

Reception Maths LTP



Key skills & Knowledge

ELG

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns					
<p><i>Match and sort objects</i> <i>Comparing amounts</i> <i>Exploring simple repeated patterns</i> <i>Positional language</i> <i>Representing, comparing and composition of 1,2 3</i></p> <p><i>Sorts items by colour, shape and size.</i> <i>Uses terms group, sort, same, different, bigger, smaller.</i> <i>Matches objects using language 'same' and 'different' and is able to explain the 'same' and 'different' factors.</i> <i>Recognises and can</i></p>	<p><i>Representing numbers to 5</i> <i>One more and one less</i> <i>Circles and triangles</i> <i>Shapes with 4 sides</i></p> <p><i>Can use objects and simple drawings of tally marks, counters on a 5 frame etc to show 1-5.</i> <i>Can identify one more and one less to 6.</i> <i>Can identify 2D circles and triangles and describe their properties.</i></p>	<p><i>Introducing zero</i> <i>Comparing and composition of numbers to 5</i> <i>Comparing mass, capacity, length and height Exploring 6, 7, 8</i></p> <p><i>Explains that 'zero' cannot be represented because it means to have 'nothing.'</i> <i>Understand that zero is a valid number in the counting sequence.</i></p>	<p><i>Combining two amounts within 6, 7, 8</i> <i>Making pairs Counting to 9, 10</i> <i>Comparing numbers to 10 Number bonds to 10 Time 3D shapes</i> <i>Spatial Awareness</i></p> <p><i>Can represent 6 7 and 8 by combining different amounts e.g 4 and 4 counters makes 8 altogether.</i> <i>Can make pairs of objects from a larger group and identify when there is 'one left'</i></p>	<p><i>Building numbers and counting patterns beyond 10</i> <i>Adding more</i> <i>Taking away</i> <i>Spatial reasoning- match, rotate and manipulate</i> <i>Compose and decompose shapes</i></p> <p><i>Can represent numbers to 10 using objects and simple drawings.</i> <i>Can count to 15 accurately and with correspondence.</i> <i>Can add an amount to a number and explain and represent how much</i></p>	<p><i>Doubling Sharing and grouping</i> <i>Odd and even</i> <i>Deepen understanding of number patterns and relationships</i> <i>Spatial reasoning- visualise and build Mapping</i></p> <p><i>Knows and can represent doubles facts up to 20. (Double 10 = 20)</i> <i>Can share and group objects equally into different numbers of groups not just 2.</i> <i>Knows that equals mean the same.</i></p>

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<p>Verbally describe simple patterns. Can continue and copy an AB pattern. Can spot mistakes in an AB pattern. Can use terms before after next accurately. Can count with correspondence to 3. Recognises that 2 and 3 are composed of 1 and 1 and 1 and 1 and 2 plus one or 1 plus 2. Can subitise to 3. Can count accurately and independently to 5. Can identify longer and shorter, bigger and smaller, heavier and lighter. Can describe full half full and empty using a variety of containers.</p>	<p>Can understand that a sphere and a triangular prism are the 3D equivalent of a circle and triangle. Can identify and begin to represent quadrilateral shapes. Can subitise to 5.</p>	<p>Accurately identify where zero would appear on a numberline. Can accurately count to 5 with correspondence. Recognises and can explain and demonstrate that number 1-5 are comprised of smaller numbers. Can understand and explain what 'mass' and 'capacity' are and their purpose. Can accurately identify which is heavier when comparing 2 items. Can use a balancing scale to compare weight. Can accurately use the terms lighter and heavier to compare mass. Can accurately describe the capacity</p>	<p>Understands that a pair is 2 objects which go together with a commonality. Can count accurately and independently with correspondence to 10 Can identify pairs of numbers which equals 10 altogether and can represent this using objects and simple drawings. Can use the terms larger smaller fewer and greater to describe numbers to 10. Knows days of the week Months of the year. Explains and uses the terms morning afternoon evening and night to describe times of the day. Shows spatial awareness through the ordering of</p>	<p>they now have 'altogether.' Understand that subtraction means to have 'less' altogether and means removing something from a group. Can match shapes and classify them based on their properties. Can rotate and manipulate shapes to make a larger shape and explain which shapes they have used and created. Can explain which shapes they can see 'within' another given shape.</p>	<p>Uses the vocabulary share, divide, group and equally correctly. Knows and can demonstrate than even numbers mean groups of 2 can be made with none remaining. Knows and can demonstrate that an 'odd' number means pairs can be made but there will be 'one left.' Represents 0,2,4,6 and 8 as even numbers. Represents 1,3,5,7 and 9 as odd. Can compose numbers using more than 2 parts and use the vocabulary 'parts' and 'whole' accurately. For example 2 and 5 and 3 make 10. Understands that counting does not have to start at '0' Can build tessellations and tangrams using different shapes.</p>
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		<p>of containers using the terms empty, half full /empty and full. Can identify taller, shorter, tallest and shortest when discussing height Accurately describes length using the terms shortest, shorter, long, longer, longest. Can sequence correctly in order mass, capacity, length and height. Understand what is more than and less than 6,7 and 8. Can count confidently and accurately with correspondence to 6, 7 and 8. Represents them in a variety of ways.</p>	<p>objects into groups, patterns and sequences. Names and describes some properties of 3D shapes using the vocabulary face, vertices and edges. Understands the difference between a 2D and 3D shape. Knows that shapes are made up of smaller shapes and can explain and demonstrate this.</p>		<p>Counts to beyond 20 accurately and with correspondence.</p> <p><u>Number</u> 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> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising</p>
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*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.*

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