

## Recognising numbers

Choose a number for the week, e.g. 2.

Encourage your child to look out for this number all the time.

- ◆ Can your child see the number 2 anywhere?

### at home

- in the kitchen
- on pages in a book

### in the street

- on doors
- on car number plates
- on buses

### while out shopping

- on the shop till
- on shelves
- in shop windows

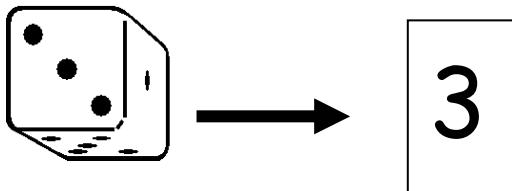
- ◆ Find two apples, toys, spoons, straws, sweets, etc.
- ◆ Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons...
- ◆ Practise writing the number 2.

Choose a different number each week

## Dice game

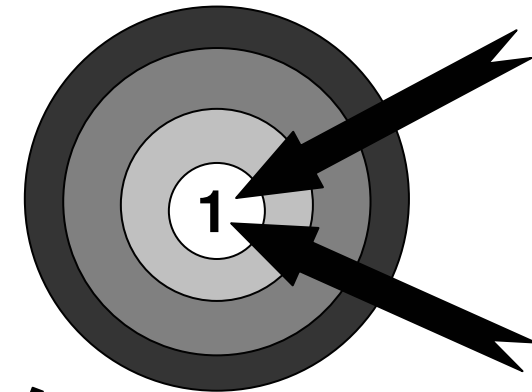
Use a 'dotted' dice and write the numbers 1 to 6 on a sheet of paper (or use the numbered animals).

- ◆ Throw the dice. Can your child guess how many dots there are? Check by counting.
- ◆ Ask your child which number on the paper matches the dots on the dice.



# Supporting your child at home

## Reception



## Mathematics

A booklet for parents

**By the end of this year, most children should be able to...**

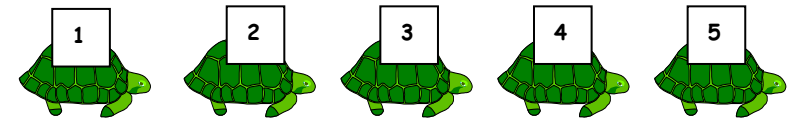
- Say and use the number names in order in familiar contexts
- Count reliably up to 10 everyday objects.
- Recognise numerals 1 to 9.
- Use language such as *more or less, greater or smaller, heavier or lighter*, to compare two numbers or quantities.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
- Find one more or less than a number from one to ten
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'
- Talk about, recognise and recreate simple patterns
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems

**Counting**

Practise counting. Start at 5, and count on from there to 11.  
Start at 9, count back from there to zero.  
Choose a different starting number each time.

**Counting and putting numbers in order**

Use old magazines, comics or greetings cards.  
Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5.

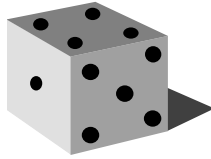


- ◆ Shuffle the animals. Put them in order from 1 to 5.
- ◆ Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number.
- ◆ Ask your child to say what number comes before or after a number you choose.

When your child can do this, repeat with numbers 1 to 10.

## Build a tower

For this game you need a dice and some building blocks or lego bricks.



- ◆ Take turns.
- ◆ Roll the dice.
- ◆ Collect the number of bricks to build your own tower.
- ◆ The first to 10 wins!

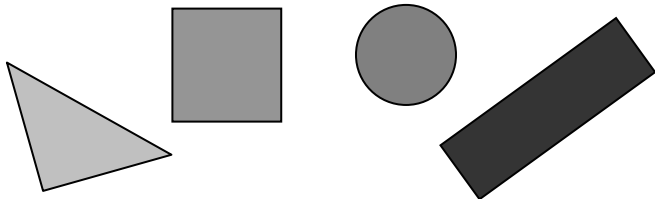
For a change, start with 10 blocks or bricks each. Take away the number on the dice. First to exactly zero wins.

## Roll a shape

Cut out 12 shapes.

Make 3 triangles, 3 squares, 3 rectangles and 3 circles.

- ◆ Take turns to roll a dice and collect a shape that has that number of sides, e.g. roll a 4, collect a square.
- ◆ The first to have four different shapes wins.
- ◆ If you can name each shape you go first next time!



## About the statements

These statements show some of the things your child should be able to do by the end of the Reception year.

Some statements are harder than they seem, e.g. children who can count up to 10 may still have trouble saying which number comes after 5. They may have to start at 1 and count from there.

## Fun activities to do at home

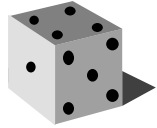
### Collections

You need something to collect, e.g. sticky shapes, dried pasta.

- ◆ In turn, one player claps 1, 2, 3, or 4 times while the other player closes his eyes and listens.
- ◆ How many claps did you hear? Take that number of shapes.
- ◆ After four goes make a pattern with your shapes or pasta.

## Dicey counting

Take turns to roll a dice and count back to zero from the number thrown. For example:



**Four, three, two, one, zero**

## Cupboard maths

Ask your child to help you sort a food cupboard out, putting **heavier** items on the lower shelf and **lighter** items on an upper shelf.



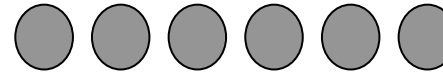
## Rhymes

Teach your child any number rhymes or songs that you know, particularly ones that involve holding up a number of fingers, like *Five little speckled frogs*. Practise them regularly, with actions.

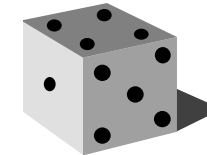
You can get counting songs on audio tape for a very reasonable price.

## Spot the difference

Draw a row of six big coloured spots.



- ◆ In turn, one player closes his or her eyes.
- ◆ The other player hides some of the spots with a sheet of paper.
- ◆ The first player looks and says how many spots are hidden.
- ◆ Try with other numbers of spots, e.g. five or seven.



## One more, one less

For this game you need a dice, a coin and some building blocks or Lego bricks.

- ◆ Take turns to roll the dice.
- ◆ Build a tower with that number of blocks or bricks.
- ◆ Then toss the coin. Heads means take one brick off. Tails means add one on.
- ◆ If you can guess how many bricks there will be after this, you keep them!
- ◆ The first to collect 20 bricks or more wins!