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Maths

At

Buckstones



Reception



## A guide to Reception year expectations in maths

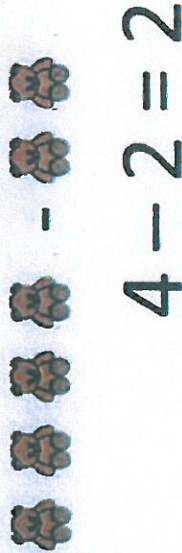
Following the changes in the National Curriculum, we are providing some information to support you with your child's learning.

Please use this guide to support your child with their maths homework throughout the course of the year.

The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.


Crompton Buckstones Primary School - Written Calculations Policy 2014-2016

Addition	
Year Group	Steps
Reception	<p>Using quantities and objects, they add 2 single-digit numbers and count on to find the answer</p> <p> +  = 7</p> <p><math>3 + 4 = 7</math></p>

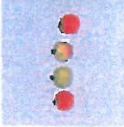



Subtraction		
Year Group	Steps	How the method should look
Reception	Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	



Crompton Buckstones Primary School - Written Calculations Policy 2014-2016

Multiplication		
Year Group	Steps	How the method should look
Reception	<p>Solve problems, including doubling, halving and sharing</p>	<p>Share out the 4 apples between the 2 horses. How many do they each have?</p>  <p>2 apples each</p>

Crompton Buckstones Primary School - Written Calculations Policy 2014-2016

Division		
Year Group	Steps	How the method should look
Reception	<p>Solve problems, including doubling, halving and sharing.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Share out the 4 apples between the 2 horses. How many do they each have?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>2 apples each</p>

# Reception End of Year expectations in Maths

## Number and place value

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Forming numbers 0 - 9 correctly

Counts actions or objects, which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds one more or one less from a group of up to five objects, then ten objects.

Counts aloud reliably with numbers from 1-20.

Places numbers 1-20 in order.

Say which number is one more or one less than a given number (to 20)

## Addition and Subtraction

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (count on / back, more/less than, adding / taking away)

Using quantities and objects, they add two single-digit numbers and count on or back to find the answer.

Adding 1/2/3/4/5 by 'counting on' up to 10, then 20

Reading, arranging and solving addition number sentences

Solving addition on a number line (up to 20) Adding 1/2/3/4/5 by 'counting on' up to 10, then 20



Beginning to recall number bonds to 10

Using quantities and objects, they subtract two single-digit numbers and count on or back to find the answer.

Taking away numbers of objects to 10

Reading, arranging and solving subtraction number sentences

Solving subtraction on a number line (up to 20)

Subtracting 1/2/3 by 'counting back' from 10, then 20

They solve problems including doubling.

Knowing double facts to  $5+5$ , then to  $9+9$

Solving and writing out repeated addition.

They solve problems including halving and sharing. They solve problems including halving and sharing.

Setting out objects into groups.

Finding out the total amount of groups when I play

Giving out objects fairly, counting how many each person has

Sharing an even number of objects between 2 people (halving)

## Measurement

Orders two or three items by length or height.

Orders two items by weight or capacity.

Uses everyday language related to time.

Uses everyday language related to money.

Orders and sequences familiar events.

Measures short periods of time in simple ways.



## Geometry (shape properties and position)

Beginning to use mathematical names for 2D shapes and mathematical terms to describe shapes.

Beginning to use mathematical names for 3D shapes and mathematical terms to describe shapes.

Can describe their relative position such as 'behind' or 'next to'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

