MATHSHUBS
CODE

EARLY YEARS OFFER 2026.27

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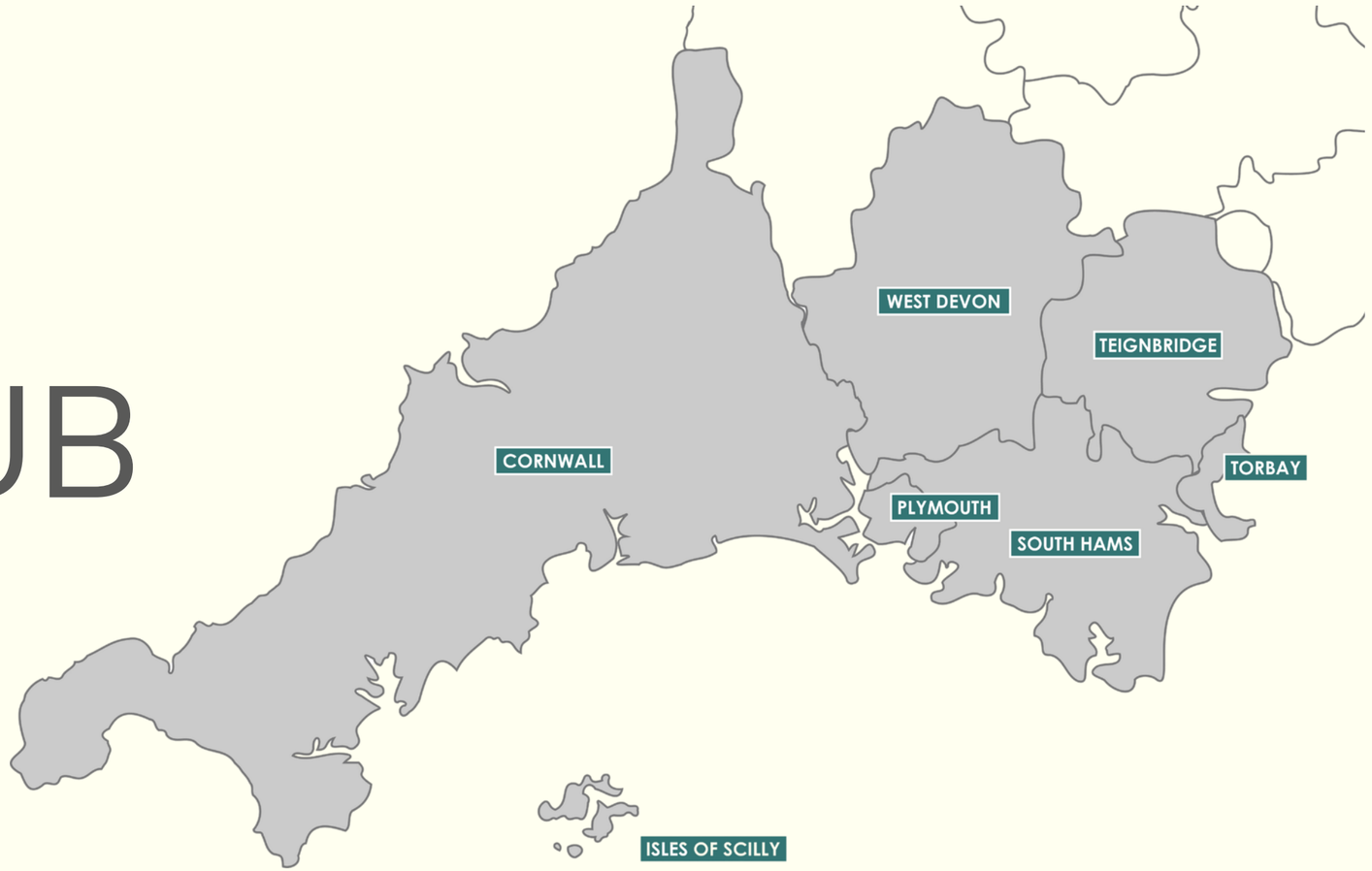
Welcome to CODE Maths HUB



Our region runs from the Isles of Scilly right up to Exeter and south of the A30.

BEST START IN LIFE

UK Government

The government’s mission - to ensure that at least **75% of children achieve a ‘good level of development’ by the end of Reception by 2028** - positions early mathematics as a key indicator of school readiness and later academic success.

PROJECTS AIMED AT EYFS

Mastering Number at Reception and KS1

Updated to a 5-day a week programme. PLUS - schools that have not previously taken part in Mastering Number at Reception and KS1 and those that have previously engaged in the programme can take part*.

*Spaces will be extremely limited however. Schools that didn't get a place on this year's trial, DfE Priorty schools and those schools with significant barriers to embedding their previous engagement in Mastering Number at Reception and KS1 will be given priority.

Embedding the Impact

This community is open to subject leaders from all schools that have previously engaged in Mastering Number at Reception and KS1. The community focuses on embedding Mastering Number in Reception, Yr 1 and Yr2 whilst providing materials to support learning in Yr3.

Specialist Knowledge for Teaching Mathematics - Reception Teachers

This 1-year programme will include number, shape, space and pattern. It would be particularly valuable for a teacher and TA to attend together.

Targeted Support for Mathematics

Further support available for those schools who may need it.

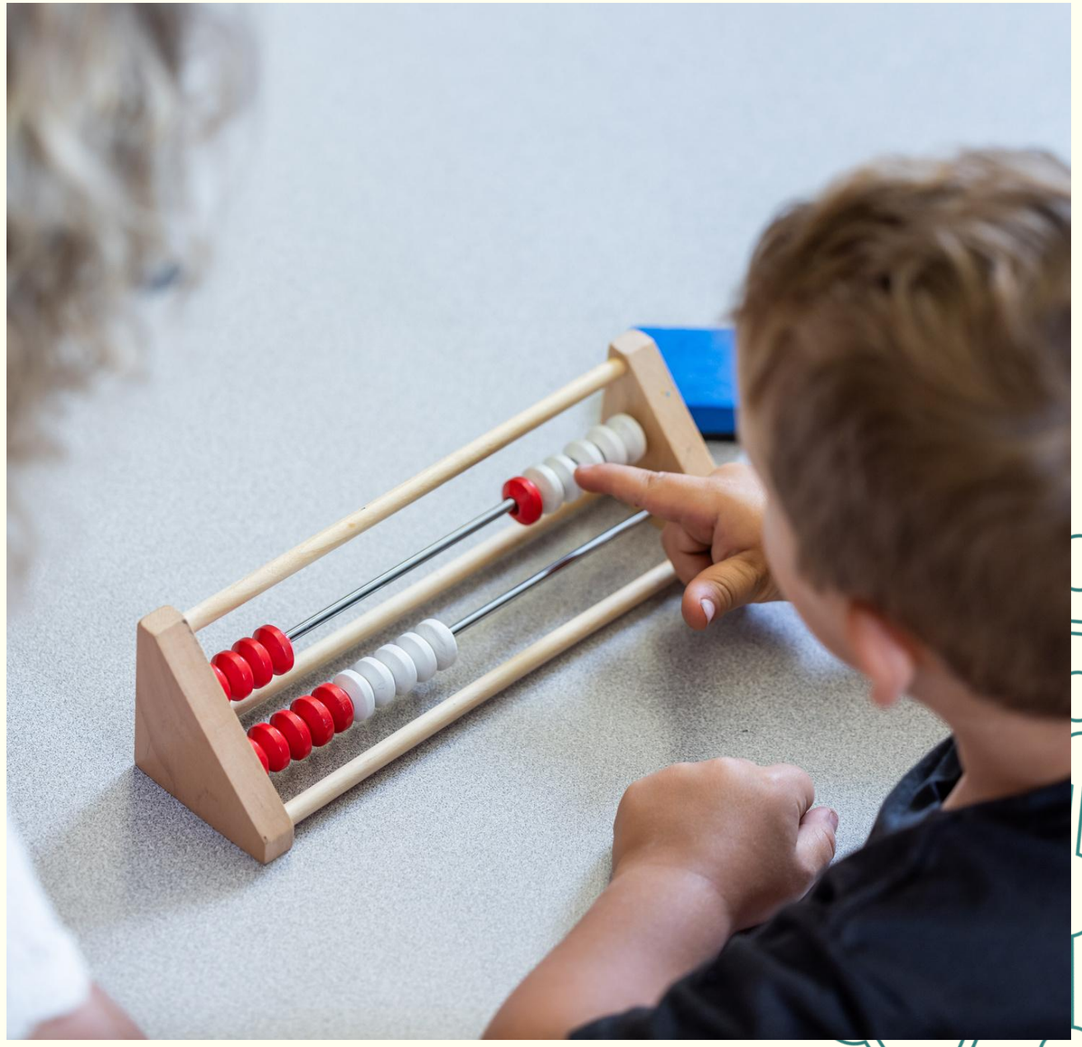
Mastering Number at Reception and KS1

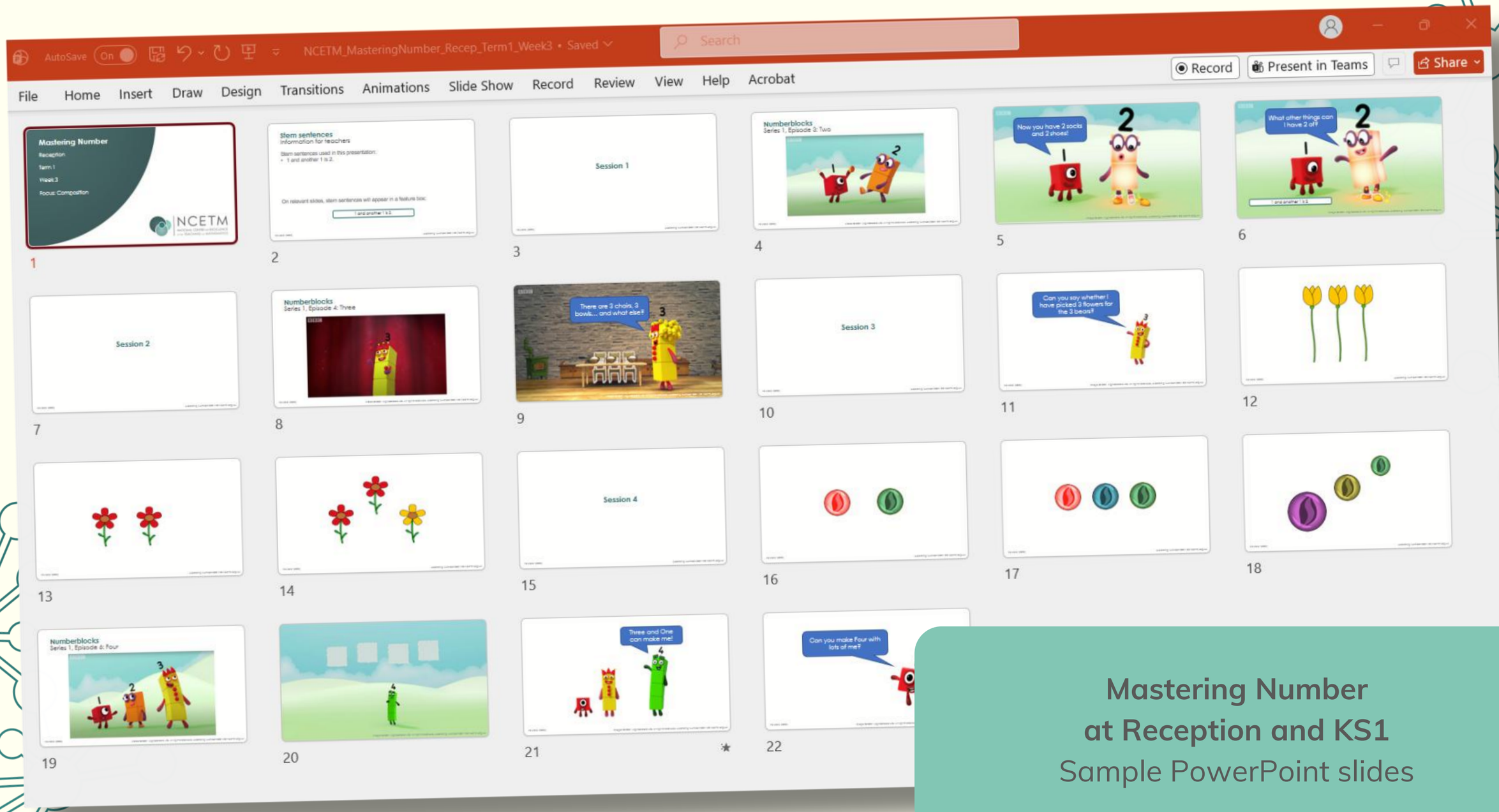
This national programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2.

The 2026.27 academic year sees the Programme extended from a 4 day to a 5 day a week scheme of work.

The Mastering Number Programme is **fully funded by the Maths Hubs Programme** so is free to participating schools.

The committment for Mastering Number at Recpetion and KS1 will be 4.5 days. Embedding the Impact is 2 days.





Mastering Number at Reception and KS1

Sample PowerPoint slides

Year: Reception; Term: 1	Week: 1	Focus: Subitising

Subject knowledge

This week, the children will be encouraged to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count.

Subitising can be categorised as 'perceptual' or 'conceptual'. Perceptual subitising is used for very small sets of objects (initially up to about 3) and conceptual subitising is used when sub-groups can be perceived within a larger set and the whole is recognised, e.g. if 6 dots are arranged in a dice pattern, children may recognise this as 'two 3s' and know this is 6. Some arrangements are easier to subitise than others, e.g. a set of 3 dots arranged in a triangular pattern may be easier to recognise than a random arrangement, and children need to be exposed to many different arrangements.

The focus for this week is perceptual subitising. It is important that adults working with children are aware that the aim is to support children in moving away from counting for sets that can be subitised, so avoid counting 'to check' unless necessary. If a child names an incorrect quantity, an adult might make a suggestion such as, *I think when your friend looked, they saw 3; let's have another look*, before counting if the child is still unsure.

The activities this week provide opportunities for children to:

- represent the number in a given set using different objects – e.g. showing the same number on their fingers
- name quantities with number words, *(e.g. "I can see 3.")*
- match sets to numerals
- make their own arrangements that can be subitised.

Some activities are aimed at supporting children in identifying small groups of 2 or 3 within a larger set, without needing to quantify the whole set. This will support them in identifying 2s and 3s in different arrangements and will help them when they begin to move towards conceptual subitising.

Connections

Children may have experienced subitising activities incidentally, e.g. an adult may have said to them *Pick up those 2 pencils, please*, which will have enabled them to see 2 as a quantity without having counted the objects.

Subitising is an essential feature of developing number sense. It can support children's understanding of cardinality when counting (where the last number in a count identifies the number in the set) as they link a known quantity such as 3 with the counting sequence '1, 2, 3'. Subitising will also help children to identify groups and units in a repeating pattern.

Master

Mastering Number
at Reception and KS1
Sample planning sheet

What is the impact of using Mastering Number?

Data to support improved SATs results*

School	Maths % EXS 2024	*2024 gap to national average*	Maths % EXS 2023	*2023 gap to national average*
Average Maths SAT score - MN schools	72.1%	*-1.5%*	78.0%	*4.7%*
Average Maths SAT score - any Hub engagement	71.1%	*-2.5%*	70.8%	*-2.5%*
Average Maths SAT score - unengaged schools	67.6%	*-6.0%*	64.5%	*-8.8%*
Cornwall Average	72.1%		70.1%	
National Average	73.6%		73.3%	

School	*Average SATs score for schools completing all three stages of MN (SATs results averaged from 2024 & 2025)*	*Gap to national average*
Average Maths SAT score - MN schools	75.1%	*1.6%*
Average Maths SAT score - any Hub engagement	71.0%	*-2.5%*
Average Maths SAT score - unengaged schools	66.1%	*-7.4%*
Cornwall Average	71.1%	
National Average	73.5%	

*Cornwall only

The data reported here relate to schools participating in Maths Hub activities. Schools are complex systems, and these findings should be treated with caution. It is not possible to say with certainty that hub activity alone led to the perceived impact. Reported differences in performance may be due to differences between schools as well as any impact of the programme itself.

Specialist Knowledge for Teaching Mathematics - Reception Teachers

A targeted Specialist Knowledge for Teaching Mathematics (SKTM) Reception Programme to enhance Reception teachers' understanding of early maths development and deepen practitioners' expertise in developing high-quality mathematical learning experiences.

Designed to ensure that every child—regardless of background—can build the confidence and competence in mathematics that underpin later success in education and life.

Both new and existing schools are eligible to participate, with a commitment of 4 days. It would be appropriate for more than one participant to attend from a school, e.g., a class teacher plus a teaching assistant.

Targeted Support in Mathematics

How the programme works -

New for 2026.27 - CODE Maths Hub can offer Intensive support to those schools that they believe would benefit from a particular focus in Reception. No previous engagement with the Hub is necessary to qualify.

As with other Intensive support, an Intensive Support Partner (ISP) will work with school leaders to address barriers to implementation that are context-specific, by using the EEF Implementation guidance report and other change management research.

Schools can have up to 6 days of support.

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THANK YOU

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