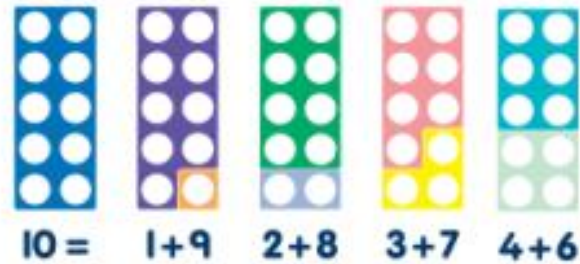
Numicon is a fantastic resource that is again used throughout school. Each Numicon shape represents a number from 1-10. We use the resource in a variety of ways, some of which are shown below:



To practically represent numbers and count accurately.



To scaffold adding numbers together and finding number bonds!



To represent odd and even numbers visually. Children can see that odd numbers cannot be shared equally.



To support your child's understanding of the pattern of the counting system.

Teens numbers



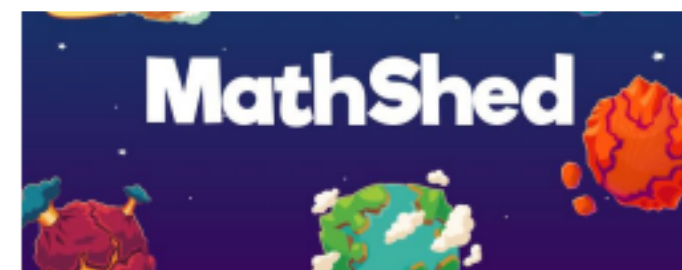
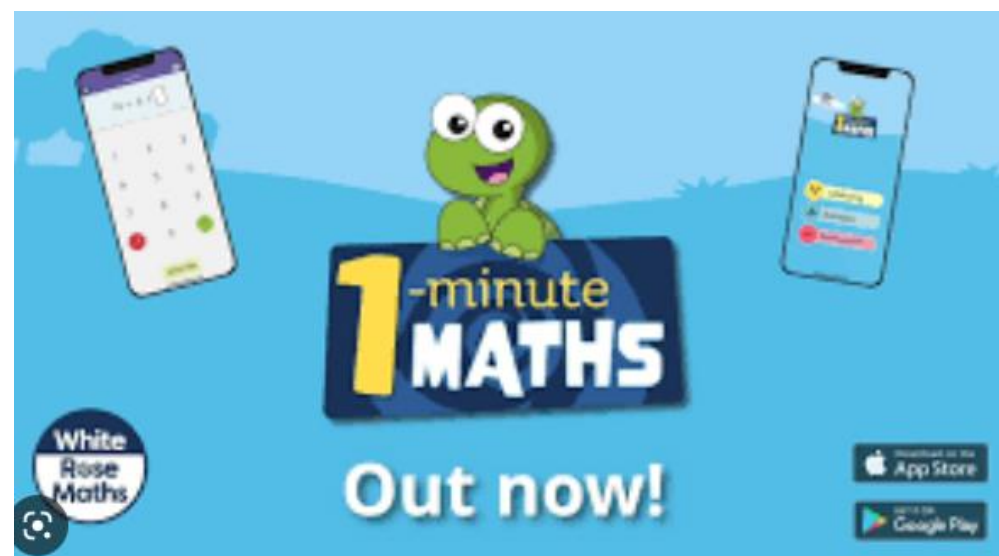
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# Interactive Resources to Access at Home

## NumBots

NumBots is a fantastic programme that supports the recall of number facts and builds a conceptual understanding of seeing numbers in different representations. There are two modes – Story Mode and Challenge Mode. As the children progress through the levels, they can receive rewards to upgrade their robot – a big incentive!



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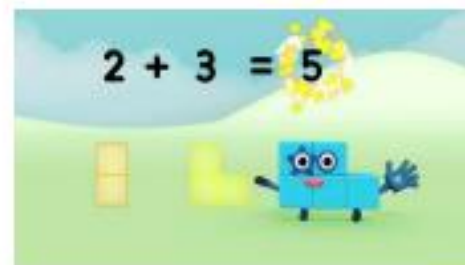
Activate Windows  
Go to Settings to activate Windows

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From tiny acorns mighty oaks grow

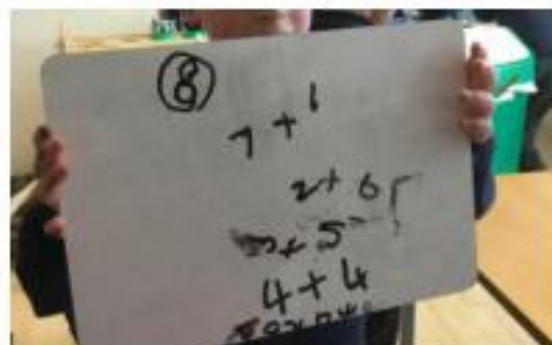
# Numberblocks

Numberblocks is a brilliant TV programme that shows numbers in different representations. Throughout the seasons of the programme, it goes through many early math skills such as counting, composition of numbers, number recognition, beginning addition and subtraction, odds and evens, and more. Numberblocks is a very beneficial resource that will imbed knowledge that your child will be learning in Reception but also within KSI. Episodes can be found on Cbeebies and YouTube.



Thank you for your continued support. If you have any questions about early mathematics, please speak to your child's class teacher 😊

Every child is a mathematician.



The only way to **learn** mathematics is to **do** mathematics.

PAUL HALMOS

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