Maths Evening 2025

6PM-6:45PM

Nursery

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').

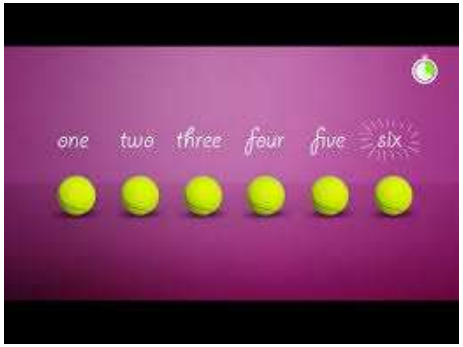
Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

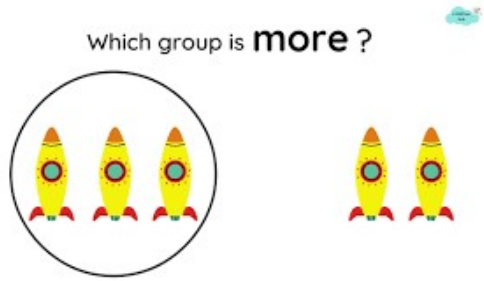
Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

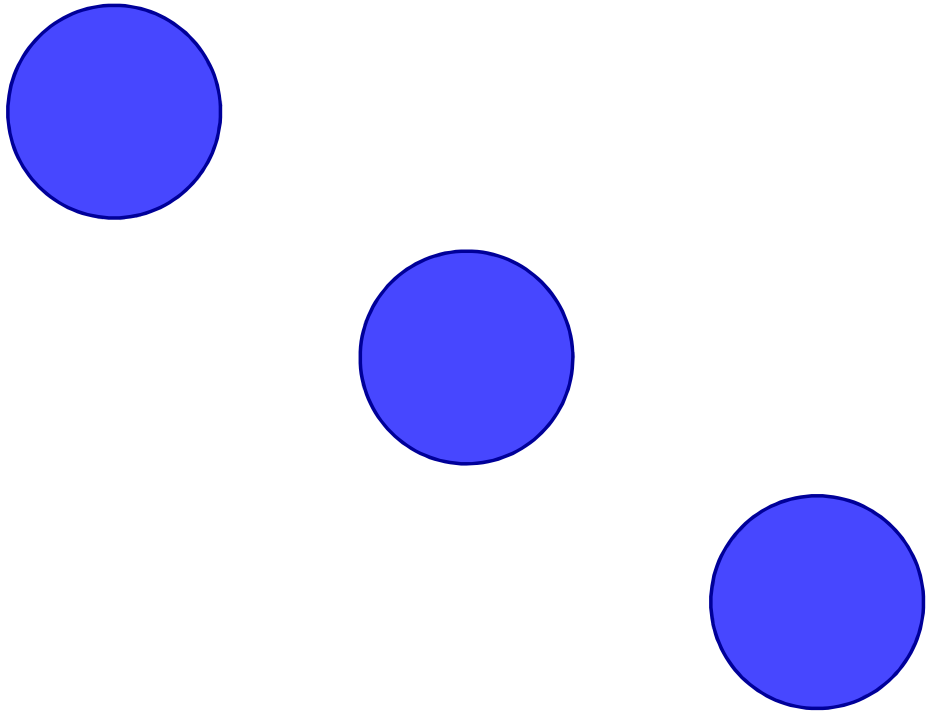
Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').

These maths concepts are the foundation for addition and subtraction throughout school

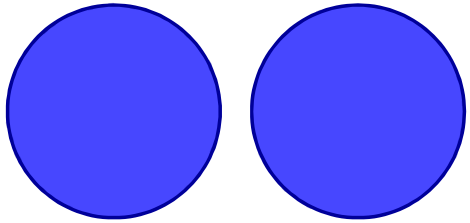


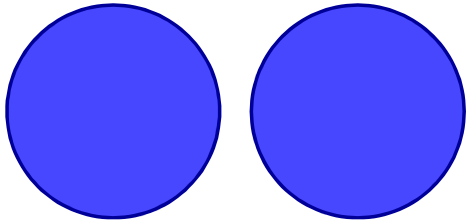


Nursery- Subitising

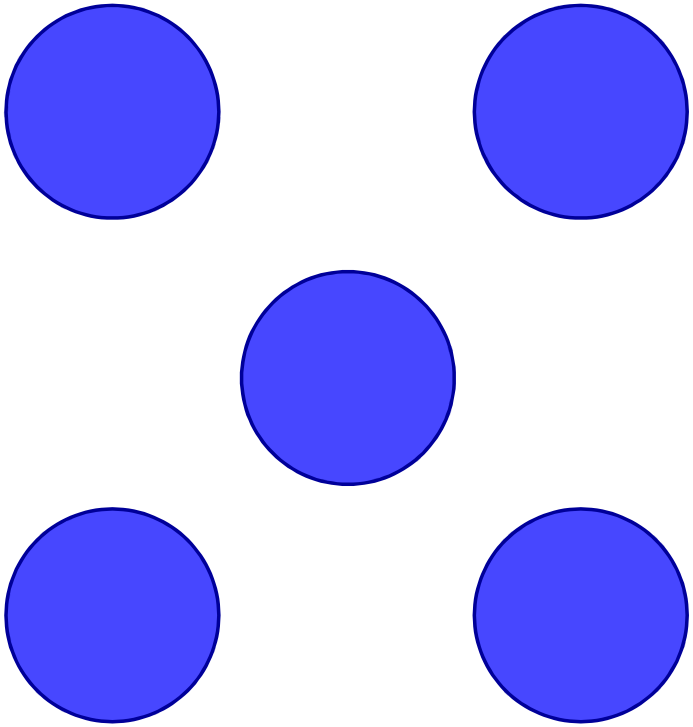


Nursery- Subitising





Nursery-Subitising



Reception

Mathematics

ELG: Number

Children at the expected level of development will:

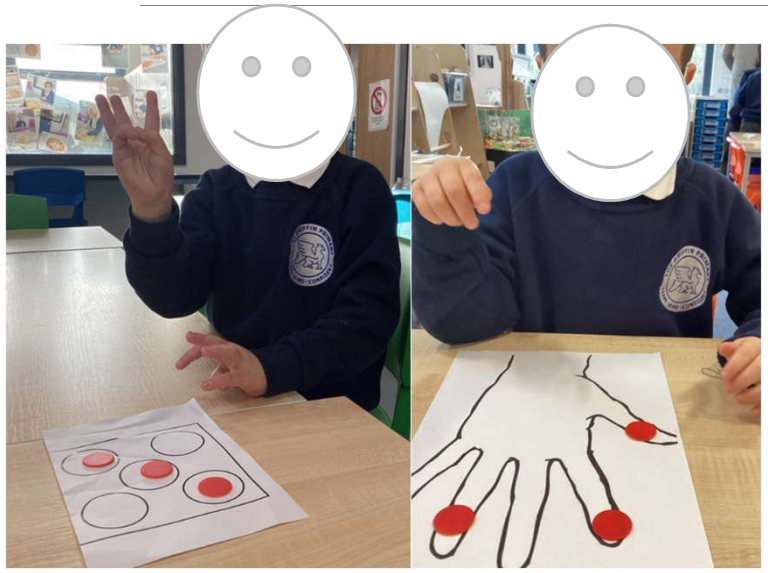
- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

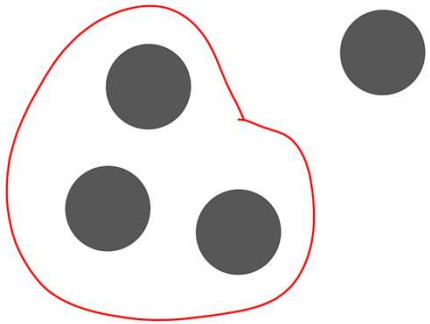
ELG: Numerical Patterns

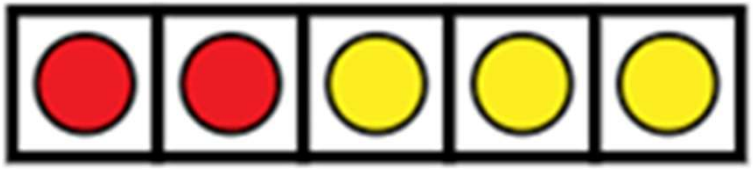
Children at the expected level of development will:

- 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.

Reception

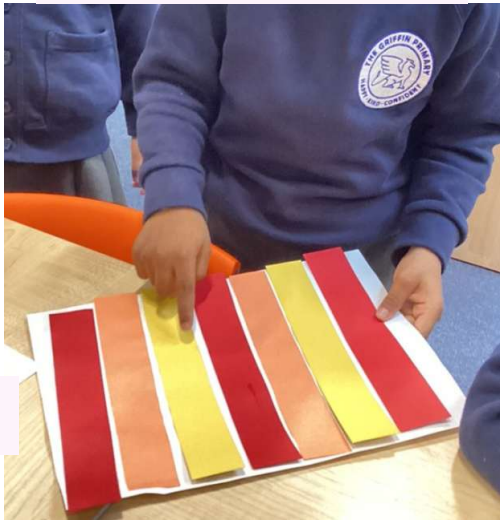




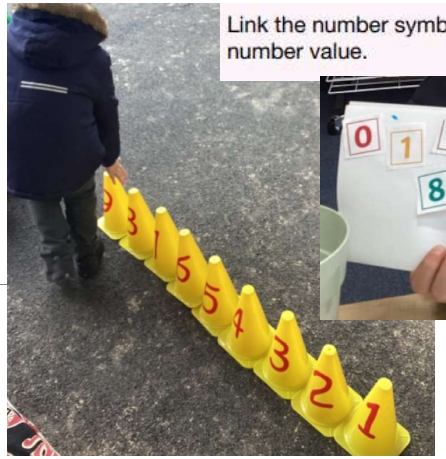


Explore the composition of numbers to 10.

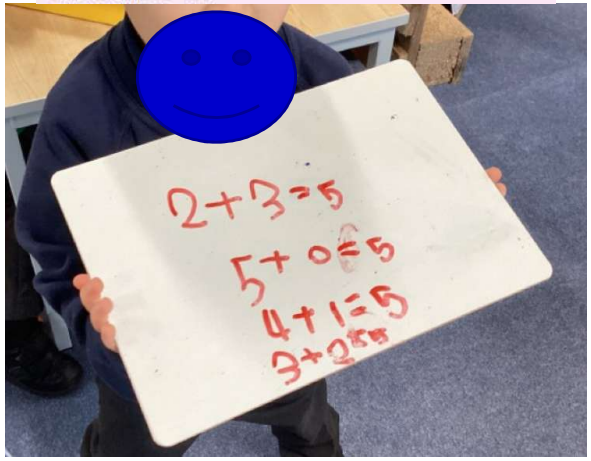
Continue, copy and create repeating patterns.

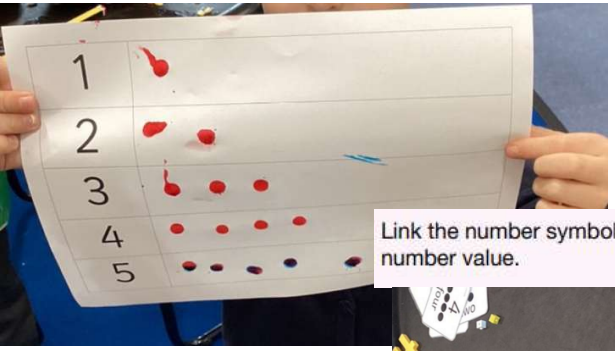


Link the number symbol (numeral) with its cardinal number value.

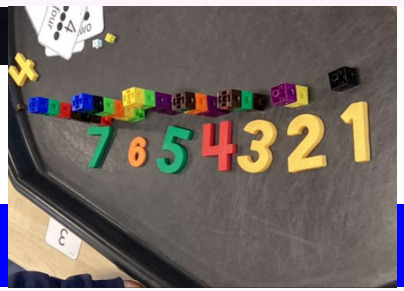


Automatically recall number bonds for numbers 0–5 and some to 10.

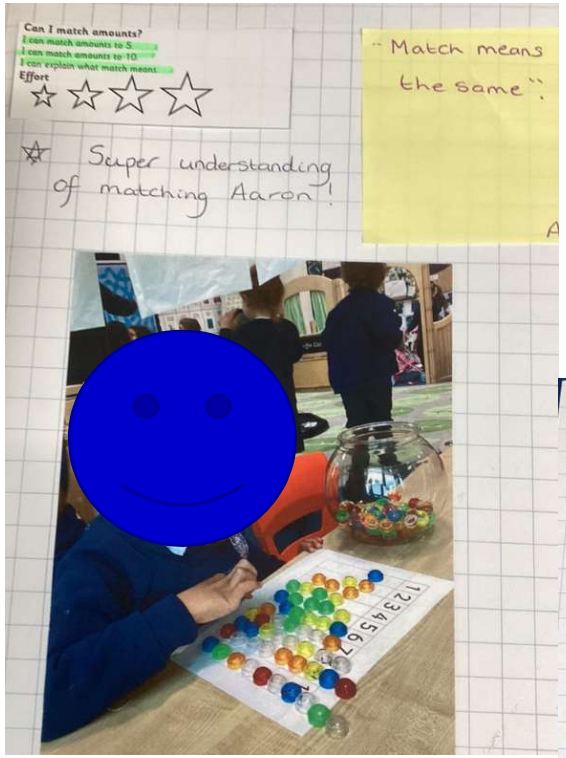


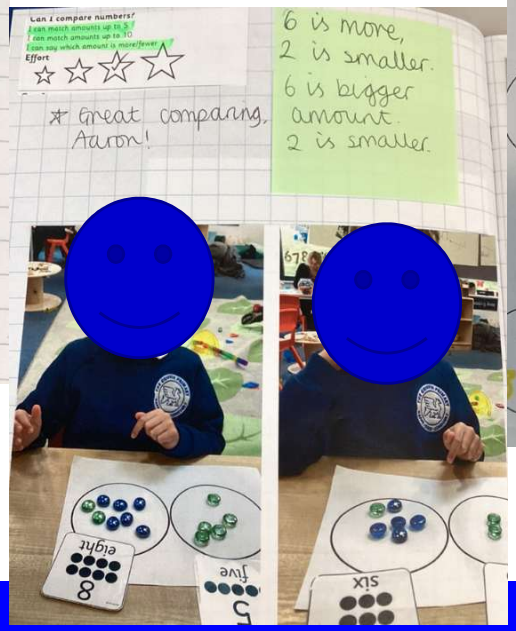


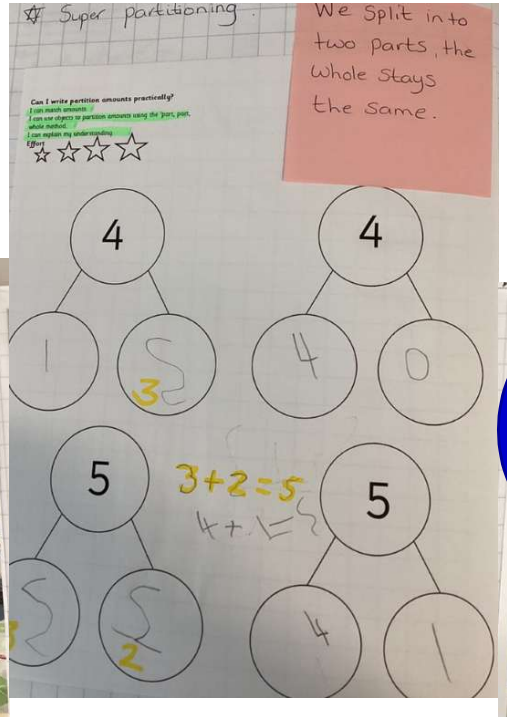
Link the number symbol (numeral) with its cardinal number value.

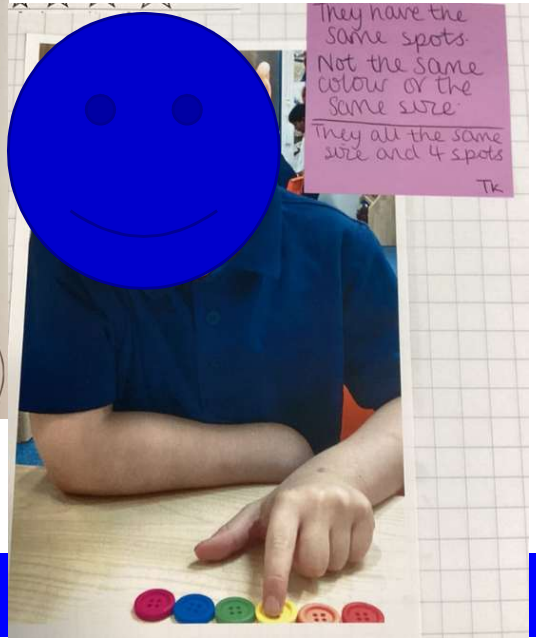


Some examples of weekly Maths Challenges...



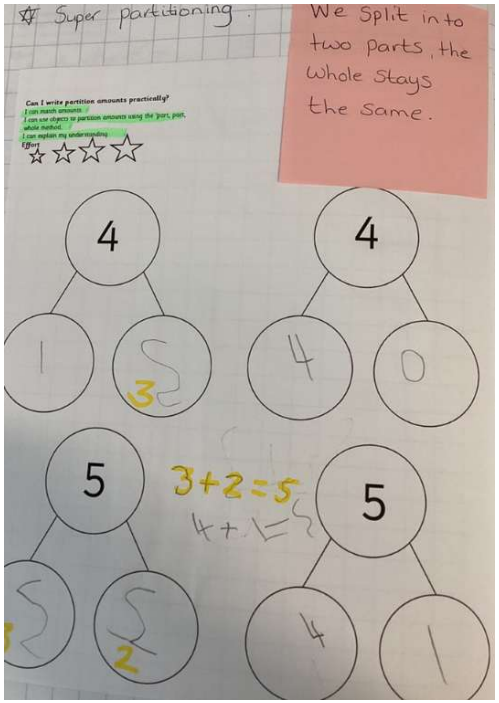




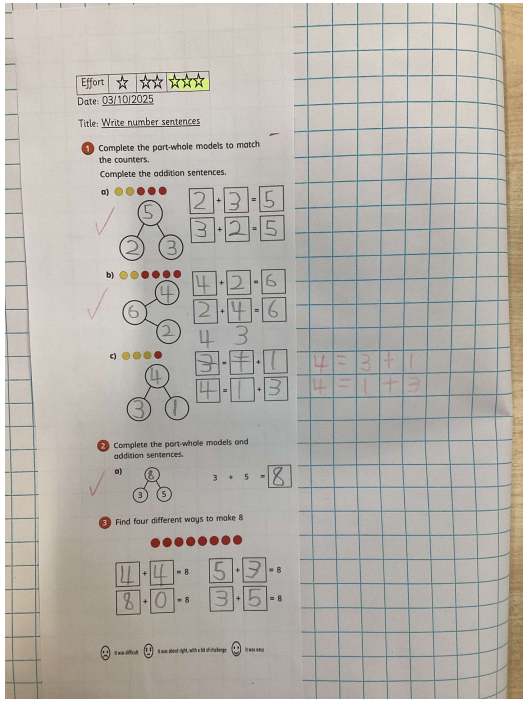


Year 1 Addition and Subtraction

Reception



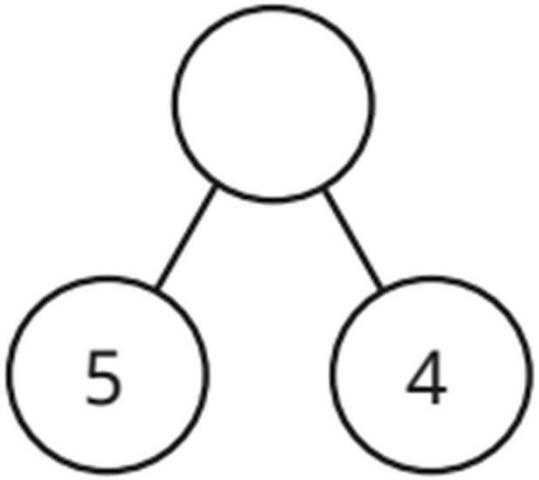
Year 1



Using basic part–whole models	More complex part–whole models
Beginning to record simple number sentences	Completing full addition sentences
Strong use of concrete and visual representation	Working with multiple representations
Teacher scaffolding	Beginning problem-solving

Year 1 Addition and Subtraction

PART WHOLE MODEL



PARTS AND WHOLES

- _____ is a part.

_____ is a part.

The whole is _____

- _____ is the whole.

_____ is a part.

_____ is a part.

ADDITION AND SUBTRACTION SENTENCES

a) 5 + 4 =

b) 4 + ___ = 9

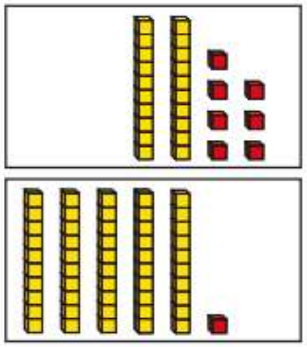
c) 9= 5 + ___

d) ___ = 4 + 5

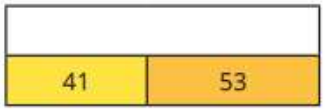
e) 9 – 5 =

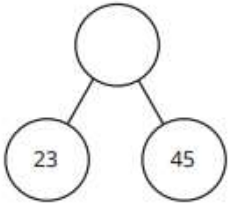
f) 9 – 4 =

Year 2 – addition (not across a 10)



- Work out the wholes.





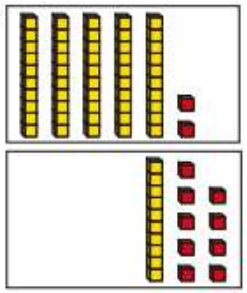
Key questions

- What numbers are you adding together?
- How many ones are there in each number?
- How many ones are there altogether?
- How many tens are there in each number?
- How many tens are there altogether?

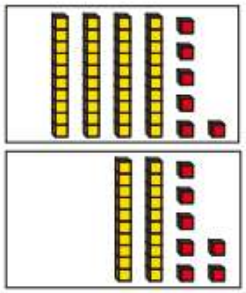
Year 2 – addition (across a 10)

Use base 10 to work out the additions.

- 52 + 19



- 46 + 27

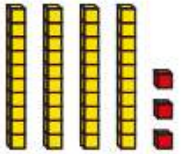


Key questions

- How many ones are there in each number?
- How many ones are there altogether?
- Can you make an exchange? Why?
- How many tens are there in each number?
- How many tens are there altogether?
- Did you include the ten from your exchange?

Year 2 – subtraction (not across a 10)

- Ron uses base 10 to make a number.



  - What is Ron's number?
  - Ron takes away 2 ones.

    What number does he have now?
  - Ron then takes away 3 tens.

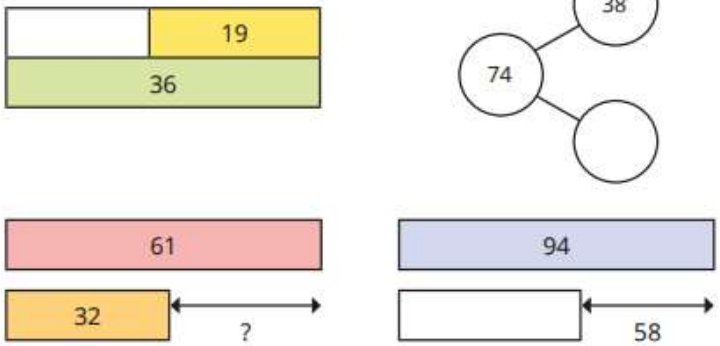
    What number does he have now?
  - What number has Ron taken away altogether?

Key questions

- What number are you subtracting from?
- What number are you subtracting?
- How many ones do you need to subtract?
- How many ones are left?
- How many tens do you need to subtract?
- How many tens are left?
- What is the difference between _____ and _____?

Year 2 – subtraction (across a 10)

- Work out the missing parts.



Key questions

- What number are you subtracting from?
- How many ones do you need to subtract?
- What do you do if there are not enough ones?
- What can you exchange 1 ten for?
- How many tens do you need to subtract?
- How many tens are left?
- What is the difference between _____ and _____?