Early Maths in EYFS – Session Minutes

Foxes & Badgers – 5th March 2026

1. Welcome & Purpose of the Session

We explored how early maths is taught in Reception, what the curriculum looks like, and how families can support mathematical thinking at home. The aim is to build confidence, enjoyment, and curiosity.

2. What Maths Looks Like in School

- Strong grounding in number with confidence in counting and understanding numbers to 10.

- Children explore relationships and patterns within numbers.

- Spatial reasoning developed through shape, space and measure.

- Aims include subitising, early number bonds, counting beyond 20, comparing quantities and positive maths mindset.

- Use of Mastering Number, Numberblocks, hands-on resources, maths storybooks and weekly homework.

3. How Children Learn Best

- Hands-on experiences with small objects.

- Encouragement to spot patterns, talk about ideas and understand mistakes as part of learning.

- Strong focus on mathematical language.

4. Supporting Maths at Home

Everyday activities:

- Counting steps, toys, objects, during routines.

- Subitising with small groups of items.

- Ordering numbers and exploring number bonds.

- Simple addition and subtraction in conversations.

- Talking about shapes, patterns, size, weight, capacity.

Games:

Snakes and ladders, board and card games, bingo, number hunts, hide and seek, pattern-making.

Number Formation:

Modelling numbers in real-life contexts; writing in different media such as sand, paint, or playdough.

Websites & Apps:

White Rose 1 Minute Maths App;

Busythings.co.uk (username: pupil@gis password: 123Fun).

Topmarks.co.uk (maths ativities)

Activities completed with the children during the session:

- Compare fingers game (using more/fewer language);
- 1 Minute Maths
- Busy Things.

5. Key Messages

Maths is best learned through fun, talk and play. It is present in everyday life. Positive maths mindset is fundamental.

Next Session

Focus on PSED, with an emphasis on the social and emotional journey of our children.