



Key Facts – Reception Autumn 1

Target – To say the number names in order to 5 (forwards and backwards)



Key Vocabulary:

one two three four five
next after before

Hints:

Miss out a number when counting, does your children realise?
Use everyday opportunities to count
Do alternate counting with your child

Activities

Songs and rhymes

e.g “one, two, three, four five, once I caught a fish alive...’
“5 little monkeys jumping on a bed”

Matching and Ordering

Use number cards, playing cards etc to order numbers 1 - 5

Fun

Finger puppets counting
Counting mouthfuls at dinner
Counting up the stairs

Key Questions

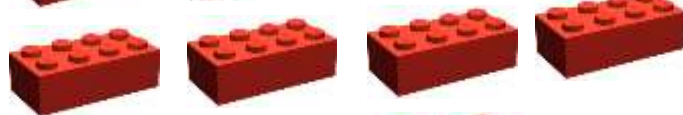
- As well as saying the numbers in order, can your child actually count 5 objects accurately?
- Can your children recognise 5 objects without counting
i.e formation of dots on a dice
understanding that 5 blocks will always be 5 blocks no matter how they laid out



Five



Four



Three



Two



One





Key Facts – Reception Autumn 2

Target – To say the number names in order to 10 (forwards and backwards)

Key Vocabulary:
one two three four five six seven eight
nine ten
next after before

Hints:
Miss out a number when counting, does your children realise?
Count forwards and backwards
Do alternate counting with your child
Point out numbers in everyday life and different environments

Activities

Songs and rhymes
e.g “one, two, buckle my shoe”
“10 green bottles sitting on a wall”

Games
Guess my number, “it comes after 4 but before 5”
Snakes and Ladders replacing the dice for numbers cards to 10

Fun
“Can you run there and back before I get to 10?”
Counting up the stairs / paving stones when walking
How many things can you collect 10 of?

Key Questions

- As well as saying the numbers in order, can your child actually count 10 objects accurately?
- Can they count to 10 starting on any number?



One, two, three, BEEP, Five, six, seven, eight, nine, ten.



You beeped four





Key Facts – Reception Spring 1

Target – To be able to partition numbers to 5 into two groups

Key Vocabulary:
partition, split up, share between, groups

Hints:
Get children to physically move 5 objects
Get children to share 5 objects in different ways
Use a range of objects including 1p coins

Activities

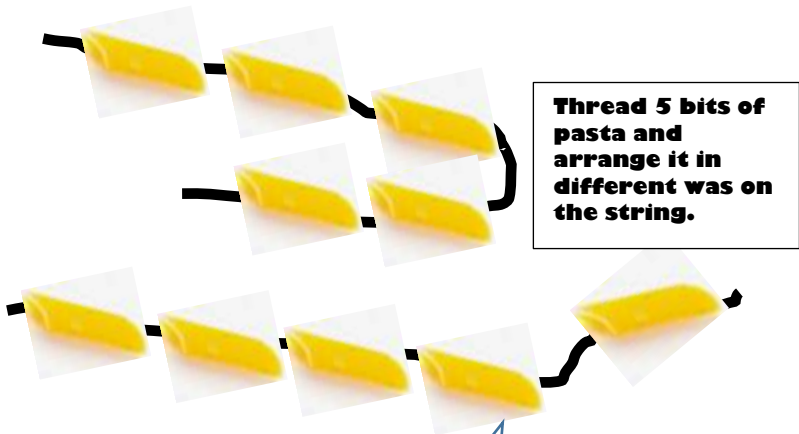
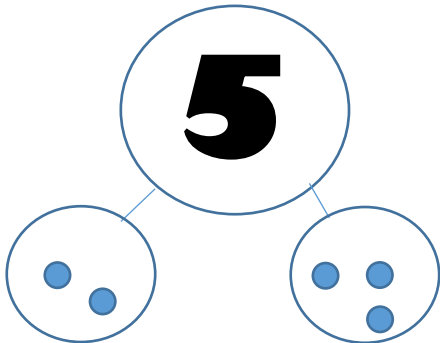
Get children to share 5 items of food on to 2 different plates (can be done at the dinner table, serving food etc) how many different ways can we do it?

With 5 1p coins, how many ways can we share these between 2 people?
Repeat with 4 1p coins, 3 1p coins

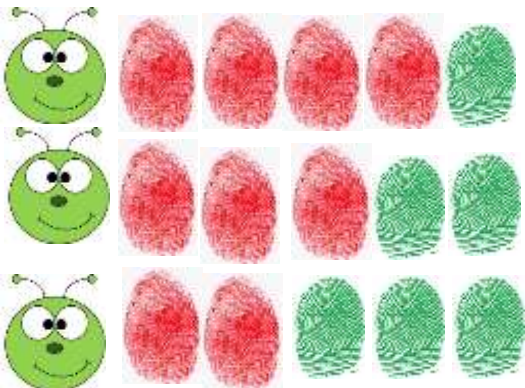
Build a Lego tower of 5 bricks using only 2 colours. How many different patterns can you create?

Key Questions

- Can your child think about how to find different ways systematically?
- Can your child explain how they know they have all the ways of doing this?



Make fingerprint caterpillars using only 2 colours and 5 body parts on each one.



Keep it fun and practical, we don't need to start to talk about 'adding' yet, or writing number sentences. We want our children to have fun exploring number.



Key Facts – Reception Spring 2

Target – To be able to count in 10s



Key Vocabulary:

count groups tens count up / back

Hints:

Make children aware of what 10, 20, 30 etc actually looks like
Use hands and toes as well as other things that come in groups of ten

Activities

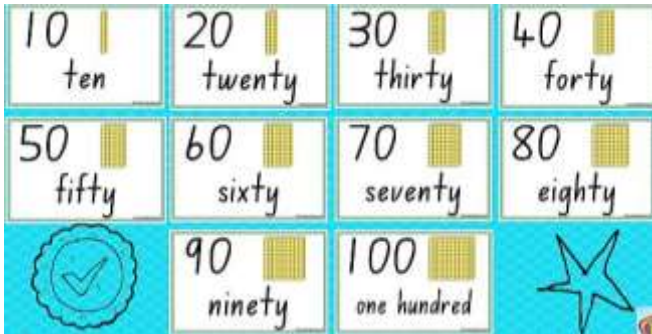
Guess my ten, “it comes after 40 but before 50”

Alternate counting in tens with child

Using number cards (10, 20, 30, 40 etc), how quickly can you order them? Forwards / backwards

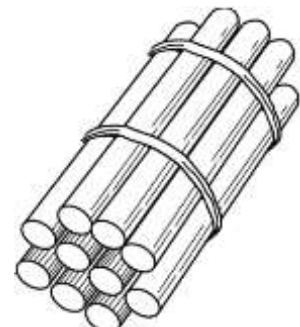
Key Questions

- Can your child count in 10s (forwards and backwards) starting from any number?
- Can your child use everyday objects to make groups of tens?
- Can your child make links with counting in 1s then counting in 10s?



- 10 — — 30 —
- 30 — — — 60
- 20 — — —
- 50 — — —
- — 70 —

How could I count these balloons quickly?





Key Facts – Reception Summer 1

Target – Know the days of the week



Key Vocabulary:

week day
**Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday**

Hints:

Have a calendar with days of the week accessible in the home
 Speak to children about what they are doing for the week ahead
 Introduce days of the week in everyday conversations

Activities

Songs and rhymes

There's Monday and there's Tuesday, there's Wednesday and there's Thursday, there's Friday and there's Saturday, and then there's Sunday. Days of the week, (snap snap) days of the week, (snap snap) days of the week, days of the week, days of the week. (snap snap)

Key Questions

- Can the child recall which day of the week comes before and after?
- Can the child recite the days of the week starting from a 'random' day?
- Can children also recite the months of the year?



My First Calendar

Months January	Day Tuesday	Days Monday
March	Date 2 0	Wednesday
April	Month February	Thursday
May	Weather Rain	Friday
June	Season Winter	Saturday
July	Dates 1 1 2	Sunday
August	3 4 5 6	
September	7 8 9	
October	Seasons Spring Summer	Autumn
November	Weather Partly Cloudy Sunny Cloudy	
December	Sleet Snow	



Key Facts – Reception Summer 2

Target – Count in 2s

Key Vocabulary:

count groups twos pairs count up/down

Hints:

Use objects that come in groups of 2s
Do little but often

Activities

Songs and rhymes

*2,4,6,8 who do we appreciate
not the King not the Queen
must be Peterborough United
Football Team*

Using Objects

Line up teddies, Can you count the teddies eyes?

Everyday life

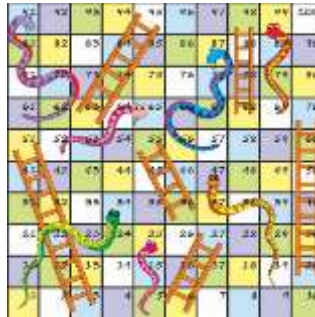
Walk up the stairs counting in 2s

Key Questions

- Can the child count up in 2s starting on any multiples of 2?
- Can the child start on a multiple of 2 and count backwards in 2s?



How many eyes?



Use the snakes and ladders board to count up in 2s, do you notice a pattern?

How could I count all those wheels quickly?

