Maths Knowledge Organiser
Reception – Summer 2

Our learning intention: To consolidate numbers to 10 and work with numbers to 20. We will identify numerical patterns by exploring teen patterns. We will continue to work with tens frames and Numicon to develop our number work. We will look closely at Spatial Reasoning and look at rotation and manipulation of shapes.

What we will be using:	What I will learn:	Key Vocabulary		Making a difference at home
White Rose Maths	- To consolidate numbers to 10 - To unpick numbers to 20. - To look at the composition of larger numbers - To add and take away - To develop my spatial reasoning skills - To continue double - To share - To group	Consolidate	To feel confident with numbers to 10 and use the skills I have learnt to work with teen numbers	- To practically solve addition problems using objects/ counters sweets. Can you verbalise the addition sentence and then have a go at writing it using the correct symbols? E.g. 2+3=5. - Count with your child and see how far they can go. - Identify patterns in and around the environment. - Explore the number pairs of different amounts how many different ways can you make the amounts. - Practice writing numbers down on spare paper one number per square.
		Numerical patterns	To deepen my knowledge of teen numbers, using numbers 0-9 to support. To count on from 10 and that 14 is 10 and 4 more. To know that 15 is 10 and 5 more.	
		Spatial Reasoning	Spatial reasoning is how we understand the way things move and are located in relation to ourselves and others. This reasoning can involve both mental and physical capabilities. It's a key ability we all need to learn, as it's essential to our mathematical development and understanding. That's not to say this reasoning is confined to the subject of maths, it's applicable to lots of areas of learning. Children's art, geography, physical and science education all benefit from spatial reasoning. (Twinkl, 2023)	
		Sharing	dividing a set of items equally between a certain number of groups. It's a practical way to introduce children to the concept of division, where each group receives the same amount. Sharing helps children understand how to split things fairly and equally.	
		Doubling	s adding a number to itself, resulting in twice the original amount. For example, doubling 3 is 3 + 3 = 6. Children learn this concept practically, often using objects to represent numbers and then combining them.	