Maths in Reception

How to help your child at home

February 2026

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	**Physical Development**	**Communication and Language**	
• Making Relationships • Self-confidence and Self-awareness • Managing Feelings and Behaviour	• Moving and Handling • Health and Self-care	• Listening and Attention • Understanding • Speaking	
Specific Areas			
Literacy	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
• Reading • Writing	• Numbers • Shape, Space and Measures	• People and Communities • The World • Technology	• Exploring and Using Materials and Media • Being Imaginative

In the **EYFS Framework (2021)**, mathematics is organised into **three key strands within the specific area of Maths:**

Number
Numerical Patterns
Shape, Space and Measure

- In Reception, children work towards the **Early Learning Goals (ELGs)** in Maths:

Number Children will:

- Have a deep understanding of numbers to 10
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds to 5 (and some to 10)
- Verbally count beyond 20
- Compare quantities up to 10
- Explore patterns within numbers

- **Numerical Patterns** Children will:
- Count beyond 20
- Understand the counting pattern
- Compare quantities
- Explore odd and even numbers
- Begin to double numbers

We follow the First4Maths programme to plan and deliver our maths sessions, ensuring children develop deep understanding through practical resources and discussion.

Woodlands EYFS Maths long term plan

Spring 1	Spring 2	Summer 1	Summer 2
WB:19.1.26 **Shape/Space** 1.1 2D shapes and their properties **WB 26.1.26** **Cardinality & Counting** 2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 3.1 Counting backwards 10-1 & ordering numbers 10-1 **WB 2.2.26** **2.2 Inverse operations** - splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me) **WB 9.2.26** **Comparison** 2.1 Compare numbers using vocab of more/less 2.2 Find 1 more using sets of objects on tens frames and on a number track	**WB 24.2.26** **Composition** 3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes) **WB 2.3.26** **Comparison** 3.1 Find 1 less using sets of objects on tens frame and on a number track **WB 9.3.26** **Shape/Space** 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3.2 3D shapes and their properties **Pattern** 3.1 More complex patterns – ABB, ABBC **WB 16.3.26- 2 weeks and 3 days** **Composition** 4.1 Recall number bonds for numbers 1-5 4.2 Partition and recombine sets of objects 6-9 Including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10) 4.3 Partition and recombine sets of 10 objects – recognise these as number bonds to 10	**WB 20.4.26** **Numerical Patterns** 4.1 Staircase patterns linked to finding 1 more/1 less using a mental numberline (link to Comparison) NB S2 episodes 6 & 7 (Just add one & 10 green bottles) **WB 27.4.26** **Cardinality & Counting** 5.1 Counting beyond 10 noticing pattern in ones **WB 4.5.26** **Composition** 5.1 Systematic number bonds to 10 NB S2 Episode 13 (Blast Off!) **WB 11.5.26- 2 weeks** **Numerical Patterns** 5.1 Odds & Evens NB S2 episode 11 (Odds & Evens) 5.2 Symmetry/reflections – link to doubles 5.3 Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles NB S2 episode 9 (Double Trouble)	**WB 1.6.26** **Cardinality & Counting** 6.1 Counting beyond 20 noticing pattern in tens WB **8.6.26** **Composition** 6.1 Recall and apply number bonds for 4, 5 and 10 including doubles **WB 15.6.26** **Measures** 6.1 Capacity 6.2 Time – sequence of events **WB 22.6.26** **Shape/Space** 6.1 Relationships between shapes **WB 29.6.26** **Pattern** 6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements Possible Extension Sharing between more than two including on a part whole model NB S2 episode 8 (Counting Sheep) NB S2 episode 10 (The three threes)

NUMBER

This strand focuses on developing deep understanding of numbers to 10 and secure number sense.

- **Counting & Cardinality**
- Saying number names in order to 20 and beyond
- Counting objects with 1:1 correspondence
- Knowing the last number counted tells us “how many”
- Counting from a given number
- Counting on and back within 10
- **Subitising**
- Instantly recognising quantities to 3
- Progressing to subitising up to 5
- Recognising structured patterns (dice, five frames)
- **Composition of Number**
- Understanding that numbers are made of smaller parts
- Exploring part–whole models
- Finding different ways to make numbers to 5, then 10
- Secure number bonds to 5
- Beginning to recall some bonds to 10

- **Comparison**

•Identifying more, fewer, same
•Comparing quantities to 10
•Ordering numbers to 10

- **Addition & Subtraction (Practical)**

•Combining two groups
•Taking away from a group
•Counting on to add
•Finding one more and one less
•Representing problems using objects, Numicon, ten frames and number lines

NUMERICAL PATTERNS

This strand focuses on recognising relationships, patterns and the structure of the number system.

- **Counting Patterns**
  - Counting beyond 20
  - Recognising the repeating pattern in teen numbers
  - Understanding that teen numbers are “10 and some more”
- **Doubling & Early Multiplicative Thinking**
  - Doubling numbers practically
  - Sharing into equal groups
  - Beginning to explore odd and even through grouping
- **Patterns Within Numbers**
  - Exploring number patterns to 10
  - Noticing patterns in counting (e.g. 5, 10, 15…)
  - Recognising relationships between numbers
- **Comparing Quantities Beyond 10**
  - Comparing sets larger than 10
  - Using counting to check and explain

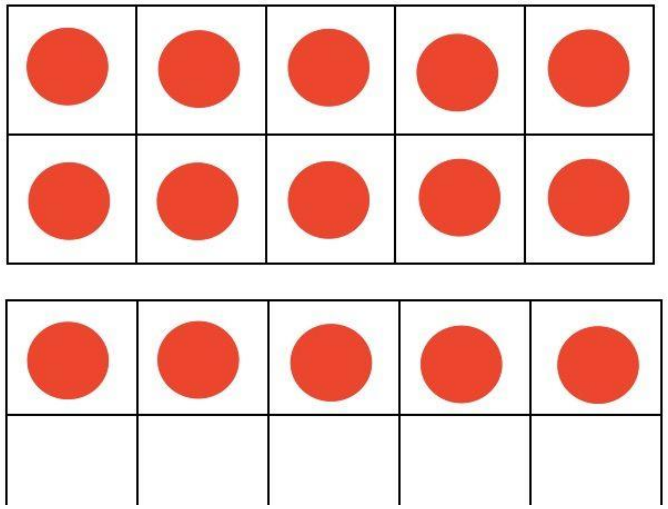
SHAPE, SPACE & MEASURE

This strand supports spatial reasoning and understanding of measures.

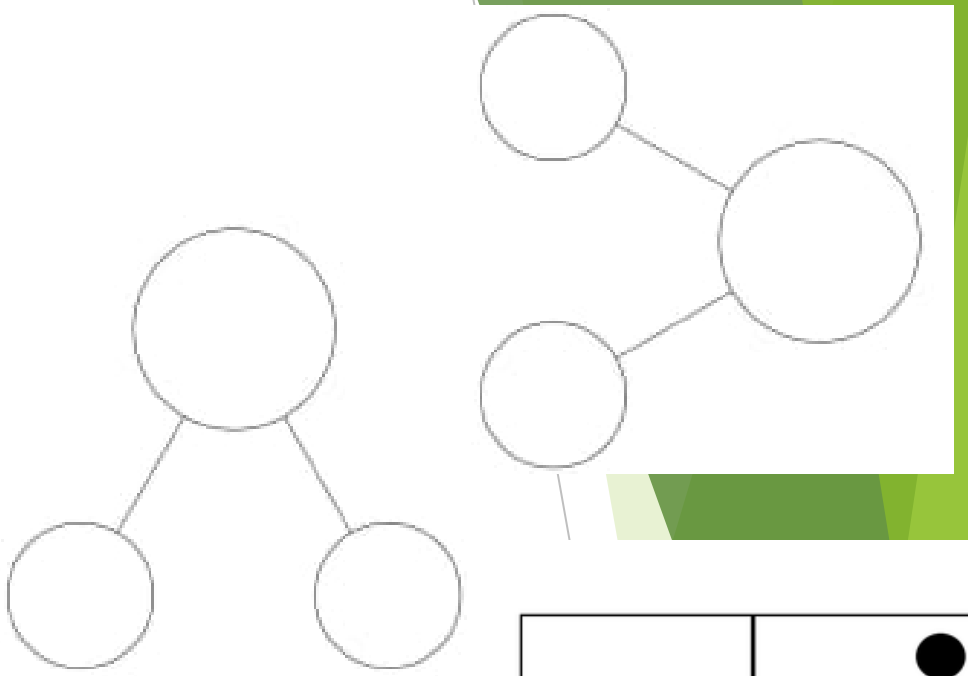
- **Shape**
  - Naming common 2D shapes (circle, square, triangle, rectangle)
  - Recognising 3D shapes (cube, sphere, cuboid, cylinder)
  - Describing properties (sides, corners, faces)
  - Composing shapes to make pictures and models
- **Spatial Reasoning**
  - Using positional language (under, next to, behind, between)
  - Following and giving directions
  - Rotating and manipulating shapes
- **Measure**
  - Comparing length, height, weight and capacity
  - Using language such as heavier, lighter, taller, shorter
  - Exploring time (daily routines, sequencing events)
  - Beginning to recognise coins

Resources we use at school

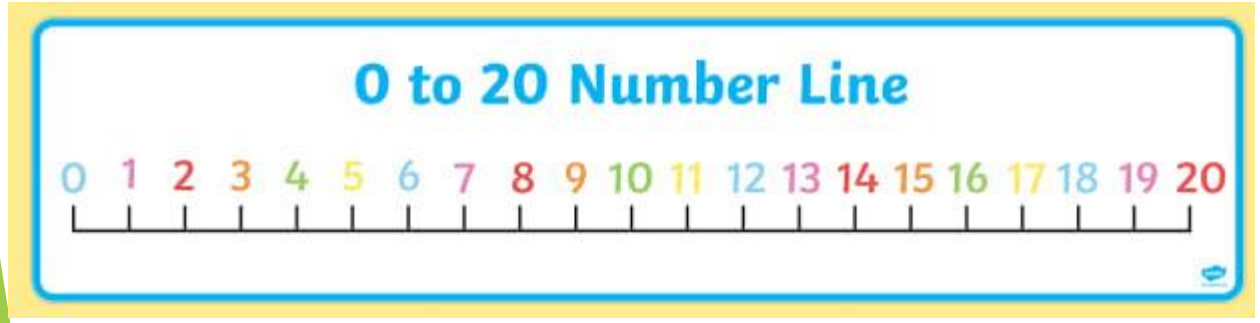
Numicon

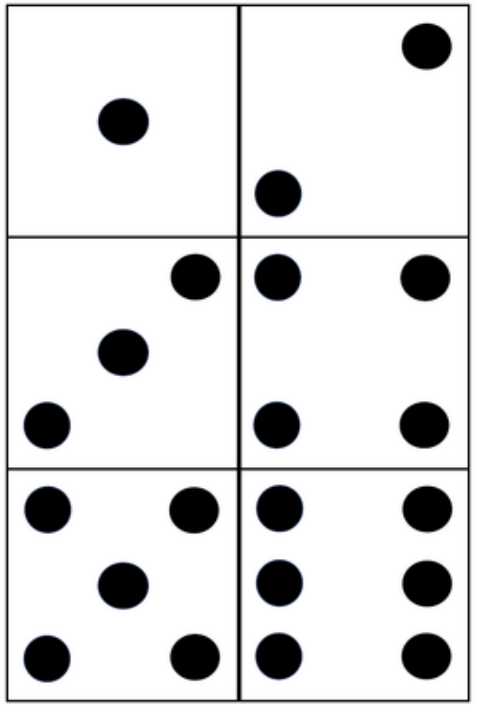


Tens Frame



Part-Whole Model





Subitising using dice

5 EASY WAYS TO SUPPORT MATHS AT HOME

1 Play Dice & Board Games

- Snakes and Ladders, Ludo, dominoes
  → Encourage counting on.

2 Practise Number Formation

- Write numbers in chalk, sand, flour or paint.

3 Count in Real Life

- Shopping items, ingredients, steps, toys.

4 Spot Numbers Everywhere

- Door numbers, number plates, bus numbers.

5 Talk About Maths

Maths is everywhere all the time. Sharing sweets, baking, playing in sand and water, keeping scores, pocket money

- Ask:
  "How many altogether?"
  "What if we add one more?"
  "How do you know?"