At Fairfields, we follow White Rose maths to begin mastery in the Early Years.

We believe that developing a strong grounding in number is essential, so that all children develop the necessary building blocks to excel mathematically.

Maths in Early Years at Fairfields is taught discreetly in daily sessions and children have the chance to apply skills that they have acquired in fun, engaging and playful activities both inside and outside. We also enjoy regular cooking activities.

Children in the Foundation Stage develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We use NCETM Number Blocks resources in a playful and enjoyable way to support children's learning. 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 develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

We aim to foster positive attitudes and interest in mathematics and encourage our Foundation Stage children to look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice. We empower our children not be afraid to make mistakes and ensure they are ready to begin the Key Stage One National Curriculum for maths.

Early Learning Goals: Number

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.

Early Learning Goals: 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.

In Reception, throughout the year, we will be:

In the autumn term:
- Matching, sorting & comparing sets of objects.
- Creating repeating patterns.
- Talking about and investigating 2D and 3D shapes.
- Investigating numbers 1, 2, 3, 4, 5 (Counting, comparison, composition)
- Exploring one More/one Less
- Exploring Length, capacity and weight
- Discussing time (My day)

In the spring term:
- Comparing groups of objects.
- Investigating numbers 0, 6, 7, 8, 9, 10 (Counting, comparison, composition)
- Talking about and investigating 2D and 3D shapes.
- Exploring number bonds to 10.
- Creating patterns.
- Comparing length, capacity, weight

In the summer term:
- Investigating numbers 10, 11, 12, 13, 14, 15, 16, 17,18, 19, 20 (counting)
- Talking about and investigating 2D and 3D shapes.
- Halving, doubling and sharing
- Creating more complicated patterns. Adding and subtracting
- Exploring Odds and Evens
- Weight and Capacity.
- Looking for shapes within shapes.
- Measuring in Non-Standard Units