

Woodside Primary School

Reception

Progression of Maths skills

Development matters	Early learning goals
<p>Count objects, actions and sounds.</p> <ul style="list-style-type: none">• Subitise.• Link the number symbol (numeral) with its cardinal number value.• Count beyond ten.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5 and some to 10.• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity	<p>Number</p> <ul style="list-style-type: none">• Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none">• 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 than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Below shows the progression of skills that build towards the Maths Early Learning Goals.

Number							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To recognise numbers 1-3.</p> <p>Recite numbers to 10.</p> <p>Join in counting songs, singing forwards and backwards to 10.</p> <p>Show fingers up to 5.</p> <p>To match the numeral (1-5) to the quantity.</p> <p>Count objects using 1-1 correspondence.</p> <p>Understands that the last number they say when counting represents how many.</p>	<p>To begin to subitise to 3.</p> <p>To find one more of numbers to 3.</p> <p>To find one less of numbers to 3.</p> <p>To explore the composition of 2 and 3.</p>	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of numbers to 5.</p>	<p>To recognise numbers 0-8.</p> <p>To subitise to 5.</p> <p>To find one more of numbers to 8.</p> <p>To find one less of numbers to 8.</p> <p>To explore the composition of 6,7 and 8.</p> <p>To match the numeral to quantity.</p>	<p>To recognise numbers 0-10.</p> <p>To explore the composition of 9 and 10.</p> <p>To practise number bonds to 10.</p> <p>To know addition facts to make 5.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To estimate a number of objects.</p>	<p>To recognise numbers to 20.</p> <p>To revise number bonds to 5.</p> <p>To explore how to make numbers above ten using tens and ones.</p>	<p>To solve simple number problems.</p> <p>To recap the composition of each number to 10.</p> <p>To know addition and subtraction facts to 10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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 doubling facts</p>

Numerical Patterns							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Recites numbers to 10.</p> <p>Compares fewer/more</p> <p>Can identify patterns – spotty/stripy etc.</p>	<p>To say which group has more.</p> <p>To say which group has less.</p> <p>To compare quantities to 3.</p>	<p>To compare quantities to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count to 15.</p> <p>To count objects to 10.</p> <p>Know day/night and routines.</p> <p>To know days of the week.</p> <p>To finish a repeating pattern of 2 objects or colours.</p>	<p>To compare quantities to 8.</p> <p>To begin to understand the difference between odd and even numbers up to 8.</p> <p>To combine two groups of objects.</p> <p>To count to 20.</p> <p>Use measurement language to compare – shorter/longer, shortest/longest, lightest/heaviest, lighter/heavier, full, empty.</p> <p>Know some months of the year.</p>	<p>To compare quantities to 10.</p> <p>To explore odd and even numbers.</p> <p>To order numbers to 10.</p> <p>To count back from 10.</p> <p>To take away objects and count how many are left.</p> <p>To find the missing number.</p> <p>To begin to name 3D shapes.</p> <p>To explore the properties of 3D shapes.</p>	<p>To add numbers.</p> <p>To subtract numbers.</p> <p>To order numbers to 20.</p> <p>To find the missing number in an addition and subtraction sentence problems.</p> <p>To make pictures with shape arrangements,</p>	<p>To count to 30 and beginning to count higher (100).</p> <p>To know that 1, 3, 5, 7 and 9 are odd.</p> <p>To know that 2, 4, 6, 8, 10 are even.</p> <p>To double numbers up to 10.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To finish a repeating pattern.</p> <p>To make patterns using shapes.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

Shape, Space and Measure

Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Uses vocabulary for 2D/3D shapes – round, corner.</p> <p>Understands positional language – in/under/on/in front/behind.</p> <p>Compare size – length/weight/capacity.</p> <p>Sequence familiar events.</p>							