

## Heritage Park Primary School

### EYFS Mathematics

In Reception, there is a strong focus on children understanding numbers and numerical patterns. The idea is that children really understand amounts, how to use numbers and the patterns within numbers, rather than superficially being able to count to 50 but not understanding that five stones in a row is the same amount as five stones in a stack.

While there are no early learning goals relating to shape, space and measures, these are also part of mathematics and your child will learn about these in school.

#### Number: Early Learning Goals

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.

#### How can I help my child at home?

- Count, count, count! Encourage your child to count objects as much as you can. They could count toys, houses, cutlery, groceries - anything!
- Give counting and numbers meaning. Say there are five of you in the family, can your child get five spoons out for you all at dinner time?
- Play games with dice. It's amazing how quickly some children can begin to subitise the numbers on a dice when they are playing games!
- Work on number recognition through both everyday occurrences (numbers on doors or buses, for example).
- Begin to practise addition and subtraction within five, then ten. You could hide toys and ask your child how many are missing.
- Sing songs and rhymes to support your child in developing automatic recall. Try to model using your fingers to show amounts as you sing and encourage your child to do the same. The more you do this, the more automatic the skills should become.
- Explore doubling with your child in a playful and engaging way. For example, imagine your child's face if you 'magically' doubled the treats they have on a plate!

#### Numerical patterns: Early Learning Goals

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.

#### How can I help my child at home?

- Play with a range of jigsaw puzzles.
- Build with different blocks and objects. Discuss the features of them, such as, ‘I need a flat one on the bottom of my tower so it doesn’t roll away’.
- Go on a shape hunt around your house or local area.
- Encourage your child to spot and describe patterns, for example in the coloured stripes on their top. They can also play with making patterns using objects or paints.
- Comment on and compare different measures in everyday life - ‘That stick is longer than this one,’ ‘Your bowl is bigger than mine!’ or ‘Can we make the tower even taller?’
- Begin to attach measurements to your child’s play, e.g. ‘My tower is four bricks tall. How many bricks tall is your tower?’
- You may be engaging your child in pattern recognition without even realising it! Do you point out that when the sun goes down, the moon comes up. Then when the moon disappears, the sun reappears? This is a natural pattern. You can engage your child in learning about patterns through everyday routines, songs and rhyming stories too.
- Ask your child to put things away in certain places, using prepositions such as ‘under’, ‘on top of’ or ‘next to’. Encourage them to use prepositions to describe where things are too, gradually moving them away from pointing and saying, ‘there’ (which many reception children do!). You could do this with illustrations in books or with real objects.
- Begin to talk about time and let your child experiment with language around days of the week and such. They may mix up things like tomorrow and yesterday - don’t worry! Young children have a very different sense of time to adults but they will get there.