## Parent Information - Maths Facts Booklet

## EYFS

| Recognising \& Ordering <br> Numbers | Further explanation / Ideas of how to practise |
| :---: | :--- |
| Recognise numerals 0-10 | Notice numbers in the world around them (House <br> numbers, buses, clocks etc) <br> Have a number line displayed in a prominent place. |
| Recognise numerals 0-20 | Order magnetic numbers on the fridge. <br> Pictures of football shirts with numbers on back. |
| Order numerals 1-10 |  |
| Order numerals 1-20 |  |


| Counting | Furkher explanation / Ideas of how to practise |
| :---: | :--- |
| Count forwards in 1's to 10 | Regular practice counting anything and everything! <br> Sing counting songs (eg, $1,2,3,4,5$, once I caught a fish alive!) |
| Count backwards in is from 10 | How many marbles are in this jar? <br> How many socks are in the laundry basket? |
| Count forwards in 1's to 20 | How <br> Use storybooks - count the number of eyes you can see on the page <br> / count the number of trees you can see on the page |
| Count backwards in 1s from 20 |  |
| Counting backwards is just as important as counting forwards! |  |


| Measure | Further explanation / Ideas of how to practise |
| :---: | :--- |
| Know the days of the week <br> (in order). | Talk about the days of the week. If today is Monday, what day is it <br> tomorrow / what day was I yesterday? |
| Know my birthday. | Talk about the date, month and year of birth |


| One More / One Less | Further explanetion / Ideas of how to practise |
| :---: | :--- |
| Say 1 more than a given <br> number to 10 | Here are seven beads in this pot. If I put one more in the pot how <br> many would there be? |
| Say 1 less than a given number <br> to 10 | There are six apples in the fruit bowl. I am taking one out, so how <br> many are left? |
| Say 1 more than a given <br> number to 20 | Here are fifteen beads in this pot. If I put one more in the pot how <br> many would there be? |
| Say 1 less than a given number <br> to 20 | There are fifteen apples in the fruit bowl. I am taking one out, so <br> how many are left? |


| Geometry | Further explanation / Ideas of how to practise |
| :---: | :---: |
| Name 'common' 2D shapes <br> (circle, square, triangle and <br> rectangle) | Look at shapes all around you, talk about the number of sides |




