

Key Learning in Mathematics – Reception

Number – counting	Number – number sense	Measurement
Rote counting - Rote count from 1 - Rote count on from a given number between 1 and 20 - Rote count back from 20 to 0 - Rote count back from a given number between 0 and 20 - Know what number comes before or after a given number - Say a number between two given numbers - Rote count beyond 20 Counting objects - Understand that counting is to find out how many - Use one to one correspondence when counting - Understand the last number said is the number in the set - Count up to 20 objects, pictures, sounds and actions - Understand and use conservation of number - Use the word 'zero' to represent 'none' - Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal - Recognise without counting (subitise) quantities within 10	- Partition a set of objects in different ways using the terminology part - whole - Understand that 'teen' numbers are one group of 10 plus another number - Understand 20 is the same as two groups of 10 - Explore and represent the patterns in odd and even numbers - Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc.	Distance - Understand that measures of distance can have different names including length, width, height - Understand and use language to compare the length/width of two objects - Understand and use language to compare the height of two objects - Understand and use language of comparison when ordering three objects of different lengths/widths/heights - Understand the concept of conservation of length/width/height
	Number – number recognition - Recognise and identify numerals 0 to 20 - Select the numeral that represents a set of objects - Order numerals to 10	Weight/mass - Understand and use language to compare the weight/mass of two objects - Understand the concept of conservation of weight
	Number – graphics - Represent amounts in their own ways, explaining what they mean - Represent and explain their thinking in their own ways - Correctly form numerals 0 to 20	Volume/capacity - Understand and use language to describe the amount in a container - Understand and use language to compare two of the same container holding different amounts - Understand and use the language of comparison when ordering three of the same container holding different amounts - Understand the concept of conservation of volume/capacity
Number – addition and subtraction - Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole - Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole - Relate subtraction to addition in practical situations using the terminology part – whole - Identify one more and one fewer (less) than a given number - Add two single-digit numbers totalling within 10, using practical equipment - Subtract a single-digit number from a number within 10, using practical equipment - Automatically recall addition and subtraction facts within 5 and some addition and subtraction facts for 10	Shape - Know that shapes can appear in different ways and be different sizes - Build and make models with 3-D shapes - Create and describe pictures with 2-D shapes - Combine shapes to create others - Identify which shapes have been combined to make a simple picture - Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle) - Name common 3-D shapes (sphere, cube, cuboid) - Talk about shapes using mathematical language (straight, curved, sides, flat, solid) - Sort shapes according to their own criteria	Money - Understand that we need to pay for goods - Talk about things they want to spend their money on - Talk about different ways we can pay for things - Recognise that there are different coins - Recognise a 1p coin from within a set of mixed coins - Use 1p coins to pay for objects
	Space - Understand and use positional language in everyday situations - Understand and use ordinal numbers when describing position - Understand and use the language of movement/direction - Describe and recognise patterns made of objects and shapes - Create patterns made of objects and shapes	Time - Talk about significant times of the day, e.g. home time, lunch time, snack time, bedtime, etc. - Understand and use simple time words e.g. before, after, yesterday, today, tomorrow - Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower - Sequence two or three familiar events and describe the sequence - Know the names of the days of the week - Say the names of the days of the week in order
Number – multiplication and division - Understand that sharing is splitting an amount into equal parts - Understand that halving is sharing into two equal parts - Understand that doubling is adding the same number to itself - Automatically recall double facts to double 5	Statistics Sort objects and say what features they have in common	