



Reception	<i>Number</i>	<i>Shape, Space and Measures</i>
40-60	<ul style="list-style-type: none">• Recognise some numerals of personal significance• Recognise numerals 1 to 5• Count up to 3 or 4 objects by saying the number name for each item• Counts actions or objects which cannot be moved• Counts objects to 10 and is beginning to count beyond 10• Counts up to 6 objects from a larger group• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects• Counts and irregular arrangements of up to 10 objects• Estimates how many objects they can see and checks by counting them• Use the language of 'more' and 'fewer' to compare two sets of objects• Find the total number of items in two groups by counting all of them• Say a number that is one more than a given number• Find one more or less from a group of up to 5 objects then 10 objects• Children begin to use the vocabulary involved in adding and subtraction• Record, using marks that they can interpret and explain• Children begin to identify their own mathematical problems based on their own interests	<ul style="list-style-type: none">• Children begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes• Children select a particular name for a shape• Children describe their relative position such as 'behind' or 'next to'• Order two or three items by length or height• Order two items by weight or capacity• Children use familiar objects and common shapes to create and recreate patterns and build models• Children use everyday language related to time• Children are beginning to use everyday language related to money• Children order sequences of familiar events• Children measure short periods of time in simple ways
61-70	<ul style="list-style-type: none">• Children count reliably with numbers from 1 to 20• Children place numbers from 1-20 in order and say which number is one more or one less than a given number• Using quantities and objects, children add and subtract two single-digit numbers and count on or back to find the answer• Children solve problems, including doubling, halving and sharing	<ul style="list-style-type: none">• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems• Children can recognise, create and describe patterns• Children explore the characteristics of everyday objects and shapes and use mathematical language to describe them