



**Provision of Mathematical Skills for Reception at Marwood School**

	Block	Unit	Early Learning Goals	Development Matters Statements
AUTUMN TERM	Understanding Number	Counting and naming numerals	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.
		Ordering numbers; sequencing	11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers.
		One more and one less, up to 12	11.1 Have a deep understanding of number to 10, including the composition of each number 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
	Numbers and Sets	Find 'How many?'; match one-to-one	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.
		Partitioning to create number bonds	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
		Beginning to record number bonds	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
	Comparison and Measures	Comparing lengths	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Compare numbers. Compare length, weight and capacity.
		Comparing heights and numbers	12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Compare numbers. Compare length, weight and capacity.
		Introducing time	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Compare numbers. Count beyond ten.
	Patterns	Exploring repetitive patterns	None, but the key mathematical topic of pattern is covered, as in <b>Development Matters</b> .	<u>Reception</u> : Continue, copy and create repeating patterns.
		Counting in 2s; even and odd numbers	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects, actions and sounds. Count beyond ten. Continue, copy and create repeating patterns.

	Shapes	Exploring and playing with symmetry	N/A	<u>Reception</u> : Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns.
		Exploring and playing with 2-D shapes	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>Reception</u> : Select, rotate and manipulate shapes in order 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.
SPRING TERM	Understanding Number	Counting and estimating	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.
		Order and compare numbers	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.
		Partition to create number bonds	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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.	<u>Reception</u> : Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
	Addition and Subtraction	Say the number 1 more/less	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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.	<u>Reception</u> : Count objects and actions. Subitise. 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 0–10.
		Count on to add	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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.	<u>Reception</u> : Count objects and actions. Subitise. 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 0–10.
		Count back to subtract	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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.	<u>Reception</u> : Count objects and actions. Subitise. 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 0–10.
	Comparison and Measures	Comparing weights	None, but the key mathematical topic of measures is covered, as in <b>Development Matters</b> .	<u>Reception</u> : Compare length, weight and capacity.
		Measuring weights	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Compare length, weight and capacity.
		Time	<i>'Understanding the World'</i> links to be made, as well as pre-requisite skills for telling the time in Y1. Links loosely also with ELGs 11.1 and 12.2.	<u>Reception</u> : N/A
	Money and Coins	Coin recognition	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10.
		Money role play	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.
	Shapes	Where is it?	N/A	<u>Reception</u> : Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
		Explore and play with 3-D shapes	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>Reception</u> : Select, rotate and manipulate shapes in order 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.

<b>SUMMER TERM</b>	<b>Understanding Number</b>	Teen numbers: 10 and some more	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.
		Exploring 100	<b>Count in 10s from 0</b> <i>(This outcome is not a HT objective or on NC but is needed for Y1)</i> 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.
		Number games	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system.	<u>Reception</u> : Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10.
	<b>Addition and Subtraction</b>	Equivalence	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
		Bonds to 10.	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
		Counting on; 1 more/ less	11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 11.3 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.	<u>Reception</u> : Count objects and actions. Subitise. 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 0–10.
	<b>Patterns</b>	Clever counting	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns.
		Doubling and halving	11.3 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. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>Reception</u> : Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.
		Fractions	12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <b>National Curriculum, Y1 Fractions:</b> (i) recognise, find and name a half as one of two equal parts of an object, shape or quantity. (ii) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<u>Reception</u> : Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare capacity.
	<b>Comparison and Measures</b>	Measuring outside	12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	<u>Reception</u> : Compare numbers. Compare length and capacity.
		Telling the time	11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system.	<u>Reception</u> : Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond.
	<b>Shapes and Sorting</b>	Talking about shapes	None, but the key mathematical topic of shape is covered, as in <b>Development Matters</b> .	<u>Reception</u> : Select, rotate and manipulate shapes in order 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.
		Sorting	11.1 Have a deep understanding of number to 10, including the composition of each number.	<u>Reception</u> : Count objects. Subitise. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.