

# Reception Stay and Play session

Wednesday 5th November 2025



Opening Doors, Enriching Lives

# AIMS

To teach the basics of shared reading and mathematics

To share how shared reading and mathematics is taught

To develop parents' confidence in helping their children at home

To give you other information that we think you might find useful

To give parents an opportunity to ask questions

References made to Early Years Organiser

## Shared Reading

- Taught in school everyday after lunch in own classes
- All children read the same book everyday in pairs

Weekly routine for different skills.....

Monday: Prediction

Tuesday / Wednesday: Partner reading

Thursday: Expression

Friday: Fluency / celebration of being experts at the book!

The following Wednesday a copy of the book is sent home

Can be accessed through parent portal at any time

p. 69 **hoffu5**

Other information on pages 75-78

# Welcome to the Shared Readers Library

Click on the book to read it. Press "esc" to exit the book.

Shared Readers 1-8

Shared Readers 9-20

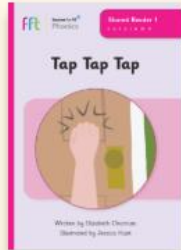
Shared Readers 21-32

Shared Readers 33-44

Shared Readers 45-56

Shared Readers 57-68

Shared Reader Videos



## Green words

Practises h, b, f, ff

bus	hot	fat
hop	hat	bun
off	fan	fun
bag	hug	
fit	big	

## Red words

Previous red words

the

New red words

he      is      she



Sam and Nan get on the bus.

Hop off.

Hop on, Sam. Hop on.

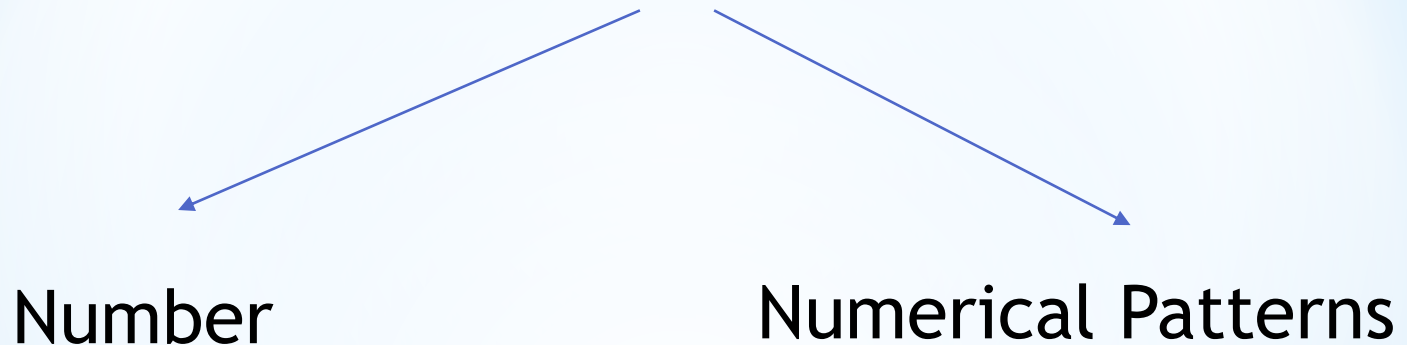
# Short shared reading session





# Mathematics in Reception

## Blue section of organiser



End of year assessment (Level of development):

**Emerging**

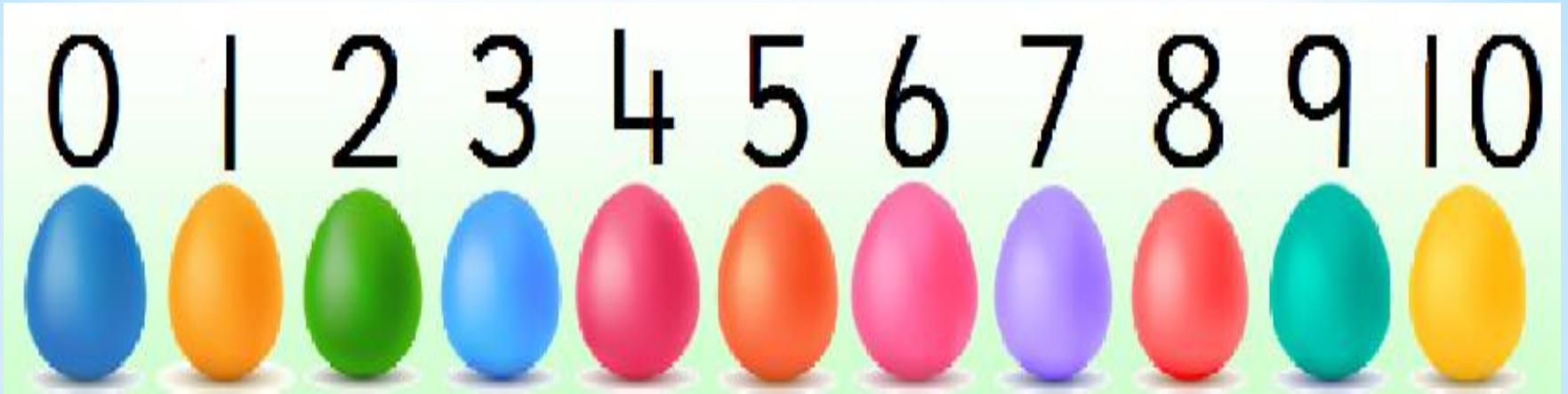
**Expected**

# Early learning goals

Number	Numerical Patterns
Children at the expected level of development will:	
<ul style="list-style-type: none"><li>- Have a deep understanding of number to 10, including the composition of each number;</li><li>- Subitise (recognise quantities without counting) up to 5;</li><li>- 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.</li></ul>	<ul style="list-style-type: none"><li>- Verbally count beyond 20, recognising the pattern of the counting system;</li><li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li><li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>



# Number recognition and formation - pg 94 & 95



In reception we work mainly with numbers up to 10

teen / ty discrimination

See "number of the week" wall

Reception Maths progression grid...

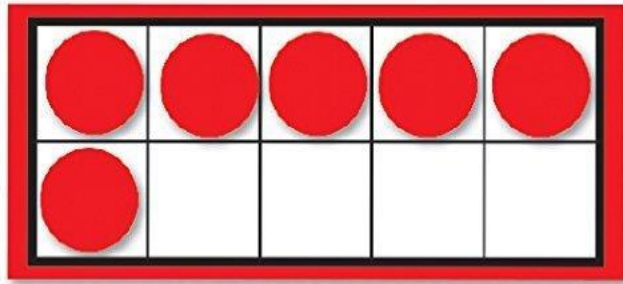
<https://www.tanfieldlea-primary.durham.sch.uk/wp-content/uploads/sites/70/2022/10/Reception-Maths-Yearly-Plan.pdf>

Calculation policy...

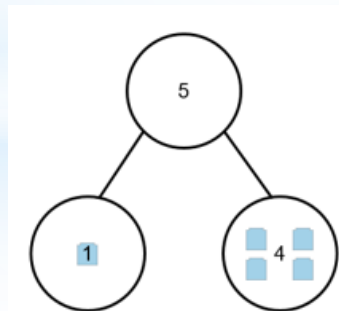
<https://www.tanfieldlea-primary.durham.sch.uk/wp-content/uploads/sites/70/2022/10/Tanfield-Primary-Reception-Calculation-progression.pdf>



Numicon



Tens Frames



Part whole  
method

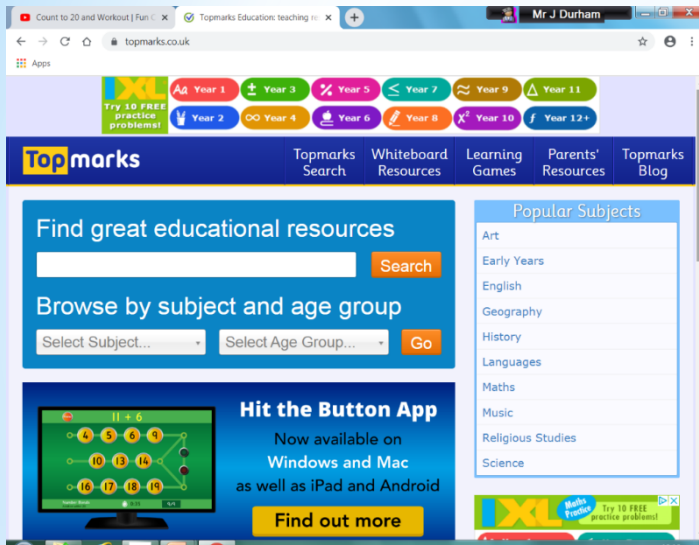
# How you can support at home

## You don't need to be an expert!

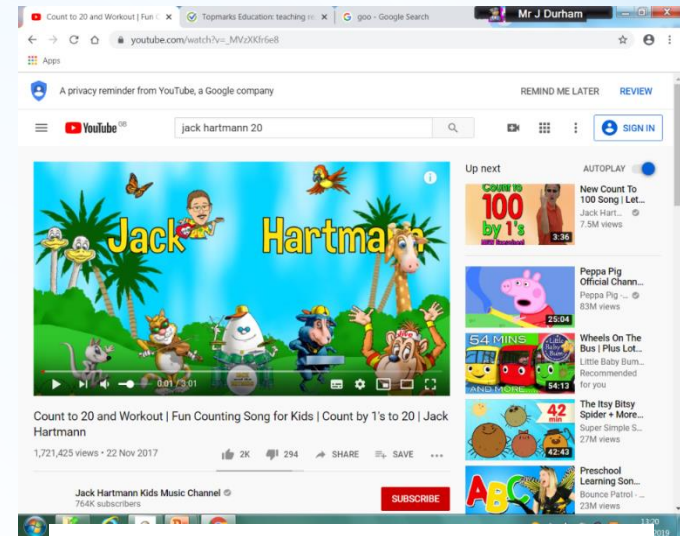
- Count things! Stairs, steps from the door to the gate, things in you have in the fridge or number of toys you need to pick up.
- Compare and order things! Order toys by size, look at and describe patterns, compare your shoe size to theirs or find things in the garden and create pictures. Use language such as more than, less than and fewer.
- Look for numbers to read. “ooh look, it’s 3 o’clock.” “What numbers can you see on my car?”
- Play board games. Sing nursery rhymes.
- Use positional language - next to, behind, on top of, etc.
- Bake and cook with them.
- Allow opportunities to buy things in the shop if you have coins or cash

Look for those natural moments to have purposeful conversations and discussions about maths.

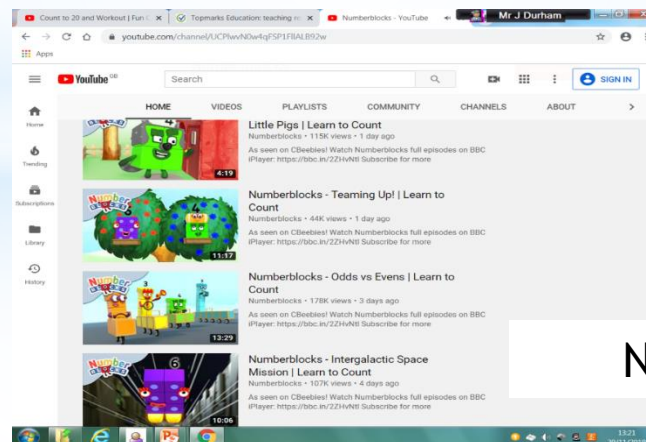
Here are some useful websites and apps to support maths skills at home. Mathletics is an excellent resource and all children should have login details for this.



Topmarks.co.uk



Jack Hartmann



Number blocks



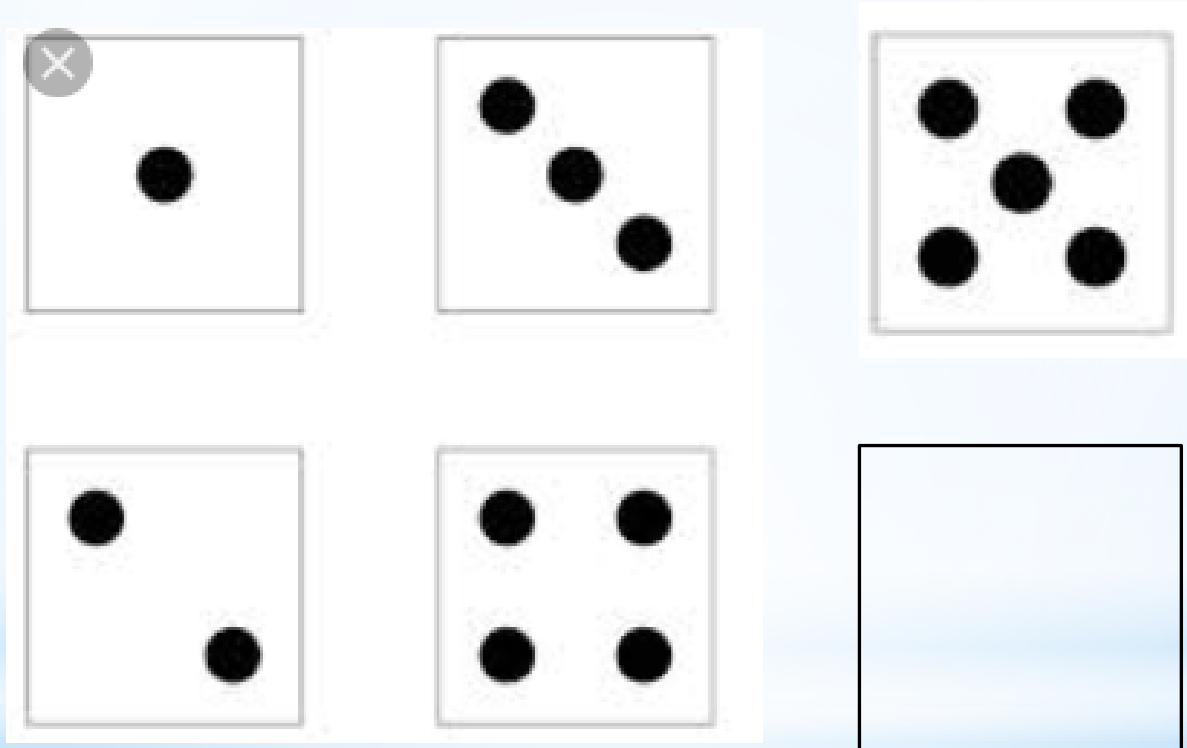
Children's  
challenges....



# Can you show 5 fingers



# How many spots?



# Number Formation Rhymes

0 1 2 3 4 5

—

# Doubles

- Double 0 is 0
- Double 1 is 2
- Double 2 is 4
- Double 3 is 6
- Double 4 is 8
- Double 5 is 10

# Ordering numbers to 5

1 more and 1 less

0 1 2 3 4 5 6



# Task

Can you  
complete  
the tasks?

1

Can you write numbers 0-5. Remember to say our rhymes to support correct formation

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How did I get on?

Can you use Numicon to find different ways of making numbers to 5?



$$\begin{array}{l} 1 + 1 = 2 \\ 1 + 2 = 3 \\ 2 + 2 = 4 \end{array}$$

How did I get on?

Can you show up to 5 fingers using one hand? Then can you show up to 5 fingers using two hands?



How did I get on?

Can match numbers and quantities? What is one more / one less?  
Use the resources and number cards on Mrs Geach's carpet.

4

How did I get on?

