

## Reception

| Autumn 1   | Reception   |
|--|---|
|  | Baseline  |
| Numbers – Counting and recognising numbers<br><br>2 week                   | <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance (N1)</li> <li>• Recognises numerals 1 to 5 (then 10 and 20) (N2)</li> <li>• Counts objects by saying one number name for each item (N6)</li> <li>• Counts actions or objects that cannot be moved (N7)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Counts out objects from a larger group (N9)</li> <li>• Selects the correct numeral to represent 1–5, then 1–10, then 1-20 objects (N10)</li> <li>• Counts an irregular arrangement of up to 10 objects (N11)</li> <li>• Counts objects to 10, and then beyond 10 (N8)</li> </ul>   |
| Number – Addition and subtraction<br><br>2 week                            | <ul style="list-style-type: none"> <li>• Finds the total number of items in two groups by counting all of them (N16)</li> <li>• Says the number that is one more than a given number (N17)</li> <li>• Finds one more or one less from a group of up to five objects, then 10 objects (N17)</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding (N18)</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in subtracting (N19)</li> <li>• Records, using marks that they can interpret and explain [in the context of adding and subtracting] (N20)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul> |
| Shape, space and measures – Shape (2-D) & exploring patterns<br><br>1 week | <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for ‘solid’ 3-D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes (SSM1)</li> <li>• Selects a particular named shape [2-D only](SSM2)</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models (SSM18)</li> <li>• Recognises, creates and describes patterns (SSM19)</li> </ul>   |
| Shape, space and measures – Measures (length and height) 1 week            | <ul style="list-style-type: none"> <li>• Orders two or three items by length or height (SSM8)</li> <li>• Uses everyday language to talk about size to compare quantities and objects to solve problems (SSM13)</li> </ul>   |
| Autumn 2   | Reception   |
| Shape, space and measures – Space<br><br>1 week                            | <ul style="list-style-type: none"> <li>• Can describe their relative position such as ‘behind’ or ‘next to’ (SSM5)</li> <li>• Uses everyday language to talk about position, distance [and direction] to compare objects and to solve problems (SSM6)</li> <li>• Uses everyday language to talk about distance to compare objects and to solve problems (SSM7)</li> </ul>   |
| Numbers – Counting and recognising numbers<br><br>1 week                   | <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 10 then 20 (N3)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Counts objects to 10, and beyond 10 (N8)</li> <li>• Counts out objects from a larger group (N9)</li> <li>• Selects the correct numeral to represent 1–5, then 1–10, then 1-20 objects (N10)</li> <li>• Counts an irregular arrangement of up to 10 objects (N11)</li> <li>• Estimates how many objects they can see and checks by counting them (N12)</li> </ul>  |
| Numbers – Adding and subtracting (subtracting)<br><br>3 week               | <ul style="list-style-type: none"> <li>• In practical activities and discussion, beginning to use the vocabulary involved in subtracting (N19)</li> <li>• Records, using marks that they can interpret and explain [in the context of adding and subtracting] (N20)</li> <li>• Finds one more or one less from a group of up to 5 objects, then 10 objects (N17)</li> </ul>   |
| Shape, space and measures – Measures (money) 1week                         | <ul style="list-style-type: none"> <li>• Uses everyday language to talk about money to compare quantities and objects to solve problems (SSM17)</li> </ul>  |
|  | Assess and review   |

| Spring 1  | Reception  |
|---|--|
| <p>Numbers – Counting and recognising numbers</p> <p>Numbers – Solving problems</p> <p>2 week</p> | <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 10 then to 20 (N3)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Counts objects to 10, and beginning to count up to 20 (N8)</li> <li>• Counts out objects from a larger group (N9)</li> <li>• Selects the correct numeral to represent 1–5, then 1–10, then 1-20 objects (N10)</li> <li>• Counts an irregular arrangement of up to 10 objects (N11)</li> <li>• Estimates how many objects they can see and checks by counting them (N12)</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects [to 10, then extend to 20] (N13)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> <li>• Finds the total number of items in two groups by counting all of them (N16)</li> <li>• Says the number that is one more than a given number (N17)</li> <li>• Finds one more or one less from a group of up to five objects, then 10, then 20 objects (N17)</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding (N18)</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in subtracting (N19)</li> <li>• Records, using marks that they can interpret and explain [in the context of adding and subtracting] (N20)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul> |
| <p>Numbers – Adding and subtracting (adding) &amp; solving problems</p> <p>1 week</p>             | <ul style="list-style-type: none"> <li>• Says the number that is one more than a given number (N17)</li> <li>• Finds one more or one less from a group of up to five objects, then 10, then 20 objects (N17)</li> <li>• Uses quantities and objects to add two single-digit numbers and count on to find the answer [totals to 10 only] (N22)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul>   |
| <p>Numbers – Multiplication and division</p> <p>1 week</p>  | <p>Begins to identify own mathematical problems based on own interests and fascinations (N24)</p> <ul style="list-style-type: none"> <li>• Solves problems involving doubling and halving (N25)</li> <li>• Counts in twos, fives and tens * (N26)</li> <li>• Solves problems involving grouping * (N27)</li> <li>• Solves problems involving sharing * (N28)</li> </ul>  |
| <p>Shape, space and measures – Shape (3-D) &amp; exploring patterns</p> <p>1 week</p>             | <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for ‘solid’ 3-D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes (SSM1)</li> <li>• Selects a particular named shape [3-D only] (SSM2)</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models (SSM18)</li> </ul>   |
| <p>Shape, space and measures – Measures (weight)</p> <p>1 week</p>                                | <ul style="list-style-type: none"> <li>• Orders items by weight (SSM9)</li> <li>• Uses everyday language to talk about weight to compare quantities and objects to solve problems (SSM14)</li> </ul>   |
|   | <p>Assess and review</p>   |

| Spring 2   | Reception   |
|--|---|
| <p>Numbers – Adding and subtracting (subtracting) &amp; Solving Problems</p> <p>2 week</p> | <ul style="list-style-type: none"> <li>• Says the number that is one more than a given number (N17)</li> <li>• Finds one more or one less from a group of up to five objects, then 10, then 20 objects (N17)</li> <li>• Uses quantities and objects to subtract two single-digit numbers and count back to find the answer (N23)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding (N18)</p> <ul style="list-style-type: none"> <li>• In practical activities and discussion, beginning to use the vocabulary involved in subtracting (N19)</li> <li>• Records, using marks that they can interpret and explain [in the context of adding and subtracting] (N20)</li> <li>• Uses quantities and objects to add two single-digit numbers and count on to find the answer [totals to 10 only] (N22)</li> <li>• Uses quantities and objects to subtract two single-digit numbers and count back to find the answer (N23)</li> </ul> |
| <p>Numbers – Counting and recognising numbers</p> <p>1 week</p>                            | <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 1=20 (N3)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Counts objects to 10, and then up to 20 (N8)</li> <li>• Counts out objects from a larger group (N9)</li> <li>• Selects the correct numeral to represent 1–5, then 1–10 then 20 objects (N10)</li> <li>• Counts an irregular arrangement of up to 10 objects (N11)</li> <li>• Estimates how many objects they can see and checks by counting them (N12)</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects [to 10, then extend to 20] (N13)</li> </ul>  |
| <p>Shape, space and measures – Measures (time) &amp; Measures (capacity)</p> <p>1 week</p> | <ul style="list-style-type: none"> <li>• Orders and sequences familiar events (SSM11)</li> <li>• Measures short periods of time in simple ways (SSM12)</li> <li>• Orders two items by capacity (SSM10)</li> <li>• Uses everyday language to talk about capacity to compare quantities and objects to solve problems (SSM15)</li> </ul>  |
| <p>Numbers – Solving problems (doubling and halving)</p> <p>1 week</p>                     | <ul style="list-style-type: none"> <li>• Solves problems involving doubling and halving (N25)</li> </ul>  |
|  | <p>Assess and review</p>  |

| Summer 1   | Reception  |
|--|--|
| Numbers – Counting and recognising numbers & Solving Problems<br><br>2 week        | <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 20 (N4)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects [to 10, then extend to 20] (N13)</li> <li>• Counts reliably with numbers from 1 to 20 (N14)</li> <li>• Places numbers 1 to 20 in order (N15)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul>           |
| Numbers – Adding and subtracting (adding) & Solving Problems<br><br>2 week         | <ul style="list-style-type: none"> <li>• Says which number is one more or one less than a given number to 20 (N21)</li> <li>• Uses quantities and objects to add two single-digit numbers and count on to find the answer (N22)</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> </ul>   |
| Shape, space and measures – Shape (2-D and 3-D) & Exploring patterns<br><br>1 week | <ul style="list-style-type: none"> <li>• Selects a particular named shape (SSM2)</li> <li>• Explores characteristics of 2-D shapes and uses mathematical language to describe them (SSM3)</li> <li>• Explores characteristics of everyday objects and 3-D shapes and uses mathematical language to describe them (SSM4)</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models (SSM18)</li> <li>• Recognises, creates and describes patterns (SSM19)</li> </ul> |
|  | Assess and review  |

| Summer 2   | Reception  |
|--|--|
| Numbers – Counting and recognising numbers<br><br>1 week                                 | <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 20 (N4)</li> <li>• Records, using marks that they can interpret and explain (N5)</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects [to 10, then extend to 20] (N13)</li> <li>• Counts reliably with numbers from 1 to 20 (N14)</li> <li>• Places numbers 1 to 20 in order (N15)</li> </ul>                 |
| Numbers – Solving problems (counts in twos, fives and tens), grouping & sharing - 2 week | <ul style="list-style-type: none"> <li>• <b>What about EXS children?</b> - Begins to identify own mathematical problems based on own interests and fascinations (N24)</li> <li>• Solves problems involving doubling and halving (N25)</li> <li>• Counts in two, fives and tens * (N26)</li> <li>• Solves problems involving grouping * (N27)</li> <li>• Solves problems involving sharing * (N28)</li> </ul> |
| Shape, space and measures – Measures (time)<br><br>1 week                                | <ul style="list-style-type: none"> <li>• Orders and sequences familiar events (SSM11)</li> <li>• Measures short periods of time in simple ways (SSM12)</li> <li>• Uses everyday language to talk about time to compare and to solve problems (SSM16)</li> </ul>  |
| Shape, space and measures – Measures (money) - 1 week                                    | <ul style="list-style-type: none"> <li>• Uses everyday language to talk about money to compare quantities and objects to solve problems (SSM17)</li> </ul>   |
|  | Assess and review  |