



Maths Reception Progression of Skills Autumn			
	Week 1-3	Week 4-11	Week 12-13
	Baseline	Numbers 1-5	Shape, Space & Measure
<p>Small Steps linked to White Rose and Development Matters</p> <p>40-60 months</p>		<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 5 objects. • Counts an irregular arrangement of up to 5 objects. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models. • Beginning to use everyday language related to money.



Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Reception

30 - 50 months		<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, 	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <ul style="list-style-type: none"> •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects,
Resources		Numicon, counting objects, number line, tens frame, number cards, numbers in the environment.	2d shapes, 3d shapes, shapes in the form of everyday objects, real money, till,
Key Vocab		Number, zero, one, two, three, four, five, how many...?, count, more, less, estimate, the same as, combine, total, altogether, double, is the same as, one more, one less, greater, more, larger, bigger, less, fewer, smaller, same, different, sort	Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, total, cube, pyramid, sphere, cone, circle, triangle, square, rectangle, star



Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Reception

Maths Reception Progression of Skills Spring		
	Week 1-7	Week 8-12
	Number 6-10	Shape, Space & Measure
Small Steps linked to White Rose and Development Matters	<ul style="list-style-type: none">• Recognises numerals 1 to 10.• Counts out up to 10 objects from a larger group.• Count actions or objects which cannot be moved.• Selects the correct numeral to represent 1 to 10 objects.• Counts objects to 10.• Counts an irregular arrangement of objects up to 10• Uses the language of 'more' and 'fewer' to compare two sets of objects.• Finds the total number of items in two groups by counting all of them.• Says the number that is one more than a given number.• Finds one more or one less from a group of up to 10 objects.• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.• Estimates how many objects they can see and checks by counting them.	<ul style="list-style-type: none">• Orders two or three items by length or height.• Orders two items by weight or capacity.• Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.• Selects a particular named shape.• Use familiar objects and common shapes to create and recreate patterns and build models.• Uses everyday language related to time.• Orders and sequences familiar events.• Measures short periods of time in simple ways.



Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Reception

30-50 Months	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
Resources	Numicon, counting objects, number line, tens frame, number cards, numbers in the environment, part, part, whole plates	Rulers, tape measure, non-standard measurement resources, cubes, weighing scales, everyday objects, varying sized containers, containers to model misconceptions of capacity, 3d shapes, 2d shapes, building blocks, clocks, stop clocks, sand timers.
Key Vocabulary	Number, zero, one, two, three, four, five, six, seven, eight, nine, ten. How many...?, count, more, less, estimate, the same as, combine, total, altogether, double, is the same as, one more, one less, greater, more, larger, bigger, less, fewer, smaller, same, different, sort	cube, pyramid, sphere, cone, circle, triangle, square, rectangle, star, metre length, height, width, long, short, tall, longer, shorter, taller, higher, weighs, balances, heavy, light heavier than, lighter, scales, full, empty, half full, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday,



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		birthday, holiday, morning, afternoon, evening, today, yesterday, tomorrow, before, after, next, o'clock, hour.		
Maths Reception Progression of Skills Summer				
	Week 1-5	Week 6-8	Week 9-10	Week 11-12
	Numbers 11-20	Problem Solving related to number	Shape, Space & Measure	Consolidation
Small Steps linked to White Rose and Development Matters	<ul style="list-style-type: none"> Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. 	<ul style="list-style-type: none"> In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. 	<ul style="list-style-type: none"> Can describe their relative position such as 'behind' or 'next to'. 	<ul style="list-style-type: none"> .
30-50 Months	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p>	<ul style="list-style-type: none"> Shows an interest in number problems 	<ul style="list-style-type: none"> Uses positional language 	<ul style="list-style-type: none"> .



Hampton Infant School and Nursery Termly Knowledge and Skills for Maths – Reception

	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted.</p>			
Resources	<p>Numicon, counting objects, number line, tens frame, number cards, numbers in the environment, number square, rulers, dice.</p>	<p>Counting objects, same and different pictures, spot the odd one out, true or false pictures and statements.</p>	<p>Everyday objects</p>	
Key Vocab	<p>Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, more, less odd, even, how many ...?, estimate, about the same as, add, more, and make, total, altogether, double, one more, two more, take away, how many are left/left over? how many have gone? one less, two less, ones, tens, digit, the same number as, as many as more, larger, bigger, greater fewer, smaller, less</p>	<p>Using full sentences to explain reasoning.</p> <p>'I can see...'</p> <p>I know this because...'</p> <p>I have noticed that...'</p>	<p>Behind</p> <p>Next to</p> <p>Underneath</p> <p>On top of</p> <p>In front of,</p> <p>between, left, right.</p>	