Mathematics Knowledge and Skills Progression in Reception

	Pre- Reception Baselines At age 3-4	Autumn Term	Spring Term	Summer Term
Number *(*Maths)*	Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Say one number of each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than.' Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using information and mathematical	Counts objects, actions and sounds with one to one correspondence. Say how many are in a set (to 5) Link the number symbol (numeral) with its cardinal number value (to 5). Can subitise to 5 in a regular arrangement Understands the composition of numbers to 5	Link the number symbol (numeral) with its cardinal number value (to 10) Can subitise to 5 in an irregular arrangement Understands the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 Recall some doubles to 10	Add and subtract using number sentences ***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.***
Numerical Patterns *(*Maths)*		Compare numbers 0-5. Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Understand the 'one more than/one less than' relationship between consecutive numbers from 0-5. Recognises patterns within numbers to 5.	Compare numbers 0-10. Understand the 'one more than/one less than' relationship between consecutive numbers to 10. Represent patterns within numbers up to 10- evens and odds. Count beyond 10, noticing patterns within the structure of counting.	Become familiar with numbers 10-20 and start to notice patterns within them

	language: 'sides', corners, 'straight', 'flat', 'round' Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...			***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, Space & Measures *(*Maths)*		Continue, copy and create repeating patterns (AB) Compare weight using comparative language 'than'. Select, rotate and manipulate shapes (2D)	Continue, copy and create repeating patterns. (ABB and ABBC) Compare length, weight and capacity Select, rotate and manipulate shapes (3D)	Continue, copy and create repeating patterns (ABBC) Compose and decompose shapes so that recognise a shape can have other shapes *within* it, just as numbers can. ***No ELG relating to Shape, Space and Measures***

**National Curriculum subjects matched to the areas of learning in the EYFS (laying the foundations)*