Early Years Maths Meeting

9.10.25



St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.

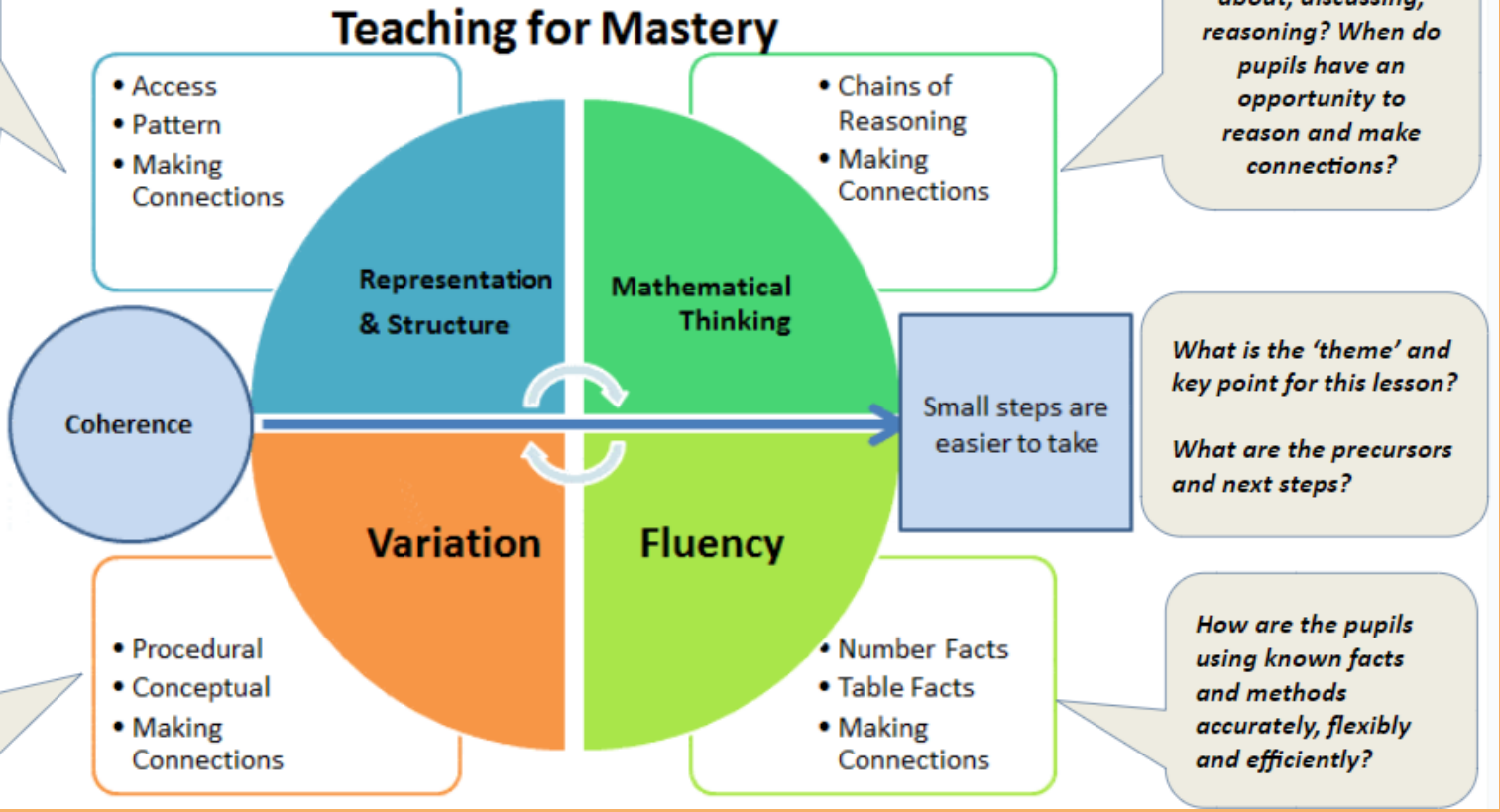
St Catherine's
CE PRIMARY SCHOOL

What is Mastery in Maths?

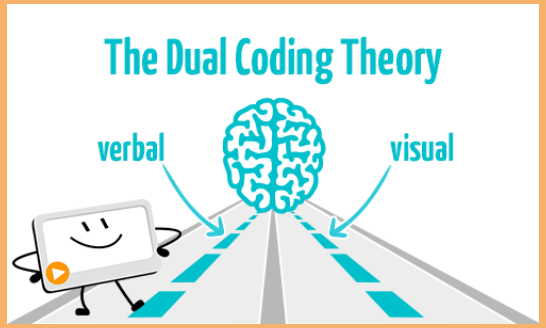
Mathematics mastery is a teaching method where the goal is for ***all students*** to gain a strong understanding of maths before moving on to new topics.

Instead of just memorizing facts or using rote learning, this approach helps children ***build a deep understanding*** of maths concepts, allowing them to truly grasp the subject.

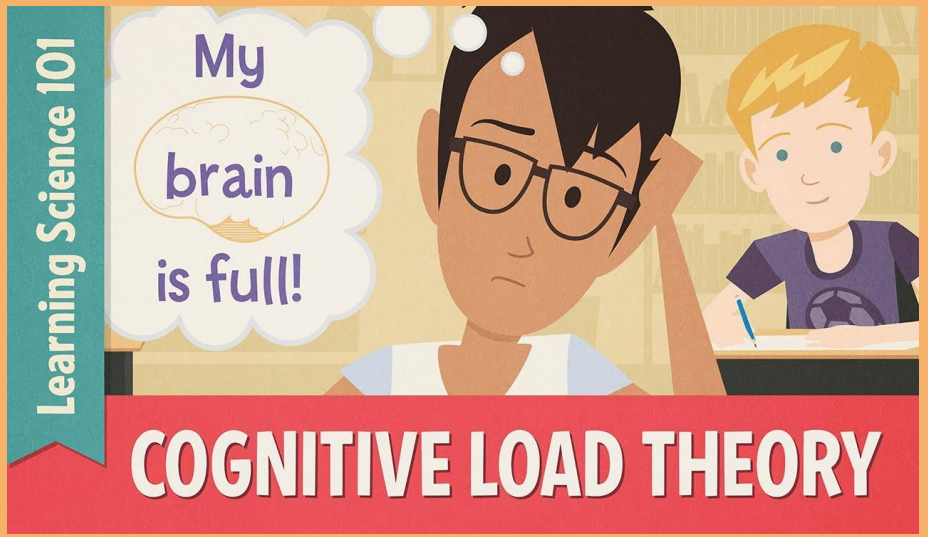
A recap of the foundations that underpin the teaching of Maths at St. Catherines'



Maths-***why*** we do ***what*** we do



An effective way of presenting material is dual coding. Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.



Key areas of Early Maths

1:1 correspondence
Counting each object in a set once, with one touch per object.

Number recognition

Cardinality and Counting
Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents.

Shape and space
Understanding what happens when shapes move, or combine with other shapes, helps develop mathematical thinking

Measure
Comparing different aspects such as weight, length and volume

Comparison
Understanding that comparing numbers involves knowing which numbers are more or less than each other.

Composition
Understanding that one number can be made up from two or more smaller numbers

Pattern
Looking for and finding patterns helps children notice and understand mathematical relationships.

Autumn Term					
Numbers to 5	Comparing groups within 5	Shape - 3D and 2D shapes	Change within 5	Number bonds within 5	Space

Spring Term						
Numbers to 10	Comparing numbers within 10	Addition to 10	Measure - length, height and weight	Number bonds to 10	Subtraction	Exploring patterns

Summer Term						
Counting on and back	Numbers to 20	Numerical patterns	Shape - composing and decomposing shape	Measure - capacity and volume	**Sorting**	**Time**

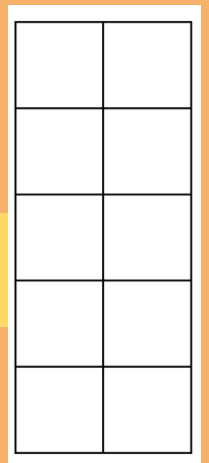
Key Vocabulary

Subitising
being able to visually see a number of objects instantly without needing to count them out one at a time

Prove it

Explain it

Ten frame



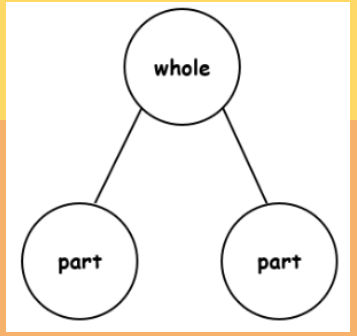
Show me

Number bond
Pairs of numbers that add up to a certain number.

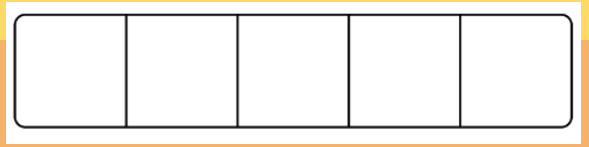
Eg Number bonds to 5

0+5=5
1+4=5
2+3=5
3+2=5
4+1=5
5+0=5

Part whole model
Pictorial representation that shows the relationship between a whole and its two parts



Five frame



How do you know?

Maths learning in Reception- a typical learning sequence

St Catherine's Classroom Beliefs

- Mistakes are valuable.
- Everyone can learn maths to the highest level.
- Questions are really important.
- Depth is more important than speed.
- Maths is about making connections.

St Catherine's CE PRIMARY SCHOOL

Lesson 1 - Monday



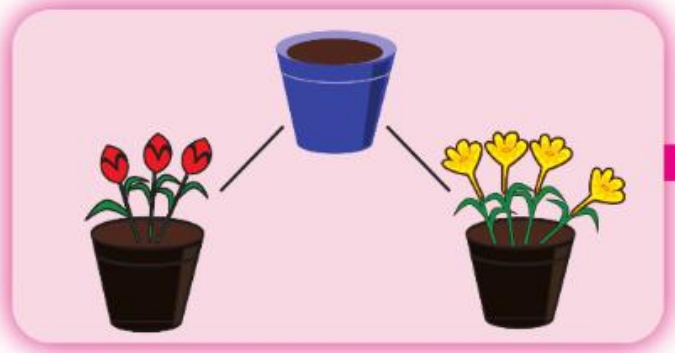
Discover

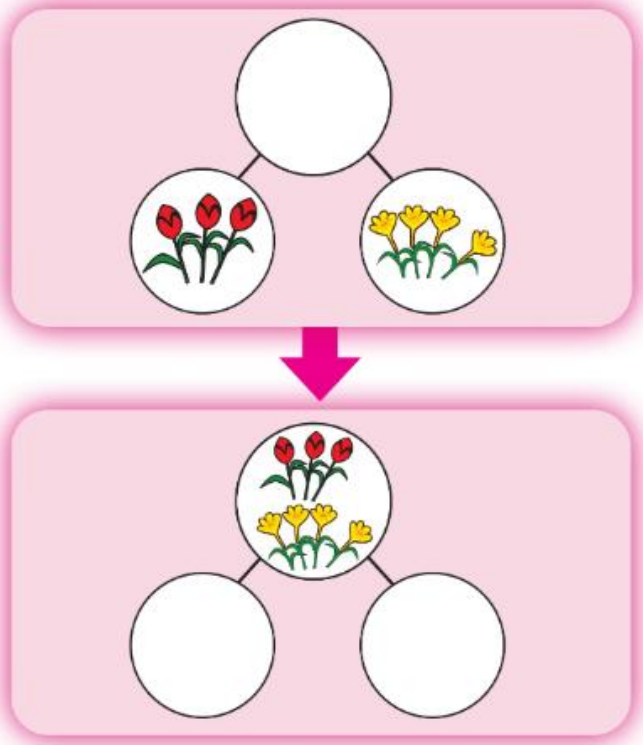


How many flowers are there **altogether**?

Share

How many flowers are there altogether?







I will use ◯ to help me count.

There are 7 flowers altogether.



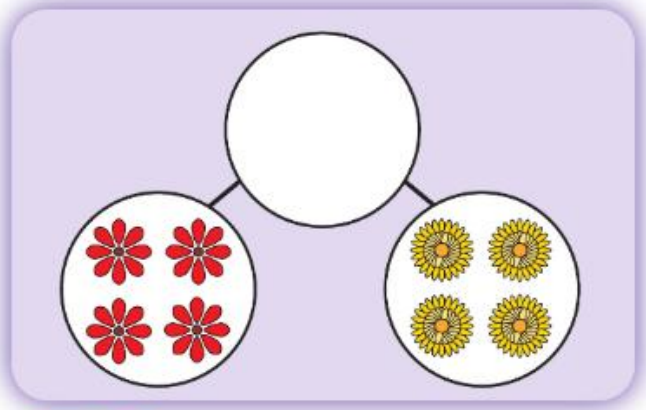




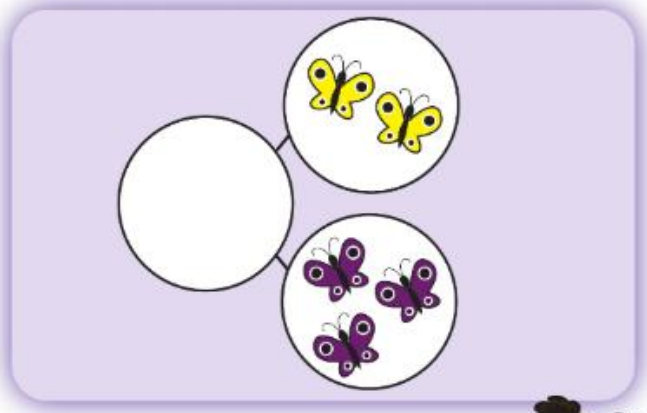

Concrete
Pictorial
Abstract
2 + 1 = 3

Think together

1 How many are there altogether?



2 How many are there altogether?





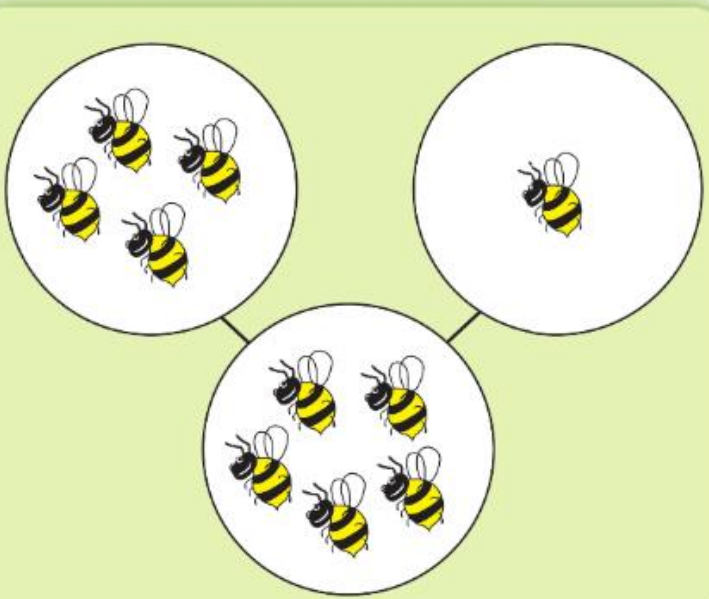
I can see how many without counting.

I think the whole has moved.



CHALLENGE

What is the whole?



I think that 4 is the whole.



I think that 10 is the whole.

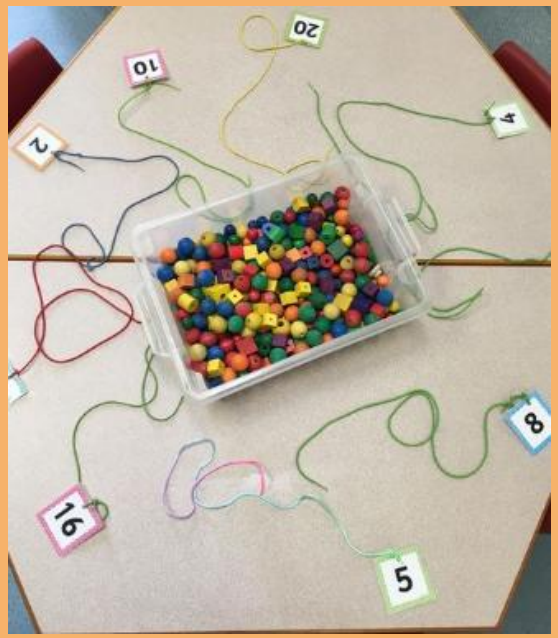


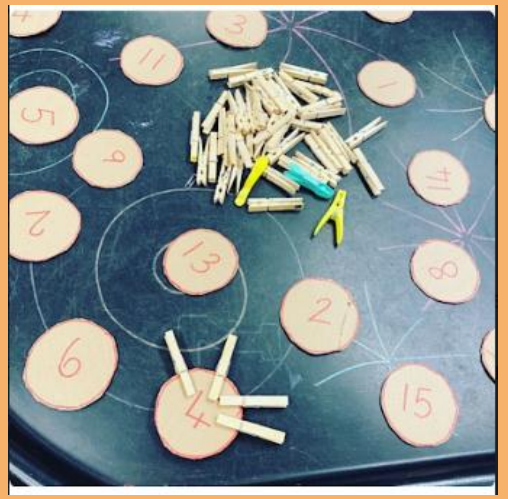
Child Initiated Learning











Helping at home



Out and about

Cooking: measure ingredients and set the timer together.

Find the same amount of different items to help your child understand what numbers mean. For example, find 3 spoons, 3 hats or 3 socks.

Put items in order. You could do this by weight, height or size. Ask your child to help you organise items around the house.

Solve problems. Work out “how many altogether” and “how many more”. Ask your child questions such as: “We have 3 red apples and 2 green apples, so how many apples do we have altogether?”

Shopping



Go on a shape hunt at the park or while you’re out and about. How many circles, squares, rectangles or triangles can your child find? Try getting your child to look for patterns.

Look for numbers on doors, buses, cars, signs, at the shops – anywhere! Remember to talk about what the numbers mean when you see them.

Count things. For example – how many lamp posts are on our street? How many houses have a red door? How many dogs can you count in a day?

Talk about time. How long does it take to walk to the shop, or to school?