



Maths Development Reception

<u>Development Matters Statements</u>	The Reception children can....
Count objects, actions and sounds.	• put objects in a line when counting using 1:1 correspondence • Count one object at a time up to 5 • say one number name at a time up to 5 • count in order up to 5 • stop at a given number • say how many altogether
Subitise.	• recognise amounts of objects up to 3 without counting in different arrangements • recognise amounts of objects up to 5 without counting in different arrangements • explain how they see and counted the different arrangements, with support • recognise amounts of objects up to 7 then 10 without counting in different arrangements • explain how they see and counted the different arrangements, with support • Spot arrangements of objects, up to 10 within the environment.

	• explain how they see and counted the different arrangements • Say how many objects there are up to 5 without counting them
Link the number symbol (numeral) with its cardinal number value. Numicon- White Rose Maths Scheme	• Follow a adults lead when counting along a number line. • begin to count their fingers and as a whole class, find the matching numerals on the number line • begin to match numerals to the corresponding amounts up to 3 then 5. • Follow a adults lead when counting along a number line. • begin to count their fingers and as a whole class, find the matching numerals on the number line • begin to match numerals to the corresponding amounts up to 5 then 10 • begin to recognise numerals to twenty. • begin match the objects to the numeral to twenty
Count beyond ten.	• put objects in a line when counting using 1:1 correspondence • Count one object at a time up to 5 • say one number name at a time up to 5 • count in order up to 5 • stop at a given number • say how many altogether.

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| | <ul style="list-style-type: none">• put objects in a line when counting using 1:1 correspondence• Count one object at a time up to 10• say one number name at a time up to 10• count in order up to 10• stop at a given number• say how many altogether.
<ul style="list-style-type: none">• put objects in a line when counting using 1:1 correspondence• Count one object at a time past 10• say one number name at a time past 10• count in order past• stop at a given number• say how many altogether. |
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Compare numbers.	• Say which group has more then with objects to 5 • Say which group has less then/fewer than with objects to 5 • say which group has more then with objects to 10. • say which group has less then/fewer than with objects to 10 • say when the two are two equal groups • use the language of more than and fewer than independently • say which number is more than a given number • say which numeral is less/fewer than a given number • use a number line to identify and find numbers that are more than/less/ fewer than.
Understand the 'one less than' relationship between consecutive numbers.	• count one object at time. • say one number name at a time • count in order. • take one object away to find one less from 5 • know that the number before another when counting backwards is one less

Understand the
'one more than'
relationship
between
consecutive
numbers.

- know that jumping backwards one space on a number line is one less count one object at time.
- say one number name at a time
- count in order.
- take one object away to find one less from 10
- know that the number before another when counting backwards is one less
- know that jumping backwards one space on a number line is one less
- count one object at time.
- say one number name at a time
- count in order.
- take one object away to find one less from 20
- know that the number before another when counting backwards is one less
- know that jumping backwards one space on a number line is one less
- count one object at time
- say one number name at a time
- count in order to 5

	• add one object to find one more up to 5 • know that the number after another when counting in order is one more • know that jumping forwards one space on a number line is one more • count one object at time • say one number name at a time • count in order to 10 • add one object to find one more up to 10 • know that the number after another when counting in order is one more • know that jumping forwards one space on a number line is one more • count one object at time • say one number name at a time • count in order to 20 • add one object to find one more up to 20 • know that the number after another when counting in order is one more • know that jumping forwards one space on a number line is one more
Explore the composition of numbers to 10	• begin to use a fives frame to count out a given number of objects • begin to notice how many more they need to make five by looking at the empty boxes.

Subatise	• Begin to split a group of 5 objects into 2 group and say how many is in each group (flip counters and coloured objects) • us a tens frame to count out a given number of objects • notice how many more they need to make ten by looking at the empty boxes. • Split a group of 10 objects into 2 group and say how many is in each group. • begin to recognise and understand some mathematical symbols in a number sentence • recognise, understand and use some mathematical symbols in a number sentence
Automatically recall number bonds for numbers 0–5 and some to 10.	• recall number bonds to 5 from memory • recall number bonds 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.	
2D and 3d Shapes.	
	ELG
Number	• Children at the expected level of development will • Early Adopter Handbook 13 - 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.
Numerical Pattern	• 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