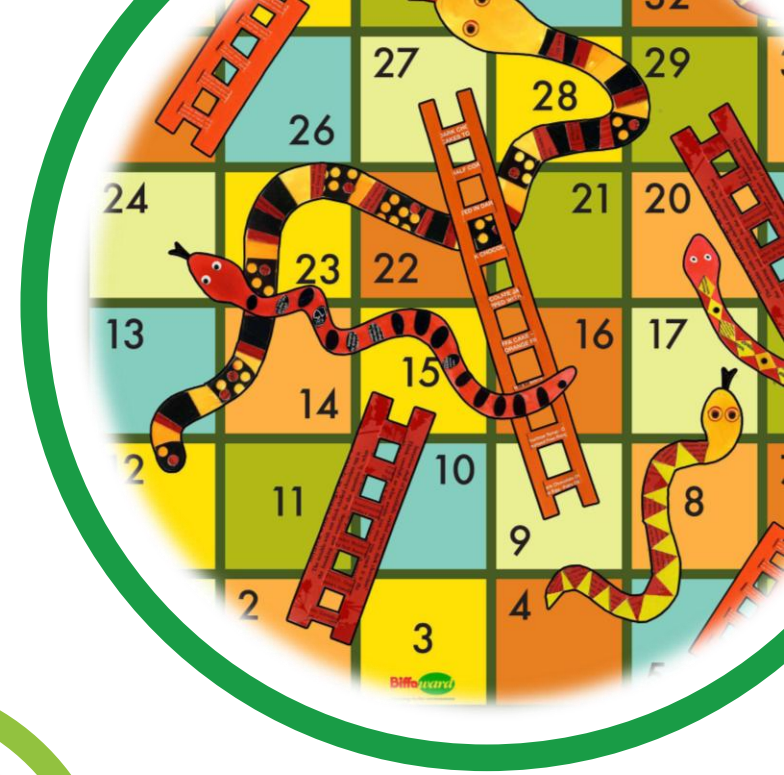


Maths Mastery in Reception

Parent Workshop

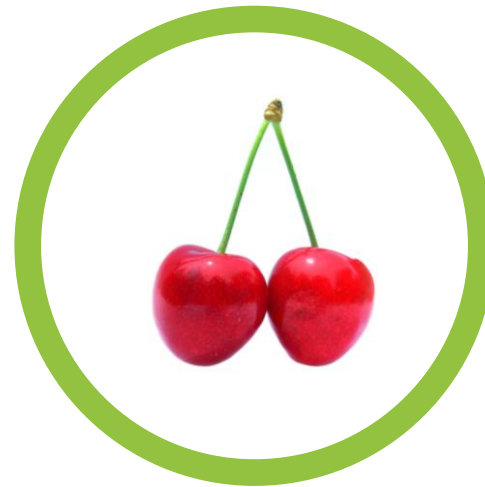
“Mathematics is not about numbers, equations, computations or algorithms: it is about understanding.”

-William Paul Thurston



Play is the
highest form
of research

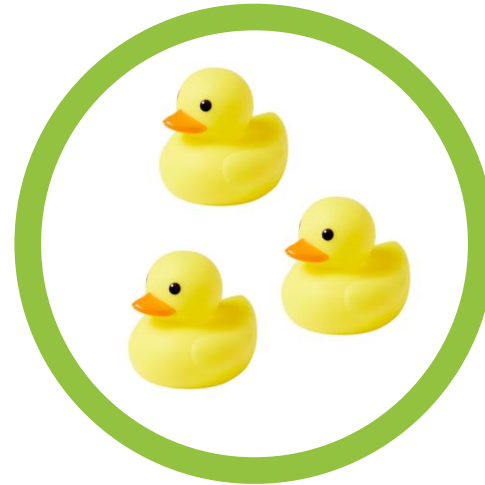
Albert Einstein



What is teaching for mastery?

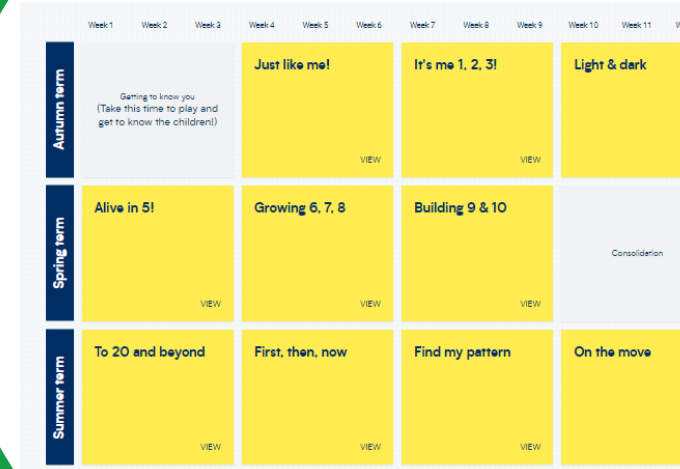
- Everyone can achieve
- Quick early intervention
- Number fluency
- Variation in representations
- Depth
- Problem solving
- Reasoning

YES
WE
CAN



White Rose Maths

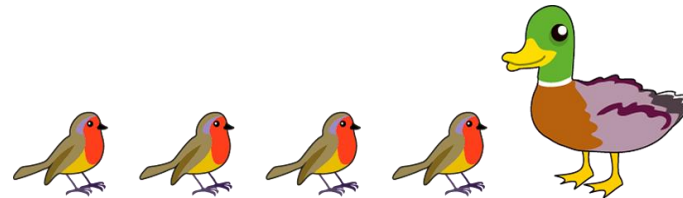
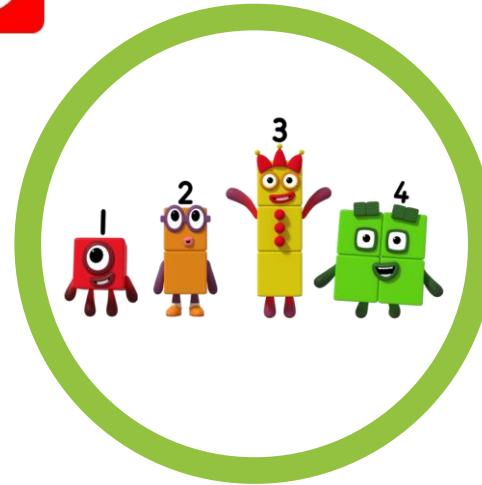
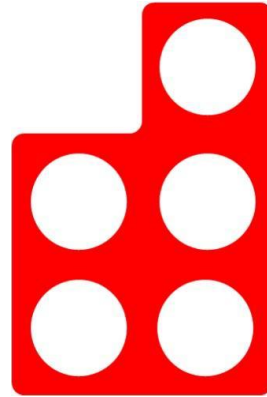
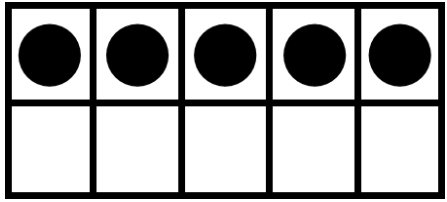
- Scheme of learning
- Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world
- Unit blocks
- Core skills
- Home learning resources
- Mastery approach



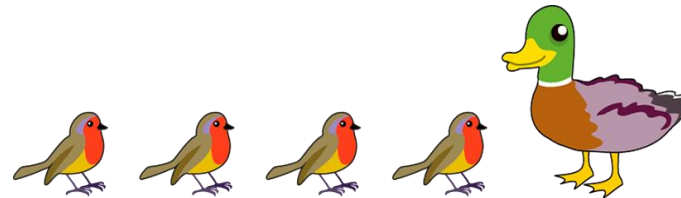
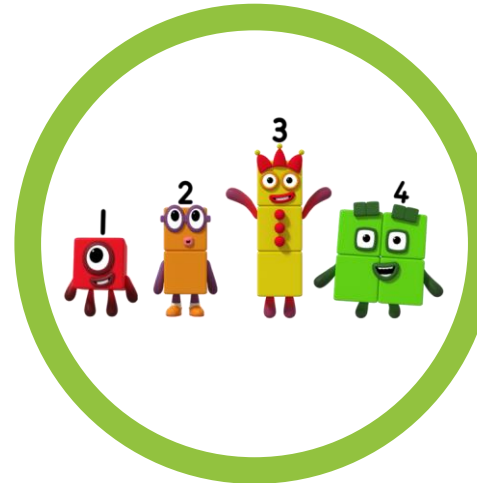
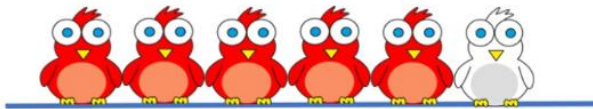
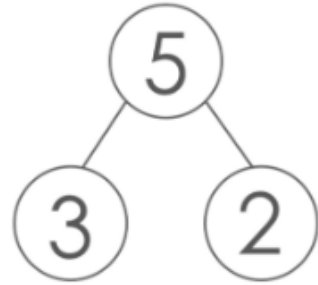
A table showing the White Rose Maths curriculum overview. The table is organized by term (Autumn, Spring, Summer) and week (Week 1 to Week 11). Each cell contains a unit title and a 'VIEW' link. The table is partially obscured by a large green circle and a large purple circle.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn term	Getting to know you (Take this time to play and get to know the children!)	Just like me!	It's me 1, 2, 3!	Light & dark							
Spring term	Alive in 5!	Growing 6, 7, 8	Building 9 & 10	Consolidation							
Summer term	To 20 and beyond	First, then, now	Find my pattern	On the move							

Fluency: Representing Numbers

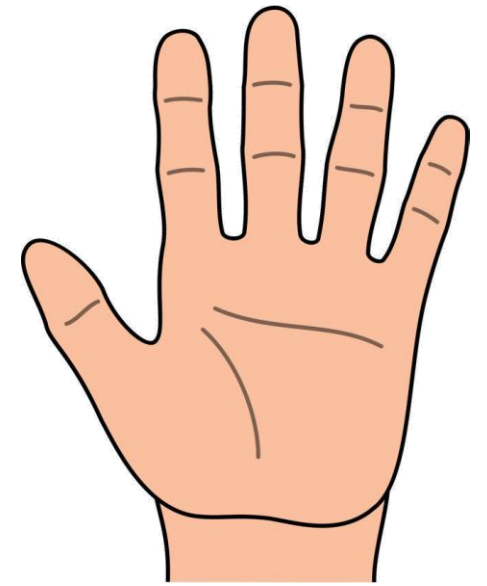


Fluency: Composition of number



Fluency: Counting

- Counting
- When counting, children need to understand that we need to say one number for each object counted (touch counting).
- The final number we say is how many altogether.
- That we can count objects in any order and the total stays the same.

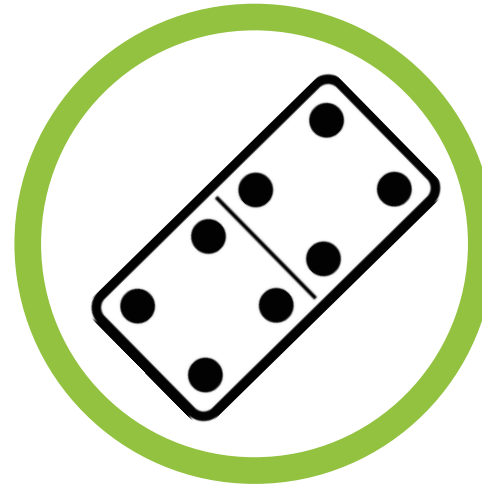


Fluency: Recognising Amounts



Problem Solving

- Spotting, following and creating patterns
- estimating amounts of objects
- Predicting how many times they can do something in a minute
- Sharing objects between different groups – particularly when the amount of groups change and the amount of objects stays the same
- Composition of number - finding different ways to split numbers eg 5 could be $5+0$, $4+1$, $3+2$ etc

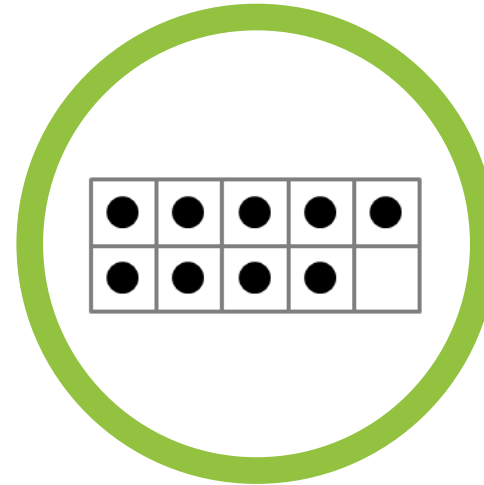


Reasoning



Early Learning Goal - Number

- 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.

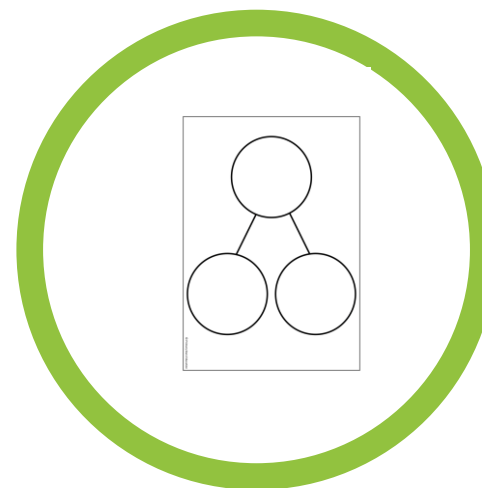
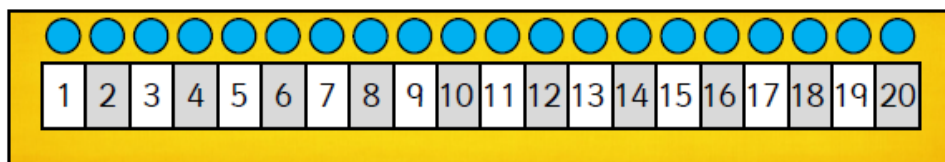


Early Learning Goal – Numerical Patterns

- Numerical Patterns
- 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.



Resources



Resources



Working in Partnership

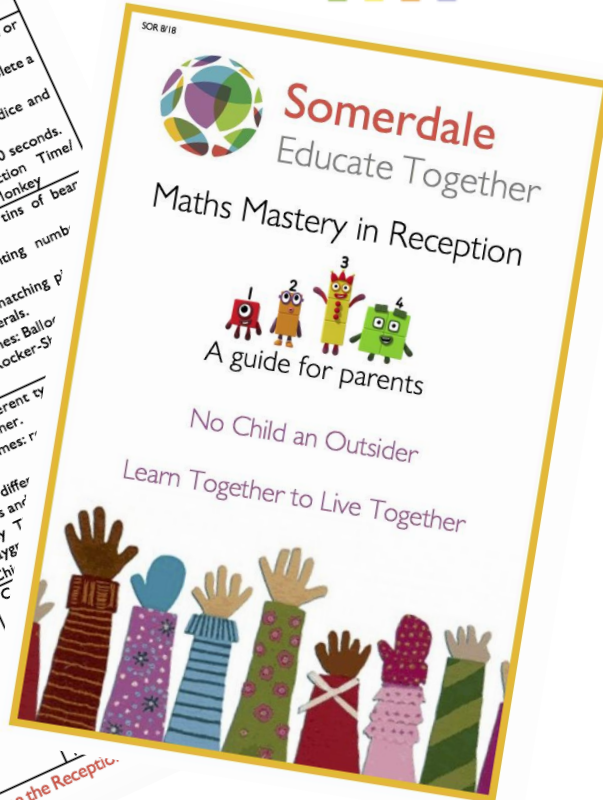


YES
WE
CAN

Orange Next Step Statements (in no particular order)

Example Statements	Ideas of Activities
I can say my numbers in order from 1 - 10.	Spotting numbers on number plates or doors.
I can recognise numerals 1-5.	Count how long it takes to complete a task.
I can say my numbers in order from 1 - 20.	Playing board games (rolling dice and counting out loud).
I can recognise numerals 1 - 10.	Flashcards once a day for 30 seconds.
I can count up to 10 objects accurately.	Busy Things games: Action Time/ Balloon Tree/ Feed the Monkey
I can count up to 10 objects and find the numeral to match.	Counting cars, sticks, tins of bear puddles etc.
I can count up to 15 objects accurately.	Board games (counting number spaces)
I can add two sets of objects together to find the total.	Pairing activities matching pictures and numerals.
I can find one more or one less from a group of up to 5, then up to 10 objects.	Busy Things games: Ball or the Monkey/ Rocker-Spinners
I can say the number that is more than any given number to 10.	Adding different toys together.

When using Busy Things, use the Reception on orange next step statements.



Thank you for listening.

Any questions?

