Maths Knowledge Organiser for Reception

Term: Spring 2

Key vocabulary:	
• Number names - ten, fifteen, fourteen • Count back from • Next number • Take away, move • Less • Subtract	• Total • Less • Double • Half • 3D shapes – cone, sphere, cube, cuboid square base pyramid • Capacity – full, empty, half full

Curriculum Objectives

- Recites numbers in order 1-15
- Recognise numbers to 15
- Writes and orders numbers to 15
- Match and label objects to 15
- Starts to count back from a given number 1- 15
- Says the number that is one more or one less than a given number – 1 to 15
- Write missing numbers in a number line and say how you know or why they are missing
- Find the total when one group has been taken away
- Records, using marks that they can interpret and explain
- To name for 'solid' 3D shapes
- Orders two items by capacity
- Begin to solve problems related to doubling

Examples

- Provide collections of interesting things for children to sort, order, count and label in their play.
- Point out numerals in purposeful contexts, e.g. road signs, house numbers, prices at the supermarket. Talk about which is the largest numeral and which would be the next number.
- Make tactile numeral cards made from sandpaper, velvet or string so that the children get used to which way to form their numbers.
- Create opportunities for children to experiment with a number of objects, the written numeral to match. Develop this through matching activities with a range of numbers, numerals and a selection of objects.
- Create a number track and get the children to count forwards and backwards. Get the children to talk about what one more or one less is and which numbers are in between two different numbers.
- Write numerals using a variety of media e.g. glitter pens, paint, highlighters etc.
- Add two groups together and find the total. You could do this at the dinner table with chips/beans on plates… how many altogether?
- Go on a shape hunt around your house. How many 3D solids can you find? E.g. sphere, cube, cuboid, pyramid, cylinder, cone.
- Look at food pots and discuss which one holds the most.
- Talk about doubling facts. E.g. If I bought 2 bananas and then bought two more, how many would I have?

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