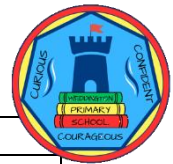


Weddington Primary School – Reception Knowledge and Skills Maths Progression (Development Matters)



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Number</b> <b>Baseline</b> Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3.</p> <p>Children will subitise to 3.</p> <p>Children will compose numbers to 3 on a five frame and in a part-whole model.</p> <p>N20: Children will identify one more and one less to 3.</p> <p><b>Numerical Patterns</b> Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.</p> <p>Children will count in correspondence to 3.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns. Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p><b>Number</b> Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Children will subitise to 5. Children will compose numbers to 5 on a five frame and in a part-whole model. Children will identify one more and one less to 5. Children will match numerals and representations to 5.</p> <p><b>Numerical Patterns</b> Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recognises numbers to 10 and puts them in order. Children will count in correspondence to 5. Children will identify and describe circles, triangles, squares and rectangles Children will use positional language including under, over, around and through Children will identify one more and one less within 5. Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.</p>	<p><b>Number</b> Children will identify 0. Children will compose numbers to 8 on a five frame and in a part-whole model. Children will identify one more and one less to 8. Children will match numerals and representations to 8.</p> <p><b>Numerical Patterns</b> Children will compare mass and capacity. Children will make pairs.</p>	<p><b>Number</b> Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10. Children will know number bonds to 5. Children will compose numbers to 10 on a five frame and in a part-whole model. Children will identify one more and one less to 10.</p> <p><b>Numerical Patterns</b> Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number. Children will combine 2 groups. Children will explore length, height and time. Children will identify a cube, sphere, cylinder and cone. Children will make ABB/AAB repeated patterns. Uses mathematical language to compare and talk about shape and size.</p>	<p><b>Number</b> Children will explore the composition of numbers to 10. Children will know <math>5+5=10</math>, <math>0+10=10</math>. Children will count to 20.</p> <p><b>Numerical Patterns</b> Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20.</p>	<p><b>Number</b> 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. Children will double within 10.</p> <p><b>Numerical Patterns</b> 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. Children will equally share into two groups. Children will identify even and odd numbers up to 10. Children will verbally count beyond 20. Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p>
<p><b>Number:</b> 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><b>Numerical Patterns:</b> 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.</p>					

\* Highlighted – what an expected child should be able to do. The other parts are the mini-steps to get to the end goal of being GLD.