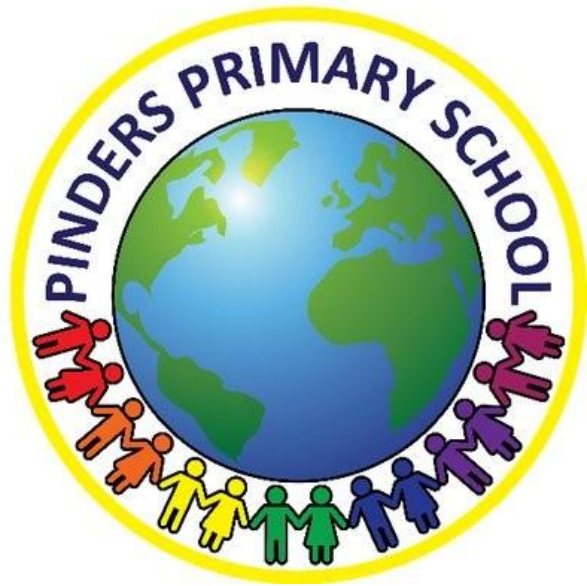




EYFS Mathematics information for parents

2026

Skills children coming into Reception should already know

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Skills we learn in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

End of Reception Assessment Criteria

- Have a deep understanding of numbers up 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.

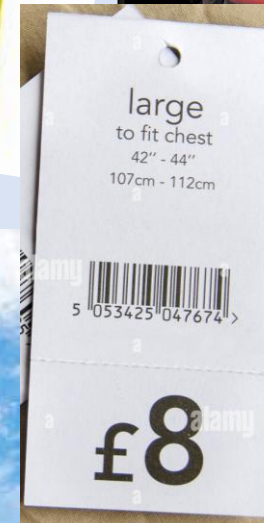
In school we....

- Make maths as practical as possible
- Make maths fun and interactive, through songs, games and challenges.
- Use stories to capture children's interests
- Use 'concrete' objects to support concepts
- Create maths links in all the areas of provision so children are learning mathematical ideas and concepts without being 'taught' it.
- Use mathematical language during play

How to help
at home

Number Words and Numerals

Look out for numerals and number words in everyday situations.



Counting

Forwards

- 3, 4, 5, 6, 7...
- 6, 7, 8, 9, 10...
- 8, 9, 10, 11, 12...

Backwards

- 11, 10, 9, 8, 7...
 - 6, 5, 4, 3, 2...
-
- This skill prepares children for addition and subtraction.

'Put the first number in your head' $5 + 3 =$

says '5 6, 7, 8' Not '1, 2, 3, 4, 5.....6, 7, 8

This takes time and needs a secure knowledge of the number system and what number comes next.

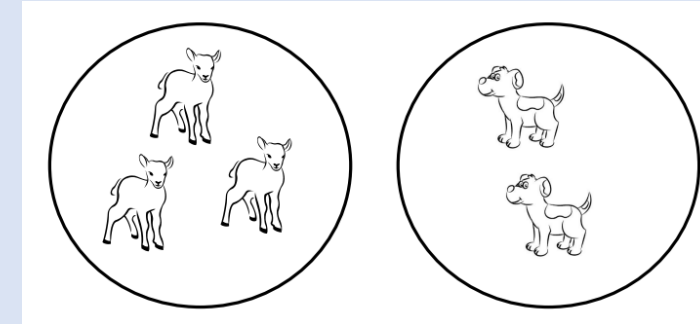
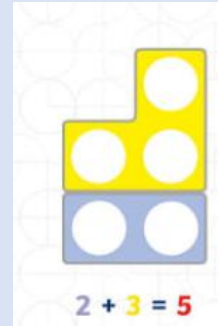
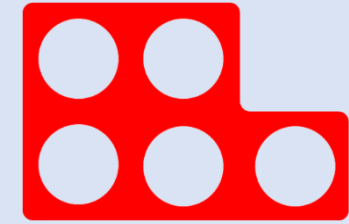
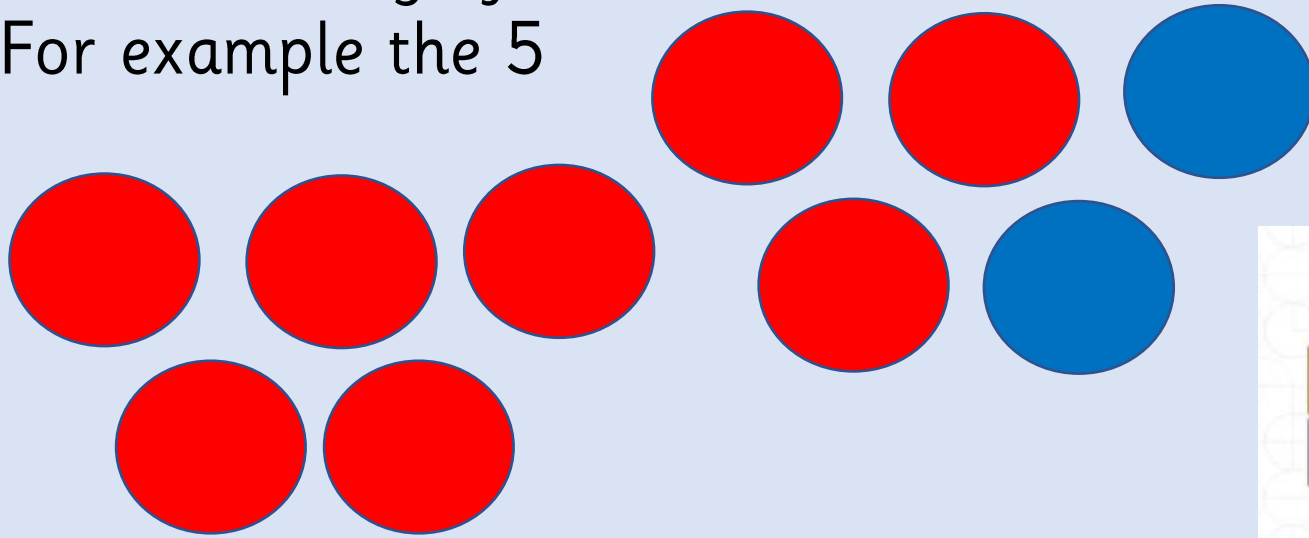
This needs lots of practise.

- Counting objects that cannot be moved or touched
- Counting actions or sounds
- Move around, or partition and recombine small groups of objects, and recognise that the total is still the same (pre-step to learning number bonds).
- Counting up to 10 objects in any arrangement, not just when they are in a straight line

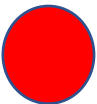
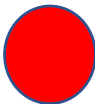
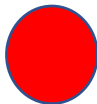
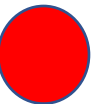
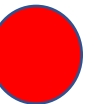
Composition of Number

An in depth look at each number, so children have a secure knowledge and understanding of each number to 10.

For example the 5



$$3 + 2 = 5$$

Number facts to 5

$$0 + 5 = 5$$

$$1 + 4 = 5$$

$$2 + 3 = 5$$

$$5 - 0 = 5$$

$$5 - 4 = 1$$

$$5 - 3 = 2$$

Applying their Knowledge Through Problem Solving

- Explore and solve problems in practical contexts
- Use meaningful examples that will motivate your child to use their mathematical skills.
- Encourage critical thinking and a 'have a go' attitude. Asking questions such as 'What could we do next?' and 'How shall we do it?'



Keep maths practical and have fun!



- Bath-time (filling and emptying containers, counting, timing how long it takes to fill the bath)
- Counting rhymes
- Talk about numbers in the environment (front door numbers, number plates, road signs etc)
- Help with the cooking (measuring, weighing, ordering the recipe)
- Setting table places (how many plates/cups etc) or teddy bears picnic
- Paying in shops (including change)
- Estimating amounts (how many apples/sweets?)
- Shopping – helping to count out varying amounts of fruit and vegetables
- Subitising toys/ food/ sweets!



Story books that promote Maths!

