

## Lancashire LPDS Reception Key Learning Linked to Number:

### Counting:

#### Rote counting

- 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

#### Counting objects

- 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
- Recognise without counting (subitise) quantities within 10

### Number Sense:

- Partition a set of objects in different ways using the terminology part - whole
- Understand that 'teen' numbers are one group of 10 plus another number
- Understand 20 is the same as two groups of 10
- Explore and represent the patterns in odd and even numbers
- Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc.

### Number Graphics:

- Represent amounts in their own ways, explaining what they mean
- Represent and explain their thinking in their own ways
- Correctly form numerals 0 to 20

<p><b>Number Recognition:</b></p> <ul style="list-style-type: none"> <li>• Recognise and identify numerals 0 to 20</li> <li>• Select the numeral that represents a set of objects</li> <li>• Order numerals to 10</li> </ul>	<p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole</li> <li>• Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole</li> <li>• Relate subtraction to addition in practical situations using the terminology part – whole</li> <li>• Identify one more and one fewer (less) than a given number</li> <li>• Add two single-digit numbers totalling within 10, using practical equipment</li> <li>• Subtract a single-digit number from a number within 10, using practical equipment</li> <li>• Automatically recall addition and subtraction facts within 5 and some addition and subtraction facts for 10</li> </ul>	<p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>• Understand that sharing is splitting an amount into equal parts</li> <li>• Understand that halving is sharing into two equal parts</li> <li>• Understand that doubling is adding the same number to itself</li> <li>• Automatically recall double facts to double 5</li> </ul>
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## Lancashire LPDS Reception Key Learning Linked to Shape, Space, Statistics and Measurement:

Shape:	Space:	Statistics:
<ul style="list-style-type: none"> <li>• Know that shapes can appear in different ways and be different sizes</li> <li>• Build and make models with 3-D shapes</li> <li>• Create and describe pictures with 2-D shapes</li> <li>• Combine shapes to create others</li> <li>• Identify which shapes have been combined to make a simple picture</li> <li>• Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle)</li> <li>• Name common 3-D shapes (sphere, cube, cuboid)</li> <li>• Talk about shapes using mathematical language (straight, curved, sides, flat, solid)</li> <li>• Sort shapes according to their own criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Understand use positional language in everyday situations</li> <li>• Understand and use ordinal numbers when describing position</li> <li>• Understand and use the language of movement/direction</li> <li>• Describe and recognise patterns made of objects and shapes</li> <li>• Create patterns made of objects and shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Sort objects and say what features they have in common</li> </ul>

## **Measurement:**

### **Distance**

- 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 conservation of length/width/height

### **Weight/mass**

- Understand and use language to compare the weight/mass of two objects
- Understand the concept of conservation of weight

### **Volume/capacity**

- Understand and use language to describe the amount in a container
- 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 conservation of volume/capacity

### **Money**

- 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 a 1p coin from within a set of mixed coins
- Use 1p coins to pay for objects

### **Time**

- Talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc.
- Understand and use simple time words e.g. 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