Maths Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Number	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting. Can subitise standard arrangements to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Has a good understanding of numbers to 5 and knows the amount stays the same however objects are arranged. Explore the composition of numbers to 5. Use 5 frames to become familiar with the structure of the number system. Talk about how many spaces are filled or unfilled.	Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see. (Subitising) Use 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled. Link the number symbol (numeral) with its cardinal number value. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to the composition of numbers to 10. Starting to link subtraction facts to composition of numbers to 5. Recalls some double facts to 10. Explore the composition of numbers to 10 Automatically recall number bonds to 5 and starting to recall number bonds to 10.	**ELG Number** Have a deep understanding of number 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5. Recall some number bonds to 10, including doubling facts.

Maths Skills Progression in Reception

Numerical Patterns	Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' when comparing amounts. Counts objects accurately to 5 using one to one correspondence and can identify when objects have the same, less that or more than. Counts actions and sounds as well as objects to 5. First reads numerals to 5, matches to an amount and orders to 5.	Understand the 'one more than/one less than' relationship between consecutive numbers. Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number. Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than. Counts actions and sounds as well as objects to 10. Recognises numbers to 10 and puts them in order.	**ELG Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less that or the same as another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Uses some shape names appropriately and understands prepositional language. Uses some everyday language to talk about and compare size and shape. Creates a repeated pattern with colour and shape.	Compare length, weight and capacity. Continue, copy and create repeating patterns. Uses mathematical language to compare and talk about shape and size.	Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. Has developed a range of mathematical language to describe ad compare size, shape, length, weight and position. **No ELG relating to Shape and Space**