


<p>Year Group</p> 	<h1><u>RECEPTION</u></h1>
<p><u>Autumn 1</u></p>	<p><u>Number</u> Children count reliably with numbers from 1 to 5</p> <ul style="list-style-type: none"> • Count reliably with numbers from 1 to 5 • Recognise some numerals of personal significance. • Recognise numerals 1 to 5. • Count up to three or four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Select the correct numeral to represent 1 to 5 objects. • Count an irregular arrangement of up to 5 objects. • Subitise up to 5 <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> • Begin to use mathematical names for 'flat' 2D shapes (circle and triangle), and mathematical terms to describe the shapes. • Select a particular named shape
<p><u>Autumn 2</u></p>	<p><u>Number</u> Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> • Use the language of 'more' and 'fewer' to compare two sets of objects. • Find one more or one less from a group of up to five objects. • Say the number that is one more or one less than a given number within 5. • Count actions or objects which cannot be moved. <p><u>Shape, Space and Measure</u> Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <ul style="list-style-type: none"> • Begin to use mathematical names for 'flat' 2D shapes (rectangle and square), and mathematical terms to describe shapes. • Select a particular named shape • Use familiar objects and common shapes to create and recreate patterns and build models. • Begin to use everyday language related to time. • Order and sequences familiar events.
<p><u>Spring 1</u></p>	<p><u>Number</u> Children count reliably with numbers from 1 to 10</p> <ul style="list-style-type: none"> • Recognise numerals 1 to 10. • Count out up to 10 objects from a larger group. • Count actions or objects which cannot be moved. • Select the correct numeral to represent 1 to 10 objects. • Count objects to 10. • Count an irregular arrangement of up to 10 objects. • Find the total number of items in two groups by counting all of them.

	<ul style="list-style-type: none"> •In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. <p><u>Shape, Space and Measure</u></p> <p>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> •Order two or three items by length or height. •Order two items by weight or capacity.
<p><u>Spring 2</u></p>	<p><u>Number</u></p> <p>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> •Use the language of ‘more’ and ‘fewer’ to compare two sets of objects. •Find the total number of items in two groups by counting all of them. •Say the number that is one more than a given number within 10. •Find one more or one less from a group of up to 10 objects. •In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. •Estimate how many objects can be seen and check by counting them. <p><u>Shape, Space and Measure</u></p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <ul style="list-style-type: none"> •Begin to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes. •Select a particular named shape. •Use familiar objects and common shapes to create and recreate patterns and build models.
<p><u>Summer 1</u></p>	<p><u>Number</u></p> <p>Children count reliably with numbers from 1 to 20</p> <ul style="list-style-type: none"> •Recognise numerals 1 to 20. •Count out up to 20 objects from a larger group. •Selects the correct numeral to represent 1 to 20 objects. •Count objects to 20. •Count an irregular arrangement of up to 20 objects. •Use the language of ‘more’ and ‘fewer’ to compare two sets of objects. •Find the total number of items in two groups by counting all of them. •Say the number that is one more than a given number up to 20. •Find one more or one less from a group of up to 20 objects. •In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. •Estimate how many objects they can see and check by counting them.
<p><u>Summer 2</u></p>	<p><u>Number</u></p> <p>Solve problems including doubling, halving and sharing</p> <ul style="list-style-type: none"> •In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. •Secure number 1 to 20 <p><u>Shape, Space and Measure</u></p> <p>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> •Can describe their relative position such as ‘behind’ or ‘next to’ <p>Consolidation and reinforcement</p>