



Reception Long Term/Medium Term Maths Overview

Reception Advent Term - 12 weeks		
Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	‘Getting to know you’	Reception Baseline check administered
2	‘Getting to know you’	
3	Match, sort and compare	<ul style="list-style-type: none"> ● Step 1- Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn one-to-one correspondence. ● Step 2- Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn one-to-one correspondence. Matching objects to pictures develops children’s understanding that objects can be represented by pictures. ● Step 3- Identifying and making sets is a precursor to counting. Children need this for the basis of the counting principles of cardinality and one-to-one correspondence. ● Step 4- When children sort objects, they are learning that some things are alike, and some are different. Early experiences of sorting objects into groups according to their similarities helps children to learn how to categorise and is a precursor to classifying.
4	Match, sort and compare	<ul style="list-style-type: none"> ● Step 5- Birth to 5 Matters – Range 6 – Spots patterns in the environment, beginning to identify the pattern “rule”. ● Step 6- Birth to 5 Matters – Range 6 – Spots patterns in the environment, beginning to identify the pattern “rule”. ● Step 7- Development Matters – Reception – Compare numbers. Step 7- Birth to 5 Matters – Range 5 – Compares two small groups of up to five objects, saying when there are the same number of objects in each group.



<p style="text-align: center;">5</p>	<p style="text-align: center;">Talk about measure and patterns</p>	<ul style="list-style-type: none"> • Step 1- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 1- Birth to 5 Matters – Range 4 – Explores differences in size, length, weight and capacity. • Step 2- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 2- Birth to 5 Matters – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items. • Step 3- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 3- Birth to 5 Matters – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.
<p style="text-align: center;">6</p>	<p style="text-align: center;">Talk about measure and patterns</p>	<ul style="list-style-type: none"> • Step 4- Development Matters – 3 and 4-year-olds – Talk about and identify the patterns around them. Step 4- Birth to 5 Matters – Range 5 – Explores and adds to simple linear patterns of two or three repeating items. • Step 5- Development Matters – Reception – Continue, copy and create repeating patterns. Step 5- Birth to 5 Matters – Range 5 -Explores and adds to simple linear patterns of two or three repeating items. -Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. • Step 6- Development Matters – Reception – Continue, copy and create repeating patterns. Step 6- Birth to 5 Matters – Range 5 – Creates their own spatial patterns showing some organisation or regularity.
<p style="text-align: center;">7</p>	<p style="text-align: center;">It's me 1, 2, 3</p>	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.



		<p>Step 1- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.</p> <ul style="list-style-type: none"> • Step 2- Development Matters – Reception – Subitise <p>Step 2- Birth to 5 Matters – Range 5 – Subitises one, two and three objects (without counting)</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. <p>Step 3- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.</p>
8	It's me 1, 2, 3	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers. <p>Step 4- Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before.</p> <ul style="list-style-type: none"> • Step 5- Development Matters – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers. <p>Step 5- Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</p> <ul style="list-style-type: none"> • Step 6- Development Matters – Reception – Explore the composition of numbers to 10 <p>Step 6- Birth to 5 Matters – Range 5 – Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.</p>
9	Circle and Triangles	<ul style="list-style-type: none"> • Step 1- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. <p>Step 1- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 2- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.



		<p>Step 2- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 3- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. <p>Step 3- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 4- Development Matters – 3 and 4-year-olds <p>-Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Step 4- Birth to 5 Matters – Range 5 – Responds to and uses language of position and direction.</p>
10	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value. <p>Step 1- Birth to 5 Matters – Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <ul style="list-style-type: none"> • Step 2- Development Matters – Reception – Subitise. <p>Step 2- Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five.</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. <p>Step 3- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.</p>
11	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. <p>Step 4- Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before.</p> <ul style="list-style-type: none"> • Step 5- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.



		<p>Step 5- Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</p> <ul style="list-style-type: none"> • Step 6- Development Matters – Reception – Explore the composition of numbers to 10. Step 6- Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. • Step 7- Development Matters – Reception – Explore the composition of numbers to 10. Step 7- Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
<p style="text-align: center;">12</p>	<p style="text-align: center;">Shapes with 4 sides</p>	<ul style="list-style-type: none"> • Step 1- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Step 1- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. • Step 2- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Step 2- Birth to 5 Matters – Range 5 – Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. • Step 3- Development Matters – Reception – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Step 3- Birth to 5 Matters – Range 5 – Shows awareness of shape similarities and differences between objects. • Step 4- Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Step 4- Birth to 5 Matters – Range 6 – Is increasingly able to order and sequence events using everyday language related to time.



Reception Lent Term - 11 weeks		
Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	Alive in 5	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 5 Begin to recognise numerals 0 to 10 Links numerals with amounts up to 5 and maybe beyond • Step 2- Development Matters – Reception Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. • Birth to 5 Matters – Range 5 Begin to recognise numerals 0 to 10 Links numerals with amounts up to 5 and maybe beyond • Step 3- Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five • Step 4- Development Matters – Reception Link the number symbol (numeral) with its cardinal number value. Compare numbers. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Matches the numeral with a group of items to show how many there are (up to 10)
2	Alive in 5	<ul style="list-style-type: none"> • Step 5- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters Range 5 – Beginning to recognise that each counting number is one more than the one before Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Step 6- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Step 7- Development Matters – Reception – Explore the



		<p>composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up of (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</p> <ul style="list-style-type: none"> • Step 8- Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
3	Mass and Capacity	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play • Step 2- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play • Step 3- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play • Step 4- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play
4	Growing 6, 7, 8	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception Count objects,



		<p>actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group</p> <ul style="list-style-type: none"> • Step 2- Development Matters – Reception Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group • Step 3- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Step 4- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Step 5- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
5	Growing 6, 7, 8	<ul style="list-style-type: none"> • Step 6- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters –



		<p>Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</p> <ul style="list-style-type: none"> • Step 7- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 8- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 9- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 10- Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
<p style="text-align: center;">6</p>	<p style="text-align: center;">Length, height and time</p>	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play • Step 2- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to



		<p>fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play
7	Length, height and time	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Compare length, weight and capacity. • Birth to 5 Matters – Range 6 – Becomes familiar with measuring tools in everyday experiences and play • Step 5- Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ • Birth to 5 Matters – Range 6 – Is increasingly able to order and sequence events using everyday language related to time • Step 6- Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ • Birth to 5 Matters – Range 6 Is increasingly able to order and sequence events using everyday language related to time Beginning to experience measuring time with timers and calendars
8	Building 9 and 10	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates (of) numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group • Step 2- Development Matters – Reception – Compare numbers. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates (of) numbers of things, showing understanding of



		<p>relative size</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 6 Matches the numeral with a group of items to show how many there are (up to 10) Estimates (of) numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group • Step 4- Development Matters – Reception – Subitise. • Birth to 5 Matters – Range 6 – Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • Step 5- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 In practical activities, adds one and subtracts one with numbers to 10 Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Step 6- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Birth to 5 Matters – Range 6 In practical activities, adds one and subtracts one with numbers to 10 Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)
<p style="text-align: center;">9</p>	<p style="text-align: center;">Building 9 and 10</p>	<ul style="list-style-type: none"> • Step 7- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 8- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in



		<p>different ways with a wide range of objects</p> <ul style="list-style-type: none"> • Step 9- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
10	Building 9 and 10	<ul style="list-style-type: none"> • Step 10- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 11- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 12- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Step 13- Development Matters – Reception – Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”
11	Explore 3D shapes	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. Birth to 5 Matters – Range 6 – Investigates turning and flipping objects in order to make shapes fit and create models; predicting and



		<p>visualising how they will look (spatial reasoning)</p> <ul style="list-style-type: none">• Step 2- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Birth to 5 Matters – Range 6 • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build• Step 3- Development Matters – Reception • 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. Birth to 5 Matters – Range 6 – Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build• Step 4- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Birth to 5 Matters – Range 6 – Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes•
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Reception Pentecost Term - 13 weeks

Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	Explore 3D shapes	<ul style="list-style-type: none"> • Step 5- Development Matters • 3 and 4-year-olds – Notice and correct an error in a repeating pattern. • Reception – Continue, copy and create repeating patterns. Birth to 5 Matters – Range 6 • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat • Step 6- Development Matters • 3 and 4-year-olds – Notice and correct an error in a repeating pattern. • Reception – Continue, copy and create repeating patterns. Birth to 5 Matters – Range 6 • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat • Step 7- Development Matters – Reception – Continue, copy and create repeating patterns. Birth to 5 Matters – Range 6 • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
2	To 20 and beyond	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Step 2- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order



		<p>0 to 10 (ordinality)</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)
3	To 20 and beyond	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Step 5- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) • Step 6- Development Matters – Reception – Count beyond ten. • Birth to 5 Matters – Range 6 Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)
4	How many now?	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10 • Step 2- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Begins to explore and work out mathematical problems, using signs and strategies of their own



		<p>choice, including (when appropriate) standard numerals, tallies and “+” or “-”</p> <ul style="list-style-type: none">• Step 3- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – In practical activities, adds one and subtracts one with numbers to 10• Step 4- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”
5	Manipulate, compose and decompose	<ul style="list-style-type: none">• Step 1- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Birth to 5 Matters – Range 5 Chooses items based on their shape which are appropriate for the child’s purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects• Step 2- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Birth to 5 Matters – Range 6 – Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)• Step 3- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Birth to 5 Matters – Range 6 – Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)• Step 4- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes



<p style="text-align: center;">6</p>	<p style="text-align: center;">Manipulate, compose and decompose</p>	<ul style="list-style-type: none">• Step 5- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Birth to 5 Matters – Range 6 – Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes• Step 6- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Birth to 5 Matters – Range 6 – Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes• Step 7- Development Matters – Reception – Select, rotate and manipulate shapes to develop spatial reasoning skills. • Birth to 5 Matters – Range 6 – Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)• Step 8- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Birth to 5 Matters – Range 6 – Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
<p style="text-align: center;">7</p>	<p style="text-align: center;">Sharing and Grouping</p>	<ul style="list-style-type: none">• Step 1- Development Matters – Reception Compare numbers. Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group• Step 2- Development Matters – Reception Compare numbers. Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group• Step 3- Development Matters – Reception Compare numbers. Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group•



<p style="text-align: center;">8</p>	<p style="text-align: center;">Sharing and Grouping</p>	<ul style="list-style-type: none">● Step 4- Development Matters – Reception Compare numbers. Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group● Step 5- Development Matters – Reception Compare numbers. Explore the composition of numbers to 10. • Birth to 5 Matters – Range 6 Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Counts out up to 10 objects from a larger group● Step 6- Development Matters – Reception – Automatically recall number bonds for numbers 0–5 and some to 10. • Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
<p style="text-align: center;">9</p>	<p style="text-align: center;">Visualise, build and map</p>	<ul style="list-style-type: none">● Step 1- Development Matters – Reception – Continue, copy and create repeating patterns. • Birth to 5 Matters – Range 6 Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat● Step 2- Development Matters – Reception – Continue, copy and create repeating patterns. • Birth to 5 Matters – Range 6 Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat● Step 3- Development Matters – Reception – Continue, copy and create repeating patterns. • Birth to 5 Matters – Range 6 Spots patterns in the environment, beginning to identify the pattern “rule” Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat



<p style="text-align: center;">10</p>	<p style="text-align: center;">Visualise, build and map</p>	<ul style="list-style-type: none">• Step 4- Development Matters – 3 and 4-year-olds Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Birth to 5 Matters – Range 6 – Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build• Step 5- Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Birth to 5 Matters – Range 6 Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints• Step 6- Development Matters – 3 and 4-year-olds Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Birth to 5 Matters – Range 6 – Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints• Step 7- Development Matters – 3 and 4-year-olds – Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Birth to 5 Matters – Range 6 Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
<p style="text-align: center;">11</p>	<p style="text-align: center;">Visualise, build and map</p>	<ul style="list-style-type: none">• Step 8- Development Matters – 3 and 4-year-olds Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’• Step 9- Development Matters – 3 and 4-year-olds Understand position through words alone – for example, “The bag is under



		<p>the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks • Step 10- Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ • Birth to 5 Matters – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks • Step 11- Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ • Birth to 5 Matters – Range 6 – May enjoy making simple maps of familiar and imaginative environments, with landmarks
12	Make connections	<ul style="list-style-type: none"> • Step 1- Educational Programme for Maths – statutory framework • Step 2- Educational Programme for Maths – statutory framework
13	Consolidation	