

Mathematics: We develop our Mathematical skills & ideas, thoughts and feeling in Reception through...

Communication and Language

- Using positional and/or directional instructions in play
- Promoting the skill of 'noticing' (what do you see, how do you see it?)
- Modelling and giving opportunities to talk about similarities and differences, beginning to recognise the odd one out, patterns and shapes in the classroom, outdoor and wider environment, across the curriculum
- talking about daily and weekly routines, counting down to special event
- Singing number songs and rhymes
- Using a wide range of vocabulary (Rising Stars Vocabulary Lists and White Rose Maths vocabulary and reasoning prompts)
- Learning new vocabulary in meaningful and motivating contexts
- Using new vocabulary throughout the day
- Understanding and answering 'why' questions, like: "why do you think the caterpillar is so fat?"

Mathematics

Refer to Birth to Five document for Mathematical development
<https://birthto5matters.org.uk/>

Personal, Social and Emotional Development

- Showing 'I can do this' attitude
- Having the confidence to have a go at new activities and challenges
- Testing their ideas of mathematical concepts
- Having the confidence to make predictions through play
- Develop sense of self during mathematical opportunities
- Acting out their experience with others

Physical Development

- Counting on fingers/putting fingers up and down
- Using our bodies to represent number (stamping feet, clapping hands)
- Acting out experiences and number rhymes
- Tipping and pouring different mediums exploring measure
- Digit Dance
- Shape Dance

<ul style="list-style-type: none"> - Seeking challenge - Taking risk, engaging in new experiences, and learning by trial and error - Persisting with an activity or towards a goal when challenge occurs - Showing satisfaction in meeting their own goals (I Can) - Being proud of how they have accomplished something- celebrating the process and not just the end result - Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) 	<ul style="list-style-type: none"> - Water play – gross motor capacity - Making shapes with our bodies - Moving within the environment – spatial awareness, position, direction, fitting themselves in spaces - Building towers - Completing puzzles – fine motor - Manipulating objects to fit - Remembering their way to travel around a familiar environment.
<p>ELG: Number</p> <ul style="list-style-type: none"> - Developing a deep understanding of number to 10, including the composition of each number quantity and numeral. - Subitising (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) - Learning number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. 	<p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system. - Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Examples:</p> <ul style="list-style-type: none"> - White Rose Maths Scheme (flexible dependent on the development stage of each child) - Exploring the mathematical teaching and learning through stories - Using interactive mathematical resources such as 5 and 10 frames - Signing in on a ten frame each morning - Rising Stars Vocab in provision - Digit Dance - Shape Dance 	

- Noticing numbers, shapes and size in the local environment on educational visits
- Linking nursery rhyme to maths input
- Mathematics weaves through Attention Autism (holding up fingers whilst counting down)
- Maths shed in the quad open for the children to access freely
- Number lines in the environment both indoors/outdoors
- Maths working wall in the classroom
- Specific maths area so the children can source items which is linked to Gap Analysis and White Rose Maths theme
- Maths is weaved throughout the classroom environment
- Loose parts play
- 3x specific maths inputs weekly.
- All staff in Reception classes are aware of expectations for embedding mathematics across the curriculum and provision, promoting maths vocabulary and skills, supporting gap analysis and targets.

