
Maths Workshop: Supporting Reception Learning at Home

Understanding Early Maths

PARENT WORKSHOP



WHY IT MATTERS

Early maths builds more than number skills

It develops confidence, language, problem solving and the flexible thinking which are skills that children transfer across their learning.

A strong start has lasting impact



EYFS Framework Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel. Children should be able to count confidently, develop a deep understanding of numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of maths is built.

It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

Dated: 13 July 2026

Effective: 01 September 2026

What do we learn in Reception?

Our maths learning consists of developing a deep understanding of the following areas:

Number

Subitising • comparing quantities • composition of numbers • number bonds

Numerical Patterns

Counting • noticing structure • doubles • odd and even • 1 more 1 less

Spatial Reasoning

Shape • space • measures

**We learn about these areas
through play and exploration**

Indoor and outdoor provision



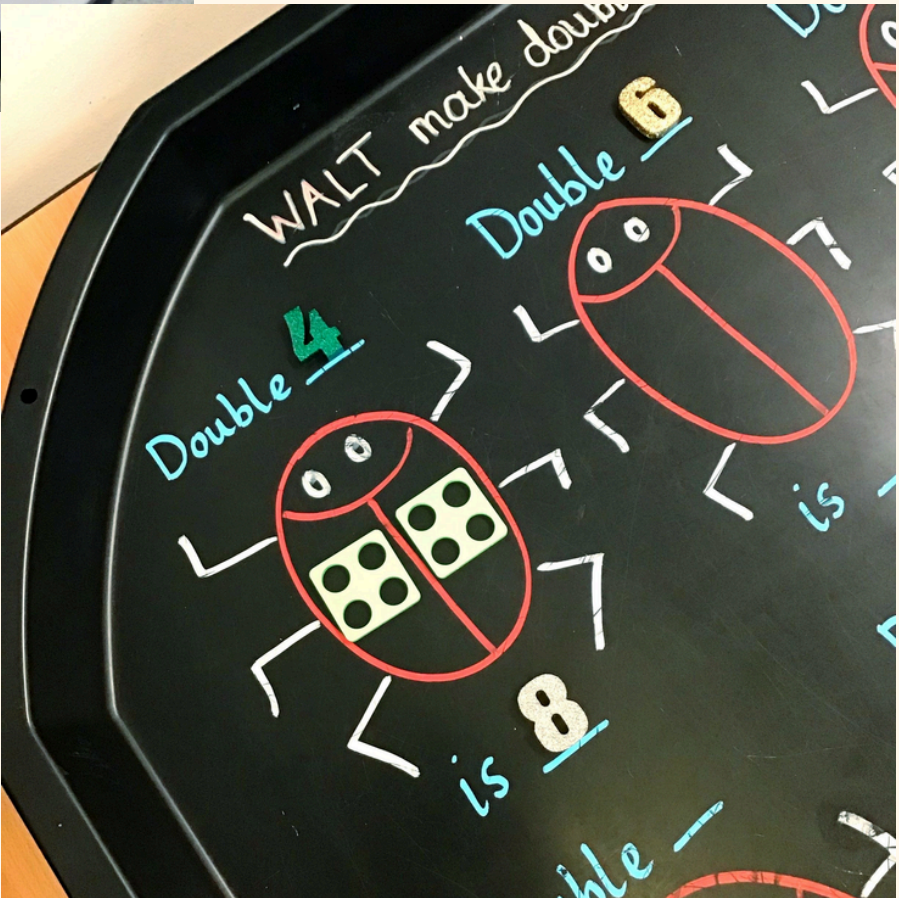
Active learning



Concrete materials



Hands-on learning

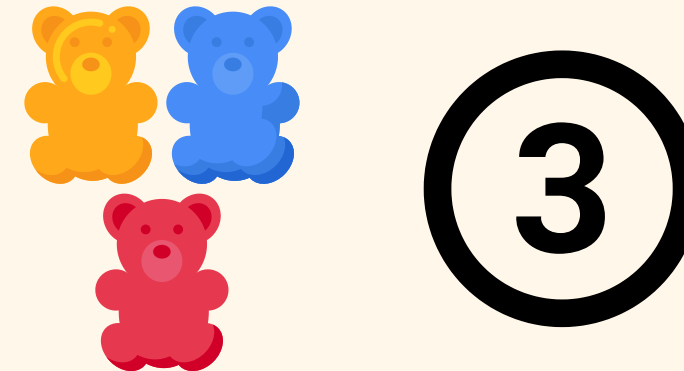
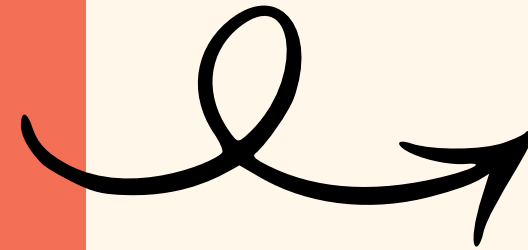


Manipulatives

Terminology

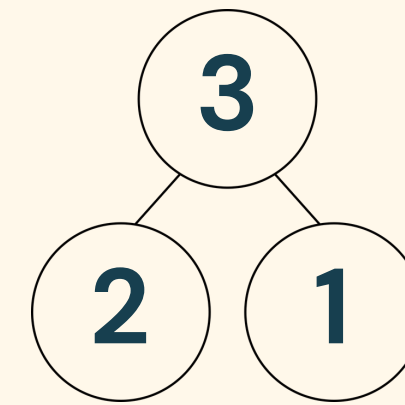
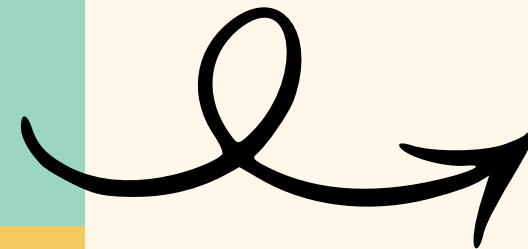
Subitising

Recognising a quantity without counting



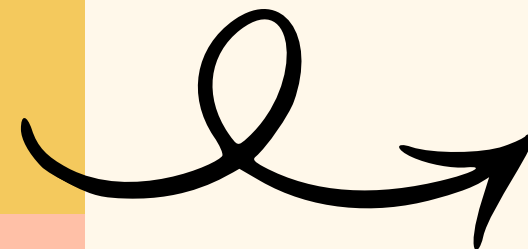
Composition of numbers

Understanding that numbers are made up of numbers combined



Number bonds

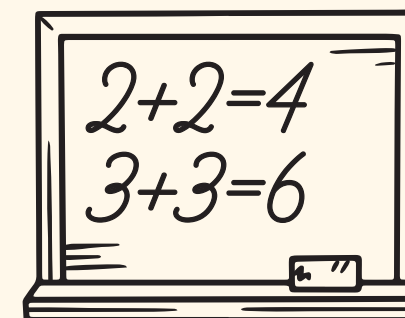
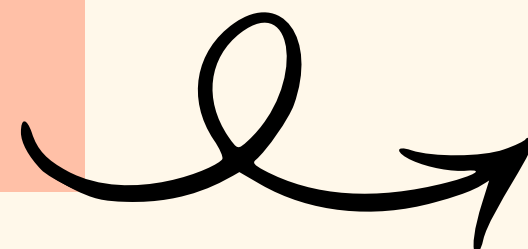
All the combinations to make a number



$$\begin{array}{lll} 0+5=5 & 1+4=5 & 2+3=5 \\ 3+2=5 & 4+1=5 & 5+0=5 \end{array}$$

Doubles to 10

A number added to itself



Early Learning Goals (ELGs):

Children work towards the Early Learning Goals which are the expected outcomes of a child who has reached a good level of development (GLD) at the end of Reception. There are two maths early learning goals:

Number

- Have a deep understanding of numbers 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

- 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.



WhiteRose maths is the scheme of learning we use to implement the maths curriculum.

A structured, progressive curriculum aligned with EYFS — giving children time to explore ideas in varied ways.

FLUENCY
Build confidence

REASONING
Explain thinking

PROBLEM SOLVING
Apply ideas

[Maths & Science resources | White Rose Education](#)

Make maths part of the conversation

- 1 Count stairs, toys or pieces of fruit
- 2 Spot shapes and make repeating patterns
- 3 Measure while cooking or crafting
- 4 Use words like more, fewer, heavier, next



Four free playful maths moments

01 COUNT ON THE GO

Count red cars, steps or apples in the trolley.

02 SORT THE LAUNDRY

Group by colour, size or who it belongs to.

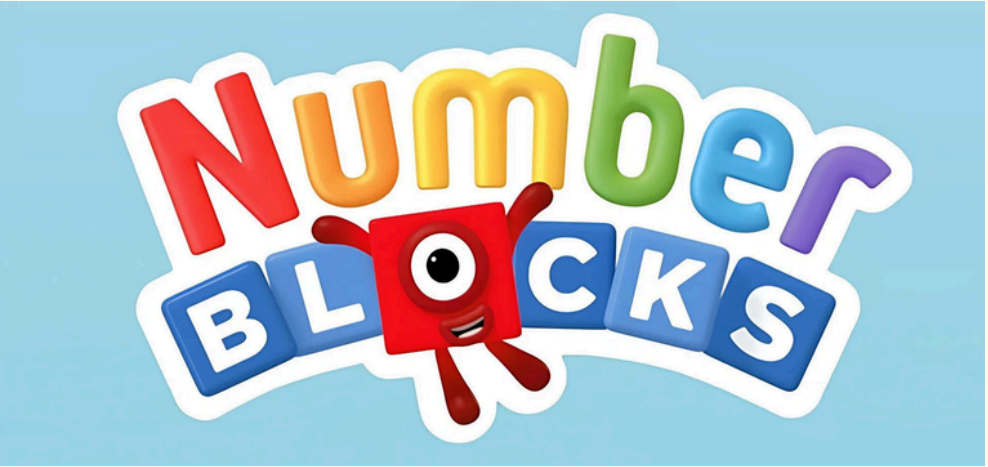
03 MAKE A PATTERN

Use beads, blocks, pasta or claps.

04 ROLL & MOVE

Play a board game and say the dice pattern.

Additional Maths Ideas



THANK YOU

Questions?

