




By the end of Year R, most children should be able to...

- Say and use the number names in order and in familiar contexts
- Count reliably up to 20 everyday objects
- Recognise numerals 1 - 9
- Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities
- Find one more or one less than a number from 1 to 10
- Begin to relate addition to combining two groups of objects and single digit numbers, and subtraction to 'taking away' and count back.
- Talk about, recognise and recreate simple patterns
- Use language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes
- Use developing mathematical ideas and methods to solve practical problems, including doubling, halving and sharing.



Maths Targets Reception

A booklet for Parents

<i>Statements</i>	<i>Examples of questions I can answer</i>	<i>Statements</i>	<i>Examples of questions I can answer</i>
Say and use the number names in order and in familiar contexts	Singing songs with numbers, counting on and counting back Ordering sets of numbers Recite number names in order, forwards and backwards	Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'	Mummy bear put 3 scoops of porridge in a bowl. She put in 3 more, how many scoops altogether? Can they write a number sentence 3 + 3 = 6 
Count reliably up to 20 everyday objects	How many objects can you count? Recognise a small number without counting. What number comes next? What number comes before? What number is inbetween?	Talk about, recognise and recreate simple patterns 	Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons Use natural objects to make patterns, leaf pine cone, twig etc Ask questions such as what comes next?
Recognise numerals 0 - 20 0 1 2 3 4 5 6 7 8 9 10	Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 10. Shuffle the animals. Put them in order from 1 to 10. 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	Use language such as circle or bigger to describe the shape and size of solids and flat shapes	I know the names for Circle, triangle, rectangle, square and can describe that shape. A circle is round and has one continuous side. A square has 4 straight, equal sides and 4 corners. I know some 3D shapes, cube, cuboid, sphere. Put sets of objects in order of size Make and copy simple repeating /symmetrical patterns
Begin to use the vocabulary involved in adding and subtracting	How many are there altogether? I can keep the biggest number in my head and use my fingers and a numberline to count on and count back. Extend to adding three groups of objects Begin to relate addition to counting on. Find a total when one of the groups is hidden. Remove a small amount from a large group and count how many are left	Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities	The wooden blocks are heavier than the pencil. The green car travelled further than the blue car. This piece of ribbon is shorter/longer etc Begin to understand and use the vocab of time Sequence familiar events Begin to know the days of the week in order Begin to read o'clock time
Know doubles and halves		Use everyday words to describe position 	Play games where you put a teddy on top, behind, under, next to, in between. Draw pictures and describe where objects are. Make maps and describe how to get to places.
Find one more or one less than a number from 1 to 10	If we had 6 crayons and we added 1 more how many are there altogether? There are 8 apples and I eat 1, how many are left? Begin to use a numberline to jump forwards and backwards.	Use developing mathematical ideas to solve problems	What could we try next? How did you work that out? What coins could you use to make 10p? Make simple estimations and predictions Begin to justify decisions made

