

Reception

| Maths | Vocabulary | Skills | Knowledge & Concepts |
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| <p>Autumn 1</p> <p>Numbers 1-5</p> | <p>One, two, three, four, five</p> | <p>- to be able to count up to 3/4 objects</p> <p>- to count actions or objects that cannot be moved</p> <p>-to count out a number of objects from a larger group</p> | <p>-to be able to recognise numbers of personal significance</p> <p>- to be able to recognise numbers 1-5</p> |
| <p>Time</p> | <p>Today, tomorrow, yesterday, the next day</p> | <p>- to use everyday language related to time</p> | <p>-to know everyday language related to time</p> |
| <p>Shape</p> | <p>Square, circle, rectangle, triangle</p> <p>Big, bigger, small, smaller, round, point/'pointy', straight, corner</p> | <p>- to name 2D shapes</p> <p>- use mathematical terms to describe shapes</p> <p>- to select particular named shapes</p> | <p>- beginning to know the mathematical names for 2D shapes</p> <p>- to recognise 2D shapes</p> |
| <p>Positional Language</p> | <p>Up, down, behind, next to, in front of, on top of, under, beside</p> | <p>- to use positional language to describe their relative position</p> | <p>- to know the vocabulary of positional language</p> |
| <p>Autumn 2</p> <p>Numbers 1- 5 (and up to 10)</p> | <p>One, two, three, four, five, six, seven, eight, nine, ten</p> | <p>- can begin to select the correct numeral to represent 1 to 10</p> <p>- to be able to count objects up to 10</p> | <p>- to know and recognise numbers 1-5 and if appropriate up to 10.</p> |

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| More/less | More, fewer, one more, one less | - to use the language of 'more' and 'fewer' to compare 2 sets of objects - to apply the knowledge of one more and one less | - to know the difference between more and fewer objects - to know the meaning of one more and one less |
| Sequencing | First, next, last, finally, after that, before, earlier, later | - to order and sequence familiar events | - to understand that events can be sequenced |
| Time | Minute, quicker, faster, slower, less, more | - to measure short periods of time in simple ways | - to understand that time can be measured |
| | First, next, then, before, after, finally, just then, shortly, afterwards, last | -to use time connectives | -to understand everyday language related to time |
| 3D shapes | Cylinders, cubes, cuboids, spheres, pyramids, cones Round, point/'pointy', straight, corner(s), faces, edges, curved | - to name and recognise 3D shapes - use mathematical terms to describe 3D shapes - to select particular named 3D shapes | - beginning to know the mathematical names for 3D shapes -to recognise 3D shapes |
| Spring 1 Numbers 1-10/15 | One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen | - to be able to recognise numbers up to 10/15 -able to count objects to 10 and beginning to count beyond 10 | - to consolidate knowledge of numbers up to 10 and then starting to work with numbers up to 15 |

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| <p>Counting irregular arrangements</p> | <p>Jumbled, irregular, move, straight, count, group(s), counting</p> | <p>- able to select the correct numeral to represent 1 to 10 and if appropriate up to 15</p> <p>-counts an irregular arrangement of up to 10 objects</p> | <p>-to know that objects can still be counted even when they are not in a regular arrangement</p> |
| <p>Estimating</p> | <p>Guess, estimate, what can you see? More, less, roughly, similar, different, the same, many, fewer, lots,</p> | <p>-to estimate how many objects, they can see and then check their answer by counting them</p> | <p>-to understand that a sensible guess can be made</p> |
| <p>Mark making</p> | <p>-write, draw, numbers, how many, objects, pencil</p> | <p>-to record, using marks that can be interpreted and explained</p> | <p>-to understand that marks made represent seen objects and numbers</p> |
| <p>Addition</p> | <p>Counting, adding, more, total, sum, equals, answer, is that all? More, put them together, how many altogether?</p> | <p>-when using numbers up to 10, to be able to find the total number of items in 2 groups by counting all of them</p> <p>-beginning to create their own mathematical problems</p> | <p>-to understand that counting two groups of objects can give you one total</p> |

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| Pattern | straight, corner(s), faces, edges | -to use familiar objects and common shapes to create and recreate patterns and build models | -to know what a pattern is and how to make one |
| Measure | Repeating, the same, pattern, recurring Long, short, tall, small, low, high, medium, in the middle, heavy, light, full, half full, empty, a little bit, a lot, longest, shortest, tallest, highest, shortest, lowest, heaviest, lightest, fullest, emptiest | To order items by: -length -height -weight -capacity | -to know that items/objects have different lengths, heights, weights and capacities |
| Money | Coins, round, big, small, pence, pennies, pound(s), silver, gold, bronze, 'p', shiny, dull, shops, work, buying, bank, spending, paying | -to begin to use everyday language related to money | -to begin to understand what money is, what it looks like and how and why we use it |
| Summer 1 Pattern | Repeating, the same, pattern, recurring, different | - to recognise, create and describe patterns | -to consolidate knowledge of pattern and how to make them |
| Shapes | Square, circle, rectangle, triangle, cylinders, cubes, cuboids, spheres, pyramids, cones Big, bigger, small, smaller, round, point/'pointy', | - explore characteristics of everyday objects and shapes - use mathematical language to describe them | -further consolidation of shape |

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| <p>Addition & Subtraction</p> | <p>straight, corner(s), faces, edges, curved</p> <p>Add, plus, addition, take-away, minus, subtraction, total, sum, altogether, more, less</p> | <p>-Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer</p> | <p>-to consolidate understanding that you can add and subtract numbers</p> |
| <p>Numbers 1-20</p> | <p>One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> | <p>-to be able to count to 20 -to be able to recognise numbers 1-20 -to order numbers to 20 -able to say numbers one more/less than a given number up to 20</p> | <p>-to know numbers 1-20</p> |
| <p>Doubling, sharing & halving</p> | <p>The same, double, half, share, fair, unfair, equal, between, each, same again</p> | <p>To solve problems: -doubling -halving -sharing</p> | <p>-to know that numbers/objects can be doubled, halved and shared</p> |
| <p>Summer 2 Measure & problem solving</p> | <p>Big, small, long, short, tall, low, high, medium, in the middle, heavy, light, full, half full, empty, next to, behind, in front of, under, over, on top of, far, near, close, a long way, a short way,</p> | <p>use everyday language to talk about: -size -weight -capacity -position -distance -time -money</p> | <p>-to secure understanding of: size; weight; capacity; position; distance; time and money</p> |

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| <p>Addition and subtraction</p> | <p>o'clock, today, tomorrow, yesterday, days of the week, holidays, weeks, weekends, months, after school, after lunch, tonight, morning, afternoon, a little bit, a lot, longest, shortest, tallest, highest, shortest, lowest, heaviest, lightest, fullest, emptiest, coins, round, big, small, pence, pennies, pound(s), silver, gold, bronze, 'p', shiny, dull, shops, work, buying, bank, spending, paying</p> <p>Add, plus, addition, take-away, minus, subtraction, total, sum, altogether, more, less</p> | <p>-using the above knowledge to compare quantities and objects and to solve problems</p> <p>-Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer</p> | <p>-to strengthen knowledge of addition and subtraction</p> |
| <p>Doubling, sharing & halving</p> | <p>The same, double, half, share, fair, unfair, equal, between, each, same again</p> | <p>To solve problems: -doubling -halving -sharing</p> | <p>-to deepen understanding of doubling, halving and sharing</p> |