



Love Maths Facts
Reception Summer 1

Count from zero (and then any even number) in 2s and count back

Count from zero in 10s and back ensuring that your child is saying `ty` at the end for tens numbers and not `teen`

Count out objects for a given number and double the number

Recognise and name and order the numbers from 11 to 20 correctly

When confident order all the numbers from 0-20 correctly

Begin to talk about halving numbers, shapes e.g. 2D shapes-square, rectangle, circle, etc-, objects e.g. a length of ribbon
Your child needs to know that both parts should be the same shape and size

Write the numerals correctly starting at the top-
0 1 2 3 4 5 6 7 8 9 10
and onto
11 12 13 14 15 16 17 18 19 20

Using 2 sets of objects (up to 10) – know which has more/less-check by counting objects in each set-be able to say what is 1 more or 1 less than the number in their set

Create and describe repeating patterns seen in the environment

Begin to understand and use the language associated with size, weight, capacity, position

Top Tips for Home Learning
Do little and often

Roll your dice-count out objects to match the number rolled and then double the number

Talk about the meaning of `double` and what you do to find the answer

Write the numbers 10-20 on card.

Give your child the cards for them to put in order and then use to support counting forwards and backwards-starting at different numbers.

Begin counting and encourage your child to continue.

Repeat using all the numbers 0-20

Talk about and demonstrate what halving means
i.e. cut out 2d shapes for your child to fold in halve; fold ribbon, string, etc in halve; using an even number of objects ask your child to share the objects into two equal groups e.g. halve of 10 is 5

Practise writing numerals using a range of mediums e.g. pencil, crayon, felt pens, sand, paint, etc.

Write each of the positional words on a post-it or piece of paper-read the words to your child and place on the table so they can read them-ask your child questions about objects they can see in the room e.g.

What is **on** the television? What is the kettle **behind**?

Get your child to ask you questions to using the words!

Looking and describing patterns e.g. you might see tiles which are alternate colours/shapes, patterns on bridges/trees/leaves/roads/grates, etc.

Can you make and describe repeating patterns at home using coins, fruit/vegetables, shapes, cutlery and crockery, any objects you have several of!

Language for measurement-numerous different words are used (there are many examples online-make sure you look for early years language) including empty, full, half full, litres, weight, grams, kilograms, heavy/heavier/heaviest, length, long, short, centimetres, tall, etc.

