		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Reception**	**Number**					
		I can subitise numbers 1-3. I will form numbers 1 and 2.	I can subitise numbers 1-5. I will explore number bonds 0-5. I will form numbers 3 and 4.	I can subitise numbers 6-7. I can count up to 10 objects from a collection. I will from numbers 5 and 6.	I can partition numbers 1-10. I can subitise 8. I will from numbers 7 and 8.	Composition of 6-9 I can subitise 9. I will from numbers 9 and 0.	I can recall number bonds for numbers 0-5 and some to 10. I can subitise 10.
		Numerical Patterns					
		I can verbally count to 5.	I can verbally count to 10. I can share and distribute objects equally.	I can compare quantities up to 10 in different contexts using the vocabulary greater than, less than or the same as.	I can recall double facts up to 10. I can verbally count to 20.	I can name some even and odd numbers.	I can verbally count beyond 20.
		Shape, Space and Measure					
			I can explore, name and build with 2d and 3d shapes. I can explore and create a range of repeating patterns.	I can develop spatial and positional language and give and follow instructions using the vocabulary in front of, behind, next to, under, on top, left, right.	I can explore different ways of measuring and describing size, mass and capacity and what reasons I may need to measure each of these in daily life.	I can understand the position, dimension and properties of objects and their relationships to one another. I can direct friends through obstacle courses, building complex models, building with regular and irregular shapes.	I can order and sequence the times of the day. I can understand that clocks help us to tell the time and I can have a go at displaying o'clock times on the clock.

In Reception we aim to incorporate maths into our daily routine to help children to develop confidence and fluency with numbers 1-10. We use 10s frames for self-registration and have lots of conversations about numbers in the environment. We follow Number sense for our number fluency and combine this with elements of White Rose. We believe that although it is very important for children to develop a strong grounding in Number we also want our children to have developed knowledge and skills in other areas of shape, space and measure to prepare them for learning in KS1.

Key Representations

ELG: Number
Children at the expected level of development will: 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.

ELG: Numerical Patterns
Children at the expected level of development will: 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.