

Maths Knowledge Organiser for Reception

Term: Autumn 1

Key vocabulary:

- Number names e.g. one, two three
- Point
- Count
- Compare bigger, smaller, more/less same
- Pattern

- Shapes triangle, square, circle, rectangle, diamond, star
- Pattern repeat
- Match/sort
- Length long, short, longest, shortest

Curriculum Objectives

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals
- Compare quantities using language: 'more than', 'fewer than'.
- Make comparisons between objects relating to size
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Examples

When tidying up can you sort the objects into different colours/shapes.

Sort objects by attributes e.g. 'I have put all the triangles together because they have all got 3 sides.'

Talk about patterns within the environment.

Talk about repeating patterns using colours/shapes - challenge by forming a pattern of two colours/two shapes.

Collect objects and ask your child to point to each object slowly saying the number name - challenge by matching numerals to the objects.



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