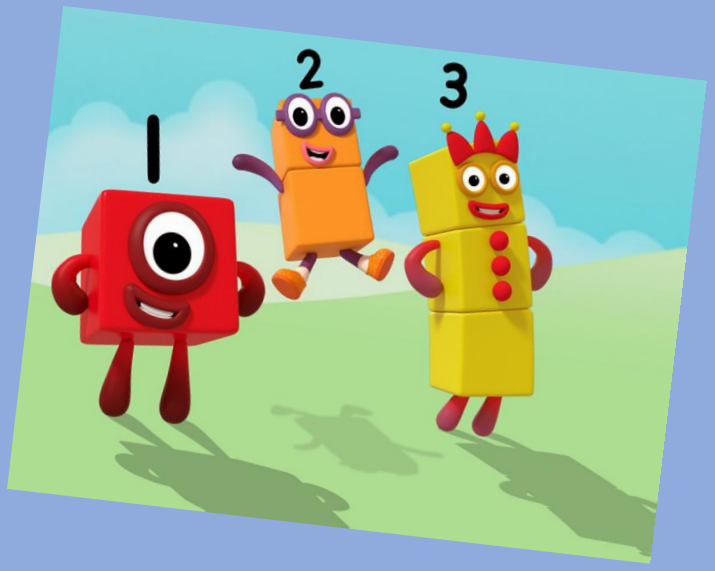


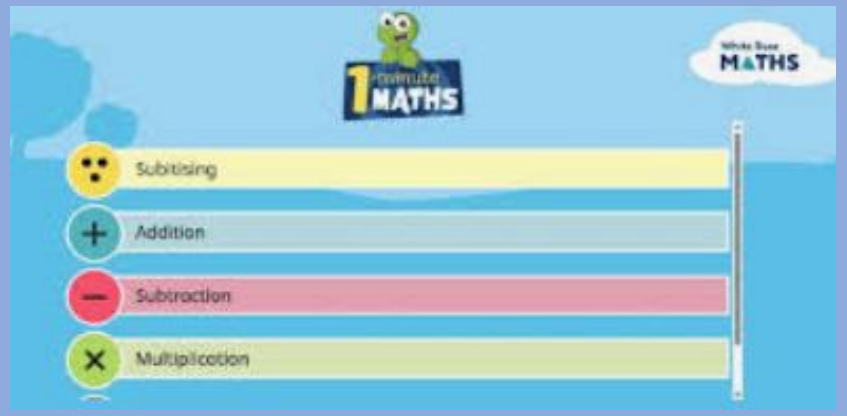
Maths in Foxes and Badgers





Thursday 5th March 2026





Today's talk



- What do we do in school?
- What does the curriculum look like?
- Useful resources – Physical, books and websites
- How you can help at home
- A game to play together

The Early Years Foundation Stage curriculum

Educational programme

Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the 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 - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, 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 mathematics, 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 Learning Goal

Mathematics

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.

The curriculum in school

- NCTEM scheme of learning - “Mastering Number”
- Number blocks alongside to promote discussion
- Mastery, reasoning and problem solving
- Books
- Weekly homework

Building a Positive Maths Mindset

We want children to enjoy maths by noticing patterns, talking about their ideas, making connections, and feeling confident to ‘have a go.’ Mistakes are a natural part of learning, and encouraging children to keep trying helps build confidence and resilience.

Why Early Number Skills Matter

Early maths lays the foundation for all future learning. Developing a strong understanding of numbers—especially up to 10—means more than reciting them; it’s about understanding what numbers mean, how they link together, and the patterns they create.

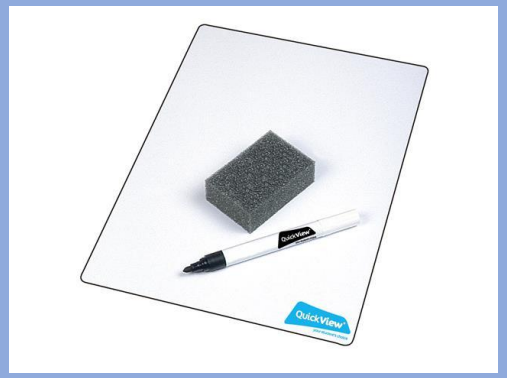


Physical resources

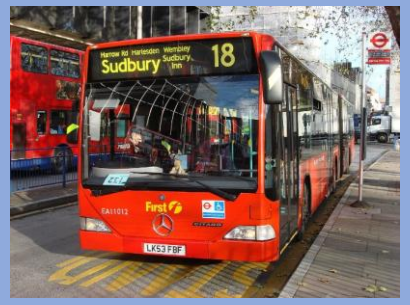


How Children Learn Best

"You'll often see children using small objects—like pebbles, buttons, or blocks—to help them count. Things like tens frames also help them organise numbers visually. These hands-on experiences are incredibly powerful because children learn by doing, touching, moving, and talking."







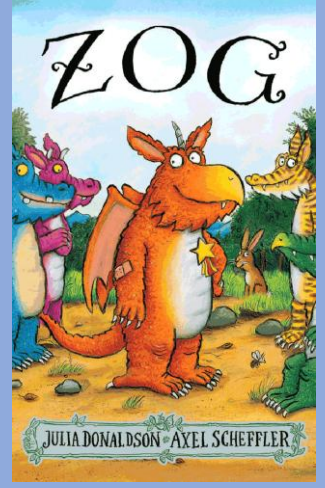


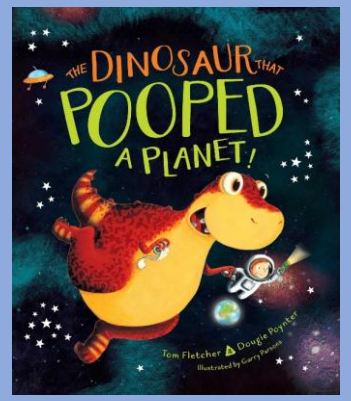


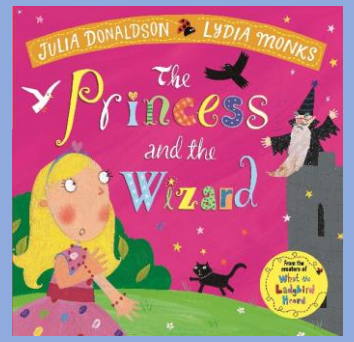


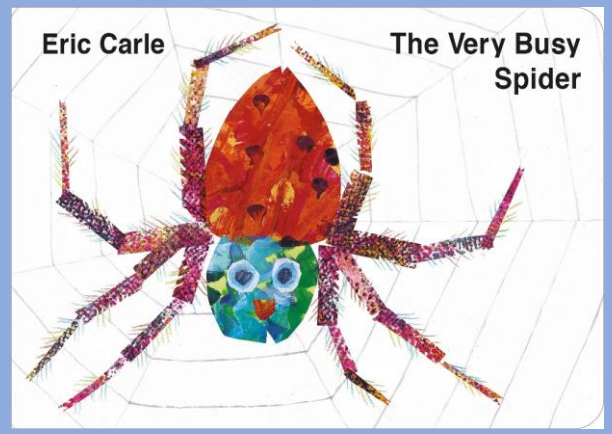


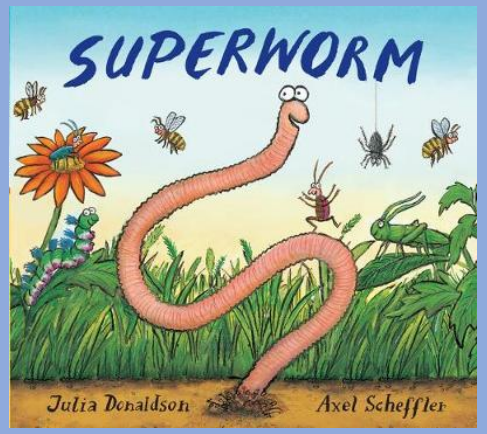
Maths books

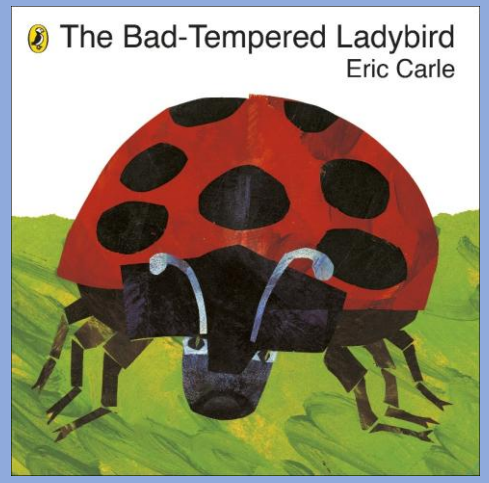

ZOG
JULIA DONALDSON AXEL SCHEFFLER

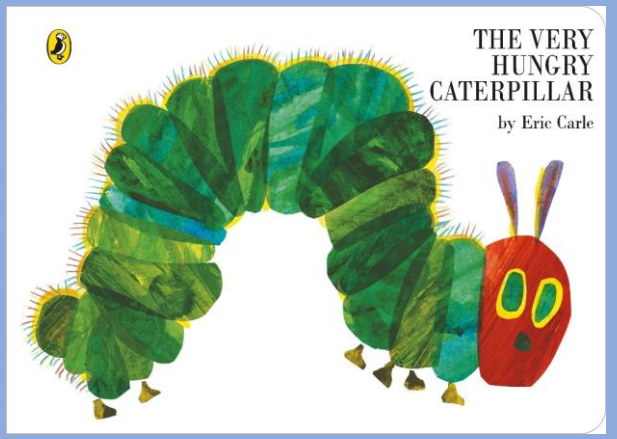

THE DINOSAUR THAT POOPED A PLANET!
Tom Fletcher & Dougie Poynter

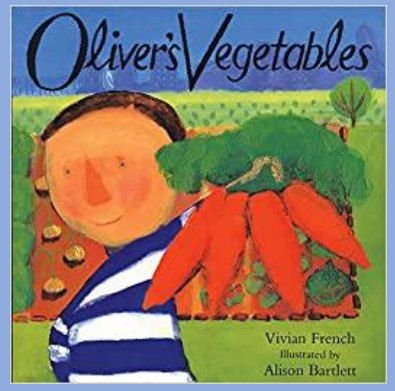

JULIA DONALDSON LYDIA MONKS
The Princess and the Wizard

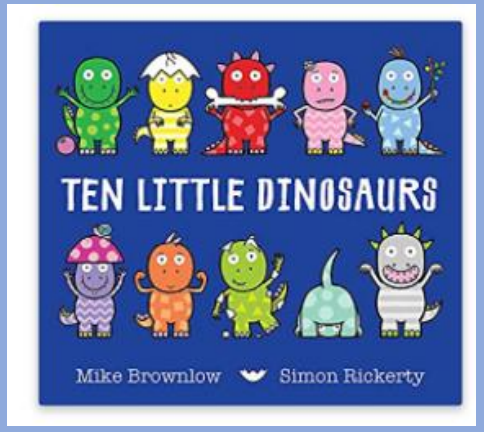

Eric Carle
The Very Busy Spider

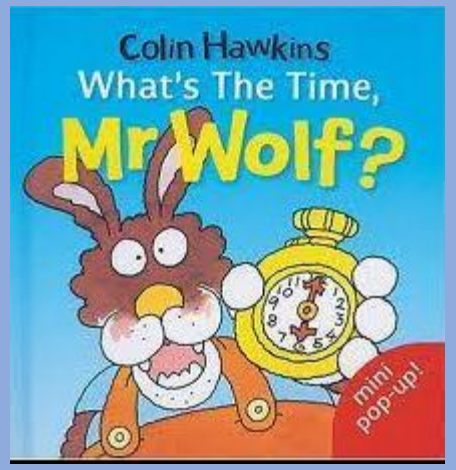

SUPERWORM
Julia Donaldson
Axel Scheffler

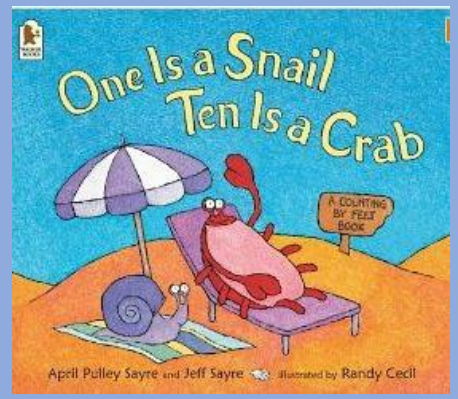

The Bad-Tempered Ladybird
Eric Carle

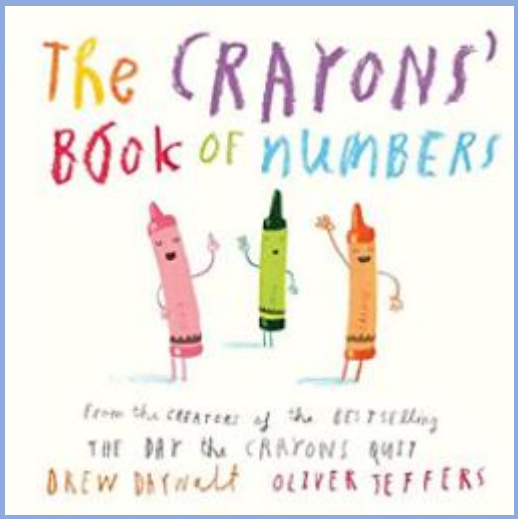

THE VERY HUNGRY CATERPILLAR
by Eric Carle


Oliver's Vegetables
Vivian French
Illustrated by
Alison Bartlett


TEN LITTLE DINOSAURS
Mike Brownlow
Simon Rickerty


Colin Hawkins
What's The Time, Mr Wolf?
mini pop-up!


One Is a Snail Ten Is a Crab
A COUNTING BY FEET BOOK
April Pulley Sayre and Jeff Sayre
Illustrated by Randy Cecil

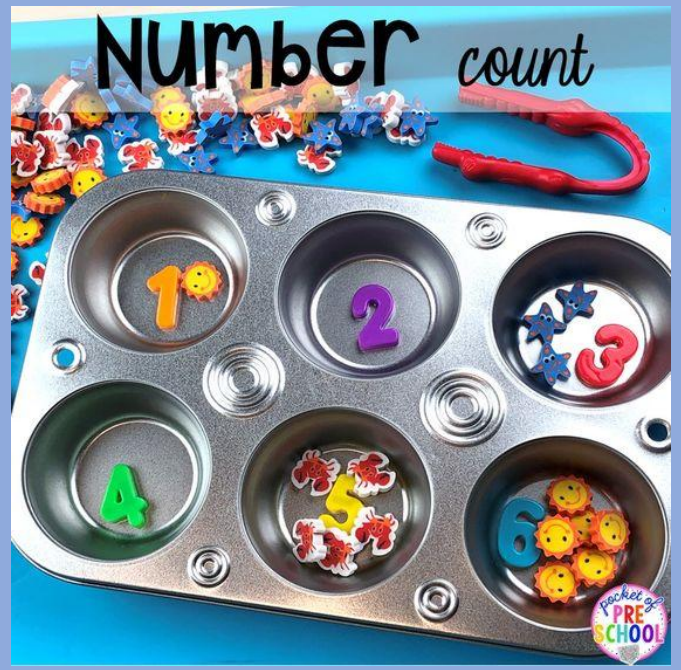

The CRAYONS' BOOK OF NUMBERS
From the creators of the BESTSELLING
THE DAY the CRAYONS QUIT
DREW DAYWALT
OLIVER JEFFERS

How you can help at home?

"You don't need worksheets or special equipment. Everyday experiences—laying the table, spotting shapes on a walk, counting toys as you tidy, talking about patterns you see—are all brilliant ways to support your child's mathematical thinking."

Games

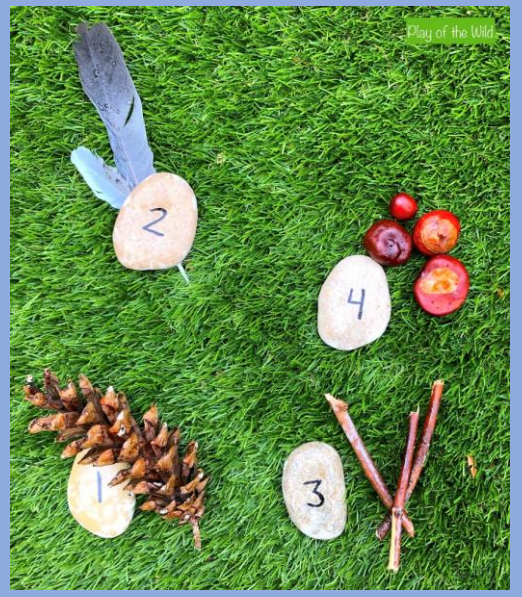
- Snakes and ladders
- Board games
- Card games – snap, pairs
- Number hunts
- Hide and seek
- Bingo
- Link it to fine motor activities
- Counting songs







How you can help at home?

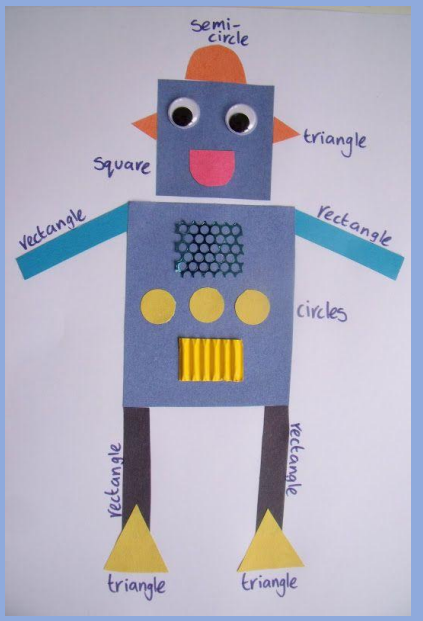


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Counting

- Counting – in everyday conversation, in play, steps, brushing teeth, toys in the bath, tidying toys
- Subitising – with teddies, spoons, socks
- Ordering numbers – flashcards, post it notes, lining up toys
- Number bonds – in the car, with teddies/toys
- Addition and subtraction – include it in everyday conversation, cooking

How you can help at home?



Maths isn't only about numbers. Children also need opportunities to explore shapes, space, and measures. When they build with blocks, complete puzzles, pour water, or compare sizes, they are developing important spatial reasoning skills that support all later maths learning."

Shape and measure

- 2D and 3D shapes – in everyday conversation, shape hunts, shape pictures
- Patterns – ordering objects and toys, clapping/body percussion
- Weight, length, capacity, time – language focus whilst cooking, in the bath, in the sandpit, pouring drinks, talking about routines

How you can help at home

"You don't need worksheets or special equipment. Everyday experiences—laying the table, spotting shapes on a walk, counting toys as you tidy, talking about patterns you see—are all brilliant ways to support your child's mathematical thinking."

Number formation



- Model number writing and reading in different ways: Lists, tracing, birthday cards, buses, front doors, recipes, in books, phones
- Number hunts
- Write in sand, with your finger on the carpet, paint, make numbers with play dough, on a whiteboard, on paper, post it notes, on a tablet

websites/apps



White Rose 1 minute maths – subitising, counting, addition & subtraction, number bonds

https://www.busythings.co.uk/ - Very popular with all of our children!

username: pupil@gis

password: 123fun



Activities to play

Activity 1

Play a game of 'compare fingers' up to 4.

Ask your child to show a number of fingers on one hand, then show them a number on your hand .

Who is showing more fingers me or you? How do you know? *– 4 is 1 more than 3, 2 is bigger than 1.*

In this activity, the children will compare by looking – using different objects – and be introduced to the language of 'fewer than'.

Play the 'Who has more than… ?' game using the counters

Who has more than the other? [me] or [you]?

Introduce the vocabulary of 'fewer than'.

We can say that [I] have more than [You]. We can also say that [I] have fewer than [you].

Repeat the activity using different numbers of objects, ensuring that all other attributes are the same [e.g. size, colour].

Who has fewer than the other?

Use the stem sentence: [I/you] have fewer _____ than [I/you].

Activity 2

Play 1 minute maths together

Busy things maths games