

Key Learning in Mathematics – Reception

Number – counting	Number – number sense	Measurement
<p>Rote counting</p> <ul style="list-style-type: none"> • Rote count from 1 • Rote count on from a given number between 1 and 20 • Rote count back from 20 to 0 • Rote count back from a given number between 0 and 20 • Know what number comes before or after a given number • Say a number between two given numbers • Rote count beyond 20 <p>Counting objects</p> <ul style="list-style-type: none"> • Understand that counting is to find out how many • Use one to one correspondence when counting • Understand the last number said is the number in the set • Count up to 20 objects, pictures, sounds and actions • Understand and use conservation of number • Use the word 'zero' to represent 'none' • Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal • Order three or more sets of objects • State without counting (subitise) quantities within 5 • Make a sensible guess of quantities within 10 	<ul style="list-style-type: none"> • Partition a set of objects in different ways using the terminology part - part - whole • Explore and represent the patterns in odd and even numbers • Understand that 'teen' numbers are a group of 10 plus another number • Understand 20 is the same as two groups of 10 • Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc. <p>Number – number recognition</p> <ul style="list-style-type: none"> • Recognise and identify numerals 0 to 20 • Select the numeral that represents a set of objects • Order numerals 0 to 20 <p>Number – graphics</p> <ul style="list-style-type: none"> • Represent amounts in their own ways, explaining what they mean • Represent and explain their thinking in their own ways • Write numerals 0 to 20 	<p>Distance</p> <ul style="list-style-type: none"> • Understand that measures of distance can have different names including length, width, height • Understand and use language to compare the length/width of two objects • Understand and use language to compare the height of two objects • Understand and use language of comparison when ordering three objects of different lengths/widths/heights • Understand the concept of the conservation of length/width/height <p>Weight/mass</p> <ul style="list-style-type: none"> • Understand the measurement of weight/mass (heavy/light) • Understand and use language to compare the weight/mass of two objects • Understand the concept of conservation of weight/mass <p>Volume/capacity</p> <ul style="list-style-type: none"> • Understand the measurement of volume/capacity (empty/full/nearly) • Understand and use language to compare two of the same container holding different amounts • Understand and use the language of comparison when ordering three of the same container holding different amounts • Understand the concept of the conservation of volume/capacity <p>Money</p> <ul style="list-style-type: none"> • Understand that we need to pay for goods • Talk about things they want to spend their money on • Talk about different ways we can pay for things • Recognise that there are different coins • Recognise 1p coin • Use 1p coins to pay for objects <p>Time</p> <ul style="list-style-type: none"> • Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. • Understand and use language – before, after, yesterday, today, tomorrow • Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower • Sequence two or three familiar events and describe the sequence • Know the names of the days of the week • Say the names of the days of the week in order
<p>Number – calculating</p> <ul style="list-style-type: none"> • Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole • Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole • Relate subtraction to addition in practical situations using the terminology part – part – whole • Identify one more and one less than a given number • Identify two more and two less than a given number • Add two single-digit numbers totalling up to 10, using practical equipment • Add two single-digit numbers totalling greater than 10, using practical equipment • Subtract a single-digit number from a number up to 10, using practical equipment • Subtract a single-digit number from a number greater than 10, using practical equipment • Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10 	<p>Shape</p> <ul style="list-style-type: none"> • Know that shapes can appear in different ways and be different sizes • Build and make models with 3-D shapes • Create and describe pictures using 2-D shapes • Name common 2-D shapes (circle, triangle, square, rectangle, oblong, rectangle) • Name common 3-D shapes (sphere, cube, cuboid) • Talk about shapes using mathematical language (straight, curved, sides, flat, solid) • Sort shapes according to their own criteria <p>Space</p> <ul style="list-style-type: none"> • Understand and use positional language in everyday situations • Understand and use ordinal numbers when describing position • Understand and use the language of movement/direction • Describe and recognise patterns made of objects, numbers and shapes • Create patterns made of objects, numbers and shapes 	
<p>Number – fractions</p> <ul style="list-style-type: none"> • Understand that sharing is splitting an amount into equal parts • Understand that halving is sharing into two equal parts • Understand that doubling is adding the same number to itself • Automatically recall double facts to double 5 	<p>Statistics</p> <ul style="list-style-type: none"> • Sort objects and say what features they have in common 	