

## KINDERGARTEN MATHS EXPECTATIONS

Before students leave Kindergarten they should be able to...

### COUNTING



- Count verbally beyond 20, recognising the pattern of the counting system
- Accurately count items to 10 with one-to-one correspondence
- Correctly count sounds and actions, as well as objects
- Show a secure understanding of the 'cardinal principle' (knows the last number reached when counting tells you the total)
- Subitise (recognise quantities without counting) up to 5
- Show 'finger numbers' up to 5

#### HOW TO HELP YOUR CHILD

- Sing counting songs
- Play board games such as snakes and ladders and count the moves
- Practice counting from any number, forwards and backwards
- Count everything! Count stairs, lampposts, cars, anything! Ask questions such as 'How many blocks do we have?'

### NUMBER



#### Comparison of Number

- Use 'more than' and 'fewer than' to compare quantities
- Compare quantities up to 10 and say whether one is greater than, less than or the same as the other
- Understand 'one more than/one less than'

#### Composition of number

- Know the total of a larger set by subitising the groups within it and immediately combining them to find the total (conceptual subitising)
- Automatically recall number bonds to 5
- Automatically recall some number bonds to 10
- Apply knowledge of number bonds to recall some subtraction facts to 5

#### HOW TO HELP YOUR CHILD

- Compare who has the most of different objects such as food
- Count out toys - how many if there is one more/less?
- Practise forming numerals
- Point out numbers when you see them and help your child read them
- Help them learn the number bonds to five and ten ( $1 + 4 = 5$ ,  $3 + 7 = 10$ , etc)
- Watch Numberblocks on YouTube:  
<https://www.youtube.com/@Numberblocks/videos>

### MEASUREMENT



- Make direct comparisons between objects relating to size, length, weight and capacity
- Begin to use units to compare length, weight and capacity
- Can describe a sequence of events

#### HOW TO HELP YOUR CHILD

- Cook with your child, get them involved in weighing out food and looking at weights and capacities on packaging
- Keep a measure of how tall they are and how much they have grown
- Whenever you are using coins/notes, talk to your child about their value and discuss prices in shops and compare them
- Look at the clock with your child at different times of the day and talk about where the hands are pointing and what time it is

### PATTERNS AND MATHEMATICAL RELATIONSHIPS



- Talk about patterns in the environment using informal language
- Copy and create a simple pattern
- Create a more complex pattern
- Understand the odd and even pattern of numbers up to 10
- Explore the pattern of double facts to 10

#### HOW TO HELP YOUR CHILD

- Spot patterns in the environment around you
- Look for repeating patterns in tiles, curtains and clothing
- Create patterns with beads and building blocks
- Sing songs about doubles, odds and evens

### SHAPE, POSITION & DIRECTION



- Talk about some common 2D shapes using informal and mathematical language
- Talk about some common 3D shapes using informal and mathematical language
- Combine shapes to make new ones
- Explore shapes and spatial awareness by rotating and manipulating shapes
- Understand positional language such as above, below, outside, inside
- Describe and discuss a route

#### HOW TO HELP YOUR CHILD

- Look out for shapes everywhere you go. What shapes can you see? Can you guess the shape being described?
- Sort toys and objects into different shapes
- Talk about the position of objects, for example the toy is under the table
- Discuss directions home, such as which way you are turning and how many turns