

Supporting Maths at Home: A Guide for Reception Parents

Wincham Community Primary School

In Reception, children transition from noticing numbers to having a "deep understanding" of numbers up to 10. We follow the White Rose curriculum, which prioritizes quality over quantity—it is better for a child to know everything about the number 5 than to be able to count to 100 without understanding what the numbers mean.

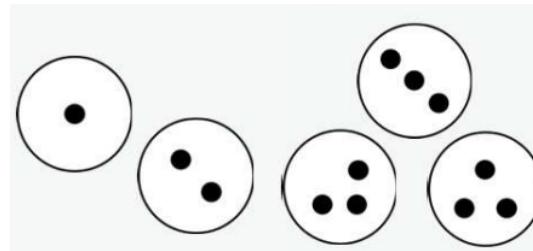
Here is how you can support your child's mathematical development during their first year at Wincham.

1. Subitising: Moving to 5

What we do in school: While Nursery focuses on subitising to 3, in Reception we aim for children to recognize groups of up to 5 objects instantly. We also look at "conceptual subitising"—seeing a group of 5 as a 3 and a 2.

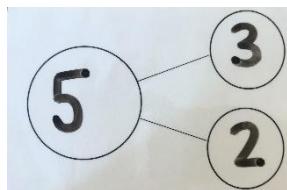
How to help at home:

- **Dominoes:** Play dominoes together. Encourage them to say the number of pips without counting them.
- **The "Fast Five" Game:** Quickly show five fingers in different ways (e.g., 4 on one hand, 1 on the other). How fast can they tell you it's 5?
- **Nature Walks:** "I can see 4 birds on the fence. Can you see them? I saw 2 and then another 2!"



2. Composition: Number Bonds to 10

What we do in school: We use **Ten Frames** (a grid of 10 boxes) to show how numbers are built. We learn "Number Bonds"—the pairs of numbers that make 5 (e.g., 3+2) and eventually



How to help at home:

- **Egg Box Maths:** Use an empty 10-slot egg box as a Ten Frame. Put 6 "eggs" (or balls) in. Ask: "How many more do we need to fill the box?"
- **Five Little Ducks:** Use toys to act out number stories. "There were 5 ducks, 2 went away. How many are left?"
- **Finger Bonds:** "I have 10 fingers. If I hide 3, how many are still standing?"

3. Addition and Subtraction: Practical Stories

What we do in school: We don't use formal column addition yet. Instead, we use "First, Then, Now" stories. *First there were 3 frogs, then 2 more hopped over, now there are 5.*

How to help at home:

- **Snack Time Stories:** "First you had 4 grapes. Then I gave you 2 more. Now how many do you have?"
- **Toy Addition:** Use cars or dolls to create "adding on" or "taking away" scenarios. Always use the words "First, Then, Now."
- **Comparison:** Use objects to see who has more. "I have 5 carrots, you have 3. How many more do I have?"

4. Exploring Patterns and Evens/Odds

What we do in school: We explore how quantities can be distributed equally (sharing) and begin to notice the difference between even and odd numbers through "pairing."

How to help at home:

- **Sharing Fairly:** Give your child 6 sweets to share between two people. "Is it fair? Does everyone have the same?"
- **Odd One Out:** Try to pair up socks or shoes. "We have 5 socks. They have pairs, but there is one left over! 5 must be an odd number."
- **Double It:** "I have 2 stickers. If you double it, how many will I have?"

Key Vocabulary for Reception:

- **Subitise:** Recognising an amount without counting.
- **Number Bond:** Two numbers that join together to make a total (e.g., 4 and 1 make 5).
- **Digit:** The written symbol for a number (0, 1, 2, 3, etc.).
- **Equal:** When two groups have the same amount.

Quick "Reception" Everyday Maths:

- **Capacity:** When baking, talk about "half full," "nearly empty," and "overflowing."
- **Time:** Talk about the sequence of your day using "Before," "After," and "Next."
- **Money:** Let your child explore real coins. "Can you find all the round ones? Which ones are silver?"

Top Tip: In Reception, we love "Mathematical Talk." Encourage your child to explain how they know an answer. "I know there are 4 because I can see a 2 and a 2!"