Donnington Wood Infant School and Nursery
Maths Reception Long Term 'small steps overview'

Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
Transition	**What is 4?** **Counts objects to 4** **Counts an irregular arrangement of objects up to 4 (order of irrelevance principle)** **Can count a given number (up to 4) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 4 **Recognises numerals 1-4** **Selects correct numeral to represent objects 1-4**	**What is 7,8 and 9?** **Counts objects to 9** **Counts an irregular arrangement of objects up to 9 (order of irrelevance principle)** **Can count a given number (up to 6) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 6 **Recognise numerals 6-9** **Selects correct numeral to represent objects 6-9** Can subitise small amounts eg 3+4 to make up a larger number	**Taking away** **Finds one less than a given number** **Uses language involved in subtraction** Can read a number sentence using the correct language Can model a number sentence showing how to find the answer Knows that in an addition calculation the answer will get bigger and in a subtraction the number gets smaller	**15,16,17** **Knows number names to 17** **Can say number names in order to 17** **Recognises numerals to 17** Can explain teen numbers as 10 and … more **Can place numerals in order to 17** Can count on when part of a set of objects is hidden	**Time** **Can order and sequence familiar events** Recognises some equipment used to tell the time eg watch, clock, sand timer **Can measure short period of time in simple ways e.g. counting, timers, music** **Begins to use time related language**
Baseline	**What is 5?** **Counts objects to 5** **Counts an irregular arrangement of objects up to 5 (order of irrelevance principle)** **Can count a given number (up to 5) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 5 **Recognises numerals 1-5** **Selects correct numeral to represent objects 1-5**	**What is 10 and 0?** **Counts objects to 10** **Counts an irregular arrangement of objects up to 10 (order of irrelevance principle)** **Can count a given number (up to 6) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 6 **Recognise numerals 6-10** **Selects correct numeral to represent objects 6-10** Can subitise small amounts eg 3+4 to make up a larger number	**Taking away** **Using quantities and objects, add and subtract two single digit numbers** Count on or back to find the answer.	**18,19,20** **Knows number names to 20** **Can say number names in order to 20** **Recognises numerals to 20** Can explain teen numbers as 10 and … more **Can place numerals in order to 20** Can count on when part of a set of objects is hidden	**Weight** Uses correct language to compare eg heavy, heavier or heaviest Begins to use language to compare "…than…" **Orders two items by weight or capacity** **Uses language to compare e.g. "…is heavier than …"** Can estimate and predict showing awareness of comparatives eg weight of objects compares sets of objects up to 10 in different contexts, considering size and difference;
Baseline **What is 1?** **Counts up to 1 objects by saying one number name for each item** **Can count a given number (up to 1) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 1 **Recognises numerals 1** **Selects correct numeral to represent objects 1**	**Composition of numbers to 5** **In practical activities and discussion begins to use the language of addition and subtraction** Find different ways to make the same total Number bonds to 5	**Addition** **Finds the total of two groups by counting them all** **Uses vocabulary involved in adding** **Introduce number bonds to 10**	**Sharing/halving** Understands the term sharing Can talk about sharing being fair Can demonstrate how to share groups of objects Can refer to halving meaning two equal parts Understand that halving is sharing between 2 Can demonstrate halving an object	**Doubling** Understands the term doubling Can recall some doubling facts up to 5+5	**Length/height** **Orders up to three objects by height or length** Uses correct language to compare eg long, longer, longest Begins to use language to compare "…than…" **Uses language to compare e.g. "…is taller than…"**
What is 2? **Counts up to 2 objects by saying one number name for each item** **Can count a given number (up to 2) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 2 **Recognises numerals 1-2** **Selects correct numeral to represent objects 1-2**	**Comparing quantities** Uses language of more to compare sets Uses language of fewer to compare sets	**Addition** Can read a number sentence using the correct language Can model a number sentence showing how to find the answer Knows that in an addition calculation the answer will get bigger and in a subtraction the number gets smaller **Using quantities and objects, add and subtract two single digit numbers** Count on or back to find the answer.	**Sharing/halving** Can demonstrate how to share groups of objects Understands the term equal Understand that halving is sharing between 2 Can demonstrate halving an object Can demonstrate halving a quantity	**Doubling** Understands the term doubling Can recall some doubling facts up to 5+5	**Capacity** Begins to use language to compare "…than…" Use language to compare different containers **Orders two items by weight or capacity** Can estimate and predict showing awareness of comparatives eg sizes of containers compares sets of objects up to 10 in different contexts, considering size and difference;
Pattern Can continue a simple AB repeating pattern by colour Can continue a simple AB pattern by shape **Recreate simple patterns** Can continue a simple AB pattern by two components e.g shape and colour **Recognise, create and describe patterns**	One more/one less Says the number that comes after a given number in sequence 1-5 (then 1-10) Says the number that comes before a given number in sequence 1-5 (then 1-10) **Finds one more than a given number** **Finds one less than a given number**	**Time** Children begin to recognise some o'clock times such as 12 o'clock dinner time, 3 O'clock home time Children use a range of time related language (see vocabulary list) Talk about past, present and future events and routines in a variety of time contexts (e.g. over a week, over a day, within a short space of time)	**11+12** **Knows number names to 12** **Can say number names in order to 12** **Recognises numerals to 12** Can explain teen numbers as 10 and … more **Can place numerals in order to 12** Can count on when part of a set of objects is hidden	**Money** Can role play the sequence of events that occur in a shop **Begins to use the language of money through play** Uses language related to money	Consolidate number Number bonds to 10 Addition and subtraction
What is 3? **Consolidate 1,2,3** **Counts up to 3 objects by saying one number name for each item** **Can count a given number (up to 3) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 3 **Recognises numerals 1-3** **Selects correct numeral to represent objects 1-3**	**What is 6?** **Counts objects to 6** **Counts an irregular arrangement of objects up to 6 (order of irrelevance principle)** **Can count a given number (up to 6) of objects from a larger group (Cardinal principle)** Can subitise (recognise quantities without counting) up to 6 **Recognises numerals 1-6** **Selects correct numeral to represent objects 1-6**	**3d Shape** **Begin to recognise and name shapes (both 2D and 3D)** **Begin to use shape language e.g. straight, pointy, curvy, round** **Selects a particular named shap** Understands that a 3D shape is a solid shape **Names 3D shapes including cone, sphere, cylinder, cuboid, cube** **Uses mathematical language to describe shapes (face and edges)**	**13 +14** **Knows number names to 14** **Can say number names in order to 14** **Recognises numerals to 14** Can explain teen numbers as 10 and … more **Can place numerals in order to 14** Can count on when part of a set of objects is hidden		Consolidate number Number bonds to 10 Addition and subtraction
2d Shape **Begin to recognise and name shapes (both 2D and 3D)** **Begin to use shape language e.g. straight, pointy, curvy, round** **Selects a particular named shape** Understands that 2D shape is a flat shape **Names 2D shapes including rectangle/oblong, circle, square, triangle**	**Positional language** **Can use positional language** Can talk about their relative position **Can talk about their relative position, and the position of objects and items using correct positional language**				