



Maths Knowledge Organiser for Reception

Term: Summer 2

Key vocabulary:

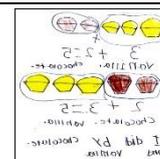
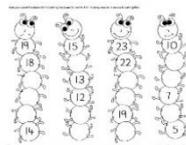
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|---|---|
| <ul style="list-style-type: none">• Less• Subtract• Take away• Sum• Equals• All together• Coins• Name of coin e.g. 1p 2p | <ul style="list-style-type: none">• Shape – sphere, cone, cube, cuboid, square base pyramid• Share• Half• Before• After• Next• In-between |
|---|---|

Curriculum Objectives

- Recites numbers backwards from 20 - 0
- Recognise numbers to 20
- Writes numbers backwards from 20 -0
- Match and label objects to 20
- Starts to count back from a given number 1- 20
- Says the number that is one more or one less than a given number – 1 to 20
- Write missing numbers in a number line to 20 and say how you know or why they are missing
- Records, using marks that they can interpret and explain
- In practical activities use vocabulary involved in adding and subtraction
- Subtract two single-digit numbers and count back to find the answer
- To name solid 3D shapes and talk about their properties
- Talks about money and recognise different coins
- Begin to solve problems related to sharing

Examples

- Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers.
- Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens.
- Emphasise the empty set and introduce the concept of nothing or zero.
- Show interest in how children solve problems and value their different solutions.
- Talk about the order of numbers before asking what comes after or before each number.
- Discuss with children how problems relate to others they have met, and their different solutions.
- Talk about the methods children use to answer a problem they have posed, e.g. 'Get one more, and then we will both have two.'
- Encourage children to make up their own story problems for other children to solve.
- Encourage children to extend problems, e.g. "Suppose there were three people to share the bricks between instead of two".
- Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter.
- Have areas where they can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area.
- Plan opportunities for children to describe and compare shapes, measures and distance.
- Provide materials and resources to observe and describe patterns



For more information please see the calculation policy on the school website or your child's class teacher.