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| **Autumn Maths Progression- Reception** |
| **Emerging** | **Expected** | **Mastery** |
| I can subitise to 3. | I can subitise to 6. | I can see 2 numbers within a numicon piece.  |
| I recognise numerals 1 to 5. | I can count to and back reliably with numbers from 1 to 10. | I can count to and back reliably with numbers from 1 to 20. |
| I can order numbers 1 to 5 | I can order numbers to 10. | I can order numbers to 20, using my knowledge of numbers to 10. |
| I can count up to 5 objects or actions by saying one number name for each item | I can count an irregular arrangement of up to 10 objects or actions saying one number name for each item. | I can count an irregular arrangement of up to 15 objects or actions saying one number name for each item. |
| I can count out up to 5 objects from a larger group. | I can count out up to 10 objects from a larger group. | I can count out beyond 10 objects from a larger group. |
| I can select the correct numeral to represent up to 5 objects | I can select the correct numeral to represent up to 10 objects | I can select the correct numeral to represent up to 15 objects. |
| I can point to the group of objects that has more or less. | I can use the language ‘more than’ and ‘less than’ to compare sets of objects. | I can also understand the language ‘greater than’ and ‘fewer than’. |
| I can read numbers to 5 and beyond. | I can read and attempt to write numbers to 10. | I can read and write numbers to 10 most of which are correctly formed. |
| I can find one more or one less from a group of objects. | I can say which number is one more than or one less than a given number to 10 | I can say which number is one more than or one less than a given number to 15 |
|  | I can show different ways of making numbers to 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4. | I can show different ways of making other numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6. |
| I can count my fingers. | I can show a number using my fingers. | I can show a number on my fingers in a variety of ways. |
| I can point and count to find a total number of objects in a group. | I can find the total number of objects in 2 groups by counting them altogether. | I can solve an addition problem using my fingers. |
| I can take objects away from a group and count the total with support. | I can solve a subtraction problem by taking away the correct number of objects and counting the total.  | I can solve a subtraction problem by counting out the correct number of objects and taking away a given amount, before counting the total. |
| I can name 2D shapes. | I can name and describe some 2D and 3D shapes | I can name all 2D and 3D shapes and use some mathematical language to describe them, e.g. curved, flat, number of faces. |
| I can use some language of size and shape e.g. big, short, round | I can compare the length/height/weight/capacity of two objects | I can sort three objects by length/height/weight/capacity. |
| I can recreate a repeating pattern. | I can continue a repeating pattern. | I can create a simple repeating pattern e.g. red, blue, red, blue. |
| I can say if a picture is symmetrical. | I can select and place shapes to complete a symmetrical pattern. | I can make my own symmetrical pattern using shapes. |

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| **Spring Maths Progression- Reception** |
| **Emerging** | **Expected** | **Mastery** |
| I can count to and back reliably with numbers from 1 to 10. | I can count to and back reliably with numbers from 1 to 20. | I can use this knowledge to find one more or less than a number. |
| I can recognise and order numbers to 10. | I can recognise and order numbers to 20 using my knowledge of numbers to 10. |  I can count on or back from any given number to 10. |
| I can say which number isone more than or one lessthan a given number to 10. | I can say which number is one more than or one less than a given number to 20 using my knowledge of numbers to 10. | I can count on or back to say which number is 2 more/less than a number to 10. |
| I can count an irregular arrangement of up to 10 objects saying one number name for each item. | I can add and subtract two single digit numbers using objects. | I can add and subtract two single digit numbers using a number line. |
| I can read and write numbers to 5 most of which are correctly formed. | I can read and write numbers to 10 most of which are correctly formed. | I can use my knowledge of numbers to record my own mathematical interests and number sentences. |
| I can identify odd and even numbers using numicon. | I can identify odd and even numbers using numicon and explain what makes a number odd or even. | I know whether a number can be halved using my odd and even knowledge. |
| I can say if an object is split in 2 equal halves. | I can find half of an object. | I can find half and a quarter of an object. |
| I can say whether groups of objects are equal. | I can share objects into equal groups. | I can count in 2s. |
| I can make 2 equal groups of objects. | I can find half of a group of objects.  | I can recall some half facts to 10. |
| I can show different ways of making numbers within 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4. | I can show different ways of making numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6. | I can automatically recall number bonds to 10. |
| I can name and describe 2D shapes. | I can name all 2D and 3D shapes and identify 2d shapes within 3d shapes. | I can create a 3d shape using 2d shapes. |
| I can recognise 1p, 2p and 5p coins and know their values. | I can recognise 1p, 2p, 5p, 10p and 20p coins and know their value. | I can recognise all coins and know their value. |
| I can make small totals using 1p coins.  | I can calculate amounts using 1p, 2p and 5p coins e.g. 2p+5p is 7p. | I can calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p. |
| I can compare the length/height/weight/capacity of two objects | I can sort three objects by length/height/weight/capacity. | I am beginning to use non-standard measure to explore properties of objects. |
| I can continue a repeating pattern | I can create a simple repeating pattern e.g. red, blue, red, blue | I can describe and recreate more complex repeating patterns e.g. red, blue, blue, red… |
| I can order the main events of the day in time sequence. | I can order the main events of the day and say what time some of these happen. | I can show o’clock times on an analogue clock. |

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| **Summer Maths Progression-Reception** |
| I can count to and back reliably with numbers from 1 to 20. | I can count beyond 20, knowing which multiple of 10 comes next.  | I have a strong understanding of number and am beginning to understand place value e.g. twelve is one ten and two. |
| I can say if I think there are more or less than 10. | I can make an accurate estimate of a number of objects and check quantities by counting. | I can decide if there are enough objects to share out equally using my estimating skills. |
| I can say which number is one more than or one less than a given number to 15. | I can count on or back to find the answer to addition and subtraction problems on a number line. | I can hold the larger number in my head and count on or back to solve an addition or subtraction problem.  |
| I can add and subtract two single digit numbers using objects | I can tell my own number stories and explain them | I can add 3 numbers together. |
| I can solve problems including doubling, halving and sharing (within 10) using practical objects. | I can share amounts into equal groups | I can solve practical problems that involve combing groups of 2, 5, 10. |
| I can show different ways of making numbers within 10 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4 | I can automatically recall number bonds to 10. | I can solve addition and subtraction problems mentally using my knowledge of number bonds. |
| I can name and describe some 3D shapes. | I can confidently describe or identify a 2d or 3d shape based on its properties. | I can identify a 3d shape by looking at its net. |
| I can make small totals using 1p and 2ps. | I can use numicon to help calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p | I can make larger totals using 2ps, 5ps and 10ps by counting in 2s, 5s and 10s.  |
| I can sort three objects by length/height/weight/capacity | I am beginning to use non-standard measure to explore properties of objects. | I can choose the most appropriate way to measure an object of my choosing. |
|  I can order the main events of the day in time sequence and say what time some of these happen. | I can show o’clock times on a clock. | I can show o’clock and half past times on an analogue clock. |