Reception Mathematics Progression

Autumn Term					
Subitising	**Cardinality, ordinality and counting**	**Composition**	**Comparison**	**Spatial reasoning skills** Including shape, space and measures	**Patterns, relationships and connections**
• Perceptually subitise within 3 • Identify sub-groups in larger arrangements • Create their own patterns for numbers within 4 • Practise using their fingers to represent quantities which they can subitise • Experience subitising in a range of contexts, including temporal patterns made by sounds. • Subitise within 5, perceptually and conceptually, depending on the arrangements	• Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • Have opportunities to develop an understanding that anything can be counted, including actions and sounds • Explore a range of strategies which support accurate counting • Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • Begin to count beyond 5 • Begin to recognise numerals, relating these to quantities they can subitise and count.	• See that all numbers can be made of 1s • Compose their own collections within 4. • Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • Explore the composition of numbers within 5.	• Understand that sets can be compared according to a range of attributes, including by their numerosity • Use the language of comparison, including 'more than' and 'fewer than' • Compare sets 'just by looking'. • Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	• Name and describe 2D shapes, explaining some of their properties. • Understand the difference between 2D and 3D shapes. • Demonstrate knowledge of the properties of 2D and 3D shapes. • Demonstrate use of 2D and 3D shapes, joining them together and naming and explaining new shapes created. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Demonstrate the composition of number using a range of practical resources. • Use subitising skills to count and identify groups within numbers (number bonds, repeating patterns).

Reception Mathematics Progression

Spring Term					
Subitising	Cardinality, ordinality and counting	Composition	Comparison	Spatial reasoning skills Including shape, space and measures	Patterns, relationships and connections
• Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • Experience patterns which show a small group and '1 more' • Continue to match arrangements to finger patterns.	• Continue to develop verbal counting to 20 and beyond • Continue to develop object counting skills, using a range of strategies to develop accuracy • Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • Order numbers, linking cardinal and ordinal representations of number. • Continue to consolidate their understanding of cardinality, working with larger numbers within 10 • Become more familiar with the counting pattern beyond 20	• Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • Begin to see that numbers within 10 can be composed of '5 and a bit'. • Explore the composition of odd and even numbers, looking at the 'shape' of these numbers • Begin to link even numbers to doubles • Begin to explore the composition of numbers within 10.	• Continue to compare sets using the language of comparison, and play games which involve comparing sets • Continue to compare sets by matching, identifying when sets are equal • Explore ways of making unequal sets equal • Compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.	• Describe a familiar route. • Discuss routes and locations, using positional words (in front of, behind). • Understand position through words alone with no pointing. • Make comparisons between objects relating to size, length, weight and capacity.	• Demonstrate the composition of number using a range of practical resources. • Use subitising skills to count and identify groups within numbers (number bonds, doubles, repeating patterns). • Verbally describe composition to explain patterns and relationships with number (number bonds, odd/ even numbers). • Describe and create repeating patterns, correcting any errors. • Retell an event using sequential language, in the correct order

Reception Mathematics Progression

Summer Term					
Subitising	Cardinality, ordinality and counting	Composition	Comparison	Spatial reasoning skills Including shape, space and measures	Patterns, relationships and connections
• Explore symmetrical patterns, in which each side is a familiar pattern, linking this to doubles. • Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • Be encouraged to identify when it is appropriate to count and when groups can be subitised	• Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • Continue to develop confidence and accuracy in both verbal and object counting.	• Compare numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10.	• Order sets of objects, linking this to their understanding of the ordinal number system.		• Verbally describe composition to explain patterns and relationships with number (number bonds, odd/ even numbers, doubles). • Describe and create repeating patterns, correcting any errors.
The children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers					