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| **Autumn Maths Progression- Reception** |
| **Emerging** | **Expected** | **Exceeding** |
| I recognise numerals 1 to 5. | I can count to and back reliably with numbers from 1 to 10. | I can count to and back reliably with numbers from 1 to 20. |
| I can order numbers 1 to 5 | I can order numbers to 10. | I can order numbers to 20. |
| I can count up to 5 objects or actions by saying one number name for each item | I can count an irregular arrangement of up to 10 objects saying one number name for each item. | I can count an irregular arrangement of up to 15 objects saying one number name for each item. |
| I can select the correct numeral to represent up to 5 objects | I can say which number is one more than or one less than a given number to 10 | I can say which number is one more than or one less than a given number to 15 |
| I can use the language ‘more than’ and ‘fewer than’ to compare sets of objects. | I can read and write numbers to 5 most of which are correctly formed. | I can read and write numbers to 10 most of which are correctly formed. |
| I can find one more or one less from a group of objects. | I can show different ways of making numbers within 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4. | I can show different ways of making other numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6. |
| I can count my fingers. | I can show a number using my fingers. | I can solve an addition or subtraction problem using my fingers. |
| I am beginning to show an interest in number problems | I can find the total number of objects in 2 groups by counting them altogether. |
| I can name 2D shapes. | I can name and describe some 2D and 3D shapes | I can name all 2D and 3D shapes and use some mathematical language to describe them, e.g. curved, flat, number of faces. |
| I can use some language of size and shape e.g. big, short, round | I can compare the length/height/weight/capacity of two objects | I can sort three objects by length/height/weight/capacity. |
| I can recreate a repeating pattern. | I can continue a repeating pattern. | I can create a simple repeating pattern e.g. red, blue, red, blue. |

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| **Spring Maths Progression- Reception** |
| **Emerging** | **Expected** | **Exceeding** |
| I can count to and back reliably with numbers from 1 to 10. | I can count to and back reliably with numbers from 1 to 20. | I can count objects, recognise and order numbers to twenty |
| I can recognise and order numbers to 10. | I can recognise and order numbers to 15. |  I can count on or back from any given number up to 15. |
| I can count an irregular arrangement of up to 10 objects saying one number name for each item. | I can count an irregular arrangement of up to 15 objects saying one number name for each item. | I can make an accurate estimate of a number of objects and check quantities by counting up to ten. |
| I can say which number isone more than or one lessthan a given number to 10. | I can say which number is one more than or one less than a given number to 15. | I can say which number is one more than a number to 20 and beyond. |
| I can read and write numbers to 5 most of which are correctly formed. | I can add and subtract two single digit numbers using objects. | I can record my own number sentences, using objects to solve. |
| I can show different ways of making numbers within 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4. | I can solve problems including doubling, halving and sharing (within 10) using practical objects | I can recall double and half number facts within ten. |
| I can find the total number of objects in a group by counting. | I can show different ways of making other numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6. | I can tell my own number stories and explain them. |
| I can name and describe 2D shapes. | I can name all 2D and 3D shapes, using some descriptive language. | I can describe the properties of 3d shapes, explaining how they can be used. |
| I can recognise 1p, 2p and 5p coins and know their values. | I can recognise 1p, 2p, 5p, 10p and 20p coins and know their value. | I can recognise all coins and know their value. |
| I can make small totals using 1p coins.  | I can calculate amounts using 1p, 2p and 5p coins e.g. 2p+5p is 7p. | I can calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p. |
| I can compare the length/height/weight/capacity of two objects | I can sort three objects by length/height/weight/capacity. | I am beginning to use non-standard measure to explore properties of objects. |
| I can continue a repeating pattern | I can create a simple repeating pattern e.g. red, blue, red, blue | I can describe and recreate more complex repeating patterns e.g. red, blue, blue, red… |
| I can order the main events of the day in time sequence. | I can order the main events of the day and say what time some of these happen. | I can show o’clock times on an analogue clock (+ expected) |

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| **Summer Maths Progression- Reception** |
| **Emerging** | **Expected** | **Exceeding** |
| I can count to and back reliably with numbers from 1 to 20. | I can count objects, recognise and order numbers to 20. | I have a strong understanding of number and am beginning to understand place value e.g. twelve is one ten and two. |
| I can recognise and order numbers to 15. | I can make an accurate estimate of a number of objects and check quantities by counting up to ten. | I can make a sensible estimation of a larger number of objects.  |
| I can count an irregular arrangement of up to 15 objects saying one number name for each item | I can say what is one more than or one less than a number within 20. | I can recall half and double facts within 20. |
| I can say which number is one more than or one less than a given number to 15. | I can count on or back to find the answer to addition and subtraction problems on a number line. | I can hold the larger number in my head and count on or back to solve an addition or subtraction problem.  |
| I can add and subtract two single digit numbers using objects | I can tell my own number stories and explain them | I can add 3 numbers together. |
| I can solve problems including doubling, halving and sharing (within 10) using practical objects. | I can share amounts into equal groups | I can solve practical problems that involve combing groups of 2, 5, 10. |
| I can show different ways of making numbers within 10 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4 | I can read, write and interpret number equations using the symbols +, - and =. | I am beginning to add together two 2-digit numbers using Numicon.  |
| I can name and describe some 3D shapes. | I can describe the properties of 3d shapes, explaining how they can be used. | I can confidently describe or identify a 2d or 3d shape based on its properties. |
| I can calculate amounts using 1p, 2p coins e.g. 2p+1= 3p | I can calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p | I can make larger totals using 2ps, 5ps and 10ps by counting in 2s, 5s and 10s.  |
| I can sort three objects by length/height/weight/capacity | I am beginning to use nonstandard measure to explore properties of objects. | I can choose the most appropriate way to measure an object of my choosing. |
|  I can order the main events of the day in time sequence and say what time some of these happen. | I can show o’clock times on a clock. | I can show o’clock and half past times on an analogue clock. |