2026

Maths at St. Ursula's

EYFS & KS1

Maths Leads at St' Ursula's

EYFS & KSI

Mrs S Reynolds

KS2

Mrs R Marshall

Subject Vision

To ensure staff and children are confident and consistent in their approach to Maths.

To provide and ensure a consistent, challenging and exciting whole school approach and maths curriculum which enables all students to become successful mathematicians.

Children will develop a growth mind-set and this will be actively nurtured and developed within the classroom.

Children will be engaged and enthusiastic to solve mathematical problems and develop a confidence when tackling problem solving and reasoning questions, with praise and encouragement for effort and trying. To bring maths to life by providing opportunities within the St Ursula school community to use maths effectively in school events, trips and everyday lessons and activities.

Curriculum Overview

Nursery

Core Components of the Nursery Maths Curriculum:

Numbers & Counting:

- Counting: Confidently counting to 5 and beyond, focusing on one-to-one correspondence.
- Subitising: Recognizing small quantities (up to 3 and then 5) instantly without counting.
- Cardinality: Understanding that the last number reached tells you "how many" are in a set.
- Composition: Understanding numbers 1-5, specifically that numbers are made up of smaller numbers (e.g., 3 is 2 and 1).

Numerical Patterns:

- Identifying, extending, and creating patterns (e.g., ABAB patterns with blocks or sounds).
- Sorting objects by colour, shape, or size.

Shape, Space, and Measure:

- Shape: Identifying and naming 2D shapes (circle, triangle, rectangle, square) and 3D shapes (cube, cylinder).
- Spatial Reasoning: Understanding position language (under, on top, behind, next to).
- Measure: Comparing quantities (more/less, heavy/light, long/short).

Nursery

Structure and Delivery

Play-based Learning: Mathematics is taught through daily activities, songs, stories, and play, rather than just formal lessons.

Mastery Approach: We use the structured scheme of White Rose Maths, focusing on deep understanding rather than fast progress.

Development Matters: Activities are designed to align with the *Development Matters* guidance, preparing children for Early Learning Goals (ELGs) in Reception.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	**Shape, space and measure 2**	**Subitising 2**	**Counting 3**	**Shape, space and measure 3**	**Pattern 3**
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	**Shape, space and measure 4**	**Subitising 3**	**Comparison 2**	**Pattern 4**	**Shape, space and measure 5**
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	**Subitising 4**	**Counting 5**	**Pattern 6**	**Counting 6**	**Comparison 3**
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

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Reception

Key Focus Areas for Reception Mathematics:

- Number & Place Value: Counting to 20 and beyond, subitising up to 5, recognizing patterns in numbers up to 10, comparing quantities up to 10 (greater than, less than), and understanding "one more/one less".
- Numerical Patterns: Exploring odd/even numbers, doubling facts, and distributing quantities equally.
- Shape, Space & Measure: Using language for size, weight, capacity, distance, time, and money. Identifying and describing 2D/3D shapes, and exploring spatial awareness.
- Problem Solving: Solving practical problems involving addition and subtraction with single-digit numbers and small quantities.

Reception

Key Learning Approaches:

- Daily Activities: Regular, short math sessions using games, songs, and stories.
- Conceptual Understanding: Using physical (concrete) objects ("manipulatives") to build concrete understanding.
- Mastery Approach: Developing a deep, flexible number sense rather than just memorising.

Reception children are assessed against the Early Learning Goals for mathematics at the end of the year, which are part of the broader national curriculum framework, though reception itself is governed by the EYFS Statutory Framework.

Year 1

The Year 1 National Curriculum for maths focuses on:

- Building fluency with numbers up to 100,
- Addition and subtraction
- Multiplication and Division
- Geometry
- Measurement; including time and money.

Key requirements include:

- Counting, reading, and writing numbers to 100
- Mastering addition/subtraction facts within 10/20.
- Counting in 2s, 5s and 10s- being able to recognise and make equal groups, make and use arrays to solve problems.
- Recognising fractions (halves and quarters)
- Identifying 2D/3D shapes.
- Understanding how to measure mass, length, height, capacity and volume.

Year 1

Autumn
Number
Free trial
Place value
(within 10)
FREE TRIAL
VIEW
Number
Addition and subtraction
(within 10)
VIEW
Geometry
Shape
VIEW
Consolidation
Spring
Number
Place value
(within 20)
VIEW
Number
Addition and subtraction
(within 20)
VIEW
Number
Place value
(within 50)
VIEW
Measurement
Length and height
VIEW
Measurement
Mass and volume
VIEW
Summer
Number
Multiplication and division
VIEW
Number
Fractions
VIEW
Geometry
Position and direction
VIEW
Number
Place value
(within 100)
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation

Year 2

The Year 2 National Curriculum for maths focuses on:

- Number and Place Value: Read and write numbers to 100 in numerals and words, count in 2s, 3s, 5s, and 10s, and identify one more/one less.
- Addition and Subtraction: Recall bonds to 20, add/subtract two-digit numbers, and use the inverse relationship.
- Multiplication and Division: Recall 2-, 5-, and 10-times tables, understand multiplication as grouping, and use the 'x' and '÷' signs.
- Fractions: Understand halves, quarters, two quarters and three quarters of shapes and quantities.
- Measurement: Use money (£ and p), tell the time (5-minute intervals), measure length, mass, and temperature.
- Geometry: Identify 2D/3D shapes, understand vertical lines of symmetry, and describe position/direction.
- Statistics: Construct and interpret tally charts, pictograms, and block diagrams.

Key Skills and Goals

- Fluency: By the end of Year 2, pupils should confidently use mental and written methods to solve problems.
- Problem Solving: Apply knowledge to word problems using coins, measurements, and mathematical symbols.
- Mathematical Language: Use terminology such as sides, vertices, edges, odd/even, and inverse.

Year 2

Autumn
Number
Free trial
Place value
FREE TRIAL
VIEW
Number
Addition and subtraction
VIEW
Geometry
Shape
VIEW
Spring
Measurement
Money
VIEW
Number
Multiplication and division
VIEW
Measurement
Length and height
VIEW
Measurement
Mass, capacity and temperature
VIEW
Summer
Number
Fractions
VIEW
Measurement
Time
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW
Consolidation

Year Group Expectations

EYFS- Nursery & Reception

EYFS Development Matters 2020 Statements and ELGs **Mathematics**

Birth to Three

- 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.

Three and Four-Year-Olds

- 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...'

Children 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.

Early Learning Goals

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.

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.

Year 1

Here shows a checklist of National Curriculum expectations for Maths in Year 1.

As a school, we ensure that all of these learning objectives are covered within our Maths curriculum.

Maths

Number – number and place value

Pupils should be taught to:

- ☐ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ☐ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- ☐ given a number, identify one more and one less
- ☐ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ☐ read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

Pupils should be taught to:

- ☐ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- ☐ represent and use number bonds and related subtraction facts within 20
- ☐ add and subtract one-digit and two-digit numbers to 20, including zero
- ☐ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9

Number – multiplication and division

Pupils should be taught to:

- ☐ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Number – fractions

Pupils should be taught to:

- ☐ recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ☐ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Measurement

Pupils should be taught to:

- ☐ compare, describe and solve practical problems for:
  - ☐ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - ☐ mass/weight [for example, heavy/light, heavier than, lighter than]
  - ☐ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - ☐ time [for example, quicker, slower, earlier, later]
- ☐ measure and begin to record the following:
  - ☐ lengths and heights
  - ☐ mass/weight
  - ☐ capacity and volume
  - ☐ time (hours, minutes, seconds)
- ☐ recognise and know the value of different denominations of coins and notes
- ☐ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ☐ recognise and use language relating to dates, including days of the week, weeks, months and years
- ☐ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

Geometry – properties of shapes

Pupils should be taught to:

- ☐ recognise and name common 2-D and 3-D shapes, including:
  - ☐ 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - ☐ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry – position and direction

Pupils should be taught to:

- ☐ describe position, direction and movement, including whole, half, quarter and three-quarter turns

Year 2

Maths

Number – number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Number – addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number – multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

Pupils should be taught to:

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry – properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

Geometry – properties of shapes (continued)

- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

Here shows a checklist of National Curriculum expectations for Maths in Year 2.

As a school, we ensure that all of these learning objectives are covered within our Maths curriculum.

Scheme of Work

In EYFS and KSI we use a Maths scheme of work called White Rose Maths.

White Rose Maths aims to develop a deep, sustainable understanding of mathematics through a "mastery" approach, ensuring all pupils become confident, fluent, and capable thinkers.

It focuses on the "everyone can do maths" philosophy, emphasizing problem-solving, reasoning, and conceptual understanding over rote memorization.

Within the White Rose Maths scheme, all teachers have access to and use Fluency Bee, TA Hub and Flashback 4 which allow for adaptive teaching, effective support and scaffolding for all children, as well as the ability to revisit prior learning.

Key aims include:

- Mastery Approach: Implementing a "small steps" progression where children learn concepts in depth before moving on, ensuring a secure foundation before advancing.
- Concrete-Pictorial-Abstract (CPA) Method: Using physical resources (concrete), visual representations (pictorial), and abstract calculations (abstract) to teach concepts.
- Fluency, Reasoning, and Problem-Solving: Fostering the ability to recall facts quickly (fluency), explain the "why" behind mathematical methods (reasoning), and apply skills to complex, unfamiliar tasks (problem-solving).
- Accessibility for All: Ensuring all students, regardless of prior attainment, have access to high-quality learning, fostering self-belief and resilience.

The framework aligns with the national curriculum, aiming to make maths enjoyable and foster deep mathematical thinking.

Teachers will also supplement children's learning with the use of our CPA approach, ensuring the use of practical, concrete activities to introduce and embed concepts.

Teaching and Learning Approach

At St. Ursula's, we believe that the best approach to support children with their learning in Maths is the CPA Approach.

C or concrete involves using physical objects that learners can touch and manipulate, such as counters, base ten blocks, or objects to represent numbers and mathematical operations.

P or pictorial involves using pictures, drawings, and diagrams to represent the concrete objects and the process they have performed.

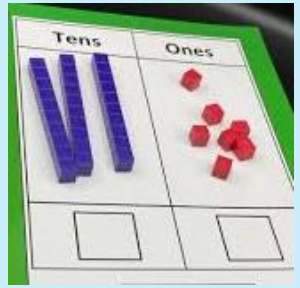
A or abstract involves using numbers and symbols (such as +, -, ×, ÷) to represent the mathematical problem.

Each child needs to start with a concrete approach to their learning, which then begins to incorporate the pictorial elements of Maths and later, when ready, supports children to be able to access the more abstract elements within Maths.

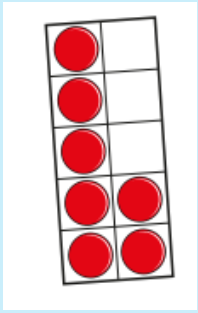
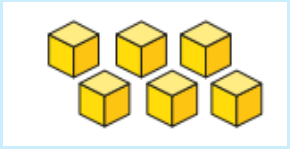
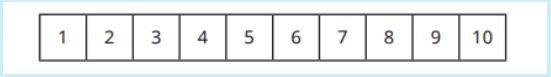
All lessons are adapted and scaffolded to ensure success for all learners; including our EAL and children with additional needs.

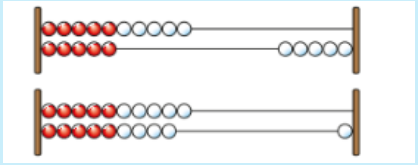
CPA

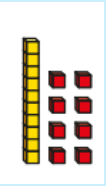
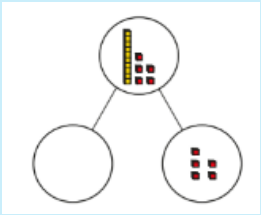
Concrete:



Pictorial:



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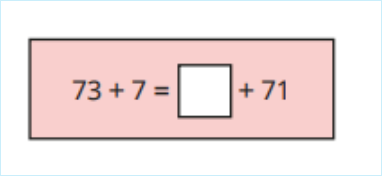
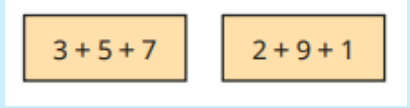
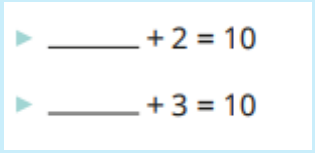
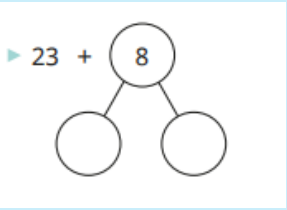
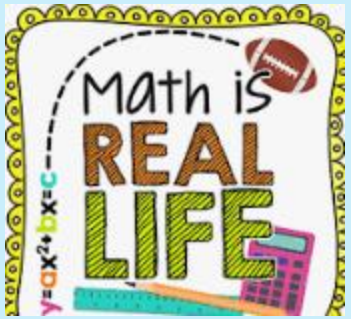








Supporting Subject Learning at Home



Support children with maths at home by:

- Integrating counting, sorting, and measuring into daily routines like cooking, shopping, and tidying.
- Use toys and board games (Snakes & Ladders).
- Outdoor play (hopscotch) to make math engaging.
- Focusing on number bonds, shapes, and spatial awareness through hands-on, practical activities.

Key Tips for Parents

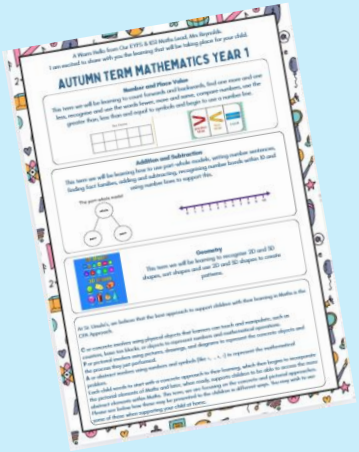
- Focus on Vocabulary: Use words like "more," "less," "bigger," "smaller," "full," "empty," and "heavy".
- Keep it Playful: Use interactive, fun activities or try "number treasure hunts".
- Daily Routines: Make Maths part of the day rather than a chore, such as asking them to set the table with specific numbers of items.

EYFS (Ages 3-5) Maths Ideas

- Counting Daily Objects: Count steps, stairs, toys, buttons, or fruit.
- Sorting & Patterns: Sort laundry by colour/size, arrange toys, and create patterns using beads or coloured pencils.
- Shape & Space: Identify shapes in the house, build with blocks, and use positional language (e.g., "put the teddy *under* the chair").
- Songs & Rhymes: Use counting songs like "1, 2, 3, 4, 5, Once I Caught a Fish Alive".
- Number Recognition: Play "I Spy" with numbers on doors, car number plates, or in books.

KS1 (Ages 5-7) Maths Ideas

- Number Bonds & Calculation: Use playing cards, dominoes, or building bricks for addition and subtraction tasks.
- Money Skills: Sort coins, use a fake "shop" to practice paying and giving change, and look at prices.
- Time & Measurement: Use sand timers for games, talk about times on a clock, and measure ingredients while baking.
- Number Lines: Use a ruler or tape measure to look at number order, or play with a calendar.
- Online Games: Use BBC Bitesize games like Number blocks or Karate Kats.



Every term, Maths newsletters are added to the school website to share information with parents. Reception, Year 1 and Year 2 each have their own newsletter.

These newsletters include an overview of what will be covered within Maths that term, useful information regarding our teaching approaches, a challenge for children to try at home and also useful links to apps, games, songs or websites that may support children at home.

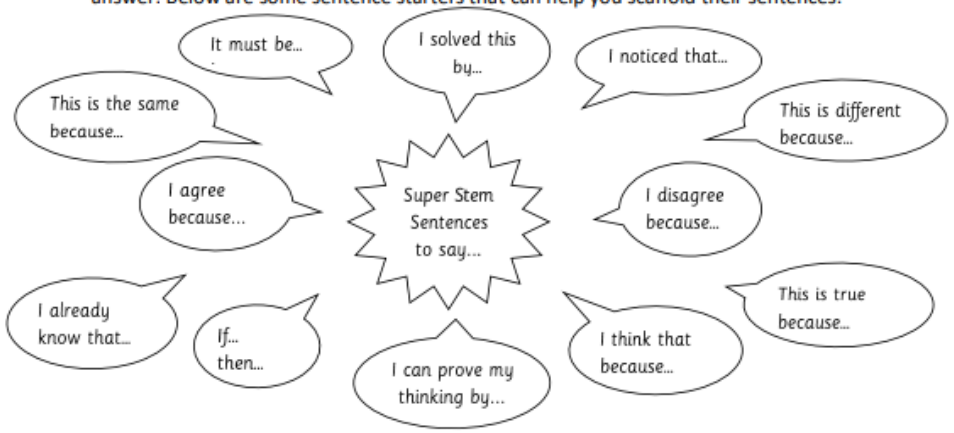
Questions that can help to extend children's thinking

Asking questions is a great way of understanding your child's thinking. It can give you a real insight into their learning and help you to understand if they are making errors.
Remember not to only ask when children go wrong, but also to explain why they are correct. This encourages them to always think deeply.

When getting started:	To ask when stuck:
• How are you going to tackle this? • What information do you have? • What do you need to find out? • What operation/s are you going to use? • Will you do it mentally? Why? • What method are you going to use? Why? • What equipment will you need? • What questions will you need to ask? • How are you recording what you are doing? • What do you think the answer or result will be? • Can you make an estimate or prediction?	• Describe the problem in your own words? • Talk me through what you have done so far? • What did you do last time? • What is different this time? • Is there something that you already know that might help? • Is there some equipment that might help? • Could you try it with simpler numbers? • What about putting things in order? • Would a picture/diagram help? • Why not make a guess and check it works?
To check progress while working:	**When finished working:**
• Can you explain what you have done so far? • What else is there to do? • What could you try next? • Why did you decide to use this method? • Why did you do it this way? • Can you think of another method that might have worked? • Could there be a quicker way of doing this? • What do you mean by…? • What did you notice when…? • Why did you organise your results like that? • Are you beginning to see a pattern? • Do you think that this would work with other numbers? • Have you thought of all the possibilities? • How can you be sure?	• How did you get your answer? • How could you check it? • Can you describe your method to me? • Can you explain why it works? • Would it work with different numbers? • What if you started with…? • What if you could only use…? • What have you learnt from this? • If you were doing it again, what would you do differently? • Having done this, when could you use this strategy again? • Did you use any new words? What do they mean? Can you spell them? • What are the key points or ideas that you need to remember for next time?

Speaking in sentences

When your child answers you encourage them to use a whole sentence rather than just a one word answer. Below are some sentence starters that can help you scaffold their sentences:



Questions you could ask at home to support and extend your child's thinking

Useful Resources and Links for Parents

Download the 1 minute Maths App - free to practice number fluency.

https://www.bbc.co.uk/bitesize/topics/zs3j2v4- EYFS BBC Bitesize

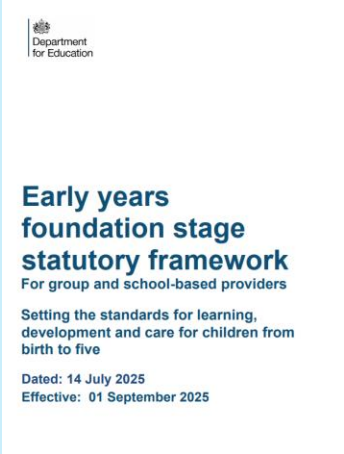
https://www.bbc.co.uk/bitesize/subjects/z8x8h4j- - Year 1 BBC Bitesize

https://www.bbc.co.uk/bitesize/subjects/zqpqfdm- - Year 2 BBC Bitesize

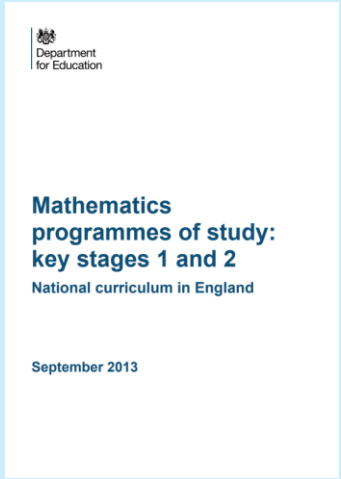
https://www.topmarks.co.uk/maths-games/5-7-years- Play Maths games.

https://ictgames.com/mobilePage/eyfs.html - Play Early Maths games (EYFS)

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf - EYFS Statutory Framework



https://assets.publishing.service.gov.uk/media/5a7da548ed915d2ac884cb07/PRIMARY_national_curriculum_-_Mathematics_220714.pdf - KS1 & KS2 National Curriculum- Maths (Year 1-6)



Key Vocabulary for Nursery

Nursery
amount, backwards, collection, count, few, fewer (than), forwards, how many, largest, lot(s), more (than), number, numeral, same, smallest, subitise

Nursery
big, bigger, large, little, small, smaller

Nursery
first, next, now, then

Nursery
build, curved, curvy, different, flat, match, pointy, round, same, sharp, stack

Nursery
behind, between, down in, in front, inside, move, on, out, outside, over, through, under, up,

Nursery
after, line, next, pattern, spot, star, stripe, swirl, zigzag

Try to use and encourage the use of the key vocabulary when supporting your child at home.

Key Vocabulary for Reception

Reception
after, before, different, represent, zero

Reception
1 less, 1 more, add, add more, altogether, first, left, now, part, take away, whole

Reception
double, equal groups, even, fair, grouping, groups, odd, pair, sharing, unequal, groups

Reception
height, length, long, longer, longest, measure, short, shorter, shortest, tall, taller, tallest

Reception
above, around, backwards, below, beside, bottom, forwards, map, next to, position, route, top

Reception
balanced, balancing scales, empty, float, full, heavier, heaviest, heavy, least, less, light, lighter, lightest, mass, more, most, narrow, sink, tall, thin, weight, wide,

Reception
after, afternoon, before, clock, day, evening, later, lunchtime, minute, morning, night, night-time, today, tomorrow, week, weekend, yesterday,

Reception
2-d shape, 3-d shape, circle, cone, corner, cube, cuboid, curved, cylinder, face, flat, pyramid, rectangle, rotate, set, sides, solid, sort, sphere, square, straight, surface, triangle

Reception
above, around, backwards, below, beside, bottom, forwards, map, next to, position, route, top

Reception
continue, copy, mistake, repeat, repeating, pattern, same, unit of repeat,

Try to use and encourage the use of the key vocabulary when supporting your child at home.

Key Vocabulary for Year 1

Year 1

compare,
count on,
digit,
fewest,
greater than,
greatest,
less than,
most,
one(s),
order,
partition,
represent,
ten(s),
ordinal numbers (first, second, third, etc)

Year 1

addition,
add together,
subtraction/ subtract,
difference,
double,
efficient,
equal to,
fact family,
greater,
group,
inverse,
less,
minus,
near double,
number bond,
plus,
symbol,
systematic,
total

Year 1

array,
divide,
repeated,
addition

Year 1

equal parts,
half,
quarter,
whole

Year 1

properties

Year 1

amount,
coin,
note,
money,
pence (p),
pound (£),
unitise,
value

Year 1

centimetres,
ruler

Year 1

capacity,
container,
non-standard,
volume

Year 1

half past,
hour,
month,
o'clock,
second,
watch,
week,

Year 1

far,
full turn,
half turn,
left,
near,
quarter turn,
right,
three-quarter turn,
direction

Try to use and encourage the use of the key vocabulary when supporting your child at home.

Key Vocabulary for Year 1

Year 2
exchange, interval, least, multiple, value,

Year 2
calculation, exchange, method, multiple, one(s), operation, partition, related facts, ten(s), value, increase, decrease, sum

Year 2
divide, even, half, lots of, multiply, odd, twice, times times-table,

Year 2
numerator, denominator, equivalent, unit fraction, non-unit fraction, third, two-quarters, three-quarters

Year 2
change, cost, worth

Year 2
metres

Year 2
celsius, circular scales, degrees, grams, kilograms, litres, millilitres, temperature, thermometer

Year 2
five-minute intervals midnight, noon, quarter past, quarter to,

Year 2
edge, line of symmetry, symmetrical, vertex, vertices

Year 2
block diagram, key, pictogram, table, tally chart, collect, record

Year 2
anti-clockwise, between, clockwise

Year 2
decreasing, increasing, sequence

Try to use and encourage the use of the key vocabulary when supporting your child at home.

Homework

Ed shed- Maths Shed

For KS1 children:

Maths homework will be set online via Ed Shed each week on a Friday. Children will have until the following Friday to complete their set homework.

The homework will reflect the children's learning within the classroom.

Logins/QR codes for this will be found at the back of your child's reading record.

EYFS:

Teachers may send home supplementary work to support children, when needed.

Frequently Asked Questions (FAQs)

How can I help my child with Maths at home?

Build Math into daily life: cook (measuring), shop (calculating change), or play board games such as Snakes and Ladders.
See supporting your child at home slides for further support.

What methods does my child use?/ How do I find out the ways in which my child is taught?

Our calculation policies can be found on our school website that show how we approach and teach different methods.

When are times tables taught?

- **Year 1**: Counting in multiples of 2, 5, and 10.
- **Year 2**: Recalling multiplication and division facts for 2, 5, and 10 tables.
- **Year 3**: Facts for 3, 4, and 8 tables.
- **Year 4**: Multiplication and division facts up to 12 x 12

Glossary of Subject Terms

For more extensive, illustrated definitions, see the A Maths Dictionary for Kids

EYFS

Numbers and Counting

- Subitizing: Instantly recognizing "how many" in a small group (up to 5) without counting them individually.
- Cardinality: Understanding that the last number reached when counting a set tells you how many there are in total.
- One-to-one correspondence: Touching one object for each number counted.
- Number Bonds: Pairs of numbers that add up to a given number (e.g., bonds to 5 are 0+5, 1+4, 2+3).
- More / Less / Fewer: Comparing quantities to see which set is bigger or smaller.
- Order/Sequence: Placing numbers or objects in the correct order (1, 2, 3...).

Addition and Subtraction

- Altogether / Total / Sum: Adding groups together to find the final amount.
- Take away / Left / Remaining: Removing items from a set.
- Double: Adding a number to itself (2+2, 5+5).
- Sharing: Distributing items fairly between people (pre-division).

Shape, Space, and Measure

- 2D Shapes: Flat shapes (circle, square, triangle, rectangle).
- 3D Shapes: Solid shapes (sphere, cube, cone, cylinder).
- Positional Language: Words that describe where something is, e.g., *on top, behind, next to, under, between*.
- Capacity / Volume: Measuring how much a container holds (*full, empty, half-full*).
- Weight: How heavy or light an object is (*heavy, light, heavier than*).
- Pattern: A repeated sequence (e.g., red, blue, red, blue).

How to Use at Home

- Counting Snacks: "Can you count 5 crackers?"
- Setting the Table: "We need 4 forks altogether."
- Shape Hunting: "Can you find a circle in the kitchen?"
- Positional Games: "Put the teddy *under* the chair."

Year 1

Number and Place Value

- Numeral: A number written down (e.g., 3, 49).
- Partition: To break a number into parts (e.g., 15= 10+5).
- Tens/Ones: Knowing that in 24, the '2' represents two tens (20) and the '4' is four ones.
- More/Less: A larger or smaller amount.
- Order/Sequence: Placing numbers in order (e.g., 1st, 2nd, 3rd).

Addition and Subtraction

- Number Bonds: Pairs of numbers that add up to a target number (e.g., 8+2=10).
- Total/Sum: The result of adding numbers together.
- Difference: The gap between two numbers (found by subtraction).
- Double/Halve: Multiplying a number by 2, or dividing it by 2.
- Inverse: The opposite operation (subtraction is the inverse of addition).

Geometry and Shapes

- 2D Shape: Flat shapes (e.g., rectangle, square, circle, triangle).
- 3D Shape: Solid shapes (e.g., cube, cone, sphere, cylinder, pyramid).
- Vertex/Vertices: A corner or point where sides meet.
- Sides: The straight edges of a 2D shape.

Measurement and Time

- Measure: Finding size, weight, or volume.
- Capacity/Volume: How much a container holds.
- Clockwise/Anti-clockwise: Movement direction.
- Analogue Clock: A clock face with hands.

For more extensive, illustrated definitions, see the A Maths Dictionary for Kids

Number and Calculation

- Place Value: Understanding what each **digit** in a two-digit number represents (e.g., in 24, '2' means two tens and '4' means four ones).
- Partition: Splitting a number into its component parts (e.g., 52 is 50 + 2) to make calculations easier.
- Inverse Operations: Operations that "undo" each other; for example, addition and subtraction are inverses (10+5=15, so 15-5=10).
- Array: An arrangement of objects in rows and columns used to show multiplication and division (e.g., a 2 x 5 grid of dots).
- Commutative: The idea that addition and multiplication can be done in any order (e.g.5+2, is the same as 2+5).

Fractions and Shape

- Unit Fraction: A fraction where the top number (**numerator**) is 1, such as, ⅓, □ or □
- Non-unit Fraction: A fraction with a numerator greater than 1, like ⅔ or □
- Equivalence: When two fractions represent the same amount, such as 2/4 being equal to □.
- Vertices: The mathematical word for "corners" on a 2D or 3D shape (singular: vertex).
- Symmetry: When a shape can be folded exactly onto itself; Year 2 focuses on identifying **lines of symmetry**.

Measurement and Statistics

- Capacity: The amount a container can hold, usually measured in **millilitres (ml)** or **litres (l)**.
- Mass: How heavy an object is, measured in **grams (g)** or **kilograms (kg)**.
- Pictogram: A chart that uses pictures or symbols to represent data.
- Tally: A quick way of counting by drawing vertical marks, with every fifth mark drawn diagonally to make a group.

For more extensive, illustrated definitions, see the A Maths Dictionary for Kids