Nursery Maths Parent Workshop 20th January 2026

Purpose

The first few years of a child's life are especially important for mathematics development. It is vital that all children develop firm mathematical foundations in a way that is engaging, fun and memorable.

What is essential to successful learning?



Starting points and experiences

- Individual starting points vary, according to the experiences a child has had before starting nursery. We build on existing knowledge and skills, moving each child on towards mastery.

What are we working towards in the long-term?

The two Early Learning Goals (ELG) at the end of the EYFS in Reception:

- **Number**
- **Numerical Patterns**

Number ELG
Children at the expected level of development will:

- 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 ELG

Children at the expected level of development will:

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.

What we do…

- We teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept.

- We focus upon teaching for fluency, reasoning and problem solving.

Number

- Counting: saying number words in sequence
- Counting: tagging each object with one number word
- Counting: knowing the last number counted gives the total so far
- Subitising (SOO-bi-ty-zing): recognising small quantities without needing to count them all
- Conservation: knowing that the number does not change if things are rearranged (so long as none have been added or taken away)

Master the Curriculum

- As children enter Cedar Park Nursery, it may be their first time in an educational setting. Early Years is all about learning through play and that's where Master the Curriculum comes in.
- It helps children get off to a great start with a variety of learning resources designed for the Early Years Foundation Stage Curriculum.

What a lesson looks like

- https://masterthecurriculum.co.uk/

- **There are usually three weekly planned lessons on this scheme, we consolidate learning during our fourth lesson**

- **We learn and develop mathematical skills everywhere! For example, counting the number of children at registration using our magic counting wand, and then counting the water bottles making sure the numbers tally with the number of children present.**

Website

- https://masterthecurriculum.co.uk/parents/

Nursery rhymes

- The importance of nursery rhymes and counting songs
- Prop box – favourite nursery rhyme or counting song
- Focus number rhyme every week in Master the Curriculum

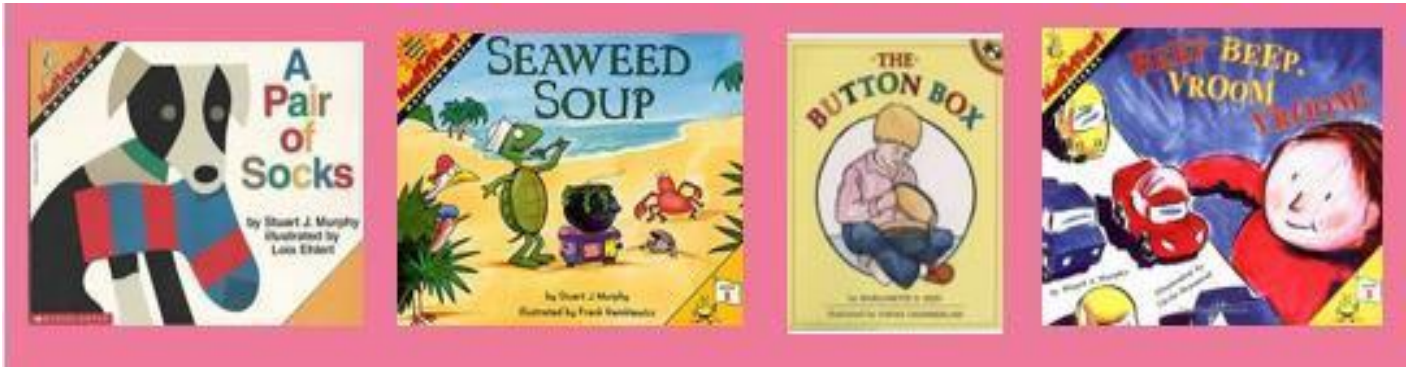
Maths is everywhere!

- How many children are in the line?
- How old are you? How old will you be on your next birthday?
- What's the time?
- What happens after snack time?
- How many shapes can we find outside? Will we find the same shapes inside?
- We need to make a boy, girl, pattern when lining up to go to lunch, show me how we do this
- Tell me when your cup is empty

Literacy and Maths

Examples of picture story books:

- A Pair of Socks by Stuart J. Murphy
- Seaweed Soup by Stuart J. Murphy
- The Button Box by Margarette S. Reid
- Beep Beep, Vroom Vroom! by Stuart J. Murphy



One-to-one correspondence

- Children will gain familiarity of number sequence through daily counting, rhymes and songs but this doesn't mean they understand what each number means.

One-to-one correspondence

- One-to-one correspondence is an early maths skill that involves a child's ability to count in ascending order while touching or transferring each object in a set, one by one, and only once.

- It is a skill that families and teachers can teach to help children understand the rules of counting.

One-one correspondence

1 The one-to-one principle.

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count, saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-to-one correspondence.



Representing number

- Children need to understand that numbers can be represented in many ways, not just as a written numeral. We use many different objects and pictures to show that numbers can be represented in lots of ways.
- Mastery will encourage children to develop a strong sense of number and place value which will enable them to understand numbers they encounter in the world around them.

Exploring number



Numicon

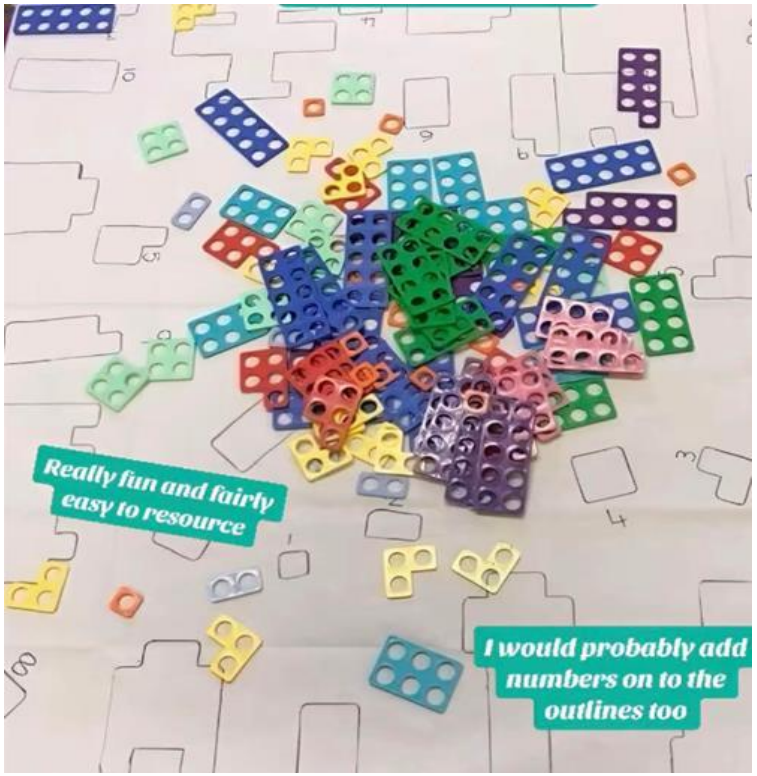


Numicon is used alongside other practical equipment (manipulative) or concrete representation.

- We use Numicon to match the corresponding numerals
- Finding the matching pair
- Counting accurately
- Ordering them
- Finding one more and one less

Examples…


So simple, great number and counting matching
5
4
2
3
1
Really easy to set up

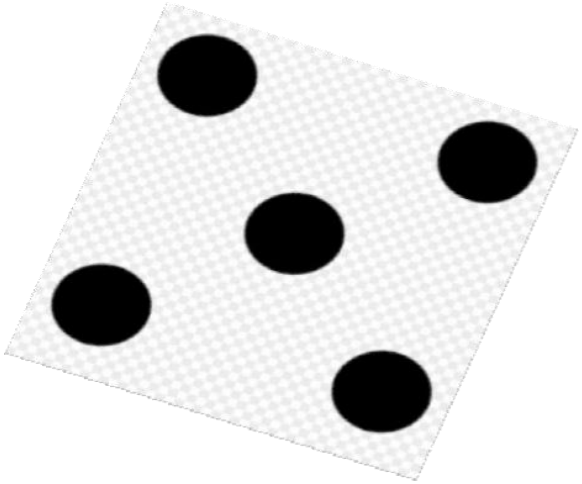

Really fun and fairly easy to resource
I would probably add numbers on to the outlines too

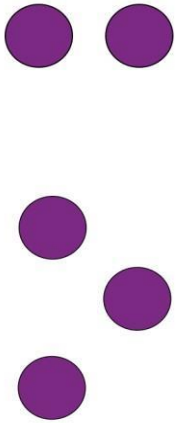
Recognising amounts – subitising (SOO-bi-ty-zing)

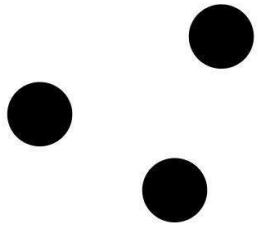
- Using mental strategies to identify the number of items in a group without counting them individually e.g. 6 dots on a dice: seeing this as two groups of three which we combine to make 6.

Subitising

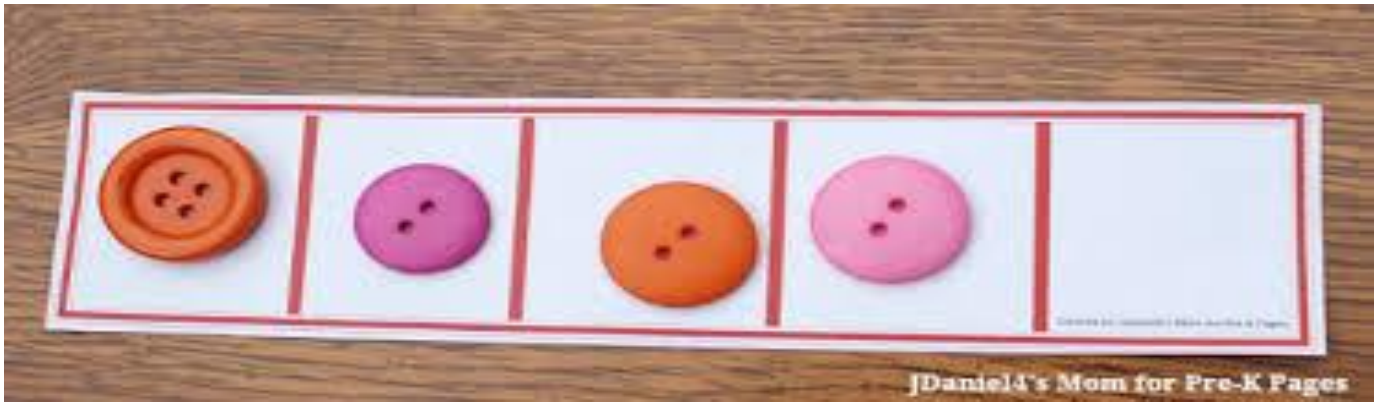






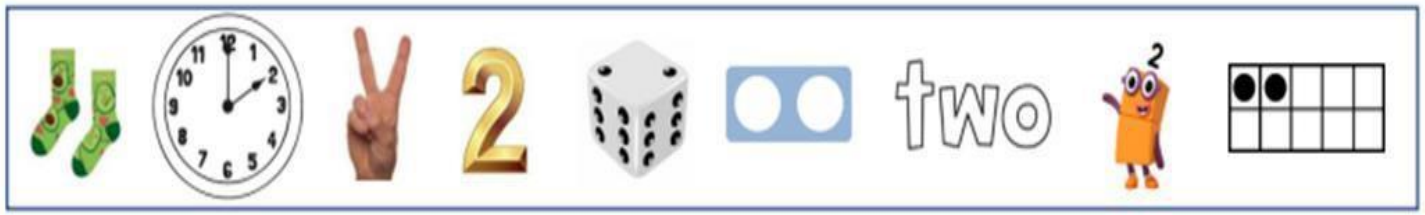


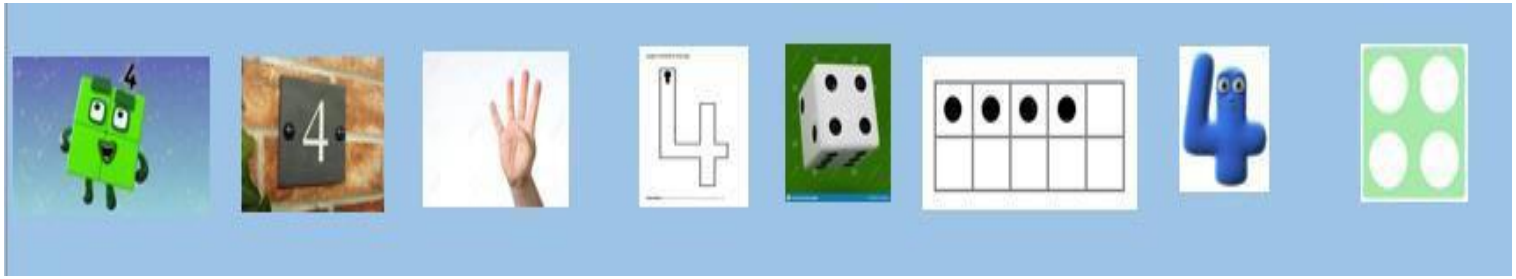
Five Frame



Representing number







Learning about shapes

- Shape awareness: developing shape awareness through construction
- Identifying similarities through shape
- Describing properties through shape
- Developing an awareness of relationships between shapes



Shape





Measure

- Comparing amounts of quantities
- Showing awareness of comparison in estimating and predicting e.g. " I think this box is going to be smaller than this box…" / "This worm is longer than this one…"
- Recognising the relationship between size
- Begin to use time to sequence events e.g. "after the story it will be time for… "/ "tomorrow we are going to…."

Measure





Pattern

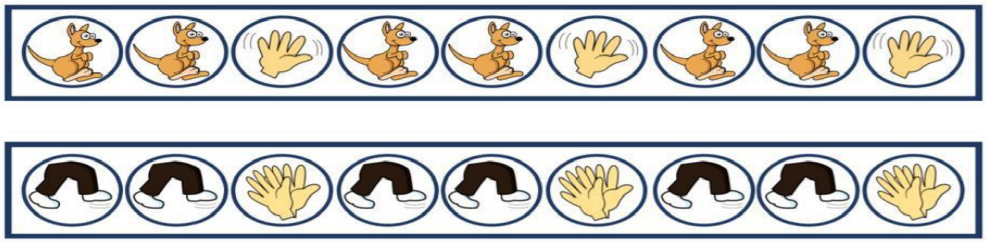
- Continuing an AB pattern
- Copying an AB pattern
- Making their own AB pattern
- Spotting an error in an AB pattern
- Continuing an ABC pattern
- Making their own ABC pattern
- Spotting an error in a pattern
- Making a pattern
- Spotting patterns

Pattern





Have a go at creating your own movement patterns.



Ask a friend to carry on your pattern and you could carry on their pattern.

Workshop discussion

- **Ways to support your child at home….**

Helping at home

- Quick fire fingers
- Arranging things in different ways
- Counting songs/ stories
- Number games e.g. board games / puzzles
- Dot-to-dot (numbers to 5)
- Marks to represent numbers
- Shape detectives – with real objects
- Cooking - measuring e.g. 2 eggs, 1 cup of flour….

Helping at home

- Count – steps, up the stairs, money into a money box
- Ask your child to say how many without counting (5 or fewer)
- Play games using dice/dominoes and encourage your child to say how many spots without counting
- Ask children to set the table with enough knives, forks and plates for everyone

Helping at home

- Hide numbers around the house or garden for children to find
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points
- Read books with maths concepts e.g. The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf?

Helping at home

- Spot numbers in the environment – on phones, microwaves, clocks, registration plates or doors

- Ask your child to think of their own representations for numbers e.g. one of them, two hands, three bears, four wheels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc.

Helping at home

- Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them e.g. miss out something in a repeating pattern – can they spot the mistake?

- Watch Numberblocks on Cbeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly

Numberblocks



Numberblocks

Numberblocks encourages children to break the numbers down and see them in an interactive way.

They help children make connections with addition and subtraction and eventually multiplication and division.

Each character is made of the relevant number of blocks, e.g. three is made from three blocks.

This structure means that they can transform into other numbers.
https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks

Resources

If you have time, please look at some of the resources we use in our classroom.

Look on our website class pages for the document 'What to expect, when?' – lots of practical advice.

Remember, we are always happy to answer any questions!

Thank you for attending this workshop.