

Reception Progression Map Maths

Mathematics: Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Mathematics- Number

ELG: Number- Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
<p>I am beginning to count objects and actions to 5.</p> <p>I can say one number for each item in order when touch counting.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 3.</p> <p>I can understand the one more than, one less than relationship between consecutive numbers to 3.</p>	<p>I can count objects, actions and sounds to 5.</p> <p>I can count 1:1 objects to 5.</p> <p>I can recognise numbers to 5.</p> <p>I can explore the composition of numbers to 5 e.g. the addition and subtraction facts.</p> <p>I can understand cardinality up to 5.</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 5.</p> <p>I can understand the one more than, one less than relationship between consecutive numbers to 5.</p>	<p>I can count an irregular arrangement of up to 10 objects.</p> <p>I can count 1:1 objects to 10.</p> <p>I can recognise numbers to 10</p> <p>I can explore the composition of numbers to 10 e.g. the addition and subtraction facts.</p> <p>I can understand cardinality up to 10.</p> <p>I can link numerals and amounts e.g., showing the right number of objects to match the numeral, up to 10.</p> <p>I can understand the one more than, one less than relationship between consecutive numbers to 10.</p>	<p>I have a deep understanding of numbers to 10, including the compositions of each number.</p>	<p>I can add and subtract one-digit and two-digit numbers to 20, including 20</p> <p>I can identify and represent numbers using objects and pictorial representations, including the number line and use the language of: equal to, more than, less than, most, least</p> <p>Given a number, I can identify one more and one less</p>
<p>I am developing fast recognition of up to 3 objects, without having to count them individually.</p>	<p>I am beginning to subitise 1, 2 & 3.</p>	<p>I can confidently subitise to 3.</p> <p>I am beginning to subitise to 4 & 5.</p>	<p>I can subitise up to 5.</p>	
<p>Shows 5 on their fingers in different ways.</p>	<p>Works out number bonds to 5 using apparatus.</p>	<p>Automatically recall number bonds to 5.</p>	<p>I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>I can represent and use number bonds and related subtraction facts within 20</p>

Mathematics-Numerical Patterns

ELG: Numerical Patterns- Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity, explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 NC
I can count to 5. I can order numbers to 3.	I can count to 10. I can order numbers to 5.	I can begin to use teen numbers to count beyond 10. I can order numbers to 10.	I can verbally count beyond 20 recognising the patterns of the number system.	I can count to and across 100, forwards and backwards
I can use the language of more and fewer to compare quantities.	I can use the language of more, fewer and the same to compare 2 sets of objects up to 5.	I can use the language of more, fewer and the same to compare two sets of objects up to 10.	I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	I can use the language of: equal to, more than, less than, most, least
			I can explore and represent patterns with numbers up to 10 including- <ul style="list-style-type: none"> - odds and evens - Double facts - How quantities can be distributed equally. 	I can solve one step problems involving addition, subtraction, multiplication and division

Mathematics- Shape, Space and Measure

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 NC
I can talk about the routine of the day using language such as 'before' and 'after' I can begin to use the language of time e.g. morning, afternoon, night.	I can talk about the routine of the day in more detail.	I can sequence the routine of the day.	I can talk about and sequence a range of daily routines.	I can sequence evens in chronological order using language I can recognise and use language relating to dates, including days of the week, weeks, months and years
I can use comparative language like 'taller', 'shorter', 'the same'.	I can use comparative language to compare objects relating to size, weight, length and capacity.	I can experiment with length, weight, capacity and use my findings to order and group items. I can identify money and I can start to use money in my play.	I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	I can compare, describe and solve practical problems for: -lengths and heights -mass/weight -capacity and volume -time -measure and begin to record I can recognise and know the value of different denominations of coins and notes I can tell the time to the hour and half past the hour

I can talk about and explore 2D shapes using informal mathematical language.	I can name and talk about the properties of 2D shapes using mathematical language.	I can recall names for 2D and some 3D shapes I can sort shapes according to simple properties.	I can name 2D and 3D shapes and describe some of their properties.	I can recognise and name common 2D and 3D shapes
I can understand position through words alone, eg the bag is under the table (with no pointing).	I can use positional language.	I can use and understand positional language.	Can use more complexed positional language.	I can describe position, direction and movement
I can extend and create ABAB patterns.	I can continue more complexed patterns such as ABC or ABBABB.	I can create more complexed patterns such as ABC or ABBABB.	I can continue, copy, create and describe repeating patterns.	