



St Teresa's Catholic Primary School Maths Skills Progression Reception



Maths topics with related Early Learning Goals (ELG) as well as Development Matters statements (3-4 years/Reception) which support the requirements of the Early Years Foundation Stage (EYFS)

Children in Reception will access these Maths Topics through direct teaching and within their play throughout the year. Consolidation of previous statements occur throughout the year.

Autumn	<p>Number</p> <p>Compare Number: Compare quantities using language: 'more than', 'fewer than'. Compare numbers.</p> <p>Number to 5: Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for 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, up to 5. Solve real world mathematical problems with numbers up to 5 Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10 (2, 3, 4 and 5 within the Autumn term). Understand the 'one more than/one less than' relationship between consecutive numbers. Subitise (recognise quantities without counting) up to 5 (ELG).</p>	<p>Measure, Shape and Spatial Thinking</p> <p>Compare size, mass and capacity: Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Exploring patterns: Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns.</p> <p>Shapes: Talk about and explore 2D and 3D shapes (for example, circles, rectangles and triangle) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Positional Language: Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Time: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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Spring	<p><u>Number</u> Number to 10: Experiment with their own symbols and marks as well as numerals. Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. Understand the 'one more than/ one less than' relationship between consecutive numbers (within 10). Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG). Have a deep understanding of number to 10, including the composition of each number (ELG). Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG).</p>	<p><u>Measure, Shape and Spatial Thinking</u> Compare size, mass and capacity: Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity. Exploring Patterns: Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns. Shapes: Talk about and explore 2D and 3D shapes (for example, circles, rectangles and triangle) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 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. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Time: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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Summer	<p><u>Number</u></p> <p>Number to 20: Automatically recall number bonds for numbers 0–10. Count objects, actions and sounds (within 20) Subitise – Subitise to recognise two numbers make another number. For example: 3 on one dice and 2 on another dice makes 5. Link the number symbol (numeral) with its cardinal number value (within 20). Count beyond 10. Compare numbers Understand the ‘one more than/ one less than’ relationship between consecutive numbers (within 20). Automatically recall (without reference to rhymes, counting or other aids) numbers bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) Verbally count beyond 20, recognising the pattern of the counting system (ELG). Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally.</p>	<p><u>Measure, Shape and Spatial Thinking</u></p> <p>Spatial Reasoning: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
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