

Maths- Reception class follow WRM and Maths Mastery

<u>ELG</u>	
<p>ELG: Number Children at the expected level of development will:</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>ELG: Numerical Patterns Children at the expected level of development will:</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. •

	On Entry to Nursery	End of Autumn Term	End of Spring term	End of Summer term/ Start of Reception	End of Autumn Term	End of Spring Term	End of Summer term	KS1 links
Number	<p>Count in a range of contexts</p> <p>Knows numbers of personal significance</p> <p>Take part in finger rhymes</p> <p>Sing along to counting songs</p> <p>Uses some number names spontaneously</p> <p>Subitise up to 2</p>	<p>Can talk about which group has more and fewer things</p> <p>1 Number name to each object that is being counted to 3</p> <p>Can count three objects</p> <p>Count in order to 5</p> <p>Subitise up to 1</p>	<p>Can count beyond 5 (may be in the wrong order)</p> <p>Beginning to recognise some numbers to 5</p> <p>Uses number languages during play e.g. shop etc...</p> <p>Can recite number songs</p>	<p>Beginning to understand that a group changes if something is added or taken away</p> <p>Can count accurately to 10</p> <p>1-2-1 counting to 10</p> <p>Recognise numbers to 10 (may not order)</p> <p>Recognise numbers to 5</p>	<p>Count 1-2-1 to at least 10 and a irregular arrangement</p> <p>Recognise and order numbers to 10</p> <p>Subitise confidently to 5</p> <p>Count in order to 20 (may not recognise those numbers)</p> <p>Compares amounts</p>	<p>Subitise to 5</p> <p>Counts confidently to 20</p> <p>Knows one more and one less to numbers to 8</p> <p>Knows number bonds to five (might still be using objects)</p> <p>Understands the symbols for addition, subtraction</p>	<p>Recites numbers beyond 20 and has a secure understanding of the value of each number</p> <p>Talks about numbers to 10 using the language more than, less than, equal, greater than, fewer etc...</p> <p>Can recall number bonds to 5 and when questioned</p>	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count ,read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero.

			Can combine two groups and understands they have more Takes something away and knows they will have less	Subertise to 5 Uses subtraction and addition (fingers) during number songs	using and understanding more, less, fewer Knows one more than a given number	and equals. Knows some different words for addition, subtraction and equals Is beginning to talk about doubles to 5	can explain their thinking.	<ul style="list-style-type: none"> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Read and write numbers from 1 to 20 in numerals and words.</p>
Numerical patterns	Organise and sort objects (may not explain their thinking) Use the language 'same and 'different when matching objects (with support) Construct with 2D and 3 D shapes) Match shapes Recognise circles and triangles in	Notice and arrange things in patterns Understands big/little Understands in/on/under Uses shapes to make pictures- for a purpose (e.g. triangle for the roof)	Understands positional language Can identify circle, triangle, square and rectangle	Uses positional language correctly Name some properties of shapes they have learnt Make a simple pattern Uses 3D shapes during play Uses the language short, shortest, long, longest	Can identify simple mistakes in patterns Can talk about their patterns Look at the differences between shapes Use time related words in everyday situations Uses the language heavy, light and can compare Can sequence their days	Is beginning to talk about odd and even numbers. Is beginning to share an amount equally. Can name some 3D shapes e.g. sphere, cylinder, cube and cuboid	Can talk about why some quantities cannot be shared equally. Linking knowledge to odd and even numbers. Can name 3D shapes and some of their properties	Measurement Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (long/short, longer/shorter, tall/short, double/half) mass or weight (heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) Measure and begin to record: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

	the environment.				events and talk about it using time vocabulary			
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