

## Recognising numbers

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

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

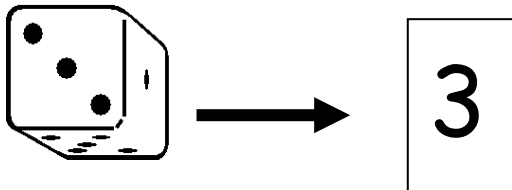
- ◆ Can your child see the number 2 anywhere?
  - at home**
    - in the kitchen
    - on pages in a book
  - in the street**
    - on doors
    - on car number plates
    - on buses
  - while out shopping**
    - on the shop till
    - on shelves
    - in shop windows
- ◆ Find two apples, toys, spoons,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

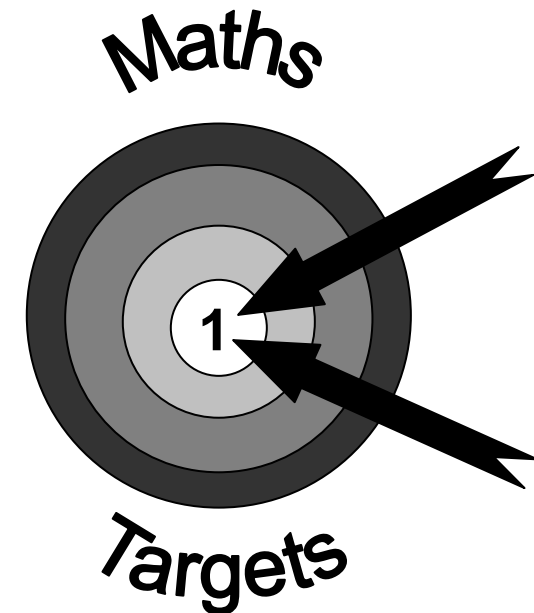
## Dice game

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.



# Targets for pupils in Reception



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

\_\_\_\_\_ 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.