



# Holy Family Halewood Foundation Stage Maths Reception



## Themes covered during the term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

## The Counting Principles

- 1** The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.
- 2** The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.
- 3** The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.
- 4** The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.
- 5** The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

## Core Vocabulary

- Numbers
- Count
- Subitise
- Compare
- share
- Number bond
- More
- Fewer
- Pattern
- How many?
- Add
- Subtract
- Odd/even

## Continuous Provision:

Equipment and resources continuously available to support Maths development:

- Maths area (indoor & Outdoor)
- Numbers in every area
- Loose parts land
- Maths focus shelf (Maths Mastery)
- Number themed books

## Learning Opportunities

- Counting out variety of quantities in variety of areas, both inside and outside
- Subitising groups of objects – recognising quantities by the shape of an amount
- Comparing amounts of object / comparing numbers
- Practical adding and subtracting activities.
- Practical grouping activities
- Distributing amounts of objects between friends
- Recoding odd and even numbers
- Recognising a number as an 'amount' – representing a number in variety of ways
- Recognising 'more' 'fewer' of a given amount.

## Learning Statements: Taken from DfE Development Matters 2021

### EYFS Statutory Educational Programme:

*'By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built'.*

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

#### Number:

- Have a deep understanding of number to 10, including the composition of each number; 14
- 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.