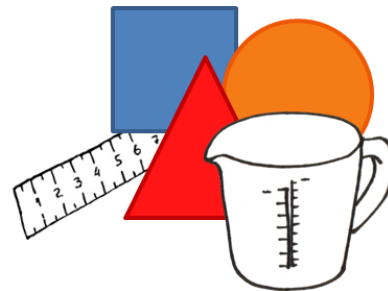


Ways to help your Reception child with Maths.



The mathematics curriculum in Reception is split into two categories;

- numbers and
- shape, space and measure.

Maths will be taught in a purposeful, practical way and children will use play and exploration to acquire mathematical skills. A large majority of mathematical work is practical and learning will happen in many different contexts around the classroom and outside.

Some whole class work exploring mathematical concepts will be teacher led and children can also freely explore these concepts through a variety of different activities and resources set up each day.

In Reception your child will be learning to:

- Say one, two, three, four ... up to 20.
- Count up to 10 objects and beyond.
- Recognise the written numbers 1, 2, 3, 4... up to 20.
- Use words to compare things, such as more, less, greater, smaller, heavier, lighter.
- Find one more or one less than any number from 1 to 10.
- Add two small groups of objects (with a total of 10 or less).
- Count how many are left when some objects are taken away.
- Make simple patterns and talk about them.
- Name shapes such as a circle, square, triangle, rectangle, cube, cone and sphere.
- Use words to describe where things are, such as over, under, above, below, on, in, next to, beside.



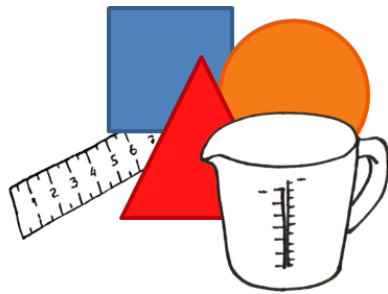
Numbers.

Early learning goal expectations for the end of Reception are:

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

You can help at home by:

- Singing songs that take away or add things e.g. 10 green bottles, 1 man went to mow, 5 current buns
- Exploit all counting opportunities - count stairs, count buttons, count lampposts on a walk, count 'red' cars on a journey etc.
- Commercial games such as snakes and ladders - these help with the counting on strategy.
- Throwing beanbags/balls at numbered targets and adding up scores - who scored the most? The least?
- Practice counting in 1s, 2s, 5s and 10s.
- Look for numbers whilst walking or on a journey
- Ask questions like 'if I took one away how many would I have left?' or 'if I add one how many have I got now?'
- Use magnetic numbers. Put them in order. Miss one out of a sequence - do they know which one is missing?



Shape, space and measures.

Early learning goal expectations for the end of Reception are:

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

You can help at home by:

- Looking for and name shapes at home and in the environment
- Talk about 3D (solid) shape names - packaging on food items is an excellent way.
- Junk model with 2D and 3D shapes - can you name them all?
- Make pictures with different shapes.
- Involve children in cooking. Look at numbers on scales and measuring jugs.
- Measure and compare feet sizes and height of other family members.
- Shopping activities - real or pretend - use real money to help identify coins and weight.

This booklet is designed to give you some guidance on what you might like to do to support your child's mathematical learning at home. Many of the activities can be carried out during your