

## A guide for parents and carers

### Reception Mathematics

This is an overview of the Maths expectations for children in Reception.

#### Numbers

- Say 1,2,3 . . . to 20. Extend to 100.
- Count at least 20 objects reliably.
- Put numbers 1 - 20 in order and then extend.
- Count backwards from 20.
- Read and write numbers to 10 and then extend to 20 and beyond.
- Estimate how many objects they can see and then check by counting.
- Count aloud in 2's, 5's or 10's.
- Use language such as 'more' or 'less' to compare two numbers.
- Count on and back from numbers other than 1 e.g. start at 5, stop at 9 or start at 15, stop at 11.
- Use ordinal numbers 1st, 2nd, 3rd.
- Recognise numbers on coins.

#### Problem Solving using the above skills

- Identify a missing number between 1 - 20.
- Count toys to check everyone has the same amount.
- Count drinks to make sure there are enough for everyone.

#### Addition

- Add 2 groups together practically to find the total up to 10.
- Begin to use the vocabulary related to addition e.g. add, altogether, more, makes, how many?
- Know 1 more using numbers to at least 20.
- Begin to double numbers e.g. 5 and 5.
- Count repeated groups of the same size.

#### Subtraction

- Say how many are left when some objects are taken away.
- Know 1 less using numbers to at least 20.
- Begin to use vocabulary related to subtraction e.g. take away, less, left, difference, how many?
- Share objects into equal groups and count how many in each group.
- Begin to recognise and use signs +, -, and = to record simple calculations.
- Know pairs of numbers which make numbers up to 5. Extend to 10 e.g. 0+5, 1+4, 2+3, 3+2, 4+1, 5+0

#### Problem Solving using the above skills

- Pose simple problems using counting on or back e.g. we've got 7 apples and 10 children so how many more will we need?
- Solve practical problems using doubling, halving, grouping or sharing e.g. how many wheels will you need to build 2 cars?

#### Space, Shape and Measures

- Use objects and shapes to make and copy patterns and to build models.
- Recognise and name common flat shapes (2D) e.g. circle, square, triangle, rectangle, Star.
- Recognise and name common solid shapes (3D) e.g. cube, cuboid, sphere, cylinder, cone.
- Describe shapes by talking about sides, faces, corners, edges, straight, roll, slide, bigger, smaller.
- Describe position using everyday words e.g. behind, in front, next to, in-between.
- Compare the weight of objects using language heavier, lighter, balances.
- Compare the capacity of containers using language full, empty, half-full, more, less.
- Compare heights and lengths using vocabulary, longer, shorter, taller, smaller, same as.
- Sequence familiar events and begin to order days of the week.
- Recognise o'clock times.
- Use simple timers e.g. 1 min egg timer.

#### Handling Data

- Sort small objects or pictures to show their similarities and differences.
- Begin to create simple lists, pictograms and bar graphs to present data - adult led!

#### Problem Solving using the above skills

- Find the right size container to fit a specific toy in.
- Recognise and continue a pattern to finish a design for a caterpillar.