

Targets for pupils in Reception

Recognising numbers

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

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

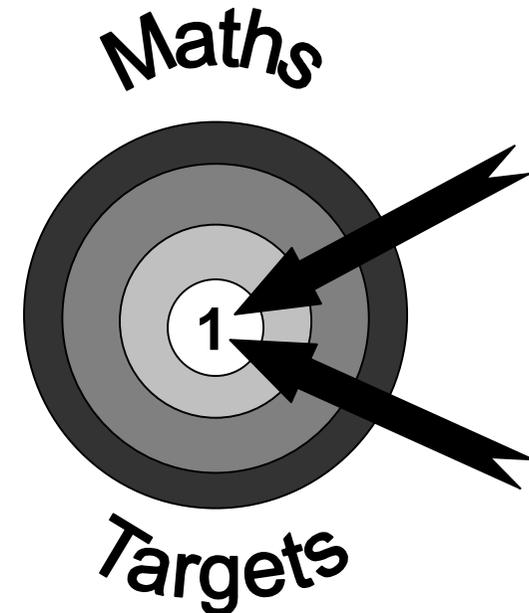
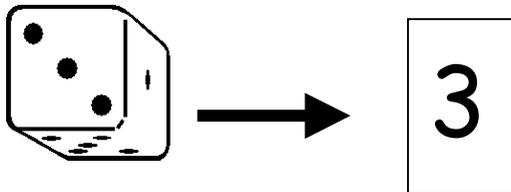
- ◆ Can your child see the number 2 anywhere?
 - at home**
 - in the kitchen
 - on pages in a book
 - in the street**
 - on doors
 - on car number plates
 - on buses
 - while out shopping**
 - on the shop till
 - on shelves
 - in shop windows
- ◆ Find two apples, toys, spoons, straws, sweets, etc.
- ◆ 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.



A booklet for parents

Help your child with mathematics

Targets – Reception 1

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

- Say one, two, three, four... to twenty.
- Count up to 10 objects.
- Recognise the written numbers 1, 2, 3, 4... to 9.
- Use words such as *more, less, greater, smaller, heavier, lighter* to compare things.
- Find 1 more or 1 less than any number from 1 to 10.
- Add two small groups of objects (total 10 or less).
- Count how many are left when some objects are taken away.
- Make simple patterns and talk about them.
- Name shapes such as a *circle, square, triangle, rectangle, cube, cone* and *sphere*.
- Use words such as *over, under, above, below, on, in, next to, beside* to describe where things are.

_____ is working on the targets that are ticked.

About the targets

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

Some targets 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

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.

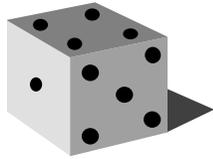


- ◆ Shuffle the animals. Put them in order from 1 to 5.
- ◆ Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number.
- ◆ Ask your child to say what number comes before or after a number you choose.

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!

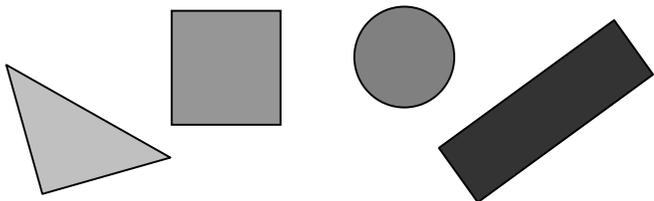
For a change, start with 10 blocks or bricks each. Take away the number on the dice. First to exactly zero wins.

Roll a shape

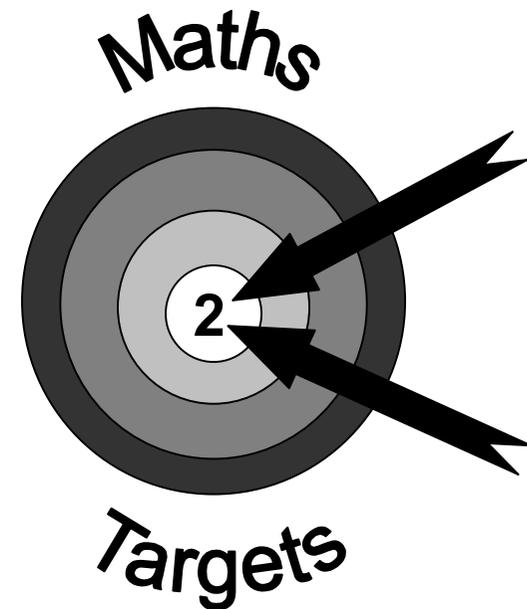
Cut out 12 shapes.

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!



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Targets – Reception 2

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

- Say one, two, three, four... to twenty.
- Count up to 10 objects.
- Recognise the written numbers 1, 2, 3, 4... to 9.
- Use words such as *more, less, greater, smaller, heavier, lighter* to compare things.
- Find 1 more or 1 less than any number from 1 to 10.
- Add two small groups of objects (total 10 or less).
- Count how many are left when some objects are taken away.
- Make simple patterns and talk about them.
- Name shapes such as a *circle, square, triangle, rectangle, cube, cone* and *sphere*.
- Use words such as *over, under, above, below, on, in, next to, beside* to describe where things are.

_____ is working on the targets that are ticked.

About the targets

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

Some targets 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.

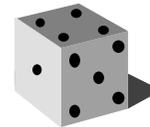
Fun activities to do at home

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.

Dicey counting

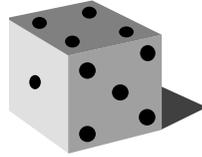
Take turns to roll a dice and count back to zero from the number thrown. For example:



Four, three, two, one, zero!

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!

Counting

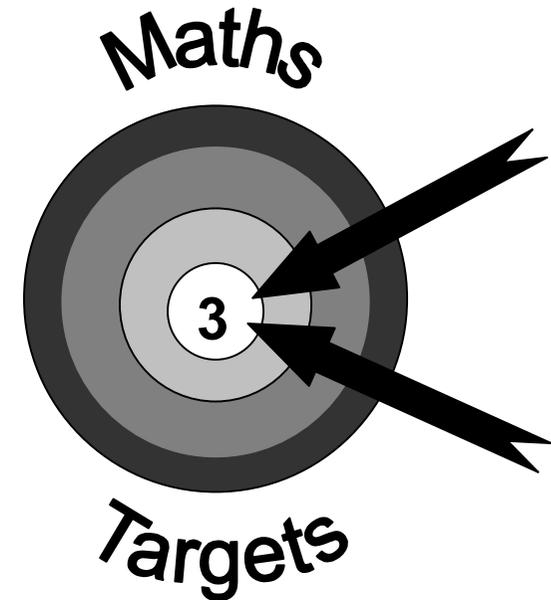
Practise counting. Start at 5, and count on from there to 11.
Start at 9, count back from there to zero.
Choose a different starting number each time.

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.



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Targets – Reception 3

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

- Say one, two, three, four... to twenty.
- Count up to 10 objects.
- Recognise the written numbers 1, 2, 3, 4... to 9.
- Use words such as *more, less, greater, smaller, heavier, lighter* to compare things.
- Find 1 more or 1 less than any number from 1 to 10.
- Add two small groups of objects (total 10 or less).
- Count how many are left when some objects are taken away.
- Make simple patterns and talk about them.
- Name shapes such as a *circle, square, triangle, rectangle, cube, cone* and *sphere*.
- Use words such as *over, under, above, below, on, in, next to, beside* to describe where things are.

_____ is working on the targets that are ticked.

About the targets

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

Some targets are harder than they seem, e.g. children who can count up to 20 may still have trouble saying which number comes after 15. They may have to start at 1 and count from there. And counting things you can't see can be quite difficult!

Fun activities to do at home

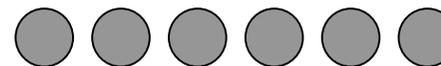
Collections

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

- ◆ 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.
- ◆ The first to make a pattern with 12 sticky shapes wins.

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.