

## Supporting maths at home

Our simple maths guides are designed to help you as parents and carers to understand what your child needs to know by the end of Reception.

It is important that your child has a concrete understanding of these core skills by the end of their year group as this will ensure that they are in line with national expectations. Practicing maths at home can help to improve your child's confidence and mathematical fluency as well as consolidating the learning within the classroom.

The links below have been put together to give you some idea about how to help you support your child on their mathematical learning journey at home. If you have any questions or are looking for advice, please arrange to see your child's class teacher.

Thank you!

**Use of nursery rhyme and song to introduce mathematical concepts:** <https://www.bbc.co.uk/rhymes> and counting

**Interactive games to support counting/recognition of number and shape, space and measure:** <https://www.topmarks.co.uk/reception>

**Fun songs, clips and activity ideas:** <https://www.bbc.co.uk/cbeebies/topics/numeracy>

**Maths activities and worksheets at home:** <https://home.oxfordowl.co.uk/maths/primary-maths-age-4-5-reception/>

**Early Maths- book suggestions:** <https://earlymath.erikson.edu/the-best-childrens-books-for-early-math-learning/>

## What does my child need to know by the end of reception?



To have an understanding of numbers to 10, recognising numerals, value and position in counting order.



To be able to subitise/recognise quantities without counting up to 5.



To be able to recall number bonds for numbers 0-5 and for 10.



To understand the concept of doubling/halving and be able to automatically recall double facts up to  $5+5$ .



To be able to compare sets of objects up to 10 in different contexts, considering size and difference.



To have explored patterns of numbers within numbers up to 10, including odd and even numbers.



To have explored shape and pattern. Investigate 2D and 3D shapes, repeating and creating colour and shape patterns.



To understand and be able to use positional language.



To have investigated measurement including size, capacity, length and weight.



To have explored calendar and time.

# A Glossary of terms

## **Addition**

The operation to combine at least two numbers or quantities to form a further number or quantity, the sum or total. Addition is the inverse operation to subtraction.

## **Between**

Indicates a position in relation to two other places or objects on either side.

## **Capacity**

The amount of liquid a container can hold.

## **Compare**

Look for similarities and/or differences between at least two objects or sets.

## **Count**

Assigning one number name to each of a set of objects to determine how many there are.

## **Difference**

The numerical difference between two numbers or sets of objects. It is found by comparing the quantity of one set of objects with another.

## **Double**

To multiply by two or add a value to itself.

## **Equal**

Indicates equivalence between two values and can be expressed with the symbol '='. The symbol is read as 'is equal to' which means the same as. Expressions on either side of the symbol have the same value.

## **Fewer**

A lesser amount – used when counting discrete objects, i.e. countable objects such as, pens, teddies, counters, etc.

## **Group**

To make equal size groups. This is one model for division

## **Half**

One of two equal parts of a shape, quantity or object.

## **Less**

A smaller amount or not as much.

## **Measure**

To find the size of something in a given unit.

## **Number bond**

A pair of numbers with a given total.

## **Number line**

A linear, continuous representation of number. Each number occupies a point on the line, and there is an equal interval between each number.

## **Order**

Describes the placement of items according to given criteria or in a pattern. As a verb, to place items according to given criteria or in a pattern.

## **Subtraction**

The inverse operation to addition.