

The background features a series of overlapping triangles in various shades of blue, ranging from light sky blue to deep navy blue. These triangles are arranged in a way that creates a sense of depth and movement, particularly on the right side of the image. The left side is mostly white, providing a clean space for the text.

Maths

End of Year Expectations

Maths	Number	<ul style="list-style-type: none">• Have a deep understanding of number 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.
	Numerical Patterns	<ul style="list-style-type: none">• 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.

Maths in reception at Primrose Hill

- ▶ We follow the White Rose Maths Hub scheme of learning
 - ▶ Children work in small groups with adults in school to complete focused challenges
- ▶ We teach Number Detectives lessons daily
 - ▶ These are short snappy lessons which are highly engaging for the children and focus on the teaching of each number for two weeks at a time to develop mastery
- ▶ We provide lots of opportunities for mathematical thinking and problem solving in areas of provision accessed during free flow

What is Maths Mastery

- ▶ Mastering maths means that children acquire a deep, long term, secure and adaptable understanding of maths. This develops a solid foundation for children to move onto more advanced concepts.

What does this include?

- ▶ It is important for children to understand the link between numbers and quantities (representing numbers in lots of different ways)
- ▶ Investigating how quantities are composed of smaller parts (eg 6 can be two 3s or three 2s or 4 and two 1's etc)
- ▶ Knowing how numbers relate to one another and being able to compare them
- ▶ Exploring how quantities change when you add more items or take items away
- ▶ Children may already be able to recite number names to twenty and beyond but a sense of what those numbers really mean develops gradually with repeated experiences in different contexts

Number Detectives

	Week 1	Week 2
Monday	Numberblocks	Number not a number
Tuesday	Counting	Less than, the same as, greater than
Wednesday	Representations	Make the number
Thursday	Display	Count with Rodd
Friday	'Talk about' the number	'I spy' the number

White Rose Maths - small group work

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8	Length, height and time		Building 9 and 10		Explore 3-D shapes			
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose	Sharing and grouping		Visualise, build and map		Make connections			Consolidation

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Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

White Rose Maths - small group work

Reception | Autumn term | Block 1 – Match, sort and compare

Small steps

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- Step 1 Match objects
- Step 2 Match pictures and objects
- Step 3 Identify a set
- Step 4 Sort objects to a type
- Step 5 Explore sorting techniques
- Step 6 Create sorting rules
- Step 7 Compare amounts

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White Rose Maths - small group work

Mastery Tasks

Reasoning:

These are questions where you need to explain how you got your answer or explain why an answer is right or wrong.

When you can explain your answer or how you have worked something out you show that you have a good understanding of what you have learnt.

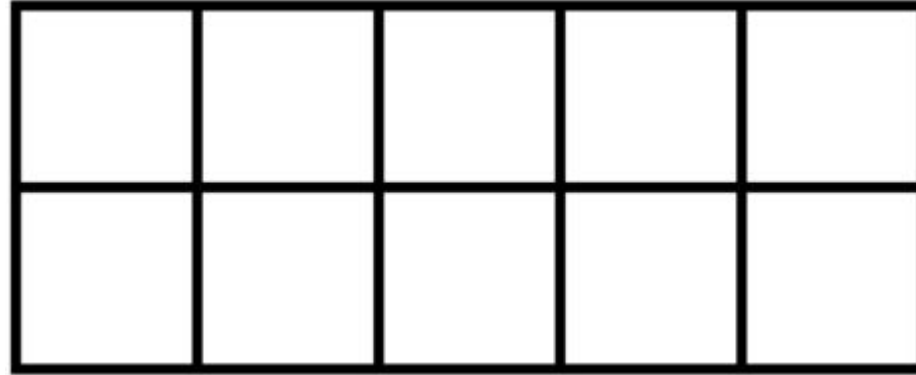
Problem Solving:

Can you use everything you have learnt to solve different kinds of problems? You must read your problem carefully. You will have to use drawings, jottings and be prepared to try lots of different ways to get your answer.

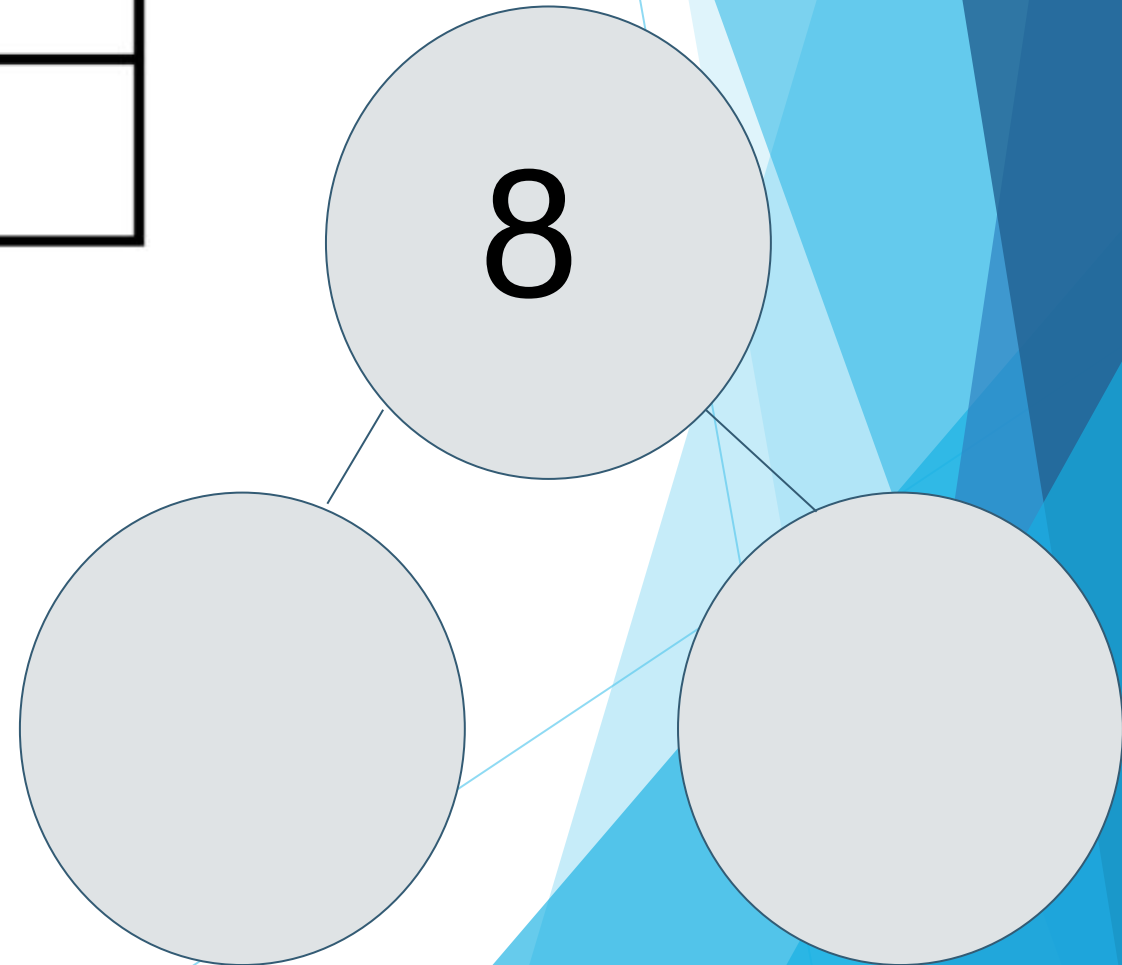
Don't give up – be resilient!

Examples of Resources

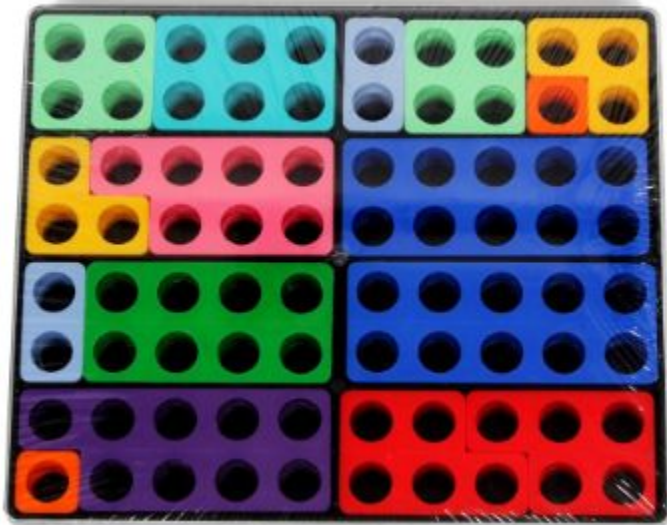
Tens Frame



Part Whole Model



Numicon



Ways to Help at Home

- ▶ Talk about maths as you are out and about. What numbers can you spot in the environment? How many flowers are in the flower bed? Which tree is the tallest? What shapes can they see on a house?
- ▶ Count everything! How many plates are on the table? How many socks do we need to pair up? How many bananas are in the bunch?
- ▶ Spot patterns. Can you see a pattern? Tell me about it! What will come next? What mistake have I made?